

DIDACTIC PROGRAM IN DIETETICS (DPD)



STUDENT HANDBOOK

2009-2010

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Dear Student:

Welcome to Andrews University and the Department of Nutrition & Wellness. The time you spend at Andrews will be important for both your professional and personal growth. It will be a time to distinguish yourself as a professional and a leader in the area of nutrition and dietetics. As we look around we see millions lacking the knowledge and/or resources to feed themselves to ensure optimal health. These individuals can be found in every race, economic and age group. Many are ill and no other health professional is better prepared to understand the nutritional needs of these individuals than the Registered Dietitian.

During the next few years you will be challenged by your instructors to achieve your maximum potential. They will expect to see you act and work in a professional manner. At times you will feel overwhelmed by the demands being placed upon you. You will be asked to attempt things that you have never done before and this will create feelings of uncertainty and discomfort. However, it is important to realize that you are not the only one feeling this way and that these feelings are normal. It is also important to know that the faculty, as well as your fellow students, are supporting you. Throughout this time we encourage you to explore the fascinating world of nutrition. Be thorough, ask questions, and don't be afraid to accept any challenge that is placed before you. Most importantly, through it all seek the strength, comfort and will of your best friend, Jesus Christ. In the atmosphere of Christian Education we encourage you to develop a closer relationship with God so you can fulfill the commission of Christ to minister His love to individuals who are in need.

With every good blessing,
The Dietetics Faculty



Nutrition & Wellness Dept Calendar of Events 2009-2010

August 28	Welcome Vespers
September 1	Departmental Assembly Dietetic Orientation
September 26	Alumni Weekend International Cuisine
October 6	Departmental Assembly
October 20	Wellness Choices
October 18-20	American Dietetic Association (ADA) - Annual Meeting <i>Denver, Colorado</i>
November 3	Departmental Assembly
December 5	Christmas Vespers
January 12	Departmental Assembly DI Orientation
February 2	Departmental Assembly
February 16	American Dietetic Association Scholarship Application Postmark Date Andrews Dietetic Internship Application Deadline for Fall Internship Andrews Scholarship Applications (Neva Hall, Marsh, and Vymeister) due Deadline for online submission to D&D Digital for computer matching - (\$50)
March 2	Departmental Assembly
March 22-31	Portfolio review (make an appointment with your advisor)
March 31	Nutrition Day Seminar
April 6	Appointment Day
April 6	Departmental Assembly
April 23	Senior Comprehensive exam
May 1	Nutrition and Wellness Dedication/Pinning Ceremony
May 2	Graduation

Standards of Conduct of Dietetic Students

Webster defines professional as "of, relating to, or characteristic of a profession or calling" and professionalism as "the conduct, aims, or qualities that characterize or mark a profession or professional person".

As a Registered Dietitian you will be expected to perform in a professional manner while interacting with patients, physicians, nurses, faculty and other students. Your success as a dietitian will depend largely upon your ability to communicate and carry yourself in a way that is becoming of a professional. Therefore, it is important you begin immediately to form behaviors and habits that are the hallmarks of a professional such as excellence, promptness, reliability, dependability, courteousness, commitment and self motivation. Your professional growth and behavior will be monitored and evaluated throughout this program and will impact upon your readiness for an internship program. Below are the standards of conduct that you, as a dietetic student, will be expected to follow.

1. Excellence

Professionals constantly strive for higher levels of performance and achievement. Therefore, they gracefully accept and value criticism from others knowing that it stimulates growth. They keep an open mind and respond non-defensively. They are self-motivated, directed, and positive in their conversations with others avoiding unproductive negative communication.

2. Promptness

Professionals value each individual's time and resources knowing that everyone works under very tight schedules. They are prompt for meetings and exhibit good time management skills and the ability to prioritize their schedule. To best serve everyone they do not over commit themselves. To prevent confusion and save time they are good listeners and strive to express themselves clearly and concisely both orally and in writing.

3. Reliability and Dependability

Professionals are aware that people rely on them for accurate information and therefore continuously strive to remain informed. They know that others are depending on them to perform their responsibilities with completeness and thoroughness.

4. Courteousness

Professionals recognize each individual's self worth and are courteous and polite to each person regardless of his/her position or profession. They respond to invitations to meetings or other professional and social functions in a timely manner. If they are going to be late for a meeting they call the person in charge of the meeting to apologize and let them know when they expect to arrive. If they are going to be late and can't call ahead they apologize to the person in charge of the meeting at the most appropriate time after arriving at the meeting. If they are unable to attend they call with regrets.

5. Commitment

Professionals are committed to their profession and to the people they serve. They are committed to continuously maintaining the highest standards of conduct and ethics in their professional and private lives.



PART ONE:

DIETETICS PROGRAM

DEVELOPMENTAL ACCREDITATION

The Didactic Program in Dietetics (DPD) at Andrews University is currently accredit by the Commission on Accreditation for Dietetics Education of the American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (312) 899-5400.

PROGRAM PHILOSOPHY

The ideals of the University are portrayed in the seal and embodied in the Latin words - Spiritus, Mens, Corpus.

SPIRITUS - Striving for Spiritual Maturity . . .

1. To direct the attention of the student to the significance of man's relationship to God as it affects man's origin, nature, and destiny through personal contacts and classroom learning.
2. To invite each student to discover in the study of Nutrition a personal and growing relationship with God.
3. To encourage the student to make a commitment to service to God, the church, and humanity through their professional and personal life goals as a Registered Dietitian.

MENS - Striving for mental excellence . . .

1. To promote within the program a fellowship of Christian scholars who are companions in learning.
2. To utilize acknowledge of man's past as it relates to the dietetic profession in order to put in perspective current and future professional practice.
3. To foster the attitude of habitual inquiry leading to a lifetime of learning.

CORPUS - Striving for physical well-being . . .

1. To provide students with the opportunity to live a balanced lifestyle.
2. To encourage students to establish lifetime habits of time management that includes opportunities for meeting physical and social needs.

These ideals are vitally linked to the philosophy of the Didactic Program in Dietetics.

The Didactic Program in Dietetics seeks to engender a sensitivity to and willingness to serve all members of society, irrespective of gender, race, economic status, or religion.

The faculty of the Program in Dietetics is committed to providing quality dietetic education in a Seventh-day Adventist Christian environment. It is our sincere desire to enable program graduates to dedicate their lives to Christian service and leadership for humanity as professional dietitians.

GENERAL EDUCATION GOALS STATEMENT

1. To help students understand the spiritual dimensions of experience and God's central role in all human knowledge and fulfillment through
 - a. recognizing God as the source of all truth, goodness, and beauty,
 - b. realizing the Christian assumptions which underlie all knowledge,
 - c. becoming aware of God's concern and plan for each individual.
2. Within a Christian context, to cultivate in students a life-long interest in truth-seeking and problem-solving through
 - a. creating a desire for learning,
 - b. developing competence in gathering information and evaluating sources, and
 - c. emphasizing reasoning and critical-thinking, including practice in the scientific method.
3. To encourage in students self-development and a sense of worth through
 - a. realizing the eternal worth of each individual,
 - b. accepting responsibility to strive to achieve every potential,
 - c. continuing moral growth and character development,
 - d. recognizing that self-fulfillment may come through service to others,
 - e. understanding the importance of health and physical activity to optimum development, and
 - f. desiring to live always to the glory of God.
4. To encourage students to live responsibly in the home and in society through
 - a. respecting the worth of others and the values of cooperative effort,
 - b. understanding the essential elements of successful family living,
 - c. developing Christian philosophy of work and encouraging careful work habits,
 - d. acquiring thoughtful money-management ability and sound use of property, and preparation,
 - e. preparing for involvement in civic concerns and duties.
5. To help students appreciate cultural developments, contributions, and change through
 - a. recognizing the importance of one's cultural and artistic heritage,
 - b. developing an appreciation for the cultures and peoples and their unique characteristics,
 - c. cultivating an ability to adapt to social and cultural changes.
6. To help students understand the central importance of science and technology to modern living by
 - a. fostering scientific and technical literacy,
 - b. showing how science is founded on natural laws which are expressions of God's consistency,
 - c. encouraging the development of mathematical modes of thought that give insights to the structure and problems of a broad spectrum of academic disciplines,
 - d. acquiring a basis for evaluating the impact on society, of the developments of science and technology,
 - e. developing principles of sound stewardship of natural and human resources.
7. To enhance in students the essential skills necessary to successful living in a rapidly changing world through
 - a. continuing growth in reading, writing, speaking and listening skills,
 - b. continuing development of adequate math and computer skills for adult functioning.

OUR DPD PROGRAM

OUR MISSION STATEMENT

To prepare students for excellence in Christian dietetics with a focus on a vegetarian lifestyle.

OUR GOALS

The goals and objectives of the Didactic Program in Dietetics are founded upon the philosophy and mission of the University, the College of Arts and Sciences, and the Department of Nutrition.

1. To provide foundation knowledge and skills for the didactic component of entry level dietitian education programs.
2. To provide knowledge regarding the health benefits of a vegetarian lifestyle.



INTERPERSONAL DEVELOPMENT

Objectives: To provide...

1. Quality advisement services within the Didactic Program in Dietetics to address the student's progress towards their goals.
2. Mentors who can share valuable advice on academic life, career options and time management based on their professional, academic and personal experience.

MENTORING PHILOSOPHY

Random House Dictionary defines the word "mentor" as "a wise and trusted counselor". We consider the informal, mutual exchange of ideas and experiences between mentor (instructor) and mentee (student) to be an essential part of dietetic education and personal development. This relationship provides the basis for individualized interactions between faculty members and students where mutual learning and development can occur in a manner not always possible in structured advising, didactic or practicum settings. In this setting, mentors can share valuable advice on career orientation, academic life, and time management based on their professional, academic and personal experience.

When do you choose a mentor?

Students are encouraged to select a mentor as soon as possible after declaring the dietetics major and attending the Dietetics Orientation Session at the beginning of fall semester.

How does a student choose a mentor?

Students may select a mentor from the faculty of the dietetics program. This mentor should be an individual whom the student respects, preferably one who has similar professional interests. In the Dietetics Orientation Session, students will have the opportunity to interact with dietetics faculty to initiate this process. Students may arrange interviews with various faculty members to facilitate their decision. It is important for the personal development of the students that they be confident in their ability to interact with their mentors. After declaring a mentor, it is suggested that meetings between mentors and students occur frequently to discuss issues pertinent to the student's professional and personal development.

PROGRAM STRUCTURE

Andrews University's Didactic Program in Dietetics has been granted Developmental Accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association. This program is designed to meet the minimum academic requirements for registration eligibility. The four-year program consists of two phases:

1. **Pre-dietetics (Phase 1):** Two years of introductory professional requirements and general education courses which may be obtained at Andrews University or another accredited college or university, or equivalent institution for international students.
2. **Dietetics (Phase 2):** Two years of study in clinical dietetics, food service management, nutritional biochemistry, and community nutrition on the Andrews University campus.

This program is designed to fulfill all the Foundation Knowledge & Skills for Didactic Component of Entry-Level Dietitians as stated in the Standards of Education of ADA. See Page 12 for the "Suggested Schedule" of the program.

ADMISSION TO THE DPD PROGRAM

- Admission to the Dietetics Program at the sophomore level requires a **minimal overall GPA of 2.75 & a minimal GPA of 2.25 in the science and FDNT courses.**
- Continuation in the Dietetics Program requires a student having a cumulative **GPA of at least 3.0 at the beginning of their junior year.**
- Transfer students who enter at the junior level will be admitted to the Dietetics Program if they have an **overall GPA of 3.0 and a minimal GPA of 2.35 for their science and FDNT courses.**

COST OF THE DIETETICS PROGRAM (2009-2010)

See the Andrews University General Information Bulletin (pages 58-65) for extensive information on tuition and other expenses.

Lab Fees

Students enrolled in the following courses are charged the following fees:

FDNT 124	Food Science	\$74.00
FDNT 421	Community Nutrition I	\$46.00
FDNT 422	Community Nutrition II	\$46.00
FDNT 431	Medical Nutrition Therapy I	\$63.00
FDNT 432	Medical Nutrition Therapy II	\$63.00

SCHOLARSHIPS

Students enrolled in the Didactic Program in Dietetics are eligible to apply for various scholarships offered through Andrews University. Scholarships offered through the University must be applied for by **February 15** in the Dean's office of the College of Arts and Sciences.

Listed below are three (3) scholarships offered through the University which are designated for nutrition students. These scholarships are awarded annually to students in the spring for the following fall semester. Typically these scholarships are less than \$1,000. Students should note, however, that the Financial Information Bulletin lists approximately 20 endowed scholarships available to students enrolled in any program at Andrews University.

- * The Neva Hall Endowed Scholarship was established by Mrs. Neva Hall of Riverside, California, for junior and senior dietetics majors.
- * The Frank L. and Alice G. Marsh Scholarship was established by these former Andrews University faculties to benefit Dietetic students.
- * The Otto and Irma Vyhmeister Endowed Scholarship Fund was established to benefit a non-North American SDA student in their junior or senior year of dietetics, or a graduate student in nutrition.

The American Dietetics Association also has various scholarships available to eligible students. Information regarding these scholarships may be obtained from ADA by calling 1-800-877-1600. Applications must be postmarked by **February 15**.

Suggested Schedule For B.S. in Dietetics

<i>Fall Semester</i>	Freshman	cr		<i>Spring Semester</i>		cr
BIOL 111	Anatomy & Physiology I	4		INFS 110	Computer Tools	3
ENGL 115	English Comp I	3		FDNT 118	Professional Dietetics	1
FDNT 230	Nutrition	3		HLED 120	Fit for Life	1
HIST 117	Civilizations & Ideas I	3		BIOL 112	Anatomy & Physiology II	3
RELT 100	God & Human Life	<u>3</u>		HIST 118	Civilizations & Ideas II	3
				COMM 104	Communication Skills	<u>3</u>
	Total credits	16			Total credits	14
<i>Fall Semester</i>	Sophomore	cr		<i>Spring Semester</i>		cr
FDNT 124	Food Science	3		BCHM 120	Intro to Biological Chemistry	4
CHEM 110	Intro to Inorg. & Org. Chem.	4		RELB 210	Jesus in His Time & Ours	3
BIOL 260	General Microbiology	4		ENGL 215	English Comp II	3
BHSC 220	Contemporary Social Issues			PSYC 101	Intro to Psychology	3
or	or	3		ARTH 220*	Language of Arts	<u>3</u>
BHSC 235	Culture, Place & Interdependence				Total credits	16
BHSC 100	Philosophy of Service	<u>2</u>				
	Total credits	16				
<i>Fall Semester</i>	Junior	cr		<i>Spring Semester</i>		cr
FDNT 310	Nutrition in Life Cycle	3		FDNT 352	Food Service Management II**	3
FDNT 351	Food Service Management I**	4		FDNT 485	Nutrition & Metabolism	3
BSAD 355	Management & Organization	3		BSAD 384	Human Resources Mgt	3
RELT 250	Personal Spirituality & Faith	3		MATH 145	Reasoning with Functions	3
ACCT 121	Fundamentals of Accounting	<u>3</u>		MUHL 214*	Enjoyment of Music	3
				PEAC	Activity Course	<u>1</u>
	Total credits	16			Total credits	16
<i>Fall Semester</i>	Senior	cr		<i>Spring Semester</i>		cr
FDNT 431	Medical Nutrition Therapy I	4		FDNT 432	Medical Nutrition Therapy II	4
FDNT 448	Nutrition & Wellness	3		FDNT 460	Seminar: EG White	1
FDNT 498	Research Methods	2		FDNT 490	Program review	1
RELT 340	Religion & Ethics in Mod Society	3		PEAC	Activity Course	1
FDNT 421	Community Nutrition I **	<u>2</u>		FDNT 422	Community Nutrition II**	2
					Electives	<u>7</u>
	Total credits	14			Total credits	16
					Total = 124	

*may be substituted with the following classes: PHTO210, ENGL255, PHIL224 (these are all offered only in the Fall), a course in Studio Art, or 3 credits in Ensemble Music.

**FDNT351, 352 are offered only in even years. FDNT421, 422 are offered only in odd years.

Updated 4/13/09

Graduation Requirements

To be eligible to graduate students must complete at least 124 semester credits. Graduation requirements include

- (a) Satisfactory completion of all curriculum requirements with the maintenance of at least 2.25 cumulative grade-point averages in all dietetics courses with no grade below a C
- (b) Recommendation and verification by faculty for graduation. Graduates are provided with a Didactic Program in Dietetics Verification Statement testifying to the fact that they have successfully completed the requirements for a B.S. Degree in Dietetics.
- (c) Students are expected to complete a professional development portfolio during the DPD program outlining their goals and accomplishments, including 200 hours of professional dietetic experience. A verification form for completion of the DPD program will not be issued until the professional development portfolio has been satisfactorily completed by the student.

DPD Evaluation Policies

Evaluation is an important component of the learning process since it allows the student to maximize growth by realizing areas of both weakness and strength. Evaluation of students in the DPD program involves more than grading. It is a comprehensive survey of each student performance in and outside of the classroom and includes both academic and professional behavior. Details of the grading system are listed below.

Grading

The authority to determine letter grades rests with the teacher of the course. Policies on the Andrews University grading system including deferred grades and incompletes are found on page 26-28 of the University Bulletin and in each course syllabus.

Evaluation of the Progress of Dietetic Students

Evaluations are completed at regular intervals during the program as an overall index of student growth. Information from the evaluations is used to strengthen and enrich counseling of the student. Steady growth and progress is expected from the initial levels toward the ideal level. The evaluation is completed by the Director of the Dietetics Program using information from course instructors and the Nutrition Faculty. Evaluations will occur at the following intervals:

1 st evaluation	Fall Semester, Junior Year
2 nd evaluation	Spring Semester, Senior Year (exit interview)

Forms used in the evaluation process can be found in the appendix of this handbook. The evaluation forms for each student are compiled by the Director of the Dietetics Program and reviewed along with a self-evaluation completed by the student using the same forms. All ratings are recorded on a summary sheet which is maintained in the students' file. The Director of Dietetics Program may summarize the general strengths and limitations of the student in conference with other faculty and the student; however the actual ratings and comments will be kept in confidence.

Dietetics Program Comprehensive Examination

Background

The Didactic Program in Dietetics is an academic curriculum which prepares the graduate for a Dietetic Internship (DI). When this is completed satisfactorily the student is eligible to take the Registration Exam.

Goal of the DPD Comprehensive Exam

To help students review the academic requirements to be eligible to sit for the American Dietetic Association's Commission on Dietetic Registration (CDR) examination by exposing students to the type of knowledge needed to prepare for and successfully pass the knowledge components of the Registration Examination.

Procedure and Details

The DPD examination is structured to be similar to the CDR examination in difficulty, question type and distribution. However, this examination does not integrate the practice component that a Dietetic Internship is designed to provide.

Subject matter :	Course work covered during DPD program
Time :	Late spring semester of the senior year (3 rd or 4 th week of April) as part of the review course FDNT 495
Passing Level :	70%

Students failing the comprehensive exam may be permitted to re-take the exam at least twice. The re-takes will be scheduled about 30 days and 60 days, respectively, after the initial exam was given. Failure to pass the exam the 3rd effort will jeopardize receipt of a final DPD verification form for the student.

Portfolio

All senior students need to submit the final copy of their portfolio to their advisor. It is the student's responsibility to set up an appointment with his/her advisor to discuss the portfolio.

Completing the portfolio is a requisite to receiving a DPD verification form.

Student Involvement in Faculty Meetings

One student who has been selected by the dietetic students will be invited to attend faculty meetings and will be represented on program committees, except for those meetings in which confidential matters such as student discipline, review of prospective student applications, or similar items are discussed. Students will be informed of pertinent decisions occurring in faculty meetings. Students may offer suggestions through their representative during the discussion period as recognized by the leader. In interaction with these suggestions, the faculty will portray receptivity in the same way they would to any professional colleague.

DIETETIC INTERNSHIP

Dietetics graduates are eligible to apply for entry into an Accredited Dietetic Internship [DI]. Admission requirements include the following:

- 1) A Verification Statement indicating successful completion of an approved DPD program or a Declaration of Intent to Complete Degree
- 2) A baccalaureate degree from an accredited institution
- 3) A completed application form and accompanying documentation as described in the application (see part 2 of this handbook)
- 4) A GPA of 3.0 or above, relevant work experience, and evidence the student has passed each test for MNT with a C or better.
- 5) A DPD GPA of at least 3.2

Program costs

Application fee \$45.00

Dietetic interns may register for 8 hours of graduate credit which can be applied towards a Master of Science in Nutrition degree from Andrews University. However, registering for graduate credit does not constitute admission to the graduate school. Students register for 4 semester credits in fall semester, and then again in spring semester.

Credit option for 8 graduate credits	\$7,092.00
Non-credit option	\$6,430.00
Professional education fee (applies to both options)	\$330.00 per semester

The DI program begins the last week of August each year and continues for eight months. Completed application forms are due **February 16** for the following fall. Registration for fall semester takes place during the orientation program. Registration for spring semester takes place in January by mail.

Handbook

Students admitted to the Dietetic Internship program will receive a Student Handbook from the Program Director. The handbook contains important program guidelines, evaluation instruments and reporting forms.

Program Description

The DI program at Andrews is designed to provide professional experiences at various institutions in the United States. The experiences are supervised by Registered Dietitians in leadership positions. Graduates are prepared to assume entry level positions as Dietitians and are eligible to write the registration exam administered by the American Dietetic Association.

In eight months the students complete 1312 supervised hours. The program consists of:

- a) A four to five-day orientation at Andrews University
- b) 4 weeks of community nutrition in South-west Michigan, or Central Florida
- c) 7 weeks of food service administration
- d) 21 weeks of clinical dietetics in an affiliated hospital

Interns will be located at only one hospital for the entire period that they are doing the food service and clinical rotations. Hospital locations include:

- Fort Worth, TX
- Grand Rapids, MI
- Hinsdale, IL
- Kalamazoo, MI
- Kettering, OH
- Orlando, FL
- Rome, GA
- South Bend, IN
- St Joseph, MI
- Tavares, FL

An option to complete a Master of Science degree (M.S.) in Human Nutrition exists, but requires separate admission to the Graduate School at Andrews.

DI students are selected by a computer matching process. All applicants need to register online with D & D Digital Systems in Ames, Iowa by **February 16th** for the following fall.



STUDENT RIGHTS AND PROCEDURES

University policies and procedures addressing student records, freedom of association, discrimination and harassment, right of entry, classroom rights and other student rights can be found in the Andrews University General Information Bulletin and in the Student Handbook.

GRIEVANCE PROCEDURES

Every effort should be made by the student and the Program Director to provide an experience that is conducive to the development of professional competencies. However, as in any professional environment, behavior or circumstances may arise causing grievance to one or both parties.

The student should realize that for all concerns that cannot be resolved with the party causing the injury the following chain of command should be contacted. For efficient resolution of the concern, it is important that the sequential order of the chain be observed (please see page 17). You may be requested to state your grievance in writing.

Chain of Command for Grievances

Director of Dietetics Program



Chair, Department of Nutrition



Dean, College of Arts and Sciences



Vice President for Academic Administration



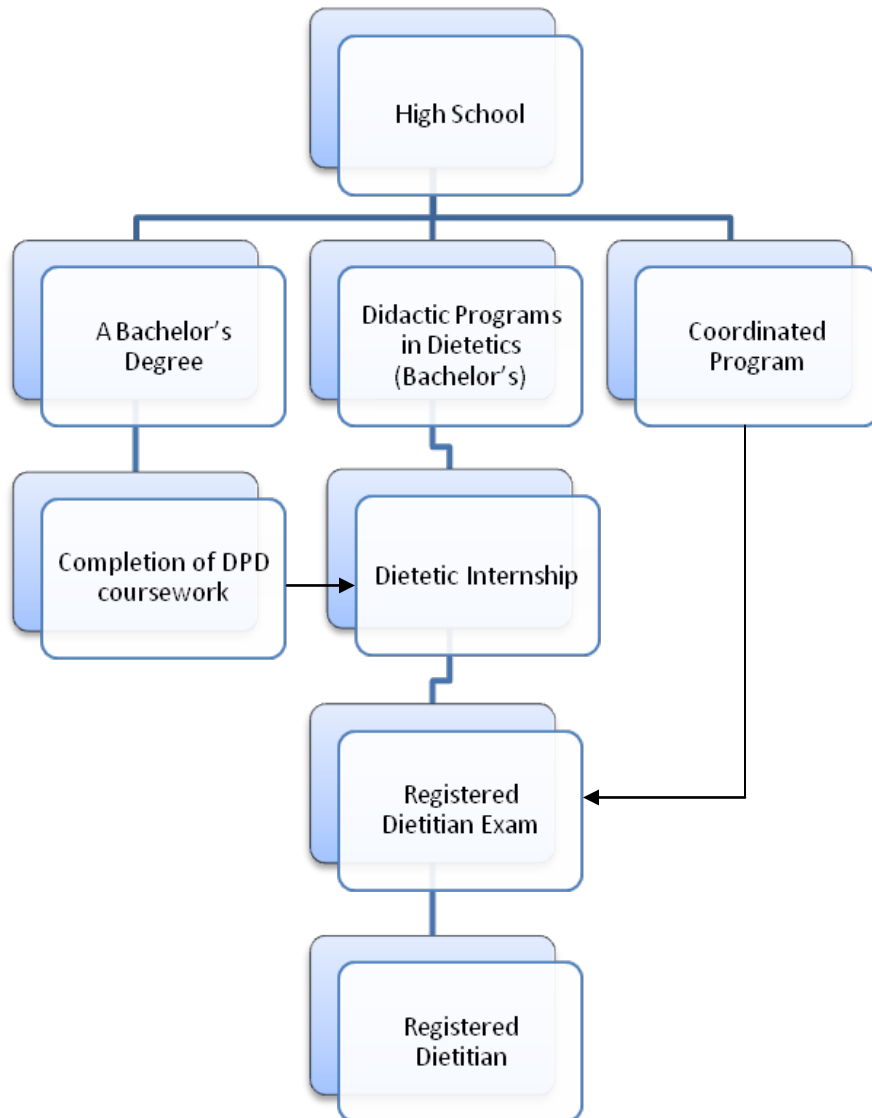
President, Andrews University

A university ombudsperson may be helpful in this process. See the Student Handbook for more information.



PART TWO:
EVALUATION, SCHOLARSHIP,
&
INFORMATION

THE AMERICAN DIETETIC ASSOCIATION **EDUCATIONAL PATHWAYS TO REGISTRATION**



Definitions:

1. **Didactic Program in Dietetics**: An academic program in a regionally accredited college or university culminating in at least a bachelor's degree. The program is approved by the Council on Education Division of Education Accreditation approval of The American Dietetic Association to meet the minimum academic requirements for registration eligibility and ADA membership.
2. **Dietetic Internship**: A formalized post bachelor's degree educational program accredited by the Council on Education Division of Education Accreditation approval of The American Dietetic Association. The curriculum of the program is designed to meet the supervised practice experience requirements for registration eligibility and ADA membership. Some programs include the opportunity to complete graduate course work while enrolled in the program.
3. **Coordinated Program**: A formalized bachelor's or master's degree program in dietetics accredited by the Council on Education Division of Education Accreditation approval of The American Dietetic Association. The curriculum is designed to coordinate academic and supervised practice experiences to meet the requirements for registration eligibility and ADA membership.
4. **RD - Registered Dietitian**: A dietitian who has completed the registration eligibility requirements established by the Commission on Dietetic Registration, successfully passed the Registration Examination for Dietitians, and meets continuing education requirements.
5. **Dietetic Technician Program**: A two-year programming a regionally accredited college or university combining academic and supervised practice experiences, leading to an associate degree. Dietetic Technician Programs are approved by the Council on Education Division of Education Accreditation/Approval of The American Dietetic Association. The curriculum is designed to coordinate academic and supervised practice experiences to meet the requirements for registration eligibility and ADA membership.
6. **DTR - Dietetic Technician. Registered**: A technician who has completed registration eligibility requirements established by the Commission on Dietetic Registration, successfully passed the Registration Examination for Dietetic Technicians, and meets continuing education requirements.

BECOMING A REGISTERED DIETITIAN

The four-year Dietetics program at Andrews University is accredited by the Commission on Accreditation for Dietetic Education of the American Dietetic Association. Upon successful completion of the Bachelor of Science in Dietetics, a student may apply for a Dietetic Internship. After successfully completing a Dietetic Internship, the intern will be eligible to take the computerized national registry exam set by the Commission on Dietetic Registration and become a registered dietitian.

- 1- Completion of the Bachelor of Science in Dietetics (GPA 3.0 or more)
- 2- do the 9-month internship program
- 3- take the review courses (listed below)
- 4- pass the RD exam

RD Exam Review Resources

Courses

Breeding and Associates

(859) 623-5895

www.dietitianworkshops.com

\$350 for 3 days (2008)

Inman's Review Course for the ADA Registration Examination

The New England Center for Nutrition Education, Inc

3-day course offered throughout the U.S. Fee=\$325 (2008)

3-day class on CD Fee=\$325

www.inmanassoc.com

Dietitian Exam.com

Nutrition Click Inc.

P.O. Box 30922

17A Grand View Lane

Bellingham, WA 98228-2922

Email: info@DietitianExam.com

Toll free: 1-877-990-EXAM

Web-based Registered Dietitian Exam Review

www.DietitianExam.com Fee = \$300



Appendix

Professional Development Portfolio Required for Graduation in DPD Program

Purpose of the Portfolio:

To demonstrate achievement of competence in Nutrition and Dietetics Didactic Program

Advantages of Portfolio:

- 1) *Reflect on your professional development and monitor your academic growth and progression in the dietetic curriculum.*
- 2) *Helps you evaluate your learning and take responsibility for your progress towards becoming a registered dietitian.*
- 3) *Provides a resource when applying to an internship program and an entry level dietetics job.*
- 4) *Provide you with the tools and skills to be a self-directed, lifelong learner.*

Professional Development Portfolio

Step #	What
Step 1: Self-Reflection	<i>Reflect on you strengths and interests and weaknesses.</i>
Step 2: Assessment of my learning goals	<i>Based on the 5 foundations skill categories:</i> <ol style="list-style-type: none"> 1- <i>Communication</i> 2- <i>Physical and biological Sciences</i> 3- <i>Research</i> 4- <i>Food and Nutrition</i> 5- <i>Management & Health Care Systems</i>
Step 3: Learning Plan	<i>Students will complete a learning plan for each foundation skill category with at least one goal and one learning need identified for each category.</i>
Step 4: Learning Activities Log	<ol style="list-style-type: none"> 1- <i>Attend CPE(continuing professional education) activity</i> 2- <i>Do volunteer work or work in one of the area</i> <ol style="list-style-type: none"> a) <i>clinical: hospital, out patient clinic</i> b) <i>Community: WIC, Wellness program, church health related outreach activities</i> c) <i>Food Service: College, hospital, or other facility that is approved by the Nutrition & Wellness department (Being a waitress is not an acceptable activity)</i> d) <i>Research/communication – write a nutrition article for magazine</i> 3- <i>Complete self study modules</i>
Step 5: Learning Plan Evaluation	<i>Evaluate your learning plan yearly with your advisor</i>

Step 1 Self Reflection:

This is a very important step. Take time to analyze your interests.

1. Why do you want to be a dietitian?
2. What are your strengths and weaknesses?
3. What are the areas of dietetics that you are most interested in?
4. What skills do you need to develop to reach your goals?

Step 2 Assessment of my learning goals:

Communications:

Goal: The student should provide evidence on their effective communication using a variety of approaches. Each student should demonstrate ability to:

- Use oral and written communication in presenting an education session for a group
- Counsel an individual on nutrition
- Develop educational materials
- Explain a public policy position regarding dietetics
- Use current information technologies like power point or excel
- Work effectively as a team member

Suggested Activities:

- Write an article for newsletter
- Develop a PowerPoint presentation on a nutrition topic for class or a community group
- Write a lesson plan for: Teaching or Food Demonstration
- Write a public service announcements/press releases
- Design a bulleting board for the Nutrition and Wellness department

Physical & Biological Sciences

Goal: The student should be able to demonstrate knowledge about physical and biological sciences and specifically should demonstrate the ability to:

- Interpret medical terminology
- Interpret laboratory parameters relating to nutrition
- Explain the pathophysiology of common disease states
- Explain the nutrient-nutrient and drug-nutrient interactions
- Explain nutrient metabolism

Suggested Activities:

- Prepare a table with most common drugs and their nutrient interactions
- Draw an outline of key metabolic pathways
- Outline how food is digested and absorbed
- Outline how energy is produced through the Krebs's cycle & fatty acid oxidation
- Describe the method in which the body disposes of unwanted nitrogen

Research:

Goal: The student should give evidence that they are knowledgeable about research and need to demonstrate the ability to:

- Interpret current research
- Interpret basic statistics
- Understands experimental design

Suggested Activities:

- Describe the experimental design and explain the statistics in a JADA or AJCN article
- Summarize the meaning of research in a current JADA article

Food:

Goal: The student should demonstrate food knowledge. Specifically the student should demonstrate the ability to:

- Calculate & interpret nutrient composition of foods
- Determine recipe proportions/modifications for volume food
- Apply food science knowledge to understand functions of the ingredients in food
- Demonstrate basic food preparation & presentation skills
- Modify recipe for individual or group dietary needs.

Suggested Activities:

- Diet analyses assignment
- Cycle menu project
- Food demonstration project (include lesson plan)
- Recipe modification/experimental food science projects
- Cultural foods demonstration
- Volunteer or work in food production, clinical or community setting with a total of 200 hours before graduation.

Nutrition:

Goal: The student should demonstrate knowledge about nutrition. Specifically the student should demonstrate the ability to:

- Calculate and/or define diets for health conditions addressed by health promotion/disease prevention activities; e.g. HTN, DM, obesity and diverticular disease
- Screen individuals for nutritional risk
- Collect pertinent information for comprehensive nutrition assessment
- Determine nutrient requirements
- Translates nutrition needs into food choices and menus for people of diverse cultures and religions
- Measure, calculate and interpret body composition data
- Calculate enteral and parenteral nutrition formulation

Suggested Activities:

- Develop nutritional assessment pocket book
- Attend to health fair and participate in assessment, counseling people according to their nutritional needs. e.g. HTN, High Cholesterol, Obesity
- Conduct case studies in various diseases such: Drug-nutrient interaction, Pediatric population,
- Evaluate popular weight loss programs
- Conduct a hospital case study
- Attend a workshop and lectures for continuing professional education (CPE)
- Complete a Self Study Modules in an specific disease (ADA provides these modules for a fee)
- Shadow a clinical, community (WIC, school system) dietitian

Management & Health Care Systems

Goal: The student should demonstrate knowledge about management.

Specifically the student should demonstrate the ability to:

- Prepare a budget
- Participate in human resources management, including labor relations
- Determine costs of services/operation
- Apply marketing principles
- Develop a personal portfolio
- Interpret financial data
- Explain reimbursements, policies and regulations

Suggested Activities:

Outline reimbursement procedure for RD in certain area

Describe the protocols of HR to hire and fire and settle disputes

Develop, implement and evaluate a marketing plan

Advanced food systems project

Prepare a budget

Recipe development project

Financial statement development and analysis

Equipment specification

Step 3 Learning Plan

For each foundation skill category you have to identify at least one goal and one learning need. You must complete a learning plan for each goal and show how you will accomplish this.

For example:

Foundation Skill Category: Food and Nutrition

Goal: I will like to learn to do comprehensive nutrition assessments.

Learning Needs:

1. Able to calculate body composition data
2. Determine nutrient requirements
3. Interpret laboratory parameters relating to nutrition

4. Interpret medical terminology
5. Understand the pathophysiology related to nutrition care
6. Translate nutrition needs to food choices and develop menus for people of diverse cultures and religions

Step 4 Learning Activities Log

This step is closely related to Step 3. Record activities as you achieve your learning plan.

For example: (following the above goal in Step 3)

Do a Nutrition Assessment Case study

Shadow a clinical dietitian for one day. Observe how she does nutritional assessment.

Attend a local workshop that is offering a topic on nutritional assessment

Do a self-study module on nutritional assessment.

Step 5 Learning Plan Evaluation

The first time:

Set an appointment with your advisor and submit a copy of your learning plan.

In the subsequent years:

Evaluate your plan. What you accomplish? What activities were you able to do? Were you unable to do what you planned? What are you going to do to resolve the problem? After you answer all these questions, set an appointment with your advisor and discuss your portfolio activities. This appointment need to be done before the academic year ends. It is best to schedule sometime in the spring semester.



JUNIOR EVALUATION OF PROFESSIONAL PERFORMANCE

Name:

	Excellent (3)	Very Good (2)	Good (1)	Needs improvement (0)
Knowledge of Nutrition				
Knowledge of nutrition (mostly grade of B or higher in dietetic courses)				
Teacher's Comment				
Accuracy				
Follows teachers instructions				
Follows professional dietetic standards according to Payne-Palacio & Canter, 2006				
Assignments are done in detail				
Teacher's Comment				
Attitude				
Works well with groups				
Keeps appointments				
Dresses appropriately				
Punctuality				
Gets work assignments turn in on time				
Teacher's Comment				
Cooperation				
Willingness to complete job tasks				
Participates in the department activities and assemblies				
Teacher's Comment				
Communication				
Communicates appropriately with teachers & seeks information				
Uses electronic tools effectively for professional communication and research				
Communicates effectively in written forms				
Communicates effectively in verbal, and non-verbal forms				
Teacher's Comment				
Lifelong learner				
Demonstrates continuing professional growth through the development of the portfolio				
Teacher's Comment				

	Excellent (3)	Very Good (2)	Good (1)	Needs improvement (0)
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Acceptance of Criticism

Willingness to accept criticism				
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Utilizes constructive criticism for self-development				
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Teacher's Comment				
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Organization

Ability to organize materials				
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Efficient management of time				
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Teacher's Comment				
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Total score

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Definitions of the Professional Performance Evaluation

Excellent: Meet all the standards

Very good: Meet most of the standards

Good: Generally meets standards but shows need for improvement

Needs improvement: Fails to meets various standards

Students that scores less than 45 points out of 60 will be considered on DPD probation

Advisor's overall comments:

Signature of the Advisor:	Date:
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Student's comments:

Signature of Student:	Date:
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KNOWLEDGE, SKILLS, and COMPETENCIES for ENTRY- LEVEL DIETITIAN EDUCATION PROGRAMS

They are listed in the CADE Accreditation Manual pages 29-35.

