Utah State University

Coordinated Programs in Dietetics Using the DE Standards

Comprehensive Self-Study Report (SSR) for Continued Accreditation

The Accreditation Council for Education in Nutrition and Dietetics (ACEND)

December 2014

Application for Accreditation Cover Pages -- ACEND 2012 Accreditation Standards
Coordinated Program

Report being submitted (check one):

☐	Eligibility Application–Standards (1-3)	x	Self-Study Report for Continued Accreditation	☐	Other _____
☐	Self-Study Report for New Program Application –Standards (1-23)	☐	Program Assessment Report for Continued Accreditation		

Date: 12/8/2014

Program name: Coordinated Program in Dietetics

Sponsoring institution: Utah State University

City: Logan **State:** Utah

Substantive program changes included in report: X **No** | ☐ **Yes** **List change:** _____

Concentration Areas — (list all using additional sheets if necessary):

Concentration Area name: Lifespan Nutrition

Concentration Area name: N/A

Degree granted — (check all that apply):

☒ Baccalaureate ☐ Master's ☐ Doctoral ☐ Verification Statement Only

Distance Education — (check all that apply):

☐ One or more DE required courses ☐ Supervised practice rotations

Other Program Options — (check all that apply):

☐ Full-time ☐ ISPP ☐ Other Option _____

Program Length (Years/Months) _____

Existing Coordinated Program: Enter maximum number of students for which program is seeking accreditation and current enrollment.

New Coordinated Program: Enter anticipated maximum number of students for which program is seeking accreditation.

Coordinated Program in Dietetics Using the DE Accreditation Standards						
	1st Year Completing Baccalaureate Degree DE	2nd Year Completing Baccalaureate Degree DE	1st Year Completing Graduate Degree DE	2nd Year Completing Graduate Degree DE	Post-graduate Students with a BS degree or higher who are only Completing DE Requirements	Students enrolled in Individualized Supervised Practice Pathway (ISPP)
Maximum Enrollment	14	14				
Current Enrollment	12	12				

Program Director:

Rebecca Charlton		Utah State University
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Program Director, Adjunct Professional Practice Assistant Professor		Nutrition, Dietetics, and Food Science
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CDR Registration Number		
		Rebecca.charlton@usu.edu
Signature		E-mail Address
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Telephone	Fax Number	Website Address

The program is aware of and agrees to abide by the accreditation standards and policies and procedures established and published for accreditation by the Accreditation Council for Education in Nutrition and Dietetics.

Administrators: Provide names(s), credentials, title(s), and signature(s) of Administrator(s) to whom program director is responsible.

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Signature		

**This form must be submitted with the application packet documenting compliance with ACEND's 2012 Eligibility Requirements and Accreditation Standards.*

***The Accreditation Council for Education in Nutrition and Dietetics will not process an application without the signature of the sponsoring institution's CEO or designated officer.*

If you used a consultant to prepare your report (paid or unpaid), please describe the nature of the services provided and include the name and contact information of the consultant. Indicate "N/A" if not applicable:

Services provided: Assisted with the development of accreditation materials, exhibits, and SSR. Assisted with development of student, graduate, employer, and internship director evaluations.

Mateja Savoie MPH, RD, CD
Consultant Name

Evaluation Coordinator, SNAP-Ed
Title

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SSR Guide to Exhibits by Standard

Standard/Exhibits in SSR Binder
Standard 1—Program Characteristics and Finances NWCCU USU Accreditation letter: 2/3/14 Utah State University Organizational Chart NDFS Department Organizational Chart 2014 USU Dietetics Operating Budget USU Catalog Dietetics Degree Requirements Dietetics Supervised Practice Hours Distribution 2013 NDFS Achievement Letter & IDEA Summary CPD Director CV & Credentials
Standard 2—Title IV Compliance For Free Standing Programs N/A: No Exhibits required
Standard 3—Consortia N/A: No Exhibits required
Standard 4—Program Mission No Exhibits
Standard 5—Program Goals No Exhibits
Standard 6—Program Objectives No Exhibits
Standard 7—Program Assessment Historical Data Used to Determine Target Measures (from PAR 2013) Program Assessment Summary Example 5 year exam pass rate report from CDR Selecting IDEA objectives Understanding IDEA evaluations Program Assessment Matrix 2014-2021
Standard 8—On-going Program Improvement Dietetics Academic Advisor USU Dietetics Student Handbook Sample: Orientation Meeting Agenda Orientation Sign-in Sheet Syllabus NDFS 1260 Breakfast Bites abstract HEN Post Summer 2014 (Food Waste article) Food Day Press Release Soup Connection Summary Clinical Lactation Rounds Sample IDEA evaluations report Proposed Changes to Course Fees Family Life Kitchen improvement budget In-service 5.7.14 minutes ACEND Update August 2014

Standard 9—Program Concentrations
Program Concentrations Summary Matrix
Standard 10—Curriculum Mapping
Curriculum Map
Curriculum Map Program Concentration
Dietetics Competency Checklist
Sample: Rotation Objective and Assignment Sheet (Logan Regional Hospital)
Standard 11—Learning Activities
USU 2014-2015 Course Catalog Degree Information Sheet
Sample Syllabus: NDFS 4020
Sample Assignment: Debate
Sample Rubric: Peer Evaluation
Sample Rotation Activity: Childcare Facility
Sample Capstone Project: Written Case Presentation
Standard 12—Curriculum Length
CPD Course List by semester
Program or Curricular Change Form
Sample: Changes to Dietetics Coursework Summary Sheet 10/16/2012
Standard 13—Learning Assessment
Learning Assessment Matrix 2013-2018
Sample: Clinical Final Evaluation
Sample: Final Case Study Content Guidelines & Rubric
Sample: Dish Up! USU Dietetics blog
UAND Student Abstract & Poster
Sample: Portfolio Assignment & Links to Sample Portfolios
Sample: Capstone Case Presentation
Standard 14—On-going Curriculum Improvement
Sample: IDEA Evaluation
Sample: Program evaluation survey reports 2013
Sample: Mid-semester Evaluation
Sample: Faculty plan of work
Curriculum Change Form
Sample Plan of Work 2014 (Course Update)
Sample: Faculty and accreditation meeting minutes
Standard 15—Responsibilities of the Program Director
Director Role Statement
Director Role Statement Communication
ACEND UPdate Student Documents
Standard 16—Faculty and Preceptors
Flow Chart for Faculty/Exempt Searches
New Faculty Resources and Orientation
Faculty Data Summary Table
Sample: Preceptor request for CV and PDP/annual training
Preceptor Qualifications Table
Sample: Clinical Preceptor job request and training outline

Sample: USU Preceptor agreements Sample: Preceptor CV and PDP Plan Sample: Preceptor task lists and timeframes (Soup Connection) Sample: Preceptor Training email Sample: Preceptor Training (counseling skills) Student Rotation Schedules
Standard 17—Continuing Professional Development No Exhibits
Standard 18—Program Resources Sample: Faculty teaching conference
Standard 19—Supervised Practice Facilities Affiliation Agreement Policy Sample: Letter of Agreement Sample: Supervised Practice Agreement
Standard 20—Student Progression and Professionalism No Exhibits
Standard 21—Student Complaints No Exhibits
Standard 22—Information to Prospective Students and the Public Screen shots of USU Dietetics Website USU Dietetics Facebook screen shots LinkedIn screen shots USU Dietetics Blog: Dish Up screen shots and stats overview
Standard 23—Policies and Procedures Example of Recruitment banner Dietetics Application Information Meeting slides Dietetics Program Application Form Program Application Scoring Criteria & Matrices

Program Summary Information

Directions: The summary information on the following pages is used by the review team and the ACEND board for conducting your program's review. This information must be consistent with the detailed information in the self-study report, so be as accurate as possible. Please note that ACEND reserves the right to request additional information while conducting its review of the program.

Program Name:	Coordinated Program in Dietetics
Sponsoring Organization:	Utah State University
Sponsor's Accreditor or Recognition Body	Northwest Commission on Colleges and Universities

Executive Summary of the Program

Briefly describe the program, its history, environment and its characteristics, including a description of the educational philosophy or primary methods used to teach the curriculum (problem based, blocks, lecture-discussion, etc.) and a summary of the program's strengths, challenges and weaknesses

In 1888, the Agricultural College of Utah was founded as the state's land-grant institution. It became Utah State University (USU) in 1957. Throughout time, USU has remained true to its roots as an institution dedicated to the land and its people. With the land-grant distinction, USU has the responsibility to "educate the state," and it continues to maintain a presence in every county in Utah via Cooperative extension. Through academic and research prowess, athletic success, and unparalleled student experience, USU's rich history and traditions color the institution culture.

The Department of Nutrition and Food Sciences (NDFS) was established in 1971 by combining the Department of Food Sciences and Industries in the College of Agriculture with the Department of Foods and Nutrition in the College of Family Life. NDFS was jointly administered by the College of Agriculture and the College of Family until 2002 when the College of Family Life was dissolved. Since that time, NDFS has been administered by the College of Agriculture. In 2008, the departmental name was changed to the Department of Nutrition, Dietetics, and Food Sciences. In 2013, the college name was changed to the College of Agriculture and Applied Sciences (CAAS).

The NDFS Department offers Bachelor of Science programs in Dietetics (Didactic Program in Dietetics (DPD) and the Coordinated Program in Dietetics (CPD), Food Science, Food Technology Management, and Nutrition Science. The Department also offers four graduate-level programs including Nutrition and Food Sciences (MS), Food Safety & Quality (MFSQ), Dietetics Administration (MDA), and a doctoral-level degree in Nutrition and Food Sciences (PhD).

Admission into the CPD requires a formal application process during spring semester of the sophomore year. Consideration for the CPD requires a GPA > 3.0 and no D or F grades in required prerequisite coursework. Selected applicants register for dietetics courses beginning the following fall semester.

Faculty who teach CPD courses utilize a variety of teaching methods to accommodate the various learning styles of students including lecture, experiential learning, service learning, case study, demonstration, simulation, role-playing, reaction papers, group projects, and in-class student presentations. Experts in the field are invited to expose students to alternative areas of practice and allow them to identify new passions and resources. Evaluation methods are in place to regularly assess instructor effectiveness, course effectiveness, and achievement of learning objectives and required competencies, and student satisfaction. Peer evaluation is incorporated to provide students with analytical skills and practice in providing feedback to others in a tactful and professional manner.

We have had numerous changes and turnover in faculty and program directors during the past five years that required repeated restructuring of role assignments, team building, and temporary instructors to meet the

program needs. Fortunately, program excellence has been maintained and a strong team is working together to continue to build the strengths of our programs and to address some areas in need of improvement.

Strengths include pass rates on the registration exam that exceed the national average and high employment or graduate school placement rates among graduates. The program has strong affiliation with well-recognized facilities in the area, a strong teaching faculty, and excellent preceptors. Students have a 6-week pediatric rotation at a high-level pediatrics facility as well as experience with long-term care per an emerging emphasis on life cycle nutrition.

Weaknesses include inconsistency in data collection and reporting, so our recent priorities have been to improve and standardize our data collection and information management systems. Successful steps have been implemented to resolve existing issues.

In two or three sentences per bullet, summarize any changes in the areas below that have occurred in your program or sponsoring organization over the last 5 years and their impact on the program:

- Changes in Administrative Support:
    - Work Study funding was obtained in 2012 to hire additional clerical assistance for program data management. Current priorities are focused on improving our student data tracking system. A shared drive has been implemented as well as a centralized location for student records to be compiled and stored.
    - A new program director was hired in 2012. The program director has 10 years of clinical dietetics experience.
- Changes in Financial Support:
    - Dietetics faculty salaries and overhead expenses are covered within the Departmental Budget. The combined Dietetics Programs have an independent operating budget of $34,000 per year.
    - Changes in the past five years:
        - $2000 per faculty member allotted to allow for travel and professional development
        - Department Head implemented a $5,000.00 stipend for DPD and CPD Directors.
        - University approval was recently given so that student fees can cover additional costs, including equipment depreciation, teaching assistants, and preceptors. Course fees adjustments have been requested to improve funding of dietetics programs.
- Curricular Changes:
    - Our previous course NDFS 1260: Culinary Basics was changed to NDFS 1240: Food Literacy to better reflect the evolving nature of the course and of the dietetics profession. Topics such as sustainable food systems, composting, recycling, waste reduction, eating seasonally, and procurement of local food are included. This course is required by all Dietetics majors (DPD and CPD) as well as all Family and Consumer Science Education majors. This course is held as the model across the state for other colleges and universities to incorporate the principles into their course within one year. If not, transfer students will need to re-take the course when they reach USU.

- Diversification of supervised practice experiences to include additional life cycle experience, including pediatrics and care for elderly, dietetics research, and kitchen management experience.

    - Decreased dependence on clinical simulations. The current guidelines recommend that simulations only be used if supervised practice facilities cannot be found. In analyzing available options, the program director recognized that an over-emphasis on clinical skills was limiting supervised practice options. By diversifying supervised practice to include alternate areas of practice, the program was able to decrease hours spent on simulations and provide students with a more well-rounded experience in dietetics.

    - Beginning in spring 2013 Maternal/Child Nutrition course has been taught in one section rather than three. This uses faculty time and resources more efficiently. The supervised practice component of the course has been separated into a new lab course for CPD students only.

    - Management in Dietetics course changed name to Transition to Professional Practice and has expanded its emphasis on research, marketing, customer service, and program sustainability.

    - Utah Science Technology and Research (USTAR): This facility on the Innovation Campus at USU has a state-of-the-art commercial research kitchen designed for feeding trials and other nutrition-related research. Students are now involved in several newly-developed projects to provide them with a range of experiences in clinical, community, and foodservice-management settings. Examples are:

        - The Soup Connection: Development/distribution of a Soup and Bread Community Supported Agriculture (CSA) project and a Soup for Lunch program. Experiences include: provision of nutrition education to customers, product development, marketing, teamwork and CSA distribution. Soup Connection teaching kitchen allows students to explore the use of food as a tool of education, improve food preparation skills, and participate actively in human resource and kitchen management.

        - Nutrition research activities at the Center for Human Nutrition Studies under the direction of Sheryl Aguilar (research dietitian). In recent years, the students have participated in the following projects:

            - The Juice Study: A dose-response study utilizing fortified juices. Students assisted with Food Frequency Questionnaire (FFQ), work with children in the clinic obtaining anthropometric measurements, carotenoid level hand scanning and food waste analysis.

            - Food Dudes: A research program developed in Wales and implemented at a local Utah grade school that utilizes reinforcement and peer education to increase consumption of fruits and vegetables throughout the school district. Students participate in collection and assessment of anthropometry measurements and carotenoid scanner data, FFQ administration, demand curve assessment, and food waste analysis.

            - Smart Bites: Utilizes conversation map style to teach senior citizens about diabetes prevention and management. Students prepare and serve food samples and assist with curriculum modification.

- Expanded involvement with the USU Extension Food $ense Program. Students are involved in a variety of nutrition education projects geared toward low-income SNAP recipients. Students procure local produce, prepare food samples, and provide related nutrition information to patrons at the Cache Valley Gardener's Market. Students are also able to create nutrition education materials and teach Food $ense participants.

- Program Changes (e.g. new tracks, degrees, etc.):
  - The program has initiated a focus on life cycle nutrition to further the health of families and communities. The mission statement and program plans have been adjusted to reflect this emerging focus of training.

- Changes in Learning Resources:
  - No changes

- Faculty/Preceptor Changes:
  - Faculty changes during the past five years are summarized below:
    - Departed Faculty: Explanation
      - Noreen Schvaneveldt (former DPD Director): Retirement
      - Nedra Christensen (former CPD Director): Death
      - Megan Bunch (former DPD Director): Resignation
      - Janette Kudin (former MDA Director): Resignation
      - Janet Anderson (formerly 100% Dietetics – now 100% Associate Provost)
      - Dana Ogan (former Clinical Assistant Professor and coordinator of supervised practice): Resignation
    - New /Re-assigned Faculty (since 2008)
      - Tamara Steinitz (Assumed role of DPD Director November 2011)
      - Rebecca Charlton (CPD Director) Hired Aug 2012
      - Stacy Bevan (Clinical Assistant Professor) Hired Fall 2011
      - Martha Archuleta (Assumed role of Director, MDA Program Fall 2012 and role of Executive Director of Distance Dietetics Programs Jan 2013)
      - Sheryl Aguilar (Professional Practice Assistant Professor) Hired Spring 2014

- Changes to Facilities:
  - Due to shifts in building assignments, the USTAR building will no longer house the Soup Connection and teaching kitchen projects. The commercial teaching facility will be moved to the Nutrition, Dietetics and Food Sciences building as part of a $400,000 remodel of the existing commercial facilities. This change is anticipated to be completed in December 2014.
  - Equipment upgrades made to home kitchen teaching facilities in the Family Life Building for NDFS 1260: Food Literacy. The one-time improvements were funded through grants. Ongoing equipment replacement is planned to be done through course fees to ensure the interdisciplinary classes taught in the home kitchen are well funded.

- Changes to Support Services:
    - CAAS recently hired a full-time academic advisor and Career Program Coordinator to provide student assistance with course of study, general advising, and job applications.

Please write any other relevant comments (optional).

Recent turnover in dietetics faculty has presented enormous challenges for the CPD program. Despite a few years decline, program excellence has been restored as indicated by recent pass rates well above national averages on the Registration Exam for Dietitians.

Summary of the Self-Study Process

Explain how the self-study process took place, briefly describing who was involved (administrators, faculty, preceptors, students, graduates, employers, practitioners, other program directors, faculty/staff from other disciplines, etc.) and what they did.

The self-study process began in the fall of 2013. The CPD program director met with dietetics faculty and the NDFS department head to discuss the self-study process. Mateja Savoie was hired part time to assist with the development of the SSR and program evaluations. This allowed faculty to assist with the self-study process without having to reduce other teaching, research, and leadership obligations. The program director met with Mateja Savoie on a weekly basis to discuss and review the SSR standards, exhibits, and other requirements. The self-study process was discussed with other dietetics faculty during bi-monthly faculty meetings where the program director would request information and assistance from dietetics faculty and the department head. Faculty provided information about their courses, curriculum, student feedback, responsibilities, experiences and more. Standards were written throughout the year with the assistance of Mateja Savoie and DPD director, Tamara Steinitz. Exhibits were compiled as the standards were written. Throughout the self-study process, several undergraduate work study students assisted with organization of student paperwork and files. The final document was reviewed by faculty. Feedback was provided and the SSR was updated accordingly.

Completing the SSR helped to identify areas of strength and weakness. Courses and curriculum were adjusted per the new guidelines and data management improved. Programs scrutiny is always beneficial. The SSR provided the opportunity to fine-tune and clarify the program in order to improve student experience and be able to better track program outcomes.

Current Program Mission, Goals and Objectives (Standards 4, 5 and 6)

Mission:

Utah State University Mission Statement:
The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement.

College of Agriculture Mission Statement:
The College of Agriculture enhances people's lives through discovering and sharing knowledge, assisting those involved in all facets of agriculture, and teaching students whose future contributions will guide our use of land and water and improve the health of plants, animals, and humans.

Department of Nutrition, Dietetics, and Food Sciences Mission Statement:
The mission of the Department of Nutrition, Dietetics and Food Sciences (NDFS) is to enhance the quality of life and well being of our constituents in Utah, the nation, and internationally through our programs in education, research, and extension.

USU Coordinated Program in Dietetics Mission Statement:
The mission of the Coordinated Program in Dietetics is to enhance the health of family, communities, and nations by graduating students who are prepared to advance the profession of dietetics through scientific understanding, compassionate practice, and community engagement.

Program Goal 1:

The USU coordinated program in dietetics will graduate students who are exam-ready and able to enter the dietetics work force or advanced study.

Program Objectives for Goal 1:

- Over a 5-year period, 90% of students will be employed or enrolled in graduate school within 1 year of program completion.
- Over a 5-year period, 90% of graduates will pass the Registration Examination for Dietitians

Program Goal 2: The USU coordinated program will produce professionals who are independent, capable, and prepared to function in dietetics practice.

Program Objectives for Goal 2:

- 90% of students will achieve preceptor scores of 3 or higher on end of rotation evaluations.
- 90% of enrolled students will complete program requirements in less than three years.
- 70% of students will receive above average employer scores on post-graduation employer evaluations

Pass Rate Monitoring and Improvement Plan (Standard 6 and 8)

All programs must comprehensively determine factors influencing their pass rates and take steps to improve student performance using the findings.

1 Use the most recent CDR Registration Examination Five Year Summary Reports to complete the non-grey cells in the following table for the last five years or more. Then, select the entire table, and press the F9 key to automatically calculate the Pass Rate Percentages and column totals in grey.

List years sequentially from least recent to most recent (e.g., 2006, 2007...2010)	(A) # of Students Taking the Exam for the First Time	Students Passing the CDR Exam		Pass Rate Percentages	
		(B) # of Students Passing on Their First Try	(C) # of Students Passing within One Year of Their First Try (if available)	(B/A) First-Time Pass Rate	(C/A) One-Year Pass Rate (if available)
Optional: Previous Five Years 2004-2009		NA	NA	NA	NA
Least Recent 2009	9	9	9	**100** %	100%
2010	13	13	13	100%	100%
2011	10	10	10	100%	100%
2012	7	4	7	57%	100%
Most Recent 2013	14	13	14	93%	93%
Current Five Years 2000^{6} - 2013^{10}	53	49	53	92%	98%

2. Describe the trend(s) in your program's benchmarks over the last five years by placing an "X" in the appropriate boxes.

Annual Benchmarks	Constant	Declining	Increasing	Inconsistent	Missing Data
First Time Pass Rate				X	
One Year Pass Rate		X			

3. Identify factors from the areas listed below that influence your program's pass rate, briefly summarizing the methods used to evaluate the effectiveness of those areas and the individuals carrying out the evaluation (administrators, faculty, preceptors, students, graduates, employers, practitioners, other program directors, faculty/staff from other disciplines, etc.).

Program Curriculum:

- Program faculty have maintained commitment to high academic achievement
- Hired faculty with clinical experience for MNT courses
- Increased focus on applied food preparation in various contexts and in combination with acquisition of clinical knowledge
- Supportive academic and regional stakeholders
- Expanded foodservice experiences

Teaching & Learning Methods:

- The MNT courses (NDFS 4550/4560) had been taught as traditional lecture courses. However, as the nutrition care process and methods of assessment have evolved over years, the course had become cumbersome. IDEA evaluations indicated that students felt the course was too fast-paced and difficult to maneuver. In fall of 2013, the instructor decided to flip the course. Flipped courses permit students time to practice skills, ask questions, and apply course materials. Lectures are provided online with weekly reading quizzes to gauge student engagement with online material. IDEA evaluations indicated that students appreciated the change. Students reported they understood the material better and felt the course had better overall flow.
- Added food system sustainability principles and food-based experiences to more courses per HEN guidelines released spring 2014
- Most faculty members have incorporated principles of innovative teaching including enhanced student engagement, improved use of online platforms, and more focus on evidence-based teaching methods. Classes received high student ratings and students perform well in classes.

Faculty and Preceptors:

- High faculty turnover during past six years resulted in inconsistency in course and data management
- Added faculty with clinical and research experience to dietetics team

Academic Counseling:

- College of Agriculture now has a full-time Academic Advisor as well as a Career Program Coordinator, which has enhanced the amount of time and services that dietetics students can receive.
- The academic advisor to Nutrition, Dietetics, and Food Science undergraduate students, answers the initial inquiries of potential students regarding the departmental degree programs. In addition, the advisor helps inform students of the different university and departmental requirements for graduation. Each student has the opportunity to meet with their advisor annually, or more frequently as needed to discuss the DPD program application process and requirements, course scheduling, and internships. Students seek information from their advisor when they are unsure of university policies and resources. Advisor works on student recruiting, retention, enrollment and final transcript review for graduation. The NDFS advisor participates in the Dietetics program application and selection process as well as orientation meetings.
- The Career Program Coordinator works with the academic advisor to help students find a major and determine a career path. The College of Agriculture and Applied Sciences has a specific coordinator dedicated to Ag students. The coordinator helps with assessments, internships, resume and cover letter review, and mock interviews. The coordinator is available to work with students throughout their college career.

Student Support Services:

- Increased referrals to USU Academic Resource Center for study skills, test-taking strategies, time management, stress management, and more.
- Increased referrals to USU Career Services for assistance with resumes, cover letters, personal statements, and more.

Educational Resources:

- No changes since last reporting period

Program Assessment Process:

- Historically, the CPD has been effective at collecting and disseminating data for the program assessment. However, a primary program weakness over the past five years has been inconsistent data management of student information and evaluations. Due to high faculty and program director turnover, data has been passed through multiple hands, which resulted in inconsistent methods for data management. There have been several changes in the way data has been collected, moving from a paper to an online system for student evaluations. Regrettably, this resulted in data gaps. While there are report summaries and data available, it is difficult to summarize this data in a uniform and consistent method over a 5-year period. This compliance problem exists and a variety of measures have been implemented to eliminate these issues in the future. The CPD program assessment processes are discussed in more detail in Standard 7.

4. Describe any processes used for screening students who are applying to your program to assure that they have the knowledge, skills and values to successfully complete it and how you know whether they are effective. (e.g., GPA, GRE Scores, essays, interviews, letters of recommendation, work experience, etc.)

- Our application process requires submission of standardized information from all applicants for both the DPD and CPD programs.
- Applicants are evaluated on Academic Performance, Personal Letters of Application, Dietetics-Related Experience, Recommendation Forms, Personal Interviews, and a Math Quiz. See **exhibits** for additional information.

5. Summarize the criteria and process used to identify students who are having difficulty in the program and what is done to improve their learning. (e.g., performance on assignments, evaluation by preceptors, etc.)

- Student policies can be found in the Dietetics Handbook found at: http://ndfs.usu.edu/htm/undergraduate/dietetics
- Student Performance Criteria **(exhibit)**: Must pass each course with no lower than B-.
- CPD students who achieve <80% on one exam or significant assignment need to correct missed questions for up to ½ of missed points.
- CPD students who achieve <80% on more than one exam or significant assignment need to correct missed questions AND are required to make an appointment with USU Academic Resource Center ASAP and report to their respective director about their strategies.
- CPD students who earn less than a B- in any course are put on probation. Any student who earns less than a B- in more than one course is advised by their respective director to consider another major.

6. Describe how students are advised when they are not meeting program expectations or options offered as a last resort?

- Core dietetics instructors monitor student progress and offer assistance or referrals for development of academic skills for any student found to be performing below standards.
- Alternatively, a student may be offered time to resolve life concerns by deferring admission or placement to the next academic year.
- If, despite faculty and university attempts to resolve issues or concerns, a student earns less than a B- in more than one course, they would be advised by their respective director to consider another major. One option for a student in that situation would be to change to the College of Agriculture's major of ITDS: Interdisciplinary Studies. This program is individualized and the student can incorporate nutrition courses into the development of one or two areas of emphasis so that a BS degree can be earned. No nutrition minor is available at USU.

7. Describe your plans for improving your program's first-time pass rate or maintaining it if it is at 100%.

- Students have reported that financial concerns have limited access to RD exam prep programs. In 2014, the director and faculty agreed to use dietetics funds to purchase an institutional permission to ACEND's exam prep software (StEP) each June through August. This will permit graduating students to review coursework and take practice exams in preparation for the RD exam.
- Monitor program pass rates, especially in the various domains.
- Update professors on ACEND policies and current standards of practice in order to ensure that coursework stays relevant to the RD exam
- Continuously work to improve data management so that the program can be evaluated and adjusted as needed to maintain excellence

Required Program Timeframes (Standards 1, 6 and 12)

Please provide the information requested in the section below. Spreadsheets are available to assist you in performing the calculations. If your program has multiple pathways (e.g. distance, graduate, ISPP) with different timeframes, submit a separate sheet for each pathway.

Program Pathway Name: _____

Calculate the maximum program completion time in weeks or years

2 years	x 1.5 =	3 years
Normal Program Length		Max. Program Completion

Directions: Submit the minimum number of supervised-practice hours that your program requires in each rotation. If your program allows a range of supervised practice hours, then also include the maximum hours possible. Then, select the row labeled Total Supervised Practice Hours, and press the F9 key to automatically calculate the totals for the table.

	Hours in U.S. Rotations		Hours in Foreign Rotations	
Rotations Area	**Minimum**	**(Maximum)**	**Minimum**	**(Maximum)**
Clinical Practice	392	0	0	0
Community	232		0	
Foodservice	212		0	
Nutrition Research	45		0	
Management	45		0	
Marketing	0		0	
Pediatrics	248		0	
	0		0	
	0		0	
	0		0	
Total Supervised Practice Hours (F9)	1222	0	0	0

Sum of Minimum U.S. & Foreign Hours

1222
Min. U.S. + Min. Foreign Hrs

Sum of Maximum U.S. & Foreign Hours if a range is allowed

Max. U.S. + Max. Foreign Hrs

Rubric to Evaluate the Overall Organization and Clarity of the Self-Study Report

Please place an 'X' in the appropriate row and column to evaluate your program's completed self-study report.

	Exemplary	Meets Expectations	Needs Improvement
Participation in the Self-Study Process	The self-study report was written and reviewed with broad-based input from students, faculty, preceptors, staff, administrators and a range of other stakeholders, such as patients, practitioners, and employers. Exemplary	The self-study report was written and reviewed with broad-based input from students, faculty, preceptors, staff and administrators. Meets Expectations X	The self-study report was written by a small number of individuals who did not seek broad input from students, faculty, preceptors, staff, and administrators. Needs Improvement
Knowledge of the Self-Study Report	Students, faculty, preceptors, and staff are conversant in the major themes of the report and how the program intends to address any deficiencies. Exemplary	Students, faculty, preceptors, and staff are aware of the report and its contents. Meets Expectations X	Students, faculty, preceptors, and staff have little or no knowledge of the content of the self-study report or its impact on the program. Needs Improvement
Completeness and Transparency of the Self-Study Report	All narratives and supporting documentation are thorough, clear and concise. The content appears thoughtful and honest. Interviews match the self-study findings. Exemplary	All narratives and supporting documentation are present. The content is organized and logical. Meets Expectations X	Information is missing or written in an uninformative or disorganized manner. Needs Improvement
Relevance of Supporting Documentation	Supporting documentation of activities is informative and used judiciously. Exemplary	Supporting documentation is present when needed. Meets Expectations X	Additional documentation is missing, irrelevant, redundant, or uninformative. Needs Improvement
Evidence of Continuous-Quality Improvement	The program presents thoughtful, viable plans to not only address areas of deficiency, but also to further advance the quality of the program beyond the requirements of the Standards. Exemplary	The program proactively presents plans to address areas where the program is in need of improvement. Meets Expectations X	No plans are presented or plans do not appear adequate or viable given the issues and the context of the program. Needs Improvement
Organization of the Self-Study Report	All sections of the report are complete and organized or hyper-linked to facilitate finding information, e.g., pages are numbered and sections have labeled or tabbed dividers. Exemplary	The reviewer is able to locate a response for each standard and the supporting documentation with minimal difficulty. Meets Expectations X	Information appears to be missing or is difficult to find. Sections are not well labeled. Needs Improvement

Provide additional comments on the Self-Study Report to assist in quality improvement:

Summary of the Evaluation of ACEND Accreditation Standards for U.S. Programs

After you have finished writing your self-study report, copy the evaluations at the end of the discussion of each standard to complete this summary table. (Place an X in the appropriate row and column.)

Accreditation Standards for U.S. Programs	Meets 1	Meets 2	Partially Meets	Does Not Meet	Not Applicable
Eligibility for ACEND Accreditation					
1. Program Characteristics and Finances	X				
2. Title IV Compliance for Free-Standing Programs	X				
3. Consortia	X				
Program Planning and Outcomes Assessment					
4. Program Mission	X				
5. Program Goals	X				
6. Program Objectives	X				
7. Program Assessment		X			
8. On-going Program Improvement			X		
Curriculum & Student Learning Objectives					
9. Program Concentrations			X		
10. Curricular Mapping	X				
11. Learning Activities	X				
12. Curriculum Length		X			
13. Learning Assessment	X				
14. On-going Curricular Improvement	X				
Program Staff and Resources					
15. Responsibilities of the Program Director		X			
16. Faculty and Preceptors		X			
17. Continuing Professional Development	X				
18. Program Resources	X				
19. Supervised-Practice Facilities			X		
Students	X				
20. Student Progression and Professionalism	X				
21. Student Complaints	X				
22. Information to Prospective Students and the Public	X				
23. Policies and Procedures	X				

KEY **Meets** 1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

Partially Meets Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet Plans to address compliance problems are not viable or have not been developed.

Program Eligibility for ACEND Accreditation

Standard 1: Program Characteristics & Finances
All programs applying for accreditation by ACEND must meet requirements not limited to quality-assurance or oversight by other agencies, organizational structure, financial stability, the awarding of degrees or certificates, program length, and program management.

Guideline 1.1

The program must be housed in a college or university located in the U.S. or its territories and accredited in good standing by a U.S. regional institutional accrediting body for higher education.

Guideline 1.2

The program must be integrated within the administrative structure of the college or university, as evidenced by an organization chart showing the relationship of the dietitian education program to other programs/services.

Guideline 1.3

The program must have a budget to support itself.[1]

Guideline 1.4

The program must award a baccalaureate degree, a graduate degree, a certificate of completion, or a combination thereof, depending on whether the graduate already holds a baccalaureate degree or higher.

a. Graduates with an associate's degree or less must be awarded at least a baccalaureate degree.

b. Graduates with a baccalaureate degree or higher must be awarded a certificate of completion, an academic degree or both.

Guideline 1.5

The institution is responsible for choosing and awarding a degree or certificate of completion that is commensurate with the amount and complexity of the course work required to meet practice expectations and student learning objectives. If the program awards a graduate degree, the dietetics-specific knowledge and competencies must be achieved through prerequisite or graduate courses and practica that are required for completion of the graduate degree.

Guideline 1.6

The program must provide at least 1200 hours of supervised practice experiences, at least 900 of which must be conducted in the United States or its territories, possessions (including the District of Columbia, Guam, Puerto Rico, and U.S. Virgin Islands) or military bases to meet the competencies for entry-level practice as a registered dietitian.

Guideline 1.7

The program must have a designated director who

a. has earned at least a master's degree,

b. is credentialed as a registered dietitian by the Commission on Dietetic Registration,

c. has a minimum of three years professional experience post credentialing,

---

[1] The U.S. Department of Education requires that ACEND review a program-specific budget. A line-item budget that documents specific revenues and expenses for the program is preferred; however, if the program's budget is integrated into a departmental budget, the program may provide the dollar amount of the departmental budget, the percent of the departmental budget allocated to the program, and a narrative explaining revenue sources and expenses used by the program.

d. is a full-time employee of the sponsoring institution as defined by the institution, or a full-time employee of another organization that has been contracted by the sponsoring institution and

e. does not direct another ACEND-accredited dietetics education program.

Utah State University (USU) is accredited by the Northwest Commission on Colleges and Universities (NWCCU) (exhibit) The Coordinated Program in Dietetics (CPD) is housed on the main Logan campus in the Department of Nutrition, Dietetics and Food Sciences (NDFS), which is housed in the USU College of Agriculture and Applied Sciences (CASS) (exhibit).

Dietetics faculty salaries, support staff salaries, and operating costs are included within the NDFS department's education and general budget that is funded through state appropriations plus student tuition and fees. The department head works through the dean of the college to gain approval for adjunct positions and contract teaching for the dietetics programs. The NDFS department has 5.5 FTE of faculty for the dietetics programs. There are two staff assistants available to assist faculty and students in the dietetics program **(exhibit).**

Dietetics faculty salaries, support staff salaries, and operating costs are included within the NDFS department's education and general budget, funded through state appropriations plus student tuition and fees. The department assigns the dietetics programs (CPD and DPD) an independent operating budget of $34,000 per year that covers the following expenses: additional office support, teaching assistant wages, accreditation fees, equipment, IT support and teaching supplies. In 2009, the NDFS department head implemented an annual $5000 addition to salary for CPD director for service exceeding their academic year appointment **(exhibit).**

There is only one "track" for CPD students at USU. Students are considered full time and take courses in medical nutrition therapy, community nutrition, and food service management. They are provided with a variety of opportunities for 1200 hours supervised practice plus additional volunteer and service learning experiences in preparation for their careers in dietetics. Supervised practice experiences are divided among the main branches of dietetics in the following manner: 30% clinical, 20% Foodservice and management, 20% community services, 20% pediatric nutrition and 10% research. Following the completion of the CPD, students are awarded a Bachelor of Science degree in Nutrition, Dietetics, and Food Science from USU. Students are provided with a verification statement after graduation that allows them to take the RD exam.

One of the greatest strengths of the CPD is the instruction provided by the professors. Individually, professors in the NDFS department have received excellent course evaluations over the past five years. In the fall of 2013 and spring of 2014, the NDFS department head compiled reports demonstrating the departmental results of the IDEA objectives **(exhibit)**. IDEA is a nonprofit organization whose mission is to provide assessment and feedback systems to improve learning in higher education. This report indicated that 88% of NDFS courses received raw scores at or above average in the IDEA database. Additionally, over 70% of courses received higher or much higher scores of the progress of learning objectives, which is twice as high as the expected progress as indicated in IDEA.

The program director, Rebecca Charlton, earned a B.S. in Nutrition and Food Science from Utah State University in 2002 and a Masters of Public Health degree from University of California, Los Angeles in 2010. She has been credentialed as an RD since 2002 and worked in maternal and child nutrition for 10 years prior to returning to academia. Her position as director of the coordinated program in dietetics and professional practice assistant professor is a full-time, 9-month contract per policy at Utah State University. **(exhibit)**

Meets

X	1. No compliance problems are present.
	2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

	Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

	Plans to address compliance problems are not viable or have not been developed.

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES
NWCCU

8060 165th Avenue N.E., Suite 100
Redmond, WA 98052-3981
425 558 4224
Fax: 425 376 0596
www.nwccu.org

February 3, 2014

Dr. Stan L. Albrecht
President
Utah State University
1435 Old Main Hall
Logan, UT 84322-1435

Dear President Albrecht: Stan -

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to report that at its January 8-9, 2014, meeting, the Board of Commissioners reaffirmed the accreditation of Utah State University on the basis of the Fall 2013 Year Three *Resources and Capacity* Evaluation which was expanded to address Recommendation 1 of the Fall 2011 Year One Peer-Evaluation Report.

The Commission determined that insofar as Recommendations 2 and 3 of the Fall 2013 Year Three *Resources and Capacity* Peer-Evaluation Report address similar issues, they have been combined into a single revised Recommendation which is now identified as Recommendation 2 of the Fall 2013 Year Three *Resources and Capacity* Peer-Evaluation Report as follows:

2. The evaluation committee recommends that USU intensify and focus its effort to identify, assess, and publish in the catalogue or other appropriate manner readily available to students and stakeholders, program-level student learning outcomes for both general education and all major program components of its degrees (Standard 2.C.2, 2.C.10 and 2.D.5).

The Commission requests that the University address Recommendations 1 and 2 of the Fall 2013 Year Three *Resources and Capacity* Peer-Evaluation Report in the Fall 2016 Year Seven *Mission Fulfillment and Sustainability* Self-Evaluation Report. In making this request, the Commission finds that Recommendations 1 and 2 of the Fall 2013 Year Three *Resources and Capacity* Peer-Evaluation Report are areas where Utah State University is substantially in compliance with Commission criteria for accreditation, but in need of improvement. A copy of the Recommendations is enclosed for your reference.

If you have questions, please do not hesitate to contact me.

Best wishes for a peaceful and fulfilling New Year.

Sincerely,

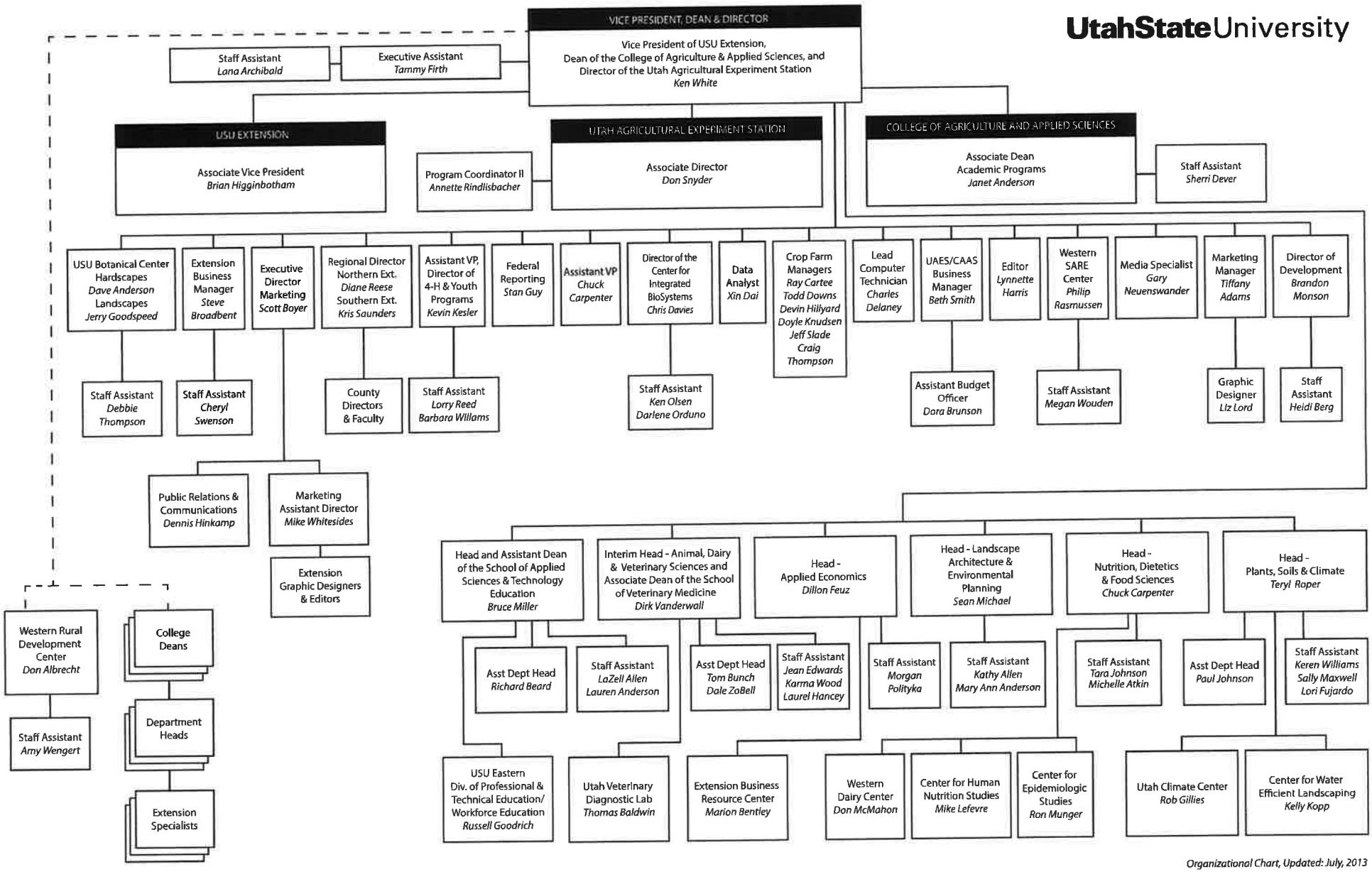
Sandra E. Elman
President

SEE:rb

Enclosure: Recommendations

cc: Dr. Michael Torrens, Director of Analysis, Assessment and Accreditation

UtahStateUniversity



Organizational Chart, Updated: July, 2013

Nutrition, Dietetics, and Food Science
Organizational Chart
February 2014

Charles Carpenter
Department Head

Nutrition Faculty

- Carrie Durward
  Assistant Professor
- Korry Hintze, Assoc. Professor
  Director of Nutrition Science
- Ron Munger, Professor
  Dir. Cnt Epidemiologic Studies
- Ilka Nemere, Professor
- Heidi Wengreen
  Associate Professor

Staff/Other

- Michelle Atkin, Staff Assist.
- Craig Brighton, Research Tech
- Tara Johnson, Office Manager
- Dawnya Pearce
  Research Tech
- Debbie Waite
  Academic Advisor
- Dick Whittier
  Meat Lab Manager

Food Science Faculty

- Karin Allen, Assist. Professor
  Ext. Food Quality Specialist
- Jeff R. Broadbent, Professor
- Conly Hansen, Professor
  Director of Grad. Programs
- Jerrad Legako
  Assistant Professor
- Silvana Martini
  Associate Professor
- Brian A. Nummer
  Associate Professor
  Ext. Food Safety Specialist
- Marie K. Walsh
  Associate Professor
- Robert E. Ward
  Associate Professor
  Director of Food Science

Dietetics

- Janet B. Anderson
  Clinical Professor, Assoc. Dean
  College of Agriculture
- Tamara Steinitz
  Clinical Associate Professor
  Director of DPD
- Stacy Bevan
  Clinical Assist. Professor
- Marlene Israelsen
  Clinical Assistant Professor
- Rebecca Charlton
  Clinical Assistant Professor
  Director of CPD
- (Open position)
  Clinical Assistant Professor
- Jennifer Oler
  Clinical Assistant Professor
  Dietetic Internship Director
  Dietetics Chair
- Lacie Peterson
  Nicole Vance
  Clinical Assistant Professors
- Martha Archuleta
  Professor, Director of MDA

Western Dairy Center

- Donald J. McMahon
  Professor, Food Science
  Director, Western Dairy Center
  Director, Gary Haight Richardson
  Dairy Products Laboratory
- Carl Brothersen
  Assoc. Dir. Western Dairy Cnt.
- Balasubramanian Ganesan
  Research Scientist
- Kimberly Rasmussen
  Administrative Assistant

Gary H. Richardson Dairy Lab

- David Irish
  Creamery Manager
- David Campbell
  Production Coordinator
- Lisa Clawson
  Sales Coordinator
- Kathy Mildenberger
  Purchasing/Acct Coordinator
- Doug Palmer
  Technician & Cheesemaker

Applied Nutrition Research
Cnt for Human Nutrition Studies

- Michael LeFevre
  Professor, Nutrition
  Scientific Director
- Sheryl Aguilar
  Research Dietitian
- Janet Radford Bergeson
  Clinic Coordinator
- Nancie Hergert
  Research Associate

Nutrition Outreach

- Heidi LeBlanc
  Extension Associate Professor
  Dir. Of Food $ense Program
- Paula Scott
  Extension Associate Professor
  EFNEP State Director
- Gayla M. Johnson
  EFNEP Program Coordinator
- Eileen Milligan
  Food $ense Proj. Coordinator
- Mateja Savoie
  Evaluation Coor, Food $ense
- Steve Smith
  Finance Mgr, Food $ense

Dietetics Operating		FY2014
BUDGET / DEPT E&G		$31,233.38
TA 4050 (50 hrs/Fall semester@$10.80)		-$540.00
TA 4060 (50 hrs/Spring semester$10.80)		-$540.00
TA 4480 (50 hrs/Fall semester@$10.80)		-$540.00
TA 4550 (150 hr/Fall semester@$10.80)		-$1,620.00
TA 4560 (150 hr/Spring semester@$10.80)		-$1,620.00
TA 4660 (80 hr/Fall semester@$10.80)		-$864.00
TA 4710/ 42 hrs/Fall semester@$10.80)		-$453.00
TA 4720/ 42 hrs/Spring semester@$10.80)		-$453.00
TA 4780/ 80 hrs/Spring semester@$10.80)		-$864.00
Work Study Clerical Assistant		-$1,000.00
TOTAL WAGES/LABOR		-$8,494.00
Journals		-$3,600.00
Travel/Parking		-$2,700.00
Accreditation fees	Annual DPD/CPD Accreditation	-$3,550.00
	5 year Accreditation reserve	-$8,000.00
Photo copying, Operating Supplies		-$2,500.00
Annual Software Licensing Fees		-$1,050.00
	(ESHA $600)	
	Computrition ($345)	
IT support		-$400.00
Equipment/maintenance		-$1,000.00
General Reserve		-$500.00
TOTAL EXPENSES		-$23,300.00
BALANCE		189.38

Other available funds

Dietetics Support Account balance (donations and application fee revenues)	1300.00
Bonita Wyse (estimate)	4500.00

Nutrition, Dietetics and Food Sciences - BS

Print this Page

College of Agriculture and Applied Sciences

Department of Nutrition, Dietetics and Food Sciences

Departmental Admission Requirements

Admission requirements for the Department of Nutrition, Dietetics and Food Sciences are the same as those described for the University. Students in good standing may apply for admission to the department. Students planning to major in Nutrition, Dietetics and Food Sciences should take algebra, chemistry, and biology in high school.

Students must complete the General Education requirements

- NDFS 1020 will fulfill the Life Sciences requirement **and**
- CHEM 1010, CHEM 1110 or CHEM 1220 will fulfill the Physical Sciences requirement for students in the Nutrition, Dietetics and Food Sciences major

Students must also complete the University Studies requirements

- Two courses having CI designation (such as NDFS 4060, NDFS 4560, NDFS 4660, NDFS 4780, NDFS 5110, NDFS 5210, NDFS 5410 and NDFS 5920) will fulfill the Communications Intensive (CI) requirement
- One course having QI designation (such as BIOL 3060, NDFS 4420, NDFS 4440, NDFS 4720, NDFS 5100, NDFS 5500, PSC 4600, STAT 2000 and STAT 3000 will fulfill the Quantitative Intensive (QI) requirement
- Complete at least 2 credits in approved 3000-level or above courses from each of the following two catagories: Humanities and Creative Arts (DHA) and Social Sciences (DSS)

Graduation Requirements

All graduates from the department must have completed one of the four emphasis areas in the department and must meet the following minimum requirements:

Grade point average (GPA) must be 2.5 or higher in all courses required for the major. Students in the Coordinated Program in Dietetics emphasis or the Didactic Program in Dietetics emphasis, must attain an overall GPA of at least 3.0.

A grade of *C* or better must be received in every required course offered through the department (i.e., courses having an NDFS prefix).

Courses required for the major may be repeated *only once* to improve a grade, unless approved by the department head or program director.

Courses required for the major may not be taken as *Pass-D-Fail* credits.

Major and Minor Requirements

Specific requirements for each emphasis are listed below. Requirements change periodically, and sequence of courses is important.

Dietetics Emphasis

Students selecting the Dietetics Emphasis must choose either the **Coordinated Program in Dietetics (CPD)** or the **Didactic Program in Dietetics (DPD).**Courses followed by an asterisk (*) are suggested for fulfilling University Studies Requirements.

Coordinated Program in Dietetics (CPD)

Freshman Year

Fall Semester

- CHEM 1210 - Principles of Chemistry I **4**
- MATH 1050 - College Algebra (QL) **4**
- NDFS 1020 - Science and Application of Human Nutrition (BLS) **3**
- NDFS 1260 - Food Literacy **3**

- PSY 1010 - General Psychology (BSS) **3 or**
- SOC 1010 - Introductory Sociology (BSS) **3**

Spring Semester

- CHEM 1220 - Principles of Chemistry II (BPS) **4**
- ENGL 1010 - Introduction to Writing: Academic Prose (CL1) **3**
- NDFS 2020 - Nutrition Throughout the Life Cycle **3**
- STAT 1040 - Introduction to Statistics (QL) **3**
- Breadth Humanities (BHU) **3**
- Univ. Studies Depth Humanities and Creative Arts (DHA) Course **2**

Sophomore Year

Fall Semester

- BIOL 2420 - Human Physiology **4**
- CHEM 2300 - Principles of Organic Chemistry **3**
- FCHD 3350 - Family Finance (DSS) **3 or**
- MGT 3110 - Managing Organizations and People (DSS) **3**
- NDFS 3020 - Nutrition and Physical Performance **2**
- USU 1300 - U.S. Institutions (BAI) **3 ***
- USU 1330 - Civilization: Creative Arts (BCA) **3 ***

Spring Semester

- CHEM 3700 - Introductory Biochemistry **3**
- CHEM 3710 - Introductory Biochemistry Laboratory **1**
- ENGL 2010 - Intermediate Writing: Research Writing in a Persuasive Mode (CL2) **3**
- NDFS 1250 - Sanitation and Safety **3**
- NDFS 3070 - Science of Food Preparation **3**
- NDFS 3600 - Medical Terminology for Health Care Professionals **1**

Junior Year

Fall Semester

- NDFS 4020 - Advanced Nutrition **3**
- NDFS 4050 - Education and Counseling Methods in Dietetics I (CI) **2**
- NDFS 4480 - Community Nutrition **3**
- NDFS 4550 - Medical Nutrition Therapy I **4**
- NDFS 4570 - Clinical Nutrition Experience I **1**
- NDFS 4710 - Food Service Systems **2**
- NDFS 4730 - Food Service Systems Lab **2**

Spring Semester

- NDFS 4060 - Education and Counseling Methods in Dietetics II (CI) **2**
- NDFS 4560 - Medical Nutrition Therapy II (CI) **4**
- NDFS 4580 - Clinical Nutrition Experience II **2**
- NDFS 4720 - Food Service Organization and Management (QI) **2**
- NDFS 4740 - Food Service Organization and Management Lab **2**
- NDFS 4780 - Maternal and Child Nutrition (CI) **2**
- NDFS 4790 - Maternal and Child Nutrition Lab **1**

Senior Year

Fall Semester

- NDFS 4660 - Medical Dietetics (CI) **12**

Spring Semester

- NDFS 4750 - Transition to Professional Practice **2**
- NDFS 4760 - Transition to Professional Practice Lab **2**
- NDFS 5210 - Advanced Public Health Nutrition (CI) **2**
- NDFS 5410 - Nutrient Gene Interactions (CI) **3**
- NDFS 5750 - Advanced Dietetics Practicum **1-6** (2 credits required)

Summary of Degree Requirements	Credits
General Education Requirements	**32**
ENGL 1010 (CL1)	3
ENGL 2010 (CL2)	3
MATH 1050 (QL)	4
BCA	3
BHU	3
BLS NDFS 1020	3
BPS CHEM 1220	4
BSS PSY 1010 or SOC 1010	3
BAI	3
Explore	3
Depth Requirements	**6**
DHA	3
DSS FCHD 3350 or MGT 3110	3
Major Requirements	**89**
BIOL 2420 Human Physiology	4
CHEM 1210	4
CHEM 2300	3
CHEM 3700	3
CHEM 3710	1
NDFS 1250 Sanitation and Safety	3
NDFS 1260 Food Literacy	3
NDFS 2020 Nutrition across the Lifecycle	3
NDFS 3020 Physical Performance and Nutrition	2
NDFS 3070 Sci. Food Preparation	3
NDFS 3600 Medical Terminology	1
NDFS 4020 Adv Nutrition	3
NDFS 4050 Educ and Counseling I	2
NDFS 4060 Educ and Counseling II	2
NDFS 4480 Community Nutrition	3
NDFS 4550 Medical Nutr Therapy I	4
NDFS 4560 Medical Nutr therapy II (CI)	4
NDFS 4570 Clinical Experience I	1
NDFS 4580 Clinical Experience II	2
NDFS 4660 Medical Dietetics	12
NDFS 4710 Food Service Systems	2
NDFS 4720 (QI) Food Svc Org & Mgt	2
NDFS 4730 Food Svc Systems Lab	2
NDFS 4740 Food Svc Org & Mgmt Lab	2
NDFS 4750 Trans. To Prof Practice	2
NDFS 4760 Trans. To Prof. Prac Lab	2
NDFS 4780 Maternal & Child Nutr (CI)	2
NDFS 4790 Maternal & Child Nutr Lab	1
NDFS 5210 Adv. Pub. Health Nutr.	2
NDFS 5410 Nutrient Gene Interact (CI)	3
NDFS 5750 Adv. Dietetics Practicum	3
STAT 1040	3
GRAND TOTAL	**127**

Required Program Timeframes (Standards 1, 6 and 12)

Please provide the information requested in the section below. Spreadsheets are available to assist you in performing the calculations. If your program has multiple pathways (e.g. distance, graduate, ISPP) with different timeframes, submit a separate sheet for each pathway.

Program Pathway Name: _____

Calculate the maximum program completion time in weeks or years

2	x 1.5 =	3
Normal Program Length		Max. Program Completion

Directions: Submit the minimum number of supervised-practice hours that your program requires in each rotation. If your program allows a range of supervised practice hours, then also include the maximum hours possible. Then, select the row labeled Total Supervised Practice Hours, and press the F9 key to automatically calculate the totals for the table.

Rotations Area	Hours in U.S. Rotations Minimum	Hours in U.S. Rotations (Maximum)	Hours in Foreign Rotations Minimum	Hours in Foreign Rotations (Maximum)
Clinical Practice	392	0	0	0
Community	232		0	
Foodservice	212		0	
Nutrition Research	45		0	
Management	45		0	
Marketing	0		0	
Pediatrics	248		0	
	0		0	
	0		0	
	0		0	
Total Supervised Practice Hours (F9)	1222	0	0	0

Sum of Minimum U.S. & Foreign Hours	1222 (Min. U.S. + Min. Foreign Hrs)
Sum of Maximum U.S. & Foreign Hours if a range is allowed	(Max. U.S. + Max. Foreign Hrs)

From: Charles Carpenter <chuck.carpenter@usu.edu>

Subject: congratulations to NDFS!

I have received the student evaluations of NDFS courses offered last semester, and wanted to congratulate, commend, and thank each of you for all your efforts. While each instructor has already received the survey results for their courses, I also wanted to share a condensed version of the group summary report for the department. My condensed report is attached, and the entire report is certainly available for you to review if you are interested.

Across all measured outcomes, 88 percent of NDFS courses received raw scores at or above average scores in the IDEA database and 78 percent of NDFS courses received raw scores at or above average scores across USU. As would expectedly follow, a greater distribution of NDFS scores for each of the outcomes were within the 'higher' and 'much higher' performance categories than found across the IDEA database or USU. One item of particular note is that NDFS had over 70% of its courses receiving higher to much higher progress on learning objectives than found in the IDEA data base, and that is more than twice the expected 30%. Progress on learning objectives is considered by many scholars the most important outcome measure of effectiveness of instruction.

Again, thank you all so much for your efforts to provide our students with the very best instruction available at USU and across the country, and lease let me know how I can best facilitate those efforts.

Chuck

Charles E. Carpenter, Professor and Head
Department of Nutrition, Dietetics and Food Sciences
Utah State University
435-797-2103

Percent of NDFS classes at or above IDEA database and USU

	Percent of NDFS classes above IDEA database raw averages	Percent of NDFS classes above USU raw averages
Progress on Relevant Objectives	93	80
Excellent Teacher	80	73
Excellent Course	87	77
Summary	93	83
Average of all above	**88**	**78**

Distribution (%) of converted raw scores for NDFS vs IDEA database and USU

		Progress on Relevant Objectives		Excellent Teacher		Excellent Course		Summary	
Category	Expected Distribution	IDEA	USU	IDEA	USU	IDEA	USU	IDEA	USU
Higher to Much Higher	30%	70	40	40	33	63	40	70	40
Similar	40%	23	53	50	57	30	47	23	53
Lower to Much Lower	30%	7	6	10	3	7	14	3	7

Percent of NDFS classes at or above IDEA database and USU

	Percent of NDFS classes above IDEA database raw averages	Percent of NDFS classes above USU raw averages
Progress on Relevant Objectives	89	89
Excellent Teacher	89	81
Excellent Course	89	81
Summary	93	85
Average of all above	**90**	**84**

Distribution (%) of converted raw scores for NDFS vs IDEA database and USU

		Progress on Relevant Objectives		Excellent Teacher		Excellent Course		Summary	
Category	Expected Distribution	IDEA	USU	IDEA	USU	IDEA	USU	IDEA	USU
Higher to Much Higher	30%	81	70	67	63	74	59	77	67
Similar	40%	19	26	30	26	19	26	19	26
Lower to Much Lower	30%	0	4	4	10	7	7	4	7

Rebecca Charlton

1621 N 1515 E
North Logan, UT 84341
(435) 213-9544

Curriculum Vitae

PERSONAL IDENTITY

Work Address : 8700 Old Main Hill, Logan UT 84341

Phone : (435) 797-2173

EDUCATIONAL BACKGROUND

- **2008 - 2010** University of California, Los Angeles: Los Angeles, CA
  Masters of Public Health, Community Health Sciences
  (GPA: 3.67 of 4.00 scale)
- **1995-2002** Utah State University: Logan, UT
  Major: Nutrition & Food Science; Minor: Psychology
  (GPA: 3.9 of 4.00 scale, *Magna Cum Laude*)
- **1991-1995** South Fremont High School, Saint Anthony, Idaho
  (GPA: 4.00 of 4.00 scale)

DIETETIC INTERNSHIPS

- April-May 2001, September-December 2001
  Utah State University
  McKay-Dee Hospital, Ogden, Utah
  Emphasis: NICU, TCU/Rehab

- May-July 2001
  National Assoc. of College and University Foodservice
  Texas A&M University Foodservice

WORK EXPERIENCE

- **Utah State University** 08/12-ongoing
  Charles Carpenter
  8700 Old Main Hill, Logan, UT 84322
  Clinical Assistant Professor
  Duties: Director of Coordinated Program in Dietetics, instructor for clinical nutrition courses

- **Children's Hospital Los Angeles** 10/04-08/12
  Linda Heller

4650 Sunset Boulevard, Los Angeles, California
Clinical Dietitian: Outpatient pulmonary
Duties: Monitor growth, development, & nutrition for CF and general pulmonary disorder patients, ages 0-21 years; experience in NICU and Med/Surg in addition

- **KidShape Foundation** 9/2004-12/2005
  674 South LaFayette Park Place
  Los Angeles, California
  Dietitian: Long Beach 3 site
  Duties: teach weekly nutrition section in community pediatric obesity treatment program

- **Pomona Valley Hospital Medical Center** 7/2003-10/2004
  Jeanne Tan
  1798 Garey Avenue, Pomona, California
  Clinical Dietitian: NICU, Women's Center, Pediatrics
  Duties: Assessment of nutrition status, plan nutrition care in conjunction with multi-disciplinary team, staff education, performance improvement and policy development

- **North County Health Services** 7/2002 - 7/2003
  Mary Sammer
  150 Valpreda Road, San Marcos, California
  Dietitian: 40% OB Clinic, 60% WIC Nutritionist
  Duties: Outpatient nutrition counseling in multidisciplinary California Perinatal Services Program community clinic and WIC branch

- **Utah State University** 1/1996 – 6/2002
  Logan, Utah
  Research and Teaching Assistant
  USU Academic Resources
  Department of Nutrition and Food Service

- **Hampton Inn, Santa Clarita** 5/2000 – 8/2000
  25259 The Old Road, Santa Clarita, California
  Assistant Manager of Housekeeping, Temporary

PUBLICATIONS AND PRESENTATIONS

- Charlton R, Platzker A, Margetis M. Improving outcomes through quality improvement: team cooperation and simple behavior cues can create change. *ICAN*. 2011;92-101.
- **North American Cystic Fibrosis Conference**

- *Poster Presentations*
  - Abstract 530. Long-term Nutrition Outcomes for a Large-Scale, Clinic-based QI Program. October 21, 2010
- *Abstracts/Posters*
  - Charlton R, Platzker A, Margetis M, Vahanvaty, U, Fraim L. Long-term outcomes for large-Scale, clinic-Based QI program. [abstract]. *Pediatric Pulmonology, Supplement.* 2010; S33:411.
  - Charlton R, Platzker A, Martinelli S. Factors associated with BMI change in a multi-ethnic population. [abstract]. *Pediatric Pulmonology, Supplement.* 2010; S33:411-412
  - Charlton R, Hsu E, Martinelli S, Platzker A, Needleman J. It can be done! Maximizing BMI in a high risk population. [abstract]. *Pediatric Pulmonology, Supplement.* 2008

- Mass Media
  - VideoJug – online videos on chid feeding and breastfeeding. Found at: http://www.videojug.com/Profile/USEX0021. Accessed 5/2/2012.
  - Baby Plus You – online articles on infant feeding. No longer available.

- ***Care Assist Case Management Conference***: *Introduction to Neonatal Nutrition (2004)*

- **Utah State University Honors Thesis:** *Health Effects of Elevated Soft Drink Intake: An evaluation of current literature and implications for future research (2002)*

AWARDS AND HONORS

- Mentor - Cystic Fibrosis Foundation 2011
- *Nominee* Humanism Award – CHLA 2007
- Utah State University Scholar of the Year 2002
- College of Agriculture Scholar of the Year 2002
- Utah Dietetics Association Student of the Year 2002
- Phi Kappa Phi 2002
- Mead Johnson Award in Dietetics 2001
- Bausch and Lomb Science Scholar 1995

ADDITIONAL INFORMATION

- **Certifications** Certified Specialist in Pediatrics (2008-2012)
  Registered Dietitian (2002-current)
  Lactation Educator (2004-current)

- **Associations** Phi Kappa Phi
  Utah Dietetic Association

American Association of University Women
Global Health Council

- **Community Involvement/Volunteer Services**

  Bridgerland Science and Technology Center
  Science Fair Judge 2/2014

  Los Angeles, CA 1/2004-7/2012
  Music Instructor for children ages 3-11

  Painted Turtle 4/2007-11/2009
  Camp assistant for chronically ill children

  Haven Hills Shelter 4/2007-6/2008
  Program aide

  Los Angeles, CA 8 – 9/2003
  Get Out the Vote Volunteer Coordinator

  Dominican Republic 4/1998 – 4/1999
  1998 Red Cross hurricane relief effort
  Visual and Optic Services for Humanity

- **Community Outreach Nutrition Activities**

  Green Canyon 3rd Ward (LDS)
  Healthy Eating for You and Your Family (Discussion)

  Florence Library, Los Angeles
  Feeding Your Infant and Toddler (Discussion)
  Lead and Calcium (Lecture)

  Pomona School District Nursing Class
  Carbohydrate Counting (Lecture)

  Claremont Club Summer Fitness Camp
  Cruisin' the Dietary Guidelines (Workshop)

  Pomona Valley Hospital Medical Center Pediatrics Unit
  Basic Diabetes Meal Planning (Training)

  Pomona Valley Hospital Med. Ctr. Neonatal Intensive Care Unit
  Feeding the Complicated Neonate (Lecture)

- **Continuing Education**

  Cystic Fibrosis Foundation Annual Conference (2005-2010)
  Conference on Advances in Pediatric & Perinatal Nutrition

UCSD Lactation Educator Course
2003 California Childhood Obesity Conference
BALA: Lactation – The First 14 Days

- **Technology**
  Ability to utilize most web- and software-based platforms, including Canvas, Microsoft, Google & Mac applications. Experience with classroom-based web and in-class software on multiple platforms. Type/keyboard at 60-70 words per minute.

- **Skills** Fluent in English & Spanish

RD™ Registered Dietitian™ | RDN™ Registered Dietitian Nutritionist™

Commission on Dietetic Registration
the credentialing agency for the Academy of Nutrition and Dietetics

CDR certifies that

Rebecca D Charlton

has successfully completed requirements for dietetic registration.

Signature

Registered Dietitian™ (RD™)
Registered Dietitian Nutritionist™ (RDN™)

Registration I.D. Number

912621

Registration Payment Period:
09/01/2014 - 08/31/2015

Kathryn H. Hamilton MA, RDN, CSO, CDN
Chair, Commission on Dietetic Registration

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eat right. Academy of Nutrition and Dietetics

MEMBERSHIP CARD FOR:

Rebecca D Charlton

Membership Year June 1, 2014–May 31, 2015

Category Active **Member #** 912621

Your Signature:

Donna S. Martin, EdS, RD, LD, SNS | Treasurer

Program Eligibility for ACEND Accreditation

Standard 2: Title IV Compliance for Free-Standing Programs
A free-standing program certified by the U.S. Department of Education (USDE) for eligibility for Title IV student financial aid that is not included in the Title IV (student aid) eligibility of a sponsoring college or university must document compliance with Title IV responsibilities, including audits, program reviews, monitoring default rates, and other requirements. If the program's default rate exceeds the federal threshold, the program must provide a default reduction plan, as specified by USDE.

Guideline 2.1

Standard 2 and its guidelines are not applicable to programs housed in a U.S. college or university and accredited in good standing by a U.S. regional institutional accrediting body for higher education; therefore college- or university-based and international programs are not required to demonstrate compliance with Standard 2.

Guideline 2.2

The program's default rate exceeds the federal threshold if it is 25 percent over a three-year period or 40% in one year.

Not applicable because program is housed in a U.S. university.

Meets

[X] 1. No compliance problems are present.
[ ] 2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

[ ] Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

[ ] Plans to address compliance problems are not viable or have not been developed.

Program Eligibility for ACEND Accreditation

Standard 3: Consortia

A program consortium is two or more independent institutions or organizations combining to sponsor a program. In addition to the eligibility criteria stated above, a program consortium must meet the following criteria:

Guideline 3.1

The consortium must consider itself a single education program.

Guideline 3.2

A formal agreement must exist between the two or more organizations that jointly sponsor the program. The formal agreement among members of the consortium must clearly define financial and other resource contributions of each member to the total program.

Guideline 3.3

One individual must serve as Consortium Program Director and have primary responsibility for the program and communications with ACEND.

Guideline 3.4

Each member organization in the consortium must designate a Coordinator for the program within that organization who is employed by the organization.

Guideline 3.5

The organization chart must clearly show the relationship of each member of the consortium to the total program and the relationship of each Coordinator to the Consortium Program Director.

a. Membership of committees must reflect representation of each member institution or organization.

b. Coordinators must share responsibility for planning and assessment with the Consortium Program Director.

Not applicable because program is housed in a U.S. university.

Meets

[X] 1. No compliance problems are present.

[ ] 2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

[ ] Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

[ ] Plans to address compliance problems are not viable or have not been developed.

Program Planning and Outcomes Assessment

Standard 4: Program Mission
The program must have a mission that distinguishes it from every other program in the college/university, must be compatible with the mission statement or philosophy of the sponsoring college/university and must be consistent with the preparation of entry-level registered dietitians.

Utah State University Mission Statement:
The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement.

College of Agriculture and Applied Sciences Mission Statement:
The College of Agriculture enhances people's lives through discovering and sharing knowledge, assisting those involved in all facets of agriculture, and teaching students whose future contributions will guide our use of land and water and improve the health of plants, animals, and humans.

Department of Nutrition, Dietetics, and Food Sciences Mission Statement:
The mission of the Department of Nutrition, Dietetics and Food Sciences (NDFS) is to enhance the quality of life and well-being of our constituents in Utah, the nation, and internationally through our programs in education, research, and extension

USU Coordinated Program in Dietetics Mission Statement:
The mission of the Coordinated Program in Dietetics is to enhance the health of family, communities, and nations by graduating students who are prepared to advance the profession of dietetics through scientific understanding, compassionate practice, and community engagement.

The USU Coordinated Program in Dietetics (CPD) has a mission statement coinciding with the mission statements of the university, College of Agriculture, and NDFS department with a focus on providing educational and research opportunities for students to improve the health, well being, and quality of life for the local communities, the state of Utah, and the nation. The CPD provides a learning setting that creates opportunities for student success within the academic environment and in the future as a professional in the dietetics field.

Students in the CPD achieve proficiency in the skills, experience, and knowledge necessary to be competent and successful within entry-level RD positions. CPD education encompasses a wide range of knowledge and experience to prepare students for careers in the areas of dietetics encompassing Medical Nutrition Therapy (MNT), community-based food and nutrition services, and foodservice management with a focus on nutrition throughout the life cycle. As the breadth of dietetics has expanded over the years, the USU CPD has adjusted the curriculum and experiences accordingly to provide exposure to the vast and varied field of nutrition. These diverse and continually evolving opportunities include sustainability, resource management, research dietetics, nutritional sales, multicultural services and other emerging aspects of practice. Within these opportunities, students are witnessing the importance of public health initiatives, evidence based research, and cultural diversity. The focus of all parts of the program is to create entry-level professionals at an appropriate skill level as defined in the Scope of Dietetics Practice Framework and Standards of Professiona. Performance, published by AND in 2013

Following completion of the CPD, students are adequately prepared for careers in dietetics. The knowledge, skills, and experiences offered through the CPD prepare students to practice utilizing evidence-based methodologies. Students are prepared for leadership through exposure to varied supervised practice experiences and have been given opportunities to develop leadership in local and regional areas. This breadth of experience enables students to work in a variety of practice areas following program completion, allowing them to make meaningful contributions to the health of individuals, families, and communities.

Meets

X	1. No compliance problems are present.
	2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

	Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

	Plans to address compliance problems are not viable or have not been developed.

Program Planning and Outcomes Assessment

Standard 5: Program Goals
The program must have goals that reflect its mission and are accomplished through activities conducted by the faculty, preceptors and graduates.

The program goals for the Coordinated Program of Dietetics are as follows:

Program Goal 1:

The USU coordinated program in dietetics will graduate students who are exam-ready.

Program Goal 2:

The USU coordinated program will produce professionals who are independent, capable, and prepared to function in dietetics practice or advanced study.

The goals for the Coordinated Program of Dietetics (CPD) have been evaluated and adjusted over the years to best reflect the mission and goals of the USU dietetics program as a whole. These adjustments have been made through continuous discussion and communication between program directors, the NDFS department head, and dietetics faculty. Overall, these goals have been updated to emphasize the high level of competence of USU dietetic students in clinical dietetics, community nutrition, and food service and to demonstrate student ability to perform at optimal levels as a dietetics intern and in an entry-level position. The USU Coordinated Program of Dietetics works to achieve these goals by providing excellent instruction through innovative instruction, supervised practice, and mentorship as evidenced by high scores on teaching evaluations and excellent exam pass rates. Supervised practice advances students towards independent practice in a variety of areas. High preceptor scores for students and employer feedback surveys demonstrate ongoing achievement of this goal.

Meets

X	1. No compliance problems are present.
	2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

	Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

	Plans to address compliance problems are not viable or have not been developed.

Program Planning and Outcomes Assessment

Standard 6: Program Objectives

The program must establish program objectives with appropriate measures to assess achievement of each of the program's goals. Measures for each objective must be aligned to one or more of the program goals. ACEND-required objectives such as for program completion, graduate employment and other measures of graduate and program performance must be appropriate to assess the full intent of the program mission and goals, and to demonstrate that programs are operating in the interest of students and the public.

Guideline 6.1

National Pass Rate: The program must demonstrate that it is selecting and preparing students appropriately for practice, as measured by performance on national, standardized examinations such as the RD registration exam:

- If the program's first time pass rate[1] is 80% or above, it meets ACEND requirements with no further monitoring;
- If the program's first time pass rate is 79% or below and the one year pass rate[2] is 80% or above[3], it meets ACEND requirements with monitoring;
- If the program's one year pass rate is 51 – 79% the program must make improvements within the timeframe specified by the U.S. Department of Education or face possible probation and withdrawal of accreditation; or
- If the program's one year pass rate is below 50%, steps will be taken to withdraw accreditation.

First-Time Pass Rate	One-Year Pass Rate	Accreditation Action
90% or above		Meets ACEND requirements with commendation
80% or above		Meets ACEND requirements
79% or below	80% or above	Monitor program stability
	79 – 51%	Improvement must be made within federally-designated timeframe or face withdrawal of accreditation
	50% or below	Initiate withdrawal of accreditation

Guideline 6.2

Program Completion: The program must develop an objective that states the percent of program students/interns who are expected to complete program/degree requirements within 150% of the program length.

Guideline 6.3

Graduate Employment: The program must develop an objective that states the percent of program graduates who are expected to be employed in dietetics or related fields within 12 months of graduation.

Guideline 6.4

Other Measures: The program must develop one or more objectives to measure other graduate and program performance outcomes such as employer satisfaction, graduate school acceptance rates, contributions to the community, professional leadership and so on.

Guideline 6.5

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[1] The first time pass rate on the registration exam is calculated by dividing the number of candidates who pass the exam on the first attempt, by all candidates taking the exam for the first time over a five-year period.

[2] The one-year pass rate on the registration exam is the sum of the number of candidates who passed the exam within one year of their first attempt, aggregated over a five year period and divided by the sum of all individuals who took the exam within that same period.

[3] An 80%, one-year pass rate will be used until national benchmarks are established.

Outcome data measuring achievement of program objectives must be provided for ACEND reviews and must be available to students/interns, prospective students/interns, and the public upon request.

Program Goal 1: The USU coordinated program in dietetics will graduate students who are exam-ready and able to enter the dietetics work force or advanced study.

Program Objectives for Goal 1:

- Over a 5-year period, 90% of graduates will pass the Registration Examination for Dietitians
- 90% of enrolled students will complete program requirements in less than three years.

Program Goal 2: The USU coordinated program will produce professionals who are independent, capable, and prepared to function in dietetics practice.

Program Objectives for Goal 2:

- 90% of students will achieve preceptor scores of 3 or higher on end of rotation evaluations.
- Over a 5-year period, 90% of students will be employed or enrolled in graduate school within 1 year of program completion.
- 70% of students will receive above average employer scores on post-graduation employer evaluations

The USU CPD objectives work towards measuring the achievement of each of the program's goals. These objectives are based on the ACEND requirements (e.g. national pass rate, program completion, and graduate employment) and the program goals determined by dietetics faculty. Although the USU CPD program has a first time pass rate of 92%, and is therefore not required by ACEND to be monitored, faculty feel it's a measureable way to assess achievement of dietetic students. Each objective is time-bound, measureable, and specific. Please refer to the Program Assessment section for specifics on how each objective is measured.

Meets

X	1. No compliance problems are present.
	2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

	Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

	Plans to address compliance problems are not viable or have not been developed.

Program Planning and Outcomes Assessment

Note on Expectations for Demonstrating Compliance with Standard 7 -- Program Assessment: ACEND's accreditation process typically involves two types of reports, Self-Study Reports (SSRs) and Progam Assessment Reports (PARs). The relationship between the two types of reports may have been unclear in the past, resulting in some programs having difficulty in providing information that met the expectations of ACEND reviewers. At the most fundamental level, the Self-Study Report is designed to provide answers to two questions: First, how well is the program meeting the accreditation standards, and second what kinds of outcomes is the program actually producing that demonstrate that it is effective? In contrast, the PAR is primarily focused on the kinds of outcomes that the program actually produces to demonstrate that it is effective. Both the SSR and the PAR processes must include both a narrative that describes and explains the outcomes data resulting from your program's assessment process, along with a summarized version of information about objectives and outcomes that gives a five-year overview of the program's expectations and progress.

Please note that when you address Standard 8 later in your report, you should use the results of your assessment process to document your program's strengths and areas for improvement which, in turn justify your action plans and short- and long-term strategies for program improvement and maintenance.

Standard 7: Program Assessment
The program must have a written plan for on-going assessment of the achievement of its mission, goals and objectives.

Guideline 7.1

The written assessment plan must include the following components

a. Each program goal and the objectives that will be used to assess achievement of the goal

b. Qualitative and/or quantitative data needed to determine if objectives have been achieved

c. Groups from which data will be obtained; internal stakeholders (such as students/interns, graduates, administrators, faculty, preceptors) and external/those not involved with the program (such as employers, practitioners, dietetics education program directors, faculty from other disciplines; must be represented

d. Assessment methods that will be used to collect the data

e. Individuals responsible for ensuring that data are collected

f. Timeline for collecting the necessary data

Guideline 7.2

The program must continually assess itself and provide evidence of the following:

a. That data on actual program outcomes for each pathway or option are collected, summarized and analyzed by comparing actual outcomes with objectives according to the timeline in the assessment plan.

b. That data analysis is used to assess the extent to which goals and objectives are being achieved.

The USU CPD assessment plan was developed and initiated by the program directors, dietetics faculty, and the NDFS department chair. Weekly program director meetings and bi-weekly dietetics faculty meetings provide opportunity to discuss program assessment on a frequent basis. This allows for consistent communication between dietetics faculty regarding course evaluations, annual exit surveys, and follow-up surveys, which help assess the extent to which the program goals and objectives are achieved. In previous years, the program directors were solely responsible for ensuring data was collected appropriately. This responsibility has been expanded to include other dietetics faculty members. .

Historically, the CPD has been effective at collecting and disseminating data for program assessment. See **exhibits** for outcomes related to past achievement of goals and objectives. However, a primary program weakness over the past five years has been inconsistent data management of student information and evaluations. Due to high faculty and program director turnover, data has been passed through multiple hands, which resulted in inconsistent methods for data management. There have been multiple changes in the way data has been collected. Regrettably, this resulted in data gaps especially during the years of 2009-2011. While there are report summaries and data available, it is difficult to summarize this data in a uniform and consistent method over a 5-year period. In summary, it is acknowledged that these compliance problems exists and have taken a variety of measures to implement data management techniques to eliminate these issues in the future.

An ongoing difficulty with program assessment has been the low response rate on selected surveys. Our previous program assessment plan did not indicate an expected response rate of evaluations, so this has been added to our future program assessment plan. An updated student database that includes current contact information will increase response rate. Furthermore, reminder emails are sent within the month of the initial email to request survey participation. Incentive methods to improve response rates may be utilized.

The CPD has made significant changes to the data collection and management of student information and student evaluations. In 2013, student database system was developed to permanently solve the problem missing information. The student information database includes name, email address, phone number, physical address, employer, graduate school, and more. This student database is kept on a shared drive accessible to dietetics faculty and backed up by university servers. Student information is added in the fall semester of each year and updated frequently. This guarantees our ability to manage student information in the foreseeable future.

The program as a whole is evaluated through subjective and objective measurement. A summary of the process is provided below.

<u>Subjective Measurement: Student, Faculty and Employer Evaluations</u>
The process of obtaining student evaluations has changed over the past five years. The CPD has consistently conducted program evaluations for graduating seniors and end of semester course evaluations for juniors and seniors. Data collection has changed from paper-based surveys to online surveys administered through GoogleDocs. This survey tool improves faculty access to the surveys, and results. Data from the surveys is compiled and summarized for review by the faculty at the annual faculty retreat each spring. Those summaries are used for on-going curriculum improvement and program development. Specific changes in curriculum can be reviewed in standard 14 and **exhibits**.

The CPD evaluates courses and faculty through the IDEA System. The IDEA System (Kansas State) is a validated tool that utilizes national and discipline norms to improve learning in higher education institutions. IDEA course evaluations are conducted university-wide at the end of every semester to evaluate quality of courses, faculty performance, and acquisition of learning. The faculty members, department chair, and dean review the IDEA evaluations as part of performance reviews. IDEA evaluations for each course/instructor are publically available. A summary report of IDEA evaluations is compiled by the NDFS department chair to demonstrate

the average scores for the department. As an example of teaching excellence in the NDFS department, in fall of 2013, 88 percent of NDFS courses received raw scores at or above average scores in the IDEA database and 78 percent of NDFS courses received raw scores at or above average scores across USU. Faculty is provided with extensive information on selecting IDEA objectives and interpreting evaluation results. See **exhibits** for information regarding IDEA evaluations. This information can be found at: http://www.usu.edu/aaa/idea_faculty_faq.cfm.

Post graduate evaluations have been created through Qualtrics, a web-based survey design tool provided through USU. This program generates follow-up surveys for graduates, and employers to help determine how program objectives are being met. Using Qualtrics allows for easy distribution of surveys on a consistent basis in future years. These surveys were created and first administered in fall of 2013 and spring of 2014. The evaluations implemented for the CPD include: five-year follow-up survey, one-year alumni survey, and employer survey. Evaluation results are shared with dietetics faculty at the annual faculty retreats. Summaries of program evaluations and post-graduate surveys are created annually and are located on the share drive.

Objective Measurement: Student Achievement on Relevant Coursework and RD Exam

Assignments have been identified as capstone or evaluative experiences for individual student competency. Achievement on these assignments has a requirement that students pass off the assignment at achievement above 80% or B-minus skill level. Rubrics have been developed to minimize subjective grading procedures. The use of objective data will be discussed more thoroughly in Standards 11 and 13.

Progress on Goals and Objectives per Assessment Data

Program Goal 1: The USU coordinated program in dietetics will graduate students who are exam-ready and able to enter the dietetics work force or advanced study.

Our first program goal and related objectives measure the CPD's ability to prepare dietetics students with the skills and knowledge necessary for a completion of the RD exam and entry level work or graduate school. On average in the past five years, our first time pass rate is 92% and our one year pass rate is 98% which is significantly higher than both the ACEND requirements and our goal of a 90% pass rate.

Program Goal 2: The USU coordinated program will produce professionals who are independent, capable, and prepared to function in dietetics practice.

Our second program goal and related program objectives measure the ability of dietetics students to perform optimally in a professional environment. 100% of CPD students completed the program in less than the 150% of the program length as required by ACEND and as indicated in our program objective.

Our first objective is to ensure that students are performing adequately during supervised practice. This goal is that students will achieve a 3 or higher on preceptor evaluations during their final rotations senior year. Students are not allowed to graduate from the program until they achieve this goal. Achievement of this goal has been 100% since 2012. However, data does not exist pre-dating 2012 for this objective. Prior to that, it is assumed that all students have achieved this objective.

The third objective of this goal is related to preparation of employment and employment status of CPD graduates after graduation. To determine if this objective was met, a one-year alumni survey, a five-year follow-up survey, and an employer survey are disseminated annually beginning in 2013. Based on our one-year alumni survey (67% response rate over two data collection periods) 94% of CPD graduates report being employed within one year of graduation. Forty-four percent of graduates report working full time in the field of dietetics, and an additional 38% of graduates are employed with part-time positions in the field of dietetics. Graduates specifically report working in the areas of Medical Nutrition Therapy (MNT), community nutrition, wellness, and food service. This exceeds the objective set for this goal. CPD graduates reported being

somewhat to very satisfied with how the CPD improved their skills in teamwork, communication, research, education, and professionalism. Of the individuals employed in dietetics, 100% indicated they felt their education through the USU CPD prepared them for a career in dietetics. Based on the five-year follow-up survey (51% response rate over two data collection periods) 84% of USU dietetics students (CPD and DPD) are employed or self-employed in dietetics or a dietetics-related field in a variety of settings including community nutrition (50%), health/wellness (26%), MNT (50%) and education (21%). Many graduates reported working in multiple areas of dietetics. Of the graduates who participated in the 5 year follow-up, 88% reported the USU dietetics program adequately prepared them for a career in dietetics.

In spring of 2014, the first employer survey was administered to determine the skills and knowledge of entry-level dietitians as seen by their direct supervisors one year post graduation. In 2014, 70% of employers completed the survey. Employers reported USU dietetics graduates were above average or outstanding in several areas including: ethical/professional conduct, problem solving, written and oral communication, assessment of nutritional status and PES statements, counseling and education, Nutrition Care Process, food safety and sanitation, and more. One hundred percent of employers reported that USU dietetics graduates were well prepared for the position in their facility. Over 70% of the employers surveyed reported hiring previous USU dietetics graduates in the past.

Based on the assessment data collected in 2013, the USU CPD is meeting program goal #2 by adequately preparing graduates to work in MNT, community nutrition, and food service. Although data from the one year of data collection indicates this goal was met, limitations exist due the minimal data over the past 5 years and limited response rate. As noted above, improvement is anticipated in the post-graduate response rate in future years.

For each program goal, our actual program outcomes are meeting or exceeding program objectives. Specific program assessment information relative to goals and objectives can be reviewed in the **exhibits** portion of this standard.

Meets

	1. No compliance problems are present.
X	2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

	Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

	Plans to address compliance problems are not viable or have not been developed.

Goals and Outcome Measures from 2008

In the two tables below, we present "Goals and Outcome Measures" for Program Goal 1 and Program Goal 2 from the 2008 PAR. A Met/Not Met Column has been added to each table for this report.

Upon review of the goals used in the 2008 PAR, we identified several that were not structured appropriately to provide valid outcome measures of program excellence. A shaded row has been added following each outcome measure to further address the details of the outcome in terms of the "Issues and Solutions" that we have identified. In this area, we have summarized issues/problems with the 2008 goals and stated our action plans/progress made for obtaining data that will be better suited to evaluate our current goals and objectives, which are summarized in this 2013 PAR.

UTAH STATE UNIVERSITY DIDACTIC PROGRAM IN DIETETICS
2008 GOALS and OUTCOME MEASURES

Program Goal 1: The DPD will develop competent applicants for dietetic internships, graduate school or allied health schools. Graduates will be prepared to excel in a variety of environments (i.e., clinical, food service, public health/community nutrition.)

Outcome Measures	Data Needed	Data Available	Groups Assessed	Assessment Methods	Who Will Conduct Assessment	Timeline	Met/Not Met
1.1 100% of students who enter the DPD junior year will graduate senior year	Program Completion Rate	Yes	DPD Graduates	Graduate List	DPD Program Director	Annually	Met (only 1 student since 2008 did not graduate due to personal health problems)
Issue: None, goal was met. Solution: Continue to monitor Program Completion Rate through College of Ag database.							
1.2 90% of DPD seniors will apply to an internship and 80% will be accepted	Application forms and intent to complete	Yes	DPD Seniors	Match list D&D and students	DPD Program Director	Annually	Met
Issue: None, goal was met. Solution: Continue to mentor students through Dietetic Internship application process.							
1.3 first time RD test takers will achieve a 90% pass rate over a five year period	Registration Exam Results	Yes	DPD Graduates	CDR RD Exam 5-year Summary Report	DPD Program Director	Annually	Met (95%)
Issue: None, goal was met.							

Solution: Excellent pass rate trends continue.							
1.4 Graduates 1 year post graduation will rate themselves 4-5 on a scale of 5 for preparation for the internship	Survey responses from graduates	Yes	DPD Graduates	1 year post graduation survey	DPD Program Director	Annually	Data N/A
Issue: Incomplete data. Solution: Development of survey in process. Will initiate survey for DI graduates 1 year after internship completion and track data in newly-completed data management system. (See sample in Appendix I of surveys developed and completed during Fall Semester 2012).							
1.5 75% of graduates will obtain employment within 6 months of graduation or registration	Employment Data from Graduates	Yes	DPD Graduates	1 year post Graduation survey Reports from students	DPD Program Director + faculty member	1 year post graduation	Data N/A
Issue: Ineffective outcome measures; better DI preparedness/employment data would be identified by surveying graduates after they complete an internship, rather than immediately following graduation. Solution: Development of survey in process. Will initiate survey for DI graduates 1 year after internship completion and track data in newly-completed data management system.							
1.6 At 5 year follow up >60% will be employed in	5 year survey	Yes	5 year alumni	5 year alumni survey	DPD Program Director	Summer annually	Data N/A
Issue: Incomplete goal. Same as 1.5. Solution: Development of survey in-process. Will initiate survey for DI graduates 1 year after internship completion and track data in newly-completed data management system.							
1.7 Dietetic Internship Directors will rate USU interns 4-5 on preparation for internship	Survey responses from DI directors	Yes	DI Directors	1 year post graduation survey	DPD Program Director	Annually	Data N/A
Issue: Incomplete data. Outcome measure will be clarified and scale developed. Solution: Will initiate survey for DI directors after student completion of internship.							

Program Goal 2: The DPD will produce graduates committed to life-long learning who are technically competent will be able to incorporate new knowledge and skills into their careers.

Outcome Measures	Data Needed	Data Already Available	Groups Assessed	Assessment Methods	Who Will Conduct Assessment	Timeline	Met/Not Met
2.1 Portfolios will demonstrate advancement in skills and ability to self evaluate	Portfolios	Yes	All junior and senior DPD students at the end of each semester	Evaluation grid	Senior faculty member	End of each semester	Met
Issue: None, goal was met.							

Solution: Portfolios submitted electronically now in Management of Dietetics course.							
2.2 Senior exit interviews will rate achievement of SLO's as good to excellent	Senior Exit Interview surveys	Yes	All DPD seniors spring semester	Survey (adapted over time to meet moving target)	DPD Director	End of Spring semester Senior Year	Met
Issue: None, goal was met. Solution: Have made alterations in End-of-Semester-Survey to provide additional student feedback about program/coursework. Survey is administered and compiled electronically now.							
2.3 25% of DPD students will graduate with HONORS	Honors Records	Yes	Graduating Seniors	Honors Records	DPD Director and Janet Anderson, RD	Graduation Records	USU Honors program changes.
Issue: Goal not met due to Honors Program changes. Solution: Honors Program at USU has recently undergone major changes. There is less student involvement campus-wide. Will encourage student participation if program regains support.							
2.4 Baseline data will be developed to assess a goal of % of DPD students participating in undergraduate research	Undergraduate research records	Yes	Undergraduate research advisors	Request records from researchers	DPD Director	Summer	Not Met.
Issue: Goal not met. This has been removed as a separate program goal since a research component was added to the Management of Dietetics course and lab. USTAR is providing ample research opportunities. Solution: Continue to develop collaboration and support for USTAR partnerships.							
2.5 Graduates will recognize their technological skills and be able to teach others	1 year graduate survey	Yes	1 year post graduates	Survey	DPD Director	Summer	Not measurable.
Issue: Ineffective outcome measure. Not specific or measurable. Solution: Goal considered met since use of technology is now standardly incorporated into multiple courses.							
2.6 DI directors will recognize technological skills of DPD graduates	1 year DI survey	Yes	DI Directors	Surveys with approval from Graduate	DPD Director	Summer	Not measurable.
Issue: Ineffective outcome measure. Not specific or measurable. Solution: Goal considered met since use of technology is now standardly incorporated into multiple courses.							
2.7 50% of 5 year graduates will show career progression and leadership experiences	5 year post grad survey	Yes	5 year alumni graduates	Survey	CPD	Annually	Data N/A
Issue: Limited data available. Outcome measure not specific. Solution: Will extrapolate data from College of Ag alumni database 5 years post-graduation.							

Additional Program Assessment Data—USU CPD

Table 1. Junior end of semester survey response rate

Year	Time data collected	# of students	# Completed survey; n=	% response rate
2009-2010	Fall	8		
2009-2010	Spring	8		
2010-2011	Fall	12	12	100%
2010-2011	Spring	12	7	58%
2011-2012	Fall	12	5	42%
2011-2012	Spring	12		
2012-2013	Fall	12	8	67%
2012-2013	Spring	12	10	77%
2013-2014	Fall	12	6	50%
2013-2014	Spring	12	12	100%
	5 year total			

Table 2. Senior end of semester survey response rate

Year	Time data collected	# of students	# Completed survey; n=	% response rate
2009-2010	Fall	12		
2009-2010	Spring	12	12	100%
2010-2011	Fall	9	6	67%
2010-2011	Spring	9		
2011-2012	Fall	12	5	42%
2011-2012	Spring	12		
2012-2013	Fall	12	10	77%
2012-2013	Spring	12	10	77%
2013-2014	Fall	12	9	75%
2013-2014	Spring	12	7	54%
	5 year total			

Table 3. Senior Exit Survey Response Data

Year	Time data collected	# of students	# Completed survey; n=	% response rate
2009-2010	Spring	12	12	100%
2010-2011	Spring	9	9	100%
2011-2012	Spring			
2012-2013	Spring	12	9	75%
2013-2014	Spring	12	9	75%
	5 year total			

Table 4. 1 Year Alumni Survey Response Data

Year	Time data collected	# of graduates	# Completed survey; n=	% response rate
2009-2010	-----			
2010-2011	-----			
2011-2012	-----			
2012-2013	Fall	12	6	50%
2013-2014	Spring	12	10	83%

Table 5. 5 Year Follow Up Survey Response Data (CPD and DPD)

Year	Time data collected	# of graduates	# Completed survey; n=	% response rate
2009-2010	-----			
2010-2011	-----			
2011-2012	-----			
2012-2013	Fall	28	12	43%
2013-2014	Spring	22	13	59%

Table 6. Employer Survey Response Data (CPD and DPD)

Year	Time data collected	# of employers	# Completed survey; n=	% response rate
2009-2010	-----			
2010-2011	-----			
2011-2012	-----			
2012-2013	-----			
2013-2014	Spring	10	7	70%

*ACEND PORT **
Program's Summary of Candidate Testing

1422 UTAH STATE UNIVERSITY
Coordinated Program

Testing Year	First Attempt in Calendar Year			Repeat Administrations Within One Year		Testers Within One Year of First Attempt		
	Examinees	Passed		Admins	Passed	Examinees	Passed	
	N	N	%	N	N	N	N	%
2008	9	9	100	0	0	9	9	100
2009	13	13	100	0	0	13	13	100
2010	10	10	100	0	0	10	10	100
2011	7	4	57	3	3	7	7	100
2012	14	13	93	0	0	14	13	93
Total	53	49	92	3	3	53	52	98

**** All data are accurate as of December 31 of the previous calendar year.***

Handout 1

Some Thoughts on Selecting IDEA Objectives

August 2002

How do we know that teaching is effective or ineffective? The typical student rating system judges effectiveness by the degree to which the instructor's methods resemble those of a "model" teacher. In contrast, the IDEA Student Ratings of Instruction system judges the effectiveness of teaching by its impact on students. Its chief indicators of effectiveness are derived by answering one question: *Do students make progress in achieving objectives selected by the instructor?*

The selection of objectives on the Faculty Information Form is a crucial activity for two reasons. First, the IDEA System evaluates teaching by assessing student progress on these *unique, instructor-chosen objectives*. Second, objectives provide guidance for selecting teaching methods; those that promote progress on one type of objective may differ from those that promote progress on other types. Differential objectives make each course a unique learning experience.

The educational literature is replete with suggestions on how to select and develop goals and objectives (e.g., Angelo & Cross, 1993; Davis, 1993; McKeachie, 1999; Walvoord & Anderson, 1998). Familiarity with this literature should improve the process of conceptualizing and defining instructional purposes. The purpose of this paper is to offer additional help to participants in the IDEA System in identifying course objectives.

Although objectives can be stated in a variety of ways, they should always focus on *expected effects on students,* not on the instructor's actions or procedures designed to promote learning. It is desirable for each instructor to develop statements or objectives as precisely and comprehensively as possible. In order to participate effectively in the IDEA program, it will be necessary to *interpret* these statements within the framework provided by the 12 objectives listed on the Faculty Information Form. The following discussion is intended to help users differentiate meaningfully and accurately among the 12 objectives of the IDEA System.

HOW MANY OBJECTIVES SHOULD BE SELECTED?

Although each of the 12 IDEA objectives is desirable in the abstract, it is unrealistic to think that, in a single course, students can make significant progress on all, or even most, of them. Not everything that either the instructor or the students might wish to accomplish is possible in a single course. Section II of the **Directions to Faculty** provides a classification of the 12 objectives that is intended to help you conceptualize your instructional intentions.

The teaching methods that facilitate student progress vary for the different objectives. For this reason, and because of the limited amount of time available in a given course, **most instructors will be unable to address seriously more than three to five objectives**. Those choosing more than five objectives commonly spread their efforts too thinly to impact student learning significantly in all areas.

In selecting "Essential" or "Important" objectives for a particular course, ask three questions:

1. **Is this a *significant* part of the course?**
2. **Do I do something *specific* to help the students accomplish this objective?**
3. **Does the student's progress on this objective affect his or her *grade*?**

If the answer to each of these questions is "Yes," then that objective should be identified as **E** or **I** on the Faculty Information Form (FIF). The phrase, "Of no more than minor importance," does not mean that such objectives are unimportant. It simply recognizes that such objectives are of considerably less importance than those chosen as **E** or **I**; even if some attention is given to them, an **M** should be selected on the FIF.

WHAT IS MEANT BY EACH IDEA OBJECTIVE?

It would be easier to describe objectives if they were mutually exclusive, but they are not. Instructors typically address more than one objective through a single approach. For example, a theme on "the meaning of happiness" may be assigned to address three objectives; developing writing skills, exploring values, and improving

critical thinking. The 12 IDEA objectives have been developed over a period of 25 years, both through literature reviews and by consulting faculty who have used the IDEA system. The intent is to provide a *useful, practical* way to describe the objectives of most college courses.

A brief description of each of these objectives, together with some comments about how they may be compared or contrasted, follows. The objectives are organized into six groups on the basis of statistical and conceptual similarities. The number used to identify each objective (1-12) corresponds with that used on the Faculty Information Form.

I. Basic Cognitive Background

The first two IDEA objectives focus on the development of a basic background in the subject.

1. *Gaining factual knowledge (terminology, classifications, methods, trends)*
2. *Learning fundamental principles, generalizations, or theories*

These objectives are mainly *cognitive* in nature as distinguished from *affective* objectives, which focus on feelings or attitudes. They are closely related. Both are concerned with the acquisition of information or knowledge. They differ primarily in the level of knowledge and in the degree of generalization. *Factual knowledge* covers not only straightforward facts (e. g., when the Declaration of Independence was written; who developed the theory of games), but also terminology (e. g.. what the VII cranial nerve is called; or what "onomatopoeia" means) and classifications (e. g. stone tools produced by the Mousterian techniques are characterized by . . .). This objective stresses learning at its most basic level. Frequently what is required is that students memorize and remember the information taught; because the emphasis is on acquiring information, comprehension is not an issue. For those familiar with Bloom's Taxonomy
(Bloom, *et al.*, 1956) such learning is primarily at the "Knowledge" level of the cognitive taxonomy.

Though they are similar, it is possible to distinguish *factual knowledge* objectives from *principles and theories* objectives. There is a difference between terms that represent simple facts, e.g., the VII cranial nerve is the *auditory nerve*, and those that represent concepts, e.g., *reinforcement,* a psychological concept that is a key element in learning theory. Learning the meaning of "auditory nerve" essentially requires memorization, while learning the meaning of "reinforcement" requires comprehension, which embraces many examples. Illustrative principles or theories are Gresham's law, the categorical imperative, and the wave and quantum theories of light. Objectives concerned with understanding concepts and theories are representative of the "Comprehension" level of Bloom's cognitive taxonomy.

A primary distinction between *factual knowledge* and *principles and theories* objectives is the degree of generalization expected. To learn a fact, the student need not go beyond the fact itself; but to comprehend principles and theories the student must extend his/her understanding to multiple circumstances or examples. This is not meant to imply that the learning or memorization of facts is unimportant. A strong factual basis is essential to the mastery of principles and theories and other "higher level" intellectual skills; students cannot learn to think unless they have something to think about. For academically naive students, gaining factual knowledge is often an essential first step. On the other hand, if teaching/learning never goes beyond this level, the student will acquire a body of unused--perhaps trivial--knowledge that tends to be quickly forgotten.

II. Application of Learning

Two other objectives focus on applying what has been learned to solve problems, make decisions, or perform specialized functions. These are:

3. *Learning to* apply *course materials (to improve rational thinking, problem solving and decisions)*
4. *Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course*

The first of these emphasizes *applications* of principles, theories, and concepts to solve a problem or arrive at a decision. Course materials are employed to develop this *general* intellectual skill. It is appropriate in courses where applications are intended to develop problem-solving skills--analysis, synthesis, and evaluation. Decision-making represents the last stage of this process. It should be noted that the effective implementation of decisions may require additional affective or interpersonal skills depicted by Objective 5, *Team Skills* or Objective 8, *Communication Skills*.

Sometimes instructors choose this objective because their course requires that students apply course material as a means of testing their understanding. In such cases Objective 2, *Principles and Theories*, is probably a more appropriate choice. In other courses, application is employed principally to develop professional skills, and Objective 4 *(Professional Skills and Viewpoints*) should therefore be chosen. Only in courses where a *primary* goal is to develop a

generalized skill in applying course materials to concerns or problems should Objective 3 be selected as "Essential" or "Important."

Objective 4 emphasizes the development of skills or attitudes needed by those *entering* a specific profession (e. g., calculating physical stresses, developing diagnostic skills, understanding and accepting a code of professional ethics). Such skills and attitudes should be reflected in the performance of a professional assignment, not simply by knowing a "correct" answer. Depending upon the degree of complexity, this objective could represent any of several levels in Bloom's cognitive taxonomy—"Application," "Analysis," "Synthesis," and "Evaluation." The attitudinal component is represented in the affective domain of Bloom's taxonomy (Krathwohl, *et al.*, 1964).

III. Expressiveness.

Two objectives focus on learning to express one's individuality:

6. *Developing creative capacities (writing, inventing, designing, performing in art, music drama, etc.)*
8. *Developing skills in expressing oneself orally or in writing*

Creativity connotes originality, imagination, and expressiveness. While it is often associated with the fine arts and literature, it is often relevant to aspects of science, engineering, and other fields where design, research, and innovation are required. The instructional challenge is to help students to develop their creative potential. "Creativity" requires flexibility and divergence in thinking – new ways of thinking or expressing oneself; pursuing questions for which there is no single correct answer. It implies a stretching and expansion of the students' thoughts and ideas and the development of original insights. For these reasons, it often requires overcoming fear and encouraging self-confidence.

Creative capacities are important not only in the humanities, but also in science, technology, social sciences, and many professional courses (business, education, law, etc.). The development of creative capacities is expected more often in upper division courses than in lower division courses. For this (or any other) objective to be classified as "Essential" or "Important," it should be a significant emphasis in the course and there should be specific instruction or assignments designed to promote its development.

Objective 8 stresses communication skills. It is obviously relevant to composition and speech courses, as well as to many language and writing courses. It may also be relevant to other courses that use a new language (e.g., mathematics, statistics, computer science), but Objectives 1 *(Factual Knowledge)*, 2 *(Principles and Theories)*, and 3 *(Applications to Thinking and Problem Solving)* may be more descriptive of the purpose of such courses. Effective communication is an appropriate objective for any course designed to promote clear, grammatically correct writing and/or listening and speaking skills. However, if the objective is chosen as "Essential" or "Important," it is not enough to simply provide opportunities to exercise communication skills; there must also be deliberate attempts to improve these skills.

IV. Intellectual Development

Three objectives emphasize higher-level intellectual skills:

7. *Gaining a broader understanding and appreciation of intellectual-cultural activity (music, science, literature, etc.)*
10. *Developing a clearer understanding of, and commitment to, personal values.*
11. *Learning to analyze and critically evaluate ideas, arguments, and points of view.*

Being "intellectually well-balanced" has traditionally been regarded as a sign of an educated person, especially by advocates of the liberal arts. For many years, colleges and universities offered broad survey courses to give their students opportunities to become acquainted with the content, methods, and importance of the physical and biological sciences, the social sciences, the fine arts, and the humanities. While the popularity of such courses has declined, the commitment to the ideal of providing a basic understanding of, and appreciation for, the broad divisions of knowledge has been an enduring tradition. "Understanding" is often simply the means to an end. By learning to "appreciate," students broaden the range of activities that can be interesting and rewarding to them; at the same time, they become more "interesting" people themselves. The enthusiasm of teachers who are immersed in and enthralled with their intellectual-cultural specialty often spreads to their students. This objective should be selected as important or essential if the focus of the course is on broadening intellectual background and increasing the breadth of students' interests and appreciations. Such courses are usually directed to non-majors, although they may serve as introductory courses for majors as well.

Objective 10 focuses on the exploration of personal values and the beliefs and priorities that guide the way one's life is conducted. They "explain" why we make the choices we do; they

describe our conclusions about life's purposes and what life's greatest satisfactions are. Many people have not developed a coherent set of personal values; their life decisions seem to be made by default, or by following the norms of their culture (conforming to societal expectations). Such people pursue goals that have been imposed, not chosen; for this reason, they have difficulty in finding lasting satisfaction. Except for selected moral values, there is no consensus about the values that "ought" to guide our lives. In fact, the values society places on "liberty" and "individuality" ensure that diverse value patterns are necessary in order to accommodate the wide differences in individuals and their circumstances. Still, the opportunity to lead a personally meaningful, fulfilling, and satisfying life is enhanced if it is guided by thoughtfully chosen, enduring values, regardless of the particular values which are adopted.

Some college courses offer students the opportunity to explore alternative value systems as a means of facilitating this process. Although such courses usually are oriented around disciplinary content, their true subject matter is the student. If the emphasis is on stimulating a consideration of alternative goals and life styles, on differentiating the basic from the superficial, and on assuming personal responsibility for life choices, then this objective should be considered as important or essential.

Objective 11, critical analysis, deals with one of the most distinguishing characteristics of the educated person – *discernment.* Children accept nearly everything that they are told. But as they mature, contradictions become apparent; not everything can be equally true or valid. Educated persons learn to critically examine information, ideas, and arguments in order to arrive at their own understanding or point of view. Improving the capacity for critical thought, a high level cognitive characteristic, is regarded as a desirable, but challenging, objective in higher education. Instructors choosing this as an important or essential objective will be less concerned with subject matter mastery or the ability to apply such knowledge to the solution of practical problems than with the *capacity to reason logically* and the *ability to integrate* a series of disparate facts or assertions into a coherent conclusion. Assessment of student progress will stress logical consistency and complexity of reasoning rather than "correctness."

The ability to critically evaluate and reason is a valuable trait in nearly every line of employment; therefore, it is expected that many upper division courses intended for majors will give some emphasis to its development. But because it is also a distinguishing characteristic of the educated person, those teaching courses intended to support an institution's *general education* program will also find this objective relevant to their purposes.

V. Lifelong Learning

Two objectives are concerned with the development of skills helpful in the continual pursuit of learning after the formal educational experiences are over.

9. *Learning how to find and use resources for answering questions or solving problems.*
12. *Acquiring an interest in learning more by asking questions and seeking answers.*

Educators have increasingly become aware of how quickly knowledge becomes obsolete. We live in a technological, information-based society; effective functioning in this society requires continually updating and enlarging knowledge and skills--*lifelong learning.* In recognition of this reality, many faculty members design courses to enhance students' capacities to function as independent learners. Objective 9 should be chosen as "Important" or "Essential" for courses that emphasize the development of independent learning skills. The emphasis is on skills in finding and using appropriate learning resources, including traditional library searches as well as computer-based information and information shared by practitioners and consultants. This objective is especially appropriate for courses in which students have already acquired sufficient background information and skill to permit them to identify the trends or unresolved problems that are likely to form the basis for future advances in the field.

Objective 12 also focuses on lifelong learning. Whereas Objective 9 emphasizes capacities for locating and using resources, Objective 12 stresses developing capacities for identifying salient questions. Finding answers to the wrong questions will not improve understanding, problem solving, or decision-making. This objective involves a fundamental, and often over-looked, aspect of learning, extending far beyond knowledge of how to use library resources or browse the Web. It requires a simulation of the personal and professional challenges graduates will face – challenges whose solution rests both on asking the right questions and on finding the right answers. While this objective is frequently cited as one of the purposes of general education, all faculty members who want the success of their teaching to be judged by the degree to which

students acquire an "inquiring mind" should select it as "important" or "essential."

VI. Team Skills

Objective 5 overlaps from the objectives just reviewed. For this reason, it is classified separately.

5. *Acquiring skills in working with others as a member of a team.*

From feedback provided by employers, community leaders, and alumni, institutions have increasingly recognized the importance of this objective. Its emphasis is on combining the knowledge and skills of a diverse group in ways that enhance its capacity to analyze and propose solutions to assigned problems. The development of team skills involves a complex set of attributes, including capacities for accepting and appreciating human diversity, for listening, for communicating, for compromising, and for sharing responsibility in developing creative proposals and recommendations. Instructors who emphasize the development of team skills will note the overlap with several other objectives included on the IDEA list, including Objective 8 *Communication Skills,* Objective 3 *Applications for Problem Solving*, and Objective 6 *Creative Capacities*. If the expectation is that all of these skills will be developed, together with skills involving effective interpersonal relationships, then this objective should be identified as "Important" or "Essential." Faculty members who establish student teams or subgroups for more limited purposes, such as learning communication skills or developing interpersonal sensitivities, should select less complex objectives when completing the FIF.

CONCLUSION

Hopefully, this discussion will help you select IDEA objectives for your courses. To summarize, there are three criteria that are useful in selecting objectives:

(1) **The objective is a significant part of the course**;
(2) ***Specific* and *substantive* techniques and assignments are employed to help the student achieve the objective**; and
(3) **Relevant assessments are made of student achievement of the objective.**

Objectives should not be regarded as important unless a substantial and explicit effort on the part of the instructor is directed to the achievement of that objective and unless achievement on the objective is meaningfully reflected in the appraisal of student progress.

Frequently, there are differences between the instructor's and the students' perception of the relevance of a given objective. It is recommended that the course objectives be discussed with the students, preferably early in the term. It is desirable to let students know that they are going to be asked to rate their own progress on these objectives, and that these ratings are taken seriously. Ask them to reflect on their understanding of the course's purposes and the way in which they believe the various parts of the course fit into each of the 12 objectives. Student learning will be enhanced if they are committed to clearly formulated objectives. Thus, the opportunity to consider the relevance of the IDEA objectives to their own purposes in taking your course may, in itself, stimulate success. If student perceptions of the importance of the objectives and their relevance to various portions of the course are substantially different from yours, it may be helpful to explain your rationale for selecting (or not selecting) a given objective. A discussion of such differences will not necessarily resolve them, but it will provide a framework for interpreting student ratings of progress on the IDEA objectives. This should increase the usefulness of student feedback.

Based on interviews with a small number of students, we do not believe that holding such a discussion before the students fill out the IDEA Survey Form will bias results. Students claim that their report of progress on objectives is uninfluenced by the knowledge that the instructor selected the objective as relevant. However, progress is more likely if students and faculty are agreed on the major purposes of the course. Hence, a discussion of such purposes will not only improve the quality of responses to the IDEA form but also be beneficial to the learning process.

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Understanding Your: IDEA Student Course Evaluation Report

The *IDEA Short Form Report* is designed to respond to four questions:

1. Overall, how effectively was this class taught?
2. How does this compare with the ratings of other teachers?
3. Were you more successful in facilitating progress on some class objectives than on others?
4. Do some salient characteristics of this class and its students have implications for instruction?

This guide will help you interpret the results from the *IDEA Short Form Report*. Start with a review of the number of respondents and the response rate. The best results are produced when at least 10 students provided ratings and at least 65% of enrollees responded (a 75% response rate is even better).

Throughout the Report, two kinds of scores are reported: *Average scores* are based on the 5-point rating scale entered by students. *Converted scores* are statistically tested and "standardized," so that they all have an average of 50 and a standard deviation (measure of variability) of 10. Both "Average" and "Converted" scores are presented in "raw" (unadjusted) and "adjusted" forms. The adjusted score accounts for your students' self-reported motivation and work habits. Each type of score is important to a complete understanding of your results.

Question 1. Overall, how effectively was this class taught? (Refer to the tables reported on the first page of the *IDEA Report.*)

Progress ratings are made on a 5-point scale: 1=No apparent progress; 2=Slight progress; 3=Moderate progress; 4=Substantial progress; and 5=Exceptional progress. In interpreting "raw" and "adjusted" averages, these terms can be substituted for the numeric figures; e.g., an average of 4.0 indicates that "substantial progress" is an appropriate term for summarizing student ratings on that measure.

A. Progress on Relevant Objectives: Combines ratings of progress on the 3-5 learning objectives selected by the instructor as *Important* (weighted "1") or *Essential* (weighted "2"). The IDEA Center regards this score as its single *best estimate of teaching effectiveness*. Both raw and adjusted scores are provided. To the right is a chart with converted averages (the table with the grey bar) to be used when making comparisons among faculty members or classes. This chart accounts for the fact that average progress ratings (scored 1-5) are higher for some objectives than for others; that is, some objectives appear to be more easily achieved than others. Because the converted scores (T-Scores) are adjusted to have the same mean, they assure faculty members that they will not be penalized for selecting objectives that are especially difficult.

Two additional overall measures of teaching effectiveness are shown on the report.

B. *Overall, I rate this instructor an excellent teacher.*

C. *Overall, I rate this course as excellent.*

As an index of teaching effectiveness, the average of these two ratings (**D**) is commonly regarded as equal in value to the "Progress on Relevant Objectives." The **Summary Evaluation** reported on the first page averages the progress score with the average of these two ratings. Although many IDEA users find this method of arriving at a Summary Evaluation to be meaningful, some may feel that other methods for arriving at a summary judgment better reflect their institution's philosophy and/or priorities.

Question 2. How do your ratings compare with those of other teachers? (Refer to the comparisons shown on the right hand side of the first page of the *IDEA Short Form Report.*)

Your report compares your average ratings to results for three different groups of classes. The first comparison group is with all classes in the standard *IDEA database*, and is always reported. The other two are reported only if enough classes were available to provide a stable basis for comparison.

These consist of:

(1) All classes in the *same discipline* as the class in question and

(2) All classes *at your institution.*

Institutional and *disciplinary* norms are updated annually and include the most recent five years of data; the IDEA database is updated periodically.

Question 3. Were you more successful in facilitating progress on some class objectives than on others? (Refer to the upper portion of the second page of the *IDEA Short Form Report.*)

On the top left, you'll find the 12 IDEA learning objectives and summarizes student ratings on those selected as either *Important* or *Essential.* A review of the specific objectives can help you determine where you might focus improvement efforts.

The first point to review is ensuring that ***no more than 3-5 objectives*** were selected. The selection of more than five learning objectives has been shown to decrease course evaluation scores. If more than five learning objectives were selected, it would be productive to reflect on which objectives scored the highest in terms of student achievement, and to revise the selection of objectives the next time the course is taught.

The reporting format is similar to that used on page one. In addition to "raw" and "adjusted" scores, the report shows the percent of students making ratings in the two lowest categories (No apparent progress or Slight progress) and in the two highest categories (Substantial progress and Exceptional progress).

Converted scores are shown in the right hand section and compared with the three norm groups previously described (IDEA Database, Discipline and Institution). In addition to the converted average, the report describes the status of each relative to other classes in the comparison group: "Much higher" (highest 10%: scores of 63 or higher); "Higher" (next 20%: scores from 56-62); "Similar" (Middle 40%: scores from 45-55); "Lower" (Next 20%: scores from 38-44); or "Much Lower" (lowest 10%: scores less than 37). Using broad categories like these rather than precise numbers is a reminder that ratings are neither perfectly reliable nor perfectly valid.

Question 4. Do some salient characteristics of this class and its students have implications for instruction? (Refer to the bottom portion of the second page of the IDEA Short Form Report.)

Student Characteristics. Students described their motivation by making self-ratings on the two items listed at the bottom of the second page: effort, and motivation. These characteristics have been found to impact student ratings of progress.

Statistical Detail:
The last page of the *Report* provides a detailed statistical summary of student responses to each of the items on the IDEA form as well as to any custom questions that were included for student response.

Students' Written Comments:
Comments by students are provided in a separate report. Students were asked to respond to the following three questions:

- *What aspects of the teaching or content of this course do you feel were especially good?*
- *What changes could be made to improve the teaching or the content of this course?*
- *Comments: (General)*

In addition to these three standard questions, individual faculty members, departments and units (e.g. RCDE) added their own custom questions. If these custom questions were qualitative (text), the responses to those questions will be included in the comment report for the course, as well.

Improving Teaching and Learning
Using data from the Diagnostic Form, The IDEA Center has conducted substantial research to identify teaching methods that facilitate learning on each of the twelve learning objectives. If you are disappointed in your progress on any of the relevant objectives in your course (identified on the second page of the Short Form Report), you might want to consider using the Diagnostic Form the next time you seek student input. In the meantime, a number of resources are available.

➢ POD-IDEA Center Notes were written in cooperation with the Professional and Organizational Development (POD) Network in Higher Education. These brief papers provide detailed suggestions for improving twenty specific teaching methods; references to relevant professional literature are cited for each method.

➢ POD - IDEA Center ***Learning*** Notes are papers providing background, helpful hints, and additional resources for each of the 12 IDEA objectives.

Program Assessmen. .atrices (Standard 7)
Assessment Period from 2014 to 2021

Background: The Program Goals Assessment Planning Matrices are used to document whether the program is meeting its goals over a five-year period. At the end of five years, the fully-completed form should be used as evidence of the degree to which the program is achieving outcomes that support the goals.

Directions: Write the program's goals; then list the desired outcome measures that accompany each one. Describe the data to be assessed and its source for each outcome measure. Specify the assessment methods and identify the individuals or groups responsible for ensuring that assessments take place along with the timeframe for collecting the data. The actual outcomes will be recorded over the five-year lifetime of the plan.

Mission of the Dietetics Program Using the DE Standards (Standard 4)
The mission of the Coordinated Program in Dietetics is to enhance the health of family, communities, and nations by graduating students who are prepared to advance the profession of dietetics through scientific understanding, compassionate practice, and community engagement.

Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)
Goal #1 – The USU coordinated program in dietetics will graduate students who are exam-ready ~~and able to enter the dietetics work force or advanced study~~.

Objectives (Guideline 7.1a)	Data Assessed and the Data Source (Guideline 7.1b & c)	Data Assessment Method(s) (Guideline 7.1d)	Assessed by: (Guideline 7.1e)	Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2)	Timeframe (Guideline 7.1f)	Actual Outcome (Guideline 7.2 b)
Over a 5-year period, the program will maintain a 90% first-time pass rate on the RD exam.	ACT Reports	Review reports annually	Program Director	○ Ongoing curriculum assessment ○ Review exam preparation materials from AND	Annually each spring	92% first-time pass rate
Over a 5-year period, 90% of students will be employed within 1 year of program completion. goal 2	1 year and 5 year graduate surveys College of Agriculture and Applied Sciences student database	Online survey 1 year and 5 years after graduation	Program Director Program Coordinator	○ Ongoing relationships with dietitians in various areas of practice ○ When released, review workforce demand studies ○ Monitor job postings to determine desired skill sets and area of practice	Ongoing Annually each spring	94% of CPD graduates report being hired as a dietitian within 1 year of graduation

P am Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)

Goal #2 – The USU coordinated program will produce professionals who are independent, capable, and prepared to function in dietetics practice.

Objectives (Guideline 7.1a)	Data Assessed and the Data Source (Guideline 7.1b & c)	Data Assessment Method(s) (Guideline 7.1d)	Assessed by: (Guideline 7.1e)	Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2)	Timeframe (Guideline 7.1f)	Actual Outcome (Guideline 7.2 b)
100% of students will achieve preceptor scores of 3 or higher on end of rotation evaluations.	Data from student evaluations	Preceptors complete forms at close of each rotation	Program Director	○ Utilize evaluation forms based on DE standards ○ Coordinator meets with preceptor and student to ensure completion ○ Scores are tabulated and kept in student database	At end of each rotation & at close of each academic year	100% of students have achieved this goal in the previous 3 years.
Over a 5-year period, 90% of enrolled students will complete the program within 3 years. 1 2016	Data from advising records Graduation records from the Registrar's Office	Review graduation records annually	Program Director Student Advisor	○ Follow student performance policy and procedure	At close of each academic year	100% of students completed the program within 3 years
Over a 5-year period, 70% of employed graduates will receive above average ratings on employer surveys.	1-year employer survey	Online surveys Informal discussion	Program Director	○ 1-year post-graduation, online surveys sent to graduate employers ○ Informal discussion with area employers, clinical nutrition managers, and local business leaders ○ Review & integrate employer feedback into program design	Annually each June	This information has been inconsistently collected. Poor response rates impacted the ability to achieve this goal in the 2013 survey. See relevant sections for improvement plan.

Program Planning and Outcomes Assessment

Standard 8: On-going Program Improvement
Results of the assessment process must be used to identify strengths and areas for improvement relative to components of the program, including policies, procedures, curriculum, faculty, preceptors (if present) and resources based on achievement of objectives and goals. Actions must be taken to maintain program strengths and address areas for improvement identified through the assessment process.

Guideline 8.1

The program must implement and monitor action plans to improve all aspects of the program not limited to the mission, goals and objectives and provide evidence of the improvements, including graduate performance on the registration exam.

Guideline 8.2

Short- and long-term strategies must be designed to maintain or improve future program effectiveness and achievement of goals and objectives.

Guideline 8.3

Costs to accomplish short- and long-term strategies should be included in the budgeting process.

Guideline 8.4

Programmatic planning and outcomes assessment should be integrated with institutional planning and assessment.

Improvement to Program Policies and Procedures

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

1) Program-related information dissemination between faculty members, advisor, and students was not as consistent as desired.

2) The Student Handbook has been expanded and is more readily available to students and the public. The updated Student Handbook is now available on the USU dietetics website at: http://ndfs.usu.edu/htm/undergraduate/dietetics **(exhibit).** The Handbook is updated on an ongoing basis to reflect any program changes or updated student information. Faculty members now refer to the Student Handbook's content and location during the orientation meeting (**exhibit**) for incoming junior CPD students, who are then required to sign a form indicating that they are aware of the Student Handbook and its location **(exhibit).** The action was initiated by the program director, program faculty, and advisor in the spring of 2014. Budgeting for this improvement is seen on the program budget under IT Support.

3) Since the handbook has been more readily available, program faculty members have received fewer questions about policies and procedures influencing student education, and program-related information is disseminated more efficiently. No formal evaluation data is available yet.

(b) Describe short- and long-term plans designed to improve the program over the next five years:

1) We continue to foster improved communication between advisor and faculty members in addition to implementing program changes as needed.

2) In the short term, faculty and advisors will be updated on materials included in the Student Handbook to facilitate consistent information dissemination to students. In the long term, the handbook will be updated annually or as changes are implemented.
3) The program director will facilitate discussions regarding policy changes and updates to the Student Handbook. All dietetics faculty members participate (during dietetics faculty meetings and retreats) in the discussion and implementation of policies, and minutes will be recorded and distributed to facilitate consistency in information dissemination between faculty members, advisor, and students.
4) No formal evaluation has been conducted. However, faculty members and the academic advisor have reported increased awareness of program changes.

Improvements to the Curriculum

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

Food Literacy Course – Incorporating principles of sustainability into the curriculum (KRD 3.2)

1) Several changes have been made to improve the curriculum over the past five years. The previous course NDFS 1240: Culinary Basics was changed to NDFS 1260: Food Literacy to better reflect the evolving nature of the course and of the dietetics profession. Topics such as sustainable food systems, composting, recycling, waste reduction, eating seasonally, and procurement of local food are included (exhibit) The course weaves sustainability as a common thread through all units, food waste from the labs is placed in compost buckets and transported to USU Student Organic Farm, and lab activities focus on whole foods.

2) NDFS 1260: Food Literacy was established as the model across the state for other colleges and universities to incorporate sustainability principles into similar courses. CPD students must take the USU course or an updated similar course as a prerequisite.

3) USU dietetics students are well-prepared to play important roles in integrating principles of sustainability into their workplaces. Students comment regularly in course evaluations, papers, and projects that they value these skills and recognize the impact that they can have on the food system

Introduction to Dietetics Course

1) Over the past few years, there have been numerous comments in program evaluations for a course focusing on introducing dietetics students to the field.
2) A new Introduction to Dietetics course is in the approval and development process. This course will be a one credit online course to provide students with a basic overview of the various career opportunities in dietetics to help ensure that students are pursuing the appropriate career path.
3) This action was initiated by dietetics faculty and the program director and approved by the department head in the fall of 2014.
4) No outcomes or evaluation results are available at this time.

Diversification of supervised practice experiences to incorporate emerging areas of dietetics

1) In 2012, faculty reviewed supervised practice and determined that students would benefit from expanded options beyond the tradition clinical, community and foodservice rotations.
2) Lab experiences were added to core classes wherein non-traditional supervised practice opportunities could be enhanced: Maternal/child nutrition, community nutrition, and professional practice (management, research, and business aspects of dietetics). Each lab incorporates approximately 90 hours of supervised practice. New collaborations include the Utah Science Technology and Research (USTAR) and Food $ense (SNAP-Ed) program. The USTAR facility on the Innovation Campus at USU has a state-of-the-art commercial research kitchen designed for feeding trials and other nutrition-related research

(exhibit). Students are involved in several newly-developed projects to provide them with a range of experiences in clinical, community, and foodservice-management settings. Examples are: USU Food $ense (SNAP-Ed), Soup Connection, The Juice Study, Food Dudes, and Smart Bites. Students are able to create nutrition education materials and teach Food $ense participants. Students plan and implement on-campus educational opportunities for students, faculty, and staff to increase awareness and knowledge in the subject area. Experiential learning opportunities were increased by implementing campus-wide Food Day and Earth Day activities (exhibit)

3) This action was implemented by the dietetics faculty and program director and supported by the department head. This action was implemented in several phases from 2012-2014.
4) The students responded favorably to the diversification of experiences. The CPD program now has 30% of time in clinical and 70% of hours in diverse areas of practice. The non-traditional offerings have allowed students to develop skills in research, using food as an education tool, recipe and product development, child nutrition programs, and breastfeeding education .

(b) Describe short- and long-term plans designed to improve the program over the next five years:

1) We plan to strengthen our courses and student experiences through continuous review of student evaluations and available resources and facilities.
2) Ongoing efforts are being made to identify and build potential collaboration and development of interdisciplinary projects and student experiences in the Cache Valley area. In the short and long term, d campus and community partnerships will be expanded, such as USU Dining Services, Communicative Disorders patient clinic, and USU Sustainability Programs to create additional supervised practice opportunities. Due to the demand for placement opportunities in nearby Salt Lake City, the program director intends to increase placement opportunities in Logan. No costs are anticipated with these program changes.
3) The program director and dietetics faculty will review workplace trends, expand experiential opportunities for students to prepare for their careers in the field of dietetics.

Improvements to Teaching & Learning Methods (if applicable)

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

1) Efforts have been made to incorporate new teaching methodologies, including blended, flipped, and hybrid course structures into several courses to allow for resource optimization, flexibility of time, more time to interact with students, and better student outcomes.
2) Several faculty members incorporated innovative classroom structures guidance from the USU Center for Instructional Design and Innovation (CIDI) and approval from the department, using a mixture of synchronous and asynchronous learning, in contrast to a lecture (face-to-face) course.
3) The dietetics faculty discussed this as an option for a few selected courses to improve learning starting in 2011.
4) Initial course evaluations show positive student feedback. For example, in NDFS 4560 (MNT II), students reporting that the course was "excellent" increased from the 51st percentile (pre-flip) to the 64th percentile. Per IDEA, students rated this class in the top 10% of classes. Student feedback was very positive. One student reported, "Being able to apply the material was very beneficial for me...it allowed me to repeat the material in a more personable way, and ask questions." **(Exhibit)**

(b) Describe short- and long-term plans designed to improve the program over the next five years:

1) Learning experiences will be strengthened by staying abreast of innovative teaching and learning methods supported by the university. Courses continue to be adjusted with more innovative techniques. Faculty

members share feedback and tools, and CIDI is readily available for training and guidance without cost to programs.

2) In the short term, faculty continue to review courses to determine if any other courses should be designed to utilize new teaching methodologies. In the long term, cooperative ventures with other dietetics programs and campus instructional designers will help to determine additional strategies for improving teaching and learning methods, including clinical simulations and lab techniques.
3) The dietetics director and dietetics faculty are involved in the implementation of new teaching methodologies and are encouraged by administration to utilize campus resources.

Improvements to Faculty/Preceptors (if applicable)

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

Improvement related to faculty

1) Experiential learning activities require a significant amount of faculty time
2) Funds were allocated to support additional preceptors for supervised practice
3) This action was initiated during summer 2014 by the dietetics faculty and the program director, and was supported by the department
4) This action was recently initiated therefore no formal evaluation data has been collected.

Improvements related to preceptors

1) A need was identified to improve preceptor/student experiences.
2) Preceptors were hired/selected from primary training facilities (McKay-Dee, Logan Regional Hospital, and USU-based clinical) based on teaching ability as well as clinical skill. Stipends and salary support have been provided to encourage preceptors to see student training as a valuable part of their professional experience.
3) Preceptors have been provided with the ACEND online preceptor training to prepare professionals for the requirements of a preceptor. Up until 2012, preceptors were provided with a preceptor training guide. However, this needed to be revised due to outdated content. In lieu of revision, the program director decided to offer annual online preceptor training. The following training has been provided over the past 3 years: 2012: Motivational Interviewing training offered free. 2013: Training in step-wise skill development (individual with each preceptor). 2014: ACEND online preceptor training required of USU-employed clinical preceptors, optional for others Preceptors are encouraged to view the modules created for mutual use by several dietetics training programs in Utah. These modules can be viewed at: http://dietetic.internship.usu.edu/htm/preceptors/preceptor-training
4) This action was initiated by the program director and supported by the dietetics faculty.
5) The USU CPD will continue to assess preceptors for learning needs and implement annual plans to ensure preceptors remain optimally trained, including working with facilities to ensure that RDs remain current on continuing education

(b) Describe short- and long-term plans designed to improve the program over the next five years:

1) Program funding has begun to be inadequate for demands placed on the program for student training, especially with regard to costs associated with student training at off-site placements.
2) In the short term, student course fees will be increased to support additional products, projects, and student placement options. In 2014, a plan was submitted to increase student fees to meet the needs for funding the program. While administration has been supportive, E&G (general) funds will not be increased. In order to create innovative experiences and keep current with technology, additional funding

is needed. The plan was submitted to the university and will be approved, denied or revised in spring 2015 (exhibit).

3) The program director, dietetics faculty and the department head will contribute to the continuous improvements to program faculty and preceptors.

Improvements to Academic Counseling (if applicable)

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

1) There was a need for an academic advisor to provide more timely and consistent student advising as well as to allow NDFS faculty more dedicated time for academic responsibilities and professional obligations.

2) The College of Agriculture and Applied Sciences now has a full-time academic advisor as well as a Career Program Coordinator, which has supported the provision of one-on-one advising and services for dietetics students. The academic advisor for Nutrition, Dietetics, and Food Science undergraduate students answers the initial inquiries of potential students regarding the departmental degree programs and informs students of the different university and departmental requirements for graduation. Each student has the opportunity to meet with the advisor annually, or more frequently as needed, to discuss progress through the curriculum. The advisor can clarify university policies, student resources, and aid with application to the program. Additionally, the advisor works on student recruiting and retention, monitors enrollments, and provides the final transcript review for graduation. The NDFS advisor participates in the dietetics program application and selection process as well as orientation meetings. The Career Program Coordinator who is assigned specifically to the college works with the academic advisor to help students determine a career path post-graduation. The coordinator assists with assessments, resume and cover letter review, and mock interviews. The coordinator is available to work with students throughout their college career.

3) This action was initiated by the College of Agriculture and Applied Sciences and supported by dietetics faculty, the program director, and the department head.

4) The current system appears satisfactory to students as evidenced by lack of complaints filed.

(b) Describe short- and long-term plans designed to improve the program over the next five years:

1) We plan to ensure that all potential and current dietetics students are aware of the academic advising services early in their academic careers.

2) We plan to inform students of the academic advising services available to them during introductory/pre-requisite courses to help prepare students for the dietetics program.

3) The program director and dietetics faculty teaching introductory/pre-requisite courses will encourage students to seek out guidance from the NDFS academic advisor.

Improvements to Student Support Services

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

No improvements to Student Support Services in the past 5 years. Students continue to be informed about available campus resources and encouraged to utilize them in a timely manner.

(b) Describe short- and long-term plans designed to improve the program over the next five years:

1) We plan to continue to refer students to USU Student Support Services.
2) Our short and long term goals include staying well-informed of updates and changes are made to Student Support Services and disseminating that information to students through advising as well as in the Student Handbook.
3) The program director will maintain communication with Student Support Services to assess utilization and outcomes of available services and make referrals as necessary.

Improvements to Educational Resources

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

1) Dietetics trends indicate a need for more research and farm-to-table experiences.
2) The dietetics program has partnered with USTAR and NDFS to participate in research studies and farm-to-table projects to provide students with much-needed experience in these areas. These activities required use of a full-scale production kitchen. Faculty first partnered with the research kitchen at a facility on campus. However, as funding shifted for that program, the department head decided to pursue funding for an education and research kitchen to be created within the NDFS building, scheduled to be completed in December 2014.
3) This action was initiated by the program director, dietetics faculty, the department head, and director of the Center for Human Nutrition Studies. This action was implemented in the fall of 2013.
4) 4). Students have placed first in their division at UAND the past two years for original student research.

(b) Describe short- and long-term plans designed to improve the program over the next five years:

1) The NDFS kitchen on which the program is dependent for certain experiences has been located at USTAR. However, to improve access and ensure utility to our students, NDFS is constructing a teaching kitchen. In the long-term, revenue sources will be identified to ensure the kitchen is well-maintained.
2) Good relationships with research staff will be maintained and have incorporated research objectives into the professional practice lab during spring of senior year. Students present original research based on these experiences each spring at the Utah Academy of Nutrition and Dietetics conference.
3) The program director and dietetics faculty can best facilitate these efforts through frequent networking and participation in various advisory committees and professional endeavors. The program is well-placed to incorporate into the various on- and off-campus resources.

Improvements to the Program Assessment Process

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

1) Historically, the CPD has been effective at collecting and disseminating data for the program assessment. However, a primary program weakness in 2009-2011 was inconsistent data management of student information and evaluations. Due to high faculty and program director turnover, data has been passed through multiple hands, which resulted in inconsistent methods for data management. Follow up data from graduates and employers was not consistently collected, analyzed, and reported for several years.

2) The CPD has made significant changes to the data collection and information management system. In 2013, a student database system was established to permanently solve the problem of missing information. The evaluation system has been made electronic as well to ensure ongoing access to data. Postgraduate evaluations have been created through Qualtrics, a web-based survey design tool provided through USU. This program generates follow-up surveys for graduates, employers, and internship directors to help determine how program objectives are being met. Using Qualtrics allows for easy distribution of surveys on a consistent basis in future years.

3) This action was initiated by the program director and dietetics faculty in the fall of 2013.

4) The student database is updated each fall with new student information. A work-study position was created to maintain the database. Faculty members have access to the student database at all times through the share drive. Student information is now readily available, accurate, up to date, and is backed up regularly by the campus server.

5) Results will be discussed at faculty retreats each spring (exhibit).

(b) Describe short- and long-term plans designed to improve the program over the next five years:

1) We plan to strengthen our program evaluations by consistently collecting, analyzing, and reporting on evaluation data using evaluation tools that are currently in place. Technology will be utilized to enhance our process and encourage participation.
2) In the short term, program evaluation data will be organized and current. The aforementioned database and electronic surveys were created to improve data management and results.
3) In the long term, program evaluation data will be used as a basis to maintain program quality. New ways will be sought to enhance the process, including use of incentives for post-graduation and employer surveys.
4) The program director and one dietetics faculty member will oversee the program evaluations. Evaluation data will be presented and discussed with dietetics faculty. Faculty members will work together to determine the best ways to incorporate continuous quality improvement of coursework and the program in general as appropriate for the specific situations as they occur. Faculty members with broad experience enhance the program and provide rigor and integrity to the coordinated program in dietetics..

Meets

[ ] 1. No compliance problems are present.
[ ] 2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

[X] Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

[ ] Plans to address compliance problems are not viable or have not been developed.

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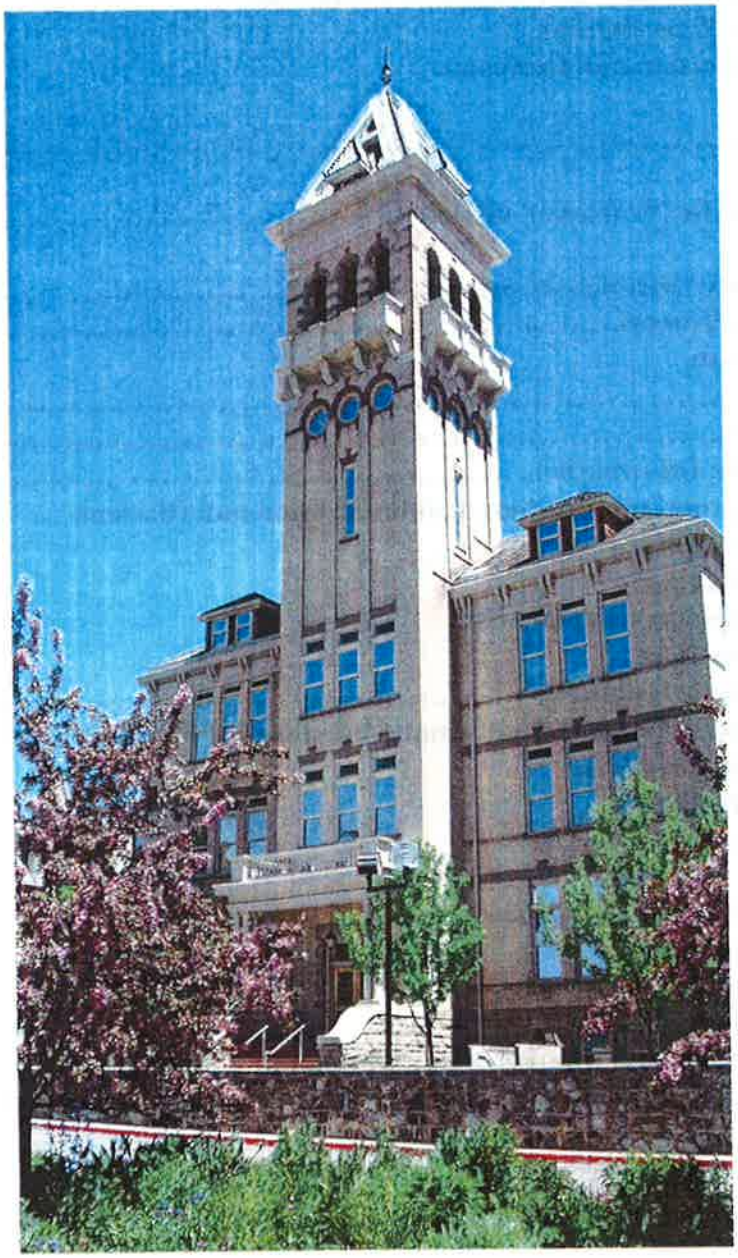


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HANDBOOK:
Dietetics at Utah State University



DEPARTMENT OF NUTRITION, DIETETICS AND FOOD SCIENCES

COLLEGE OF AGRICULTURE & APPLIED SCIENCES

UTAH STATE UNIVERSITY

2014

TABLE OF CONTENTS

Dietetics Profession Overview.....3

Education Pathways to Become a Registered Dietitian.....4
- Registration Examination
- State Certification and Licensure

Employment 5

Ethical Behavior in the Profession of Dietetics 5

Utah State University Dietetics Programs.....5
- Application Process.....6
- Program Costs
  - DPD.....7
  - CPD.....8
- DPD-Specific Information.....9
  - Program Organization, Administration and Missions
  - Goals/Objectives
  - Curriculum
  - Verification Statements
  - Internships
- CPD-Specific Information.....11
  - Program Organization, Administration and Missions
  - Goals/Objectives
  - Curriculum
  - Supervised Practice

CPD/DPD Shared Policies and Procedures 14
- Academic Calendar
- Attendance
- Transportation & Liability
- Student Performance and Program Completion
- Procedures for Evaluating Foreign/Transfer Student Transcripts
- Dress Code Policy

University Policies and Procedures 16

USU Student Campus Services 17

Welcome to the Utah State University Dietetics Programs! The Dietetics Programs at Utah State University are part of the Department of Nutrition, Dietetics, and Food Sciences (NDFS) in the College of Agriculture and Applied Sciences. Students in this major prepare to become Registered Dietitians (RDs) and receive excellent instruction and experience in clinical nutrition, community nutrition, and food service management. This handbook provides an overview of the dietetics profession and detailed information about the dietetics programs at Utah State University including programmatic information, policies, and procedures.

Dietetics Profession Overview

Registered Dietitians (RD) and Registered Dietitian Nutritionists (RDN) are the experts in food and nutrition. Dietitians advocate for healthy eating among a variety of demographic and socioeconomic groups to help prevent and treat diseases that are impacted by diet. Registered dietitians are employed in a variety of settings including inpatient, outpatient, extended care, community health, government agencies, and private practice. Dietitians also work in areas of research, public policy, business, and education. In addition, dietitians have the option to specialize in specific areas of nutrition including pediatrics, sports, oncology, renal, gerontology, and more. The field of dietetics is incredibly diverse and the opportunities for dietitians are endless! Many dietitians are finding themselves in unique positions, providing programming, education, and resources to individuals in a variety of settings, depending on the community needs. In rural areas, dietitians often have responsibilities in more than one area of dietetics.

The three key areas of dietetics include:

Clinical: Clinical Dietitians are health care professionals who typically work in hospitals, clinics, or nursing homes. Dietitians in clinical settings follow the nutrition care process to identify, assess, diagnose and treat patients at risk of malnutrition. They provide personally tailored nutrition education and counseling. Clinical dietitians work closely with an interdisciplinary team of medical professionals to ensure that patients receive adequate treatment.

Community: Community Dietitians focus on disease prevention by educating individuals and groups about the importance of diet for reducing the risk for chronic diseases. Oftentimes, dietitians working in a community setting will assist with programming to help change nutrition-related behaviors of certain populations. It is increasingly popular for dietitians to work in health clubs or clinics to provide individual or group education to improve diet or for disease management. There are abundant opportunities in this area that vary between communities depending on the specific needs and interests of community members in diet and nutrition.

Food Service: Food Service Dietitians manage and supervise the preparation and delivery of food in health care facilities, schools, correctional facilities, cafeterias, and restaurants. They develop appropriate therapeutic diets for individuals with specific nutritional needs, provide kitchen safety training, and directly supervise kitchen staff.

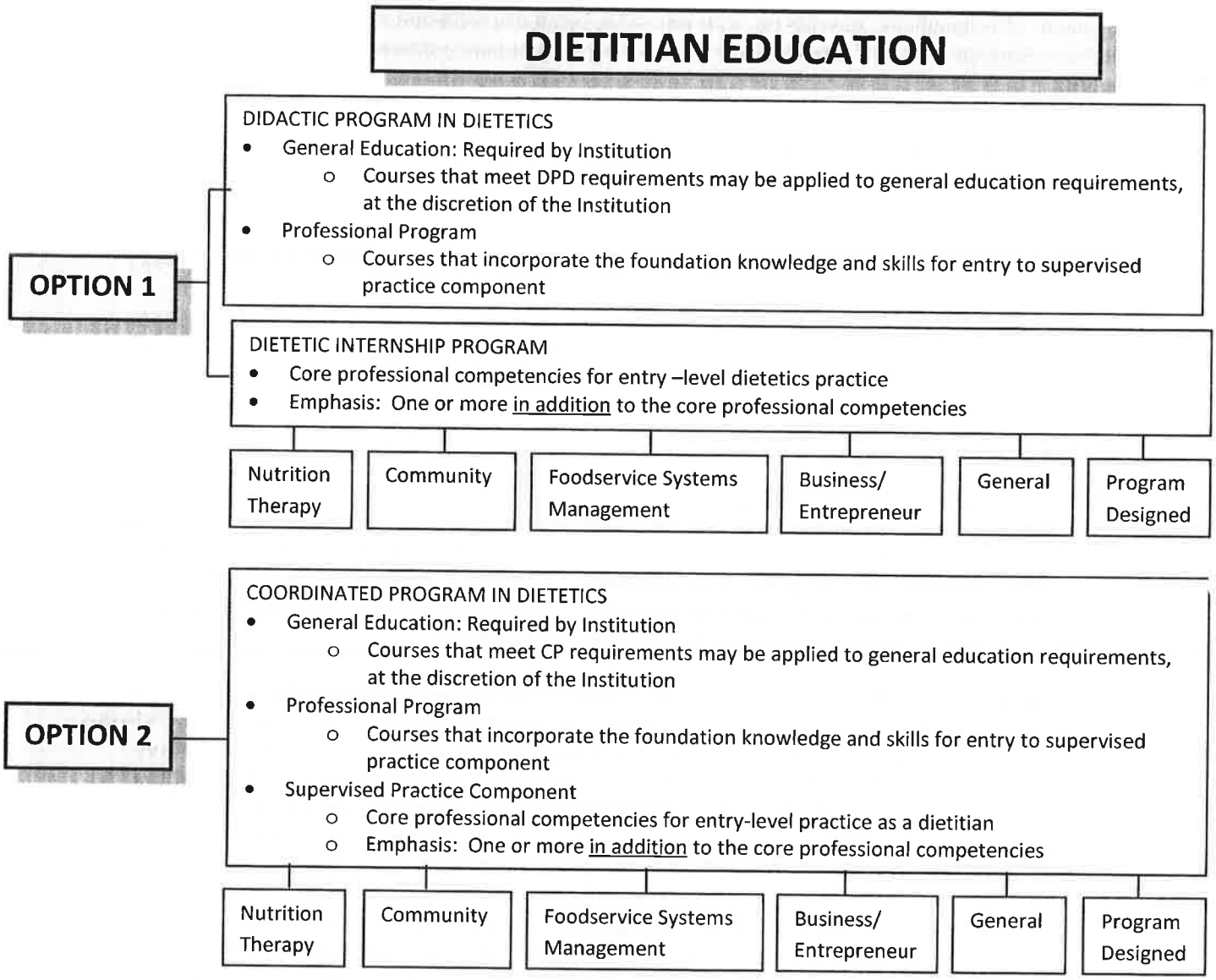
Education

Registered Dietitians must complete multiple layers of training and education that meet the requirements of the Academy of Nutrition and Dietetics (AND). The requirements to become an RD include:

1. Coursework: Complete a minimum of a bachelor's degree at an accredited university approved by the Academy of Nutrition and Dietetics.
2. Supervised Practice: Complete 1200 hours of supervised practice in the three key areas of dietetics by working with preceptors who have significant experience in the professional field. .
3. National Registration Exam: Pass a national examination administered by the Commission on Dietetic Registration (CDR). For more information, refer to CDR's website at www.cdrnet.org.

4. Continuing Education: Complete continuing professional educational requirements to maintain certification throughout professional career as a dietitian.

Education Pathways to Become a Dietitian (DPD and CPD)



Registration Examination for Dietitians

Individuals completing academic and supervised practice requirements must successfully complete a **computer-based**, variable length examination. The Registration Examination for Dietitians is designed to evaluate a dietitian's ability to perform at entry-level. The exam content domains and topics can be found at: http://cdrnet.org/certifications/registration-examination-for-dietitians-test-specifications-effective-january-1-2012

State Certification and Licensure

Forty-six states have enacted legislation regulating the practice of dietetics. State licensure and state certification are entirely separate and distinct from registration or certification by the Commission on

Dietetic Registration. Information on state licensure and certification is provided at the website below as a service to licensed dietetics professionals and state licensure boards.
http://cdrnet.org/state-licensure

Employment

Nationwide, salaries for dietitians who have been working for five years or less range from $42,000 - $54,000. On average, dietitians in Utah make $32,000-$50,000 depending on education, years of experience, and area of dietetics (Source: Bureau of Labor Statistics). Dietitians in management, business, and consulting may earn incomes > $70,000. Dietitians with masters or doctorate degrees are more likely to earn $60,000 - $75,000 on average. Wage increases for dietitians are strongly associated with years of experience, education level, supervisory responsibility, and budget responsibility. (Source: Academy of Nutrition and Dietetics).

Employment of dietitians is expected to grow as fast as the average for all occupations due to increased emphasis on disease prevention, a growing and aging population, and public interest in nutrition. Employment in hospitals is expected to show little change because of anticipated slow growth and reduced lengths of hospital stay. Faster growth, however, is anticipated in nursing homes, residential care facilities, and physician clinics.

RDs have the option of acquiring additional certifications in specialized areas of practice. These include pediatric nutrition, renal nutrition, nutrition support, diabetes education, and several others. Most certifications require a specific number of hours working with that specific population and an exam, among a variety of other requirements. The Academy of Nutrition and Dietetics is the professional organization for dietitians. More information is available at www.eatright.org.

Ethical Behavior in the Profession of Dietetics

As a professional accredited program, The Code of Ethics established by the Academy of Nutrition and Dietetics (AND) and the Commission on Dietetic Registration (CDR) is required to be upheld by all members.

> "The Academy of Nutrition and Dietetics and its credentialing agency, the Commission on Dietetic Registration (CDR), believe it is in the best interest of the profession and the public it serves to have a Code of Ethics in place that provides guidance to dietetics practitioners in their professional practice and conduct. Dietetics practitioners have voluntarily adopted this Code of Ethics to reflect the values and ethical principles guiding the dietetics profession and to set forth commitments and obligations of the dietetics practitioner to the *public, clients, the profession, colleagues and other professionals.*"

The current Code of Ethics was approved on June 2, 2009, by the ADA Board of Director, House of Delegates, and the Commission on Dietetic Registration and can be found at:
http://www.eatright.org/codeofethics/

Utah State University Dietetics Programs

USU offers three programs in Dietetics: 1) the Didactic Program in Dietetics (DPD), 2) the Coordinated Program in Dietetics (CPD), and 3) the Dietetic Internship (DI). The College of Agriculture and Applied Sciences administers the USU Department of Nutrition, Dietetics and Food Sciences.

All programs have been granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312/899-0040.

ACEND sets the knowledge and competency standards used for provision of dietetics programs. The standards can be viewed at: http://www.eatright.org/ACEND/.

Application Process

Admission into either the CPD or DPD requires a formal application process during spring semester of the sophomore year (or after all prerequisite course requirements have been met). Admission is determined through a formal application and interview process. Information on the application process can be found at: http://ndfs.usu.edu/htm/undergraduate/dietetics/application-process

Dietetics students accepted into both CPD and DPD are expected to complete dietetics courses beginning the following fall semester and continue, uninterrupted, for the next two years in unison with their classmates. Up to 12 students are accepted into the CPD each year and complete the dietetics coursework and 1200 hours of required supervised practice during their junior and senior years. Up to 18 students are accepted into the DPD and complete all dietetics coursework during junior and senior years, then will complete the required supervised practice in a Dietetics Internship (DI) following graduation.

Program Evaluation Outcome Highlights

On average in the past five years, the DPD first time pass rate has been 93% with a one-year pass rate of 98%. The USU CPD has maintained registration exam pass rates above 90%. The academic rigor and quality supervised practice facilities results in graduates who are well-prepared for career and advanced education. Additionally, 100% of DPD students completed the DPD in less than the 150% of the program length. Over the past four years, 79% of USU DPD students received placement in supervised practice programs. Of the USU DPD graduates surveyed, 67% report being employed within three months after internship completion. Out of those employed, 100% of graduates report working full time in the field of dietetics, specifically in the areas of Medical Nutrition Therapy (MNT) and food service. DPD graduates report being somewhat to very satisfied with how the DPD improved their skills in teamwork, communication, research, education, and professionalism. Of the individuals employed in dietetics, 67% indicated they felt their education through the USU DPD prepared them for a career in dietetics. Based on the five-year follow-up survey, 75% of USU dietetics students (DPD and CPD) are employed in dietetics or a dietetics-related field primarily in community nutrition (35%), health/wellness (29%), MNT (15%) and food service (15%).

Additional program outcomes data are available upon request.

Utah State University
ESTIMATED PROGRAM COSTS: DPD and CPD

DPD ESTIMATED COSTS

JUNIOR YEAR					
FALL SEMESTER			**SPRING SEMESTER**		
	Resident	**Non-Resident**		**Resident**	**Non-Resident**
Tuition and fees	$3192	$9245	Tuition and fees	$3192	$9245
Housing	$1300	$1300	Housing	$1300	$1300
Books	$1135	$1135	Books	$100	$100
Course fees	$170	$170	Course fees	$20	$20
Supplies	$100	$100	Supplies	$100	$100
AND Membership	$50	$50			
TOTAL	$5947	$12,000	**TOTAL**	$4172	$10,765

SENIOR YEAR					
FALL SEMESTER			**SPRING SEMESTER**		
	Resident	**Non-Resident**		**Resident**	**Non-Resident**
Tuition and fees	$3192	$9245	Tuition and fees	$3192	$9245
Housing	$1300	$1300	Housing	$1300	$1300
Books	$125	$125	Books	$185	$185
Supplies	$100	$100	Supplies	$100	$100
Course fees	$90	$90	Course fees	$80	$80
AND Membership	$50	$50			
TOTAL	$4857	$10,910	**TOTAL**	$4857	$10,910

Estimated Cost of Dietetic Internship Following Graduation:
Costs vary per internship. Most are in the $9000+ range, plus application fees.

CPD ESTIMATED COSTS

JUNIOR YEAR					
FALL SEMESTER			**SPRING SEMESTER**		
	Resident	**Non-Resident**		**Resident**	**Non-Resident**
Tuition and fees	$3192	$9245	Tuition and fees	$3192	$9245
Housing	$1300	$1300	Housing	$1300	$1300
Books	$1395	$1395	Books	$100	$100
Course fees	$890	$890	Course fees	$40	$40
Supplies	$100	$100	Supplies	$100	$100
Travel	$35	$35	Travel	$115	$115
Clothing for rotations/labs	$250	$250			
AND Membership	$50	$50			
TOTAL	$7212	$13,265	**TOTAL**	$4847	$10,900

SENIOR YEAR					
FALL SEMESTER			**SPRING SEMESTER**		
	Resident	**Non-Resident**		**Resident**	**Non-Resident**
Tuition and fees	$3192	$9245	Tuition and fees	$3192	$9245
Housing*	$1300	$1300	Housing	$1300	$1300
Books	0	0	Books	$135	$135
Transportation	$200.	$200	Transportation	$300	$300
Course fees	$1600	$1600	Course fees	$210	$210
Supplies	$100	$100	Supplies	$100	$100
AND Membership	$50	$50			
TOTAL	$6442	$12,495	**TOTAL**	$5237	$11,290

*Students must make their own housing/transportation arrangements for the Salt Lake City rotations

Didactic Program in Dietetics (DPD) at Utah State University

Program Organization and Administration

Students who complete the DPD earn a Bachelor of Science (BS) degree and graduate from the College of Agriculture and Applied Sciences. In addition, they are given a verification statement permitting them to apply to a Dietetic Internship. Additional information about the NDFS Department and DPD can be found at: http://www.usu.edu/dietetics/

Missions of the University, Department, and Program

University Mission:

The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement.

Department of Nutrition Dietetics and Food Sciences Mission:

The mission of the Department of Nutrition, Dietetics and Food Sciences (NDFS) is to enhance the quality of life and wellbeing of our constituents in Utah, the nation, and internationally through our programs in education, research, and extension.

DPD Program Mission:

The mission of the Didactic Program in Dietetics is to graduate students who are prepared to perform effectively in supervised practice and to make meaningful contributions to the dietetics profession.

DPD Goals/Objectives

1. Program Goal 1: Prepare students for completion of supervised practice though provision of current knowledge and skill development.

Objective 1.1: 90% of enrolled students will complete program requirements in less than three years.
Objective 1.2: Within 3 years of graduation, 75% of enrolled students will receive placement in Dietetic Internships
Objective 1.3: Over a 5-year period, 90% of graduates will pass the Registration Examination for Dietitians

2. Program Goal 2: Prepare students for entry-level employment in dietetics or a related field.

Objective 2.1: 50% of graduates will obtain entry-level employment in dietetics or a related field within one year of internship completion.

USU DPD CURRICULUM

http://catalog.usu.edu/preview_program.php?catoid=8&poid=4985&returnto=1731

Verification Statements

When the Director of a Didactic Program in Dietetics signs a verification statement, she/he is verifying that the individual has completed at least a baccalaureate degree from a U.S. regionally accredited

college/university or foreign equivalent. Additional information on verification statements can be found at: http://www.eatright.org/ACEND/content.aspx?id=66

Required Documentation by Student

Criminal Background Check, Drug Screen and Immunization Records are not required for DPD students, but will be required for acceptance into a Dietetics Internship following graduation. Students are required to obtain and maintain ServSafe Certification.

Dietetic Internships (DI)

To apply to a DI, individuals must complete at least a bachelor's degree and ACEND-accredited coursework requirements (DPD). Currently all DIs must provide at least 1200 hours of supervised practice. This is usually completed in 8-24 months depending on the availability of a part-time schedule or requirement of graduate credit. Costs vary per internship. Most are in the $8000+ range. Students completing the program who are verified by the program director are eligible to take the CDR registration examination for dietitians. For a listing of Dietetic Internships: http://www.eatright.org/BecomeanRDorDTR/content.aspx?id=8473

Suggestions to Improve Chances at Getting an Internship Position

Competition for Dietetic Internships is extremely fierce, so if you are an existing student or are considering applying to a dietetics program to become a Registered Dietitian, try to get as much information as possible to improve your chances at getting the internship experiences required to sit for the RD exam: http://www.eatright.org/students/education/internships.aspx

USU Dietetic Internship:

The Pre-Select application is available only to USU DPD students. The application is due early in January (about six weeks prior to the computer-matching process). All Pre-Select applicants are selected and notified before the spring computer-matching application process.
http://dietetic.internship.usu.edu/
(click on "Prospective interns" then "Application process" then "Pre-Select application".

Coordinated Program in Dietetics (CPD) at Utah State University

Program Organization and Administration

Students who complete the CPD earn a Bachelor of Science (BS) degree and graduate from the College of Agriculture and Applied Sciences. In addition, they are given a verification statement permitting the student to take the registration exam for dietetics. Additional information about the NDFS Department and CPD can be found at: http://www.usu.edu/dietetics/

Missions of the University, Department, and Program

University Mission:

The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement.

Department of Nutrition Dietetics and Food Sciences Mission:

The mission of the Department of Nutrition, Dietetics and Food Sciences (NDFS) is to enhance the quality of life and wellbeing of our constituents in Utah, the nation, and internationally through our programs in education, research, and extension.

CPD Program Mission: The mission of the Coordinated Program in Dietetics is to graduate students who are prepared to perform effectively in and to make meaningful contributions to the dietetics profession in Utah, the nation and internationally.

Program Goal 1: The USU coordinated program in dietetics will graduate students who are exam-ready and able to enter the dietetics work force or advanced study.

Program Objectives for Goal 1:

- Over a 5-year period, 90% of students will be employed or enrolled in graduate school within 1 year of program completion.
- Over a 5-year period, 90% of graduates will pass the Registration Examination for Dietitians

Program Goal 2: The USU coordinated program will produce interns who are independent, capable, and prepared to function in dietetics practice.

Program Objectives for Goal 2:

- 90% of students will achieve preceptor scores of 3 or higher on end of rotation evaluations.
- 90% of enrolled students will complete program requirements in less than three years.

USU CPD CURRICULUM

http://catalog.usu.edu/preview_program.php?catoid=8&poid=4985&returnto=1731

Required Documentation by Student

CPD students must submit to a full background check, criminal history, sexual predatory registry verification, 5-panel drug screen and physical examination. In addition, students are required to have full

vaccination coverage as recommended by the Centers for Disease Control (see http://www.cdc.gov/vaccines/schedules/hcp/index.html for full schedule) and to complete all relevant paperwork needed for placement in supervised practice facilities. Students must possess ServSafe Certification, a legal driver's license, documentation of legal right to work or study in the United States, and health insurance. Verification of requirements is completed by Certified Background (http://www.certifiedbackground.com/) and must be completed by August 1st of juior year. Failure to complete all necessary documentation is grounds for dismissal from the program.

Supervised Practice

Students will complete a minimum of 1200 hours of supervised practice. Supervised practice occurs in a variety of settings, including (but not limited to) hospitals, childcare centers, foodservice kitchens, dining facilities, and community health entities.

Employment During the Program

Employment during the program is highly discouraged. Students may not request a rescheduling of supervised practice based on work schedule or request to leave a laboratory experience before the scheduled end time due to work conflicts.

Supervised Practice Site and Preceptor Selection

Supervised practice sites and preceptors are based on competencies as defined by ACEND. Contracts between the university and individual sites are evaluated on an annual basis with formal review done as needed or recommended by USU risk management services. Requests for contracts must be made directly through risk management. For contact information and details on contract and agreement management at USU, see http://www.usu.edu/riskmgt/.

Preceptors are screened to ensure they meet minimum qualifications for student training, including demonstrated credentials and knowledge in the preceptor's field of dietetics. Not all preceptors will be dietitians; however, all preceptors will have been selected based on demonstrated ability to mentor a student in the applicable ACEND competency. Preceptor credentials and continuing education are verified annually as part of the site affiliation agreement process.

Co-signing/Privacy/Health Insurance Portability and Accountability Act (HIPAA)

Patient charts are legal documents and are subject to HIPAA standards as well as the facility's privacy policies. USU Dietetic students will treat all patient medical and personal information with the utmost respect. All policies regarding patient privacy will be obeyed. Patient information is not to be discussed in hallways, elevators, work rooms, or any public area. It is the responsibility of the student to ensure that all chart notes are reviewed and co-signed by a facility's Registered Dietitian before, or shortly after, being entered into the patient's medical record. Any copies of chart notes removed from the hospital facility should have all patient identifying information such as name and SSN removed completely. Materials containing patient information must be shredded or destroyed.

Injury or Illness While in the Facility for Supervised Practice

Facilities may provide medical care in the case of an emergency. Students are required to carry medical insurance at all times. Costs related to medical care are the responsibility of the student.

Sick and Bereavement Leave

Due to program intensity, students can miss minimal hours at rotations sites without jeopardizing their ability to complete the program. In general, arrangements must be made to be in attendance at every

assigned rotation. If a student is ill or has an unplanned life event, the program director must be contacted immediately to arrange for alternate hours. If a student has absences equivalent to or greater than 40 hours of supervised practice, the student may be required to withdraw from the program. The program director will work with the student to find alternate degrees or pathways for graduation.

Verification Statements

The completion of the USU CPD requirements provides a Bachelor's of Science (B.S.) degree and completion of all requirements prerequisite to sitting for the RD registration exam. At the successful conclusion of the CPD program, the program director will issue a verification statement. Additional information on verification statements can be found at: http://www.eatright.org/ACEND/content.aspx?id=66

CPD/DPD Shared Policies and Procedures

Academic Calendar
USU Dietetics Programs will observe all regularly scheduled holidays and vacations as outlined on the University calendar. Scheduled holidays and vacations may be found in a current USU academic calendar, available at http://www.usu.edu/calendar/academic.cfm

Credit for Prior Learning or Competence
A dietetics student with significant experience in an area of dietetics prior to beginning the DPD program may be given credits or supervised practice hours toward program completion. Competence will be evaluated individually based on the student's prior education or experience.

Attendance
Attendance and punctual participation are required at all class and supervised practice experiences. Instructors and/or program directors should be informed of any planned or unexpected absence.

Transportation
Many courses will involve travel to and from professional work sites. Students are expected to arrange their own transportation. The university assumes no liability during personal transportation to and from a non-campus work site.

In limited circumstances, the student may be asked to travel greater than 30 miles from campus. On those occasions, the university will provide transportation. Drivers of university vehicles must complete driver training. For details, see https://parking.usu.edu/htm/parking-information/drivers-representation-form. The full text of the motor vehicle use policy can be found at: http://www.motorpool.usu.edu/htm/vehicle-use-policy.

General Liability
The university carries general liability insurance that covers students when performing class-related activities both on and off campus. For information on coverage, limitations, and exclusions, see http://www.usu.edu/riskmgt/other/liability.cfm. For CPD students, additional liability is provided by the dietetics program to cover supervised practice in healthcare facilities. The certificate of liability can be requested from the program director.

Managing Home & Family
Please do not bring children and infants to classes or supervised practice. Accommodations necessary for breastfeeding should be discussed with faculty.

Student Performance
Student performance is evaluated on a per semester basis via coursework, preceptor evaluations, and faculty observation. If a student is found to be deficient, the following policy will be in effect:

- Students who earn less than 80% on one exam or significant assignment need to correct missed questions for up to ½ of missed points.
- Students who earn less than 80% on more than one exam or significant assignment need to correct missed questions *and* are required to make an appointment with USU Academic Support Services ASAP and report to their respective director about their strategies.
- Students who earn less than a B- in any course are put on probation.
- Students who earn less than a B- in more than one course are advised by the program director to consider another major.

Student Dismissal

Action may be taken to dismiss the student from the DPD in the event of:

- Violations of student code as outlined at: http://www.usu.edu/studentservices/studentcode/
- Violations of the Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule as described at: http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/

Program Completion

All students accepted into the USU DPD who have completed all required courses and receive a Bachelor of Science degree will successfully complete the program. Students are expected to complete all program requirements within two years unless approval is granted by the Program Director based on unforeseen circumstances.

USU's policy for taking a Leave of Absence can be found at https://www.usu.edu/retention/htm/loa/faq Common reasons students take leaves include: serving a humanitarian or religious mission, medical problems, financial and employment related issues, military service, or family responsibilities. However, due to caps on enrollment in the dietetics programs and the sequential scheduling of courses and supervised practice, a commitment for completing the junior/senior coursework in two years is required at the time of acceptance. Extended illness or other unexpected difficulties will be accommodated whenever possible, but may result in delayed graduation.

Procedures for Evaluating Foreign Student/Transfer Student Transcripts

Please complete each step prior to moving on to the next step.

1) Complete USU Admissions and Registration Process

2) Have transcript evaluated:

Students with coursework from US:

Brandy Reeves, Program Coordinator – Articulation
435-797-1081
brandy.reeves@usu.edu

Students with coursework from outside US:

Carlos Munoz, International Students and Scholars
435-797-9220
carlos.munoz@usu.edu

Note: It will be helpful to read this information prior to contacting Carlos:
http://www.eatright.org/BecomeanRDorDTR/content.aspx?id=8095#.ULVn8WfleSo

3) Make appointment with Debbie Waite debbie.waite@usu.edu to discuss possible course of study and recommended timelines.

4) Apply to USU Dietetics Programs. Applications are done annually in March. For more information, visit http://ndfs.usu.edu/htm/undergraduate/dietetics/application-process

5) Acceptance into USU Dietetics Program and completion of coursework are required for student to receive Verification Statement necessary for application to Dietetic Internships

Dress Code Policy

The dress code is enforced to help students transition into professional settings. Your appearance should not distract from the message you are delivering or give a negative impression of the program you are

representing. Details regarding dress code policy will be provided at orientation but are summarized below.

On Campus Classes:

There are no dress code requirements. However, if a guest lecturer is expected in class, please dress conservatively. You never know – the speaker may be a future employer.

Community Experiences:

These are general guidelines for a professional appearance. Similar guidelines are generally required during internships.

- Conservative hairstyles and makeup
- Tattoos covered
- Trimmed facial hair (men)
- No perfume in healthcare settings
- Fingernails clean and trimmed without polish or artificial nails
- No gum chewing
- Conservative jewelry
- Pierced body parts covered or jewelry removed
- Underwear not exposed when sitting or reaching
- Conservative shoes, closed-toed with low heel height

Foodservice/Food Demonstration Experiences

- Hair restrained from face with bands or clips
- No jewelry
- Closed-toed shoes with good tread to prevent slipping
- Clean USU apron and/or navy t-shirt
- Name tag on the top left side of apron or shirt

NOTE: See individual course syllabi for more specific guidelines

University Policies and Procedures

Statement of Equal Rights

Utah State University is committed to providing equal education and employment opportunity regardless of gender, marital or parental status, color, religion, age, handicap or national origin.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) of 1974 prohibits Utah State University from releasing certain personally identifiable information from a student's record to a third party (e.g. parent, spouse, etc.) without the student's explicit consent.
For additional information: http://www.usu.edu/registrar/htm/ferpa

Grievance Procedures and Due Process Policy

The purpose of due process is to afford students all rights guaranteed to citizens by the constitution and laws of the United States as well as rules and regulations of Utah State University and the recognized standards of the program and profession for which they are training. Problems between a student and the department generally are in the areas of academics or misconduct. Students are encouraged to consult with their instructors when they feel they are having problems meeting program goals, objectives or academic requirements. If the student is not able to resolve the problem, refer to USU Academic Policies and Procedures at
http://catalog.usu.edu/content.php?catoid=8&navoid=1571

Students should submit complaints directly to ACEND only after all other options with the program and institution have been exhausted. Any individual, for example, student, faculty, dietetics practitioner and/or member of the public may submit a complaint against any accredited program to

ACEND. However, the ACEND board does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admissions, appointment, promotion or dismissal of faculty or students. It acts only upon a signed allegation that the program may not be in compliance with the accreditation standards or policies. The complaint must be signed by the complainant. Anonymous complaints are not considered. For additional information, refer to the ACEND Policy and Procedure Handbook at www.eatright.org/ACEND/

USU Student Campus Services

USU is more than just a place to learn and have fun. It's also a place to work, shop, heal, and expand horizons. USU provides both the everyday necessities and the vital services students need to make their college experiences as smooth as possible. For more information about Student Health Services, IT Service Desk, Public Safety, Bookstore, Student Employment, Counseling Services, Access & Diversity Center, Taggart Student Center, and Academic Support, see www.usu.edu/student-life/services/

Disability Resource Center

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print, digital, or audio) are available with advance notice.

CPD/DPD Orientation Meeting 2014

April 11, 2014
3:30-4:30 PM

All Students (NDFS Room 248A):

- Welcome and Introductions — Tammy
- Dietetics Information Sheet — Rebecca
- Handbook — Rebecca
  - (link from Dietetics Homepage)
  - Program Costs
- Questions??

DPD/CPD Breakout Discussion

DPD Director: Tammy Steinitz

Dietetics-related hours:
USU Dietetic Internship requires 1040 hours for application (by Dec of senior year)

Internships:
Start identifying potential internships
http://www.eatright.org/BecomeanRDorDTR/content.aspx?id=8473

USU Internship Program:
http://dietetic.internship.usu.edu/
(click on "Prospective interns" then "Application process" then "Pre-select application")

Suggestions to improve chances of being accepted into internship
http://www.eatright.org/students/education/internships.aspx

GRE: Some internships require this exam

MINORS/CERTIFICATIONS/ELECTIVES

- Sustainable Systems Minor
- IDASL Program
- Gerontology Certificate
- Service Learning Scholar
- Language Minor
- Psychology Minor
- Others?

CPD Director: Rebecca Charlton

Supervised Practice:
You will complete 1200 hours of supervised practice over the next 2 years. This equates to approximately 20 hours/week.

Fill out paperwork:
Register @ Certified Background
Immunizations (see handout)
Background check
Drug screen
TB Test

IHC Paperwork
Read the IHC handbook online (email pending)
Fill out the Student Forms Packet
Return to Rebecca by April 30th

All paperwork must be completed by July 1st, 2014

Schools, long-term care, and childcare

Recommended Adult Immunization Schedule—United States - 2014

Note: These recommendations must be read with the footnotes that follow containing number of doses, intervals between doses, and other important information.

Figure 1. Recommended adult immunization schedule, by vaccine and age group[1]

VACCINE ▼ AGE GROUP ▶	19-21 years	22-26 years	27-49 years	50-59 years	60-64 years	≥ 65 years
Influenza [2,*]	1 dose annually					
Tetanus, diphtheria, pertussis (Td/Tdap) [3,*]	Substitute 1-time dose of Tdap for Td booster; then boost with Td every 10 yrs					
Varicella [4,*]	2 doses					
Human papillomavirus (HPV) Female [5,*]	3 doses					
Human papillomavirus (HPV) Male [5,*]	3 doses					
Zoster [6]					1 dose	
Measles, mumps, rubella (MMR) [7,*]	1 or 2 doses					
Pneumococcal 13-valent conjugate (PCV13) [8,*]	1 dose					
Pneumococcal polysaccharide (PPSV23) [9,10]	1 or 2 doses					1 dose
Meningococcal [11,*]	1 or more doses					
Hepatitis A [12,*]	2 doses					
Hepatitis B [13,*]	3 doses					
Haemophilus influenzae type b (Hib) [14,*]	1 or 3 doses					

*Covered by the Vaccine Injury Compensation Program

- For all persons in this category who meet the age requirements and who lack documentation of vaccination or have no evidence of previous infection; zoster vaccine recommended regardless of prior episode of zoster
- Recommended if some other risk factor is present (e.g., on the basis of medical, occupational, lifestyle, or other indication)
- No recommendation

Report all clinically significant postvaccination reactions to the Vaccine Adverse Event Reporting System (VAERS). Reporting forms and instructions on filing a VAERS report are available at www.vaers.hhs.gov or by telephone, 800-822-7967.

Information on how to file a Vaccine Injury Compensation Program claim is available at www.hrsa.gov/vaccinecompensation or by telephone, 800-338-2382. To file a claim for vaccine injury, contact the U.S. Court of Federal Claims, 717 Madison Place, N.W., Washington, D.C. 20005; telephone, 202-357-6400.

Additional information about the vaccines in this schedule, extent of available data, and contraindications for vaccination is also available at www.cdc.gov/vaccines or from the CDC-INFO Contact Center at 800-CDC-INFO (800-232-4636) in English and Spanish, 8:00 a.m. - 8:00 p.m. Eastern Time, Monday - Friday, excluding holidays.

Use of trade names and commercial sources is for identification only and does not imply endorsement by the U.S. Department of Health and Human Services.

The recommendations in this schedule were approved by the Centers for Disease Control and Prevention's (CDC) Advisory Committee on Immunization Practices (ACIP), the American Academy of Family Physicians (AAFP), the American College of Physicians (ACP), American College of Obstetricians and Gynecologists (ACOG) and American College of Nurse-Midwives (ACNM).

gure 2. Vaccines that might be indicated for adults based on medical and other indications[1]

VACCINE ▼ INDICATION ▶	Pregnancy	Immunocompromising conditions (excluding human immunodeficiency virus [HIV])[4,6,7,8,15]	HIV infection CD4+ T lymphocyte count[4,6,7,8,15] < 200 cells/μL	HIV infection CD4+ T lymphocyte count[4,6,7,8,15] ≥ 200 cells/μL	Men who have sex with men (MSM)	Kidney failure, end-stage renal disease, receipt of hemodialysis	Heart disease, chronic lung disease, chronic alcoholism	Asplenia (including elective splenectomy and persistent complement component deficiencies)[8,14]	Chronic liver disease	Diabetes	Healthcare personnel
Influenza [2,*]	1 dose IIV annually				1 dose IIV or LAIV annually	1 dose IIV annually					1 dose IIV or LAIV annually
Tetanus, diphtheria, pertussis (Td/Tdap) [3,*]	1 dose Tdap each pregnancy	Substitute 1-time dose of Tdap for Td booster; then boost with Td every 10 yrs									
Varicella [4,*]	Contraindicated	2 doses									
Human papillomavirus (HPV) Female [5,*]	3 doses through age 26 yrs				3 doses through age 26 yrs						
Human papillomavirus (HPV) Male [5,*]	3 doses through age 26 yrs				3 doses through age 21 yrs						
Zoster [6]	Contraindicated	1 dose									
Measles, mumps, rubella (MMR) [7,*]	Contraindicated	1 or 2 doses									
Pneumococcal 13-valent conjugate (PCV13) [8,*]	1 dose										
Pneumococcal polysaccharide (PPSV23) [9,10]	1 or 2 doses										
Meningococcal [11,*]	1 or more doses										
Hepatitis A [12,*]	2 doses										
Hepatitis B [13,*]	3 doses										
Haemophilus influenzae type b (Hib) [14,*]	post-HSCT recipients only	1 or 3 doses									

*Covered by the Vaccine y Compensation Program

- For all persons in this category who meet the age requirements and who lack documentation of vaccination or have no evidence of previous infection; zoster vaccine recommended regardless of prior episode of zoster
- Recommended if some other risk factor is present (e.g., on the basis of medical, occupational, lifestyle, or other indications)
- No recommendation

U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

These schedules indicate the recommended age groups and medical indications for which administration of currently licensed vaccines is commonly indicated for adults ages 19 years and older, as of February 1, 2014. For all vaccines being recommended on the Adult Immunization Schedule: a vaccine series does not need to be restarted, regardless of the time that has elapsed between doses. Licensed combination vaccines may be used whenever any components of the combination are indicated and when the vaccine's other components are not contraindicated. For detailed recommendations on all vaccines, including those used primarily for travelers or that are issued during the year, consult the manufacturers' package inserts and the complete statements from the Advisory Committee on Immunization Practices (www.cdc.gov/vaccines/hcp/acip-recs/index.html). Use of trade names and commercial sources is for identification only and does not imply endorsement by the U.S. Department of Health and Human Services.

CertifiedBackground.com
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STUDENT INSTRUCTIONS FOR UTAH STATE UNIVERSITY – DIETETICS INTERNSHIP

About CertifiedProfile

CertifiedProfile is a secure platform that allows you to order your background check online. Once you have placed your order, you may use your login to access additional features of **CertifiedProfile,** including document storage, portfolio builders and reference tools. **CertifiedProfile** also allows you to upload any additional documents required by your school.

Order Summary

- **Required Personal Information**
  - In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number and e-mail address.
- **Drug Test (Quest)**
  - After you place your order, you will receive an email directly from the lab containing your electronic chain of custody form (echain) within 24-48 hours. The subject line will read: "Form Fox" and it will explain where you need to go to complete your drug test.
- **Immunizations**
  - Document trackers provide secure online storage for all of your important documents. At the end of the online order process you will be prompted to upload specific documents required by your school for immunization, medical or certification records.
- **Payment Information**
  - At the end of the online order process, you will be prompted to enter your Visa or Mastercard information. Money orders are also accepted but will result in a $10 fee and an additional turn-around-time.

Place Your Order

Go to: www.CertifiedBackground.com and enter package code:

TA80 – **Background Check, Drug Test & Medical Document Manager**

You will then be directed to set up your **CertifiedProfile** account.

View Your Results

Your results will be posted directly to your CertifiedProfile account. You will be notified if there is any missing information needed in order to process your order. Although 95% of background check results are completed within 3-5 business days, some results may take longer. Your order will show as **"In Process"** until it has been completed in its entirety. Your school's administrator can also securely view your results online with their unique username and password.



STUDENT REQUIREMENTS

IHC

[1]Students must meet the following requirements prior to beginning their experience at Intermountain Healthcare.

1. Education Affiliation Agreement

Students must be covered by a current contract with Intermountain Healthcare. You may contact the school or the Intermountain facility to verify this contract.

2. Accredited Educational Programs

Students must be from educational programs that are accredited by National accrediting bodies.

3. Verification & Documentation

The educational program must have verification or documentation of the following items:

- Measles (Rubeola), Mumps and Rubella requirement. One of the following is required:
  - Proof of two (2) MMR vaccinations.
  - Proof of immunity to Measles (Rubeola), Mumps, Rubella through a blood test.
- Tuberculosis screening requirements. One of the following is required:
  - 2-step TST (two separate Tuberculin Skin Tests, aka PPD tests) within twelve months of each other. The last TST should be completed at the time the student begins their rotation at an Intermountain facility.
  - One (1) Quantiferon Gold blood test with negative result.
  - If previously positive to any TB test, the student must complete a symptom questionnaire and have a chest x-ray read by a radiologist with a normal result. If chest x-ray is abnormal, the student needs to be cleared by their physician or local health department before beginning their rotation at an Intermountain facility.
- Varicella (Chicken Pox) requirement. One of the following is required:
  - Proof of two (2) Varicella vaccinations.
  - Proof of immunity to Varicella through a blood test.
  - Healthcare Provider documentation of Varicella disease.
- Tdap requirement:
  - Proof of one (1) Tdap vaccination after age ten.
- Flu Vaccination requirement:
  - Proof of current, annual influenza vaccination.
- Hepatitis B recommendation. If the assignment may involve exposure, or potential exposure, to blood, body fluid or tissue specimens, one of the following is strongly recommended:
  - Documentation of three (3) Hepatitis B vaccinations and blood test with "Reactive" result. Students who are currently in process of receiving their vaccinations are allowed to begin their rotation.
  - Documentation of three (3) Hepatitis B vaccinations given more than 9-15 years prior to start date (no blood test is required).
  - Blood test with "Reactive" result.

1 The term student is general and does not refer to the level of or type of student discipline or medical resident / intern.

- Documentation of six (6) Hepatitis B Vaccinations with blood test result of "Not Reactive" (this person is considered a "Non-Responder").

- Background check (if 18 years of age or older)
- SAM 5 urine drug screen

4. Read the Student Orientation Booklet

The *Student Orientation Booklet* provides a list of student responsibilities and specific limitations regarding performable skills allowed by students in Intermountain facilities. As part of the school's affiliation agreement with Intermountain, students are subject to general rules, policies and regulations of the facility, which can be found herein.

As each Intermountain facility is different, an asterisk (*) will be placed at the beginning of each topic area to indicate that the topic being discussed will vary from facility to facility. Your Intermountain supervisor / preceptor can help you with facility specific information.

5. Complete the Forms Packet

Along with this booklet, you should have received a *Student Forms Packet*. The following items are provided in the packet.

- Student Profile
- Access and Confidentiality Agreement
- Confidentiality Guideline
- Intellectual Property Agreement (if indicated)
- Student Orientation Quiz

All items must be completed and returned to your assigned Intermountain region/facility *Student Placement Coordinator* in order for your student experience to begin.

6. Receive Name Badge

Your student forms packet must be turned in before you can obtain a student ID name badge. The Intermountain region/facility student placement coordinator will help you obtain your ID name badge. The ID badge may be utilized in all Intermountain sites of service during your semester rotation. Instructions on where to return badges after your semester rotation is completed will be provided to you by the student placement coordinator.

Students are not provided with proxy access on their ID badges. Exceptions: 3rd and 4th year medical students, medical residents and fellows.

7. Meet Stated Requirements

Students may begin their educational experience once the above requirements herein have been met and documented.

Attendance Sign-in Sheet

By signing below, I verify that I received the information provided during orientation, including how to access the Dietetics Handbook

Print Name	Signature

NDFS 1260 – Food Literacy
Fall 2014

INSTRUCTOR: Stacy Bevan, MS, RD
Professional Practice Assistant Professor
Department of Nutrition, Dietetics, and Food Sciences

EMAIL: stacy.bevan@usu.edu

PHONE/OFFICE: 435-797-8122/ NFS 106

OFFICE HOURS: Tuesday 8:30 – 9:30 am
Friday 10:00 – 11:00 am, or by appointment

LAB ASSISTANTS: Amanda Spackman (a.m.t.spackman@gmail.com)
UNDERGRADUATE TEACHING FELLOW: Nichole Littlefield (nichole.littlefield@aggiemail.usu.edu)

LECTURE: Monday & Wednesday 7:30 – 8:20 am; Fine Arts Visual (FAV) 262

LAB: Wednesday or Thursday 2:30 – 5:20 pm; FL 210/208 (Family Life kitchen)

REQUIRED MATERIALS:
1) Professional Cooking, 7th Ed., Wayne Gisslen (access code not required)
2) Laboratory recipes, available as individual files on Canvas
**I recommend printing all the recipes at the beginning of the semester, putting them in a binder, and bringing the binder to lab each week.
3) Iclicker 1, 2, or iclickerGO
4) Knife Kit (available at USU Campus Store)

COURSE OBJECTIVES:

IDEA Learning Objectives	Course Learning Outcomes
Gaining factual knowledge (terminology, classifications, methods, trends) - IDEA Objective 1	• Define general culinary terms. • List cooking methods and identify appropriate applications for various types of meats, vegetables, sauces, starches, and baked goods. • Define food systems and sustainability.
Learning to Apply Course Material (to improve thinking, problem solving, and decisions) - IDEA Objective 3	• Apply the idea of mise-en-place by effectively and efficiently completing assigned lab work. • Prepare and cook food in lab using basic cooking methods learned in course material. • Apply basic math skills in unit and recipe conversions, food costing, and figuring baker's percentages.
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course – IDEA Objective 4	• Demonstrate proper weighing and measuring techniques. • Demonstrate appropriate sanitation and safety procedures. • Demonstrate basic knife skills by safely and correctly reproducing basic culinary cuts. • Demonstrate responsible use of resources to achieve a more sustainable food system.

COURSE REQUIREMENTS:

Lecture

This class will be using iclickers and iclickers GO as an interactive approach to learn some of the course content. Full attendance points will be given for responding to at least 75% of the questions presented during lectures throughout the semester. Information on how to register your iclicker for this course and guidelines on how to use clickers are available on canvas. **YOU** are responsible for making certain you have your iclicker with you each class and that it is functioning correctly. You will not be given points if you forget your iclicker or the batteries are dead. Please make sure it is in good working condition before attending class. If there are any concerns regarding your iclicker or iclicker points, please bring them to my attention immediately.

Labs

All students should register for a lab section. Attending the weekly lab will allow you to apply the course material learned during lecture. Regular attendance is required. If a lab must be missed, I will allow one lab a semester to be made up for full credit. The student must make all of their group's assigned recipes at home for the missed lab, take pictures of the completed recipes, and email the pictures to me within two weeks of the missed lab. You will not be able to make up any other missed labs. You MUST wear a clean chef hat and white apron, long pants, and closed-toe shoes during lab. Long hair must be restrained. If you come to lab improperly dressed, you will not be allowed to participate and **all points for that lab will be lost**. Most labs will take the entire scheduled time, and you should plan accordingly. Points are given as follows:

Participation (including attendance):	5 pts
Professionalism (including punctuality and attitude):	5 pts

A knife kit purchased from the USU Bookstore is required for participation in lab. Your kit contains a carrying case, chef knife, paring knife, thermometer, vegetable peeler, hat, and apron. **You must bring your kit to lab with you each week**, but it is yours to keep and use outside of class as well.

This course includes a lab fee of $50 used to purchase food, supplies, and to replace equipment as needed during the semester. You can eat or take home the food prepared by your group, but you must supply your own containers for leftovers. I recommend purchasing reusable storage containers (i.e. tuperware) and bringing them each week in your knife kit to take your leftovers home and reduce waste associated with disposable containers or bags.

Assignments

Head Chef: Once during the semester (Labs 4 – 7), you will be assigned the role of head chef. For that week, you will be responsible for assigning work to your lab mates, double checking recipe conversions, preparing a time line, and keeping things on schedule during lab. You will also be responsible for grading your lab group members on their performance (professionalism points). In turn, you will be graded on your performance by your lab mates and the instructors.

Home Recipe Assignments: Twice during the semester you will select one or more recipe(s) of your choice (must be approved by the instructor) to prepare at home. The first assignment you will prepare a recipe that could be incorporated into a Meatless Monday meal using seasonal produce purchased from the farmer's market and highlight a cooking technique in that recipe. The second assignment you will be preparing a budget-friendly recipe with a total recipe cost of $2.25 per serving or $9.00 per 4 servings or less. For both assignments you will be taking at least five pictures throughout the preparation steps and of the final product, creating a professional culinary handout with the pictures and narrative as specified in the assignment details which are located on the assignment page on canvas. Your culinary handout may be uploaded on a course page or blog.

Recipe Log: Each student must keep a recipe log throughout the semester. The recipe log will be used as a means to help students create their own cookbook and remember in the future which recipes they prepared and liked. Every lab outline/recipes used in labs 2 through 13 must be included in the recipe log. The recipes made specifically by your group need to have comments associated with them including: what you liked/didn't like about the recipe, changes you would make to improve the recipe, and any helpful tips you learned in lab to help with preparation of the recipe in the future. Any charts completed during labs (i.e spices/herbs or salad greens)

and your home recipe assignment handouts, should be included in your recipe log. The recipe log will be graded at various checkpoints throughout the semester.

Quizzes
Four culinary math quizzes will be given throughout the semester. The math quizzes will be completed and submitted on Canvas. Math guidelines for each quiz will be explained during lecture at least one week before the quiz is due. NO late quizzes will be accepted; however, you will be given the opportunity to re-submit the math quiz ten times. Your highest score of the submitted quiz will be recorded at 9 pm on the quiz due date.

Exams
Exams will consist of multiple-choice, fill in the blank, and short answer questions covering the material given in lecture and lab.

The final exam will consist of two parts. The first section (~60%) will cover only the material given in lecture and lab since the last exam, and will be in the same format as the previous exams. The second section (~40%) will be cumulative and will not include any short answer questions. Practice quizzes are available on Canvas for each unit. Taking the quizzes is not required and will not count towards your class grade, but they are a good study tool.

GRADE BREAKDOWN:

Exams (40%)	
Unit Exams: 3 @ 50 points each	150
Final Exam	100
Attendance & participation (29%)	
Lecture (THM)	40
Laboratory: 14 @ 10 points each	140
Assignments (31%)	
Culinary Math: 4 @ 10 points each	40
Head chef	20
Home Recipe Assignment: 2 @ 30 points	60
Recipe Log	70
Course Total:	620 points

Grades will be given based on the following scale. No exceptions!

Grade	Percentage	Grade	Percentage
A	100% - 94%	C+	< 80% - 77%
A-	< 94% - 90%	C	< 77% - 73%
B+	< 90% - 87%	C-	< 73% - 70%
B	< 87% - 83%	D+	< 70% - 67%
B-	< 83% - 80%	D	< 67% - 60%
		F	< 60% - 0%

Disability Resources
"In coordination with the Disability Service Office, reasonable accommodation will be provided for qualified students with disabilities. Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, diskette or Braille) are available through the Disability Service Office, located on the bottom floor of the University Inn, 797-2444."

Week	Monday	Wednesday	Lab Topic
1) Aug 25-29	Introduction/ Defining Food Literacy	Ch. 2 Sanitation, Measurements (pg. 107 - 112)	Lab 1 - Intro to Lab, Recycling & Composting, and Ch. 3 Tools and Equipment
2) Sept 1-5	**Labor Day! No Class!**	Ch. 7 Mise en Place, Recipes (pg. 102 - 105, 112 - 114)	Lab 2 - Knife skills, stocks, and spices & herbs
3) Sept 8-12	Ch. Principles of Cooking, Ch. 28 Food Presentation	Ch. 8 Stocks & Sauces **Math #1 Due**	Lab 3 - Soups & Sauces
4) Sept 15-19	Ch. 9 Soups	**Exam 1**	Lab 4 - Dry Heat Methods: Roasting/Broiling **Head Chefs**
5) Sept 22-26	Ch. 10 Understanding meats farm to fork, AP and EP (pg. 115-116)	Ch. 11 Cooking Meat	Lab 5 - Dry Heat Methods: Frying/Sautéing **Head Chefs**
6) Sept 29-Oct 3	Ch. 12 Understanding poultry farm to fork **Home Recipe #1 Due Tuesday!**	Ch. 13 Cooking Poultry	Lab 6 - Moist Heat Methods **Head Chefs**
7) Oct 6-10	Ch. 14 Understanding seafood farm to fork	Local Farmer's Panel Discussion (view current and alternative food system lecture video before class) **Math #2 Due**	Lab 7 - Combination Methods **Head Chefs**
8) Oct 13-17	Ch. 15 Cooking Seafood	**Exam 2 Fall Break Friday!**	**Dairy Farm Tour (Oct. 16-17) *Thursday is Friday class schedule**
9) Oct 20-24	Ch. 16 Understanding Vegetables	**Guest Lecture:** Ch. 20 Cooking for Vegetarian Diets	Lab 8 - Beans, Grains, & Greens
10) Oct 27-31	Ch. 17 Cooking Vegetables, Portion Costing (pg. 114 - 122)	Ch. 19 Grains, Pasta, and Other Starches	Lab 9 - Pasta and Starches
11) Nov 3-7	Ch. 24 Breakfast **Home Recipe #2 Due Tuesday!**	Ch. 18 Potatoes **Math #3 Due**	Lab 10 - Eggs and Breakfast Foods
12) Nov 10-14	Catch-up, review for exam 3	**Exam 3**	Lab 11 - Yeast Breads and Salad Greens
13) Nov 17-21	Ch. 29 Bakeshop Principles	Ch. 33 Cookies	Lab 12 - Cookies **Complete Recipe Log Due!**
14) Nov 24-28	Ch. 31 Quick Breads Ch. 30 Yeast Breads	**Thanksgiving Break! No Class!**	**Thanksgiving Break! No Lab!**
15) Dec 1-5	Ch. 32 Cakes & Icings	Ch. 34 Pies & Pastries **Math #4 Due LAST DAY OF CLASS!**	Lab 13 - Cakes and Pastries **Complete Recipe Log Due!**
16) Dec 8 - 12	**Final Exam: FRIDAY at 7:20 – 9:20 am; FAV 262**		

Acceptability of Breakfast Bites With and Without Promotion of Health Benefits

Ashlie Bankhead, Katie Barker, Melodie Haslam, Jill Henderson, Stacey James, Norma Patino, Elizabeth Nix, Dawn Reed, Allison Skidmore, Tanille Smith, Kayla Thomas, Alessa Wade, Sheryl S. Aguilar

Department of Nutrition, Dietetics, and Food Sciences and the Center for Human Nutrition Studies

UtahStateUniversity

I. Introduction

Breakfast is defined as the most important meal of the day. Research has shown that breakfast is associated with healthy body mass index, good lipid profiles, and positive biomarkers for obesity, diabetes, and other chronic diseases. (1)

Because 49% of Americans do not consume breakfast (2), or are making poor breakfast choices, research about purchasing behaviors is essential to getting consumers to buy a nutritious breakfast product. Studies have shown that health claims promoted for a product increase the consumer's likeliness to purchase that product (3).

Breakfast Bites are a breakfast meal replacement made from local ingredients with no additives or preservatives. They are an excellent source of protein, fiber, and antioxidants, including beta carotene. They are also a good source of calcium and iron.

The purpose of this study was to 1) to determine if promoting the nutritional qualities of a breakfast product would increase the acceptance of the item and to 2) conduct a sensory evaluation of a breakfast product. The hypothesis was that participants given information about the nutritional benefits of the product presentation would respond more positively to the product than participants not receiving the nutrition information. The results of this study will be used to determine the marketability of the product.

II. Methods

USU students, faculty, and staff (n=289) were recruited to participate. Participants sampled two Breakfast Bites, one with chocolate (B) and one without (A). Participants completed a survey with questions about food preferences and purchasing habits. Participants were asked to rate their hunger as well as the characteristics of the samples including appearance, aroma, texture, taste and overall acceptability (7 point Likert scale; 1 = "extremely dislike" and 7 = "extremely like").

While conducting the taste test, half of the participants (P) were given a short presentation about the nutritional benefits of the product. The other half of the participants (C) were given no additional information. Data was collected via paper surveys.

Paired sample t-tests were used to compare the difference in product A and B within the two participant groups. Independent samples t-test were used to compare the differences between the Control vs. Promotional groups. ANOVA was used to explore associations between participant characteristics and product ratings.

Table 1- Demographics of Participants

Demographic	Categories	C (%)	P (%)
Age	18-25	73 (58.9%)	115 (71.4%)
	25-40	19 (15.3%)	15 (9.3%)
	40+	32 (25.8%)	31 (19.2%)
Gender	Male	49 (38.6%)	55 (34%)
	Female	78 (61.4%)	107 (66%)
Status	Student	82 (64.6%)	103 (63.6%)
	Staff	31 (24.4%)	50 (30.9%)
	Faculty	14 (11%)	9 (5.6%)

III. Results

- Sample B, which contained chocolate, had a higher overall acceptability than sample A (p= .016).
  - The aroma of sample A was significantly preferred over sample B in C and P groups (p< .001).
  - The taste of sample B was significantly preferred over sample A in C and P groups (p=.04, p=.009).
- When the samples were prefaced with a nutritional promotion the average overall acceptability was significantly higher than those given without (p=0.015).
- As hunger increased, overall likeability and rating for aroma of sample B increased (p<.05).
- As hunger increased, likeability of appearance increased for both samples (p<.05).
- There were no differences between age, gender, or status and product ratings.

Figure 1– Acceptability Results

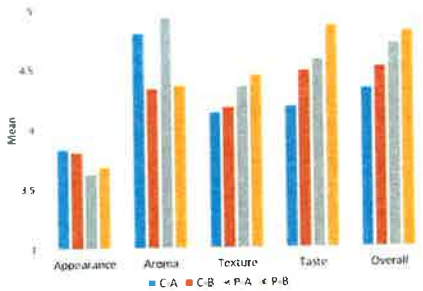


Table 2- Acceptability of the Products. Data presented are mean and standard deviation.

	C-A	C-B	P-A	P-B
Appearance	3.83 (1.44)	3.8 (1.45)	3.62 (1.38)	3.67 (1.37)
Aroma	4.8 (1.35)	4.33 (1.39)	4.93 (1.22)	4.35 (1.30)
Texture	4.13 (1.49)	4.17 (1.53)	4.35 (1.31)	4.44 (1.24)
Taste	4.18 (1.57)	4.47 (1.67)	4.57 (1.32)	4.85 (1.44)
Overall	4.33 (1.41)	4.50 (1.54)	4.70 (1.19)	4.80 (1.18)

7 point Likert scale; 1= extremely dislike, 7= extremely like



IV. Conclusions

Promoting the health benefits of the Breakfast Bites increased overall acceptability for the product in faculty, staff, and students at Utah State University. Participants preferred the sample of Breakfast Bites with chocolate, and as hunger increased, the subjects liked the sample more. These results indicate that Breakfast Bites are an acceptable product, and promotional messages about Breakfast Bites may increase likability and sales of the product if they are printed on the packaging label.

References

1. Deshmukh-Taskar P, Nicklas TA, Radcliffe JD, et al. The relationship of breakfast skipping and type of breakfast consumed with overweight/obesity, abdominal obesity, other cardiometabolic risk factors and the metabolic syndrome in young adults. *Public Health Nutrition*. 2013;16:2073—2082. Accessed January 20, 2014.
2. Sielga-Riz AM, Popkin BM, Carson T. Differences in food patterns at breakfast by sociodemographic characteristics among a nationally representative sample of adults in the United States. *Preventative Medicine*. 2000;30(5):415-424. Accessed January 20, 2014.
3. Garretson JA, Burton S. Effects of nutrition facts panel values, nutrition claims, and health claims on consumer attitudes, perceptions of disease-related risks, and trust. *Journal of Public Policy and Marketing*. 2000;19(2):213-227. Accessed January 20, 2014.

Operation Waste-Less at Utah State University

by Utah State University Dietetics Students Alessa Wade, Allison Skidmore, Dawn Reed, and Tamara Steinitz, MS, RD, Didactic Program Director

Did you know that a family of four throws away roughly 20 pounds of food each week or that tomatoes and bread shouldn't be stored in the fridge? If you answered no, you aren't alone. To highlight the issues surrounding food waste and proper food storage, Utah State University (USU) senior dietetics students investigated the problem of food waste and shared their findings and resources on campus.

On April 10, 2014, 11 students participated in USU's Service Week/Earth Week with a "**Reduce Your Waste Size**" event focusing on how to reduce food waste in everyday life. The dietetics practicum class, taught by Tamara Steinitz, MS, RD, presented topics including:

- "That's Not Trash, That's Dinner" (how to reuse or revamp leftovers)
- "To Eat or Not to Eat: Expiration Dates 101" (what expiration/sell by dates really mean)
- "Whose Shelf Is It Anyway?" (interactive game testing food storage knowledge)
- "A Toast to Compost" (how to dispose of food waste sustainably)

Corey Cozzens, a USU Dining Services chef who leads campus Sustainability Council's Food Working Group efforts, demonstrated a tasty way to use up leftovers in Mediterranean wraps that were a huge success. Samples attracted many passing students to stop by and learn more.

Students attending the event also earned prizes for answering food safety trivia questions, received food storage fridge magnets, and gained an overall appreciation for the information provided. One exclaimed, "Guys! This is like changing my life!" Another said, "My roommate wastes so much food. This is really great." Dietetics students liked hearing this since they hoped their message would reach beyond just those in attendance.



Toward the end of the event, an unexpected audience showed up… a class of 2nd graders on a field trip! Messages were quickly tailored at each booth to provide 25 kids with food waste facts and tidbits along with fridge magnets to share with their families.

Overall, the dietetics students felt their event was a success. As they reflected on the day, many said that learning about and teaching others about food waste encouraged them to practice more sustainable habits in their own lives. One realized that she learned more about the dietetics profession, and that she would educate others not only about food - but also about being smart consumers and increasing sustainability in their food habits and choices.

"Never did I imagine that my profession could have such an impact on sustainability. I learned a lot about the topic and how I can make an impact as a registered dietitian."





Get Involved in Research to Support Your Hunger and Environmental Nutrition Practice

By Meg Bruening, PhD, MPH, RD

As a profession, dietetics aims to practice using evidence-based approaches. Dietitians working in research and evaluation provide RDN colleagues with data to support our practice and our profession. However, more RDNs and DTRs need to show that our practice is critical to improving the health of the populations with whom we work. Just like in clinical settings, RDNs/DTRs bring a unique lens to research and the kind of questions we ask. There are countless opportunities to contribute to the food security and environmental nutrition science base.

Don't let the term "research" intimidate you! From reading journal articles to conducting randomized control trials, RDNs and DTRs are exposed to research on a regular basis. Research and evaluation is broad and can range from reviewing the evidence through literature reviews to designing and implementing randomized control trials. Evaluating your patients' progress, introducing and assessing a new intervention, following trends in behaviors at a population level, or assessing the nutrition content in organic foods all counts as research.

Opportunities in research with a food security or environmental focus

Interest in food security and environmental nutrition research seems to be growing. Examples of hot research topics include:

- Decreasing food waste. It's not news that food waste affects the bottom line. More institutions are realizing the connection to food waste, bottom line, and the environment.
- Resiliency in food and water systems. The new subcommittee of the 2015 Dietary Guidelines for Americans, Food Sustainability and Safety, could likely use more research to support their efforts.
- Screening for food security in diverse settings. Rates of food insecurity are not decreasing; more venues need to screen and address food security and test the effectiveness of interventions that address food security.
- Longitudinal effects of food insecurity. More food security studies are cross-sectional. We do not know how intermittent or long-term food insecurity affects nutritional intake and health outcomes.
- Improving access to food systems for low income families. Cooperative extension has been leading the way on this work for decades and is continually innovating ways to improve access to healthy foods.
- Evaluations of innovative programs addressing food security and/or food systems. HEN members and partners are doing fantastic work, but not always assessing (or more likely, disseminating) their results. Improved evaluation and disseminations efforts will enhance the effectiveness of the entire field.

Small steps for getting more involved in research

The main reason why many RDNs don't engage in research is lack of time or lack of confidence in research skills.[1] You don't have to get a PhD to do research! Here are a few ideas for members to gain more experience in research.

Practicing RDNs/DTRs:

If you don't feel comfortable with your research skills, you may want to consider reaching out to your local university's nutrition, public health or agriculture program. There is likely an academic partner eager to help your evaluation process. Otherwise, if you would like to gain additional skills, start small.

- Start reading more journal articles related to your work. Get a sense of the methodology and start to critique the work.
  - Read the *Journal of Hunger and Environmental Nutrition* to see how your work fits in the broader scope of the field.
  - If the methodology or the statistics are unclear, there are great YouTube videos out there describing methods. Or, you can take a free statistics class such as this one offered by Princeton University: https://www.coursera.org/course/stats1
- Collaborate with other partners doing research. Offer to collect data.
- Conduct a small study (brief questionnaire, satisfaction survey, interviews, focus group) with your clients. Write up an article summarizing the results in your organization's newsletter or even submit your work to the HEN newsletter.
- Invite students to come do a research project with your organization.

Students

You can do any of the above, plus get involved in research at your institution.

- Take an additional statistics or research methods course.
- Volunteer to work on a study at your university or at a community-based organization.

Resources from the Academy and HEN

Besides the *Journal of the Academy of Nutrition and Dietetics*, the Academy has several initiatives to support members' research and strengthen the evidence for the effectiveness of the field, summarized here from the Spring 2014 House of Delegates Backgrounder.

1. **Academy's Health Informatics Infrastructure (ANDHII):** ANDHII (pronounced "Andy") is a web-based clinical data warehouse designed to collect, organize, and track information about patient and client response to nutrition care to demonstrate the value and impact of the RDN. ANDHII promotes efficient and accurate use of the Nutrition Care Process and the corresponding International Dietetics and Nutrition Terminology (IDNT), helps members track and report on patient outcomes, and collects RDN-impact data for use in public policy and quality improvement research. Researchers can use de-identified data from ANDHII to aggregate patient outcome and practice pattern data for use in outcomes research and national quality improvement initiatives. The scope of ANDII may be expanded in the future to potentially add outcomes and measures relevant to those working in non-clinical settings.
2. **Dietetics Practice-Based Research Network:** The Dietetics Practice-Based Research Network (DPBRN) is a network of nutrition and dietetics professionals and students with varying specialties and areas of expertise who are interested in studying and improving patient care. DPBRN is a free benefit of membership in the Academy. DPBRN conducts, supports, promotes and advocates research in practice-based settings by bringing practitioners and researchers together to identify research that

FOOD DAY.ORG

OCTOBER 24, 2014

PRESS RELEASE
October 15, 2014

Contacts: Madeline Beus, 440-622-2156
Tamara Steinitz, tamara.steinitz@usu.edu

For Immediate Release:

Utah State University Celebrates Food Day

Logan, UT –Utah State University Dietetics Program and Dining Services will celebrate USU's 4th Annual Food Day on Wednesday, October 22 and Thursday, October 23. On Wednesday, Sharon Palmer, a registered dietitian and author of two books, will present "Plant-Powered Eating for Optimal Health," discussing trends towards eating more whole plant foods including benefits, delicious qualities, and strategies in the TSC Auditorium at 11:30am. Sharon will be available for a book-signing following her talk.

On Thursday, USU Dietetics and Dining Services will host a university-wide event in the Taggart Student Center Hub from 10am-2pm. Attendees will be able to sample recipes and learn more about plant-based eating from informational booths and activities developed by students. Sharon's recipes will be featured throughout the week in university dining.

USU Dietetics students are excited to share the benefits of eating more plant-based meals with their fellow students, faculty, and staff, as part of a practicum course taught by Tamara Steinitz in the Department of Nutrition, Dietetics and Food Sciences. "Food Day is a fabulous opportunity for our students to spread the good word about incorporating more grains, legumes, produce, and nuts that are healthy and taste great. Sharon's guidance to "love the foods that love you back" is a main theme this year" Steinitz said.

Another Food Day event on Friday, October 24 will be sponsored by the Department of Plants, Soils and Climate. From 12-1pm in the TSC Auditorium, there will be a screening of the film "Growing Cities," a documentary that examines the role of urban farming in America and the power it has to revitalize our cities and change the way we eat.

Across the nation, Food Day will see thousands of events in all 50 states aimed at promoting real and just food for all. It is an opportunity to celebrate real food and the growing movement to push for improved food policies. More information can be found at foodday.org

###

Soup Connection Summary

Soup Connection is intended to be a capstone experience that encompasses the whole of dietetics education: community, foodservice, clinical skills management, and research skills. Soup Connection encompasses ideas of sustainability, local food production, and healthy kitchens by using locally sourced produce to create a healthful food product that becomes the object of an on-site education given during pick-up. By managing the product, the business, and the education, students have the opportunity to demonstrate proficiency on a wide range of skills vital to successful dietetics practice. Furthermore, the program benefits from Soup Connection through increased community visibility and a small but vital revenue stream that can be used to fund future projects.

Soup Connection utilizes students at each level of training. As a student progresses through the program, the student takes on greater responsibility for the project. By senior year, students are responsible for all management of the project, including budgets, forecasting, training, and administration. Faculty is intended to be in an oversight-only position.

Experience list by education level		
Pre-application/Didactic	Junior level	Senior level
• Preparation & preservation of foodstuffs • Preparation of soups • Exposure to sustainable food practices • Emerging food prep skills • Apply techniques from food preparation coursework • Observe rules for sanitation and safety	• Assist in preparation • Quality assurance • Test and modify recipes • Analyze recipes • Sustainability (local food, preservation, compost) • Market CSA • Create production schedules • Master food prep skills • Oversee safety/sanitation practices in kitchen	• Incorporate ideas of sustainability into food production & education • Make & manage budgets • Quality assurance • Responsibility for sanitation/safety practices • Analyze and change practices to improve management, sanitation, sustainability, product, etc • Create education experiences for customers • Maintain blog • Kitchen management • New product development • Product branding • Customer service • Conduct a research project related to Soup Connection

Pre-application/didactic students = 90-120 hours
Junior level = 90 hours Senior level = 90-210 hours (high # for student interns fall semester)

Please note: Soup Connection is not intended to replace any current or ongoing lab experiences. Instead, it is intended to be an opportunity for students to put into practice the multiple facets of dietetics education that they have observed or experienced during didactic or lab experiences.

Competencies Achieved		Activities
KRD 1.1 The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.		
CRD 1.1	Select indicators of program quality and/or customer service and measure achievement of objectives	• Product testing • CSA distribution • CSA feedback surveys
CRD 1.3	Justify programs, products, services and care using appropriate evidence or data	• Research project • CSA surveys • Soup analysis
CRD 1.5	Conduct projects using appropriate research methods, ethical procedures and data analysis.	• Research project
KRD 2.1 The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.		
CRD 2.3	Design, implement and evaluate presentations to a target audience.	• CSA participant education • Dishupusu blog
CRD 2.4	Use effective education and counseling skills to facilitate behavior change	• CSA participant education • Kitchen resource management
CRD 2.5	Demonstrate active participation, teamwork and contributions in group settings.	• Soup production • Research project
CRD 2.8	Apply leadership skills to achieve desired outcomes.	• Kitchen management • Product development
CRD 2.13	Demonstrate negotiation skills.	• Planning meetings • Research project • Human resource management
KRD 3.2 The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.		
CRD 3.2	Demonstrate effective communications skills for clinical and customer services in a variety of formats.	• Education to CSA participants • Training kitchen staff • Interaction with research participants (if any)
CRD 3.3	Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.	• Selection of recipes • Development of product • Analysis of products • Consumer education • Blog
CRD 3.4	Deliver respectful, science-based answers to consumer questions concerning emerging trends.	• Consumer education • Blog
CRD 3.5	Coordinate procurement, production, distribution and service of goods and services.	• Distribution planning • Coordination with local food and organic farm • Production schedules
CRD 3.6	Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.	• Product selection • Education • Blog

KRD 4.1 The curriculum must include management and business theories and principles required to deliver programs and services. *KRD 4.2 The curriculum must include content related to quality management of food and nutrition services.*		
CRD 4.1	Participate in management of human resources.	• Kitchen management • Volunteer/Junior training
CRD 4.2	Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.	• Kitchen management • Soup production • CSA distribution
CRD 4.4	Conduct clinical and customer service quality management activities.	• Research project • Product testing
CRD 4.5	Use current informatics technology to develop, store, retrieve and disseminate information and data.	• Blog • Recipe analysis • Research project
CRD 4.6	Analyze quality, financial or productivity data and develop a plan for intervention.	• Kitchen management • Budgeting • Planning meetings
CRD 4.7	Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment.	• Sustainability practices
CRD 4.8	Conduct feasibility studies for products, programs or services with consideration of costs and benefits.	• Product testing • Budgeting • Planning meetings
CRD 4.9	Analyze financial data to assess utilization of resources.	• Budgeting • Kitchen management • Planning meetings
CRD 4.10	Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.	• Kitchen management

Timeline of tasks

Time Period	Tasks	Group Responsible
August	• Examine local produce for acceptability • Procurement of needed vegetables	Senior CPD/DPD
September	• Test new products	Junior CPD
Oct-Dec	• Begin product testing at university cafes	Junior CPD/intern
January	• Create production plans for CSA • Create education sheets/plans	Senior CPD
Feb-March	• CSA distribution	All students
April	• Juniors/seniors meet to plan upcoming year • Prepare budget for next year	Junior CPD Senior CPD

How the university/program benefits

- Dietetics-branded products will increase visibility of the program
- Products create a revenue stream that can be used with fewer restrictions
- Utilizes cross-discipline connections (organic farm, on-campus gardens)
- Permits USU dietetics to become change-leaders in dietetics at community level
- Enhances the visibility of dietitians among the general population
- Aids in the university mission to contribute to the community at-large
- Demonstrates the wide range of skills possessed by dietitians to the general public

Clinical Lactation Rounds

Location: Logan Regional Hospital Women's Center (Check in at the gift shop)

Times of rotation: Tuesday or Wednesday 9:00 to 12:00 pm

At the end of this rotation, students will:

1. Describe appropriate latching technique
2. List 4 benefits of providing breast milk and/or direct feeding an infant
3. Identify 2 common problems in early lactation
4. Observe 1 active pumping or feeding session

ACEND Competencies

1. *Knowledge*
    a. KRD 5.2: The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism and nutrition across the lifespan.
2. *Clinical and Customer Services*
    a. CRD 3.1.a: Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered
3. *Professional Practice Experience*
    a. CRD 2.10: Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.

Assignment: Lactation discussion board

1. Post a 1-2 paragraph Reflection/Discussion of your Lactation rotation. What did you learn? Did any issues come up? How were they addressed? How would you improve the class? How did this impact your feelings about breastfeeding? Etc. Format your writing to encourage discussion from your peers.
2. You must comment/reply to at least one of your peers posts on each forum! Be thoughtful and original (i.e. Don't just repeat something your peers have already said).

Rotation Schedule

*Students must also attend 1 2-hr lactation class taught at LRH on Friday evenings

Date	Students Assigned
January 8	Alyssa
January 15	Laurie
January 22	Sarene
January 29	Julie
February 5	Hayley
February 12	Allison
February 19 No Rotations	
February 26	Kathryn
March 5	Amy
March 12 No Rotations	
March 19	Jen
March 26	Ashley
April 2	Shayna
April 9	Rashel

IDEA Student Ratings of Instruction

Charlton, Rebecca
NDFS 4560,Section: 001
Medical Nutrition Therapy II
h State University
04–07–2014 –04–25–2014
Local Code: 10856000

What aspects of the teaching or content of this course do you feel were especially good?

- I definitely learned a lot this semester. I like the way the course is structured for the most part.
- I enjoyed how disease based it was, and that we were able to learn a lot about different diseases. Even though it was hard, I enjoyed having to be the one to give a presentation on a certain disease state –but more importantly I enjoyed listening to my peers give a presentation. It was a good break–up of normal lectures to be able to hear from those we don't normal get to be taught by.
- The TAs and the instructors are both extremely helpful. The course is interesting and fast–paced.
- Learning about the different disease states and the MNT for those disease states.Being about to experience a disease state diet and learn what it's like to be the patient.
- Being able to apply the material was very beneficial for me. I really enjoyed having lectures in person this semester. It allowed me to repeat the material in a more personable way, and ask questions. Rebecca does a very good job of lecturing, and has a very personable personality that is empathetic towards us, and towards the topic. This makes her a very good professor, especially lecturer.
- Loved just about everything about the course. For the amount of information and with how complex the content can be, I felt like the course was really well organized and promoted optimal learning and application.
- The instructor is amazing. The lecturers were wonderful!
- I really appreciated all the in class review activities and how Becca broke up the class into different activities everyday. It was much better than a 2 hour lecture every day!
- Everything, Rebecca laid down the law and if you followed it you were successful.
- This class was structured in a way that I felt help us to learn a lot. We were able to become experts in a disease state and learn everything we could about it. It was good to be able to hear other students teach their material in a way that was easy for us to understand. The games offered us a way to remember and recall information quickly. I think this class required a lot from us as students, but helped us manage our time and energy.
- I wish you would lecture more! You are so passionate and charismatic when you talk about clinical dietetics (and, really, anything). I looked forward to the days that you lectured because I knew the content would be interesting and the delivery would be exceptional. I also really liked Kinsey and Allie's games! Fun and informative.
- I learned so much! I really liked the help we received from the TAs. I think they really relieved the burden off of Rebecca, and were able to give us more personal attention than Rebecca has time for. However, if I ever needed Rebecca, she made herself available. I really liked the hands–on learning activities. Nelms is an amazing textbook.
- I liked having more lectures mixed with the learning activities this semester

What aspects of the teaching or content of this course do you feel were especially good?

- Rebecca is wonderful at teaching in a variety of ways so as to address various learning styles and to ensure that we truly know the knowledge. Class activities, discussions, and guest lectures have all been fantastic and informative.

- This course provides an excellent perspective of what clinical dietetics is all about.Course content is very challenging and much is expected but I think this is why it provides the good perspective.I loved the combination online and hands on interaction. Loved the fact that we met on Monday and Friday. I loved the professional and yet causal atmosphere of class. It was professional in that it wasn't just fun talk (talk about things that don't apply to what we are learning). Everything done in class applied to the subject and yet I felt comfortable and eager to participate.

- I liked having a little more lecture this semester in class. It helps to have some more guidance with the more difficult stuff.

- I thought our hour long group presentations and the diet adherence were both really valuable assignments. The presentation gave me a taste of what it's like to teach, and it made me know the material more thoroughly than I probably would have. And despite what the rest of the class thought, I think the diet adherence assignment gave me valuable experiences that will be useful in my future.

- We were able to do a lot of self reflection and grew to know ourselves better.

- I have learned the most from lectures given by the professor. It is helpful to have the lecture slides available to study the information from.

- I learned a lot from the semester project. Having to present on it really increased my learning on a specific subject, and it was cool to learn from our peers. I liked that it was early on in the semester before the other classes loaded on their big projects. Taking on the role of the patient and the RD was really neat in this project. It helped me improve in my knowledge of the disease state, but also my sympathy and understanding for patients. I would not have said this during the assignment, but the 2-week long diet assignment really taught me a lot. I feel like I can relate better to patients I work with and help them out. I liked the format of the quizzes with being able to take them multiple times, too—less stressful and better learning. Having a weekly ADIME to write was good, too. I became a lot better at note-writing. The TAs have been a great asset this semester, too.

- I really enjoyed this course and how it was taught. I really enjoyed the flipped learning hybrid since lecture is a really important part but just as important as applying the content. I enjoyed being able to research a particular disease state, I think it makes us experts! I also really enjoyed the guest lectures especially from Spring Bean, she had really good insight.

What changes could be made to improve the teaching or the content of this course?

- I feel like too much of class time was wasted playing pointless games instead of doing things that actually helped us learn the information. I also sometimes feel like I am drowning in information. It would help if you emphasized the things that are most important for us to know right NOW so I know where I should be at.

- Now that the diet adherence is over, I am grateful for that experience (but more grateful that it is over), and I think that the lesson would have been learned with only following the diet for one week.

- It is very work-intensive, and I feel as though some of the work was unnecessary

What changes could be made to improve the teaching or the content of this course?

- Set learning objectives for each reading section.
- I really enjoyed doing group projects this semester, but I felt like the diet assignment was too long. I feel like it would be more beneficial for me to do it for only a few days, and try out multiple diets rather than specialize in one. Although it did help me gain empathy for individuals with this disease, I feel like I can't understand how individuals feel with other disease, and have to live with other medical diets.
- I would like to understand more the reasoning behind a grade in order to improve.
- I was just a bit frustrated with the canvas page this semester. The reading quizzes didn't always show up on my 'to–do' list so I wasn't ever quite sure when they were due.
- What changes can a perfect added to a perfect teaching method –none!Honestly everything was exactly what I needed.
- I would have liked more consistency with due dates. It was confusing when the due dates were wrong in Canvas.
- Just as I loved the days that you lectured, I dreaded the days when we were doing group work or "practice." I sometimes felt like I was not growing because some other people take longer to understand concepts or do calculations. So I ended up being bored on some of these days. However, I realize you can't cater to everyone and you need to make sure everybody gets it.
- It was nice to have quizzes online instead of in class. However, being a busy student, I would just use my book and get 100% on the quiz in about 30 minutes. I was glad this didn't take a lot of time, but I don't think it encouraged me to learn the information in a way that would stick in my mind! Especially as a coordinated student, I needed to be learning and memorizing the information as I went along so I could apply it in the hospital. Personally, it would have been helpful for me to also have a mini quiz in class once a week (on top of the online quiz). It could range from 5–10 questions and just cover the main important points. I could have used something like that to motivate me to study/memorize for an extra 1/2 hr to an hour every week. Canvas needed to be more organized. I do understand that many of the problems were out of Rebecca's control, but it was confusing. I would have liked the instructions for the semester project to be posted in more places on canvas. Redundancy is nice when it comes to looking for things on Canvas.
- I would have liked to have more exams simply to be sure I understood all of the very in–depth information we learn in this class. I know this is probably impossible, but it would be great if the DPD students could come see what the CPD students do at the hospital, etc., even just one time.
- Often I felt overwhelmed with the amount of assignments and did not have time to actually study the material
- The only things I can come up with is ....I was a little frustrated with how some information was passed along. There was a FEW TIMES that information was given just on the side (during breaks or after class)and not everyone heard or was aware of it but in Rebecca's mind she considered it as having told the class. Like I said this happened just a few times. As a whole everything was communicated well.
- I miss last semester's set up with all the application activities. I definitely have not gotten as much out of this semester as I did last semester.

What changes could be made to improve the teaching or the content of this course?

- I was frustrated with the poor use of class time, the speed in which we covered material, and the amount of attention we were given. I felt like emails/questions/concerns took a long time to get responses to and that we would brush over very important topics. We had very little instruction and discussion of course material, most of the power points were written by classmates and TAs, not the experts on the subject. We also did not receive the same amount of education on nutrition support, as the coordinated students were much farther ahead than didactic. I couldn't help feeling like as a class we basically taught ourselves and that the knowledge we have is not adequate to get me through an RD exam.

- I am often unclear on what is expected from assignments. It would be helpful to have more clear instructions that are specific and in writing.

- For what the class necessitates, I think it is taught well. I guess one suggestion: some flexibility on due dates is good. I really appreciated the extension on the case write-up. Also, not that I'd want another test, but it was little overwhelming to have one midterm to cover ALL of that info. Perhaps consider splitting it up into two exams?

- Living the diets was really hard, although it is a valuable experience, maybe shorten the time. I think that more time needed to be spent on enternal/parenteral nutrition. The lit review in a group was difficult as well, since we all perform at different levels and accepting someone else's work can be hard.

Comments: Use the space provided in the text area below for your comments.

- I learned a lot of new applicable information from taking this course. It's helped me to understand the complexity of nutrition and how it is used in treatment.

- It is fun to have guest lectures, maybe a few more specialists in the areas we talk about would be interesting to hear from!

- Although we all as a class complained about the million group projects we had this semester in all of our classes, I feel like I learned a lot from the semester project in this class. Even though I hated following the diet, I learned a lot about the whole process of working with a patient. Becca is a wonderful professor! My only recommendation would be to avoid talking about CPD stuff in class so much. Maybe just save that for the end of class and dismiss DPD students. I feel like I spent a lot of time just listening to instructions that didn't matter to me.

- Thanks Rebecca.

- I can't believe how much I learned in such a short period of time. I really like Rebecca and I love her sense of humor. She really connects with the members in the class and I feel like we were all heard. Her class was hard, but it was an enjoyable challenge.

- Please keep Rebecca. She is a wonderful teacher. Every time she lectures she presents the material in a way that commands everyone's attention. She was good at clarifying and explaining material. She really cared about us as students.

- Becca is a really good instructor who works hard to ensure her students learn. She thinks creatively and stretches just the right amount to help us grow.

- Excellent course!

Comments: Use the space provided in the text area below for your comments.

- I have such admiration and respect for Rebecca. She is not just smart but her experience in the field has made her wise. I love that fact that she gives personal attention to all. In a situation where there are two groups of students (CPD and DPD)it would be easy to play towards the group that you are most involved with but Rebecca doesn't do that. I loved that she always looked into my eyes when she talked to me. Not all professors here at school do this. She is a very down to earth and kind...she expects a lot from her students and yet gives a very compassionate twist to learning. I loved her real life experiences. Great Class!! Great Teacher!!!

- I have learned a great deal from this class. I appreciate the fact that the instructor has lots of experience in this field and is able to share it with her students. I know that the instructor wants us to succeed in our education and in our future careers. Also, I think the weekly quizzes have improved in the fact that they can be retaken to get a perfect score. This alleviates the pressure of a quiz as well as gives more opportunity to learn.

- Overall Rebecca is such a great teacher, she has sympathy for her students and wants to be the best teacher she can. She brought experience and true compassion into the program! Great course, great teacher!

Charlton, Rebecca

Utah State University

NDFS 4560,Section: 001
M[illegible]dical Nutrition Therapy II
[illegible] 2014
L[illegible] code: 10856000

IDEA Short Form Report

To learn more, see the Interpretive Guide: www.theideacenter.org/shortguide.pdf

Of the 21 students enrolled, 21 responded (100%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student work habits (item 13), student desire to take the course regardless of who taught it (item 15), and instructor reported class size.

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] **Three** objectives were selected as relevant (Important or Essential –see page 2)	4.8	4.1
Overall Ratings		
B. Excellent Teacher	4.7	4.3
C. Excellent Course	4.8	3.9
D. Average of B & C	4.8	4.1
Summary Evaluation (Average of A & D) [1]	**4.8**	**4.1**

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted [illegible]ge.

[illegible]rocess for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)	65				64				63	
Higher Next 20% (56–62)			58				61			
Similar Middle 40% (45–55)	52			51		49		50		51
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:[2]

Discipline (IDEA Data)	62	52	57	53	61	50	59	52	61	52
Institution	62	54	56	52	59	51	58	52	60	53

IDEA Discipline used for comparison:
Foods & Nutrition Studies

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. For resources on improving learning and teaching, please refer to the **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center *Learning* Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5–point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
1. Gaining factual knowledge (terminology, classifications, methods, trends)	**Essential**	**4.8**	**4.2**	**0%**	**90%**
2. Learning fundamental principles, generalizations, or theories	Minor/None				
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	**Essential**	**4.7**	**4.0**	**0%**	**95%**
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Important	4.8	4.1	0%	95%
5. Acquiring skills in working with others as a member of a team	Minor/None				
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
8. Developing skill in expressing myself orally or in writing	Minor/None				
9. Learning how to find and use resources for answering questions or solving problems	Minor/None				
10. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Minor/None				
12. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		**4.8**	**4.1**		

[1] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline[1]		Your Institution[1]	
Raw	Adj.	Raw	Adj.	Raw	Adj.
66 Much Higher	**54 Similar**	**63 Much Higher**	**53 Similar**	**63 Much Higher**	**55 Similar**
64 Much Higher	**51 Similar**	**60 Higher**	**50 Similar**	**60 Higher**	**52 Similar**
65 Much Higher	51 Similar	62 Higher	53 Similar	62 Higher	54 Similar
65	**52**	**62**	**52**	**62**	**54**

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Description of Students

The two items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Student Description	Your Average (5–point scale)
13. As a rule, I put forth more effort than other students on academic work.	4.4
15. I really wanted to take this course regardless of who taught it.	4.6

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
76	Much Higher	65	Much Higher	66	Much Higher
73	Much Higher	72	Much Higher	63	Much Higher

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Statistical Detail

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1 and 2 or who want to determine if responses to some items were distributed in an unusual manner.

verted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were provided.

	Number Responding								Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
1. Gaining factual knowledge (terminology,...	**0**	**0**	**2**	**0**	**19**	**0**	**4.8**	**0.6**	**66**	**54**	**4.0**	**4.3**	**4.2**
2. Learning fundamental principles, generalizations, or theories	0	0	2	1	18	0	4.8	0.6	NA	NA	3.9	4.2	4.2
3. Learning to *apply* course material (to improve thinking,...	**0**	**0**	**1**	**4**	**16**	**0**	**4.7**	**0.6**	**64**	**51**	**4.0**	**4.3**	**4.2**
4. Developing specific skills, competencies, and points...	**0**	**0**	**1**	**2**	**18**	**0**	**4.8**	**0.5**	**65**	**51**	**4.0**	**4.3**	**4.2**
5. Acquiring skills in working with others as a member of a team	0	0	1	1	19	0	4.9	0.5	NA	NA	3.9	4.0	4.0
6. Developing creative capacities (writing, inventing, designing,...	1	1	2	6	11	0	4.2	1.1	NA	NA	3.9	NA	4.0
7. Gaining a broader understanding and appreciation of...	0	2	4	3	12	0	4.2	1.1	NA	NA	3.7	NA	4.0
8. Developing skill in expressing myself orally or in writing	0	0	2	4	15	0	4.6	0.7	NA	NA	3.8	3.7	3.9
9. Learning how to find and use resources for answering...	0	0	0	4	17	0	4.8	0.4	NA	NA	3.7	3.9	4.0
10. Developing a clearer understanding of, and commitment to,...	0	0	2	3	16	0	4.7	0.7	NA	NA	3.8	NA	3.9
11. Learning to *analyze* and *critically evaluate* ideas, arguments,...	0	0	3	2	16	0	4.6	0.7	NA	NA	3.8	3.9	4.0
12. Acquiring an interest in learning more by asking my own...	0	0	1	3	17	0	4.8	0.5	NA	NA	3.8	3.9	4.0

Key: 1=No apparent progress 2=Slight progress 3=Moderate progress 4=Substantial progress 5=Exceptional progress **Bold=Selected as Important or Essential**

13. As a rule, I put forth more effort than other students on...	0	0	2	8	11	0	4.4	0.7	76	NA	3.6	4.0	3.9
14. My background prepared me well for this course's requirements.	0	1	0	5	15	0	4.6	0.7	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	1	0	0	4	16	0	4.6	0.9	73	NA	3.3	3.7	3.9
16. As a result of taking this course, I have more positive feelings...	0	0	0	4	17	0	4.8	0.4	66	49	3.9	4.1	4.1
17. Overall, I rate this instructor an excellent teacher.	1	0	0	2	18	0	4.7	0.9	58	51	4.2	4.3	4.3
18. Overall, I rate this course as excellent.	0	1	0	2	18	0	4.8	0.7	64	49	3.9	4.2	4.2

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

Item 14 is an experimental item. Therefore, no comparative information is available.

No Additional Questions.

Notes
Discipline code selected on FIF: 1905 Discipline code used for comparison: 1905

Proposed changes to course fees

Utah State University Dietetics (Coordinated Program and Didactic Program)

Overall justification: Costs for dietetics education continue to increase due to decreased facility availability for student rotations necessitating the creation of unique, campus-based opportunities, facility requests for financial support to help students, increased food costs in food-dependent classes, and the need for students to be trained in increasingly complex technology. DPD students attend an internship after graduation with costs, on average, of $9000. CPD students must have the supervised practice (internship) incorporated into coursework. However, this method is not less costly to institutions that support a CPD. Other CPD programs in the state charge additional fees or program tuition to help cover these costs.

While the dietetics program at Utah State University has attempted to keep student costs low by using E&G funds for TAs and equipment, this has limited our ability to explore education options being utilized by other programs. The directors have investigated differential tuition and student fees as long-term funding options. Students have expressed a preference towards course fees since they are able to follow how the additional funds are used to improve overall education. Due to these factors, the dietetics programs are proposing changes in course fees as listed below.

Fee Comparisons for coordinated dietetics programs in the state (program fees in addition to standard tuition/fees)

Utah State University	$6310 (proposed)
University of Utah	$14,000

Differential tuition at USU

Department/school	Course differential	Total cost/semester (15 credit load)
Huntsman School of Business	$97/credit upper division	$1455/semester
LAEP	$59/credit (AY 18/19)	$885/semester

Proposed change to class fees

Class	Current fee	Class needs	Proposed fee
4050 (Ed) Average =30	$50	• TA (50 hours @ 12/hr)[1] • Classroom supplies ($1800) ○ Food demos, copies, Food Day posters/presentations • Professional magazine subscription ($120)	$120

4060 (Ed)
Average =30
	$110	• TA (50 hours @ 12/hr)[1]
		• Field trip to UAND ($2150)
		  ○ Transportation ($200)
		  ○ Student registration ($1950)
		• Classroom supplies ($250)
		  ○ Food demonstrations
		  ○ Copies
			$200

4480 Average = 50	$0	• TA (40 hrs @ 12/hr)[1] • Copies and miscellaneous supplies ($120)	$20
4550 (MNT I) Average =30	$50	• TA (120 hrs @ $12/hr)[1] • Lab assistant (60 hours @ $12/hr)[1] • Scale ($350 every 10 years) • Biometrical impedance machine ($1000 approx every 10 years) • Statiometer(s) ($350 every 10 years) • Food models ($400 every 5 years) • Blood pressure kits (10 @ $70 each every 5 years) • Measuring tapes (30 @ 1.99 each) • Calipers (15@ $7 each every 3 years) • Copying and miscellaneous supplies ($350)	$100
4560 (MNT II) Average =30	$20	• TA (120 hrs @ $12/hr)[1] • Diabetes assignment supplies ($300)* • Assorted MNT foods ($25/student)* • Guest speakers ($300) • Copies and miscellaneous supplies ($200) *Previously donated by companies but not in recent years	$100

4570 (Clinical lab) Average = 12	$700	• $200 materials/copies (rotations binder) • Assessment kit ($200) ○ Tape measure, calculator, quick reference guide • $4000 LRH fee • $4000 Preceptor (SST/post-clinicals: 200 hrs @ $22/hr)[2] • Clinical practice modules from AND ($1200/yr)	$785
4580 (Clinical lab) Average =12	$1600	• $400 materials/copies (rotations binder) • $4000 LRH fee • $6600 Preceptor (300 hrs @ $22/hr)[2] • $1000 travel to-from Ogden	$1000
4660 (SLC) Average =12	$0	• TA (80 hours @ $12/hr)[1] • Guest speakers ($500) • Copies, class materials ($140) • SLC Primary Preceptor (800 hrs @ $25/hr)[3]	$1800
4710 (FS) Average =30	$70	• TA (50 hrs @ 12/hr)[1] • Field trip to US Foods • Apron, name badge, t-shirt	$90
4720 (FS II) Average = 30	$0	• TA (50 hrs @ 12/hr)[1]	$50
4730 (FS lab) Average =12	$20	• TA (50 hours @ 12/hr)[1] • Lab supplies	$70
4740 (FS lab)	$40	• TA (50 hrs @ 12/hr)[1] • Lab supplies	$60
4750 (PP) Average = 30	$80	• 2 day professional conference (UAND) ($2700) • Classroom supplies ($200) • Guest speakers ($100) • Research poster supplies/printing ($150)	$100
4760 (PP lab) Average =12	$40	• Preceptor (150 hrs @ 22/hr)[2] • Class supplies ($200) • Equipment depreciation ($100)	$300
4780 (Mat/child) Average = 30	$0	• TA (80 hrs @ 12/hr)[1] • Class materials, copies, growth charts, product samples ($190) • Guest speakers ($200)	$40

4790 (Mat lab) Average = 12	$0	• Preceptor /student coordinator (50 hrs @ 22/hr)[2] • $100 Lab supplies	$100

4xxx (Com lab)
*class proposed
Average = 12
	$0	• Preceptor (150 hrs @ 22/hr)[2]
		• Supplies ($3800)
		  ○ Food/consumables
		  ○ Copies/printing
		  ○ Nutrition Analysis program
		  ○ Cookbooks
		• Equipment depreciation ($1200)
		  ○ Depreciation/planned replacement
		  ○ Purchase of new equipment
			$500

4xxx (Com lab)
*class proposed
Average = 12
	$0	• Preceptor (150 hrs @ 22/hr)[2]
		• Supplies ($3800)
		  ○ Food/consumables
		  ○ Copies/printing
		  ○ Nutrition Analysis program
		  ○ Cookbooks
		• Equipment depreciation ($1200)
		  ○ Depreciation/planned replacement
		  ○ Purchase of new equipment
			$500

5750 (practicum) Average = 12	$30/credit	• Preceptor (150 hrs @ 22/hr)[2] • Materials ($1200) to support group projects, including community events, health fairs or other large-scale, self-supported, student-generated experience ○ Covers food costs, posters, presentation materials, copies, marketing	$125 per credit

[1]TA's are utilized to help with grading, class activities, and student mentorship. TA positions help students to gain dietetics-related experience useful in application to internships or future job placement. The rate for TAs is currently $10.80 per hour, budgeted for up to $12/hr to permit pay raises for cost of living and/or increased pay for TAs based on experience or longevity.

[2]Preceptors are degreed, RD-level instructors who travel with students to rotation sites, observe students in service-learning and experiential learning assignments, provide evaluation and feedback to students, assist with grading, and contribute to curriculum development. Some sites provide their own preceptors, but an increasing number are requesting USU send a preceptor who can do direct student training under the direction of facility dietitians. Pay for preceptors are based on the rates of pay for professional dietitians in the Logan area with 1-3 years of experience and allows for some increase for preceptors each year.

[3]The preceptor for Salt Lake City experiences plans and coordinates student experiences at 13 facilities. The preceptor is responsible for assisting students, attending evaluations, problem-solving personnel issues, and coordinating the guest lectures who teach NDFS 4660 in conjunction with a major professor. The preceptor aids with case study preparation and grading as well. This position is very intensive and requires an RD with at least 5 years of experience. Since the position is based in Salt Lake City, pay rate is based on pay for experienced dietitians in that market.

Proposed Fee Totals by semester and program total (USU programs) – in addition to university tuition

Semester	Didactic Program	Coordinated Program
Fall Junior	$330	$1745
Spring Junior	$390	$1990
Fall Senior	$125-750	$1800
Spring Senior	$100	$775
Totals*	**$945-$1570**	**$6310**

Family Life Improvement Fundi

	Estimated Cost	Final Actual Cost
BEGINNING BALANCE:		**$18,472.00**
Oven- double, electric coil (2) with 4 year warranty and two cords	$3,384.00	$3,380.50
Ice Maker with filtration system and machine cleaner, 3-compartment sink with 2 faucets	$2,934.86	$2,934.86
Facility Labor, installation, and parts (12 hours labor @$44/hr, hole $200, Floor sink $100)	$828.00	$1,313.46
Induction burners, workstation, pots/pans, mats, etc		$4,420.98
Sink		$1,312.50
Faucet, knife set, pot holders, whisk, compost bins, pastry brushes, pasta maker, etc.		$1,055.68
Measuring spoons, cups, gloves, dish clothes, etc		$544.81
Document Camera	$2,000.00	$380.34
EZ BUY Shipping Costs?	?	
Dinner plates, salad plates, bowls		$412.38
Silverware, mixing bowls, brooms, dust pans, scissors, cutting boards, etc.		$582.24
Pressure cooker and pressure canner		$319.98
Beaker set and Candy Thermometers		$50.75
Wash cloths		$34.19
Parchment paper		$63.00
Consistometer – Bostwick	$519.40	$467.46
Educational Series EL2 Portable pH/ORP/Temperature Meter – METTLER TOLEDO	$409.17	$388.71
Bimetallic Oven Thermometer	$11.06	$7.19
BDH pH Test Strips – Universal Range	$68.00	$63.92
Fermentation Tubes	$549.40	$395.56
EZ BUY Shipping Costs?	?	
Total Cost:	**$10,703.89**	**$18,128.51**
Ending Balance:		**$343.49**

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Purchasing Source			
Darrell's Appliance			
Webstaurant.com			
Facilities			
Webstaurant.com			
Amazon.com			
Amazon.com	$540.08	$215.60	$300
Webstaurant.com			
EZ BUY (Michelle Ordered)			
EZ BUY			
Crate & Barrel.com			
Webstaurant.com			
Amazon.com			
Amazon.com			
Amazon.com			
Michelle will be ordering from EZ BUY			
EZ BUY - VWR International			
EZ BUY - VWR International			
EZ BUY - VWR International			
EZ BUY - Fisher Scientific			
EZ BUY			

Faculty Retreat Meeting Notes 5.7.14

In Attendance: Tammy, Rebecca, Sheryl, Janet, Chuck, Marlene, Debbie, Jennifer, Nicole, Lacie, Martha, Mateja
Excused: Stacy

Prepared by Mateja and Tammy

1. MDA Update
    a. No more Plan C. It will now be called Professional Program Track and will include a Practicum Project or Research Project.
    b. 2012 Enrollment—9 students (8 were Plan C).
    c. For some students 1 year completion is not necessarily working well. Advising students to take two years if they need it.
    d. 10 students will be accepted into the MDA programs for next year.
    e. Instead of requiring the entrance exam (GRE), we may be able to use the RD exam and licensure as the entrance exam. Chuck indicated that this is a likely option.
    f. Future planning—admission year around instead of annually.
    g. Working on creating a pathway for the coordinated students.
        i. Martha and Rebecca will work together to create a pathway.
        ii. The engineering program has a bachelors program that leads into a masters program. This may be a good program to review.
        iii. Students shouldn't be advised to double dip in courses for bachelors to masters level.
        iv. Considering online or summer courses for students to help create the pathway for students to graduate school.
        v. Students need to be advised to sign up for graduate level courses with intention.
        vi. Possibly consider a graduate level orientation in the spring of Junior year to give students information on graduate school.
        vii. Potential funding for online courses if the courses are required for majors.
        viii. Defining courses as electives may be the first step in working towards providing options for graduate school.
2. Refugee Projects
    a. Pathways for higher education for refugees in the Salt Lake Valley.
        i. New Roots Farm (Heidi LeBlanc an Melanie Jewkes have partnered) and the Spice Kitchen (an incubator kitchen) are educational options for refugees for stackable credentials and micro enterprise.
            1. Martha brought up the idea of dietetics as a stackable degree pathway i.e. Assoc Degree from SLCC then BS from USU.
            2. There was a consensus of interest within the group.

3. Chuck recommended starting with discussion with programs in Salt Lake that provide education.
4. DWFS and Higher Ed Challenge Grants are potential funding sources.

3. DI Updates
    a. Needed additional funds for State Authorization so the DI requested and received approval to accept additional interns. This year they took 63 students but can go up to 66 students per year. Current cost of DI is $9,100 ($350/credit X 26 credits).
    b. The DI can currently train in all states but Arkansas.
    c. Scholarships available for 10 students (5 based on diversity and 5 based on leadership).
    d. The DI received fewer applicants this year which could be caused by increasing number of ISPPs.
4. NDEP Update
    a. NDA exam and required MS for dietitians by 2024 were hot topics at the conference.
5. Dietetics Related Hours
    a. Tammy proposed that:
        i. the professionalism lab (90 hours) and the practicum class (135 hours) are available for credit as an elective course rather than a DPD required course so that those 225 hours will all count towards the 1040 hours required for internship application.
        ii. Volunteer/work experience hours that DPD students complete <u>by February 15</u> will be counted towards the 1040 hours in their DI application packets
        iii. Certificates, minors, and additional coursework that will be COMPLETED during spring semester of senior year will be considered and will strengthen the application
    b. The group supported these proposed changes.
        i. Tammy and Debbie will inform students.
    c. If questions arise, students can contact the DI faculty to make sure projects will go towards the required internship hours.
6. Funding supervised practice
    a. Rebecca proposed having 1 lab with a large lab fee that would cover all the different activities.
    b. Janet countered that it is desirable for the faculty to each control their own course costs.
    c. Tammy recommended redistributing fees instead of reducing Rebecca's clinical lab fees.
    d. Rebecca and Sheryl will rewrite the course syllabus to ensure the syllabus includes the soup experiences to better reflect appropriate use of fees
    e. Rebecca brought up changing the name of her course from a clinical experience to increase flexibility.

145

7. Debbie's update
    a. One student did not receive high enough grades in the spring and will not get into the dietetics program for the fall. We are waiting on grades for one other student who may not be accepted into the program.
    b. The GPA requirements for the application process for dietetics students will be updated next year to read that 3.0 is required at the time of application.
8. Accreditation update
    a. A faculty accreditation checklist was provided by Rebecca.
    b. Update all syllabus to include KRDs. To determine which KRDs are associated with each class go to: Dietetics Share drive→ courses of Study→ Dietetics Courses Table. Copy and paste KRD(s) into course syllabus.
    c. All course syllabi for fall and spring need to be updated and sent to Rebecca
    d. For each core competencies we need to identify capstone experiences. In the KRD Outcomes Evaluation in the Share Drive. Search for your class and find if your class meets any of the core competencies.
    e. Rebecca needs a description of the project, and the criteria of a passing grade. Provide a 5 year grade history on the capstone experiences, if possible. If you don't have it, you can indicate that you don't have it.
    f. <u>All faculty need to provide CVs and PDP plans to Rebecca by June 1st</u>.
9. Accreditation Update
    a. Discussed DPD and CPD program goals and objectives.
        i. Additional objective defined for DPD: 25% of students will enroll in elective coursework resulting in increased professional breadth.
            1. Mateja will talk with Debbie to determine how many students have recently been completing certifications, minors, etc. to determine an appropriate benchmark for this goal.
10. Fall Planning
    a. Chuck brought up the planning for Sheryl's assignment.
        i. Mike LeFevre's group has discussed buy out some of Sheryl's time. No final decision has been made.
        ii. Need to clearly define Sheryl's position.
        iii. There are no additional temporary funds except for supervision in Salt Lake, and that courses need to be taught by faculty or bought out with outside funding.
        iv. Mateja's role in 2013: 4480 Community Nutrition (3 credits), 4780 Maternal and Child Nutrition (2 credits), 4790 Maternal and Child Nutrition lab (1 credit), accreditation, program evaluation.

v. Sheryl's role in 2013: 4750 Transitions Into Professional Practice (2 credits) and 4760 lab (2 credits), oversaw Soup Connection.
vi. Casey and Abbey's role in 2013: covered kitchen management of the Soup Connection (100 hours/semester). Casey developed curriculum for spring semester; fall semester needs to be developed.
vii. Rebecca would like to teach Maternal and Child Nutrition and Lab.
    1. Rebecca discussed how she needs assistance with precepting if she takes on this course, so Sheryl may cover Sunshine Terrace rotations.
viii. Tammy brought up that Mateja is interested in teaching Community Nutrition again and that she received excellent course evaluations last year.
ix. Chuck brought up that we need to plan this position as if Sheryl works full time in NDFS and re-distribute tasks if buy-out occurs.
x. Rebecca introduced creating a community lab to include Soup Connection as a better fit than clinical lab.
xi. Janet would like to change her courses to 3 credits rather than 2 to better reflect intensity of course. Janet and Rebecca will talk with Debbie about seeing if that works with the CPD students.
xii. Sheryl may develop a 1 credit online course for Introduction to Dietetics.

11. Tammy brought up the issue with social media and cell phones in the classroom and during student presentations.
    a. We need to encourage students to be considerate and courteous of other students and act as role models.

Maintaining Program and Student Documents

A mandatory document to keep on file is the Verification Statement. A Verification Statement with an original signature should be retained indefinitely for each graduate/intern in the program's permanent files. The Verification Statements can be scanned once completed and filed electronically showing the signatures, dates, etc. For CDR purposes, the program must have access to transcripts for each student demonstrating that they have earned the degree required for program entry. The program should maintain the following for the program's five- or seven-year assessment period:

- Program applications, if required by the program
- Student Advising plans
- Examples of assessment methods used to collect formative and summative assessment data
- Samples of syllabi, tests, evaluations and student projects, especially those that link to student learning outcomes assessment
- Minutes of program assessment and curricular meetings,
- Completed stakeholder surveys (i.e. graduates, employers and preceptors),
- Preceptor and faculty orientation materials and documentation of training
- Documentation of faculty and preceptors qualifications and continuing competence appropriate to their teaching responsibilities,
- Signed affiliation agreements,
- Chronological records of student complaints, including resolution

The information may also be available to the review team electronically. Therefore, scanning the samples is acceptable as long as the materials are legible and clear. As you discard, be sure to shred documents containing sensitive information. For the documents that are beyond the assessment period, the program should follow the institution's record retention policy.

ACEND's 2014 Annual On-line Survey Is Coming in October

Each year, program directors must submit information through an on-line survey about their program enrollment, student completion, and other program characteristics as part of their assessment and management responsibilities to maintain accreditation. This information is also used to demonstrate that ACEND is meeting the U.S. Department of Education's expectations for outcomes assessment. ACEND will be sending an e-mail message with a unique ID number and a password to all program directors to enable them to access the 2014 annual survey in mid to late October.

Due to the elimination of the Program Assessment Report, ACEND will include additional questions on the annual report, such as how many students have taken the RD or DTR exam over the previous year, how many DT students enrolled in four-year degree programs in dietetics and financial support for the program.

Curriculum and Student Learning Objectives

Standard 9: Program Concentrations
In addition to the Core Knowledge and Competencies in Appendix A, the program must include at least one concentration designed to begin development of the entry-level depth necessary for future proficiency in a particular area.

Guideline 9.1

Dietetic Technician Education Programs and Didactic Nutrition and Dietetics Education Programs are not required to provide program concentrations, and are not required to demonstrate compliance with Standard 9 or its guidelines.

Guideline 9.2

The concentration area(s) must be chosen on the basis of mission, goals, resources and learning objectives

Guideline 9.3

Competencies and learning activities that build on the Core Knowledge and Competencies defined in Appendix A must be developed by the program for the concentration.

Historically, the CPD program has not defined a program concentration. In 2012, discussion began regarding program concentration. The CPD had focused for years on clinical skills; however, dietetics practice was expanding beyond the traditional clinical, community and foodservice arenas. As such, the program director and program coordinator discussed options for program emphasis that embraced the new areas of practice while remaining strong in clinical.

The CPD has maintained strong ties with pediatric clinical sites in Ogden and Salt Lake City. The program has a good relationship with the long-term care facility in Logan, Utah. After much discussion, the decision was made to add a program emphasis of **Life cycle nutrition** to the core curriculum. This emphasis relates to our mission by emphasizing the need to care for all members of a family or community. As life spans and healthcare have improved, the family and community include a wide span of years and each section requires adequate nutrition care and treatment.

Supervised practice sites have been selected based on a desire to give students wide experience across the life span in clinical, community, sustainability, and foodservice. Current supervised practice areas include long-term care, pediatric services (clinical and community), lactation education, community education, traditional clinical, and childcare. The design of supervised practice and the requirements for achievement ensure that students are well-versed to begin practice in areas outside general adult nutrition.

The program focus is new. Learning activities are beginning to be described for this program focus (see Standard 11). Additional competencies beyond those defined by ACEND are in development. The development of robust competencies necessitates changes in evaluation forms, as well. As such, the program would like input from preceptors and other stakeholders as the process continues. At present, only a few competencies and learning activities have been identified.

CRD 2.3.1 Design, implement and evaluate a presentation given to a pediatric audience utilizing appropriate presentation and communication techniques.

CRD 3.1.1 Perform the Nutrition Care Process and use standardized nutrition language as appropriate for pediatric and elderly population.

Once additional competencies are developed, the program would like to test the competencies by 1) gaining preceptor feedback on the evaluation forms, 2) evaluating employer views of student competency in emphasis

areas, and 3) gaining student feedback from graduates who experienced the new emphasis. These steps will help us to enhance student opportunities and improve our program beyond the basic requirements.

Meets

[ ] 1. No compliance problems are present.

[ ] 2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

[X] Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

[ ] Plans to address compliance problems are not viable or have not been developed.

Program Concentrations Summary Matrices for Learning Assessment (Standards 9 & 13)
Assessment Period from 2014 to 2021

Title of Concentration Area 1: Lifespan Nutrition

A) List the program-defined intern competencies (add or delete lines as needed)	B) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	C) Rotation or class in which assessment will occur (Guideline 13.1c)	D) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	E) Timeline for collecting formative and summative data (Guideline 13.1e)	F) Resulting Data with the Date Collected for 2 Competencies per Concentration
CRD 2.3.1 Design, implement and evaluate a presentation given to a pediatric audience utilizing appropriate presentation and communication techniques.	Students design a food experience for 3- or 4-year olds that involves preparation and presentation of a novel, healthful food and a brief instruction regarding health benefits	NDFS 4590	Professor Preceptor	Annually	2013: All students achieved appropriate preceptor evaluation score of 3 or better
CRD 3.1.1 Perform the Nutrition Care Process and use standardized nutrition language as appropriate for pediatric and elderly population.	Students complete 2 Nutrition Care Plans utilizing the nutrition care process on elderly and pediatric patients, including a complete literature review	NDFS	Professor	Each semester	2013: All students achieved the desired minimum of 80% or higher on nutrition care plans

Curriculum and Student Learning Objectives

Standard 10: Curricular Mapping
The program must map its curriculum around ACEND's Core Knowledge and Competencies using sound educational methodology to prepare graduates to enter dietetics practice in any setting and produce optimal client or patient outcomes.

Guideline 10.1

a. The curriculum map must identify didactic and supervised practice course(s) that students/interns will complete to meet each of the Core Knowledge and Competencies, including the Support Knowledge and the Concentration Competencies defined in Standard 9, Program Concentrations.

b. The curriculum map must include supervised practice experiences that occur in various settings or practice areas to achieve the competencies in a manner appropriate for implementing the curriculum. Programs should include such areas as acute care, extended care, public health/community, prevention and wellness, and food service, but may also include other areas such as education, research, informatics, genetics/genomics, management, consultation, and so on.

c. The curriculum map must sequentially and logically organize the progression of didactic and supervised practice courses from introductory to more advanced learning activities and build on previous knowledge or experience to achieve the expected depth and breadth of knowledge and competency by completion of the program.

d. The curriculum map must culminate in experiences (such as planned staff experience) to demonstrate entry-level competence.

The curriculum for the USU CPD is continually reviewed and adjusted per faculty, administrative, student, DI director, and employer feedback. Adjustment is made based on senior exit interviews, end of semester evaluations, and the Academy of Nutrition and Dietetics (AND) surveys of changes in the profession. The dynamic, data-driven approach to curriculum change has ensured that the USU CPD curriculum remains relevant, forward-thinking, and student-focused.

The curriculum for the USU CPD progresses from basic academic skills to advanced science, nutrition, and food systems classes. The freshman year includes university depth courses, basic math and science, introduction to nutrition and food, and technical writing. Students complete coursework in basic nutrition including general nutrition, lifecycle nutrition, and food literacy. These courses provide the basic knowledge used in courses throughout the curriculum.

During the sophomore year, students complete prerequisites for the more intensive professional courses. These include the chemistry series (organic and biochemistry), food preparation classes (science of food and sanitation and safety), and classes to prepare for medical nutrition therapy (physiology and medical terminology).

In junior year, students delve into the professional coursework, which focuses on the main areas of dietetics: education & counseling, community, clinical and foodservice. The students take coursework in nutrition education theories and practice, medical nutrition therapy (adult and pediatric), foodservice management, and community nutrition. Most courses during junior year are 2-semester classes given the amount of information and importance of these topics in dietetics practice.

During senior year, students explore the advanced science that informs professional practice. Student coursework includes classes in advanced medical nutrition therapy, public health, and nutrient-gene interactions. In addition to the advanced science, students participate in practicum, where they are able to design and implement a dietetics-related project, , an evidence-based debate on current controversies in nutrition and a professionalism class that teaches the practical aspects of being a dietitian in a real-world setting including advocacy, billing, and research.

Supervised practice begins during junior year after formal acceptance to the program. Initial supervised practice experiences cover foodservice, low acuity MNT, long-term care, and introduction to normal nutrition for pediatrics and maternal populations. Junior year fall, students complete 225 hours of supervised practice: 135 hours in

clinical/community nutrition and 90 hours in foodservice management. In spring of junior year, students complete 260 hours in clinical/community nutrition and foodservice. During senior year fall, students move to Salt Lake City to complete intensive, full-time supervised practice experiences that include pediatric rotations, 8-week inpatient including staff relief, renal, and several elective rotations. These rotations provide 512 hours of total supervised practice including 68 hours of staff relief in inpatient clinical. After these experiences, students return to Logan to complete 225 hours of supervised practice in practicum and professional practice. In practicum, students are responsible for finding and completing their own projects related to dietetics. In professional practice, students manage the Soup Connection project to learn more about human resources and foodservice management to demonstrate entry-level proficiency, and complete a research project for the poster presentation at UAND in March. The total number of supervised practice hours is 1222 hours.

Overall, the curriculum builds skills in a step-wise fashion. Instructors work together to ensure that information flows between classes so that students have the introductory knowledge needed prior to advanced learning. Furthermore, the curriculum addresses all CRDs with capstone experiences to demonstrate student proficiency. KRDs are also built upon in a stepwise fashion.

While details will be described in Standard 11, the curriculum map indicates that several courses are used to satisfy each competency. The following narrative illustrates how multiple classes are used to satisfy a knowledge requirement or competency.

The Curriculum Map, Dietetics Competency Checklist, and sample rotation sheet can be found in the exhibits.

1. Scientific and Evidence Base of Practice: Integration of scientific information and research into practice.

KRD 1.1 The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.

CRD 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.

CRD 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.

CRD 1.3: Justify programs, products, services and care using appropriate evidence or data

CRD 1.4: Evaluate emerging research for application in dietetics practice

CRD 1.5: Conduct projects using appropriate research methods, ethical procedures and data analysis

- The above competencies and knowledge requirement are satisfied by the following courses:
  - Prerequisite courses instruct the student on basic scientific principles and the theories and principles of molecular and biologic sciences that are crucial to an understanding of food, nutrition, and the human organism.
    - MATH 1050 *College Algebra*
    - CHEM 1210/1220 *Principles of Chemistry I & II*
    - CHEM 2300 *Organic Chemistry,*
    - BIOL 2420 *Physiology*
    - CHEM 3700/3710 *Biochemistry*
    - STAT 1040 *Introduction to Statistics*
  - Introductory courses utilize basic science principles from prerequisite courses to demonstrate how food interacts with the human system to influence health or disease

- NDFS 1020 *Science & Application of Nutrition*
- NDFS 2020 *Nutrition Throughout the Life Cycle*
- NDFS 3070 *Science of Food Preparation*
- NDFS 1250 *Sanitation & Safety*

- Professional courses teach specific application of science-related health and nutrition information to the established practice of dietetics, including how to incorporate scientific evidence into the nutrition care process, how to manipulate food and nutrients into quantity food production, and how to effectively communicate nutrition messages
  - NDFS 4550/4560 *Clinical Nutrition I & II*
  - NDFS 4050/4060 *Education & Counseling I & II*
  - NDFS 4710/4720 *Foodservice Organization & Management*
- Advanced courses demonstrate the interface of nutrition research with current dietetic practice. In these courses, students review current literature, discuss research design, and investigate strengths and weaknesses of current nutrition theory and practice. Advanced courses expand the dietetics professional's practice from application to research and program evaluation. For example, in NDFS 4750, students design and complete a small research project for a poster presentation at the Utah Academy of Nutrition and Dietetics annual meeting.
  - NDFS 4020 *Advanced Nutrition*
  - NDFS 5210 *Public Health Nutrition*
  - NDFS 4750 *Transition into Professional Practice*
- Supervised practice allows students to interact with course material through application.
  - NDFS 4570 *Clinical Nutrition Experience I*
  - *NDFS 4580 Clinical Nutrition Experience II*
  - NDFS 4660 *Medical Dietetics*
  - NDFS 4730 *Food Service Systems Lab*
  - NDFS 4740 *Foodservice Organization/Management Lab*
  - NDFS 4790 *Maternal/Child Lab*
  - NDFS 4760 *Transition to Professional Practice Lab*

2. Professional Practice Expectation: Beliefs, values, attitudes and behaviors for the professional dietitian level of practice.

KRD 2.1 The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

CRD 2.2 Demonstrate professional writing skills in preparing professional communications

CRD 2.3 Design, implement and evaluate presentations to a target audience

CRD 2.4 Use effective education and counseling skills to facilitate behavior change

CRD 2.5 Demonstrate active participation, teamwork and contributions in group settings

CRD 2.6 Assign patient care activities to DTRs and/or support personnel as appropriate

CRD 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice

CRD 2.8 Apply leadership skills to achieve desired outcomes

CRD 2.9 Participate in professional and community organizations

CRD 2.10 Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services

CRD 2.11 Demonstrate professional attributes within various organizational cultures

CRD 2.12 Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration

- The above competencies and knowledge requirement are satisfied by the following courses:
  - Prerequisite courses Prerequisite Courses teach fundamentals of English language for effective communication
    - ENGL 1010 *Introduction to Writing*
    - ENGL 2010 *Intermediate Writing*
  - Professional courses develop writing and other methods of communication as applied directly to the profession. Students are taught ethics, education/counseling, and management/leadership theories relevant to nutrition-related communication.
    - NDFS 4550/4560 *Clinical Nutrition I & II*
    - NDFS 4050/4060 *Education & Counseling I & II*
    - NDFS 4710/4720 *Foodservice Organization & Management*
  - Advanced courses require the student to apply principles taught during the professional phase through group projects, service learning, and participation in and presentation of research projects. In most years, students participate in one or more community events, including a celebration of Earth Day. The most recent Earth Day highlighted issues of plate waste and composting. **(exhibit)**
    - NDFS 4750 *Transition to Professional Practice*
    - NDFS 5750 *Advanced Practicum*
  - Supervised practice allows students to interact with course material through application.
    - NDFS 4570 *Clinical Nutrition Experience I*
    - *NDFS 4580 Clinical Nutrition Experience II*
    - NDFS 4660 *Medical Dietetics*
    - NDFS 4730 *Food Service Systems Lab*
    - NDFS 4740 *Foodservice Organization/Management Lab*
    - NDFS 4790 *Maternal/Child Lab*
    - NDFS 4760 *Transition to Professional Practice Lab*
    - NDFS 5750 *Advanced practicum*

KRD 2.2 The curriculum must provide principles and techniques of effective counseling methods.

CRD 2.1 Practice in compliance with current federal and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and code of Ethics for the Profession of dietetics.

CRD 2.4 Use effective education and counseling skills to facilitate behavior change

CRD 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice

CRD 2.8 Apply leadership skills to achieve desired outcomes

CRD 2.13 Demonstrate negotiation skills

- The above competencies and knowledge requirement are satisfied by the following courses:
    - Prerequisite courses teach fundamentals of English language for enhanced communication and the principles of psychology that influence counseling skills and proficiency
        - ENGL 1010 *Introduction to Writing*
        - ENGL 2010 *Intermediate Writing*
        - PSY 1010 *Introduction to Psychology*
    - Professional courses include a 2-semester class on education and counseling, including communication with and awareness of various cultures, socioeconomic backgrounds, and age groups. Students practice education and communication techniques through a variety of projects inside and outside class.
        - NDFS 4050/4060 *Education & Counseling I & II*
    - Supervised practice allows students to interact with course material through application.
        - NDFS 4570 *Clinical Nutrition Experience I*
        - NDFS 4580 *Clinical Nutrition Experience II*
        - NDFS 4660 *Medical Dietetics*

KRD 2.3 The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.

CRD 2.1 Practice in compliance with current federal and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and code of Ethics for the Profession of dietetics.

CRD 2.2 Demonstrate professional writing skills in preparing professional communications

CRD 2.5 Demonstrate active participation, teamwork and contributions in group settings

CRD 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice

CRD 2.8 Apply leadership skills to achieve desired outcomes

CRD 2.9 Participate in professional and community organizations

CRD 2.10 Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services

CRD 2.11 Demonstrate professional attributes within various organizational cultures

- The above competencies and knowledge requirement are satisfied by the following courses:
    - Professional courses provide instruction on the theories and practices relevant to professional practice, including how the Scope of Dietetics Practice and the Code of Ethics apply to various practice sites. The classwork includes information on how team members from various disciplines work together to complete tasks and establish programs and care plans.
        - NDFS 4550/4560 *Clinical Nutrition I & II*
        - NDFS 4710/4720 *Foodservice Organization & Management*

- Advanced courses include direct instruction on the Code of Ethics, Standards of Professional Performance, and Scope of Practice documents developed by the Academy of Nutrition and Dietetics.
    - NDFS 4750 *Transition to Professional Practice*
- Supervised practice allows students to interact with course material through application.
    - NDFS 4570 *Clinical Nutrition Experience I*
    - *NDFS 4580 Clinical Nutrition Experience II*
    - NDFS 4660 *Medical Dietetics*
    - NDFS 4730 *Food Service Systems Lab*
    - NDFS 4740 *Foodservice Organization/Management Lab*
    - NDFS 4790 *Maternal/Child Lab*

3. Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations

KRD 3.1 The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

CRD 3.1 Perform the Nutrition Care Process (a through e) and use standardized nutrition language for individuals, groups, and populations of differing ages and health status, in a variety of settings.

CRD 3.2 Demonstrate effective communications skills for clinical and customer services in a variety of formats

CRD 3.3: Develop and deliver products, programs or services that promote consumer health, wellness, and lifestyle management

CRD 3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends

- The above competencies and knowledge requirement are satisfied by the following courses:
    - Prerequisite courses teach the fundamental science that forms the basis for medical science, including investigation of molecular science, structure of the body, research methods, and technical writing.
        - MATH 1050 *College Algebra*
        - CHEM 1210/1220 *Principles of Chemistry I & II*
        - CHEM 2300 *Organic Chemistry,*
        - BIOL 2420 *Physiology*
        - CHEM 3700/3710 *Biochemistry*
        - NDFS 3600 *Medical Terminology*
        - ENGL 1010 *Introduction to Writing*
        - ENGL 2010 *Intermediate Writing*
        - STAT 1050 *Introduction to Statistics*
    - Introductory courses demonstrate how the basic sciences and research methodology are applied to develop recommendations for various groups of people and how chronic disease is influenced by nutrition
        - NDFS 1020 *Science & Application of Nutrition*
        - NDFS 2020 *Nutrition Throughout the Life Cycle*
        - NDFS 3020 *Nutrition and Physical Performance*
    - Professional courses teach medical nutrition therapy in conjunction with pathophysiology. The courses cover cardiovascular disease, diabetes, GI disorders, renal disease, and all other

major disorders throughout the life cycle. The courses utilize the nutrition care process and ADIME charting, as advocated by the Academy of Nutrition and Dietetics.
    - NDFS 4550/4560 *Clinical Nutrition I & II*
    - NDFS 4780 *Maternal & Child Nutrition*
  - Advanced courses strive to move students from classroom knowledge into the process of understanding and acquiring new knowledge through scientific processes. These classes utilize emerging research to deepen student understanding and ability to use evidence-based methods in dietetics practice.
    - NDFS 4020 *Advanced Nutrition*
    - NDFS 4750 *Transition into Professional Practice*
  - Supervised practice allows students to interact with course material through application.
    - NDFS 4570 *Clinical Nutrition Experience I*
    - *NDFS 4580 Clinical Nutrition Experience II*
    - NDFS 4660 *Medical Dietetics*

KRD 3.2 The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

CRD 3.1 Perform the Nutrition Care Process (a through e) and use standardized nutrition language for individuals, groups, and populations of differing ages and health status, in a variety of settings.

CRD 3.2 Demonstrate effective communications skills for clinical and customer services in a variety of formats

CRD 3.3: Develop and deliver products, programs or services that promote consumer health, wellness, and lifestyle management

CRD 3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends

CRD 3.5: Coordinate procurement, production, distribution and service of goods and services

CRD 3.6: Develop and evaluate recipes, formulas and menus for acceptability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

- The above competencies and knowledge requirement are satisfied by the following courses:
  - Prerequisite courses introduce the relationships between physiology and disease as well as the normal state of nutrition in the human organism.
    - BIOL 2420 *Physiology*
    - CHEM 3700/3710 *Biochemistry*
  - Introductory courses demonstrate the current theories of how nutrition influences the health outcomes of people in various lifestyles and cultures, as well as demonstrating how food influences the health of society in the larger context of sustainability and global welfare.
    - NDFS 1020 *Science & Application of Nutrition*
    - NDFS 1240 *Food Literacy*
    - NDFS 2020 *Lifecycle Nutrition*
  - Professional courses emphasize the breadth of diseases at the individual, local and community level.
    - NDFS 4480 *Community Nutrition*
    - NDFS 4550/4560 *Clinical Nutrition I & II*
    - NDFS 4780 *Maternal & Child Nutrition*
    - NDFS 4710 *Foodservice Systems*
    - NDFS 4720 *Foodservice Organization and Management*

- Advanced courses educate the student on the surveys, research tools, and landmark studies that are being used to inform our understanding of how nutrition contributes to health and disease.
    - NDFS 4020 *Advanced Nutrition*
    - NDFS 4750 *Transition to Professional Practice in Dietetics*
    - NDFS 5200 *Nutritional Epidemiology*
    - NDFS 5210 *Advanced Public Health Nutrition*
    - NDFS 5410 *Nutrient Gene Interaction*
- Supervised practice allows students to interact with course material through application.
    - NDFS 4570 *Clinical Nutrition Experience I*
    - *NDFS 4580 Clinical Nutrition Experience II*
    - NDFS 4660 *Medical Dietetics*
    - NDFS 4730 *Foodservice Systems Lab*
    - NDFS 4740 *Foodservice Organizations and Management Lab*
    - NDFS 4790 *Maternal/Child Lab*
    - NDFS 4760 *Transition to Professional Practice Lab*
    - NDFS 5750 *Advanced practicum*

KRD 3.3 The curriculum must include education and behavior change theories and techniques.

CRD 3.2 Demonstrate effective communications skills for clinical and customer services in a variety of formats

CRD 3.3: Develop and deliver products, programs or services that promote consumer health, wellness, and lifestyle management

CRD 3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends

- The above competencies and knowledge requirement are satisfied by the following courses:
    - Professional courses review the current theories and models of human behavior, behavior change, and education, and strategies for motivation. Practical activities provide skills in translating theory and evidence into individualized nutrition educational plans for diverse groups using a variety of venues.
        - NDFS 4050/4060 *Education & Counseling I & II*
    - Supervised practice allows students to interact with course material through application.
        - NDFS 4570 *Clinical Nutrition Experience I*
        - *NDFS 4580 Clinical Nutrition Experience II*
        - NDFS 4660 *Medical Dietetics*

4. Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations

KRD 4.1 The curriculum must include management and business theories and principles required to deliver programs and services

CRD 4.1: Participate in management of human resources
CRD 4.2: Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food
CRD 4.4: Conduct clinical and customer service quality management activities
CRD 4.5: Use current informatics technology to develop, store, retrieve and disseminate information and data
CRD 4.6: Analyze quality, financial or productivity data and develop a plan for intervention

CRD 4.7: Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment
CRD 4.8: Conduct feasibility studies for products, programs or services with consideration of costs and benefits
CRD 4.9: Analyze financial data to assess utilization of resources
CRD 4.10: Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies

- The above competencies and knowledge requirement are satisfied by the following courses:
    - Prerequisite courses provide the basic skills required in a management setting, such as the ability to handle calculations and to communicate in written form.
        - MATH 1050 *College Algebra*
        - ENGL 1010 *Introduction to Writing*
        - ENGL 2010 *Intermediate Writing*
    - Introductory courses provide the fundamental knowledge needed to effectively manage a food and food-related business.
        - NDFS 1250 *Sanitation & Safety*
    - Professional courses provide the academic training in management and business theories that can be used to manage human and other resources for effective structure and function of a modern business enterprise.
        - NDFS 4720 *Foodservice Organization & Management*
    - Advanced courses demonstrate how business and management theories apply to dietetics practice, specifically with respect to interpersonal resource management, billing practices, and group dynamics. In this course, students carry out a large group project to demonstrate negotiation, group function, and understanding of how to achieve goals using a variety of resources, including food.
        - NDFS 4750 *Transition to Professional Practice*
    - Supervised practice allows students to interact with course material through application.
        - NDFS 4660 *Medical Dietetics*
        - NDFS 4730 *Foodservice Systems Lab*
        - NDFS 4740 *Foodservice Organizations and Management Lab*
        - NDFS 4760 *Transition to Professional Practice Lab*
        - NDFS 5750 *Advanced practicum*

KRD 4.2 The curriculum must include content related to quality management of food and nutrition services.

CRD 4.1: Participate in management of human resources
CRD 4.2: Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food
CRD 4.3: Participate in public policy activities, including both legislative and regulatory initiatives
CRD 4.4: Conduct clinical and customer service quality management activities
CRD 4.5: Use current informatics technology to develop, store, retrieve and disseminate information and data
CRD 4.6: Analyze quality, financial or productivity data and develop a plan for intervention
CRD 4.7: Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment
CRD 4.8: Conduct feasibility studies for products, programs or services with consideration of costs and benefits
CRD 4.9: Analyze financial data to assess utilization of resources
CRD 4.10: Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies

- The above competencies and knowledge requirement are satisfied by the following courses:

- Prerequisite courses demonstrate the molecular composition and interaction of organic and inorganic compounds.
  - CHEM 1210/1220 *Principles of Chemistry I & II*
  - CHEM 2300 *Organic Chemistry*
- Introductory courses demonstrate how principles of chemistry influence food production, quality, and safety.
  - NDFS 1250 *Sanitation & Safety*
  - NDFS 3070 *Science of Food Preparation*
- Professional courses build upon the introductory courses by illustrating how foods can be adjusted for use in foodservice institutions and the techniques commonly used to gauge appropriateness, acceptability, and other aspects of customer satisfaction and financial feasibility.
  - NDFS 4710 *Quantity Foods*
  - NDFS 4720 *Foodservice Organization & Management*
- Supervised practice allows students to interact with course material through application.
  - NDFS 4730 *Foodservice Systems Lab*
  - NDFS 4740 *Foodservice Organizations and Management Lab*
  - NDFS 4760 *Transition to Professional Practice Lab*

KRD 4.3 The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.

CRD 4.3: Participate in public policy activities, including both legislative and regulatory initiatives
CRD 4.5: Use current informatics technology to develop, store, retrieve and disseminate information and data
CRD 4.6: Analyze quality, financial or productivity data and develop a plan for intervention
CRD 4.7: Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment
CRD 4.8: Conduct feasibility studies for products, programs or services with consideration of costs and benefits
CRD 4.9: Analyze financial data to assess utilization of resources

- The above competencies and knowledge requirement are satisfied by the following courses:
  - Prerequisite courses develop skills vital to interacting with public policy and understanding laws and regulations that govern practice.
    - ENGL 1010 *Introduction to Writing*
    - ENGL 2010 *Intermediate Writing*
  - Introductory courses demonstrate how current nutrition knowledge translates into public health regulations and recommendations.
    - NDFS 1020 *Science & Application of Nutrition*
  - Professional courses discuss how public policy interacts with current practices in nutrition. Course topics include public health agencies, national health goals and guidelines, public health care options, health care structure, HIPAA and confidentiality laws, and licensing of RDNs.
    - NDFS 4480 *Community Nutrition*
    - NDFS 4550 *Clinical Nutrition I*
  - Advanced courses demonstrate how public policy is generated and how dietitians have the potential to influence legal and political issues. The courses incorporate debates about controversial topics, writing a brief and letter for a Congressperson, and updates on current legislative efforts by the Academy and other nutrition-related agencies.
    - NDFS 4750 *Transition to Professional Practice*
    - NDFS 5210 *Advanced Public Health Nutrition*
  - Supervised practice allows students to interact with course material through application.
    - NDFS 4760 *Transition to Professional Practice Lab*

KRD 4.4 The curriculum must include content related to health care systems.

CRD 4.4: Conduct clinical and customer service quality management activities
CRD 4.5: Use current informatics technology to develop, store, retrieve and disseminate information and data
CRD 4.6: Analyze quality, financial or productivity data and develop a plan for intervention
CRD 4.9: Analyze financial data to assess utilization of resources
CRD 4.11: Code and bill for dietetics/nutrition services to obtain reimbursement from public and private insurers

- The above competencies and knowledge requirement are satisfied by the following courses:
  - Professional courses discuss the general structure, function, and payment structure of American healthcare.
    - NDFS 4480 *Community Nutrition*
    - NDFS 4550/4560 *Clinical Nutrition I & II*
  - Advanced courses describe current trends in healthcare management and how this might impact nutrition.
    - NDFS 4750 *Transition to Professional Practice*
    - NDFS 5210 *Advanced Public Health Nutrition*
  - Supervised practice allows students to interact with course material through application.
    - NDFS 4570 *Clinical Nutrition Experience I*
    - *NDFS 4580 Clinical Nutrition Experience II*
    - NDFS 4660 *Medical Dietetics*
    - NDFS 4730 *Foodservice Systems Lab*
    - NDFS 4740 *Foodservice Organizations and Management Lab*

KRD 4.5 The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers.

CRD 4.11: Code and bill for dietetics/nutrition services to obtain reimbursement from public and private insurers

- The above competencies and knowledge requirement are satisfied by the following courses:
  - Advanced courses introduced the concepts of billing, coding, and payment for service options in private dietetic practice. Students are provide with resources for licensure and Medicare provider reimbursement
    - NDFS 4750 *Transition to Professional Practice*
  - Supervised practice allows students to interact with course material through application.
    - NDFS 4660 *Medical Dietetics*
    - NDFS 4760 *Transition to Professional Practice Lab*

5. Support Knowledge: Knowledge underlying the requirements specified above.

KRD 5.1 The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.

- The above competencies and knowledge requirement are satisfied by the following courses:
  - Prerequisite courses demonstrate the molecular composition and interaction of organic and inorganic compounds.

        - CHEM 1210/1220 *Principles of Chemistry I & II*
        - CHEM 2300 *Organic Chemistry*
    - Introductory courses demonstrate how principles of chemistry influence food production, quality, and safety.
        - NDFS 1010 *Science & Application of Nutrition*
        - NDFS 1260 *Food Literacy*
        - NDFS 1250 *Sanitation & Safety*
        - NDFS 3070 *Science of Food Preparation*
    - Professional courses teach food production in a large facility, including the creation of normal, therapeutic and culturally appropriate menus, modification of recipes, and quality indicators. Menu analysis is taught using ESHA software.
        - NDFS 4710 *Quantity Foods*
        - NDFS 4720 *Foodservice Organization & Management*
    - Supervised practice allows students to interact with course material through application.
        - NDFS 4730 *Foodservice Systems Lab*
        - NDFS 4740 *Foodservice Organizations and Management Lab*
        - NDFS 4760 *Transition to Professional Practice Lab*
        - NDFS 5750 *Advanced practicum*

KRD 5.2 The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism and nutrition across the lifespan.

- The above competencies and knowledge requirement are satisfied by the following courses:
    - Prerequisite courses instruct students on basic scientific principles and the theories and principles of molecular and biologic sciences that are crucial to understanding food, nutrition, and the human organism, including basic studies in physiology, genetics, and microbiology.
        - MATH 1050 *College Algebra*
        - CHEM 1210/1220 *Principles of Chemistry I & II*
        - CHEM 2300 *Organic Chemistry*
        - BIOL 2420 *Physiology*
        - CHEM 3700/3710 *Biochemistry*
        - STAT 1040 *Introduction to Statistics*
    - Introductory courses utilize the basic science principles from the prerequisite courses to demonstrate how food interacts with the human system to influence health or disease.
        - NDFS 1020 *Science & Application of Nutrition*
        - NDFS 3070 *Science of Food Preparation*
    - Professional courses permit students to apply the scientific learning early in the curriculum and build upon that knowledge to incorporate more complex information in pathophysiology, basic pharmacology, and alterations in metabolism due to disease.
        - NDFS 4550/4560 *Clinical Nutrition I & II*
    - Advanced courses build on professional-level knowledge through examples of how science is currently explored by nutrition researchers. Students are provided more complex information on the interaction between biochemistry, microbiology, and genetics.
        - NDFS 4020 *Advanced Nutrition*
        - NDFS 5410 *Nutrient-Gene Interactions*
    - Supervised practice allows students to interact with course material through application.
        - NDFS 4570 *Clinical Nutrition Experience I*
        - *NDFS 4580 Clinical Nutrition Experience II*
        - NDFS 4660 *Medical Dietetics*
        - NDFS 4790 *Maternal/Child Lab*

KRD 5.3 The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology.

- The above competencies and knowledge requirement are satisfied by the following courses:
  - Prerequisite courses survey the basic principles and theories of human interaction
    - PSY 1010 *Introduction to Psychology OR*
    - SOC 1010 *Introduction to Sociology*
  - Introductory courses discuss how culture influences nutrition and how lifestyle, life cycle, and behavior choices alter nutrition needs.
    - NDFS 1020 *Science & Application of Nutrition*
    - NDFS 2020 *Nutrition Throughout the Life Cycle*
    - NDFS 3020 *Nutrition and Physical Performance*
  - Professional courses review current theories and models of human psychology, sociology, influence of culture, motivational strategies, literacy levels, and readiness to change.
    - NDFS 4480 *Community Nutrition*
    - NDFS 4050/4060 *Education & Counseling II & II*
  - Advanced courses demonstrate how these theories and models influence community and individual approaches to current nutrition problems, including obesity.
    - NDFS 5210 *Advanced Public Health Nutrition*
  - Supervised practice allows students to interact with course material through application.
    - NDFS 4660 *Medical Dietetics*
    - NDFS 4760 *Transition to Professional Practice Lab*
    - NDFS 5750 *Advanced practicum*

In analyzing the curriculum of the USU CPD, the following strengths and weaknesses have emerged.

- **Areas of strength**
  - Nutrition courses are high quality per standardized assessment tool
  - Food literacy course incorporates sustainability principles and has become the standard for the state of Utah
  - Competencies are woven effectively throughout the curriculum
  - Students are exposed to a wide range of dietetics practice options, including RDNs involved in research
  - Students are selected using a standardized and competitive process and are required to meet strict performance standards, which has resulted in high RD exam pass rates and job placement
  - Supervised practice facilities are diverse and well-respected for their given specialty

- **Areas of non-compliance or weakness**
  - No issues of non-compliance were identified.
  - Students continue to request more robust training in the science behind nutrition, including nutrigenomics, research development, and micronutrient supplementation

- **Your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness**
  - The CPD has begun discussion on various paths to morph into a master's level program. Once this is achieved, there will be room in the program structure to add higher-level courses with the requested scientific rigor. The program is on track for transition within the ACEND timeframe.

- **Plans to improve your program above and beyond the standards and guidelines.**

Overall, the required curriculum at USU is challenging and meets all the requirements for a CPD as per ACEND standards. Transition to a master's level program will provide additional breadth and prepare students to be highly competitive for future employment.

Meets

X	1. No compliance problems are present.
	2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

	Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

	Plans to address compliance problems are not viable or have not been developed.

Curriculum Map (Standard 10)
Didactic & Supervised-practice Courses Aligned with Core Knowledge & Competencies for the RD

Background: The Curriculum Map is used to identify the courses or rotations in which students are being taught specific knowledge requirements and competencies.

Courses & Rotations	KRD 1.1	[illegible]	CRD 1.2	CRD 1.3	CRD 1.4	CRD 1.5		KRD 2.1	KRD 2.2	KRD 2.3	CRD 2.1	CRD 2.2	CRD 2.3	CRD 2.4	CRD 2.5	CRD 2.6	CRD 2.7	CRD 2.8	CRD 2.9	CRD 2.10	CRD 2.11	CRD 2.12	CRD 2.13
Semester 1																							
CHEM 1210 Principles of Chemistry (4)	X		x																				
NDFS 1020 Science and Application of Nutrition (3)	X		X		X																		
NDFS 1260 Food Literacy (3)	X																						
MATH 1050 College Algebra (4)	X																						
PSY 1010 Introduction to Psychology (3)	X								X														
Semester 2																							
CHEM 1220 Principles of Chemistry II (4)	X		X																				
NDFS 2020 Lifecycle Nutrition (3)	X		X		X																		
ENGL 1010 Introduction to Writing (3)								X	X			X											
STAT 1040 Introduction to Statistics (3)	X																						
Semester 3																							
CHEM 2300 Organic Chemistry (3)	X		X																				
NDFS 3020 Sports Nutrition (2)	X		X																				
BIOL 2420 Physiology (4)	X		X																				
ENGL 2010 Intermediate Writing (3)								X	X			X											
Semester 4																							
CHEM 3700 Biochemistry	X		X																				
CHEM 3710 Biochemistry Lab	X																						
NDFS 3070 Science of Food Preparation (3)	X	X																					
NDFS 1250 Sanitation & Safety (3)																							
NDFS 3600: Medical Terminology (1)																							
Semester 5																							
NDFS 4020 Advanced Nutrition (3)	X		X		X																		
NDFS 4050 Education & Counseling I (2)								X	X		X	X		X									
NDFS 4480 Community Nutrition (3)																							
NDFS 4550 Medical Nutrition Therapy I	X							X		X	X	X											

(4)																							
NDFS 4570 Clinical Experience I (1)	X						X		X	X	X		X			X				X			
NDFS 4710 Food Service Systems (2)	X	X		X			X	X	X														
NDFS 4730 Food Service Lab (2)	X	X		X			X		X	X										X			
Semester 6																							
NDFS 4060 Education & Counseling II (2)							X	X			X	X	X	X			X	X					
NDFS 4560 Medical Nutrition Therapy II (4)	X		X				X		X		X												
NDFS 4580 Clinical Nutrition II (2)	X		X				X	X	X	X	X		X			X	X			X			
NDFS 4720 Foodservice Organization and Management (2)	X	X		X			X		X														
NDFS 4740 FS Management Lab (2)	X	X		X					X	X	X			X						X			
NDFS 4780 Maternal & Child Nutrition (2)	X																						
NDFS 4790 Maternal & Child Lab (1)	X						X		X	X	X									X			
Semester 7																							
NDFS 4660 Medical Dietetics (12)	X		X				X	X	X	X	X		X	X	X	X	X		X	X			
Semester 8																							
NDFS 4750 Transition to Professional Practice in Dietetics (2)	X					X		X		X									X			X	
NDFS 4760 Professional Practice Lab (2)						X		X			X	X			X			X			X		
NDFS 5210 Advanced Public Nutrition (2)	X		X		X																		
NDFS 5310 Nutrient Gene Interaction (3)	X		X		X																		
NDFS 5750 Advanced Practicum (3)								X					X	X	X			X			X		X

Courses & Rotations	KRD 3.1	KRD 3.2	KRD 3.3	CRD 3.1	3.1.a	3.1.b	3.1.c	3.1.d	3.1.e	CRD 3.2	CRD 3.3	CRD 3.4	CRD 3.5	CRD 3.6								
Semester 1																						
CHEM 1210 Principles of Chemistry (4)	X																					
NDFS 1020 Science and Application of Nutrition (3)	X	X																				
NDFS 1260 Food Literacy (3)		X																				
MATH 1050 College Algebra (4)	X																					
PSY 1010 Introduction to Psychology (3)																						
Semester 2																						
CHEM 1220 Principles of Chemistry II (4)	X																					
NDFS 2020 Lifecycle Nutrition (3)	X	X																				
ENGL 1010 Introduction to Writing (3)	X																					
STAT 1040 Introduction to Statistics (3)	X																					
Semester 3																						
CHEM 2300 Organic Chemistry (3)	X																					
NDFS 3020 Sports Nutrition (2)	X																					
BIOL 2420 Physiology (4)	X	X																				
ENGL 2010 Intermediate Writing (3)	x									X												
Semester 4																						
CHEM 3700 Biochemistry	X	X																				
CHEM 3710 Biochemistry Lab		X																				
NDFS 3070 Science of Food Preparation (3)																						
NDFS 1250 Sanitation & Safety (3)																						
USU 1330 (university requirement) (3)																						
NDFS 3600: Medical Terminology (1)	X																					
Semester 5																						
NDFS 4020 Advanced Nutrition (3)	X	X																				
NDFS 4050 Education & Counseling I (2)			X						X	X	X	X										
NDFS 4480 Community Nutrition (3)		X																				
NDFS 4550 Medical Nutrition Therapy I (4)	X	X		X	X	X	X	X	X	X												
NDFS 4570 Clinical Experience I (1)	X	X	X	X	X	X	X	X	X	X	X	X										

NDFS 4710 Food Service Systems (2)		X											X									
NDFS 4730 Food Service Lab (2)		X											X									
Semester 6																						
NDFS 4060 Education & Counseling II (2)			X								X		X									
NDFS 4560 Medical Nutrition Therapy I (4)		X		X	X	X	X	X	X	X												
NDFS 4580 Clinical Nutrition II (2)	X	X	X	X	X	X	X	X	X	X	X	X										
NDFS 4720 Foodservice Organization and Management (2)		X											X									
NDFS 4740 FS Management Lab (2)		x							X				X									
NDFS 4780 Maternal & Child Nutrition (2)	X	X		X	X	X	X	X	X													
NDFS 4790 Maternal & Child Lab (1)		X		X	X	X	X	X	X			X										
Semester 7																						
NDFS 4660 Medical Dietetics (12)	X	X	X	X	X	X	X	X	X	X		X										
Semester 8																						
NDFS 4750 Transition to Professional Practice in Dietetics (2)	X	X									X											
NDFS 4760 Professional Practice Lab (2)		X						X	X	X		X										
NDFS 5210 Advanced Public Nutrition (2)		X																				
NDFS 5410 Nutrient Gene Interaction (3)		X																				
NDFS 5750 Advanced Practicum (3)		X						X	X	X		X										

Courses & Rotations	KRD 4.1	KRD 4.2	KRD 4.3	KRD 4.4	KRD 4.5	CRD 4.1	CRD 4.2	CRD 4.3	CRD 4.4	CRD 4.5	CRD 4.6	CRD 4.7	CRD 4.8	CRD 4.9	CRD 4.10	CRD 4.11		KRD 5.1	KRD 5.2	KRD 5.3			
Semester 1																		X	X				
CHEM 1210 Principles of Chemistry (4)		X																					
NDFS 1020 Science and Application of Nutrition (3)			X															X	X	X			
NDFS 1260 Food Literacy (3)																		X					
MATH 1050 College Algebra (4)	X																		X				
PSY 1010 Introduction to Psychology (3)																				X			
Semester 2																							
CHEM 1220 Principles of Chemistry II (4)		X																X	X				
NDFS 2020 Lifecycle Nutrition (3)																				X			
ENGL 1010 Introduction to Writing (3)	X		X																				
STAT 1040 Introduction to Statistics (3)																			X				
Semester 3																							
CHEM 2300 Organic Chemistry (3)		X																X	X				
NDFS 3020 Sports Nutrition (2)																				X			
BIOL 2420 Physiology (4)																			X				
ENGL 2010 Intermediate Writing (3)	X		X																				
Semester 4																							
CHEM 3700 Biochemistry																			X				
CHEM 3710 Biochemistry Lab																			X				
NDFS 3070 Science of Food Preparation (3)		X										X						X	X				
NDFS 1250 Sanitation & Safety (3)	X	X																X					
NDFS 3600: Medical Terminology (1)																							
Semester 5																							
NDFS 4020 Advanced Nutrition (3)																		X					
NDFS 4050 Education & Counseling I (2)												X							X				
NDFS 4480 Community Nutrition (3)				X	X				X										X				
NDFS 4550 Medical Nutrition Therapy I (4)				X	X						X								X				
NDFS 4570 Clinical Experience I (1)	X			X							X		X						X				
NDFS 4710 Food Service Systems (2)		X								X								X					
NDFS 4730 Food Service Lab (2)	X	X		X			X		X									X					
Semester 6																							
NDFS 4060 Education & Counseling II (2)																				X			
NDFS 4560 Medical Nutrition Therapy I (4)				X						X									X				
NDFS 4580 Clinical Nutrition II (2)	X			X		X	X			X									X				
NDFS 4720 Foodservice Organization and Management (2)	X	X							X	X				X	X			X					

NDFS 4740 FS Management Lab (2)	X	X		X		X	X		X	X	X	X	X	X	X			X					
NDFS 4780 Maternal & Child Nutrition (2)																							
NDFS 4790 Maternal & Child Lab (1)	X																		X				
Semester 7																							
NDFS 4660 Medical Dietetics (12)	X		X	X				X								X			X	X			
Semester 8																							
NDFS 4750 Transition to Professional Practice in Dietetics (2)	X		X	X	X			X		X													
NDFS 4760 Professional Practice Lab (2)	X	X	X		X	X	X			X		X	X	X	X	X			X		X		
NDFS 5210 Advanced Public Nutrition (2)				X	X				X												X		
NDFS 5410 Nutrient Gene Interaction (3)																				X			
NDFS 5750 Advanced Practicum (3)	X											X							X		X		

Curriculum Map (Standard 10)
Didactic & Supervised-practice Courses Aligned with Concentration-area Competencies

Background: The Curriculum Map is used to identify the courses or rotations in which students are being taught specific concentration-area competencies.

Directions: List courses in chronological order organized by term, including course number, course title, and credit hours. Next, using course syllabi, textbooks, and assignments, identify which concentration-area competencies occur in a course or rotation and place an 'X' in the appropriate column.

Lifecycle Nutrition	CRD 2.3.1	CRD 3.1.1
Semester 2		
NDFS 2020 Lifecycle Nutrition (3)	X	
Semester 5		
NDFS 4480 Community Nutrition (3)		
Semester 6		
NDFS 4780 Maternal & Child Nutrition (2)		X
NDFS 4790 Maternal & Child Lab (1)	X	X
Semester 7		
NDFS 4660 Medical Dietetics (12)		X

Dietetics Competency Checklist

Graduating Class of 2016

Check	Competency	Capstone demonstration	Class
	Pre-application		
	CRD 4.2: Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food	ServSafe Certificate	NDFS 1250
	CRD 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.	Research Project	NDFS 3070
	Fall Junior Year		
	CRD 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.	Summary report of foodservice experiences	NDFS 4740
	CRD 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.	Final Case Study & Oral Presentation	NDFS 4550
	CRD 2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the	Scope of Practice module Preceptor Evaluations (all semesters)	NDFS 4550 NDFS 4570/4580

	Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics		
	CRD 2.3: Design, implement and evaluate presentations to a target audience	Food Day	NDFS 4050
	CRD 2.11: Demonstrate professional attributes within various organizational cultures	Preceptor evaluations	NDFS 4560
	CRD 3.1: Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings	Nutrition care plans	NDFS 4570
	CRD 3.2: Demonstrate effective communications skills for clinical and customer services in a variety of formats.	Food Day Preceptor evaluations	NDFS 4050 NDFS 4570
	CRD 3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends	Food Day	NDFS 4050
Spring Junior Year			
	CRD 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.	Final Case Study & Oral Presentation	NDFS 4560
	CRD 2.2: Demonstrate professional writing skills in preparing professional communications	Summary report of foodservice rotations	NDFS 4740
	CRD 2.9: Participate in professional and community organizations	Attend UAND conference	NDFS 4060
	CRD 2.11: Demonstrate professional attributes within various organizational cultures	Preceptor evaluations	NDFS 4560
	CRD 3.1: Perform the Nutrition Care Process (a through e	Nutrition care plans	NDFS 4580

	below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings	Rotation sheets	
	CRD 4.4: Conduct clinical and customer service quality management activities	Management project	NDFS 4730/4740
	CRD 4.5: Use current informatics technology to develop, store, retrieve and disseminate information and data	Soup Connection blog post (must contain nutrition analysis of a food/recipe)	NDFS 4560
	CRD 4.6: Analyze quality, financial or productivity data and develop a plan for intervention	Management project	NDFS 4730/4740
	CRD 4.8: Conduct feasibility studies for products, programs or services with consideration of costs and benefits.	Management project	NDFS 4730/4740
	CRD 3.5: Coordinate procurement, production, distribution and service of goods and services.	Special occasions luncheon	NDFS 4740
	CRD 4.1: Participate in management of human resources	Special occasions luncheon	NDFS 4740
	CRD 4.7: Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment	Special occasions luncheon	NDFS 4740
	CRD 4.9: Analyze financial data to assess utilization of resources	Management project	NDFS 4730/4740
Fall Senior Year			
	CRD 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of	Final Case Study & Oral Presentation	NDFS 4660

	dietetics practice.		
	CRD 2.2: Demonstrate professional writing skills in preparing professional communications	Final Case Study	NDFS 4660
	CRD 2.4: Use effective education and counseling skills to facilitate behavior change	Preceptor evaluations	NDFS 4660
	CRD 2.6: Assign patient care activities to DTRs and/or support personnel as appropriate.	Preceptor evaluations	NDFS 4660
	CRD 2.7: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice	Preceptor evaluations	NDFS 4660
	CRD 2.10: Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.	Preceptor evaluations	NDFS 4660
	CRD 2.11: Demonstrate professional attributes within various organizational cultures	Preceptor evaluations	NDFS 4660
	CRD 3.1: Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings	Nutrition care plans Rotation sheets	NDFS 4660
	CRD 3.2: Demonstrate effective communications skills for clinical and customer services in a variety of formats.	Preceptor evaluations	NDFS 4660
Spring Senior Year			
	CRD 1.3: Justify programs, products, services and care using appropriate evidence or data	Business Plan	NDFS 4750/4760
	CRD 1.4: Evaluate emerging research for application in dietetics practice	Research project	NDFS 4750/4760
	CRD 1.5: Conduct projects using appropriate research methods, ethical procedures and data analysis	Research project	NDFS 4750/4760
	CRD 2.5: Demonstrate active participation, teamwork and contributions in group settings	Practicum project	NDFS 5750
	CRD 2.8: Apply leadership skills to achieve desired	Research project	NDFS 4750/4760

	outcomes		
	CRD 2.9: Participate in professional and community organizations	Attend UAND conference	NDFS 4760
	CRD 2.12: Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration	Portfolio project	NDFS 4750
	CRD 2.13: Demonstrate negotiation skills	Practicum project(s) evaluation	NDFS 5750
	CRD 3.3: Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management	Soup Connection project(s)	NDFS 4750/4760
	CRD 3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends	Practicum project Research project	NDFS 5750 NDFS 4750/4760
	CRD 3.5: Coordinate procurement, production, distribution and service of goods and services.	Soup Connection project(s)	NDFS 4750/4760
	CRD 4.1: Participate in management of human resources	Soup Connection project(s) Practicum project	NDFS 4750/4760 NDFS 5750
	CRD 4.2: Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food	Soup Connection project(s)	NDFS 4750/4760
	CRD 4.3: Participate in public policy activities, including both legislative and regulatory initiatives	Health brief/letter to representative	NDFS 4750
	CRD 4.7: Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment	Soup Connection project(s) Practicum project	NDFS 4750/4760 NDFS 5750
	CRD 4.10: Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies	Business plan	NDFS 4750/4760

	CRD 4.11: Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers.	Coding module	NDFS 4750

Logan Regional Hospital

Location: 500 East 1400 North, Logan, Utah

Times of rotation: M,T,H, F 12:30 pm to 4:30 pm (end of semester)

Clock hours per student: 28 supervised practice hours

This rotation helps to satisfy the following competencies for dietetics education:

CRD 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.
CRD 2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics.
CRD 2.2: Demonstrate professional writing skills in preparing professional communications.
CRD 2.5: Demonstrate active participation, teamwork and contributions in group settings.
CRD 2.7: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
CRD 2.11: Demonstrate professional attributes within various organizational cultures.
CRD 3.1: Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.
CRD 3.2: Demonstrate effective communications skills for clinical and customer services in a variety of formats.
CRD 4.5: Use current informatics technology to develop, store, retrieve and disseminate information and data.

By the end of this rotation, students will:

1. Utilize the electronic medical record to perform accurate nutrition assessments
2. Select appropriate nutrition indicators and diagnoses per facility guidelines
3. Provide basic patient education on common topics.
4. Appropriately engage preceptor for learning and feedback.

Assignments:

1. Complete at least 5 patient assessments using the Logan Regional Hospital guidelines.
2. Complete a Nutrition Care Plan on a patient during this rotation
3. Provide at least 1 basic nutrition education

Nutrition, Dietetics and Food Sciences - BS

College of Agriculture and Applied Sciences

Department of Nutrition, Dietetics and Food Sciences

Departmental Admission Requirements

Admission requirements for the Department of Nutrition, Dietetics and Food Sciences are the same as those described for the University. Students in good standing may apply for admission to the department. Students planning to major in Nutrition, Dietetics and Food Sciences should take algebra, chemistry, and biology in high school.

Students must complete the General Education requirements

- NDFS 1020 will fulfill the Life Sciences requirement **and**
- CHEM 1010, CHEM 1110 or CHEM 1220 will fulfill the Physical Sciences requirement for students in the Nutrition, Dietetics and Food Sciences major

Students must also complete the University Studies requirements

- Two courses having CI designation (such as NDFS 4060, NDFS 4560, NDFS 4660, NDFS 4780, NDFS 5110, NDFS 5210, NDFS 5410 and NDFS 5920) will fulfill the Communications Intensive (CI) requirement
- One course having QI designation (such as BIOL 3060, NDFS 4420, NDFS 4440, NDFS 4720, NDFS 5100, NDFS 5500, PSC 4600, STAT 2000 and STAT 3000 will fulfill the Quantitative Intensive (QI) requirement
- Complete at least 2 credits in approved 3000-level or above courses from each of the following two catagories: Humanities and Creative Arts (DHA) and Social Sciences (DSS)

aduation Requirements

All graduates from the department must have completed one of the four emphasis areas in the department and must meet the following minimum requirements:

Grade point average (GPA) must be 2.5 or higher in all courses required for the major. Students in the Coordinated Program in Dietetics emphasis or the Didactic Program in Dietetics emphasis, must attain an overall GPA of at least 3.0.

A grade of *C* or better must be received in every required course offered through the department (i.e., courses having an NDFS prefix).

Courses required for the major may be repeated *only once* to improve a grade, unless approved by the department head or program director.

Courses required for the major may not be taken as *Pass-D-Fail* credits.

Dietetics Emphasis

Students selecting the Dietetics Emphasis must choose either the **Coordinated Program in Dietetics (CPD)** or the **Didactic Program in Dietetics (DPD).** Courses followed by an asterisk (*) are suggested for fulfilling University Studies Requirements.

Coordinated Program in Dietetics (CPD)

Freshman Year

Fall Semester

- CHEM 1210 - Principles of Chemistry I 4

- MATH 1050 - College Algebra (QL) **4**
- NDFS 1020 - Science and Application of Human Nutrition (BLS) **3**
- NDFS 1260 - Food Literacy **3**

- PSY 1010 - General Psychology (BSS) **3 or**
- SOC 1010 - Introductory Sociology (BSS) **3**

Spring Semester

- CHEM 1220 - Principles of Chemistry II (BPS) **4**
- ENGL 1010 - Introduction to Writing: Academic Prose (CL1) **3**
- NDFS 2020 - Nutrition Throughout the Life Cycle **3**
- STAT 1040 - Introduction to Statistics (QL) **3**
- Breadth Humanities (BHU) **3**
- Univ. Studies Depth Humanities and Creative Arts (DHA) Course **2**

Sophomore Year

Fall Semester

- BIOL 2420 - Human Physiology **4**
- CHEM 2300 - Principles of Organic Chemistry **3**

- FCHD 3350 - Family Finance (DSS) **3 or**
- MGT 3110 - Managing Organizations and People (DSS) **3**

- NDFS 3020 - Nutrition and Physical Performance **2**
- USU 1300 - U.S. Institutions (BAI) **3 ***
- USU 1330 - Civilization: Creative Arts (BCA) **3 ***

Spring Semester

- CHEM 3700 - Introductory Biochemistry **3**
- CHEM 3710 - Introductory Biochemistry Laboratory **1**
- ENGL 2010 - Intermediate Writing: Research Writing in a Persuasive Mode (CL2) **3**
- NDFS 1250 - Sanitation and Safety **3**
- NDFS 3070 - Science of Food Preparation **3**
- NDFS 3600 - Medical Terminology for Health Care Professionals **1**

Junior Year

Fall Semester

- NDFS 4020 - Advanced Nutrition **3**
- NDFS 4050 - Education and Counseling Methods in Dietetics I (CI) **2**
- NDFS 4480 - Community Nutrition **3**
- NDFS 4550 - Medical Nutrition Therapy I **4**
- NDFS 4570 - Clinical Nutrition Experience I **1**
- NDFS 4710 - Food Service Systems **2**
- NDFS 4730 - Food Service Systems Lab **2**

Spring Semester

- NDFS 4060 - Education and Counseling Methods in Dietetics II (CI) **2**
- NDFS 4560 - Medical Nutrition Therapy II (CI) **4**
- NDFS 4580 - Clinical Nutrition Experience II **2**
- NDFS 4720 - Food Service Organization and Management (QI) **2**
- NDFS 4740 - Food Service Organization and Management Lab **2**
- NDFS 4780 - Maternal and Child Nutrition (CI) **2**
- NDFS 4790 - Maternal and Child Nutrition Lab **1**

Senior Year

Fall Semester

- NDFS 4660 - Medical Dietetics (CI) **12**

Spring Semester

- NDFS 4750 - Transition to Professional Practice **2**
- NDFS 4760 - Transition to Professional Practice Lab **2**
- NDFS 5210 - Advanced Public Health Nutrition (CI) **2**
- NDFS 5410 - Nutrient Gene Interactions (CI) **3**
- NDFS 5750 - Advanced Dietetics Practicum **1-6** (2 credits required)

Course Information:

Advanced Nutrition – NFS 4020
Fall '14
Tuesdays and Thursdays 10:30 – 11:45
NFS 202

Description: This class is all about the metabolism of nutrients and how that impacts human assuming different conditions. I will presume you have a sound background in the biological sciences but will provide some review of biochemistry and physiology. The information you learn in this course will help you to apply biochemistry and physiology to nutrient use from consumption through digestion, absorption, distribution, and cellular metabolism. The impact of starvation, metabolic stress, exercise, inflammation and insulin resistance on human metabolism will be discussed.

Pre-requisites: NDFS 1020 (intro nutrition); Chem 3700 (intro biochem); Biol 2000 (intro human physiology)

Instructor Information:

Heidi Wengreen, R.D., Ph.D.
Associate Professor
Department of Nutrition and Food Sciences
Office phone 797-1806
Email address Heidi.wengreen@usu.edu

Office hours: Tues and Thursday 1:00 – 2:30 pm; other times by appointment please.

Required materials:

Advanced Nutrition and Human Metabolism, 6th ed. (although you can probably get along A-OK with the 5th ed.) By Gropper and Smith. ISBN-10 1133104053 ISBN-13 978-1133104056.

This book is also good, **but not required**. Metabolic Regulation. A Human Perspective, 3rd ed. By Keith Frayn. ISBN-10 1405183594 ISBN-13 978-1405183598.

Helpful website:

http://themedicalbiochemistrypage.org/ - Review of biochemistry

http://www.ncbi.nlm.nih.gov/pubmed/ - Pubmed U.S. national library of medicine

IDEA Learning Objectives	Course Learning Outcomes (at the end of this class students will be able to…)
Objective 2. Learn fundamental principles, generalizations, or theories.	Demonstrate a working knowledge of the structure, function, digestion, transport, storage, and metabolism of macronutrients.
	Recognize how major organs and tissues of an organism interact through the integration of key metabolic pathways.
	Identify requirements and significant food sources of macronutrients.
Objective 4. Develop specific skills, competencies, and points of view needed by nutrition professionals.	Describe the role of integrated metabolism in the development or exacerbation of chronic disease.
	Create and analyze a meal plan using specific criteria.
	Identify nutritional benefits and risks associated with following popular fad diets.
Objective 11. Learning to analyze and critically evaluate ideas, arguments, and points of view.	Evaluate the scholarly merits of information sources and health claims against a set of criteria.
	Synthesize diverse information resources in order to develop a body of evidence that supports a purpose.

** For dietetics students: This class helps to satisfy the following competencies in dietetics education.* **KRD 1.1:** The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice. **KRD 5.2:** The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism and nutrition across the lifespan.

Course Guidelines:

- Check our homepage in Canvas regularly. Any announcements or updates to the class will be posted here.
- Lecture notes are available on our Canvas homepage – however these are subject to change and DO NOT take the place of class attendance. Additional information may be given in class that is not available in the notes posted on Canvas.

- Lectures will be recorded and available using Panapto on our Canvas homepage.
- Complete assigned readings before attending the lecture on that topic.
- Any work not submitted on time according to the class calendar will be docked 25% of the points per day.
- If you wish to dispute the grade received on an assignment, presentation or test, you must do so in writing within 1 week of the return of the graded material.
- Academic dishonesty in any portion of the academic work for this course shall be grounds for awarding a grade of F for the course.
- "If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center, preferably during the first week of the course. Any request for special considerations relating to attendance, pedagogy, taking of examinations, etc. must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in an alternative format – large print, audio, diskette, etc.
- You may take exams early (up to 2 days before the scheduled test date), but not late. If you have a conflict with a scheduled test date let me know ASAP so we can make arrangements for you to take the exam early.

Grading:
Your grade for the course will be based on your score from two mid-term exams (80 points each), and one final exam (comprehensive, 110 points). Exams are worth 52% of your final grade in the course. The other points are earned by completing quizzes (12%), being in class and answering i-clicker questions (5%), completing assignments (22%), responding to discussion posts in Canvas (3%), and providing peer-reviews of annotated bibliographies (6%).

Exams (2 mid-terms exams @ 80 pts each; 1 final @ 110 pts)	270
Assignments (5 @ 25 - 30 pts each)	115
No pressure quizzes (7 @ up to 10 pts each)	60
Peer-reviews of annotated bibliographies (10 @ 3 pts each)	30
Discussion (3 @ 5 pts each)	15
I-clicker questions	25
TOTAL POINTS	515

Students earning the percentage of total points as outlined will earn no lower a grade than that referenced below:

94+% = A; 90-93% = A-
87-89% = B+; 84-86% = B; 80-83% = B-
77-79% = C+; 74-76% = C; 70-73% = C-
67-69% = D+; 64-66% = D; 60-63% = D-

<60% = F

Exams (270 points) (52%):
Your two mid-term exams will be given online in Canvas. See the Canvas calendar for an exam schedule. You are expected to take exams by the scheduled close date. If an emergency arises you are responsible to contact Dr. Wengreen as soon as possible to explain the situation and to discuss options. The final exam will be comprehensive and will be taken in class.

No-pressure quizzes (7 @ 10 points each, 60 points possible) (12%):
Quizzes cover content addressed in the assigned reading from your textbook. They are due on assigned Sundays by 11:59 pm. See the Canvas calendar for exact due dates for quizzes. Quizzes are open-book and note and are not timed. They will be graded automatically. You will be allowed three attempts on quizzes (up until the due date); your highest score will count. Questions will change with each attempt.

Hot Topic Assignments (115 pts, 23%)
We will explore "Hot Topics" on 5 designated days during the semester. You will need to complete your assignment BEFORE you come to class and be ready to discuss with your peers and the class what you learned. Each assignment will include an activity related to food and diet that you will complete (5-10 points), and **one** peer-reviewed paper for you to read and write an annotated bibliography on (20 points). During class you will be reviewing and grading two of your peer's annotated bibliographies (3 points each). You will receive points for completing the assignments as outlined in Canvas and for completing the peer-reviews. On the Hot Topic of the "Diet Debate" you will be working in teams to prepare and present a short presentation on a current fad diet. You will receive additional points for the presentation part of this assignment (10 points).

Annotated bibliographies (AB) are short papers in a structure that encourages you to interpret and think critically about the information provided in peer-reviewed studies. Your annotated bibliographies should be three paragraphs and approximately 1 typed page in length (single spaced, 12 point font, at least 300 and not more than 1000 words). The paragraphs in your AB should be arranged in the following order: your first paragraph should be one that summarizes the paper, your second paragraph should include your assessment of the work, and the final paragraph should include your personal reflection regarding the contribution of the paper. Annotated bibliographies should be written in complete and logical sentences. Grammar, spelling, and flow of information will be considered.

The summary paragraph should include details about the study design, the population under study, and the results of the study. The study results should be provided in quantifiable terms, not just by the direction of the association. The assessment paragraph should discuss limitations and strengths of the study

design as well as the relevance and accuracy of the author's conclusions. The reflection paragraph should be a summary of your personal reflection on the work. The reflection paragraph should address what new information this study provided to you and to the field of study. You may consider answering these questions when writing the reflection paragraph of your annotations: How does the information from this article compare to other information available to you on the topic? Does the information provided challenge or confirm your previous view on the subject? What questions does it leave you that need to be answered?

Completed annotations are due at the beginning of class on the designated days. **You must bring 2 hard copies (with each copy on a separate sheet of paper) of your completed annotation with you to class.** Annotations will be graded by two of your peers using the assigned grading rubric. The average of the scores provided by your peers will be recorded in the gradebook. You may challenge this grade and request it be graded by Dr. Wengreen anytime during the week after the grades for the assignment are posted.

Grading rubric for annotated bibliographies (20 points)

Criteria	Rating (5 = full credit)	Points	Comments
Content – summary	Includes an accurate declaration of the study design and key results in quantifiable terms.		
Content – assessment	Includes at least 3 sentences regarding strengths and limitations of the work.		
Content – reflection	Includes at least 3 sentences that put the research into context and comment on the contribution this paper makes to what is known on this topic.		
Mechanics	The paper is written in complete sentences with no errors in spelling or grammar. The flow of information is logical.		

The Hot Topics covered include:
1. Gut Bugs (Sept 11th)
2. HFCS (Sept 23rd)
3. Fad Fats (Oct 23rd)

4. Protein Power (Nov 4th)
5. Diet Debate (Dec 2, 4th)

i-clickers (25 points, 5%)

We will be using the course response system known as i-clicker in class this semester. I-clickers are available at the USU bookstore. You may borrow an i-clicker from someone not in our class, to use during our class. You need to be present and answer 75% of the questions in class to earn all 25 points. You don't need to answer correctly to get these points, but you may be awarded extra credit for selecting correct answers. For participation less than 75%, you will earn the percent of points to match your percent participation. If you answered 50% of question, you will earn 50% of these points (12 of 25 points).

Discussion posts (15 points, 3%)

You will need to post to three discussion boards during our course. You will be assigned to a group post that will include 15-20 of your peers. Each post is worth 5 points and needs to include at least 5 thoughtful and quality sentences that answer the questions posed in the parent post. The opinion that you put forth in each post should be supported by at least 1 peer reviewed reference. This reference should be included in your post, following the JAND/AMA format.

Here is an example of how to do this:

The findings of Wengreen et al. (1) support my opinion that diets higher in protein than currently recommended by the RDA may best support bone health for some individuals.

1. Wengreen HJ, Munger RM, West NA, Cutler DR, Corcoran CD, Zhang J, Sassano NE. Dietary protein intake and risk of osteoporotic hip fracture in elderly residents of Utah. *J Bone Mineral Research*. 2004;19(4):537-45.

Debate Project for Advanced Public Health Nutrition
Guidelines for in-class debates

ere is the general format for the in-class debates:

1. **First Affirmative speaker**- 3 minutes. The "affirmative" side (side making the case for the debate resolution) will present a prepared speech outlining their position. A full written copy (typed, please) will be turned in to me at the beginning.

2. **First Negative speaker**- 3 minutes. The "negative" side (side making the case against the debate resolution) will present a prepared speech outlining their position. They will also provide a copy for me at the beginning.

During these initial presentations it will be important for you to provide the definitions of important terms used in your case and to describe the values that you are attempting to uphold (for example: the right for individuals to choose; importance of government in protecting health; importance of free-market ideals; protection of the rights of children; protection of the rights of parents; the "social contract" between individuals and their government to protect people and property, etc). You should make three main contentions—statements of opinion backed up by facts. It is most effective to present your second-best contention first, then your weakest one, and end by stating your strongest contention (this is because listeners in the audience will remember your last point better than the others). There is not a lot of time (3 minutes!) so cite one or two critical pieces of evidence to support each contention, then move on.

3. **Second Affirmative speaker**- 3 minutes.

4. **Second Negative speaker**- 3 minutes.

In this second round, a different speaker from each group will attempt to challenge the definitions offered by the other side, argue that their "value" is more important than that of the other group, and should critique the contentions and evidence offered by the other side.

Next is fairly unpredictable—questions from the class! I'll moderate this and call on students so that they can ask their questions. Questions may be directed to either side (or both) or to specific speakers.

After the question and answer period with the class, each group will huddle for 3 minutes to organize their summary speech. You should come prepared with a good idea of what you are going to say, and then modify it somewhat in your "huddle" in order to make it more responsive to the issues that have been discussed. Remember the students in the audience will be the judges—they will vote for the side that has made the most convincing case. Your job in the final speech will be to try and convince the student judges that they should vote for your team.

5. **Third Affirmative speaker: summary**—3 minute final summary speech.

6. **Third Negative speaker: summary**—3 minute final summary speech.

Note: each side has three speakers, for a total of six speeches per group. The group ranges from 6-7 students, so I will work with each group to figure out a role for each person. Is possible hat one of your team members may be ill or doesn't show up on your debate day—so having written materials before your debate day is important. 'f you miss your debate a note from your mother won't do—this is a serious assignment so you would need a letter from your doctor, the emergency room doctor, or the police.

NDFS 4050
FINAL PRESENTATION PEER EVALUATION RUBRIC

PRESENTERS_____**TOPIC**_____

Rating Scale: 1=Poor 2=Fair 3=Average 4=Good 5=Excellent

PLANNING					
Aimed at specific audience	1	2	3	4	5
Objectives clearly evident	1	2	3	4	5
Competence in subject matter	1	2	3	4	5
Evidence of preparation & organization	1	2	3	4	5
MEDIA AND MATERIALS					
Attractive, creative visuals	1	2	3	4	5
Legible/audible to entire audience	1	2	3	4	5
Appropriate choice of media	1	2	3	4	5
Handout quality	1	2	3	4	5
PRESENTATION TECHNIQUES					
Did the speakers:					
- Maintain eye contact with audience?	1	2	3	4	5
- Remain calm and relaxed?	1	2	3	4	5
- Exhibit enthusiasm?	1	2	3	4	5
- Project voice adequately/enunciate clearly?	1	2	3	4	5
- Smile and use humor?	1	2	3	4	5
- Vary tone, pitch, volume, and pace?	1	2	3	4	5
- Avoid undue dependence on notes?	1	2	3	4	5
- Avoid nervous habits?	1	2	3	4	5
- Limit length of presentation to 15 minutes?	1	2	3	4	5
OVERALL EFFECT OF PRESENTATION	1	2	3	4	5

MOST IMPRESSIVE FEATURES:
(Comments Required)

POSSIBLE IMPROVEMENTS:
(Comments Required)

Assignment: Written Case Presentation

Course: NDFS 4550 Medical Nutrition Therapy I

Relevant competencies:

1. **KRD 1.1** The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.
2. **KRD 3.1** The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

Objectives:

1. By completing this assignment, students will describe, evaluate, and communicate scientific research pertinent to the patient's medical status.
2. By completing this assignment, students will demonstrate assessment techniques and proper interpretation of medical information.
3. By completing this assignment, students will demonstrate use of the nutrition care process to formulate an effective, evidence-based intervention for a client.

Assignment details: Students will write a formal case presentation/research paper based on a patient simulation. The case presentation must demonstrate ability to use scientific resources to obtain information as well as ability to utilize the nutrition care process in administering patient care.

Grading Rubric:

Content ○ Case introduction (2 points each = 4 points) ○ Social, cultural & family history included ○ Medical history provided Total: _____ ○ Medical information accurate (2 points each = 10 points) ○ Literature review complete & accurate ○ Chart information accurate & integrated well ○ Medical descriptions accurate ○ Integrates nutritional management ○ Relates medical information back to patient situation (i.e. notes risk factors present in case, indicates which complications are experienced by patient) Total: _____ ○ Nutrition Assessment (20 points)* ○ Anthropometrics (5 points) ▪ Pertinent anthros presented ▪ Numbers are interpreted correctly ○ Biochemical (5 points) ▪ Abnormal labs clearly evaluated ▪ Conclusions are correct ○ Clinical Information (5 points)	___/75 Notes:

▪ Physical evaluation discussed ▪ Medication history complete ▪ Drug-nutrient interactions discussed o Diet evaluation (5 points) ▪ Analysis of home diet indicates excesses & deficiencies important to diagnosis (2 points) ▪ Current intake evaluated for adequacy (if available) • If not available, reason for exclusion explained ▪ Estimated needs appropriate ▪ Diet order evaluated ▪ Analysis is evidence-based Total: ____ o Nutrition diagnosis (2 points each = 6 points) o Correct format with codes o Diagnosis is relevant to assessment o Etiology and s/s are relevant to diagnosis, not repetitive Total: ____ o Intervention (2 points each = 10 points) o Correct formatting with codes o Meal plan or behavior goals consistent with diagnosis & appropriate for case o Goals are specific, measurable & relevant to diagnosis o Intervention is evidence-based o Clarifies relationship between theory & practice Total: _____ o Monitoring/Evaluation (10 points) o Answers who/what/when for follow-up o Plan is specific o Plan is relevant to diagnosis (i.e. following these parameters will indicate when diagnosis has resolved) o Plan is evidence-based Total: _____ o Summary (10 points) o Expectations for patient outcome included o No sweeping conclusions without reference Total: _____ o Nutrition Notes (5 points) o ADIME note included in correct format o Meal plans complete w/ analysis (if appropriate) Total: _____	
Grammar & Style (3 points each) o Professional level & tone o Written in a consistent tense o No contractions o No personal pronouns o Fewer than 2 major grammatical errors or 5 minor errors o No incorrect abbreviations; all abbreviations introduced correctly o Patient identification using initials only o Paper is original w/ appropriate turnitin score	___/15 Notes:
References (2 points each) o Referencing style consistent o At least 2 texts from course utilized o At least 2 valid peer reviewed scientific articles cited o Information from articles integrated well into content o If websites referenced, sources are credible sources	___/10 Notes:

See attached sample of student work demonstrating achievement of the competency

Average class grade: 92/100 (A-)

Dysphagia and a Stroke: A Case Study

March 1, 2013

NDFS 4560

Introduction

KB was admitted to the hospital on January 2, 2013 with the primary diagnosis of a stroke. Before admission, the patient (pt) was thrown from a sled, hitting her head on a large rock. For two days, the pt complained of headaches that did not resolve with over the counter (OTC) pain medications. KB presented to the emergency room (ER) with a facial droop and a confused appearance. The pt was of good health prior to admission, but after her stroke accident developed dysphagia. During her hospital stay, KB received nutrition support and then progressed to the National Dysphagia Diet stage 2 (NDD2) with advanced solids up to 6 ounces (oz). KB was treated for active bleeding and hemorrhagic edema in the deep white matter of the splenium corpus colossum. She was then held in the rehabilitation unit prior to discharge in preparation to go home. The following case study will discuss the medical nutrition therapy for dysphagia, as well as review the pt's medical history, nutrition diagnosis, and interventions.

Patient Profile and Social History

The pt was a Caucasian white female age 21. KB was married and studying dietetics at Utah State University. She was recently married and resided with her husband in Logan, Utah. She was in excellent health prior to the stroke and denied alcohol, tobacco, or illicit drug use.

Medical History

No medical history prior to admission. The pt's father had a history of type 2 diabetes mellitus, coronary artery disease, and a myocardial infarction.

Literature Review

Strokes are a heterogeneous group of disorders involving a sudden, focal interruption of cerebral blood flow that causes neurological damage (1). According to the National Institute of Neurological Diseases and Stroke, a CVA is the third leading cause of death in the United States, and a significant health issue throughout the world (2). There are many factors that put an

individual at greater risk for developing a stroke. Unmodifiable risk factors include age, family history, gender, and race. Modifiable risk factors include hypertension (HTN), diabetes mellitus (DM), hypercholesterolemia, cardiovascular disease (CVD), smoking, and obesity (1,2). Although diet is not directly related to a cerebral vascular accident, nutrition has much to do with prevention of HTN, DM, CVD, and obesity, and other risk factors associated with a CVA. Therefore, good nutrition can decrease the risk of stroke.

A stroke occurs when a sudden interruption of blood flow to the brain deprives brain cells of nutrients and oxygen, altering brain function (2). Hypoxia, a condition in which there is an inadequate supply of oxygen in the blood, then occurs and disrupts cellular metabolism (2). Circulation to the brain ceases, and the cells within that region die. Without blood supply, necrosis, or cell death, occurs within four to ten minutes due to a lack of oxygen and glucose (2). Signs and symptoms for a stroke can vary depending on the individual and the area of the brain involved. Consequences of a stroke include loss of speech or vision, muscle weakness, and paralysis. These complications in turn can lead to sleep problems, confusion, depression, pneumonia, and swallowing dysfunction. Difficulty swallowing, a common side effect of a stroke, can make an individual at significant risk for aspiration, dehydration, or under nutrition (1). Correct medical nutrition therapy is important for the patients who have experienced a stroke to prevent these complications.

Depending on the area of the brain affected, individuals who have experienced a stroke are at varying degrees of nutritional risk. Dysphagia, or difficulty swallowing, is a common condition that may often accompany a stroke. A Swedish study of 162 stroke patients indicated that 80% had eating difficulties, including dysphagia (3). Nutrition support may be needed for dysphagic patients where food can be administered orally, enterally, or parenterally (2). Patients

who are experiencing complications and are not provided nutrition support are a significant risk for malnutrition. During a randomized clinical trial conducted by Professor Martin Dennis through the Division of Clinical Neurosciences, the Feed or Ordinary Diet (FOOD) study indicated that poor nutritional status was related to complications and negative outcomes post stroke injury (2). The clinical trial included three separate groups: patients who were able to swallow and put on a supplement in addition to meals, dysphagic patients who were allocated to early enteral tube feeding, and dysphagic patients who received enteral tube feeding through the nasogastric pathway. The study indicated that dysphagic patients often have poor nutritional status, and those who received adequate nutrition and supplementation had a lower risk of death (4). Thus, nutrition intervention for the patient is very important and should be individualized to maximize nutrition support.

General malnutrition and weight loss is often a concern with patients who experience dysphagia because of the impaired ability to chew, swallow, or self-feed. Patients who experience malnutrition need a longer length of hospital stay, and have an increased number of complications and infections (3). During a cross-sectional retrospective study conducted by J. Chai through the Singapore Medical Journal, 61 stroke patients residing in a hospital were assessed and screened for malnutrition. Among the patients, the study indicated that 8.2% were malnourished, and also had a history of smoking and dysphagia (4). Although the percentage of malnourished patients was low, dysphagia was a significant risk factor for under nutrition. Thus, there is sufficient evidence that nutritional status significantly affects the clinical outcome of stroke patients.

Normal swallowing consists of four phases and dysphagia symptoms can vary, depending upon the phase of swallowing that is impaired. Other general symptoms may include drooling,

coughing, and choking (2). Diagnosis of dysphagia must involve the whole health care team consisting of physicians, nurses, speech-language pathologists, dietitians, physical therapists, and occupational therapists (2). Analysis begins with a swallowing assessment, of which the site of difficulty swallowing can be determined. From this evaluation, a diagnosis can be determined, and a care plan developed. The nutrition care plan may include modifying the consistency of food or liquids, and the diet that is appropriate for the patient (2).

The primary nutrition implications for dysphagic patients are weight loss and development of nutritional deficiencies that can occur due to inadequate dietary intake (2). It is very important to obtain accurate anthropometric measurements and obtain as much information about normal dietary intake and patterns (2). After reviewing the swallowing evaluation, the health care team can evaluate how the patient handles various textures of foods and liquids, and determine the correct diet order and level of dysphagia.

Dysphagia diets are highly individualized and treatment includes modification of food texture or fluid viscosity. Foods may be chopped, minced, or pureed, and fluids may be thickened (5). In 2002, the Academy of Nutrition and Dietetics and the Speech-Language Association published the guidelines for the National Dysphagia Diet (NDD) (6). Data collected was used to group foods into three separate texture modification levels. These groups include dysphagia pureed, dysphagia mechanically altered, and dysphagia advanced (6). Level one NDD (pureed) is designed for patients who have moderate to severe dysphagia and inability to protect their airway. This diet includes foods that are a "pudding-like" texture and consists of pureed, homogeneous foods. Level two NDD (mechanically altered) is used for patients with adequate chewing ability and have mild to moderate oropharyngeal dysphagia. This diet includes foods that are moist and have a soft texture and may be used in transition from the pureed textures to a

solid texture diet. Level three NDD (dysphagia advanced) is appropriate for patients who have mild oropharyngeal dysphagia. This level includes foods of nearly regular textures, except for very hard, crunchy, or sticky foods. After patients demonstrate the ability to tolerate these foods safely, the diet can be advanced to a regular diet without restrictions. Beverages may also need to be thickened to the appropriate consistency as recommended by the speech-language pathologist (7). After the level of NDD is determined, the dietitian can then use acceptable textures for the development of a menu for the patient (2).

Depending on the patient, tolerance of an oral diet may improve with treatment. The patient's weight, nutritional status, and hydration should be monitored closely to ensure adequacy of dietary intake (2). The dietitian, with other health care members, may reevaluate the ability of the patient to progress to a more advanced diet (2). The health care team will need to be conscious of individual needs and accommodate those needs as much as possible to ensure optimum food intake. Downgrading the texture against the wishes of the patient can lead to declines in food intake. The risks of decreased intake must be considered and prevented by diligent reevaluation for upgrades in texture tolerance (6).

Dysphagia is often a common complication that may accompany a cerebral vascular accident. Difficulty swallowing can impair a patient's ability to eat foods normally and may increase the risk for malnutrition, weight loss, and aspiration. Receiving adequate nutrition is important for preventing these complications and can determine the patient's length of hospital stay and quality of life. The NDD diet is used for medical nutrition therapy and must be highly individualized to maximize food intake. Stroke patients should be reevaluated diligently so that textures can be upgraded to improve quality of food and ensure maximum intake. The health care

team should work together to provide the best, individualized care and to ensure optimal clinical outcome for the patient.

Treatment and Progress

During hospital stay, KB was treated for traumatic brain injury, a stroke impacting the corpus callossum, paroxysmal supraventricular tachycardia, volatile blood pressure (BP), and seizures. After admission, the pt was taken to the operating room to surgically remove active bleeding and hemorrhagic edema in deep white matter of splenium corpus colossum. She was then transferred to the intensive care unit (ICU) until she reached stabilization. KB was treated with medications to control seizures, rapid heartbeat, and volatile BP. On January 3rd, the pt was stabilized and transferred to the rehabilitation unit in preparation for discharge. KB was discharged on January 19th and afterwards received physical therapy three times weekly, occupational therapy twice weekly, and speech therapy one time per week. The pt was scheduled to see the neurologist and dietitian for a follow up assessment two weeks after her discharge date.

Anthropometrics

KB weighed 72 kilograms (kg) upon admission and was 174 centimeters (cm) tall. Her ideal body weight (IBW) was 64.8 kg and her percentage of IBW was 111%. Her body mass index (BMI) was 23.4 indicating that she was at an appropriate weight (wt). The pt experienced a 6% wt loss two weeks after admission, but then returned to baseline just before discharge. The wt loss experienced during hospital stay was a significant amount, but since the pt returned to normal wt no intervention was needed. KB's wt changes were monitored closely and checked at her follow up appointment for prevention of continued decline. At her follow up appointment after discharge, KB weighed 73.2 kg, indicating a slight wt gain, but that wt has been stable since

discharge and has not continued to decline. BMI was within normal wt range at admission, discharge, and at the follow up appointment.

The following is a table recording wt and BMI history of the pt:

Date	Weight	BMI
1/2/13 (admission)	72 kg	23.4
1/16/13	67.5 kg	22.3
1/20/13 (discharge)	72.2 kg	23.8
2/3/13	73.2 kg	24.2

Laboratory Data

The following table provides the laboratory data pertinent to KB's nutritional status:

Lab	**Admit**	**Hospital discharge**	**Outpatient follow up**	**Normal Values**
Hgb	10.8 L	12.8	13.2	12-16
Hct	32 L	34 L	38	36-46
MCV	85	90	89	80-100
Albumin	3.7	3.3 L	3.1 L	3.5-5
T. Pro	6.4		6	6-8
Prealbumin	8 L	15 L	13 L	16-35
CRP	24 H	8	7	<10
Transferrin	142 L	139 L	140 L	250-380 (women) 215-365 (men)
Sodium	142	135 L	150 H	136-145
Potassium	3.9	3.6	3.9	3.5-5.5
Chloride	110 H	105	101	95-105
Total CO2	36 H	29	28	23-30
BUN	8	10	10	8-18
Creatinine	0.6	0.7	0.7	0.6-1.2
Bilirubin	0.29	0.28	0.29	<0.3
ALT	40 H	34	32	4-36
AST	60 H	32	30	0-35
Alk Phos	261 H	136 H	114	30-120

**The Bakerman (8) was used to interpret each of these lab values.*

Upon admission, high C-reactive protein (CRP), and low albumin, prealbumin, and transferrin values may have indicated a possible acute phase reaction from head trauma and a

stroke. Low hemoglobin (hgb) and hematocrit (hct), and normal mean corpuscular volume (MCV) level was most likely related to blood loss prior to admission. Low sodium levels at discharge may have been related to over hydration and dilution of intravenous (IV) fluids. A high carbon dioxide level (CO2) upon admission may have been related to aspiration and decreased breathing. KB's labs were monitored until discharge and hgb, CRP, and CO2 levels returned to normal.

At the pt's follow up appointment, hgb and hct levels increased to normal values indicating the pt returned to good blood levels. Low prealbumin, albumin, and transferrin levels remained low, and may still have been indicating a possible acute phase reaction. Sodium may have been high at the follow up appointment related to dehydration or diarrhea.

Clinical Evaluation

KB did not exhibit any signs of nutrient deficiencies and appeared to be within a normal wt range. The pt appeared fatigued, but this was most likely attributed to her studies at Utah State University in the dietetics program. Her inability to consume sufficient amount of kcals because of difficulty swallowing may have also caused her to look weary. There were no signs of edema and skin condition was within normal limits. KB was able to perform all activities of daily living. At discharge, appearance of fatigue improved.

Medications

KB was treated with numerous medications during her hospital stay. During medical treatment, the pt took 40 milligrams (mg) of penobarbital three times per day to control seizures. This medication has a drug nutrient interaction (DNI) and may decrease the absorption of vitamin D and calcium. Thus, it was essential for KB to receive sufficient amounts of Vitamin D and calcium in her diet. The pt also received 50 mg of atenolol daily to control supraventricular

tachycardia and volatile BP. At discharge, the pt was prescribed vicodin as needed for pain relief. These other medications had no DNIs that were pertinent to the pt. KB had no history of other medications taken prior to admission.

**Food Medication Interactions (9) was used to determine use of these medications.*

Diet Evaluation

The pt's caloric needs were based on the Harris-Benedict equation and past intake and were estimated to be 1,600 kilocalories (kcals) per day. Estimated energy needs using the Harris-Benedict equation calculated estimated energy needs at 2,225 kcals per day. Since the pt was maintaining stable wt with a previous intake of 1,600 kcals per day, estimated energy needs were adjusted accordingly. Her age, actual body weight (ABW), diet recall, and adjustments for moderate activity level or injury (1.4) were used to calculate needs. Protein needs were determined to be 85-105 grams (g) per day and were based upon a moderate stress level (evidenced by a low albumin lab value) recommendation of 1.2-1.5g per kg. Fluid needs were estimated to be 2,500 milliliters (ml) per day and were based on the recommendation of 35 ml per kg for most regular adults.

The following is a history of KB's diet order while in the hospital:

Date	Diet Order	Assess Tolerance to Diet	Is diet adequate to meet pt needs?
1/2/13	NPO	Not applicable	No
1/4/13	NGT	Good	Yes
1/6/13	Extubated	Aspiration on all liquids and solids	Not applicable
1/14/13	NDD1 with thin liquids	Pt continues with difficulty chewing and managing food bolus	Yes
1/19/13	Discharge diet: NDD2 with thin liquids and advanced solids up to 6 oz	Pt showed significant signs of fatigue and decreased cooperation when offered advanced solids	Yes

Upon admission, KB was put on a no per os (NPO) diet related to the significant trauma from the stroke, impacting her ability to swallow food. After an NPO diet for three days, the pt received nutrition support via nasogastric tube because a NPO diet order was not adequate to meet nutrition needs. On day five after admission, the speech-language pathologist performed a video fluoroscopy that indicated frank aspiration on all liquids and solids. After extensive therapy, the speech-language pathologist recommended initiation of oral feeds on day twelve. The next day, another video fluoroscopy was performed and indicated no aspiration on liquids. KB was put on the National Dysphagia Diet stage 1 (NDD1) with thin liquids, and continued with difficulty chewing and managing food bolus. As the pt progressed, the speech therapist reported that she showed signs of fatigue and decreased cooperation when offered advanced solids. Because of this, KB was discharged on the National Dysphagia Diet stage 2 (NDD2) with thin liquids and token feeds of advanced solids up to six oz daily.

A three-day diet recall of meals eaten prior to admission was obtained from the pt. An analysis of the recall indicated that KB was eating a slightly inadequate amount of calories (1,413 kcals), and inadequate amount of protein (75 g), potassium, magnesium, and Vitamin E. Pt goals were made to increase consumption to 1,600 kcals per day, eat three meals and two snacks including more fruits and vegetables to increase amount of potassium and magnesium.

During the follow up appointment two weeks after discharge, the registered dietitian (RD) obtained another three-day diet recall from KB. An analysis of the recall indicated the amount of calories (1,556 kcals) and protein (103g) levels she was consuming had increased to an adequate amount to meet nutritional needs. The diet recall also indicated that KB consumed an inadequate amount of potassium, magnesium, and Vitamins E, C, D, and K. The pt reported difficulty eating four to five servings of fruits and vegetables to meet vitamin and mineral needs.

She also reported difficulty finding foods to eat "on-the-go" when meals could not be prepared at home. KB trialed eating a piece of pizza and was successful with no aspiration. The diet order was appropriate for the pt and only needed slight modifications to increase consumption of fruits and vegetables to increase vitamin and mineral status.

Nutrition Care Plan and Note at Discharge

Assessment: 21 y/o female with stroke. Weight: 72.2 kg; height: 174 cm; BMI: 23.4 indicating the pt is at an appropriate wt. Wt loss of 6% in two weeks is significant, most likely r/t difficulty chewing and managing food bolus. Pt has returned to UBW and will continue to monitor. Noted labs: **Low Na** and alb r/t to over hydration and dilution of IV fluids. High CO2 value at admit r/t to aspiration, will continue to monitor. Low hct/hgb, transferrin, and normal MCV r/t to blood loss. High CRP, low albumin, and prealbumin at admit indicate possible acute phase reaction, will monitor values until all return to normal. Energy needs based on diet recall prior to admission (1,413 kcals) d/t wt being stable. Needs based on ABW include: 1,600 kcal/day, 85-105 g protein/day, and 2,500 ml fluid/day. Diet recall obtained from the pt, slightly low in calories (1413 kcals), low in protein (75 g), potassium, magnesium, and Vitamin E. Pt discharged on NDD2 diet order with 6 oz advanced foods daily and thin liquids, diet order appropriate for pt and sufficient to meet estimated needs.

Diagnosis: Swallowing difficulty (ND-1.1) r/t dysphagia caused by subarachnoid hemorrhage AEB difficulty chewing and managing food bolus, video fluoroscopy indicating pt suited for NDD2 diet.

Increased nutrient needs (iron) (NI-5.1) r/t blood loss AEB low hgb, hct, and transferrin lab values.

Intervention: Food and/or nutrient delivery: specific foods/beverages or groups (ND-1.3). Set goals with the pt to follow a NDD2 diet with up to 6 oz advanced foods and thin liquids.

Nutrition education: recommend modifications (E-1.5). Recommend foods high in Fe to increase blood volume r/t to blood loss.

Goals:

- Follow NDD2 diet with up to 6 oz of stage 3 foods daily and thin liquids (see attached meal plan) for prevention of aspiration and pneumonia
- Consume 3 meals and 2 snacks daily to maintain nutritional adequacy
- Exercise 30 min x daily with bilateral arm lifts 15 reps x 2 daily
- Consume >18 mg Fe daily
- Increase oral intake to 2,225 kcal daily to maintain wt

Monitoring/Evaluation: RD to f/u in two weeks to check hgb, hct, and transferrin lab values for improvement. Check acute phase reaction and hydration lab values for progress. Check pt wt and

muscle integrity for prevention of malnutrition and muscle wasting. Check pt appetite, caloric, and Fe consumption via diet recall. F/u with speech therapy to perform another swallowing evaluation and make texture advances as needed.

Conclusion

On January 20, 2013 KB was discharged from the hospital. She was admitted for a stroke impacting the corpus collosum and was treated for traumatic brain injury, tachycardia, volatile BP, and seizures. KB received nutrition support during the first part of her hospital stay, but progressed to a NDD2 diet with advanced solids up to 6 ounces at discharge. At her follow up appointment, she was progressing on the NDD2 diet and only needed to make slight changes to consume more vitamins and minerals. It was unknown whether the pt's dysphagia would resolve, but KB's prognosis was good. She continued on the NDD2 diet until further progression showed resolved dysphagia and ability to consume fully advanced diet.

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Curriculum and Student Learning Objectives

Standard 11: Learning Activities
The program's curriculum must provide learning activities to attain all the Core Knowledge and Competencies (Appendix A) defined to enter practice as a registered dietitian.

Guideline 11.1

a. Learning activities must prepare students/interns for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity, diabetes, cancer; cardiovascular, gastrointestinal and renal diseases.

b. Learning activities must prepare students/interns to implement the nutrition care process with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and the elderly.

c. Learning activities for students/interns must develop collaboration, teamwork, problem-solving, critical- thinking and self-assessment skills; and personal and professional attitudes and values, cultural competence, leadership and decision-making skills.

d. Learning activities must use a variety of educational approaches (such as field trips, role-playing, simulations, problem-based learning, classroom instruction, laboratory experiences) necessary for delivery of curriculum content, to meet learner needs and to facilitate learning objectives.

e. Learning activities must include opportunities for students/interns to participate in interdisciplinary learning activities.

f. Learning activities must be documented in course syllabi and supervised practice rotation descriptions with clearly defined objectives reflecting the breadth and depth of didactic and supervised practice course content and expected student performance.

Various evaluation methods are used to determine if a KRD has been satisfied by an individual student. Education is a core value of Utah State University. Professors are encouraged to use a wide variety of education techniques. Education methodology is supported through the Provost's Series on Instructional Excellence. Lectures focus on innovative techniques, such as flipped learning and technology for student engagement. Faculty can receive further training through Center for Innovative Design and Instruction, Magna Online Seminars, and faculty mentorship programs. The full list of teaching resources at Utah State University can be found at: http://www.usu.edu/provost/faculty/development/resources/.

Instructors are responsible for ensuring that a current, relevant textbook is being used to support course content. The Merrill-Cazier library offers assistance to professors in selecting appropriate content.

In the specific curriculum for dietetics students, the following instructional methodologies are used to ensure student engagement in the classroom and prepare students for application of knowledge during the dietetic internship:

- Lectures are effective ways to expose students to large amounts of new information. Lecture formats are commonly used in introductory courses or courses with large enrollment
    - CHEM 1210: Principles of Chemistry I
    - CHEM 1220: Principles of Chemistry II
    - PSY 1010: Introduction to Psychology
    - NDFS 1260: Food Literacy
    - NDFS 2020: Nutrition Throughout the Life Cycle
    - CHEM 2300: Organic Chemistry
    - NDFS 3020: Nutrition and Physical Performance

- CHEM 3700: Biochemistry
- NDFS 1250: Sanitation & Safety
- NDFS 4020 Advanced Nutrition
- NDFS 4710 Food Service Systems
- NDFS 4720 Foodservice Organization & Management

- Exams are a regular part of coursework at Utah State University, including final examinations. After acceptance to the program, students are required to pass all exams with a score of 80% or better.
  - All courses

- Oral presentations are used to aid students in development of public speaking and professionalism.
  - NDFS 4560 Medical Nutrition Therapy II
  - NDFS 3070 Science of Food Preparation
  - NDFS 4050/4060 Education & Counseling Methods in Dietetics I/II
  - NDFS 4660 Medical Dietetics

- Informatics and technology have been increasingly utilized as each generation becomes more tech-savvy. Techniques include use of Internet for research, online lectures and simulations, Clickers that enable real-time interaction and polling, database software for recipe and diet analysis, and statistics programs. Students are encouraged to utilize technology in projects and in class to ensure they are technologically prepared for an increasingly computerized world. Students gain experience with diet analysis software, productivity software, and web-based applications for food tracking and clinical nutrition.
  - NDFS 1020 Science & Application of Nutrition
  - NDFS 1260 Food Literacy
  - NDFS 3600 Medical Terminology
  - NDFS 4020 Advanced Nutrition
  - NDFS 4550/4560 Medical Nutrition Therapy I & II
  - NDFS 4710 Food Service Systems
  - NDFS 4720 Foodservice Organization & Management

- Problem sets allow students to work problems related to subject matter that can only be taught through application.
  - MATH 1050: College Algebra
  - STAT 10140: Introduction to Statistics
  - NDFS 4550 Medical Nutrition Therapy I
- Lab/practicum experiences are used to practice scientific or nutrition principles in controlled settings. Students practice principles of biochemistry, diabetes management, food preparation, principles of nutrition education, and Medical Nutrition Therapy
  - NDFS 1260 Food Literacy
  - NDFS 2020 Nutrition Throughout the Life Cycle
  - BIOL 2420 Physiology
  - CHEM 3710 Biochemistry Lab
  - NDFS 3070 Science of Food Preparation
  - NDFS 4550 Medical Nutrition Therapy I
  - NDFS 4760 Transition to Professional Practice Lab
  - NDFS 5750 Advanced Practicum in Dietetics

- Experiential learning places students in professional locations to apply and utilize didactic learning. Experiential learning helps students to gain necessary skills for employment.
    - NDFS 4570 Clinical Nutrition Experience I
    - NDFS 4580 Clinical Nutrition Experience II
    - NDFS 4660 Medical Dietetics
    - NDFS 4730 Foodservice Systems Lab
    - NDFS 4740 Foodservice Organizations and Management Lab
    - NDFS 4790 Maternal/Child Lab
    - NDFS 4760 Transition to Professional Practice Lab
    - NDFS 5750 Advanced practicum

- Structured debates permit students to explore controversies in nutrition, including organic foods, GMOs, public health initiatives, and obesity. By taking opposing sides on a controversial topic, students are able to prepare for complex interactions in real-world settings. This preparation includes the ability to communicate effectively in emotionally-charged situations.
    - NDFS 5210 Advanced Public Health Nutrition

- Diversity training and cultural competence is addressed in several courses, including introductory psychology courses and core dietetics curricula. Students are introduced to communication methods that ensure competency in dealing with many cultures. In core dietetics classes, students explore specific cultures, including traditional food and customs. Utah offers limited opportunities for supervised practice related to diversity training. While students get some exposure to Hispanic-American and refugee populations, the program cannot guarantee interaction. As such, the program provides robust education in the skills, resources, and techniques that can be utilized in practice to ensure cultural competence.
    - PSY or SOC 1010 Introduction to Psychology or Introduction to Sociology
    - NDFS 4480 Community Nutrition
    - NDFS 4050 Education & Counseling Methods in Dietetics I
    - NDFS 4060 Education & Counseling Methods in Dietetics II
    - NDFS 4570 Clinical Nutrition Experience I
    - NDFS 4580 Clinical Nutrition Experience II
    - NDFS 4660 Medical Dietetics
    - NDFS 4730 Foodservice Systems Lab
    - NDFS 4740 Foodservice Organizations and Management Lab
    - NDFS 4790 Maternal/Child Lab
    - NDFS 4760 Transition to Professional Practice Lab
    - NDFS 5750 Advanced practicum

- Case studies provide a framework of real-world information to permit students to practice applying principles of dietetics, such as foodservice management and/or the nutrition care process
    - NDFS 2020 Nutrition Throughout the Life Cycle
    - NDFS 4550/4560 Medical Nutrition Therapy I & II
    - NDFS 4570/4580 Clinical Nutrition I/II
    - NDFS 4660 Medical Dietetics
    - NDFS 4710 Food Service Systems
    - NDFS 4780 Maternal & Child Nutrition
- Research briefs teach students how to "synthesize and summarize research information in order to create a comprehensible report that could be understood by non-nutrition professionals

- NDFS 5230 Communication of Current Topics in Nutrition
- NDFS 4750 Transition to Professional Practice
- NDFS 4780 Maternal & Child Nutrition

- Research project experience demonstrates that students understand the scientific method, data management, and basic statistics
  - NDFS 4750 Transition to Professional Practice Practicum

- Collaboration and teamwork are nurtured throughout the dietetics program as a means to develop communication skills, introduce students to team dynamics common in the workplace, facilitate practice in negotiation, and provide opportunities for practice of compassion, understanding, and helping. Most core dietetics classes have group projects. Flipped classrooms are very dependent on teamwork as a means to facilitate learning.
  - ENGL 1010 Introduction to Writing
  - ENGL 2010 Intermediate Writing
  - NDFS 4050/4060 Education & Counseling Methods in Dietetics I & II
  - NDFS 4550/4560 Medical Nutrition Therapy I & II
  - NDFS 4480 Community Nutrition
  - NDFS 4710 Food Service Systems
  - NDFS 4780 Maternal & Child Nutrition
  - NDFS 5210 Advanced Public Health Nutrition
  - NDFS 4750 Transition to Professional Practice

- Field Trips are provided to expose students to professionals in the workforce. There are three major field trips required for CPD students: 1) School foodservice quick-chill facility; 2) Food show; 3) Utah Academy of Dietetics annual conference
  - UAND attendance is required in NDFS 4060 (juniors) and NDFS 4750 (seniors)
  - NDFS 4710 Food Service Systems
  - NDFS 4720 Foodservice Organization & Management

- Interdisciplinary activities
  - Interaction with students and faculty from various disciplines: Students take classes from a wide variety of specialties. They are exposed to medical professionals, psychologists, sociologists, technical writers, chemists, mathematicians and dietitians with a wide variety of experience. Among nutrition faculty, students take classes from food scientists, nutrition scientists, public health nutritionists, and dietitians. Apart from core dietetics courses, most classes are populated by both dietetics and non-dietetics majors. CPD students participate in group presentations and debate with other majors and are thus exposed to cross-disciplinary opinions, educational backgrounds, and values.
    - CHEM 1210 Principles of Chemistry I
    - CHEM 1220 Principles of Chemistry II
    - PSY 1010 Introduction to Psychology
    - CHEM 2300 Organic Chemistry
    - CHEM 3700 Biochemistry
    - NDFS 1250 Sanitation & Safety
    - NDFS 1260 Food Literacy

- NDFS 2020 Nutrition Throughout the Life Cycle
- NDFS 3020 Nutrition and Physical Performance
- NDFS 4480 Community Nutrition
- NDFS 4570 Clinical Nutrition Experience I
- NDFS 4580 Clinical Nutrition Experience II
- NDFS 4660 Medical Dietetics
- NDFS 4730 Foodservice Systems Lab
- NDFS 4740 Foodservice Organizations and Management Lab
- NDFS 4750 Transition to Professional Practice
- NDFS 4780 Maternal & Child Nutrition
- NDFS 4790 Maternal/Child Lab
- NDFS 4760 Transition to Professional Practice Lab
- NDFS 5210 Advanced Public Health Nutrition
- NDFS 5230 Communication of Current Topics in Nutrition
- NDFS 5750 Advanced practicum

  - Guest speakers are utilized in most core classes to expose students to various careers that impact or are engaged in by dietitians.
    - NDFS 1260 Food Literacy
    - NDFS 4480 Community Nutrition
    - NDFS 4560 Medical Nutrition Therapy II
    - NDFS 4710 Foodservice Systems and Management
    - NDFS 4720 Foodservice Organization & Management
    - NDFS 4780 Maternal & Child Nutrition
    - NDFS 4750 Transition to Professional Practice Practicum

- Portfolios serve as an opportunity for students to highlight achievement. Students compile exemplary work to create a cohesive representation of themselves as students and future professionals. Portfolios permit faculty to evaluate student success based on a student's individual focus in dietetics as well as to review how coursework has worked together to contribute to student development.
  - NDFS 4570/4580 Clinical Nutrition I/II
  - NDFS 4660 Medical Dietetics
  - NDFS 4750 Transition to Professional Practice Practicum

The use of varied education techniques meets the needs of various learning styles and provides a challenging and interesting curriculum for USU dietetics students. Classes are regularly evaluated and adjusted as needed to continue to meet student needs. For complete detail on how each individual standard is evaluated, please see Standard 13 for details. **The course catalog list of courses, sample syllabi, and samples of competency-based projects can be found in the exhibits.**

Meets

[X] 1. No compliance problems are present.
[ ] 2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

[ ] Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

[ ] Plans to address compliance problems are not viable or have not been developed.

Curriculum and Student Learning Objectives

Standard 12: Curriculum Length
Length of the program must be based on the institution's requirements and ability to implement the curriculum and must include a minimum of 1200 hours of supervised practice experience.

The length of the curriculum is dictated by university policy, which requires that a Bachelor's degree program must include a minimum of 120 credits but no more than 126 credits (Policy can be found at: http://catalog.usu.edu/content.php?catoid=4&navoid=612). At present, the coordinated program includes 121 credits of required courses. The length of program post-application is two academic years. All required courses can be completed in four academic years. Students graduate from the CPD with a Bachelor's degree in Nutrition, Dietetics, and Food Sciences with an emphasis in Dietetics. For complete course list, see the course of study (exhibit).

Supervised practice is reviewed each academic year. Sites are selected based on availability and applicability to didactic learning and ACEND competencies. The composition of supervised practice has changed significantly over the past 5 years. For years, the program focused on clinical dietetics. However, as the employment profile of dietitians changed, the program needed to adapt to train well-rounded dietitians employable in a vast array of positions. The program emphasis changed to life cycle nutrition. Students were transitioned away from simulations to alternate rotations that incorporated the ideas of sustainability, community nutrition, pediatric nutrition, and pregnancy/wellness education. New rotations include: on-campus daycare, Soup Connection (exhibit) and inpatient lactation services. WIC was changed from a specialty rotation to a mandatory rotation. Renal rotations were made mandatory as well. These changes have produced the desired result of providing training with a wide variety of populations, ages, and ethnic groups reflective of the program mission. Students currently receive 1222 hours

Each May and August, the dietetics faculty meets to address program-wide needs and changes. Student evaluation data, IDEA course evaluations, and formal/informal feedback from community partners is addressed during the meeting. The department chair, program academic advisor and faculty are asked to be in attendance. Minutes of these meetings are kept on a shared dietetics drive for reference, planning, and evaluation purposes.

In these meetings, the curriculum is reviewed as a whole and course-specific. The dietetics program advisor informs faculty on any university-wide changes in academic policy and relays any student concerns. Recent concerns have included student requests for additional coursework during senior year. Faculty input and student feedback from annual and end-of-semester evaluations are considered in determining adjustments to course load and length of study.

The following is a summary of the changes made over the past several years:

- 2011
  - Incorporate research methodology into NDFS 4750: Transition to Professional Practice
  - Incorporate sustainability into NDFS 1260: Food Literacy course
- 2012
  - Teach NDFS 4780: Maternal and Child Nutrition during spring semester of junior year for improved sequencing of subject matter
  - Require all students to attend UAND annual conference each spring
  - Shift supervised practice from clinical focus to wider-based life cycle nutrition focus
  - Decrease use of simulations in supervised practice
  - Add renal rotation for each student
  - Change WIC rotation to junior year so that each student could participate in rotation
- 2013

- Changed MNT courses to be more interactive, less dependent on lecture
- Added a full-semester clinical lab to MNT for improved training of clinical skills
- Added rotation at on-campus daycare for exposure to child nutrition programs
- Added rotation with lactation consultant at Logan Regional Hospital
- Remove Micronutrients course due to overlap with other required coursework
- NDFS 4760 Management of Dietetics course was changed to Transitions to Professional Practice to better reflect course content

- 2014
  - Initiated use of competency checklist to help students build a competency portfolio
  - Initiated use of Scope of Practice web tools for improved training

Areas of strength

The CPD program is dynamic and has made changes to curriculum frequently in response to trends in dietetics.

Strengths of the curriculum include:

- Responding to societal trends towards sustainable food and water systems by changing curriculum of Food Literacy (this course has subsequently become a statewide model)
- Incorporating more technology and enhancing student learning by flipping courses (NDFS 1020, NDFS 4550, NDFS 4560)
- Enhancing student engagement in coursework by using clicker-based and cellphone-based technology that allows real-time student polling during lecture courses
- Engaging the community by formal and informal requests for feedback on student learning; in particular, asking preceptors for feedback regarding student knowledge
- Responding to noted national declines in student reading comprehension of scientific literature by engaging with USU librarians to create a guided literature review assignment for the clinical nutrition courses
- Engaging students in research, as encouraged by the Academy of Nutrition and Dietetics, by having students create, complete, and present an independent research project as a capstone experience
- Requiring students to engage in controversial and current topics through structured debate
- Students attend the Utah Academy of Nutrition and Dietetics conference each March
- Reinvigorating supervised practice by incorporating real-world, diverse experiences and minimizing use of simulations

All students complete the curriculum as designed. Expectations, grading rubrics, and evaluation techniques are applied equally to all students, thus ensuring a consistent student assessment. Furthermore, faculty use IDEA evaluations to assess education effectiveness, student evaluations to assess student satisfaction, and RD exam pass rates as evidence of adequacy of the curriculum.

Areas of Improvement

While the program remains dynamic, formal documentation of changes, including the metrics used to determine need for change and measure outcomes, has been limited. A form was created to document program and class changes **(exhibit)**. In future years, this change will facilitate a clearer, better-demonstrated flow of how changes have been determined within the program.

Another area of weakness includes the lack of formal community partnerships for curriculum review. Given the small nature of the program, it has been possible to depend on feedback from graduates and the USU Dietetic Internship. However, USU CPD would benefit from a more formalized curriculum review committee from various

programs and in varied areas of practice outside of academia, as recommended by ACEND. While this idea is in discussion, no formal plan has been enacted.

The length of the curriculum has proven adequate to meet CPD standards. Students have a pass rate for the RD exam (93%). Students are employable, as evidenced by 1st year employment or graduate school rates of 94%. The program will be adapting to meet the future requirement of a master's degree. In the meantime, the USU CPD remains a dynamic, well-rounded program appropriate for education of entry-level dietitians.

Meets

	1. No compliance problems are present.
X	2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

	Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

	Plans to address compliance problems are not viable or have not been developed.

Dietetics-CPD COORDINATED

Date Created (XX/XX/XXXX), Initial | Date Last Revised (08/11/2014), Δ | Details (returning from LOA)

FALL		YEAR (2014)	
Dept	#	Course	Cr
CHEM	**1210**	**Prin Chem I**	**4**
NDFS	**1020**	**Science & Appl**	**3**
NDFS	1260	Food Literacy	3
MATH	1050	Coll Algebra	4
PSY	1010	or Soc (BSS)	3
			17

SPRING		YEAR (2015)	
Dept	#	Course	Cr
CHEM	**1220**	**Prin Chem II**	**4**
NDFS	**2020**	**Lifecycle Nutr**	**3**
ENGL	1010	Intro Writing	3
STAT	1040	Intro to Stats	3
USU	1320	BHU (P/F) *	3
		DHA (P/F) *	2
			18

SUMMER		YEAR (Fr)	
Dept	#	Course	Cr
			0

FALL		YEAR (2015)	
Dept	#	Course	Cr
CHEM	**2300**	**Organic Chem**	**3**
NDFS	**3020**	**Sports Nutr**	**2**
BIOL	2420	Physiology	4
ENGL	2010	Inter Writing	3
USU	1300	BAI (P/F) *	3
FCHD	3350	or MGT (DSS)	3
			18

SPRING		YEAR (2016) - Apply	
Dept	#	Course	Cr
CHEM	**3700**	**Biochemistry**	**3**
CHEM	**3710**	**Biochem Lab**	**1**
NDFS	**3070**	**Sci Food Prep**	**3**
NDFS	**1250**	**San & Safety**	**3**
USU	1330	BCA (P/F) *	3
NDFS	3600	Medical Term	1
			14

SUMMER		YEAR (So)	
Dept	#	Course	Cr
			0

FALL		YEAR (2016)	
Dept	#	Course	Cr
NDFS	**4020**	**Adv Nutrition**	**3**
NDFS	**4050**	**Educ & Coun I**	**2**
NDFS	**4480**	**Comm Nutr**	**3**
NDFS	**4550**	**Med Nutr Th I**	**4**
NDFS	**4570**	**Clin Exp I**	**1**
NDFS	**4710**	**Food Svc Syst**	**2**
NDFS	**4730**	**Food Svc Lab**	**2**
			17

SPRING		YEAR (2017)	
Dept	#	Course	Cr
NDFS	**4060**	**Educ & Coun I**	**2**
NDFS	**4560**	**Med Nutr Th II**	**4**
NDFS	**4720**	**FS Org & Mgmt**	**2**
NDFS	**4740**	**FS Mgmt Lab**	**2**
NDFS	**4780**	**Mat & Child**	**2**
NDFS	**4790**	**Mat Child Lab**	**1**
			13

SUMMER		YEAR (Jr)	
Dept	#	Course	Cr
			0

FALL		YEAR (2017)	
Dept	#	Course	Cr
NDFS	**4660**	**Med Dietetics**	**12**
(In Salt Lake City Area, Class on			
Mondays, Clinicals on Tues - Fri)			
			12

SPRING		2018 (Grad)	
Dept	#	Course	Cr
NDFS	**4750**	**Mgmt Dietetic**	**2**
NDFS	**4760**	**Mgmt Lab**	**2**
NDFS	**5210**	**Adv Pub Nutr**	**2**
NDFS	**5410**	**Nutr Gene Int**	**3**
NDFS	**5750**	**Adv Practicum**	**3**
			12

SUMMER		YEAR (Sr)	
Dept	#	Course	Cr
			0

Program or Curriculum Change

Please **BOLD** the category below that pertains to the change made:

Individual class Curriculum-wide **Program-wide** (DE / CPD / **Both**)

<table>
<tr><td colspan="2">Problem (include supporting data):
Student not meeting performance criteria in selected courses. Faculty discussed previous Policy that students must pass each course with no lower than a B-. Policy updated and specified for dietetics students who are not meeting performance criteria.</td></tr>
<tr><td colspan="2">DE Standards Impacted (if applicable): Policy & Procedure</td></tr>
<tr><td colspan="2">Persons involved:
Tammy, Janet, Becca, Dana, Stacy, Marlene</td></tr>
<tr><td colspan="2">Meeting dates (see minutes for details):
11/14/12</td></tr>
<tr><td>Action Items:
• Policy created
• Policy inserted into handbook
• Policy reviewed with students</td><td>Decision made:
Dietetics (CPD and DPD) students who get less than 80% on one exam or significant assignment need to correct missed questions for up to ½ of missed points.
Dietetics (CPD and DPD) students who get less than 80% on more than one exam or significant assignment need to correct missed questions AND are required to make an appointment with USU Academic Support Services ASAP and report to their respective director about their strategies.
Dietetics (CPD and DPD) students who earn less than a B- in any course are put on probation. Any student who earns less than a B- in more than one course is advised by their respective director to consider another major.</td></tr>
<tr><td colspan="2">Implementation notes:
Concerns of student performance will be discussed with student and at faculty meetings.</td></tr>
<tr><td colspan="2">Outcome/Evaluation data:
Will monitor student performance once accepted into the DPD or CPD program. Student grades will be reviewed throughout each course by faculty and at the end of each semester.</td></tr>
</table>

Changes to Dietetics Coursework – 10/16/2012

- NDFS 4780 (Maternal & Child Nutrition) will change to 2 credits and be offered only once per year in the spring for BOTH DPD & CPD
- NDFS 4750 (Mgmt in Dietetics) will change to 2 credits
- Both courses are adding lab sections for CPD student supervised practice

Current	This Spring
NDFS 4780 (Fall Sr) - DPD 3 credits Sr Yr Fall - CPD 4 credits Sr Yr Fall NDFS 4750 (Spring Sr) - DPD & CPD 3 credits	Juniors - NDFS 4900: Special Topics – Maternal & Child - CPD: NDFS 4900: Special Topics – Mat & Child Lab Seniors - NDFS 4900: Special Topics – Dietetics Mgmt - CPD: NDFS 4900: Special Topics – Dietetics Mgmt Lab

AY 2013-2014 CPD

FALL 2014			
Dept	#	Course	Cr
NDFS	4020	Adv Nutrition	3
NDFS	4050	Educ & Coun I	2
NDFS	4480	Comm Nutr	3
NDFS	4550	Nutr Assess I	4
NDFS	4570	Clin Exp I	1
NDFS	4710	Quan Food	2
NDFS	4730	Quan Food Lab	2
			17

SPRING 2015			
Dept	#	Course	Cr
NDFS	4060	Educ & Coun I	2
NDFS	4560	Nutr Assess II	4
NDFS	4580	Clin Exp II	2
NDFS	4720	FS Org & Mgmt	2
NDFS	4740	FS Mgmt Lab	2
NDFS	4780	Mat & Child	2
NDFS	4790	Mat Child Lab	1
			15

FALL 2015			
Dept	#	Course	Cr
NDFS	4660	Med Dietetics	12
(In Salt Lake City Area, Class on Mondays, Clinicals on Tues - Fri)			
			12

SPRING 2016 (Grad)			
Dept	#	Course	Cr
NDFS	4750	Mgmt Dietetic	2
NDFS	4760	Mgmt Lab	2
NDFS	5210	Adv Pub Nutr	2
NDFS	5300	Adv Micronut	3
NDFS	5750	Adv Practicum	3
		Explor (P/F) *	3
			12

AY 2013-2014 DPD

FALL		YEAR (2014)	
Dept	#	Course	Cr
NFS	**4020**	**Adv Nutrition**	**3**
NFS	**4050**	**Educ & Coun I**	**2**
NFS	**4480**	**Comm Nutr**	**3**
NFS	**4550**	**Nutr Assess I**	**4**
NFS	**4710**	**Quan Food**	**2**
			14

SPRING		YEAR (2015)	
Dept	#	Course	Cr
NFS	**4060**	**Educ & Coun I**	**2**
NFS	**4560**	**Nutr Assess II**	**4**
NFS	**4720**	**FS Org & Mgmt**	**2**
NFS	**4780**	**Mat & Child**	**2**
		Explor (P/F) *	3
			13

FALL		YEAR (2015)	
Dept	#	Course	Cr
NFS	**5200**	**Nutr Epidem**	**2**
NFS	**5750**	**Adv Practicum**	**3**
ACCT	2010	Survey of Acct	3
			8

SPRING		YEAR (2016)	
Dept	#	Course	Cr
NFS	***5210***	***Adv Pub Nutr***	***2***
NFS	**5300**	**Adv Micronut**	**3**
NFS	**5410**	**Nut Gene Int**	**3**
NFS	**4750**	**Mgmt Dietetic**	**2**
			10

Curriculum and Student Learning Objectives

Note on Expectations for Demonstrating Compliance with Standard 13 -- Learning Assessment: ACEND's 2012 accreditation standards removed the requirement for programs to provide aggregated student outcome data for every knowledge requirement or competency as part of the learning assessment process for ACEND accreditation reviews. Nevertheless, your program must still provide a written plan that illustrates how each competency is being assessed and all students must continue to be assessed within the program to assure that they are all able to achieve all knowledge requirments and competencies needed for entry-level practice.
You must discuss in your report the approaches used in your program for assessing student knowledge, competencies and professional attitudes, and provide examples of those tools in the appendices and on site. Some of the tools for assessing learning are listed below:

- Portfolios
- Oral presentations
- Exams
- Problem sets
- Pretest-posttest
- Observations
- Focus groups
- Journals
- Journal clubs
- Structured & open-ended interviews
- Evaluation rubrics
- Surveys

Your report must include a discussion with examples and data of where students in your program were found to not be achieving knowledge or competencies to your satisfaction. To demonstrate what you, your faculty or preceptors are actually doing, explain what type of assessment tools were being used, which competencies were involved, and the levels of student performance that were desired versus those that were actually achieved. You will also need to describe what was done to improve student performance and provide data on whether or not improvements actually occurred either in this report or your next scheduled report to ACEND.

If your students are highly successful in achieving specific knowledge or competencies as demonstrated through outcomes such as outstanding pass rates, internship and job placements, employer feedback and professional activities, it is even more important for you to explain the type of assessment tools that you are using, which competencies are involved, the levels of student performance that are being achieved, and what your program is doing to consistently maintain those high levels of achievement.

Standard 13: Learning Assessment
The program must develop a process by which students/interns are regularly evaluated on their acquisition of the knowledge and abilities necessary to attain each competency specified in Appendix A.

Guideline 13.1

The learning-assessment plan must include:

a. Learning activity that will be used to assure the achievement of competencies/learning objectives

b. Assessment methods that will be used

c. Didactic and/or supervised practice course(s) in which assessment will occur

d. Individuals responsible for ensuring that assessment occurs

e. Timeline for collecting formative and summative assessment data

Guideline 13.2

Programs must assess the achievement of learning objectives that support competencies by comparing and analyzing them against student outcomes data. Programs must be able to provide their assessment plans, explain their assessment process, and describe the extent to which students are achieving learning objectives that support competencies along with the potential impact on student success and pass rates.

Guideline 13.3

In addition to rating student levels of performance against competency statements and objectives or confirming the presence of professional attributes, programs should thoroughly evaluate student

progress using quantitative and qualitative approaches that clearly document what they have done to demonstrate knowledge and competence.

Responsibility for assessing competency/learning outcomes falls equally on the faculty member in relevant courses and the program director. The program director is responsible for ensuring that each KRD/CRD remains covered adequately in the curriculum. Once a KRD/CRD is assigned to a course, the professor assumes responsibility for evaluation of the standard. Data is reported back to the program director as needed. Course adjustments that could upset competencies are discussed in faculty meeting so that the KRD/CRD could be shifted into another course or the requested change incorporated into the learning assessment matrix.

Curriculum changes are discussed as they occur. The program director is responsible for knowing and understanding how the competencies are distributed throughout the curriculum. When curriculum changes are discussed, the program director compares the change to the current competencies to see if the change will still accommodate the competency or if the competency needs to be incorporated into a different course.

Formal assessment of curriculum has happened at two times in the past 5 years: for the 2012 PAR and for the current self-study. At these times, syllabi, assignment details and student outcomes were reviewed to ensure compliance. Students were found to be performing at the minimum acceptable standards (Minimum grade 80% or B- and preceptor scores of 3 or higher in final rotations) and KRD/CRD were adequately covered. Due to program policies and procedures, students must achieve the necessary grades in order to advance in the program. No student has failed to advance in the program based on NDFS 4050/4060 grades. This generalized method of assessment was used over the past 5 years. For the self-study, focus on acceptable standards has shifted from general course competency and/or exam to specific assignments related to a competency in order to ensure that each competency is individually evaluated. This approach was initiated in 2014, so there is no current data on the method.

Syllabi and assignment details are available for on-site review. **The Learning Assessment Matrix and representative examples are found in the exhibits.**

Scientific and Evidence Base of Practice: integration of scientific information and research into practice

KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.

Due to the critical nature of KRD 1.1, this competency is covered in most upper-division courses. The 5 courses that cover this KRD must be completed with an overall grade of 80% (B-) or better. The specific assignments related to this CRD involve writing disease-related evidence-based case studies (NDFS 4550/4560) and an annotated bibliography (NDFS 4020) on a current topic in nutrition.

The two assignments combined demonstrate a student has achieved a thorough understanding of how to review and utilize scientific literature, including application to individual interventions and use of research methodology. In general, however, over the past 5 years, all students have eventually achieved this objective by obtaining a score of 80% (B-) or higher on these assignments, although 1 student is known to have had to rewrite the NDFS 4550 case study.

1. CRD 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.

Students write patient-based case studies in NDFS 4550, NDFS 4560, NDFS 4580 and NDFS 4660. Case studies are built off patient information regarding prevalent disease states provided to students. Case studies involve

research into the disease state, current treatment methodologies, and evidence-based nutrition care. Case studies are built around the nutrition care process so students must incorporate the NCP into evidence-based practice guidelines. Case studies are typically 15-20 pages in length with a minimum research portion of 5 pages. Students are taught how to use evidence-based guidelines by library staff during NDFS 4550 (Medical Nutrition Therapy I). The writing process is rigorous with high expectations for student performance.

2. CRD 1.5: Conduct projects using appropriate research methods, ethical procedures and data analysis

During senior year, students complete a small research project from beginning to end as part of NDFS 4750/4760. Students create a poster for presentation at the Utah Academy of Dietetics meeting. For the past 2 years, students have placed 1st in the poster competition.

Are students achieving the learning objective (expected learning outcome)? Yes [X]/No [ ].

Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.

KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

KRD 2.2: The curriculum must provide principles and techniques of effective counseling skills

KRD 2.3: The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics, and interdisciplinary relationships in various practice settings.

The competency is satisfied through a scope of practice module taught in MNT I (NDFS 4550). Previously, this section was taught as part of the professional practice class. However, as that class diversified to include training and experience in research methodology, the scope of practice module was relocated to MNT I. Students read the ACEND training information on scope of practice at: http://www.eatright.org/Members/content.aspx?id=7185. Students then complete a series of scope of practice case studies using the decision tool in order to apply what they have learned. Students must correctly assess the case studies using the practice tools on the website to demonstrate competency.

The change to curriculum occurred in 2014. As such, this is the first semester that students completed the module. 100% of students completed the module with acceptable responses to case studies. In the past, scope of practice competency was tested by exam using the 80% or higher policy for exam grades.

The competency for communication skills is satisfied in a variety of ways. The students prevent an oral presentation in MNT II (NDFS 4560) and learn professional communication methods in Education/Counseling coursework (NDFS 4050/4060). Students must demonstrate competency by achieving a final grade of 80% (B-) or better. The group oral presentation must achieve a score of 40/50 points. Students are reviewed by peers during the oral presentation. The goal of both experiences is for students to practice a variety of communication skills, from print to oral, that allow for effective nutrition education and professional development, The group oral presentation was initiated in 2013. In the past 2 years, all students have achieved the necessary grade. In 2013 and 2014, no students received a grade less than 45/50. The average grades and scores indicate that students are developing adequate presentation and communication skills sufficient for pre-professional practice.

1. CRD 2.11: Demonstrate professional attributes within various organizational cultures

Preceptor evaluations are the primary means to evaluate professionalism. Preceptors score students on a 1-5 scale to determine the student's ability. Professionalism is a primary area of concern. At each rotation site, the student is evaluated for ability to behave professionally in the organization. Students must achieve a score of 3 or higher in each area by senior level rotations or they cannot graduate. No students have failed to achieve

professionalism scores; however, in 2012, one student required direct mentoring during junior year to achieve the necessary scores.

2. CRD 2.12: Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration

Students prepare a professional portfolio during NDFS 4750. The students are encouraged to utilize past projects to assess their strengths. They put together a binder with evidence of their strengths as future dietitians. The portfolio introduces them to the concepts they will use when putting together the Professional Development Portfolio as defined by the Commission on Dietetics Registration. The students use past performance to prove they have accomplished various objectives. The portfolio is graded based on a pass/fail system. No students have failed the assignment.

Are students achieving the learning objective (expected learning outcome)? Yes [X]/No [ ].

Clinical and Customer Services: development and delivery of information, products and services to individuals, groups, and populations

KRD 3.1: The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

KRD 3.3: The curriculum must include education and behavior change theories and techniques.

The competency is satisfied through a combination of didactic learning culminating in a clinical case study on a lifestyle-related disease (obesity, cardiovascular disease, or Type II diabetes) (NDFS 4550) and a public health debate (NDFS 5210).

Didactic learning occurs in a variety of courses throughout the curriculum. Most nutrition course taken by the students include an element of lifestyle-mediate disease and disease prevention. However, the selected courses highlight specific research in this area (NDFS 1020, 1240, 3070, 4550, 5210).

Students take a 2-part course in education and behavior change (NDFS 4050/4060). While this course is diverse in its education offerings, students complete 2 assignments that demonstrate knowledge of education and behavior change theories. In the first assignment, students give a 15-minute presentation on a behavior change theory or education technique. In the second assignment, students attend an educational event given by a nutrition practitioner in the community. Students observe and rate the practitioner based on the theoretical knowledge learned during class. 100% of students have achieved the necessary grade per rubric and the B- or higher standard.

Learning assessment is achieved through two major assignments. The first is a clinical case study in MNT I that focuses on cardiovascular disease or obesity. This case study must include discussion of the lifestyle-mediated etiology of the chronic disease. The case study has a literature review component as well as the nutrition care process. In the past 2 years, 100% of students have achieved the necessary benchmark of 80/100 points (80%).

The second assignment is an in-class debate regarding current controversies in public health nutrition. Students study both sides of the argument in groups. On the day of the debate, teams are assigned a pro or con position and must present their evidence in support of the position. This experience gives students the opportunity to explore issues of food, nutrition and lifestyle that currently impact public health and form the basis of nutrition-related debate. All students have participated in this debate. It has not been reported that any students received a less than acceptable grade.

1. CRD 3.1: Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings

Students write patient-based case studies in NDFS 4550, NDFS 4560, NDFS 4580 and NDFS 4660. Case studies are built off patient information regarding prevalent disease states provided to students. Case studies involve research into the disease state, current treatment methodologies, and evidence-based nutrition care. Case studies are built around the nutrition care process so students must incorporate the NCP into evidence-based practice guidelines. Case studies are typically 15-20 pages in length with a minimum research portion of 5 pages. Students are taught how to use evidence-based guidelines by library staff during NDFS 4550 (Medical Nutrition Therapy I). The writing process is rigorous with high expectations for success.

2. CRD 3.5: Coordinate procurement, production, distribution and service of goods and services.

Students participate in a hands-on training program called Soup Connection. As part of this project, students experience all parts of food production and using food as an education tool, with an emphasis on food from farm to table. Each student has the opportunity to be sous chef for a day. The student plans production, procures necessary ingredients, plans the kitchen schedule, and oversees production. The soups are used to educate persons who buy a share of soup. At each pick-up, the students provide basic education on the nutritional properties of the soup. The program has been successful. Students are graded on a pass/fail basis and all have passed.

Are students achieving the learning objective (expected learning outcome)? Yes [X]/No [

Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations

KRD 4.1: The curriculum must include management and business theories and principles required to deliver programs and services.

KRD 4.2: The curriculum must include content related to quality management of food and nutrition services

KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.

KRD 4.4: The curriculum must include content related to health care systems

KRD 4.5: The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers

Students receive coursework on management and business theories during Foodservice Organization and Management (NDFS 4720). During senior year, students apply the information as they create a feasible business plan during Transition to Professional Practice (NDFS 4750). The business plan is graded based on feasibility, applicability, structure, and financial soundness with respect to current theories in dietetics management. All students have completed the business plan over the past 5 years at the accepted level of mastery.

Coursework and capstone experiences are completed in Community Nutrition (NDFS 4480) and Transition to Professional Practice (NDFS 4750). Community nutrition discusses the legislative process in general and how public health programs and nutrition agendas are established. In Transition to Professional Practice, students use this knowledge to create a legislative brief and write a letter to a public official. The paper demonstrated understanding of how to construct valid legislative arguments and use accurate, researched information to make a case for change.

The paper is graded based on construction of the health brief, appropriateness of the letter and understanding of how the legislative process functions. The paper is graded on a letter grade system wherein students must achieve a B- or better as per policy. There are no reported deficiencies in student grades in this class.

1. CRD 4.2: Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food

All students received SERVSafe certification in NDFS 1250. Further in the curriculum, students participate in a hands-on training program called Soup Connection. As part of this project, students experience all parts of food production and using food as an education tool, with an emphasis on food from farm to table. Each student has the opportunity to be sous chef for a day. The student plans production, procures necessary ingredients, plans the kitchen schedule, and oversees production and sanitation/safety procedures. The soups are used to educate persons who buy a share of soup. At each pick-up, the students provide basic education on the nutritional properties of the soup. The program has been successful. Students are graded on a pass/fail basis and all have passed.

2. CRD 4.10: Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies

Students complete a business plan as part of NDFS 4750. The plan must be pertinent to dietetics, feasible, and based on sound financial planning, including budget and staff needs. The plan includes billing for services. The plan is graded based on a rubric. There has not been a report of a student failing to achieve the necessary benchmarks on this assignment.

Are students achieving the learning objective (expected learning outcome)? Yes [X]/No [ ]

Support Knowledge: knowledge underlying the requirements specified above.

KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and the application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.

Course content on food systems is woven throughout the curriculum. Students prove competency by preparing a collection of recipes based on various aspects of food preparation (NDFS 3070), writing a blog, newsletter, or PSA regarding a food topic, including a modified or new recipe (NDFS 3050), creating various menus based on different types of institutions or individuals (NDFS 4720), and giving a presentation on the food/nutrition issues relevant to a specific culture or group (NDFS 3050). Per policy, dietetics students must pass significant assignments and classes with a 80% (B-) or better. The faculty responsible for these assignments has worked with students to ensure that all dietetics students have achieved this benchmark.

Are students achieving the learning objective (expected learning outcome)? Yes [X]/No [ ]

KRD 5.2: The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism and nutrition across the lifespan.

The dietetics curriculum is very heavy in the sciences. The prerequisite coursework involves all of the disciplines mentioned above. Students must achieve a 3.0 or better in prerequisite coursework in order to apply for the program. This policy has been strictly applied for many years.

In addition to prerequisites, students are required to prepare evidence-based case studies on persons at various phases of the life cycle. In general, students prepare case studies on pediatric, elderly, and adult patients. The case studies are graded by rubric and must demonstrate understanding of life cycle as well as MNT. The case studies must be passed by achieving a minimum of 80/100 points. In the past 2 years, there have been 2 cases of students not achieving this grade on a first attempt. The students met with the professor to work through difficulties and resubmitted the case study for grading. In both cases, the students were able to achieve the benchmark and continue in the program.

Are students achieving the learning objective (expected learning outcome)? Yes [X]/No [

The CPD program continues to have a strong curriculum that contributes to the success of dietetics interns by providing the necessary knowledge to support competency. The program emphasizes experiential or service learning as a significant means to develop the skills and attitudes necessary for dietetics. No areas of non-compliance have been noted. However, the program has been over-reliant on exams as a means of learning assessment. Education/learning assessment techniques will be enhanced to ensure that assignments are evaluated objectively and each student receives appropriate training for his or her needs. Faculty is encouraged to implement new education methods and to use non-traditional methods of instruction. As this happens, the program will continue to meet its goals and mission.

Meets

[X] 1. No compliance problems are present.
[ ] 2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

[ ] Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

[ ] Plans to address compliance problems are not viable or have not been developed.

360

Program Concentrations Summary Matrices for Learning Assessment (Standards 9 & 13)
Assessment Period from 2014 to 2021

Title of Concentration Area 1: Lifespan Nutrition

A) List the program-defined Intern competencies (add or delete lines as needed)	B) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	C) Rotation or class in which assessment will occur (Guideline 13.1c)	D) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	E) Timeline for collecting formative and summative data (Guideline 13.1e)	F) Resulting Data with the Date Collected for 2 Competencies per Concentration
CRD 2.3.1 Design, implement and evaluate a presentation given to a pediatric audience utilizing appropriate presentation and communication techniques.	Students design a food experience for 3- or 4-year olds that involves preparation and presentation of a novel, healthful food and a brief instruction regarding health benefits	NDFS 4590	Professor Preceptor	Annually	2013: All students achieved appropriate preceptor evaluation score of 3 or better
CRD 3.1.1 Perform the Nutrition Care Process and use standardized nutrition language as appropriate for pediatric and elderly population.	Students complete 2 Nutrition Care Plans utilizing the nutrition care process on elderly and pediatric patients, including a complete literature review	NDFS	Professor	Each semester	2013: All students achieved the desired minimum of 80% or higher on nutrition care plans

Learning Assessment Matrix (Standard 13)
Ongoing Assessment of Core Knowledge for the RD
Assessment Period from 2013 to 2018

Background: The Learning Assessment Planning Matrix is used to assess the Foundation Knowledge & Competencies/ Learning Objectives specified in Appendix A of ACEND's Accreditation Standards and to document learning outcomes over a five-year period. At the end of five years, the completed portions of the form can be used as evidence of the degree to which the program is helping students to learn.

Directions: List at least one assessment method with the learning objectives per competency. Specify the rotation in which the assessment will occur and identify the individuals or groups responsible for ensuring that the assessment takes place and the timeframe for collecting the data. Optional: Feel free to also include the actual outcomes over the five-year lifetime of the plan.

Scientific and Evidence Base of Practice: integration of scientific information and research into practice					
	Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	Rotation or class in which assessment will occur (Guideline 13.1c)	Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	Timeline for collecting formative and summative data (Guideline 13.1e)	Resulting Data and Date Collected
KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.	• Students will complete pertinent coursework and exams at a minimum mastery level of 80%. • Student will write 2 evidence-based case studies based on prevalent disease states. • Students will write 2 literature reviews utilizing peer-reviewed nutrition references.	• NDFS 4020 • NDFS 4550/4560 • NDFS 4570/4580 • NDFS 4660 • NDFS 4780	• Various Instructors • Program director	• At end of semester, student coursework will be evaluated. • At end of each academic year, student progress will be evaluated. • Student GPA and domain scores on RD exam reviewed annually by faculty &	• All students completed coursework at the required proficiency level. • No students on probation in last 3 years; all graduated. • 1-year pass rates on RD exam consistently 90% of students. • Mean RD exam FD & NTR

	• Students will review 1 scientific and 1 popular article for accuracy and application of scientific principles. • Students will prepare a health brief using a peer-reviewed article.			compared over prior 3 years	domain score greater than 16 over past 5 years.

Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.

	Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	Rotation or class in which assessment will occur (Guideline 13.1c)	Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	Timeline for collecting formative and summative data (Guideline 13.1e)	Resulting Data and Date Collected
KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.	• Students will complete pertinent coursework and exams at a minimum mastery level of 80%. • Students will present an oral case study with score of 40/50 (80%). • Students will work in groups to complete large semester projects	• NDFS 4560	• Instructor • Program director	• At end of semester, student coursework will be evaluated. • At end of each academic year, student progress will be evaluated. • Student GPA and domain scores on RD exam reviewed annually by faculty & compared over prior 3 years	Reporting aggregate data to ACEND on every knowledge requirement is now optional.

KRD 2.2: The curriculum must provide principles and techniques of effective counseling methods.	• Students will complete pertinent coursework and exams at a minimum mastery level of 80%. • Students will demonstrate effective counseling technique during lab-based experiences.	• NDFS 4050/4060 • NDFS 4550	• Instructor • Program director	• At end of semester, student coursework will be evaluated. • At end of each academic year, student progress will be evaluated. • Student GPA and domain scores on RD exam reviewed annually by faculty & compared over prior 3 years	Reporting aggregate data to ACEND on every knowledge requirement is now optional.
KRD 2.3: The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.	• Students will complete module on scope of practice and code of ethics in MNT course. • Students will complete pertinent coursework and exams at a minimum mastery level of 80%.	• NDFS 4550	• Instructor • Program director	• At end of semester, student coursework will be evaluated. • At end of each academic year, student progress will be evaluated. • Student GPA and domain scores on RD exam reviewed annually by faculty & compared over prior 3 years	Reporting aggregate data to ACEND on every knowledge requirement is now optional.
Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations					

	Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	Rotation or class in which assessment will occur (Guideline 13.1c)	Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	Timeline for collecting formative and summative data (Guideline 13.1e)	Resulting Data and Date Collected
KRD 3.1: The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.	• Students will complete pertinent coursework and exams at a minimum mastery level of 80%. • Students will complete 10 or more ADIME notes utilizing case studies derived from real world situations. • Students will achieve proficiency at assessment through demonstration and evaluation using case studies, nutrition care plans, and in-class demonstrations.	• NDFS 4550/4560 • NDFS 4660	• Instructors • Program directors	• At end of semester, student coursework will be evaluated. • At end of each academic year, student progress will be evaluated. • Student GPA and domain scores on RD exam reviewed annually by faculty & compared over prior 3 years	• All students completed coursework at the required proficiency level. • 1-year pass rates on RD exam consistently 90% of students. • Mean RD exam FD & NTR domain score greater than 16 over past 5 years.
KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.	• Students will complete pertinent coursework and exams at a minimum mastery level of 80%. • Completion of case study on obesity,	• **NDFS 1020** • **NDFS 1240** • **NDFS 3070** • **NDFS 4550** • **NDFS 5210**	• Instructors • Program directors	• At end of semester, student coursework will be evaluated. • At end of each academic year, student progress	• All students completed coursework at the required proficiency level. • Mean RD exam FD & NTR domain score

	Type II diabetes or cardiovascular disease at a minimum mastery level of 80%. • Participate in an in-class debate regarding current controversies in public health nutrition.			will be evaluated. • Student GPA and domain scores on RD exam reviewed annually by faculty & compared over prior 3 years	greater than 16 over past 5 years.
KRD 3.3: The curriculum must include education and behavior change theories and techniques.	• Students will complete pertinent coursework and exams at a minimum mastery level of 80%. • Students will give a 15-minute presentation on a behavior change theory or education technique as a capstone experience. • Students will observe and rate nutrition practitioners providing education according to theories & techniques learned in coursework.	• Psych or Soc 1010 • NDFS 4550 • NDFS 4050	• Instructor • Program director	• At end of semester, student coursework will be evaluated. • At end of each academic year, student progress will be evaluated. • Student GPA and domain scores on RD exam reviewed annually by faculty & compared over prior 3 years	Reporting aggregate data to ACEND on every knowledge requirement is now optional.
Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations					

	Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	Rotation or class in which assessment will occur (Guideline 13.1c)	Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	Timeline for collecting formative and summative data (Guideline 13.1e)	Resulting Data and Date Collected
KRD 4.1: The curriculum must include management and business theories and principles required to deliver programs and services.	• Students will complete pertinent coursework and exams at a minimum mastery level of 80%. • Students will read and review at least one recent book on management techniques. • Students will create a business plan.	• NDFS 4710/4720 • NDFS 4730/4740 • NDFS 4750	• Instructor • Program director	• At end of semester, student coursework will be evaluated. • At end of each academic year, student progress will be evaluated. • Student GPA and domain scores on RD exam reviewed annually by faculty & compared over prior 3 years	• All students completed coursework at the required proficiency level. • Mean RD exam FSS domain score greater than 15 over past 5 years.
KRD 4.2: The curriculum must include content related to quality management of food and nutrition services.	• Students will complete pertinent coursework and exams at a minimum mastery level of 80%. • All students will become ServSAFE certified • Laboratory experience on food preparation and completion of lab journal.	• NDFS 1250 • NDFS 4720 • NDFS 4740	• Instructor • Program director	• At end of semester, student coursework will be evaluated. • At end of each academic year, student progress will be evaluated. • Student GPA and domain scores on RD exam reviewed	• All students completed coursework at the required proficiency level. • Mean RD exam FSS domain score greater than 15 over past 5 years.

				annually by faculty & compared over prior 3 years	
KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.	• Students will complete pertinent coursework and exams at a minimum mastery level of 80%. • Students will compose a letter to a public official based on a topic of special interest. • Students will complete a health brief and presentation to classmates based on a recent nutrition-related proposed or enaced policy	• NDFS 4480	• Instructor • Program director	• At end of semester, student coursework will be evaluated. • At end of each academic year, student progress will be evaluated. • Student GPA and domain scores on RD exam reviewed annually by faculty & compared over prior 3 years	Reporting aggregate data to ACEND on every knowledge requirement is now optional.
KRD 4.4: The curriculum must include content related to health care systems.	• Students will complete pertinent coursework and exams at a minimum mastery level of 80%.	• NDFS 4750	• Instructor • Program director	• At end of semester, student coursework will be evaluated.	• Reporting aggregate data to ACEND on every knowledge requirement is now optional.
KRD 4.5: The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain	• Students will complete pertinent coursework and exams at a minimum mastery level of 80%.	• NDFS 4750 • NDFS 5750	• Instructor • Program director	• At end of semester, student coursework will be evaluated.	• Reporting aggregate data to ACEND on every knowledge requirement is now optional.

reimbursement for services from public or private insurers	• Students will complete a business plan including plans for reimbursement of services.			• At end of each academic year, student progress will be evaluated. • Student GPA and domain scores on RD exam reviewed annually by faculty & compared over prior 3 years	

Support Knowledge: knowledge underlying the requirements specified above.

	Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	Rotation or class in which assessment will occur (Guideline 13.1c)	Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	Timeline for collecting formative and summative data (Guideline 13.1e)	Resulting Data and Date Collected
KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to	• Students will complete pertinent coursework and exams at a minimum mastery level of 80%. • Students will participate in local food-based events to educate the public on health & wellness topics. • Students will create 1 institutional, 1 event, and 2 individualized menus relevant to	• **NDFS 1240** • **NDFS 3070** • **NDFS 4710/4720** • **NDFS 4730/4740**	• Instructor • Program director	• At end of semester, student coursework will be evaluated. • At end of each academic year, student progress will be evaluated. • Student GPA and domain scores on RD exam reviewed annually by faculty & compared over	• All students completed coursework at the required proficiency level. • 1-year pass rates on RD exam consistently 90% of students. • Mean RD exam FSS domain score greater than 15 over past 5 years.

diverse groups.	the group. • Students will write a newsletter, blog, article, or PSA regarding a food topic, including a modified or new recipe. • Students will complete a semester project including research into an unfamiliar culture or group and culminating in a food- and health-based group presentation.			prior 3 years	
KRD 5.2: The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism and nutrition across the lifespan.	• Students must achieve a 3.0 or higher in science-based prerequisites prior to entry in program. • Students will complete pertinent coursework and exams at a minimum mastery level of 80%. • Students will complete 3 case studies on persons from various phases of the life cycle (pediatric, adult, elderly).	• Prerequisites • NDFS 2020 • NDFS 3020 • NDFS 4020 • NDFS 4550/4560 • NDFS 4660 • NDFS 5300	• Instructor • Advisor/Selection panel • Program director	• At end of semester, student coursework will be evaluated. • At end of each academic year, student progress will be evaluated. • Student GPA and domain scores on RD exam reviewed annually by faculty & compared over prior 3 years	• All students completed coursework at the required proficiency level.

KRD 5.3: The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology	• Students must achieve a 3.0 or higher in science-based prerequisites prior to entry in program. • Students will complete pertinent coursework and exams at a minimum mastery level of 80%. • Students will give a 15-minute presentation on a theory or technique relevant to the study of human behavior.	• Psych or Soc 1010 • NDFS 4050/4060	• Instructor • Program director	• At end of semester, student coursework will be evaluated. • At end of each academic year, student progress will be evaluated. • Student GPA and domain scores on RD exam reviewed annually by faculty & compared over prior 3 years	Reporting aggregate data to ACEND on every knowledge requirement is now optional.

CLINICAL FINAL EVALUATION

Facility _____ Date_____

Preceptor _____ Student/Intern _____

- Please evaluate the student/intern on the following areas of performance
- Please circle the number corresponding to your rating

Scale: 1 – Very weak, needs more work
2 – Weak, needs more work
3 – Doing well, performing as expected for student/intern level
4 – Above average, doing better than expected
5 – Outstanding, doing much better than expected for level
N/A – not applicable to this rotation

- Add comments in each area for particularly strong or weak performance

PROFESSIONALISM		1	2	3	4	5	N/A
CRD 2.11	Appropriate dress and grooming	Comments					
CRD 2.11	Attitude of learning and willingness to work						
CRD 2.1, 2.10	Appropriate interaction with patients/clients/staff						
RESPONSIBILITY		1	2	3	4	5	N/A
CRD 2.11	Punctual with appropriate tools	Comments					
CRD 2.11	Follows through with responsibilities						
CRD 2.11	Accepts consequences of actions						
CRD 2.12	Able to set and accomplish objectives						
CRD 2.12	Able to evaluate own strengths and weaknesses						
TIME MANAGEMENT		1	2	3	4	5	N/A
CRD 2.11	Sets priorities	Comments					
CRD 2.11	Handles increasing work load						
RESOURCE MANAGEMENT		1	2	3	4	5	N/A
CRD 1.2, 1.3, 1.4, 2.1	Uses references materials; current techniques	Comments					
CRD 1.2, 1.3, 2.8, 3.1c	Able to justify/support decisions with correct information						
DI 2.11, 2.13	Consults with preceptor/instructor; acts within level of competence						
CRD 1.2, 1.3, 1.4, 2.4, 3.1a-e	Has and uses adequate knowledge base						
NCP: ASSESSMENT, MONITORING, EVALUATION		1	2	3	4	5	N/A
CRD 2.6, 3.1a, 4.5	Completes screening procedures	Comments					
CRD 3.1a, 3.1d	History nutrition, personal, medical, family, social						
CRD 3.1a, 3.1d	Food and nutrient intake, access to food						
CRD 3.1a, 3.1d	Medications, supplements						
CRD 3.1a, 3.1d	Pt/client knowledge, belief, attitude, behaviors towards nutrition related concepts						
CRD 3.1a, 3.1d	Anthropometric measurements, assessments						
CRD 3.1a, 3.1d	Biochemical data, medical test, procedures						
CRD 3.1a, 3.1d	Nutrition focused physical findings (wasting, suck/swallow, etc.)						
CRD 3.1a, 3.1d	Compare nutrient and growth needs to standards (energy, pro, fluid, growth, etc.). Accurate needs calculations						
CRD 3.1d, 3.6	Monitor intake of patient po, enteral, parenteral feeds. Evaluate and make appropriate changes.						

NCP: DIAGNOSIS		1	2	3	4	5	N/A
CRD 3.1b	Identify and label nutrition problems, etiology, and signs and symptoms	Comments					
NCP: INTERVENTION		1	2	3	4	5	N/A
CRD 1.2, 3.1a, 3.1c	Implement conversion of one form of nutrition support to another. Implement changes in feeding from ECF or home	Comments					
CRD 3.1a, 3.1c	Able to interpret data collected						
CRD 3.1c, 3.1d	Accurate diet/oral supplement/ calorie count calculations						
CRD 3.1c	Checks work for errors						
CRD 3.1c	Appropriate, accurate nutrition support recommendations						
CRD 2.4, 2.10, 3.1c, 3.4	Appropriate, accurate, complete instructional/counseling materials and methods						
CRD 3.1c, 2.4	Appropriate teaching level for pt/family understanding; family involvement						
CRD 3.1c, 3.1d	Evaluates, pt/client's level of understanding, motivation						
CRD 2.7, 3.1c, 2.10	Establishes, coordinates, implements follow up care short and/or long-term						
CRD 2.7, 3.1c, 3.5	Appropriate involvement and coordination with health care for nutrition interventions						
CRD 4.11	Participates in coding/billing of dietetics/nutrition services						
COMMUNICATION		1	2	3	4	5	N/A
CRD 2.13	Uses proper channels of communication	Comments					
CRD 2.11	Listens actively						
CRD 2.2, 3.2, 3.1c	Appropriate written and oral communication						
CRD 2.1	Maintains confidentiality						
CRD 2.11, 2.13	Culturally sensitive						
CRD 2.5	Active participation in team conferences						
CRD 1.4, 3.4	Utilizes current research in formal presentations to professionals and interactions with pt/clients						

Please comment on the student/intern's overall performance:
Strengths

Areas for
further work

Signatures:

Preceptor:_____ Student/Intern_____

374

CONTENT GUIDELINES – End of semester case study

This project is a capstone experience to evaluate the following competency: (KRD 3.1) The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, intervention and implementation of interventions and strategies for monitoring and evaluation.

I. Introduction

The introduction should orient the reader or listener to what the student plans to present.

II. Patient Profile and Social History

This should be a short description of the characteristics of your patient. This information will personalize the succeeding facts and data in this report. Examples of the types of information that might be included in the "profile" include: age, sex, height, weight, preferred weight, marital status, family, occupation, race, religion, number or previous hospital admissions, reason for coming to the hospital, economic status, socio-psycho cultural factors, etc.

III. Medical History

- Present admission - why the patient was hospitalized.
- Past history, symptoms, laboratory findings and clinical findings leading to the present diagnosis. Emphasize those leading to the diagnosis or involving the diet that lead you to choose this particular patient as a case study.
- ***This information MUST be related back to relevant research on the disease state***

IV. Treatment and Progress

- Date of admission and date of discharge.
- Surgical and/or medical treatment and progress.
- Diet order and progression during hospitalization.
- Assessment of nutritional status
    - Report of anthropometry
    - Laboratory data pertinent to nutritional status.
    - Medication & Drug-Nutrient Interactions
    - Any other clinical findings
    - Diet evaluation - summary of diet history including types and amounts of food eaten at each meal and the **nutrient analysis** of the history. Must also discuss diet order and intake while hospitalized
- Documentation of nutrition care process
    - Demonstrate how you used the patient information

V. Summary and Conclusions

The patient's progress and prognosis at discharge or at the completion of the study should be summarized. Discuss the long-term needs of the patient.

VI. Include all nutrition notes (ADIME, meal plan, diet analysis) created for this patient

VII. Include your ESHA analysis of diet and any meal plan created for the patient.

VIII. References

- List all textbooks, journal articles or other publications which were used in preparing this report and document them in the body of the report. Include at least three current **peer reviewed** journal articles.

- **Do not plagiarize! Quote correctly. Give credit when credit is due. Quote original sources.**

- **Use the ADA guide to authors for proper reference citation. Reference Style.pdf**
- Make sure to reference after each appropriate sentence. If it isn't common knowledge, it must have a reference for a number of sentences, and if you re-word it, it still must reference it.

Final Case Study Rubric

Spring 2013

This project is a capstone experience to evaluate the following competency: (KRD 3.1) The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, intervention and implementation of interventions and strategies for monitoring and evaluation. Students must complete the project with a minimum score of 80/100 to continue in the dietetics program.

Content	___/75 Notes:

- Case introduction (2 points each = 4 points)
  - Social, cultural & family history included
  - Medical history provided

  Total: _____

- Medical information accurate (2 points each = 10 points)
  - Literature review complete & accurate
  - Chart information accurate & integrated well
  - Medical descriptions accurate
  - Integrates nutritional management
  - Relates medical information back to patient situation (i.e. notes risk factors present in case, indicates which complications are experienced by patient)

  Total: _____

- Nutrition Assessment (20 points)*
  - Anthropometrics (5 points)
    - Pertinent anthros presented
    - Numbers are interpreted correctly
  - Biochemical (5 points)
    - Abnormal labs clearly evaluated
    - Conclusions are correct
  - Clinical Information (5 points)
    - Physical evaluation discussed
    - Medication history complete
    - Drug-nutrient interactions discussed
  - Diet evaluation (5 points)
    - Analysis of home diet indicates excesses & deficiencies important to diagnosis (2 points)
    - Current intake evaluated for adequacy (if available)
      - If not available, reason for exclusion explained
    - Estimated needs appropriate
    - Diet order evaluated
    - Analysis is evidence-based

    Total: ____

- Nutrition diagnosis (2 points each = 6 points)
  - Correct format with codes
  - Diagnosis is relevant to assessment
  - Etiology and s/s are relevant to diagnosis, not repetitive

  Total: ____

○ Intervention (2 points each = 10 points) ○ Correct formatting with codes ○ Meal plan or behavior goals consistent with diagnosis & appropriate for case ○ Goals are specific, measurable & relevant to diagnosis ○ Intervention is evidence-based ○ Clarifies relationship between theory & practice Total: _____ ○ Monitoring/Evaluation (10 points) ○ Answers who/what/when for follow-up ○ Plan is specific ○ Plan is relevant to diagnosis (i.e. following these parameters will indicate when diagnosis has resolved) ○ Plan is evidence-based Total: _____ ○ Summary (10 points) ○ Expectations for patient outcome included ○ No sweeping conclusions without reference Total: _____ ○ Nutrition Notes (5 points) ○ ADIME note included in correct format ○ Meal plans complete w/ analysis (if appropriate) Total: _____ *For 4570, evaluate based on standards of hospital where case study was obtained	
Grammar & Style (3 points each) ○ Professional level & tone ○ Written in a consistent tense ○ No contractions ○ No personal pronouns ○ Fewer than 2 major grammatical errors or 5 minor errors ○ No incorrect abbreviations; all abbreviations introduced correctly ○ Patient identification using initials only ○ Paper is original w/ appropriate turnitin score	____/15 Notes:
References (2 points each) ○ Referencing style consistent ○ At least 2 texts from course utilized ○ At least 2 valid peer reviewed scientific articles cited ○ Information from articles integrated well into content ○ If websites referenced, sources are credible sources	____/10 Notes:
TOTAL SCORE	_____/100

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Dish Up!

Nutrition Education in a Bowl

Thursday, March 21, 2013

Soup Connection -- The True Story

In one sentence, can you describe what Soup Connection is?
State-of-the-art USTAR commercial kitchen/nutrition research facility marries USU Dietetics Program, gives birth to healthy, seasonal soups and, perhaps most importantly, creates a unique hands-on training environment for future Registered Dietitians.



How did this idea start?
Dietetics faculty asked themselves, "How can we utilize that amazing USTAR facility to teach students how to DO the concepts they learn in class?" Those concepts include: sourcing local produce, eating seasonally, incorporating vegetables and whole grains into delicious meals, simplifying family mealtimes, and making the healthy choice the easy (and fast) choice. And, since the best way for students to apply knowledge and gain confidence is by teaching others, the goal was to find nooks and crannies of opportunity for dietetics students to do exactly that.



Interesting idea, but how did it turn into SOUP?
The brainstorming process began in Summer 2012...

"Have you heard of Winter Sun Farms?" asked Casey, the brilliant student from New York, referring to a novel program that distributes frozen local produce in the dark months of winter.
"I belonged to a Soup and Bread CSA in Reno..." said Dr. Kynda Curtis, the USU Extension Ag Economist.
"Is there research potential or business opportunity?" says Dr. Mike LeFevre, Scientific Director of the Applied Nutrition Research Team.
"Does anyone have any good ideas about how we can come up with models for tasty, simple, and healthy foods to feed kids of all ages for lunch?" asks everyone in the country.

A smile became contagious and the Soup Connection was born. All of these concepts can be applied through preparing and distributing healthy soup! Student-created soup is a hub that connects many dots.

Are there different parts of Soup Connection?
Currently, there are two components:
Soup for Lunch & Soup for Home

Popular Posts



Mini Carrot Cupcake with Cream Cheese Frosting
If you can answer YES to one or more of the following questions, then this post is for you. Have you ever had runny frosting? ...



Roasted Summer Squash Soup
Is there such a thing as deliciousness in a bowl?? We think so. And it is called Roasted Summer Squash Soup. If you've been ...



Quinoa Stew with Potatoes and Greens
The first time you heard the word quinoa, you probably thought "what is that??" But once the initial bewilderment wore off, you...



Red Lentil & Squash Soup
In Ancient Egypt, Lentils were dubbed instrumental Making children happier - that was monumental! Historically called "poo...



Vegetable Pho
What in the world is "Pho?" Pho (pronounced "fuh") - is also known as Vietnamese Noodle Soup and is made of savory ...



Soup Connection Shares Q&A
How does the Soup Connection CSA work? The Soup Connection Commnity Supported Agriculture (CSA) follows the CSA models used by many loc...



Soup Connection -- The True Story
In one sentence, can you describe what Soup Connection is? State-of-the-art USTAR commercial kitchen/nutrition research facility marries...

Sweet Potato, Carrot, Apple and Red Lentil Soup
This was our soup sample at Food Day 2013. So many people loved it - we have decided to share the recipe with you!



Soup for Lunch: Two days per week (during Spring Semester), students serve up soup and bread in the USTAR Dining Area to Utah State University employees, students and community members. Recipes are provided.
Soup for Home: Following a Community Supported Agriculture (CSA) model, pre-payment for a share provides funds for exceptional ingredients and reusable containers. Share holders sign up to receive a weekly share of soup, a loaf of Crumb Brothers Bread, and a student-written newsletter for nine weeks.
Future ideas: Soup for Kids, Soup for Weight Loss, Soup for Health....we could go on and on!



Will Soup Connection continue in the future?
YES!
Summer/Fall: Our hope is to continuing preserving local produce during the peak of the season and continually testing recipes to ensure top quality.
Winter/Spring: We plan to continue preparing and selling soup during this season!

How can I eat some of your lovely soup?
Come to USTAR for lunch on most Wednesdays and Fridays through April 12 (excluding March 13, 15, 22), from 11:30-1. USTAR dining area is located at 650 Grand Ave. Logan, Utah, which is the large GREY building NE of Lee's Marketplace (-1600 N.)
Or you could desperately seek out one of our current Soup for Home CSA members and request an invitation to dinner at their home on a Wednesday evening. :)





(Picture to come) In...



Peach Cookies
You know those desserts that stretch a smile across your face because it feels like little pieces of heaven are falling into your mouth...



Vegetable Chowder
Vegetable Chowder is a power packed soup that has a lot of great ingredients, including fresh Fennel. this ingredient is full of vitamin...

About Us



USU Dietetics

Follow 0

Food? We love it. Education? Currently in process. Optimal health? This is our goal!
We are the Utah State University Dietetics Program. As a program, we provide the scientific knowledge base and unique hand-on experiences to our students.
As students, we are sponges for learning anything and everything nutrition.
Step into our blog-o-sphere and learn about our efforts to love food, nourish the body and improve the health of our community and beyond.

View my complete profile

Call for Abstracts for UAND Annual Meeting

Original Research Poster Sessions

We would like to provide a poster session of original research presentations at our Utah Academy of Nutrition and Dietetics Annual Meeting. The poster session will be Thursday, March 20, 2014: 10:30 am - 11:30 am. If your hospital, health care facility, or educational facility is involved in research that would be meaningful to our professional group, please consider submitting an abstract.

UAND members, students, and other related healthcare professionals are invited to participate. The abstracts must be submitted on this official form by **March 7, 2014.** Selections will be made based on content and contribution to the profession. You will be notified of the acceptance of your abstract by March 14, 2014.

Those receiving notification of acceptance will be required to prepare a 4' X 3' poster to be displayed in the session. Further details regarding the requirements for these posters will be provided along with the notification of acceptance.

OFFICIAL ABSTRACT FORM

Category (Check one)
- ☒ Undergraduate Nutrition Student
- ☐ Graduate Nutrition Student
- ☐ Professional Dietitian
- ☐ Allied Health Professional

Presenter Information (Use the provided shaded boxes to complete information as you wish it to appear):

TITLE: Acceptability of Breakfasts Bites with or without promotion of health benefits
AUTHOR(S): Ashlie Palmer, Alessa Wade, Kayla Thomas, Tanille Smith, Allison Skidmore, Dawn Reed, Melodie Haslam, Norma Patino, Stacey James, Jill Henderson, Katie Barker, Elizabeth Nix, Sheryl Aguilar
LEARNING OUTCOME:

ABSTRACT TEXT: (450 words or less)
Introduction: Breakfast is the most important meal of the day. However, studies show that 49% of Americans skip breakfast. Breakfast Bites were developed to provide a well-rounded meal that can be eaten on the go to encourage healthy breakfast intake.

Purpose: Our study examined the acceptability of two varieties of Breakfast Bites amongst Utah State University (USU) students, faculty and staff. It also studied the effect certain health claims had on the acceptability of these products. The hypothesis was that participants who were presented the nutritional benefits of the products would respond more positively to the product than participants not receiving the information.

Methodology: 289 USU students, faculty, and staff were recruited to participate. Participants were asked to sample two Breakfast Bites, one with chocolate (B) and one without (A) and complete a survey rating appearance, aroma, texture, taste, and overall acceptability of the two products on a seven point Likert scale. They also answered questions about food preferences, purchasing habits and rated their current level of hunger.

Participants (N=162) in a Promotional group (P) and were given a short presentation on the nutritional benefits of the product before they sampled the products and completed the survey. Participants (N=127) in the Control group (C) were asked to sample the product and complete the survey. Data was collected via paper surveys.

Results: Sample B had an overall higher acceptability than sample A. Both the C and P groups significantly preferred the taste of sample B ($p=0.04$, $p=0.009$) over sample A. However, the aroma of sample A was significantly preferred ($p<.001$) over sample B in both the control and promotional groups. When the samples were prefaced with a nutritional promotion the average overall acceptability was significantly higher than the control group ($p=0.015$). Likeability of aroma, and overall acceptability for B and appearance for both A and B increased as self-reported hunger levels increased.

Conclusions: Promoting the health benefits of the breakfast bites increased overall acceptability for the product in faculty, staff, and students at USU. Participants preferred the sample of Breakfast Bites with chocolate, and as hunger increased, the subjects liked the sample more. These results indicate that Breakfast Bites are an acceptable product, and promotional messages about Breakfast Bites may increase likability and sales of the product if they are printed on the packaging label.

Name of Presenter (include degree(s) if you wish): Sheryl Aguilar, MS, RD, CDE
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The effects of consumption of high carotenoid juice and change in skin carotenoid levels among school age children

Objective: To determine the effect and dose response of carotenoid consumption on change in skin carotenoids among children.

Rationale: No published study has looked at this correlation in children.

Study Design, Intervention: Participants were children age 5-17 from Cache County, UT (n=60). Over four weeks, children consumed 1-4 ounces of a high carotenoid juice (active high (AH), active low (AL)) or juice without carotenoids (placebo high (PH), placebo low (P-L) based on their weight. At baseline and week four, their skin carotenoids were measured by a Biophotonic scanner.

Outcome Measures and Analysis:

A one-way ANOVA was used to assess the mean differences in change in skin carotenoid levels by group (AH, AL, PH, PL).

Results: The A-H group had a mean difference increase in scanner score of 6,090 compared to the P-H ($p<.04$) and 6,954 compared to the P-L group ($p=.006$). There was no significant difference between change in skin carotenoids between the AH and AL groups.

Conclusions and Implications: Consumption of a high carotenoid juice significantly increased skin carotenoid levels over a four week period among children aged 5-17.

Professional Portfolio Assignment

NDFS 4750
Spring 2012

Purpose: Perform self assessment, develop goals and objectives, and prepare a draft portfolio for professional development in accordance with CDR standards. Portfolios will be developed in an online format, which will be demonstrated in class. The portfolio should contain the following sections:

a) **Cover Page**
b) **Table of Contents**
c) **Brief Biography**
d) **Resume**
e) **Demonstration of Academic Achievement**
f) **Professional Development Plan**

The following pages will give examples and specific instructions for selected components of the professional portfolio.

Brief Biography

- Write in third person as if someone is introducing you
- Often used when you are working with the media or giving presentations
- Give a short summary of your qualities and qualifications
- Provides an overview of your
    - Education
    - Work experiences
    - Memberships
    - Community Service Activities
    - Leadership Roles
    - Volunteer Activities
    - Professional Interests
- Optional at the end
    - Family
    - Hobbies
- Should be interesting to read, pleasant and conversational in tone

Sample Biosketch

Joy Loft grew up in Layton, Utah. She attended Green University on an academic scholarship and played tennis for two years at the University. Her second year, her doubles team took second place in the final tournament.

After completing an Associate degree in biology at Green University, Joy turned her attention to nutrition. She transferred to Utah State University and was accepted to the Coordinated Dietetics Program where she graduated with a Bachelor of Science degree in Dietetics. She was awarded the "Dietetics Student of the Year" award and was recognized by the University for her important work at the student food bank. Realizing that she wanted to work in nutrition policy, she enrolled in the Master's program in Public Health with an emphasis in Policy at Boston State University. As part of her education, Joy lived in Ghana for six months and worked with the local department of health to develop nutrition policy in the community. This experience reinforced Joy's professional goals and is one of her strongest life experiences.

Joy's interest in nutrition policy came as a result of her work at the student food bank while working to complete her undergraduate degree. She realized the importance of policy in shaping the nutrition field and decided that she could make a stronger impact through changing policy, than she would be able to make working one on one with clients.

In her spare time, Joy enjoys traveling, cooking and hiking with her family and friends. She plans to work abroad in nutrition policy for underserved populations.

Demonstration of Academic Achievement

Each sub-section listed below should include a title page with a guide to the courses and assignments represented (2-3 samples of work for each sub-section) and a one page reflection paper for each subject area. Reflection papers should be written as a thoughtful discussion about what you are taking away from your educational and practical experiences in this subject area. Some points to consider:

1. What concepts, skills, or resources did you master and how can you see yourself applying it in the future as it relates to your personal and/or career goals.

2. Was there an individual activity or assignment or topic that particularly stood out for you? Which experiences were particularly valuable? What you could have done differently?.

3. Discuss your strengths and areas you still need to develop.

Sub sections to be included:

a) Clinical
b) Food Service/ Management
c) Community/ Public Health
d) Other (research, outside projects, volunteer work etc)

DEMONSTRATION OF ACADEMIC ACHIEVEMENT

CLINICAL

Courses Completed
NDFS 3600
NDFS 4550
NDFS4560
NDFS 4580

Selected Assignments
Health Brief
Final Case Study
Handout for Wound Healing

-DATE-

PROFESSIONAL DEVELOPMENT PLAN

This will serve as a spring board for the professional portfolio which is required to maintain registration once the RD exam has been passed. This section should include the follow sub-headings.

a. Self Reflection Paper (based on responses to the questions listed below)
b. Personal Mission Statement: A personal mission and vision statement, objectives and specific strategies for reaching them.

Self Reflection Questions

What are my current practice area(s) and/or professional interests?

Within my area(s) of practice and/or professional interests, what responsibilities do I perform now?

What external factors or trends (professional, societal, environmental) are affecting or will affect my professional practice?

What areas of my profession do I enjoy?

What are my current leadership responsibilities?

What do I want my future practice area to be?

What are my professional strengths?

What are my professional areas for improvement?

What are my current professional goals?

Short Term: (1-3 years)
Long Term: (3-5 years)

Personal Mission Statement Example:

Vision Statement: To be the leading dietitian in the field of sports and nutrition for communities throughout Northern Utah

Mission Statement: To provide accurate, effective nutrition instruction for athletes of all ages in Northern Utah

Objectives:

- To Develop a personal quick reference manual of sports nutrition information and instruction
- To market my abilities to three companies by December 2010

Strategies: Compile one data page of important information monthly to develop a quick reference manual. Develop a business card by July 2010.

Student Web pages 2013

http://emilylisea.wix.com/dietetics-portfolio

http://rebeckabankhead.webs.com/

http://carlsonabbey.weebly.com

http://allisonedwardsportfolio.weebly.com/

http://jilliancfox.wix.com/dieteticsportfolio

http://ellengarr.weebly.com

http://madrunner1.wix.com/hayleyhousekeeper

www.garthrhunt.weebly.com

http://caseyamaher.weebly.com

http://kelsiemaw.wix.com/dieteticsportfolio

http://jessm91.wix.com/portfolio

http://jaquelineneid.wix.com/portfolio

http://meganjane09.wix.com/personalportfolio

http://amtspackman.wix.com/amandaspackman

Fall Senior Year

Capstone Demonstration Assignments

to be completed at

Long Clinical, Dialysis, Pediatric, ***OR*** Elective Rotations

ACEND Competencies:

Scientific and Evidence Base of Practice:

Competencies

CRD 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature in the nutrition care process and model and other areas of dietetics practice.

Professional Practice Expectations:

Competencies

CRD 2.2 Demonstrate professional writing skills in preparing professional communications.

Clinical and Customer Services

Competencies

CRD 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages in a variety of settings.

CRD 3.2 Demonstrate effective communications skills for clinical and customer services in a variety of formats

See attached guidelines and rubrics for the following assignments:

1. Advanced Case Study
2. Oral Case Study Presentations
3. Nutrition Care Plans

Guide to Written Case Studies

Advanced case study is the same as other case study, but requires in depth 6-8 pages literature review of primary disease/condition.

CONTENT GUIDELINES

I. Introduction

The introduction should orient the reader or listener to what the student plans to present.

II. Patient Profile and Social History

This should be a short description of the characteristics of your patient. This information will personalize the succeeding facts and data in this report. Examples of the types of information that might be included in the "profile" include: age, sex, height, weight, preferred weight, marital status, family, occupation, race, religion, number or previous hospital admissions, reason for coming to the hospital, economic status, socio-psycho cultural factors, etc.
Critically analyze the nutrition care that was delivered.

III. Medical History

1. Present admission - why the patient was hospitalized.

2. Past history, symptoms, laboratory findings and clinical findings leading to the present diagnosis. Emphasize those leading to the diagnosis or involving the diet that lead you to choose this particular patient as a case study.

INSERT LITERATURE REVIEW HERE (after discussing diagnosis/condition) or AT END

IV. Treatment and Progress

1. Date of admission and date of discharge.

2. Surgical and/or medical treatment and progress.

3 . Diet order and progression during hospitalization.

4. Assessment of nutritional status.
   a. Report of anthropometry
   b. Laboratory data pertinent to nutritional status.
   c. Medications
   d. Clinical

e. Diet evaluation - summary of diet history including types and amounts of food eaten at each meal and the **nutrient analysis** of the history. Must also discuss diet order and intake while hospitalized

V. Summary and Conclusions

The patient's progress and prognosis at discharge or at the completion of the study should
be summarized. Discuss the long-term needs of the patient.

VI. Include all nutrition notes created for this patient

VII. References

- List all textbooks, journal articles or other publications which were used in preparing this report and document them in the body of the report. Include at least three current **peer reviewed** journal articles.

- Quote correctly. Give credit when credit is due. Quote original sources.
- **Do not plagiarize!**

- **Use the ADA guide to authors for proper reference citation.**
- Make sure to reference after each appropriate sentence. If it isn't common knowledge, it must have a reference for a number of sentences, and if you re-word it, it still must reference it.

Advanced Case Study Rubric

Criteria	Pts
Content: Info, Lit Review	30
Content: Chart Info, Assessment	5
Content: Anthropometric & Biochemical Data (2.5 pts each)	5
Content: Dietary	5
Content: Clinical	5
Content: Nutrition Status assessed using approp. parameters & correct interpretation	10
Content: Care Plan formulated, implemented & evaluated correctly	5
Content: Profession level and tone (both in Lit Review and Pt information)	10
REFERENCES: Correct method for reporting	10
REFERENCES: Valid, current & interpreted correctly	20
Physical Features: Appearance - neat, legible, spacing, headings/underlined as needed	10
Physical Features: Grammar - well expressed, professional, no inappropriate abbreviations, good flow	10

Oral Case Study Presentation

This is a 15 minute oral Powerpoint presentation based on the most relevant information from your Advanced Case Study.

Evaluation/Rubric of Oral Case Study

	Score Out of 5
1. **Patient Information & Medical/Social Hx** (summary of hx that concerns current condition & nutrition status)	___/5
2. **Current Medical Problem** (explanation of current dx, clinical status & nutrition implications)	___/5
3. **Nutrition Assessment** (Anthropometry/labs, diet evaluation, clinical info, interpretation of nutrition assessment	___/5
4. **Nutrition Care** (management/recommendations/treatment/progress, ADIME, conclusion)	___/5
5 **Other**: Stage presence, optimal time, references, Q & A	___/5
	Total ___/25

Grading Scale

0- not reported
1-2 Below expectations
3-4 Meets expectation, average
4-5 Exceeds expectations, excellent

EXPECTATIONS:

	Superior	Adequate	Minimal	Inadequate
Content	The speaker provides content appropriate for the task, using various forms of evidence. The speaker adapts the content in a specific way to the listener and situation.	The speaker focuses primarily on relevant content. The speaker sticks to the topic. The speaker adapts the content in a general way to the listener and the situation.	The speaker includes some irrelevant content. The speaker wanders off the topic. The speaker uses words and concepts which are inappropriate for the knowledge and experiences of the listener (e.g., slang, jargon, technical language).	The speaker says practically nothing. The speaker focuses primarily on irrelevant content. The speaker appears to ignore the listener and the situation.
Delivery	The speaker delivers the message in a confident, poised, enthusiastic fashion. The volume and rate varies to add emphasis and interest. Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as 'ahs,' 'uhms,' or 'you knows.'	The volume is not too low or too loud and the rate is not too fast or too slow. The pronunciation and enunciation are clear. The speaker exhibits few disfluencies, such as 'ahs,' 'uhms,' or 'you knows.	The volume is too low or too loud and the rate is too fast or too slow. The pronunciation and enunciation are unclear. The speaker exhibits many disfluencies, such as 'ahs,' 'uhms,' or 'you knows.' The listener is distracted by problems in the delivery of the message .	The volume is so low and the rate is so fast that you cannot understand most of the message. The pronunciation and enunciation are very unclear. The speaker appears uninterested.
Organization	The message is overtly organized. The speaker helps the listener understand the sequence and relationships of ideas by using organizational aids such as announcing the topic, previewing the organization, using transitions, and summarizing.	The message is organized. The listener has no difficulty understanding the sequence and relationships among the ideas in the message. The ideas in the message can be outlined easily.	The organization of the message is mixed up and random. The listener must make some assumptions about the sequence and relationship of ideas.	The message is so disorganized you cannot understand most of the message.

Clinical Dietetics
Evaluation for the Nutrition Care Plan

Name:	Date:
Assignment:	Score:

CRITERIA	POINTS	EARNED	COMMENTS
I. Nutrition Assessment	**(25)**		
Patient Information	1		
Medical History	2		
Anthropometrics	2		
Estimated Energy, Protein, & Fluid Needs	4		
Biochemical Data	4		
Medications	3		
Clinical Evaluation	3		
Dietary Evaluation	4		
Nutrition Screening	2		
II. Nutrition Note/PES Statement	**(10)**		
Nutrition Note & follow-up when available	7		
PES Statement(s)	3		
III. Literature Review	**(15)**		
Number & Referencing of Sources	3		
Proper Use of Quotations	2		
Grammar/Flow/Presentation	7		
Neat, legible, & organized	3		

Comments:

Curriculum and Student Learning Objectives

Standard 14: On-going Curricular Improvement
On-going, formal review of the program's curriculum, including didactic and supervised practice course objectives and content, length and educational methods, must occur in order to maintain or improve educational quality.

Guideline 14.1

a. Individuals conducting curriculum review should be aware of new knowledge and technology impacting dietetics practice and update the curriculum accordingly.

b. Curriculum review should use results of the student learning and program outcomes assessment processes to determine strengths and areas for improvement.

c. Curriculum review should include assessment of comparability of educational experiences and consistency of learning outcomes when different courses, delivery methods (such as distance education) or supervised practice sites are used to accomplish the same educational objectives.

d. Curriculum review should result in actions to maintain or improve student learning.

To maintain high quality educational experiences and consistency of learning objectives, most courses are taught in one section by one professor. Changes in learning objectives in each course are based on student evaluations, changes in program curriculum, ACEND updates, or current research. Course adjustments are addressed at biweekly faculty meetings where all faculty members provide input and suggestions about course changes.

The curriculum is reviewed and modified each year in May during the faculty retreat. This process involves the following individuals: department chair, CPD and DPD program directors, program coordinator, dietetics faculty, instructors, preceptors, previous students, and USU DI faculty. Dietetics faculty members attend scheduled bimonthly meetings during the school year in which changes to the curriculum are addressed. Faculty has broad backgrounds and strengths (clinical, community, public health, and foodservice management), which provides a well-rounded review of the curriculum. Problems are addressed immediately after being identified and discussed, as outlined below. In an effort to better communicate changes, the Program and Curriculum Change Form is being utilized to summarize rationale and document changes after they have been made.

Samples of evaluation report data and resultant changes can be found in the exhibits.

An annual course assessment system is in place to obtain feedback of current students following the completion of each course. The IDEA System (Kansas State University) is a validated tool that utilizes national and discipline norms. Course evaluations are conducted university-wide at the end of every semester to evaluate quality of courses and acquisition of learning. After completion of course evaluations, the faculty, department chair, and dean review the results as part of annual performance reviews. Dietetics faculty members have consistently demonstrated superior scores of IDEA evaluations demonstrating high overall teaching quality and course rigor. A summary report of IDEA evaluations is generated ach semester to determine the average IDEA scores for the NDFS department. As an example of teaching excellence in the NDFS department, in fall of 2013, 88 percent of NDFS courses received raw scores at or above average scores in the IDEA database and 78 percent of NDFS courses received raw scores at or above average scores across USU. Faculty is provided with extensive information on selecting IDEA objectives and interpreting evaluation results. This information can be found at: http://www.usu.edu/aaa/idea_faculty_faq.cfm.

Feedback provided by students through the IDEA evaluations provide faculty with important information regarding student suggestions for course content, materials, and assignments that faculty use to improve the courses in future semesters. Our program's excellent RD exam pass rates, preceptor evaluations, and employment rates also provide ongoing evidence of curricular adequacy. Course modifications have been based on changes in standards, and/or updated ACEND requirements as well.

In addition to the IDEA evaluation, many faculty members complete mid-semester evaluations for each course. These evaluations are used to improve the course content and structure. Additionally, all junior and senior CPD students are required to complete on-line end-of-semester evaluations and senior exit surveys to provide feedback regarding course quality, faculty support, and student achievement. The results from these student evaluations are compiled and discussed in dietetics faculty meetings and at the annual dietetics faculty retreat each May. Changes from these evaluations are implemented for the next semester or next school year, if feasible.

In the past five years, the CPD has made a variety of changes to maintain curricular strength and address areas for improvement. Efforts have been taken to provide students with a wider variety of experiences including: weight loss counseling, outpatient education, sustainability, quantity food preparation, community health, and research.

An example of a recent change in curriculum occurred during fall 2012. Several courses were split into separate lecture/lab components to better facilitate the CPD students' requirements for supervised practice. Student evaluations indicated that CPD students were not satisfied with the format of the NDFS 4780 Maternal/Child Nutrition course. The decision was made to add maternal/child into the spring of Junior year course lists and include a lab (NDFS 4790) to allow for supervised practice in this vital area. That same year, faculty eliminated the requirement of Advanced Micronutrient Nutrition due to its redundancy with content also taught in Nutrient Gene Interactions. Students now take only Nutrient-Gene Interactions. The course changes were approved by the USU Educational Policies Committee (EPC) and implemented in spring 2013. More information regarding the function of the EPC can be found at http://www.usu.edu/epc/.

The program as a whole is updated based on ongoing review of workforce trends in hiring/practice in the field of dietetics through informal discussions with preceptors, instructors, and dietitians in the workforce. Over the past few years, diversity of coursework has expanded to reflect the wide range of career opportunities for dietitians, including more content on sustainable food practices, local food trends, and business practices of dietitians. CPD faculty members continue to review USU courses to identify courses that may strengthen the skills and knowledge of CPD students. For example, supervised practice rotations have expanded to include a community kitchen initiative, known as Soup Connection, and a rotation in the Center for Human Nutrition Studies on campus.

Another significant change in the past 5 years is that dietetics now has a non-faculty academic advisor. The advisor helps with recruitment, retention, student scheduling, and preparation for application to the program. This change was implemented in response to college-wide concerns that students in dietetics and other programs needed more access to a professional academic advisor.

There are several upcoming changes to continue curricular improvement. A faculty member will be creating an Introduction to Dietetics course to educate freshman interested in dietetics about the dietetics programs, careers in dietetics, requirements of maintain RDN status, etc. Many students recommended this type of course in their end-of-program surveys and believed it would help prepare students more effectively. The intention of this course is to introduce the scope of practice and responsibilities of the dietetics profession in order for students to better understand the requirements and job opportunities relevant to dietetics.

Strengths and Weaknesses of the CPD

In addition to the demanding courses and extracurricular opportunities, there are many strengths of the CPD including academic rigor, multifaceted student selection process, exam pass rates, community and campus collaboration, access to research facilities, student completion rates, high quality supervised practice facilities, faculty commitment, positive student-faculty relationships, and readily available academic advising. The close relationships between the faculty in the CPD and DPD programs has helped strengthen the CPD by working together to identify areas of student weakness/insufficiency in regards to preparation for graduation and entry level employment. Together these strengths assist with meeting the program objectives of high pass rates, high employment rates, and less than three year student completion rates.

Access to various types of technology is strength of the program. For dietary analysis students are using ESHA, Super Tracker, and online apps such as Fitness Pal or MyPlate. Through the department's collaboration with the USTAR research center on the USU campus, CPD students have access to carotenoid scanners and plate waste survey equipment and have been able to assist with the use of these in research studies. Assisting with these studies has provided students with exposure to research equipment used in dose-response studies. Additionally, case studies, nutrition care plans, and other individual/group assignments and presentations are completed and evaluated to assess competencies and learning objectives.

Although the CPD has many program strengths, one of the greatest weaknesses of the CPD is the faculty turnover in the past five years. Changes in faculty and program directors have occurred due to retirement, death, and resignation that have impacted the curricular development of the CPD. Even though multiple changes have been made to faculty positions within the dietetics programs, the CPD has maintained program integrity and has continued to advance and improve the curriculum over the past five years. Low turnover is anticipated in upcoming years. Our current faculty provides a wide range of experience, knowledge, and community partnerships that provide a vast learning experience for students.

Meets

X	1. No compliance problems are present.
	2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

	Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

	Plans to address compliance problems are not viable or have not been developed.

Charlton, Rebecca

Utah State University

NDFS 4560,Section: 001
Clinical Nutrition II
) 2013
Lc ... code: 10934000

IDEA Short Form Report

To learn more, see the Interpretive Guide: www.theideacenter.org/shortguide.pdf

Of the 29 students enrolled, 29 responded (100%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing**.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student work habits (item 13), student desire to take the course regardless of who taught it (item 15), and instructor reported class size.

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] **Ten** objectives were selected as relevant (Important or Essential – see page 2)	4.2	3.7
Overall Ratings		
B. Excellent Teacher	3.8	3.3
C. Excellent Course	4.0	3.1
D. Average of B & C	3.9	3.2
Summary Evaluation (Average of A & D) [1]	**4.1**	**3.5**

[1] If you are comparing Progress on Relevant C... tives from one instructor to another, use the ... ted average.

[2] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings: B. Excellent Teacher		Overall Ratings: C. Excellent Course		Overall Ratings: D. Average of B & C		Summary Evaluation (Average of A & D)	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	56									
Similar Middle 40% (45–55)		46			51		47		52	
Lower Next 20% (38–44)			43							42
Much Lower Lowest 10% (37 or lower)				37		36		37		

Your Converted Average When Compared to Your: [2]

Discipline (IDEA Data)	NA	NA	42	37	48	36	45	37	NA	NA
Institution	53	47	40	35	46	37	43	36	48	42

IDEA Discipline used for comparison:
Foods & Nutrition Studies

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. For resources on improving learning and teaching, please refer to the **POD–IDEA Center Notes** (www.theideacenter.org/podidea), ar **POD–IDEA Center *Learning* Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5–point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
1. Gaining factual knowledge (terminology, classifications, methods, trends)	**Essential**	**4.3**	**3.7**	**0%**	**86%**
2. Learning fundamental principles, generalizations, or theories	Important	4.2	3.7	0%	79%
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	**Essential**	**4.2**	**3.6**	**3%**	**79%**
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	**Essential**	**4.3**	**3.7**	**3%**	**90%**
5. Acquiring skills in working with others as a member of a team	Important	4.1	3.5	3%	79%
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	3.7	3.0	10%	52%
8. Developing skill in expressing myself orally or in writing	Important	4.1	3.9	7%	79%
9. Learning how to find and use resources for answering questions or solving problems	**Essential**	**4.3**	**3.9**	**10%**	**83%**
10. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	**Essential**	**4.3**	**3.9**	**3%**	**83%**
12. Acquiring an interest in learning more by asking my own questions and seeking answers	**Essential**	**4.3**	**3.7**	**0%**	**82%**
Progress on Relevant Objectives		**4.2**	**3.7**		

[1] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline[1]		Your Institution[1]	
Raw	Adj.	Raw	Adj.	Raw	Adj.
56 Higher	**43 Lower**	**51 Similar**	**41 Lower**	**52 Similar**	**44 Lower**
56 Higher	44 Lower	52 Similar	44 Lower	51 Similar	44 Lower
54 Similar	**42 Lower**	**50 Similar**	**40 Lower**	**51 Similar**	**43 Lower**
56 Higher	**43 Lower**	**53 Similar**	**43 Lower**	**54 Similar**	**46 Similar**
53 Similar	44 Lower	53 Similar	49 Similar	51 Similar	47 Similar
50 Similar	41 Lower	NA	NA	46 Similar	41 Lower
55 Similar	51 Similar	58 Higher	55 Similar	54 Similar	51 Similar
60 Higher	**53 Similar**	**58 Higher**	**52 Similar**	**56 Higher**	**51 Similar**
58 Higher	**51 Similar**	**59 Higher**	**55 Similar**	**56 Higher**	**Similar**
59 Higher	**49 Similar**	**58 Higher**	**49 Similar**	**56 Higher**	**49 Similar**
56	**46**	**NA**	**NA**	**53**	**47**

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Description of Students

The two items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Student Description	Your Average (5–point scale)
13. As a rule, I put forth more effort than other students on academic work.	4.3
15. I really wanted to take this course regardless of who taught it.	4.5

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
72	Much Higher	61	Higher	64	Much Higher
71	Much Higher	69	Much Higher	60	Higher

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Statistical Detail

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1 and 2 or who want to determine if responses to some items were distributed in an unusual manner.

Adjusted Averages are reported only for relevant learning objectives (Important or Essential – see page 2) and other items for which comparisons were provided.

	Number Responding								Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
1. Gaining factual knowledge (terminology,...	**0**	**0**	**4**	**13**	**12**	**0**	**4.3**	**0.7**	**56**	**43**	**4.0**	**4.3**	**4.2**
2. Learning fundamental principles, generalizations, or...	**0**	**0**	**6**	**10**	**13**	**0**	**4.2**	**0.8**	**56**	**44**	**3.9**	**4.1**	**4.2**
3. Learning to *apply* course material (to improve...	**1**	**0**	**5**	**9**	**14**	**0**	**4.2**	**1.0**	**54**	**42**	**4.0**	**4.2**	**4.2**
4. Developing specific skills, competencies, and points...	**0**	**1**	**2**	**12**	**14**	**0**	**4.3**	**0.8**	**56**	**43**	**4.0**	**4.2**	**4.2**
5. Acquiring skills in working with others as a member...	**1**	**0**	**5**	**12**	**11**	**0**	**4.1**	**0.9**	**53**	**44**	**3.9**	**3.9**	**4.0**
6. Developing creative capacities (writing, inventing,...	0	3	7	12	7	0	3.8	0.9	NA	NA	3.9	NA	4.0
7. Gaining a broader understanding and appreciation of...	**1**	**2**	**11**	**6**	**9**	**0**	**3.7**	**1.1**	**50**	**41**	**3.7**	**NA**	**3.9**
8. Developing skill in expressing myself orally or in...	**0**	**2**	**4**	**11**	**12**	**0**	**4.1**	**0.9**	**55**	**51**	**3.8**	**3.7**	**3.9**
9. Learning how to find and use resources for...	**1**	**2**	**2**	**6**	**18**	**0**	**4.3**	**1.1**	**60**	**53**	**3.7**	**3.9**	**4.0**
10. Developing a clearer understanding of, and...	1	1	5	9	13	0	4.1	1.0	NA	NA	3.8	NA	3.9
11. Learning to *analyze* and *critically evaluate* ideas,...	**0**	**1**	**4**	**9**	**15**	**0**	**4.3**	**0.8**	**58**	**51**	**3.8**	**3.8**	**4.0**
12. Acquiring an interest in learning more by asking...	**0**	**0**	**5**	**10**	**13**	**1**	**4.3**	**0.8**	**59**	**49**	**3.8**	**3.9**	**4.0**

Key: 1=No apparent progress 2=Slight progress 3=Moderate progress 4=Substantial progress 5=Exceptional progress **Bold=Selected as Important or Essential**

13. As a rule, I put forth more effort than other students on...	0	0	5	10	14	0	4.3	0.8	72	NA	3.6	4.0	3.9
14. My background prepared me well for this course's...	0	0	3	8	18	0	4.5	0.7	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who...	1	1	1	6	20	0	4.5	1.0	71	NA	3.3	3.6	3.9
16. As a result of taking this course, I have more positive...	1	1	6	8	13	0	4.1	1.1	53	36	3.9	4.1	4.1
17. Overall, I rate this instructor an excellent teacher.	1	2	9	8	9	0	3.8	1.1	43	37	4.2	4.3	4.3
18. Overall, I rate this course as excellent.	1	3	4	8	13	0	4.0	1.2	51	36	3.9	4.1	4.2

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

Item 14 is an experimental item. Therefore, no comparative information is available.

No Additional Questions.

Notes

Consider selecting fewer objectives as "Important" or "Essential."
Discipline code selected on FIF: 1905
Discipline code used for comparison: 1905

Senior Dietetic Exit Evaluation – Spring 2013

Survey Response Rate (survey was sent to 23 students)		
	Total Responses	**Percentage**
All Dietetic Students	17	73.9%
Coordinated Students	9	75%
Didactic Students	8	72.7%

Section I - Please rate the Dietetics Program for each of the following (excellent = 4, good = 3, acceptable = 2, poor = 1):					
	Excellent	**Good**	**Acceptable**	**Poor**	**Rating Average**
Quality of advising from faculty	70.6%	29.4%	---	---	3.7
Variety of courses required	52.9%	47.1%	---	---	3.5
Extent to which NDFS courses challenged your abilities	82.4%	17.6%	---	---	3.8
Overall quality of instruction by dietetics professors	70.6%	17.6%	11.8%	---	3.6
Accessibility of professors to meet with you outside of class	76.5%	23.5%	---	---	3.8
Amount of feedback on your performance in dietetics courses	35.3%	58.8%	5.9%	---	3.3
Rate the overall quality of the dietetics program	70.6%	29.4%	---	---	3.7

Section II – The Dietetics Program helped me to develop the following general academic skills (excellent = 4, good = 3, acceptable = 2, poor = 1):					
	Excellent	**Good**	**Acceptable**	**Poor**	**Rating Average**
Writing clearly and effectively	58.8%	35.3%	5.9%	---	3.5
Increased study skills and methods	82.4%	17.6%	---	---	3.8
Library and other information-research skills	64.7%	29.4%	5.9%	---	3.6
Ability to solve problems	70.6%	29.4%	---	---	3.7
Ability to work independently	82.3%	5.9%	11.8%	---	3.7
Ability to work in groups	88.2%	11.8%	---	---	3.9
Analyzing, synthesizing, and evaluating complicated ideas	76.5%	17.6%	5.9%	---	3.7
Appreciating uncertainty when searching for answers	47.1%	29.4%	23.5%	---	3.2

Section III – Plans after Graduating (students could enter more than one response)	All Students	CPD Students	DPD Students
Employment In Chosen Field or Related Field	7 (41.2%)	7 (41.2%)	0 (0%)
I have a job/offer	4 (23.5%)	4 (23.5%)	0 (0%)
Currently applying for jobs	6 (35.3%)	6 (35.3%)	0 (0%)
Employment In Unrelated Field	1 (5.9%)	1 (5.9%)	0 (0%)
Not Seeking Employment	1 (5.9%)	1 (5.9%)	0 (0%)
Graduate School	6 (35.3%)	4 (23.5%)	2 (11.8%)
Dietetic Internship	8 (47.1%)	0 (0%)	8 (47.1%)
Accepted	7 (41.2%)	0 (0%)	7 (41.2%)
Applying in Future	1 (5.9%)	0 (0%)	1 (5.9%)

Section IV – Qualitative Data		
Reasons for Plans After Graduation	**CPD Students**	**DPD Students**
	I am currently looking for jobs. I would like to go get my masters sometime in the future but I'm not sure when yet.	I will be applying for a dietetics internship in the future more than likely it will be next year.
	I will be serving a religious mission for 18 months and will likely look for a job when I return.	USU dietetic internship in Utah starting in August
	I'm still in the process of applying to jobs. I plan on looking more, following graduation.	I start an internship in June with the USU Dietetic Internship Program. I will be training in the Ogden/ Davis County area.
	I will be moving to Salt Lake then possibly starting an online master's degree. Since my husband and I will be moving in six months to New York, I am looking for jobs, but not very actively.	I will be in the USU DI hybrid internship. I am completing my clinical rotations in Spokane, WA and the rest in UT. I hope to take the GRE in August and will work on my MDA for USU.
	I plan to start working with Rebecca at USU in the fall and I'm also planning on getting on at Logan Regional Hospital as soon as I can.	USU Distance Internship in Utah in Cache and Davis County. Employed by Food Sense currently. After I finish my internship I plan to apply for jobs and seek employment.
	I am working on my application for graduate school and plan to start in the summer at USU.	USU Internship-Utah Placement I plan on completing the MDA upon completion of the internship.
	Metabolic Dietitian at the University of Utah School of Medicine	USU Dietetic Internship
	I interviewed with Sheryl for the Weight Loss Study as the dietitian. I also am working as a preceptor for Soup this summer and next fall.	USU Dietetic Internship
	I am planning to attend grad school in the fall and with work with Heidi Leblanc in the FoodSense program to receive a master's in nutrition science. I also am planning to work part-time in the clinic for the weight loss study at USTAR. I am waiting for a response on another job in the field and get to be Stacy Bevan's TA for the Food Literacy course in the fall.	

Long Te Career Plan	CPD Students	DPD Students
	I would like to work in an outpatient setting or be a food service manager. I am not sure at this point where life will take me or where I will go from here.	I plan on working in community nutrition and the school districts in Wyoming because that is where I will be living. I would love to work with Centsible Nutrition and expand that program throughout WY. I would also love to implement and start school gardens and community gardens throughout WY.
	I would like to work clinically for a few years and possibly head towards a specialization. I plan to attend graduate school in the future, after I have some experience. Eventually, I would like to be involved at a University as a professor.	I would love to work with children in the long run. I want to write a grant for a program that emphasizes nutrition and exercise in all schools.
	I'm not really sure yet. Figuring out the area of dietetics that suits me the best, and settling into a career that I love.	That's an excellent question! As of now, I think that foodservice management is where I might want to head, but that could change once I finish my internship. I am definitely open to whatever jobs or opportunities come my way! No matter what job I hold, I want to be able to share good food with people in some way.
	My long term career plan is to work in an outpatient setting, either in a hospital, wellness center or in industry.	I don't know!
	I hope to be a clinical dietitian and work my way up to more specialized care in either critical care or pediatrics. I hope to get sports nutrition certified as well. Maybe a masters in future.	My long term plan is to eventually end up in outpatient counseling and very far down the road to become a professor. I really love talking to people and sharing my enthusiasm for dietetics and how it can help us. But I am open to any direction to getting me there or changing my course based on available opportunities.
	I would like to work in the clinical field and eventually specialize, but I don't know what I want to specialize in yet. I really enjoy overall counseling, pediatrics, sports nutrition, and metabolic/GI disorders.	Since I have not had a lot of experience in clinical dietetics or foodservice I am really looking forward to these opportunities during my internship. I am hoping that these opportunities will help me determine what I want to focus on in the short term of my career. After being out in the field for awhile I hope to return to the classroom to teach future dietitians.
	Metabolic RD @ UUSOM, obtain Master's degree within the next 3 years, and continue on in the dietetics profession!	I will probably be taking a job with Trinity Food Service and will manage the Management and Training Corporation contracts. I would like to do some type of international project and work for a non profit while doing education programs.
	Get experience for the next 1 year and start my private practice. Within the next few years, start a family maintain my private practice when I start having kids. When my kids are grown, keep working or get a masters to teach a university level or be a renal dietitian.	Right now I hope to specialize in neonatal nutrition after my internship, but I am open to anything.
	I hope to work in community nutrition or nutrition education. I am very interested in local food and gardening as a means to teach nutrition education. I am also a huge advocate of social media and hope I get the chance to implement social media into my profession. I hope to work in program/curriculum development for community nutrition programs.	

Suggestions for Improving or Strengthening the Dietetics Program	CPD Students	DPD Students
	None, I loved everything about this program.	More ice cream! This program is well structured, I enjoyed it!
	Continue to emphasize clinical skills and keep that aspect of the program strong. There are many great community rotations offered that I used for my 200 hours, and those were a chance for me to be involved in areas that I was more interested in. Give more opportunities for didactic and coordinated students to work together on projects and build off of each other's strengths.	I really enjoyed being in the DPD program at USU however, I felt that by having the two programs I was not able to receive the best education possible. I feel that the two programs should split. Senior DPD students should take the clinical nutrition class in order to be ready for their internships. I feel that there just needs to be some type of class shuffle.
	Keep clinical important!	See semester evaluation.
	The program is great. I like that more community rotations have been added and I hope that continues. I think it would be cool to offer practicum in the summer for students who choose to take it. I am worried that now that the 200 hours are included in the program that students will be too busy. It was very helpful for me to get some of my hours done in the summer.	The only thing I would change would be the experience I had with the new teachers. It was difficult at times because I felt that some of them, I am not going to name specific person (s), weren't really invested in our education and had too much on their plates. Instructions and feedback were completely opposite of what they said they expected and it made progressing and learning difficult. It was hard trying to focus on not only learning but making sure we met up to their abstract, unknown expectations. I felt that it impeded the learning process and in turn made me not care at all about the project or assignment. When the other teachers were enthusiastic,involved, put forth effort, and had clear expectations is when I really excelled and grew professionally.
	I know you all are working on this but I think that where this program is so demanding, it is really important for the students to have consistent and steady professors/projects/curriculum.	Most of the classes were inspiring and quite enjoyable. The program overall did a wonderful job preparing me for my future career. There are two things that I experienced that I think the program could benefit from considering to help students in the future: 1. The two separate programs were tough on the students. I do think that it is possible to keep the two programs, but each needs to find a way to unite and strengthen the students. One thing that I think would really be beneficial is the assignment of ONE faculty member to act as a mentor or a guide for questions and clarification throughout the program. Someone who can meet once or twice a semester to give the WHAT and WHY behind everything. While we are very independent and capable students, a little more guidance would strengthen morale. 2. The clinical course really could use some help. It should be an interactive class full of learning. I expected the class to be very challenging and was prepared to face it. However, the disorientation throughout the class was debilitating. Potentially a lab dedicated to the practice of writing notes or using our reference material would be helpful. It's not a question of a desire to learn, but a guidance on how to learn that I felt was absent.

	I would have like to have a class on pediatrics prior to senior fall ster. I would also improve NDFS 4900 to make in more structured.	I think one thing is to make sure professors don't have too mu their plate so that teaching and students don't become a priority anymore.
	Maintain the strong clinical focus. I needed the clinical exposure that I did to succeeded clinically. Being strong clinically helps me to be strong in food service and community.	I think that the senior year of the DPD program needs some revamping. Epidemiology and public health seemed quite redundant-I don't think having to take both classes really had much advantage. I also think it would be extremely helpful if the DPD students could take the clinical nutrition coursework during their senior year so we felt more prepared for our internship. I realize this is not likely possible since the CPD students need to take it during junior year and it would be tough to have to teach it twice-unless maybe the senior DPD took it with the junior CPD so you are not teaching it twice as much. Overall, senior year courses seemed like they could have been wrapped up in one semester unless clinical can be added. I didn't so much feel this, but know a lot of students felt as if the program is really catered to the CPD students and the DPD just kind of get the leftovers. This was especially true in the dietetics management course. The research project was a waste of time for DPD-we didn't get to do any research just had to report on research that was already done. The last few weeks of the course about getting jobs was also not relevant at this point- maybe it would have been better to split the class and talk about the internship and MDA program. I also think that having a one credit 'Intro to Dietetics' required course before people apply to the program would be helpful. I had one of these classes in NY and know that it a lot of people were happy they had to take it before committing to the rigorous program. In the class we learned about the profession (ie: the code of ethics, standards of practice, history), continuing education credits and requirements, the competitiveness of the internship, career possibilities (salaries, placement stats), etc. It just helped people know what they were getting into and make a more informed decision about applying to the program. We also had to interview and shadow a dietitian-also really helpful. I was certain I wanted to go into the field, but I know a lot of people that found this course extremely helpful!!
	Keeping things consistent. That was the one thing with my graduating class, was that there were a lot of changes. However, I know it can be hard. You never know when a staff member will move on.	
	More organized clinical and community labs/rotations	

Additional Comments	CPD Students	DPD Students
	I would not trade my experience in the dietetics program for anything. I have learned so much and my comfort zone has been expanded exponentially. I felt like I was guided the entire way, but given enough space to feel uncomfortable at times and grow from those experiences.	Overall this was the most amazing experience and program. I love dietetics and my passion for it has only increased by the program and the support from the faculty. I felt like I made friends and colleagues in the program. I will treasure all the friendships made and all the hard work that most of my professors went to to create a wonderful learning experience for me. I am not worried about the RD exam because of the preparation and knowledge I have gained from my professors. Thanks!
	I absolutely loved being part of this program! It was such a great experience, and I wouldn't change it for the world. Thank you to everyone who made it such a great experience!	Thank you for an excellent four years!
	I can't praise my experience in the dietetics program more. I had the time of my life and I'm so grateful I got to be one of the lucky ones to be apart of it!! THANK YOU ALL!!	I really appreciate all of the support and assistance I received during my two years here (especially Tammy!). The faculty and staff were so willing to accommodate my unique situation and made my time here fulfilling and worthwhile. This program has so much to offer its students and I am grateful to have been a part of it. Thank you!
	I love the CPD program and am sad it is over. I will miss all the students and faculty that I have grown to love so much. I am not the same person coming out as I was going out, and I am thrilled with the changes.	I feel that there is a huge disconnect between the DPD and CPD program. As a DPD student I felt like this past year of school was a waste. The classes I took overlapped too much and I lost all motivation towards the end of both semesters. I do not see the need for both of Dr. Mungers classes. I felt that the management class was not worth my time either. It was targeted for CPD students and majority of the class time was spent talking about their needs. I am not currently at that stage of dietetics and I became frustrated and overwhelmed while being in that class. Most of the DPD students started to just skip that class.
	I LOVED this program so SO much and am going to miss it like crazy. I learned a ton about myself and my abilities. This program helped give me confidence in who I am, and my ability to excel and succeed in difficult tasks. The professors in this program are awesome, extremely helpful and accessible. I never felt like they were too busy to help! Thanks for a great experience!	

Spring 2013 Program and Self Evaluations – Junior Students

Survey Response Rate (survey was sent to 28 students)

	Total Responses	Percentage
All Dietetic Students	16	57.1%
Coordinated Students	10	83.3%
Didactic Students	6	37.5%

Self- Assessment of senior's performance spring 2013 semester

	Exceeded My Expectations		Met My Expectations		Did Not Meet My Expectations	
	CPD	DPD	CPD	DPD	CPD	DPD
Independence	4 (40%)	4 (66.7%)	6 (60%)	2 (33.3%)	0	0
Attitude	5 (50%)	2 (33.3%)	5 (50%)	4 (66.7%)	0	0
Creativity	3 (30%)	3 (50%)	7 (70%)	3 (50%)	0	0
Communication Skills	3 (30%)	3 (50%)	7 (70%)	3 (50%)	0	0
Leadership	5 (50%)	4 (66.7%)	5 (50%)	2 (33.3%)	0	0
Time Management	4 (40%)	2 (33.3%)	4 (40%)	4 (66.7%)	2 (20%)	0
Stress Management	4 (40%)	2 (33.3%)	5 (50%)	3 (50%)	1 (10%)	1 (16.7%)
Organization & Planning	5 (50%)	4 (66.7%)	4 (40%)	2 (33.3%)	1 (10%)	0
ttendance	3 (30%)	4 (66.7%)	7 (70%)	2 (33.3%)	0	0

Comments (DPD responses in bold font):

Independence

Exceeded Expectations

- **The professors really went above and beyond to help each student become uniquely great at what they do. This motivates me to work harder and be rational- mistakes help me learn and professors are really kind about offering assistance. I will admit, my personal work-ethic has decreased significantly in spring semester, but I still try really hard overall!**
- **I was surprised to see how much I was able to get done throughout each semester**
- I think I was very independent during the semester. I very rarely needed a lot of assistance.
- I felt like I tried to educate myself outside of the classroom course work and rotations to make me a better dietitian in the future.
- I cannot believe how much I have learned this semester. In the beginning I was struggling with everything (course content, busy schedule, rotations), but I have made it. I didn't stress too much this semester. I tried to stay on top of things, and I did. I am very happy with how I performed this semester, and know I can only get better from here.

Met Expectations

- I wish I had more time to study into things further.
- I think I definitely could have done better to learn even more than I did.

Attitude

Exceeded Expectations

- **Like I said, I got really burned out of balancing work, school, and marriage by the end of this spring semester, but I still feel eager to complete the program. I have complete confidence in this program and I know that it will help me become the RD I want to be!**
- I would like more constructive criticism so I can build upon my weaknesses. Evaluations at the end of the semester isn't very effective.
- I felt like I maintained a positive attitude and tried not to complain in my frustration

Met Expectations	• **I had some distractions this semester in my social life but in the end everything worked out and I got the grades I needed so I'm happy. Next semester I hope to be a little more focused so that I'm less stressed toward the end of the year** • I felt like my attitude toward the program was good, but I get a lot of feedback about my attitude. I know I have a strong personality, and I'm trying really hard to contain myself. • I try to stay positive and relaxed. There were times where I was a bit frustrated when things weren't going so smoothly. However, I learned to get over it and not let it affect me.
Creativity Exceeded Expectations	• **I've always felt that creativity isn't my strongest suit, but with all of the presentations that we had to give in class, it really helped me improve my creative mind.**
Met Expectations	• **I do not think my creativity increased very much this past year, but I know my senior year will help me to increase in creativity because there will be more freedom!** • I am not great at being creative, but I felt like I did okay • I am not very creative and could use more help in this area. • There could be opportunities for creativity. Tammy's class is really the only class where we are asked to come up with new ideas. • Creativity is a weakness or me, always room for improvement! • I have started to trust my creative skills and see what I can create when I really set myself to it.
Communication Skills Exceeded Expectations	• **I think I learned a lot about how to communicate nutrition information with my future patients and friends** • **I feel like my communication skills have improved immensely throughout this year and I love interacting with the other members of the program** • I have learned that talking to patients and in front of others is one of my strong points • I am getting better. I am better at communicating with patients, preceptors, other people on the team, peers, and teachers. I meet new people everyday and have made many connections.
Met Expectations	• I think I could have done better going between preceptors. • Would like to be better at motivational interviewing. • I feel that I progressed more in this area due to all of the various opportunities.
Leadership Exceeded Expectations	• I found that I often took the role of leader in my group work. • I learned a lot more about what it takes to be a leader this year. • I started to take the initiative in many group projects, but also learned to be part of team. This meant that I was contributing to all of the group projects we had this semester (which were a lot).
Met Expectations	• I feel I did well with being corrected and taking criticism well. • I took charge in many class projects this year.
Time Management Exceeded Expectations	• **I've never made my life more structured to make sure I was getting all of my assigned work done on time.** • I've never felt so good about the way I manage my time
Met Expectations	• **As stated earlier, I was a little distracted and could have managed my time a bit better, but I did do everything that I said I was going to do by the time I was going to do it** • This semester was very time consuming but I still managed. Would like to have more concrete schedule at the beginning of the year. • I was better this semester with time management. One thing that helped me was that the dates were spread out and I was able to focus on certain things one at a time.

Did Not Meet Expectations	• I did better than last semester, but I feel like I could have done better, as always. • I did ok with time management but I wish to improve.
Stress Management	
Exceeded Expectations	• I keep a planner and I use it, a lot.
Met Expectations	• I am pretty good at planning and organizing my life. • Still looking for the best method to stay organized. Planner and Siri/phone reminders.
Did Not Meet Expectations	• I feel like this was my most disorganized semester ever.
Organization & Planning	
Exceeded Expectations	• I tried to stay focused and present in the classroom and rotations.
Met Expectations	• I was always where I needed to be. I did have one day due to a family situation that I missed a couple of classes. Other than that I was always on time and where I was supposed to be.
Did Not Meet Expectations	• Did better than last semester.

Senior Self-Assessment Qualitative Data (DPD responses in bold font)	
What are a few examples of your successes during this past semester?	• **I improved a little in presenting and public speaking. I really enjoyed the ethnic presentations in Tammy's class. I loved learning about time management in Janet's class and I accomplished a lot more homework in a shorter amount of time by applying her principles to my school habits. I really enjoyed Tammy's class this semester. It was fun and laid back but we still learned a ton! She is an awesome professor and a good shoulder to lean on when we are stressed about other classes!** • **I felt like I learned great organization and time management skills. Looking back at past assignments I am surprised how much I accomplished in one year/semester. I really loved Janets teaching style and the way she taught us management skills.** • **I have noticed a huge improvement in my stress management skills- I am such a happier person now!! I think that having such a tight schedule has forced me to be organized and not waste time. My personal values have become more developed- I now have a stronger sense of compassion for people and a new desire to be tolerant of individuals i disagree with.** **I am a much faster typer now too :) lots of practice!** • **I really improved my time management skills and organizational skills. I really had to work on structuring my whole day to make sure I could finish all of my work on time and give myself some time to breathe each day.** • **I learned how to study more effectively, particularly by myself when I wasn't able to meet with other girls in the program to study. I think I performed well in my clinical case study and my medical writing has improved. I learned a lot about foodservice management and menu planning which I feel will be very useful in my future as a dietitian, I like that I was able to learn leadership skill in Janets class and I liked the personality typing in Tammys, all interesting stuff! Don't know if I can pick a favorite.. I love them all!** • **Finish strong! I felt good about strengthening myself to become great in the things I was at one time weak at. Like nutrition support and ADIME notes.** • I feel like I have a lot more knowledge. I have learned so much content and can truly apply it to all my labs and clinical experiences. I have also learned how to really manage my time and organize my semester. I feel like I did a really good job of getting things done early and never procrastinating. • I am beginning to feel more comfortable in written assignments. I really enjoyed the ethnic presentation they were fun and taught a lot about how to council different cultures. • I feel like I improved most in the clinical aspect, both knowledge base and hospital setting. I really enjoyed learning about all that stuff.

	• I really liked the presentation I gave in Tammy's class. I felt like I was very invested in it, and it turned out really well. • I improved in communication skills with patients. I learned more about empathizing with them instead of just providing a diet education. I really enjoyed food service this semester and how the manager functions. They have many different roles to play and Janet teaches each concept very well. I loved learning about my own personality in Nutrition education class and how I can use my strengths to benefit me and others. This semester was full of oral presentations and group work. I feel more comfortable in front of others now and group work is more enjoyable. I tended to be the leader in my projects which forced me to use good communication and delegation skills. • writing adimes- improved in knowing what to include. Creating some awesome group projects, one of my best projects was Janet's facility project. One of my accomplishments was staying on top of my assignments. I liked the material from clinical and mother/child. • I think I was good at time management and organization. This semester's schedule was hectic and changed often, but I managed to balance time and turn assignments in on time. • Being flexible and going with the flow of the schedule. I feel good about my clinical work and the projects I did in the foodservice labs • I improved in communication and public speaking skills. I loved the special occasion project for Foodservice. My critical thinking skills improved because of my clinical instructor and preceptors. My public speaking skills improved because of our education and counseling course. I actually enjoyed all of my classes. • I improved in my clinical skills. I learned to talk to patients at the hospital and look at their charts to come up with the best way I can care for them. I really enjoyed foodservice management and realized that it is the field that I want to go into.
In which areas would you like to make improvements?	• **I would like to make improvements in most of the clinical work we did in Becca's class. I feel like we learned so much in such a short period of time that I had a hard time recalling the information.** • **I think I am sometimes too emotional- I need to learn to not become so emotionally invested in insignificant things.** **I also need to improve in my organizational skills- I want to keep a more detailed planner.** • **I think my clinical knowledge is a little weak, it was the hardest material we had. I would like to make improvements in calculating EN and TPN as well as knowledge about the renal diet. I feel like the groups that case studies on things like aids and renal were able to learn it better than the rest of the class and I still don't feel like a have a very solid grasp on those topics.** • **I would like to continue to improve in my abilities to make meal plans, principles of management, and clinical knowledge. Basically everything....** • I really want to try and apply everything I have learned this year in my internship experience this fall. I feel like I am really good at book work, but sometimes struggle with application. I just need to work on being confident with the information I have learned and use that to really succeed in my internship. • More skills in presenting, and study skills. • Time management, stress management, and organization. • I guess I want to try to talk less. • I would like to improve on my motivational interviewing and feeling more confident is speaking with patients. I need to think more critically in all areas of dietetics instead of just getting the surface information. • time management, get faster at pt assessment • I would like to improve on my confidence of my knowledge. I think I know more dietetics than I feel like I know. • make stronger relationships with the other girls in the program • I still need to make improvements in critical thinking and communication. I would really like to improve in motivational interviewing skills. • Retaining information and trusting the knowledge that I do have. I would like to remember all the things that I am learning (especially clinical) so that I can use it during my internship rotations. Also, I would like to trust that I do know some things and I can use that knowledge when the situation asks for it.

Assessment of Dietetics Program (DPD responses in bold font)	
Mean Satisfaction of Dietetics Program (Scale of 1 very unsatisfied to 10 very satisfied)	**8.4**
Do you feel that the content (lectures, assignments, activities, and teaching strategies) in your current dietetics courses is appropriate and effective?	• **Yes (4 responses)** • **For the most part I think that my courses and activities were effective. I think I could have seen some improvement in our clinical class teaching certain concepts like TPN and renal** • **I think they are appropriate** • Yes (4 responses) • I feel like the content has been really good so far. I think it is very applicable and I feel like my knowledge has really grown and improved in the dietetics area. Overall I think that everything has been appropriate and relevant. I don't feel like group projects this semester were effective at all. It is too hard to meet with 7 different groups for different classes on our tight time schedules. I think it would be more effective to find other ways to learn group work skills. • Yes. I think that it would be harder in the diadactic program to figure out all of the clinical stuff, and we have an advantage because of hands on experience • Yes, I feel that most of the content was effective and appropriate. I prefer more of a lecture based teaching strategies as well as in class debates. Some activities this semester were not well planned and took up too much time in class and were not effective. If activities were better planned I would also like those. • I would like to see detailed lectures or ppts that we can use as references in the fall. • Yes for the most part. Some of the guest lectures I felt were irrelevant however. • All of the classes (clinical, foodservice management, mother/baby, and nutrition education) were very appropriate and effective. We were able to take all the information we were learning and applied it to real life situations. In the CPD program we have the opportunity to apply it while we are learning and it only helps us learn the information. We had a lot of reading, quizzes, and assignments that I felt were very pertinent to the dietetics field.
Are you receiving appropriate feedback from dietetics faculty on your work and academic progress?	• **Yes (4 responses)** • **We could talk about career planning a little more** • **Yes, all of our faculty does a great job helping and answering questions that I have about internships, careers, volunteering, etc.** • Yes (4 responses) • I feel like I am getting adequate feedback. It would be helpful though to have semester interviews and see if I am falling behind in certain areas or where I need to step up. • I would like more feedback, explanations for correct answers, and career planning. • Yes. Everyone is great to actually comment on what is turned in. So thanks for the feedback. • I would like to see more feedback while doing my rotation. One thing that I felt I got a lot of this year was minimal feedback while doing my rotation, but a few negative comments on my evaluation when it no longer does any good. • Yes. More is better though. • Yes! Especially in clinical nutrition and nutrition education. In clinical, the TA's make comments on the assignments we turn in and tell us how we can make it better. In nutrition education we do peer evaluations so our peers give us tips on how to improve our education and presentation techniques.
Do you have any suggestions for us?	• **It might be nice to extend the clinical course over two years instead of two semesters. We had a lot of information given to us in such a short period of time, and some of my classmates are having a hard time trying to pick up classes for a full schedule next semester. It might also be nice to have a fresh clinical background right before our internships instead of having a full year, where we are more likely to forget the information.** • **I think there should be more conversations with the DPD students on what is required of them. I have noticed that all the DPD students, including myself, feels somewhat clueless about internships, hours required of them, etc.** • **try to spread the courses out a little more. My first semester was so busy I had no free time ever,**

	but next fall I only have 8 credits to take and will have way too much free time. • **i think the maternal class should be 3 credits instead of 2. it was so much information and we went through everything so quickly that when I reviewed things for tests i sometimes didn't even remember topics because we had just breezed through it in class. I think having another day of lecture in that class would be extremely beneficial, and it was just as much work as a 3 credit course anyway** • Re-evaluate books that are absolutely necessary for the program, I feel like I bought a lot of books and then they were never used or discussed in classes. I also think it would be nice to have more support from other professors while we are doing presentations and other things outside of their own classroom. It was really great that Stacy Bevan came to our oral case studies and showed her support. • I've appreciated this semester's distribution of workload so not everything is due at once for every class. There were many group projects, keeping track of groups and finding time to work with each group was difficult. • Thanks for staggering when big assignments were due. It helped a lot. • This semester was very intense and could've been spread out more evenly throughout the two semesters. As far as rotations go, I would like to hear more feedback during the rotation and not just at the end. • More direction from preceptors, and maybe shadowing a preceptor for a short time to get a sense of clinical dietetics • space out clinical hours more evenly between fall and spring semester • No, I love that the 200 extra hours were incorporated into the program instead of us having to find 200 hours on our own. The instructors were always helpful and always available for us. • I like this semester better because due dates weren't all jumbled together. I would suggest keeping it that way. I understand it's a hard program and we should be working hard, but I feel it can be made just a bit easier with a little bit of coordination with dates. I feel that if we are constantly busy and not busy for a week then relaxed the next, then it makes the program a bit easier.

Spring 2013 Program and Self Evaluations – Senior Students

Survey Response Rate (survey was sent to 23 students)

	Total Responses	Percentage
All Dietetic Students	11	47.8%
Coordinated Students	8	66.7%
Didactic Students	3	27.2%

Self- Assessment of senior's performance spring 2013 semester

	Exceeded My Expectations		Met My Expectations		Did Not Meet My Expectations	
	CPD	DPD	CPD	DPD	CPD	DPD
Independence	7	1	1	2	0	0
Attitude	5	1	3	2	0	0
Creativity	5	2	3	1	0	0
Communication Skills	6	2	2	1	0	0
Leadership	5	0	3	3	0	0
Time Management	2	0	6	3	0	0
Stress Management	1	1	6	2	1	0
Organization & Planning	5	0	3	3	0	0
ttendance	3	0	5	3	0	0

Comments (DPD student comments are bolded):

Independence

Exceeded Expectations

- I had a lot of opportunities, especially through practicum hours to be independent and come up with my own ideas and be responsible for carrying out the projects.
- As I put myself out of my comfort zone more and more I feel that I get better at being independent.
- Even though I felt like slacking off A LOT this semester, overall I feel like I finished strong-in which I increased my knowledge even more.

Met Expectations

- **I am tired, and exhausted. I did well in school, I am sure I could have continued saying yes to things but I just didn't. I was okay having a life, but school was not the only thing this semester :]**
- I completed assignments and tasks this semester, at the level I thought I would.

Attitude

Exceeded Expectations

- **I love dietetics!**
- I was able to stay positive and handle my stress well.
- Although I was frustrated with management class and the confusion at the beginning of the semester, I felt I remained very positive and upbeat; willing to take on the challenges of another semester.

Creativity

Exceeded Expectations

- **I feel I am usually always ready and thinking of new ways to teach, and explore my creativity.**
- This semester was, by far, the time we had the most opportunities to be creative and not have someone telling us exactly what to do the entire time.
- This program has allowed me to be more creative. Maybe not just this semester, but I have completed numerous projects and assignments that have allowed me to gain more confidence in my creative ability.

Met Expectations

- I'm the most creative person, when faced with "creative" projects it stresses me out. But did my best and became better for it.
- Did not feel that I always had the time to be as creative as I would have liked. But definitely had many opportunities to be creative.

Communication Skills	
Exceeded Expectations	• **I really loved the debate project in Dr. Munger's Public Health class. It gave me the opportunity to expand my communication abilities. My team and I worked hard to present an excellent debate, and we definitely pulled it off! As one of two people participating in the question and answer portion, I was stretched quite a bit, but it was actually quite the adrenaline rush.** • Public health helped me a lot with my public speaking and communication skills. • This program has continually improved my communication skills on an individually basis and in a presentation setting. • Through buck-fifty lunch planning and the debate project this semester, I have demonstrated great communication skills when working with a team. • I love that we were expected to jump in and swim. This program really taught me how to communicate with others. • I used to get nervous talking to strangers and especially groups. Now I feel confident talking to individuals and groups.
Leadership	
Exceeded Expectations	• I feel that I was given ample opportunities to be a leader, in class, on projects and during internships. • Found a good balance of leading and being led.
Time Management	
Exceeded Expectations	• I wouldn't have survived without learning time management from the very beginning.
Met Expectations	• I'm usually pretty good with time management, but this semester I just met my expectations. I had a hard time transitioning from the clinical setting (internship) back to the classroom. But I still completed everything on time and tried to make/keep appropriate goals to complete tasks. • This is much easier said than done being a senior ha ha. • I find it hard to squeeze in projects that do not have due dates because they never become a priority.
Stress Management	
Met Expectations	• I struggled with finding time for myself. It was hard for me to go out and do things when I had a list of school assignments/tests to be studying for. • There were times that were stressful, but nothing that couldn't be handled. • Overall I felt like this semester I had more opportunities to participate in other things than school. It helped me feel a lot better and I'm grateful for it! • Most weeks I felt that I managed stress fairly well. A few weeks out of the semester I felt very overwhelmed.
Organization & Planning	
Exceeded Expectations	• I have always been good at this as well, so this semester was no different. • I have always been great at planning and keeping myself organized, especially when it comes to school. So this semester I continued with these habits.
Did Not Meet Expectations	• Room for improvement!

Senior Self-Assessment Qualitative Data	
What are a few examples of your successes during this past semester?	• **I really enjoyed my research project for Dr. Hintze's class. I think I learned the most with that project and really grew from it. I really enjoyed all of my classes this semester they all built on each other and made the material very cohesive and understandable.** • **I had a life, and I finally found balance. After I got the internship I really felt like I was ready to take that step and it kept me going. My classmates really helped me succeed this semester, couldn't have done it without them.** • **The debate in Dr. Munger's class was something I really enjoyed and felt that I excelled in. I learned a lot of practical knowledge from Heidi's Micronutrients class, which I think is invaluable and exciting as well. I felt like I was a senior in college performing senior-level work.... It feels good!** • The buck fifty lunch went smoothly. I feel as though I did a good job on my debate in public health. I finished my portfolio and have sent it out to people to look at. I had great time management and got everything done. • I had a lot of opportunities to become more comfortable presenting things and talking to groups of people. I also was stretched to be creative through the body image fair. I gained many skills through all of the projects. • Improved: Working with a team and communication skills - buck fifty luncheon and debate project. Project I felt good about: The debate project. It took us a long time to complete, and it felt really good when I completed it. Classes I enjoyed: Advanced public health and advanced micronutrients • The greatest success I had this semester was the body image fair. It was a challenge to plan, coordinate and pull through, but it turned out really well! • Wow where do I start? I felt good about the Kids Juice study, Soup Connection, and the Buck Fifty Lunch. I learned a lot about what it takes to run a research project. I learned more about cooking home made soup and improved my cooking skills. I was able to work with a large group and be a team player in decisions. I also made stronger friendships and many more awesome memories! My favorite class was Advanced Micro nutrients because I learned very cool and applicable concepts that helped me understand the big picture. • I feel like my overall knowledge base increased as well as my skills in counseling and communicating. I really enjoyed my rotations last fall and felt really good about my success. I was doing staff relief by the second week and was really comfortable covering floors. • I really enjoyed advanced micronutrient nutrition and felt like I really understood the mechanisms we discussed. The exam scores got better and better each exam. • Designing the S4L flyer, Designing and creating posts for USU Dietetics blog.
In which areas would you like to make improvements?	• **I would like to take more opportunities to be a leader, I know it would help me and I just need to do it.** • **Not being burnt out! I need to fire my engine right back up!** • **My perspective was a little off this semester. As I'm sure you've heard from others, senioritis is a beast! Last semester really was rough for many reasons for me, and I it was about all I could do to just make it through the semester. I need to re-focus once the semester is over.** • Being more confident in myself. Like Tammy said, we feel like we aren't ready enough to move on and get jobs but we are. I need to realize I have the knowledge now to be a professional and be the best I can be. • I can continue to improve communicating and stepping up to be a leader when it is needed. • Public speaking, but I know with time and experience this will get easier. • I would like to improve my organizational skills. I feel that I am very good at it, but could always improve in this area. • I would like to improve my ability to take information and teach it in a way that would make sense to the general population. I feel like I have so much great information in my head, but I have a hard time explaining it to someone else. • I feel like there are areas that I am lacking in and would like to increase my knowledge such as pediatrics, sports nutrition, and metabolic disorders. I would also like to increase my overall knowledge and skills in counseling. • Time management. I get things done on time, and with good quality of work, but I still get stressed alor the way and feel that could be alleviated with a little more planning. • I would like to improve in my communication skills and be an equal to the people I see with rather than the expert. I think I will be more effective as dietitian if I can achieve those two things.

Assessment of Dietetics Program	
Mean Satisfaction of Dietetics Program (Scale of 1 very unsatisfied to 10 very satisfied)	**9.3**

Do you feel that the content (lectures, assignments, activities, and teaching strategies) in your current dietetics courses is appropriate and effective?	• **Yes, I think almost all of the classes are wonderful. The management course I think could be revised and improved. I felt like it was just a class with no structure kind of like this is all th stuff we didn't get taught all put into one class. I think future students would benefit from quizzes at the nd of each unit to aid them for the final. I felt very lost as for how to study and even what to study for that final.** • **I felt that micronutrients and public health were both appropriate. I had a hard time with nutrient gene interaction, I found it interesting but a lot of what Heidi said was repeated in Nutrient Gene Interaction. I was also frustrated with it because CPD didn't have to take it. I thought public health applied more to us than epidemiology, but I though they were extremely similar. Some of the exact same lectures were used. I love Dr. Munger I just didn't love repeating some of the same topics. The program is awesome, and I enjoyed it! Thank you for reading this feedback if you think it is silly feel free to discard it :].** • **I feel like a large majority of the instruction that I received this semester, as well as last semester, was not entirely necessary to my career, though I did enjoy much of the material. I think for the DPD students it would be helpful to have a "lab" that we could dedicate to a project that we were working on to get hours to apply to the internship. Getting those 1,040 hours to apply was incredibly stressful, and maybe having a "lab" set aside could help with this.** • Yes I feel as though it was great. I would like to see the management course be a little bit more structured and thorough. I enjoyed all my classes this semester though. • Yes. The management class felt slightly disorganized, but the information was good. • Yes, everything we did seemed appropriate and effective. • Yes! The work load is doable and I feel like I'm learning a lot of useful information. • Yes- I thought the classes along with the labs and clinical hours really helped to solidify my knowledge and make me comfortable entering the work force. I would however change NDFS 4900 and make it more structured and if possible have each student do research from start to finish and learn each aspect. • All except for our management class. I love Sheryl and think she's great, and I realize she had a ton going on this semester too. But...that class was very unorganized and stressful. I felt that this class had the potential to teach us very important things about management, but feel I came away with less than I would have hoped. • Yes. The research/management class was a little scattered. I felt like I would have learned much better if there had been quizzes after each section of the class.
Are you receiving appropriate feedback from dietetics faculty on your work and academic progress?	• **From the majority of professors I did. There was one professor that I think had too much on her plate this semester and it was as if teaching was on the back burner and not a priority for her.** • **Absolutely.** • **For the most part, I feel like I have received appropriate feedback. Feedback was VERY slow in Management (NDFS 4900), and it was difficult to know where I sat grade-wise in the class.** • Yes. I definitely get appropriate feedback and responses to all that I do. I always feel like I can ask questions and get feedback. • Yes. Professors are GREAT at giving advice and helping us out. • Yes, all of the faculty did great. I received prompt feedback. • Yes, I love their feedback and feel that they really care! • In some instances yes, some no. But I feel like this is partly my fault. If I want feedback I know I can ask and anyone would be more than willing to help me. • I thought the faculty was great about giving feedback on my work and invaluable in helping me in my career planning. • I feel I receive adequate feedback. Really only from Tammy this semester because I didn't work with Dana, Rebecca, or Janet. • Yes. However, I felt like I received very little feedback junior year. Then senior year, I received a lot of feedback.

Do you have any suggestions for us?	• **I really can only think of improving the management class in general making it more structured with more quizzes and ways to test throughout the semester.** • **Let's all get together once a month because I am going to miss the faculty! :}}}}}** • Have more on resume building and online portfolios this senior semester. Spend less time in managemer on the research component. I enjoyed micronutrients and public health with this semester though a lot. • Class 4900 (Management in Dietetics) - this class was all over the place. Most of the time I would go to class and be confused as to what was going on. The lectures were straight forward, but we had some assignments that were given at the last minute. So I would just recommend organizing this class a little bit better, and make sure students know what assignments are coming - as we are all planners. • This has been the BEST experience of my life! I can't thank you all enough for letting me be a part of this adventure. Keep with the strong clinical focus but incorporate more pediatrics, breast feeding, and feeding kids' information. • I would just continue to do the 3 semesters with at least some clinical. It was so helpful and then during the fall I was prepared to go to any facility and easily do staff relief. • I think I would have benefitted from a more structured pediatric/maternal course rather than the online one we took over the summer. Also, I felt very frustrated at the beginning of the semester with the jumbling of labs and felt that communication between instructors and students was suboptimal. • I would recommend giving equal feedback through both years of the program. Feedback is really where I learned the most; but most of the learning from my feedback came in the year of my senior year.

Mid-semester evaluation

Communicating current issues in nutrition (sp14)

What do you like best about this class?
Application activities – that it is hands-on (9)
Guest speakers (6)
Content (6)
Nutrition news minutes (5)
Research paper critique skills (2)
Work with the website (2)
Work days

What do you like least about this class?
Assignments - too many, too long, too close together, too unclear (7)
2 presentations (2)
That there are no weekly quizzes (2)
Plagiarism lecture – wanted more on copyright (2)
Some repetition with "Sheryl's class" (2)
Lectures in beginning, projects at the end
Meeting with writing fellows
Information at the beginning class
Popcorn article critique

What would you like me to do more of in class?
Nutrition news minute – more discussion time for these (4)
Clearer explanation of assignments (2)
Help with how to find reliable sources (2)
Links to website and credible places to find nutrition news (2)
Information on how to tactfully dispute bad information
In class activities (2)
More time for assignments
More examples of current nutrition communication
Hands on with blogs and websites (2)
Accountability for information (worksheets or quiz when we have guest speakers)
Activity or assignment on how to CORRECT nutrition misinformation
Broadcast media stuff

What would you like me to do less of in class?
Changing due dates! (2)
Group projects
MLA style instead of AMA style in plagiarism information
Straight up lectures

What is the most relevant or important information or skill you learned in this class?
Evaluating research papers (8)
Proposal writing (4)
Blogging and contributing to the Daily Nutrition Review website (3)
Social media (3)
Public speaking opportunity (2)
Interviewing skills (2)
Summary of journal articles (from the research librarian with the sticky notes)
Plagiarism information
Intro to Prezi

The things I've learned in this class will help me in my future career and or graduate school.
4.5 out of 5 where 5 = strongly agree); 1 = strongly disagree

This class is valuable, I'd recommend you keep it as part of the curriculum in NS or Dietetics.
4.5 out of 5 where 5 = strongly agree; 1 = strongly disagree

Action plan this semester

Don't change due dates and get more organized
Continue with Nutrition News Minute – include more posts to resources and time for discussion
Include an element of accountability in presentations → peer-review activity that is worth points

Action plan next year

Keep guest speakers
Add information on how to FIND credible information
Add information on how to tactfully dispute and correct nutrition misinformation
More hands on practice and activity with Daily Nutrition Reviews or another website
More opportunities to find, evaluate, and discuss current peer-reviewed studies

Plan of Work 2014
Stacy L. Bevan
Clinical Assistant Professor

TEACHING (95%)

EXPECTATIONS: 1) Develop and maintain a teaching portfolio; 2) Assessment of teaching activity by peers and students; 3) Seek out professional development opportunities; 4) Engagement with student learning outside of the classroom; 5) Advancement of pedagogy for teaching within dietetics; 6) Curriculum development; 7) Maintain a positive professional reputation.

NDFS 1260: Food Literacy (3 credits)

Description: NDFS 1260 is taught fall semester with a course capacity of 56 students and two lab sections and spring semester with a course capacity of 28 students and one lab section. Students meet for a face-to-face lecture twice a week in addition to attending one lab section. Undergraduate teaching fellows and a teaching assistant are utilized for assistance with the lab portion of this course. NDFS 1260 is a required course for all undergraduate Dietetic majors and Family and Consumer Sciences Education majors and offered as a sustainability minor course. It is designed for students to develop a basic knowledge of food from farm to fork and cooking methods, skills, and techniques.

Course Modifications:

1. Syllabus:
    a. Added a disability resource statement to syllabus.
        - Completed the online disability resource training for faculty on the Disability Resource Center website. The training assisted me in making adjustments in lecture, lab, and to assignments/exams for a student with very limited vision. Portions of the exams that included identifying a picture had to be redesigned to include descriptions of the picture, so the exam was fair for all taking it.
    b. Improved mapping of IDEA evaluation objectives in my course syllabus by putting it in table format.
2. Lecture:
    a. Due to negative feedback associated with using the technology of Top Hat Monocle as a response system to questions in class, I switched my classroom to iclickers and iclickersGO. I was able to work with the sales representative and he provided free subscriptions to iclickerGO for my entire class, which enables students to respond to questions asked in class on their smart phones or ipads. Despite the offer for the free subscription to iclickersGO, most students already had iclicker devices and elected to use those instead of the free subscription. Iclickers are used in my 7:30 am course to improve attendance and retention of content discussed in lecture. If students respond to 75% of the iclicker questions presented during lecture throughout the semester, they get 100% of the attendance points for the course which makes up 6.6% of their grade.

330

b. Students take four basic culinary math quizzes throughout the semester via canvas. The math quizzes cover basic unit and recipe conversions, as purchased and edible portion prices, calculating total recipe cost and portion costs, and baker's percentages. A section on each of the four exams consists of problems similar to problems on the math quizzes. Historically, students have performed poorly on the math section of the exam. This semester I have made a conscious effort to go over the math guidelines more thoroughly in class and devoted several iclicker questions to the math as we discuss it. I have also started posting a review worksheet for the math associated with each unit and an answer sheet as a secondary way for students to prepare for the math section on the exam. I have seen an overall improvement on the performance on the math section on the exams this semester due to these changes and improved student satisfaction.

c. Guest lecturers/presentations: Spring 2013 Debra Christofferson a vegan dietitian who works for USU extension, in addition to Casey Maher a former vegetarian guest lectured on cooking for vegetarian and vegan diets. Leigh Vaughn, Director of Produce for Associated Foods Stores, was invited to discuss produce. Fall 2013 semester Debra Christofferson was invited again to lecture on cooking for vegan diets. I also invited students in my class with dietary restrictions (vegetarians and gluten intolerant) to discuss with the class their experience with their dietary limitations and how they cook for themselves with these dietary constraints. This allowed these students to be more involved with the lecture and attracted the attention of their peers.

2. Laboratory:
   a. Funding was obtained to replace kitchen equipment.
   b. Increased cooking demonstrations were added to lab instruction.
   c. I added compost buckets to each unit in lab, so students were able to practice what can or can't be composted.
   d. Added a tour of the USU recycling center during their first lab. The tour allowed students to see where the materials they recycle go, gain an understanding of what can be recycled, better understand how recycling helps the environment, and hopefully increased their motivation to recycle in lab and at home.
   e. Added a dairy farm tour hosted by the Dairy Council of Utah. For the dairy farm tour we went to the Munks' large dairy farm in Amalga, Utah and saw how cows are milked in a cow carousel, and how the Munks' cows are fed and bred. We then went to Gossner's cheese factory, sampled their cheese, high temperature pasteurized milk, and ice cream. We had a virtual tour of the facility and learned about their cheese making process. This dairy farm tour allowed students to see the process of milk from farm to fork.
   f. Organized basic first aid training from USU EMT for my teaching assistant, undergraduate teaching fellow and myself.
3. Assignments:
   a. Home Recipe Assignments – Assignment guidelines were updated and organized into rubrics/charts making it easier for students to see what is required of them. I also added a

brief background section on the assignment to give students more reasoning behind the purpose of the assignment.

- Home Recipe Assignment #1 – Assignment guidelines were altered requiring students to get a seasonal produce from a farmer's market, CSA, farm stand, or garden. They must explain why eating local produce is beneficial and compare the price of what they purchased locally to how much it would be at a grocery store. They are still required to take pictures of the process and include those in a 1-3 page professional culinary handout.
- Home Recipe Assignment #2 – Guidelines were altered so students make a meal including at least 3-4 food items that serves four for $9 or less. The meal must be nutritionally balanced following MyPlate recommendations and look aesthetically pleasing. Students must take pictures throughout the cooking process and then create a 1-3 page professional culinary handout. In the handout they must include the recipe, pictures, cost breakdown of the ingredients, total recipe cost, cost per serving (this helps them practice the math in unit 3), discuss their experience making the meal and challenges encountered when keeping the meal within budget, if any ingredients substitutions were made, a reflection on the final meal, and what constitutes good plate presentation with a picture of their final product illustrating those points.

b. Recipe Log Assignment: Due to student feedback last semester, I require that the recipe log be handed in three times throughout the semester to help the students stay on track instead of putting it off until the end of the semester. The recipe log includes all the recipes included in lab outlines throughout the semester. Students must categorize the recipes by topic and discuss what they liked/didn't like about the recipes their groups made, what they would change about the recipe, and tip/techniques learned in lab about that recipe to help them make it again in the future.

<u>Plan of Work for Coming Year:</u>

1. Record lectures using Panopto to be utilized in the transition of NDFS 1260 into a hybrid course offered fall 2014.
2. Attend Academy of eLearning for Excellence at USU to improve teaching strategies.
3. Create standard operating procedures for lab safety and sanitation
4. Create a kitchen safety module to be completed by students before attending the first lab.
    a. Have USU EMT teach basic kitchen first aid during first lab.
5. Change some of the lab recipes to improve their nutritional composition.
6. Alter the recipe log assignment to take burden off grading and improve student satisfaction with that assignment.
7. Maintain above average student evaluations.
8. Obtain a peer evaluation for this course.

NDFS 3070: Science of Food Preparation (3 credits)

Description: NDFS 3070 is taught spring semesters with a course capacity of 56 students and two lab sections. Students meet for a face-to-face lecture three times a week in addition to attending one of the lab sections. An undergraduate teaching fellow and a teaching assistant are utilized for assistance with the lab sections. NDFS 3070 is a required course for all undergraduate Dietetic majors and Family and Consumer Sciences Education majors. NDFS 3070 is an introductory food science course to develop an understanding of the relation of the physical and chemical properties of food components and their systems to food preparation.

Course Modifications:

1. Syllabus:
    a. Mapped IDEA course objectives on course syllabus.
2. Lecture:
    a. I incorporated a new technology into my classroom called Top Hat Monocle. It is a web-based program that allows students to respond by ipod, ipad, laptop, smartphone, or texting to questions asked in class. This technology helps the class to be more interactive, gets students thinking more critically, and helps to prepare them for the exams. Questions asked in class using this technology replaced six quizzes students took on canvas.
3. Laboratory:
    a. Updated lab outlines to improve the efficiency of lab preparation and the flow of lab.
    b. I changed the order of some of the labs, so there was more time to cover information on difficult topics in class before lab that students were struggling to fully comprehend.
4. Assignments:
    a. Independent Lab Group Project Assignments: Updated the assignment guidelines by creating a rubric/chart for each assignment allowing students to see what is required for each section of the assignment. A similar rubric could be found under the assignment in canvas with points assigned for each section of the assignment.
        i. Topic Selection & Journal Search – I changed the assignment requirements from listing two topics the students were interested in, writing one general purpose statement for the research project, and listing one reference from a related peer-reviewed article to now the students writing two general purpose statements (one for each topic of interest for research) and providing a reference from a peer-reviewed journal for each topic of interest. Students' research topics were narrowed to focus on diet-related diseases, so the content was more focused on what dietetics and nutrition educators would use to help their future careers.
        ii. Research Hypothesis & References – In the past, students had to provide a purpose statement related to their final chosen group topic, include details of what they would do for their experiment, and each member of the group would provide a reference with an annotated bibliography. The changes I made to this assignment included changing the purpose statement to the format of a specific purpose statement,

requiring a justification and a hypothesis statement for their experiment, describe in detail what they intended to study, measurements they plan to take, what each group member would be responsible for with the project, and include a reference from a peer-reviewed journal with an annotated bibliography from each group member. One of the articles could be related to the health or nutritional aspects of doing the experiment, but the other articles must be similar experiments to theirs.

iii. Materials, Methods, & Food Order – Required students to turn in a sensory ballot with this assignment and a table of the data they planned to collect

iv. Independent Lab Presentation – Increased length of presentation, required emphasis on scientific reasoning of why results were found, and required discussion on how results could be applied to their future careers.

Plan of Work for Coming Year:

1. Transition to iclickers/iclickerGo as the technology used in NDFS 3070 for participation points.
2. Attend Academy of eLearning for Excellence at USU to improve teaching strategies.
3. Update lab outlines to make instructions more clear for students.
4. Redesign food preservation lab due to student feedback wanting to learn more on that topic.
5. Maintain above average student evaluations.
6. Obtain a peer evaluation for this course.

Mentoring of Undergraduate Students

Description:

Mentor Undergraduate Teaching Fellows (UTFs) in both NDFS 1260 and NDFS 3070. I have altered my labs to provide opportunities for UTFs to do cooking demonstrations, provide instructions for lab, and teach course content during lab discussion.

Advisor for the Dietetic Student Association (DSA) – I have mentored the DSA committee members in organizing booths (Day on the Quad, Day on the Patio, College of Ag Week, and Food Day), activities (opening socials, cooking competitions, chef demonstrations, panel discussion of professionals in dietetics, National Nutrition Month challenges, and closing socials), and events (planned menu, organized volunteers for food preparation and serving 125 people at the Annual Intermountain Bioneers Sustainability Conference two years in a row). Committee members have been mentored on marketing their events and planning the fine details. I have assisted the club in being awarded a $200 grant from the Utah Academy of Nutrition and Dietetics for National Nutrition Month for the past two years.

Plan of Work for Coming Year –

1. Continue to provide opportunities for UTFs to present material and do demonstrations in lab.
2. Continue to mentor DSA committee members.

RESEARCH, SCHOLARSHIP, AND CREATIVE (0%)

Plan of Work for Coming Year:

1. Write a non peer-reviewed article related to NDFS 1260 course changes.

EXTENSION (0%)

Plan of Work for Coming Year:

1. Curriculum development with Ellen Serfustini on breads for new 4-H club volunteers.

SERVICE (5%)

University Service

Description: Dietetics Program – participate on the Curriculum Development Committee, Dietetics Faculty Hiring Committee, Dietetic Student Selection Committee, Advisor of Dietetic Student Association, Dietetics Program AmeriCorps Campus Coordinator, Dietetics Social Media/Communications. College of Agriculture and Applied Sciences – Sustainability Council Member.

Plan of Action for Coming Year:

1. Will continue to follow committee assignments.

Professional Service

Description: Utah Academy of Nutrition and Dietetics (UAND) Social Media Chair and Marketing Pillar. My responsibilities are to attend UAND monthly board meetings, participate on the voting board, ensure monthly posts on blog, and maintain a presence on the twitter/facebook with help of social media committee.

Plan of Action for Coming Year:

1. Conduct survey with social media chair elect of all dietitians in the state of Utah to determine their use and value placed on social media.
2. Implement changes to UAND social media based on survey results.
3. Continue to follow UAND responsibilities.

Program or Curriculum Change

(Use this form to document a class-based or program-wide change that impacts DE Standards)

This program change applies to:

☐ Individual class ☐ Curriculum-wide ☐ Program-wide

Problem (include supporting data):	
Persons involved:	
DE Standards Impacted (if applicable): •	
Meeting dates (see minutes for details):	
Action Items: • .	Decision made:
Implementation notes:	
Outcome/Evaluation data:	

336

Dietetics Faculty Meeting: Minutes
9/12/12
Present: Tammy, Janet, Marlene, Becca, Dana, Stacy, Chuck
Absent: Ann

Prepared by: Tammy (with much help from Dana, thanks!)

1. Curriculum Changes: Always share any curriculum changes that you may be making with others in the dietetics program. Be sure to communicate changes or even the possibility of changes.
2. Shared File (Marlene): It's in the works. Luke (from IT) will have to come set it up on your computer once it's up and running.
3. Lab Fees in CP Clinical Labs:
    a. Currently $450 in fall, $1050 spring. Becca will assess adequacy/excesses/distribution this year.
    b. Chuck cautioned regarding difficulty in adding fees and that it's a 1.5 year process to change fees.
    c. Keep records of how fees were determined.
    d. Costs may be less this year since Becca is preceptoring, so we won't need to pay additional preceptor used in previous years.
    e. Fees should ideally be used up in the semester they are paid by students currently registered in course.
    f. Will explore options for supervised practice that may not require preceptors being paid and further reduce costs.
    g. Keep Ann M in loop regarding paying preceptors.
4. Makeup of 1200 supervised practice hours:
    a. Continue to evaluate/update how 1200 hours are currently distributed between clinical, community, and foodservice management as well as between courses.
    b. Bring proposed ideas of how to provide hours to dietetic meetings. Again, any changes made must be decided as a group.
    c. Concern that all CPD interns aren't getting WIC-like experience. This is a potential entry level job that they may not be exposed to during CPD. Also consider Food $ense for WIC-like hours.
    d. Explore potential for supervised practice with lactation consultants at WIC and LRH.
    e. Some interns want renal rotations and they aren't placed in the dialysis center! Explore potential with new RD at LRH and other regional dialysis centers.
    f. If there are students with specific interests, goal is to individualize provide them with long experiences in related rotation.
    g. Continue to explore incorporating the additional 200 hours into more structured rotations.
    h. Brainstorming for additional sites: Avalon, Pioneer Valley Lodge,
    i. Consider Summer experiences: fulfill hours in summer and enroll in credits in the fall.
    j. Affiliation agreements? Contracts? Find OR recreate.

Dietetics Faculty Meeting: Minutes
9/12/12
Present: Tammy, Janet, Marlene, Becca, Dana, Stacy, Chuck
Absent: Ann

Prepared by: Tammy (with much help from Dana, thanks!)

5. Database/files for current/past students
    a. Clarify required documents/data required to keep by USU and AND.
    b. Hire work study student to create and standardize: 10 hours/wk until job is done
    c. Tammy will work with Tara to develop description, then it will be posted.
6. Everyone think about what courses Dana should teach Spring semester.
7. USU Food Day Save the Date: October 24. Students/labs cancelled that day since students (jrs/srs are all involved)
8. Chuck: Suggested that junior faculty use "long form" for IDEA course evaluations
9. Majors Meeting Sept 20, (noon) will discuss articulation for NDFS 1240: Food Literacy

10. Next meeting: 9/26/12 11:30 NDFS Conference Room

Dietetics Faculty Meeting Oct 10, 2012 4PM

Minutes: Prepared by Tammy

Present: Tammy, Janet, Rebecca, Dana, Marlene, Ann

1. Course changes
   -Changing 4750 and 4780 to be 2 cr lecture/2 cr lab so ONLY CPD students take labs.
   - Dana will teach Mat/Child course/lab in the spring to ALL juniors. It is currently being taught twice (CPD in the summer modules/DPD seniors fall semester). Debbie was updated for registration changes.
   ReversED 4750/5750 times for spring semester to better accommodate student schedules
   - Mike LeFevre's new (next year)research class may meet research competencies

2. Marlene Updates:
   -Follow-Up from Nutrition Majors Meeting (regarding 1240 class)
   - course number changed to 1260. Will accept 1240 for one more year.
   -Shared Drive (demo of how to save files, need for more space, group discussion about folders/files to include, organization) Thanks, Marlene!
   -Summary of changes to 1020 course: Added ETOH and Sustainability units
   - Honors Advisor: Marlene is willing to assume role until changes with Honors Program stabilize
   -Missionary update: This will impact enrollment

3. Stacy: rouxbe.com videos ~ $250
   - Group approved BW donation account to pay for access – these will be used in NDFS 1240.
   - An increase in lab fee for that course was recommended

4. Work Study position: Natalee Whitelock is hired and doing great things with database/organization.

5. Core Knowledge (DPD) and Core Knowledge and Competencies (CPD)
   Rebecca will save on shared drive

6. DI staffing
   Ann retiring May 31 2013 and Rachel Cox resigned. Two positions open. Committees needed.
   Cost of internship increasing to $9200.

7. 80% on every assignment/exam vs. "...maintain a B- average in all courses"
   Policy will be discussed at our next meeting

Dietetics Faculty Meeting: 11/14/12 4:00 PM

MINUTES: Prepared by Tammy
Present: Tammy, Janet, Becca, Dana, Stacy, Marlene

1. Protocol for dietetics students who are not meeting performance criteria:
   - clarification of criteria (Must pass each course with no lower than B-)
   NEW PROTOCOL:
   Nutrition Science students enrolled do not require intervention.
   Dietetics (CPD and DPD) students who get less than 80% on one exam or significant assignment need to correct missed questions for up to ½ of missed points.
   Dietetics (CPD and DPD) students who get less than 80% on more than one exam or significant assignment need to correct missed questions AND are required to make an appointment with USU Academic Support Services ASAP and report to their respective director about their strategies.
   Dietetics (CPD and DPD) students who earn less than a B- in any course are put on probation. Any student who earns less than a B- in more than one course is advised by their respective director to consider another major.

   Note: Raulon's scores are consistently low. Tammy has asked him to visit the ARC website http://www.usu.edu/arc/ and will meet with him right after Thanksgiving break..

2. Dietetics Program Application Process
   - Who will be on selection Committee? (affects who can write letters of recommendation)
     - we will ALL be on committee so should not write letters.
     - Stacy and Marlene will provide "comments" about students and we will reduce number of letters to two per student.
   - timeline/related activities:
     Application Orientation: January (date TBD)
     Process:
       GPA Evaluation: We will ask Debbie to do this
       Letters of Application: Stacy and Tammy
       Experience: Janet
       Letters of Recommendation: Marlene
       Interviewers: All

3. Proposed changes to the CPD supervised practice
   -4780 Mat/Child and 4750 Management/Research now have separate lab sections for CPD
   - Clinical rotations decreasing, foodservice management & Community nutrition rotations increasing

4. Preceptor payment protocol: Rebecca
   Process underway to clarify who is paid, how much is paid, student:preceptor ratio

5. TA hours and funding for continuation of work-study position (Natalee)
   Doing a fabulous job and we want her to delay her graduation so she can work for 7 years!

6. AmeriCorps Update: Stacy

Stacy will supervise DI AmeriCorps interns until Rachel's position is filled
FBI checks required as of January - AmeriCorps will pay

7. Foreign Transcript Evaluation Update: Tammy

Articulations are now handled by Carlos Munoz (Carlos.munoz@usu.edu) in the Office of Global Engagement. The process: the student needs to submit the official transcript and course descriptions and syllabi (with certified English translations) for each course to Carlos, and then the student will complete a form on which they list the courses they wish to have articulated, give the USU equivalent course for each class, and then Carlos will send the appropriate information to applicable departments for articulation decisions. When the information is returned to him, he will post the courses to the student's transcript.

For questions on non-foreign articulation:
Brandy Reeves
Program Coordinator – Articulation
brandy.reeves@usu.edu

8. Coursework Options for DPD students

- they will have more time for minors/certificates now that labs have been designated for CPD
This was postponed until next meeting.

NEXT MEETING:
November 28 at 4PM

Program Staff and Resources

Standard 15: Responsibilities of the Program Director

The director of the program must have the authority, responsibility and sufficient time allocated to manage it. The program director may have other responsibilities that do not compromise the ability to manage the program. Responsibilities and time allocation for program management are reflected in a formal position description for the program director and approved by administration.

Guideline 15.1

The program director must be responsible for assuring that all ACEND accreditation standards, policies and procedures are met; however, this can be achieved by managing or overseeing other individuals assigned to complete ACEND-related tasks. ACEND responsibilities should be included in the job description of the program director or the job description should state that the "program director is responsible for assuring that all ACEND accreditation standards, policies and procedures will be met."

Guideline 15.2

Program director responsibilities must include, but are not limited to the following:

a. Development of policies and procedures for effectively managing all components of the program and to ensure fair, equitable and considerate treatment of prospective and enrolled students/interns (such as program admission, retention and completion policies)

b. Student recruitment, advisement, evaluation and counseling

c. Maintenance of program accreditation, including timely submission of fees, reports and requests for major program changes

d. Maintenance of the program's student records, including student advising plans and verification statements; verification statements must be kept indefinitely

e. Maintenance of complaints about the program received from students/interns or others, including disposition of the complaint

f. On-going review of program's curriculum to meet the accreditation standards

g. Communication and coordination with program faculty, preceptors and others involved with the program

h. Facilitation of processes for continuous assessment of program and student learning outcomes

The CPD director, as with all other NDFS faculty, meets university standards for employment. Rebecca Charlton earned a B.S. in Nutrition and Food Science from Utah State University in 2002 and a Masters of Public Health degree from University of California, Los Angeles in 2010. She has been credentialed as an RD since 2002 and worked in maternal and child nutrition for 11 years prior to returning to academia. Her position as director of the coordinated program in dietetics and clinical assistant professor is a full-time, 9-month contract per policy at Utah State University. Her role statement is 95% teaching and 5% service with no administrative assignment. The director responsibilities are outlined in her Role Statement (exhibit), which includes the following paragraph that is specific to the directorship responsibilities:

"Contributions to the dietetics program necessary to prepare students for licensure and professional practice in dietetics. Specific contributions include, but are not limited to: supervision of internships, practicums, and volunteer hours; mentoring and advising of students; support of efforts to maintain program accreditation, and; oversight and administrative duties allied to the aforementioned."

See exhibits for the program director role statement.

The phrasing in the role statement varies a bit from what is recommended by ACEND, but has been clarified in communication between the program director and the NDFS Department Head.

As outlined in other narratives, the director develops and maintains the policies and procedures for the program as a collaborative effort with dietetics faculty members. Communication methods used by the program director include attending dietetics faculty meetings twice per month, NDFS faculty meetings once per month, NDFS faculty in-service meetings twice per year, and NDFS Advisory Committee Meetings quarterly. These, along with other less formal meetings, are face-to-face meetings; other communication consists of phone calls, conference calls, emails, and memorandums.

The program director leads the process of students applying to/accepted into the CPD. The application process is stringent and competitive, and is outlined in the Handbook and on the USU dietetics website at: http://ndfs.usu.edu/htm/undergraduate/dietetics/application-process. Admission into the CPD requires a formal application process in the spring semester after all prerequisite course requirements have been met (usually during the sophomore year). The application process includes a completed application form, 200 hours of dietetics-related experience, personal letter of application, official transcripts, two recommendation forms, a match quiz, and an interview with dietetics faculty. Together, these application components provide faculty with a complete assessment of skills and knowledge that adequately assesses student ability to successfully complete the CPD. It is a fair, though competitive, process that results in consistently high caliber students. The director is directly involved in monitoring student performance and following policies and procedures related to program completion.

The program director provides monitoring and oversight of earned grades and student performance. When a student is not performing up to standards, counseling and/or interventions are done by the program director according to policies and procedures in place.

The program director takes an active role in preparing students to become highly skilled and knowledgeable entry-level dietitians. The program director teaches the clinical nutrition courses and labs. In these classes, the program director directs simulated learning experiences. These practice sessions are vital in assisting the students as they gain knowledge, skills, and wisdom related to dietetics practice. The program director visits students on-site to provide guidance and discuss any areas of deficiency with preceptors. These areas of deficiency are addressed in subsequent simulations. The close relationship between program director, clinical sites, and students is fundamental to the program's ability to create highly skilled, prepared dietitians.

Student recruitment and advising are both completed primarily by the College of Agriculture and Applied Sciences (CAAS) staff by the NDFS Advisor. The director is involved as a resource as needed. The program director provides monitoring and oversight of earned grades and student performance. When a student is not performing up to standards, counseling and/or interventions are implemented by the program director according to established policies and procedures in place. That policy is further described in Standard 23 and also in the Dietetics Handbook.

Student advising records are kept in the CAAS building by the NDFS advisor. Additionally, all dietetics faculty members have access to a shared drive that contains the student/alumni database. The director and all other faculty members are responsible for updating the database as new student information is available. These implemented measures have resulted in improved records management over the past several years.

Maintaining accreditation is directed by the program director with assistance from faculty members. The program director monitors the registration exam pass rates, prepares the annual report, prepares the PAR, and directs the preparation of the report. The director is responsible for submitting fees in a timely manner, submitting requests for program changes, submitting forms and letters of recommendation to DICAS, submitting verification statements, and submitting documentation for students wishing to take the DTR Exam.

A primary program weakness over the past five years has been inconsistent management of student records and verification statements. Due to high faculty and program director turnover, paperwork has been passed through multiple hands, which resulted in inconsistent methods of record management. It is acknowledged that these compliance problems exists and have taken a variety of measures to implement record management techniques to eliminate these issues in the future. Student records/verification statements are kept in a locked cabinet in the NDFS building in Room 109. Clarification was made (to ACEND) about required student documentation and the ACEND Update in August 2014 differed slightly in recommendations. The latter are currently being followed.

The process for receiving and handling complaints from students, preceptors, employers and the public is very straightforward and direct. All faculty members are readily available and encourage students to make appointments to discuss any problems promptly. Students receive consistent feedback and support to demonstrate that. Lines of communication are open and program/university policies and procedures are clearly established and followed. The Dietetics Handbook is now detailed and available online so that information is readily available. There have been no complaints issued, which can likely be attributed to the relatively small program size and close relationships with students. If there are complaints in the future, students are encouraged to consult with their instructors when they are having problems meeting program goals, objectives or academic requirements. If the student is not able to resolve the problem, they are referred to USU Academic Policies and Procedures at http://catalog.usu.edu/content.php?catoid=8&navoid=1571. Students should submit complaints directly to ACEND only after all other options with the program and institution have been exhausted. This policy is described in detail in the Dietetics Handbook.

The director's role in on-going review of the program curriculum has many facets. Participating as an NDEP member (monitoring the listserv and attending the conferences) provides updates and current insights about the dietetics profession. Participating as a member of the NDFS Advisory Council provides opportunities to provide feedback and impact courses in Nutrition Science that are taken by dietetics students, ensuring that the CPD curriculum addresses all competencies while providing the director with opportunities to remain current in the broader aspects of nutrition. The program director maintains close community ties to dietitians in the region in order to gauge changes in the job market. The program director attends UAND each year as well as one other ACEND or industry conference in order to maintain understanding of current trends in dietetics.

The director provides oversight in learning assessment as outlined in Standard 13. Pass rate statistics and scores are reviewed by the director and included in annual reports and program evaluation documentation. Review of student performance, course assessment, and program assessment is reviewed and assessed on an ongoing basis. Evaluation methods described in Standard 7 are completed annually and results are tabulated and included in annual reports that are submitted by the director.

Communication methods used by the program director include attending dietetics faculty meetings twice per month, NDFS faculty meetings once per month, NDFS faculty in-service meetings twice per year, and NDFS Advisory Committee Meetings quarterly as well as less formal meetings including face-to-face meetings, phone calls, conference calls, emails, and memorandums.

The director's role in learning assessment as outlined in Standard 13 is to provide oversight. Review of student performance, course assessment, and program assessment is reviewed and assessed on an ongoing basis. Evaluation methods described in Standard 7 are completed annually and results are tabulated and included in annual reports that are submitted by the director. Pass rate statistics and scores are reviewed by the director and included in annual reports and program evaluation documentation.

Meets

[ ] 1. No compliance problems are present.
[X] 2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

[ ] Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

[ ] Plans to address compliance problems are not viable or have not been developed.

Role Statement for Rebecca Charlton
Department of Nutrition, Dietetics and Food Sciences
College of Agriculture and Applied Sciences
Utah State University

Appointment: **Professional Practice Assistant Professor**
Term appointment
1.0 FTE AY base

Relative weights assigned to domains of responsibility:

Teaching:	**95%**
Research and Creative Scholarship:	**0%**
Extension:	**0%**
Service:	**5%**

Utah State University (USU) is proud that you have decided to join its faculty. As a land-grant university, USU is committed to continuing a rich tradition of excellence in teaching, research, extension, and service. As your career evolves and matures, we look forward to your becoming an important contributor to this intellectual environment.

Role Statements

A role statement is a document that broadly describes the multiple responsibilities of a faculty member at USU and outlines the performance expectations that the University has of faculty members. The role statement establishes general parameters and principles for the employment of faculty at USU.

Role statements should not be confused with annual work plans. An annual work plan describes in detail the specific duties that a faculty member will perform (such as specific courses to be taught or precise research to be undertaken). An annual work plan also may outline the goals for a faculty member for a given academic year in each of their domains of responsibility. While annual work plans may be modified from year to year, role statements are relatively stable and change infrequently. Annual work plans, however, should strive to be consistent with, and reflective of, the general parameters and principles outlined in the role statement.

The USU Faculty Code requires for term appointments that a role statement "be prepared by the department head or supervisor, agreed upon between the department head or supervisor and the faculty member at the time he or she accepts an appointment, and approved by the director (where applicable) or dean" (Section 405.11.1). Initial role statements can be changed or modified using the procedures described in the Faculty Code (Section 405.11.1).

The Faculty Code indicates that role statements "provide the medium by which the assigned duties of the faculty member are described" (Section 405.11.1). The areas of professional service refer to the traditional domains of faculty responsibility at land-grant universities like

USU (i.e., [1] ***teaching*** – including classroom instruction and the advising and mentoring of both undergraduate and graduate students; [2] ***research and creative endeavors***; [3] ***extension*** – sponsored by Utah State University Cooperative Extension; and [4] ***service*** – including academic unit operations, campus governance, service to professional organizations, and professional involvement with community-based agencies and organizations). The percentages reflect the relative weight or value that will be allocated to each professional service area when you are evaluated for salary adjustment and appointment renewal, and for promotion. You should carefully consider the amount of time you allocate to each area, as it is your responsibility to ensure that your efforts produce outcomes that are commensurate with the relative weights reflected in the role statement for each professional service area. If you do not have an assigned effort in a domain, you will still be expected to participate in a collegial manner that helps the University achieve its missions. Your participation in such a fashion may be considered as service to the university.

Performance Evaluations

During your employment at Utah State, you will be expected to perform to expectations in all domains of your faculty responsibilities. You will be expected to perform with *excellence* in your major area of professional service, and with *effectiveness* in the other domains which you have an assigned role. Failure to reach expectations in any domain is cause for dismissal. As you progress in your career and become more proficient at balancing your multiple responsibilities, your productivity should increase and expectations of your performance will change concomitantly. You will receive annual review for salary adjustment and appointment renewal (Section 405.12.1). General procedures for promotion are set forth in Section 405.11 of the Faculty Code.

Expectations for Teaching (Relative weight = 95%)

Teaching is a major university function, and USU takes very seriously its commitment to teaching. Teaching is the major emphasis of your role statement; therefore, you are expected to perform with excellence in this domain. Specifically, you will be expected to establish superior credentials as an instructor, advisor, and mentor. Your specific teaching assignment will be determined each year by the department head and will reflect the academic needs of the department combined with your areas of expertise.

The following elements are commonly associated with success in teaching:

- Steady and consistent record of teaching activity. Documentation supporting teaching activity is described in USU Faculty Code 405.10.1(1), and is generally outlined within the template for presenting promotion documentation.

    - A current trend in academe is to develop and maintain a teaching portfolio containing materials that illustrate your teaching philosophy, use of pedagogy, and overall effectiveness. You should develop a teaching portfolio and include information such as student outcomes, portfolios of student work, course projects, written course

materials, contributions to the USU honors program, and examples of out-of-class interactions with students.

- Assessment of teaching activity. Systematic and repeated evaluation of your classroom effectiveness is required from students and peers. Documentation is expected of your response to these evaluations, and of changes to your instruction that you made as a result of such feedback.

  - Student evaluations are required of each course and section every semester. Positive student evaluations of your classroom performance attest to your ability to create an environment that invites student learning. Improvement in your student evaluations is expected as you gain experience, and university colleagues will look for patterns of consistency in your student evaluations. A successful profile will reflect either ongoing improvement in teaching or consistently high levels of performance. Significant fluctuations in student evaluations from semester-to-semester will require an explanation.

- Continued development of teaching skills. Efforts to develop teaching skills, and to keep current on content in the field, bear out a dedication to high-quality teaching. Such efforts include attending training workshops on pedagogy and seminars that provide updates to current knowledge and trends in your discipline.

- Engagement with student learning outside the classroom. This may take many different forms such as involving students in your scholarly activities; supervising independent study, internships, and clinical experiences; advising student organizations; or consulting with students regarding their evolving careers.

- Advancement of pedagogy for teaching within your field. Contributions might include such things as authorship of refereed articles on teaching, and development of peer-reviewed media packages or computer programs. These items represent creative scholarship, and are critically important to developing a positive professional reputation in teaching.

- Participation in development of curricula. A department's academic program is ever changing, and you are expected to participate in curriculum development in a substantive and collegial manner. This includes development of your assigned courses in a fashion consistent with program learning objectives.

- A positive professional reputation based on your teaching activity. You should be able to articulate a philosophy of teaching that communicates your approach to instruction and describes your primary goals as a teacher, advisor and mentor. This philosophy should be recognized from the body of work arising from your teaching activity, and it should be echoed by your peers when describing your teaching.

- Ability to attract graduate students and to mentor them to the successful completion of their degree and publication of their research. This is generally expected for those having

a research appointment, and is preferred in units offering a graduate degree in your area of expertise.

- Contributions to the dietetics program necessary to prepare students for licensure and professional practice in dietetics. Specific contributions include, but are not limited to: supervision of internships, practicums, and volunteer hours; mentoring and advising of students; support of efforts to maintain program accreditation, and; oversight and administrative duties allied to the aforementioned.

Expectations for Service (Relative weight = 5%)

Service activities are vital to the mission of the University; therefore, faculty must participate in service. These activities include effective participation in the operation and governance of the University, and in the outreach mission of the University. Service activities also include effective participation in organizations relating to your academic profession. Service represents a minor, but important, component of your role. Service is not expected in all of these areas but, rather, some combination that represents the relative weight that is equivalent to the percent that you have been assigned in this domain. However, meeting the demand for service should not consume so much of your time that it detracts from your other responsibilities.

In judging your efforts in the service domain, your Utah State University colleagues will look for evidence of your contributions to a variety of significant and meaningful service. Examples of service activities are described in Faculty Code 405.10.1(3), and may include:

- Service as a member or leader of substantive departmental, college and university committees and organizations.
- Service to regional or national professional societies and organizations in your field of expertise as evidenced by committee membership and/or holding elected or appointed office.
- Service as a reviewer of manuscripts or editor to a scientific or professional publication.
- Service as a reviewer of grant proposals for an agency or professional organization.
- Service as a consultant to local, regional, national or international organizations and agencies.
- Service on behalf of the outreach mission of Utah State University through public speaking and/or information dissemination involving your professional expertise.
- Service on local, regional, national or international advisory or governing boards that reflect your professional expertise.

The undersigned have reviewed and accepted the conditions that are stated or implied in this role statement.

C. Carpenter — Signature of Department Head — 3-18-14 — Date

Signature of Dean — 3-20-14 — Date

Signature of Faculty Member — 3-7-14 — Date

DH Initials/Date	Dean Initials/Date	Faculty Member Initials/Date
DH Initials/Date	Dean Initials/Date	Faculty Member Initials/Date
DH Initials/Date	Dean Initials/Date	Faculty Member Initials/Date
DH Initials/Date	Dean Initials/Date	Faculty Member Initials/Date
DH Initials/Date	Dean Initials/Date	Faculty Member Initials/Date

Subject: FW: Program Director Job Description
Date: Tuesday, September 9, 2014 at 4:46:42 PM Mountain Daylight Time
From: Tamara Steinitz
To: Mateja Savoie
CC: Rebecca Charlton

Mateja,
Please add this email to the SSR as an Exhibit to document the discussion regarding role statements for DPD and CPD Directors.
In a follow-up conversation today, Chuck stated that the "verbiage is consistent with what is used for other faculty members with similar roles" so prefers to leave the role statements as they are.
Thank you,
Tammy

From: Charles Carpenter <chuck.carpenter@usu.edu>
Date: Monday, May 12, 2014 at 11:02 AM
To: Tamara Steinitz <tamara.steinitz@usu.edu>
Subject: Re: Program Director Job Description

Right now the only description in the new role statement that might cover (especially yellow highlight):

➢ Contributions to the dietetics program necessary to prepare students for licensure and professional practice in dietetics. Specific contributions include, but are not limited to: supervision of internships, practicums, and volunteer hours; mentoring and advising of students; support of efforts to maintain program accreditation, and; oversight and administrative duties allied to the aforementioned.

That is pretty broad, but does seem to cover it.

Charles E. Carpenter, Professor and Head
Department of Nutrition, Dietetics and Food Sciences
Utah State University
435-797-2103

From: Tamara Steinitz <tamara.steinitz@usu.edu>
Date: Monday, May 12, 2014 at 10:38 AM
To: Charles Carpenter <chuck.carpenter@usu.edu>
Subject: Program Director Job Description

Chuck,
I'm writing the section of the accreditation document regarding "Responsibilities of the Program Director."

What would be the best way to achieve this requirement?

ACEND responsibilities should be included in the job description of the program director or the job description should state that the "program director is responsible for assuring that all ACEND accreditation standards, policies and procedures will be met."

Tammy

Accreditation Council for Education in Nutrition and Dietetics
the accrediting agency for the Academy of Nutrition and Dietetics

ACEND UPdate

The On-line Newsletter for ACEND-Accredited Programs ***August 2014***

ACEND Expanded Standards Committee Update

The ACEND Expanded Standards Committee is continuing its work on developing a rationale document for the degree levels needed to best serve the public and advance the practice of the profession of nutrition and dietetics. The Committee contracted with Drs. Sandra Affenito and Anne Davis, both registered dietitians, from the University of St. Joseph's School of Health and Natural Sciences to prepare a Background Report, which was released in early July. The Report summarized research and environmental scan data and identified gaps related to the understanding of future dietetics practice. A webinar summarizing the Background Report and the planned standards work is available at: https://eatright.webex.com/eatright/ldr.php?RCID=c862cbbcf1ceb1938125f33caf04f906

Based on the gaps identified in the background report, ACEND contracted with the research group, CFAR, to conduct targeted interviews and survey under-represented stakeholders about expected future roles of dietetic practitioners. This market research is expected to be completed by mid-October. Drs. Affenito and Davis will combine their review of research and environmental scan data and the gap analysis data into a final Rationale Document, expected to be completed in November. This Rationale Document will provide the basis for further standards development, which the committee hopes to have completed in 2015.

ISPP Ethics Concern

ACEND Board members have received reports that program faculty are being asked by students to write negative reference letters and provide low evaluation ratings for their internship application so they do not match with an internship and are then eligible for an ISPP. Educators have shared that some students are indicating in their internship application letter that although they are applying for the internship program they do not want to match with that program because of their desire to be placed in an ISPP. Students have shared that they are being given advice by program faculty members to use these tactics to fail in the internship match process and then be eligible for an ISPP. All of these practices are inappropriate and not consistent with the code of ethics for the profession. As a dietetics program director you need to help assure that students, faculty members, and preceptors are aware that they should not participate in any such practices to help prevent complaints being filed or sanctions placed on them or your program for inappropriate and unethical practices.

Dietetic Internship Eligibility to Participate in Title IV Federal Student Aid Programs

ACEND is recognized by the U.S. Department of Education as a Title IV gatekeeper and its accreditation of freestanding internship programs enables these program to seek eligibility to participate in Title IV Federal Student Aid Programs. Once participation is granted, students participating in that internship would have the option of seeking federal student aid.

Information about the eligibility application process and the electronic application form are available at http://eligcert.ed.gov.

ACEND Budget and Fees Update

To maintain quality standards and a rigorous accreditation process as required by USDE and be self-sustaining, the ACEND Board reviewed fees beyond 2014 and voted to increase several of the fees. The fee schedule also includes a new credit processing fee for those who make accreditation payments with a credit card. The current fee schedule is available on the Program Director portal and the Academy's website or click on the link: www.eatright.org/ACEND.

The annual accreditation fee invoice due date has been changed to March 1, 2015. Invoices will be mailed out in November, 2014. The annual fee covers costs associated with accreditation activities, program support, communications, staffing and office expenses. Please contact Eva Donovan, Coordinator, Education Projects and Fees at edonovan@eatright.org if you have questions.

Preparation for the Fall 2014 Internship Match

The fall 2014 computer match deadline is September 25, 2014 at 11:59 pm Central Time. Effective with the Spring 2015 match, DPD Directors are asked to provide to their students and alumni a list of courses on a standardized DICAS form that should be included in the "Session and Coursework" section of the DICAS application. The DICAS Task Force created a standardized DPD Course List form as a required supplemental form for the DICAS application to provide clarity to DICAS applicants on the courses that should be included in the "Session and Coursework" section and to help applicants correctly classify the courses as either DPD *Professional* or *Science* courses.

Changes to the Spring 2015 DICAS Application and Internship Match

In response to concerns from DI and DPD directors, the NDEP Council created the Second Round Task Force Committee to develop recommendations to improve the existing second round selection process. With input from DI and DPD directors, the Committee developed recommendations that will be implemented with the Spring 2015 match. Key changes for the Spring 2015 match include:

- Matched applicants have 24 hours to accept a match.
- Once the notification period is over, DI directors with available openings will be allowed time to invite unmatched applicants they originally entered on the list submitted to D&D Digital to attend their program.
- DPD directors will have access to the match/no match list the same day as the DI directors.
- Non-matched applicants will have access to the list of DI programs with openings at 11 am (Central Time) the Thursday after the match.
- DI directors are encouraged to use DICAS to obtain and review applicant materials in the second round selection.
- DI directors are encouraged to accept second round applications until 12 noon (Central Time) 10 days (Wednesday) after match day. DI directors may begin inviting applicants into their DI program after 11 am (Central Time), 11 days (Thursday) after match day.
- DI directors are encouraged to post their second round selection procedures on their website prior to the first round match in the event they have open spots at the end of the first round match. This will be the prime source of communication to "non-matched" applicants.

In addition, the NDEP DICAS Task force worked with DICAS representatives to develop enhancements that will be implemented with the Spring 2015 match. A Webinar that describes the changes to the Spring 2015 DICAS application will be available in November, prior to the December 9, 2014 DICAS opening. For the most recent computer matching calendar, list of task force recommendations, computer matching policies and contact information for DICAS and D&D Digital, please visit the Computer Matching section of the ACEND Web site at http://www.eatright.org/ACEND/content.aspx?id=186.

Electronic Report Submission

In an effort to ease report submission, streamline operations and lessen paper waste, ACEND is requesting that programs submit the following documents electronically to ACENDreports@eatright.org: major program changes, program director changes, progress reports, interim reports, program responses to a site visit and program assessment reports. Programs will no longer be required to mail paper copies of these documents to ACEND, reports that must go to a review team will be forwarded to the team by ACEND staff. ACEND will continue to request both paper and electronic copies of the self-study and program assessment reports.

5-Year Pass Rate Data

Because of difficulties in transferring previous registration exam data from ACT to Pearson Vue, dietetic education program directors will need to keep the paper copies of their Program's Summary of Candidate Testing Report of five-year, first-time and one-year pass rate data and should enter the data into the table below to calculate their program's five year pass rates. The table should be updated when you receive your next pass rate report from ACEND in March 2015. The table can be found on the program director portal. Once you enter the portal, click on the following sequence: Library: Pass Rate: Tools: Calculating Pass Rate Table.

List years sequentially from least recent to most recent (e.g., 2006, 2007...2010)	(A) # of Students Taking the Exam for the First Time	Students Passing the CDR Exam		Pass Rate Percentages	
		(B) # of Students Passing on Their First Try	(C) # of Students Passing within One Year of Their First Try (if available)	(B/A) First-Time Pass Rate	(C/A) One-Year Pass Rate (if available)
Optional: Previous Five Years $20yy^1 - 20yy^5$	0	0	0	0%	0%
Least Recent $20yy^6$	0	0	0	0%	0%
$20yy^7$	0	0	0	0%	0%
$20yy^8$	0	0	0	0%	0%
$20yy^9$	0	0	0	0%	0%
Most Recent $20yy^{10}$	0	0	0	0%	0%
Current Five Years $20yy^6$ - $20yy^{10}$	0	0	0	0%	0%

Maintaining Program and Student Documents

A mandatory document to keep on file is the Verification Statement. A Verification Statement with an original signature should be retained indefinitely for each graduate/intern in the program's permanent files. The Verification Statements can be scanned once completed and filed electronically showing the signatures, dates, etc. For CDR purposes, the program must have access to transcripts for each student demonstrating that they have earned the degree required for program entry. The program should maintain the following for the program's five- or seven-year assessment period:

- Program applications, if required by the program
- Student Advising plans
- Examples of assessment methods used to collect formative and summative assessment data
- Samples of syllabi, tests, evaluations and student projects, especially those that link to student learning outcomes assessment
- Minutes of program assessment and curricular meetings,
- Completed stakeholder surveys (i.e. graduates, employers and preceptors),
- Preceptor and faculty orientation materials and documentation of training
- Documentation of faculty and preceptors qualifications and continuing competence appropriate to their teaching responsibilities,
- Signed affiliation agreements,
- Chronological records of student complaints, including resolution

The information may also be available to the review team electronically. Therefore, scanning the samples is acceptable as long as the materials are legible and clear. As you discard, be sure to shred documents containing sensitive information. For the documents that are beyond the assessment period, the program should follow the institution's record retention policy.

ACEND's 2014 Annual On-line Survey Is Coming in October

Each year, program directors must submit information through an on-line survey about their program enrollment, student completion, and other program characteristics as part of their assessment and management responsibilities to maintain accreditation. This information is also used to demonstrate that ACEND is meeting the U.S. Department of Education's expectations for outcomes assessment. ACEND will be sending an e-mail message with a unique ID number and a password to all program directors to enable them to access the 2014 annual survey in mid to late October.

Due to the elimination of the Program Assessment Report, ACEND will include additional questions on the annual report, such as how many students have taken the RD or DTR exam over the previous year, how many DT students enrolled in four-year degree programs in dietetics and financial support for the program.

364

Academy Foundation Scholarships

The Academy of Nutrition and Dietetics Foundation is the largest provider of dietetic related scholarships, awarding over $200,000 in funding every year to deserving students at all levels of study.

Approximately 75 scholarships are available ranging in value from $500 to $10,000, each. This is your chance to take advantage of one of the Academy's greatest benefits. Applications for scholarships are available each year between mid-September and mid-January. The annual deadline for submitting applications is February 15, 2015. Scholarships are awarded for the following academic or program year.

In addition to the scholarships awarded by the Foundation, an additional nine scholarships of $4,500 will be awarded as part of the ConAgra Home Food Safety Program. As part of the application process, applicants submit a 200 word essay answering the question, "As an enrolled student, what role can I play as a food safety advocate and why does my school need one?"

For more information on the Academy Foundation student scholarship program or the ConAgra Home Food Safety Program, visit www.eatright.org/foundation/scholarships.

Call for ACEND Program Reviewers

The ACEND Board is seeking Coordinated Program and Dietetic Technician Program directors, and preceptors to serve as ACEND program reviewers. Benefits include continuing education credit for attending reviewer training; potential credit toward professional service requirements for promotion and tenure; learning about other dietetics education programs; eligibility to become an ACEND board member; establishing new professional networks with educators and practitioners; gaining knowledge that can help prepare you for your own program or organization's accreditation review; and contributing to the advancement of the profession.

Reviewers must be able to prepare for and travel to an initial training workshop and at least two, four-day on-site reviews of nutrition-and-dietetics programs each year and complete documentation for two paper reviews of program reports. Appointments are for three-year, renewable terms.

Applicants must be current members of the Academy of Nutrition and Dietetics in order to be eligible for consideration. ACEND business related expenses incurred while serving as a Program Reviewer, such as during training and site visits are reimbursed by ACEND. If you are interested in becoming an ACEND Program Reviewer, complete these steps no later than November 1, 2014:

- log in to the Academy website using your Academy member ID and password
- go to http://www.eatright.org/acend
- scroll down to the section entitled "ABOUT ACEND"
- click "ACEND Program Reviewer Application"
- List two references with contact information and upload your resume into the application

Nominations for ACEND Board Position: Dietetics Student Representative

Do you know any student members in the Academy with strong leadership skills who will be enrolled in the last year of an ACEND-accredited program during the 2015-2016 academic year? If so, consider nominating them for student representative to the ACEND Board. Student representatives serve a two-year term in which they actively participate in two face-to-face ACEND board meetings and ten conference calls per year. They are appointed to ACEND committees and participate in the Academy's Student Council Advisory Committee. ACEND business related expenses incurred while serving as a Student Representative member are reimbursed by ACEND.

Please submit your nominee's name with contact information by November 1, 2014. Submissions must include a letter of interest, student's resume and a letter of recommendation from a faculty member. To obtain a nomination form with submission information, please go to the Program Director Portal. Note: Students will need to be enrolled in an ACEND accredited program at least for the first year of their two-year term.

FNCE 2014 Calendar of Education Related Events

Events of interest to educators have been scheduled for FNCE 2014, several of which are listed below. Please be sure to consult your convention schedule on arrival at the meeting for more programs and any last minute changes:

Sunday, October 19

ACEND Forum

10:00 am - 11:30 am – Advancing Education – Enhancing Quality

CDR Forum

1:30 - 3:00 pm – Implementation of Competency-based Professional Development Portfolio
3:30 pm - 5:00 pm – Use of Goal Wizard to Track Professional Development Activities

NDEP Member Meeting and Breakfast

6:30 - 7:45 am – Omni at CNN Center in the International Ballroom DE
Please RSVP via: https://www.surveymonkey.com/s/FNCENDEPBreakfast

Student Internship Fair

5:00 - 7:00 pm – Omni at CNN Center in the Grand Ballroom ABC
Dietetic internships, coordinated programs, and dietetic technician programs can set up tables and pass out information to students at this event. If you are a DI, DT or CP Director, please register for the student internship fair via: https://www.surveymonkey.com/s/DIFair2014

Monday, October 19

Educator's Round Table

11:30 am - 12:30 pm – ACEND CDR Joint round table discussions with educators

Preceptor Recruitment Fair and Popcorn Reception

5:15 pm - 6:30 pm– Omni at CNN Center in the International Ballroom ABC
If you are a CP, DI or DT program director looking for preceptors you will want to come to this reception, please register at https://www.surveymonkey.com/s/Preceptors2014.
Contact Sylvia Escott-Stump at escottstumps@ecu.edu for questions.

Sunday - Tuesday, October 19-21
ACEND Booth
ACEND will staff an information booth Sunday through Tuesday

Program Directors Workshops
Price: $400
The Program Director workshops are designed to help dietetic education program directors learn the latest accreditation standards and specific details on how to prepare for self-study reports, program assessment reports, and site visits under the 2012 ACEND accreditation standards. Interactive sessions will cover plans for pass rate improvement, how to conduct a self-study process, and how to work with ACEND staff and reviewers. Opportunities will be available for networking and for staff to answer questions about your reports. Individuals interested in applying to start a new ACEND program as well as newly appointed program directors are welcome and encouraged to attend. 12.5 hours (Level 2) CPU credit available for attendance.

Dates: November 10–11, 2014 – Chicago, Illinois
March 14-15, 2015 – Northern California (TBD)

ACEND Board Update
The ACEND board elected Susan E. Abbe, PhD, RN to complete the term for resigned public member, Hugh Bonner, on the ACEND Board. Dr. Abbe's term will begin on July 2014 and expire on May 31, 2015. Dr. Abbe previously served on the ACEND board from June 2007 thru May 2013.

Also, Shyamala Ganesh, MS, RD, LD will serve on the board as the Program Representative-at-Large and Administrator Representative.

ACEND Accreditation Decisions
ACEND continues to review applications and make accreditation decisions based on the ability of each education program to meet the ACEND Accreditation Standards. There were 571 domestic, accredited programs as of August 2014.

Total Number of Active US-Based ACEND Programs	**571**
US Dietetic Technician Programs	42
US Coordinated Programs	54
US Didactic Programs	223
US Dietetic Internships	252
US Programs Seeking Candidate Status	5
International Programs Seeking Candidate Status	1
International Coordinated Programs	4

Visit the Program Director Portal for the Latest Forms and Accreditation Information
The latest accreditation documents and forms such as verification statements, PARs, and Self-Study Report templates are available on the Program Director Portal. The Program Director Portal can be accessed at www.eatright.org/acend.

2014-2015 Accreditation Council for Education in Nutrition and Dietetics

Merievelyn Stuber, MS, RD, CPPS, CPHQ, Chair (IN)
Maxine C. McElligott, MA, RD, LMNT, CDE, Vice chair (NE)
Anne Kendall, PhD, RD, LDN, Past Chair/ACEND Representative to the HOD (FL)
Lauri Y. Wright, PhD, RD, LD, Dietetic Technician Program (DT) Representative (FL)
Kathleen E. Creedon, MHPE, RD, LDN, Dietetic Technician Program (DT) Representative-elect (MA)
Doris J. Wang, MPH, RD, LD, Coordinated Program in Dietetics (CP) Representative (ND)
Betty J. Larson, EdD, RD, LRD, FADA, Didactic Program in Dietetics (DPD) Representative (MN)
Suzanne M. Leson, PhD, RDN, LD, Didactic Program in Dietetics (DPD) Representative-elect (OH)
Jamie M. Erskine, PhD, RD, Didactic Program in Dietetics (DPD) Representative-elect (CO)
Wanda Eastman, PhD, RD, LD, Dietetic Internship (DI) Program Representative (NM)
Sharon K. Schwartz, MS, RD, LDN, Dietetic Internship (DI) Program Representative (NC)
Christine A. Hartney, MS, RD, CNSC, LDN, Dietetic Internship (DI) Program Representative-elect (IL)
Shyamala Ganesh, MS, RD, LD, Program Representative-at-Large and Program Administrator (MN)
Amelia Larkin, MS, DTR, Practitioner Representative (FL)
Ashley J. Vargas, PhD, RDN, CSG, Practitioner Representative (MD)
Emily Palczewski, ACEND Student Representative (MI)
Alexis Fissinger, ACEND Student Representative to the Student Council Advisory Committee (NJ)
Sue E. Abbe, PhD, RN, Program Administrator (CT)
Joan Straumanis, PhD, Public Member (VA)

ACEND Staff Contacts

ACEND staff members are available to provide consultation, guidance and support on meeting ACEND's accreditation standards, policies and procedures. Please email ACEND@eatright.org, ISPP@eatright.org or call (312) 899-0040 extension 5400. Normal business hours are 8:00 AM to 5:00 PM Central Time, Monday through Friday.

Mary B. Gregoire	ACEND Executive Director
Mary Ann Taccona	Associate Executive Director
Jamie Asher	Program Accreditation Manager
Lauren Florian	ISPP/Education Program Manager
Mandy Kalway	Program Accreditation Manager
Janine Ricketts-Byrne	Program Accreditation Manager
Donna Rubinson	ISPP/Education Program Manager
Joan Vogt	Program Accreditation Manager
Eva Donovan	Projects and Fees Coordinator
Jacqueline Johnson	ACEND Coordinator
Brittney Gillespie	Administrative Assistant

If you have questions about an article in this issue of the *ACEND UPdate,* ACEND or its activities, please contact the ACEND staff at ACEND@eatright.org. The *ACEND UPdate* is provided as a service to all ACEND-accredited programs. Please feel free to use portions of this newsletter along with an acknowledgment (see below) to inform your students, faculty, practitioners, administrators, and other program stakeholders:

ACEND UPdate (August 2014), Accreditation Council for Education in Nutrition and Dietetics - www.eatright.org/ACEND.

301

Subject: FW: Our ACEND contact guru
Date: Friday, September 12, 2014 at 3:50:22 PM Mountain Daylight Time
From: Tamara Steinitz
To: Mateja Savoie, Rebecca Charlton

Here is the message that referred to student record-keeping, and also the newsletter outlining the new guidelines.

From: Tamara Steinitz <tamara.steinitz@usu.edu>
Date: Monday, January 27, 2014 at 3:36 PM
To: Rebecca Charlton <rebecca.charlton@usu.edu>, Mateja Savoie <Mateja.Savoie@USU.Edu>
Subject: Our ACEND contact guru

I found (and chatted with) our contact person at ACEND for accreditation:

Janine Ricketts-Byrne
1-800-877-1600 ext.4874
jbyrne@eatright.org

Her answers on what we need to keep as far as student records:

It is individualized from program to program. Verification statements are essential.
Goal: To demonstrate that you have your act together!
There needs to be evidence of students achieving the objectives/standards I.e. Sample case studies, labs, etc. These are described as Exhibits in Standards 10-14, particularly 13 & 14.
Portfolios would work. Not necessary to have one for each student, by any means.

She strongly recommended that we attend the March workshop.

She was a very nice and friendly lady.
Tammy

Program Staff and Resources

Standard 16: Faculty and Preceptors

The program must have a sufficient number of qualified faculty and preceptors (if needed) to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice.

Guideline 16.1

In addition to the program director, other full-time or adjunct faculty (such as practitioners) must teach profession-specific courses in the program

Guideline 16.2

a. Program faculty, including the program director, must meet the college/university's criteria for appointment.

b. Preceptors (if present) must be credentialed or licensed as appropriate to meet state and federal regulations for the area in which they are supervising students.

c. The program must have a process for the periodic review of the effectiveness of faculty and preceptors (if present).

Guideline 16.3

a. New faculty members, instructors, and teaching assistants must be provided an orientation to the mission, goals, values, and educational philosophy of the dietetics program

b. Preceptors (if present) must be provided orientation to the supervised practice objectives and professional competencies before assuming responsibilities

Faculty members teaching courses in USU's dietetics programs have diverse backgrounds and excellent teaching skills. NDFS faculty members teaching courses in the CPD include the director and nine other faculty members. All are listed below in alphabetical order, followed by the courses they teach. Complete resumes will be available as requested as on-site Exhibits. A summary table, including awards, publications, funding, membership/leadership, professional development, attendance at professional meetings, and how those activities improving teaching in the dietetics programs is found in **exhibits.**

Sheryl Aguilar, MS RD, Professional Practice Assistant Professor
- NDFS 4750/4760: Transition to Professional Practice & Lab

Janet Anderson, MS RD, Vice Provost, Professional Practice Professor
- NDFS 4710: Quantity Foods & Lab
- NDFS 4720: Foodservice Organization & Management & Lab

Stacy Bevan, MS RD, Professional Practice Assistant Professor
- NDFS 1260: Food Literacy & Lab
- NDFS 3070: Science in Food Preparation & Lab

Rebecca Charlton, MPH RD Professional Practice Assistant Professor, CPD Program Director
- NDFS 4550/4560: Medical Nutrition Therapy I & II
- NDFS 4570/4580: Clinical Nutrition Experiences I & II
- NDFS 4780: Maternal and Child Nutrition

Marlene Israelsen Graf, MS RD Professional Practice Assistant Professor
- NDFS 1020: Nutrition for People
- NDFS 2020: Life Cycle Nutrition

Korry Hintze, PhD, Associate Professor, Nutrition Science
- NDFS 3020: Nutrition in Fitness and Sports
- NDFS 5410: Nutrient Gene Interactions

Ron Munger, PhD, Professor, Nutrition Science
- NDFS 5200: Nutritional Epidemiology
- NDFS 5210: Advanced Public Health Nutrition

Mateja Savoie, MPH RD, Adjunct Professional Practice Assistant Professor, Extension
- NDFS 4480: Community Nutrition

Tamara Steinitz, MS RD, Professional Practice Associate Professor, CPD Director
- NDFS 4050/4060: Educational & Counseling Methods in Dietetics I & II
- NDFS 5750: Advanced Dietetics Practicum (CPD & CPD Programs)

Heidi Wengreen, PhD RD, Associate Professor Nutrition Science

- NDFS 4020: Advanced Nutrition
- NDFS 5230: Communicating Current Issues in Nutrition

Syllabi for CPD courses include clear objectives, ACEND Core Knowledge Competencies that are met, and IDEA Learning Objectives used in course evaluations. Sample syllabi can be found as **Exhibits** in Standard 10, and all syllabi will be available as on-site **Exhibits**. Faculty are well aware of the role their courses take in the provision of required competencies, so they are receptive to any course modifications required as identified through the program's on-going assessment and evaluation processes. The NDFS Faculty Advisory Council is comprised of all program directors in the department, including CPD, CPD, Food Science, Nutrition Science, and Extension programs. This group meets quarterly and curricular assessment and impending modifications are routinely discussion items on the agenda. Minutes are taken and distributed to faculty by the department administrative assistant.

USU has strict guidelines for recruiting and hiring faculty. The Statement and Philosophy included in the Guidelines for Recruitment and Hiring of Faculty on the USU Human Resources website states that "*Employment at USU allows the opportunity to enhance the quality of our faculty and staff and the diversity of our workforce Adherence to these guidelines will ensure that USU's recruitment procedures are being applied uniformly. It also ensures that USU is in compliance with federal and state laws and regulations*." Additional details regarding hiring and recruitment at USU can be found at: http://www.usu.edu/hr/files/uploads/Employment/Guidelines_for_Recruitment_and_Hiring_of_Exempt_Employees.pdf A Hiring Flowchart for Faculty and Exempt Positions is included as **EXHIBIT**, and more specific details can be found on the Human Resource website at: http://www.usu.edu/hr/htm/employment/hiring-toolkits

Many avenues are available at Utah State University for new faculty to receive orientation materials and gain teaching-related skills and awareness of campus resources throughout their careers. These include:

- New USU faculty orientation resources/training
  - http://www.usu.edu/provost/faculty/new_faculty/
- Provost's Series on Teaching Excellence
  - http://www.usu.edu/provost/faculty/development/instructional_excellence/
- Center for Instructional Design and Innovation
  - https://cidi.usu.edu

Samples of training schedules and course offerings are found in Exhibit _____.

To ensure course excellence, course evaluations are conducted university-wide at the end of every semester to evaluate quality of courses and acquisition of learning. An annual course assessment system is in place to obtain feedback of current students following the completion of each course. The IDEA System (Kansas State University) is a validated tool that utilizes national and discipline norms. This process is discussed in detail in Standard 14. Annual faculty reviews, which examine IDEA course evaluations, productivity as defined by role statements, professional development, and service, are conducted by the department head and approved by the dean of College of Agriculture and Applied Sciences (CAAS).

Teaching Assistants are hired through the Career Aggie service, USU Career Services' online system for posting student employment opportunities. The process is described further at http://www.usu.edu/career/htm/career-aggie . Teaching Assistants are invaluable in the CPD to help with grading, lab preparation, and other teaching-related tasks needed by faculty members. They are generally students who have completed the course or graduate students. They are trained by the faculty member for course-specific duties, and also receive training for using P-cards (if necessary) at http://controllers.usu.edu/files/uploads/delpcarduserform.pdf

Preceptors

Preceptors are selected based on skill level, practice area, and facility willingness to accept dietetics students. Preceptors at rotation sites are generally hired by the facility. Resumes, hiring procedures, and continuing education history are requested by the program but provision is dependent on site willingness. Most sites have provided this information (see exhibit ____). The sites utilized by the USU CPD program are well-recognized. The majority are affiliated with healthcare partners and accredited by the appropriate agencies. Hiring procedures at the facilities require RDs to be certified in the state of Utah, maintain registration (including all CEUs associated with ongoing registration), and practice according to state laws and facility guidelines.

Each year, the USU CPD program hires 2-3 preceptors to oversee student rotations at facilities that do not have an RD on-site daily and to run post-clinicals and simulations in the USU nutrition lab. The hiring procedures and requirements for these preceptors is included in **EXHIBIT**. USU preceptors are required to provide proof of registration and certification each year.

Preceptors are evaluated annually to verify that they meet the standards for ongoing participation in the program. At the close of each semester, students provide preceptor evaluations (exhibit). Evaluations are reviewed by the student, program director and preceptor during face-to-face evaluations at the end of the semester. In addition, if there are concerns, these are addressed by the program director with the clinical nutrition manager. In the case of USU preceptors, concerns are addressed directly as the program director serves as the direct supervisor. If the concerns are not adequately addressed and the preceptor continues to receive unfavorable evaluations, the program director would discuss the need for a change of preceptor or facility. There is no record of a need for replacement of a preceptor. However, in 2013, a new preceptor was hired at a clinical facility who struggled with student correction. The situation was addressed directly with the preceptor. Student feedback the next semester was very positive, indicating that the preceptor had taken the appropriate corrective actions.

Meets

	1. No compliance problems are present.
X	2. Compliance problems exist, but all are being resolved successfully.

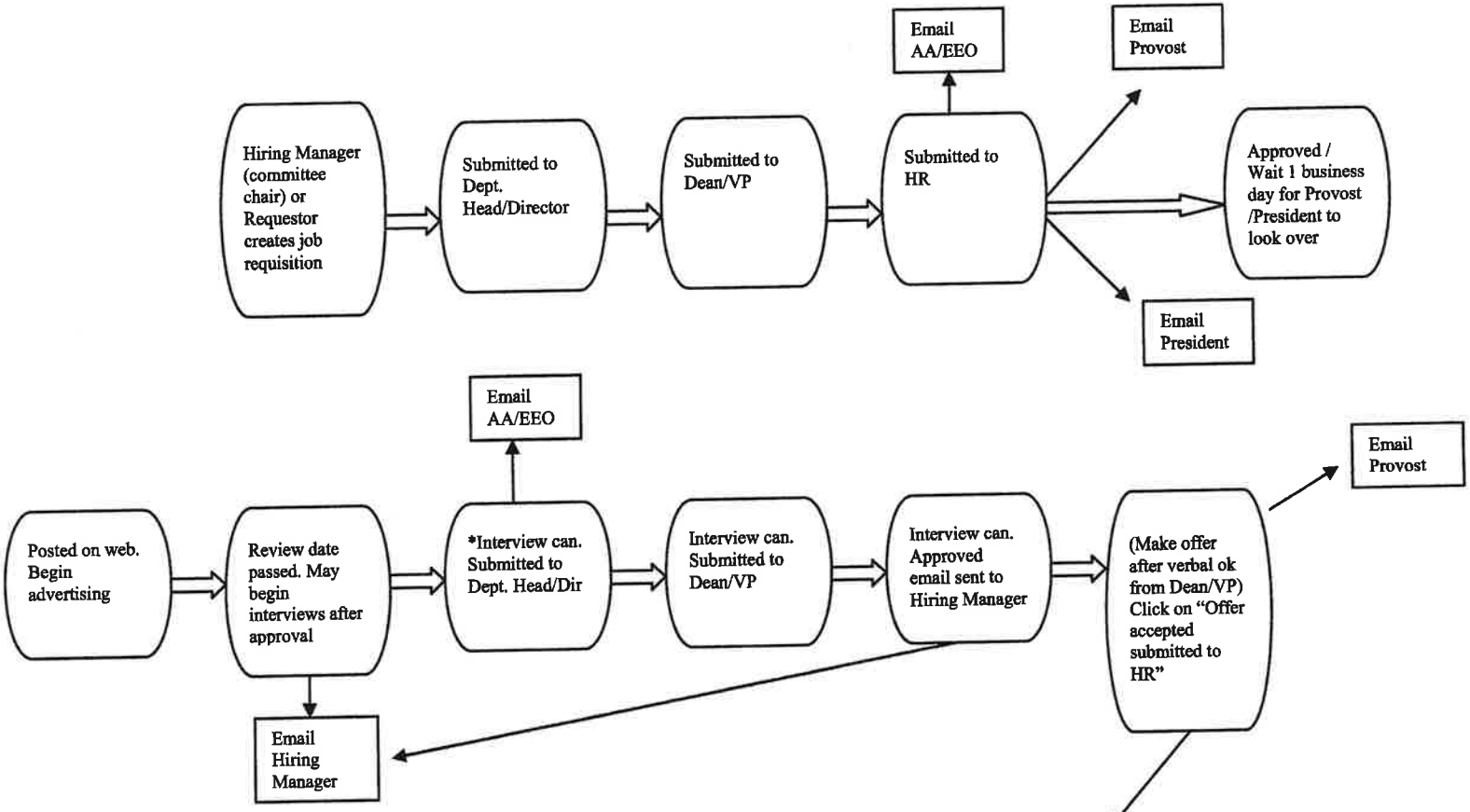
Partially Meets

	Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

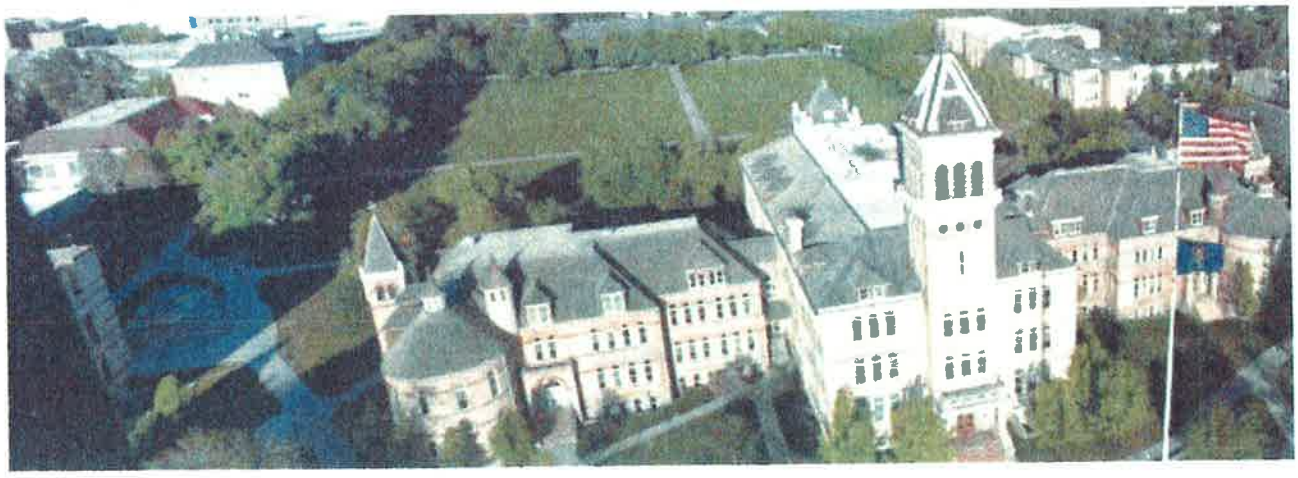
Does Not Meet

	Plans to address compliance problems are not viable or have not been developed.

Exhibit 16.2



Flow Chart for Faculty/Exempt searches



Welcome to the Provost's Office

About the Provost's Office

Academic Programs

For Colleges and Departments

For Faculty

. Diversity Resources
. Faculty Code
. Faculty Senate
. New Faculty
  2013-2014 USU New Faculty
  Campus Resources
  New Faculty Orientation
  New Faculty Teaching Academy
. Ombudsperson
. Professional Conduct
. Professional Development

New Faculty

- 2014-2015 USU New Faculty
- Campus Resources
- New Faculty Orientation
- New Faculty Teaching Academy

Welcome to the Provost's Office
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For Colleges and Departments
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- Diversity Resources
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  - 2013-2014 USU New Faculty
  - Campus Resources
  - New Faculty Orientation
  - New Faculty Teaching Academy
- Ombudsperson
- Professional Conduct
- Professional Development
- Promotion and Tenure
- Research
- Sabbatical Leave
- Student Conduct
- Teaching
- Work and Family

For Students
Forms
Honors and Awards
Contact Us

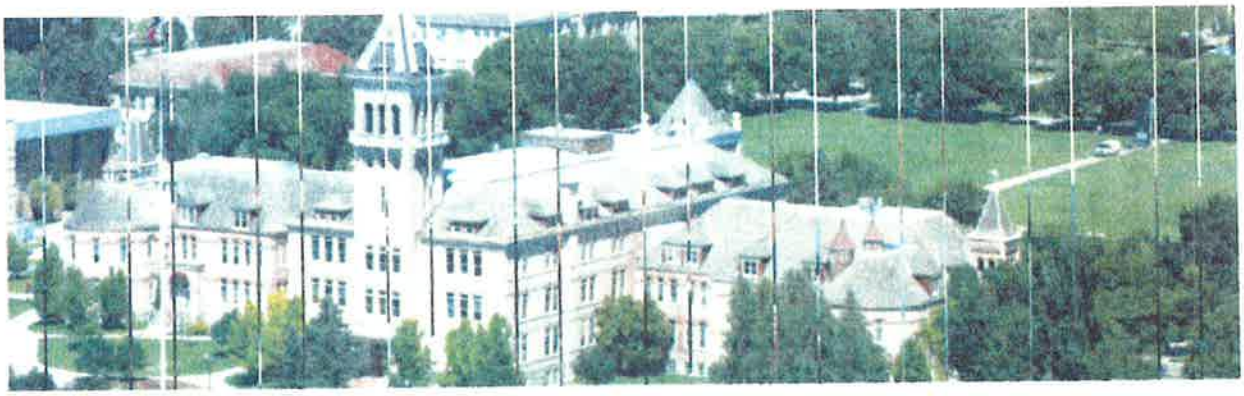
Quick Links

- Academic Calendar
- President's Office
- Offices on Campus

Campus Resources

Following are links to services available to faculty and staff at Utah State University. We hope that this information will be especially helpful to new faculty members.

- Advising and Transition Services
- Affirmative Action/Equal Opportunity Office
- American West Heritage Center
- Athletics
- Banner
- Blackboard
- Calendar (master for USU)
- Campus Recreation
- Career Services
- Children's House
- Compliance Assistance Office
- Disability Resource Center
- Environmental Health and Safety
- Faculty Assistance Center for Teaching (FACT Center)
- Faculty Policies
  - Policy 401 - Composition and Authority of the Faculty
  - Policy 402 - The Faculty Senate and Its Committees
  - Policy 403 - Academic Freedom and Professional Responsibility
  - Policy 404 - Faculty Appointments
  - Policy 405 - Tenured and Term Appointments: Evaluation, Promotion and Retention
  - Policy 406 - Program Discontinuance, Financial Exigency and Financial Crisis
  - Policy 407 - Academic Due Process: Sanctions and Hearing Procedures
- Human Resources Office
- Information Technology
- Innovation Campus
- Institutional Animal Care and Use Committee (IACUC)
- Institutional Review Board
- Laboratory Animal Research Center (LARC)
- Outdoor Recreation Center
- Parking and Transportation Services
- Promotion and Tenure Information
- Publication Design and Production
- School of Graduate Studies
- Sponsored Programs Office
- Student Code
- Student Health and Wellness Center



Welcome to USU's New Faculty Teaching Academy

The New Faculty Teaching Academy fosters instructional excellence and launches the careers of new faculty members at Utah State University. Sponsored by the Office of the Executive Vice President and Provost, the New Faculty Teaching Academy is designed for all new faculty members to support their transition into the multiple roles that faculty members assume at a modern, comprehensive, research intensive, student-centered land-grant university.

The academy is intended to offer the background, knowledge and skills to be a successful university instructor. It will provide feedback, coaching and mentoring on teaching performance in a formative context that is supportive, encouraging and focused on skills development. This program is intended to provide a foundation for success in this important domain of responsibilities as a member of the university faculty.

The 2014-2015 Opening-Day Session is scheduled for Tuesday, August 12, 2014 in the Merrill-Cazier Library, Room 154. Please contact Lauren Skousen at (435) 797-0121 or lauren.skousen@usu.edu with any questions.

Events Calendar

New Faculty Teaching Academy Session
Oct
2014

New Faculty Teaching Academy Session
Oct
2014

New Faculty Orientation

New Faculty Orientation is held every year in August just prior to the beginning of fall semester for new tenure track Assistant Professors. This half day event provides an opportunity for new faculty to hear advice about how best to establish and position themselves from the start for a successful career at Utah State University. It also gives new faculty members an opportunity to meet their peers especially, those outside of their own departments.

To assist new faculty members after orientation, visit the list of services available at USU.

For more information on new faculty orientation, please contact:
Larry Smith
Executive Senior Vice Provost
Utah State University
1435 Old Main Hill
Logan, UT 84322-1435
Phone: (435) 797-0718
Email: larry.smith@usu.edu

Fall Schedule:
Date: Tuesday, August 13, 2013
Time: 8:00 am - 12:00 pm
Place: Eccles Conference Center

About USU's New Faculty Teaching Academy



"The Teaching Academy will not only help faculty develop their skills, but will also provide mentoring and important networking opportunities, allowing colleagues to share narratives and strategies. Good teaching doesn't just happen. It is an intensive investment on the part of the instructor - and the institution."

President Stan L. Albrecht

"Combining Teaching and Research to Build Success"

- Launches the teaching careers of new faculty members on a positive and productive trajectory
- Offers new faculty members the background, knowledge and skills to be successful classroom instructors
- Provides feedback, coaching and mentoring on teaching performance in a formative context that is supportive, encouraging and focused on skill development
- Focuses on pedagogical principles, instructional design and development, and best practices by master teachers

Utah State University (USU) is proud of its more than one-hundred-year history as one of the original, public, land-grant universities. During that time, USU has grown into a modern, comprehensive, research-intensive institution with a portfolio of external support that now nears $200 million annually. Yet, as the university has grown and matured, it has not lost sight of one of its most fundamental responsibilities - to educate and train the next generation of young leaders in science and engineering, agriculture, natural resources, education and human services, business, social science, the humanities and the arts. Indeed, one of the essential characteristics of success as a faculty member at Utah State is a commitment to instructional excellence. USU faculty members are world class scholars who are also student-centered teachers eagerly embracing their instructional responsibilities.

To foster instructional excellence and to launch the careers of new faculty members on a positive and productive trajectory, USU has created a one-semester teaching experience - the "Teaching Academy" - for all new faculty members to support their transition into the multiple roles that faculty members assume at a modern, comprehensive, research intensive, student-centered land-grant university. The "Teaching Academy" is a structured, group experience for new faculty that explores the fundamental principles of high-quality college teaching and lays the foundation for success in the classroom. The experience includes lectures by 'master' college teachers; reviews the concepts of learning and teaching styles; 'best practices' in college teaching; group discussions of classroom challenges and opportunities; the development of basic skills of classroom organization and management; and, observational feedback and coaching from colleagues and assigned mentors. The "Teaching Academy" occurs simultaneously with the first semester of teaching at USU and, therefore, provides new faculty members with the opportunity to reflect upon and consider their teaching skills and performance in a "real time" laboratory.

Utah State University: Core Dietetics Faculty

Name: Sheryl S. Aguilar

Awards: **Research Poster winner for SNEB Conference, 2013**

Publications:

Papers

- Aguilar, SS, Wengreen, HJ, Dew, J. Skin carotenoid response to a high-carotenoid juice in children. Under review.
- Aguilar, SS, Wengreen, HJ, Lefevre, M, Madden, G, Gast J. Skin carotenoids: a biomarker of fruit and vegetable intake in children. J Acad Nutr Diet. 2014 Aug;114(8):1174-80. doi: 10.1016/j.jand.2014.04.026.
- Jones BA, Madden GJ, Wengreen HJ, Aguilar SS, Desjardins EA. Gamification of dietary decision-making in an elementary-school cafeteria. PLoS One. 2014 Apr 9;9(4):e93872. doi: 10.1371/journal.pone.0093872. eCollection 2014.
- Wengreen, HJ, Madden, G, Aguilar, S, Jones, B, Smits, R. Incentivizing Children's Fruit and Vegetable Consumption: Results of a US Pilot-Study of the Food Dudes Program. J Nutr Educ Behav, January, 2013.

Abstracts:

- Aguilar, S, Wengreen, HJ, Dew, J. The Effects of High-Carotenoid Juice Consumption on Change in Skin Carotenoid Levels among Children. J Nutr Educ Behav (supplement):2014.
- Aguilar, S, Wengreen, HJ. Skin Carotenoids as a Biomarker of Fruit and Vegetable Intake in Children. J Nutr Educ Behav (supplement):2013.
- Wengreen, HJ, Madden, G, Aguilar, S, Jones, B, Fargo, J. A Successful School-based Approach to Increase Fruit and Vegetable Intake among Children. J Nutr Educ Behav (supplement): 2013
- Wengreen, HJ, Madden, G, Aguilar, S. A Successful School-Based Approach to Increase Fruit and Vegetable Intake among Children. J Am Diet Assoc (supplement): 2011.
- Wengreen, HJ, Aguilar, SS, Lefevre, M. Skin Carotenoids as a Biomarker of Fruit and Vegetable Intake among Children. J Am Diet Assoc (supplement): 2010.

Extramural funding:

- United States Department of Agriculture (PI Michael Lefevre, 2013-2015)($500,000)

Title: Effect of Dietary Polyphenols on Intestinal Microbiota, Intestinal Inflammation and Metabolic Syndrome

Role: Oversaw the research kitchen food production, menu and recipe development.

- NuSkin LLC. (PI Michael Lefevre, 2013-2014)($800,000)

Title: TR90 Weight Management Study

Role: Study Coordinator. My role in this project is to oversee the weight management intervention for 140 participants over 12 months.

- Self-funded (PI Heidi Wengreen, 2012-2013)

Title: Dose Response of Carotenoid from Juice in Children as Assessed by the BioPhotonic ScannerTM.

Role: Study Coordinator. My role in this project includes budget calculations, IRB submission and Project Coordinator in recruiting and training student workers, data collection, and statistical analysis.

- Vice President of Research Office, Utah State University (PI Heidi Wengreen, Mike Lefevre, Greg Madden, 2012-2013) ($35,000)

Title: Validity of resonance Raman spectroscopy as a non-invasive assessment of skin carotenoids as a biomarker of fruit and vegetable intake in children.
Role: Study Coordinator. My role in this project includes budget calculations, IRB submission and Project Coordinator in recruiting and training student workers, data collection, and statistical analysis.

- Utah Department of Health, Diabetes Prevention and Control Program (PI Sheryl Aguilar, 2012-14)($10,000/year)

Title: Healthy Lifestyles for Seniors with or at Risk for Pre-diabetes and Diabetes.
Role: Develop and implement exercise, nutrition and diabetes curriculum for the Cache County Senior Center in collaboration with USU dietetic practicum students.

- United States Department of Agriculture (PI Greg J. Madden and Heidi Wengreen, 9/1/2011-8/31/2013)

Title: Long Term Effects of Incentivizing Fruit and Vegetable Consumption ($155,388, $110,000, $100,000)
Role: Study Coordinator. My role in this project includes budget calculations, IRB submission and Project Coordinator in recruiting and training school personel and student workers, and data collection.

- USANA Health Sciences (PI Michael Lefevre, 9/1/11-8/1/11) ($150,000)

Title: Effect of a Comprehensive Antioxidant and Anti-Inflammatory Dietary Supplement Pack on the Adverse Physiological Actions Associated with Acute PM2.5 Exposure
Role: Conducting food record analysis.

- United States Department of Agriculture (PI Greg J. Madden and Heidi Wengreen, 9/1/2010-8/31/2013)

Title: Incentivizing Fruit and Vegetable Consumption in Elementary Schools ($350,000)
Role: Study Coordinator. My role in this project includes budget calculations, IRB submission and Project Coordinator in recruiting and training school personnel and student workers, and data collection.

- Utah Agricultural Experiment Station (PI Heidi Wengreen, 5/30/2010-4/30/2012) ($20,000) Title: Role models, incentives, and fruit and vegetable consumption among elementary school children. Role: Investigator (1.5 calendar month year 1 and 2). My role in this project includes acting as Project Coordinator in training school personnel, overseeing the student workers, and collecting data.
- Skin Carotenoids and Nutrition in Kids: National Children's Study (Co-Investigator); 2009-2010 ($10,000). My role in this project was Project Coordinator in training school personnel, overseeing the student workers, and collecting data.
- Phyto 3: NIH: Regulation of Intestinal Cholesterol Absorption (Principal Investigator of subcontract to Richard Ostlund, Washington University); 2003-2009 (Subcontract: $1,079,182). Oversaw the Metabolic kitchen food production, menu and

recipe development.

Membership/leadership in professional associations

Academy of Nutrition and Dietetics 1989-present

- Registered Dietitian Member #720472

Utah Academy of Nutrition and Dietetics, 1989-present

- Annual Meeting committee member, 2013 and 2014

Society of Nutrition Education and Behavior, 2013-present

Personal readings/activities for professional development

- Empowering Teaching Excellence Conference, Utah State University, 2014
- Continuing Education: 75 credits every five years required to maintain Registered Dietitian Nutritionist status. Will submit in 2015 for 5-year cycle. Ongoing.
- Continuing Education: 75 credits every five years required to maintain Certified Diabetes Educator status. Will submit in 2017 for 5-year cycle. Ongoing.
- Write Winning Grant Proposals Workshop, 2012

Attendance at workshops, professional meetings, and conferences

- Utah Academy of Nutrition and Dietetics, March, 2010, 2013, 2014
- Society for Nutrition Education and Behavior, 2013, 2014
- Food and Nutrition Conference and Expo, 2008-2012
- Utah Diabetes Update Conference, November 2007-2014

How new knowledge and skills described above have been used to improve teaching and learning in the program, particularly in the courses you teach.

In July, I attended the SNEB Annual Meeting. I presented a poster on research that was conducted at USU with student workers who were undergraduate and graduate students in nutrition and dietetics. The process of conducting research is valuable for me to experience so I can be effective at teaching this to the senior dietetic students.

In August, I attended the Empowering Teaching Excellence Conference. I learned more about implementing blended learning techniques, student engagement in the classroom, library services, and personalized learning. This was valuable to me as I am a new instructor in the program and need to understand the resources available to me and how to access and implement them.

Annually, I attend the Utah Diabetes Update Conference to stay current as a Certified Diabetes Educator. I believe that it is critical to remain up-to-date in various aspects of dietetics to be an effective instructor and mentor to students.

The past two years, I have attended the Utah Academy of Nutrition and Dietetics Annual Meeting with senior dietetic students. At the conference, we present student research during the poster session. This is a very valuable experience for me as a preceptor and instructor to train students in the research process as well as professionalism.

Name: Janet Anderson

Awards

- Professor of the Year, Utah State University Ambassadors, April 2013.

- Award of Merit, Utah Academy of Nutrition and Dietetics, April 2011.

Publications

Refereed Journal Articles

Adams, K., Anderson, J., Archuleta, M., Kudin, J. (2013). Defining Skilled Nursing Facility Residents' Dining Style Preferences. Journal of Nutrition in Gerontology and Geriatrics, 32(3), 213-232. dx.doi.org/10.1080/21551197.2013.810560

Brown, K. N., Wengreen, H., Steinitz, T., Anderson, J. (2011). Increased Self-Efficacy for Vegetable Preparation Following an Online, Skill-Based Intervention and In-Class Tasting Experience as a Part of a General Education College Nutrition Course. American Journal of Health Promotion, 26.

Smith, J., LeBlanc, H. R., Christensen, N. K., Anderson, J., Murri, J. (2010). DVD Multimedia Nutrition Education Curriculum for Self Study. Utah Affiliate Family Consumer Science, 11(1). www.uafcs.org

Eller, K., Christensen, N. K., Anderson, J., LeBlanc, H. R., Christofferson, D., Boyce, L. K. Effects of Parent Nutrition Education on Lifestyle Behavior Changes. Journal Of Nutrition Education and Behavior.

Eller, K., Christensen, N. K., Anderson, J., LeBlanc, H. R., Christofferson, D., Boyce, L. K. Evaluation of an Extension Nutrition Curriculum: Best Practices for Implementing Nutrition Education in a Preschool Setting. Journal Of Extension.

Eller, K., Christensen, N. K., Anderson, J., LeBlanc, H. R., Christofferson, D., Boyce, L. K. Preschool Nutrition Education and Influences on Food Neophobia. Journal Of Nutrition Education and Behavior.

Other Intellectual Contributions

Multi-Media-Video (Published)

LeBlanc, H. R., Christensen, N. K., Anderson, J. (2009). DVD Lessons Study. Logan, Utah: Utah State University Extension and Nutrition Dietetic and Food Science. extension.usu.edu/fsne/htm/dvd-study-marie-stosich/

Newsletter (Accepted)

Adams, K., Anderson, J., Archuleta, M., Smith, J. (2014). Defing skilled-nursing facility residents' dining-style preferences (pp. 1-12). The Spectrum, newsletter of the Healthy Aging Dietetics Practice Group of the Academy of Nutrition and Dietetics.

Membership/leadership in professional associations

- Academy of Nutrition and Dietetics (AND)
  - Registered Dietitian Member #666201, 1983 - present

3rd

- Practice Group Member:
  - Management in Food and Nutrition Systems (MFNS)
  - Nutrition and Dietetic Educators of Preceptors
  - School Nutrition Services
- Utah Academy of Nutrition and Dietetics, 1983 - present

Personal readings/activities for professional development

- Student Engagement Techniques: A Handbook for College Faculty by Elizabeth F. Barkley, Aug. 2014.

Attendance at workshops, professional meetings, and conferences

- Instructional Support Infrastructure and Resources for Teaching Faculty, Utah State University, Sept. 2014.
- Canvas Updates and Tools, Utah State University, Oct. 2014.
- Veteran's Education Summit, University of Utah, Sept. 2014.
- College Administrator's Survival Guide, Utah State University, Jan. 2014
- Western Region Joint Summer Meeting, Association of Public and Land Grant Universities, Academic Leaders, Coeur d'Alene, Idaho, July 2013.
- Western Region Joint Summer Meeting, Association of Public and Land Grant Universities, Academic Leaders, Park City, Utah, July 2012.
- Tomorrow's Social Media 101, National Cattlemen's Beef Association, 2009.

How new knowledge and skills described above have been used to improve teaching and learning in the program, particularly in the courses you teach.

Workshops:

I attended two workshops to gain additional skills to manage my online course software. I use this information daily as I work in Canvas.

Reading:

The book that I read provided a conceptual framework for understanding student engagement, included multiple tips and strategies and student engagement techniques. I have played with several of the tips and have incorporated several techniques into my classes.

Conferences:

The conferences that I attended provided me with additional knowledge for my administrative position in higher education.

Name: Stacy Bevan

Publications

Peer Reviewed Journal Articles

- **Bevan S**, Vitale T, Wengreen H. Field Trips Provide Sensory-based Experiences with Fresh, Local Produce. *JNEB*. 2012; 44(3):278-279.
- **Bevan S**, Vitale T, Wengreen H. Use of Focus Groups to Identify Parental Attitudes and Values about Feeding Their Families and Preferences for Obtaining Nutrition- and Food-related Information (abstract). *JNEB*. 2010; 42(4):S88-S89.

- Vitale T, Wengreen H, **Bevan S.** From University Farm to Kids: Teaching and Learning with Fresh Local Produce (abstract). *JADA*. 2010; 110(9):A62.
- Wengreen H, Vitale T, **Bevan S.** Teaching and Learning with Fresh, Local Produce: From University Farm to Kids (abstract). *JNEB.* 2010; 42(4):S124.

Other Publications

- Students at Utah State University Got in the National Nutrition Month Spirit! *Nutrition Elevated Blog.* Utah Academy of Nutrition and Dietetics. 4/30/12.

Extramural funding

- Utah State University Classroom Improvement Funds; $9,961.46 (Feb 2013).
  - This funding allow for the purchase of six tables, forty chairs, a dishwasher, and some painting on one wall in the Family Life Kitchen Labs.
- Utah Academy of Nutrition and Dietetics National Nutrition Month Grant; $200 (Mar 2012 & Mar 2013).
  - These $200 grants were used by the Dietetic Student Association to purchase National Nutrition Month weekly and grand prizes for the National Nutrition Month challenge among students at USU during March.
- College of Agriculture Funds for Department Improvements; $18,472 (Nov 2012).
  - These funds were designated for the installation of an air conditioner unit in the Family Life Kitchen room 208, which does not have an air conditioner. However, after funding was confirmed facilities written bid for purchasing and installation of the air conditioner was much higher in price than their verbal estimation. Due to the lack of funds to cover the costs of an air conditioner, these funds were used to update much of the ancient kitchen equipment in the Family Life Kitchens including three compartment sink, ice machine, two ovens, new sink and facet, pH meter, food science objective measuring tools, mixing bowls, measuring cups/spoon sets, plate ware, silverware, glasses, pressure cookers, whisks, cutting boards, and many more small kitchen tools. The funds were also used for deep cleaning of the kitchen labs. The updates to the Family Life Kitchen labs have significantly improved the teaching and learning environment in lab.

Membership/leadership in professional associations

- Marketing Pillar, Utah Academy of Nutrition and Dietetics, 11/2013 – present
- Culinary Virtual Focus Group participant, Pearson, 9/2014
- Social Media Chair, Utah Academy of Nutrition and Dietetics, 4/2013 – 3/2014
- Registered Dietitian and member of the Academy of Nutrition and Dietetics, 8/09 – present
- Member of the Utah Academy of Nutrition and Dietetics, 8/09 – present

Personal readings/activities for professional development

- Continuing Education: complete 75 credits every five years as required to maintain Registered Dietitian Nutritionist status. Ongoing.
- Rouxbe Cooking School: Plant-Based Cooking Certification, online course, completion spring 2015.
- U.S. Farming 101 (part 1) Webinar, Academy of Nutrition and Dietetics, 2014.
- Successful Social Media Marketing for Your Nutrition-Based Business Webinar, Academy of Nutrition and Dietetics, 2014.

Attendance at workshops, professional meetings, and conferences

- Teaching at USU: A Faculty Workshop, USU, 2014.
- Utah Academy of Nutrition and Dietetics Annual Conference, 2008-2014.
- Academy of E-Learning Excellence, USU, 2013.
- Permaculture Fundamentals and Design Workshop, USU, 2013.
- Western Region Teaching Symposium – E-volution: Innovations in Learning Environments, University of Wyoming, 2013.
- Food and Culinary Professionals Culinary Workshop, CA, 2013.
- Society of Nutrition Education and Behavior Annual Conference, NV, 2010.

How new knowledge and skills described above have been used to improve teaching and learning in the program, particularly in the courses you teach.

Rouxbe Cooking School: Plant-based Cooking Certification

I have just started the course work for the plant-based cooking certification. I am working at this certification to hone my cooking knowledge and skills. I will be piloting a blended version of NDFS 1260 Food Literacy this coming spring semester. The plant-based cooking certification is an online course and I am also gathering ideas of how to present the material in my course in a clear, concise way that aids in a positive online learning environment. Lastly, I hope to get some delicious, healthy plant-based recipes and cooking techniques to share with my dietetic students whom will eventually be teaching others about healthy cooking skills.

Academy of E-Learning Excellence

This workshop was focused on use of canvas in courses and how to build a successful blended and hybrid courses. I will be switching NDFS 1260 Food Literacy to a blended course this coming spring semester, so this workshop was very applicable. I acquired lots of tips and strategies to make my blended course a success including management, discussion boards, and organization of the course. I have changed the format of my course canvas pages as a result of the concepts taught in this workshop. The workshop also had a section on creating an environment for critical thinking and student participation in class. I learned about "think, pair, share" and "fish bowl" discussion techniques. I have added some discussions into both of my classes using these techniques and found them effective.

Food and Culinary Professionals Culinary Workshop

This workshop was located at the Culinary Institute for America in Napa, California and focused on food and cooking techniques. There was a full class on different types of

olive oil examining the difference in flavor, smells, and uses. We learned how to incorporate whole grains and legumes into surprising dishes like meatloaf, salad dressing and others to improve their nutrition profile. I attended a special workshop on how to do a successful cooking demonstration that presented by the dietitian over the television show "The Biggest Loser". I then participated in a hands-on cooking class where the chefs at the Culinary Institute watched and critiqued our technique. I have taken the knowledge learned at this workshop into my Food Literacy course as we discuss related topics and as I do cooking demonstrations.

Name: Rebecca Charlton, CPD Program Director

Awards:

- **Mead Johnson Award in Dietetics (2002)**
- **Utah Dietetics Association Student of the Year (2002)**
- **Robins Award, Scholar of the Year (2002)**

Publications:

- *Peer-reviewed article*
  - Charlton R, Platzker A, Margetis M. Improving outcomes through quality improvement: team cooperation and simple behavior cues can create change. *ICAN*. 2011;92-101.
- *Poster Presentations*
  - Abstract 530. Long-term Nutrition Outcomes for a Large-Scale, Clinic-based QI Program. October 21, 2010
- *Abstracts/Posters*
  - Charlton R, Platzker A, Margetis M, Vahanvaty, U, Fraim L. Long-term outcomes for large-Scale, clinic-Based QI program. [abstract]. *Pediatric Pulmonology, Supplement.* 2010; S33:411.
  - Charlton R, Platzker A, Martinelli S. Factors associated with BMI change in a multi-ethnic population. [abstract]. *Pediatric Pulmonology, Supplement.* 2010; S33:411-412
  - Charlton R, Hsu E, Martinelli S, Platzker A, Needleman J. It can be done! Maximizing BMI in a high risk population. [abstract]. *Pediatric Pulmonology, Supplement.* 2008
- Online content
  - VideoJug – online videos on chid feeding and breastfeeding. Found at: http://www.videojug.com/Profile/USEX0021. Accessed 5/2/2012.

Membership/leadership in professional associations

- **The Academy of Nutrition & Dietetics**
  - **NDEP Practice Group**
- **Utah Academy of Nutrition & Dietetics**

Personal readings/activities for professional development

- **Journal of The Academy of Nutrition & Dietetics**

- **Infant, Child & Adolescent Nutrition**

Attendance at workshops, professional meetings, and conferences

- **North American Cystic Fibrosis Conference, 2007-2012**
- **Utah Academy of Nutrition & Dietetics, Annual Meeting 2013, 2014**
- **ACEND director's meeting 2014**
- **NDEP Conference 2014**
- **CIDI training, December 2013**
- **CIDI Conference, August 2014**
- **Provost's Series on Educational Excellent, August 2014**

How new knowledge and skills described above have been used to improve teaching and learning in the program, particularly in the courses you teach.

- **Educational pedagogy – unique and innovative means to design courses, interact with students, and encourage student success**
- **Learner engagement – how to create a successful flipped classroom where students learn and apply skills and knowledge**
- **Updates on dietetics (NACF/UAND) – current practices in clinical nutrition**
- **Dietetics education (NDEP/ACEND meetings) – application of ACEND standards in creation of dietetics education, accreditation preparation**

Name: Marlene Israelsen Graf

Awards

- Eldon J. Gardner Teacher of the Year Award, Utah State University. April 2013.
- Teacher of the Year Award, College of Agriculture and Applied Sciences. April 2012.
- Teacher of the Year Award, Department of Nutrition, Dietetics, and Food Sciences. January 2012, January 2011.
- Emerging Dietetic Leader Award, Utah Academy of Nutrition and Dietetics. March 2011.

Publications

Peer Reviewed Journal Articles

- Wengreen H, **Israelsen M**, Dimmick M. (2014). The efficacy of a hybrid nutrition course offered to distance education and on-campus students. Accepted by *NACTA* in May 2014. Publication in Progress.
- Smith J, Archuleta M, Grace C, **Israelsen M**, Bunch M. (2014). One-on-one education in addition to written material increases breastfeeding initiation rates in the hospital setting. Submitted to *Journal of Human Lactation* in September 2014. Publication Pending.
- Richins R, Christensen N, **Israelsen M**, Albrecht C, Washburn C. (2009). Impact and Costs Benefit Comparison of the Healthy Beat Curriculum: CD-ROM versus Live Presentation Formats. *The Internet Journal of Nutrition and Wellness*. 2009;7(2).

Other Publications:

- **Israelsen M.** *Activist or Alarmist?* Utah Farm Bureau News Countryside Edition. 2014;60(9). Available at https://issuu.com/utahfarmbureau/docs/farm_bureau_magazine_for_web_-_fall/1?e=0
- **Israelsen M.** *Watching What We Drink: Facts About Three Beverages That May Surprise You.* Utah Farm Bureau News Countryside Edition. 2014;60(6). Available at http://issuu.com/utahfarmbureau/docs/2014_summer_web_-_reduced/1?e=1223597/8621865
- **Israelsen M.** *Four Healthy Habits to Start.* Utah Farm Bureau News Countryside Edition.

2014;60(3). Available at http://issuu.com/utahfarmbureau/docs/2014_spring_final.

- **Israelsen M.** *Genetically Modified Foods: Is Labeling the Best Solution?* Utah Farm Bureau News Countryside Edition. 2013;(59(6). Available at http://utfb.fb.org/Website/FBNews/July%202013%20Magazine%20for%20web.pdf
- **Israelsen M.** *True or False? Tips for Evaluating Nutrition Claims* Utah Farm Bureau News Countryside Edition. 2013;59(3). Available at http://utfb.fb.org/Website/FBNews/April%202013%20FB%20Magazine%20for%20web.pdf
- Nixon E, **Israelsen M**, Wengreen H, Steinitz T (2012). *Evaluating the Effectiveness of the Utah County Fit-WIC Program.* Poster Session. Utah Academy of Nutrition and Dietetics (UAND) Annual Conference. South Jordan, UT.
- Richins R, Christensen N, **Israelsen M**, Albrecht C, Washburn C. (2007). *Development, evaluation, and efficacy of a Heart Healthy curriculum in two different education settings; emphasizing food portioning, cooking skills, and exercise.* Philadelphia, Pennsylvania. Poster Session. American Dietetic Association Food & Nutrition Conference & Expo (FNCE).
- **Israelsen, M**, Christensen, NK, Liou, TG (2006). *Quality of Life in Adult Cystic Fibrosis Patients Based on Age-at-Diagnosis.* Poster Session. North American Cystic Fibrosis Conference. Denver, Colorado.

Membership/leadership in professional associations

- Academy of Nutrition and Dietetics (AND)
  - Registered Dietitian Member #00926439
- Practice Group Member:
  - Dietetic Educators of Practitioners Dietetic Practice Group, 2007 - Present
  - Nutrition Education for the Public Dietetics Practice Group, 2005 - Present
  - Sports, Cardiovascular, and Wellness Nutrition, 2012 - 2014
  - Pediatric Nutrition, 2012 – 2014
  - Diabetes Care and Education Dietetics Practice Group, 2006
  - Weight Management Dietetics Practice Group, 2005 - 2012
- Utah Academy of Nutrition and Dietetics, 2003 – Present
  - Social Media Chair Elect, 2014 - Present
  - UAND Board Member, 2007 – 2011, 2014 – Present
  - UAND Awards and Scholarship Committee, 2012 – Present
  - UAND Annual Conference Poster Session Judge, 2012
  - UAND Public Policy Coordinator, 2009 – 2011
  - UAND State Policy Representative, 2007 - 2009
- Dairy Council of Utah and Nevada, Health Advisory Board Member, 2014 - Present
- Utah State Board of Regents
  - Nutrition Majors Committee, 2007 - 2012, 2014
- Dairy Council of Utah and Nevada, Health Advisory Board Member, 2014 - Present
- Center for Science in the Public Interest (CSPI), 2003 - Present

Personal readings/activities for professional development

- Continuing Education: 75 credits every five years required to maintain Registered Dietitian Nutritionist status. Will submit in 2019 for 5-year cycle. Ongoing.

Attendance at workshops, professional meetings, and conferences

- Utah Dairy Council, Breakfast & Briefing, November 2014.
- Academy for e-Learning Excellence, June 2014.
- Utah Academy of Nutrition and Dietetics Annual Conferences, 2007-2014.

- Food and Nutrition Conference and Expo, Academy of Nutrition and Dietetics Annual Conference. 2009.
- Certificate of Training in Adult Weight Management. Commission on Dietetic Registration, 2009.

How new knowledge and skills described above have been used to improve teaching and learning in the program, particularly in the courses you teach.

I attend **FNCE, UAND Annual Meetings, and other conferences** to meet the goals outlined in my PDP Learning Plan for the Commission on Dietetic Registration.

- Enhance professional skills by seeking opportunities to teach and present and increasing involvement in UAND/AND leadership activities.
- Maintain expertise required to continue teaching courses related to the science of food & nutrition in current position as a university instructor.
- Maintain expertise required to continue as a preceptor for dietetic students in a clinical setting.
- Develop the expertise required to teach courses related to life cycle nutrition in current position as a university instructor.
- Increase knowledge and skills related to medical nutrition therapy and disease prevention -- especially for obesity-related diseases.

I regularly incorporate updates from these conferences into the courses I teach. For example, the Breakfast and Briefing I attended most recently focused on sustainable agriculture and genetically engineered foods. I have already updated my lecture materials to include this new information for an upcoming unit in the general nutrition course that I teach (NDFS 1020).

Academy for E-learning Excellence. This 3-Day Seminar was intended for faculty who teach (or want to teach) blended courses or fully online courses. It focused on the latest techniques in technology-enhanced instruction and provided opportunities to share and learn from colleagues and professionals on the latest innovative approaches to eLearning. Since I teach at least one online class each semester and also blended courses, this training was very beneficial. I learned how to better build and design Canvas courses to facilitate student engagement and collect feedback in a simple and systematic manner.

Name: Korry Hintze, PhD

Awards

2009- Nutrition, Dietetics and Food Science Teacher of the Year. Utah State University.
2013- Early Career Investigator Award. Probiotics, Prebiotics and The Host Microbiome Meeting. New York Academy of Sciences

Publications

K.J. Hintze, J.E. Cox, G. Rompato, A.D. Benninghoff, R.E Ward, J. Broadbent and M.

Lefevre. Broad scope method for creating humanized animal models for animal health and disease research through antibiotic treatment and human fecal transfer. 2014. Gut Microbes. 5(2):183-91.

A.L. Zhou, **K.J. Hintze**, R. Jimenez Flores and R.E. Ward, R.E. Effect of fat composition on tissue lipid profile and gene expression in Fisher 344 rats. 2012. 47(12):1119-30.

I. Nemere, N. Garbi, G. Hammerling and **K.J. Hintze**. Role of the 1,25D(3)-MARRS receptor in the 1,25(OH)(2)D(3)-stimulated uptake of calcium and phosphate in intestinal cells. Steroids. 2012. 77 (10):897-902.

K.J. Hintze, A.D. Benninghoff and R.E. Ward. Formulation of the Total Western Diet (TWD) as a Basal Diet for Rodent Cancer Studies. 2012. J Agric Food Chem. 60 (27):6736–6742. *PMID: 22224871*

K.J. Hintze and J.P. McClung. Hepcidin: A Critical Regulator of Iron Metabolism during Hypoxia. 2011. Adv. Hematology. 2011: 510304. *PMID: 21912548.*

J.W. Finley, A.N Kong, **K.J Hintze,** E. Jeffery, E., L Ji Li and X Lei. Antioxidants in the food supply: The current state of the science and the need for the food industry to update its message to the public. 2011. J Agric Food Chem. 59(13):6837-46. *PMID: 21627162*

D.R. Snow, R.E Ward, R Jimenez-Flores, A. Olsen and **K.J. Hintze.** Membrane-rich milk fat diet provides protection against gastrointestinal leakiness in mice treated with lipopolysaccharide. 2011. J. Dairy Science. 94(5):2201-12. *PMID: 21524510.)*

K.J. Hintze, D. Snow, I. Burtenshaw and R.E. Ward. Nutraceutical Properties of Milk Fat Globular Membrane. 2011. *Pages 321-342.* Biopolymers. *ISBN 978-953-307-179-4*

K.J. Hintze, D.R. Snow, D. Nabor and H Timbimboo. Adipocyte Hypoxia Increases Hepatocyte Hepcidin Expression. 2010. Biol Trace Elem Res. 143(2):764-71.

D.R. Snow, R Jimenez-Flores, R.E Ward, J Cambell, M.J Young, I Nemere and **K.J. Hintze**. Dietary Milk Fat Globule Membrane Reduces the Incidence of Aberrant Crypt Foci in Fischer-344 Rats. 2010. J Agric Food Chem. 58(4):2157-63. ***2009***

S.R. Meno, R. Nelson, **K.J. Hintze** and W.T. Self. Exposure to monomethylarsonous acid (MMA(III)) leads to altered selenoprotein synthesis in a primary human lung cell model. 2009. Toxicol Appl Pharm. 239(2):130-6.

Abstracts
Invited
Hintze, K. J. (Presenter & Author), American Oil Chemistry Society Annual Meeting 2014, "Optimizing Rodent Models for Dietary Bioactives and Chronic Disease," American Oil Chemistry Society, San Antonio, TX. (May 6, 2014

Formulation of the Total Western Diet as a basal diet for rodent cancer studies. **K.J. Hintze.** American Chemical Society National Meeting. 2011.

Transcritional and translational regulation of ferritin. **K.J. Hintze.** Children's Hospital of Oakland Research Institute. Elizabeth Theil: 55 Years of Research Symposium. 2011.

Obesity and Iron Metabolism. **K.J. Hintze.** Utah State Hospital. 2011

Cellular Iron Metabolism and the Antioxidant Response. **K.J. Hintze.** American Chemical Society National Meeting. 2010.

National/Regional/International

Ward, R. E., Xu, T., **Hintze, K. J.**, Lefevre, M., Experimental Biology, "Effect of modifying the n-3 and n-6 content of the Total Western Diet on the acute inflammatory response to lipopolysaccharide in C57BL mice," American Society for Nutrition, San Diego, CA. April 26, 2014 .

Ward, R. E., **Hintze, K. J.**, Lefevre, M., Benninghoff, A., Li, M., Rompato, G., Experimental Biology, "Effects of green tea on the cecal metagenome of mice fed either the AIN-93 or Total Western Diet," American Society for Nutrition, San Diego, CA. April 26, 2014

Kellen, S., **Hintze, K. J.**, Ward, R. E., Benninghoff, A., Lefevre, M. Experimental Biology 2014, "Formulation of the Total Western Diet 2 (TWD2), a whole food based rodent diet that emulates average American micro and macronutrient intakes for colorectal cancer (CRC) and gut microflora studies," Federation of the American Society for Experimental Biology, San Diego, CA. April 2014

Hintze, K. J., Ward, R. E., Benninghoff, A., Broadbent, J. R., Lefevre, M. , Prebiotics, Probiotics and the Host Microbiome, "BROAD SCOPE METHOD FOR CREATING HUMANIZED ANIMAL MODELS FOR ANIMAL HEALTH AND DISEASE RESEARCH THROUGH ANTIBIOTIC TREATMENT AND HUMAN FECAL TRANSFER," Sackler Institute, New York Academy of Science, New York, New York. June 12, 2013.

Hintze, K. J., Ward, R. E., Benninghoff, A., Lefevre, M. Experimental Biology 2013, "Green tea prevents aberrant crypt foci (ACF) in mice fed the total Western diet (TWD) but not the AIN93G diet.," Federation of the American Society for Experimental Biology, Boston, MA. April 22, 2013.

Ward, R. E. , Zhou, A., Lefevre, M., **Hintze, K. J.**, Experimental Biology, "Effects of modifying both the linoleic and linolenic acid content of a 45% Kcal DIO diet on body weight and metabolic parameters in C57BL/6J mice," FASEB, Boston, MA. (April 2013).

Monsanto, S. P., **Hintze, K. J.**, Ward, R. E., Lefevre, M., Frauen, S., Benninghoff, A., Experimental Biology 2013, "Impact of a new total Western diet for rodents on metabolic health and colorectal carcinogenesis.," FASEB, Boston, MA. (April 20, 2013 - April 24, 2013).

Hintze, K. J., Ward, R. E., Benninghoff, A. 243rd American Chemical Society National Meeting, "The total Western diet (TWD) increases azoxymethane induced aberrant crypt foci (ACF) compared to the AIN93G diet," American Chemical Society, Philadelphia, Pennsylvania. (August 19, 2012 - August 23, 2012).

Transplacental chemoprevention by dietary indole-3-carbinol (I3C) in a mouse model of T-cell lymphoblastic leukemia/lymphoma (T-ALL). A.D. Benninghoff, D.P. Larson, B.C. Packard, T.J. Fish, A.M. Hagman, S.M Frauen, M.S Gebre, **K.J. Hintze** and D.E. Williams. American Chemical Society National Meeting. 2012

Development and Testing of a Rodent Diet for Nutrition Studies That Accurately Reflects the U.S. Dietary Pattern. R.E. Ward, **K.J. Hintze**, B.D. Vagu and A.D. Benninghoff. Institute of Food Technologists National Meeting. 2012

Effects of Supplementation of Rodent Diets with Milk Fat Globule Membrane on Lipid Metabolism and Gut Microflora in Fisher 344 Rats. R.E. Ward, A. Zhou, **K.J. Hintze** and R. Jimenez. American Oil Chemists National Meeting. 2012

Diet-induced Obesity Decreases Liver Fe Stores in Mice Fed Iron Deficient, Adequate or Excessive Diets. **Hintze, K.J**, Killilea, D.W. and Healy, B.J. Experimental Biology. 2012.

Dietary Milk Polar Lipids Benefit Gut Barrier Integrity And Lipid Metabolism In C57BL/6J Mice During Systemic Inflammation Induced By Escherichia Coli Lipopolysaccharide. Zhou, A, Ward, R.E., and **Hintze, K.J.** Experimental Biology. 2012.

Effects of dietary milk fat globule membrane on tissue lipid metabolism and related gene expression in Fisher-344 rats. Zhou, A., **Hintze, K.J**. and Ward, R.E. 2011. American Oil Chemists Meeting. 2011

Effects of dietary milk fat globule membrane on brain lipid metabolism and gene expression. Zhou, A., **Hintze, K.J**. and Ward, R.E. American Oil Chemists Meeting. 2011

Effect of modulating both the ratio and concentration of PUFA on inflammatory cytokines in mice treated with lipopolysaccharide. Ward, R.E., **Hintze, K.J**., Tawzer, J., and Lefevre, M. American Oil Chemists Meeting. 2011

The effects of whey milk fat globule membrane lipids on barrier function of Caco-2 cell monolayer against LPS stress. Zhou, A.L. , Ward, R.E., and **Hintze, K.J.** American Oil Chemists Meeting. 2011

Effects of dietary milk fat globule membrane on tissue lipid metabolism and gene expression in Fisher-344 rats. Zhou, A.L., Ward, R.E., Jimenez-Flores, R. and **Hintze, K.J.** IFT/AACT Utah Food & Candy Expo, Institute for Food Technologists Bonneville Section and American Association of Candy Technologists Rocky Mountain Section. 2011

Effects of Dietary Milk Fat Globule Membrane on Lipid Metabolism and Gene Expression in Fischer-344 rats. Zhou, A.L., Ward, R.E., Jimenez-Flores, R. and **Hintze, K.J.** Intermountain Graduate Research Symposium, Utah State University. 2011

Concentration and ratio of dietary omega 6 (n6) and omega 3 (n3) polyunsaturated fatty acids (PUFA) influences mortality in C57Bl6/J mice infected with the Punta Toro phlebovirus (PTV). **Hintze, K.J**., Gowen, B., Tawzer, J., Hagloch, J. and Ward, R.E. Experimental Biology. 2011

Dietary milk fat globule membrane (MFGM) provides protection against gastrointestinal stress in mice treated with lipopolysaccharide (LPS). D.R. Snow, R. Jimenez-Flores, R.E. Ward, A. Olsen, and **K.J. Hintze.** Experimental Biology. 2010.

Effects of Dietary Milk Fat Globule Membrane on Tissue Lipid Profiles in Fischer-344 rats. A.L. Zhou, R.E. Ward and **K.J. Hintze**. 7th International Symposium on Milk Genomics & Human Health. 2010.

Effect of dietary fat source on tissue lipid profiles in Fishcer-344 rats. A.L. Zhou, R.E. Ward and **K.J. Hintze**. IFT/AACT Utah Food & Candy Expo, Institute for Food Technologists Bonneville Section and American Association of Candy Technologists Rocky Mountain Section. 2010.

Effect of adding Milk Fat Globule Membrane (MFGM) to anhydrous milk fat on lipid metabolomics in Fischer 344 rats compared to corn oil control. R.E. Ward, **K.J.Hintze**, A. Zhou and D. Snow. American Oil Chemists' Society, 101st Annual Meeting & Expo. 2010.

Investigations of Iron, Hypoxia and Adipocyte Hypoxia on Hepcidin Promoter Activity. **K.J. Hintze,** D. Nabor, H. Timbimboo and D. Snow. Federation of the American Society for Experimental Biology, Annual Meeting. 2009. **Chosen for oral presentation, KJH**

A Volatile Distillate By-Product of Mint Oil Promotes Absorption of Co-enzyme Q10 in Caco-2 cells grown on semi-permeable membranes. **K.J. Hintze,** H. Timbimboo, D. Snow and J.W. Finley. Federation of the American Society for Experimental Biology, Annual Meeting. 2009.

Dietary milk fat globule membrane (MFGM) reduces the incidence of aberrant crypt foci (ACF) in Fisher-344 rats. **K.J. Hintze**, D. Snow, R. Jiminez-Flores, J. Campbell, R.E. Ward. ADSA-ASAS Joint National Meeting. 2009.

Effect of anhydrous milk fat, milk fat globular membrane and corn oil as the fat source in the AIN93 diet on the fecal microbiota in Fisher 344 rats. **K.J. Hintze**, D. Snow, R. Jiminez-Flores, J. Campbell, R.E. Ward. ADSA-ASAS Joint National Meeting. 2009.

Effect of substituting corn oil with anhydrous milk fat or milk fat globule membrane as fat souce in AIN93 diet on consumption, weight gain and body fat percentage in Fisher 344 rats. **K.J. Hintze**, D. Snow, R. Jiminez-Flores, J. Campbell, R.E. Ward. IFT National Meeting. 2009.

Extramural funding

Research Support: Ongoing (Grants as Principal Investigator (PI) or Co-PI

Impact of typical Western diet on cancer prevention by green tea using a multi-generation model of colorectal cancer
12/01/13 to 11/30/16
USDA NIFA
Role: Co-PI

Development of an improved rodent model of the Western Diet to study interactions between diet, gut microbiota and obesity
06/01/13 to 05/31/15
Utah Agricultural Experiment Station
Role: Co-PI

Impact of Dietary Polyunsaturated Fatty Acid Profile on Colon Cancer Risk
01/01/13 to 5/31/14
Utah State University
Role: PI

Molecular Mechanisms of Iron Transport
01/01/07 to 12/30/13
Utah Agricultural Experiment Station
Role: PI

Effect of Dietary Fat Composition on the Development and Severity of Metabolic Inflammation.
02/13/12 to 02/14/15
USDA NIFA
Role: Co-PI

Effects of Consuming a Bioactive Yogurt on Endotoxemia and Markers of Metabolic Syndrome
09/01/12 to 08/31/15
Dairy Research Incorporated.
Role: Co-PI

Completed Research Support
Effect of Milk Fat Globular Membrane Supplementation on
08/01/08 to 07/31/09
Gut Membrane Integrity in Mice.
Dairy Research Inc.
Role: PI
Effect of Peppermint Oil Fractions on Coenzyme Q10 Bioavailability.
12/01/08 to 01/30/11
A.M. Todd Corp.
Role: PI

Effect of Low Temperature Spray Drying on Broccoli Bioactivity.
06/01/10 to 05/31/11
Liquadry Corp.
Role: PI

Effect of Milk Fat Globule Membrane on Gut Barrier Protection in Runners
01/01/11 to 12/31/11
Dairy Management Inc.
Role: Co-PI

Membership/leadership in professional associations
American Society of Nutrition

Attendance at workshops, professional meetings, and conferences

Experimental Biology (ASN National Meeting) 2009-2014
American Chemical Society National Meeting National Meeting 2012-2014
American Oil Chemists Society National meeting 2014

How new knowledge and skills described above have been used to improve teaching and learning in the program, particularly in the courses you teach.

My research program keeps me in touch with the most current science happening in the field of nutritional biochemistry. Moreover, I am able to talk about my research in my courses to give the students an idea of how nutrition research works and gain an understanding behind advances to the field.

Name: Ronald G. Munger, PhD, MPH

Awards

International Research Professor of the Year Award, College of Agriculture, Utah State University, (February 9, 2011)

Ardesshir Zahedi International Professor award, College of Agriculture and Applied Sciences, Utah State University, 2014.

Publications

Journal Article, Public or Trade Journal (Published)
Ridge, P. G., Maxwell, T. J., Foutz, S. J., Bailey, M. H., Corcoran, C. D., Tschanz, J. T., Norton, M. C., Munger, R. G., O'Brien, E., Kerber, R. A., Cawthon, R. M., Kauwe, J. S. (2014). Mitochondrial genomic variation associated with higher mitochondrial copy number: The Cache County Study on Memory Health and Aging. *BMC Bioinformatics, 15*(7), S86.

Journal Article, Public or Trade Journal (Published)
Sharp, A. R., Ridge, P. G., Bailey, M. H., Boehme, K. L., Norton, M. C., Tschanz, J. T., Munger, R. G., Corcoran, C. D., Kauwe, J. S., Alzheimer's Disease Neuroimaging Initiative (2014). Population substructure in Cache County, Utah: The Cache County study. *BMC Bioinformatics, 15*(7), S8.

Journal Article, Professional Journal (Published)
Chuang, Y.-f., Breitner, J. C., Chiu, Y. L., Khachaturian, A., Hayden, K., Corcoran, C. D., Tschanz, J. T., Norton, M. C., Munger, R. G., Welsh-Bohmer, K. A., Zandi, P., For the Cache County Investigators (2014). Use of diuretics is associated with reduced risk of Alzheimer's disease: The Cache County Study. *Neurobiology of Aging*, S0197-4580(14)00340-6 ???.

Journal Article, Professional Journal (Published)
Ebbert, M. T., Ridge, P. G., Wilson, A. R., Sharp, A. R., Bailey, M., Norton, M. C., Tschanz, J. T., Munger, R. G., Corcoran, C. D., Kauwe, J. S. (2014). Population-based analysis of Alzheimer's disease risk alleles implicates genetic interactions. *Biological Psychiatry, 75*(9), 732-737.

Journal Article, Professional Journal (Published)
Cruchaga, C., Karch, C. M., Jin, S. C., Benitez, B. A., Cai, Y., Guerreiro, R., Harari, O., Norton, J., Budde, J., Bertelsen, S., Jeng, A. T., Cooper, B., Skorupa, T., Carrell, D., Levitch, D., Hsu, S., Choi, J., Ryten, M., UK Brain Expression Consortium, Hardy, J., Ryten, M., Trabzuni, D., Weale, M. E., Ramasamy, A., Smith, C., Sassi, C., Bras, J., Gibbs, J. R., Hernandez, D. G., Lupton, M. K., Powell, J., Forabosco, P., Ridge, P. G., Corcoran, C. D., Tschanz, J. T., Norton, M. C., Munger, R. G., Schmutz, C., Leary, M., Demirci, F. Y., Bamne, M. N., Lopez, O. L., Ganguli, M., Medway, C., Turton, J., Lord, J., Braae, A., Barber, I., Brown, K., Alzheimer's Research UK Consortium, Passmore, P., Craig, D., Johnston, J., McGuinness, B., Todd, S., Heun, T., Kölsch, H., Kehoe, P. G., Hooper, N. M., Vardy, E. R., Mann, D. M., Pickering-Brown, S., Brown, K., Kalsheker, K., Lowe, J., Morgan, K., David Smith, A., Wilcock, G., Warden, D., Holmes, C., Pastor, P.,

Lorenzo-Betancor, O., Brkanac, Z., Scott, E., Topol, E., Morgan, K., Rogaeva, E., Singleton, A. B., Hardy, J., Kamboh, M. I., St. George-Hyslop, P., Cairns, N., Morris, J. C., Kauwe, J. S., Goate, A. M. (2014). Rare coding variants in the phospholipase D3 gene confer risk for Alzheimer's disease. *Nature, 505*(7484), 550-554.

Journal Article, Professional Journal (Published)
Gonzalez Murcia, J. D., Schmutz, C., Munger, C., Perkes, A., Gustin, A., Peterson, M., Ebbert, M. T. W., Norton, M. C., Tschanz, J. T., Munger, R. G., Corcoran, C. D., Kauwe, J. S. K. (2013). Assessment of TREM2 rs75932628 association with Alzheimer's disease in a population-based sample: The Cache County Study. *Neurobiology of Aging, 34*(12), 2889:e11-e13.

Journal Article, Professional Journal (Published)
Ridge, P., Maxwell, T. J., Corcoran, C. D., Norton, M. C., Tschanz, J. T., O'Brien, E., Kerber, R. A., Cawthon, R. M., Munger, R. G., Kauwe, J. S. (2013). Association of mitochondrial genomic variation with differences in mitochondrial copy number: The Cache County Study on Memory Health and Aging. *PLoS, 7*(9), e45134.

Journal Article, Academic Journal (Published)
Wengreen, H., Munger, R. G., Cutler, A., Quach, A., Bowles, A., Corcoran, C. D., Tschanz, J. T., Norton, M. C., Welsh-Bohmer, K. (2013). Prospective study of dietary approaches to stop hypertension- and mediterranean-style dietary patterns and age-related cognitive change: The Cache County Study on Memory, Health and Aging. *American Journal of Clinical Nutrition, 98*(5), 1263-1271.

Journal Article, Academic Journal (Published)
Patel, P., Beaty, T.H., Ruczinski, I., Murray, J.C., Marizita, M.L., Munger, R. G., Hetmanski, J.B., Wu, T., Murray, T., Rose, M., Redditt, R.J., Jin, S., Lie, R., Wu-Chou, Y., Wang, H., Ye, X., Yeow, V., Chong, S., Jee, S., Shi, B., Scott, A.F. (2013). X-linked markers in the Duchenne muscular dystrophy gene associated with oral clefts. *European Journal of Oral Science, 121*(2), 63-8.

Journal Article, Professional Journal (Published)
Peterson, D., Munger, C., Crowley, J., Corcoran, C. D., Cruchaga, C., Goate, A. M., Norton, M. C., Green, R. C., Munger, R. G., Breitner, J. C., Welsh-Bohmer, K. A., Lyketsos, C. G., Tschanz, J. T., Kauwe, J. S. (2013). Variants in PPP3R1 and MAPT are associated with more rapid functional decline in Alzheimer's disease: The Cache County Dementia Progression Study. *Alzheimer's and Dementia, 10*(3), 366-371.

Journal Article, Professional Journal (Published)
Peterson, D., Crowley, J., Munger, C., Corcoran, C. D., Cruchaga, C., Goate, A., Norton, M. C., Green, R., Munger, R. G., Breitner, J. C., Welsh-Bohmer, K., Lyketsos, C., Kauwe, J. S. (2013). Variants in PPP3R1 and MAPT are associated with more rapid functional decline in Alzheimer's disease: The Cache County Dementia Progression Study. *Alzheimer's and Dementia.*

Journal Article, Academic Journal (Published)
Guerreiro, R., Wojtas, A., Bras, J., Carrasquillo, M., Rogaeva, E., Majounie, E., Cruchaga, C., Sassi, C., Kauwe, J., Younkin, S., Hazrati, L., Collinge, J., Pocock, j., Lashly, T., Williams, J., Lambert, J., Amouyel, P., Goate, A., Rademakers, R., Morgan, K., Powell, J., St. George-Hyslop, P., Singleton, A., Hardy, J., The Alzheimer's Genetic Analysis Group including, Munger, R. G., et. al, e. a. (2013). TREM2 variants in Alzheimer's disease. *The New England Journal of Medicine, 368*(2), 117-127.

Journal Article, Academic Journal (Published)
Wu, T., Fallin, M., Shi, M., Ruczinski, I., Liang, K., Hetmanski, J., Wang, H., Ingersoll, R., Huang, S., Ye, X., Wu-Chou, Y., Chen, P., Jabs, E., Shi, B., Redett, R., Scott, A., Murray, J., Marizita, M., Munger, R. G., Beaty, T. (2012). Evidence of gene-environment interaction for the RUNX2 gene and environmental tobacco smoke in controlling the risk of cleft lip with/without cleft palate. *Birth Defects Research A: Clinical and Molecular Teratology, 94*(2), 76-83.

400

Journal Article, Academic Journal (Published)
Murray, T., Taub, M., Ruczinski, I., Scott, A., Hetmanski, J., Schwender, H., Patel, P., Zhang, T., Munger, R. G., Wilcox, A., Ye, X., Wang, H., Wu, T., Wu-Chou, Y., Shi, B., Jee, S., Chong, S., Yeow, V., Murray, J., Marizita, M., Beaty, T. (2012). Examining markers in 8q24 to explain differences in evidence for association with cleft lip with/without cleft palate between Asians and Europeans. *Genetic Epidemiology, 36*(4), 392-399.

Journal Article, Academic Journal (Published)
Shi, M., Murray, J., Marizita, M., Munger, R. G., Ruczinski, I., Hetmanski, J., Wu, T., Ye, X., Yeow, V., Chong, S., Shi, B., Christensen, K., Scott, A., Patel, P., Cheah, F., Beaty, T. (2012). Genome-wide study of maternal and parent-of-origin effects on the etiology of orfacial clefts. *American Journal of Medical Genetics, 158A*(4), 784-94.

Journal Article, Academic Journal (Published)
Carmichael, S., Ma, C., Feldkkamp, M., Munger, R. G., Olney, R., Botto, L., Shaw, G., Correa, A. (2012). Nutritional factors and hypospadias risks. *Paediatric and Perinatal Epidemiology, 26*(4), 353-360.

Journal Article, Academic Journal (Accepted)
Patel, P., Beaty, T., Ruczinski, I., Murray, J., Marizita, M., Munger, R. G., Hetmanski, J., Wu, T., Rose, M., Redett, R., Jin, S., Lie, R., Wu-Chou, Y., Wang, H., Ye, X., Yeow, V., Chong, S., Jee, S., Shi, B., Scott, A. (in press). X-linked genetic variants in DMD associated with oral clefts. *To appear in European Journal of Oral Science.*

Journal Article, Academic Journal (Published)
Carmichael, S., Yang, W., Feldkamp, M., Munger, R. G., Siega-Riz, A.-M., Botto, L., Shaw, G. (2012). Reduced Risks of Neural Tube Defects and Orofacial Clefts With Higher Diet Quality. *Archives of Pediatric and Adolescent Medicine, 166*(2), 121-126.

Journal Article, Academic Journal (Published)
Shao, H., Breitner, J. C., Whitmer, R., Wang, J., Hayden, K., Wengreen, H., Corcoran, C. D., Tschanz, J. T., Norton, M. C., Munger, R. G., Welsh-Bohmer, K., Zandi, P. (2012). Hormone Therapy and AD Dementia: New Findings from the Cache County Study. *Neurology, 79*(18), 1846-1852.

Journal Article, Academic Journal (Published)
Ridge, P., Maxwell, T., Corcoran, C. D., Norton, M. C., Tschanz, J. T., Obrien, E., Kerber, R., Cawthon, R., Munger, R. G., Kauwe, J. (2012). Mitochondrial genomic analysis of late onset Alzheimer's disease reveals protective haplogroups H6A1A/H6A1B: the Cache County Study on Memory in Aging. *PLoS One, 7*(9), e45134.

Journal Article, Academic Journal (Published)
Beaty, T., Ruczinski, I., Murray, J., Marizita, M., Munger, R. G., Hetmanski, J., Murray, T., Redett, R., Fallin, M., Liang, K. (2011). Evidence for gene-environment interaction in a genome wide study of nonsyndromic cleft palate. *Genetic Epidemiology, 35*(6), 469-478.

Journal Article, Academic Journal (Accepted)
Shi, M., Murray, J., Marizita, M., Munger, R. G., Riczinski, I., Hetmanski, J., Wu, T., Murray, T., Redett, R., Wilcox, A. (in press). Genome wide study of maternal and parent-of-origin effects on the etiology of orofacial clefts.

Journal Article, Academic Journal (Published)
Mossey, P., Shaw, W., Munger, R. G., Murthy, J., Little, J. (2011). Global oral health inequalities: challenges in the prevention and management of orofacial clefts and potential solutions. *Advances in Dental Research, 23*(2), 247-258.

Journal Article, Academic Journal (Published)

Munger, R. G., Tamura, T., Johnston, K., Felkkamp, M., Pfister, R., Cutler, R., Murtaugh, M., Carey, J. (2011). Oral clefts and maternal biomarkers of folate-dependent one-carbon metabolism in Utah. *Birth Defects Researc A: Clinical and Molecular Teratology, 91*(3), 153-161.

Journal Article, Professional Journal (Published)
Wengreen, H., Neilson, C., Munger, R. G., Corcoran, C. D. (2011). Prospective study of ready-to-eat breakfast cereal consumption and cognitive decline among elderly men and women. *Journal of Nutrition, Health and Aging, 15*(3), 202-207.

Journal Article, Academic Journal (Published)
Beaty, T., Murray, J., Marazita, M., Munger, R. G., Ruczinski, I., Hetmanski, J., Liang, K. Y., Wu, T., Murray, T., Fallin, M. D., Redett, R. A., Raymond, G., Schwender, H., Jin, S. C., Cooper, M. E., Dunnwald, M., Mansilla, M. A., Leslie, E., Bullard, S., Lidral, A. C., Moreno, L. M., Menezes, R., Vieira, A. R., Petrin, A., Wilcox, A. J., Lie, R. T., Jabs, E. W., Wu-Chou, Y. H., Chen, P. K., Wang, H., Ye, X., Huang, S., Yeow, V., Chong, S. S., Jee, S. H., Shi, B., Christensen, K., Melbye, M., Doheny, K. F., Pugh, E. W., Ling, H., Castilla, E. E., Czeizel, A. E., Ma, L., Field, L. L., Brody, L., Pangilinan, F., Mills, J. L., Molloy, A. M., Kirke, P. N., Scott, J. M., Arcos-Burgos, M., Scott, A. F. (2010). A genome-wide association study of cleft lip with and without cleft palate identifies risk variants near MAFB and ABCA4. *Nature Genetics, 42*(6), 525-9.

Journal Article, Professional Journal (Published)
Nelson, C., Wengreen, H., Munger, R. G., Corcoran, C. D. (2009). Dietary folate, vitamin B-12, vitamin B-6 and incident Alzheimer's disease: the Cache County Memory, Health and Aging Study. *Journal of Nutrition, Health, and Aging, 13*, 899-905.

Journal Article, Professional Journal (Published)
Wengreen, H., Nelson, C., Munger, R. G., Corcoran, C. D. (2009). Diet quality is associated with better cognitive test performance among aging men and women. *Journal of Nutrition, 139*, 1944-9.

Journal Article, Academic Journal (Published)
Mossey, P., Little, J., Munger, R. G., Dixon, M., Shaw, W. (2009). Cleft lip and cleft palate. *The Lancet, 374*, 1773-85.

Journal Article, Academic Journal (Published)
Norton, M. C., Ostbye, T., Smith, K.R., Munger, R. G., Tschanz, J. T. (2009). Early Parental Death and Late-life Dementia Risk: Findings from the Cache County Study. *Age and Aging., 38*, 340-43.

Journal Article, Academic Journal (Published)
Munger, R. G., Tamura, T., Johnston, K. E., Feldkamp, M. L., Pfister, R., Carey, J. C. (2009). Plasma zinc concentrations and risk of oral clefts in Utah. *Birth Defects Research Part A-Clinical and Molecular Teratology, 85*(2), 151-155.

Extramural funding

Contract
Munger, Ronald G. (Principal), "Biomarkers of insulin resistance and inflammation and age-related cognitive decline," Sponsored by USTAR - State of Utah, State, $65,000.00. (July 1, 2008 - June 30, 2011).

Munger, Ronald G. (Principal), "Mitochondrial genetic variation and risk of age-related cognitive decline," Sponsored by USTAR - State of Utah, State, $70,000.00. (July 1, 2008 - June 30, 2011).

Kauwe (Brigham Young University), Keone (Principal), Munger, Ronald G. (Supporting), Corcoran, Christopher D (Supporting), "Alzheimer's disease candidate gene genotyping: The Cache County Study," Sponsored by USTAR, State, $42,000.00. (February 1, 2011 - May 30, 2011).

Grant
Smith, Kenneth (Principal), Norton, Maria C (Co-Principal), Munger, Ronald G. (Supporting), "Early Life Conditions, Survival, and Health: A Pedigree-Based Population Study.," Sponsored by National Institutes of Health, Other, $5,363,599.00. (May 2011 - April 2016).

Wehby (University of Iowa College of Medicine), George (Principal), Munger, Ronald G. (Principal), "Instrumental Variable Analyses and Oral Clefts," Sponsored by US National Institutes of Health -- National Institute of Dental and Craniofacial Research, Federal, $310,036.00. (September 1, 2010 - August 31, 2015).

Gillies, Robert R. (Principal), Wang, Shih-Yu (Co-Principal), Coppock, Layne D. (Co-Principal), Munger, Ronald G. (Co-Principal), ZoBell, Dale (Co-Principal), Bailey, DeeVon (Co-Principal), "Improving the Resilience of Mixed Farm Systems to Pending Climate Change in Far Western Nepal," Sponsored by U. S. Agency for International Development Feed the Future Food Security Innovation Lab for Collabrative Research of Adapting Livestock Systems to Climate Change, Federal, $449,987.00. (May 1, 2012 - April 30, 2015).

Munger, Ronald G. (Co-Principal), Mossey, Peter, Murthy, Jyotsna, "Gene-Environment Interaction Study of Oral Clefts in India," Sponsored by The British Commission, Other, $75,000.00. (December 2012 - December 2014).

Munger, Ronald G. (Principal), "Maternal Metabolic Disorders and the Prevention of Oral Cleft Birth Defects," Sponsored by US Centers for Disease Control and Prevention, Federal, $1,649,536.00. (September 30, 2010 - September 29, 2014).

Munger, Ronald G. (Principal), "International Genetic Epidemiology of Oral Clefts (Johns Hopkins University prime, T. Beaty PI: R Munger PI of USU subcontract)," Sponsored by U.S. National Institutes of Health, Federal, $356,347.00. (December 15, 2009 - June 30, 2014).

Tschanz, JoAnn (Principal) Munger, Ronald G. (Supporting), "Progression of Dementia: A Population Study - Renewal," Sponsored by National Institutes of Health: National Institute on Aging, Federal, $2,993,594.00. (April 1, 2009 - August 31, 2013).

Gillies, Robert R., ZoBell, Dale, Rood, Kerry, Munger, Ronald G., Wang, Shih-Yu, "Past and Future Climate Assessments of Livestock Vulnerability in Nepal," Sponsored by USAID, Collaborative Research Support Program (CRSP), Federal, $79,900.00. (May 1, 2011 - April 30, 2012).

Wengreen, Heidi (Principal), Munger, Ronald G. (Supporting), "Dietary patterns, cognition, and Alzheimer's disease: the Cache County Study," Sponsored by U.S. National Institutes of Health—National Institute on Aging, Federal, $397,056.00. (April 1, 2010 - March 31, 2012).

Munger, Ronald G. (Principal), "Nutrition and Oral Clefts in Asia: Planning Grant," Sponsored by National Institutes of Health: NIDCR, Federal, $382,800.00. (September 1, 2009 - August 31, 2011).

Munger, Ronald G. (Principal), "International Consortium to Identify Genes and Interactions Controlling Oral Clefts (Johns Hopkins University prime; T Beaty PI; R Munger PI of USU subcontract)," Sponsored by National Institutes of Health: NIDCR, Federal, $181,009.00. (July 1, 2007 - June 30, 2011).

Norton, Maria C (Principal), Munger, Ronald G. (Supporting), "Epidemiology of Dementia in Cache County, Utah," Sponsored by National Institutes of Health: National Institute on Aging, Federal, $6,446,085.00. (April 1, 2003 - March 31, 2010).

Membership/leadership in professional associations

Member, Study Section on Infectious Disease, Reproductive Health, Asthma, and Pulmonary Conditions. U.S. National Institutes of Health. 2012-present.

Personal readings/activities for professional development

Grain Gathering Conference, Washington State University Extension, August 2014.

Community Grains Conference, Oakland, Ca.

I actively read articles daily from the scientific literature, popular books, print and online news services in order to keep my teaching and research up to date.

Attendance at workshops, professional meetings, and conferences

Munger, R. G., UK-India Education and Research Initiative: Workshop on Recent Advances in Nutritional Epidemiology and Air Pollution Assessments and Applications to Orofacial Clefts, "Maternal nutrition and its relationship to health and orofacial clefts," The British Commission (UK) and Sri Ramachandra University (Chennai, India), Chennai, India. (December 12, 2013 - December 13, 2013).

Munger, R. G., International Conference on Birth Defects and Disabilities in Developing Countries, "The importance of multiple nutritional pathways for the prevention of oral clefts in developed and developing countries," March of Dimes, U.S. Centers for Disease Control and Prevention, and the International Clearing House on Birth Defects Resears, Cebu City, Philippines. (June 23, 2013 - June 28, 2013).

Wehby, G. (Presenter & Author), Moreno, L., Romitti, P., Christensen, K., DeRoo, L., Wilcox, A., Munger, R. G. (Author Only), Lie, R., Murray, J., 12th International Congress on Cleft Lip/Palate and Related Craniofacial Anomalies, "Genetic instrumental variable studies of the effects of perinatal risk factors on oral clefts," March of Dimes, U.S. Centers for Disease Control and Prevention, and the International Clearing House on Birth Defects Resears, Orlando, Florida. (May 5, 2013 - May 10, 2013).

Kutbi, H. (Presenter & Author), Munger, R. G. (Author Only), 12th International Congress on Cleft Lip/Palate and Related Craniofacial Anomalies, "Maternal obesity and underweight are both associated with increased risk of oral clefts," American Cleft Palate Craniofacial Association, Orlando, Florida. (May 5, 2013 - May 10, 2013).

La Meeks, H. M. (Presenter & Author), Munger, R. G. (Author Only), 12th International Congress on Cleft Lip/Palate and Related Craniofacial Anomalies, "Maternal multivitamin use, DASH dietary pattern and risk of oral clefts in Utah," American Cleft Palate Craniofacial Association, Orlando, Florida. (May 5, 2013).

Munger, R. G., 5th International Conference on Birth Defects and Disabilities in the Developing World, "Maternal metabolic disorders: a tool for understanding the etiology of oral clefts and other birth defects," March of Dimes Foundation, Lodz, Poland. (September 24, 2011 - September 27, 2011).

Munger, R. G., International Conference on Alzheimer's Disease Research, "Elevated serum IL-15 is associated with the APOE e4 allele and Alzheimer's disease; the Cache County Memory Study.," Alzheimer's Association, Paris, France. (July 18, 2011).

Munger, R. G., 3rd North American Congress of Epidemiology, "Serum cytokine levels in relation to APOE ~e~4 allele status, cognitive impairment, and Alzheimer's disease: a population-based study.," Society for Epidemiologic Research, Montreal, Canada. (June 22, 2011).

Wengreen, H. (Presenter & Author), Lefevre, M. (Author Only), Ward, R. E. (Author Only), Munger, R. G. (Author Only), Experimental Biology, "Associations between dietary long-chain n3 and n6 polyunsaturated fatty acids, red blood cell fatty acids and C-reactive protein among elderly men and women in Utah," Washington, D.C. (April 2011).

Munger, R. G., Cawthon, R. M., Corcoran, C. D. (Author Only), Tschanz, J., Norton, M. C., Smith, K., Zandi, P., Welsh-Bohmer, K., International Conference on Alzheimer's Disease and Other Disorders, "Prospective study of mitochondrial DNA copy number and incident dementia in Cach County, UTah," Honolulu, HI. (July 2010).

Munger, R. G., International Conference on Alzheimer's Disease Research, "Prospective Study of Mitochondrial DNA Copy Number and Incident Dementia in Cache County, Utah," Alzheimer's Association, Honolulu, Hawaii. (July 13, 2010).

Munger, R. G., Teratology Society Annual Meeting, "Maternal Plasma Folate, Dihydrofolate Reductase Genotype and Risk of Isolated Cleft Lip with or without Cleft Palate: Findings from a Population-based Study.," Teratology Society, Louisvill, KY. (June 30, 2010).

Munger, R. G., National Birth Defects Prevention Study Annual Meeting, "International Genome-wide Association Study of Oral Clefts: Implications for Studies of Gene-Environment Interactions," U.S. Centers for Disease Control, Atlanta, GA. (January 27, 2010).

Tschanz, J. T., Corcoran, C. D., Green, R. C., Munger, R. G., Mielke, M. M., Norton, M. C., Rabins, P. V., Welsh-Bohmer, K. A., Buckley, T., Breitner, J. C., Lyketsos, C. G., International Conference on Alzheimer's Disease, "Interaction between C-Reactive Protein level and APOE genotype in predicting rate of progression in Alzheimer's disease," The Cache County Dementia Progression Study, Vienna, Austria. (2009).

Munger, R. G. (Presenter & Author), "Maternal nutrition and oral clefts in Asia: development of Taiwan study," Chang Gung Memorial Hospital, Taipei, Taiwan. (December 14, 2009).

Munger, R. G. (Presenter & Author), "Maternal nutrition and oral clefts in Asia: development of the Chennai, India study site.," School of Medicine, Sri Ramachandran University, Chennai, India. (December 8, 2009).

Corcoran, C. D. (Invited Lecture), Munger, R. G., Cawthon, R., Invited Seminar, Harvard University, "Alzheimer's Disease Risk, Cognitive Decline, and Mitochondrial Function," Department of Biostatistics, Cambridge, MA. (October 2009).

Munger, R. G. (Presenter & Author), 4th International Conference on Birth Defects and Disabilities in the Developing World, "Abnormal folate metabolism, maternal diabetes, and risk of oral clefts," New Delhi, India. (October 4, 2009).

Tschanz, J. T., Corcoran, C., Green, R., Munger, R. G., Mielke, M., Norton, M. C., Rabins, P. V., Welsh-Bohmer, K. A., Buckley, T., Breitner, J. C.S., Lyketsos, C. G., International Conference on Alzheimer's Disease, "Interaction between C-Reactive Protein level and APOE genotype in predicting rate of progression in Alzheimer's disease. The Cache County Dementia Progression Study," Vienna, Austria. (July 2009).

Munger, R. G., Charoonruk, J., Tschanz, J. T., Zandi, P., Corcoran, C., Wengreen, H., Hayden, K., Norton, M. C., Welsh-Bohmer, K. A., International Conference on Alzheimer's Disease, "Prospective study of diabetes and cognitive decline and dementia subtypes in Cache County, Utah," Vienna, Austria. (July 2009).

Munger, R. G. (Presenter & Author), International Conference on Alzheimer's Disease Research,

"Diabetes, Cognitive Decline, and Dementia Subtypes in Cache County, Utah," Vienna, Austria. (July 14, 2009).

Norton, M. C., Tschanz, J. T., Steffens, D. C., Skoog, I., Welsh-Bohmer, K. A., Munger, R. G., Breitner, J. C.S., Annual Conference, "Age Moderates the Effect of Late-life Depression on Incident Alzheimer's Disease Risk: The Cache County Study," American Association of Geriatric Psychiatry, Honolulu HI. (March 2009).

Munger, R. G. (Presenter & Author), Center for Alzheimer's Disease Care, Imaging, and Research, Univ. Utah, "Offspring study of mid-life cognitive decline in persons with familial risk for Alzheimer's disease," Salt Lake City, Utah. (February 20, 2009).

Munger, R. G. (Presenter & Author), Center for Advanced Nutrition, USU, "Diabetes and cognitive decline and dementia in the Cache County Memory Study," Logan, Utah. (February 12, 2009).

Munger, R. G. (Presenter & Author), Operation Smile International Summit, "Maternal nutrition and oral clefts: collaborative studies with Operation Smile," Norfolk, Virginia. (January 16, 2009).

How new knowledge and skills described above have been used to improve teaching and learning in the program, particularly in the courses you teach.

I revise each lecture and course material each semester based on my active reading of articles from the scientific literature, popular books, print and online news services in order to keep my teaching and research up to date.

Name: Mateja Savoie MPH,RD

Publications

Savoie, M., Mispireta, M., Rankin, L., Neill, K., Leblanc, H., & Christofferson, D. (In Press). Intention to Change Nutrition-Related Behaviors in Adult Participants of a Supplemental Nutrition Assistance Program-Education. *Journal of Nutrition Education and Behavior.*

Extramural funding

2014, Spring **Research Catalyst (RC) Grant**
Utah State University, UT
Description: Grant to fund farmers market financial incentives to SNAP participants in Utah.
Award: $20,000

2014, Spring **USU Extension Mini Grant**
USU Extension, Logan, UT
Description: Grant to fund farmers market financial incentives to SNAP participants in Cache Valley, Utah.
Award: $10,000

2014, Spring **USU Extension Mini Grant**
Food $ense, Logan, UT
Description: Grant to fund a collaboration between anti hunger groups in Utah with intent to form a long standing anti hunger coalition.

2013, Spring **SNAP Educational Plan-2014-2016**

Food Sense, Logan, UT

Description: Grant to fund the Utah Food Sense program. Funding is distributed to every county in the state to provide nutrition education and cooking demonstrations.

Award: $959,473,000 per year

2013, Spring **USU Extension Mini Grant**

Food $ense, Logan, UT

Description: Grant to fund nutrition education booths at farmers markets in Utah that accept Electronic Benefit Transfer (EBT).

Award: $10,000

2013, Spring **USU Extension Mini Grant**

Food $ense, Logan, UT

Description: Grant to fund the development of Spanish curriculum and materials for the SNAP-Ed Spanish speaking population in Utah.

Award: $10,000

2012, Fall **SNAP Educational Plan-2013**

Food Sense, Logan, UT

Description: Grant to fund the Utah Food Sense program. Funding is distributed to every county in the state to provide nutrition education and cooking demonstrations.

Award: $959,473,000

2009, Spring **Myra Foundation Grant**

Red River Valley Community Action, Grand Forks, ND

Description: Grant provided funding for the Food Fellowship Program. Funding was utilized for purchasing the pans/lids necessary for the distribution of donated prepared and perishable food items.

Award: $1,000

Membership/leadership in professional associations

2006-Present	Academy of Nutrition and Dietetics, Member
2011-Present	Public Health/Community Nutrition Practice Group, Member
2011-Present	Utah Academy of Nutrition and Dietetics, Conference Committee Member
2011-Present	Utah Public Health Association, Member

Personal readings/activities for professional development

- PhD Candidate in Nutrition Science-Utah State University
- Continuing Education: complete 75 credits every five years as required to

maintain Registered Dietitian Nutritionist status. Ongoing.

Attendance at workshops, professional meetings, and conferences

- Teaching at USU: A Faculty Workshop, USU, 2014.
- Utah Academy of Nutrition and Dietetics Annual Conference, 2014.
- Academy of E-Learning Excellence, USU, 2014.
- Society of Nutrition Education and Behavior Annual Conference, 2014.
- SNAP-Ed Mountains Plains Region Conference, 2013
- Association of SNAP-Ed Nutrition Networks and Other Implementing Agencies (ASSNA), 2013
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How new knowledge and skills described above have been used to improve teaching and learning in the program, particularly in the courses you teach.

My dissertation research is investigating the impact of farmers market vouchers and nutrition education on the fruit and vegetable intake and food security of SNAP participants. This qualitative and quantitative study experience has provided me with a magnitude of knowledge and experiences that I bring into the Community Nutrition classroom. My research experiences touch on community nutrition topics such as epidemiology, public assistance programs, nutrition education and health promotion, hunger, community needs assessment, and cultural competence.

My work with SNAP-Ed as the Evaluation Coordinator also provides me with experiences and knowledge that I use in the Community Nutrition classroom. My experiences with grant writing, program development, implementation, and evaluation, and nutrition education are valuable to students in my classroom who are able to learn from actual real world examples.

Name: Tamara Steinitz, DPD Program Director

Awards

- Teaching Award of Merit, North American Colleges and Teachers of Agriculture. April 2014.
- Outstanding Dietetics Educator, Academy of Nutrition and Dietetics. March 2013.

Publications

Peer Reviewed Journal Articles

- Tagtow A, Robien K, Bergquist E, Bruening M, Dierks L, Hartman B, Robinson-O'Brien R, **Steinitz T**, Tahsin B, Underwood T, Wilkins J. Academy of Nutrition and Dietetics: Standards of professional performance for Registered Dietitian Nutritionists (Competent, Proficient, and Expert) in sustainable, resilient and healthy food and water systems. *JADA*, 2014;Vol 114 (4):475-488.
- Bevan S, Wengreen H, **Vitale T**. University farm to kids: Sensory-based experiences with fresh, local produce. *JNEB*, 2012;Vol 44 (3):278-279.
- Brown K, Wengreen H, **Vitale T**, Anderson J. Increased self-efficacy for vegetable preparation following an online, skill-based intervention and in-class tasting experience as a part of a general education college nutrition course. *American Journal of Health Promotion* 2011;15(3):202-7.

- Bevan SL **Steinitz T**, Wengreen H. University farm to kids: Teaching and learning with fresh local produce. *JADA*. 2010;11(9):A62
- Wengreen H, **Steinitz T**, Bevan SL. Teaching and learning with fresh, local produce: From university farm to kids. *JNEB*. 2010;42(4):S124
- Bevan SL, **Steinitz T**, Wengreen H. Use of focus groups to identify parental attitudes and values about feeding their families and preferences for obtaining nutrition- and food-related information. *JNEB*. 2010;42(4):S88-89
- Brown K, Wengreen HJ, **Vitale T**, Anderson J. Increased self-efficacy for vegetable preparation following an online skill-based intervention and in-class tasting experience as part of a general education college nutrition course. *American Journal of Health Promotion*. 2011;26(1):14-20.

Book Chapters:

- Wagner K, Olsen S, Drost D, Alston D, Murray M, Hunter B, Nischwitz C, Ramirez R, Williams M, Allen N, Barnhill J, Frame D, Pace M, **Steinitz T**, Durward C, Reeve J, Jewkes M, Hefelbower R. A Guide to Common Organic Gardening Questions. 2014, USU Extension. Project funded ($10,000) by IPM mini-grant program and Western SARE. (2014)

Curriculum Development

- Brown KN, Wengreen HJ, **Vitale T**. Healthy Eating 101. This curriculum was taught to USU students enrolled in the freshman orientation course, Connections (2009). This curriculum can be viewed at **http://ndfs.usu.edu/dietetics/htm/healthy-eating-101/curriculum**
- **Vitale T**, Anderson J. Viva Vegetables DVD Series (8) and Cookbook: Developed to support USU Freshman Study and distributed in Extension Programs (2008-2009)
- Latimer M, Wengreen HJ, **Vitale T**. *Viva Vegetables!* curriculum. This curriculum was taught in after school programs in the Cache County School District (2007-2009) and was adopted by USU Extension Food $ense program. The Food $ense version of this curriculum can be viewed at: **https://extension.usu.edu/fsne/htm/staff/dietaryguidelines-adults/vivavegetables**

Other Publications:

- **Vitale T**. Farm to University to Kids: Teaching and Learning with Fresh, Local Produce. Southwest Marketing Network Newsletter, 10/09.

Extramural funding

GRANTS/PROJECTS:

- **Steinitz, T**. Service Learning Mini-grant. $500 for herb planting boxes for Soup Connection project. 2013.
- LeBlanc H (PI, Director of the Food $ense program), Christofferson D (Co-PI), Anderson J, Bunch M, Christensen N, Israelsen M, Smith J, **Vitale T**, Wengreen HJ (collaborator). Supplemental Nutrition assistance Program – Education (2010-2011), previously titled Food Stamp Nutrition Education Program (2006 – 2009). Funding agency: U.S. Department of Agriculture, Food and Nutrition Services. Funding period: October 1 2006 – September 30 2011. $7, 413,614 (includes 50% matched funds from non-federal sources).

Membership/leadership in professional associations

- Academy of Nutrition and Dietetics (AND)
  - • Registered Dietitian Member #723055
- Practice Group Member:
  - Hunger and Environmental Nutrition, 2003-current
    - Newsletter Co-Editor, 2006-2009
  - Dietetic Educators of Practitioners, 2005-present
  - Dietitians in Integrative and Functional Medicine, 2014-present

- Utah Academy of Nutrition and Dietetics, 1989-present
- Society of Nutrition Educators, 2004-06, 2010-11

Personal readings/activities for professional development

- Arizona Center for Integrative Medicine: Certification in Integrative Health and Lifestyle Program, Tucson, AZ, 2014
- Continuing Education: 75 credits every five years required to maintain Registered Dietitian Nutritionist status. Will submit in 2015 for 5-year cycle. Ongoing.
- Utah Campus Compact Moab Faculty Retreat (Engaged Leadership: Higher Education for the Public Good), 2014.
- Permaculture Fundamentals and Design Workshop, USU, 2013.
- Webinar: A"peel" to your audience: Communicating your mission effectively on Food Day and beyond. Center for Science in the Public Interest, 2013.

Attendance at workshops, professional meetings, and conferences

- Dietetics Educators and Preceptors Dietetics Practice Group Area 3 & 4 Annual meetings 2013 & 2014.
- Utah Academy of Nutrition and Dietetics Annual Conference 2007-2014.
- Food Leadership Summit: A summit to connect and empower food leaders in the community. Westminster College Environmental Center, 2012.
- Food and Nutrition Conference and Expo, Academy of Nutrition and Dietetics annual conference. 2007, 2009, 2010, 2011.
- Society of Nutrition Education and Behavior Annual Conference, 2010.

How new knowledge and skills described above have been used to improve teaching and learning in the program, particularly in the courses you teach.

IHeLp Certification. I recently completed a six-month online certification course in the Integrative Health and Lifestyle Program through the Arizona Center for Integrative Nutrition at the University of Arizona. It provided a foundational knowledge in an integrative, healing-oriented approach to care, addressing the whole person: mind, body, and spirit, using a partnering approach with a focus on meeting the patient/client where they are. Participants gained a broad understanding of how to utilize lifestyle approaches to improve health and wellbeing techniques to motivate change and reduce stress, along with a solid knowledge of Complementary and Alternative Medicine (CAM) approaches such as manual medicine, traditional Chinese medicine, and energy work. I found the course of study to be enlightening, timely and inspirational – and essential material for dietitians to consider as they work with patients to develop motivation and ability to make long-term behavioral changes. I have already incorporated content into my lectures and plan to further expand this effort into my courses and the dietetics program curriculum. In addition, this course provided exposure to an excellent model of online teaching and learning. As a result, I am currently working with CIDI to better utilize the capability of Canvas in my practicum course for student discussion forums, provision of instructor and peer feedback, online posting of weekly class minutes, and action plans for group projects.

SHRFWS Working Group/Sustainability Efforts. Since 2012, I have been a member of a Working Group for the Hunger and Environmental Nutrition Dietetic Practice Group to develop Standards of Professional Performance (SOPPs) for the Registered Dietitian Nutritionist (RDN) in Sustainable, Resilient and Healthy Food and Water Systems (SRHFWS). The SOPPs, published in the Journal of the Academy of Nutrition and Dietetics in March of 2014, establish a systems approach to dietetic practice and service delivery, identify minimum competent levels of performance and serve as a teaching tool and a professional guide for entry-level RDNs as well as those experienced practitioners seeking

to update their practice. This is an emerging focus area for RDNs, and my work with this group has provided me with knowledge, practice, and resources that I have integrated into dietetics courses

Service Learning: Engaged Leadership Retreat

I attended the statewide Utah Campus Compact Moab Faculty Retreat (Engaged Leadership: Higher Education for the Public Good) in February 2014. Sessions included: developing engagement experiences that contribute to the public good, institutional support and value for engaged, civic, or democratic learning and scholarship, identification of community partners, and faculty roles in mentorship and supervision. This information was invaluable to my role on the Service Learning Advisory Board that includes evaluation of courses submitted for Service Learning designation and revision of the criteria/application process, recruiting faculty members to consider inclusion of service learning into their courses, and continuous improvement of my own service learning courses.

Academy for E-learning Excellence. I recently attended a three-day training at the Academy for E-learning Excellence sponsored by USU's Center for Innovative Design and Instruction. I gained resources and tools to expand the use of Canvas in my courses to increase out-of-class learning and to better facilitate the supervision, feedback, and facilitated discussion in my practicum courses.

Name: Heidi Wengreen

Awards

- Fellow of the Center for Persons with Disabilities, Utah State University (2014).
- Researcher of the Year, Department of Nutrition, Dietetics, and Food Sciences (2011).
- Tenured, Department of Nutrition, Dietetics, and Food Sciences (2011).
- American Dietetic Association, Emerging Dietetics Leader (2010).
- Utah Dietetic Association, Emerging Dietetics Leader (2010).
- North American College of Teachers of Agriculture, Teaching Award of Merit (2010).

Publications

Peer Reviewed Journal Articles

- **Wengreen HJ**, Dimmick J, Israelsen M. Effectiveness of a blended design in a large general education course in nutrition. *North American Colleges and Teachers of Agriculture. In press.*

- Brown K, **Wengreen HJ^***, Beals K. Knowledge of the Female Athlete Triad, and Prevalence of Triad Risk Factors among Female High School Athletes and their Coaches. *Journal of Pediatric and Adolescent Gynecology.* 2014;27(5):278-82.

- Aguilar SS, **Wengreen HJ***, Lefevre M. Skin carotenoids: a biomarker of fruit and vegetable intake in children. *Journal of the Academy of Nutrition and Dietetics.* 2014;114(8):1174-80.

- Jones BA, Madden GJ, **Wengreen HJ***, Aguilar SS, Desjardins EA. Gamification of dietary decision-making in an elementary-school cafeteria. *Plos One.*

2014;9(4):e93872.

- Jones BA, Madden GJ, **Wengreen HJ***. The FIT Game: preliminary evaluation of a gamification approach to increasing fruit and vegetable consumption in school. *Prev Med.* 2014. *pii: S0091-7435(14)00146-7. doi: 10.1016/j.ypmed.2014.04.015. [Epub ahead of print]*

- **Wengreen HJ,** Munger R, Cutler A, Quach A, Bowles A, Corcoran C, Tschanz J, Norton M, Welsh-Bohmer K. Prospective study of Dietary Approaches to Stop Hypertension and Mediterannean-style dietary patterns and age-related cognitive change: the Cache County Study on Memory, Health and Aging. *American Journal of Clinical Nutrition.* 2013;98(5):1263-71. Impact factor: 6.5

- **Wengreen HJ^**, Aguilar S, Madden G. Incentivizing fruit and vegetable intake among children: a U.S. pilot study of the Food Dudes program. *Journal of Nutrition Education and Behavior.* Accepted for publication. 2013;45(1):54-9. Impact factor: 2.36

- Shao H, Breitner JCS, Whitmer R, Wang J, Hayden K, **Wengreen HW**, Corcoran C, Tschanz J, Norton M, Munger R, Welsh-Bohmer K, Zandi P. For The Cache County Investigators. Hormone Therapy and AD Dementia: New Findings from The Cache County Study. Neurology. 2012;30;79(18):1846-1852.

- Bevan S*, Vitale T, **Wengreen H^**. University farm to kids: Sensory-based experiences with fresh, local produce. *Journal of Nutrition, Education, and Behavior.* 2012;44(3):278-9.

- Norton M, Dew J, Smith H, Fauth E, Piercy K, Breitner J, Tschanz J, **Wengreen HJ**, Welsh-Bohmer K. Lifestyle behavior predicts incident dementia and Alzheimer's Disease. *JAGS. 2012;* 60:405–412, 2012 DOI: 10.1111/j.1532-5415.2011.03860.x

- Wagner D, Larson J*, Health E, **Wengreen H**. Weight and Body Composition Change over a Six-Week Holiday Period. *Eating and Weight Disorders.* 2012;44(3):278-9.

- Viau KS*, **Wengreen HJ,** Earnst SL, Cantor NL, Furtado LV, Longo N. Correlation of age-specific phenylalanine levels with intellectual outcome in patients with phenylketonuria. *J of Inherit Metab Dis.* 2011;34(4):963-71.

- *Brown K, **Wengreen HJ^**, Dimmick M, Eller K, et al. Improving Diets of College Students: Survey of Dietary Habits and Focus Group Perspectives on How to Best Teach Students. *Journal of Health Behavior and Public Health.* 2011;1(1):23-29.

- *Brown K, **Wengreen HJ^**, Vitale T, Anderson J. Increased self-efficacy for vegetable preparation following an online skill-based intervention and in-class tasting experience as part of a general education college nutrition course. *American Journal of Health Promotion.* 2011;26(1):14-20.

- **Wengreen HJ^**, Nelson C*, Munger R, Corcoran C. Prospective study of ready-to-eat breakfast cereal consumption and cognitive decline among elderly men and women in Cache County, Utah, Study on Memory, Health, and Aging. *The Journal of Nutrition, Health and Aging*. 2011;15(3):202-7.

- Sigman-Grant M, Krogstrand K, Srom K, Olson B, **Wengreen HJ,** A Mobley. Qualitative evidence of the disconnect between intent and interpretation of common child obesity prevention messages. *The Forum for Family and Consumer Issues*. December 2010, Vol. 15 No. 3.

- Wagner D, Christensen S*, Christensen S, Blaney P, **Wengreen HJ**, Heath E. Weight and body composition change during the first year of college: A study of transitional residence hall freshmen. *International Journal of Body Composition Research*. 2010;8:61-68.

- Nelson C*, **Wengreen HJ^,** Corcoran C, Munger R. Folate, B-vitamins and risk of incident dementia: the Cache County Study. *Journal of Nutrition Health and Aging*. 2009;10(13):899-905.
- **Wengreen HJ^,** Nelson C*, Munger R, Corcoran C. Diet quality is associated with better cognitive test performance among aging men and women. *Journal of Nutrition*. 2009;139(10):1944-1949.
- **Wengreen HJ^**, Moncur C*. Change in diet, physical activity, and body weight among young-adults during the transition from high school to college. *Nutrition Journal*. 2009;22(8):32-37.
- Fotuhi M, Zandi P, Hayden K, Khachaturian AS, **Wengreen HJ**, Munger R, Norton M, Tschanz JT, Lyketsos C, Breitner J, Welsh-Bohmer K. Better cognitive performance in elderly taking antioxidant vitamins E and C supplements in combination with nonsteroidal anti-inflammatory drugs: the Cache County Study. *Alzheimer's and Dementia*. 2008 May;4(3):223-7.

Book Chapters:

- **Wengreen HJ**. Nutrition: From Science to You. 3rd edition. Revision to chapter titled Food Safety and Availability. Pearson Education.
- **Wengreen HJ**. Nutrition and You. Revision to chapter titled Food Safety. 2nd edition. Pearson Education. 2013.
- **Wengreen HJ**. Nutrition: from Science to You. 2nd edition. Revision to chapter titled Food Safety and Availability. Pearson Education.
- ***Wengreen HJ**, Fotuhi M, Payam J, Nelson C. Alzheimer's Disease: delaying onset

through nutrition in Food and Nutrition in Disease Management. Taylor and Francis. 2009.

- *Anderson JB, Christensen NK, Hoffman E, LeBlanc H, McMahon KA, Vitale TS, Wade M, **Wengreen H**. Eat Right! Healthy Eating in College and Beyond. 2007, San Francisco, Benjamin Cummings.

Curriculum Development

- Brown KN, Wengreen HJ, **Vitale T**. Healthy Eating 101. This curriculum was taught to USU students enrolled in the freshman orientation course, Connections (2009). This curriculum can be viewed at http://ndfs.usu.edu/dietetics/htm/healthy-eating-101/curriculum
- Latimer M, Wengreen HJ, **Vitale T**. *Viva Vegetables!* curriculum. This curriculum was taught in after school programs in the Cache County School District (2007-2009) and was adopted by USU Extension Food $ense program. The Food $ense version of this curriculum can be viewed at: https://extension.usu.edu/fsne/htm/staff/dietaryguidelines-adults/vivavegetables

Extramural funding

GRANTS/PROJECTS:

- Holt, J. et al. **Wengreen HJ** (Collaborator, 8% effort; core faculty mentor): Utah Regional Leadership Education in Neurodevelopmental Disabilities. Maternal of Child Health Care Bureau, Department of Health and Human Services. Administered through USU's Center for Persons with Disabilities. Project period: 2009 - 2014.
- Madden G, **Wengreen HJ** (Co-PI, 17% effort). *Incentives and Fruit and Vegetable intake among elementary-aged children: 2 year follow-up.* Funding agency: USDA, Economic Research Services. Project period: September 2012 – August 2014. $155,000.
- Stewart S (PI Cache County School District), **Wengreen HJ** (PI USU sub-contract). Carol M. White Physical Education Program Grant. Funding agency: U.S. Department of Education. Funding period: October 2010 – October 2013. $1,500,000; USU sub-contract was $30,000/yr for 3 years.
- Madden G, **Wengreen HJ** (Co-PI, 17% effort). *Incentives and Fruit and Vegetable intake among elementary-aged children.* Funding agency: USDA, Economic Research Services. Project period: September 2011 – August 2013. $350,000.
- **Wengreen HJ**, Cutler C, Munger R, Corcoran C (PI, 17% effort). *Dietary Patterns, Cognition and Alzheimer's Disease: Cache County Study.* Funding agency: NIH, NIA 1R15AG037392-01. Project period: April 1 2010 – March 30 2012. $397,059.
- Tchanz JT, Lyketsos C, Munger R, Corcoran C, Norton M, Piercy K, **Wengreen HJ,** Fauth E. (Co-Investigator, 5% effort). *Progression of Dementia: a population study.* Funding agency: NIH, NIA RO1 AG201136. Project period: July 2009 – June 2011. $2,993,594.
- **Wengreen HJ**, Ward R (co-PIs, 8% effort). *Fish intake, omega-3 fatty acid status, and cognitive function among the elderly.* Funding agency: General Mills Bell Institute of Health. Project period: July 2009 – September 2010. $60,000.

- **Wengreen HJ**, Stewart S (PI). *Canyon Colts love Vegetables*. Funding agency: Hidden Valley Ranch. Project period: April 2007 – May 2008. $15,000.
- **Wengreen HJ** (PI, 20% effort). April 2007-2008. *Ready-to-eat-cereal and cognition: the Cache County Study on Memory, Health and Aging*. Funding agency: General Mills Bell Institute of Health and Nutrition. Project period: May 2007 – May 2008. $60,000.
- Stewart S (PI Cache County School District), Wengreen HJ (PI USU sub-contract). Carol M. White Physical Education Program Grant. Funding agency: U.S. Department of Education. Funding period: October 2006 – October 2009. $1,500,000; USU sub-contract was $25,000/yr for 4 years (included one no cost extension year).
- LeBlanc H (PI, Director of the Food $ense program), Christofferson D (Co-PI), Anderson J, Bunch M, Christensen N, Israelson M, Smith J, Vitale T, Wengreen HJ (collaborator). Supplemental Nutrition assistance Program – Education (2010-2011), previously titled Food Stamp Nutrition Education Program (2006 – 2009). Funding agency: U.S. Department of Agriculture, Food and Nutrition Services. Funding period: October 1 2006 – September 30 2011. $7, 413,614 (includes 50% matched funds from non-federal sources).

Membership/leadership in professional associations

- Academy of Nutrition and Dietetics (AND)
  - Registered Dietitian Member #871092
- Utah Academy of Nutrition and Dietetics, 1989-present
- Society of Nutrition Educators, 2004-06, 2010-11

Personal readings/activities for professional development

- Continuing Education: 75 credits every five years required to maintain Registered Dietitian Nutritionist status. Ongoing.
- The Academy of Teaching and E-Learning Excellence. Utah State University. 2012, 2014.

Attendance at workshops, professional meetings, and conferences

- Utah Academy of Nutrition and Dietetics Annual Conference Most years since 2007.
- Food and Nutrition Conference and Expo, Academy of Nutrition and Dietetics annual conference. Most years since 2007.
- Society of Nutrition Education and Behavior Annual Conference. Most years since 2010.
- I have also attended other professional meetings in different disciplines including the International Conference of the Alzheimer's Association, Experimental Biology, and the Society of Epidemiologic Research.

How new knowledge and skills described above have been used to improve teaching and learning in the program, particularly in the courses you teach.

Applying and sharing science-based evidence in courses. I regularly update the information I teach in courses to include the latest and greatest science-based evidence, which I learn about by both conducting my own research and by attending professional

conferences on a regular basis.

Integrating assignments that require students to think critically about science-based evidence, and communicate evidence-based nutrition information to consumers has been an objective in my teaching to junior and senior students.

Academy for E-learning Excellence. I attended a three-day training at the Academy for E-learning Excellence sponsored by USU's Center for Innovative Design and Instruction. I gained resources and tools to expand the use of Canvas in my courses to increase out-of-class learning and to better facilitate in-class discussion and experiential experiences.

Rebecca Charlton

::	Jessie.Hatch@imail.org
Subject:	Welcome~

Hi Jessie – I'm pleased that you will be coordinating our students for us. The students so look forward to their time at McKay-Dee.

As Grant may have mentioned, this is an accreditation year for the coordinated program. Would you please send me a resume/CV and your CDR PDP for our records? If you prefer, instead of the PDP, please include any recent continuing education on your CV.

I would also like to draw your attention to some free available training as you begin to coordinate students (you may have received this from every program in Utah):
http://dietetic.internship.usu.edu/htm/preceptors
http://www.cdrnet.org/news/online-dietetics-preceptor-training-course-free-of-charge

Thank you again for all you do for the students. Please let us know if we can help you in any way.

Rebecca Charlton, MPH, RD | Clinical Assistant Professor
Utah State University | Nutrition, Dietetics, and Food Sciences Department
8700 Old Main Hill | Logan, UT 84322 | ☎: 435-797-2173 | : 435-797-2379 | ✉: rebecca.charlton@usu.edu

he journey of a thousand miles begins with a single step." – Lao-tzu

Preceptor Qualifications by Site

LOCATION	Preceptors and contact info	Resume on file	Completed Information Sheet
McKay-Dee Hospital	**Grant Cefalo** (long rotation) cell phone 801-663-6763 Grant.Cefalo@imail.org Jessie Hatch – (pediatric rotation)	Yes	Yes
Logan Regional Hospital	**Terel Anderson** 435-716-5119 Terel.Anderson@imail.org Joseph Hagloch (junior rotations)	Declined	Yes
LDS Hospital and IMC	**Amelia Wegener, RD, CD** **Office:** (801)507-6087 amelia.wegener@imail.org	Yes	Yes
IMC	Mellissa Black Melissa.Black@imail.org 507-1481 Becky Kari Evans Amanda Hindouin (cardio vascular) 507-5220 Jan Fairchild (med/shock/ trauma) 801-507-6878		
IMC NICU	Mary Curtis 801-507-7677 Mary.curtis@imail.org		
LDS Hospital	Sherrie Bridge Sherry.Bridge@imail.org Erica Bellon & Ginger Bailey – (both part time- share		

	BMT) Becky Ault (transplant) 507-1065		
LDS Food Service	Brian Ralph brian.ralph@imail.org		
South Davis Hospital	**Kelly Boi** kelliboi@sdch.com 801-397-8118 (office)	Yes	Yes
Primary Children's Medical Center:	**Amanda Nederostek** 801-662-5303 Amanda.nederostek@imail.org Heidi Bagley, MS, RDN, CNSC, CD Alison Bunnell, RDN, CSP, CD – IMSU/NTU Moira Kryger, RDN, CD, IBCLC Harmony Mitchell, MS, RDN, CSP, CD Cecilia Mulroy, RDN, CNSC, CD - NICU Alaina Neary, RDN, CNSC, CD - CICU Cindy Panish, MPH, RDN, CSP, CD Susan Reese, MS, RDN, CNSC, CD - ICS Jennifer Street, RDN, CNSC, CD - PICU Mary Curtis, MS, RDN, CNSC, CD -NICU Nicole Williams MS, RDN, CD	Yes	Yes
Juvenile Pediatrics at Primary Children's Medical Center:	**Sherrie Hardy (DM-PCMC)** Sherrie.Hardy@imail.org	Yes	Yes
Huntsman Cancer Institute and the Burns	**Celestial Reimers** Celestial.Reimers@hsc.utah.edu	Yes	Yes

Unit at University of Utah Medical Center	Caran Graves (NICU and Burn unit) Caran.Graves@hsc.utah.edu		
McKay-Dee Endocrine and Diabetes Clinic Ogden	**Julianne Steiner** Julianne.Steiner@imail.org 801-387-7919. Dana Gundersen (outpatient on Fridays) dana.gundersen@imail.org 801 – 387-7539	Yes	Yes
Cottonwood Endocrine and Diabetes Center TOSH Tower bldg. 5 5770 S 250 E Suite 310 Murray, UT	**Mary Mahler** Mary.Mahler@imail.org (801) 314-4500	Yes	Yes
WIC Salt Lake City Clinics	**Shanna Bunnell, MS, RD, CD, IBCLC** *(at Ellis R. Shipp Clinic)* Title/Responsibility: WIC Team Leader Clinic Address: 4535 S. 5600 W., West Valley City, UT 84120 Office Phone: 385-468-3727 Email: sbunnell@slco.org *Rose Park Clinic* Preceptor's Name: Reta Van Orden, MS Title/Responsibility: WIC Team Leader Clinic Address: 799 N. Redwood Rd, Suite A, Salt	Yes	Yes

	Lake City, UT 84116 Office Phone: 385-468-3665 Email: rvanorden@slco.org *South Main Clinic* Preceptor's Name: Allison Crosby, RD, CD Title/Responsibility: WIC Team Leader Clinic Address: 3690 S. Main St., Salt Lake City, UT 84115 Office Phone: 385-468-3936 Email: acrosby@slco.org *Southeast Clinic* Preceptor's Name: Jillian Porto, RD, CD Title/Responsibility: WIC Team Leader Clinic Address: 9340 S. 700 E. Sandy, UT 84070 Office Phone: 385-468-4348 Email: jporto@slco.org *West Jordan Clinic* Preceptor's Name: Carol Rushton, IBCLC Title/Responsibility: WIC Team Leader Clinic Address: 1740 W. 7800 S., West Jordan, UT 84088 Office Phone: 385-468-4371 Email: cjrushton@slco.org *City Clinic* Preceptor's Name: Jessica Antezano, IBCLC		

	Title/Responsibility: WIC Team Leader Clinic Address: 610 S. 200 E., Salt Lake City, UT 84111 Office Phone: 385-468-4290 Email: jantezano@slco.org		
Tooele WIC	**Alesha Orton** aorton@tooelehealth.org 435-277-2320	Declined to provide	Yes
Fresnius Medical Care	*Student Coordinator:* **Cynthia Tennant** *Cynthia.tennant@fmc-na.com* *Preceptors:* Kelly Dalywofe 801-747-0880 *Kelly.daly-wolfe@fmc-na.com* Aimee Davis 801-280-4680 *Aimee.davis@fmc-na.com* Alyssa Hobbs 801-253-9696 *Alyssa.hobbs@fmc-na.come*	Declined to provide – willing to provide proof of RD registration if requested	Yes
U of U Dialysis (Clinic Locations: Bonneville, Pleasant View & Mark Lindsay in Ogden, Lakeside in Bountiful, and many clinics in SLC area. See link for all clinics:	Edith DeLapp -covers the 2 Ogden clinics (Bonneville T-Th/Mark Lindsay on Fri) edith.delapp@hsc.utah.edu	Yes	Yes

http://healthcare.utah.edu/dialysis/facilities/index.html	Jill Neilson Pleasant view (Wednesdays), Lakeside Cell: 801-450-4808 Neilson.jill@gmail.com	Yes	Yes
Dairy Council 1213 E. 2100 S. Salt Lake City, UT 84106	Kristi Spence Kristi@dairycouncilutnv.com 801.430.8067 (cell)	Yes	Yes
Beef Commission 150 South 600 East #10-B Salt Lake City, UT 84102	Jacob Schmidt (801) 510-9288 (801) 355-0063 (office)	Yes	Yes
USU Research Soup Connection	Sheryl Aguilar 435-797-7327 cell: 435-757-7715	N/A	N/A
Sunshine Terrace	Hilari Holmgren 435-740-0044 Hilari.holmgren@aggiemail.usu.edu Katie Burke 801-458-8470 Katie.burke@aggiemail.com	Yes	Yes
Dolores Dore Eccles Center for Early Care and Education (USU)	Amanda Spackman amanda.spackman@usu.edu 435-797-3657	Yes	No
USU Child Care Nutrition	Jeanie Peck	No	No

Program	435-797-2619 Jeanie.peck@usu.edu		
Logan Regional Hospital Lactation	Women & Newborn Services 500 E 1400 No 435-716-1000	No	Yes
Weber-Morgan WIC	Ogden WIC office Colleen Jensen, RN 801-399-7200 *Preceptors vary*	No	Yes

PRECEPTOR EVALUATION (#14)

Preceptor Name: **Rotation:**

Directions: For each item, mark the appropriate number corresponding with the scale shown below. Include clarifying comments to expound on evaluation.

1- Strongly Disagree **2-** Disagree **3-** No Opinion **4-** Agree **5-** Strongly Agree

The Preceptor . . .	SCALE	COMMENTS
▪ Oriented me to the facility and rotation.	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	
▪ Was knowledgeable. ▪ Was well prepared and organized.	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	
▪ Was available and had adequate time to assist me as needed. ▪ Was approachable so that I could ask questions and obtain guidance.	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	
▪ Communicated with me in a clear, concise, respectful and considerate manner. ▪ Used effective communication skills when working with others (staff, clients, patients, admin, etc.).	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	
▪ Acted as a resource and support person throughout the rotation. ▪ Was effective in supporting my learning needs during this rotation, overall.	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	
▪ Motivated me to learn with independent and guided learning. ▪ Encouraged daily problem-solving through interaction and thoughtful, deliberate questioning.	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	
▪ Acted as a positive and professional role model. ▪ Demonstrated ethical and caring behaviors towards others (staff, clients, patients, administration, etc.).	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	
▪ Provided me with constructive, informal feedback regarding my performance that was timely and useful.	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	

The Facility or Site('s) . . .	SCALE	COMMENTS
▪ Provided sufficient opportunity for me to meet the learning objectives of the rotation.	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	
▪ Had a positive staff-worker environment.	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	
▪ Personnel were helpful and made me feel part of the team.	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	
▪ Learning resources were adequate to support the rotation (books, journals, reference materials, etc.).	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	
▪ Physical accommodations were appropriate for student learning (i.e. adequate space for personal belongings, work area, meeting areas, etc.).	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	

Clinical Preceptor Job Request

Job description

The clinical preceptor for the coordinated program in dietetics assists students at the site of supervised practice to learn and apply the Nutrition Care Process. Clinical preceptors may work in tandem with on-site dietetics staff or oversee rotations independent of clinical staff. At all times, clinical preceptors are required to obey all laws, ordinances, and facility protocols related to dietetics activity. Clinical preceptors work up to 30 hours per week on an as-needed basis. A minimum of 6 months experience as a dietitian is required. Upon job offer, applicant(s) must submit to a full background check, immunization verification, and drug screening.

Minimum requirements:

1. B.S. in a related field
2. Graduation from an accredited dietetics internship or coordinated program
3. Registered Dietitian in good standing
4. Certified Dietitian in the state of Utah

Desired qualifications:

1. Experience mentoring students or peers
2. Experience in long-term care or clinical dietetics outside of internship

Hiring process:

1. Job posting is placed on CareerAggie
2. Unless there is an urgent need, resumes and cover letters are collected for 2 weeks.
3. Program director interviews all candidates who meet minimum requirements.
4. Recommendations are requested from the top 2 candidates.
5. Job offer is made to the top candidate pending results from the credentials verification, background check, immunization verification, and drug screen.

Training post-hire:

1. Preceptor meets with program director to discuss program expectations, tips for mentorship, and competencies for rotations.
2. Preceptor completes ACEND preceptor training module found at: http://www.cdrnet.org/news/online-dietetics-preceptor-training-course-free-of-charge
3. Program director or on-site dietitian works with preceptor for 1-2 weeks until preceptor understands facility protocols and program expectations.
4. Program director checks in with preceptor at least weekly to provide additional guidance.

SUPERVISED PRACTICE AGREEMENT

Clinical Rotation for Coordinated Program in Dietetics
Supplemental Agreement[1]

This agreement is by and between Utah State University Coordinated Program in Dietetics and _Grant Cefalo__ for the operation of the general and technical aspects of the Supervised Practice Rotation at _McKay-Dee Hospital__. The rotation agrees to accept _12_ students and to provide _120_ hours of student training. This agreement provides for continuing communication between the facility and school in order to provide optimum experience for student learning. An annual review of this agreement is expected.

The Utah State University Coordinated Program in Dietetics agrees to assume the following responsibilities:

1. Assign students to the specific areas of rotation
2. Coordinate schedules between clinical personnel and students
3. Maintain records of student progress and evaluate student learning
4. Provide students with adequate didactic training on nutrition care and treatment
5. Ensure students complete all documentation, immunizations or other requirements for placement at the stated institution
6. Hire and train a graduate assistant to aid in the on-site training of students

The institution agrees to assume the following responsibilities:

1. Explain clinical routines, procedures, and policies pertinent to the facility.
2. Directly supervise students in performance of all skills and procedures.
3. Assist in evaluating student progress and performance.
4. Provide frequent feedback to program coordinator and/or director regarding concerns
5. Oversee activities of the graduate assistant while on site

The _CPD program director (Rebecca Charlton)_ will be the liaison between the student and the clinical site for the development of the student's knowledge and skills.

In keeping with Title VI of the Civil Rights Act of 1964, no person shall, on the grounds of race, sex, color, or national origin, be excluded from participation in, be denied the benefits of, or be the subject to discrimination under any program or activity included herein.

[1] This agreement does not replace a formal facility contract. It is a supplemental agreement to describe the terms of student supervision during individual rotations.

Attachment B
Preceptor Agreement
Coordinated Program in Dietetics
Utah State University

I, Becky Bankhead agree to serve as a clinical preceptor or supervising clinical preceptor[2] for Coordinated Program in Dietetics of Utah State University, an accredited program for dietetics education. By signing this agreement, I am attesting to the fact that I meet all preceptor qualifications and (if a supervising preceptor, that all preceptors under my supervision are qualified to perform precepting responsibilities) I will fully carry out all responsibilities as a preceptor including:

- Either directly observing (or if a supervising clinical preceptor, supervising) the nutrition are provided by dietetics students);
- Providing the student with the opportunity to refine skills in performing the nutrition care process and providing direct instruction to patients/clients;
- Verifying the professional competency of students;
- Assuring any student-generated materials are appropriate for the institution;
- Preventing medical errors through direct observation of student performance;
- Providing prompt feedback and appropriate evaluation of student behavior.
- Communicating any concerns to the Coordinator for Program Director
- Maintain and provide to the director written records of dietetics experience, including copies of the Key Competencies form (if applicable).

Please attach the following[3] information (Please note: The materials requested are required for program accreditation.):

- Copy of current CDR registration.
- Copy of Certification in the state of Utah
- A curriculum vitae or resume detailing professional dietetics experience

Becky Bankhead Registerd Dietetian 3/21/14

(Print) Name Title License Number Date

Becky Bankhead

Signature of preceptor/supervising preceptor

[2] In programs where a Clinical Nutrition Manager supervises several preceptors the Clinical Nutrition Manager must at a minimum complete and sign this agreement and submit a current list of qualified preceptors to the Coordinated Program Director, including verification that the preceptors meet eligibility requirements noted above. This list must be updated at least annually or more frequently if significant changes have been made.

[3] Individual preceptors must submit the documentation specified in this section. If signed by a supervisor, the supervisor assumes responsibility for maintaining these forms

Attachment C: Preceptor Compensation

Under special circumstances, preceptors may qualify for compensation from the university in exchange for training students. Qualification depends on several factors:

- Reduction in job efficiency of 80% or greater
- Training ratios of 3 students to 1 preceptor or higher
- Participation in evaluation and orientation of students
- Student training is not integrated into the regular duties of the practitioner
- Students engage in active assessment, counseling, charting, or client education

Two options for compensation exist:

____X_____Option A: Hourly Wages
Hourly wage for dietitians is based on clinical dietitian wages for the Logan, Utah, area based on level of experience. The range of pay is currently $18.50-$25.00 per hour. Dietitians paid in this manner must provide documentation that they are not receiving concurrent hourly wages at a worksite and that they have been released from other work duties during hours charged to Utah State University.

_____Option B: Monthly Stipend
In cases where a dietitian cannot be released from work duties while overseeing student practice, a monthly stipend can be provided to cover student-related duties not included in the individual's job description, such as evaluation of students, orientation and preparing patients for students. The current monthly stipend is $2500 per semester and covers approximately 150 hours of student-preceptor contact[4]. Under this form of payment, documentation of work release does not need to be provided.

_____Option C: One-time Fee
If a dietitian is covering for a regular preceptor for 4 or more hours and meets the criteria noted above, they are eligible for a one-time payout of $100 per day.

All preceptor payments are subject to taxation per Federal and state laws. Please indicate your preferred method of payment above and submit a signed copy with the following information:

Name: Becky Bankhead

Facility: _____

Mailing Address: PO Box 54 Paradise, UT 84328

A# or Social Security Number: A01096115

_____

Jessica Oliver Hatch RD, CNSC, CD

1231 W. 2415 S. Paseo
Nibley, Utah 84321

Cell: (801) 391-3702
Jessie.O.Hatch@gmail.com

EDUCATION

M.S. Nutrition, Dietetics and Food Sciences, Emphasis: Nutrition Science — December 2014
Utah State University: Logan, Utah
Thesis: *DVD Education (Self Learning) Versus Traditional Approaches to Improve the Safety of Warfarin Anticoagulation Therapy in Patients with Atrial Fibrillation*

B.S. Nutrition and Food Sciences, Emphasis: Dietetics, Coordinated Program — May 2009
Utah State University: Logan, Utah
Suma cum Laude with Honors and Undergraduate Research Scholar Transcript Designation

PROFESSIONAL CERTIFICATIONS

Registered Dietitian — August 2009- Present
Certified Dietitian — October 2009-Present
Certified Nutrition Support Clinician — June 2014-Present

PROFESSIONAL AFFILIATIONS

Member of the American and Utah Academy of Nutrition and Dietetics — Fall 2007- Present
Member of Utah Academy Conference Speaker Committee — Fall 2014- Spring 2015

PROFESSIONAL DEVELOPMENT

Clinical Dietitian for Newborn Intensive Care, Pediatric, and Obstetric Departments — April 2013-Present
McKay Dee Hospital: Ogden, Utah

- Assess patients based on current disease state and age using evidence-based medical nutrition therapy and the Nutrition Care Process.
- Provide nutrition recommendations both in medical rounds and as written documentation for assigned inpatient departments.
- Oversee daily intake calculations for Newborn Intensive Care patients' parenteral and /or enteral nutrition, oral intake, output, and weight changes for practitioner's daily patient planning.
- Prepare and present current research and make recommendations to create nutrition-related standards of practice to optimize patient care and to improve department efficiency.
- Oversee administrative functions for the Newborn Intensive Care Unit including:
  - Collaborate with department manager to supervise dietary technician hiring, training, evaluating, scheduling, and mentoring.
  - Direct formulary ordering and management, assessment schedules, and information dissemination within nutrition team.

Neonatal Nutrition Practicum: From Theory to Practice — November 4-November 8, 2013
Children's Hospital of Philadelphia: Philadelphia, Pennsylvania

- Received in-depth training on nutrition assessment and appropriate medical nutrition therapy based on complex neonatal disease states.
- Proved competency in enteral feeding guidelines, premature fortification procedures, and basic functions of parenteral nutrition calculations.

Dietetic Internship Program Assistant — November 2012- June 2013
Utah State University: Salt Lake City, Utah

- Assessed intern course work to confirm submissions met CDR competencies.
- Taught Nutrition Care Process and verified students applied appropriate medical nutrition therapies.
- Communicated with current interns using written and face-to-face distance technologies to provide assignment feedback and professional mentoring.
- Made curriculum adjustments for the 2013-2014 school year to ensure current research and professional standards were presented for internship courses.
- Worked as a liaison between current interns and preceptors to ensure resources were available to meet education goals.
- Conversed with and evaluated prospective interns to determine their eligibility to enter the Internship.

Culinary Department Staff — September 2012- November 2012
Avalon Hills Residential Eating Disorder Program: Logan, Utah

- Prepared meals for residents based on predetermined exchange-based meal plans.

Nutrition Educator, Food $ense Program — July 2010- April 2012
Utah State University Salt Lake Extension: Salt Lake City, Utah

- Provided healthy eating and meal planning strategies to low-income families in Salt Lake County.
- Significant experience teaching school age, low-income, diverse ethnic groups, and refugee populations.
- Confirmed and submitted monthly paperwork to ensure appropriate verification for federal funding.

Clinical Preceptor, Coordinated Dietetics Program — August 2009- May 2010
Utah State University: Logan, Utah

- Taught junior level dietetic students how to apply the nutrition care process and to write standardized language for the medical chart record at the local hospital and an extended care facility.
- Created and taught weekly mini-lessons emphasizing medical nutrition therapy and nutrition diagnostic terminology for aging populations.

PUBLICATIONS

Bunch M, Bunch J, Moss H, **Oliver J**, Viau K. Warfarin Knowledge in patients with Atrial Fibrillation: Implications for Safety, Efficacy, and Education Strategies. *J Cardiology.* May 2010.

CONFERENCE PRESENTATIONS

National American Heart Association: Abstract Oral Presentation — Orlando, FL. November 2009
National Conference of Undergraduate Research: Poster Presentation — La Crosse, WI. April 2009
Utah Academy of Nutrition and Dietetics: Professional Poster Session — Layton, UT. April 2009
National Posters on the Hill: Poster Session — Washington D.C. April 2009

Jessie Hatch PDP Log - Display Activities

) 1036084

Selected Credential **Registered Dietitian or Registered Dietitian Nutritionist** Cycle Start Date **9/01/2009** Cycle End Date **5/31/201 5** Log Status **Approved**	Indicates reviewer notes can be viewed by clicking icon

Learning Need Code	CPE Activity Type	Activity Title	Activity Provider	CPE Units	Date Completed	How did you use the knowledge or skill acquired from this learning activity?	Review Status/ Notes
2050	100	NUTRIENT GENE INTERACTION 3 CREDIT HOURS	UTAH STATE UNIVERSITY	45.0	5/01/2011	This was a fascinating course	Approved
2110	100	HEALTH PSYCHOLOGY COUR 3 CREDIT HOURS	UTAH STATE UNIVERSITY	45.0	5/05/2010	This information has been use	Approved

Total CPE **90.0**

PDP Plan - Display Details

Brooke A Parker ID 873087

Selected Credential	**Registered Dietitian Nutritionist or Registered Dietitian**
Cycle Start Date	**6/01/2010** Cycle End Date **5/31/2015**
Plan Postmark Date	**11/06/2013**
Plan Status	**ACTIVE**

Goal	Goal Text
1	Improve sports nutrition knowledge in order to assist the collegiate athletes I work with. Learning Need Codes Selected * 4060 Exercise, fitness, and sports nutrition
2	Continue to learn new nutrition and psychology techniques and principles to assist in counseling eating disorder clients. Learning Need Codes Selected * 5200 Disordered eating * 6010 Behavior change theories, techniques * 6020 Counseling, therapy, and facilitation sk

Preceptor Tasks and Timeframes for Spring Semester (based on Thursday Distribution and Friday Aggie Ice Cream Delivery)

Day	Task	Time Needed
Monday	Organized & print recipes for the week Pull ingredients from freezer for Tuesday's production Organize ingredients onto trays for each recipe* Production schedule for week Grocery shop if necessary for week/US Foods order Send invoice to Nancie and Aggie Ice Cream	**Daily total: 5-6 hours**
Tuesday	Pull ingredient trays from walk-in 62 Quarts of Soup* Aggie ice cream soup production 8 quarts x 3 types of soup 3 types of soup= same soup as CSA + 2 others CSA production Pull ingredients from freezer for Wednesday Organize onto trays for each recipe* Bag and freeze soups for Aggie ice cream	**Daily total: 6-8 hours w/ 2-3 students* for preparing and chilling to safe temperature** CPD juniors, seniors, and volunteers in kitchen for 4 hours.
Wednesday	CSA production	**Daily total: 5-6 hours w/ 2-3 students* for preparing soup and chilling to safe temperature** *this day is less time bc we are making 1 type of soup rather than the 3 types on Tuesdays
Thursday	If necessary finish CSA production Adjust spices, consistency of soup Distribution (4:00-6:00pm) Bottle soups Shop for nutrition display Set up for distribution	**Daily total: 5-6 hours w/ 1-2 volunteers and 2 CPD seniors for distribution**
Friday	Deliver Aggie ice cream soup Laundry Emails Miscellaneous: survey development, CSA letters, recipe development, prep for next week, scheduling, etc.	**Daily total: 4-6 hours**
		Weekly total for Casey spring semester: 25-32 hours** **Blog took additional 1-3 hours**

Subject: Thank you for being a USU Coordinated Program Preceptor!

Date: Thursday, August 21, 2014 at 3:23:15 PM Mountain Daylight Time

From: Rebecca Charlton

To: Becky Bankhead (bankhead.becky@gmail.com), dawn.reed@yahoo.com, Sheryl Aguilar, April Litchford (amlitch@gmail.com), Terel Anderson, Amanda Spackman, Mateja Savoie

CC: Holly Hopkins

Thank you for agreeing to help train students this year. We appreciate your efforts and willingness to assist the next generation of amazing dietitians!

While we know that you are already fabulous, I want to encourage you to further develop your skills as a preceptor. The first is a training course from CDR that is very good.

CDR has a preceptor training course we could use for our preceptors..
http://www.cdrnet.org/news/online-dietetics-preceptor-training-course-free-of-charge

The second is a series of modules created by the USU Dietetic Internship.

Preceptor Training Modules

- **Millennial Learners**
  - Millennial Learner Training (~12 min)- Watch here
  - Training Handout
- **Giving Constructive Feedback**
  - Evaluation Training (~13 min)- Watch here
  - Training Slides
- **Evaluation**
  - Evaluation Training (~13 min)- Watch here
  - Training Slides

We hope you will take some time to improve your skills. If you have any training requests, questions, or concerns, please contact me directly.

Rebecca Charlton, MPH, RD | Clinical Assistant Professor
Utah State University | Nutrition, Dietetics, and Food Sciences Department
8700 Old Main Hill | Logan, UT 84322 | ☎: 435-797-2173 | Ê: 435-797-2379 | ✉: rebecca.charlton@usu.edu

"The journey of a thousand miles begins with a single step." – Lao-tzu

Subject: FW: Welcome to the Step by Step Program
Date: Thursday, August 21, 2014 at 3:45:34 PM Mountain Daylight Time
From: Rebecca Charlton
To: Mateja Savoie

This is another exhibit for preceptor training. We offered it in 2012.

From: Molly Kellogg [mailto:molly@mollykellogg.com]
Sent: Wednesday, August 29, 2012 5:04 PM
To: Rebecca Charlton
Cc: Susan Schmidt
Subject: RE: Welcome to the Step by Step Program

Great. We'll send along a copy of each of the Practice Workbooks.

Molly Kellogg, RD, LCSW
215-843-8258
molly@mollykellogg.com

From: Rebecca Charlton [mailto:rebecca.charlton@usu.edu]
Sent: Wednesday, August 29, 2012 5:28 PM
To: molly@mollykellogg.com
Subject: RE: Welcome to the Step by Step Program

Yes, we received the program – thank you!

We do not have a copy of the book. Our mailing address is noted below.

Thank you!

Rebecca Charlton, MPH, RD | Clinical Assistant Professor
Utah State University | Nutrition, Dietetics, and Food Sciences Department
8700 Old Main Hill | Logan, UT 84322 | ☎: 435-797-2173 | Ê: 435-797-2379 | : rebecca.charlton@usu.edu

"The journey of a thousand miles begins with a single step." -- Lao-tzu

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From: Molly Kellogg <molly@mollykellogg.com>
Date: Wednesday, August 29, 2012 10:08 AM
To: Charles Carpenter <chuck.carpenter@usu.edu>
Subject: Welcome to the Step by Step Program

Thank you for purchasing the Step by Step Program for your Dietetic Interns. In case you lost the link. Here it is. This link will be active through August, 2013.

http://www.mollykellogg.com/DICounselingProgram7X.html

I welcome any and all questions and/or feedback from you, your interns and preceptors. Please pass this openness to feedback on to your other faculty and preceptors.

Other Resources:

- If you do not already have a desk copy of Counseling Tips for Nutrition Therapists: Practice Workbook, Vol. 1 and 2, just e-mail back your mailing address and we'll send them along. Here you will find details on ordering in bulk for interns. http://www.mollykellogg.com/counselingtipsvol1.html
- Subscribe to the free E-Newsletter for Educators of Nutrition Counseling. http://www.mollykellogg.com/educators.html It comes out a few times a year. We share practical ideas for teaching these skills and let you know the dates of the free conference calls held twice a year.

Best wishes to you with this year's interns!

Molly

P.S. PLEASE RESPOND TO THIS E-MAIL LETTING US KNOW YOU GOT IT. (There seems to have been some confusion as to your e-mail address.)

Molly Kellogg, RD, LCSW
Author of "Counseling Tips for Nutrition Therapists"
215-843-8258
molly@mollykellogg.com
Subscribe to free Counseling Tips series at
www.mollykellogg.com

448

Rotation Schedule Fall 2014

Date	SST (M/H or F) 12:30-4:30	Soup (H,F) 1-6pm	Daycare (M,H) 12:30-4:30	Seminar (T) 3-5 pm	Hospital (M,T,H,F) 12:30-4:30
9/2				ALL	
9/4	ALL 1-3pm	ALL 3-5pm			
9/5		2,6,8,9			
9/8	1,3,4,10,11,12		5,6		
9/9				ALL	
9/11	2,5,6,7,8,9	1,4,10,12	3,11		
9/12		3,5,7,11			
9/15	1,6,8,9, 11,12		2,5		
9/16				ALL	
9/18**	2,3,4,5,7,10	1,8,11,12	6,9		
9/19		2,4,5,7			
9/22	1,7,8,9, 10,11		3,12		
9/23				ALL	
9/25	1,2,3,5,7,12	4,6,9, 10	8,11		
9/26		4,6,9, 10			
9/29	2,4,5,6,9, 10		1,7		
9/30				ALL	
10/2		4,6,9, 10	2,5		*1,3,7,8,11,12
10/3		3,7,8,12			*2,4,5,6,9,10
10/6	5,6,8,9, 11		4,7		1,2,3
10/7				1-3, 7-12	4,5,6
10/9	4,10,12	1,2,3,5	6,11		7,8,9
10/10		1,2,3,5			10,11,12
10/13	3,4,5,6,10,11,12		1,2		7,8,9
10/14				4-12	1,2,3
10/16		1,2,3,5	8,12		4,5,6
10/17	**Fall Break**				
10/20***	4,5,6,7,8,11		9, 10		1,2,3
10/21				1-9	10,11,12
10/23	**Food Day – no rotations**				
10/24	2,3,9, 10	7,8,11,12			4,5,6
10/27	1,5,11,12		2,4		7,8,9

Date	SST 12:30-4:30	Soup 1-6pm	Daycare 12:30-4:30	Seminar 3-5 pm	Hospital 12:30-4:30
10/28				ALL	
10/30		7,8,11,12	4,6		1,2,3
10/31	2,3,9, 10	7,8,11,12			4,5,6
11/3	1,2,3,7		10,12		4,5,6
11/4				1-6,10-12	7,8,9
11/6		9, 10,11,12	8,12		1,2,3
11/7	4,6,8,9	2,3,5,7			10,11,12
11/10	2,3,4,5		1,7		10,11,12
11/11				1-6,10-12	7,8,9
11/13		1,2,7,8	3,9		4,5,6
11/14	7,8,9, 10,12	4,5,6,11			1,2,3
11/17	6,8,9, 11,12		7,10		1,2,3
11/18				1-3, 7-12	4,5,6
11/20		1,3,10,12	5,11		7,8,9
11/21	1,2,4	3,6,8,9			10,11,12
12/4	**Oral Case Studies 1-6pm**				

*Hospital Orientation

**September 18th: rotations end at 4:00

***October 20th flu shot clinic

#1-3, 9, 10 – go to flu clinic AFTER your rotation (dismiss at 3:45)

#4,5,6,7,8,11 – go to flu clinic BEFORE your rotation

450

Spring 2014 Student Rotations Master List

Date	Lac (AM)	DDE (AM)	Soup (AM)	SST (PM)	WIC	McKay	LRH (PM)	Post (PM)	OFF
1/8	Alyssa								
1/10 Fri						Sarene Hayley Shayna			
1/14 Tues		Kathryn Shayna	Ashley Jen Rashel	Amy Kathryn Shayna			Sarene Laurie Allison		Hayley Julie Alyssa
1/15 (AM) Wed	Laurie	Sarene Allie	Hayley Julie Alyssa						Amy Allison Shayna Kathryn
1/15 (PM)	**CPD Orientation @ 1pm (all students)**								
1/17 Fri						Amy Laurie Kathryn	Julie Hayley	Shayna Sarene	Rashel Ashley Jen Allison Alyssa
1/21 Tues		Allison Amy	Julie Sarene Shayna	Julie Rashel			Amy Kathryn Alyssa		Hayley Laurie Ashley Jen/Shayna
1/22 Wed	Sarene	Julie Hayley	Laurie Alyssa Kathryn	Amy Shayna Allison Alyssa			Ashley Jen Rashel		
1/24 Fri						Ashley Jen Rashel	Sarene Laurie Alyssa	Kathryn Julie Allison Amy	Shayna Hayley
1/28 Tues		Jen Ashley	Allison Julie Kathryn	Sarene Laurie Hayley Kathryn			Julie Alyssa Allison		Rashel Shayna Amy

Date	Lac (AM)	DDE (AM)	Soup (AM)	SST (PM)	WIC	McKay	LRH (PM)	Post (PM)	OFF
1/29 Wed	Julie	Alyssa Hayley	Jen Rashel Shayna	Julie Alyssa Sarene			Amy Kathryn Shayna		Ashley Allison Laurie
1/31 Fri							Ashley Jen Rashel	Shayna Laurie Sarene Hayley	Kathryn Allison Julie Alyssa Amy
2/4 Tues		Alyssa Shayna Rashel	Sarene Laurie Hayley	Ashley Rashel Hayley Jen			OFF!		Amy Allison Julie Sarene
2/5 Wed	Hayley	Amy Kathryn	Sarene Alyssa Allison	Sarene Hayley Rashel Kathryn			Julie Alyssa Allison		Shayna Ashley Jen Laurie
2/7 Fri						Julie Alyssa Allison	Amy Kathryn Shayna	Jen Rashel Ashley Hayley Laurie	Sarene
2/11 Tues		Jen Laurie	Ashley Rashel Julie	Kathryn Shayna			Ashley Jen Rashel		Hayley Alyssa Sarene Amy Allison
2/12 Wed	Allison	Laurie Hayley	Alyssa Sarene Rashel	Julie Allison Ashley			Sarene Hayley Laurie		Jen/Shayna Kathryn Amy

Date	Lac (AM)	DDE (AM)	Soup (AM)	SST (PM)	WIC	McKay	LRH (PM)	Post (PM)	OFF
2/14 Fri							Allison Julie	Ashley Shayna Sarene Hayley	Jen Kathryn Rashel Laurie Amy Alyssa
2/18	**No rotations (Monday schedule)**								
2/19	**McKay-Dee Orientation in AM**								
2/21 Fri							Sarene Hayley Alyssa	Laurie Julie Allison Kathryn Ashley Rashel	Amy Shayna Jen
2/25 Tues		Julie Allison	Hayley Alyssa Laurie	Hayley Alyssa	Sarene	Amy Kathryn Shayna Ashley Jen Rashel	Julie Allison Laurie		
2/26 Wed	Kathryn	Shayna Ashley	Jen Rashel	Jen Rashel	Amy	Sarene Laurie Hayley Julie Alyssa Allison	Shayna Ashley Kathryn		
2/28 Fri							Amy Jen Rashel	Shayna Sarene Hayley Alyssa	Allison Kathryn Ashley Laurie Julie

454

Date	Lac (AM)	DDE (AM)	Soup (AM)	SST (PM)	WIC	McKay	LRH (PM)	Post (PM)	OFF
3/4 Tues		Alyssa Sarene	Julie Allison Hayley	Julie Allison	Laurie	Amy Kathryn Shayna Ashley Jen Rashel	OFF		
3/5 Wed	Amy	Jen Rashel	Shayna Ashley	Jen Ashley	Kathryn	Sarene Laurie Hayley Julie Alyssa Allison	Amy Rashel Shayna		
3/7 Fri							Alyssa Allison Ashley	Rashel Laurie Julie Kathryn Jen Hayley	Amy Shayna Sarene
March 10-14 Spring Break									
3/18 Tues		Sarene Laurie	Julie Alyssa Allison	Alyssa Allison	Hayley	Amy Kathryn Shayna Ashley Jen Rashel	Sarene Laurie Julie		
3/19 Wed	Jen	Ashley Rashel	Amy Kathryn	Jen Amy	Shayna	Sarene Laurie Hayley Julie Alyssa Allison	Ashley Rashel Kathryn		
3/21	**UAND - All Students**								

Date	Lac (AM)	DDE (AM)	Soup (AM)	SST (PM)	WIC	McKay	LRH (PM)	Post (PM)	OFF
3/25 Tues		Hayley Julie	Allison Sarene Laurie	Allison Laurie		Amy Kathryn Shayna Ashley Jen Rashel	Julie Hayley Alyssa		
3/26 Wed	Ashley	Amy Kathryn	Jen Rashel Shayna			Sarene Laurie Hayley Julie Alyssa Allison	Jen Shayna Kathryn		
3/28 Fri							Shayna Hayley Ashley	Sarene Alyssa Amy Jen Rashel Allison	Kathryn Laurie Julie
4/1 Tues		Alyssa Hayley	Sarene Laurie Allison	Sarene Laurie	Julie	Amy Kathryn Shayna Ashley Jen Rashel	Alyssa Hayley Allison		
4/2 Wed	Shayna	Jen Rashel	Amy Kathryn	OFF	Ashley	Sarene Laurie Hayley Julie Allison Alyssa	Jen Rashel Shayna		
4/4 Fri							Sarene Kathryn	Allison Ashley Alyssa Shayna Jen	Amy Rashel Julie Hayley Laurie

								Rashel	
Date	Lac (AM)	DDE (AM)	Soup (AM)	SST (PM)	WIC	McKay	LRH (PM)	Post (PM)	OFF
4/8 Tues		Allison Sarene	Laurie Hayley Julie	OFF	Alyssa	Amy Kathryn Shayna Ashley Jen Rashel	Allison Sarene Laurie		
4/9 Wed	Rashel	Shayna Ashley	Amy Kathryn	Amy Shayna	Jen	Sarene Laurie Hayley Julie Alyssa Allison	Ashley Rashel		
4/11 Fri								Amy Kathryn Julie Jen Alyssa	Allison Laurie Sarene Ashley
4/15 Tues		Laurie Julie	Hayley Sarene Alyssa	Laurie Sarene	Allison	Amy Kathryn Shayna Ashley Jen Rashel			
4/16 Wed	OFF	Amy Kathryn	Shayna Ashley	Shayna Ashley	Rashel	Sarene Laurie Hayley Julie Alyssa Allison	Amy Jen		

	Sarene - 1	Laurie -2	Jen -3	Amy -4	Julie - 5	Alyssa -6	Kathryn -7
Aug 26-29	MCD	DM-Ogd	Beef	MCD	U of U Burns	IMC	U of U Burns
Sep 2-5	MCD	DM Ogd	WICSLC-Rose	MCD	U of U Burns	IMC	U of U Burns
Sep 9-12	MCD	URENAL-Edith	WICSLC-Rose	MCD	PCMC	IMC	WICSLC-S.Main
Sep 16-19	MCD	PCMC	MCD-NICU	MCD	PCMC	IMC	IMC-NICU
Sep 23-26	MCD	PCMC	MCD-NICU	MCD	PCMC	IMC	IMC-NICU
Sep30-Oct 3	MCD	PCMC	MCD-NICU	MCD	PCMC	IMC	IMC-NICU
Oct 7-10	MCD	PCMC	MCD-NICU	MCD	URenal-Edith	IMC	IMC-NICU
Oct 14-17	MCD-NICU	WICSLC-City	URENAL-Jill	Research	IMC	DM-SLC	IMC
Oct 21-24	MCD-NICU	MCD	MCD	Research	IMC	DM-SLC	IMC
Oct 28-31	MCD-NICU	MCD	MCD	Research	IMC	PCMC	IMC
Nov 4-7	MCD-NICU	MCD	MCD	Liberty RENAL	IMC	PCMC	IMC
Nov 11-14	Liberty RENA	MCD	MCD	IMC- Food Mg	IMC	PCMC	IMC
Nov 18-21	WICSLC-WJ	MCD	MCD	IMC- Food Mg	IMC	PCMC	IMC
Nov 24-26	DM-Ogd	MCD	MCD	IMC- Food Mg	IMC	URENAL-Edith	IMC
Dec 2-5	DM-Ogd	MCD	MCD	IMC- Food Mg	IMC- outpt	Dairy	Liberty RENAL

Location Information KEY:

MCD	McKay Dee - Ogden
LDS	LDS Hospital-SLC
IMC	Intermountain Medical Center-Murray
LRH	Logan Regional Hospital-Logan
SD	South Davis Community Hosptial-Bountiful
DM-PCMC	Outpatient Diabetes Primary Childrens (various locations)
PCMC	Primary Childrens Medical Center- at U of U
IMC-NICU	IMC-NICU- Murray
MCD-NICU	NICU-McKay-Ogden
Huntsman	UofU Huntsman Cancer- SLC
U of U Burn	UofU Burns - SLC
DM-Ogd	Outpt DM @ McKay-Dee
DM-SLC	Outpt DM in Murray
WIC	Tooele, PC (Park City), BR (Bear River/Logan)
WICSLC	(WJ) West Jordan, Shipp (West Valley), Rose Park (SLC), SE-South East (Sandy), S. Main(SLC)
Beef	Beef Commission
Dairy	Dairy Council
URENAL	U of U Renal (includes clinics in Ogden, Layton, Bountiful) contact Edith,or Jill as your schedule is noted
Liberty RENA	Liberty Dialysis (includes clinics in greater SLC area and possibly Ogden) Contact Sean
Mead Johnso	Mead Johnson Nutritionals, contact Suzette Holt
Research	Research at USU with Sheryl Aguilar

LSh

	Rashel -8	Allie -9	Ashley -10	Shayna -1	Hayley -12
Aug 26-29	LDS	Liberty RENAI	WICSLC-Ship	Mead Johnso	Research
Sep 2-5	LDS	PCMC	URENAL-Jill	WIC- Tooele	Research
Sep 9-12	LDS	PCMC	Huntsman	Huntsman	LRH
Sep 16-19	LDS	PCMC	Huntsman	Huntsman	LRH
Sep 23-26	LDS	PCMC	SD	DM-PCMC	LRH
Sep30-Oct	LDS	DM-Ogd	SD	DM-PCMC	LRH
Oct 7-10	LDS	DM-Ogd	SD	DM-PCMC	LRH
Oct 14-17	PCMC	LDS	SD	DM-PCMC	LRH
Oct 21-24	PCMC	LDS	SD	Liberty RENAI	LRH
Oct 28-31	PCMC	LDS	IMC-NICU	SD	
Nov 4-7	PCMC	LDS	IMC-NICU	SD	URENAL-J
Nov 11-14	Dairy	LDS	IMC-NICU	SD	PCMC
Nov 18-21	Dairy	LDS	IMC-NICU	SD	PCMC
Nov 24-26	Liberty RENA	LDS	Mead Johnso	SD	PCMC
Dec 2-5	Liberty RENA	WIC- Tooele	Beef	SD	PCMC

Standard 17: Continuing Professional Development
Program faculty, including the program director and preceptors (if present), must show evidence of continued competency appropriate to teaching responsibilities, through professional work experience, graduate education, continuing education, research or other activities leading to professional growth and the advancement of their profession.

Guideline 17.1

a. All faculty members should receive on-going training to become proficient in the use of the program's technology and educational methodologies.

b. All faculty members, including preceptors (if present), instructors, and teaching assistants should receive on-going training based on evaluation by the program director and feedback from students.

c. All faculty members, including preceptors (if present), should be familiar with the purpose of ACEND's accreditation process and intent of the standards.

Faculty

As described in Standard 16, USU has strict hiring policies and abundant resources for new faculty orientation and achievement of teaching excellence.

USU has strict guidelines for recruiting and hiring faculty. The Statement and Philosophy included in the Guidelines for Recruitment and Hiring of Faculty on the USU Human Resources website states that "*Employment at USU allows the opportunity to enhance the quality of our faculty and staff and the diversity of our workforce Adherence to these guidelines will ensure that USU's recruitment procedures are being applied uniformly. It also ensures that USU is in compliance with federal and state laws and regulations*." Additional details regarding hiring and recruitment at USU can be found at: http://www.usu.edu/hr/files/uploads/Employment/Guidelines_for_Recruitment_and_Hiring_of_Exempt_Employees.pdf A Hiring Flowchart for Faculty and Exempt Positions is included as Exhibit ____, and more specific details can be found on the Human Resource website at: http://www.usu.edu/hr/htm/employment/hiring-toolkits

Many avenues are available at Utah State University for new faculty to receive orientation materials and gain teaching-related skills and awareness of campus resources throughout their careers. These include:

- New USU faculty orientation resources/training
  - http://www.usu.edu/provost/faculty/new_faculty/
- Provost's Series on Teaching Excellence
  - http://www.usu.edu/provost/faculty/development/instructional_excellence/
- Center for Instructional Design and Innovation
  - https://cidi.usu.edu

Faculty teaching CPD courses have diverse backgrounds and are engaged in ongoing training and activities to support continuing education for credentialing as well as professional development. Please refer to **Standard 16** for a summary of faculty efforts. Faculty include ACEND Core Knowledge Competencies and IDEA Learning Objectives on their course syllabi, and are well aware of the role they play in providing CPD students with those competencies. Course evaluations and competencies are routinely agenda items in the NDFS Faculty Advisory Committee's quarterly meetings, as well as dietetics faculty bi-monthly faculty meetings and the annual in-service meetings held in May.

Areas of strength include faculty diversity, teaching excellence, funding for professional development, and abundant campus resources to support teaching skills development/expertise. Please refer to **Exhibits in Standard 16 and Standard 1** for additional details/samples.

Preceptors

Most preceptors are employees of the site at which students are rotating. The facility is responsible for overseeing the training and performance of the on-site preceptor. The USU CPD requests evidence of ongoing training annually as evidence that the preceptor remains an appropriate fit for student education.

USU preceptors are required to complete the CDR module found at: http://www.cdrnet.org/news/online-dietetics-preceptor-training-course-free-of-charge. The CPD director maintains a record of current registration, certification with the state of Utah, and completion of preceptor modules. In order to continue with the program, the preceptor must maintain a log of CEU activities to be provided to the director upon request.

Each year, the USU CPD offers preceptors training in student education. All preceptors are encouraged to complete CDR training for preceptors. In addition, USU provides specific training based on student feedback via preceptor evaluations. For years 2008-2011, this training was in the form of a manual provided to each preceptor. In 2012, the decision was made to change preceptor education to online rather than update the manual. Since 2012, the following training options have been provided:

- 2012: Molly Kellogg motivational interview training
- 2013: In-person training on step-wise student training and preceptor training needs assessment
- 2014: Preceptor training modules from the USU Dietetics Internship
    - http://dietetic.internship.usu.edu/htm/preceptors/preceptor-training

Meets

X	1. No compliance problems are present.
	2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

	Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

	Plans to address compliance problems are not viable or have not been developed.

400

Program Staff and Resources

Standard 18: Program Resources
The program must have the administrative and financial support, learning resources, physical facilities and support services needed to accomplish its goals. The annual budget for the program or other financial information, such as percentage of department budget allocated to support the program, must be sufficient to produce the desired outcomes.

The dietetics program is provided administrative support through the NDFS department. There are two administrative assistants who assist the department head and have responsibilities encompassing all the programs within the NDFS department. These administrative assistants provide essential support for the dietetics programs including: assist with ordering supplies and materials, assist with student application organization, assist with mailing, direct calls and program emails, schedule meetings, schedule student/faculty transportation and room reservation, register students/faculty for selected conferences, assist with the budget management, P-card reconciliation paperwork and accounting functions, manage classroom scheduling, and assist with classroom IT support.

The dietetics program is provided with additional information technology (IT) support through IT Services provided through the university. The NDFS department hires a work-study student each semester that assists the dietetics programs with the program application process, maintaining student records, overseeing the student library, and maintaining the student database. The work-study student completes other assigned tasks depending on the needs of the program.

The university provides significant non-monetary support to dietetics activities. The USU campus provides support for the CPD faculty and students through several services including: Controllers Office (accounting and financial reporting), Human Resources, Registrar's Office, Risk Management (for affiliation agreements, insurance, worker's compensation, etc.), Academic Resource Center, Writing Lab, Office of International Students and Scholars, Student Health Services, Counseling and Psychological Services, Financial Aid Office, on-campus libraries and electronic databases, on-campus computer labs, and the Center for Innovative Design and Instruction (CIDI) for course development. These campus programs and services allow the CPD to provide exceptional education to students to meet program goals and objectives.

1) USU Writing Fellows Program: This program provides the opportunity for undergraduates with exceptional writing abilities to assist peers with course required writing assignments. This has been an excellent resource for faculty and students in the dietetics program. Faculty has seen immense improvements in writing assignments when students meet with and receive feedback from Writing Fellows. This program is provided and funded through the College of Humanities and Social Sciences.
2) Undergraduate Teaching Fellows Program (UTF) through USU: This program provides undergraduate students with the opportunity to assist with classroom instruction, student grading, and to be provided faculty mentorship by allowing them to act as a teaching assistant. This program is beneficial to the faculty and the students. The UTF program is administered and funded through the Office of the Provost with specific responsibility vested in the Associate Dean of Agriculture.

The NDFS department budget covers the salary of all 5 dietetics faculty and administrative support services. The combined dietetics programs (CPD and DPD) have an independent operating budget of $34,000 per year that covers the following expenses: administration support of NDFS, Teaching Assistant wages, accreditation fees, student travel and UAND conference attendance, department supplies, and AND memberships conference attendance for faculty (exhibit). These resources and associated expenses are necessary to support the CPD goals and objectives and therefore assist with meeting the student learning objectives. These funds have been sufficient over the past 5 years to fund the academic demands of the program.

However, as access to sites for supervised practice has become more competitive in the state of Utah, the program has seen significant increase in demand for financial assistance to fund student training. At present, USU provides financial support to 2 hospitals and 1 USU-based rotation site to pay for direct hiring of a primary student preceptor at the site level. These positions are paid for using course fees in the clinical nutrition lab courses that total approximately $2500 per student. Requests of this sort continue to increase, so in 2014, the process was implemented to increase student funding of the program through course fees. The current estimate for funds needed to maintain access will increase student costs to $6300, but lead to greater program stability. **(exhibit)**

Meets

X	1. No compliance problems are present.
	2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

	Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

	Plans to address compliance problems are not viable or have not been developed.

463

NEED MORE?

FOR ADDITIONAL HELP WITH YOUR TEACHING AND TECHNOLOGY NEEDS, CALL US, EMAIL US, OR VISIT OUR WEBSITE:

(435) 797-9506
cidi-support@usu.edu
cidi.usu.edu

FOR 24/7 CANVAS SUPPORT (FACULTY ONLY) CALL

(877) 399-1958

WORKSHOPS LOCATION AND REGISTRATION

All workshops except Adobe Connect will be held in DE 204, Logan campus.

To join in via IVC, register a week in advance.

Register at **cidi.usu.edu/workshops**
or call (435) 797-9506



2014 CIDI WORKSHOP SCHEDULE

	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
ADOBE CONNECT * Instruction on how to host and record Adobe Connect interactive web conference meetings. All connect trainings will occur through connect. Visit **connect.usu.edu/connect-training** and enter as a guest.	**Monday, Aug 18** **11:30 am - 12:30 pm**	**Monday, Sept 8** **1:30 pm - 2:30 pm**	**Monday, Oct 6** **11:30 am - 12:30 pm**	**Monday, Nov 10** **1:30 pm - 2:30 pm**	**Monday, Dec 15** **11:30 am - 12:30 pm**
CANVAS * Will focus on Canvas basics with breakout sessions as needed on more advanced topics such as grading, advanced content editing, and communication tools.	**Tuesday, Aug 19** **11:30 am - 12:30 pm** **Wednesday, Aug 20** **1:30 pm - 2:30 pm**	**Tuesday, Sept 2** **1:30 pm - 2:30 pm** **Friday, Sept 19** **11:30 am - 12:30 pm**	**Wednesday, Oct 15** **11:30 pm - 12:30 pm**	**Wednesday, Nov 12** **11:30 am - 12:30 pm**	**Wednesday, Dec 3** **11:30 am - 12:30 pm**
AUDIO/VIDEO PRESENTATIONS * Includes training in Panopto, Camtasia and Canvas media with discussion on which tools and approaches to use when.		**Friday, Sept 5** **10:30 am - 12:00 pm**	**Friday, Oct 16** **1:30 pm - 3:00 pm**		
CLASSROOM POLLING * Includes an overview of i>clicker, Canvas polling tools, and Poll Everywhere.		**Tuesday, Sept 30** **1:30 pm - 2:30 pm**			
FLIPPING THE CLASSROOM * A review of tips and techniques for helping students access content outside of class to free class-time for greater student engagement. Also applies to blended learning.		**Friday, Sept 26** **11:30 am - 12:30 pm**		**Tuesday, Nov 4** **1:30 pm - 2:30 pm**	
LEARNING ANALYTICS * An overview of tools and techniques available for analyzing student performance and course effectiveness.				**Tuesday, Nov 18** **1:30 pm - 2:30 pm**	
MOBILE APPS FOR TEACHING * Includes an introduction to the available Canvas apps (Canvas, Speed Grader, Polling, and Magic Marker), the Adobe Connect app, presentation apps, and more.			**Wednesday, Oct 1** **11:30 am - 12:30 pm**	**Friday, Nov 14** **1:30 pm - 2:30 pm**	

All workshops except Adobe Connect will be held at DE 204 on the Logan campus. Sessions can be broadcast via IVC to registered participants from other campuses who register a week in advance. To register, visit **cidi.usu.edu/workshops** or call (435) 797-9506.

UtahStateUniversity

Teaching at USU: A Faculty Workshop

Date: Tuesday, August 12, 2014

Location: Taggart Student Center Ballroom

Agenda

8:00 to 8:30 am **Breakfast** **West Ballroom**

8:30 to 8:35 am **Provost Welcome** **West Ballroom**

Noelle Cockett
Executive Vice President & Provost

8:35 to 8:45 am **Preview of the Day** **West Ballroom**

Chuck Salzberg
Professor, Department of Special Education and Rehabilitation

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8:45 to 10:15 am **Session #1 Making the Most of Canvas**

Session 1A: Canvas; The Basics **East Ballroom**

***John Louviere**, Instructional Design Director*
Center for Innovative Design and Instruction

This session is designed for faculty who are less proficient with Canvas. It will help new faculty understand what Canvas is and why we use it. This session will provide an overview of what Canvas can do and how it works from a student's and from an instructor's vantage point.

Session 1B: Advanced Canvas **West Ballroom**

Neal Legler, *Instructional Designer*
Center for Innovative Design and Instruction

This session is for faculty members who have used Canvas. It will help participants become better acquainted with some of Canvas' more advanced features.

10:15 to 10:30 am **Refreshment Break** **East Ballroom**

10:30 to 11:45 am	**Session # 2**	**West Ballroom**

The IDEA Course Evaluation System
Michael Torrens, *Director*
Office of Analysis, Assessment, and Accreditation

IDEA, used well, can help instructors improve their courses. This overview explains the IDEA course evaluation system, how it works, how to interpret the IDEA report and, importantly, how instructors can tailor the IDEA course evaluation to their own courses and their own course priorities.

11:45 am to 1:00 pm	**Lunch**	**East Ballroom**
1:00 to 2:00 pm	**Session #3**	**West Ballroom**

Documenting Excellence in Teaching
Larry Smith, *Executive Senior Vice Provost*
Office of the Executive Vice President & Provost

Is your teaching successful and making an impact? How do you know?
This session presents a way to assess and document your teaching success.

2:00 to 3:00 pm	**Session #4**	**West Ballroom**

Creating an Evidenced-Based Teaching Portfolio
Chuck Salzberg, *Professor*
Department of Special Education and Rehabilitation

This session presents a model for creating evidence-based teaching portfolios designed by instructors to answer questions about teaching that they view as most important. These questions flow from the instructor's teaching philosophy. During this session, participants will identify questions they would like their teaching portfolios to address along with the types of data they might use to address those questions.

3:00 to 3:15 pm	**Refreshment Break**	**East Ballroom**
3:15 to 4:15 pm	**Session #5**	**West Ballroom**

College Teaching Panel: Experiences of USU Colleagues
Dr. Nancy Glomb, *Associate Professor, Department of Special Education and Rehabilitation*
Dr. Shana Geffeney, *Lecturer, Department of Biology, Uintah Basin*
Dr. Harrison Kleiner, *Lecturer, Department of Languages, Philosophy, and Communication Studies*

Three USU instructors noted for teaching excellence will talk about (and/or demonstrate) a few of the best strategies, tactics and principles they have discovered in their years of teaching.

4:15 to 4:30 pm	**Workshop Evaluation**	**West Ballroom**

Standard 17: Continuing Professional Development
Name_____

1) Please indicate whether you have utilized any of these resources within the past five years:
If yes, please list details under each one.

- New USU faculty orientation resources/training (YES__ NO__)
  - http://www.usu.edu/provost/faculty/new_faculty/
- Provost's Series on Teaching Excellence (YES__ NO__)
  - http://www.usu.edu/provost/faculty/development/instructional_excellence/
- CIDI/FACT (YES__ NO__)
  - http://cidi.usu.edu/services/index.cfm

2) Please list details under each category below (for past 5 years)

- Awards
- Publications
- Extramural funding
- Membership/leadership in professional associations
- Personal readings/activities for professional development
- Attendance at workshops, professional meetings, and conferences

3) Please add info below (paste in statements from your promotion materials/Digital Measures)

- Describe how new knowledge and skills (described above) have been used to improve teaching and learning in the program (particularly in the courses you teach)

Standard 19: Supervised-Practice Facilities
The program must have policies and procedures to maintain written agreements with institutions, organizations and/or agencies providing supervised practice experiences to meet the competencies. The policies and procedures must address the selection and periodic evaluation of adequacy and appropriateness of facilities, to ensure that facilities are able to provide supervised practice learning experiences compatible with the competencies that students/interns are expected to achieve.

Guideline 19.1

a. A program under the Didactic Nutrition and Dietetic Education Program standards is not required to demonstrate compliance with Standard 19 and its guidelines if it does not provide supervised practice to its students.

b. Agreements must be signed by administrators with appropriate authority in advance of placing students/interns

c. Agreements must delineate the rights and responsibilities of both the sponsoring organization and affiliating institutions, organizations and/or agencies

The USU CPD has maintained relationships with highly respected facilities for supervised practice rotations. A complete list of facilities and primary preceptors can be found in the **exhibits**. Clinical sites include Intermountain Healthcare (a national leader in modernized healthcare), Primary Children's Hospital, and several well-respected community hospitals. Community nutrition sites include WIC, Dairy Council of Utah, Beef Council of Utah, and the on-campus daycare facility. Foodservice rotations encompass a wide range of facilities, including hospital, long-term care, school, university and daycare facilities. Students have a wide range of experiences with access to highly trained preceptors.

Off-site affiliation agreements are reviewed annually and updated as needed (see **exhibit**). Agreements must be evaluated by risk management and signed by the Vice President of the University prior to student rotations. For Intermountain Healthcare sites, the university maintains a standard contract covering all programs on campus. Specific sites maintain a Letter of Agreement directly with the program, if needed (see **exhibit**). Affiliation agreements and letters of agreement are on file in the program director's office.

With the frequent turnover in program directors, affiliation agreements had not been reviewed in several years. At this time, all contracts are under review to ensure adherence to policy. The process of program review is lengthy. While it is assumed that all contracts will be in compliance by the site review, it is difficult to ensure a timeline.

On-campus facilities do not require affiliation agreements. For some facilities, a letter of agreement may be required. If the coordinated program is required to cover costs for training, a letter of agreement should be on file. On-campus agreements are reviewed on an as-needed basis only.

Meets

[ ] 1. No compliance problems are present.
[ ] 2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

[X] Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

[ ] Plans to address compliance problems are not viable or have not been developed.

Affiliation Agreement Policy

Affiliation agreements must be in place prior to placement of students at off-site rotations. Affiliation agreements are kept in the program director's office and must be reviewed annually.

Affiliation agreement procedure for off-site facilities

1. The standard agreement language is provided to a new rotation site for approval.
    a. If an agreement already exists, affiliation agreements are reviewed by the program director and site director prior to student placement each academic year.[1]
    b. Requests for funding must be finalized before passing agreement to next stage.
    c. If agreement is part of a university-wide contract, only a letter of agreement is required; however, all signatures must be per policy.
2. Once the program director and site director agree on language and provisions, the agreement is sent to risk management for assessment.
3. Risk management approves the agreement.
4. Agreement is forward to the Vice President's office for signatures on two copies.
5. Once signed, agreement is returned to program director. An original is sent to the affiliation site and an original is kept on file with the program director.
6. Affiliation agreements are reviewed annually and renewed as needed.

Letters of agreement with on-site facilities

1. Affiliation agreements are not required.
2. Only on-campus facilities requesting funds transfer or preceptors will require a letter of agreement.
3. Letters of agreement with on-site facilities do not require a formal signature process; the program directors and/or head of department may approve the letter.
4. On-campus letters of agreement are reviewed on an as-needed basis only.

[1] Not all agreements require annual renewal. Sites may request multi-year agreements.

Intermountain Healthcare

LETTER OF AGREEMENT
for Supervision of Dietetic Students at Logan Regional Hospital
Between
Utah State University and IHC Health Services, Inc.

WHEREAS, Utah State University ("Institution") and IHC Health Services, Inc. ("IHCHS") entered into an Education Affiliation Agreement ("Agreement") on **July 1 2010;**

WHEREAS, in conjunction with section 5.10 of the Agreement, the parties agree to develop this Letter of Agreement in order to formalize operational details of the student ("Student or Students") learning experience ("Training Experience") for the Institution's Nutrition, Dietetics and Food Services program ("Dietetic Program") at IHCHS on behalf of its Logan Regional Hospital (LRH), Clinical Nutrition Department;

WHEREAS, the parties desire to describe, 1) the teaching relationship between the LRH assigned dietetic supervisor ("Supervisor/Preceptor") and Students of Institution; and 2) compensation provided to LRH by Institution for dietetic Student instruction;

NOW THEREFORE, the parties hereby amend the Agreement to include Appendix A, as follows, effective **September 1, 2014,** and shall continue in full force and effect until **September 1, 2015,** or otherwise terminated as defined in Section 1 of the Agreement.

In addition to obligations and mutual covenants agreed upon in the Agreement the following will be included:

Obligations of LRH:

A. Supervisor / Student Ratio. One Supervisor/Preceptor will be assigned to no more than four Students appointed to the Training Program at one time during a semester.

Obligations of Institution:

A. Compensation. In consideration for supervision services provided by LRH's Clinical Nutrition Department, Institution agrees to pay LRH a semester fee, not to exceed 225 billable hours of supervision, as invoiced by LRH on a semester basis. Compensation is based on an average salary of the assigned Supervisor/Preceptor for Student learning in the Training Program, which is $30.00 per hour.

B. Payment. Fees for service will be invoiced by LRH on a semester basis. Institution will remit payment in full within thirty (30) days following receipt of LRH's invoice.

The remainder of the Agreement shall remain unchanged.

IN WITNESS WHEREOF, the parties hereto have executed this Letter of Agreement which is effective as described above.

Utah State University

By: _____ Date: 8/28/14

David Cowley
Vice President for Business and Finance

IHC Health Services, Inc.

By: _____ Date: _____

Kim Henrichsen
Vice President and Chief Nursing Officer
IHCHS Clinical Operations

SUPERVISED PRACTICE AGREEMENT

This Clinical Training Agreement (the "Agreement") is entered into this 27 day of November 2012 by and between Utah State University, a body corporate and politic of the State of Utah, on behalf of the Utah State University Dietetics program ("Institution) and Southeast Idaho Public Health Department, by and behalf of its programs educating allied health practitioners in the areas of nursing ("Training Facility").

W I T N E S S E T H:

WHEREAS, Institution has established programs in the area of dietetics;

WHEREAS, Institution requires a facility for the above referenced programs where students can obtain the clinical learning experience required in the curriculum; and

WHEREAS, the Training Facility has the clinical setting and equipment for the instruction of Institution's students and is willing to provide its facilities for Institution's course of instruction (hereinafter referred to as "Program") to educate students in the above referenced areas.

NOW, THEREFORE, in consideration of the promises and mutual consideration herein set forth, the parties agree as follows:

1.0 PROGRAM PARAMETERS TO BE AGREED BY THE PARTIES

1.1 The Training Facility and Institution shall agree to the following matters:
- (a) The period of time the Program shall cover, and the beginning and ending dates of each successive Program.
- (b) The courses and/or educational experiences required of the students prior to enrolling in the Program.
- (c) The curriculum and assignments to be undertaken by the students participating in the Program. A continuous exchange of information between Institution and Training Facility shall be maintained by on-site visits by Institution faculty and staff when practical and by letter or telephone.
- (d) The number of students eligible to participate each time the Program is held.
- (e) The method of evaluation of students participating in the Program and the persons who shall conduct such an evaluation.

2.0 OBLIGATIONS OF INSTITUTION

2.1 Institution shall select only those students for the Program who have successfully completed all the prerequisites courses and/or previous educational experiences, as mutually agreed upon by Institution and the Training Facility.

2.2 At the request of Training Facility, Institution shall send the name, evidence of immunization and evidence of coverage under health insurance for each student enrolled in the Program.

2.3 Institution shall secure and maintain policies of comprehensive general liability insurance and, as appropriate, professional liability insurance or properly reserved self-insurance for students participating in the Program and the Institution employees who, as part of their employment with Institution, supervise the Program's students at the Training Facility and/or provide services to the Training Facility's clients. Institution shall provide evidence of this insurance coverage if requested by the Training Facility.

2.4 Institution shall designate a faculty member to coordinate and act as the liaison between Institution and the Training Facility for the Program.

2.5 Prior to the beginning date of each Program, Institution shall provide the students participating in the Program the following information that applies to this agreement:

(a) A description of the Program's curriculum and required assignments for successfully completing the Program.

(b) An explanation that the student shall not be deemed an employee of the Training Facility for purposes of compensation, fringe benefits, worker's compensation, unemployment compensation, minimum wage laws, income tax withholding, or Social Security.

(c) An explanation of the rules of professional conduct to which the student must adhere as a student participating in the Program, including confidentiality of patient information.

(d) The students' obligation to comply with Institution's and the Training Facility's rules and regulations while training at the Training Facility.

(e) Students' responsibility to seek out and receive health care at the time of exposure to infectious agents, i.e. blood borne pathogens, tuberculosis and others, while on duty at the Training Facility and provide any copies of medical records of those health care services to Training Facility.

2.6 Institution shall withdraw any student from the Program if: 1) the achievement or progress of the student does not warrant continuation of the Program; 2) the behavior of the student fails to conform to the applicable rules and regulations of the Institution or the Training Facility; or 3) the student violates applicable rules of professional ethics.

3.0 OBLIGATIONS OF THE TRAINING FACILITY

3.1 The Training Facility shall provide a suitable clinical learning environment and supervision consistent with the Program's curriculum, which shall include reasonable access to available conference rooms, procedure guides, policy manuals, food services, and locker and dressing rooms.

3.2 The Training Facility shall designate and submit in writing to the Institution the names and professional and academic credentials of persons responsible for supervising the students participating in the Program. The Training Facility shall notify Institution of any loss or reduction in accreditation, licensing, or credentialing of the Training Facility or its employees supervising students in the Program. The Training Facility shall designate a Clinical Education Supervisor or Preceptor who shall maintain contact with the Institution's designated liaison for the Program. The Training Facility shall promptly notify the Institution in writing, or by personal or

hone communication, of any changes to the position of Clinical Education Supervisor or Preceptor or changes in personnel supervising the students participating in the Program.

3.3 Training Facility shall provide an orientation for the students participating in the Program, including the following information:
(a) Students' obligations with respect to disclosure of information regarding clients of Training Facility
(b) A description of Training Facility's rules and regulations and the students' obligations with respect to adhering to these rules and regulations.
(c) An explanation of the health and safety standards set by the Occupational Safety and Health Administration (OSHA) and other applicable law.

3.4 If the Institution and the Training Facility agree that the Training Facility shall participate in evaluating the students participating in the Program, the Training Facility shall maintain complete evaluation forms provided to them by the Institution for each student participating in the Program and timely send the completed forms to the Institution.

3.5 The Training Facility shall, upon reasonable request, permit the inspection of the clinical areas of the Training Facility, student records and other items or areas pertaining to the Program by Institution and/or agencies charged with the responsibilities for accreditation of Institution.

3.6 The Training Facility shall make available to Institution a description of rules and regulations and shall promptly notify Institution of any change to such rules and regulations.

3.7 The Training Facility is at all times responsible for administrative and professional supervision of students performing services under this Agreement. The Training Facility retains sole authority and responsibility for the care and treatment of patients and will assure that each student has a consistent and appropriate level of supervision.

3.8 The Training Facility shall secure and maintain policies of comprehensive general liability insurance and professional liability insurance (or properly funded program of self insurance) for its personnel involved in the rendering of services described in this Agreement.

3.9 Training Facility shall recommend to the Institution to withdraw any student from the Program if: 1) the achievement of the student does not warrant continuation of the Program; 2) the behavior of the student fails to conform to the applicable rules and regulations of the Institution or the Training Facility; or 3) the student violates applicable rules of professional ethics. The Training Facility will assist the Institution, at the Institution's expense, in implementing this recommendation.

4.0 ADDITIONAL TERMS

4.1 Students participating in the Program shall not be deemed employees of the Training Facility for purposes of compensation, fringe benefits, worker's compensation, unemployment compensation, minimum wage laws, income tax withholding or Social Security.

4.2 Neither party shall discriminate in connection with this agreement on the basis of race, color, national origin, religion, sex (including claims of sexual harassment), sexual orientation, age or status as a disable person, disabled veteran, or veteran of the Vietnam era.

4.3 The parties shall comply with all state and Federal laws and regulations, including but not limited to the Utah Governmental Records Access and Management Act (Utah Code Ann. Section 63-2-101 et. Seq. (1953 as amended)), the Standards for Privacy of Individually Identifiable Health Information, 45 CFR Parts 160 and 164, et. Seq., mandated by the Health Insurance Portability and Accountability Act of 1966 (HIPAA), and all rules and regulations of the Training Facility regarding the confidentiality of such information.

4.4 Neither party shall use the other's name or logo in any descriptive or promotional literature or communication of any kind without the other's prior written approval, which shall not be unreasonably withheld.

4.5 The parties hereto expressly disclaim and disavow any partnership, joint venture or fiduciary status or relationship between them. It is agreed by both parties that the Training Facility and Institution shall be treated for all purposes as independent contractors.

4.6 The parties agree that the Institution is a governmental entity under the Utah Governmental Immunity Act, Utah Code Ann. Section 63-30-1 et.seq. (1953 as amended)(the "Act"). Nothing in this Agreement (including without limitation any indemnity obligations) shall be construed as a waiver of any rights or defenses otherwise applicable under the Act, including the provisions of Section 63-30-34 regarding limitation of judgments.

4.7 This Agreement shall continue indefinitely until terminated by either party. Either party may terminate this Agreement at will by giving written notice to the other party at least ninety (90) days prior to the date of desired termination, provided that said termination date shall occur at the end of Institution's quarter or semester term, whichever is applicable.

4.8 This Agreement may be modified only by written amendment signed by duly authorized representatives of each party.

4.9 Recognizing that the specific nature of the clinical experience required by different institutional training programs may vary, it is agreed by both parties that, following execution of this Agreement and consistent with the scope of its provisions, the Training Facility and Institution may develop letter agreements to formalize operational details of the Program.

4.10 This Agreement shall be interpreted, governed by and enforced according to the internal laws of the State of Utah, which the parties shall agree shall be the forum for any legal proceedings arising from or incident to this Agreement.

4.11 Institution and Training Facility shall be liable only for their own negligent acts or omissions, or those of their authorized employees, officers, students and agents while engaged in the performance of the obligations under this Agreement, and neither the Institution nor Training Facility shall have any liability whatsoever for any negligent act or omission of the other, its employees, officers, students, or agents.

4.12 Any notices provided under this Agreement should be delivered to the following address:

INSTITUTION
Utah State University – Dietetics Program
8700 Old Main Hill
Logan, UT 84332-8700

TRAINING FACILITY
SE Idaho Public Health Dept.
1901 Alvin Ricken Dr.
Pocatello, ID 83201

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

UTAH STATE UNIVERSITY

By: _____

Name: _____

Title: _____

SOUTHEAST IDAHO PUBLIC HEALTH DEPARTMENT

By: [signature]

Name: Maggie Mann

Title: District Director

Students

Standard 20: Student Progression & Professionalization
The program must have systems to maximize the likelihood that all students/interns who are accepted into the program will successfully complete it with the knowledge, skills and professional values required for practice.

Guideline 20.1

a. Prospective students/interns must receive information about the requirements to become a practitioner, including education, viable routes to supervised practice and passage on the credentialing exam.

b. Students/interns should be assessed for their ability to be successful in the program and dietetics profession.

c. The program's system of monitoring student performance should provide for the early detection of academic difficulty.

d. The program should have progression policies that take into consideration professional behavior and academic integrity.

e. Students/interns must have access to remedial instruction such as through tutorial support.

f. Students/interns must have opportunities to learn professional behaviors and expectations, including public service and the service to the profession as preceptors and mentors.

g. Student input must be solicited and considered for programmatic and curricular improvement.

h. Students/interns with minimal chances of success in the program should be counseled into career paths that are appropriate to their ability.

Students in the USU CPD receive information regarding the dietetics profession in general, professionalism, program requirements, and expectations in a variety of ways. Students are introduced to dietetics in the introductory nutrition course. Dietetics advising is provided to help guide the students towards admission. The USU Dietetics website, located at https://ndfs.usu.edu/htm/undergraduate/dietetics/, provides additional information regarding the dietetics profession in general and the CPD program in specific. The USU Student Dietetic Association aids in the dissemination of information as well by hosting career exploration events and exposure to dietetics students and faculty.

The NDFS advisor is crucial in helping to screen students for markers of success. The advisor understands the rigor of the program, prerequisites, and competencies. During career counseling, the academic advisor considers student performance in recommending or discouraging application to the CPD program. The NDFS advisor helps students who are determined to apply to achieve the prerequisites and thresholds for acceptance, including overall GPA and GPA in chemistry courses.

Another valuable resource is the Dietetics Student Handbook, available on the USU Dietetics website at: http://ndfs.usu.edu/htm/undergraduate/dietetics. Students are made aware of the handbook by the NDFS advisor. Additionally, upon acceptance into the professional phase of the program, the handbook is reviewed in the new student orientation during April of the sophomore year. Students are required to complete an assignment regarding the Handbook to ensure comprehension. The Student Handbook can be found in Standard 8.

Students apply to the CPD program in spring of the sophomore year at USU. The application process is stringent and competitive, and is outlined in the handbook and on the USU dietetics website at: http://ndfs.usu.edu/htm/undergraduate/dietetics/application-process. Admission into the CPD requires a formal application process in the spring semester after all prerequisite course requirements have been met (usually during the sophomore year). The application process includes a completed application form, 200 hours of dietetics-related experience, a personal letter of application, official transcripts, two recommendations forms, a math quiz, and an interview with dietetics faculty. Together, these application components provide faculty with a complete assessment of skills and knowledge that adequately assesses student ability to successfully complete the CPD. Each component is scored. Scores are totaled. The top 12 students who select CPD as a first preference are selected for the program.

After acceptance to the program, students are expected to comply with all policies and procedures and complete all program requirements. Student performance is evaluated on a per semester basis via coursework, preceptor evaluations, and faculty observations. Dietetics faculty members meet every two weeks, and student performance is a regular agenda item. If a student is not meeting outlined expectations, the policy outlined in the handbook is followed, including remedial instruction through USU Academic Support Services if necessary. If a student earns less than a B- in any course, they are put on probation. If this occurs in more than one course, they are advised by the program director that they are ineligible for the CPD program.

CPD students must meet the grade thresholds to continue in the program. Students are expected to earn 80% or higher on all exams and assignments to demonstrate achievement of the knowledge competencies. In classes that satisfy a competency, students must repeat a test, assignment, or project until the professor verifies that knowledge/performance satisfies the 80% requirement. If a student cannot complete a competency at the given threshold, that student would not be permitted to continue in the program. Over the past 7 years, this has not occurred, though students have had need to repeat assignments or exams and in one case a student has been warned about impending probation.

Similar strict policies apply to supervised practice. Preceptor evaluations are collected by preceptors for any project that is >10 hours, so faculty members are aware of performance and professional growth. Preceptor evaluations include assessment of professional traits such as dependability, communication skills, teamwork, etc. A sample preceptor evaluation is included as exhibit _____.USU dietetics faculty members make efforts to observe students in practicum and volunteer settings as frequently as possible and offer resources and feedback throughout the process.

Students are evaluated formally at least once per semester with an expectation of ongoing, informal assessment between preceptors, faculty and students. Students are expected to achieve scores of 3 or higher on evaluations during senior level rotations [see appendix ____]. A student may achieve a 1 or 2 during junior year when it is anticipated that students have emerging skills. However, students must complete their final rotations of junior year at the desired competency in order to advance in the program. During senior year, if, at any point, a student is found to be failing to achieve a 3 or higher on evaluations, the student and preceptor meet individually with the program director to determine a course of action. If the preceptor and student could not agree on a plan to improve student performance, an alternate placement may be considered in order to test student achievement in a new environment. If a student does not meet standards after extensive mentorship, the student would not be able to graduate from the CPD.

Professional behavior and academic integrity are expected, as described in the handbook. Academic integrity is strictly enforced on the USU campus. The CPD program follows the Student Code of Conduct ARTICLE IV: University Regulations Regarding Academic Integrity, found at: http://www.usu.edu/studentservices/studentcode/article6.cfm. This information is also provided in the Student Handbook and discussed upon acceptance to the CPD. There have been no known issues with CPD students regarding academic integrity in the past five years.

Despite stringent application requirements and strict achievement standards, the USU CPD is a collaborative experience that engenders student success. Faculty is available to students through office hours and/or open door policies. Classes focus on excellent teaching technique and personal interaction with students. Students cite access to professors and small class sizes as contributors to student success in semester course evaluations and exit interviews.

The program aims to engender leadership potential in students. Faculty seeks supervised practice experiences for students that expose students to leaders in the field at major regional institutions (McKay-Dee Regional Medical Center, University of Utah Medical Center, Primary Children's Medical Center, Dairy Council of Utah, etc). Students have ample opportunities to participate in volunteer/community experiences through the Dietetics Student Association, Advanced Practicum course (wherein students execute projects independently with minimal faculty oversight), and involvement in professional communities and organizations. Students have the opportunity to attend the Utah Academy of Nutrition and Dietetics (UAND) conference in the spring of their junior and senior year to expand knowledge on current topics in dietetics, present research through poster presentations, and for networking opportunities with students and professionals. The CPD students have placed first in the undergraduate research poster competition for the past 2 years, demonstrating student ability to work as a team and their potential to provide leadership in the field of dietetics.

As a means to maintain the student-centric nature of the program, students complete a variety of program/course evaluations throughout the program. These include end of semester evaluations, exit interviews, mid-semester evaluations, and course (IDEA) evaluations. Student feedback is used to improve courses, practicum opportunities, and volunteer experiences. A complete narrative of program evaluations is found in Standard 7.

Meets

[X] 1. No compliance problems are present.

[ ] 2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

[ ] Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

[ ] Plans to address compliance problems are not viable or have not been developed.

Students

Standard 21: Student Complaints
The program or sponsoring institution must produce and make available to students/interns a complaint policy that includes procedures to be followed in the event of a written complaint related to the ACEND accreditation standards, student rights to due process, and appeal mechanisms. Students must receive information on how to submit a complaint to ACEND for unresolved complaints related to the ACEND accreditation standards.

Guideline 21.1

a. Students should be advised to submit complaints directly to ACEND only after all other options with the program and institution have been exhausted.

b. The program or sponsoring institution must provide information about the complaint policy to students/interns upon entry into the program.

c. The program or sponsoring institution must maintain a chronological record of student complaints related to the ACEND accreditation standards, including the resolution of complaints for a period of five years.

d. The program or sponsoring institution must allow inspection of complaint records during on-site evaluation visits by ACEND.

Students receive information via the student handbook regarding their right to file a complaint and the appropriate protocol during spring orientation after acceptance into the program. This information is available in the Dietetics Handbook. **The CPD follows the university policy regarding student complaints.** Students are encouraged to consult with faculty if they have a course-specific or program complaint. **Therefore,** if the student and faculty are unable to resolve the problem, the student is referred to USU Academic Policies and Procedures at http://catalog.usu.edu/content.php?catoid=8&navoid=1571. **The university policy for student complaints and grievances is as follows:**

"Students who have complaints against the college/university relating to fraud, false advertising, or other deceptive practices can file a complaint with the Utah Division of Consumer Protection, 160 East 300 East, 2nd Floor, Salt Lake City, UT 84111, Telephone No. 801-530-6601, Toll Free in Utah at 1-800-721-SAFE or online at www.dcp.utah.gov/complaints/index.html. In addition, students involved with distance and correspondence education can file a complaint with their state's enforcement authority. Students who have complaints relating to issues that are covered by the student code of conduct should follow the institution's process for filing a complaint. The student code of conduct is found at www.usu.edu/studentservices/studentcode/. Students who have complaints relating to the college/university's quality of education or other issues appropriate for its accreditation agency to consider, can file a complaint with the Northwest Commission on Colleges and Universities at www.nwccu.org. Copies of documents describing the college/university's accreditation and state approval are available for review upon request."

Students should submit complaints directly to ACEND only after all other options with the program and institution have been exhausted. Any individual, for example, student, faculty, dietetics practitioner and/or member of the public may submit a complaint against any accredited program to ACEND. However, the ACEND board does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admissions, appointment, promotion or dismissal of faculty or students. It acts only upon a signed allegation that the program may not be in compliance with the accreditation standards or policies. The complaint must be signed by the complainant. Anonymous complaints are not considered. Once all other options with the program and university have been exhausted, students would be referred to the ACEND Policies and Procedures Handbook at http://www.eatright.org/ACEND/.

The CPD has a folder in a locked file cabinet that is specifically for student complaints. In the past five years there have not been any program complaints the CPD that have been brought to the attention of faculty, the university, or ACEND.

Meets

[X] 1. No compliance problems are present.
[ ] 2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

[ ] Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

☐ Plans to address compliance problems are not viable or have not been developed.

48

Students

Standard 22: Information to Prospective Students & the Public

The program must provide clear, consistent and accurate information about all program requirements to prospective students/interns and the public at large. All information about the program specified below must be readily available to prospective students/interns and the public. If various print and electronic methods are used, such as a catalog, program bulletin, brochure and Web site, all of the information must be in one place or each must provide references to where the remaining information can be found.

Guideline 22.1

Information about the program must include at least the following:

a. Description of the program, including mission, goals and objectives that will be monitored for program effectiveness

b. A statement that program outcomes data are available on request.

c. Description of how the program fits into the credentialing process to be a registered dietitian and state certification/licensure for dietitians, if applicable

d. Cost to student, such as estimated expenses for travel, housing, books, liability insurance, medical exams, uniforms and other program-specific costs, in addition to application fees and tuition

e. Accreditation status, including the full name, address, and phone number of ACEND

f. Admission requirements for all pathways and options for which the program is accredited

g. Academic and program calendar or schedule

h. Graduation and program completion requirements for all pathways and options for which the program is accredited

All listed information is available on the dietetics website, which can be found at: http://ndfs.usu.edu/htm/undergraduate/dietetics (exhibit). This information is available to all prospective students, current students, and the public at large. Anyone who searches on the USU website for dietetics will be redirected to the USU dietetics website. The website contains accreditation status, degree information, major requirements, advising, College of Agriculture clubs including the dietetic student association, the application process, and the Dietetics Handbook. Costs to students are outlined in the Dietetics Handbook. Anyone who contacts the NDFS office will be directed to the USU website and a dietetics faculty member. Prospective and current students are referred to the Dietetics Handbook and website by faculty and the academic advisor. The policies and information within the Handbook are discussed at spring orientation for students who were recently accepted into the program. Faculty refers students back to the handbook when questions arise. Preceptors and all other stakeholders are directed to the handbook to answer questions regarding policies and procedures. The handbook is reviewed annually and updated as changes occur. To keep the website and handbook consistent, the content on the website is updated by the program director as updates are made to the handbook.

Social media is utilized as a communication tool among prospective students, graduates, stakeholders, and the public. The USU dietetics blog (Dish Up), Facebook page, and LinkedIn group (exhibit) are publicly available. These social media avenues allow the dietetics program to keep in contact with students and stakeholders while also providing nutrition education, recipes, and updates on nutrition related programming in the community to the public. For example, the dietetics Facebook page is used every spring as a way to promote Relay for Life and to encourage student, faculty, and stakeholder involvement in this fundraising event. Additionally, the Dish Up blog is used to promote the Soup Connection, a teaching kitchen initiative that encourages purchasing, preservation, and consumption of local foods, especially for use during the winter months. LinkedIn provides an excellent way to keep in touch with graduates, preceptors, and other stakeholders. Students, faculty, and preceptors work together to maintain updated social media sites. Prospective students are encouraged to view these sites to get a better understanding of the program.

Meets

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[ ] 2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

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490

Dietetics



Nutrition, Dietetics & Food Sciences

- Home
- About NDFS
- Undergraduate
  - Dietetics
  - Food Science
  - Food Technology
  - Management
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- News
- Assessment
- Research & Centers
- Students

Quick Links

- CAAS Business Service Center
- College of Agriculture and Applied Sciences
- Faculty & Staff Forms
- USU Dietetic Internship

Degree Information | Major Requirements | Advising | Clubs | Application Process | Dietetics Handbook

Students in the **Dietetics** emphasis prepare to become Registered Dietitians (RDs) and receive excellent instruction and experience in clinical nutrition, community nutrition, and food service management. USU offers two programs in Dietetics—the Coordinated Program in Dietetics (CPD) and the Didactic Program in Dietetics (DPD). Both are accredited by the the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association.

The CPD Program includes coursework and a 1,200-hour supervised internship. The graduate is eligible to take the national registration exam to become an RD upon completion of the BS degree.

After completing requirements for a bachelor's degree, students in the DPD Program are eligible to apply for a supervised internship experience elsewhere. This includes the USU Distance Internship and others across the nation. Upon completion of a post-BS internship, graduates are eligible to take the national registration exam.

Admission into either Dietetics Program (CPD or DPD) requires formal application during spring semester of the sophomore year (or when prerequisite coursework is completed). Up to twelve students are accepted into the CPD program each year and go through the program in unison. Other applicants who meet the minimum criteria for entry into the Dietetics Program (a cummulative GPA of 3.0 or higher and a grade of C- or bet[illegible] in required prerequisite coursework) are eligible for en[illegible] into the DPD program. Selected appli[illegible]s are expected to register for dietetics courses beginn[illegible] the following fall semester.

Degree Information



DIETETICS PROGRAM OVERVIEW

Registered Dietitians (RD) or Registered Dietitian Nutritionists (RDN) are the experts in food and nutrition. Dietitians advocate for healthy eating among a variety of demographic and socioeconomic groups to help prevent and treat diseases that are impacted by diet.

Registered dietitians are employed in a variety of settings including inpatient, outpatient, extended care, community health, government agencies, and private practice. Dietitians also work in areas of research, public policy, business, and education. In addition, dietitians have the option to specialize in specific areas of nutrition including pediatrics, sports, oncology, renal, gerontology, and more.

The field of dietetics is incredibly diverse and the opportunities for dietitians are endless! Many dietitians are finding themselves in unique positions, providing programming, education, and resources to individuals in a variety of settings, depending on the community needs. In rural areas, dietitians often wear multiple hats and have responsibilities in more than one area of dietetics.

The three key areas of dietetics include:

Clinical: Clinical Dietitians are health care professionals who typically work in hospitals, clinics, or nursing homes. Dietitians working in clinical settings identify, assess, and treat patients at nutrition risk. They also provide personally tailored nutrition education and assist patients with prioritizing good nutrition by setting goals and providing follow up treatment. Clinical dietitians work closely with an interdisciplinary team of medical professionals to ensure that patients receive adequate treatment.

Community: Community Dietitians focus on disease prevention by educating individuals and groups about the importance of diet for reducing the risk for chronic diseases. Oftentimes, dietitians working in a community setting will assist with programming to help change nutrition related behaviors of certain populations. It is increasingly popular for dietitians to work in health clubs or clinics to provide individual or group education to improve diet or for disease management. There are abundant opportunities in this area that vary between communities depending on the specific needs and interests of community members in diet and nutrition.

Food Service: Food Service Dietitians manage and supervise the preparation and service of food in health care facilities, schools, correctional facilities, cafeterias, and restaurants. They develop appropriate therapeutic diets for individuals with specific nutritional needs, provide kitchen safety training, and direct supervision of kitchen staff.

EDUCATION

RDs must complete multiple layers of training and education that meet the requirements of the Academy of Nutrition and Dietetics. The requirements to become an RD includes:

1. **Coursework:** Complete a minimum of a bachelor's degree at an accredited university approved by the Academy of Nutrition and Dietetics.
2. **Supervised Practice:** Complete 1200 hours of supervised practice at a healthcare facility, community agency, and a food service establishment.
3. **National Registration Exam:** Pass a national examination administered by the Commission on Dietetic Registration (CDR). For more information, refer to CDR's website at www.cdrnet.org.
4. **Continuing Education:** Complete continuing professional educational requirements to maintain certification throughout professional career as a dietitian.

EMPLOYMENT

Salaries for dietitians who have been working for five years or less range from $42,000 - $54,000. On average, dietitians in Utah make $38,000 - $50,000 depending on education, years of experience, and area of dietetics (Source: Bureau of Labor Statistics). Dietitians in management, business, and consulting may earn incomes >$70,000. Dietitians with masters or doctorate degrees are also more likely to earn $60,000 - $75,000 on average. Wage increases for dietitians are strongly associated with years of experience, education level, supervisory responsibility, and budget responsibility. (Source: Academy of Nutrition and Dietetics).

Employment of dietitians is expected to grow as fast as the average for all occupations due to increased emphasis on disease prevention, a growing and aging population, and public interest in nutrition. Employment in hospitals is expected to show little change because of anticipated slow growth and reduced lengths of hospital stay. Faster growth, however, is anticipated in nursing homes, residential care facilities, and physician clinics.

RDs have the option of acquiring additional certifications in specialized areas of practice. These include pediatric nutrition, renal nutrition, nutrition support, diabetes education, and several others. Most certifications require a specific number of hours working with that specific population and an exam, among a variety of other requirements.

The Academy of Nutrition and Dietetics is the professional organization for dietitians. More information is available at www.eatright.org.

USU DIETETICS PROGRAMS

The Dietetics Program at Utah State University is part of the Department of Nutrition, Dietetics, and Food Sciences (NDFS) in the College of Agriculture and Applied Sciences. Students in this major prepare to become RDs and receive excellent instruction and experience in clinical nutrition, community nutrition, and food service management.

USU offers two programs in Dietetics – the Coordinated Program in Dietetics (CPD) and the Didactic Program in Dietetics (DPD). Both programs have been granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312/899-0040.

Admission into either program (CPD or DPD) requires a formal application process during spring semester of the sophomore year (or after all prerequisite course requirements have been met). Entry into either program requires a GPA > 3.0 and no D or F grades in required prerequisite coursework. Up to 12 students are accepted into the CPD each year and complete 1200 hours of supervised practice during their junior and senior years. Students in the DPD will complete all dietetics coursework during their junior and senior year, then will complete their supervised practice in a Dietetics Internship (DI) following graduation. Dietetics students accepted into both CPD and DPD are expected to complete dietetics courses beginning the following fall semester and continue, uninterrupted, for the next two years in unison with their classmates.

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Advising

To schedule an appointment please contact Sherri Dever at 435-797-2282.

Undergraduate Academic Advisor

Debbie Waite



Academic Advisor

Email: debbie.waite@usu.edu
Location: Agricultural Sciences (AGRS) 418
Office Phone: (435) 797-3096
Fax: (435) 797-3321

4800 Old Main Hill
Logan, UT 84322-4800

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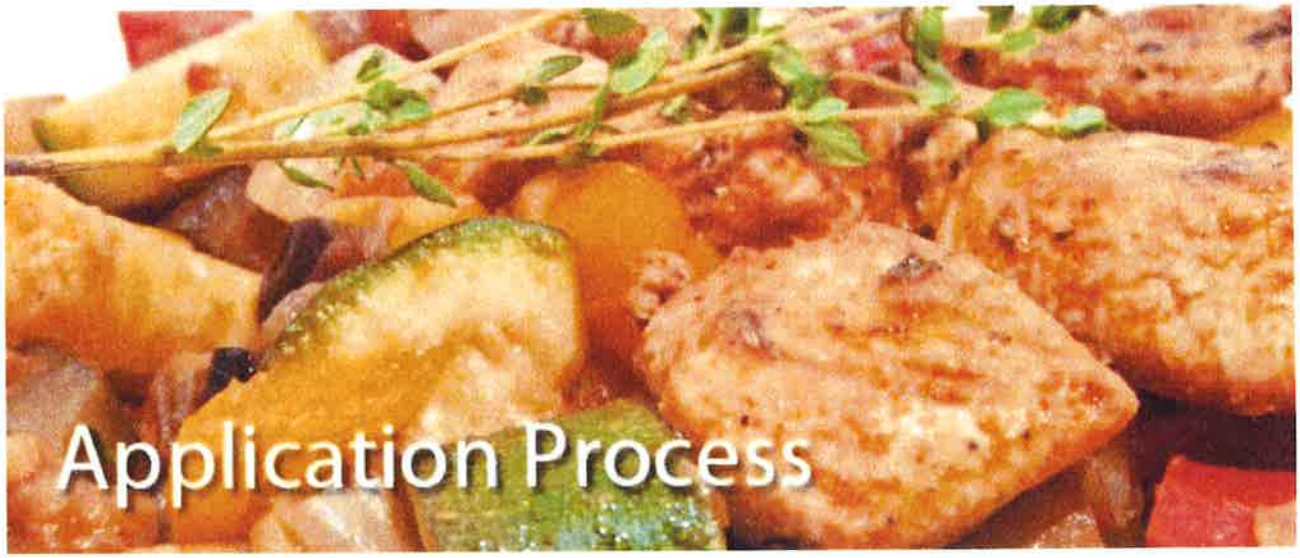
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Links

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of Agriculture and Sciences
& Staff Forms
tetic Internship

Application Process



Dietetics Application

The deadline to apply for acceptance into the dietetics program has now passed. Please chec back here in February 2015.

Dietetics Information Meeting Presentation

This powerpoint presentation includes everything covered during Debbie Waite's information session.

Frequently Asked Questions about the Dietetics Application

Please review the FAQs *first* if you have any questions.

Dietetics Application and Instructions

Please submit your application via the online form below.

Related Hours FAQ

Reference this FAQ if you have questions about the related experience required to apply to USU's dietetics program.

Extra Related Hours Log Sheet

Use this log sheet ***only if you need more space*** to indicate your related hours.

Recommendation Form

The person writing your recommendation will need to mail or email the recommendation directly to the committee. Mailing email instructions are on the recommendation form.

Please submit your application using this form. Recommendation Forms and Official Transcripts need to be mailed directly to the NDFS department (8700 Old Main Hill, Logan, UT 84322-8700).

497

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LIVE, LOVE, NUTRITION

163 likes

Organization

Welcome to the Utah State University Dietetics Students Association!



163

About | Photos | Likes

Highlights

LIVE, LOVE, NUTRITION shared a link.

April 8

Recent Posts by Others on LIVE, LOVE, NUTRITION | See All

Laurel Skye Kimball

And tonight for a textured dinner we had a meal wi

LIVE, LOVE, NUTRITION shared a link.
April 8

Relay for Life is on Friday! To join the USU Dietetics team, go to relayforlife.org/usuut!

Relay For Life of Utah State University
main.acsevents.org

Join Relay For Life of Utah State University in a variety of ways to...

Like · Comment · Share

Stacy Jorgensen Bevan and Kathryn Harwood like this.

Alessa Wade Hey, I just joined! Does everyone show up at 6?
April 8 at 4:39pm

LIVE, LOVE, NUTRITION It starts at 7!
April 9 at 10:42am

LIVE, LOVE, NUTRITION shared a link.
April 4 · Edited

Relay for Life is one week away! The event will be held from 7 pm to 8 am on April 11-12 in the Nelson Fieldhouse. There will be food (Buffalo Wild Wings, Subway, Olive Garden), music, a magician, and zumba!

Although Relay for Life is an ... See More

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Laurel Skye Kimball
And tonight for a textured dinner we had a meal wi...
4 · March 30 at 9:18pm

Laurel Skye Kimball
We ate plenty of textured fruits and veggies this we...
3 · March 30 at 9:14pm

Alessa Wade
Almost late post, but I made this pasta dish by han...
March 30 at 9:08pm

Jessica Marie Clark
Dragon fruit divas made drop biscuits by hand :)
March 30 at 8:25am

Shayna Craig Bedingfield
Throwback to week 2! Sean ate pureed plantains an...
3 · March 29 at 9:41pm

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Utah State University Dietetics Alumni

55 members | Member

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Welcome to the USU Dietetics Alumni Group! Help others in this group get to know you. Tell us about yourself, your current or past jobs in the field of dietetics, and...

Stacy Bevan

Like · Comment · Follow · 7 months ago



Google tool to compare nutritional content of...

Brian Knight

I just tried this out. It's somewhat temperamental, but much easier than using the big book and you can adjust the serving size for more accurate comparison. What are your thoughts?

Apples Vs. Oranges: Google Tool Offers Ultimate Nutrition Smackdown npr.org

Leave it to the folks at Reddit to uncover the hidden treasures of the Internet. Recently, they were gabbing about Google's nutrition comparison tool, which was quietly launched at the end of 2013, and escaped us here at The Salt. Using this...

Like · Comment · Follow · 1 month ago

Members of this Group



Sheryl Aguilar

Senior Dietitian at Utah State University

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Start by commenting in a discussion. Group participants get 4x the number of profile vie

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riday, April 4, 2014

oup-er Soup and Side Solutions

he wealth of knowledge that USU Dietetics students have is amazing. We decided it was time to ave their share some of their knowledge with you! We gave the junior dietetic students an ssignment to write a post for the blog. They had free rein in their topic...but it had to relate to oup of course! This is a wonderful post written by USU Dietetic student Sarah Gillians with some elicious soup sides!

When you think of comfort food, what comes to mind? Some see visions of apple pie r fried chicken, but, for me, nothing says comfort like a steamy bowl of soup! I ove soup as a meal, but my husband disagrees and tires of soup, salad and readstick or soup and sandwich meals quickly. Below are my tips for picking unique ides that will round out a soup-centered meal. Enjoy!

ill in the Blanks

you're like me you plan meals by looking at them and saying "what's missing"? With soup, ke to look at what's in it and plan sides based o what's not. Lots of oodles and protein? Go with a fruit salad or roasted vegetables. Tons of veggies,

Popular Posts



Mini Carrot Cupcake with Cream Cheese Frosting
If you can answer YES to one or more of the following questions, then this post is for you. Have you ever had runny frosting? ...



Roasted Summer Squash Soup
Is there such a thing as deliciousness in a bowl?? We think so. And it is called Roasted Summer Squash Soup. If you've been ...



Red Lentil & Squash Soup
In Ancient Egypt, Lentils were dubbed instrumental Making children happier - that was monumental! Historica alled "poo...

noodles and protein? Go with a fruit salad or roasted vegetables. Tons of veggies, like our vegetable chowder? Add some grilled chicken on the side and finish with a fruity dessert. You don't need to include every food group, but by looking at what you have and adding to it with what you don't, you'll avoid duplicating flavors and textures and likely get more nutrients, too!



Brothy, vegetable-filled soup completed with naan. Photo courtesy John Herschell, Flickr.com

Stick With a Theme

I'm a theme kinda gal and I love themes based on regional flavors. The go-to is Italian soup, like minestrone, with salad and breadsticks, but be creative! For curry based soups, like our curried tomato, try naan bread or add tofu. With our spicy black bean or tortilla soups, include enchiladas, tamales or corn chips. These are just a few examples of many possible combos, so find a soup, discover its origin, and hit the books (or the web) for recipes.





Quinoa Stew with Potatoes and Greens

The first time you heard the word quinoa, you probably thought "what is that??" But once the initial bewilderment wore off, you...



Vegetable Pho

What in the world is "Pho?" Pho (pronounced "fuh") - is also known as Vietnamese Noodle Soup and is made of savory ...



Soup Connection Shares Q&A

How does the Soup Connection CSA work? The Soup Connection Commnity Supported Agriculture (CSA) follows the CSA models used by many loc...



Soup Connection -- The True Story

In one sentence, can you describe what Soup Connection is? State-of-the-art USTAR commercial kitchen/nutrition research facility marries...



Peach Cookies

You know those desserts that stretch a smile across your face because it feels like little pieces of heaven are falling into your mouth...

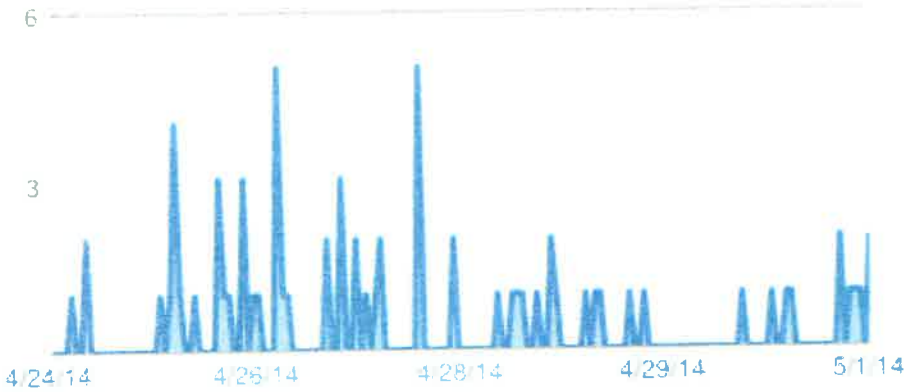


Vegetable Chowder

Vegetable Chowder is a power packed soup that has a lot of great ingredients, including Fennel. this ingredient is full of

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Students

Standard 23: Policies & Procedures

Program policies, procedures and practices related to student recruitment and admission must comply with state and federal laws and regulations to ensure nondiscrimination and equal opportunity. The program must have written policies and procedures that protect the rights of enrolled students/interns and are consistent with current institutional practice. Additional policies and procedures specific to the program and supervised practice component must be provided to students/interns on a timely basis in a program handbook.

Guideline 23.1

The following policies and procedures required by institutional/regional accreditation and ordinarily published in the university/college catalog or program handbook must be provided to students/interns:

a. Withdrawal and refund of tuition and fees

b. Scheduling and program calendar, including vacation and holidays

c. Protection of privacy of student information

d. Access to personal files

e. Access to student support services, including health services, counseling and testing and financial aid resources

Guideline 23.2

The following policies and procedures specific to dietetics programs must be provided to students/interns, such as in a program handbook:

a. Insurance requirements, including those for professional liability

b. Liability for safety in travel to or from assigned areas

c. Injury or illness while in a facility for supervised practice

d. Drug testing and criminal background checks if required by the supervised practice facilities

e. Educational purpose of supervised practice to prevent the use of students/interns to replace employees

f. Filing and handling complaints from students/interns and preceptors that includes recourse to an administrator other than the program director and prevents retaliation

g. If the program grants credit or supervised practice hours based on an assessment of prior learning or competence, it must define procedures for evaluating equivalency of prior education or experience to the knowledge and/or competencies covered by the courses or rotations for which the credit is granted. Otherwise, the program must indicate that it has no policy for assessing prior learning or competence.

h. Formal assessment of student learning and regular reports of performance and progress at specified intervals throughout the program, such as within and at the conclusion of any given course, unit, segment or rotation of a planned learning experience

i. Program retention and remediation procedures when student performance does not meet criteria for progressing in the program

j. Disciplinary/termination procedures

k. Graduation and/or program completion requirements for all options including maximum amount of time allowed for completing program requirements in place at the time student enrolls

l. Verification statement procedures ensuring that all students/interns completing requirements as established by the program receive verification statements and are submitted to CDR for eligibility for the RD examination

The CPD follows the general USU policies and procedures found at http://catalog.usu.edu/content.php?catoid=8&navoid=1571. These policies and procedures comply with state and federal laws and regulations that ensure nondiscrimination and equal opportunity. Additionally, these policies and procedures protect the rights of all USU students. Policies and procedures are available to students at all times on the USU website. Dietetics faculty and the academic advisor refer students to the website when they have questions and after acceptance into the dietetics program at orientation. At that time, faculty reviews the policies and procedures in the handbook and answer student questions. The handbook is available to students at all times on the dietetics website http://ndfs.usu.edu/files/uploads/Dietetics_Handbook_2014-2016.pdf. See Standard 8 for a printed copy.

Adherence to policy is vital to program success. Students are required to meet university standards and program benchmarks as described. A few years ago, a student was failing to achieve preceptor scores and grades as described in the handbook. The student met with the program director monthly to establish a plan of action. The student identified some issues, including lack of knowledge as to how to plan study around the diverse needs of the CPD. The program director referred the student to academic support services as well as provided mentorship and assistance as the student learned new skills. By the end of the semester, the student's grades had improved, preceptor evaluations met benchmarks, and the student was able to graduate as planned.

Application information is found in the handbook and on the dietetics website at: http://ndfs.usu.edu/htm/undergraduate/dietetics/application-process. Applicants are provided with the admission requirements and evaluation criteria prior to applying to the program. Students are strongly encouraged to attend the Dietetics Application Information Meeting provided by the academic advisor in the spring prior to the application due date (exhibit). All CPD applicants must complete a thorough application process for admission into the CPD. All applicants are required to have a cumulative GPA ≥ 3.0 and no D or F grades in all required prerequisite coursework. Following admission into the dietetics program, all students must maintain a GPA of 3.0 or above. Applicants are evaluated on the professionalism and communication skills demonstrated in the personal interview, content and writing skills of the letter of application, dietetics-related experience (leadership, awards, work, and volunteer experience), two professional references, and a 12-question math quiz. This multi-component application process ensures that program admission procedures are applied equitably to all applicants. A scoring matrix is used to total scores from the above categories, and the top scoring 12 of those students preferring the CPD are offered positions.

The USU CPD is a nondiscriminatory and equal opportunity program. The five member selection committee reviews each of the applicants based on specific criteria without reference towards race, gender, ethnicity, age, or religion. The application does not ask for any prohibited, discriminatory information.

The Dietetics Handbook and the USU website provide information to students regarding all policies and procedures. Utah State University provides the following policies and procedures:

- When a student withdraws from classes through the fifteenth day of the semester (for full-semester classes) **or** before completing twenty percent of the session (for partial-semester classes), he or she is entitled to a 100 percent refund of registration tuition and student body fees, as well as class and lab fees. All refunds will be mailed to the student *or* be deposited directly into the student's bank account. The application and evaluation fee for an undergraduate or graduate applicant is nonrefundable. A complete withdrawal must be approved by the Financial Aid Office or by the Office of Retention and Student Success. Policy can be found at: http://catalog.usu.edu/content.php?catoid=4&navoid=485#Tuition_Refund_Policy
- The Academic Calendar can be found at http://www.usu.edu/calendar/academic.cfm. The spring semester has 73 instruction days and 5 exam days. The fall semester has 70 instruction days and 5 exam days. USU CPD observes all regularly scheduled holidays and vacations as outlined on the University calendar.
- The Family Educational Rights and Privacy Act (FERPA) of 1974 prohibits Utah State University from releasing certain personally identifiable information from a student's record to a third party (e.g. parent, spouse, etc.) without the student's explicit consent. This policy can be found at: http://www.usu.edu/registrar/htm/ferpa
- Student academic records are classified as confidential and may be released only with the student's authorization, in accordance with the Public Information Act and the Family Educational Rights and Privacy Act of 1974. Official transcripts can be requested in three ways: Online, by mail, or in person. This policy can be found at: http://www.usu.edu/registrar/htm/records/transcripts
- Students have access to a variety of support services including health services, counseling and testing and financial aid resources. A list of services can be found at: http://www.usu.edu/studentservices/departments.cfm

The Dietetics Handbook includes the following policies and procedures:

- The university carries general liability insurance that covers students when performing class-related activities both on and off campus. For information on coverage, limitations, and exclusions, see http://www.usu.edu/riskmgt/other/liability.cfm. For CPD students, additional liability is provided by the dietetics program to cover supervised practice in healthcare facilities. The certificate of liability can be requested from the program director.
- Many courses will involve travel to and from professional work sites. Students are expected to arrange their own transportation. The university assumes no liability during personal transportation to and from a non-campus work site. In limited circumstances, the student may be asked to travel greater than 30 miles from campus. On those occasions, the university will provide transportation. Drivers of university vehicles must complete driver training. For details, see https://parking.usu.edu/htm/parking-information/drivers-representation-form. The full text of the motor vehicle use policy can be found at: http://www.motorpool.usu.edu/htm/vehicle-use- policy.
- CPD students must submit to a full background check, criminal history, sexual predatory registry verification, 5-panel drug screen and physical examination. In addition, students are required to have full vaccination coverage as recommended by the Centers for Disease Control (see http://www.cdc.gov/vaccines/schedules/hcp/index.html for full schedule) and to complete all relevant paperwork needed for placement in supervised practice facilities. Students must possess ServSafe Certification, a legal driver's license, documentation of legal right to work or study in the United States, and health insurance. Verification of requirements is completed by Certified Background (http://www.certifiedbackground.com/) and must be completed by August 1st of junior year. Failure to complete all necessary documentation is grounds for dismissal from the program.
- Students will complete a minimum of 1200 hours of supervised practice. Supervised practice occurs in a variety of settings, including (but not limited to) hospitals, childcare centers, foodservice kitchens, dining facilities, and community health entities.
- Employment during the program is highly discouraged; however, students are able to work up to 10 hours per week. Students may not request a rescheduling of supervised practice based on work schedule or request to leave a laboratory experience before the scheduled end time due to work conflicts.
- Supervised practice sites and preceptors are based on competencies as defined by ACEND. Contracts between the university and individual sites are evaluated on an annual basis with formal review done as needed or recommended by USU risk management services. Requests for contracts must be made directly through risk management. For contact information and details on contract and agreement management at USU, see http://www.usu.edu/riskmgt/. Preceptors are screened to ensure they meet minimum qualifications for student training, including demonstrated credentials and knowledge in the preceptor's field of dietetics. Not all preceptors will be dietitians; however, all preceptors will have been selected based on demonstrated ability to mentor a student in the applicable ACEND competency. Preceptor credentials and continuing education are verified annually as part of the site affiliation agreement process.
- Patient charts are legal documents and are subject to HIPAA standards as well as the facility's privacy policies. USU Dietetic students will treat all patient medical and personal information with the utmost respect. All policies regarding patient privacy will be obeyed. Patient information is not to be discussed in hallways, elevators, work rooms, or any public area. It is the responsibility of the student to ensure that all chart notes are reviewed and co-signed by a facility's Registered Dietitian before, or shortly after, being entered into the patient's medical record. Any copies of chart notes removed from the hospital facility should have all patient identifying information such as name and SSN removed completely. Materials containing patient information must be shredded or destroyed.
- Facilities may provide medical care in the case of an emergency. Students are required to carry medical insurance at all times. Costs related to medical care are the responsibility of the student.
- Action may be taken to dismiss the student from the CPD in the event of:
    - Violations of student code as outlined at: http://www.usu.edu/studentservices/studentcode/
        - Violations of the Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule as described at: http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/
- Due to program intensity, students can miss minimal hours at rotations sites without jeopardizing their ability to complete the program. In general, arrangements must be made to be in attendance at every assigned rotation. If a student is ill or has an unplanned life event, the program director must be contacted immediately to arrange for alternate hours. If a student has absences equivalent to or greater than 40 hours of supervised practice, the student may be required to withdraw from the program. The program director will work with the student to find alternate degrees or pathways for graduation.
- Student performance is evaluated on a per semester basis via coursework, preceptor evaluations, and faculty observation. If a student is found to be deficient, the following policy will be in effect:
    - Students who earn less than 80% on one exam or significant assignment need to correct missed questions for up to 1/2 of missed points.
    - Students who earn less than 80% on more than one exam or significant assignment need to correct missed questions *and* are required to make an appointment with USU Academic Support Services ASAP and report to

their respective director about their strategies.
  - Students who earn less than a B- in any course are put on probation.
  - Students who earn less than a B- in more than one course are advised by the program director to consider another major.

- All students accepted into the USU CPD who have completed all required courses and receive a Bachelor of Science degree will successfully complete the program. Students are expected to complete all program requirements within two years unless approval is granted by the Program Director based on unforeseen circumstances.
- When the Director of a Didactic Program in Dietetics signs a verification statement, she/he is verifying that the individual has completed at least a baccalaureate degree from a U.S. regionally accredited college/university or foreign equivalent. Additional information on verification statements can be found at: http://www.eatright.org/ACEND/content.aspx?id=66

The purpose of due process is to afford students all rights guaranteed to citizens by the constitution and laws of the United States as well as rules and regulations of Utah State University and the recognized standards of the program and profession for which they are training. Grievance procedures and due process policy is found in the Dietetics Handbook. Complaints are managed per policies and procedures at the program, university and ACEND. If the student is not able to resolve the problem, refer to USU Academic Policies and Procedures at http://catalog.usu.edu/content.php?catoid=8&navoid=1571.

Students have access to the Office of Student Conduct at USU (http://www.usu.edu/studentconduct/), which is available to protect the rights of students and assists with student conduct assessments. "The Office of Student Conduct will treat all students with fairness, consistency and respect. Our mission is to help each student to achieve success in the academic, living and learning environment. Our office will provide all available resources through Utah State University and other agencies to assist each student; victim, accused, Student Code violators and others to fulfill our mission." The Office of Student Conduct protects the learning and living environment at USU, facilitates students in learning responsible conduct, fairly resolves Student Code violations and grievances, fosters and promotes academic integrity, protects relevant rights and due process of students, develops and disseminates Student Code information, and much more. Dietetics faculty refers students to the Office of Student Conduct if issues of grievance, academic integrity, and due process arise.

Students should submit complaints directly to ACEND only after all other options with the program and institution have been exhausted. Any student, faculty, dietetics practitioner and/or member of the public may submit a complaint against any accredited program to ACEND. However, the ACEND board does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admissions, appointment, promotion or dismissal of faculty or students. It acts only upon a signed allegation that the program may not be in compliance with the accreditation standards or policies. The complaint must be signed by the complainant. Anonymous complaints are not considered. For additional information, refer to the ACEND Policy and Procedure Handbook at www.eatright.org/ACEND/.

There have been no issues of conduct during the past five years, most likely due to the close and personal nature of our program, small class size, and rigorous and consistent selection criteria. These factors are definitely strengths of the program.

Meets

[X] 1. No compliance problems are present.
[ ] 2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

[ ] Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

[ ] Plans to address compliance problems are not viable or have not been developed.

Curriculum Map (Standard 10)
Didactic & Supervised-practice Courses Aligned with Core Knowledge & Competencies for the RD

Background: The Curriculum Map is used to identify the courses or rotations in which students are being taught specific knowledge requirements and competencies.

Courses & Rotations	KRD 1.1	CRD 1.1	CRD 1.2	CRD 1.3	CRD 1.4	CRD 1.5		KRD 2.1	KRD 2.2	KRD 2.3	CRD 2.1	CRD 2.2	CRD 2.3	CRD 2.4	CRD 2.5	CRD 2.6	CRD 2.7	CRD 2.8	CRD 2.9	CRD 2.10	CRD 2.11	CRD 2.12	CRD 2.13
Semester 1																							
CHEM 1210 Principles of Chemistry (4)	X		x																				
NDFS 1020 Science and Application of Nutrition (3)	X		X		X																		
NDFS 1260 Food Literacy (3)	X																						
MATH 1050 College Algebra (4)	X																						
PSY 1010 Introduction to Psychology (3)	X								X														
Semester 2																							
CHEM 1220 Principles of Chemistry II (4)	X		X																				
NDFS 2020 Lifecycle Nutrition (3)	X		X		X																		
ENGL 1010 Introduction to Writing (3)								X	X			X											
STAT 1040 Introduction to Statistics (3)	X																						
Semester 3																							
CHEM 2300 Organic Chemistry (3)	X		X																				
NDFS 3020 Sports Nutrition (2)	X		X																				
BIOL 2420 Physiology (4)	X		X																				
ENGL 2010 Intermediate Writing (3)								X	X			X											
Semester 4																							
CHEM 3700 Biochemistry	X		X																				
CHEM 3710 Biochemistry Lab	X																						
NDFS 3070 Science of Food Preparation (3)	X	X																					
NDFS 1250 Sanitation & Safety (3)																							
NDFS 3600: Medical Terminology (1)																							
Semester 5																							
NDFS 4020 Advanced Nutrition (3)	X		X		X																		
NDFS 4050 Education & Counseling I								X	X		X	X		X									

SKS

(2)																						
NDFS 4480 Community Nutrition (3)																						
NDFS 4550 Medical Nutrition Therapy I (4)	X						X		X	X	X											
NDFS 4570 Clinical Experience I (1)	X						X		X	X	X		X			X				X		
NDFS 4710 Food Service Systems (2)	X	X		X			X	X	X													
NDFS 4730 Food Service Lab (2)	X	X		X			X		X	X										X		
Semester 6																						
NDFS 4060 Education & Counseling II (2)							X	X			X	X	X	X			X	X				
NDFS 4560 Medical Nutrition Therapy II (4)	X		X				X		X		X											
NDFS 4580 Clinical Nutrition II (2)	X		X				X	X	X	X	X		X			X	X			X		
NDFS 4720 Foodservice Organization and Management (2)	X	X		X			X		X													
NDFS 4740 FS Management Lab (2)	X	X		X					X	X	X			X						X		
NDFS 4780 Maternal & Child Nutrition (2)	X																					
NDFS 4790 Maternal & Child Lab (1)	X						X		X	X	X									X		
Semester 7																						
NDFS 4660 Medical Dietetics (12)	X		X				X	X	X	X	X		X	X	X	X	X		X	X		
Semester 8																						
NDFS 4750 Transition to Professional Practice in Dietetics (2)	X					X	X		X									X			X	
NDFS 4760 Professional Practice Lab (2)						X	X			X	X			X			X			X		
NDFS 5210 Advanced Public Nutrition (2)	X		X		X																	
NDFS 5310 Nutrient Gene Interaction (3)	X		X		X																	
NDFS 5750 Advanced Practicum (3)							X					X	X	X			X			X		X

Courses & Rotations	KRD 3.1	KRD 3.2	KRD 3.3	CRD 3.1	3.1.a	3.1.b	3.1.c	3.1.d	3.1.e	CRD 3.2	CRD 3.3	CRD 3.4	CRD 3.5	CRD 3.6								
Semester 1																						
CHEM 1210 Principles of Chemistry (4)	X																					
NDFS 1020 Science and Application of Nutrition (3)	X	X																				
NDFS 1260 Food Literacy (3)		X																				
MATH 1050 College Algebra (4)	X																					
PSY 1010 Introduction to Psychology (3)																						
Semester 2																						
CHEM 1220 Principles of Chemistry II (4)	X																					
NDFS 2020 Lifecycle Nutrition (3)	X	X																				
ENGL 1010 Introduction to Writing (3)	X																					
STAT 1040 Introduction to Statistics (3)	X																					
Semester 3																						
CHEM 2300 Organic Chemistry (3)	X																					
NDFS 3020 Sports Nutrition (2)	X																					
BIOL 2420 Physiology (4)	X	X																				
ENGL 2010 Intermediate Writing (3)	x									X												
Semester 4																						
CHEM 3700 Biochemistry	X	X																				
CHEM 3710 Biochemistry Lab		X																				
NDFS 3070 Science of Food Preparation (3)																						
NDFS 1250 Sanitation & Safety (3)																						
USU 1330 (university requirement) (3)																						
NDFS 3600: Medical Terminology (1)	X																					
Semester 5																						
NDFS 4020 Advanced Nutrition (3)	X	X																				
NDFS 4050 Education & Counseling I (2)			X						X	X	X	X										
NDFS 4480 Community Nutrition (3)		X																				
NDFS 4550 Medical Nutrition Therapy I (4)	X	X		X	X	X	X	X	X	X												

LS

NDFS 4570 Clinical Experience I (1)	X	X	X	X	X	X	X	X	X	X	X	X									
NDFS 4710 Food Service Systems (2)		X												X							
NDFS 4730 Food Service Lab (2)		X												X							
Semester 6																					
NDFS 4060 Education & Counseling II (2)			X								X			X							
NDFS 4560 Medical Nutrition Therapy I (4)		X		X	X	X	X	X	X	X											
NDFS 4580 Clinical Nutrition II (2)	X	X	X	X	X	X	X	X	X	X	X	X									
NDFS 4720 Foodservice Organization and Management (2)		X												X							
NDFS 4740 FS Management Lab (2)		x								X				X							
NDFS 4780 Maternal & Child Nutrition (2)	X	X		X	X	X	X	X	X												
NDFS 4790 Maternal & Child Lab (1)		X		X	X	X	X	X	X			X									
Semester 7																					
NDFS 4660 Medical Dietetics (12)	X	X	X	X	X	X	X	X	X	X		X									
Semester 8																					
NDFS 4750 Transition to Professional Practice in Dietetics (2)	X	X									X										
NDFS 4760 Professional Practice Lab (2)		X						X	X	X		X									
NDFS 5210 Advanced Public Nutrition (2)		X																			
NDFS 5410 Nutrient Gene Interaction (3)		X																			
NDFS 5750 Advanced Practicum (3)		X						X	X	X		X									

Courses & Rotations	KRD 4.1	KRD 4.2	KRD 4.3	KRD 4.4	KRD 4.5	CRD 4.1	CRD 4.2	CRD 4.3	CRD 4.4	CRD 4.5	CRD 4.6	CRD 4.7	CRD 4.8	CRD 4.9	CRD 4.10	CRD 4.11		KRD 5.1	KRD 5.2	KRD 5.3			
Semester 1																		X	X				
CHEM 1210 Principles of Chemistry (4)		X																					
NDFS 1020 Science and Application of Nutrition (3)			X															X	X	X			
NDFS 1260 Food Literacy (3)																		X					
MATH 1050 College Algebra (4)	X																		X				
PSY 1010 Introduction to Psychology (3)																				X			
Semester 2																							
CHEM 1220 Principles of Chemistry II (4)		X																X	X				
NDFS 2020 Lifecycle Nutrition (3)																				X			
ENGL 1010 Introduction to Writing (3)	X		X																				
STAT 1040 Introduction to Statistics (3)																			X				
Semester 3																							
CHEM 2300 Organic Chemistry (3)		X																X	X				
NDFS 3020 Sports Nutrition (2)																				X			
BIOL 2420 Physiology (4)																			X				
ENGL 2010 Intermediate Writing (3)	X		X																				
Semester 4																							
CHEM 3700 Biochemistry																			X				
CHEM 3710 Biochemistry Lab																			X				
NDFS 3070 Science of Food Preparation (3)		X										X						X	X				
NDFS 1250 Sanitation & Safety (3)	X	X																X					
NDFS 3600: Medical Terminology (1)																							
Semester 5																							
NDFS 4020 Advanced Nutrition (3)																		X					
NDFS 4050 Education & Counseling I (2)												X							X				
NDFS 4480 Community Nutrition (3)				X	X				X										X				
NDFS 4550 Medical Nutrition Therapy I (4)				X	X						X								X				
NDFS 4570 Clinical Experience I (1)	X			X							X		X						X				
NDFS 4710 Food Service Systems (2)		X								X								X					
NDFS 4730 Food Service Lab (2)	X	X		X			X		X									X					
Semester 6																							
NDFS 4060 Education & Counseling II (2)																				X			
NDFS 4560 Medical Nutrition Therapy I (4)				X						X									X				
NDFS 4580 Clinical Nutrition II (2)	X			X		X	X			X									X				

NDFS 4720 Foodservice Organization and Management (2)	X	X							X	X				X	X			X					
NDFS 4740 FS Management Lab (2)	X	X		X		X	X		X	X	X	X	X	X	X			X					
NDFS 4780 Maternal & Child Nutrition (2)																							
NDFS 4790 Maternal & Child Lab (1)	X																		X				
Semester 7																							
NDFS 4660 Medical Dietetics (12)	X		X	X				X								X			X	X			
Semester 8																							
NDFS 4750 Transition to Professional Practice in Dietetics (2)	X		X	X	X			X		X													
NDFS 4760 Professional Practice Lab (2)	X	X	X		X	X	X			X		X	X	X	X	X			X		X		
NDFS 5210 Advanced Public Nutrition (2)				X	X				X												X		
NDFS 5410 Nutrient Gene Interaction (3)																				X			
NDFS 5750 Advanced Practicum (3)	X												X						X		X		

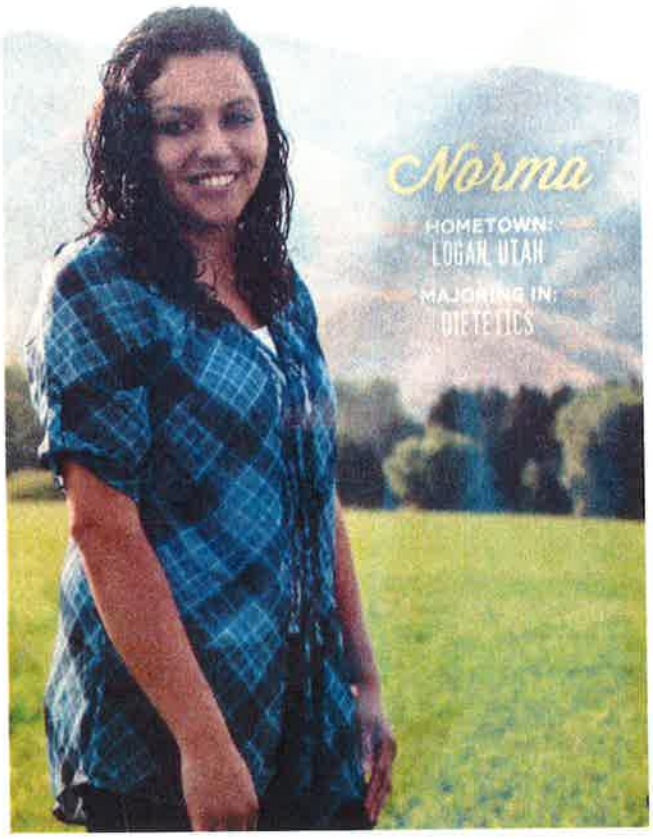
Curriculum Map (Standard 10)
Didactic & Supervised-practice Courses Aligned with Concentration-area Competencies

Background: The Curriculum Map is used to identify the courses or rotations in which students are being taught specific concentration-area competencies.

Directions: List courses in chronological order organized by term, including course number, course title, and credit hours. Next, using course syllabi, textbooks, and assignments, identify which concentration-area competencies occur in a course or rotation and place an 'X' in the appropriate column.

Lifecycle Nutrition	CRD 2.3.1	CRD 3.1.1
Semester 2		
NDFS 2020 Lifecycle Nutrition (3)	X	
Semester 5		
NDFS 4480 Community Nutrition (3)		
Semester 6		
NDFS 4780 Maternal & Child Nutrition (2)		X
NDFS 4790 Maternal & Child Lab (1)	X	X
Semester 7		
NDFS 4660 Medical Dietetics (12)		X

Example of recruitment banner used at open houses.



Dietetics Application Information Meeting

Spring 2014

A QUICK OVERVIEW & CHECKLIST...



Evaluation Criteria

Evaluation Criteria for Entry into Dietetics

All applicants are expected to have a Cumulative GPA ≥ 3.0 and no D or F grades in all required prerequisite coursework (required coursework is listed on pages 4 and 5). Following entry into the Dietetics Program, all students must maintain a GPA of 3.0 or above

Academic Performance
1. Cumulative GPA (must be ≥ 3.0)
2. Dietetics GPA, Science GPA

Personal Interview
1. Professionalism
2. Communication Skills

Letter of Application
1. Content (Career Goals, Focus, Maturity)
2. Writing Skills (Organization, Grammar, Format)

Dietetics-Related Experience
1. Work and Volunteer Experience
2. Leadership and Awards

Recommendation Forms
1. Professional References (Average of 2 Scores)

Math Quiz
1. Math Literacy

Things to Know...

- All application materials and instructions are online (http://ndfs.usu.edu/htm/undergraduate/dietetics/application-process "CPD/DPD Appl Process" Link).
- If you have any questions or problems, please email Ikwo at usudietetics@usu.edu or ikwo.frank@aggiemail.usu.edu
- All application materials and $50 application fee are DUE BY Monday, March 3 in the NDFS Main Office.
- Interviews & Math Quiz will be March 25-27. Program Appointments will be emailed by April 4.
- Transcripts should be sent directly to the Dietetics Selection Committee (8700 Old Main Hill; Logan, UT 84322). Reference Forms should be emailed to usudietetics@gmail.com.

SELECTION COMMITTEE


Tammy Steinitz


Janet Anderson


Rebecca Charlton


Marlene Israelsen


Stacy Bevan

Be Sure...

- You've completed (or are enrolled in) required pre-requisite coursework.
- Your Cumulative GPA is ≥ 3.0 and there are no D+, D, or F grades on your transcript.
- You can commit to 2 full years of coursework (Junior and Senior Classes).
- Your immunizations are updated by Fall (if you're applying for the CPD Program). Hep A/B is needed by March.

525

CPD vs DPD Program

- You will be asked for your program preference (or non-preference) on the online application.
- Coordinated (CPD) Program
  - 12 Students Admitted
  - Additional Student Fees & Immunizations
- Didactic (DPD) Program
  - Internship Application (Later)

CPD Schedule DPD Schedule





QUICK QUESTION

I'm considering an LDS mission. Should I still apply for Dietetics?



ANSWER

- You can go on an LDS Mission BEFORE you enter the program or AFTER you graduate from USU (but not during your Junior and Senior Years).
- Your application can be submitted before you leave (then it's easier to find and/or edit when you return).
- Program positions aren't held or reserved. If you apply and then decide to go on a mission, you must reapply when you return.
- The pool of applicants will change
- The $50 Application Fee will need to be paid twice in this situation.

PART 1: GETTING STARTED



Things To Start On...

- Name and A Number on Sign-Up Sheet
- Order Official Transcript(s)
- Identify 2 Professional Reference People
- Start Adding Up Experience Hours
- Schedule Appointment for Hepatitis A/B Shots
- Begin Collecting Info for Online Application

How to Order Transcripts…

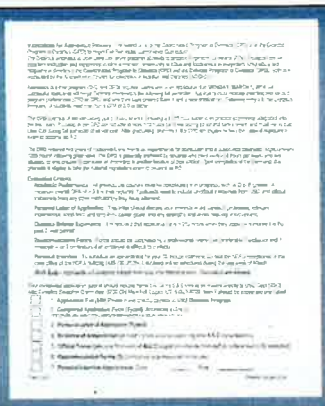


Online Application

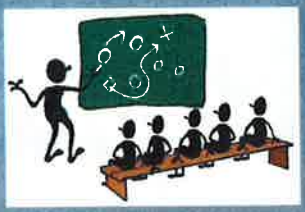
- 1. Online: http://ndfs.usu.edu/htm/undergraduate/dietetics/application-process
- 2. "CPD/DPD Application Process" Link

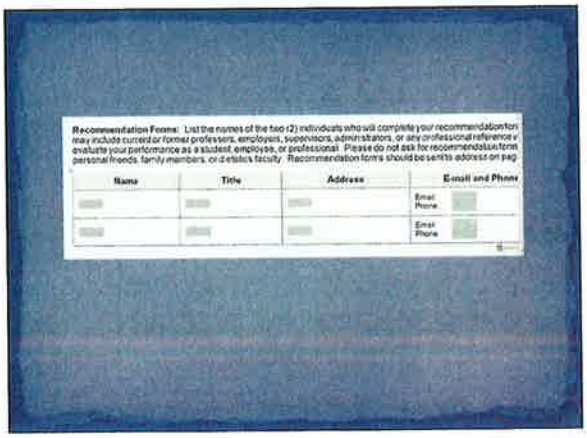
- Application Instructions
- Application Form
- Reference Form
- Dietetics-Related Hours

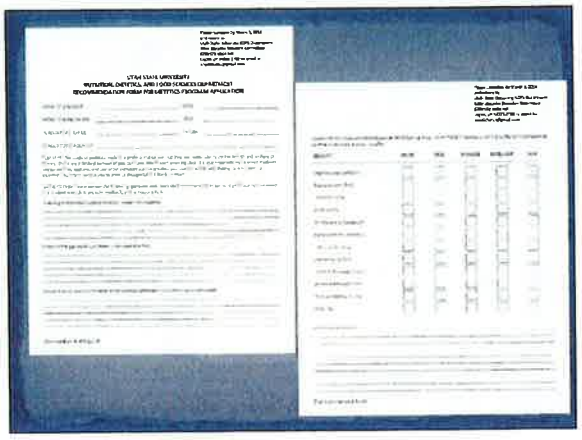




PART 2: RECOMMENDATION FORMS







QUICK QUESTION

Can NDFS faculty members submit Recommendation Forms?



ANSWER

- No. Dietetics Faculty members on the Selection Committee cannot complete a Reference Form for you. This includes Stacy Bevan, Marlene Israelsen, Tammy Steinitz, Janet Anderson, and Rebecca Charlton.
- Other NDFS Faculty members (i.e. Dick Whittier, etc) CAN submit Recommendation Forms... But a letter from an NDFS Faculty member is not required (and won't necessarily give you an advantage).

PART 3: PERSONAL LETTER



Personal Letter of Application: Your letter should be addressed to the Dietetics Selection Committee, written in Business Letter format, no longer than two pages, and should be included with your application packet. Discuss why you want to enter the dietetics profession, experiences that have helped to prepare you for your career, your short-term and long-term goals, your strengths, and any areas needing improvement. Please feel free to discuss any additional information that may be helpful in the selection process, i.e. "weak spots" in your application that you would like to explain.



QUICK QUESTION

What if I don't know what "Business Letter Format" is?



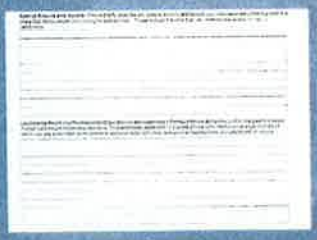
ANSWER

- Google It... OR
- Go to the Career Services Center (basement of the University Inn). Maren Stromberg can help you.
- The Career Services Center also has this link: https://www.usu.edu/career/htm/students/resumes-cover-letters/

PART 4: ONLINE APPLICATION



SPECIAL AWARDS & LEADERSHIP





What You'll Be Evaluated On…

- Awards, Experience, Leadership Within Last 5 Years
- Positions of Leadership (Type & # of Years)
- Dietetics-Related Memberships (# of Years)
- Academic or Leadership Scholarships
- Meaningful Life Experiences or Skills that Provide Breadth & Depth
- Provide Context / Explanation if Necessary

QUICK QUESTION

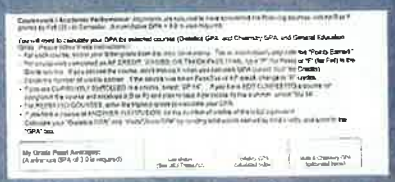
What about religious service experiences/assignments?



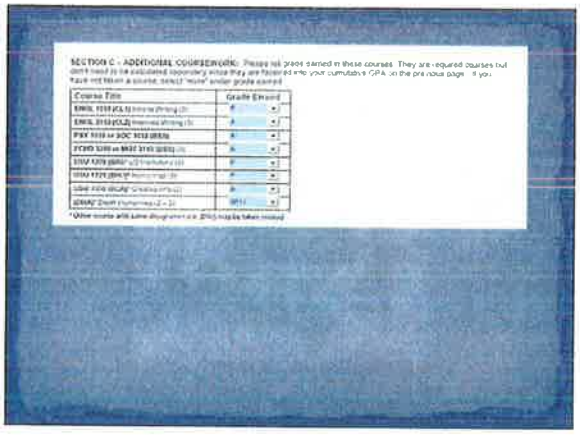
ANSWER

- "Neutralize but Don't Hide"
- Example: LDS Mission
  "Volunteer Religious Service"
  Where, When, Skills Developed
- Religious Callings/Assignments
  Can't double-count as Leadership and Dietetic-Related Experience Hours.

ACADEMIC COURSEWORK







QUICK QUESTION

What if there are pre-requisite courses that I haven't taken yet (or need to retake)?

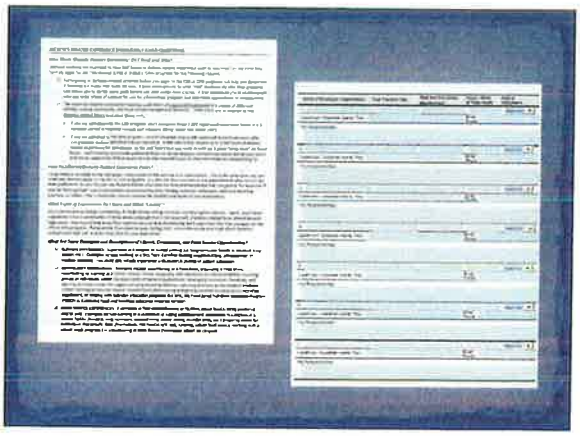


ANSWER

- Indicate in your application how they will be completed prior to Fall Semester (i.e. Summer Semester ?)
- Discuss this more with your academic advisor, Debbie Waite (debbie.waite@usu.edu or 797-2282), if necessary.

PART 5: EXPERIENCE HOURS





QUICK QUESTION

How do I know what "counts"?



ANSWER

- Refer to the "Frequently Asked Questions" link online (or from Debbie) first.
- Remember to use ACTION VERBS and focus on SKILLS when describing your experiences...
  - Think Like a Supervisor...
  - Think Broad Picture...
  - Think Professional

PART 6: SUBMITTING MATERIALS



Things You Turn In (NFS Office)

- Completed Online Application (Printed)
- Personal Letter of Application (Typed)
- No fancy folders or binders, please.
- $50 Application Fee
- Set Up Interview Time
- Recommendation Forms & Official Transcripts will be added to your file as they're mailed in.

QUICK QUESTION

Who do I make my $50 Check out to (for the Application Fee)?



ANSWER

- USU Dietetics Program
- This fee is used for processing your application and is non-refundable.

PART 7: YOUR INTERVIEW



What to Expect...

- 2 to 3 Interviewers (Dietetics Faculty Members)
- NDFS Conference Room
- 15 - 20 Minutes Long
- Standardized Questions
- An opportunity to be introduced, ask questions, & clarify expectations

Some Tips

- Be on time but not too early
- Dress professionally but don't overdo it
- Just relax and be yourself ©

QUICK QUESTION

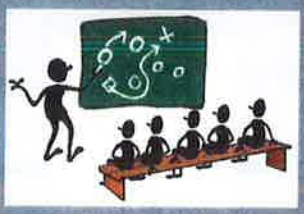
Where do I go for my Interview?



ANSWER

- NDFS Conference Room (Go to the Main Office first)
- If you are out of the country (i.e. on an LDS Mission, doing Study Abroad, or helping with Humanitarian Aid), a Phone Interview can be arranged.

PART 7: THE MATH QUIZ



QUICK QUESTION

How hard is the Math Quiz?



ANSWER

- 12 Questions
- Mostly Conversion Math (1020 or 2020 Level).
- A Calculator is Allowed
- Average Time = About 30 Minutes (but there's no time limit)

PART 8: PROGAM APPOINTMENTS



QUICK QUESTION

What happens if I'm not admitted into either program?

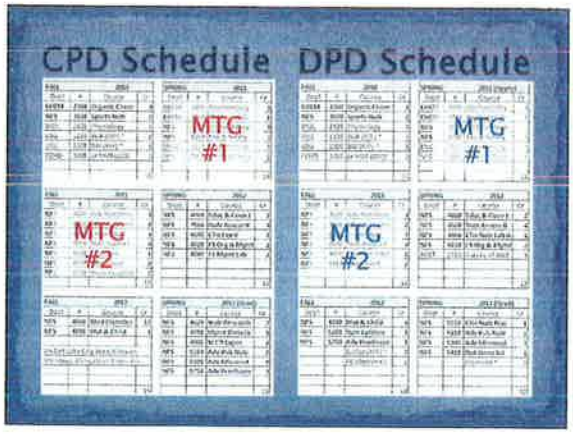


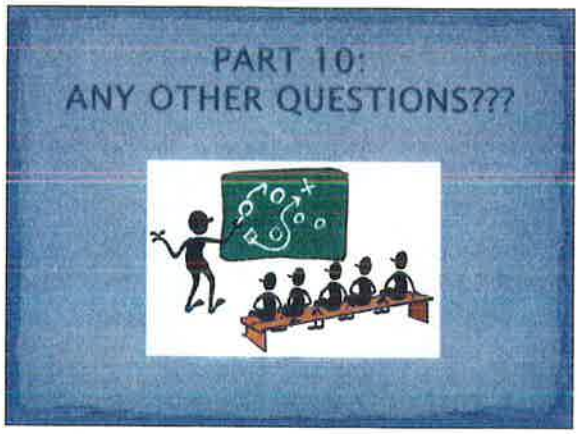
ANSWER

- You have the option of reapplying in the future (after the weaknesses in your application have been addressed)
- You can select another major
- Either way, you should talk with your advisor (Debbie) ☺

PART 9: ORIENTATION MEETINGS




CPD Schedule
DPD Schedule
MTG #1
MTG #2
MTG #1
MTG #2


PART 10:
ANY OTHER QUESTIONS???

Instructions for Application Process - For selection into the Coordinated Program in Dietetics (CPD) and the Didactic Program in Dietetics (DPD) to begin Fall Semester, Junior-level Curriculum.
The Dietetics emphasis at Utah State University prepares students to become Registered Dietitians (RDs). Students receive excellent instruction and experience in clinical nutrition, community nutrition and foodservice management. USU offers two programs in dietetics – the **Coordinated Program in Dietetics (CPD)** and the **Didactic Program in Dietetics (DPD).** Both are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Admission to either program (CPD and DPD) requires submission of an application due **MONDAY, MARCH 3, 2014**. All successful applicants will begin Dietetics coursework the following fall semester. Applicants must indicate their first and second program preferences (CPD or DPD) and why they have ordered them 1 and 2 (see application). Following entry into the Dietetics Program, all students must maintain a GPA of 3.0 or better.

The **CPD** consists of two remaining years of coursework including a 1,200 hour supervised practice experience integrated into the two years. Students in the CPD are not able to work >10 hours per week during junior and senior years, and must live in Salt Lake City during fall semester of senior year. After graduating, students in the CPD are eligible to take the national registration exam to become an RD.

The **DPD** requires two years of coursework and meets all requirements for application into a supervised internship (approximately 1200 hours) following graduation. The **DPD** is generally preferred by students who must work >10 hours per week, who are athletes, or who choose to complete an internship in another location of their choice. Upon completion of the internship, the graduate is eligible to take the national registration exam to become an RD.

Evaluation Criteria:

Academic Performance - All prerequisite courses must be completed (or in progress) with no D or F grades. A minimum overall GPA of ≥ 3.0 is also required. Applicants need to include unofficial transcripts from USU, and official transcripts from any other institution(s) they have attended.

Personal Letter of Application - This letter should discuss your interests in the dietetics profession, relevant experiences, short-term and long-term career goals, and any strengths and areas needing improvement.

Dietetics-Related Experience - It is required that applicants have ≥ 200 hours when they apply (accumulated in the past 5-year period).

Recommendation Forms - Forms should be completed by 2 professional references (preferably 1 professor and 1 employer -- or 2 professors if an employer is difficult to contact).

Personal Interview - To schedule an appointment for your 15-minute interview, contact the NDFS receptionist in the main office of the NDFS building (435-797-2126). Interviews will be scheduled during the last week of March.

Math Quiz – Applicants will complete a short math quiz after their interview. Calculators are allowed.

Your completed application packet should include Items 1-4. Items 5 & 6 should be mailed directly to USU Dept NDFS, Attn: Dietetics Selection Committee, 8700 Old Main Hill, Logan, UT 84322-8700. Item 7 should be scheduled and noted.

- ☐ 1. **Application Fee ($50)** Please make checks payable to **USU Dietetics Program**.
- ☐ 2. **Completed Application Form (Typed)** Accessible online at http://ndfs.usu.edu/htm/undergraduate/dietetics/application-process
- ☐ 3. **Personal Letter of Application (Typed)**
- ☐ 4. **Evidence of Immunization** (at least 1 of the 3 combination Hepatitis A & B immunizations)
- ☐ 5. **Official Transcripts** (one from each of **ALL** Colleges/Universities Attended) (Unofficial from USU accepted)
- ☐ 6. **Recommendation Forms (2)** (Completed by professional references)
- ☐ 7. **Personal Interview Appointment** (Date: _____ Time: _____)

S35

Name: _____ **A-Number**_____

Utah State University Dietetics Program Application

You may save this application to your computer or complete it online. (When saving the application, use the "Save As" function. If you select "Save a Copy" your progress will not be saved.) Please print it when you are finished. This application and all other required documents (listed below) should be submitted as a pdf document to usudietetics@gmail.com by ***Friday, March 3, 2014.*** *Your two (2) reference letters and transcripts should be emailed directly to usudietetics@gmail.com or mailed directly to:*

Utah State University
Nutrition, Dietetics, & Food Sciences Department
Attn: Dietetics Selection Committee
Logan, UT 84322-8700

We will be conducting personal interviews with all applicants. Please schedule an appointment for your 15-minute interview with the NDFS receptionist (797-2126). Interviews will be scheduled during the last week of March. Please allow time AFTER your interview for a photograph and a short math quiz. Notification of program appointments will be emailed to the address you specify on page 2 within a week after interviews.

Evaluation Criteria for Entry into Dietetics

All applicants are expected to have a Cumulative GPA ≥ 3.0 and no D or F grades in all required prerequisite coursework (required coursework is listed on pages 4 and 5). Following entry into the Dietetics Program, all students must maintain a GPA of 3.0 or above.

Academic Performance
1. Cumulative GPA (must be ≥ 3.0)
2. Dietetics GPA, Science GPA

Personal Interview
1. Professionalism
2. Communication Skills

Letter of Application
1. Content (Career Goals, Focus, Maturity)
2. Writing Skills (Organization, Grammar, Format)

Dietetics-Related Experience
1. Work and Volunteer Experience
2. Leadership and Awards

Recommendation Forms
1. Professional References
(Average of 2 Scores)

Your completed application packet should include Items 1 - 4. Items 5 and 6 should be mailed directly to the selection committee at the address above. Item 7 should be scheduled and noted.

- ☐ 1. **Application Fee ($50)** Please make checks payable to USU Dietetics Program
- ☐ 2. **Completed Application Form (Typed)** Accessible online at http://ndfs.usu.edu/htm/undergraduate/dietetics/application-process
- ☐ 3. **Personal Letter of Application (Typed)**
- ☐ 4. **Evidence of Immunization** (at least 1 of the 3 combination Hepatitis A & B immunizations)
- ☐ 5. **Official Transcripts** (a separate transcript from **ALL** Colleges/Universities attended, unofficial USU transcript is acceptable for USU coursework)
- ☐ 6. **Recommendation Forms (2)**
- ☐ 7. **Personal Interview Appointment** (Date: _____ Time: _____)

Utah State University Dietetics Program Application

Name

(Last) (First) (Middle or Maiden)

Current Contact Information

(Email Address) (Student A-Number)

(Mailing Address - Street / Apt #)

(City) (State) (Zip Code) (Phone)

Permanent Address
(If different)

(Street / Apt #)

(City) (State) (Zip Code) (Phone)

Who to Contact in Case of Emergency

(Name / Relationship) (Address / Apt #)

(City) (State) (Zip Code) (Phone)

Program Preference: Indicate below your program preference by choosing "1st" or "2nd" choice from the drop down menu. If you have no preference, select "X" in the final column.

Program Preference*

Coordinated (CPD):* **Didactic (DPD):** **No Preference:** ☐

* Note: It is strongly recommended that students who are admitted into the CPD Program NOT be employed for more than 10 hours per week. They must also make arrangements to live in and/or commute to the Salt Lake City area during Fall semester of their senior year.

Please explain why you prefer the program marked above.

Personal Letter of Application: Your letter should be addressed to the Dietetics Selection Committee, written in Business Letter format, no longer than two pages and should be included with your application packet. Discuss why you want to enter the dietetics profession, experiences that have helped to prepare you for your career, your short-term and long-term goals, your strengths, and any areas needing improvement. Please feel free to discuss any additional information that may be helpful in the selection process, i.e. "weak spots" in your application that you would like to explain.

Special Awards and Honors: Please briefly describe any special awards and honors you have received within the past five years that demonstrate your strengths and abilities. Please include the year that you received the award, honor, or certification.

Leadership Positions/Professional Organization Memberships / Extracurricular Activities (within the past five years). Please list relevant leadership positions, responsibilities, appointed or elected offices held, professional organizations of which you are a member, involvement in extracurricular activities, and service opportunities. Include length of service.

Education: List all Colleges or Universities attended (with most recent listed first). **An official transcript must be mailed to the Dietetics Selection Committee by the Registrar of each institution attended, except USU (unofficial accepted).**

College / University	Location (City, State)	Dates Attended	Cumulative GPA

Coursework / Academic Performance: Applicants are required to have completed the following courses with no D or F grades by Fall (2014) Semester. A cumulative GPA ≥ 3.0 is also required.

You will need to calculate your GPA for selected courses (Dietetics GPA, and Chemistry GPA, and General Education GPA). Please follow these instructions…

- For each course, select your letter grade from the drop down menu. Tab to automatically populate the "Points Earned."
- For coursework completed as AP CREDIT, WAIVED, OR TAKEN PASS / FAIL, type "P" (for Pass) or "F" (for Fail) in the Grade column. If you passed the course, don't include it when you calculate GPA (select "N/A" for Credits).
- Select the number of credits earned. If the course was taken Pass/Fail or AP credit, change to "0" credits.
- If you are CURRENTLY ENROLLED in a course, select "SP 14". If you have NOT COMPLETED a course (or completed the course and received a D or F) and plan to take it (or retake it) this summer, select "SU 14".
- For REPEATED COURSES, enter the highest grade to calculate your GPA.
- If you took a course at ANOTHER INSTITUTION, list the number of credits of the USU equivalent.
- Calculate your "Dietetics GPA" and "Math/Chem GPA" by dividing total points earned by total credits and enter in the "GPA" box.

My Grade Point Averages: (A minimum GPA of 3.0 is required)	Cumulative (See USU Transcript)	4.00 Dietetics GPA (calculated below)	4.00 Math & Chemistry GPA (calculated below)

SECTION A – DIETETICS COURSEWORK

Course Title (Credits at USU)	Grade Earned	Credits (For USU Course)	Points Earned (Grade Pts x Credits)
NDFS 1020 Sci & Appl of Human Nutr (3)	A	1	4
NDFS 1240 Culinary Basics (or Food Lit) (3)	A	1	4
NDFS 1250 Sanitation and Safety (3)	A	1	4
NDFS 2020 Nutr Throughout Life Cycle (3)	A	1	4
***NDFS 3020** Nutr & Physical Perform (2)	A	1	4
NDFS 3070 Sci Food Prep (3)	A	1	4
NDFS 3600 Medical Terminology (1)	A	1	4
***NDFS 4480** Community Nutrition (3)	A	1	4
BIOL 2420 Human Physiology (4)	A	1	4
***one of these 2 courses can be taken Jr year**		Total A 9	Total B 36

DIETETICS GPA Total Points Earned (B) 36 ÷ Total Credits (A) 9 = 4.00

SECTION B – MATH & CHEMISTRY COURSEWORK

Course Title	Grade Earned	Credits (For USU Course)	Points Earned (Grade Pts x Credits)
MATH 1050 College Algebra (4)	A	1	4
STAT 1040, 2000, or 3000 Statistics (3)	A	1	4
CHEM 1210 Principles of Chemistry I (4)	A	1	4
CHEM 1220 Principles of Chemistry II (4)	A	1	4
CHEM 2300 or 2310 Prin of Organic Chem (3)	A	1	4
CHEM 3700 Intro Biochem (3)	A	1	4
CHEM 3710 Intro Biochem Lab (1)	A	1	4
		Total C 7	Total D 28

MATH/CHEM GPA Total Points Earned (D) 28 ÷ Total Credits (C) 7 = 4.00

SECTION C – ADDITIONAL COURSEWORK: Please list grade earned in these courses. They are required courses but don't need to be calculated separately since they are factored into your cumulative GPA on the previous page. If you have not taken a course, select "none" under grade earned.

Course Title	Grade Earned
ENGL 1010 (CL1) Intro to Writing (3)	
ENGL 2010 (CL2) Intermed Writing (3)	
PSY 1010 or SOC 1010 (BSS)	
FCHD 3350 or MGT 3110 (DSS) (3)	
USU 1300 (BAI)* US Institutions (3)	
USU 1320 (BHU)* Humanities (3)	
USU 1330 (BCA)* Creative Arts (3)	
(DHA)* Depth Humanities (2 – 3)	
Exploratory Breadth Course (3)	

*** Other course with same designation (i.e. BHU) may be taken instead**

Recommendation Forms: List the names of the two (2) individuals who will complete your recommendation forms. You may include current or former professors, employers, supervisors, administrators, or any professional reference who can evaluate your performance as a student, employee, or professional. Please do not ask for recommendation forms from personal friends, family members, or dietetics faculty. Recommendation forms should be sent to address on page 1.

Name	Title	Address	E-mail and Phone
			Email: Phone:
			Email: Phone:

Dietetics-Related Experience - On the next page, please include a description of any volunteer or paid dietetics-related experiences you've had within the past 5 years (most recent first). See link on the USU Dietetics website for more information.

Briefly describe your key responsibilities and provide contact information for a supervisor or co-worker. Please do not list positions or experiences here that you have listed on previous pages.

I acknowledge that the information I have provided is true and accurate to the best of my knowledge, and that any misrepresentation or false statements will be grounds for dismissal from the program.

Date

Signature

540

Name of Employer / Organization	Your Position Title	Start and End Dates (Month/Year)	Total Hours	Paid or Volunteer?
1.				
Supervisor / Coworker (Name, Title):			Email: Phone:	
Key Responsibilities:				
2.				
Supervisor / Coworker (Name, Title):			Email: Phone:	
Key Responsibilities:				
3.				
Supervisor / Coworker (Name, Title):			Email: Phone:	
Key Responsibilities:				
4.				
Supervisor / Coworker (Name, Title):			Email: Phone:	
Key Responsibilities:				
5.				
Supervisor / Coworker (Name, Title):			Email: Phone:	
Key Responsibilities:				
6.				
Supervisor / Coworker (Name, Title):			Email: Phone:	
Key Responsibilities:				
7.				
Supervisor / Coworker (Name, Title):			Email: Phone:	
Key Responsibilities:				

Name of Employer / Organization	Your Position Title	Start and End Dates (Month/Year)	Hours / Week or Total Hours	Paid or Volunteer?
8.				
Supervisor / Coworker (Name, Title):			Email: Phone:	
Key Responsibilities:				
9.				
Supervisor / Coworker (Name, Title):			Email: Phone:	
Key Responsibilities:				
10.				
Supervisor / Coworker (Name, Title):			Email: Phone:	
Key Responsibilities:				
11.				
Supervisor / Coworker (Name, Title):			Email: Phone:	
Key Responsibilities:				
12.				
Supervisor / Coworker (Name, Title):			Email: Phone:	
Key Responsibilities:				
13.				
Supervisor / Coworker (Name, Title):			Email: Phone:	
Key Responsibilities:				
14.				
Supervisor / Coworker (Name, Title):			Email: Phone:	
Key Responsibilities:				

513

Handbook Sign-off

1. Location the USU Dietetics Handbook for your program on the web. Insert the URL below:

2. List one of the objectives stated for your program.

3. What is a verification statement?

4. Sign below to certify that the following statement is 100% accurate:

I have read and understood the USU Dietetics Handbook and agree to comply with the standards and procedures therein.

Signature in blue or red ink

Please complete by March 3, 2014
and return to:
Utah State University NDFS Department
Attn: Dietetics Selection Committee
8700 Old Main Hill
Logan, UT 84322-8700 or email to:
usudietetics@gmail.com

UTAH STATE UNIVERSITY
NUTRITION, DIETETICS, AND FOOD SCIENCES DEPARTMENT
RECOMMENDATION FORM FOR DIETETICS PROGRAM APPLICATION

NAME OF STUDENT _____ DATE _____

NAME OF EVALUATOR _____ TITLE _____

EVALUATOR'S EMAIL _____ PHONE _____

EVALUATOR'S ADDRESS _____

REMARKS: The study of dietetics leads to a professional career that involves responsibility for the health and welfare of others. There are a limited number of positions available in each entering class. It is our responsibility to select students whose abilities, motives, and character demonstrate the greatest promise of success in a lifelong commitment to dietetics. Therefore, we ask you to provide thoughtful and frank opinions.

INSTRUCTIONS: Please answer the following questions and check the appropriate boxes below. If you have not observed this student enough to provide feedback, please respond N/A.

How long and in what capacity have you known this student?

_____
_____
_____
_____
_____

Describe the quality of work done under your direction.

_____
_____
_____
_____
_____

Please describe your assessment of the student's potential for professional advancement.

_____
_____
_____
_____
_____

(Continued on Next Page) →

Please complete by March 3, 2014
and return to:
Utah State University NDFS Department
Attn: Dietetics Selection Committee
8700 Old Main Hill
Logan, UT 84322-8700 or email to:
usudietetics@gmail.com

Please rate this student's performance in the following areas. Mark "N/A" if you have not had sufficient opportunity to observe or evaluate a certain quality.

QUALITY	POOR	FAIR	AVERAGE	EXCELLENT	N/A
English Usage (Written)	☐	☐	☐	☐	☐
English Usage (Oral)	☐	☐	☐	☐	☐
Ability to Learn	☐	☐	☐	☐	☐
Adaptability	☐	☐	☐	☐	☐
Willingness to Cooperate	☐	☐	☐	☐	☐
Punctuality and Reliability	☐	☐	☐	☐	☐
Tact and Courtesy	☐	☐	☐	☐	☐
Interpersonal Skills	☐	☐	☐	☐	☐
Ability to Manage Stress	☐	☐	☐	☐	☐
Ability to Manage Time	☐	☐	☐	☐	☐
Problem-Solving Ability	☐	☐	☐	☐	☐
Maturity	☐	☐	☐	☐	☐

Additional Comments:

Thank you for your time!

546

Math Quiz for Dietetics Applicants

NAME_____

Please complete the following quiz. Record your answer in the space provided.

1. Mrs. Rhubarb is attending the community health screening clinic. She is 5'4" and weighs 185 pounds. Her ideal body weight is 120 pounds.

   a. Express her current weight as a percentage of her ideal body weight. _____

   b. Calculate her BMI. _____

2. Mrs. Gooseberry is in the hospital receiving all of her nutrition through an IV. You are conducting a nutrition assessment to see if her current nutrition support is adequate to cover her estimated basal energy expenditure.

   a. Figure the basal energy expenditure for Mrs. Gooseberry using the following equation:

BEE=655 + (9.56 x weight in kilograms) + (1.85 x height in centimeters) – (4.68 x age in years) = _____ kcals.

BEE=basal energy expenditure
Weight in kilograms = 65 kg
Height in centimeters = 167 cm
Age = 57 years

   b. The nutrition formula has 850 kilocalories per 500 cc. She is receiving 1200 cc per day. How many kilocalories is this providing? _____ kcals.

3. When working in a food service operation, the menu calls for you to serve a #16 scoop of cottage cheese. If the #16 scoop reflects that there are 16 portions per quart (32 ounces), what fraction of a cup does this reflect? _____.

4. If you buy 9 pounds of raw meat, you can expect a 30% loss with cooking (or a 70% yield). How many 5 ounce cooked servings will you get from the 9 pounds of meat? _____ servings.

DIETETICS-RELATED EXPERIENCE (FREQUENTLY ASKED QUESTIONS) (Revised January 2013)

How Much 'Dietetic-Related Experience' Do I Need and Why?

:tetics students are expected to have **200⁺ hours** of dietetic-related experience (paid or volunteer) by the time they ıormally apply for the Coordinated (CPD) or Didactic (DPD) programs for the following reasons:

- Participating in dietetics-related activities before you apply to the CPD or DPD programs will help you determine if Dietetics is a major that really fits you.
- It gives you exposure to what dietitians do after they graduate and allows you to define some goals before you start Junior-level classes.
- It introduces you to professionals who can write letters of support for you for scholarships, program and internship applications, or employment.
- If you are admitted to the **DPD** program, you will need to complete a DIETETIC INTERNSHIP after graduation. Some internships require up to 1,040 hours of dietetic-related experience for admittance, so the 200⁺ hours that you come into junior year with are a good "jump-start" on those hours for your DI application. You'll need to accumulate additional hours of similar dietetics-related experiences during your Junior and Senior years in the DPD program to total the required hours for the internships you are applying for.

How Do I Record Dietetic-Related Experience Hours?

A **Log Sheet** is included on the next page. Make copies of this and use it to record hours. List all of your jobs and all Key Responsibilities. As you list your Key Responsibilities, also describe skills and knowledge that you gained. For example, if you list "Serving Food" you could mention communication skills, fielding customer complaints, following safe food handling practices, or others. This is important, since it conveys the breadth and depth of your experiences.

What Types of Experiences Do I Need and What "Counts"?

Any experience in a **clinical, community, or food service** setting will work (see descriptions below). Ideally, you'll want periences from a combination of these areas (although that is not required). You may include hours from experiences ,ou've had within the last five years from the time you apply to the CPD or DPD programs. For example, if you plan to apply Spring 2015, you could include dietetics-related hours that you've done since 2010 on your Log Sheet .

What Are Some Examples and Descriptions of Clinical, Community, and Food Service Opportunities?

1) **CLINICAL EXPERIENCES** - Experience in a hospital or clinical setting (i.e. long-term care facility or assisted living center, etc.). Examples include working as a Diet Tech, Certified Nursing Assistant (CNA), phlebotomist, or medical assistant. You could also include experience with research studies or patient education.

2) **COMMUNITY EXPERIENCES** - Examples include volunteering at a Food Bank, organizing a Food Drive, volunteering or working at a Senior Citizens' Center (especially with the Meals on Wheels program), teaching groups or individuals, developing curriculum, handouts, and learning activities, assisting at the Student Wellness Center, working at the USU Organic Student Farm, participating and getting involved in public policy activities (legislation), or helping with nutrition education programs like WIC, the Food $ense Nutrition Education Program or Expanded Food and Nutrition Education Program (EFNEP).

3) **FOOD SERVICE EXPERIENCES** - Experience in food establishments or facilities where food is being produced and/or sold. Examples include working at a restaurant or eating establishment, experience in a kitchen at a clinical facility (hospital, long-term care, assisted living center, eating disorder clinic, etc.) preparing meals for patients on therapeutic diets (low-sodium, mechanical soft, etc), catering, school food service, or working with a school lunch program.

Dietetics-Related Experience Log Sheet - Please include a description of any volunteer or paid dietetics-related experiences you've had within the past 5 years (most recent first). See link on the USU Dietetics website for more information.

Briefly describe ALL your key responsibilities and provide contact information for a supervisor or co-worker. When indicating the amount of hours, use Hrs/Wk for long-term work and volunteer experiences and Total Hours for limited time or temporary experiences. You may include additional pages if necessary (just print another copy of this page).

Name of Employer / Organization	Your Position Title	Start and End Dates (Month/Year)	Hours / Week or Total Hours	Paid or Volunteer?
1.				
Supervisor / Coworker (Name, Title):			Email: Phone:	
Key Responsibilities:				
2.				
Supervisor / Coworker (Name, Title):			Email: Phone:	
Key Responsibilities:				
3.				
Supervisor / Coworker (Name, Title):			Email: Phone:	
Key Responsibilities:				
4.				
Supervisor / Coworker (Name, Title):			Email: Phone:	
Key Responsibilities:				
5.				
Supervisor / Coworker (Name, Title):			Email: Phone:	
Key Responsibilities:				

CSU

Applicant: _____

Reviewer: _____

EVALUATION OF LETTER OF APPLICATION
20 POINTS

Content of Letter (8 points possible in this category)	**Points earned**
Career Goals (3 points) 3=strong desire to have a full-time career after graduation 2=career may take a back seat to other life goals 1=want to work sporadically/part time 0=has no desire to work after graduation	
Focus of Interest in Dietetics (3 points) 3=clear knowledge about field of dietetics and career options 2=some knowledge about field of dietetics 1=little knowledge about field of dietetics-some misconceptions 0=uninformed about what dietitians do	
Maturity (2 points) 2=mature philosophies; realistic attitudes about food and nutrition 1 0=immature, unrealistic, or unhealthy philosophies	
Professionalism (12 points possible in this category)	**Points earned**
Organization (3 points) 3=Cohesive flow of information, excellent clarity, shows passion 2=minor problems with flow or clarity 1=numerous problems with flow or clarity 0=poorly organized, unclear, unclear about why choosing dietetics	
Thoroughness (3 points) (Instructions given for letter: addressed to the Dietetics Selection Committee, no longer than two pages and should be included with your application packet. Discuss why you want to enter the dietetics profession, experiences that have helped to prepare you for your career, your short-term and long-term goals, your strengths, and any areas needing improvement. Please feel free to discuss any additional information that may be helpful in the selection process, i.e. "weak spots" in your application that you would like to explain.) 3=addresses all criteria thoroughly 0=doesn't address criteria	
Grammar, Punctuation & Spelling (3 points) 3=well structured sentences; no spelling or grammatical errors 2=1 error in sentence structure, spelling or grammar 1=2 errors in sentence structure, spelling or grammar 0=3+ errors in sentence structure, spelling or grammar	
Style and Appearance (3 points) 3=professional layout, paper, print quality, Business Letter Format 2=1 of above not acceptable 1=2 of above not acceptable 0=3+ of above not acceptable	
TOTAL POINTS FROM BOTH CATEGORIES:	**_/20**
Notes:	

Applicant:_____ **Reviewer:**_____

Evaluation of Dietetics-Related Volunteer & Work Experience (15 points possible)

- Give points for experience within the last five years only
- Evaluate the quality and diversity of the experiences
- Scoring: 15 points for 200 hours of diverse (clinical/FS/community) Dietetics-Related Experience (subtract points appropriately if <200 hours or if experiences lack diversity)

Experience	Points
TOTAL POINTS FOR THIS CATEGORY:	_____ /15

Evaluation of Awards, Honors, Leadership, Memberships & Extracurricular Activities (5 points possible)

- Do not give points for financial scholarships
- Give points experience within for the past five years only
- Scoring = 1 point for each position of leadership (per year of involvement)
  1 point for each dietetics-related membership (per year of involvement)
  1 point for each award/honor
  Extracurricular Activities that are not Dietetics-Related but provide breadth of experience such as compassionate/religious service or leadership: 1-2 points each.

Experience	Points
TOTAL POINTS FOR THIS CATEGORY	_____ /5

TOTAL POINTS FOR BOTH CATEGORIES _____ /20