

**Coordinated Program in Dietetics  
Indiana State University**

**Coordinated Programs Using the DE Standards**

**Comprehensive Self-Study Report (SSR) for Continued Accreditation**

For

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

**June 5, 2016**

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

**Report being submitted (check one):**

<input type="checkbox"/> Eligibility Application— Standards (1-3)	<input checked="" type="checkbox"/> Self-Study Report for Continued Accreditation	<input type="checkbox"/> Other _____
<input type="checkbox"/> Self-Study Report for New Program Application – Standards (1-23)	<input type="checkbox"/> Program Assessment Report for Continued Accreditation	

**Date:** \_\_\_\_\_

**Program name:** Coordinated Program in Dietetics

**Sponsoring institution:** Indiana State University

**City:** Terre Haute **State:** Indiana

*Substantive program changes included in report:* \_\_\_\_\_ *List change:* \_\_\_\_\_  
 No |  Yes

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

**Concentration Area name:** Medical Nutrition Therapy

**Concentration Area name:** \_\_\_\_\_

*Degree granted — (check all that apply):*

<input checked="" type="checkbox"/> Baccalaureate	<input checked="" type="checkbox"/> Master's	<input type="checkbox"/> Doctoral	<input type="checkbox"/> Verification Statement Only
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*Distance Education — (check all that apply):*

<input type="checkbox"/> One or more DE required courses	<input type="checkbox"/> Supervised practice rotations
--	--

*Other Program Options — (check all that apply):*

<input checked="" type="checkbox"/> Full-time	<input type="checkbox"/> ISPP	<input type="checkbox"/> Other Option _____
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**Program Length (Years/Months)** Bachelors: 4 years, 80 hours over one summer, Masters: 2 years, 80 hours over one summer

*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						
	1 <sup>st</sup> Year Completing Baccalaureate Degree DE	2 <sup>nd</sup> Year Completing Baccalaureate Degree DE	1 <sup>st</sup> Year Completing Graduate Degree DE	2 <sup>nd</sup> 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	8	8	8	8		
Current Enrollment	10	11	6	6		

*Program Director:*

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*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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<b>Signature</b>	
	6/6/16

*\*This form must be submitted with the application packet documenting compliance with ACEND's 2012 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:

N/A
-----

Consultant Name

Business Address

Title

Telephone

Email:

**Self-Study Report on the ACEND 2012 Accreditation Standards  
Coordinated Program in Dietetics  
Indiana State University  
TABLE OF CONTENTS**

CONTENTS	Page
<b>Program Summary Information</b>	
Executive Summary of the Program	6
Summary of the Self-Study Process	10
Current Program Mission, Goals and Objectives (Standards 4, 5 and 6)	11
Pass Rate Monitoring and Improvement Plan (Standard 6 and 8)	13
Required Program Timeframes (Standards 1, 6 and 12)	20
Overall Organization and Clarity of the Self-Study Report	23
Summary of the Evaluation of ACEND Accreditation Standards for U.S. Programs	25
 <b>Eligibility for ACEND Accreditation</b>	
1. Program Characteristics and Finances	27
2. Title IV Compliance for Free-Standing Programs	38
3. Consortia	39
 <b>Program Planning and Outcomes Assessment</b>	
4. Program Mission	41
5. Program Goals	42
6. Program Objectives	43
7. Program Assessment	49
8. On-going Program Improvement	58
 <b>Curriculum &amp; Student Learning Objectives</b>	
9. Program Concentrations	62
10. Curricular Mapping	64
11. Learning Activities	68
12. Curriculum Length	71
13. Learning Assessment	74
14. On-going Curricular Improvement	85
 <b>Program Staff and Resources</b>	
15. Responsibilities of the Program Director	88
16. Faculty and Preceptors	92
17. Continuing Professional Development	102
18. Program Resources	104
19. Supervised-Practice Facilities	106
 <b>Students</b>	
20. Student Progression and Professionalism	108
21. Student Complaints	112
22. Information to Prospective Students and the Public	114
23. Policies and Procedures	116
<b>Appendix</b>	120

## 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:** Indiana State University  
**Sponsor's Accreditor or Recognition Body** NCA Higher Learning Commission

### 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.**

Indiana State University was created by an Indiana statute on December 20, 1865 as Indiana State Normal School. Its primary mission was to prepare teachers for the common schools of Indiana. Since then, it has moved from those early beginnings to become a comprehensive state university with 7 colleges each headed by a dean who reports to the Vice President of Academic Affairs. The divisions include the College of Arts and Sciences, Bayh College of Education, Graduate and Professional Studies, College of Health and Human Services, Scott College of Business, Technology, and University College. ISU is accredited by the North Central Association of Colleges and Secondary Schools to offer associate, baccalaureate, masters, and doctoral degrees. Enrollment in the University is approximately 13,584 for fall 2015. Also, 64% of classes have 30 students or less which allows for more individualized attention to each student.

Indiana State University's main campus is located in downtown Terre Haute and covers over 200 acres with 72 buildings. Athletic facilities and a field campus are located away from the main campus.

The Coordinated Program in Dietetics at Indiana State University is housed in the Department of Applied Health Sciences (AHS) in the College of Health and Human Services. The Coordinated Program in Dietetics was originated in the Department of Home Economics in 1978 in the College of Arts and Sciences. The name was changed to Family and Consumer Sciences in 1995. The College of Nursing, Health, and Human Services was created on July 1, 2007 with the intention to increase the visibility of health professions at ISU, empower faculty who advocate for health professions, promote greater collaboration between health-oriented units, attract external resources, initiate and develop new health-related programs, strengthen ties with community partners, and to better meet regional, state and national needs. At that time the Department of Family and Consumer sciences was dissolved and the Coordinated Program aligned with the College of Nursing, Health and Human Services as a member and partner with other health professions. In 2015 the School of Nursing was created and the College name changed to Health and Human Services.

The College of Health and Human Services believes in the World Health Organization (WHO) definition of Health: Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. Our goal is to implement the WHO definition of health for individuals, families and neighborhoods through creative teamwork that facilitates health equity and social wellness using a mindset that prioritizes respect for all people, the strength of diversity, and the power of joy.

With this purpose, the college is committed to the mission of inspiring professionals and students through an interdisciplinary approach while developing skilled leaders, educators, researchers, and innovators in nursing, health, and human services. The college's programs focus on the core values of caring, health, integrity, respect, and performance with the vision of becoming eminent in providing qualified professionals serving diverse populations through learning, leadership, scholarship, innovation, and community engagement. The faculty and staff are committed to providing students with a supportive learning environment that is progressive, challenging, and creative. Students within the college have the opportunity to obtain the necessary skills and credentials to become competent practicing health professionals.

The Coordinated Program in Dietetics received the developmental accreditation in 1978 and graduated the first class in 1980. The program was developed as a revision of the former didactic program in dietetics. The initial self-study was completed in 1991-92 and followed by a site visit in the spring of 1992. This resulted in a 10 year re-accreditation of the program. Due to the time crunch resulting from the Academy of Nutrition and Dietetics' decision to change from approval to accreditation for all dietetic programs in 1999 the time was extended to 2006. The graduate option was added in 1990 as soon the Academy changed the program requirements allowing for this. The graduate option requires students to take 300 and 400 level didactic courses and requires students to take the 500 or 600 level equivalents when available. One-half of all graduate coursework must include 600 level works which is built in to our graduate curriculum. Increased levels of communication and management as well as increased knowledge and depth are included in 500/600 level graduate courses. The graduate option of the coordinated program has always addressed the needs of nontraditional students and individuals who are entering the field of dietetics from a variety of different education backgrounds. More recently the graduate option has offered an alternative route to registration for students who have graduated from accredited didactic programs seeking masters degrees and completion of the 1200 plus hours of supervised practicum experience.

The Coordinated Program in Dietetics employs a variety of teaching methods throughout the curriculum. Didactic courses involve lecture combined with case studies, simulation, and problem solving assignment, projects and discussions. Other courses involve demonstration and practical application. Most supervised practice classes include a reflection and evaluation component that is ongoing and also at the conclusion of the course.

The primary strength of our Program is our commitment and attention to developing positive relationships with each of our students. Secondly, our program practices systematic and continuous assessment to assure that students are well prepared for professional practice. Also, our current faculty are very diverse in terms of experience and dietetic education expertise. The Program faculty work very well together, communicating and coordinating educational efforts for the sole purpose of improving student learning outcomes. Program constituents including faculty, preceptors, advisory board members, administration, and students are all actively involved and work together in all aspects of the Program. Contributions are evident through meeting minutes, student and preceptor evaluations and informal discussions. All new or modified requirements in programming or student needs and



requirements are communicated with preceptors on a regular and timely basis. All preceptors are met by a faculty member or are interviewed and educated as to the needs and evaluation of students before student placement at the site. Preceptors are also contacted throughout the supervised experience rotation.

Program weaknesses within the past 5 years have appeared to be primarily in the area of one ineffective faculty member and less than acceptable student registration examination first time pass rate.

**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 five years and their impact on the program:**

- Changes in Administrative Support: No significant changes. The administrative staff of the University, College, and Department work cooperatively to provide seminars, workshops, travel funds, professional development leaves, and faculty research grants to support teaching and learning for the Coordinated Program in Dietetics faculty. Administrative Support has always been excellent. This includes resources related to faculty, faculty development, and financial resources.
- Changes in Financial Support: No changes. The Program is financially well supported. Laboratories, new equipment, repairs, faculty development and teaching equipment and aid are provided as needed.
- Curricular Changes: Ongoing review with some content and sequence changes. For example, based on preceptor, faculty and student observations and feedback, more patient and/or client education theory and practice has been incorporated in our AHS 322 Nutrition Intervention Methods courses so students are better prepared to perform during the following AHS 422 supervised practicum. AHS 324 Nutrition Care Process was moved to fall semester in order to precede community practice and medical nutrition therapy education. In addition, course content related to medical nutrition therapy and application of nutrition care process was expanded to two semesters.
- Program Changes (e.g. new tracks, degrees, etc.): There are no new tracks. We continue to offer the undergraduate bachelor's degree and a graduate master's degree program.
- Changes in Learning Resources: No significant changes. A simulation lab, foods laboratory and cadaver laboratory continue to be available for faculty and student use. Resources are provided based on faculty needs and recommendations to improve student outcome. For example, as part of the major concentration area, students are to create and implement all areas of a quantity food service management event. Based on supervised practice site change needs, more monetary and faculty support was needed to continue this project. With preceptor and advisory board support, the request was submitted to administration and immediately approved. The new project was created and implemented in fall 2015.
- Faculty/Preceptor Changes: Yes. After 2 years of many student, preceptor and faculty complaints, a problem faculty was not reappointed effective fall 2014. Student performance and outcomes were negatively affected and have greatly improved since the faculty left. Due to budget cuts in their programs, some preceptors are not taking students at this time. At the same time, new and more community, medical nutrition therapy and management preceptors have been recruited and are working with our students. All Food and Nutrition faculty are required to be Registered Dietitians.

Faculty members have varied educational and/or practitioner expertise, which represent all learning domain areas which support the Coordinated Program in dietetics and the competencies expected of students.

Faculty interests and backgrounds vary with involvement in areas such as research and publication, leadership, public policy action, business ownership, medical nutrition therapy consulting, gerontology, health care management, community service and much more. See Appendix P.

- Changes to Facilities: No changes at this time. The University is planning to build a new structure and remodel the existing building starting in fall 2016.
- Changes in Support Services: Yes. We have access to two primary support personnel. One provides financial needs support while the other is a student support specialist. The addition of the student support specialist has been very helpful to all programs. Once a student has been advised, this staff member is able to educate and assist the student with registration needs, adding and dropping classes and making sure student paperwork is properly submitted. This has allowed faculty to spend more time advising and mentoring students. The self- study process was anticipated and was very effective in allowing all administrators, faculty and key preceptors the opportunity to truly examine the Program. All are basically new to the process but having most aspects of the Program in place, we were able to spend most of our time reviewing and making some modifications instead of creating and building components that we did not have in place.

The Program Director and two other faculty members attended an Academy of Nutrition and Dietetics self- study workshop on July 30 and 31 of 2015. The Associate Dean of Academics also attended the workshop at a later date. This was very helpful as we learned what we needed to do as a group and began reviewing our Program at that time. This was important to us as we expected input from everyone. Our fourth faculty started in August of 2015 and therefore did not attend the workshop. However, this faculty has had previous experience with accreditation with a didactic program at another institution.

### 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 preparation of the self-study document for the Coordinated Program re-accreditation has been primarily the responsibility of the Program Director. The other faculty have made contributions related to their role in the program curriculum. They have also read, proofread, and modified and contributed in all content included in the self-study. Work on the self-study has progressed through the fall semester of 2015 and spring semester of 2016. The four faculty members in the food and nutrition area constitute the Coordinated Program Administrative Committee. This group meets approximately two times a month during the academic year and has worked extensively with the student knowledge and skills statements and competencies over the past five years. In addition to the biweekly meetings, an annual meeting has been devoted to discussion of goals, objectives, competency achievement methods, and pass rate through the didactic and practicum experiences of the program. Revisions and updates are systematic and continuous.

Administration has supported the reduced teaching responsibility to allow more time for the Program Director to perform and coordinate the self-study. In addition, funds were provided for faculty to participate in self-study training. Advisory Board Members, key preceptors, graduates, and employers have contributed with recommendations, survey responses, discussions, and evaluations that provide the body of information and data used to assess and evaluate the Program outcomes. Preceptors have responded to requests for documentation requirements associated with the self-study. Finally, representatives from all constituents are available for consultation with site visitors if needed.

The annual Advisory Board meeting was moved from December 2015 to March 2016 so members could review the 2016 Self Study and provide input and feedback prior to submission to ACEND. The Advisory Board members include administrators, educators, practitioners and preceptors. Discussion and suggestions from the Board have been included in the report.

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

**Mission: Please state the formal mission of the program.**

The mission of the Coordinated Program in Dietetics is to provide an integrated academic/supervised practice curriculum which equips undergraduate and graduate students with a professional knowledge base and critical thinking and problem solving skills necessary for entry-level dietetics practice. Students are encouraged to develop as well-rounded individuals and informed members of a global society.

### **Directions for Writing the Narrative:**

**Program Goals: State your current program goals.**

**Note: These the goals should be consistent with those stated in the in the program assessment plan for the next assessment period.**

### **Current (2012) Program Goals and Measurable Outcomes Undergraduate and Graduate Students**

- 1. The CPD will prepare graduates for dietetics positions or advanced study which will utilize their knowledge, skills, and competencies in dietetics, as well as their critical thinking and problem solving skills.**
  - a.** Over a 5 year-period, at least 80% of students who enter the coordinated phase of the CP will successfully complete the program and receive a verification statement 3 calendar years from starting the CP program.
  - b.** Over a 5 year-period, at least 80% of all graduates who take the RD exam will pass the first time.
  - c.** Over a 5 year-period, 90% of ratings of professional preparation from the graduate's perception will meet or exceed a "well-prepared" rating.
  - d.** Based on annual graduate surveys, 70% of graduates will be employed in dietetics within 3 months of graduation.
  - e.** Based on annual graduate surveys, 70% of students who are pursuing an advanced degree will be accepted into their program of choice.
  - f.** Based on annual graduate surveys, 90% of graduates employed in the dietetics field will be evaluated as "meeting" or "exceeding" being well prepared by their employer.
- 2. The program will prepare registered dietitians who demonstrate a commitment to lifelong learning and career advancement in their registered dietitian food and nutrition related field of work.**
  - a.** 80% will have their Professional Development Portfolio Plan submitted and approved by CDR.

**b.** 80% will be members of the Academy of Nutrition and Dietetics.

**c.** 50% will be involved in professional organization roles beyond national/state Academy of Nutrition and Dietetics Association membership

**d.** 80% will have completed at least 3 hours of CPE.

Program goals and objectives have been revised to improve clarification, include objectives to measure pass rate criteria and establish more realistic and obtainable measurements. Current goals and objectives are included on the 2012 Program Assessment Summary Matrices and new and revised undergraduate and graduate goals and objectives are included in the 2017-2024 Program Assessment Summary Matrices, Appendix F.

### 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.

The table below includes both undergraduate and graduate student pass rate. **Program #1474 and #1501 combined.** Pass Rate information through December 2015.

List years sequentially from least recent to most recent (e.g., 2006, 2011)	(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 20 <sup>1</sup> – 20 <sup>5</sup>					
Least Recent 2011 <sup>6</sup>	9	5	8	55.56%	88.89%
2012 <sup>7</sup>	9	6	8	66.67%	88.89%
2013 <sup>8</sup>	17	13	15	76.47%	88.24%
2014 <sup>9</sup>	16	9	9	56.25%	56.25%
Most Recent 2015 <sup>10</sup>	16	9	12	56.25%	75.00%
Current Five Years 2011 <sup>6</sup> - 2015 <sup>10</sup>	67	42	52	62.69%	77.61%

The table below includes the undergraduate student pass rate. **Program 1474**

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 <sup>1</sup> – 20yy <sup>5</sup>					
Least Recent 2011	9	5	8	55.56%	88.89%
2012	9	6	8	66.67%	88.89%
2013	17	13	15	76.47%	88.24%
2014	12	5	8	41.67%	66.67%
Most Recent 2015	10	4	6	40%	60%
Current Five Years 2011 <sup>6</sup> - 2015 <sup>10</sup>	57	33	45	57.89%	78.95%

No table is provided for Program 1501 alone however, the information was tabulated from the above combined program table:

**Program 1501:**

**2014: Taking the Exam for the First Time: 4**

**Students passing on their first try: 4 = 100%**

**Students passing w/in first year: 1 = 25%**

**2015 latest data:**

**2015: Taking the Exam for the First Time: 6**

**Students passing on their first try: 5 = 83%**

**Students passing w/in first year: 6 = 100%**

**Two year average: First time takers: 90%**

**Pass w/in 1 year: 70%**

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		X	
One Year Pass Rate		X		X	

3. For each of the areas listed below, describe in detail the factors that either positively or negatively influence your program's pass rate. For each factor, list the specific action steps that will be taken to improve the pass rate. For each step, include a timeline of implementation and steps taken to date. If data are available for some of the action steps, please list the resulting data. You are encouraged to include progress/results from your previous pass rate improvement plans. Provide a narrative to address the areas below, and include in the appendices the completed Pass Rate Improvement Plan matrix. See Appendix E.

**Admission Requirements:**

Program faculty and director meet biweekly and with advisory committee annually to discuss program policies. Admission GPA requirements were compared to similar coordinated program in dietetics nationwide and other health care related majors on campus. Upon review of first time pass success it appears to positively correlate with students who have a higher GPA. Admission GPA was increased to 2.7 on a 4.0 scale. Since all programs include general competency requirements, it was decided that all core dietetic courses would require a 2.7 grade or better to successfully pass and remain in the program. In an attempt to maintain the integrity of the program and profession, students are only allowed to repeat a core course only one time.

### **Program Curriculum:**

Program faculty, preceptors and advisory board members as well as administrative personnel address curriculum and course content on a regular basis through formal and informal communication. Revisions are made and submitted per university policy. Current dietetic practices, knowledge, skills and competencies are incorporated and streamlined in an effort to improve student outcomes. The Program has developed and modified the curriculum to reflect current practice including a nutrition care process component and expanded medical nutrition therapy. The program has also revised course content based on constituent feedback and aligned faculty to not only teach in their area of expertise but also combine teaching assignments so that content builds more effectively in an effort to improve student outcomes. Course content is reviewed and adjusted annually.

### **Teaching & Learning Methods:**

Teaching and Learning Methods have continued to be evaluated and modified by faculty as appropriate. On an annual basis, program faculty discuss the various teaching and learning methods utilized in each course. Teaching and learning methods are discussed in terms of the ever changing student population that involves different learning styles. Successes and failures of teaching techniques are shared and implemented as deemed appropriate. Currently, teaching and learning methods are focused on more interactive and experiential opportunities in the classroom. Methods of evaluation of student success vary between courses and practice experiences. This offers the student the opportunity to improve their success by providing a learning style that fits their needs. Methods of teaching and learning include lecture, laboratories, discussion, reflection opportunities, simulations, supervised practice settings, written and performance related assignments and projects, and peer teaching.

### **Faculty and Preceptors:**

As part of the pass rate evaluation, the Program has determined that a faculty member who recently resigned may have contributed in part to the lack of success related to the 2014 class statistics. Once hired, it became evident that this faculty member was not only underqualified to teach successfully in a coordinated program but also had extremely poor communication and relations with both faculty and students. This was not evident through application or interview and was highly recommended by previous employers. Student morale became very poor and learning was compromised. Student complaints were excessive and directed at this one area and person. Once this faculty member resigned and left, students respected the action that was taken to improve their education experience and complaints stopped immediately. A new faculty with both teaching and practitioner experience was hired effective fall 2015. This faculty has documented history of effective faculty and student relations. Her student evaluations have been very positive and she will be moving into more areas of teaching in the program beginning fall 2016. Preceptors continue to be committed to student success and more are recruited to work with students each year. Many of the preceptors have previously worked with our students while others have worked effectively with internship program students and are very familiar with student needs and evaluation.

### **Academic Counseling:**

Within the past few years, the University has developed a program in which all freshman and sophomore students are required to meet with a University advisor who specializes in advising and counseling. The advisors associated with our program are very conscientious and meet with the Program faculty frequently to make sure they have the most current Program information. Students



are welcome to counsel with Program faculty at any time. The University advisors assist the Program and provide guidance and direction to encourage students that will most probably be successful in the Coordinated Program. If student performance in the prerequisite classes is less than optimal, the advisors discuss the rigors of the Program and offer alternate majors if indicated.

Once accepted into the program, Program faculty advise and counsel students as they progress through the program. If performance is less than acceptable students are offered tutoring and remedial opportunities to improve. Students with poor academic performance and/or unprofessional and ineffective performance at the supervised practice site are withdrawn from the program.

The Program and its constituents firmly agree that increasing the academic and professional rigors of the program combined with timely advising and counseling has and will continue to improve the overall performance of the program.

### **Student Support Services:**

As mentioned earlier, students are provided many support services through the University, the Program faculty and preceptors. Free tutoring is available to all students and is encouraged as students attempt to progress through the science prerequisites. Program faculty provide individual and group tutoring, remediation, and study sessions as needed. Most students take advantage of these opportunities and the Program typically will see significant academic and practice improvement. As students become more successful and competent, their potential for completing the Program and passing the registration examination would be expected to improve.

### **Educational Resources:**

The University has a variety of educational resources available directly to the student and to the faculty to enhance and increase the learning opportunities. The Library provides books, periodicals, reference materials and electronic resources for students to use. The University also provides students and faculty with downloadable programs such as Word, Excel as well as other specialized electronic resources. The University also provides a math and writing center staffed with professionals to teach and tutor skills to students. The Faculty Center for Teaching Excellence (FCTE) provides classes and workshops for faculty. Faculty are also encouraged to share their practices and teaching needs with other faculty. New faculty are required to attend a semester long new faculty orientation program. The establishment of the College of Health and Human Services has allowed for closer contact with other health related major faculty and curriculum. This has facilitated the adoption of new resources for our majors. This includes the development and use of the simulation lab to create and implement realistic interviewing, counseling and intervention scenarios. This provides a controlled environment and allows for peer and faculty as well as self-evaluation.

### **Program Assessment Process:**

Bi-weekly faculty meetings include discussion related to program assessment. Student self evaluations, preceptor student evaluations as well as employer evaluations are discussed. Goals, objectives, activities and outcomes related to student pass rate potential and results are discussed and changes made as needed. Program goals and learning outcomes are reviewed annually and modified as needed. Reporting pass rate success for graduate and undergraduate students separately began in 2014. First time pass rate for graduate students was 100% while undergraduates was approximately 42%. None of the graduate students had an undergraduate degree or major in food and nutrition or

dietetics. They were deemed equal in terms of their strong commitment to return to college and successfully complete the dietetics program. Ongoing curriculum and faculty assignment changes have been implemented and continue to evolve in an effort to improve student pass rate performance. Beginning January 2016, students are not only required to successfully complete courses and competencies but also through testing, demonstrate knowledge in each area of practice focus in order to continue through the program. For instance, first semester fall includes competency evaluation related to normal nutrition and food service. Second semester includes competency assessment related to community nutrition and food science. If students are unsuccessful, and score less than 85% on the competency assessment examinations, remediation assignments are required to be completed. During their final semester students are required to successfully complete comprehensive competency evaluation of their knowledge and perform as entry level practitioners based on preceptor assessment of their skills and abilities. Students are also required to pass a complete mock registration examination with 85% or better.

Up until 2014, first time pass rate and one-year pass rates were steady and had shown some improvement. However, 2014 scores were extremely low and since then many of the aforementioned curriculum changes, testing, and other pass rate improvement plans have been implemented. The one-year pass has improved for 2015 and will hopefully be even higher when the one-year time has passed.

In an effort to improve our pass rate to an acceptable level, the program has initiated significant admission, retention criteria and standards in an attempt to accelerate and deepen student learning.

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.)**

Screening prospective dietetic students has been the focus of much discussion within the past 5 years. The Program has noted that admitting students that have the knowledge, skills and values to successfully complete the program will presumably also increase the Program registration examination pass rate. As a member of the College, the Program faculty has been able to meet with other health care related administrators and faculty in the health care field. Admission requirements and pass rates on national examinations for graduates in nursing and social work have been reviewed and applied to the Program based on positive outcomes. Prerequisites have been established and there have been no changes. These prerequisites are similar to other health related major prerequisites and provide the science base that allows students to better understand the principles of nutrition and metabolism. As students progress through the dietetics curriculum, reference is made to the knowledge and application of the content of the prerequisites as it applies to the new course content. Students, who have completed the prerequisites more successfully, usually assimilate the new knowledge and skills more quickly and with less remediation.

Secondly, based on student history, minimum GPA is considered as it correlates positively with examination pass rate. Our minimum GPA is 2.7 on a 4.0 scale; however, GPA is not a guarantee of admission. Our goal is to graduate effective practitioners. Program faculty advising and teaching the prerequisites have the opportunity to observe student behavior and maturity in a variety of settings before each applies to the program. The GPA and faculty assessment of the student's potential for success from the maturity and appropriate behavior standpoint work together to assist us with the admission decision.

Finally, work experience and personal commitment, desire and rationale for applying to become a registered dietitian (as expressed in the written application) are reviewed and rated. The Program requires letters of recommendation which are also reviewed. All students provide this information through an electronic application. Program faculty assess each applicant and create a pool of undergraduate and graduate potential candidates.

The Program is accredited for 16 students. Typically each class is comprised of 8 graduate and 8 undergraduate students depending on number of candidates that meet requirements. Candidates that have not been in a class with the food and nutrition faculty are contacted by the Program Director by telephone for an interview.

All candidates who meet the minimum qualifications are reviewed and ranked by the Program faculty. Candidates are selected and notified of their appointment and further program requirements for admission.

The selection criterion is similar to other health care major programs who report increased rate of first time pass rate. The Coordinated Program will continue to monitor examination pass rate as the above screening criteria continue to be the focus of admission considerations. Job shadowing and individual face to face interviews were discontinued. This was based upon review and lack of correlation between student progress through the program and pass rate.

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 progress is assessed through evaluation of attendance, performance on assignments, knowledge and competency level assessment and evaluation by preceptors and faculty in the supervised practice setting. Students are contacted immediately and on an on-going basis by the course instructor once difficulty in the program is identified. Faculty may also contact other university student services personnel if difficulties appear to be related to personal or financial reasons. If student performance continues to decline, the Program Director will also contact the student to discuss the situation.

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

Students are first advised by the faculty member in the corresponding course or courses. Faculty explain and discuss the program expectations to the student and state specifically what and why the student is not meeting the requirements and the consequences that may result. After multiple faculty consultations with the student, the Program Director will meet with the student to discuss causes and consequences of not meeting program expectations. Students are advised and counseled regarding any barriers related to successful completion of program requirements. Options such as waiting out a year or changing majors are discussed with the student by faculty and the Program Director. Documentation of meetings and discussion are placed in the student record. If a student does not successfully complete a required course they will be contacted by the faculty member and Program Director via email that he or she is withdrawn from the Program.

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

The Program's plans for improving our first-time pass rate include the following:

- a. Continue to monitor and evaluate the candidate selection process. GPA and the perceived commitment of the student have been identified as the major determinants of student success and pass rate completion. Other factors such as shadowing have been eliminated as criteria based on little to no correlation with pass rate in the past and other health care majors' entrance criteria.
- b. Continue to provide advisement and mentoring to students as they progress through the program. Identify students who will most likely not be able to complete the program successfully and provide advisement for them to make career goal changes.
- c. Implement revised curriculum, course content and faculty teaching assignment changes.
- d. Monitor and evaluate measures of knowledge and competency using January 2016 semester competency examination and possible remediation techniques. Also continue to evaluate correlation of knowledge and skills culminating performance and supervised practice evaluation. Correlate competency examination success with first time pass rate.
- e. Provide financial and peer support to allow for continued development opportunities for current Program faculty. All current tenure track faculty are new to the program within the past 5 years. The two most recent started Fall of 2014 and Fall of 2015. The current faculty and the instructor have very professionally diverse backgrounds. They have both education and practitioner experience in different areas of dietetics practice. Teaching assignments are correlated with each faculty to maximize their potential effectiveness and improve student outcomes.

## 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:** Coordinated Program in Dietetics Undergraduate

Calculate the maximum program completion time in weeks or years  $\frac{2 \text{ years}}{\text{Normal Program Length}} \times 1.5 = \frac{3 \text{ years}}{\text{Max. Program Completion}}$

**Directions:** Submit the minimum number of supervised-practice hours that your program requires in each rotation. Then, select the row labeled Total Supervised Practice Hours, and press the F9 key to automatically calculate the totals for the table.

Rotation Area	Supervised practice hours <u>within</u> the U.S. and Territories (Minimum Hours)	Supervised practice hours <u>outside</u> the US and Territories (Minimum Hours)
AHS 324 Nutr. Care Process	8	0
AHS 333 Quantity Food Production	125	0
AHS 420 Medical Nutrition Therapy I	4	0
AHS 422 Community Nutrition Supervised Practice	320	0
AHS 424 MNT Supervised Practice I	130	0
AHS 430 Food Service Management Systems	25	0
AHS 435 MNT Supervised Practice II	300	0
AHS 431 Food Service Mgmt. Supervised Practice	300	0
<b>Total Supervised Practice Hours (F9)</b>	1212	0
$1212 + 0 = 1212$		

**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:** Coordinated Program in Dietetics Masters

Calculate the maximum program completion time in weeks or years

$$\begin{array}{ccc} \boxed{2 \text{ years}} & \times 1.5 = & \boxed{3 \text{ years}} \\ \text{Normal Program} & & \text{Max. Program} \\ \text{Length} & & \text{Completion} \end{array}$$

**Directions:** Submit the minimum number of supervised-practice hours that your program requires in each rotation. Then, select the row labeled Total Supervised Practice Hours, and press the F9 key to automatically calculate the totals for the table.

Rotation Area	<b>Supervised practice hours <u>within</u> the U.S. and Territories</b>  (Minimum Hours)	<b>Supervised practice hours <u>outside</u> the US and Territories</b>  (Minimum Hours)
AHS 324 Nutrition Care Process	8	0
AHS 633 Management Issues, practice, and Quantity Food Production	125	0
AHS 520 Advanced Nutrition	4	0
AHS 530 Food Service Management Systems	25	0
AHS 625 Community Nutrition Practicum	320	0
AHS 624 MNT and Applied Practice	130	0
AHS 631 Advanced Food Service Mgmt Systems Practicum	300	0
AHS 636 Advanced MNT Supervised Practice	300	0
<b>Total Supervised Practice Hours (F9)</b>	<b>1212</b>	<b>0</b>

<b>Sum: Minimum hours within U.S. and territories + outside US and Territories</b>	<b>1212 + 0 = 1212</b>
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**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.

	<b>Exemplary</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>
<b>Participation in the Self-Study Process</b>	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 <input checked="" type="checkbox"/>	The self-study report was written and reviewed with broad-based input from students, faculty, preceptors, staff and administrators.  Meets Expectations <input type="checkbox"/>	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 <input type="checkbox"/>
<b>Knowledge of the Self-Study Report</b>	Students, faculty, preceptors, and staff are conversant in the major themes of the report and how the program intends to address any deficiencies.  Exemplary <input type="checkbox"/>	Students, faculty, preceptors, and staff are aware of the report and its contents.  Meets Expectations <input checked="" type="checkbox"/>	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 <input type="checkbox"/>
<b>Completeness and Transparency of the Self-Study Report</b>	All narratives and supporting documentation are thorough, clear and concise. The content appears thoughtful and honest. Interviews match the self-study findings.  Exemplary <input checked="" type="checkbox"/>	All narratives and supporting documentation are present. The content is organized and logical.  Meets Expectations <input type="checkbox"/>	Information is missing or written in an uninformative or disorganized manner.  Needs Improvement <input type="checkbox"/>
<b>Relevance of Supporting Documentation</b>	Supporting documentation of activities is informative and used judiciously.  Exemplary <input type="checkbox"/>	Supporting documentation is present when needed.  Meets Expectations <input checked="" type="checkbox"/>	Additional documentation is missing, irrelevant, redundant, or uninformative.  Needs Improvement <input type="checkbox"/>
<b>Evidence of Continuous-Quality Improvement</b>	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 <input checked="" type="checkbox"/>	The program proactively presents plans to address areas where the program is in need of improvement.  Meets Expectations <input type="checkbox"/>	No plans are presented or plans do not appear adequate or viable given the issues and the context of the program.  Needs Improvement <input type="checkbox"/>



<b>Organization of the Self-Study Report</b>	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.	The reviewer is able to locate a response for each standard and the supporting documentation with minimal difficulty.	Information appears to be missing or is difficult to find. Sections are not well labeled.
	Exemplary <input type="checkbox"/>	Meets Expectations <input checked="" type="checkbox"/>	Needs Improvement <input type="checkbox"/>

**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.

Accreditation Standards for U.S. Programs	Meets		Partially Meets	Does Not Meet	Not Applicable
	1	2			
<b><i>Eligibility for ACEND Accreditation</i></b>					
1. Program Characteristics and Finances	X				
2. Title IV Compliance for Free-Standing Programs					X
3. Consortia					X
<b><i>Program Planning and Outcomes Assessment</i></b>					
4. Program Mission	X				
5. Program Goals	X				
6. Program Objectives			X		
7. Program Assessment			X		
8. On-going Program Improvement	X				
<b><i>Curriculum &amp; Student Learning Objectives</i></b>					
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				
<b><i>Program Staff and Resources</i></b>					
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				
<b><i>Students</i></b>					
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.**

Indiana State University was created by an Indiana statute on December 20, 1865 as Indiana State Normal School. Its primary mission was to prepare teachers for the common school of Indiana. Since then, it has moved from those early beginnings to become a comprehensive state university with six academic divisions, each headed by a dean who reports to the Vice President of Academic Affairs. The divisions include the Bayh College of Education, College of Arts and Sciences, College of Health and Human Services, College of Technology, Scott College of Business and the College of Graduate and Professional Studies. Indiana State University is accredited by the North Central Association of Colleges and Secondary Schools to offer baccalaureate, masters, and doctoral degrees. The last ISU accreditation self-study and site visit was in 2010. ISU is currently accredited until 2020. Enrollment in the University is over 13,000 undergraduate and graduate students.

Indiana State University's main campus is located in downtown Terre Haute and covers over 200 acres in the heart of the city. Additionally, several athletic facilities and a field campus are located away from the main campus.

#### **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.**

### **Indiana State University Mission Statement**

Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.

## **Indiana State University Vision Statement**

Inspired by a shared commitment to improving our communities, Indiana State University will be known nationally for academic, cultural, and research opportunities designed to ensure the success of its people and their work.

At the August 27th Board of Trustees meeting, Board Chair Dave Campbell praised the campus for its many accomplishments and asked the campus to move forward by developing a new Strategic Plan. In line with this charge, President Daniel J Bradley stated that it is time for the University to move forward given the success of the current plan, the significant change in the campus and its people in the past 6 years, and how dramatically and quickly higher education is evolving in the 21st century. Beginning this past summer, the campus and surrounding community stakeholders set out to develop the next generation of the Pathway to Success strategic plan that is set to launch in the Fall of 2016. Ongoing program assessment will include reviewing the mission and goals of the Program and their alignment with the new strategic plan of the university.

### **College of Health and Human Services Mission Statement**

**Mission:** The College is dedicated to fostering student excellence and developing productive citizens who function as skilled professionals. Further, we champion teaching, research, creative activities, community involvement through health initiatives, and life-long learning.

The mission of the Department of Applied Health Sciences is to advance understanding about human health and well-being through research, instruction, and service.

The central concerns of department faculty and students are to prevent unhealthy behaviors and dangerous conditions from harming people, to correct these situations where they exist, and to help people adopt healthy behaviors.

### **College of Health and Human Services Goals**

Our over-arching goals are to prevent premature death and disability and to promote quality of life for individuals, families, and communities.

The goal of the department, accordingly, is to provide students with the opportunity to establish a solid foundation and background in the applied health sciences professions through academic education and training in the classroom and the field.

### **Background**

The Coordinated Program in Dietetics (CPD) at Indiana State University is a part of the Department of Applied Health Sciences which is housed in the College of Health and Human Services. The College of Nursing, Health and Human Services was created July 1, 2007 with the intention to increase the visibility of health professions at ISU, empower the faculty who advocate for health professions, promote greater collaboration between health-oriented units, attract external resources, initiate and develop new health-related programs, strengthen ties with community partners, and better meet regional and state needs. The college name was changed to The College of Health and Human Services in 2015 as the School of Nursing was created. The

college's programs focus on the core values of caring, health, integrity, respect, and performance with the vision of becoming eminent in providing qualified professionals serving diverse populations through learning, leadership, scholarship, innovation, and community engagement. Based on the increased demand for health professionals and the mission of the College of Health, and Human Services, the Coordinated Program in Dietetics relocated from the College of Arts and Sciences and Department of Family and Consumer Sciences to better serve our students and the profession. The Coordinated Program in dietetics is housed within the Department of Applied Health Sciences. Several degrees and emphasis areas are included in the Department. This includes a Doctorate of Health Sciences, Master of Science in Dietetics, Master of Science in Health Sciences, Bachelor of Science in Dietetics, Food Service Management, Health Sciences and Human Development and Family Studies. In addition, minors are offered in Environmental Health Sciences, Food and Nutrition, Human Development and Family Studies and Public Health.

The Department Acting Chairperson is Dr. Kathryn Berlin and there are two associate deans. Dr. Yasenka Peterson is the Associate Dean for Academics for the College and Dr. Peggy Weber is the Associate Dean for Student and Community Relations for the College. Dr. Eliezer Bermudez is the Interim Dean of the College of Health and Human Services. The Provost is Dr. Michael J. Licari and the President of Indiana State University is Dr. Daniel J. Bradley.

Historically, the Coordinated Program in Dietetics received developmental accreditation in 1978 and graduated the first class in 1980. The program was developed as a revision of the former didactic program in dietetics. The most recent self-study for ADA was completed and accepted in 2006 for a 10-year re-accreditation. The graduate option was added in 1990, as soon as the ADA changed the program requirements allowing for this.

Didactic and practicum courses for the program are sequenced through two academic years (four semesters). The graduate option of the Coordinated Program requires students to take 200 and 300 level didactic prerequisites. Graduate students are required to complete some beginning course requirements at the 300 and 400 and advance through the 500 and 600 level courses as the courses become deeper and broader in scope. The graduate option of the program has always specialized in working with nontraditional students and individuals who are coming into dietetics from a variety of different educational backgrounds including medicine, business, psychology, education and others.

The preparation of the self-study document for the re-accreditation has been primarily the responsibility and work of the Program Director. The three faculty members in the food and nutrition area constitute the Coordinated Program Administrative Committee. This group meets bi-monthly during the academic year and has worked extensively with the Director to develop this self-study. Preceptors and members of the advisory board as well as student input contribute to the programs goals and outcomes as well as its future director and self-study.

### **Guideline 1.3**

#### **The program must have a budget to support itself.<sup>1</sup>**

The Coordinated Program in Dietetics has been very well financially supported. The University continues to provide funding for adjunct faculty and tenure track replacements. The University also continues to provide and support the facilities and equipment. Some specific budgetary factors are noted on the template, however the program has never had a set budget or been provided a percentage of the total budget. Costs and percentage of the total department budget allotted to the Program were calculated at the end of the fiscal year however, all Program needs are met without having a set budget or established percentage of the total department budget.

The Food and Nutrition faculty meet biweekly to discuss program and student progress as well as the financial needs related to the achievement of the goals and objectives of the Coordinated Program in Dietetics. This may include the need to maintain the faculty to student ratio, equipment needs related to the foods and assessment laboratory, faculty continuing education, adjunct, graduate and student assistance and any increased need for expendable items. The university continues to support and fund four full time faculty members and their needs related to office equipment and continued education. Each faculty is guaranteed monies each year and given the opportunity to apply for grants and assistance as desired. Supervised practice sites that require faculty supervision are allotted the time and financial reimbursement needed. Visiting preceptors and students, providing preceptor education or consultation onsite, and preceptor recruitment activities are completely supported in the form of financial reimbursement, provision of university vehicles and on-campus room facilities. Graduate student teaching and student workers used in the lower level courses and in the laboratory have increased as the number of students in the major and minor has increased. In addition to the full time faculty the university has continued to fund an adjunct position allotted to a practicing registered dietitian which improves experiential learning and student outcomes. As specific practicum experiences related to the achievement of competencies have closed or changed, new opportunities have been created and financially supported by the university. Most recently, our main food service management emphasis area experience closed after many years. A new experience was developed which not only better targeted the competencies but also involved a higher financial commitment. Students plan, implement and evaluate a complete quantity food service management function utilizing the quantity food production available in our foods laboratory. The request to implement this project was made and the finances were available immediately.

The Coordinated Program receives increasing applications each year. Approximately half of each class includes graduate students. Based on university guidelines, the revenue generated through tuition is sufficient based on the total number of our students and the increasing number of minors in Food and Nutrition. Since the creation of the College of Nursing, Health and Human Services and through the changes, the Program has been highly recognized and supported by the University and its constituents. We expect this to not only continue but to also grow within the coming years.

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<sup>1</sup> 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.

The new foods laboratory was completed in August 2011 and includes equipment and space to support more students and learning opportunities. New and updated equipment and teaching materials were approved for purchased and ordered in August of 2015. All dietetics major courses are conducted in the Arena Building. Lecture classes are taught in several different rooms in the building, but the food and nutrition laboratory is space that is assigned to the Food and Nutrition Area. This room is designed with seven complete food preparation units and includes table and chairs in a separate area for lecture. One of the food preparation units is completely handicap accessible. The Arena building complies with Americans with Disabilities Act standards. Wheelchair accessibility is provided for all classrooms. All the signage in the building is accompanied with Braille characters to accommodate sight-impaired students. The two levels of the building are linked by an elevator for students with special needs. Laboratory class enrollment has increased to 17 students. Storage cabinets and a laundry area are also included in the space. The lecture area includes a computer and WIFI for instructor use and electrical outlets for student electronic devices. The campus has WIFI available for all students and faculty. Teaching resources such as computers, study guides, software, assessment tools and other needs related to improving student learning and outcomes is recognized and supported by the administrative staff.

The College of Health and Human Services is well recognized and supported by the Administration. All Coordinated Program faculty members have private offices. Other spaces are also available where private conferences can be held if necessary. Each faculty has his or her own computer to use for academic and/or scholarly work. The building maintenance is provided through the Physical Plant personnel. Custodians are scheduled to work in the building five nights per week. Special maintenance needs can also be requested. The remodeling and new building of the College is set to begin in fall of 2016. This will include new offices, meeting and conference rooms, laboratories and other teaching environments to enhance student learning.

The Indiana State University Library (Cunningham Memorial Library) provides the following services:

Lending services

Interlibrary loan

Services to distance education students

A wireless mobile network available throughout the library.

As a Regional US Depository, the library has extensive holdings of government and legal publications that support the various disciplines in the College of Health and Human Services. Every academic unit has a library coordinator who works with faculty to see that requests for materials are process appropriately. Students and faculty have access to on-line databases and resources.

All of these resources enable the Coordinated Program to meet its goals of preparing competent and qualified graduates to meet the needs of the community they will serve as dietetic professionals.



#### **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.**

As published in the Indiana State University 2015-2016 undergraduate catalog:

Students completing the prescribed undergraduate curricula and otherwise meeting all University and departmental requirements for graduation will receive diplomas admitting them to the baccalaureate degree and full alumni standing. All students are required to complete the program prerequisites before he or she is considered for admission to the Dietetics program. The Admissions office and the Program evaluate transfer courses and assign credit as indicated. Upon successful completion of all University and Program specific requirements, students will receive a baccalaureate degree.

As published in the Indiana State University 2015-2016 graduate catalog:

In order to qualify for a degree, the student must complete all academic program requirements, all College of Graduate and Professional Studies requirements, and have submitted a completed Program of Study Form signed by the student, the student's advisor, and the dean of the College of Graduate and Professional Studies. All students are required to complete the program prerequisites before he or she is considered for admission to the Dietetics program. Students who have successfully completed a Bachelor's degree in Dietetics from an Academy of Nutrition and Dietetics accredited program or any other degree from an accredited university are considered eligible to apply to the Master's program. Courses taken at the 600 level give graduate students the opportunity to learn and practice skills at a much higher level beyond what is expected of an entry-level dietitian. With the emphasis that Indiana State University has on experiential learning and community engagement, most courses, especially the supervised practice courses, incorporate these types of activities, as well as the 600 level didactic courses. At the present, students take a 600 level research course, and a variety of additional 600 level nutrition and health courses. Our graduate students are also evaluated via a thesis or culminating integrative experience exam at the end of the program. Upon successful completion of all University and Program specific requirements, students will receive a master's degree.

#### **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.**

The Coordinated Program in Dietetics offers two accredited tracks and is requesting further accreditation. The first is a full time Baccalaureate degree in Dietetics for undergraduate students and the second is a full time Master's Degree in Dietetics for those that have completed a previous Baccalaureate degree.

The Baccalaureate degree program involves the completion of prerequisites during the first two years. The Master's Degree program involves completion of prerequisites prior to beginning the program. Prerequisites include three semesters of chemistry with laboratory, 2 semesters of anatomy and physiology with laboratory, 1 semester of microbiology with lab, 1 semester of human nutrition and 1 semester of a properties of foods class. Undergraduates must have also completed 62 credit hours (junior status) and have a cumulative GPA equaling a 3.0 with no less than a 3.0 in the nutrition and foods class.

Master's students must have completed a previous baccalaureate degree, completed the above prerequisite courses and have a cumulative GPA equaling a 3.0 with no less than a 3.0 in the nutrition and foods class. Upon admission to the program, students are to complete 4 semesters and one summer of didactic and supervised practice courses to earn their respective degrees. Upon admission to the program, students will take didactic courses throughout the four semesters. Didactic course content is created and built in an effort to continuously broaden and deepen core knowledge and critical thinking. On an annual basis, faculty meet and discuss the course content of their respective didactic courses to ensure that basic knowledge and skills are presented and developed as the student progresses through the curriculum. Student learning outcomes related to competency and course assignment are also discussed annually.

AHS 322 is a required course for undergraduate and graduate students and is offered during the first semester. The course title is Nutrition Intervention Methods. It includes introduction to patient and client centered interviewing and counseling utilizing nutrition education tools. This course focuses on learning theories, communication, presentation style, and the use of technology and behavior change theory.

The first semester of the program also includes AHS 332 Quantity Food Production. The graduate equivalent course is AHS 597. This course discusses and applies the quality management of all stages of menu planning through service. As a component of the AHS 332/597 requirements, students also create and present a teaching experience that is a component of quantity food production principles and evaluate student learning. Graduate students are also required to select a topic of their choice from the content and investigate any advanced knowledge or application that may apply to the topic.

The supervised practice corresponding to AHS 332/597 is AHS 333 Quantity Food Production Supervised Practice for undergraduates and AHS 633 Management Issues – Practice and Quantity Food Production for graduate students. This course includes 125 clock hours of students participating in various aspects of food service systems including production, use of equipment, service, receiving, and storage. Graduate students are required to perform additional purchasing and equipment specifications research.

AHS 324 Nutrition Care Process is a didactic course required of undergraduate and graduate students and is offered first semester. The course also includes 8 clock hours of supervised experience. This course discusses and applies the Academy of Nutrition and Dietetics' Nutrition Care Process. Course description describes the class as a case study driven application of assessment, diagnosis, and development of problem, etiology and signs and symptoms (PES)

AHS 424 MNT Supervised Practice I and its graduate component of AHS 624 MNT and Applied Practice include 130 clock hours in health care facilities. Students practice patient focused nutrition care management including the development of an assessment, diagnosis, interventions including education, monitoring and evaluation of outcomes.

The last semester of the program includes AHS 435 and its graduate component of AHS 636 Advanced MNT Supervised Practice. It includes 300 clock hours of individualized supervised practice in medical nutrition therapy. This is a culminating experience with developing performance as an entry level dietitian.

Also as a part of the last semester in the program, AHS 431 and its graduate component of AHS 631 Advanced Food Service Management Supervised Practicum include 300 clock hours of individualized practice in management of food service systems in hospitals and other health care institutions.

Upon successful completion of the approved bachelor's or master's degree requirements the appropriate degree is awarded. The approved bachelor's degree requirements include university required foundational studies related to English, Mathematics, History, Literary Studies, Multi-Cultural studies, Ethics and culminating courses that provide introductory knowledge, application and finish with applications of critical thinking. The dietetics curriculum includes introductory food and nutrition courses that include basic knowledge as well as assessment, management and application. Culminating courses require students to independently perform assessments, education, and management functions in the practicum setting. Most of the dietetic program requirements are offered at both the undergraduate and graduate level. Students entering as graduate students will take the graduate level course which includes additional requirements expected of students that have previously completed either an earlier bachelor's degree. These students are expected to have more advanced communication abilities as well as broader backgrounds from which to draw and apply knowledge and application. Other graduate level courses require the student to research and apply information in areas such as food sciences medical nutrition therapy education, menu and recipe development, production and evaluation of food service management functions. Graduate students are also required to successfully complete alternate courses including research methods, statistics, community assessments, wellness, food technology and food and nutrition policy. Finally, graduate students are required to complete either a thesis or a culminating, integrative experience that provides evidence that the student has successfully acquired a higher level of knowledge and ability to apply skills related to dietetics practice.

statement, intervention, monitoring and evaluation of nutrition status. Simulation learning opportunities provide communication and interviewing skills and practice in a controlled environment. Graduate students take this class at the 300 level as it is a basic dietetics course that is new to most students.

The final didactic course offered during the first semester is AHS 421 which is titled Life Cycle Nutrition. The course discusses the social, psychological and physiological aspects of nourishing healthy individuals, investigation of the dynamics of the community and the relationship of nutrition services to the needs throughout the lifecycle is the focus of this course. The graduate component to this class is AHS 521 and requires the student to explore Academy of Nutrition and Dietetics position papers, create a learning experience and discussion with peers.

The spring semester of the first year includes three didactic courses. The first is AHS 420 which is Medical Nutrition Therapy I focusing on the basic principles of nutritional assessment and diagnosis. The graduate component is AHS 520. Medical nutrition therapies related to a variety of medical diagnosis are explored. Related patient counseling and educational needs are included as each topic is presented. Twenty-five hours of supervised practice is included in this course in the form of simulations and case studies as preparation for AHS 424/624 Medical Nutrition Therapy Practice I.

AHS 425 and its graduate component of AHS 525 are Community Nutrition and involve the discussion of nutritional status of population groups. Federal, state and local public and private community nutrition programs and interventions are also discussed. The legislative process and its relationship to public policy is described and discussed.

AHS 428 and its graduate component of AHS 528 are Food Science and laboratory. Core knowledge includes the integration of scientific information and research into practice using critical thinking skills, while interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.

AHS 422 and its graduate component of AHS 625 are Community Nutrition Supervised Practice. These are supervised practice courses that include 320 clock hours in various community settings. This course provides students with the opportunity to apply nutrition assessment techniques in supervised community and clinical settings, assess community populations for available or needed services in food and nutrition, and develop and implement nutrition counseling and education strategies. This course also includes participation in a summer juvenile diabetes camp.

The fall semester of the final year includes two didactic courses: AHS 423 Medical Nutrition Therapy II and the corresponding graduate component AHS 523 Medical Nutrition Therapy II. These courses build on the AHS 420/520 courses. The courses include more complex disease states and their corresponding medical nutrition therapy assessments and interventions. Students perform 25 hours of supervised practice in the form of simulations, case studies and problem solving beyond AHS 424/624 on site opportunities.

AHS 430 is Food Service Management Systems. Its corresponding graduate course is AHS 530. This class describes and discusses the systems approach to organizations and the management of institutional food service. Students perform menu planning, procurement, and management theory. Students also perform 25 hours of supervised practice in the form of creating, implementing and evaluating a quantity food service management production experience.

### **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.**

The dietetics program provides approximately 1212 hours of supervised practice experiences. All hours are completed within in the United States or its territories, possessions or military bases.

#### 2015 Supervised Practice Hour Tally

AHS 324 - 8 hours  
AHS 333/633 - 125 hour  
AHS 420/520 - 4 hours  
AHS 422/625 - 320 hours  
AHS 424/624 - 130 clinical hours  
AHS 430/530 - 25 clinical hours  
AHS 431/631 - 300 clinical hours  
AHS 435/636 - 300 clinical hours  
Total hours: 1212

### **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,**
- 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.**

The designated director is Carol A. Reed, M.S., R.D. Commission on Dietetic Registration is current and the number is R678430. Mrs. Reed graduated with a Master's degree in Dietetics from the University of Arizona in 1983 and became a registered dietitian that same year. Mrs. Reed has been the director for approximately 9 nine years and has been a faculty and administrator at Indiana State University in the Coordinated Program for 25 years. Throughout the years, Mrs. Reed has also served as the Contract Registered Dietitian at Mary Sherman Hospital (now called Sullivan County Hospital), Contract Registered Dietitian at Wabash Valley Correctional Facility (a state penitentiary) and as Contract Renal Registered Dietitian for Fresenius Medical Care. Mrs. Reed is a full time employee of Indiana State University and does not direct any other ACEND accredited dietetics education program.

1. **Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (1.1-1.7) for *Program Characteristics & Finances*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

*Budget template is provided in appendix.*

2. **Directions:** Include supporting documents with your narrative or in the appendices.
3. **Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Characteristics & Finances* (check only one):

**Meets**

<input checked="" type="checkbox"/>
<input type="checkbox"/>

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

**Partially Meets**

<input type="checkbox"/>
--------------------------

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

**Does Not Meet**

<input type="checkbox"/>
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Plans to address compliance problems are not viable or have not been developed.

## 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.**

- 1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (2.1-2.2) for *Title IV Compliance for Free-Standing Programs*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.
- 2. Directions:** Include supporting documents with your narrative or in the appendices.
- 3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Title IV Compliance for Free-Standing Programs* (check only one):

#### Meets

X

1. No compliance problems are present. Does not apply to Coordinated Program at Indiana State University.
2. Compliance problems exist, but all are being resolved successfully.

#### Partially Meets

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

#### Does Not Meet

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- 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.**
1. **Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (3.1-3.5) for *Consortia*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.
  2. **Directions:** Include supporting documents with your narrative or in the appendices.
  3. **Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Consortia* (check only one):

#### Meets

<input checked="" type="checkbox"/>
<input type="checkbox"/>

1. No compliance problems are present. Not applicable to Coordinated Program at Indiana State University.
2. Compliance problems exist, but all are being resolved successfully.

#### Partially Meets

<input type="checkbox"/>
--------------------------

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

#### Does Not Meet

<input type="checkbox"/>
--------------------------

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.**

- 1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard for *Program Mission*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

### Indiana State University Mission Statement

Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.

### College of Health and Human Services Mission Statement

The College is dedicated to fostering student excellence and developing productive citizens who function as skilled professionals. Further, we champion teaching, research, creative activities, community involvement through health initiatives, and life-long learning.

The College of Health and Human Services believes in the World Health Organization (WHO) definition of Health; Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. Our goal is to implement the WHO definition of health for individuals, families and neighborhoods through creative teamwork that facilitates health equity and social wellness using a mindset that prioritizes respect for all people, the strength of diversity, and the power of joy!

Our guiding objectives:

**Education:** Create engaging learning environments for students, professionals, and communities that facilitate the optimal delivery of health and social wellness programs.

**Research:** Conduct socially relevant research that is responsive to community needs and is easily implemented for individuals, families and neighborhoods.

**Outreach:** Reach out to individuals across the lifespan, and in communities near and far, to create conditions supporting a wonderful quality of life.

## Coordinated Program in Dietetics Mission

The mission of the Coordinated Program in Dietetics is to provide an integrated academic/supervised practice curriculum which equips undergraduate and graduate students with a professional knowledge base and critical thinking and problem solving skills necessary for entry-level dietetics practice. Students are encouraged to develop as well rounded individuals and informed members of a global society.

Central to the mission of Indiana State University, The College of Health and Human Services and the Coordinated Program in Dietetics is the commitment to preparing students professionally for the world that awaits them through distinctive academic programs that integrate students to create and apply knowledge through dynamic partnerships with the community and the world. To be successful in the college, department and major, the students must translate theory into practice in their professional careers. The experiential learning component of our curriculum facilitates this. The mission of the Coordinated Program in Dietetics is consistent with the Department and University missions but is distinguishable from others as its body of content focuses on critical thinking and problem solving skills necessary for entry level dietetics practice. Students perform in all dietetics practice environments. This includes food service, community nutrition, medical nutrition therapy as well as food service management. Didactic exposure and experiences provide knowledge and theory to support the supervised practice learning opportunities. This includes basic nutrition, medical nutrition therapy, food properties, food science, community nutrition, wellness, assessment skills and management principles. The unique characteristics of the program is that we attempt to consistently provide the didactic courses concurrently with the supervised practice so learning concepts are experienced and practiced in the actual setting. Students participate in lifelong learning opportunities such as conferences and community service events as available with preceptors and faculty. In association with peers, preceptors and faculty, students develop and participate to provide food service events, nutrition education and individual counseling with patients, clients, case studies and through simulations. All learning opportunities involve a reflection and evaluation component. Graduates of our program are hired and fill most of the entry level available positions in our near area and within our near state areas.

As evidence of the commitment to prepare students professionally through experiential learning, critical thinking and problems solving skills, Indiana State University was recognized on August 25, 2015 as number 1 in civic engagement by the Washington Monthly college rankings.

- 2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include the Program Mission, Goals, and Objectives.
- 3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Mission* (check only one):

### Meets

<input checked="" type="checkbox"/>
<input type="checkbox"/>

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

### Partially Meets

<input type="checkbox"/>
--------------------------

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

### Does Not Meet

<input type="checkbox"/>
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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.

1. **Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard for *Program Goals*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

**Program Goals: State your current program goals.**

**Note: These the goals should be consistent with those stated in the in the program assessment plan for the next assessment period.**

The 2012 standard goals are described below and are consistent with those stated in the Program Assessment plan for 2017-2024.

Goal #1 – The CPD will prepare graduates for dietetics positions or advanced study which will utilize their knowledge, skills, and competencies in dietetics, as well as their critical thinking and problem solving skills.

Goal #2 – The program will prepare registered dietitians who demonstrate a commitment to lifelong learning and career advancement in their registered dietitian food and nutrition related field of work.

The program goals were developed to reflect the mission of the program and to measure the impact that the program has on our graduates as they impact the lives of patients, clients, communities and employers. The development of critical thinking skills and ability to problem solve is the advanced professional performance that evolves from the application of basic knowledge and skills and the ability to assess. As the field and body of knowledge related to dietetics are ever changing, professionals must embrace the commitment to lifelong learning and increased competency and expertise. Objectives have been created to measure the achievement of the goals. Annual evaluation of the achievement level of our goals allows us to determine if and how well the goals reflect the accuracy and success of our mission.

2. **Directions:** Include supporting documents with your narrative or in the appendices.
3. **Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Goals* (check only one):

#### Meets

<input checked="" type="checkbox"/>
<input type="checkbox"/>

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

#### Partially Meets

<input type="checkbox"/>
--------------------------

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

#### Does Not Meet

<input type="checkbox"/>
--------------------------

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<sup>1</sup> 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<sup>2</sup> is 80% or above<sup>3</sup>, 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.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> An 80%, one-year pass rate will be used until national benchmarks are established.

### **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**

**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.**

- 1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (6.1-6.5) for *Program Objectives*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

As a function of our goals, a variety of student learning objectives and management plans have been created and modified as their relevancy and ability to measure have been evaluated.

Goal #1 has six objectives that are measured and assist to evaluate the achievement of the goal. They are as follows:

1. Over a 5 year period, at least 80% of students who enter the coordinated phase of the CP program will successfully complete the program and receive a verification statement within 3 calendar years from starting the CP program.
2. Over a 5 year period, at least 80% of all graduates who take the RD exam will pass the first time.
3. Over a 5 year period, 90% of ratings of professional preparation from the graduate's perception will meet or exceed a "well-prepared" rating.
4. Based on annual graduate surveys, 70% of graduates will be employed in dietetics within 12 months of graduation.
5. Based on annual graduate surveys, 70% of students who are pursuing an advanced degree will be accepted into their program of choice.
6. Based on annual graduate survey, 90% of graduates employed in the dietetics field will be evaluated as "meeting" or "exceeding" being well prepared by their employer.

The objectives for Goal #2 are as follows:

1. 80% will have their Professional Development Portfolio Plan submitted and approved by CDR.
2. 80% will be members of the Academy of Nutrition and Dietetics.
3. 50% will be involved in professional organization roles beyond national/state Academy of Nutrition and Dietetics Association membership.

4. 80% will have completed at least 3 hours of CPE.  
(Objectives for Goal #2 revised to reflect consistent wording and timing)

Some of the objectives are determined by the Academy of Nutrition and Dietetics while the others were created by the Program faculty, advisory board members, preceptors, adjunct faculty and employers through meetings, surveys and evaluation feedback. An annual alumni survey is the primary tool used to measure many of the objectives. Annual advisory board meeting members discuss achievement of goals and modification as indicated. As an example, the expected percent involvement of graduates in roles beyond membership was reduced to 50% from 80%. This was a result of all alumni returned surveys indicating no professional organization involvement at any higher level than membership. Other objectives remain as written based on relevancy and expected program impact on students and graduates. Achievements of goals are measured by the success of learning objectives which in turn reflect the achievement of the program mission.

Objectives for 2012 standards are included in the 2012 Program Assessment Summary Matrices New and/or revised objectives are included in the 2017-2024 Program Assessment Summary Matrices are included in the Appendices.

There are several objectives that are aligned with each goal and are appropriate measures to assess the achievement of each goal. We have included all ACEND required objectives such as program completion, graduate employment and pass rate. The program and its constituents have also included further objectives that appropriately assess the intent of the program mission and goals which demonstrate that the program is addressing and operating in the interest and welfare of the student and the general public. Objectives are aligned with each goal under the mission as shown on the 2017-2024 Program Summary Assessment Matrices. All program goals and objectives are reviewed annually by faculty and advisory board members. Faculty review and evaluate data and reflect on possible factors that impact the success or lack of success of each objective. Recommendations are made and all information is shared with the constituents including advisory board members and preceptors during follow-up formal and informal meetings. Once this process is complete, objectives are modified to better measure the level of student success. Modification may include curriculum sequence and content changes to provide students a better opportunity to achieve the objectives more successfully. The program mission and goals are also reviewed annually and there have been no recent revisions. The new strategic plan for the university is being formulated and if the university vision, mission, goals or strategies are modified or changed, the program will review its mission, goals and objectives to ensure that all are aligned and the program is operating to provide the best outcomes for students and the general public. Area faculty meetings and advisory board meeting notes are included in Appendix L..

**Standard 6.1:** The most current pass rate information available to us at this time is as of December 2015. The program pass rate is below standard in both first time and within a year. This is obviously a great concern to the program and as noted in the summary and throughout the -study, many changes in different areas have been made in an effort to improve student learning and outcomes. The program has implemented several changes and modifications related to student admission criteria, objective monitoring of student progress at various intervals throughout the program, student retention and curriculum revision in an effort to improve student learning and outcomes. Up until 2014, first time pass rate and one-year pass rates were steady and had shown some improvement. However, 2014 scores were extremely low and since then many of the aforementioned curriculum changes, testing, and other pass rate improvement plans

have been implemented. The one-year pass has improved for 2015 and will hopefully be even higher when the one-year time has passed.

In an effort to improve our pass rate to an acceptable level, the program has initiated significant admission, retention criteria and standards in an attempt to accelerate and deepen student learning

**Standard 6.2:** The program completion objective is listed under Goal #1 and is as follows:

Over a 5 year-period, at least 80% of students who enter the coordinated phase of the CP program will successfully complete the program and receive a verification statement within 3 calendar years from starting the CP program.

As well as being an ACEND objective, completion timing and rates is a focus of Indiana State University as a whole. Current state and university strategic goals are targeted at student retention and completion within a 4 – 5 year period. Coordinated program undergraduate student curriculum completion plans are based on 8 semesters and 80 hours during one summer session. The total is 120 credit hours that include 1212 clock hours of supervised practice. Graduate students must have completed a bachelor's degree and the same prerequisites as the undergraduates. Once admitted to the program they will complete 66 credit hours that include both dietetic requirements at the undergraduate and graduate level, other graduate level course requirements and a total of 1212 clock hours from the supervised practice undergraduate and graduate level courses. The Undergraduate degree can be completed within 4 years if the student begins in the major and there are no breaks in education for any significant time frame. The graduate level can be completed in 2 years or four semesters and an 80 hour summer supervised experience. The program has a long history of 80% or greater completion rate within 3 calendar years. This is higher than the university completion rate as a whole. There are a variety of factors that contribute to the success of this objective. Based on communication with other coordinated program directors at other universities and other practice based major faculty in our university nursing major, the Coordinated Program has modified and changed student admission criteria. Currently, there continues to be emphasis on academic performance as it correlates positively with improved registration examination test performance. As health careers interest continues to grow, the program is not only receiving more applications, but also students with higher GPA's. Within the past three years our lowest accepted GPA was 2.7 on a 4.0 scale. Our lowest GPA of accepted students in the current class is 3.1 on a 4.0 scale. We have eliminated admission requirements (shadowing) that were determined to have no significant impact on student selection or outcome. We currently include more emphasis on student commitment, enthusiasm, and communication ability as well as academic performance.

Our program is teaching and student focused so we are more inclined to provide additional assistance to meet the differing needs of each student. Faculty and administrative staff are highly committed to the success of the Program which contributes to increased student retention and success.

**Standard 6.3:**

Based on annual graduate surveys, 80% of graduates will be employed in dietetics within 12 months of graduation.

Employment rate is a required objective of ACEND and is also an important outcome of our Program. As we have made attempts to improve our pass rate, we have reflected on the employment rate which has been consistently very high. The Program enjoys a close

relationship with many of its alumni and supervised practice sites in a large portion of our state and state neighbors. Based on these relationships, our Program is made aware of student employment opportunities and placements. Our alumni are highly employed in the field of dietetics both locally and nationally. The students are placed in many of these employment sites as students and based on work performance and ability, employment positions are offered to them. Based on history with sites and personnel, alumni remain employed until each chooses to move to other dietetic employers. The Program believes that this speaks highly of the quality of our graduates.

As we reflected on this objective, reviewed the historical data and the characteristics of our student population during this self-study we determined that a higher percentage is more realistic and achievable by our program. Therefore our revised goal has been changed from 70% to 80% effective 2016.

#### **Standard 6.4:**

Other objectives include the following:

#### **Other objectives associated with Goal #1:**

Over a 5 year period, 90% of ratings of professional preparation from the graduate's perception will meet or exceed a "well-prepared" rating.

Based on annual graduate survey, 90% of graduates employed in the dietetics field will be evaluated as "meeting" or "exceeding" being well prepared by their employer.

#### **Other objectives associated with Goal #2:**

Based on annual graduate surveys, 70% of students who are pursuing an advanced degree will be accepted into their program of choice.

80% will have their Professional Development Portfolio Plan submitted and approved by CDR.

80% will be members of the Academy of Nutrition and Dietetics.

50% will be involved in professional organization roles beyond national/state Academy of Nutrition and Dietetics Association membership.

Add 80% will have completed at least 3 hours of CPE.

#### **Discussion of Objectives related to Goal #1:**

In an effort to include feedback from as many program constituents as possible, these additional objectives attempt to measure and assess the achievement of program Goal #1 from both the alumni and employer perspective. While student assessment of preparedness has not always met the 90% goal, the Program believes that the standard should remain at 90%. Surveying alumni who have had the opportunity to evaluate and compare their readiness with other graduates from other programs should enable them to make fair assessments of their knowledge and practicum abilities. Based on student feedback and discussion, the Program has continued to make curriculum changes in an effort to continuously build on student's knowledge and skills. As the curriculum provides learning opportunities that build on previous learning and ultimately provides the opportunity to practice, the Program hopes to not only improve learning but also the confidence that a graduate needs to realize their knowledge and skills level. At the same time,



the Program has included more student education to illustrate the learning steps and process to progress from novice to expert.

As students are exposed to registered dietitians that are well beyond the novice stage, many tend to have feelings of inadequacy failing to realize that formal education provides them with the knowledge and experience to begin the profession and that they are at the entry level only. As curriculum evolves and students leave with a more realistic understanding of their stage of professional development, the Program hopes to continuously improve the outcome of this objective.

**Discussion of Objectives related to Goal #2:**

The completion of the Professional Development Portfolio Plan, Academy of Nutrition and Dietetics professional membership role involvement and completion of continuing and formal education are objectives that measure the graduate's commitment to lifelong learning and career advancement. The measures of these objectives correlate with our assessment of the achievement of Goal #2. Students continue to be provided the opportunity throughout the curriculum to begin to develop a Professional Portfolio and attend CPE events. Many times students are involved in professional research with faculty and participate in poster presentations at state and national levels. Students are also involved in educational events that include public policy and licensure discussions. Through these combined activities, the Program continues to expect the outcomes related to Academy of Nutrition and Dietetics membership, Professional Portfolio Development and continuing education. However, after several years of alumni surveys, no graduate prior to 2015, has held an elective position in a local, state or national Academy of Nutrition and Dietetics group. Therefore, based on professional judgment it was determined that this objective level was unrealistic and was adjusted to 50% from 80% for 2015 year. Students will continue to attend professional meetings and accompany faculty members who are elected or appointed to administrative positions. The Program will continue this objective however it may be determined that this objective is unrealistic at any level during a graduate's first year as a professional.

**Standard 6.5:**

Objectives are measured and evaluated annually. Outcome data is documented and available for ACEND review and is available upon request to students, prospective students and the public if requested. Historically, prospective students typically request information and data regarding pass rate and employment rate. This data is provided verbally and in written format if requested.

2. **Directions:** Include supporting documents with your narrative or in the appendices.
3. **Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Objectives* (check only one):

**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 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 Program 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.**
- 1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (7.1-7.2) for *Program Assessment*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.
- In your narrative, indicate who is involved and describe the process used to develop the assessment plan for the program.**
  - In your narrative, explain how the assessment process has been implemented over the past five years, including how, when and which groups were contacted for feedback or data.**
  - Do the following steps for each goal and report the results in your narrative:**
    - 1. Discuss how the objectives (expected outcomes) for the goal compare with the actual outcomes, and describe all relevant findings. For programs with different degrees, tracks, options, distance education pathways, etc., be sure to summarize the findings for each pathway separately, and provide an analysis of comparability across pathways.**
    - 2. Based on your program assessment data, state if your program is meeting the goal, and if “no”, please explain why.**

The Coordinated Program in Dietetics at Indiana State University has a written assessment plan that is based on its mission, goals and objectives and is systematically and continuously improving itself based on annual reviews by faculty, students, preceptors, and advisory board members. The program assessment plan is constructed and maintained in the form of a table and matrix. The plan includes the objectives that relate to each goal. The type of data needed to measure the success of an outcome of each objective is included as well. The plan identifies what, where and how the data is collected and how often it is collected. Assessment methods for each objective are identified and the individual or group responsible for collecting and assessing the data is included in the plan.

The assessment plan was created in 2006 during our last self- study and site visit. Over the years as universities and ACEND developed and brought a more formal structure and responsibility to assessment and the measurement of student outcomes, there has been an increased understanding of the concept of assessment and outcomes as they relate to curriculum content and development. By the time that our PAR report was submitted, the assessment plan as a whole was reviewed and modified by faculty, preceptors and advisory

board members through both formal and informal discussion and review. The assessment plan has become the tool that we use to guide the Program. Each year all outcomes are evaluated by faculty and assessment methods, objectives, and interventions are included or modified in an effort to improve student outcomes based on improved success of goals and objectives. All data and recommendations are discussed with preceptors and advisory board members prior to implementation. Feedback and suggestions are obtained from the constituents and are implemented into the plan as appropriate.

Over the past 5 years, the plan and its components have become well organized and all faculty are educated about the plan, its purpose and their role in improving student outcomes by being a part to the whole. Once data is collected and evaluated, faculty are able to identify strengths and weaknesses and propose changes needed both from a total program perspective and from their area of teaching as it relates to improved student outcomes.

Using the assessment methods and any preceptor feedback obtained at the conclusion of each supervised practice experience, the data is collected by the Program Director and posted on the matrix. Every year in August, prior to the beginning of the academic year, the area faculty meet to discuss the outcomes and propose any changes that may be indicated to improve the outcomes. As outcomes, circumstances and trends are analyzed, new program management decisions are created and changes are made. These may include curriculum changes including course content or course sequencing, student and faculty readiness as measured by achievement of competencies, preceptor training, or implementation of progress markers to assess levels of knowledge and practical skills needed and obtained.

Meeting minutes reflect the discussions and recommendations. This information is provided to the preceptors and members of the advisory board for discussion and review. Advisory Board member notes reflect the input and feedback from this group and are combined with the faculty recommendations. Changes are then implemented and reviewed the following year. This method has allowed us to be very systematic and continuous with Program improvement. The plan has become our guide to view our program as a whole and identify the pieces that need to be monitored.

The 2012 Program Summary Assessment Matrices plan is in the Appendix. The alumni survey used in conjunction with evaluation of the goals is also included in the Appendix G.

Summarizing program assessment: 2012 Standards

Goal #1 – The CPD will prepare graduates for dietetics positions or advanced study which will utilize their knowledge, skills, and competencies in dietetics, as well as their critical thinking and problem solving skills.

Objective #1: Over a 5 year-period, at least 80% of students who enter the coordinated phase of the CP program will successfully complete the program and receive a verification statement within 3 calendar years from starting the CP program.

From 2010 to the present, the Program has consistently met this objective. Once students are admitted to the Coordinated Program, the program plan to complete is 2 calendar years which include 4 semesters and one 80 clock hour summer rotation. Timely progression through a program is not only a priority of the University but is important so students maintain the knowledge and skill level to build on their earlier education as they progress through the

program. Also, as the profession changes and new knowledge emerges, processes and skills are incorporated into the courses and curriculum. Students who have had a break in the planned program typically return the following year or do not return at all. Based on experience with these students we have found that the students who return the following year need some additional education and tutoring to successfully matriculate back in at the same level as the students who did not have a break in their program plan. Knowledge and skills may have been forgotten and/or the curriculum may have been changed. This allows them to complete the program within 3 calendar years from Program admission. However, the few students who have returned after an extended break in the program plan are typically too far behind either because they have lost too much knowledge base or new concepts has been incorporated into the program that they have missed entirely. This occurred when the Nutrition Care Process was introduced and as we expanded course content into more than one semester. Returning students must complete curriculum revisions.

All students in both tracks have completed the program within 3 years. Illness and pregnancy are the most common reasons that students have not completed within the 3 year time frame.

Both graduate and undergraduate students have the same nutrition and science prerequisites to apply for program admission. Most students meet this objective which supports our assessment that successful completion of the established prerequisites allows students from different educational backgrounds to have a similar knowledge base. This allows all students to be equally successful while completing program requirements.

Objective #2: Over a 5 year period, at least 80% of all graduates who take the RD exam will pass the first time.

The Program's first time pass rate is not at the 80% level. Graduate students were not reported separately from undergraduates until 2014. Prior to 2014 the tracks were not separated. As noted in our pass rate information, first time pass rates had continued to increase between 2011 and 2013. The undergraduate performance decreased in 2014 and 2015.

Objective #3: Over a 5 year period, 90% of ratings of professional preparation from the graduate's perception will meet or exceed a "well-prepared" rating.

As with the pass rate objective, data was not separated for graduate versus undergraduate. Once aware of ACEND's requirement to maintain separate analysis, the Program has submitted separate program completion tracks to Academy of Nutrition and Dietetics and made changes to the alumni survey to allow us to identify if the student was an undergraduate or graduate student since 2013. Most objective markers are set at 80% to be successful however as a Program we identify ourselves as extremely student and outcome focused and boast that many of our students are offered employment or secure entry level dietitian positions within a short period of time after graduation. Based on our student relations and increased faculty involvement in supervised practice as preceptors, we continue to expect and set a high standard for our graduates to be professionally well prepared. This objective is based on an anonymous survey of one year post graduates who have been working as registered dietitians. The Program has determined that this objective has the potential to be very valid as it measures the perception of preparedness based on evidence and experience. We continue to set this objective high and focus many of our management plans on maintaining and improving the success of this objective. It has been noted and discussed that based on returning surveys; this goal has not been achieved since 2013. In 2015, 100% of

graduate students perceived that they were well prepared while only 60% of undergraduates assessed themselves as well prepared. Management plans and actions have included faculty changes which became effective fall 2014, implementation of testing competency assessment analysis at the completion of each semester, course content changes (including more communication and education experience and supervised practice effective spring 2016) and changing the sequence of courses to provide a more progressive introduction of knowledge and skills that build on earlier learning.

AHS 324 (Nutrition Care Process) was introduced during the same semester that our introductory health care supervised practice started. Also, primarily based on preceptor and faculty feedback, course content was modified to reflect the knowledge and practice needs that were identified as less than acceptable. This included communication, patient/client and community education and nutrition diagnosis knowledge and skills.

It is also noted that evaluations and assessment of this objective is limited in its interpretation as the alumni response rate to the survey is less than desired. In an effort to improve response, a follow-up email encouraging completion of the survey is sent to each alumnus 2 weeks after survey is sent. This is now part of the alumni survey process as more surveys have been received in response to the follow-up emails.

**Objective #4:** Based on annual graduate surveys, 80% of graduates will be employed in dietetics within 12 months of graduation.

As with the pass rate objective, data was not separated for graduate versus undergraduate. Once aware of the need to maintain separate analysis, the Program has submitted separate program completion tracks to AND and made changes to the alumni survey to allow us to identify if the student was an undergraduate or graduate student since 2013.

Other than 2011 and 2015 undergraduates, employment rate in the field of dietetics within 12 months of graduation has been 100%. Many students are offered employment after completing their final culminating semester in health care facilities. Other students are seeking employment at other institutions and are regularly offered positions. The employment opportunities in our area are excellent and many institutions will contact the university seeking contact with recent dietetics graduates. Based on our data and the trends, part of the management plan for 2015-2016 was to support and challenge our strength in this area by increasing our expected outcome to 80%.

Again, it is also noted that evaluations and assessment of the success of the objective is limited in its interpretation as the alumni response to the survey is less than desired. In an effort to improve response, a follow-up email encouraging completion of the survey is sent to each alumni 2 weeks after survey is sent. This is now part of the alumni survey process as more surveys have been received in response to the follow-up emails.

**Objective #5:** Based on annual graduate surveys, 70% of students who are pursuing an advanced degree will be accepted into their program of choice.

As with the pass rate objective data was not separated for graduate versus undergraduate. Once aware of the need to maintain separate analysis, the Program has submitted separate program completion tracks to Academy of Nutrition and Dietetics and made changes to the

alumni survey to allow us to identify if the student was an undergraduate or graduate student since 2013.

Upon evaluation of current data and past trends, this objective has not been applicable to either graduate or undergraduate students. Although many graduate students express their desire to continue their education in the fields of medicine, virtually none have pursued an advanced degree one year post graduation. They have pursued registered dietitian positions and voice contentment with their positions and express their intent to expand their personal life activities. We have had 2-3 alum that over the years have moved on to be Nurse Practitioners, registered nurses and pursued higher education after several years of working as registered dietitians. It appears that one year post grads are content and fulfilled to begin and explore their careers as registered dietitians.

The Program has elected to maintain this objective as it is a viable alternative that demonstrates achievement of the goal that graduates are able to utilize their knowledge, skills, and competencies as well as their critical thinking and problem solving skills.

Objective #6: Based on annual graduate survey, 90% of graduates employed in the dietetics field will be evaluated as "meeting" or "exceeding" being well prepared by their employer.

The Program goals, objectives, assessment and planning of each is well involved and supported by faculty, preceptors and other personnel involved with students. However, as an objective that is meant to measure the goal, constituents who are in positions to measure or evaluate the impact of the program and student outcomes should be involved in this evaluation. Graduate employers seem to be the most appropriate constituents to evaluate the success of the goal. Throughout the education process potential employers, clients, patients and preceptors may evaluate student progress as part of the program assessment. However, the choice to employ, the expectations that come with professional placement and the subsequent evaluation of performance is the best measure that graduates have met the goal.

This has been a very important objective but one that has been very difficult to measure due to poor employer response and the reluctance of graduates to provide employer information. Based on alumni and employer surveys, there is little evidence to measure goal achievement. However, informally, graduates are employed successfully and serve as preceptors in many supervised practice sites.

The Program will continue to include this objective and make a variety of attempts to improve the response by graduates and employers. Initially hard copy surveys were sent to graduates with employer surveys included. Next, electronic surveys were sent to graduates that also solicited employer contact information. Both attempts were highly unsuccessful. Continuing our attempt to survey these constituents, separate emails were sent to graduates emphasizing the importance and purpose of employer feedback. Our most recent survey year included employer contact information from some graduates.

The Program will continue to explain the importance of this information to students prior to graduation and follow-up with email in an effort to obtain more employer information from more graduates. In 2015 the electronic employer survey was shortened and telephone interviews were conducted. The Program plans to continue this approach to continue to obtain more data to measure this objective and better assess goal achievement.

In summary, students are successful and gainfully employed in the profession and many have gone on to pursue master's degrees in nutrition and other fields of study. Many graduates are currently employed in our near environment and around the state and are acting as preceptors to our current students. However, the first time 5 year average pass rate goal is not is not at 80% or above. Therefore, our pass rate improvement plan continues to be reviewed and revised in an effort to improve student outcomes.

Goal #2 – The program will prepare registered dietitians who demonstrate a commitment to lifelong learning and career advancement in their registered dietitian food and nutrition related field of work.

Objective #1: 80% will have their Professional Development Portfolio Plan submitted and approved by CDR.

As professionals, once a student has graduated, received a verification statement and successfully completed the examination to become a registered dietitian their learning must continue. The dietetics profession is constantly growing and changing and continuing education is vital to maintain competency and to be able to provide excellent patient and/or client care. Beginning in AHS 430 during the fall of 2015, students are introduced and begin practicing the development of a portfolio plan as part of their education. Students learn the basics of development and submission of their Professional Development Portfolio Plan. Students are also required to attend Academy of Nutrition and Dietetics (AND) sponsored continuing education conferences and apply a learning activity to a developmental goal. As a competency during their final semester, students work with registered dietitians who share their experience with their own professional portfolio and practice developing learning plans of their own. The development and subsequent approval of Professional Development Portfolio Plan by CDR is evidence that the graduate has identified areas of future learning and is committed to practicing life- long learning.

Upon assessment and evaluation of this objective it has been discussed and determined that while it is a viable objective, it has been unmet until 2015. As part of the management plan, the program will continue to introduce and begin practicing Professional Development Portfolio Plan development in AHS 430. The culminating experience will continue to include competencies related to plan development and students will continue to be required to attend at least one AND sponsored conference and learning activity.

Objective #2: 80% will be members of the Academy of Nutrition and Dietetics

Academy Members are food and nutrition experts and leaders in the field of dietetics. Being a member of the Academy provides a wide array of benefits that are designed to advance dietitian careers and enhance their networking opportunities. Membership strengthens our profession and its impact in the community and as part of the health care team. Academy members have access to the programs and services that provide tools to enhance ones professional practice. Upon admission to the program, students are required to become student member of the Academy of Nutrition and Dietetics and encouraged to become Active Members once they become Registered Dietitians.

This objective needs improvement as membership has been less than 80% except for the graduate students solicited in 2015. While the Program supports and encourages membership, annual program assessment review indicates that recent graduates claim financial limitations,



lack of requirement to be a member to be registered and some lack of support of membership by supervised practice preceptor dietitians.

Student Academy membership will continue to be required of students entering the program. Membership benefits continue to be specifically discussed and encouraged during required annual orientation student/faculty meetings.

Objective #3: 50% will be involved in professional organization roles beyond national/state Academy of Nutrition and Dietetics Association membership.

This objective needs improvement as roles beyond membership has been less than 50% until 2015 graduate survey. The outcome measurement was reduced from 80% to 50% for 2012 survey. Students are encouraged to work as leaders in their profession and become members of their local organization. It was discussed that graduate students may achieve this objective as they may be more experienced with working and communicating with peers in previous job environments that may increase their confidence. Our region does not have an active local association group however students are informed of the presence of local area groups and encouraged to seek out contact information for their region by contacting Academy of Nutrition and Dietetics. It was decided to continue this objective at the 50% level as recent data demonstrated a level of measurement.

Objective #4: 80% will have completed at least 3 hours of CPE.

Graduate and undergraduate tracks were identified separately beginning 2013 as we became aware of the need. Upon assessment and evaluation of this objective, the Program noted the variability of achieving the outcome level. It was also noted that this objective outcome and response is better and more frequent than the outcomes related to Portfolio Development. It is suggested that graduates may attend continuing education activities earlier and postpone Portfolio Development since it is not required to be approved before beginning activities. The Program decided to maintain outcome measurement levels as 2015 outcomes showed significant improvement over previous years. Students are introduced to continuing education activities and required to attend at least one learning activity conference. The variety of learning opportunities to obtain continuing education credit is introduced and discussed during the annual student/faculty orientation meeting.

Goals and objective and corresponding data are reviewed annually by faculty, preceptor and advisory board members. Learning objective and assessment methods are evaluated that range from projects, supervised practice and course material performance, preceptor evaluations and self- evaluations. The Program has determined that the current goals and corresponding objectives are valid and can successfully measure the extent that the program is completing its mission. Upon evaluation of the data, trends and professional practice standards, objectives have been modified as indicated to better reflect current practice, improve the achievement level standards, and address graduate professional opportunities.

2. **Directions:** Include supporting documents with your narrative or in the appendices.

- In the appendices, attach your completed **Program Goals Assessment Planning Summary Matrices**. Your completed matrices should also include a summary of the feedback and data collected over past five years.
- Complete a new set of **Program Goals Assessment Planning Summary Matrices** for the next assessment period and place it in the appendices. (A blank matrix is available for your convenience. *Refer to Appendix for the template.*)

3. **Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Assessment* (check only one):

**Meets**

<input type="checkbox"/>
<input type="checkbox"/>

1. No compliance problems are present.

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

**Partially Meets**

<input checked="" type="checkbox"/>
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Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

<input type="checkbox"/>
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Plans to address compliance problems are not viable or have not been developed.

## 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 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.

1. **Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (8.1-8.4) for *On-going Program Improvement*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. Using information identified through student and program data collection and assessment of program components, describe (a) actions over the last five years to maintain or improve the program along with the resulting outcomes, and (b) the plans for improvements over the next assessment period. Be sure to elaborate on your responses relative to actual achievement of your program goals and objectives discussed under standard 7.

**8.0 Describe the program's strengths and areas for improvement. These need to be identified through the outcomes of the program assessment process including policies, procedures, curriculum, faculty, preceptors and resources based on achievement of objectives and goals.**

The Program faculty has been very involved in the review and analysis of data for program improvement since the PAR report was submitted in 2010. The program strengths, areas for improvement, short and long term strategies have been developed as part of the program assessment process.

### **Strengths:**

Retention rate in the program has historically been excellent, and employment is over 90% for those choosing to enter the workforce. Strengths have also included the success of the program in working with nontraditional students, both undergraduate and graduate level, to prepare them for mid-life changes in careers. Although many of our students have been academically outstanding, we have also been successful in taking marginal students who have been unable to succeed in other environments, and with one-on-one help, developing them into successful professionals. Our applicant pool for both undergraduates and graduates has grown over the years which have allowed us to be more selective when choosing program participants. Preceptors continue to support the Program and new sites and registered dietitians have been recruited throughout the years. The Program is highly supported by the University in terms of financial and personnel needs.

### **Areas for Improvement:**

Areas of concern have primarily been related to first time pass rate on the registration examination. Improving program participant selection criteria, modifying curriculum and course rotation and content, improving faculty effectiveness, and requiring interval and culminating evaluation of student competencies is expected to positively influence the pass rate. A Program Pass Rate plan was developed several years ago and has been evaluated and modified in an effort to improve student outcomes. Action plans have been implemented and correlated with pass rate success. Based on annual program assessment and recommendations from preceptors, alumni, and advisory board members, action plans are modified or new ones are initiated for the following year.

#### **8.1 Action to maintain or improve the program:**

**Describe the actions over the last five years to maintain or improve the program along with the resulting outcomes (“close the loop”), to make program changes over the last five years. Include exhibits where appropriate.**

The development and continuing assessment of the pass rate plan has been a primary action used to improve our first time pass rate and pass rate within a year. First time pass rate had shown improvement until 2014. Our pass rate within the first year is typically at or above the acceptable level but has recently fallen below 80%. As noted throughout the self-study, pass rate improvement efforts have continued to be assessed and modified in an effort to improve student success and improve outcomes.

The successful recruitment of student focused, practitioner experienced tenure track faculty. Student evaluations of courses and teaching effectiveness as well as morale have significantly improved. The learning environment is more conducive to learning and may be reflected in an improved first time pass rate.

Curriculum sequence and course content changes have provided a more orderly introduction and building of knowledge and skills. Based on student course evaluations and faculty program assessment, basic knowledge and skills are developed prior to introducing more advanced knowledge and practicums. Basically, the attempt is to ensure that we teach and provide a practice environment for knowledge and skills before we expect students to be able to apply. For example, the Nutrition Care Process course order was moved to the first

semester so students can apply this skill and perform assessments in their community rotation and medical nutrition therapy courses.

Modifying criteria related to selecting students that are deemed able to complete the program and pass the registration examination. This also includes the evaluation of emotional maturity and evaluation of professional behaviors. The pool of graduate and undergraduate candidates has also increased. The minimum GPA for application and consideration is 2.7/4.0 however, the 2015 and 2016 applicant pool had a typical GPA range of 3.5 – 4.0 on a 4.0 scale.

## **8.2 Describe short- and long-term strategies: that are designed to improve the program over the next five years.**

**Note: Align the strategies to the above strengths and areas for improvement.**

### **Short-Term strategies:**

- Course content and curriculum plan modifications are ongoing. The latest plan change was initiated in fall 2015 when the Nutrition Care Process course was moved to the first semester of the Program. Teaching assignments have been rotated within the last 3 years to allow faculty to further develop their specialty areas and/or teach in concentrations that utilize their expertise.
- Initiate domain learning assessment through interval evaluation to determine student competency achievement at semester intervals while in the program. This will begin during the spring semester of 2016. Evaluate effectiveness in terms of pass rate success.
- Initiate revised student program admission criteria beginning March 2016. GPA, perceived student commitment and faculty assessment of the student's ability to be successful in all areas of the program will be emphasized.
- Improve pass rate on the registration examination. With a better pool of candidates and more qualified students, course and curriculum revisions, and measurement of competency achievement at various intervals, the pass rate on the exam should continue to improve.
- Continue to survey and provide follow-up to employers of program graduates in order to obtain constituent input to complete the assessment process.

### **Long-Term strategies:**

- Investigate possibilities for distance education as a part of the program, including the development of some of the courses as web-based courses.
- Develop and modify courses and curriculum to create 4 plus 1 master's degree program in anticipation of registration exam requirements effective 2024.

**8.3 Costs to accomplish short- and long-term strategies included in the budgeting process.**

There are no anticipated increased costs related to the short and long term strategies. Current facilities and faculty appointments are sufficient to implement all proposed strategies.

**8.4 Programmatic planning and outcomes assessment integrated with institutional planning and assessment. (Optional)**

The University is currently in the process of reviewing and revising its strategic plan. The program assessment plan, goals and outcome measures are consistent with the university's current strategic plan and will continue to align as the new strategic plan unfolds.

**2. Directions: Include supporting documents with your narrative or in the appendices.**

**3. Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *On-going Program Improvement* (check only one):**

**Meets**

<input checked="" type="checkbox"/>
<input type="checkbox"/>

1. No compliance problems are present.

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

**Partially Meets**

<input type="checkbox"/>
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Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

<input type="checkbox"/>
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Plans to address compliance problems are not viable or have not been developed.

## 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.**

- 1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (9.1-9.3) for *Program Concentrations*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

The Program concentration area was Food Service Management for 2012 standards however based on current resources and faculty strengths, this has been changed to Medical Nutrition Therapy. Emphasis in this area is in alignment with our mission, goals, resources and learning objectives. It includes a broad spectrum of our courses including Nutrition Care Process, 2 semesters of medical nutrition therapy, a 130 hour of introductory medical nutrition therapy supervised practice and a 300 hour medical nutrition therapy culminating supervised practice that builds on the introductory courses. In addition, the introductory medical nutrition therapy supervised practice is coordinated and directly supervised by a faculty member with expertise in this area. The faculty member preceptor provides students with an established and consistent knowledge and practice base. This ensures that all students receive and achieve the content and level of competency expected. The final culminating medical nutrition therapy supervised practice allows students to build on the introductory base and introduces students to a variety of knowledge and practice techniques as they work with other registered dietitians.

Learning objectives have been identified and established to measure the increased competency expectations and achievements in the Program concentration area. They are as follows:

CRD 1.3: Justify programs, products, services and care using appropriate evidence or data AHS: 424/624, 435/636

CRD 2.4: Use effective education and counseling skills to facilitate behavior change. (AHS: 424/624, 435/636

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 AHS: 424/624, 435/636  
CRD 3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends AHS: 424/636, 435/636

- 2. **Directions:** Include supporting documents with your narrative or in the appendices.
- 3. **Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Concentrations* (check only one):

**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.



## 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.**
1. **Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (10.1) for *Curricular Mapping*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

The curriculum map includes all knowledge core and supervised practice experiences that are included in the dietetics major and the medical nutrition therapy concentration area. This is evident as the course numbers in each knowledge area increase indicating an increased level of difficulty and complexity. Assessment ability and critical thinking skills are developed throughout the program curriculum and are expected to be evidence based and valid by the end of the program. As each semester unfolds, the sequence is logically organized to offer progression through the program and in to more advanced courses and practicums to achieve more depth and breadth of knowledge. The final semester is a culminating experience in which students not only improve their depth and breadth but also demonstrate entry-level competence performing staff relief responsibilities in food service, community opportunities, medical nutrition therapy and management.

Supervised experience span from quantity food service to community nutrition experience. Introductory medical nutrition therapy is included during the fall semester of the second year. The final semester

includes a deepening and broader experience addressing food service management and medical nutrition therapy. AHS 333/633 is the first supervised experience and addresses the focus and needs related to quantity food production. The course includes 125 clock hours. Students work in all areas of the food service area learning equipment and purchasing procedures, staff relationships, menu and recipe development as it relates to meal production. Customer service and special food needs or restrictions are addressed. Since there are many populations with different patient or client needs and varying food service equipment available in different locations, students are placed at a variety of sites throughout this rotation. Our primary site placement is through Sodexo student and faculty foodservice on the ISU campus. Students participate in the daily kitchen responsibilities in the resident halls and restaurants that serve both faculty and students. Students also participate with the planning and preparation of food for on and off campus Sodexo catering events. This rotation also includes participation in the quantity kitchens of Aramark and Sodexo serving Rose Hulman Institute of Technology and Saint Mary of the Woods College respectively. Students rotate with the Vigo County middle and senior school food service systems. This offers experience in different kitchen settings with each school, participation with different personnel and interaction with patients/clients of differing ages. Finally, students are also placed at a variety of extended care facilities where they work in quantity food service kitchens. At these facilities, students are introduced to the production needs and techniques related to providing modified texture and/or nutrition value to the patients and/or clients. This supervised experience is correlated with AHS 332 Quantity Food Production to provide the didactic background related to the experience. AHS 332 is also included in this semester to introduce and allow students to develop and practice effective interviewing and counseling abilities that are involved with working with the variety of staff, patients and clients that they will encounter throughout the semester. AHS 324 Nutrition Care Process is now included during the first semester to allow students to learn and develop the critical thinking skills related to nutrition assessment in all environments they are exposed to. This course includes an 8 hour supervised experience component which is a simulation where students practice their interviewing, counseling, and nutrition care process skills. This event is faculty monitored and prepares the student to perform these skills in the upcoming community and medical nutrition therapy environments. Many long term care and rehabilitation facilities do not use the Nutrition Care Process format, however; all experiences are related to assessing the needs or problems, creating alternatives to address the situation and evaluating success or need to re-assess. Finally, AHS: 421/521 Life Cycle Nutrition is also introduced in the first semester to provide knowledge and experience related to the nutrition needs of all populations in all stages of life. Students begin to work with a variety of patients and clients at different stages of their life during this semester. Relating the various nutritional and adaptation needs during the life cycle enables the student to make more informed decisions regarding menu and production needs during the supervised experience.

AHS 422/625 is the supervised practice introduced in the second semester of the program. Total clock hours for this rotation are 320 including an 80 hour summer rotation at a juvenile diabetes camp or with the Dairy Council at the Indiana State Fair. Students participate and practice working in a variety of community based sites. Sites include WIC, Purdue County Extension at various locations, Senior Congregate meal sites, daycare, long term and extended care facilities, and health and wellness agencies associated with corporation health care plans. College and community health care fairs are also included that involves students creating, presenting and educating the public on a variety of food and nutrition topics. Students work with the various registered dietitians, dietitians and directors of these programs to provide direct care and education to the patients/or clients. Didactic and supervised education and experiences from the first semester serve as the foundation for success during this second semester. The supervised experience during this second semester is supported by the corresponding didactic course related to community nutrition agencies and needs. This semester also includes the introductory medical nutrition therapy that includes nutrition care process application taught in the first semester and is

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Curricular Mapping* (check only one):

**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**

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

preparation for the supervised experience in the acute care setting in the fall of the second year. (AHS 420/520). This course includes 4 clock hours of supervised practice. On a weekly basis, students observe and participate in the assessment and education of clients at a local health care free clinic. This experience provides an introduction for students to perform the nutrition care process, practice interviewing and counseling skills while beginning to apply medical nutrition therapy needs and education. AHS 428/528 Experimental Food Science is also included in this semester which builds on the introductory foods class that is a required prerequisite. Food Science related research techniques and subsequent student projects typically culminate in poster sessions at local AND sponsored events.

The third semester includes the second level of medical nutrition therapy (AHS: 423/523) and the introductory supervised practice experience (AHS 424/624) in the acute care setting. This course is the introductory medical nutrition therapy supervised practice that includes 130 clock hours and is supervised by a registered dietitian faculty member who functions as the preceptor. As didactic knowledge develops, students practice the nutrition care process and their communication skills in all nutrition related areas in the hospital environments. At the same time, the didactic food service management course is presented. (AHS 430/530). This course also includes 25 hours of supervised practice that involves the student planning and producing a quantity food service event to a population. This experience provides a faculty supervised introductory event to utilize management skills that will be practiced in the AHS 431/631 preceptor site environment.

The final semester includes strengthening and broadening of student knowledge and practitioner abilities related to food service, community, medical nutrition therapy and management. The AHS 431/631 Food Service Management Supervised Practicum and AHS 435/636 Medical Nutrition Therapy Supervised Practice II include 600 total clock hours. Students utilize communication skills and knowledge to perform management and medical nutrition therapy responsibilities. This experience serves as a culminating experience and students are expected to perform as entry-level practitioners.

Total supervised practice clock hours are 1212 that are distributed over a 2 year (4 semester) rotation. Facilities used for supervised practice by setting and practice area, course syllabi, matrix and concentration matrix are included in the Appendices.

Our area of concentration is medical nutrition therapy. Many courses act as the foundation for developing nutrition care process and medical nutrition therapy knowledge and critical thinking skills. However the courses identified on the concentration matrix provide a sequential order that increases the depth and breadth of medical nutrition therapy as the student progresses through the program. Additional emphasis and resources are provided in this area including a faculty registered dietitian that is onsite and functions as the preceptor in the introductory supervised practice.

See curricular map for 2012 and 2017-2024 Program Assessment Summary Matrices Appendix H.

- 2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include a Curriculum Map.

## Curriculum and Student Learning Objectives

### Meets 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.**
1. **Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (11.1) for *Learning Activities*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

All Core Knowledge and Competencies are listed in the 2012 and 2017-2024 Program Assessment Summary Matrices. Modifying the learning activities related to the Core Knowledge and Competencies is an integral part of our program assessment process. All learning activities are evaluated annually and discussed during our Area meeting each August before the semester begins. Faculty will also add learning opportunities to an existing activity or change it to a different learning activity if the environment dictates or if a modified learning activity is expected to improve student learning. As an example, the major supervised learning activity is to develop and execute a complete food service event. This had been performed in a community setting at an off-campus location. Over the years the participants have significantly

declined and based on faculty evaluation, it was determined that the event did not provide the experience associated with the assigned Core Knowledge and Competencies. During our program assessment meeting faculty, adjunct faculty and administration proposed the development of a similar experience utilizing the department's commercial food service equipment and facilities. This was implemented in AHS 430/530 for fall 2015. The experience is designed to serve a minimum of 50 guests making it a true Quantity Food Service Experience. A mid semester learning activity was added in AHS 324 to reinforce the opportunity for student success. In association with the University's simulation lab, the course faculty member created and produced an interview and counseling supervised experience that provided for both faculty and peer evaluation as well as student reflection of his or her performance.

Students begin to implement the nutrition care process in a simulation setting first. This controlled environment allows the student to practice and expand their interviewing, counseling and nutrition care process skills in a safe learning situation. During the following semesters, (AHS 420/520, 422/625, 424/624, 435/636) students implement the nutrition care process in community and medical nutrition therapy environments such as hospitals, long term health care facilities and community nutrition education organizations. Populations in these environments include infants, children, and pregnant/lactating women at WIC agencies, and elderly in hospitals and long term care facilities. As typical of most, all of our facilities include diverse cultures requiring different food and nutrition related needs. Students participate in interdisciplinary learning activities that include ISU sponsored health fairs, other college health fairs, and student-run health care clinics.

Learning activities are dynamic and evolve as opportunities present themselves. This includes professional supervised practice involving patients and clients with a variety of conditions. During the introductory experience in AHS 324, 422/625 and 424/624, patients and clients are involved that typically require weight loss, diabetic counseling and education, and cardiovascular intervention. During AHS 423/523 Medical Nutrition Therapy II, more complicated conditions such as renal and hepatic disease patients are introduced, as well as oncology, gastrointestinal, alternative nutrition needs and multi-disease in and out patients. Students collaborate with registered dietitians, pharmacists, nursing staff, patient and families, and other allied health team members to complete the information gathering process. Using the nutrition care process model, students then begin to critically evaluate the data, identify any nutrition related problems and develop intervention techniques. Ongoing monitoring and evaluation of the problem resolution promotes self-assessment and further development of critical thinking. As a student progresses through the program and begins to work more independently, decision making skills are reinforced or modified based on preceptor and self-evaluation.

All state and federal guidelines related to community agencies serving different clientele are shared and discussed with students in the didactic environment (AHS 425/525) and in the supervised practice settings. (AHS 422/625 and 435/636)

Professional attitudes, values and performance is expected to increase as the student progresses through the program. Both faculty and preceptors evaluate students and measure professional performance. Any student who acts unprofessional, inappropriate or unethical is immediately counseled and may be eliminated from the Program.

Educational approaches and related learning activities are purposely varied throughout the program curriculum. This is for the purpose of providing the best method of delivery and to

accommodate different learning styles. As noted on the learning assessment matrix educational approaches include: projects, simulations, field trips, classroom instruction, discussion, role playing, and laboratory experience, problem based learning, case studies and supervised practice.

Learning activities, assignment description, objectives, and competencies that reflect the depth and breadth of didactic, supervised practice content, and expected student outcomes are documented in the program syllabi.

2. **Directions:** Include supporting documents with your narrative or in the appendices.
3. **Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Learning Activities* (check only one):

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.

- 1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard for *Curriculum Length*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

The length of the undergraduate program is 4 years or 8 semesters including an 80 hour summer supervised practice experience. Students are taking general studies and prerequisite courses during the first 2 years or 4 semesters. Upon completion of 62 credit hours and successful completion of program prerequisites including the required GPA, students are eligible to apply for admission to the dietetics program that includes the supervised practice. Once admitted, the program is 2 more years or 4 semesters and an 80 hour summer supervised practice. Masters students are required to have a conferred bachelor's degree, an acceptable GPA and have completed all program prerequisite courses. The master's program is approximately 2 to 2.5 years or 4 – 5 semesters after admission depending when the student chooses to take the required graduate courses that are outside the major dietetics requirements.

Plans of study are provided to confirm this schedule. Program assessment includes the evaluation of the number of hours in the supervised practice as well as the distribution of hours throughout the curriculum. Based on program assessment, new supervised experiences have been created and some have been discontinued. Some experiences were included in didactic courses to provide a monitored supervised experience prior to application in real life. This gradual and progressive approach has reinforced student learning and has significantly improved the student's application and critical thinking ability in the real world settings.

The program includes a minimum of 1212 clock hours of supervised experience. All supervised experiences are hours spent performing activities in the work environments under the guidance of the registered dietitian or qualified practitioner that has been designated as a preceptor. No work that is not typically performed by the preceptor, such as homework, is counted as supervised practice hours. Also, any work performed at home by the student when they are unable to attend the practice site is NOT counted as supervised practice. If the student is unable to attend the site, the number of hours and experience is required to be made up at a later date.

First semester upon admission to the program:

125 hours of food service management systems and equipment.

8 hours of simulation and role playing in nutrition care process.



Second semester after admission to the program:

320 hours of community nutrition placements including 80 hours over the summer that includes participation in a juvenile diabetes camp or Dairy Council at the Indiana State Fair.

Students also participate for 4 hours @ Molly R. Wheat Clinic.

Third semester after admission to the program:

130 hours of introductory medical nutrition therapy in an acute care setting with faculty registered dietitian preceptor.

25 hours of food service management total event planning, execution and evaluation.

Fourth semester after admission to the program:

300 hours of medical nutrition therapy with registered dietitian preceptor in acute care/outpatient and long term care facilities. Students are expected to be entry level capable at the conclusion of this rotation.

300 hours of food service management including menu development, standardized recipes, budget, scheduling, inventory, kitchen design, regulatory agency interaction, personnel and resource management. Students are expected to be entry level capable at the conclusion of this rotation.

The program length, content, didactic prerequisite and program courses as well as the supervised practice hour requirement, and our attention to development and student progress is adequate to meet our mission and goals. Our graduates are able to secure employment during or within a year after graduation. Employer evaluations indicate that the graduates are very capable and act as leaders in their positions or move up to a management position quickly. Alumni surveys support that their education enable them to be successful in their employment and serve as mentors and role models for their peers.

- 2. Directions:** Include supporting documents with your narrative or in the appendices.
- 3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Curriculum Length* (check only one):

**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

### **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 requirements 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.**

- 1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (13.1-13.3) for *Learning Assessment*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.
  - In your narrative, indicate who is involved and describe the process used to develop the plan for assessing competency/learning outcomes.
  - Briefly describe how the assessment process has been implemented over the past five years; including how and when student learning was assessed.

- Choose a minimum of two competencies in each domain, and then report on the results in your narrative:
  1. Discuss how the learning objectives (expected learning outcomes) compare with the actual learning outcomes and discuss all relevant findings in your narrative. For programs with different degree, option, or distance education pathways, be sure to summarize the findings for each pathway separately, and provide an analysis of comparability across pathways.
  2. Are students achieving the learning objective (expected learning outcome)?  
Yes [  ]/No [  ]. If “no”, please explain why.

The Program has developed a process by which students are regularly evaluated on their acquisition of the knowledge and abilities necessary to attain each competency. Learning activities, assessment methods, rotations or courses being assessed, individuals responsible for the assessment and a timeline have been created for each competency. This learning assessment and objectives are evaluated and assessed using a table format. Each aspect of the learning assessment related to every competency is assessed by faculty on an annual basis at the August food and nutrition area meeting. Each faculty is responsible for the collection of data in their specific identified courses and determines the percent of students that meet the learning objective. All students are required to successfully complete each competency with a minimum of 70% success. However, our objectives typically expect 80% of both graduates and undergraduates to meet the competency at 85% or higher. The Program Director compares and analyzes the level of achievement against the outcomes data. Collection of data occurs at the end of the fall and spring semester and is reported to the Program Director at the conclusion of the spring semester. The results for each competency are then discussed with the faculty during the Area meeting at the beginning of the fall semester. Results of the level of student achievement of each competency are discussed and suggestions are offered as to the reasons behind the success or failure of meeting the objective. This allows the Program to identify best practice indicators and when necessary, offer alternative course content, learning activities and/or assessment measures to improve student outcomes.

Learning objective data, evaluation and modifications are shared and discussed with Advisory Board members at the annual meeting.

Most of the students are achieving the learning objectives at the determined level of competency. However, even though our pass rate had been improving, the pass rate is assessed to be less than optimal when compared to the measured student outcomes related to the learning objectives. Therefore, some of our pass rate improvement plan indicators are now a contributing factor used in the assessment of the learning objective and student outcome. For example, domain specific competency assessment evaluation will be performed every semester and used with outcomes to better determine the extent and depth of learning. Also, supervised practice experience and competencies have been included in more courses to promote a more gradual and progressive opportunity to learn and apply knowledge and skills. Finally, learning activities such as structured and open-ended interviews and counseling sessions as well as evaluation rubrics, role playing, and simulations have been introduced in AHS 322, 324, and 424.

The supervised practice curriculum includes a variety of different sites. However, the learning objectives and activities are comparable because each student is placed in every type of setting. For instance, all may not go to Vigo County WIC, but they do go to another WIC agency. Same as each may not go to one particular elementary school, but they do go to another elementary school.

Student knowledge and level of performance is evaluated in terms of competency achievement through activities. As the student progresses through the program, evaluation of performance includes increased expectations of the level and complexity of knowledge and competence. This is measured both quantitatively and qualitatively by faculty preceptor observations, student logs that detail rotation activities and preceptor evaluation of assigned activities.

Results of two competencies in each domain:

**1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice**

**CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.**

**Learning objective and the assessment method that will be used:**

80% of students will receive an 85% or above on food science project proposal.

**Rotation:** AHS 428/528

**Responsible individual:** Faculty instructor

**Timeline for collecting formative and summative data:** During AHS 428/528 class

**Resulting data:** 2011-2012: 80%

2012-2013: Graduate: 100%, Undergraduate: 100%

2013-2014: Graduate (5) 100%, Undergraduate: (9) 100%

2014-2015: Graduate (8) 100%, Undergraduate: (9) 100%

2015-2016: Graduate (8) 100%, Undergraduate: (11) 100%

**CRD 1.3 Justify programs, products, services and care using appropriate evidence or data.**

**Learning objective and the assessment methods that will be used:**

- a. 80% of student will rate as “exceeds” competency as evaluated by preceptors at end of rotation.

**Rotation:** AHS 424/624

**Responsible individual:** Faculty preceptor

**Timeline for collecting formative and summative data:** During and at end of MNT I rotation

**Resulting data:**

2011-12: 90%

2012-2013: Graduate: (5) 20%, Undergraduate (11) 18%

2013-2014: Graduate (3) 100%, Undergraduate: (10) 100%

2014-2015: Graduate (8) 75%, Undergraduate (9) 100%

2015-2016: Graduate (8) 100%, Undergraduate (8) 100%

**Learning objective and the assessment methods that will be used:**

- b. 80% of students will rate as “exceeds” competency per instructor and preceptor evaluation.

**Rotation:** AHS 435/636

**Responsible individual:** Instructor, preceptor

**Timeline for collecting formative and summative data:** During and end of MNT II rotation

**Resulting data:**

2011-2012: 100%

2012-2013: Graduate: (5) 40%, Undergraduate (11) 45%

2013-2014: Graduate: (3) 100%, Undergraduate: (10) 100%

2014-2015: Graduate (8) 100%, Undergraduate (9) 100%

2015-2016: Graduate: (7) 100%, Undergraduate (8) 88%

**2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of 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.**

**Learning objective and assessment methods that will be used:**

- a. 80% of the students will earn 85% or above of possible points when performing assigned duties.

**Rotation:** AHS 422

**Responsible individual:** Preceptors and instructor

**Timeline for collecting formative and summative data:** During and at end of rotation

**Resulting data:**

2011-2012: 100%  
2012-2013: Graduate: (5) 100%, Undergraduate (11) 100%  
2013-2014: Graduate (3) 100%, Undergraduate (10) 100%  
2014-2015: Graduate (8) 100%, Undergraduate: (9) 100%  
2015-2016: Graduate (6) 100%, Undergraduate: (9) 100%

**b. 80% of students will rate as “exceeds” competency per instructor and preceptor evaluation**

**Rotation:** AHS 435

**Responsible individual:** Instructor and preceptor

**Timeline for collecting formative and summative data:** During and end of MNT II rotation.

**Resulting data:**

2011-2012: 80%  
2012-2013: Graduate: (5) 60%, Undergraduate (11) 25%  
2013-2014: Graduate (3) 100%, Undergraduate (10) 100%  
2014-2015: Graduate (8) 100%, Undergraduate (9) 100%  
2015-2016: Graduate (8) 100%, Undergraduate (7) 100%

**c. 80% of students will rate as “exceeds” competency as evaluated by preceptors at end of rotation.**

**Rotation:** AHS 424

**Responsible individual:** Preceptor

**Timeline for collecting formative and summative data:** During and at end of MNT I rotation.

**Resulting data:**

2011-2012: 80%  
2012-2013: Graduate: (5) 60%, Undergraduate (11) 25%  
2013-2014: Graduate (3) 100%, Undergraduate (10) 100%  
2014-2015: Graduate (8) 75%, Undergraduate (9) 100%.  
2015-2016: Graduate (8) 100%, Undergraduate (8) 100%

**CRD 2.7: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.**

**Learning objective and assessment methods that will be used:**

- a. **80% of the students will earn 85% or above of possible points when making appropriate referrals.**

**Rotation:** AHS 422

**Responsible individual:** Preceptors and instructor

**Timeline for collecting formative and summative data:** During and at end of supervised practice rotation.

**Resulting data:**

2011-2012: 100%

2012-2013: Graduate (5) 100%, Undergraduate: (11) 100%

2013-2014: Graduate (2) 100%, Undergraduate: (11) 100%

2014-2015: Graduate: (8) 100%, Undergraduate (9) 100%

2015-2016: Graduate :(6) 100%, Undergraduate (9) 100%

- b. **80% of students will rate as ‘exceeds’ competency as evaluated by preceptors at end of rotation.**

**Rotation:** AHS 424

**Responsible individual:** Preceptors

**Timeline for collecting formative and summative data:** During and at end of MNT I rotation

**Resulting data:**

2011-2012: 80%

2012-2013: Graduate (5) 40%, Undergraduate: (11) 18%

2013-2014: Graduate: (3) 100%, Undergraduate (10) 100%

2014-2015: Graduate (8) 75%, Undergraduate: (9) 100%.

2015-2016: Graduate (8) 100%, Undergraduate: (8) 100%

3. **Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations.**

**CRD 3.1b: Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.**

**Learning objective and assessment methods that will be used:**

- a. **80% of students will exceed required competency while writing the PES statement.**



**Rotation:** AHS 424

**Responsible individual:** Preceptor

**Timeline for collecting formative and summative data:** During and end of MNT I rotation.

**Resulting data:**

2011-2012: 95%

2012 – 2013: Graduate (5) 40%, Undergraduate (11) 18%

2013-2014: Graduate (3) 100%, Undergraduate (10) 100%

2014-2015: Graduate (8) 75%, Undergraduate (9) 100%

2015-2016: Graduate: (8) 100%, Undergraduate (8) 100%

**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.**

**Learning objective and assessment methods that will be used:**

- a. **80% of the students will earn 85% or above of possible points when identifying and writing menus.**

**Rotation:** AHS 332

**Responsible individual:** Instructor

**Timeline for collecting formative and summative data:** During course

**Resulting data:**

2011-2012: 85%

2012-2013: Graduate (5) 100%, Undergraduate: (11) 85%

2013-2014: Graduate (3), Undergraduate (10) 100%

2014-2015: Graduate (8) 100%, Undergraduate (9) 100%

2015-2016: Graduate (1) 100%, Undergraduate (13) 100%

**Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.**

**CRD 4.5 Use current informatics technology to develop, store, retrieve and disseminate information and data.**

**Learning objective and assessment methods that will be used:**

- a. **80% of students will earn 85% or above of possible points on customer service satisfaction survey project.**

**Rotation:** AHS 333

**Responsible individual:** Instructor

**Timeline for collecting formative and summative data:** During and end of class.

**Resulting data:**

2011-2012: 80%

2012-2013: Graduate: (5) 100%, Undergraduate: (11) 100%

2013-2014: Graduate (3) 100%, Undergraduate (10) 100%

2014-2015: Graduate (8) 100%, Undergraduate (9) 100%

2015-2016: Graduate (8) 100%, Undergraduate (11) 100%

- b. 80% of the students will exceed competency requirements while using computers and other communication systems at supervised practice site.**

**Rotation:** AHS 431

**Responsible individual:** Preceptor

**Timeline for collecting formative and summative data:** During Food Service Management rotation.

**Resulting data:**

2011-2012: 100%

2012-2013: Graduate (5) 83.3% Undergraduate (11) 45%

2013-2014: Graduate (3) 100%, Undergraduate (10) 100%

2014-2015: Graduate: (8) 100%, Undergraduate (9) 100%

2015-2016: Graduate (8) 100%, Undergraduate (8) 100%

**CRD 4.9 Analyze financial data to assess utilization of resources.**

**Learning objective and assessment methods that will be used:**

- a. 80% of the students will earn 85% or above of the possible points on planning a major church (food service) event.**

**Rotation:** AHS 430

**Responsible individual:** Instructor

**Timeline for collecting formative and summative data:** During and end of class.

**Resulting data:**

2011-2012: 100%

2012-2013: Graduate (5) 100%, Undergraduate (11) 100%  
2013-2014: Graduate: (3) 100%, Undergraduate: (10) 100%  
2014-2015: Graduate: (8) 100%, Undergraduate (9) 100%  
2015-2016: Graduate (8) 100%, Undergraduate (11) 100%

- b. 80% of the students will earn 85% or above of the possible points on implementing a major church (food service) event.**

**Rotation:** AHS 430

**Responsible individual:** Instructor

**Timeline for collecting formative and summative data:** During and end of class.

**Resulting data:**

2011-2012: 100%  
2012-2013: Graduate (5) 100%, Undergraduate (11) 100%  
2013-2014: Graduate (3) 100%, Undergraduate (10) 100%  
2014-2015: Graduate (8) 100%, Undergraduate (9) 100%  
2015-2016: Graduate (8) 100%, Undergraduate (11) 100%

- c. 80% of the students will earn 85% or above of the possible points while calculating, interpreting, and managing financial resources.**

**Rotation:** AHS 430

**Responsible individual:** Instructor

**Timeline for collecting formative and summative data:** During and at end of class.

**Resulting data:**

2011-2012: 100%  
2012-2013: Graduate (5) 57%, Undergraduate (11) 100%  
2013-2014: Graduate (3) 100%, Undergraduate (10) 100%  
2014-2015: Graduate (8) 100%, Undergraduate (9) 100%  
2015-2016: Graduate (8) 100%, Undergraduate (11) 100%

- d. 80% of the students will exceed competency requirements when planning and implementing a catered event.**

**Rotation:** AHS 431

**Responsible individual:** Preceptor

**Timeline for collecting formative and summative data:** During Food Service rotation.

**Resulting data:**

2011-2012: 100%  
2012-2013: Graduate (5) 100%, Undergraduate: (11) 100%  
2013-2014: Graduate: (3) 100%, Undergraduate: (10) 100%  
2014-2015: Graduate: (8) 100%, Undergraduate: (9) 100%  
2015-2016: Graduate: (7) 100%, Undergraduate: (8) 100%

- e. **80% of students will earn 85% or above of possible points when completing purchasing project.**

**Rotation: AHS 333**

**Responsible individual: Instructor**

**Timeline for collecting formative and summative data: End of rotation**

**Data Results:**

2011-2012: 100%  
2012-2013: Graduate (5) 100%, Undergraduate (11) 91%  
2013-2014: Graduate (3) 100%, Undergraduate (10) 100%  
2014-2015: Graduate (8) 100%, Undergraduate (9) 100%  
2015-2016: Graduate (8) 100%, Undergraduate (11) 100%

- f. **80% of students will earn 85% or above of possible points when completing equipment project.**

**Rotation: AHS 333**

**Responsible individual: Instructor**

**Timeline for collecting formative and summative data: End of rotation**

**Resulting data:**

2011-2012: 100%  
2012-2013: Graduate (5) 100%, Undergraduate (11) 100%  
2013-2014: Graduate (3) 100%, Undergraduate (10) 100%  
2014-2015: Graduate (8) 100%, Undergraduate (9) 100%  
2015-2016: Graduate (8) 100%, Undergraduate (11) 100%

Reviewing the two objectives selected randomly for each domain indicates that for most years the objectives were met. Objectives included in the medical nutrition therapy area were less than acceptable during the 2012-2013 year. Two graduate students failed and were dismissed from the program during this term. In addition, faculty, administration and the advisory board agreed that the consistently lower student outcomes may be related to revised structure of the medical nutrition therapy supervised practice. In an effort to improve consistency, student outcomes, and first time pass rate, a registered dietitian faculty member with medical nutrition therapy expertise was assigned to be the

preceptor in the introductory course. Supervised practice student outcome expectations and performance standards were increased. The action plan included increasing student interviewing and counseling skills in AHS 322 and 324, the development of a second semester of medical nutrition therapy and the addition of nutrition care process and medical nutrition therapy supervised practice hours in a controlled environment prior to the real life health care setting.

The concentration for the past 5 years has been Food Service Management. The competencies related to this concentration were met and exceeded. Program assessment indicated that the courses and progression related to medical nutrition therapy did not provide a consistent knowledge and practice base for students. In addition, new faculty with medical nutrition therapy expertise and the creation of a faculty preceptor has added great strength to this area of practice. Therefore, the area of concentration has been changed to medical nutrition therapy.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

a. In the appendices, attach your completed **Learning Assessment Summary Matrix** and **Program Concentration Summary Matrix for Learning Assessment**. Your completed matrices should also include a summary of the feedback and data collected (a minimum of two competencies in each domain) over past five years.

b. Complete a new **Learning Assessment Summary Matrix** and new **Program Concentration Summary Matrices** for the next 5 years and place it in the appendices. Although all students must be prepared to meet every ACEND competency, you are only required to report aggregate data on a minimum of two competencies in each domain. (A blank matrix form is available for your convenience. *Refer to Appendix for the template.*)

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Learning Assessment* (check only one):**Meets**

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | 1. No compliance problems are present.                                 |
| <input type="checkbox"/>            | 2. Compliance problems exist, but all are being resolved successfully. |

**Partially Meets**

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Viable plans (awaiting results or to be enacted) have been developed to address compliance issues. |
|--------------------------|--|

**Does Not Meet**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Plans to address compliance problems are not viable or have not been developed. |
|--------------------------|---|

## 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 must use results of the student learning and program outcomes assessment processes to determine strengths and areas for improvement.**
- c. **Curriculum review must 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 must result in actions to maintain or improve student learning.**

1. **Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (14.1) for *On-going Curricular Improvement*. Be sure to address relevant the following tips.

- Describe the process that was used to review the curriculum, including didactic and supervised practice (if applicable) course objectives and content, length and educational methods.
- Describe the schedule used and individuals involved in reviewing the curriculum.
- Describe how the results of student learning and program outcomes assessment processes were used to determine strengths and areas for improvement for the program curriculum.
- Describe how is information about new knowledge and technology impacting dietetics practice obtained and integrated in the curriculum.
- Describe how is comparability of educational experiences and consistency of learning outcomes assessed and maintained.

Faculty, advisory board members, administrators and preceptors all participate at different times to the on-going formal review of the program curriculum. As mentioned previously, program assessment that includes curriculum review is performed formally during our initial area meeting at the beginning of the fall semester. Included in this review are suggestions and recommendations of advisory board members and preceptors and is based on their expertise and standards of practice. Didactic curriculum is primarily reviewed by faculty to assess the needs of knowledge and methodology. Supervised practice curriculum is also reviewed and revised by faculty and includes preceptor feedback related to technology changes, the dynamics of patient and client care,

regulations, interviewing, counseling and management skills as they relate in all areas of practice. All curriculum review is based on student learning, program outcomes assessment and preceptor input.

Course content is revised upon faculty review, advisory board and preceptor approval. Subsequent course revision including objectives, activities and learning opportunities are immediately implemented. Curriculum revisions that may require university approval are submitted for approval. This process usually results in a later implementation of changes. Most faculty are practicing registered dietitians or have been in years past. Current practitioners as well as preceptors are typically aware of new knowledge and technology and this information is shared with students as well as faculty who are not familiar with some changing dietetics practices.

Curriculum review also includes the assessment of educational approaches and their success regarding competency outcomes. The knowledge and practice experience competencies are spread throughout the curriculum that includes a variety of different learning activities. Assessment and evaluation of student outcomes is based on how well the learning activity introduces concepts or skills and evolves into more complex experiences that allows students to increase their knowledge, skills and critical thinking ability.

Curriculum revision and course content changes are made on a regular basis in an effort to offer a progressive learning experience that will strengthen the program and improve student outcomes.

- List overall curriculum strengths and areas for improvement based on cumulative assessment of student learning outcomes and program outcomes.

#### **Curriculum Strengths:**

Program curriculum is ongoing and includes the input of faculty, administrators, advisory board members and preceptors. Curriculum and course revision action is typically completed in a timely manner so student outcomes can be measured and hopefully improved in a short period of time. The curriculum offers didactic and supervised practice in food service, community nutrition, medical nutrition therapy and food service systems management. The program is organized to allow students to increase knowledge and practice skills from beginning to complex critical thinking and assessment ability.

#### **Curriculum Areas for Improvement:**

Recent curriculum changes (moving nutrition care process to first semester, implementing a second medical nutrition therapy course, including earlier supervised practice experiences within didactic courses, including more role playing and simulation to improve communication abilities, and semester assessment of competency achievement) have been areas in need of improvement. These factors were identified as needed to improve first time pass rate scores and student performance and understanding in each higher level course. One area of improvement might be to disperse community supervised practice hours over two semesters. The second semester of the first year includes two full supervised practice days and 80 hours during the summer. However, based on student

feedback, this is preferred over adding a second summer or semester requirement to the curriculum.

2. **Directions:** Include supporting documents with your narrative or in the appendices.
3. **Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *On-going Curricular Improvement* (check only one):

**Meets**

<input checked="" type="checkbox"/>
<input type="checkbox"/>

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

**Partially Meets**

<input type="checkbox"/>
--------------------------

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

**Does Not Meet**

<input type="checkbox"/>
--------------------------

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



## 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

- 1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (15.1-15.2) for *Responsibilities of the Program Director*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

The Program Director, Mrs. Carol Reed, has primary responsibility for the assessment, planning, implementation and evaluation of the program. The position of the director is classified as an administrative, rather than tenure-track appointment. This classification does not require the scholarly activity require of tenured/tenure-track faculty and does not require the terminal degree. It is a ten-month full time appointment with the equivalent of two credit hours of paid time in the summer for CPD. As needed, the Program Director's teaching load may be decreased to allow the equivalent of 3 credit hours to be used for program administration needs. For example, fall 2015 and spring 2016 semester teaching loads were decreased to accommodate time needed to develop self- study. The program director works with the Food and Nutrition Area Director, the Chairperson, and other area/program faculty to accomplish the tasks required for the program.

**Policies and Procedures:** Policies and procedures are reviewed by area/program faculty and revised as needed. At least annually, the policies and procedures are reviewed and updated for inclusion in the application packets and student handbooks.

**Student recruitment, advisement, evaluation and mentoring:** The Program Director serves as the contact person that works with the Welcome Center/Admission staff to develop recruitment materials, respond and meet with potential on campus as well as transfer students. The Program Director is also responsible for recruitment displays at regional Academy of Nutrition and Dietetics meetings and maintains website information related to the Program.

The Program Director is responsible for developing materials and information provided to students at the annual orientation meeting. Mrs. Reed is also responsible for addressing inquiries related to program function and admission. The Program Director also teaches one of the nutrition prerequisite courses which enables her to develop an early relationship with potential applicants and provides opportunities for her to do career counseling with them. Academic advisement is performed by all area/program faculty. Freshmen and sophomores are advised by University and College professional advisors under the faculty guidance.

**Program record maintenance including accreditation requirements and student record needs:**

The program director maintains accreditation documents, submits requests for fee payment to administration and submits reports and requests to the Academy of Nutrition and Dietetics as required. The Program Director maintains all Coordinated Program student records and program documents in her office. Student complaints, resolutions and critical incident documentation are also maintained by the Program Director. Student and/or preceptor complaints are addressed immediately. Students and/or preceptor meet with the Program Director to discuss the nature of the problem. The issue is then shared with the Area faculty and brought to the attention of others if needed. A resolution is

determined and all persons involved receive written notification of the decision. The Program Director is responsible for verifying student completion and providing Verification Statements to students. The Program Director completes and submits all documentation required by CDR so graduate may sit for the exam.

Ongoing curriculum review: The Program Director is responsible for collecting program data and maintaining current curriculum information related to competencies and mapping. The Director is responsible for maintaining communication with the Academy of Nutrition and Dietetics with regard to program responsibilities and accreditation requirements. This information is shared with all area faculty during scheduled Area meetings. Curriculum that includes course content, order of courses and competency development is evaluated and modified as indicated.

Program communication and coordination: The Program Director is responsible for communication with faculty, the Advisory Board and the Academy of Nutrition and Dietetics. Timely area meetings (approximately 2 per month) are scheduled for all area faculty. As needed, the Program Director can meet with any faculty informally. Emailing of information is also used. All meetings and decisions are documented in writing. Faculty members responsible for supervised practice courses make their own contacts with preceptors, but the Program Director is available to help with problems that may arise. The Program Director is responsible for maintaining current contract agreements between Supervised Practice Sites and the University. The Director, along with other area faculty attends Departmental faculty meetings and presents issues relevant to the program as appropriate. The Program Director and other faculty will meet with Chairperson and/or Associate Dean to discuss Program issues or requirements that require University input or approval.

Continuous internal and external program evaluation: The Program Director is responsible for collecting and maintaining all program assessment data related to student learning outcomes and achievement of goals. Responsibilities include updating files and surveys and sending to alumni and employers. Primary responsibility is to provide data to other faculty to review and evaluate in preparation for annual program assessment meeting. The Director is also the faculty responsible for the final culminating supervised practice. These courses include evaluations from preceptors addressing the student's overall preparedness and ability to perform as entry level practitioner.

- 2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include a formal job description of the program director listing responsibilities.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Responsibilities of the Program Director* (check only one):

**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 Staff and Resources

### Standard 16: Faculty and Preceptors

The program must have a sufficient number of qualified faculty and preceptors 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 must be credentialed or licensed as appropriate to meet state and federal regulations for the area in which they are supervising students/interns.**
- c. **The program must have a process for the periodic review of the effectiveness of faculty and preceptors.**

#### 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 must be provided orientation to the supervised practice objectives and professional competencies before assuming responsibilities**
1. **Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (16.1-16.3) for *Faculty and Preceptors*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

There are four full time members of the Food and Nutrition area faculty that teach prerequisite dietetics courses and Program major courses. Other courses involve basic nutrition courses required of nutrition minors and other majors. All faculty are registered dietitians with 2 holding doctorate degrees, 1 completing a doctorate degree and the Program Director with a Master's degree. One faculty member is in their first year and is exempt from advising or coordinating a supervised practice until next year. Typically all faculty are responsible for both classroom and a supervised practice rotation. One faculty acts as the preceptor at the site while the other 2 establish sites and function as advisor and consultants to the preceptors. The maintenance of current practice is encouraged for all faculty on a part time or consultant basis. As registered dietitians and tenured and tenure-track faculty requirements that include service and research, faculty members

participate in activities related to professional growth. This may include research, local, state and national dietetic association and education meetings.

Preceptors are typically registered dietitians, community organization or food service directors with degrees or extensive experience in their field of work.

All courses and faculty are evaluated by students via electronic survey at the conclusion of each course. Students provide written evaluation of preceptors and sites to the faculty at the conclusion of the rotation. New and tenure-track faculty are evaluated annually by peers and administration. All faculty are evaluated by students every semester.

### Guideline 16.3

New faculty and teaching assistants are provided orientation to the university through a formal program sponsored by the University. They are oriented to the mission, goals, values and educational philosophy of the dietetics program by the Program Director and other program area faculty.

New preceptors are provided orientation and training related to the supervised practice objectives and competencies before students begin a rotation. Established preceptors are re-oriented and updated to any program or ACEND changes and student competencies each year prior to student placement. This may be completed via telephone interview or in-person. The course instructor initially interviews preceptor to determine their qualifications and ability to provide guidance and experiences that will meet the objectives and competencies related to the course. Course faculty also discuss the educational and practice level that is expected of the experience and the student. Based on expected level of performance, preceptors are guided in terms of student evaluation.

Preceptors are provided a syllabus for each course which includes measurable competencies and objectives with suggested activities. Examples of measurable minimal, acceptable and exceptional levels of performance are included to assist with student assessment performance. The course syllabus provides a written guideline of the expectations for the rotation, evaluation forms and criteria, and feedback processes with faculty contact information. Once the preceptors receive the written course materials, all preceptors are contacted in person, by telephone or via email to confirm understanding.

Preceptors for the program range from some people who have been with the program for 15 – 20 years to some who are new to their roles. Many of the RD preceptors are alumni of the program. All are selected because of the preparation and skills they bring to their positions and their willingness to commit their time and expertise to the education of future dietitians.

The preceptor for the AHS 424/624 is a faculty member who provides expertise and consistency to beginning MNT supervised practice.

Most preceptor evaluation is received through student feedback and/or faculty observation. All substantiated feedback or observations are discussed with the preceptor and clarified if needed. Corrective action is discussed which focuses on best student outcomes. At times the results of inquiries were problems created by the student, lack of

student preparation resulting in course revisions and/or preceptor misunderstanding of program and student needs.

All faculty may be involved in teaching any dietetics required courses, however, it is our practice to select faculty with distinct education and practice area expertise to teach specific courses. The current faculty include a variety of diverse teaching and practice experience that offers great educational opportunities for students in each of the courses.

ACADEMIC TRAINING AND TEACHING RESPONSIBILITIES OF CPD FACULTY

FACULTY MEMBER AND RANK	DEGREE	GRANTING INSTITUTION	TEACHING RESPONSIBILITIES
Wan-Ju (Jennifer) Yen, Ph.D, RD Program Area Director  Assistant Professor	BS Food and Nutrition  MS Nutrition  Doctor of Philosophy, Nutrition	Shih-Chien University at Taiwan  State University of N.Y. at Buffalo  University of Nebraska-Lincoln	Community Nutrition, Life Cycle Nutrition, Nutrition, Research
Carla Honselman, Ph.D, RDN,LDN Tenured  Associate Professor	BS Dietetics  MS Dietetics  Ph.D. Community Health, Health Policy	Eastern Illinois University  Eastern Illinois University  University of Illinois	Nutrition Care Process, Nutrition, Community Nutrition, Research
Mark McInerney MS, RD, ABD  Assistant Professor	BS Food and Nutrition  MS Dietetics  D.H.Sc. (ABD) Health Sciences	Indiana State University  Indiana State University  Indiana State University	Medical Nutrition Therapy, Nutrition  Research, Food and Nutrition Policy
Carol A. Reed, MS, RD  CP Program Director	BS Dietetics  MS Dietetics	University of Arizona  University of Arizona	Foods, Nutrition, Culminating Management and Medical Nutrition Therapy
Traci A. Ray, MS, RD, CD  Adjunct Faculty	BS Dietetics  MS Food and Nutrition	Indiana State University  Indiana State University	Food Service Management, Food Science  Catering



PRECEPTORS WHO HAVE PARTICIPATED IN THE PROGRAM DURING PAST  
TWO YEARS

Rotation Sites, Preceptors and Summary of Experiences

AHS 333

Facility	Primary Preceptor	Summary of Experiences
<p>Indiana State University Food Service – Sodexo</p> <p>Generations Restaurant, Catering, Student Resident Halls (Lincoln and Sycamore) Student Union Restaurants</p>	<p>David McColl, Manager. Lincoln Hall. Production Manager. AAAS Food and Beverage Culinary, Grand Rapids Community College 1995, Compass Group: Assistant Food Service Director and Food Service Director: 1995-2005. Sodexo Group: Production Manager: 2005 – present</p> <p>Jim Hermann: Sodexo, 2007-present. Education: Business Management, ISU 1982 – 1984. Aramark Food Service and General Manager: 1984-1995. Sodexo Food Service, Service and General Manager. 1998 – present.</p> <p>Dana Babel, Resident District Manager. Sodexo, ISU Dining Services. Liaison between Sodexo and ISU dining services.</p> <p>Matthew Leeper, Executive Chef, Sodexo Generations Restaurant</p>	<p>One day a week, 15 weeks for food production experiences. Rotate through three campus facilities. Perform hands-on work in most areas of the kitchen (e.g. range, bakery, deli) and in the front of the house, as assigned by the employee in that area for the day, and guided by the student packet objectives. Answer packet questions. Questions deal with a variety of food service management issues (e.g. sanitation, safety, daily production sheets). Perform projects on site (e.g. customer satisfaction survey, purchasing project).</p>
<p>Sisters of Providence Health Care</p>	<p>Jim Sarsons, Manager. Saint Mary of the Woods Campus Health Care and Rehabilitation. August 2012 – present. Previous food service management at out of state health care campuses.</p>	<p>Rotate through health care facility kitchen performing hands-on work in most areas of the kitchen. Activities focus on competency and objective completion.</p>
<p>Saint Mary of the Woods College Dining Services</p>	<p>Russ Engelmann, Manager. August 2011- present.</p>	<p>Rotate through health care facility kitchen performing hands-on work in most areas of the kitchen. Activities focus on competency and objective completion.</p>
<p>Rose-Hulman Institute of</p>	<p>Pam Dunlap, Assistant Manager, Aramark Service. May 2008 -</p>	<p>Rotate through health care facility kitchen performing hands-on work</p>

Technology	present	in most areas of the kitchen. Activities focus on competency and objective completion.
Bethany House Adult and Child Homeless Shelter and Meal Service	Danielle Elkins, Manager, August 2015 – present. Previous experience as food service worker at Bethany House.	Observe and interact with staff and patrons at Bethany House. Assist with menu development, food preparation, serving and cleaning.
Cobblestone Crossing Health Campus	Terrie Franklin, Manager Food Service. January 2009 - present	Work with Food Service Manager and employees performing meal preparation responsibilities. Each student rotates through different areas in the kitchen working with all equipment. Modified diet preparation techniques are observed and practiced.
Southwood Rehabilitation Center	Melinda Hart, RD, Food Service Director.	Work with Registered Dietitian Manager and employees performing meal preparation responsibilities. Each student rotates through different areas in the kitchen working with all equipment. Modified diet preparation techniques are observed and practiced.
Springhill Village Rehabilitation Center	Beverly Williams, RD, Food Service Director/Clinical Dietitian	Work with Registered Dietitian Manager and employees performing meal preparation responsibilities. Each student rotates through different areas in the kitchen working with all equipment. Modified diet preparation techniques are observed and practiced.

AHS 422/625

Facility	Primary Preceptor	Summary of Experiences
Vigo WIC – serves prenatal, infant and early childhood clients.	Rajul Shah, Melinda Wrin	All students perform activities related to client care as directed by preceptor. Students will understand WIC program and its purpose participate with WIC clients and develop education material for use by WIC office and participants. Perform one-to-one assessments and education.
Vigo County Purdue Extension – services middle, childhood, adolescent, and adults.	Stacey Faith	All students perform activities related to client care as directed by preceptor. Students will understand Extension program and its purpose participate with Extension clients and develop education material for use by Extension office and participants. Perform one-to-one assessments and education as well as group presentations.
Clay County Purdue Extension – services middle, childhood, adolescent, and adults.	Brooke Wilkinson	All students perform activities related to client care as directed by preceptor. Students will understand Extension program and its purpose participate with Extension clients and develop education material for use by Extension office and participants. Perform one-to-one assessments and education as well as group presentations.
Area 7 Agency on Aging adults and seniors	Chris Mangia	Work with staff that operates the senior dining program. Observe and participate at the center. Prepare nutrition education plans and presentations.
Wellness for Life - adults	LT Thompson	Work with staff and perform nutrition related responsibilities with health insurance wellness participants. This may include individual and group presentations and education.

St. Mary's Providence Health Care - Elderly	Deborah Heffernan, RD	Work with registered dietitian performing nutritional assessments and interacting with residents.
Springhill – elderly	Beverly Williams, RD	Work with registered dietitian performing nutritional assessments and interacting with residents.
Cobblestone Trilogy - elderly	Donna Zellars, RD	Work with registered dietitian performing nutritional assessments and interacting with residents.

Additional supervised practice sites, preceptors and responsibilities related to this rotation are included in the Appendix.

**AHS 424/624**

Facility	Primary Preceptor	Summary of Experiences
Union Hospital – acute care - children and adults	Mark McInerney, MS,RD	All students work with faculty preceptor and rotate with clinical dietitians when available. Patient nutrition care processes include medical conditions such as cancer, diabetes, renal, cardiac, GI, hepatic, and trauma and multi system failure. Students perform interventions and follow up evaluation. Students progress from beginning to novice while performing more complicated patient assessments and improving critical thinking skills.

Union Hospital dietitians participate with students during this rotation. (Primary clinical site)

1. Heather Pfrank, MS, CDE, RD. Systems Director of Union Hospital Health Group, Nutrition Services. Education: MS Dietetics, ISU
2. Angie Huckleberry, RD, CNS (Nutrition Support Dietitian)
3. Karen Smith, MS, RD
4. Mika Thomas, RD
5. Glenda Keal, MS, RD
6. Renee Rogers, MS, RD
7. Tracy Arini, RD (Outpatient Diabetes Educator)

**AHS 431/631 and AHS 435/636**

Facility	Primary Preceptor	Summary of Experiences
Union Hospital – 300 bed acute care children and adults and food service management	Heather Pfrank, MS, RD – Systems Director Nutrition Services	Students perform nutrition care process, medical nutrition therapy and food service management function activities based on expected competency completion. This is a culminating rotation in which students progress from novice to entry-level.
Terre Haute Regional Hospital – 300 bed acute care adult	Lesa Frederick-Cagle, MS, RD – Director Nutrition Services	Students perform nutrition care process, medical nutrition therapy and food service management function activities based on expected competency completion. This is a culminating rotation in which students progress from novice to entry-level.
Good Samaritan Hospital – 100 bed acute care hospital	Sondra Hand, RD – Clinical Nutrition Manager	Students perform nutrition care process, medical nutrition therapy function activities based on expected competency completion. This is a culminating rotation in which students progress from novice to entry-level.

Additional facilities within and outside of Indiana are recruited for this culminating medical nutrition therapy and management rotation. Some are used every year while others are recruited for one year only. All preceptors are experienced registered dietitians with several years of experience in management and/or medical nutrition therapy.

**Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include information regarding faculty qualifications and faculty orientation materials.

2. **Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Faculty and Preceptors* (check only one):

**Meets**

X

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

**Partially Meets**

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

**Does Not Meet**

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

## Program Staff and Resources

### Standard 17: Continuing Professional Development

**Program faculty, including the program director and preceptors, 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, instructors, and teaching assistants should receive on-going training based on evaluation by the program director and feedback from students/interns.**
  - c. **All faculty members, including preceptors, should be familiar with the purpose of ACEND's accreditation process and intent of the standards.**
- 1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (17.1) for *Continuing Professional Development*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

In addition to the various Academy of Nutrition and Dietetics workshops and conferences related to technology and educational methodologies provided for faculty development, the university provides many opportunities. The Faculty Center for Teaching Excellence promotes conversations and reflections about teaching. ISU also offers the services of an instructional design team that can offer assistance in the design and maintenance of traditional (face-to-face) and online courses. They assist with creating meaningful, interactive courses that engage students in the course content. They may also assist with the development of purposeful assessments and integration of Blackboard features.

The Center also provides LibGuide which provides specialized, in-depth databases to aid faculty in acquiring information related to instruction and learning in the higher education setting. This includes resources related to andragogy and pedagogy, assessment, classroom diversity, distance learning, scholarship of teaching and learning, and technology in the classroom. ISU also offers the support of the Instructional Tools Support advisory committee. They provide guidance and support of Blackboard and other instructional tools. Faculty members can be members of focus groups and provide feedback to help set the direction for future education topics.

All faculty members, preceptors, instructors and graduate assistants receiving on-going training and counseling based on evaluation by students, peers, administration and the program director.

Preceptor evaluation is based on a combination of student evaluation and faculty/program director assessment of performance. This may include their understanding and ability to create activities that assist and can measure student competency development. The preceptor's communication effectiveness and willingness to work with students is also evaluated. If any problems or misunderstandings are identified by faculty, preceptors or students, the issue is immediately discussed and resolved via telephone or in-person. Faculty, instructors, and graduate assistants are formally evaluated by students through an electronic system that is anonymous. The teaching members receive the information and feedback after grades are submitted. The evaluations are included in the annual review by administration. Mentoring and direction is provided if needed and appropriate. Instances may also involve restricting contact with students and a probationary status until problems can be corrected. Faculty termination has also been an option.

All faculty members are very familiar with the purpose of ACEND's accreditation process and the intent of the standards. Implementation and maintenance of the standards provides direction and purpose to student education and goals. Preceptors are less familiar with the process however through communication with the faculty and program director, they recognize and embrace the value of accreditation and standards. This is evident by their respect with regard to request for information when needed and the compliance to guidelines and requirements that shape the structure of the Program.

Specifically, all current faculty are registered dietitians and are continuing to engage in professional development activities related to maintaining this credential. All faculty are required to supplement their course by maintaining a Blackboard site and receive initial and ongoing training as needed.. Students are able to secure materials for lecture, check grades and access supplemental materials that improve through the Blackboard sites.

Professional achievements, activities for professional development (including on-campus), etc. by each faculty member are listed as part of the faculty vitae.

2. **Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include a summary of continuing professional development of the faculty especially in relation to teaching responsibilities.
3. **Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Continuing Professional Development* (check only one):

**Meets**

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | 1. No compliance problems are present.                                 |
| <input type="checkbox"/>            | 2. Compliance problems exist, but all are being resolved successfully. |

**Partially Meets**

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Viable plans (awaiting results or to be enacted) have been developed to address compliance issues. |
|--------------------------|--|

**Does Not Meet**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Plans to address compliance problems are not viable or have not been developed. |
|--------------------------|---|



## 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.**

- 1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard for *Program Resources*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

The Coordinated Program in Dietetics has adequate administrative and financial support, learning resources, physical facilities and support services need to accomplish its goals. Although the Program does not have a specific budget or a guaranteed budget percentage, based on extensive historical evidence and current status, the program has been and is well supported in all areas. Goals, objectives and learning opportunities are assessed annually. When deficiencies are identified, the Program is provided the financial support, physical facilities and learning resources as requested. Recent examples include the building of a state of the art foods laboratory and its annual expendable and equipment needs. Equipment replacement totaled in excess of \$3,000.00 during 2015. In addition more financial support was provided to the Program to create a new quantity food service management culminating learning experience for students. The Program continues to be fully staffed with highly qualified educators and practitioners. Support personnel are available to provide IT assistance that may be needed to complete surveys, assist with student admission and registration. The Program is well supported in all areas related to program function and student learning needs.

Faculty development is supported financially and in terms of adjusted teaching load. This may include conferences, Academy of Nutrition and Dietetic, Indiana Academy of Nutrition and Dietetics Administrative Board participation needs, research needs including financial and collaborative support, workshops, etc. A student worker is assigned to assist with foods and food science laboratory needs. This is a regular appointed position that includes adequate time to accommodate faculty and course needs.

As mentioned earlier, Library resources are available and created as requested by faculty. Faculty and students have access to the Evidence Based Library and other materials through our continued subscription to the AND Nutrition Care Manual.

ISU provides technical support for electronic devices to both faculty and students. Students may borrow computer equipment if needed. Other learning resources are available based on student specific needs. Other learning resources include a simulation laboratory providing independent or assisted learning tools. Physical space, classrooms, laboratories, conference rooms and student study areas are available and adequate. Student study areas are set up to facilitate discussion and group experiences as well as independent work. These spaces are in close proximity to faculty offices so questions, problems, etc. can be addressed and resolved as they come up.

The graduate program is supported in other areas by the administration. Four of our graduate students in the dietetics program are graduate assistants who receive financial support and participate as educators in the beginning nutrition and health and wellness classes. As they participate in health and nutrition education of undergraduates, their knowledge base becomes stronger and their education and counseling abilities continue to develop.

2. **Directions:** Include supporting documents with your narrative or in the appendices.
3. **Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Resources* (check only one):

**Meets**

<input checked="" type="checkbox"/>
<input type="checkbox"/>

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

**Partially Meets**

<input type="checkbox"/>
--------------------------

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

**Does Not Meet**

<input type="checkbox"/>
--------------------------

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

## Program Staff and Resources

### 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**
1. **Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (19.1) for *Supervised-Practice Facilities*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

Agreements: The Program has a policy and identified procedures to maintain written agreements with institutions, organizations and/or facilities providing supervised experiences to meet competencies. The Program Director coordinates the communication regarding contracts between the Program and the site provider. Contract need and details are determined and initiated immediately upon the acceptance of the site as a student placement. The Program has a standard agreement approved by ISU's legal counsel and administration. If the site provider prefers, their contract is sent to ISU for approval by risk management, general legal counsel and the dean of the college. Revised guidelines for contract routing and approval have been established beginning January 2016. See Appendix. Written contracts are typically required for hospital and rehabilitation center placement where students have more direct and independent patient/client contact. Other sites such as community organizations, school food service and some rehabilitation centers do not require written contract agreements. Students do not typically work independently with patients/clients nor perform charting activities. ISU provides professional liability insurance for all students in supervised practice sites. Students are required to carry and provide evidence of their health and automobile insurance to cover any personal or travel accidents while on route or at the site.

Selection and evaluation of sites: Facilities or personnel are identified by faculty, other preceptors, advisory board members, and students. Contact is made to the potential site and preceptor via telephone, email or personal visit. The Program representative will

present the purpose of the contact and begin discussions to explain program goals, objectives and competencies related to the needs of the specific rotation. If site is deemed a possible appropriate placement, the faculty or Program Director ask about the facility, personnel, patient services, and student education experience. Faculty make contact with all existing and prospective new supervised practice sites before every rotation. Most importantly, the Program asks and assesses the potential preceptor's desire and enthusiasm to teach and mentor a student through the experience.

Evaluation of sites and preceptors is made by faculty visits to sites during student placement, interviews with preceptors and peers regarding any changes in facility services or personnel that would impact student learning opportunities, and by student evaluation at the conclusion of the experience. Site evaluations are typically very positive and provide experiences and learning opportunities beyond the Program's initial expectations. However, some do not provide learning opportunities for students to meet competencies. Faculty discusses the limitations with the site preceptor in an effort to improve learning opportunities. If learning experiences are not improved, the site is eliminated from future rotations.

2. **Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include sample affiliation agreement and policies and procedures for supervised-practice facilities.
3. **Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Supervised-Practice Facilities* (check only one):

**Meets**

<input checked="" type="checkbox"/>
<input type="checkbox"/>

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

**Partially Meets**

<input type="checkbox"/>
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Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

<input type="checkbox"/>
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Plans to address compliance problems are not viable or have not been developed.

## 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 must be assessed for their ability to be successful in the program and dietetics profession.**
  - c. **The program's system of monitoring student performance must provide for the early detection of academic difficulty.**
  - d. **The program must 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.**
  - i. **Programs using distance instruction must employ strategies to verify the identity of a student who participates in distance classes or coursework such as secure logins and passcodes, proctored examinations, or other technologies and practices that are effective for verifying student identity.**
- 1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (20.1) for *Student Progression & Professionalization*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

Requirements to become a practitioner including education, supervised practice and the passage of the credentialing exam are available to prospective students through the

website, academic counseling on admission, student CP Handbook and verbally during orientation upon admission to the program.

Within the past 5 years, the Program has focused heavily on the assessment and evaluation of policies and procedures related to improving the selection of students in the program who will be most likely to successfully complete the program and meet the knowledge, skills and professional values required for practice. All applicants are assessed for their ability to be successful in the program and as dietetics professional. This was prompted by a declining first time pass rate. In addition to ongoing factors to improve student success, the Program made changes related to the initial admission selection criteria. As mentioned earlier this included increasing the minimum GPA requirement and making more attempts to assess student commitment through personal interaction and assessing written application responses.

Selecting students that will be successful is a program goal for all health professional programs. The Program faculty has met with nursing and social work faculty informally to discuss our criteria for admission. These programs also have processes for prospective students once a portion of general studies and prerequisites are completed. Nursing student success and passage on credentialing exams have improved as changes were implemented. The CPD program adopted several changes including admission criteria to assist us with selecting the students that will be successful. All faculty participate and make every attempt to select appropriate candidates. Students complete a written application that includes basic academic information. It also includes a comment area that addresses the motivation, industriousness and intellectual curiosity of the applicant. In addition situations and scenarios based on past student performance are presented to the applicant to determine their ethical standards and behavior, leadership potential and potential to become a lifelong learner and effective professional. Most recently and not historically typical, students have been denied admission due to lack of emotional maturity as determined by faculty and practitioner expertise. This has been identified through faculty interaction with the student in prerequisite courses and during advising sessions. Most typically these students have no work experience, require excessive faculty guidance, and have less ability to communicate appropriately within diverse populations. Upon graduation and completion of credentialing, the faculty can better identify admission and progress standards based on the graduate's examination and employment success or failure.

Early detection of academic and professional difficulty is built into each course as practice performance, assignments, testing, and of grades are measured and discussed with each individual student. Student absences and tardiness is correlated with student success and performance so it is also monitored for acceptable levels. When a student is identified, he or she is contacted and meets with corresponding faculty member. Performance status is discussed and specific areas of difficulty are identified. Both the faculty and student work together to identify interventions and goals to improve performance. Monitoring continues as students remediate and move on to new knowledge and practice. If the student or faculty desire or it is perceived necessary, the Program Director will meet with the student separately to provide further guidance if indicated.

Each faculty offers the opportunity to participate in remedial activities. Instructors tutor students individually and will provide group review and study sessions that are available to all students in the course. ISU also offers free tutoring for general studies, science, and other courses. Many of our honor students in the program work as ISU tutors in different general courses.

Students that show evidence of minimal ability to successfully complete the program after counseling and remedial attempts are encouraged to pursue a career choice outside of dietetics. There have been students who have recognized that dietetics was not the appropriate career and withdrew, while there are others that have been counseled to pursue other food and nutrition related professions but insist on trying to continue. These students are made aware of the policies related to successful completion and make their own choice. Public health and food service management majors are less rigorous than dietetics and are often recommended to students who continue to show interest in the field.

The Program includes progression policies related to academic performance and professional behavior in the supervised practice settings. These policies are located on the web site and student handbook. Professional behavior expectations are also included in the syllabus for each course and are discussed during formal student class orientation and at site orientations. All supervised practice sites include new student orientation and a meeting with the preceptor to discuss expectations including professional behaviors. As the student progresses through the Program, each supervised practice involves building client/patient involvement and responsibility. Students begin as members of the food service team and evolve into managers and nutrition care providers responsible for the quality and ethical treatment of employees, clients or patients. The Program plan culminates with a management and medical nutrition therapy supervised practice in which students perform duties, problem solve, create policies and activities, perform assessments, and self-direct with minimal supervision. As emerging professionals, students are aware of the increased expectations and responsibilities. Their ability to perform as a practicing dietitian is further developed as they work with and are encouraged by preceptors and mentors.

Students are required, encouraged and are led by faculty and preceptor example to include voluntary and advocacy activities as part of the profession. Volunteer activities associated with the program include participation at health fairs, public policy advocacy, and community nutrition education events. Students have also participated in university sponsored programs such as vegetarian and ethnic foods groups. As a group students have sponsored and recruited teams to participate in a "Chopped" type contest involving various community members.

The Coordinated Program in Dietetics students work together in study groups both in the department and as members of a social media group. Students participate in peer teaching as they research and present broader and more in-depth topics and content. This allows for increased learning for everyone beyond the classroom or practice site experience. Graduate student presentations also include knowledge from previous education as well as a display of effective communication skills. Many of these students possess and exhibit more professional behaviors and values that they have acquired

through more extensive work experiences and demonstrate a culture of learning as they return to complete further education.

As mentioned earlier, student input is solicited on a consistent basis. Upon the conclusion of all courses, students are repeatedly encouraged to evaluate content and instruction quality. These are anonymous solicitations and students are aware that faculty does not have access to the evaluations until final grades are submitted. In addition, students are required to complete an evaluation of all supervised practice sites and preceptors. This is completed at the end of the rotation and submitted to the faculty for review.

2. **Directions:** Include supporting documents with your narrative or in the appendices.
3. **Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Student Progression & Professionalization* (check only one):

**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 must 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.**
1. **Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (21.1) for *Student Complaints*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

All students are advised of the College of Health and Human Services Student Grievance Policy and provided the website that explains the process and procedure for filing a grievance. In addition Coordinated Program students are encouraged to first report any grievances to the Program Director. Complaints related to the Program, faculty, course requirements, ACEND accreditation standards, student rights to due process, and appeal mechanisms are to be related to the Program Director in writing. Upon receipt, the Program Director and student will meet in person to discuss the nature of the complaint and determine possible resolution. If resolved, the Program Director will follow-up with student in writing to determine if the complaint was effectively resolved. Documentation will remain in student and program files.

If the above procedures are completed and do not resolve a student complaint that is related to ACEND accreditation standards, student rights to due process, or appeal mechanism, the student may then file a complaint directly to ACEND at the following website: <http://www.eatrightacend.org/ACEND/content.aspx?id=6442485390>.

The grievance procedures are included on the Program website and in the Student Handbook that is provided to students upon admission to the Program.

All student grievances and formal complaints as well as critical incidences are maintained in writing by the Program Director.

2. **Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include the complaint policy.
3. **Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Student Complaints* (check only one):

**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 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, drug testing, background checks, verification of student identity (such as for distance learning), 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**
  - i. **Availability of financial aid and loan deferments (federal or private), scholarships, and other monetary support, if applicable.**
  - j. **Computer matching information, if applicable**
1. **Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (22.1) for *Information to Prospective Students & the Public*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

Admission to the Coordinated Program in Dietetics requires a minimum grade point average (GPA) of 2.7 on a 4.0 scale as well as having completed 62 credit hours. Meeting these requirements does not guarantee admission as there may be more qualified students applying for the same term. This GPA must be maintained for retention in the program. Program description and admission information are available electronically in the current Indiana State University Undergraduate and Graduate Catalogs and is available on the Department and Program website. Students also receive this information in the form of a Student Handbook in hard copy form during orientation prior to fall semester classes. All information is also verbally covered to ensure students have received and understand the information. Students who are admitted to the program must sign and return a statement indicating that they have read, understand and agree to the content. All information is reviewed annually by the Program Director and updated or modified as needed.

The Coordinated Dietetics Program website is:  
<https://www.indstate.edu/health/program/cpd>

Prospective students and the general public have ready access to this information as common language is available Indiana State University's website that allows interested parties to search by profession name as opposed to searching through colleges, departments and long titles to find the dietetics web site.

2. **Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include information provided to prospective students and the public.
3. **Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Information to Prospective Students & the Public* (check only one):**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 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. The quality of services that are provided to students must be adequate to address their needs.

**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, including identifying information used for distance learning**
- 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**
1. **Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (23.1-23.2) for *Policies & Procedures*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

Indiana State University has a comprehensive website which includes most information which is applicable to the student body as a whole. The Undergraduate and Graduate Catalogs (<http://catalog.indstate.edu/index.php>), and the Code of Student Conduct are also available to all students. (<https://www.indstate.edu/student-conduct>).

As stated earlier, CPD admission and program policies are available on the website and are provided to students in the application packet and in the CPD Student Handbook which is revised annually and distributed each fall. All students are to provide signature paperwork that confirms that the student has received and understand the content of the Student Handbook. All policies and procedures apply to all students equally. Equitable treatment across the board has reduced the number of student complaints and allows faculty and preceptors to evaluate student progress and completion of competencies with more confidence. In the past, some decisions regarding course requirements and absenteeism were made on an individual basis. The Program has firm course requirement expectations and grade consequences if incomplete. The tardiness and absenteeism policy is consequent and applies to all students no matter the reason. Students are made aware of impending consequences and counseling is provided to assist student with alternative options if needed.

The University's equal opportunity statement is found at the following website: <https://www.indstate.edu/administration/ogc/policy-index/920> . The University's general admissions policy recognized the value of a student population reflecting academic achievement, cultural diversity, and special talent. Employment experience and motivation are considered, in addition to academic achievement for older than average students. The University tutoring Program offers free tutoring to University students for most general studies courses. Many of the Program's honors student participate in this program.

Students who need adaptations to their learning environment may obtain help through the services of the Student Academic Services Center. Services include, but are not limited to, assistance in accessing recorded textbooks or readers for the blind and learning disabled, note-takers or signers for the hearing impaired, or alternative testing procedures. Adaptation needs in the practicum settings are subject to preceptor and site administrative approval.

In addition to the website, information is available from the following sources:

1. Withdrawal and refund of tuition and fee: undergraduate and graduate catalogs
2. Scheduling and program calendar, including vacation and holidays: undergraduate and graduate catalogs.
3. Protection of privacy of information: Code of Student Conduct
4. Access to personal files: Code of Student Conduct
5. Access to student support services, including health services, counseling and testing, and financial aid resources: undergraduate and graduate catalogs
6. Insurance requirements, including those for professional liability: CPD handbook.
7. Liability for safety in travel to or from assigned areas: CPD Handbook
8. Injury or illness while in a facility for supervised practice: CPD Handbook
9. Grievance procedures: Code of Student Conduct and College of Health and Human Services Grievance Procedures (<http://www.indstate.edu/health/sites/health.indstate.edu/files/hhs-student-grievance-resolution-form.pdf>) and Student Handbook.
10. Program retention and remediation procedures: CPD Handbook
11. Disciplinary/termination procedures: CPD Handbook
12. Graduation and program completion requirements: CPD Handbook
13. Verification statement procedures: CPD Handbook

2. **Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include general and program-specific policies and procedures.

3. **Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Policies & Procedures* (check only one):**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**

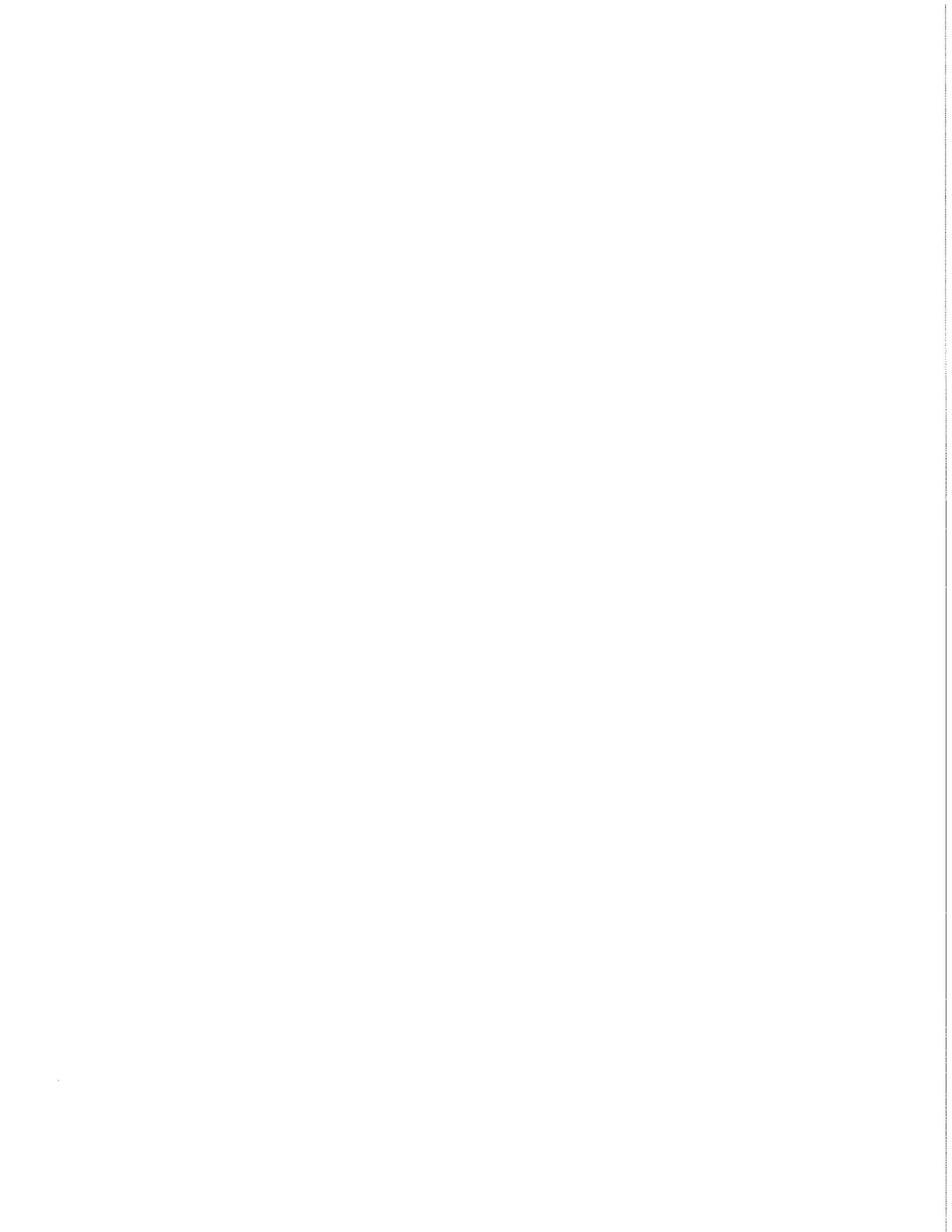
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Plans to address compliance problems are not viable or have not been developed.



**SELF-STUDY REPORT APPENDIX**  
**Indiana State University**  
**Coordinated Program in Dietetics Using DE Standards**

- Appendix A: University Accreditation Documents
- Appendix B: University Organizational Chart
- Appendix C: Undergraduate and Graduate Academic Requirements, Prerequisites and Plans of Study
- Appendix D: Program Director Vitae and Proof of Registration
- Appendix E: Pass Rate Improvement Plan
- Appendix F: Program Assessment Matrices: 2012 and 2017-2024
- Appendix G: Sample Alumni Surveys
- Appendix H: Curriculum Map
- Appendix I: Supervised Practice Sites, Rotations, Preceptors, Sample Preceptor Vitae
- Appendix J: Sample Progressive Syllabi
- Appendix K: Catalog Course Description: Undergraduate and Graduate
- Appendix L: Learning Assessment Matrix: 2012 and 2017-2014
- Appendix M: Student Assessment Tools
- Appendix N: Advisory Board and Faculty Area Meeting Notes
- Appendix O: Program Director Position Description
- Appendix P: Preceptor and Student Evaluation Samples
- Appendix Q: Sample Student Orientation Schedule
- Appendix R: Faculty Vitae and Professional Development Activities
- Appendix S: Sample Affiliation Agreements
- Appendix T: Selection and evaluation of Supervised Practice Sites
- Appendix U: Web Site Information for the Public
- Appendix V: Student Handbook



APPENDIX A





**Higher Learning Commission**  
 A Commission of the North Central Association

**COPY**

230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411  
 312-263-0456 | 800-621-7440 | Fax: 312-263-7462 | ncahlc.org

**RECEIVED**  
**FEB 28 2011**

February 25, 2011

President Daniel J. Bradley  
 Indiana State University  
 200 N. 7th St.  
 Terre Haute, IN 47809-9989

BY: .....

Dear President Bradley:

This letter is formal notification of the action taken concerning Indiana State University by The Higher Learning Commission. At its meeting on February 21, 2011, the Institutional Actions Council (IAC) voted to continue the accreditation of Indiana State University and to adopt any new items affecting the Statement of Affiliation Status. The SAS is a summary of your organization's ongoing relationship with the Commission.

I have enclosed your institution's Statement of Affiliation Status (SAS) and Organizational Profile (OP). The OP is generated from data you provided in your most recent Annual Institutional Data Update. If the current Commission action included changes to the demographic, location, or distance education information you reported in your Annual Institutional Data Update, we have made the changes on the Organizational Profile. No other organizational information was changed.

The attached Statement of Affiliation Status and Organizational Profile will be posted to the Commission Web site on Monday, March 7. If you have questions about these documents, please contact John A. Taylor, your staff liaison before Friday, March 4. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation*, Third Edition.

Please be aware of Commission policy on planned or proposed organizational changes that require Commission action before their initiation. You will find the Commission's change policy at [ncahlc.org/information-for-institutions/institutional-change.html](http://ncahlc.org/information-for-institutions/institutional-change.html). If you have questions about how planned institutional changes might affect your relationship with the Commission, please write or call John A. Taylor.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

*Sylvia Manning*

Sylvia Manning  
 President

Received

FEB 28 2011

Academic Affairs

Enclosures: Statement of Affiliation Status  
 Organizational Profile

cc: Evaluation Team Members  
 Board Chair



# The Higher Learning Commission

NCA Higher Learning Commission Chicago, Illinois 60602-2504 | 312-263-0456  
230 S. LaSalle St., Suite 7-500 | www.ncahigherlearningcommission.org  
Chicago, IL 60604-1413

## STATEMENT OF AFFILIATION STATUS

INDIANA STATE UNIVERSITY  
200 N. 7th St.  
Terre Haute, IN 47809-9989

*Affiliation Status:* Candidate: Not Applicable  
Accreditation: (1915- )

PEAQ PARTICIPANT

### Nature of Organization

*Legal Status:* Public  
*Degrees Awarded:* A, B, M, S, D

### Conditions of Affiliation:

*Stipulations on Affiliation Status:* None.

*Approval of New Additional Locations:* The Commission's Streamlined Review Process is only available for offering existing degree programs at new sites within the state.

*Approval of Distance and Correspondence Courses and Programs:* New Commission policy on institutional change became effective July 1, 2010. Some aspects of the change processes affecting distance delivered courses and programs are still being finalized. This entry will be updated in early 2011 to reflect current policy. In the meantime, see the Commission's Web site for information on seeking approval of distance education courses and programs.

*Reports Required:* Progress Report: 12/31/2013; A report on the Assessment of Student Learning.

*Other Visits Scheduled:* None.

### Summary of Commission Review

*Year of Last Comprehensive Evaluation:* 2010 - 2011  
*Year for Next Comprehensive Evaluation:* 2020 - 2021  
*Date of Last Action:* 02/21/2011

*Name Change:*  
Indiana State Teachers College to Indiana State College (1961) to Indiana State University (1965)



## ORGANIZATIONAL PROFILE

INDIANA STATE UNIVERSITY  
200 N. 7th St.  
Terre Haute, IN 47809-9989

### Enrollment Demographics (by headcount) (HLC Posted: 04/20/2010)

	<u>Full-Time</u>	<u>Part-Time</u>
Undergraduate:	7301	1159
Graduate:	824	1250

### Educational Programs (HLC Posted: 07/22/2010)

		<u>Program Distribution</u>	<u>Total Awarded</u>
Leading to Undergraduate degrees:	Associate	1	100
	Bachelors	64	1457
Leading to Graduate degrees:	Masters	37	492
	Specialist	2	46
	Doctoral	7	62
Certificate Programs:		18	10

### Dual Enrollment (HLC Posted: 04/20/2010)

Headcount in all dual enrollment (high school) programs 313

### Off-Campus Activities (HLC Posted: 04/20/2010)

**In-State:**      **Campuses:**            None  
**Additional Locations:**    Carlisle (Wabash Valley Correctional Facility) ; Greencastle (Putnamville Correctional Facility) ; Plainfield (Plainfield Correctional Facility) ; Rockville (Rockville Correctional Facility)  
**Course Locations:**        15

**Out-of-State:**    **Campuses:**            None  
**Additional Locations:**    None  
**Course Locations:**        None

**Out-of-U.S.:**    **Campuses:**            None  
**Additional Locations:**    None  
**Course Locations:**        None

### Distance Education Programs

(HLC Posted: 04/20/2010)

Bachelor - 13.1320 Trade and Industrial Teacher Education (Bachelor's (degree comp) in Trade & Industrial Teacher Education) (Internet)  
 Bachelor - 15.0303 Electrical, Electronic and Communications Engineering Technology/Technician (Bachelor's (degree comp) in Electrical, Electronic & Communication Engineering T) (Internet)  
 Bachelor - 15.0612 Industrial Technology/Technician (Bachelor's (degree comp) in Industrial Technology) (Internet)  
 Bachelor - 15.0899 Mechanical Engineering Related Technologies/Technicians, Other (Bachelor's (degree comp) in Mechanical Engineering-Related Technologies) (Internet)  
 Bachelor - 45.0401 Criminology (Bachelor's (degree comp) in Criminology) (Internet)  
 Bachelor - 51.1601 Nursing/Registered Nurse (RN, ASN, BSN, MSN) (Bachelor's (degree comp) in Nursing) (Internet)

HLC Posted: 02/15/2011  
 Printed: 02/25/2011



## ORGANIZATIONAL PROFILE

INDIANA STATE UNIVERSITY  
200 N. 7th St.  
Terre Haute, IN 47809-9989

Bachelor - 52.0201 Business Administration and Management, General (Bachelor's (degree comp) in Business Administration) (Internet)  
Bachelor - 52.1001 Human Resources Management/Personnel Administration, General (Bachelor's (degree comp) in Human Resource Management) (Internet)  
Bachelor - 52.1701 Insurance (Bachelor's (degree comp) in Insurance) (Internet)  
Certificate - 13.0301 Curriculum and Instruction (Certificate (graduate) in Library Science) (Internet)  
Certificate - 13.1401 Teaching English as a Second or Foreign Language/ESL Language Instructor (Certificate (graduate) in Teaching English as a Second Language) (Internet)  
Certificate - 44.0401 Public Administration (Certificate (graduate) in Public Administration) (Internet)  
Certificate - 51.1601 Nursing/Registered Nurse (RN, ASN, BSN, MSN) (Certificate (graduate) in Nursing) (Internet)  
Certificate - 52.1001 Human Resources Management/Personnel Administration, General (Certificate (graduate) in Human Resource Management) (Internet)  
Doctor - 15.0612 Industrial Technology/Technician (PhD in Industrial Technology) (Internet)  
Master - 13.1102 College Student Counseling and Personnel Services (Master's in College Student, Counseling and Personnel Services) (Internet)  
Master - 13.1307 Health Teacher Education (Master's in Health Teacher Education) (Internet)  
Master - 15.0303 Electrical, Electronic and Communications Engineering Technology/Technician (Master's in Electrical, Electronic and Communications Engineering Technology) (Internet; Videocassettes, DVDs, and CD-ROMs)  
Master - 44.0401 Public Administration (Master's in Public Administration) (Internet)  
Master - 45.0401 Criminology (Master's in Criminology) (Internet)  
Master - 51.1601 Nursing/Registered Nurse (RN, ASN, BSN, MSN) (Master's in Nursing) (Internet)  
Master - 52.1001 Human Resources Management/Personnel Administration, General (Master's in Human Resource Management) (Internet)

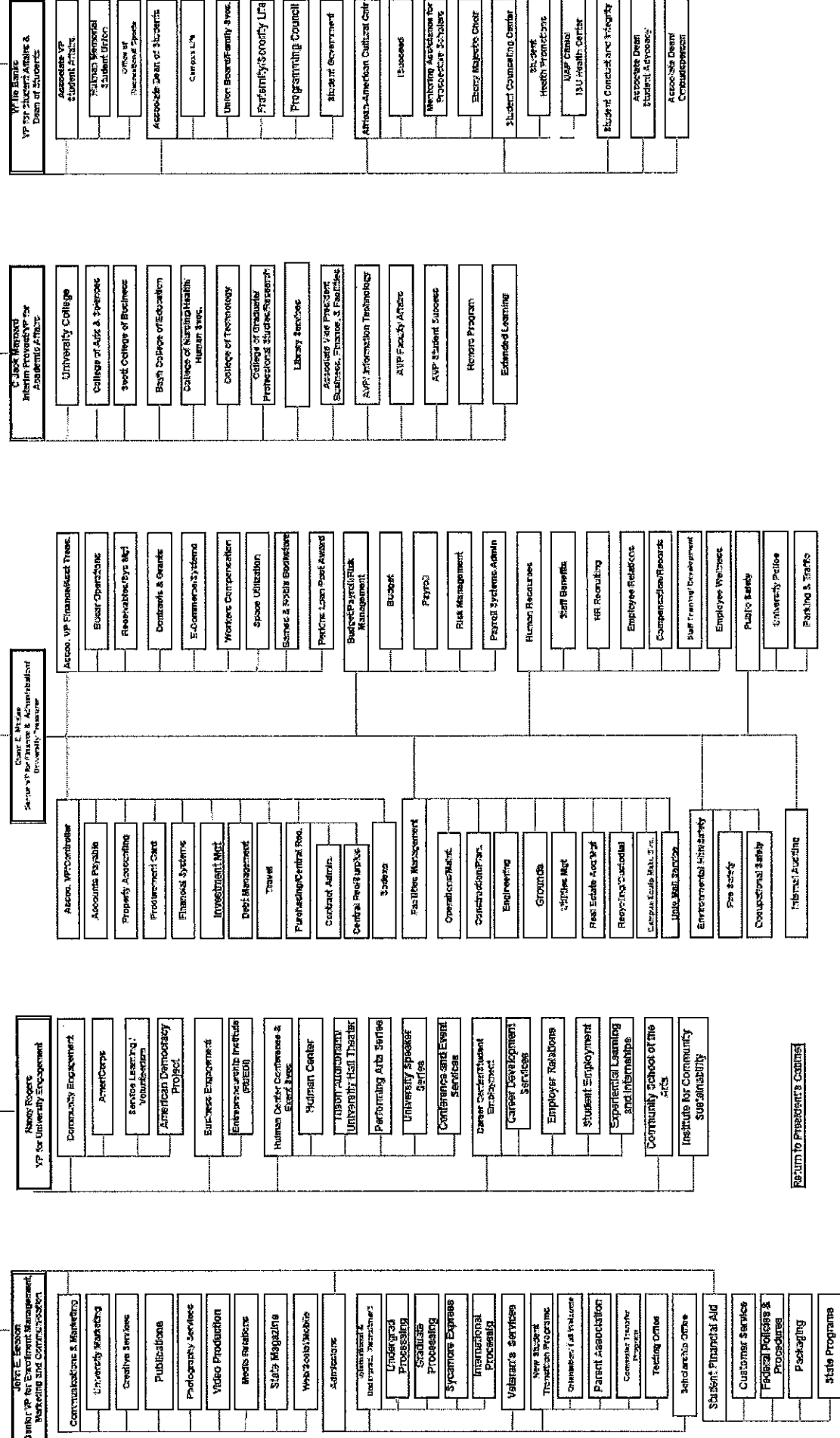
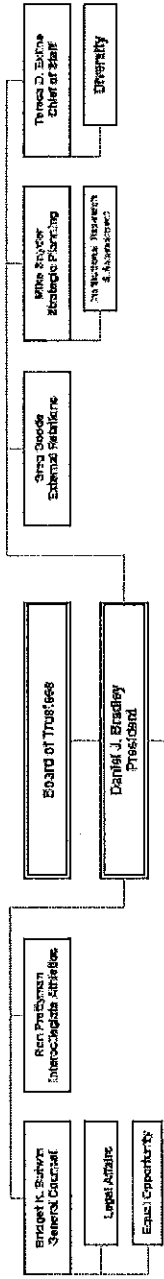
Correspondence Education Programs (HLC Posted: 04/20/2010)

None

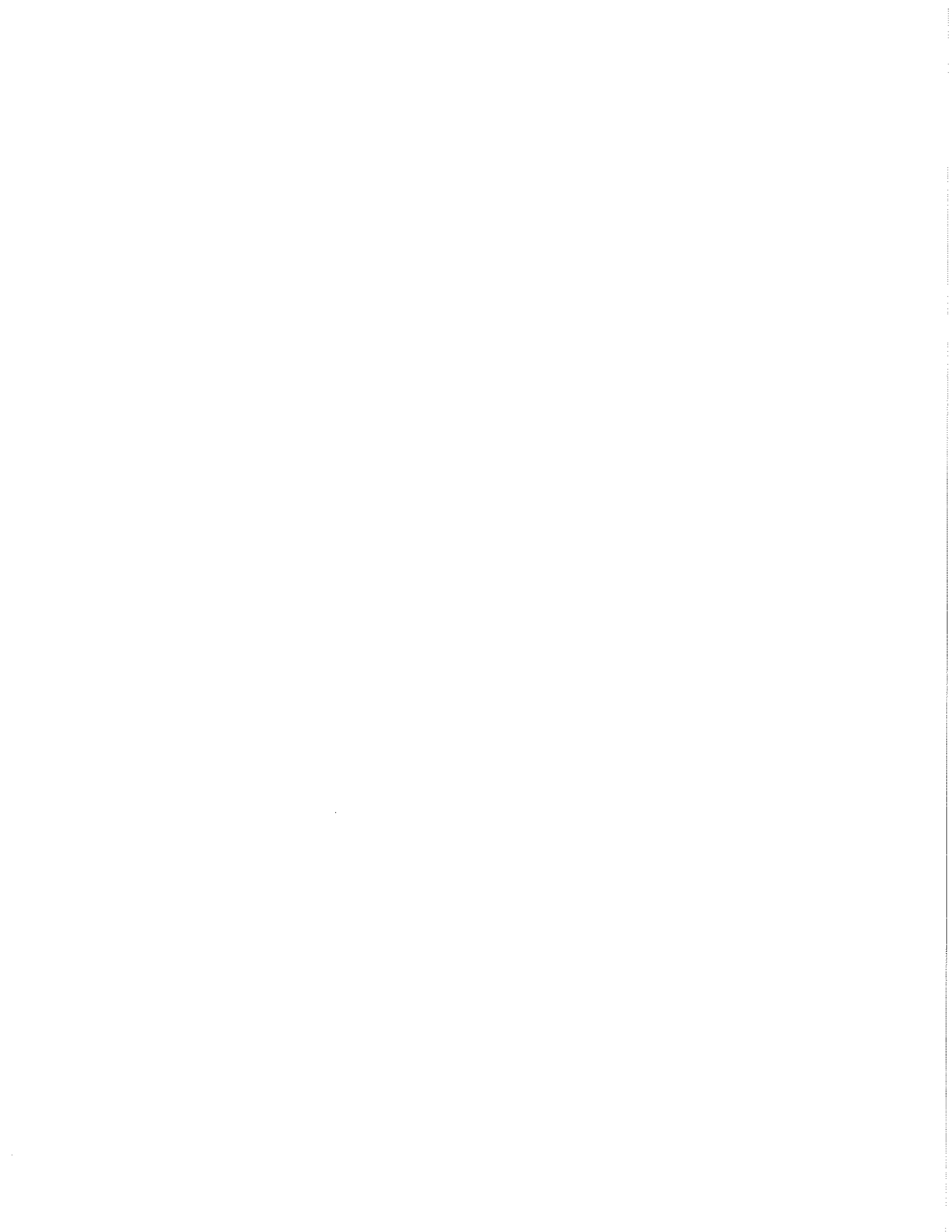


## APPENDIX B





Return to President's Cabinet



## APPENDIX C



Indiana State University  
College of Health and Human Services  
Department of Applied Health Science

**Coordinated Program in Dietetics Undergraduate Coursework**

The Coordinated Program in Dietetics is based upon the Foundation Skills and Competency statements that are set forth through the Commission on Accreditation for Dietetics Education. The program includes 1200+ clock hours of supervised practice experiences as part of the last 2 years of a 4-year curriculum or as a 2 year option of the master's degree.

Facilities include residence halls food service, area hospitals, long term care facilities and community agencies. Our generalist program focuses on a combination of management, clinical, and community experiences of dietetic practice with emphasis on medical nutrition therapy and management. In addition to the Foundational Studies requirements, following is a listing of the required dietetics related courses.

## DIETETICS PROGRAM REQUIREMENTS

## Out of Department Requirements for Major – 24 hours

Course	Hours	Prerequisites	Semester Offered
Chemistry 103 Elementary	3	None	F
Chemistry 103L Elementary Lab	1	None	F
Chemistry 104 El Org and Bio	3	Chem 103	S
Chemistry 104L El Org and Bio Lab	1	Chem 103L	S
Chemistry 330 Survey of Biochem.	3	Chem 104	S
Chem 330 Survey of Biochem. Lab	1	Chem 104	S
BIO 231 Human Anatomy	2	Chem 103/104	F
BIO 231L Human Anatomy Lab	1	Chem 103/104	F
BIO 241 Human Physiology	2	Chem 103/104	S
BIO 241L Human Physiology Lab	1	Chem 103/104	S
BIO 274 Introductory Microbiology	2	Chem 103/104	F/S
BIO 274 Introd. Microbiology Lab	1	Chem 103/104	F/S
English 305T Technical Writing	3		F/S

## Food and Nutrition Coursework Required for the Major – 54 hours

Course	Hours	Prerequisites	Semester Offered
AHS 221 Principles of Human Nutrition	3	Chem 103/104	S
AHS 226 Fundamentals of Foods	3	None	F/S
AHS 322 Intervention Methodologies	3	AHS 221,226	F
AHS 324 Nutrition Care Process	3	AHS 221,322	F
AHS 332 Quantity Food Production	2	AHS 226	F
AHS 333 Qty. Food Production Pract	2	AHS 226	F
AHS 420 Medical Nutrition Therapy I	3	Chem 104, AHS 221	S
AHS 421 Life Cycle Nutrition	3	AHS 221	F
AHS 422 Comm Nutrition Super Pract	4	AHS 221, 322	S
AHS 423 Medical Nutrition Therapy II	5	AHS 221, L.S 241, Chem 330	F
AHS 424 Medical Nutrition Therapy Supervised Practice I	2	AHS 422	F
AHS 425 Community Nutrition	3	AHS 201	
AHS 428 Food Science	3	Chem 104, AHS 226	S
AHS 430 Food Svc. Mgmt Systems	5	AHS 226, 332	F
AHS 431 Food Svc. Mgmt. Sys Super Practice	5	AHS 430	S
AHS 435 Medical Nutrition Therapy Supervised Practice II	5	AHS 424	S



## Suggested Sequence

Fall 1		Spring 1	
CHEM 103 & LElementary Chemistry	4	CHEM 104 & LElementary Organic and Biochemistry	4
COMM 101 Intro to Speech Communication	3	ENG 105 Freshmen Writing II	3
	3	History	3
ENG 101 Freshmen Writing I	3	Social and Behavioral Studies	3
Health & Wellness	3	BIO 274 & L Introductory Microbiology	3
	16		16

Fall 2		Spring 2	
BIO 231 & LAnatomy ORATTR 210 & L Human Anatomy for Applied Health Professionals	3	BIO 241 & LPhysiology ORPE220 & L Human Physiology for Applied Health Professionals	3
AHS226 Fundamentals of Food	3	AHS221 Principles of Human Nutrition	3
Fine & Performing Arts	3	Ethics and Social Responsibility	3
Global Perspective & Cultural Diversity	3	CHEM 330 & L Survey of Biochemistry	4
Literary Studies	3	Elective	3
	15		16

Fall 3		Spring 3	
AHS322 Nutrition Intervention Meth.	3	AHS420 Medical Nutrition Therapy I	3
AHS324 Nutrition Care Process	3	AHS425 Community Nutrition	3
AHS332 Quantity Food Production	2	AHS422 Community Nutr Supervised Prac	4
AHS333 Quantity Food Prod Supervised Prac	2	AHS428 Experimental Food Science	3
AHS421 Life Cycle Nutrition	3	Upper Division Integrative Elective	3
ENG305T Technical Writing	3		
	16		16

## F &amp; N Summer Supervised Practice

Fall 4		Spring 4	
AHS423 Medical Nutrition Therapy II	5	AHS431 Food Service Mgmt Supervised Prac	5
AHS424 MNT Supervised Practice I	2	AHS435 MNT Supervised Practice II	5
AHS430 Food Service Management Systems	5	Upper Division, Integrative Electives	3
	12		13

Non-native Language in Summer if needed – 6 credits

2015-2016

**Typical Schedule Spring Semester Second Year**

AHS 431/631 and 435/635 are on site 40 hours per week

4/15

Indiana State University  
 College of Health and Human Services  
 Department of Applied Health Science

Coordinated Program  
 GRADUATE COORDINATED PROGRAM IN DIETETICS

Fall 1		Spring 1	
AHS 322 Nutrition Intervention Meth.	3	AHS 520 Medical Nutrition Therapy	3
AHS 324 Nutrition Care Process	3	AHS 525 Community Nutrition	3
AHS 332 Quantity Food Production	2	AHS 528 Experimental Food Science	3
AHS 521 Life Cycle Nutrition	3	AHS 601 Research Methodology in Health Sciences or AHS 604 Research Design and Data Analysis (avail. in summer)	3
AHS 622 Public Health Nutrition	3	AHS 637 Food and Nutrition Policy	3
AHS 633 Management Issues, practice, and quantity Food Prod	2	AHS 625 Community Nutr. Practice	4
	16		19

Summer Supervised Practice

Fall 2		Spring 2	
AHS 523 Medical Nutrition Therapy II	5	AHS 629 Seminar in Public Nutrition	3
AHS 530 Food Service Mgmt Systems	5	AHS 631 Advanced Food Service Mgmt Supervised Prac.	5
AHS 612 Epidemiology or AHS 617 Health Behavior Theories	3	AHS 636 Advanced Medical Nutrition Therapy Supervised Practice	5
AHS 624 Medical Nutrition Therapies and Applied Practice	2		
AHS 627 Trends In Foods	3		
	18		13

Coordinated Program  
Undergraduate Prerequisites  
For Master's Program

2.7 minimum GPA required

	Hrs.	Date taken	Course Submitted	Grade
<b>Food and Nutrition Requirements</b>				
AHS 221 Principles of Human Nutrition	3			
AHS 226 Fundamentals of Foods	3			
<b>Out of Department Requirements</b>				
Chem 103 Elementary Chemistry	3			
Chem 103L El. Chemistry Lab	1			
Chem 104 Elementary Org and Bio	3			
Chem 104L Elementary Org and Bio lab	1			
Chem 330 Biochemistry	3			
Chem 330L Biochemistry Lab	1			
Bio 231 or Attr 210 Anatomy/Physiology And corresponding lab	3			
Bio 241 or PE 220 Anatomy/Physiology And corresponding lab	3			
Bio 274 Microbiology	2			
Bio 274 Microbiology Lab	1			

## Food and Nutrition Major - Coordinated Dietetics

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Two options are available for students who wish to major in the food and nutrition area: Option A, a 78-credit major in dietetics; and Option B, a 67-credit major in food service management.

### Coordinated Program in Dietetics (78 credits):

---

#### Admission to the Coordinated Program in Dietetics:

---

Early advisement is required to ensure completion of courses necessary for admission to the program. Students may apply for admission during spring of the sophomore year. The program is limited to 16 undergraduate and graduate students per class. Complete entrance requirements and applications may be obtained from the director of the program. Included within the food and nutrition courses are 1200+ clock hours of pre-professional practice experience.

#### Minimum Requirements for Admission and Continuation in the Program

---

A minimum cumulative grade point average of 2.7 (B-) or a 3.0 grade point average on the last 32 hours of work completed is required for admission. A 2.7 (B-) or better is required in all AHS courses required in the major including the prerequisites of AHS 221 and AHS 226. Completion of 62 credit hours is required for admission. Students must maintain a cumulative grade point average of 2.7 (B-) to remain in the program.

#### Prerequisites required prior to admission to the program (27 credits):

---

- [AHS 221 - Principles of Human Nutrition](#) 3 credits
- [AHS 226 - Fundamentals of Foods](#) 3 credits
- [BIO 231 - Human Anatomy](#) 2 credits
- [BIO 231L - Human Anatomy Laboratory](#) 1 credits
- [BIO 241 - Human Physiology](#) 2 credits
- [BIO 241L - Human Physiology Laboratory](#) 1 credits
- [BIO 274 - Introductory Microbiology](#) 2 credits
- [BIO 274L - Introductory Microbiology Laboratory](#) 1 credits
- [CHEM 103 - Elementary Chemistry](#) 3 credits
- [CHEM 103L - Elementary Chemistry Laboratory](#) 1 credits
- [CHEM 104 - Elementary Organic and Biochemistry](#) 3 credits
- [CHEM 104L - Elementary Organic and Biochemistry Laboratory](#) 1 credits
- [CHEM 330 - Survey of Biochemistry](#) 3 credits
- [CHEM 330L - Survey of Biochemistry Laboratory](#) 1 credits

#### In-Program Requirements (51 credits):

---

- [AHS 322 - Nutrition Intervention Methodologies](#) 3 credits
- [AHS 324 - Nutrition Care Process](#) 3 credits
- [AHS 332 - Quantity Food Production](#) 2 credits
- [AHS 333 - Quantity Food Production Supervised Practice](#) 2 credits
- [AHS 420 - Medical Nutrition Therapy I](#) 3 credits
- [AHS 421 - Life Cycle Nutrition](#) 3 credits
- [AHS 422 - Community Nutrition Supervised Practice](#) 4 credits
- [AHS 423 - Medical Nutrition Therapy II](#) 5 credits
- [AHS 424 - Medical Nutrition Therapy Supervised Practice I](#) 2 credits
- [AHS 425 - Community Nutrition](#) 3 credits
- [AHS 428 - Experimental Food Science](#) 3 credits
- [AHS 430 - Food Service Management Systems](#) 5 credits
- [AHS 431 - Food Service Management Supervised Practice](#) 5 credits
- [AHS 435 - Medical Nutrition Therapy Supervised Practice II](#) 5 credits
- [ENG 305T - Technical Writing](#) 3 credits

## Family and Consumer Sciences with a Specialization in Dietetics M.S.

---

(52-56 credits of graduate work (36 credits at the 600-level) and 8 credits of undergraduate courses)

The dietetics concentration is designed to meet the needs of students who wish to become Registered Dietitians. It prepares them to take the national registration examination after graduation.

### Graduate Admission Requirements:

- Complete the application for admission to the College of Graduate and Professional Studies
- Minimum GPA of 2.7 on a 4.0 scale in all undergraduate course work; a minimum GPA of 3.0 in the last 60 hours of undergraduate course work; or a minimum GPA of 3.0 in the major field of study
- Submit scores for the Graduate Record Examination (GRE) to the College of Graduate and Professional Studies
- Undergraduate transcript showing proof of undergraduate degree
- Letter of Interest/Personal Statement of Professional Goals
- Two professional letters of recommendation
- International students must have a minimum TOEFL score of 550

### Admission and Continuation Requirements for the Coordinated Program in Dietetics (CPD) and the College of Graduate and Professional Studies:

- Admission to the graduate CPD requires a separate application process, which is completed in the spring for fall admission only.
- Students will be required to complete the following undergraduate dietetics prerequisites (or equivalents) prior to admission to the CPD.
  - BIO 231 – Human Anatomy (2 credits)
  - BIO 231L – Human Anatomy Laboratory (1 credit)
  - or
  - ATTR 210 – Human Anatomy for Applied Health Professionals (2 credits)
  - ATTR 210L – Human Anatomy for Applied Health Professionals Laboratory (1 credit)
  - BIO 241 – Human Physiology (2 credits)
  - BIO 241L – Human Physiology Laboratory (1 credit)
  - or
  - PE 220 – Human Physiology for Applied Health Professionals (2 credits)
  - PE 220L – Human Physiology for Applied Health Professionals Laboratory (1 credit)
  - BIO 274 – Introductory Microbiology (2 credits)
  - BIO 274L – Introductory Microbiology Laboratory (1 credit)
  - CHEM 103 – Elementary Chemistry (3 credits)
  - CHEM 103L – Elementary Chemistry Laboratory (1 credit)
  - CHEM 104 – Elementary Organic and Biochemistry (3 credits)
  - CHEM 104L – Elementary Organic and Biochemistry Laboratory (1 credit)
  - CHEM 330 – Survey of Biochemistry (3 credits)
  - CHEM 330L – Survey of Biochemistry Laboratory (1 credit)
  - AHS 221 – Principles of Human Nutrition (3 credits)
  - AHS 226 – Fundamentals of Foods (3 credits)
- A 2.7 (B-) or better is required for all AHS courses required in the Coordinated Program in Dietetics, including AHS 221 and AHS 226 or equivalent. Students must maintain a cumulative grade point average of 2.7 (B-) to remain in the CPD.
- 52-58 graduate credits (36 credits at the 600-level)
- Culminating Experience: A thesis followed by an oral defense or a written Culminating Integrative Experience followed by an oral defense
- A GPA of 3.0 is required for all graduate work

### Graduate Courses (52-58 credits)

---

- AHS 520 - Advanced Nutrition 3 credits
- AHS 521 - Life Cycle Nutrition 3 credits
- AHS 523 - Medical Nutrition Therapy 5 credits

- [AHS 525 - Community Nutrition](#) 3 credits
- [AHS 528 - Experimental Food Science](#) 3 credits
- [AHS 530 - Food Service Management Systems](#) 5 credits
- [AHS 612 - Epidemiology](#) 3 credits
- [AHS 622 - Public Health Nutrition](#) 3 credits
- [AHS 623 - Advanced Nutrition II](#) 3 credits
- [AHS 624 - Medical Nutrition Therapies and Applied Practice](#) 2 credits
- [AHS 625 - Community Nutrition Practice](#) 4 credits
- [AHS 627 - Trends in Foods](#) 3 credits
- [AHS 629 - Seminar in Public Nutrition](#) 3 credits
- [AHS 631 - Advanced Food Service Management Supervised Practice](#) 5 credits
- [AHS 633 - Management Issues, Practice, and Quantity Food Production](#) 2 credits
- [AHS 636 - Advanced Medical Nutrition Therapy Supervised Practice](#) 5 credits

### Undergraduate Courses (8 credits):

---

- AHS 322 – Nutrition Intervention Methodologies (3 credits)
- AHS 324 – Nutrition Care Process (3 credits)
- \*\*AHS 332 – Quantity Food Production (2 credits)

### Culminating Experience:

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- [AHS 699 - Master's Thesis](#) 1-6 credits
- Written Culminating Integrative Experience followed by an oral defense

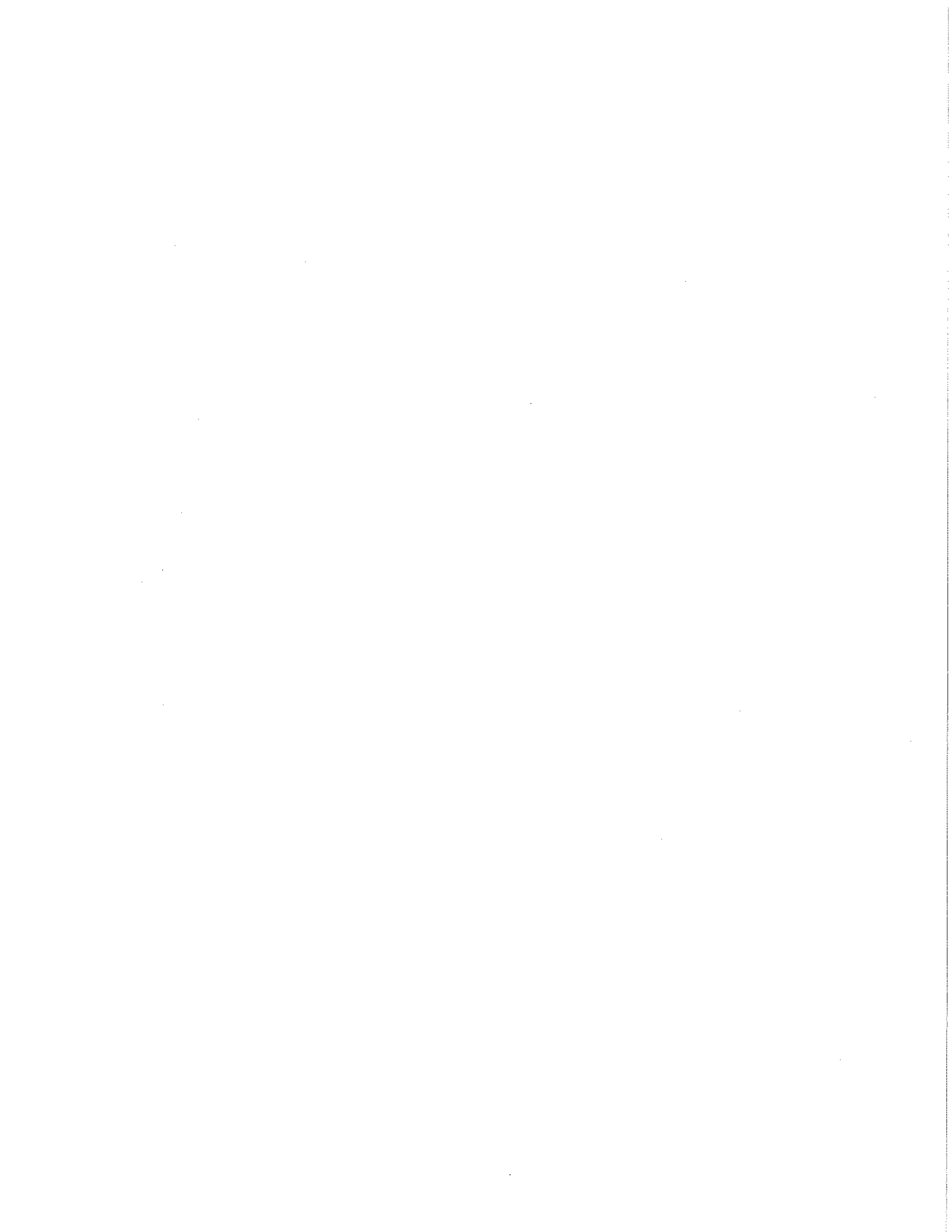
### Note:

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\* Not required if the student has an Academy of Nutrition and Dietetics accredited undergraduate dietetics degree.

\*\*Omit AHS 332 if the student has an Academy of Nutrition and Dietetics accredited undergraduate dietetics degree, but must take AHS 597 instead.

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APPENDIX D



## VITAE

Carol A. Reed, M.D., R.D., C.D.  
Director, Coordinated Program in Dietetics  
Assistant Professor  
3650 W. State Road 246  
Farmersburg, IN 47850  
(812) 240-9627

### **JOB OBJECTIVE:**

To utilize my administrative, clinical and teaching experience and knowledge in a responsible and challenging position in the field of nutrition education.

### **RESUME SUMMARY:**

Major career achievements and satisfaction have come from positions involving the application of my dietetics knowledge and skills. Existing Coordinated and Plan IV Dietetics Education program experience. Perform as Director of Coordinated Program. Experienced in administrative and clinical dietetics with strong managerial qualities. Skilled in decision making, planning, curriculum development, teaching, dietetic program administration including effective working relationship with accrediting body and related responsibilities. Broad education and program coordinator experience with genuine ability and interest in promoting effective student relationships and educational opportunities.

### **WORK EXPERIENCE:**

**August 1989 – Present**  
**Director, Coordinated Program in Dietetics**  
**Assistant Professor**  
**Applied Health Sciences**  
**Indiana State University**  
**401 N. 4<sup>th</sup> St.**  
**Terre Haute, IN 47809**

Coordinator and liaison responsibilities related to maintaining the program's American Dietetic Association accreditation with Indiana State University. Full time teaching and part time administrative responsibilities related to the undergraduate and master's food and nutrition/dietetics program. Develop and monitor ACEND dietetics practice competencies and the related curriculum development and restructuring. Other duties include participation and monitoring of quality outcomes, department and community service as well as development,

training and maintenance of practicum site partnerships. Develop experiential learning opportunities and maintain community relations and outreach. Full time teaching specialties include nutritional care process and medical nutrition therapy. Function as preceptor to introductory medical nutrition therapy practicum. Continue to contract as clinical dietitian at hospitals, prison and/or dialysis centers. Also function as student preceptor at contracted site.

In conjunction with Indiana State University responsibility:

January 1991 – June 2005 – Contract RD with Wabash Valley Correctional Facility – menu evaluation and patient nutritional assessment. Employee in-service education.

August 2008 – June 2011 – Fresenius Dialysis Center, Terre Haute, IN

July 1, 1998 – January 3, 1992 – Sullivan Community Hospital, Sullivan, IN. Registered Dietitian Consultant. Performed administrative and clinical consultant services to Hospital Administrator and Director of Nutritional Services. Services included development and monitoring of quality assurance, food preparation and service techniques, patient nutritional assessment and screening, staff in-service, drug-nutrient interaction and patient education.

**July 1988 through August 1989**

**Program Director/Instructor – Plan IV Dietetics**

**Saint Mary of the Woods College**

**Saint Mary of the Woods, IN 47876**

Develop and implement programming for Plan IV Dietetics and Food Service Management major. Responsible for all instructional areas and the maintenance of the American Dietetic Association's Standards of Practice in Education. Teach and counsel adult learners in the Dietary Manager's Certification Program.

**January 1988 – May 1988**

**Temporary Instructor – Coordinated Program in Dietetics**

**Family and Consumer Sciences Department**

**318 N. 6<sup>th</sup> St.**

**Indiana State University**

**Terre Haute, IN 47809**

Perform as instructor of Food Service Systems Management Practicum at variety of community health care sites. Responsibilities included the didactic component and the visitation, individual meetings, and sessions with students to counsel and assess progress. Function as site supervisor involving preceptor and student discussions and problems that may be related to improve the quality of and evaluate experiences.

**January 7, 1985 – June 30, 1988**

**Director of Nutritional Services**  
**Sullivan County Community Hospital**  
**P.O. Box 10**  
**Sullivan, IN 47882**

Performed as the Nutritional Services Department Head with responsibilities including administrative and clinical dietetics and food service management in a 100 bed acute care community hospital.

Supervised 15 food service employees including recruitment, training, development, coordination and evaluation of performance. Also responsible for supervision and guidance of dietetic students.

Administrative responsibilities included planning, development, implementation, coordination and evaluation of all policies and procedures concerning the Nutritional Services Department. Specific areas included: patient tray service, employee-visitor cafeteria service and nutritional intervention processes. Functions within these areas included quality assurance, departmental budget and fiscal planning, menu and recipe development, procurement, drug nutrient interaction, nutritional prescreening, patient assessment, counseling and education. Responsible for employee recruitment, staffing, training and evaluation.

Working knowledge and application of JCAHO and State Board of Health guidelines and regulations.

**EDUCATION:**

Master of Science, Human Nutrition and Dietetics  
University of Arizona 1983

Dietetic Registration Number: R678430

**Affiliations:**

Certified Registered Dietitian  
Academy of Nutrition and Dietetics  
Indiana Dietetic Association



**Commission  
on Dietetic  
Registration**

The official agency for the  
**Academy of Nutrition  
and Dietetics.**

**eat  
right.**

CDR certifies that  
**Carol A Reed**  
has successfully completed  
requirements for dietetic registration.

**PDF Copy**

*Carol A Reed*

Signature

Registered Dietitian  
Nutritionist (RDN)  
Registered Dietitian (RD)

Registration I.D. Number

**678430**

Registration Payment Period

9/01/15 - 8/31/16

*Kenneth L. ...*

PhD, RD, LD

Chair, Commission on Dietetic Registration

## APPENDIX E





**Pass Rate Improvement Plan  
 2016 Update**

The Accreditation Standards require that a program having a pass rate less than 80% for first-time test takers over a five-year period must implement and monitor a plan of action for improving the pass rate (see Standard One). If the program's pass rate is less than 80% for first-time test takers over a five-year period at the time that a self-study or Program Assessment Report (PAR) is prepared, programs are required to report their Pass Rate Improvement Plan using this form. The plan of action should include a comprehensive analysis of program components to determine the possible factor(s) influencing the pass rate. Programs are encouraged to be proactive and develop a plan of action the first time the pass rate is less than 80% for first-time test takers over a five-year period.

**Part 1: Analysis of Program Components Goal is 80% or better**

**Annual: percent that passed first time within calendar year.**

**Within first year: percent that passed within one year of the first time they attempted the test.**

**Program 1474**

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 20y <sup>1</sup> - 20y <sup>5</sup>	0	0	0	Zero Divide%	Zero Divide%
Least Recent 2011	9	5	8	55.56%	88.89%
2012	9	6	8	66.67%	88.89%
2013	17	13	15	76.47%	88.24%
2014	12	5	8	41.67%	66.67%
Most Recent 2015	10	4	6	40%	60%
Current Five Years 20y <sup>6</sup> - 20y <sup>10</sup>	57	33	45	57.89%	78.95%

**Program 1501: 2014: Taking the Exam for the First Time: 4**

**Students passing on their first try: 4 = 100%**

**Students passing w/in first year: 1 = 25%**

**Latest: 2015: Taking the Exam for the First Time: 6**

**Students passing on their first try: 5 = 83%**

**Students passing w/in first year: 6 = 100%**

**Two year average: First time takers: 90% Passing w/in 1 year: 70%**

**Program 1474 and 1501 combined:**

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 20Y <sup>1</sup> - 20Y <sup>5</sup>	0	0	0	Zero Divide%	Zero Divide%
Least Recent 2011	9	5	8	55.56%	88.89%
2012	9	6	8	66.67%	88.89%
2013	17	13	15	76.47%	88.24%
2014	16	9	9	56.25%	56.25%
Most Recent 2015	16	9	12	56.25%	75%
Current Five Years 20Y <sup>6</sup> - 20Y <sup>10</sup>	67	42	52	62.69%	77.61%

**2. Briefly describe the trend(s) in your program's pass rate over the past five-year period.**

Our first time and passing within the first year rate was improving until it significantly declined with the 2014 data. The passing within one year rate has improved with the 2015 data that we have at this point. Effective 2014 were obtained pass rate information for both the graduate and undergraduate program and the program as a whole. Both first time and passing within a year remain below acceptable levels. We have recently made several changes to our pass rate plan including faculty, curriculum and the measuring of competency completion at various intervals throughout the program.

**3. Describe the methods the program has used to evaluate the program components in order to identify possible factors influencing the pass rate.**

**Program Policies:** Program faculty, administrators, and advisory committee members meet weekly and annually to discuss program policies. Admission GPA requirements were compared to similar programs and health majors on campus. A review of first time pass success also appears to positively correlate with higher GPA. Admission GPA was increased to 2.7 on a 4.0 scale. Students are also allowed to repeat a core course only one time. It is also noted that as our pool of applicants has increased, the program is able to be more selective when choosing students that are more prepared, capable, and would be expected to achieve competencies and pass the national registration examination. Average GPA for students selected for fall 2016 had an average GPA of 3.8 on a 4.0 scale.

**Program Procedures:** Program faculty meet biweekly to discuss all aspects of the program. This may include modifications to policies and procedures, student success and barriers to improved outcome. All goals, objectives, competencies and learning objectives are discussed annually with faculty, preceptors and advisory board members. Course rotation, content, and pass rate initiatives are discussed and modifications made as indicated.

**Program Curriculum:** Program faculty, preceptors and advisory board members address curriculum and course content at regularly scheduled meetings. Revisions are made and submitted per university policy. Current dietetic practices, knowledge, skills and competencies are incorporated and streamlined in an effort to improve student outcomes.

**Program Assessment:** Bi weekly faculty meetings include discussion related to program assessment, student outcomes and learning objectives. An established annual meeting of faculty in August solely addresses the outcome measurements from the previous year, a review of competencies as they relate to course content and curriculum, and evaluation of pass rate success. Modifications are implemented as appropriate.

**4. List all internal and external constituents involved in the evaluation of program components listed above. Program faculty, department administration, Coordinated Program advisory board members, preceptors and practicing professional personnel that include all areas of dietetics practice are included in all program components.**

**5. Describe the results of the analysis of the evaluation described in number 3 and 4 above. Identify possible factors influencing your program having a rate less than 80% for first time takers over a five year period.**

Results of ongoing assessment involving all parties include the following: No correlation between passing the culminating final examination prior to graduation with first time or passing within one year rates. Students may need earlier exposure and more formative assessment which will permit remediation. Based on advisory board and preceptor evaluation, student deficiencies were identified and addressed. Curriculum order was changed to enable students to learn knowledge and skills in a more orderly manner so they can experience more effective application. Most recently this involved changing AHS 324 to fall and moving 420 to spring semester. Course content has also been modified based on faculty and preceptor assessment of student success. AHS 420 was changed to Medical Nutrition Therapy I which added a second semester so students could broaden and deepen knowledge and skills in this area. Simulation and interviewing scenarios and activities are now introduced and included in the courses offered during first year fall. Again, this will deepen and broaden knowledge and skills so future application will be more successful. Faculty skills and expertise areas were discussed and course assignments adjusted in an effort to provide improved student education. Also, formative student assessment measures have been included effective spring 2016. Each semester all students are required to pass domain specific assessments in the form of multiple choice questions in order to proceed in the program. If they are unsuccessful, students are offered remediation opportunities to meet competencies.

## Part 2: Pass Rate Improvement Plan

For each of the possible factors influencing your program having a pass rate less than 80% for first-time test takers over a five-year period, list specific step(s) that will be taken to improve the pass rate. For each step, include a timeline and the method(s) that will be used to monitor and evaluate the results of implementation.

What are the possible factor(s) influencing the pass rate?	What steps will be taken for improvement?	When will this step be implemented?	How and when will this step be monitored and evaluated?
1. As faculty has changed it was determined that the program needed more strength in the areas of nutrition and food science. There was also faculty vacancy in the life cycle/community nutrition area. The faculty request was granted by the university and the new hires have strong education and research background in food science and basic as well as advanced nutrition. The other new hire has college teaching experience with	Fall 2015 – new faculty hired with years of experience in didactic program, effective teaching, advising and student relations.	Fall 2011 and Fall 2012  Fall 2015 – elimination of ineffective faculty and the addition of faculty that focus on student relations and achievement of competencies. Course assignments adjusted to correlate with faculty expertise.	1. To begin using random computer generated mock RD exams. Proctored mock RD exam requiring 85% passing rate as condition of program completion. 2. First time pass results beginning 2012 (first year of full completion of implementation) 2011: 56% first time pass-5 year average 60%, first time takers within year: 89% 2012: 67% first time pass – 5

<p>community and life style as an emphasis area. Strong support in this emphasis area is expected to assist with first time and within one year pass rate success.</p>			<p>year average: 64%, first time takers within year: 89%.          2013: 76% first time pass –5 year average: 66%, first time takers within year: 82%          2013 5 year average: 87%</p>
<p>2. Admitted students who have not completed all prerequisites tend to perform at a lower level than students who have completed all prerequisites. This may be related to decreased knowledge base and/or higher course load demand.</p>	<p>All Coordinated Program applicants will be required to have completed all program prerequisites prior to admission to the Program in the fall. Students may apply but will be conditionally accepted based on completion of prerequisites prior to beginning the Coordinated Program.</p>	<p>Fall 2012 – this began Fall 2015          Fall 2015: All students must have all prerequisites completed prior to fall admission.</p>	<p>1. Mock RD performance in all domain areas. To begin using random computer generated mock RD exams. 85% passing rate as condition of program completion.          2. First time pass results beginning 2012 (first year of full completion of implementation)          2011: 56% first time pass          2012: 67% first time pass          2013: 76% first time pass</p>

<p>3. Students are required to complete a culminating final examination that represents the knowledge, skills and test taking experience related to the Registration Examination for Dietitians. As success on this examination does not correlate with first time or pass within a year pass rate success, students may increase their knowledge, skills and test taking ability through earlier exposure to this type of testing.</p>	<p>Prior to students taking the culminating final examination prior to graduation, domain area tests will be administered throughout the two years that the students are in the program. <b>(Omitted Fall 2013 – replaced with Spring 2014 change)</b></p> <p>Final semester will include a Registration Exam study session that will include a reference book, domain tests and mock RD tests. Proctored final exam mock RD required as condition of program completion.</p>	<p>Fall 2011 Implemented spring 2016. Requires 85% accuracy.</p> <p>Fall 2012 Spring 2016: Final comprehensive mock examination continues to be required with 85% accuracy.</p>	<p>1. Mock RD performance in all domain areas. To begin using random computer generated mock RD exams. Proctored mock RD exam requiring 85% passing rate as condition of program completion. Spring 2016 – all students passed successfully.</p> <p>2. First time pass results beginning 2012 (first year of full completion of implementation) 2011: 56% first time pass 2012: 67% first time pass 2013: 76% first time pass Spring 2016 – all students passed final comprehensive on first attempt.</p>
<p>During final semester, students will be required to complete two full mock RD exams and submit them to instructor every week. Scores, time and progress will be monitored. Fall 2015: During final semester, students will be required to complete three full mock RD exams and submit culminating study materials throughout semester.</p>	<p>Implemented Spring 2014 Spring 2016: Two complete mock registration exams per week with 85% success continue to be required. Modification: only 2 exams continue to be required however students must take</p>	<p>Spring 2014 – All but one of thirteen students passed mock RD on first attempt. Historically, achieved 85% on second to third attempt. Followup: evaluate success of first time pass rate for 2014 graduates. Spring 2014 – all but one student was able to pass the mock final exam on the first attempt however; first time</p>	

<p>4. Course content was evaluated and recommendations were made to improve the transition and progression of knowledge and skills based on prior learning and to include more emphasis and exposure to less represented areas of study.</p>	<p>Curriculum revisions were discussed and submitted for approval based on accreditation requirements, program goals and expected student learning outcomes. The curriculum changes have been submitted and are expected to be approved and implemented. It will include 1200 hours supervised practice, and increased anatomy and physiology.</p> <p>2015: Further curriculum revisions will be implemented Fall 2015 while others are being submitted for approval for Fall 2016 year. Expect students to be better prepared and able to perform. Initiated, discussed and approved by faculty, advisory committee, and preceptors.</p>	<p>each exam over a period of at least one hour.</p> <p>Fall 2012 Fall 2013 Fall 2015</p>	<p>pass rate and one year pass rate were less than expected. Spring 2016: All students completed requirement successfully. Assumed that successful completion may have contributed to successful passing of final mock on first attempt.</p>
<p>1. Mock RD performance in all domain areas. To begin using random computer generated mock RD exams. Proctored mock RD exam requiring 85% passing rate as condition of program completion.</p> <p>2. First time pass results beginning 2013 (first year of full completion of implementation)</p> <p>2011: 56% first time pass 2012: 67% first time pass 2013: 76% first time pass</p>			<p>Fall 2015: AHS 324 moved to first fall. Will include assessment and interviewing simulation. AHS 420 changed to MNT I and moved to first spring. AHS 322 to include mock and scenario interviewing and group diet instruction.</p>

5.To continue: Admission and maintenance of 2.7/4.0 GPA. Acceptance of up to 24 qualified applicants (if major change proposal approved) Continue to place students in long term care settings during first year which facilitates the placement of students at an acute care setting for a longer rotation. Currently expanded supervised practice sites including more acute care, rehabilitative and community sites providing students with earlier supervised practice exposure. Supervised practice hours are divided proportionately over each emphasis area. Preceptor training is provided as needed by faculty and trained preceptors. Culminating final examination will continue to be required prior to completion of the program.

Updated: 9/2013  
 Updated: 6/2014  
 Updated: 6/2015  
 Updated: 5/9/2016

2013: Major change denied. Based on 2014 enrollment change guidelines per ACEND, 2 additional qualified students were accepted for the Fall 2014 program. 2015: For Fall 2015 – 17 students admitted.

1.Mock RD performance in all domain areas. To begin using random computer generated mock RD exams. Proctored mock RD exam requiring 85% passing rate as condition of program completion.  
 2. First time pass results beginning 2012 (first year of full completion of implementation and ongoing as sites secured and students exposed earlier in the curriculum)  
 2011: 56% first time pass  
 2012: 67% first time pass  
 2013: 76% first time pass  
 Fall 2016: Average GPA for fall admission is 3.8.



## APPENDIX F



**Program Assessment Matrices (Standard 7) for U.S. and International Dietetics Programs Using the DE Standards Assessment Period from June 2012 to 2016**

**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 provide an integrated academic/supervised practice curriculum which equips undergraduate and graduate students with a professional knowledge base and critical thinking and problem solving skills necessary for entry-level dietetics practice. Students are encouraged to develop as well-rounded individuals and informed members of a global society.

**Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)**

**Goal #1 –** The CPD will prepare students for dietetics positions or advanced study which will utilize their knowledge, skills, and competencies in dietetics, as well as their critical thinking and problem solving skills.

**NOTE:** Objective dates indicate data gathering timing that measures data from previous year. ie 2014 measures 2013 class, 2015 measures 2014 class, etc.

<b>Objectives (Guideline 7.1a)</b>	<b>Data Assessed and the Data Source (Guideline 7.1b &amp; c)</b>	<b>Data Assessment Method(s) (Guideline 7.1d)</b>	<b>Assessed by: (Guideline 7.1e)</b>	<b>Actions to Assure that the Outcome is or Will Be Met (Guideline 8.2)</b>	<b>Timeframe (finished?) (Guideline 7.1f)</b>	<b>Actual (Guideline 7.2 b)</b>
Over a 5 year-period, at least 80% of students who enter the coordinated phase of the CP program will successfully complete the program and receive a verification statement within 3 calendar years from starting the CP program.	Student transcripts and graduation records  Coordinated Program Director student files	Review graduation records annually.	Program Director	Advisor meets and makes regular contact with students to make sure they are on track with required courses.  Advisor/faculty is available to provide suggestions and recommendations if student presents barriers to completion.	Three times per year based on university graduation schedule.	2009 – 80% 2010 – 100% 2011 – 89% 2012 – 92% 2013 – 100% Grad and UG 2014 – 100% 2015 – Grad and UG: {6}, {10} 100%
Over a 5 year period, at least 80% of all graduates who take the RD exam will pass the first time.	Testing center reports	Review pass rate as reports provided.	Program Director	End of program mock RD exam required to be completed at 85% or better.  RD examination study session as part of the final semester.	Ongoing – Calendar year	2011 – 56% 2012 – 64% 5 year avg, 67% 2012 first time takers, 89% 2012 first time and within one year. 2013 – new data – to be discussed 8/14: 66% 5 year avg., 66% 2013 first time takers, 82% 2013 first time and within

<p>Over a 5 year period, 90% of ratings of professional preparation from the graduate's perception will meet or exceed a "well-prepared" rating.</p>	<p>Alumni survey</p>	<p>Review survey results</p>	<p>Program Director and faculty</p>	<p>Constituents input Regular curriculum revision and evaluation based on currently established learning outcomes.</p>	<p>Annually upon receipt of alumni survey.</p>	<p>one year. 2014 – UG: N12 42% first time, 42% within one year, 5 year first time average: 61%, 5 year within one year average: 77% Graduate: N = 3 100% first time and 100% within one year. 5 year first time and 5 year within one year average: 100%</p>
<p>Based on annual graduate surveys, 70% of graduates will be employed in dietetics within 12 months of graduation.</p>	<p>Alumni survey</p>	<p>Review survey results</p>	<p>Program Director and faculty</p>	<p>Potential employer input regarding interviewing and current strategies related to securing employment. Mock employment interviews</p>	<p>Annually upon receipt of alumni survey.</p>	<p>2009 – 60% return = 100% 2010 – 100% return = 100% 2011 – 50% return – 100% 2012 – 80% return = 100% 2013 – G: 67% return = 100% UG: 83% return = 100% 2014 –G: no return UG: return 25% 33% 2015: G: (2) 100%, UG (5) 60% 2009 – 60% return = 100% 2010 – 100% return = 100% 2011 – 50% return = 75% 2012 = 100% return = 100% 2013 –G: 100% return = 100%</p>

<p>Based on annual graduate surveys, 70% of students who are pursuing an advanced degree will be accepted into their program of choice.</p>	<p>Alumni survey</p>	<p>Review survey results</p>	<p>Program Director and faculty</p>	<p>Provide letters of recommendation, sound advisement, mock interview.</p>	<p>Annually upon receipt of alumni survey.</p>	<p>UG: 83% return = 100% 2014: G: zero (no return), UG 100% (25% return) 2015 G: (2) 100%, UG: (5) 60% 2009 – 2012 – no separate data 2013 – G: 100% UG: none pursuing 2014 – 25% return – none pursuing advanced degrees 2015: G(2), UG(5): zero applied for advanced degree</p>
<p>Based on annual graduate survey, 90% of graduates employed in the dietetics field will be evaluated as “meeting” or “exceeding” being well prepared by their employer</p>	<p>Alumni survey</p>	<p>Review survey results</p>	<p>Program Director and faculty</p>	<p>Provide on-line survey tool. Focus questions, follow-up email or phone call. Contact employee to provide any assistance.</p>	<p>Annually upon receipt of employer survey.</p>	<p>2009 – 33% return = 100% 2010 – zero return 2011 – zero return 2012 – zero return 2013 – G: zero return UG: zero return 2014: Zero return 2015: G: (2) 100%, UG(3) 100% - completed through telephone interview per student information. 2 students did not give employer information.</p>

**Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)**

**Goal #2 – The program will prepare graduates who demonstrate a commitment to lifelong learning and career advancement in their registered dietitian food and nutrition related field of work.**

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 (finished?) (Guideline 7.1f)	Actual Outcome (Guideline 7.2 b)
80% will have their Professional Development Portfolio Plan submitted and approved by CDR.	Alumni survey	Review survey results	Program Director and faculty	<ul style="list-style-type: none"> <li>Orientation to Dietetics Profession</li> <li>Examination of RD portfolios and opportunity to begin creating personal plan.</li> </ul>	Annually upon receipt of alumni survey	2009 – 2011 – N/A 2012 – 80% 2013 – G: 67%, UG: 75% 2014: Grad – no response UG: 33% 2015: G(2) 100% UG(3) 100%
80% will be members of the Academy of Nutrition and Dietetics	Alumni survey	Review survey results	Program Director and faculty	Orientation to Dietetics Profession and role of Professional Organization	Annually upon receipt of alumni survey.	2009 – 2011 – N/A 2012 – 80% 2013 – G: 67%, UG: 75% 2014: Grad – no response UG: 33% 2015: G: (2) 100%, UG: (3) 66%
50% will be involved in professional organization roles beyond national/state Academy of Nutrition and Dietetics Association membership.	Alumni survey	Review survey results	Program Director and faculty	Orientation to Dietetics Profession including role of Professional Organization and individual commitment to the advancement o the profession.	Annually upon receipt of alumni survey.	2009 – 2011 – N/A 2012 – zero percent Percent changed from 80% to 50% 2013 – G: zero UG: zero 2014: Grad – no response UG: 0% 2015: G: (2) 50%, UG: (3) 33%
80% will have completed at least 3 hours of CPE.	Alumni survey	Review survey results	Program Director and faculty	Provide opportunity to attend CPE in form of meetings, webinars and conferences. Orientation to Dietetics Profession and need to broaden and deepen current professional scope and knowledge.	Annually upon receipt of alumni survey.	2009 – 2011 – N/A 2012 – 80% 2013 – G: 67%, UG: 75% 2014 – Grad – no response

							UG: 33% 2015: G: (2) 100%, UG: (3) 66%
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## Coordinated Programs Using the DE Standards

### Program Assessment Summary Matrices (Standard 7) Assessment Period from 2017-2024

**Background:** Program Assessment Planning Summary Matrices are used to document both whether the program has met its goals over the past five-years (columns A-G), and to document future plans for the next assessment period (columns A-F). At the end of five years, a fully-completed form is submitted to summarize how well the program has achieved objectives that support program goals, and a new form is completed to reflect any updates to the mission, goals and objectives over the next five years.

**Directions:** When submitting completed plans for the past five years, you may attach your original forms (from five years ago), and do not have to retype information into this document as long as the information requested in columns A-G is provided: List the objectives (desired outcomes) that accompanied each program goal. Describe the data assessed and the source for each outcome measure. Specify the assessment methods, identify the individuals or groups responsible for ensuring that assessments took place along with the timeframe for collecting the data, and the actual outcomes achieved over the past five-year lifetime of the plan.

When submitting plans for the next assessment period, complete new summary matrices or copy your past assessment period matrices, and update them to reflect your mission, goals and objectives for the next five years (columns A-F). Leave column G blank.



**Indiana State University Coordinated Program in Dietetics  
Coordinated Programs Using the DE Standards  
Program Assessment Summary Matrices (Standard 7)**

**Goals and Objectives**

**Assessment Period from Academic Years ending in 2017 to 2024**  
**Graduate and Undergraduate Programs**

**Mission of the Dietetics Program (Standard 4)**

The mission of the Coordinated Program in Dietetics is to provide an integrated academic/supervised practice curriculum which equips undergraduate and graduate students with a professional knowledge base and critical thinking and problem solving skills necessary for entry-level dietetics practice. Students are encouraged to develop as well-rounded individuals and informed members of a global society.

**Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)**

Goal #1 - The Coordinated Program in Dietetics (CPD) will prepare graduates for dietetics positions or advanced study which will utilize their knowledge, skills, and competencies in dietetics, as well as their critical thinking and problem solving skills.

<b>A) Objectives (Guideline 7.1a)</b>	<b>B) Data Assessed and the Data Source (Guideline 7.1b &amp; c)</b>	<b>C) Data Assessment Method(s) (Guideline 7.1d)</b>	<b>D) Assessed by: (Guideline 7.1e)</b>	<b>E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2)</b>	<b>F) Timeframe (Finishe d?) (Guideline 7.1f)</b>	<b>G) Actual Outcome (Guideline 7.2 b)</b>
<b>Example:</b> 90% of enrolled students will complete program requirements within 3 years (150% of program	Graduation records from the Office of Student Records	Review graduation records annually.	Program Directors & Committee on Student Retention	<ul style="list-style-type: none"> <li>• Identify students at risk</li> <li>• Advisor meets with students to make sure they are on track.</li> <li>• Etc....</li> </ul>	Annually each June    (on-going)	2010: 16/20 = 80% 2011: 17/20 = 85% 2012: 16/20 =

length).						80% 2013: 18/20 = 90% 2014: 17/20 = 85% <b>Met: 84/ 100 =</b> 84% over past five years
Over a 5 year-period, at least 80% of students who enter the coordinated phase of the CPD program will successfully complete the program and receive a verification statement within 3 calendar years from starting the CPD program.	Student transcripts and graduation records Coordinated Program Director student files	Review graduation records annually.	Program Director	Advisor meets and makes regular contact with students to make sure they are on track with required courses.  Advisor/faculty is available to provide suggestions and recommendations if student presents barriers to completion.	Three times per year based on university graduation schedule.	
Over a 5 year period, at least 80% of all graduates who take the RD exam will pass the first time.	Testing center reports	Review pass rate as reports provided.	Program Director	Domain mock RD exams each semester upon admission to the program to be completed at 85% or better.  End of program mock RD exam required to be completed at 85% or better.  RD examination study session as part of the	Ongoing – Calendar year	

Over a 5 year period, at least 80% of all graduates who take the RD exam will pass within "one year" of his or her first attempt.	Testing center reports	Review pass rate as reports provided.	Program Director	Domain mock RD exams each semester upon admission to the program to be completed at 85% or better.  End of program mock RD exam required to be completed at 85% or better.  RD examination study session as part of the final semester	Ongoing – Calendar year
Over a 5 year period, at least 90% of ratings of professional preparation from the graduate's perception will meet or exceed a "well-prepared" rating.	Alumni survey	Review survey results	Program Director and faculty	Constituents input Regular curriculum revision and evaluation based on currently established learning outcomes.	Annually upon receipt of alumni survey.
Based on annual graduate surveys, at least 80% of graduates will be employed in dietetics within 12 months of graduation.	Alumni survey	Review survey results	Program Director and faculty	Potential employer input regarding interviewing and current strategies related to securing employment. Mock employment interviews	Annually upon receipt of alumni survey.
Based on annual graduate surveys, at least 70% of students who are pursuing an advanced degree will be accepted into their program of choice.	Alumni survey	Review survey results	Program Director and faculty	Provide letters of recommendation, sound advisement, mock interview.	Annually upon receipt of alumni survey.

Based on annual graduate survey, at least 90% of graduates employed in the dietetics field will be evaluated as "meeting" or "exceeding" being well prepared by their employer	Alumni survey	Review survey results	Program Director and faculty	Provide on-line survey tool. Focus questions, follow-up email or phone call. Contact employee to provide any assistance.	Annually upon receipt of employer survey.
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**Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)**

Goal #2 - The program will prepare registered dietitians who demonstrate a commitment to lifelong learning and career advancement in their registered dietitian food and nutrition related field of work.

A) Objectives (Guideline 7.1a)	B) Data Assessed and the Data Source (Guideline 7.1b & c)	C) Data Assessment Method(s) (Guideline 7.1d)	D) Assessed by: (Guideline 7.1e)	E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2)	F) Timeframe (finished?) (Guideline 7.1f)	G) Actual Outcome (Guideline 7.2 b)
<b>Example:</b> 80% of enrolled graduates will have obtained employment in dietetics within 12 months of program completion.	Data from graduate surveys	Review data annually.	Program Director	<ul style="list-style-type: none"> <li>Send survey reminders and follow up to increase number of graduate responses</li> <li>Create incentive opportunities for graduates to stay connected via Facebook and LinkedIn.</li> <li>Link students with University's career center.</li> </ul>	Yearly, June 10 – May '14 (on-going)	2010: 16/20 = 80% 2011: 17/20 = 85% 2012: 16/20 = 80% 2013: 18/20 = 90% 2014: 17/20 = 85% <b>Met: 84/ 100 = 84% over</b> past five years

80% of graduates who passed the registration examination will have their Professional Development Portfolio Plan submitted and approved by CDR within the first year of graduation.	Alumni survey	Review survey results	Program Director and faculty	<ul style="list-style-type: none"> <li>• Introduction and practice throughout the curriculum.</li> <li>• Examination of RD portfolios and opportunity to begin creating personal plan in supervised practice</li> </ul>	Annually upon receipt of alumni survey	
80% of graduates who passed the registration examination will be members of the Academy of Nutrition and Dietetics within the first year of graduation.	Alumni survey	Review survey results	Program Director and faculty	Orientation to Dietetics Program and profession and role of Professional Organization	Annually upon receipt of alumni survey.	
50% of graduates who passed the registration examination will be involved in professional organization roles beyond national/state Academy of Nutrition and Dietetics Association membership within the first year of graduation.	Alumni survey	Review survey results	Program Director and faculty	Orientation to Dietetics Program including role of Professional Organization and individual commitment to the advancement of the profession.	Annually upon receipt of alumni survey.	
80% of graduates who passed the registration examination will have completed at least 3 hours of CPE within the first year of graduation.	Alumni survey	Review survey results	Program Director and faculty	Provide opportunity to attend CPE in form of meetings, webinars and conferences. Orientation to Dietetics Program and need to broaden and deepen current professional scope and	Annually upon receipt of alumni survey.	

						knowledge.			
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## APPENDIX G





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**Recipient Data:**

**Time Finished:** 2014-05-29 13:45:53

**IP:** 192.88.11.201

**ResponseID:** R\_001zxBdqyfOiKyh

**Link to View Results:** [Click Here](#)

**URL to View Results:** <https://indstate.qualtrics.com/CP/Report.php?>

**SID=SV\_a8ykPEzUxp2PipT&R=R\_001zxBdqyfOiKyh**

---

**Response Summary:**

Which ISU CPD option did you complete?

Have you taken the RD exam?

If you have taken the RD exam, which of the following applies to you?

If you did not pass the exam on your first attempt, did you pass it within a year from the date that...

Have you completed any CPE activities?

Have you submitted your Professional Development Portfolio?

Are you a member of the Academy of Nutrition and Dietetics?

Have you held an office or committee position in ADA, a State Dietetic Association, or a local distr...

Are you employed in dietetics or the area of food and nutrition?

If employed in the field of nutrition and dietetics, how long did it take after program completion t...

Is your current position full-time or part-time?

Please indicate your area of practice.

What is your present salary?

As part of our program evaluation process we would like to contact your employer for a very brief su...

Employer's Name  
Employer's Address  
Employer's Phone Number  
Employer's Email Address

Rate how well the ISU CPD prepared you for professional practice:

If you are you currently pursuing an advanced degree, were you accepted to your "first" choice schoo...

What is your level of satisfaction with the education you received from the ISU CPD?

What is your level of satisfaction with the supervised practice training you received from the ISU C...

If you were to do it over again, how likely would you be to choose this program?

Embedded Data

RecipientEmail  
RecipientFirstName  
RecipientLastName

# Alumni Survey

noreply@qemailserver.com

Tue 5/10/2016 6:36 PM

To: Carol Reed <Carol.Reed@indstate.edu>;

---

**Recipient Data:**

Time Finished: 2016-05-10 16:36:18

IP: 24.192.34.79

ResponseID: R\_s4Nu1HJj1ff7VH

Link to View Results: [Click Here](#)

URL to View Results: [https://proxy.qualtrics.com/proxy?url=https%3A%2F%2Ffindstate.qualtrics.com%2Fcp%2Freport.php%3Fsid%3Dsv\\_6wW5yNywWtsqdT%26R%3DR\\_s4Nu1HJj1ff7VH&token=ASJfUmHWnQ016WMeLydTmJCqTC3KtncY%2Bbd6QyJP6Vs%3D](https://proxy.qualtrics.com/proxy?url=https%3A%2F%2Ffindstate.qualtrics.com%2Fcp%2Freport.php%3Fsid%3Dsv_6wW5yNywWtsqdT%26R%3DR_s4Nu1HJj1ff7VH&token=ASJfUmHWnQ016WMeLydTmJCqTC3KtncY%2Bbd6QyJP6Vs%3D)

---

**Response Summary:**

Which ISU CPD option did you complete?

Have you taken the RD exam?

If you have taken the RD exam, which of the following applies to you?

If you did not pass the exam on your first attempt, did you pass it within a year from the date t...

Have you completed any CPE activities?

Have you submitted your Professional Development Portfolio?

Are you a member of the Academy of Nutrition and Dietetics?

Are you a member of a local district dietetic association?

Have you held an office or committee position in ADA, a State Dietetic Association, or a local distr...

Are you employed in dietetics or the area of food and nutrition?

If employed in the field of nutrition and dietetics, how long did it take after program completion t...

Is your current position full-time or part-time?

Please indicate your area of practice.

Other (please explain below) —

What is your present salary?

As part of our program evaluation process we would like to contact your employer for a very brief su...

Employer's Name

Employer's Address

Employer's Phone Number

Employer's Email Address

Rate how well the ISU CPD prepared you for professional practice:

If you are you currently pursuing an advanced degree, were you accepted to your "first" choice schoo...

What is your level of satisfaction with the education you received from the ISU CPD?

What is your level of satisfaction with the supervised practice training you received from the ISU C...

If you were to do it over again, how likely would you be to choose this program?

Embedded Data

RecipientEmail

RecipientFirstName

RecipientLastName

## APPENDIX H



2012

**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. **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 knowledge requirements and competencies occur in a course or rotation and place an 'X' in the appropriate column.

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	
<b>Semester 1</b>																							
Chem 103 and 103L (4)	X																						
Communications 101 (3)							X																
Foundation Studies																							
<b>Semester 2</b>																							
Chem 104 and 104L (4)	X																						
Microbiology 274 and 274L (3)	X																						
<b>Semester 3</b>																							
Biology 231 and 231L (3)	X																						
AHS 226 (3)	X																						
<b>Semester 4</b>																							
Biology 241 and 241L (3)	X																						
AHS 221 (3)	X																						
Chem 330 and 330L (4)	X																						
<b>Semester 5</b>																							
AHS 332 (2)	X																						
AHS 333 (2)					X									X									
AHS 322 (3)										X	X	X	X									X	
AHS 420 (3)	X													X							X		
AHS 421 (3)	X																						
ENG 305T (3)							X																





Courses & Rotations	KRD 3.1	KRD 3.2	KRD 3.3	KRD 3.1	KRD 3.1a	KRD 3.1b	KRD 3.1c	KRD 3.1d	KRD 3.1e	KRD 3.2	KRD 3.3	KRD 3.4	KRD 3.5	KRD 3.6					
<b>Semester 1</b>																			
Chem 103 and 103L (4)																			
Communications 101 (3)																			
Foundation Studies																			
<b>Semester 2</b>																			
Chem 104 and 104L (4)																			
Microbiology 274 and 274L (3)																			
<b>Semester 3</b>																			
Biology 231 and 231L (3)																			
AHS 226 (3)																			
<b>Semester 4</b>																			
Biology 241 and 241L (3)																			
AHS 221 (3)																			
Chem 330 and 330L (4)																			
<b>Semester 5</b>																			
AHS 332 (2)											x	x	x	x					
AHS 333 (2)													x						
AHS 322 (3)			x							x	x	x							
AHS 420 (3)	x					x						x							
AHS 421 (3)																			
ENG 305T (3)																			
<b>Semester 6</b>																			
AHS 425 (3)		x									x								
AHS 422 (4)				x						x	x								
AHS 324 (3)	x				x														
AHS 428 (3)																			
<b>Semester 7</b>																			
AHS 423 (5)	x																		
AHS 430 (5)																			
AHS 424 (2)				x	x	x	x	x	x	x		x							
<b>Semester 8</b>																			

	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	
AHS 435 (6)																				
AHS 431 (6)																				
<b>Courses &amp; Rotations</b>																				
<b>Semester 1</b>																				
Chem 103 and 103L (4)																		X		
Communications 101 (3)																			X	
Foundation Studies																				X
<b>Semester 2</b>																				
Chem 104 and 104L (4)																		X		
Microbiology 274 and 274L (3)																		X		
<b>Semester 3</b>																				
Biology 231 and 231L (3)																		X		
AHS 226 (3)																	X	X		
<b>Semester 4</b>																				
Biology 241 and 241L (3)																		X		
AHS 221 (3)																	X	X		
Chem 330 and 330L (4)																		X		
<b>Semester 5</b>																				
AHS 332 (2)		X										X						X		
AHS 333 (2)		X												X				X		
AHS 322 (3)																				
AHS 420 (3)																			X	
AHS 421 (3)																				
ENG 305T (3)																				
<b>Semester 6</b>																				
AHS 425 (3)								X												
AHS 422 (4)			X																	
AHS 324 (3)			X																	
AHS 428 (3)																			X	
<b>Semester 7</b>																				

AHS 423 (5)																				
AHS 430 (5)	x									x										
AHS 424 (2)																		x		
Semester 8																				
AHS 435 (6)																				
AHS 431 (6)	x	x												x	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.

Title of Concentration Area 1	Competency 1.1?	Competency 1.1?	Competency 1.1?	Competency 1.1?	Competency 1.1?	Competency 1.1?	Competency 1.1?	Competency 1.1?	Competency 1.1?	Competency 1.1?	Competency 1.1?	Competency 1.1?	Competency 1.1?	Competency 1.1?	Competency 1.1?	Competency 1.1?	Competency 1.1?	Competency 1.1?	Competency 1.1?	Competency 1.1?	Competency 1.1?	
<b>Semester 1</b>																						
Course #: title (hours)																						
Course #: title (hours)																						
Rotation #: title (hours)																						
etc.																						
<b>Semester 2</b>																						
Course #: title (hours)																						
Course #: title (hours)																						
Rotation #: title (hours)																						
etc.																						

Title of Concentration Area 2 (if applicable):	Competency 2.1?	Competency 2.1?	Competency 2.1?	Competency 2.1?	Competency 2.1?	Competency 2.1?	Competency 2.1?	Competency 2.1?	Competency 2.1?	Competency 2.1?	Competency 2.1?	Competency 2.1?	Competency 2.1?	Competency 2.1?	Competency 2.1?	Competency 2.1?	Competency 2.1?	Competency 2.1?	Competency 2.1?	Competency 2.1?	Competency 2.1?	Competency 2.1?	
<b>Semester 1</b>																							
Course #: title (hours)																							
Course #: title (hours)																							
Rotation #: title (hours)																							
etc.																							
<b>Semester 2</b>																							
Course #: title (hours)																							
Course #: title (hours)																							
Rotation #: title (hours)																							
etc.																							

Course #: title (hours)																					
Course #: title (hours)																					
Rotation #: title (hours)																					
etc.																					

2017 - 2024

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.

**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 knowledge requirements and competencies occur in a course or rotation and place an 'X' in the appropriate column.

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
<b>Semester 1</b>																			
Chemistry 103 and 103L (4)	X																		
Communications 101 (3)							X												
<b>Semester 2</b>																			
Chemistry 104 and 104L (4)	X																		
Microbiology 274 and Lab (3)	X																		
<b>Semester 3</b>																			
Biology 231 and lab or ATTR 210 and lab (3)	X																		
AHS 226 Fundamentals of Food (3)	X																		

<b>Semester 4</b>																					
Biology 241 and lab or PE 220 and lab (3)	X																				
AHS 221 Human Nutrition (3)	X																				
Biochemistry 330 and lab (4)	X																				
<b>Semester 5</b>																					
AHS 332 Qty Food Production (2)	X																				
AHS 333/633 Qty. Food Production Supervised Practice (2)																				X	
AHS 322 Nutrition Intervention Methods (3)												X	X	X							
AHS 421/521 Life Cycle Nutrition (3)	X																				
AHS 324 Nutrition Care Process (3)	X																	X			
English 305T Technical Writing (3)																	X				





(5)																				
<b>Semester 8</b>																				
AHS 435/636 Medical Nutrition Therapy Supervised Practice II (5)									X											
AHS 431/631 Food Service Mgmt Supervised Practice (5)									X											

<b>Courses &amp; Rotations</b>	KRD 3.1	KRD 3.2	KRD 3.3	KRD 3.1	CRD 3.1a	CRD 3.1b	CRD 3.1c	CRD 3.1d	CRD 3.1e	CRD 3.2	CRD 3.3	CRD 3.4	CRD 3.5	CRD 3.6						
<b>Semester 1</b>																				
Chemistry 103 and 103L (4)																				
Communications 101 (3)																				
<b>Semester 2</b>																				
Chemistry 104 and 104L (4)																				
Microbiology 274 and Lab (3)																				
<b>Semester 3</b>																				
Biology 231 and																				

lab or ATTR 210 and lab (3)																						
AHS 226 Fundamentals of Food (3)																						
<b>Semester 4</b>																						
Biology 241 and lab or PE 220 and lab (3)																						
AHS 221 Human Nutrition (3)																						
Biochemistry 330 and lab (4)																						
<b>Semester 5</b>																						
AHS 332 Qty Food Production (2)									X			X									X	
AHS 333/633 Qty. Food Production Supervised Practice (2)																					X	
AHS 322 Nutrition Intervention Methods (3)													X	X								X
AHS 421/521																						

Life Cycle Nutrition (3)																					
AHS 324 Nutrition Care Process (3)	X			X	X	X															
English 305T Technical Writing (3)																					
<b>Semester 6</b>																					
AHS 425/525 Community Nutrition (3)								X													
AHS 422/625 Community Nutrition Supervised Practice (4)				X		X	X	X													
AHS 420/520 Medical Nutrition Therapy I (3)	X								X												
AHS 428/528 Experimental Food Science (3)																					X
<b>Semester 7</b>																					
AHS 423/523 Medical Nutrition Therapy II (5)	X																				
AHS 424/624				X	X	X	X	X	X	X	X	X	X	X							





Practice (2)																			
AHS 322 Nutrition Intervention Methods (3)																			
AHS 421/521 Life Cycle Nutrition (3)																			
AHS 324 Nutrition Care Process (3)																			
English 305T Technical Writing (3)																			
<b>Semester 6</b>																			
AHS 425/525 Community Nutrition (3)																			
AHS 422/625 Community Nutrition Supervised Practice (4)										X									
AHS 420/520 Medical Nutrition Therapy I (3)																			
AHS 428/528 Experimental Food Science (3)																			



**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.

Title of Concentration Area 1	Competency CRD 1.3	Competency CRD 2.4	Competency CRD 3.1	Competency CRD 3.4
<b>Semester 5</b>				
AHS 322 Nutrition Intervention Methods		X		X
<b>Semester 6</b>				
AHS 420 Medical Nutrition Therapy I			X	
AHS 422 Community Nutrition Supervised Practice		X		
<b>Semester 7</b>				
AHS 424 MNT Supervised Practice I	X	X	X	X
<b>Semester 8</b>				
AHS 435 MNT Supervised Practice II	X	X	X	X



APPENDIX I



**AHS 422  
Spring 2014  
Supervised Practice Preceptor List  
(By location)**

**Vigo County & Other Local Sites**

Agency	Preceptor	Phone Number	Email	Address
<b>Early Childhood</b>				
Vigo County Head Start	Melody Boyer Shelly Vicars	812-232-3917	mboyer@wicaa.org svicars@wicaa.org	Western Indiana Community Action Agency, Inc. 705 S.5th Street Terre Haute, IN 47808
ISU Early Childhood Education Center	Gail Gottschling	812-237-2547	Gail.Gottschling@indstate.edu	Child Care Center (3rd Street and Farrington) Family Housing, ISU
Union Hospital Child Development Center	Connie Hire	812-238-7304	chire@uhhg.org	1729 N. 6th St. Terre Haute, IN 47804
<b>Prenatal, Infant &amp; Early Childhood</b>				
<b>Middle Childhood, Adolescent, &amp; Adults</b>				
Clay County Purdue Extension	Brooke Wilkinson, RD	812-448-9041	Wilkin31@purdue.edu	(Clay County) 6656 N. State Rd 59 Brazil, IN 47834 (Owen County) 180 S. Washington St Spencer, IN 47460
<b>Elderly</b>				
Area 7 Agency on Aging	Chris Mangia	812-238-1561 x 225	cmangia@westcentralin.com	West Central Senior Dining Program 1718 Wabash Avenue Terre Haute, IN 47808-0359
St. Mary's Providence Health Care	Deborah Heffernan, RD	812-535-3131 x 2885	DHeffern@spsmw.org	St. Mary-of-the-Woods College 1 Sisters of Providence Express Hall West Terre Haute, IN
Westminster Village	Abbie Loving, RD	812-242-4647 (nutr office) 812-232-7533 (main office)	aloving@westminstervillein.com	1120 E. Davis Dr. Terre Haute, IN 47802
Meadow Manor North	Diana Stanley-Newbold, RD	812-466-5217 (Fax) 812-466-2741	N/A	3150 N 7 <sup>th</sup> St. Terre Haute, IN
Cobble Stone @ Trilogy	Donna Zellars, RD	812-232-0406 (cell) 812-249-5517	Donna.zellars@trilogyhs.com	
Clinton Gardens	Megan Robinson, RD	765-832-2491	155dietclin@AmericanSrCommunities.com	375 South 11th Street Clinton, IN 47842

### Southwestern Indiana Sites

Agency	Preceptor	Phone Number	Email	Address
<b>Early Childhood</b>				
Eastern Greene Head Start	Stephanie Gadberry	812-825-0153	sgadberry@pacecaa.org	Pace Community Action Agency 10503 East State Road 54 Bloomfield, IN 47424
<b>Prenatal, Infant &amp; Early Childhood</b>				
Monroe County WIC	(Allison Oeding, RD) Jennifer Hildebrand, RD	812-353-3240 812-353-3251	aoeding@iuhealth.org jhildebrand@iuhealth.org	333 East Miller Drive Bloomington, IN 47401

### Central Indiana Sites

Agency	Preceptor	Phone Number	Email	Address
<b>Early Childhood</b>				
Marion County Head Start	Karen Harmon, RD	317-803-3823	kharmon@fds.org	Family Development Services Service Center #1 5950 East 23rd Street Indianapolis, IN 46218
<b>Prenatal, Infant &amp; Early Childhood</b>				
Morgan County WIC Program	Hilary Elliott, RD	765-349-9566	HElliott1@iuhealth.org	1328 Morton Avenue, Suite A Martinsville, IN 46151
<b>Middle Childhood, Adolescent, &amp; Adults</b>				
Marion County Purdue Extension	Christina Ferroli, PhD, RD	317-275-9305	ferroli@purdue.edu	Indiana State Fair Grounds Discovery Hall, Ste. 201 1202 E. 38th St. Indianapolis, IN 46205
Hendricks County Purdue Extension	Beth Switzer, RD	317-745-9260	bswitzer@purdue.edu	Danville, IN
<b>Elderly</b>				
Central Indiana Council on Aging (CICOA)	Tiffany Cox, RD	317-803-6029	tc Cox@cicoa.org	4755 Kingsway Dr., Suite 200 Indianapolis, IN 46205

**AHS 422/625  
Spring 2015  
Supervised Practice Preceptor List**

**Vigo County & Other Local Sites**

Agency	Preceptor	Phone Number	Email	Address
<b>Prenatal, Infant &amp; Early Childhood</b>				
Vigo WIC	Rajul Shah Melinda Wrin	812-232-6306 x 244	rshah@wicaa.org mwrin@wicaa.org	Western Indiana Community Action Agency, Inc. 705 S. 5th Street, 2nd F (5th and Deming Streets) Terre Haute, IN 47808
<b>Middle Childhood, Adolescent, &amp; Adults</b>				
Vigo County Purdue Extension	Stacey Faith	812-462-3371	sfaith@purdue.edu	275 Ohio Street Terre Haute, IN 47807
Clay County Purdue Extension	Brooke Wilkinson	812-448-9041	Wilkin31@purdue.edu	Tues. (Clay County) 6656 N. State Rd 59 Brazil, IN 47834 Thu. (Owen County) 180 S. Washington St Spencer, IN 47460
<b>Congregate site</b>				
Area 7 Agency on Aging	Chris Mangia	812-238-1561 x 225	cmangia@westcentralin.com	West Central Senior Dining Program 1718 Wabash Avenue Terre Haute, IN 47808- 0359
<b>Elderly</b>				
St. Mary's Providence Health Care	Deborah Heffernan, RD Paula	812-535-3131 x 2885	DHeffern@spsmw.org	St. Mary-of-the-Woods College 1 Sisters of Providence Express Hall West Terre Haute, IN
Springhill	Beverly Williams	812-299-6300	Bevkwilliams15@yahoo.com	1001 E. Springhill Drive Terre Haute, IN 47802
Cobble Stone @ Trilogy	Donna Zellars, RD	812-232-0406 (cell) 812- 249-5517	Donna.zellars@trilogyhs.com	1850 E. Howard Wayne Drive Terre Haute, IN 47802

**Central Indiana Sites**

Agency	Preceptor	Phone Number	Email	Address
<b>Prenatal, Infant &amp; Early Childhood</b>				
Morgan County WIC Program	Hilary Elliott, RD	765-349-9566	HElliott1@iuhealth.org	1328 Morton Avenue, Suite A Martinsville, IN 46151
Northwest Indianapolis WIC	Rosalind Jones- Jackson, RD	317-880-0257	rjackson@hhcorp.org	5515 W 38 St., Suite 2207 Indianapolis, IN

<b>Middle Childhood, Adolescent, &amp; Adults</b>				
Hendricks County Purdue Extension	Beth Switzer, RD	317-745-9260	bswitzer@purdue.edu	1900 E Main Street Danville, IN 46122
<b>Congregate site</b>				
Central Indiana Council on Aging (CICOA) (Area 8)	Tiffany Cox, RD	317-803-6029	tc Cox@cicoa.org	4755 Kingsway Dr., Suite 200 Indianapolis, IN 46205

	1/20	1/22	1/27	1/29	2/3	2/5	2/10	2/12	2/17	2/19	2/24	2/26	3/3	3/5	3/10	3/12	3/17	3/19	3/24	3/26
Reyne	Morgan WIC						Hendricks Co Ext						CICCOA		Avon			Spring break		
Jolo	Area 7		Clay Co Ext					Vigo WIC							Springhill Village					
Melissa	Vigo Co Ext						Indy WIC						Area 7		CobbleStone					
Anne	Cobble Stone						Clay Co Ext		Area 7											Morgan WIC
Faith	Vigo Co Ext						Clay Co Ext		Cobble Stone		Area 7									
Tiffany	Cobble Stone				Area 7															Indy WIC
Lisa	Clay Co Ext								Cobble Stone											St. Mary
Jenna	Cobble Stone														Area 7					Vigo Co Ext
Mariah	Cobble Stone																			
Adrienne	Area 7		Indy WIC						Springhill Village											
Shebyl	Clay Co Ext						Morgan Co WIC													Clay Co Ext
Alison	St. Mary's																			
Holly	Springhill Village																			
Katie	Cobble Stone						Vigo Co Ext													
Kayla	Indy WIC																			
Laurie	Vigo WIC						Area 7													





**AHS 422/625  
Spring 2016  
Supervised Practice Preceptor List**

**Vigo County & Other Local Sites**

Agency	Preceptor	Phone Number	Email	Address
<b>Prenatal, Infant &amp; Early Childhood</b>				
Vigo WIC	Melinda Wrin, RD	812-232-6306 x 244	mwrin@wicaa.org	705 S. 5th Street, 2nd F (5th and Deming Streets) Terre Haute, IN (10:30am-7pm)
<b>Adults</b>				
Wellness for Life	LT Thompson  (cell)812-241-8655	812-231-5678  812-645-1892  888-862-9525	Lt@healthcare-redefined.com	110 Crawford St., Terre Haute (9am-6pm) 3495 S 4 <sup>th</sup> St., Terre Haute (8am-5pm) 1001 S Bloomington St., STE 301, Greencastle (9am-6pm)
<b>Elderly</b>				
Clinton Garden	Megan Harney, RD	(T, W, R)765-832-2491 (M, F) 765-762-6111 (cell) 812-201-6642	155dietclin@AmericanSrCommunities.com	375 South 11th Street Clinton, IN 47842
Springhill	Beverly Williams, RD	812-299-6300	Bevkwilliams15@yahoo.com	1001 E. Springhill Drive Terre Haute, IN 47802
Signature	Abbie Loving, RD	(cell) 812-381-2054 812-238-1555 Ext. 209	volleyball_abbie@hotmail.com	3500 Maple Ave., Terre Haute (8am-4:30pm)
Cobble Stone @ Trilogy	Donna Zellars, RD	(cell) 812-249-5517 812-232-0406	Donna.zellars@trilogyhs.com	1850 E. Howard Wayne Drive, Terre Haute, IN; One day in Greencastle

**Central Indiana Sites & Other Sites**

Agency	Preceptor	Phone Number	Email	Address
<b>Prenatal, Infant &amp; Early Childhood</b>				
Benton et al County / Clinton WIC	Kristine Frier, RD	(Tue.) (765)362-3772 x 23  (Thu.) 765-832-6732	kfrier@capwi.org	(Tue.) 201 East Jefferson Street Suite 200, Crawfordsville, IN (Thr.) 424 S. Kibby Street., Clinton, IN
Northwest Indianapolis WIC	Rosalind Jones-Jackson, RD	317-880-0257 (c) 317-373-2647	rjackson@MarionHealth.org	5515 W 38 St., Suite 2207, Indianapolis, IN
<b>Middle Childhood, Adolescent, &amp; Adults</b>				
Marion County Public Health Department	Denise Ferguson, RD	317-221-7365 (cell) 317-373-2646	dferguson@MarionHealth.org	3838 N. Rural Street Indianapolis, IN 46205
	Beth Switzer,	317-745-9260	bswitzer@purdue.edu	1900 E Main Street

Hendricks County Purdue Extension	RD			Danville, IN 46122
<b>Elderly</b>				
Central Indiana Council on Aging (CICOA) (Area 8)	Tiffany Cox, RD	317-803-6029	tcx@cicoa.org	4755 Kingsway Dr., Suite 200 Indianapolis, IN 46205

Date	1/18	1/21	1/26	1/28	2/2	2/4	2/9	2/11	2/16	2/18	2/23	2/25	3/1	3/3	3/8	3/10	3/15	3/17	3/22	3/24	
Student name																State Policy Day		Spring break			
Stephanie	Cobble Stone				Hendricks Ext				Clinton WIC												Wellness for Life (Cobble Stone)
Kata	Indy WIC								Wellness for Life (Green)		Signature										Cobble Stone
Audrey	Signature										Wellness for Life (Crawford St.)										Wellness for Life (4
Katherine	Area 8								Cobble Stone				Indy WIC								Indy WIC
Ciersten	Springhill										Health Dept										Indy WIC
Philip	Wellness for Life (Greencastle)				Area 8				Clinton Garden												Indy WIC
Shondalin	Cobble Stone								Indy WIC												Area 8
Amelia	Wellness for Life (Crawford St.)				Cobble Stone				Indy WIC												Cobble Stone
Sarah H	Knox WIC																				Jasper
Jessica	Health Dept								Wellness for Life (4th & Vigo WIC												Wellness for Life (Green
Anne	Clinton Garden								Cobble Stone												Vigo WIC
Tonya	Indy WIC										Wellness for Life (Crawford St.)										
Sarah O	Clinton Garden										Wellness for Life (4th St.)										Hendricks Ext.
Lauren	Clinton WIC										Wellness for Life (4th & Clinton Garden										
Erin	Vigo WIC								Area 8												Cobble Stone

AHS 424/624

**Medical Nutrition Therapy Supervised Practice 1**  
**Student Clinical Hours – 105 hours needed (130 hours)**

Clinical Site	Date	Time	Hours	Preceptor
ISU CPD Orientation	8/19/2015	8:00-9:00am	1	Mark McInerney
ISU	8/20/2015	12:00-4:00pm	4	Mark McInerney
Union Hospital	8/25/2015	10:00-12:00pm	4	Mark McInerney
ISU	8/27/2015 9/1/2015 9/8/2015 9/10/2015	12-4:00pm	16	Mark McInerney
ISU Wellness Bash	10/28	9:00am-2:00pm	5	Mark McInerney
Monday Classroom sessions	8/24, 8/31, 9/14, 9/21, 9/28, 10/5, 10/12, 10/19, 10/26, 11/2, 11/9, 11/16, 11/30, 12/7	10:00am-12:00pm	28	Mark McInerney
T/R Clinical Rotations at assigned hospitals		8:00am-12:00pm or 12:00pm-4:00pm	52	Mark McInerney
Union Diabetes Clinic	Assigned dates/times	8:00am-12:00pm or 12:00pm-4:00pm	4	Tracy Arini
Student interest	Pre-approved dates	8:00am-4:00pm	8	
Mollie R. Wheat Memorial Clinic		10:00am-2:00pm	8	Mark McInerney
<b>Total Hours</b>			<b>130</b>	

AHS 424/624

**Medical Nutrition Therapy Supervised Practice 1**  
**Student Clinical Hours – 105 hours needed**

Clinical Site	Date	Time	Hours	Preceptor
ISU CPD Orientation	8/20/2014	8:00-9:00am	1	Mark McInerney
ISU	8/21/2014	12:00-4:00pm	4	Mark McInerney
Union Hospital	8/25/2014	10:00-12:00pm	2	Mark McInerney
Regional Hospital	8/26/2014	10:00-12:00pm	2	Mark McInerney
ISU	8/26/2014	12-4:00pm	4	Mark McInerney
ISU Wellness Bash	10/22	9:00am-2:00pm	5	Mark McInerney
Monday Classroom sessions	9/8, 9/15, 9/22, 9/29, 10/6, 10/13, 10/20, 10/27, 11/3, 11/10, 11/17, 12/1	10:00am-12:00pm	24	Mark McInerney
T/R Clinical Rotations at assigned hospitals		8:00am-12:00pm or 12:00pm-4:00pm	52	
Union Diabetes Clinic	Assigned dates/times	8:00am-12:00pm or 12:00pm-4:00pm	4	Tracy Arini
Student interest	Pre-approved dates	8:00am-4:00pm	8	
Good Samaritain Orientation	8/21	8:00-10:00am	2	Mark McInerney
Mollie R. Wheat Memorial Clinic		10:00am-2:00pm	8	
<b>Total Hours</b>			<b>114/116</b>	



Spring 2014 Site Placements:

1. Melissa Stevenson - January 6, 2014 – April 25, 2014

300 hours management and 300 hours mnt

Grandview Hospital

Kettering Health Network

405 W. Grand Avenue

Dayton, OHIO 45405

Susan W. Wilson, MS, RD, LD

Director of Nutrition Services

937-723-4304

[Susan.wilson@khnetwork.org](mailto:Susan.wilson@khnetwork.org)

2. Melissa Lahn - January 6, 2014 – February 26, 2014 – 300 hours management  
February 27, 2014 – April 25, 2014 – 300 hours mnt

Union Hospital

1606 N. 7th St.

Terre Haute, IN 4780

812-238-7000

Heather Pfrank, MS, RD

[hpfrank@uhhg.org](mailto:hpfrank@uhhg.org)

3. Hannah Cline – January 6, 2014 – February 26, 2014 – 300 hours management  
February 27 – April 25, 2014 – 300 hours MNT

Regional Hospital

3901 S. 7<sup>th</sup> St.

Terre Haute, IN 47802

Lesa Frederick-Cagle, MS, RD

812-232-0021

[Lesa.cagle@hcahealthcare.com](mailto:Lesa.cagle@hcahealthcare.com)

4. Kaylee Erwin – January 6, 2014 – April 25, 2014 – 300 hours MNT and 300 hours  
Management

Carle Foundation Hospital

611 West. Park St.

Urbana, IL 61801

(217) 383-4550

[JenWagner@carle.com](mailto:JenWagner@carle.com)

Jen Wagner, MS, RD, LDM

5. Sylvia Middaugh – January 6, 2014 (tentatively) – April 25, 2014 – 300 hours MNT and 300 hours Management

VA Illiana Health Care System  
1900 E. Main Street, Danville, IL 61832  
217-554-3000

**Stephanie Tuggle**

*N&FS*

217-5545-4527

[Stephanie.tuggle@va.gov](mailto:Stephanie.tuggle@va.gov)

217-554-5728

[Nancy.allen3@va.gov](mailto:Nancy.allen3@va.gov)

6. Toni Tillet – January 6, 2014 – February 26, 2014 – 300 hours MNT  
February 27, 2014 – April 25, 2014 – 300 hours Management

**Regional Hospital**

3901 S. 7<sup>th</sup> St.

Terre Haute, IN 47802

**Lesla Frederick-Cagle, MS, RD**

812-232-0021

[Lesla.cagle@hcahealthcare.com](mailto:Lesla.cagle@hcahealthcare.com)

7. Crystal Olrey

1. Fresenius Dialysis Center, Bloomington and Linton, IN – January 6 – January 10, 2014 – 40 hrs. mnt  
Abby - 812-709-1733

2. Meadowood Retirement Community, Stacey Wiseman, MS, RD, CD 2455 Tamarack Trail, Bloomington, IN 47408 January 13, 2014 – February 26, 2014 - 260 hrs MNT  
[SCLAUSING@5sqc.com](mailto:SCLAUSING@5sqc.com)  
812-330-4375 ext 316

3. Indiana University Food Service, Rachel Noirot, RD, [rnoirot@indiana.edu](mailto:rnoirot@indiana.edu) February 27, 2014 – April 25, 2014 – 300 hours management

8. Natalie Sympson – February 28 – April 25, 2014 – 300 hours MNT

**Steven Lalevich, RD**

Clinical Dietitian

Nutrition Services

Indiana University Health Morgan Hospital

2209 John R. Wooden Dr. | Martinsville, IN 46151

765.349.6500 ext. 1142 | 765.349.6446 (fax)



[slalevich@iuhealth.org](mailto:slalevich@iuhealth.org)

January 6, 2014 – February 27, 2014 – 300 hours Management  
Community Heart and Vascular Hospital  
Nutrition and Food Services Director  
8075 North Shadeland Ave.  
Indianapolis, IN 46250  
Marissa Trout, MS, RD, CD,LDN  
317621-8022  
[MT Trout@community.com](mailto:MT Trout@community.com)  
February 27, 2014 – April 25, 2014 – 300 hours management

Belinda Whittington – January 6, 2014 – February 26, 2014 300 hours MNT  
**Sondra Hand, RD, CD, CDE**  
**Good Samaritan Hospital**  
**Chief Clinical Dietitian**  
**(812) 885-3712**  
[shand@gshvin.org](mailto:shand@gshvin.org)

9. Nicholas Garner – 1/6/2014 – April 25, 2014 300 hours MNT and 300 hours management

**Carrie Aloisio, MS RD CD CNSC**  
Clinical Nutrition Manager  
Riverview Hospital  
395 Westfield Rd.  
Noblesville, IN 46060  
Phone 317-770-2932  
Fax 317-770-2181  
[caloisio@riverview.org](mailto:caloisio@riverview.org)

10. Katie Clark – January 6, 2014 – April 25, 2014 – 300 hours MNT and 300 hours management  
Terri Simonton, MS, RD  
1220 S. Missouri Ave ·  
Jeffersonville, IN 47130  
(812) 282-6631  
[Terri.simonton@clarkmemorial.org](mailto:Terri.simonton@clarkmemorial.org)

11. Makenzie Haltom – January 6, 2014 – February 26, 2014 – 300 hours management  
February 27, 2014 – April 25, 2014 – 300 hours MNT

**Sondra Hand, RD, CD, CDE**  
**Good Samaritan Hospital**  
**Chief Clinical Dietitian**  
**(812) 885-3712**  
[shand@gshvin.org](mailto:shand@gshvin.org)

12. Paul Seneff

1701 NORTH SENATE BLVD.  
INDIANAPOLIS, IN 46202  
317.962.2000  
BETH ROBERTSON  
METHODIST HOSPITAL  
FEBRUARY 27, 2014 – APRIL 25, 2014 – 300 HOURS MANAGEMENT

Union Hospital – January 6, 2014 – February 26, 2014 – 300 hours MNT  
1606 N. 7th St.  
Terre Haute, IN 4780  
812-238-7000  
Heather Pfrank, MS, RD  
[hpfrank@uhhg.org](mailto:hpfrank@uhhg.org)

13. Ethan Bannister – January 6, 2014 – April 25, 2014 – 300 hours MNT and 300 hours management

Jane Schepman  
Nutrition Director at Schneck Medical Center  
8120522-0174  
[jschepman@schneckmed.org](mailto:jschepman@schneckmed.org)

AHS 431 and 435 student sites

Spring 2015

Karen Adams – [kadams44@sycamores.indstate.edu](mailto:kadams44@sycamores.indstate.edu) Jasper Memorial Hospital, Amy Hopf, RD, Jasper, IN 812-996-0519 – [amhopf@mhhcc.org](mailto:amhopf@mhhcc.org) – both mgmt. and clinical January 13, 2015 – May 5, 2015

Kathleen Baran – [kbaran@sycamores.indstate.edu](mailto:kbaran@sycamores.indstate.edu) Kirby Hospital, Sara Wade, RD, Monticello, IL, 217-762-1904 [swade@kirbyhealth.org](mailto:swade@kirbyhealth.org) - both mgmt. and clinical, January 13, 2015 – May 5, 2015 Two weeks at Fresenius approved. Student to arrange with Abby and Sara for timing.

**Kim Belcher** - [kbelcher1@sycamores.indstate.edu](mailto:kbelcher1@sycamores.indstate.edu)

1. Evansville State Hospital – Brandon Aldridge, RD, [Brandon.Aldridge@fssa.IN.gov](mailto:Brandon.Aldridge@fssa.IN.gov). – 812-469-6800  
**Clinical rotation.** Start January 13, 2015 and end Feb 24, 2015.

2. Owensboro Health, Lauren Edge, RD 270-417-6414 [Lauren.Edge@owensborohealth.org](mailto:Lauren.Edge@owensborohealth.org)  
**Management rotation:** Start February 25, 2015 and end May 5, 2015

**Susan Cooper** – [scooper16@sycamores.indstate.edu](mailto:scooper16@sycamores.indstate.edu)

Koscinko Community Hospital, Warsaw, IN 574-372-7838 Brian Crabill [bcrabill@kch.com](mailto:bcrabill@kch.com)  
Both clinical and mgmt. January 13, 2015 – May 5, 2015

**Stephaney Crooke** – [scrooke@sycamores.indstate.edu](mailto:scrooke@sycamores.indstate.edu)

VA Illiana Health Care System

1900 E. Main St.

Danville, IL 61832

217-554-3000 | 800-320-8387

Brooke Thomas, RD and Alisa Lamm, RD [brooke.thomas@va.gov](mailto:brooke.thomas@va.gov) and [alisa.lamm@va.gov](mailto:alisa.lamm@va.gov) - both clinical and management.

**Rong Ding** – [rding@sycamores.indstate.edu](mailto:rding@sycamores.indstate.edu)

Presence Covenant Medical Center, Champaign, IL [Carol.shriver@presencehealth.org](mailto:Carol.shriver@presencehealth.org) 217-841-7632  
January 13, 2015 – May 5, 2015 Both clinical and management

**Crystal Durill** – [cdurill@sycamores.indstate.edu](mailto:cdurill@sycamores.indstate.edu)

Union Hospital Clinton, 801 S. Main Street

Clinton, IN 47842 – Anita Onken, RD. [Aonken@uhhg.org](mailto:Aonken@uhhg.org)

(765) 832-1234 – both clinical and management January 13, 2015 – May 5, 2015

**Megan Fulsom** – [mfulsom@sycamores.indstate.edu](mailto:mfulsom@sycamores.indstate.edu)

Terre Haute Regional Hospital – Lesa Frederick-Cagle, [lesa.cagle@hcahealthcare.com](mailto:lesa.cagle@hcahealthcare.com) 3901 South 7th Street Terre Haute, IN 47802 Both clinical and management January 13, 2015 – May 5, 2015 Phone: (812) 232-0021

**Ashlyn Garner** – [Agarner6@sycamores.indstate.edu](mailto:Agarner6@sycamores.indstate.edu)

Evansville State Hospital – Brandon Aldridge, RD, [Brandon.Aldridge@fssa.IN.gov](mailto:Brandon.Aldridge@fssa.IN.gov) and Heather Nash, R.D, [Health.Nash@fssa.IN.gov](mailto:Health.Nash@fssa.IN.gov) – 812-469-6800 I – Evansville, IN - both clinical and mgmt.  
Mgmt: January 13, 2015 – February 24, 2015. Clinical: February 25, 2015 – May 5, 2015

**Renee Hinesley** – [rhinesley@sycamores.indstate.edu](mailto:rhinesley@sycamores.indstate.edu)

St. Joseph’s Regional Medical Center, Gwen Ehlers, RD [ehlersg@sjrmc.com](mailto:ehlersg@sjrmc.com) (574) 335-5000  
5215 Holy Cross Pkwy Mishawaka, IN January 13, 2015 – May 5, 2015 – both mgmt and clinical

**Stephanie MacGregor** – [smacgregor@sycamores.indstate.edu](mailto:smacgregor@sycamores.indstate.edu)

St. Mary’s Health Care, Carol Ackerman, RD – [cackerman@stmarys.org](mailto:cackerman@stmarys.org), Evansville, IN (812) 485-4000  
Both clinical and mgmt., January 13, 2015 – May 5, 2015

**Natalie Oser (Wigand)** – [noser@sycamores.indstate.edu](mailto:noser@sycamores.indstate.edu)

Riverview Health, Carrie Aloisio, RD. [caloisio@riverview.org](mailto:caloisio@riverview.org) 395 Westfield Rd  
Noblesville, IN 46060 317.773.0760 • 800.523.6001 January 13, 2015 – May 5, 2015 – both clinical and mgmt.

**Demi Stahl** – [dstahl1@sycamores.indstate.edu](mailto:dstahl1@sycamores.indstate.edu)

Hilton Head Regional Hospital. Susie.Traux, R.D. [SusieTraux@iamorrison.com](mailto:SusieTraux@iamorrison.com)  
843 689 8352 January 13, 2015 – May 5, 2015 both clinical and management

**Samantha Szegedi** – [sszegedi@sycamores.indstate.edu](mailto:sszegedi@sycamores.indstate.edu)

Parkview Memorial, Trisha Burgess – [Trisha.Burgess@parkview.com](mailto:Trisha.Burgess@parkview.com)  
260-266-1812 11109 Parkview Plaza, Entrance 1, Ft. Wayne, IN 46845  
Both clinical and management

**Kelly Tarr** – [ktarr2@sycamores.indstate.edu](mailto:ktarr2@sycamores.indstate.edu)

IU HEALTH BLOOMINGTON 601 WEST 2ND STREET  
BLOOMINGTON, IN 47403 812.353.5252, Christine Carver, RD Director [ccarver@iuhealth.org](mailto:ccarver@iuhealth.org)  
January 13, 2015 – May 5, 2015 – both clinical and management

**Emily Walters** – [ewalters3@sycamores.indstate.edu](mailto:ewalters3@sycamores.indstate.edu)

Marissa Trout – MS RD **Marissa Trout, MS, RD, CD**

Nutrition & Food Services Director Community Heart & Vascular Hospital

**ABM Healthcare Support Services**

8075 North Shadeland Avenue, Indianapolis, IN 46250

317-621-8022 (Office)

317-621-8035 (Fax) [Marissa.Trout@abm.com](mailto:Marissa.Trout@abm.com) | [www.abm.com](http://www.abm.com)

Both clinical and management

January 13, 2015 – May 5, 2015

**Meredyth White** – [mwhite16@sycamores.indstate.edu](mailto:mwhite16@sycamores.indstate.edu)

1. Richard L. Roudebush VA Medical Center

1481 West 10th Street

Indianapolis, IN 46202

317-554-0000 Chief: Jennifer Bowling-Wickware, RD, [Jennifer.wickware@va.gov](mailto:Jennifer.wickware@va.gov) Management only – January 13, - February 24, 2015

2. Union Hospital – Heather Pfrank, RD, Director. [hpfrank@uhhg.org](mailto:hpfrank@uhhg.org) - Clinical only February 25, 2015 – May 5, 2015

Belinda Whittington – to call me



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## James Herman

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5549 N. Clinton St. #3 • Terre Haute, IN 47805 • (812) 239-7334 • james.herman@sodexo.com

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### Summary

A highly experienced leader in the food service industry. With 15 years as a general management at different locations. Additionally, I have experience as a catering manager, retail manager, and resident dining manager. I have a track record of meeting goals and exceeding expectations. I look forward to challenges and use creative and innovative ideas to provide solutions for situations.

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### Areas of Expertise

- Catering & Special Event Planning
  - Team Development
  - Providing Solutions
  - Budget Development & Implementation
  - Exceeding Client Expectations
  - Retail Mgt (in house & brands)
  - Mentoring Staff
  - Organizing & Logistics
- 

### Education & Professional Training

Business Management 1982-84  
*Indiana State University, Terre Haute IN*

#### Professional Training

- Culinary Institute of America - Continued Education
  - Certified Frontline Leadership - Facilitator
  - Certified CQI/TQM Leadership
  - Certified CQI/TQM Facilitator
- 

### Career History & Accomplishments

- Dining Director, Sodexo, Indiana State University 2007 - current
- Oversee Resident Dining Program for 4,000 residents
  - Retail operations at ISU. 7 restaurants (3 brands & 4 RBG), Catering, C-store, Concessions, and 3 coffee shops. Responsible for over \$5 million in sales
  - Responsible for the recruitment, development, and succession planning of salaried managers and food service staff
  - 10 year extension of the contract
  - Installation of Resident Dining - Sycamore Smoke House and Better Tomorrow Herb Garden
  - Installation of retail units Pizza Hut, Jazzman's, and Edy's Ice cream shop
  - Construction project of a 450 seat banquet center
  - Implementation of Sodexo "Flavours" Catering Guide & Catertrax
  - Experience with national retail brands including *Starbucks, Taco Bell, Sub Connection, Jazzman's Café, Burger King, and Pizza Hut*
-

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<b>General Manager, Sodexo, St. Mary of the Woods College</b>	<b>1999</b>
<ul style="list-style-type: none"><li>• Resident Dining Program</li><li>• Catering &amp; Event Planning</li><li>• Expanded Client Relations</li><li>• Gold NSF Audit</li></ul>	
<b>Service Manager, Sodexo, Indiana State University</b>	<b>1998</b>
<ul style="list-style-type: none"><li>• Developed Service Staff</li><li>• Expanded Resident Dining Program Services</li></ul>	
<b>General Manager, ARAMARK, St. Joseph Medical Center</b>	<b>1995</b>
<ul style="list-style-type: none"><li>• Responsible for over 3 million in manage volume</li><li>• Renovation of retail dining room and conference center</li><li>• Implementation of Scanplus (computerized meal charging system)</li><li>• Marketing of retail dining program</li></ul>	
<b>General Manager, ARAMARK, Barat College</b>	<b>1993</b>
<ul style="list-style-type: none"><li>• Resident Dining Program</li><li>• Manage a Diverse team</li></ul>	
<b>Opening Management Team, ARAMARK, Ball State Food Court</b>	<b>1992</b>
<ul style="list-style-type: none"><li>• Construction of food court with Taco Bell, Grill, Pizza Hut, and Baskin Robbins</li><li>• Setting up new account</li></ul>	
<b>Various Manager positions with ARAMARK</b>	<b>1984-1991</b>

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# THOMAS G. LENTES

4523 N 622 W  
Huntington, IN 46750

Phone: 260-356-2031  
Alt: 260-519-1191  
tjlentes@yahoo.com

## Objective

The opportunity to join a progressive School Corporation that has a need for a Food Service Director with proven experience in administrating all aspects of an effective School Nutrition Program.

## Major Accomplishments

- ◆ Charter member of both Region 8 Food Service purchasing Committee, and Commodity reprocessing.
- ◆ Launched the Fresh Fruit and Vegetable Grant program at HCCSC.
- ◆ American Business Women Association(ABWA)-Business Man of the Year.
- ◆ Attended the Tyson University workshop on Commodity reprocessing.
- ◆ National and State member of the School Nutrition Association.
- ◆ Successful turnaround of a negative financial balance after first year with HCCSC.

## Experience

HUNTINGTON COUNTY COMMUNITY SCHOOL CORPORATION  
Food Service Director  
Huntington, IN

August 1992 – Present

- ◆ Coordinate and direct the District Food Service Program.
- ◆ Plan, organize, develop, and implement policies and operational procedures, which ensure adherence to District, State, and Federal polices, regulations and guidelines pertaining to an effective and efficient food service program.
- ◆ Utilize the Winsnap systems to organize and coordinate the preparation and dissemination of State and Federal required school lunch and breakfast related reports.
- ◆ Establish and maintain standards for quality and quantity control, cleanliness and sanitation.
- ◆ Monitor and evaluate the purchasing, receiving, storage and distribution of food and nonfood items, supplies, materials and equipment.
- ◆ Plan, organize and conduct personnel in-service and orientation training programs.
- ◆ Confer with and advise District personnel and members of the school community regarding food service achievements, issues and concerns. Recommends alternate solutions.
- ◆ Review, monitor and evaluate the performance of food service personnel.
- ◆ Direct and coordinate the preparation of food service menus.
- ◆ Evaluate and recommend the selection of new food service products, supplies, materials and equipment.
- ◆ Organize, develop and implement a preventative maintenance program for food service facilities and equipment.
- ◆ Budget planning, including development, implementation and maintenance of inventory and expenditure control procedures.

HUNTINGTON UNIVERSITY \*ARAMARK  
Food Service Director  
Huntington, IN

March 1987 – August 1992

- ◆ Prepare and administrate the food service budget.
- ◆ Manage food service employees and implement personnel policies.
- ◆ Plan menus based on sound nutritional guidelines, student acceptance, cost efficiency.
- ◆ Develop and execute the catering program to accommodate Huntington University goals.
- ◆ Oversaw the transition of the former dining hall into a new campus Pizza shop,; *Itza Pizza*

## Education

DAKOTA WESLEYAN UNIVERSITY  
Business Administration  
Mitchell, SD

Coordinated Program in Dietetics

Indiana State University

Page 202



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# Heather L. Pfrank MS, RD, CD, CDE

## *Education*

Bachelor of Science, Eastern Illinois University 1993  
Master of Science, Dietetics, Indiana State University 1998

## *Professional Organizations*

Member - Academy of Nutrition and Dietetics  
Member- American Association of Diabetes Educators  
Member - West Central Indiana Dietetic Association (now dissolved) currently WIAND  
Past President 2005-2006, President 2004-2005  
President Elect 2003-2004, Secretary 2002-2004  
Leadership Wabash Valley Class XXVIII

## *Awards, Fellowships, Grants*

Indiana Dietetic Association 2004 Recognized Young Dietitian of the Year  
Union Hospital, Standards of Service Excellence, 4th Qtr '04, 1st and 4th Qtr '06, 1st '07  
Union Hospital Unit of the Qtr '06  
Value Analysis Team Support Services champion 2007

## *Positions Held*

Aug 2004-present - System Director Nutrition Services and Diabetes Education  
Union Hospital and Union Hospital Clinton  
Responsible for Nutrition Systems, budgets, staffing and  
clinical operations of both hospitals, preceptor to ISU dietetics students

July 2007– 2010- Consultant Dietitian  
United States Federal Penitentiary, Terre Haute, Indiana

May 2009-August 2010– Consultant Dietitian  
Harsha Behavioral Center, Terre Haute, Indiana

Jan 2004– Aug 2004 Clinical Manager Nutrition Services  
Union Hospital and Union Hospital Clinton

Mar 1999 - Dec 2003 Outpatient Registered Dietitian/Certified Diabetes Educator  
Associated Physicians & Surgeons Clinic

## *Publications*

Abstract in Conference Proceedings for AAFCS 1998  
Article in Journal of the American Dietetic Association August 2000  
Abstract to the September Supplement JADA 2001  
Staff Writer for Diabetes Interview Magazine 2003-2004

## *Conference Presentations*

Poster Presentations at AAFCS Atlanta 1998 and IDA 1998  
Poster Presentation at ADA St. Louis 2002  
January 2006 Computrition International Symposium Los Angeles - Speaker  
“Strategies for Altering your Meal Service Approach”

## *Community Service/Volunteer Experience*

Board Member Terre Haute Boys and Girls Club  
Advisory Board Member to ISU Coordinated Dietetics Program and Applied Health Sciences



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Heather L. Pfrank MS, RD, CD, CDE

***Interests and Activities***

Vigo County 4-H Horse and Pony Club  
Parent Advisory 4-H Horse and Pony  
4-H Council Board Member  
Horseback Riding/Horse Showing

***Licenses and Certificates***

Registered Dietitian  
Certified Dietitian state of Indiana  
Certified Diabetes Educator



## **Chris Mangia**

851 North State Line Place  
West Terre Haute, IN 47885  
[cmangia@westcentralin.com](mailto:cmangia@westcentralin.com)

### Experience

West Central Indiana Economic Development District, Inc. / Area 7 Agency on Aging and Disabled

Nutrition Site Director – West Terre Haute Community Center – December 1990 – September 1991

Nutrition Program Specialist – Nutrition Department – October 1991 to Present

### Education

Indiana State University, Terre Haute, IN

BS in Vocational Home Economics

June 1971

Indiana State University, Terre Haute, IN

MS in General Home Economics

June 1982

### Certifications

Master Trainer: A Matter of Balance Lay Leader Model

Maine Health Partnership for Healthy Aging

June 16 and 17, 2009

### Organizations

Vigo County Local Coordinating Council – 1992 to Present

Advisory Board for Coordinated Program in Dietetics, Indiana State University – 2004 to Present





# Hilary Elliott, RD

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## Current:

1640 East Rhorer Road  
Bloomington, IN 47401  
(812) 606 – 4381  
chmelliott@gmail.com

## Education

Dietetic Internship  
March 2004 – November 2004  
Paradise Valley Unified School District  
Phoenix, Arizona

Degree received in December 2003  
Batchelors Degree in Science with emphasis in Nutrition  
Indiana University  
Bloomington, IN

## Work

### Experience

**Morgan County WIC Program**  
**1328 Morton Ave Suite A**  
**Martinsville, IN 46151**  
Local Agency Director

August 2008  
through  
Present

- Director duties and responsibilities are to plan, implement and evaluate the objectives and activities of the WIC Program. Establish local agency policy and procedures and monitor the WIC program operation for compliance with State and Federal regulations and policies. Train and supervise all WIC Program Staff and monitor staff work. Serve as a liaison with vendors (reviewing contracts, deals with specific problems, reconcile rejected checks and keeps vendors updated on program requirements as related to food card changes), monitor clinic operations for efficiency and effectiveness, responsible for maintaining contracted caseload, promote and support the local farmers market program and provide staff with in-services.
- Manage all financial aspects for the local WIC office. Duties included submitting monthly Morgan County WIC claim to State WIC Office, overseeing payroll for all WIC employees, and submitting yearly budget to State WIC agency.
- Perform certifications duties including lab tests, measurement of height, weight and hemoglobin, along with nutrition education.
- Maintain Equipment Inventory, develop and maintain procedure for a referral system.
- Duties also include participating in community activities to promote good public healthy relations and to increase community awareness of nutritional needs and the services offered by the WIC Program and participate in various committees, at the State level( i.e. Steering Committee -currently serving term 10/01/2010-09/30/2014).



**Fresenius Medical Care**  
**575 S. Patterson Drive, Bloomington, IN 47403**  
Registered Dietitian

April 2005  
through  
August 2008

- Renal dietitian for Bloomington Unit, Spencer Unit and Linton Unit
- Duties includes diet education and instruction for new and present patients and family members, chair side diet education and monthly nutrition lab review with patient, bulletin board education, and handout diet education.
- Duties also include assisting the doctor, nurse and social worker in the patient plan of care, community education on the renal diet, staff in-services and action plan tracking for nutritional labs.
- Education Sessions Attended: Action for Albumin, Action for Life.

**Indiana University Health Center**  
**600 N Jordan, Bloomington, IN 47404**  
*Nutrition Consultant*

January  
through  
August 2008

- Registered Dietitian for Health and Wellness Center at Indiana University.
- Duties include providing individual nutrition education to students, creating meals, working with weight loss client and eating disorder clients.
- Duties also include working with IU athletics and providing nutrition education to various athletes and providing nutrition lessons to different college level courses.

**Indiana Department of Education – Nutrition Services**  
**151 Ohio Street, Indianapolis, IN 46204**  
*Nutrition Consultant*

November 2004  
through  
April 2005

- Duties included overlooking the federal Fresh Fruit and Vegetable Program. I advised and consulted with community schools across Indiana.
- Duties also included managing and organizing educational material that schools needed for nutrition and food service, providing in-services for school employees across the state and doing research of topic relating to childhood nutrition.

**Paradise Valley Unified School District – Food Service Depart**  
**20621 N. 32nd St. Phoenix, AZ 85050**  
*Intern/Kitchen Manager*

March 2004  
through  
November 2004

- Supervise K-12 kitchens at various schools within the district.
- Duties included ordering food supplies, preparing meals, operating daily lunch operations, reporting daily count, preparing daily lunch deposit, supervising kitchen staff, enrolling families in National School Lunch Program, and any other duties that needed performed.
- As an intern, worked in the food service office on menu planning, entering of applications for national school lunch program and finding different suppliers for food items.



APPENDIX J



## AHS 324 Nutrition Care Process Syllabus

**Instructor:** Carla Honselman, PhD, LDN, RDN

**Office:** Arena B56B

**Email:** [Carla.Honselman@indstate.edu](mailto:Carla.Honselman@indstate.edu)

**Office Hours:** Monday 8:00am to 10:00 am; 11:00am to 12:00 pm; Tuesday and Thursday 8:30 am to 9:30 am; Wednesday 9:00 am to 10:00 am. Additional times are available by appointment or just stop by if you see me in.

**Phone:** (812) 237- 3929

**Meeting Times:** Monday, Wednesday, Friday 10:00am to 10:50am in Arena C068

**Description:** Discuss and apply the Academy of Nutrition and Dietetics' Nutrition Care Process. Case study driven application of assessment, diagnosis, development of PES statement, intervention, monitoring and evaluation of nutritional status.

### Prerequisites

AHS 221, AHS 322, Dietetic student or permission of instructor.

**Objectives** At the end of the course, students will be able to:

1. 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 (KRD 1.1/CRD 1.2)
  - a. 80% of students will earn a score of 85% or above of possible points when completing the *Drug-Nutrient Interaction Assessment in Patient Simulation*
2. Demonstrate ability to comply 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 by applying professional guidelines to a practice scenario. (KRD 2.3/CRD 2.1)
  - a. 80% of students will earn a score of 85% of possible points on adherence to *Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics in Patient Simulation Video Critique*.
3. Identify and describe the roles of others with whom the registered dietitian collaborates in the delivery of food and nutrition services. (KRD 2.3)
4. To apply the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions (KRD 3.1/CRD 3.1 a,b,c)
  - a. CRD 3.1a. 80% of students will earn a score of 85% or above of possible points for the *Nutrition Assessment portion of the Patient Simulation*.
  - b. CRD 3.1b. 80% of students will earn a score of 85% of above of possible points for the *Nutrition Diagnosis portion of the Patient Simulation*.

- c. CRD 3.1.c. 80% of students will earn a score of 85% or above of possible points available for the *Nutrition Intervention portion of the Patient Simulation*.
5. Explain the impact of a public policy position on dietetics practice.(KRD 4.3)

Class meet on Mondays, Wednesdays and Fridays 11 - 11:50 am.

**Required Texts:** The following resources will be used and are required for this class:

- Nelms, M., Sucher, K., Lacey K. (2016) Nutrition Therapy and Pathophysiology, 3<sup>rd</sup> edition. Cengage Learning, Boston, MA.
- Pocket Resource for Nutrition Assessment 2013 Revision– SKU#5006 - order directly from [www.dhccdpg.org](http://www.dhccdpg.org)
- International Dietetics Nutrition Terminology – must be purchased online. \$25.00 if you are an AND member. Order at [NCPT.webauthor.com](http://NCPT.webauthor.com).

**Supplemental Reading:** The following are not required but, if used, will enhance your learning. Please view and work on these sites on a regular basis.

- Cengagebrain.com - the student material available to accompany the main text - practice tests, flash cards, etc. that are made available for each chapter are VERY helpful and should be a regular part of your reading.
- Academy of Nutrition and Dietetics Diet Manual - Indiana State University library database
- Medical Terminology: <http://free-ed.net/sweethaven/MedTech/MedTerm/default.asp>
- Food-Drug Interactions: <http://www.ext.colostate.edu/pubs/foodnut/09361.html>
- <http://www.noah-health.org/en/pharmacy/drugs/food.html>
- Dietetics Code of Ethics: <http://www.eatright.org/ada/files/COE.09.pdf>

**Evaluation:** Coordinated Program Dietetics student must obtain a grade of B- or higher to complete the course.

**Attendance:** Class attendance and participation are **MANDATORY**. Students are required to attend all class sessions in order to successfully complete the course. Absences may be excused in the cases of personal illness or an emergency beyond the control of the student, however, proper documentation must be provided (doctor's note, obituary, etc.). Students should contact instructor as soon as possible to inform them of absences. **Students are responsible for any material covered in class during their absence.**

Students should arrive to class on time. Attendance sheets will be available for students to sign at the beginning of each class, or attendance will be called at the start of class. A student arriving more than 10 minutes late will be counted as absent. If an early departure is necessary from the class the student is responsible to notify the instructor before the start of the class. If the instructor is not informed then the student will be counted as absent for the class. It is the



students' responsibility to ensure that they have signed the attendance sheet or noted as present for the day in the event that roll is called.

Each unexcused absence will result in a **3% deduction** from the students overall course grade. More than **four absences** will result in an "F" for the final grade.

- Students should familiarize themselves with class withdrawal procedures and the calendar for withdrawals. If the student's name appears on the grade sheet and he/she has not officially withdrawn, the instructor is mandated by the registrar's office to assign an "F" grade.

### **Academic Integrity: Academic Integrity:**

Academic integrity is a core value of ISU's community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The *Policy on Academic Integrity* describes appropriate academic conduct in research, writing, assessment, and ethics. The policy is found in the *Code of Student Conduct* and on the Indiana State web page:

<http://www.indstate.edu/sci/docs/code.pdf>. The *Code* deals with academic integrity issues including: cheating on exams; plagiarism; falsification, forgery, and obstruction; multiple submissions; facilitating academic dishonesty; violating professional standards in research and creative endeavors; misusing academic resources; misusing intellectual property; and violating ethical and professional standards. Indiana State University requires that all students read and support the *Policy on Academic Integrity*.

The following behaviors are some examples of academic dishonesty (from Kittleson, 2006, [http://www.kittle.siu.edu/health\\_informatics](http://www.kittle.siu.edu/health_informatics)):

- a. Taking an exam for another student.
- b. Forging or altering an official document.
- c. Paying someone to write a paper to submit under one's own name.
- d. Copying (with or without another person's knowledge and claiming it as one's own work).
- e. Including items on a list of references that were not used.
- f. Doing assignments for someone else.
- g. Obtaining a copy of a test before it is given.
- h. Working with other students when not expressly told to do so.
- i. "Recycling": Copying and pasting (or retyping) material from a paper written for another course and submitting it for a grade for the present course without previous consent from instructor.
- j. Using in-text citations for sources not used in the paper.
- k. Copying and pasting text from a source without quotations and citation of source.

While all areas of academic integrity are important, plagiarism (examples include letters j. and k. above) is a particularly common problem at Indiana State University.

**Academic dishonesty is not tolerated at Indiana State University.** The penalties for academic dishonesty (plagiarism) are as follows:

*First offense:* you will receive a 0 on the assignment and be required to meet with the instructor to discuss the offense and how to avoid academic dishonesty in the future.

*Second offense:* you will receive an F in the course and be required to meet with the instructor and the Chair of the Department of Applied Health Sciences to discuss the offense as well as the consequences of a third (and final) incident.

*Third offense:* you will be referred to the Office of Student Conduct and potentially face formal charges. Students found in violation of the *Policy on Academic Integrity* may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred.

Please note that incidents of academic dishonesty are cumulative over the course of your academic career at ISU (not in one class or in one semester). That is to say that if the first offense occurs during your freshman year, and another offense occurs two years later, the second offense will result in the consequences detailed above regarding second offenses. Students are urged to discuss questions regarding academic integrity with instructors, advisers, or with the academic deans.

**Student Code of Conduct:** Further information on the student code of conduct is accessible by clicking this link <http://www.indstate.edu/the-code>.

#### **Electronic Devices:**

- Cell phones are to be turned off or on silent mode during class sessions. If a student is seen on his/her cell phone they will be asked to leave the class. If there is an emergency situation and the student is expecting a call he/she is to inform the instructor before the beginning of class.
- Laptops are permitted during class meetings. Students are encouraged to take notes using their laptops; however, if laptops are being used inappropriately the student will not be allowed to use his/her laptop during class.

#### **Email Etiquette:**

When sending an email put your name, class, and class section in the subject line, for example, "John Doe, AHS 324". If the subject line is not completed this way, your email may not be responded to. Emails need to be in complete sentences with proper capitalization and punctuation. Students are required to use complete words and phrases. Emails will only be responded to if they can be read. Instructor will respond to emails within 24 hours during the week and 48 hours during the weekend.

#### **AMERICAN WITH DISABILITES ACT STATEMENT**

“Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.”

For further information on the Student Code of Conduct, click on <http://www.indstate.edu/the-code>.

**Grading Scale:**

97-100	A+	94-96	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

Tests (4) 50 points each	200
Final Examination – cumulative	100
Nutrition Assessment project	100
Simulation	100
Assignments: (8)	<u>80</u>
Total:	580

**Assignments:** All assignments are required to be completed to pass the course.

**Nutrition Assessment Project Description:** This project requires that you select a client and complete a nutrition assessment following the Nutrition Care Process. You will select a client or patient of your choice. Your patient or client must be middle aged or older and have recent (within the last 6 months) CBC and Blood Chemistry lab work available. If they don't, the client can ask their MD to order these labs but their physician visit is not connected in any way to this class. The client will be charged for the labs. Select someone with labs or if someone in your life is very interested in having a nutritional assessment performed, they can certainly encourage the physician to order labs and obtain a copy for you. A 24 hour recall and project checklists have been included for your use with this project. This is to be a complete nutritional assessment using the Nutrition Care Process format. Items to be submitted for this assignment include the assessment, PES statement, intervention, monitoring and evaluation. You will be performing Step 1 through 4 of the NCP and documenting your findings. Submit via Blackboard by date due.

**Assignments:** 8 assignments are posted under "assignments" that represent the different areas of nutrition care process that we will be studying this semester. These include case studies and work sheets

- **24 Hour Recall:** As instructed in class, obtain a 24-hour recall from a classmate. Include food, beverages, portion sizes, and preparation methods of foods consumed. Analyze the 24-hour recall utilizing Super Tracker. Compare findings to the Acceptable Macronutrient Distribution Ranges (AMDR) and the current *Dietary Guidelines for Americans*. Summarize your findings in a 1-2 page paper. Submit via Blackboard by date due and bring a copy to class for discussion.
- **Biochemical Assessment (Lab Review):** Using the lab report provided evaluate the client's lab values, noting what the abnormal lab values indicate. Complete the lab assessment table provided and submit via Blackboard by the date due.
- **Nutrition Care Process: A Walk-Through on PES Statements:** Using the worksheet provided create PES statements as directed in class. This is for your own practice and will help you to participate in class. Do not consult other students as we will create PES statements using each students input in class. Points are given for completing the worksheet regardless of the answer given. Submit your completed worksheet via Blackboard by the date due.
- **Nutrition Assessment, Diagnosis and Intervention for Simulation Patient:** Meet with your "patient" as scheduled and complete the nutrition interview process. Review the chart available and the information obtained during the interview and complete the nutrition assessment. Once you have completed the simulation exercise, complete the Nutrition Care Process worksheet that includes drug nutrient interaction review, nutrition assessment, diagnosis and intervention. Submit your assignment by the date due. Bring a hard copy to class to review together. Make an appointment to observe the video of your simulation and evaluate your motivational interviewing skills as well as adherence to the Scope of Practice and Code of Ethics.
- **Drug-Nutrient Interaction Online Assignment- Effects of Medication on Nutrition Status:** Based on the case study provided, review the medications and possible adverse effects on nutrition status. Medline Plus is a good source of information on medications and can be accessed at <http://www.nlm.nih.gov/medlineplus/druginformation.html> . Search the internet for policy issues related to drug or treatment coverage for this disease/drugs. Write a summary of the medication purpose, potential adverse effects, if the adverse effects can be avoided or minimized, and the appropriate intervention to do so. In addition, discuss any policy issues you identified that are associated with this disease and/or medications. Submit the medication summary and the policy review via Blackboard by date due.
- **MyPlate, Dietary Guidelines for Exchange Diet Menu Evaluation:** Using MyPlate, Dietary Guidelines for Americans 2015 and the Exchange Diet information in your textbook, evaluate the menu on the handout given for nutritional adequacy compared to the recommendations for each of these sets of standards. Submit your completed assessment via Blackboard by date due.
- **CHO Counting Menu:** In class you were provided a worksheet and a case study. In small groups you identified the CHO grams in each food the client reported consuming as part of their normal intake. Using that information, calculated the client's CHO needs and exchanges and create a menu that reflects their "normal" intake. Complete the Daily

Menu Plan Form provided to you with the menu including the number of exchanges in each food categories, total CHO, number of CHO exchanges and the menu. Submit via Blackboard by date due.

- **CHO Counting Menu Turned Exchange Diet Assignment:** Using the menu you created for the CHO Counting Assignment, the Exchange Diet information from your textbook and the Exchange Diet Worksheet create a menu for an exchange diet based on your original menu. The calories will be determined by the foods you selected but this will give you practice in using the exchange lists. Evaluation based on Macronutrient Distribution, Calories, Exchanges, Appropriate Foods, Preferences Honored, and Nutritional Adequacy (25 points)
- **Planning a Nutrition Intervention (Worksheet 4-1):** Apply information from the textbook chapter 4 as well as from the lectures and complete Worksheet 4-1. Do this independently and come to class prepared to share your approach to working with this client.

### Things to know:

- Bring your books to class. Your books are reference materials and we practice skills during class most of the time.
- The project will not begin until after you get some background on how to perform a nutritional assessment, a few weeks into the semester.
- Documents are available under "Course Documents". As we begin learning about the nutrition care process, there are several tutorials, web site readings, examples, etc. related to the topic that are have included in course documents. The first one, part of the Academy of Nutrition and Dietetics web site, includes descriptions, several introductions and tutorials about the nutrition care process and standardized language. We will begin our discussion in chapter two so please begin and steadily work through these tutorials, readings, etc. before and as we discuss the topics in lecture.
- Appendix H has answers to end of chapter questions.
- Check Course Documents frequently for practice items for different competency practice.
- The text has a related internet site that provides study and learning opportunities for each chapter. Spend time working on these activities for extra practice, etc. The more you learn now, the easier fall semester in the hospital will be. Log on to [www.cengagebrain.com](http://www.cengagebrain.com). This is free - no access code required.
- Use appendices as they are noted in chapters. We will use them in class so bring your textbook to class.

### Preparation and Expectations for Class

**Reading assignments:** Read all chapters in text prior to scheduled date of lecture. Also, read and note information in the Pocket Resource for Nutrition Assessment flip book as you read text.

**What to Bring to Class:** You are expected to have blackboard handouts, information, books etc. with you in class. Check all course documents in blackboard – nutrition care process materials, power points AND practice patient that includes extra practice related to all areas of nutrition assessment. This is not mandatory but HIGHLY recommended.

**Questions:** Please discuss any questions related to the practice or any other area with me in class or on our own. This class requires you to do a lot of evaluation of information, reasoning and critical thinking. You are expected to learn to APPLY information and begin to make professional judgments and determinations. Practice asking questions and developing critical thinking skills.

Tentative Course Schedule:

2016 revision started on this version:

**Week 1:** *August 24* – Introductions. **Assignment:** Read Chapters 1 and 2 of your textbook.

*August 26* - Review of expectations. Syllabus posted on Blackboard.

**Assignment:** Read Chapters 1 and 2 of your text.

**Week 2:** *August 24* - Finish course description and requirements - projects description, etc. Lecture Chapter 1

*August 26* - Begin Chapter 2. Pocket handbook, eNCPT and Nutrition Care Handouts

*August 28* - Continue Chapter 2. Pocket handbook, eNCPT and Nutrition Care Handouts

**Week 3:** *August 31* – Critical Thinking Discussion and Exercise

*September 2* - Continue chapter 2, Discuss Box 2.6 in text.

*September 4* - Finish Chapter 2. Briefly go through course documents posted on Blackboard, medical terminology courses available, NCP Snapshots review

**Week 4:** *September 7* – No Class - Holiday

*September 9* - - Begin Chapter 3. Bring text and assessment pocket handbook to class for duration of Chapter 3. We will evaluate data and use assessment standard to evaluate - you will need your references. However you can pair up and two of you share the two that way you only have to bring books in every other class.

*September 11* Chapter 3 Nutrition Assessment

**Week 5:** *September 14* - Exam Chapter 1 and 2, terminology, NCP course document information, abbreviations.

*September 16* - Chapter 3: Nutrition Assessment, Nutrition Assessment Forms

*September 18* - Continue Chapter 3

**Week 6:** *September 21* - Continue Chapter 3 – Evaluation and interpretation of body weight

measures

*September 23* - Continue Chapter 3 – Case Study

*September 25* - Continue Chapter 3 – Biochemical Assessment

**Week 7:** *September 28* - Continue Chapter 3 -- Nutrition Assessment Application

*September 30* - Continue Chapter 3, Nutrition Assessment Application

*October 2* - Continue Chapter 3, Nutrition Assessment Application

**Week 8:** *October 5* - FNCE. No Class. (Serv Safe Training, if needed.)

*October 7* – Diet History Review

*October 9* -Test chapter 3

**Week 9:** *October 12* – Drug Nutrient Interactions

*October 14* - Chapter 7 - Fluid and electrolyte Balance

*October 16* - Fluid and electrolyte Balance

**Week 10:** *October 19* – Simulation at Simulation Center – 9:00 a.m. to 12:00

Nutrition Assessment Assignment to help you with writing PES statements for the Sim Exercise. You will review the format of a medical record, review the medical record for the simulation patient for information needed to complete the nutrition assessment, interview the patient, meet in small groups to discuss and reflect on the experience, create a nutrition assessment in ADIME format using the information obtained in the record and during the interview.

*October 21* – Lab - Fluid Calculations for the simulation patient- *Simulation Exercise and Nutrition Assessment: A Walk Through PES Statements Worksheet* to be submitted on date due after this class. Submit via Blackboard.

*October 23* –Schedule time with Dr. Honselman to watch your simulation video and discuss technique as well as critique motivational interviewing technique and adherence to Code of Ethics and Scope of Practice for Dietetics.

**Week 11:** *October 26* - Exchange List

*October 28* - CHO Counting – *NCP Practice Patient: 50YO Male w/CA* Due before class. Submit via Blackboard.

*October 30* – CHO Counting

**Week 12:** *November 2* – CHO Counting

*November 4* – Begin Intervention Chapter 4, Submit CHO Counting Menu Assignment

*November 6* – Exchange Diet, MyPlate and Exchange List Practice; Submit completed Simulation Case Study

**Week 13:** *November 9* – Chapter 4 Intervention: Diet Modifications

*November 11* – Chapter 4 Interventions: Nutrition Education

*November 13* – Chapter 4 Interventions: Nutrition Counseling

**Week 14:** *November 16* – NCP Monitoring and Evaluation

*November 18*- Chapter 6 - Documentation of NCP

*November 20* - TEST over Chapters 4, 6 and 7 as well as CHO Counting and Exchange Diet . Assignment: Worksheet 4-1: Planning a Nutrition Intervention

**Week 15:** *November 23* – 27 Thanksgiving Break

**Week 16:** *November 30*- Study week: Submit Worksheet 4-1 Planning a Nutrition Intervention.

*December 2* – Practice and Review: Monitoring and Evaluation NCP-

*December 4* – Final Nutrition project due.

**Final Exam - Cumulative – December 7 at 10:00 am**



**AHS 424/624 – 2 credits**  
**Medical Nutrition Therapy Supervised Practice 1**  
**Fall 2015**

**Instructor:** Mark McInerney, MS, RD  
**Office:** B-63  
**Email:** Mark.McInerney@indstate.edu  
**Office Hours:** Monday 9-10am; Wednesday 1-4pm; Friday 9-10am, 1-2pm; or by appointment  
**Phone:** 812-237-3309  
**Course Meetings:** Arena B-29  
Monday – 10:00-11:50am  
Tuesday and Thursday at assigned hospital

**Required text:**

Nelms, M., Sucher, K.P., Lacey, K., Roth, S.L. (2016). *Nutrition therapy and pathophysiology* (3<sup>rd</sup> edition). Belmont, CA: Wadsworth.

Escott-Stump, S. (2015). *Nutrition and diagnosis-related care* (8<sup>th</sup> edition). Philadelphia, PA: Lippincott Williams & Wilkins.

Academy of Nutrition and Dietetics eNCPT.

**ISBN:**

*Nelms:* 978-1-3051-1196-7

*Escott-Stump:* 978-1-45119-532-3

**Course Description:** Supervised nutrition care process and medical nutrition therapy experiences in hospitals. Coordinated with didactic portion of AHS 423. Co-requisites: AHS 423

**Course Objectives:**

At the end of the course, students will be able to:

1. CRD1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.
2. 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.
3. CRD 1.3: Justify programs, products, services and care using appropriate evidence or data.
  4. CRD 1.4: Evaluate emerging research for application in dietetics practice.
  5. CRD 1.5: Conduct projects using appropriate research methods, ethical procedures and data analysis.
  6. CRD2.10: Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.
  7. CRD 2.11: Demonstrate professional attributes within various organizational cultures.
  8. 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.
  9. CRD 2.4: Use effective education and counseling skills to facilitate behavior change.
  10. CRD 2.5: Demonstrate active participation, teamwork, and contributions in group settings.
  11. CRD 2.7: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
  12. CRD 3.1: Perform the NCP and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.
  13. CRD 3.1a: Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.
  14. CRD 3.1b: Diagnose nutrition problems, etiology, signs and symptoms (PES) statements.
  15. CRD 3.1c: Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.
  16. CRD 3.1d: Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis.
  17. CRD 3.1e: Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.
  18. CRD 3.2: Demonstrate effective communications skills for clinical and customer services in a variety of formats.
  19. CRD 3.4: Deliver respectful, science based answers to consumer questions concerning emerging trends.

**Attendance:**

Class attendance and participation are **MANDATORY**. Students are required to attend all class and clinical sessions in order to successfully complete the course. Absences may be excused in the cases of personal illness or an emergency beyond the control of the student, however, proper documentation must be provided (doctor's note, obituary, etc.). Students should contact their preceptor and instructor as soon as possible to inform them of absences. **Students are responsible for any material covered in class during their absence. All clinical hours must be completed in order to successfully pass the course.**

Students should arrive to class and clinical sites on time. Attendance sheets will be available for students to sign at the beginning of each class meeting. If a student is more than 10 minutes late for class, he/she will be counted as absent. If an early departure is necessary from the class the student is responsible to notify the instructor before the start of the class. If the instructor is not informed then the student will be counted as absent for the class. It is the students' responsibility to ensure that they have signed the attendance sheet.

**If the student is going to be late to a clinical site they must call their preceptor and instructor immediately.**

Each absence and Tardy will result in a **3% deduction** from the students overall course grade. More than **two absences or late arrivals** will result in an "F" for the final grade and dismissal from the Coordinated Program.

- Students should familiarize themselves with class withdrawal procedures and the calendar for withdrawals. If the student's name appears on the grade sheet and he/she has not officially withdrawn, the instructor is mandated by the registrar's office to assign an "F" grade.

**Note: Students will not be allowed to switch clinical sites or clinical times.**

**Evaluation:**

**Undergraduate**

*Preceptor Evaluations:* 75%  
*Assignments:* 10%  
*Professionalism:* 15%

**Graduate**

*Preceptor Evaluations:* 75%  
*Assignments:* 10%  
*Professionalism:* 15%

***Preceptor Evaluations:***

This is a clinical course, so the majority of the grade will be based on clinical performance. Students will be required to provide their preceptors with a *Clinical Evaluation Rubric, Chart Note Evaluation, and Diet Instruction Evaluation*. These will need to be returned to the instructor by December 8<sup>th</sup>. Grades will be based off of the preceptor evaluation and feedback. If these documents are not submitted the student cannot be graded and will not receive a grade in the course. This will result in dismissal from the Coordinated Program in Dietetics.

Along with the evaluation forms, each student must submit the required time sheet at the end of the semester. The time sheet must be completely filled out and signed by the clinical preceptors. The time sheet will include the students' assigned clinical sites, diabetes education (with Traci Arini), and the students' own interest sites.

***Assignments:***

The course will contain different assignments throughout the semester. These assignments will be completed in-class and assessed for understanding of course materials. Assignments will include case studies, advanced nutrition problem solving questions, and class discussions.

Each week students will be required to submit a weekly reflection journal. These will be collected every Monday during the clinical conference meetings. These reflection journals must be a thoughtful representation of what was learned while at clinical sites the previous week. They can also include any activities that were completed or new opportunities that were experienced. These should contain at least 250 words; however, do not allow this guideline to dictate what is written in the journal. Please think about more than just the word count! The weekly journal is also where students will submit their reflections from diabetes education, Mollie R. Wheat Memorial Clinic and individual interest sites.

4 hours with Diabetic Educator, Traci Arini, RD, CDE at Union Hospital - Professional Office Building - Diabetic Center. [tarini@uhhg.org](mailto:tarini@uhhg.org).

- Submit a time sheet for the 4 hours signed by Traci (part of total time sheet)
- One page, double spaced summary of activities, knowledge and skills that you learned while working with Traci. Traci is one of a few experiences available; however much of your experience will be observation as this is a fee for service. Traci will involve you in the interaction as much as possible. (Submit with weekly reflection journal)

Schedule: Meet Traci in Union Hospital, POB building, Suite 503.

This is a four hour introductory experience with an RD, Certified Diabetic Educator. Please contact Tracy via email or telephone informing her of 2-3 dates that will work for you. She will set the schedule up. Further details about assignments will be provided in class.

8 hours at the Mollie R. Wheat Memorial Clinic at the Landsbaum Center in Terre Haute, IN. This is a free clinic open to member of the Terre Haute community. The clinic is open on Saturdays from 8:00am – 12:00pm. Students will be required to attend two Saturdays during the semester. Students will provide nutrition education for members of the community ranging from general healthy eating, weight-loss, hypertension, and/or diabetes. Students will sign up for weekends during the first week of class. Students will submit their hours via the provided time sheet and write about their experiences in their weekly journals. This is a great opportunity, so please take advantage of it!

8 hours of your own individual rotation experience. Students are encouraged to seek out the area of clinical dietetics that they find most interesting (diabetes, renal, pediatric, oncology, general clinical) and complete the hours on their own time. More information will be provided in class.

**Professionalism:**

This is a professional program; therefore, students are expected to act in a professional manner. Professionalism will be assessed using the following criteria:

- Time management
- Professional appearance
- Positive attitude
- Teamwork
- Quality of work

Professionalism will be evaluated by the instructor. See Professionalism Grading Rubric at end of syllabus.

*Any inappropriate activity at clinical sites will result in automatic suspension/expulsion from the Coordinated Program in Dietetics. Inappropriate activity includes jeopardizing the safety of the patient, rude behavior to patients, staff, or preceptors, throwing temper tantrums, or any other unprofessional behavior. This rule will be strictly enforced.*

**Case Study (Graduate Students):**

This case study is being completed in conjunction with the research paper form AHS 523 – Medical Nutrition Therapy. Students are required to complete and present a case study from a patient that they have encountered at their clinical rotations. The patient that is selected for the case study must have the disease state chosen for the research paper. Patients must be approved by the instructor by **October 23<sup>rd</sup>**.

**Grading Scale:**

97-100	A+	94-96	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

**Graduate Grading Scale**

97-100	A+	94-96	A	90-93	A-
87-89	B+	84-86	B	80-83	B-
77-79	C+	74-76	C	< 74	F

- All work must be typed.
- No late work will be accepted.
- All assignments must be submitted to receive a grade.

## **Academic Integrity:**

Academic integrity is a core value of ISU's community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The *Policy on Academic Integrity* describes appropriate academic conduct in research, writing, assessment, and ethics. The policy is found in the *Code of Student Conduct* and on the Indiana State web page:

<http://www.indstate.edu/sci/docs/code.pdf>. The *Code* deals with academic integrity issues including: cheating on exams; plagiarism; falsification, forgery, and obstruction; multiple submissions; facilitating academic dishonesty; violating professionals standards in research and creative endeavors; misusing academic resources; misusing intellectual property; and violating ethical and professional standards. Indiana State University requires that all students read and support the *Policy on Academic Integrity*.

The following behaviors are some examples of academic dishonesty (from Kittleson, 2006, [http://www.kittle.siu.edu/health\\_informatics](http://www.kittle.siu.edu/health_informatics)):

- a. Taking an exam for another student.
- b. Forging or altering an official document.
- c. Paying someone to write a paper to submit under one's own name.
- d. Copying (with or without another person's knowledge and claiming it as one's own work).
- e. Including items on a list of references that were not used.
- f. Doing assignments for someone else.
- g. Obtaining a copy of a test before it is given.
- h. Working with other students when not expressly told to do so.
- i. "Recycling": Copying and pasting (or retyping) material from a paper written for another course and submitting it for a grade for the present course without previous consent from instructor.
- j. Using in-text citations for sources not used in the paper.
- k. Copying and pasting text from a source without quotations and citation of source.

**Academic dishonesty is not tolerated at Indiana State University.** The penalties for academic dishonesty (plagiarism) are as follows:

*First offense:* you will receive a 0 on the assignment and be required to meet with the instructor to discuss the offense and how to avoid academic dishonesty in the future.

*Second offense:* you will receive an F in the course and be required to meet with the instructor and the Chair of the Department of Applied Health Sciences to discuss the offense as well as the consequences of a third (and final) incident.

*Third offense:* you will be referred to the Office of Student Conduct and potentially face formal charges. Students found in violation of the *Policy on Academic Integrity* may be suspended or

expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred.

Please note that incidents of academic dishonesty are cumulative over the course of your academic career at ISU (not in one class or in one semester). That is to say that if the first offense occurs during your freshman year, and another offense occurs two years later, the second offense will result in the consequences detailed above regarding second offenses. Students are urged to discuss questions regarding academic integrity with instructors, advisers, or with the academic deans.

### **Electronic Devices:**

- Cell phones are to be turned off or on silent mode during class sessions. If a student is seen on his/her cell phone they will be asked to leave the class. If there is an emergency situation and the student is expecting a call he/she is to inform the instructor before the beginning of class.
- Laptops are permitted during class meetings. Students are encouraged to take notes using their laptops; however, if laptops are being used inappropriately the student will not be allowed to use his/her laptop during class.

### **Email Etiquette:**

When sending an email put your name, class, and class section in the subject line, for example, "John Doe, AHS 201-002". If the subject line is not completed this way, your email may not be responded to. Emails need to be in complete sentences with proper capitalization and punctuation. Students are required to use complete words and phrases. Emails will only be responded to if they can be read. Instructor will respond to emails within 24 hours during the week and 48 hours during the weekend.

### **AMERICAN WITH DISABILITES ACT STATEMENT**

"Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers.

If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms."

## Tentative Class Schedule

<b>Dates</b>	<b>Material</b>	<b>Assignments</b>
<u>Week 1</u> August 19-21	<ul style="list-style-type: none"> <li>Review 8-12pm (Thursday)</li> </ul>	
<u>Week 2</u> August 24-28	<ul style="list-style-type: none"> <li>Review Monday</li> <li>Review 8-12pm (Tuesday)</li> <li>Review 8-12pm (Thursday)</li> </ul>	
<u>Week 3</u> August 31-September 4	<ul style="list-style-type: none"> <li>Review Monday</li> <li>Review 8-12pm (Tuesday)</li> <li>Review 8-12pm (Thursday)</li> </ul>	
<u>Week 4</u> September 7-11 <ul style="list-style-type: none"> <li>Labor Day 9/7</li> </ul>	<ul style="list-style-type: none"> <li>No Class Monday</li> <li>Start Clinical Rotations</li> </ul>	
<u>Week 5</u> September 14-18	<ul style="list-style-type: none"> <li>Discussion/Lecture</li> <li>Diabetes Case Study</li> </ul>	Weekly Reflection Journal
<u>Week 6</u> September 21-25	<ul style="list-style-type: none"> <li>Discussion/Lecture</li> <li>Cardiovascular Case Study</li> </ul>	Weekly Reflection Journal
<u>Week 7</u> September 28-October 2	<ul style="list-style-type: none"> <li>Discussion/Lecture</li> <li>Upper GI Case Study</li> </ul>	Weekly Reflection Journal
<u>Week 8</u> October 5-9	<ul style="list-style-type: none"> <li>Discussion/Lecture</li> <li>Lower GI Case Study</li> </ul>	Weekly Reflection Journal
<u>Week 9</u> October 12-16	<ul style="list-style-type: none"> <li>Discussion/Lecture</li> <li>Liver Gallbladder Case Study</li> </ul>	Weekly Reflection Journal
<u>Week 10</u> October 19-23	<ul style="list-style-type: none"> <li>Discussion/Lecture</li> <li>Weight Management Case Study</li> </ul>	Weekly Reflection Journal
<u>Week 11</u> October 26-30	<ul style="list-style-type: none"> <li>Discussion/Lecture</li> <li>Renal Case Study</li> </ul>	Weekly Reflection Journal
<u>Week 12</u> November 2-6	<ul style="list-style-type: none"> <li>Discussion/Lecture</li> <li>Metabolic Stress Case Study</li> </ul>	Weekly Reflection Journal
<u>Week 13</u> November 9-13	<ul style="list-style-type: none"> <li>Discussion/Lecture</li> <li>Respiratory Case Study</li> </ul>	Weekly Reflection Journal
<u>Week 14</u> November 16-20	<ul style="list-style-type: none"> <li>Discussion/Lecture</li> <li>Enteral/Parenteral Case Study</li> </ul>	Weekly Reflection Journal
<u>Week 15</u> November 23-27	<b>No Class; Fall Break</b>	



<u>Week 16</u> November 30-December 4	<ul style="list-style-type: none"> <li>• Discussion/Lecture</li> <li>• Neoplastic Case Study</li> <li>• Graduate Student Case Study Presentations</li> </ul>	Weekly Reflection Journal
<u>Week 17</u> December 7-11 • Finals Week	<b>Final Exam</b>	<b>Final Exam</b> <b>December 8<sup>th</sup> – 10:00am</b>

***\*The instructor reserves the right to change the course syllabus at any time throughout the course of the semester.***

### Tentative Assignment Due Dates

<b>Date</b>	<b>Assignments</b>
September 14	Weekly Reflection Journal 1
September 21	Weekly Reflection Journal 2
September 28	Weekly Reflection Journal 3
October 5	Weekly Reflection Journal 4
October 12	Weekly Reflection Journal 5
October 19	Weekly Reflection Journal 6
October 26	Weekly Reflection Journal 7 Case Study Patient (Graduate Students)
November 2	Weekly Reflection Journal 8
November 9	Weekly Reflection Journal 9
November 16	Weekly Reflection Journal 10
November 30	Weekly Reflection Journal 11 Case Study (Graduate Students)
December 8 – 10:00am	Preceptor Evaluations Time sheets

***\*The instructor reserves the right to change the course syllabus at any time throughout the course of the semester.***

	Highly Professional		Professional		Unprofessional		
	5	4	3	2	1	0	
<b>Time Management</b>	Student arrives to class on time. No unexcused tardiness or unexcused absences. Student does not leave class early. Student always submits work on time. If student is going to miss class the instructor is notified.	Student arrives to class late 2-3 times during the semester and/or misses more than 1 class. Student submits more than 1 assignment late. The student does not communicate with instructor regarding absences and/or early departures from class.	Student arrives to class late more than 3 times and/or misses more than 3 classes during the semester. Student submits more than one assignment late. The student does not communicate with the instructor regarding absences and/or early departures from class.	Student needs to be consistently reminded to keep a clean, well-kempt appearance consistent with the field of dietetics. Student dresses inappropriately consistently after warnings to class and/or professional meetings. Student needs to be consistently be reminded about good hygiene.	Student generally has a negative attitude throughout the course of the semester. The student consistently speaks to the instructor, peers, clients, or member of the profession in a negative manner. Student does not accept responsibility and/or constructive criticism without getting defensive.	Student does not contribute to group activities/assignments. Student receives more than 2 complaints from peers. It is evident that student did not help complete in-class case studies and advanced nutrition problem solving questions. Student is not able to put personal feelings aside about fellow students when working in groups.	Student does not submit high quality work. It is clear student did not spend time on assignments. Student is not willing to accept feedback and make recommended changes. Student does not follow class, department, college, and university academic dishonesty policies.
<b>Professional Appearance</b>	Student keeps a clean, well-kempt appearance consistent with the field of dietetics. Student does not deliberately dress inappropriately for class sessions or at professional meetings. Student maintains good hygiene.	Student needs to be reminded more than once to keep a clean, well-kempt appearance consistent with the field of dietetics. Student dresses inappropriately to more than one class and/or professional meeting. Student needs to be reminded more than once about good hygiene.	Student needs to be consistently reminded more than once to keep a clean, well-kempt appearance consistent with the field of dietetics. Student dresses inappropriately to more than one class and/or professional meeting. Student needs to be reminded more than once about good hygiene.	Student does not consistently maintain a positive attitude throughout the semester. The student speaks to the instructor, peers, clients, or members of the profession in a negative manner 1 to 2 times during semester. Student generally accepts responsibility and constructive criticism without being defensive.	Student generally has a negative attitude throughout the course of the semester. The student consistently speaks to the instructor, peers, clients, or member of the profession in a negative manner. Student does not accept responsibility and/or constructive criticism without getting defensive.	Student does not contribute to group activities/assignments. Student receives more than 2 complaints from peers. It is evident that student did not help complete in-class case studies and advanced nutrition problem solving questions. Student is not able to put personal feelings aside about fellow students when working in groups.	Student does not submit high quality work. It is clear student did not spend time on assignments. Student is not willing to accept feedback and make recommended changes. Student does not follow class, department, college, and university academic dishonesty policies.
<b>Positive Attitude</b>	Student consistently maintains a positive attitude throughout the course of the semester. The student does not talk to instructor, peers, clients, or members of the profession in a negative manner. Student accepts responsibility and constructive criticism without being defensive.	Student does not consistently maintain a positive attitude throughout the semester. The student speaks to the instructor, peers, clients, or members of the profession in a negative manner 1 to 2 times during semester. Student generally accepts responsibility and constructive criticism without being defensive.	Student does not consistently maintain a positive attitude throughout the semester. The student speaks to the instructor, peers, clients, or members of the profession in a negative manner 1 to 2 times during semester. Student generally accepts responsibility and constructive criticism without being defensive.	Student is inconsistent with contributions to group activities/assignments. Student receives 1 to 2 complaints from peers. It is not very clear that students helped complete in-class case studies and advanced nutrition problem solving questions. Student is not able to always put personal feelings aside about fellow students when working in groups.	Student is inconsistent with contributions to group activities/assignments. Student receives 1 to 2 complaints from peers. It is not very clear that students helped complete in-class case studies and advanced nutrition problem solving questions. Student is not able to always put personal feelings aside about fellow students when working in groups.	Student does not contribute to group activities/assignments. Student receives more than 2 complaints from peers. It is evident that student did not help complete in-class case studies and advanced nutrition problem solving questions. Student is not able to put personal feelings aside about fellow students when working in groups.	Student does not submit high quality work. It is clear student did not spend time on assignments. Student is not willing to accept feedback and make recommended changes. Student does not follow class, department, college, and university academic dishonesty policies.
<b>Teamwork</b>	Student contributes to group activities/assignments. Student receives no complaints from peers. Student clearly helped complete in-class case studies and advanced nutrition problem solving questions. Student is willing to work with all members of the class, regardless of personal feelings toward other members.	Student contributes to group activities/assignments. Student receives no complaints from peers. Student clearly helped complete in-class case studies and advanced nutrition problem solving questions. Student is willing to work with all members of the class, regardless of personal feelings toward other members.	Student contributes to group activities/assignments. Student receives 1 to 2 complaints from peers. It is not very clear that students helped complete in-class case studies and advanced nutrition problem solving questions. Student is not able to always put personal feelings aside about fellow students when working in groups.	Student is inconsistent with contributions to group activities/assignments. Student receives 1 to 2 complaints from peers. It is not very clear that students helped complete in-class case studies and advanced nutrition problem solving questions. Student is not able to always put personal feelings aside about fellow students when working in groups.	Student is inconsistent with contributions to group activities/assignments. Student receives 1 to 2 complaints from peers. It is not very clear that students helped complete in-class case studies and advanced nutrition problem solving questions. Student is not able to always put personal feelings aside about fellow students when working in groups.	Student does not contribute to group activities/assignments. Student receives more than 2 complaints from peers. It is evident that student did not help complete in-class case studies and advanced nutrition problem solving questions. Student is not able to put personal feelings aside about fellow students when working in groups.	Student does not submit high quality work. It is clear student did not spend time on assignments. Student is not willing to accept feedback and make recommended changes. Student does not follow class, department, college, and university academic dishonesty policies.
<b>Quality of Work</b>	Student submits high quality work. It is evident that student spent time on assigned work. Student is willing to accept feedback and make recommended changes to improve work. Student follows class, department, college, and university academic dishonesty policies.	Student submits high quality work. It is evident that student spent time on assigned work. Student is willing to accept feedback and make recommended changes to improve work. Student follows class, department, college, and university academic dishonesty policies.	Student does not consistently submit high quality work. It is evident that student spent time on assigned work, but not as much as they should have. Student is willing to accept some feedback and make some recommended changes to improve work. Student follows class, department, college, and university academic dishonesty policies.	Student does not consistently submit high quality work. It is evident that student spent time on assigned work, but not as much as they should have. Student is willing to accept some feedback and make some recommended changes to improve work. Student follows class, department, college, and university academic dishonesty policies.	Student does not consistently submit high quality work. It is evident that student spent time on assigned work, but not as much as they should have. Student is willing to accept some feedback and make some recommended changes to improve work. Student follows class, department, college, and university academic dishonesty policies.	Student does not submit high quality work. It is clear student did not spend time on assignments. Student is not willing to accept feedback and make recommended changes. Student does not follow class, department, college, and university academic dishonesty policies.	Student does not submit high quality work. It is clear student did not spend time on assignments. Student is not willing to accept feedback and make recommended changes. Student does not follow class, department, college, and university academic dishonesty policies.

**AHS 424/624**  
**Medical Nutrition Therapy Supervised Practice 1**  
**Student Clinical Hours – 105 hours needed (130 hours)**

<b>Clinical Site</b>	<b>Date</b>	<b>Time</b>	<b>Hours</b>	<b>Preceptor</b>
ISU CPD Orientation	8/19/2015	8:00-9:00am	1	Mark McInerney
ISU	8/20/2015	12:00-4:00pm	4	Mark McInerney
Union Hospital	8/25/2015	10:00-12:00pm	4	Mark McInerney
ISU	8/27/2015 9/1/2015 9/8/2015 9/10/2015	12-4:00pm	16	Mark McInerney
ISU Wellness Bash	10/28	9:00am-2:00pm	5	Mark McInerney
Monday Classroom sessions	8/24, 8/31, 9/14, 9/21, 9/28, 10/5, 10/12, 10/19, 10/26, 11/2, 11/9, 11/16, 11/30, 12/7	10:00am-12:00pm	28	Mark McInerney
T/R Clinical Rotations at assigned hospitals		8:00am-12:00pm or 12:00pm-4:00pm	52	Mark McInerney
Union Diabetes Clinic	Assigned dates/times	8:00am-12:00pm or 12:00pm-4:00pm	4	Tracy Arini
Student interest	Pre-approved dates	8:00am-4:00pm	8	
Mollie R. Wheat Memorial Clinic		10:00am-2:00pm	8	Mark McInerney
<b>Total Hours</b>			<b>130</b>	



AHS 435

MEDICAL NUTRITION THERAPY  
SUPERVISED PRACTICE II

SPRING 2016

REED

TO: AHS 435 Medical Nutrition Therapy Practicum Preceptors

INSTRUCTIONS, GUIDELINES ,EVALUATION TOOLS – THROUGH PAGE 11

Please accept my sincere “thanks” for being generous of your time and expertise and accepting our student at your facility. Since this practicum is different from an internship, I feel that it is important to inform you about the types of activities for which the student has had prior academic or clinical experience. Students are expected to broaden and strengthen their competencies while completing their rotation at your facility. At the end of the rotation at your facility I would expect the student to be functioning at entry level for a clinical dietitian. I HAVE ATTACHED A LIST OF COMPETENCIES THAT THE STUDENT IS TO ACHIEVE WHILE AT THEIR SITE. STUDENTS ALSO HAVE THIS LIST. BEFORE BEGINNING, PLEASE MAKE THE COMPETENCIES THE FOCUS OF THE EXPERIENCE AND REVIEW THE PLAN FOR ACTIVITIES AND THEIR COMPLETION WITH THE STUDENT.

Each student has had approximately 30 hours of lecture and 45 hours of practicum related to the Nutrition Care Process including the development of PES statements and intervention strategies. Each has also performed 40 hours of practicum related to introductory medical nutrition therapy in the health care setting. They have been exposed to most chronic disease conditions and the correlating medical nutrition therapy. Some individual and group instructions and counseling has been performed and while there are differing levels of proficiency, each student is able to perform enteral and parenteral calculations as well as other skills related to the assessment of health care patients. At the entry level, students are able to perform evidence based critical thinking while assessing patients and develop some measurable monitoring strategies in an effort to improve patient outcomes.

I would expect a student to interact and participate in all activities performed by a clinical dietitian and build upon what they have learned and/or practiced in previous experiences and classes.

Thank you again for accepting and working with our students. We truly appreciate the time and effort that is involved when one accepts the responsibility of training our future generation. I will be in contact with you and the student at various times throughout the semester however; if you have any questions, student related problems and/or concerns, do not hesitate to contact me immediately.

Sincerely,

Carol A. Reed, M.S., R.D., C.D.      email: carol.reed@indstate.edu  
401 N. 4<sup>th</sup> St.  
B-61  
Terre Haute, IN 47809    812-237-3295 (Office), 812-240-9627 (Cell)

## PRECEPTOR: EVALUATION TOOLS

**Course Objectives:** After completing this course, the student will be able to meet the following American Dietetic Association's core and pertinent emphasis competencies. For most of the competencies preceptors, or their designees, should observe the student and evaluate the performance on meeting the competency. Students will have met or not met the competency activity. Required activities are to be done by all students on all practicum sites, while suggested activities should be used to complete a well rounded experience. If a practicum site has difficulty meeting one of the required activities, the clinical instructor and preceptor will develop an acceptable alternative.

At the completion of the practicum the preceptor will need to e-mail or mail back the following: Pages 4-8  
I would like to receive this my April 29, 2016 so that I have it to post grades. Carol A. Reed, 401 N. 4<sup>th</sup> St. R-83, Indiana State University, Terre Haute, IN 47809 Email: [carol.reed@indstate.edu](mailto:carol.reed@indstate.edu) Fax: 812-237-8607

### EVALUATIONS TO BE COMPLETED AND RETURNED TO ME BY PRECEPTORS

- 1) Final Student Evaluation - General of competency characteristics (see below)
  
- 2) Summary sheet competency evaluation. (see below)

**AHS 435 – Medical Nutrition Therapy Practicum**  
**Final Student Evaluation – General Characteristics**  
**TO BE COMPLETED BY PRECEPTOR**

This evaluation is to be used in addition to the competencies evaluation summary sheet/form. Together they will constitute the **Preceptor Evaluation (50 points)** as noted in the class syllabus. The completed evaluations are to be **returned to me by Friday, April 29, 2016** so I can meet the deadline for posting final grades. Again, I want to take this opportunity to thank all preceptors/ managers/ supervisors at the sites for agreeing to work with our students this semester. The experiences the students have had and knowledge they have gained are invaluable to the success of our Coordinated Program in Dietetics at Indiana State University and to the students both now and in their future careers.

**Student Name:** \_\_\_\_\_ **Site Name:** \_\_\_\_\_

**1. Rating Scale: 1 = Below acceptable level**

**2 = Meets required level**

**3 = Exceeds required level**

<b>Key Quality</b>	<b>Rating</b>
Professional Appearance	
Attendance/Punctuality	
Communication Skills – Oral and Written	
Friendly/Positive Attitude	
Flexibility and Adaptability	
Time Management Skills	
Speed and Accuracy of Work	
Tolerance for Stress	
Takes Initiative/Proactive	
Teamwork/Cooperation	
Interaction with Clients	
Leadership Skills	
Professionalism	

**2. Based on the student's competency as an entry-level dietitian, if you were to select an overall score for the student given a range of 0 – 10, what would your final overall score for the student?** \_\_\_\_\_

3. Strengths:

4. Areas needing further improvement or practice:

5. Further Comments:

Please go over this evaluation with the student before returning to Carol Reed.

**Preceptor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**Indiana State University  
AHS 435– Medical Nutrition Therapy Practicum  
TO BE COMPLETED BY PRECEPTOR**

**Summary Sheet of Competency Evaluation**

**Student Name:** \_\_\_\_\_

**Site Name:** \_\_\_\_\_

**Preceptor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**CORE COMPETENCIES**

**\*\*Refer to expanded version of competencies for full explanation of activities.**

**Use the following scale to rate the student's performance:**

**ERC – Exceeds Required Competency**

**MRC – Meets Required Competency**

**Below Required Competency**

Competency	R (required)/ S (suggested)	Rating			Comments/ Examples
		ERC	MRC	BRC	
CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.	R				
CRD 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA 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	R				

<b>Guideline Clearinghouse Web sites etc.) in the nutrition care process and model and other areas of dietetics practice.</b>					
<b>CRD 1.3 Justify programs, products, services and care using appropriate evidence or data.</b>	<b>R</b>				
<b>CRD 1.4 Evaluate emerging research for application in dietetics practice.</b>	<b>R</b>				
<b>KR 2.1 The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.</b>	<b>R</b>				
<b>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.</b>	<b>R</b>				
<b>CRD 2.4 Use effective education and counseling skills to facilitate behavior change.</b>	<b>R</b>				
<b>CRD 2.6 Assign appropriate patient care activities to DTRs and/or support personnel as appropriate.</b>	<b>R</b>				
<b>CRD 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</b>	<b>R</b>				
<b>CRD 2.10 Establish</b>	<b>R</b>				

<b>collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.</b>					
<b>CRD 2.11 Demonstrates professional attributes within various organizational cultures.</b>	<b>R</b>				
<b>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.</b>	<b>R</b>				
<b>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.</b>	<b>R</b>				
<b>CRD 3.1.b Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.</b>	<b>R</b>				
<b>CRD 3.1.c Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.</b>	<b>R</b>				
<b>CRD 3.1.d Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis.</b>	<b>R</b>				
<b>CRD 3.1e Complete documentation that follows</b>					

<b>professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.</b>					
<b>CRD 3.2 Demonstrate effective communications skills for clinical and customer services in a variety of formats.</b>	<b>R</b>				
<b>CRD 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends.</b>	<b>R</b>				
<b>CRD 4.11 Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers.</b>	<b>R</b>				

Indiana State University  
AHS 435 - Medical Nutrition Therapy

**ACTIVITIES FOR STUDENTS TO ASSIST WITH CORE COMPETENCY COMPLETION**  
**EVALUATION OF ACTIVITIES**

**ONCE ACTIVITIES/COMPETENCIES ARE EVALUATED, PLEASE COMPLETE FORM ABOVE INDICATING AT WHICH LEVEL THE COMPETENCY WAS COMPLETED AND INCLUDE ANY PERTINENT COMMENTS BY PRECEPTORS.**

**Evaluation may include preceptor observation, evaluation of work and feedback. Please note that clinical tasks time should gradually decrease and eventually be in line with practicing professionals.**

Activities are developed for the student that is designed to measurably meet the Core Competency requirements. I have included a list below of possible activities however I am sure that you have more to add for the student to promote improved and broadened learning.

- Review the Academy of Nutrition and Dietetic Association's Code of Ethics.
- Review individual facility's policies.
- Conduct yourself in a professional manner at all times while at the facility.

- Assess and determine patient situations in which it may be appropriate to refer to another professional.
- Attend and participate in patient care team rounds.
- Manage the referral process of a patient.

- Attend appropriate professional conferences, lecture, seminars, teleconferences, etc.
- Read professional practice journals and apply appropriate and current standards of care.
- Define roles of healthcare team.
- Meet with members of health care team and participate in patient care planning and/or meetings.
- Follow facility policies and procedures including dress code.
- Perform clinical dietetic tasks in a timely manner.

- Discuss the Academy of Nutrition and Dietetic Association's portfolio system with facility dietitians.
- Begin planning your first portfolio for AND.
- Continuously reflect on own level of performance and document same on logs. Submit to faculty as required.
- Utilize all available professional resources to increase basic knowledge and practice skills in any and all areas of self or preceptor identified deficiency.

- Use computers/communications systems utilized at the facility for patient care activities including nutrient analysis, patient charting, etc.
- Use audio-visual equipment or other aids while performing group nutrition presentation.

Use internet search engines to perform research activities for the practicum.  
Accurately use glucometer, height and weight tools, etc.

Utilize appropriate forms and/or technologies and procedures for performing Nutrition Care Process.

Perform Nutrition Care Process for a patient with a selected disease state, including, but not limited to diabetes, heart disease, pulmonary disease, hypertension, hyperlipidemia, renal disease, obesity, and patients requiring nutrition support. Utilize evidenced based information and effective critical thinking processes.

Supervise patient care related duties of diet technicians, room service assistants, and other subordinate employees.

Develop and present updated and new medical nutrition information on a clinical nutrition topic during inservice presentations to staff, individual and group education sessions.

Write and present a case study to members of clinical nutrition staff. Topics may include encephalopathy, nutrition support or renal disease.

Develop and utilize appropriate educational materials and handouts when discussing Dietary concepts.

Demonstrate effective communication with patient/client about medical nutrition therapy Needs. Establish measurable goals and outcomes.

Plan, present and evaluate nutrition related classes for a variety of populations including pediatric nutrition, cardiac care, diabetes, etc.

Supervise medical nutrition therapy inservice presentations of peers. Evaluate and provide feedback.

Discuss the facility's procedure for developing and revising clinical nutrition policies and procedures. Write, update, or revise at least one policy and procedure.

Incorporate new scientific knowledge into a patient nutrition care plan.

Using the web or professional journals investigate a new procedure or tool related to medical nutrition therapy and present it to the clinical dietitians.

Review screening criteria and procedure. Provide suggestions for improvement as you become more familiar with screening and assessment throughout the semester.

Assess patients that are screened to be at nutritional risk. Determine if screening criteria is consistent with outcome of assessment.

Through nutrition care process, obtain relevant subjective and objective information from medical chart, patient, patient's family, health care team members, etc.

Perform complete nutrition care process including assessment, diagnosis, intervention, monitoring and evaluation on patients. Include patients with differing medical diagnoses. Consider inflammatory process, catabolic process and potential for overfeeding.

Perform diet recalls and histories.

Conduct meal rounds

Manage all aspects of a calorie count and accurately document the findings in the patient's medical chart.

Determine appropriate feeding modality and formula.

Calculate patient's calorie and nutrient needs considering all pertinent patient factors.

Document TPN and enteral feeding assessment and provide necessary recommendations. include carbohydrate tolerance, renal solute load, metabolic and mechanical monitoring needs.

Assess a patient who is on TPN and is transitioning to enteral or po intake.

Assess a patient who is on an enteral feeding and is transitioning to po intake.

Develop and implement feeding plan for above including rate of change of feeding, Route, feeding schedule, type of enteral formula and/or consistency of food.

Participate in patient rounds with other health care team members.

Discuss with MD about a patient's TPN order that includes special needs such as insulin For a diabetic who may also be on steroids, or a patient receiving Diprivan and needs their fat intake adjusted.

Discuss the TF schedule needs of a patient with his or her nurse.

Discuss with nutrition office staff about a patient's meal and snack preferences and schedule of providing snacks.

Attend and participate in rounds meeting with physicians, residents, nurses, OT/PT, Social workers, etc. to discuss patient status including nutritional needs.

Refer a patient to outpatient RD for counseling and followup of initial intervention.

Refer a patient to other allied services such as social services or swallowing evaluation.

Screen and perform nutrition care process (including diet history) on patient(s) that is a that is not native to the area.

Screen and perform nutrition care process (including diet history) on patient(s) that is a member of a religion that requires specific food practices.

Plan a day's menu for each of the above.

Screen and perform nutrition care process of patient on hemodialysis, patient on ventilator and nutrition support and one with multiple diagnoses that typically involve conflicting nutrition intervention needs.

Plan and conduct comprehensive initial nutrition education to hemodialysis patient. Establish follow-up appointment with same patient and conduct counseling session including problem solving and measuring of outcomes.

Perform the same with a trauma or multi-system failure patient.

812-237-3295 (Office)  
812-240-9627 (Cell)  
[Carol.reed@indstate.edu](mailto:Carol.reed@indstate.edu)

TO: Senior Coordinated Program in Dietetics Students  
FROM: Carol A. Reed  
RE: Absenteeism and tardiness at practicum sites  
Professionalism

The absenteeism and tardiness policy at practicum sites has been in effect since 1989/1990 academic year. The policy is as follows:

Reported absences and/or tardiness in excess of 4 days will result in the re-evaluation by the CP faculty of the student's eligibility to remain in the CP program. Determinations range from dismissal from the program until a later semester, permanent dismissal, or continuation of current status. Absences or tardiness in excess of 4 days will result in the lowering of your grade by one whole letter. For example, a B+ would become a C+. Remember, a B- is required to pass the course.

As with all other practicum rotations in the CP program, if you are unable to attend that day, you need to call your preceptor at the practicum site as well as me. Remember, all missed hours and content are to be made up.

**PRECEPTORS AND STUDENTS:** Please note that all supervised practice hours must be completed in the setting. "Working at home" or "homework" DOES NOT count toward supervised practice hours.

Please be aware that you are participating in a professional program and atmosphere, and repeated absences and/or tardiness for any reason is not tolerated.

Be mindful that you are representing Indiana State University at your practicum site. Act in a responsible, professional manner at all times. You are expected to maintain a positive, enthusiastic, and cooperative attitude while at your site. Your preceptors are gracious enough to offer you this opportunity to continue your learning. You will be exposed to a wealth of experiences and information. Take advantage and learn everything you can – even that which you may feel you will never use in your future practice. At this point in your career, you have no idea where your career path may lead!

Finally, enjoy your experience!



STUDENTS:

**AHS 435 - Medical Nutrition Therapy Practicum**

**6 credits**

Spring 2016 Carol A. Reed (Supervised Practice Instructor)

**COURSE SYLLABUS**

**Course Description:** Supervised experience in medical nutrition therapy in health care settings.

**Prerequisites:** AHS 424

**Class Meeting Time:** As arranged

**Office Telephone:** 812-237-3295

**E-mail Address:** [carol.reed@indstate.edu](mailto:carol.reed@indstate.edu)

**Organization of the class:** Based on the above competencies and suggested listed activities, students will be at their practicum sites for 20 hours each week (in addition to the 20 hours each week for AHS 431 (management course) from January 12, 2016 to April 29, 2016. (There will be one week off for spring break; the exact week is to be cleared through the preceptor if you wish to take it). Students do not have to take the time off - they need to complete 300 hours mnt and 300 hours mgmt - 8 hours per day typically - days off, times, etc. to be arranged by preceptor and student. All must take lunch "hour" and the lunch "hour" DOES NOT count as practice time. Some sites will split AHS 435 and 431 into two 7 ½ week sessions, where students will work 40 hours/week on one practicum at a time. Or sites may choose to split the week up between management and MNT. It is up to the site as to what fits their schedule best. This practicum should include a total of 300 hours at the site. Generally students will work 8 hour days, not including lunch time, Monday through Friday. Students may be assigned by the preceptor to perform additional hours on the weekends or evenings. Students should be engaged at all times on activities or assignments given by the practicum site preceptor or ISU instructor. It is expected that the students will need to work additional hours at home to complete "homework." NO SUPERVISED PRACTICE CREDIT IS GIVEN FOR "WORKING AT HOME".

**Required Text:** Breeding and Associates Study Guide. Order through Jodi at [jreaves@dietaryconsultants.com](mailto:jreaves@dietaryconsultants.com) Jodi already has your names - will send 2015 edition then 2016 when available. Will come with internet access to mock tests - you are to practice the shorter subject tests but submit a comprehensive test TWO times per week. If you want flash cards, she has them. Only book is required but flash cards will certainly help. You can contact her anytime now.

**Assignments, requirements, etc:**

**Logs/Time Sheets/Practice Notebook/Assignments/mock tests**

**1. Blackboard: Students are to turn in weekly logs of activities through Blackboard. upload as "assignment".**

Under assignments, The first box allows you to download the form. Once completed, save then upload it as an assignment (second box). **Click Week 1 or whatever the appropriate week date it is.** For students doing AHS 435 and 431 concurrently, students would be expected to turn in a log each week, noting dates/hours spent in each practicum. The weeks that you are not doing mnt, send me a blank log. Logs should contain activities performed, any problems/concerns encountered, and the student's "reflection" comments. Logs are to be submitted by Monday by 8:00 A.M., for the previous week. Required - Participation grade: 15 pts each week based on quality of discussion as it relates to what you have learned, problems/concerns and reflection comments. 225 points

**2. Attached time sheet** -Students are to keep track of their practicum time by filling out a time sheet and having the preceptor or their designee initial it **every** day. Time sheets are to be turned in at the end of the practicum. No points for this, it is required. Form is on page 17.

**3. Present a 15 minute presentation of your semester experience at your practicum site.** This presentation should focus around the primary goals and objectives that you feel were accomplished during the semester. It will include both your management experience and your clinical experience. It should also include any new or different information, practice techniques, or tools that you acquired. You should remember and practice the principles and parts to oral presentations. This should include audio visuals, handouts, an opening - letting us know what this presentation is about and an introduction and orientation

to your facility. Next, the body, and finally the closing. The presentation will occur during the week of final exams when you return to the university. See page 19 (50 pts)

4. A notebook which includes logs, evaluations, forms, tools, booklets, patient educational materials, etc. that you learned about and worked with at your site. See page 18. (50 pts)

5. Preceptor evaluation (50 pts) (pp 4 - 8 above)

6. Student evaluation of practicum site and practicum. See page 20. (25 pts)

7. Instructor evaluation (50 pts)

8. Required: Contact Jodi Reaves at Breeding and Associates to purchase your study guide. Once you purchase your Breeding study guide book, you will receive a user log in. You have unlimited access to practice exams and should spend time doing them frequently. The more questions you see the better you get at understanding the content and the form of the questions. Results are to be sent to me and no penalty for not passing - results of your tests will come to your email then you must forward the email that includes the results to my email. **You are required to complete and send at least TWO complete mock exams per week. Jodi's contact information is: email per above or 859 623-5096.** She prefers a phone call instead of email at this time. Apparently they are doing revisions and she might miss it. The cost of the study guide was \$200.00 last year and includes unlimited testing access. The first tests will begin the second week of school. FORWARD TWO EXAMS PER WEEK BY THE FRIDAY AT MIDNIGHT OF EACH WEEK BEGINNING THE SECOND WEEK OF THE SEMESTER.

9. At the end of the course you must pass at least one mock RD exam at 85% in order to pass the course. If you do not pass one test, you will receive and "incomplete" for the course. This will be completed during the last week of the semester. You will bring your laptop to my office area and complete a mock exam from the computer during the week of finals.

Assignments with points will be graded on the following scale:  
About 450 points not including the required activities to pass  
the course.

97 - 100 = A+	94 - 96 = A	90 - 93 = A-
87 - 89 = B+	83-86 = B	80 = 83 = B-

You must earn a B- or better to pass this course.



Medical Nutrition Therapy Supervised Practice Final  
Folder Evaluation

- |                                     |       |
|-------------------------------------|-------|
| 1. Organization (10 points)         | _____ |
| 2. Labeling of Material (5 points)  | _____ |
| 3. Adequacy of Material (15 points) | _____ |
| 4. Quality of Material (15 points)  | _____ |
| 5. Neatness (5 points)              | _____ |
| <br>Total (50 points)               | _____ |

Comments:

12/15

Post-practicum Conference Presentation - AHS 435

Name: \_\_\_\_\_

Practicum Site: \_\_\_\_\_

<u>Delivery</u>	<u>Pts.</u>	<u>Pts.</u>	<u>Comments</u>
	<u>Poss.</u>	<u>Earned</u>	
<u>Professionalism &amp; Skill</u>			
<u>of the Presenter</u>			
Voice (audibility, fluctuation)	<u>5</u>		
Grammar	<u>5</u>		
Poise & posture	<u>5</u>		
Eye contact	<u>6</u>		
Subtotal	<u>21</u>		
<u>Content</u>			
Organization	<u>7</u>		
Correctness of content	<u>7</u>		
Thoroughness	<u>7</u>		
Summary/conclusion	<u>3</u>		
Lasted ~ 30 minutes	<u>5</u>		
Subtotal	<u>29</u>		
<u>TOTAL</u>	<u>50</u>		
Additional Comments:			









## APPENDIX K



## Principles of Human Nutrition

## 2015-2016 Undergraduate Catalog

### AHS 221 - Principles of Human Nutrition

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3 credits

**Description**

Relationship of food intake to nutritional status; scientific basic for determination of nutrient requirements and interrelationships of nutrients; includes nutrients needed for energy production, tissue synthesis, and regulatory functions.

**Prerequisites**

CHEM 103 and 104 or equivalent.

[Click here for the Spring 2016 Class Schedule](#)

[Click here for the Summer 2016 Class Schedule](#)

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## Fundamentals of Foods

## 2015-2016 Undergraduate Catalog

### AHS 226 - Fundamentals of Foods

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3 credits

**Description**

The composition and structure of foods and principles underlying the preparation of standard food products.

**Note**

Includes laboratory.

[Click here for the Spring 2016 Class Schedule](#)

[Click here for the Summer 2016 Class Schedule](#)

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## Human Anatomy

## 2015-2016 Undergraduate Catalog

### BIO 231 - Human Anatomy

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2 credits

**Description**

The skeletal, muscular, nervous, circulatory, respiratory, excretory, digestive, reproductive, and endocrine systems of human beings are studied in relation to their anatomy and histology.

**Co-requisites**

BIO 231L

[Click here for the Spring 2016 Class Schedule](#)

[Click here for the Summer 2016 Class Schedule](#)

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## Human Anatomy Laboratory

## 2015-2016 Undergraduate Catalog

### BIO 231L - Human Anatomy Laboratory

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1 credits

**Description**

Laboratory exercises supporting concepts in 231.

**Co-requisites**

BIO 231

[Click here for the Spring 2016 Class Schedule](#)

[Click here for the Summer 2016 Class Schedule](#)

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## Human Physiology

## 2015-2016 Undergraduate Catalog

### BIO 241 - Human Physiology

---

2 credits

**Description**

The skeletal, muscular, nervous, circulatory, respiratory, excretory, digestive, reproductive, and endocrine systems of human beings are studied in relation to their physiology.

**Prerequisites**

Successful completion of or concurrent enrollment in BIO 241L; CHEM 100/100L or CHEM 104/104L or CHEM 105/105L or higher Chemistry with laboratory course.

[Click here for the Spring 2016 Class Schedule](#)

[Click here for the Summer 2016 Class Schedule](#)

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## Human Physiology Laboratory

## 2015-2016 Undergraduate Catalog

### BIO 241L - Human Physiology Laboratory

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1 credits

**Description**

Laboratory exercises supporting concepts presented in BIO 241.

**Prerequisites**

Successful completion of or concurrent enrollment in BIO 241.

[Click here for the Spring 2016 Class Schedule](#)

[Click here for the Summer 2016 Class Schedule](#)

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## Introductory Microbiology

## 2015-2016 Undergraduate Catalog

### BIO 274 - Introductory Microbiology

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2 credits

**Link**

(This course is part of the "Transfer Indiana" [TransferIN] initiative. For additional information, link to [www.transferin.net/ctl](http://www.transferin.net/ctl).)

**Description**

The study of the structure and physiology of microorganisms and their relation to health, sanitation, agriculture, and industry. A general course for students majoring in areas other than life sciences.

**Prerequisites**

Successful completion of or concurrent enrollment in BIO 274L; One lecture/lab pair from the following: CHEM 100/100L; CHEM 103/103L; CHEM 104/104L; CHEM 105/105L; CHEM 106/106L.

[Click here for the Spring 2016 Class Schedule](#)

[Click here for the Summer 2016 Class Schedule](#)

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## Introductory Microbiology Laboratory

## 2015-2016 Undergraduate Catalog

### BIO 274L - Introductory Microbiology Laboratory

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1 credits

**Link**

(This course is part of the "Transfer Indiana" [TransferIN] initiative. For additional information, link to [www.transferin.net/ctl](http://www.transferin.net/ctl).)

**Description**

Laboratory exercises supporting concepts presented in 274.

**Co-requisites**

BIO 274

[Click here for the Spring 2016 Class Schedule](#)

[Click here for the Summer 2016 Class Schedule](#)

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## Elementary Chemistry

## 2015-2016 Undergraduate Catalog

### CHEM 103 - Elementary Chemistry

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3 credits

**Description**

A one-semester introduction to the principles of chemistry for students in the health-related professions.

**Prerequisites**

concurrent enrollment in 103L or consent of instructor or chairperson.

**Note**

Unless otherwise stated, all chemistry courses require laboratory work.

[Click here for the Spring 2016 Class Schedule](#)

[Click here for the Summer 2016 Class Schedule](#)

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## Elementary Chemistry Laboratory

## 2015-2016 Undergraduate Catalog

### CHEM 103L - Elementary Chemistry Laboratory

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1 credits

**Description**

A weekly three-hour laboratory in which general chemistry laboratory procedures and techniques are stressed.

**Prerequisites**

Co-requisite concurrent enrollment in 103, or consent of instructor or chairperson.

**Note**

Unless otherwise stated, all chemistry courses require laboratory work.

[Click here for the Spring 2016 Class Schedule](#)

[Click here for the Summer 2016 Class Schedule](#)

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## Elementary Organic and Biochemistry

2015-2016 Undergraduate Catalog

### CHEM 104 - Elementary Organic and Biochemistry

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3 credits

**Link**

(This course is part of the "Transfer Indiana" [TransferIN] initiative. For additional information, link to [www.transferin.net/ctl](http://www.transferin.net/ctl).)

**Description**

A one-semester course dealing with the rudiments of organic and biological chemistry for students in health-related professions.

**Prerequisites**

103, 103L, and co-requisite concurrent enrollment in 104L, or consent of instructor or chairperson.

**Note**

Unless otherwise stated, all chemistry courses require laboratory work.

[Click here for the Spring 2016 Class Schedule](#)

[Click here for the Summer 2016 Class Schedule](#)

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## Elementary Organic and Biochemistry Laboratory      2015-2016 Undergraduate Catalog

### CHEM 104L - Elementary Organic and Biochemistry Laboratory

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1 credits

**Link**

(This course is part of the "Transfer Indiana" [TransferIN] initiative. For additional information, link to [www.transferin.net/ctl](http://www.transferin.net/ctl).)

**Description**

A weekly three-hour laboratory in which general chemistry laboratory procedures and techniques are stressed.

**Prerequisites**

Co-requisite concurrent enrollment in 104 or consent of instructor or chairperson.

**Note**

Unless otherwise stated, all chemistry courses require laboratory work.

[Click here for the Spring 2016 Class Schedule](#)

[Click here for the Summer 2016 Class Schedule](#)

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## Survey of Biochemistry

## 2015-2016 Undergraduate Catalog

### CHEM 330 - Survey of Biochemistry

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3 credits

**Description**

Survey of biological molecules with regard to structure and function, metabolism, and metabolic processes, and gene information.

**Prerequisites**

CHEM 104 and 104L, or CHEM 352 and 352L, and concurrent enrollment in CHEM 330L.

[Click here for the Spring 2016 Class Schedule](#)

[Click here for the Summer 2016 Class Schedule](#)

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## Survey of Biochemistry Laboratory

## 2015-2016 Undergraduate Catalog

### CHEM 330L - Survey of Biochemistry Laboratory

---

1 credits

**Description**

A series of laboratory-based experiments that provide students hands-on experience in the isolation, separation, and identification of biological molecules, including carbohydrates, lipids, amino acids, peptides, proteins, and enzymes.

**Prerequisites**

CHEM 104 and 104L, or CHEM 352 and 352L, and concurrent enrollment in CHEM 330.

[Click here for the Spring 2016 Class Schedule](#)

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## Nutrition Intervention Methodologies

## 2015-2016 Undergraduate Catalog

### AHS 322 - Nutrition Intervention Methodologies

---

3 credits

**Description**

In-depth investigation of client-centered methods for developing individual and group nutrition education and delivering nutrition counseling. Includes a focus on learning theory, communication, presentation style, the use of technology, and behavior change theory.

**Prerequisites**

AHS 221 or permission of instructor.

[Click here for the Spring 2016 Class Schedule](#)

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## Nutrition Care Process

## 2015-2016 Undergraduate Catalog

### AHS 324 - Nutrition Care Process

---

3 credits

**Description**

Discussion and application of the American Dietetic Association Nutrition Care Process. Case study driven application of assessment, diagnosis, development of PES statement, intervention, monitoring and evaluation of nutritional status.

**Prerequisites**

AHS 221, AHS 322, Dietetic student or permission of instructor.

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## Quantity Food Production

## 2015-2016 Undergraduate Catalog

### AHS 332 - Quantity Food Production

---

2 credits

**Description**

Quantity management of food service at all stages from menu planning through service.

**Prerequisites**

AHS 226 or equivalent.

[Click here for the Spring 2016 Class Schedule](#)

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---

## Quantity Food Production Supervised Practice

2015-2016 Undergraduate Catalog

### AHS 333 - Quantity Food Production Supervised Practice

---

2 credits

**Description**

Supervised practice in quantity food production settings. Participation in the various aspects of food service systems: production, use of equipment, service, receiving, storage. Continuous quality improvement and outcomes assessment are stressed.

**Prerequisites**

AHS 226 or equivalent.

**Co-requisites**

AHS 332

**Note**

Course is open to dietetics or food service management students or to students with permission of the instructor only.

[Click here for the Spring 2016 Class Schedule](#)

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## Medical Nutrition Therapy I

## 2015-2016 Undergraduate Catalog

### AHS 420 - Medical Nutrition Therapy I

---

3 credits

**Description**

This course addresses the basics for oral dietary modifications necessary to meet the needs of the body during pathological conditions while identifying complex metabolic and physiological interrelationships. Application of the nutrition care process to assess, diagnose, plan intervention, monitor and evaluate patient outcomes.

**Prerequisites**

AHS 221 or consent of instructor.

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## Life Cycle Nutrition

## 2015-2016 Undergraduate Catalog

### AHS 421 - Life Cycle Nutrition

---

3 credits

**Description**

This course includes an investigation of the impact of nutrition on all stages of lifespan, from preconception and pregnancy through late adulthood. For every state of life, normal growth and development, nutrient needs, nutrition assessment and the most common nutritional deficiencies will be addressed.

**Prerequisites**

AHS 201 or AHS 221 or permission of instructor.

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## Community Nutrition Supervised Practice

## 2015-2016 Undergraduate Catalog

### AHS 422 - Community Nutrition Supervised Practice

---

4 credits

**Description**

Supervised practice experiences in community nutrition settings. This course provides students with the opportunity to apply nutrition assessment techniques in supervised community and clinical settings, assess community populations for available or needed services in food and nutrition, and develop and implement nutrition counseling and education strategies.

**Prerequisites**

AHS 221, AHS 322, AHS 421.

**Co-requisites**

AHS 425

**Note**

Open to dietetic students only.

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---

## Medical Nutrition Therapy II

## 2015-2016 Undergraduate Catalog

### AHS 423 - Medical Nutrition Therapy II

---

5 credits

**Description**

This course addresses the basics for oral and enteral/parenteral dietary modifications necessary to meet the needs of the body during pathological conditions while identifying complex metabolic and physiological interrelationships. Application of the nutrition care process to assess, diagnose, plan intervention, monitor and evaluate patient outcomes.

**Prerequisites**

AHS 221; AHS 420

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---

## Medical Nutrition Therapy Supervised Practice I

2015-2016 Undergraduate Catalog

### AHS 424 - Medical Nutrition Therapy Supervised Practice I

---

2 credits

**Description**

Supervised nutrition care process and medical nutrition therapy experiences in hospitals. Coordinated with didactic portion of AHS 423.

**Co-requisites**

AHS 423

**Note**

Open to dietetics students only.

[Click here for the Spring 2016 Class Schedule](#)

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## Community Nutrition

## 2015-2016 Undergraduate Catalog

### AHS 425 - Community Nutrition

---

3 credits

**Description**

In-depth discussion of nutritional status of population groups, as well as the federal, state, and local public and private community nutrition programs and interventions targeted to meet their nutritional needs. Information on the structure and funding of the community nutritional agencies and programs, including the legislative process, is also discussed.

**Prerequisites**

AHS 201 or AHS 221, and AHS 421; or permission of instructor.

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---

## Experimental Food Science

## 2015-2016 Undergraduate Catalog

### AHS 428 - Experimental Food Science

---

3 credits

**Description**

Experimental approach to the study of chemical and physical properties of foods. Includes laboratory.

**Prerequisites**

AHS 226, CHEM 100 or 103 or 104; or consent of instructor.

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## Food Service Management Systems

## 2015-2016 Undergraduate Catalog

### AHS 430 - Food Service Management Systems

---

5 credits

**Description**

Systems approach to organization and management of institutional food service.

**Prerequisites**

AHS 226 or equivalent; AHS 332, AHS 333.

**Note**

Open to graduate students. Graduate students are required to do additional work of a research nature.

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## Food Service Management Supervised Practice

2015-2016 Undergraduate Catalog

### AHS 431 - Food Service Management Supervised Practice

---

5 credits

**Description**

Supervised practice in management of food service systems in hospitals, or long term care.

**Prerequisites**

AHS 430, open to dietetic students only.

**Note**

Twenty-hour weekly clinical assignment.

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**Medical Nutrition Therapy Supervised Practice II**      **2015-2016 Undergraduate Catalog**

**AHS 435 - Medical Nutrition Therapy Supervised Practice II**

---

5 credits

**Description**

Individualized 20 hour per week supervised practice in Medical Nutrition Therapy. Culminating experience with developing performance as entry level dietitian.

**Prerequisites**

AHS 423 and AHS 424.

**Note**

Open to dietetic students only.

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## Technical Writing

## 2015-2016 Undergraduate Catalog

### ENG 305T - Technical Writing

---

3 credits

**Description**

Writing in conventions, formats, and styles applicable to internal, world-of-work settings.

**Prerequisites**

ENG 105 or 107 or 108 or 130, and the successful completion of 48 credits of course work.

**Note**

Recommended for majors in science, technology, and related areas. Satisfies 305 requirement.

**Foundational Studies Credit**

[FS 2010: Composition]

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## Advanced Nutrition

## 2015-2016 Graduate Catalog

### AHS 520 - Advanced Nutrition

3 credits

---

An in-depth study in nutrition dealing with metabolic and physiological interrelationships at the cellular and multi-system level in humans.

**Prerequisites**

221 or consent of instructor.

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## Life Cycle Nutrition

## 2015-2016 Graduate Catalog

### AHS 521 - Life Cycle Nutrition

3 credits

---

Investigation of the impact of nutrition on all stages of lifespan, from preconception and pregnancy through late adulthood. For every state of life, normal growth and development, nutrient needs, nutrition assessment, and the most common nutritional deficiencies will be addressed.

**Prerequisites**

AHS 221, or permission of instructor.

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## Medical Nutrition Therapy

## 2015-2016 Graduate Catalog

### AHS 523 - Medical Nutrition Therapy

5 credits

---

This course addresses the basics for dietary modifications necessary to meet the needs of the body during pathological conditions. Includes oral, as well as other enteral, and parenteral feeding routes. Application of the nutrition care process to assess, diagnose, plan intervention, monitor and evaluate patient outcomes.

#### Prerequisites

AHS 221; BIO 231, BIO 241; BIO 274, BIO 412; CHEM 330.

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## Community Nutrition

## 2015-2016 Graduate Catalog

### AHS 525 - Community Nutrition

3 credits

---

In-depth discussion of nutritional status of population groups, as well as the federal, state, and local public and private community nutrition programs and interventions targeted to meet their nutritional needs. Information on the structure and funding of the community nutrition agencies and programs, including the legislative process, is also discussed.

**Prerequisites**

AHS 201 or 221, AHS 521 or permission of instructor.

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## Experimental Food Science

2015-2016 Graduate Catalog

### AHS 528 - Experimental Food Science

3 credits

---

Experimental approach to the study of chemical and physical properties of foods.

**Prerequisites**

AHS 226, CHEM 103, 103L and 104, 104L or consent of instructor.

**Note**

Includes laboratory.

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## Experimental Food Science

## 2015-2016 Graduate Catalog

### AHS 528 - Experimental Food Science

3 credits

---

Experimental approach to the study of chemical and physical properties of foods.

**Prerequisites**

AHS 226, CHEM 103, 103L and 104, 104L or consent of instructor.

**Note**

Includes laboratory.

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## Food Service Management Systems

2015-2016 Graduate Catalog

### AHS 530 - Food Service Management Systems

5 credits

---

Systems approach to organization and management of institutional food service.

**Prerequisites**

AHS 226 or equivalent; AHS 332, AHS 333.

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## Epidemiology

## 2015-2016 Graduate Catalog

### AHS 612 - Epidemiology

3 credits

---

Epidemiology is the study of the distribution and determinants of health events among the human population in workplace, community, and schools. Topics include: spectrum of diseases and injuries and their prevention; epidemiologic study designs; data collection; statistical analysis; presentation; and application in community diagnosis, risk assessment, and program evaluation.

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---

## Public Health Nutrition

## 2015-2016 Graduate Catalog

### AHS 622 - Public Health Nutrition

3 credits

---

Investigation of concepts, principles, and scope of practice of public health nutrition, including distinctions between population - and individual-based approaches to nutrition assessment, intervention, and prevention, and barriers and factors associated with improving the nutritional status and health of diverse population groups.

#### Prerequisites

AHS 201 or equivalent.

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## Advanced Nutrition II

2015-2016 Graduate Catalog

### AHS 623 - Advanced Nutrition II

3 credits

---

Advanced study of human nutrition, human metabolism, and the biochemistry of macro-and micronutrients.

**Prerequisites**

AHS 420/520, or equivalent.

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## Medical Nutrition Therapies and Applied Practice

2015-2016 Graduate Catalog

### AHS 624 - Medical Nutrition Therapies and Applied Practice

2 credits

---

Supervised nutrition care process and medical nutrition therapy experiences in hospitals. Coordinated with didactic portion of AHS 523.

**Co-requisites**

AHS 523

**Note**

Open to dietetics students only.

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---

## Community Nutrition Practice

## 2015-2016 Graduate Catalog

### AHS 625 - Community Nutrition Practice

4 credits

---

Supervised practice experiences in community nutrition settings. This course provides students with the opportunity to apply nutrition assessment techniques in supervised community and clinical settings, assess community populations for available or needed services in food and nutrition, and develop and implement nutrition counseling and education strategies.

**Prerequisites**

AHS 221 or equivalent, AHS 322, AHS 521.

**Co-requisites**

AHS 525

**Note**

Open to dietetic students only.

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---

## Trends in Foods

## 2015-2016 Graduate Catalog

### AHS 627 - Trends in Foods

3 credits

---

Review of pertinent literature and current research in marketing, sustainability, and technology of food and beverages.

**Prerequisites**

AHS 201 or equivalent.

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## Seminar in Public Nutrition

## 2015-2016 Graduate Catalog

### AHS 629 - Seminar in Public Nutrition

3 credits

---

Investigation and individual study of current topics and research in public health nutrition. Topics may include the role of nutrition in disease prevention, maternal and child nutrition, nutrition and aging, nutrition and wellness, obesity, and mindful eating.

**Prerequisites**

AHS 201 or equivalent.

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## **Advanced Food Service Management Supervised Practice      2015-2016 Graduate Catalog**

### **AHS 631 - Advanced Food Service Management Supervised Practice**

5 credits

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Supervised practice in management of food service systems in hospitals, or long term care.

#### **Prerequisites**

AHS 530.

#### **Note**

Open to dietetics students only. Twenty-hour weekly clinical assignment.

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## Management Issues, Practice, and Quantity Food Production 2015-2016 Graduate Catalog

### AHS 633 - Management Issues, Practice, and Quantity Food Production

2 credits

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Supervised practice in quantity food production settings. The students will participate in the various aspects of food service systems: production, use of equipment, service, receiving, and storage. Continuous quality improvement and outcomes assessment are stressed.

**Co-requisites**

AHS 332

**Note**

Open to dietetics students only.

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## **Advanced Medical Nutrition Therapy Supervised Practice      2015-2016 Graduate Catalog**

### **AHS 636 - Advanced Medical Nutrition Therapy Supervised Practice**

5 credits

---

Individualized 20 hour per week supervised practice in Medical Nutrition Therapy. Culminating experience with developing performance as entry level dietitian.

**Prerequisites**

AHS 523 and AHS 624.

**Note**

Open to dietetic students only.

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APPENDIX L



**Learning Assessment Matrix (Standard 13)  
Ongoing Assessment of Core Knowledge & Competencies for the RD  
Assessment Period from 2012 to 2016**

**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.

<b>1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice</b>					
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. AHS 221, 324, 332, 420, 421, 423, 430					
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	
<b>Example:</b> Evaluate emerging research for application in dietetics practice	80% of students will receive a letter grade of 'B' or above on the final case-study presentation.	Preceptors	During and end of MNT rotation	70% of students received a 'B' over the 5-year assessment period (Not Met).	
CRD 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.	a. 80% of students will receive an 85% or above on food science project proposal.	Instructor	During AHS 428 class	2011-12: 80% 2012-13: G: 100%, UG: 100% 2013-2014: G (5) 100% UG (9) 100% 2014-2015: G (8) 100%. UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11) 100%	
	b. 80% of students will receive an 85% or above on food science project procedure report.	Instructor	During AHS 428 class	2011-12: 80% 2012-13: G: 100%, UG 100% 2013-2014: G (5) 100%	

	<p>c. 80% of students will receive an 85% or above on food science "Interpret data" report.</p>	<p>AHS 428</p>	<p>Instructor</p>	<p>End of AHS 428 class</p>	<p>UG (9) 100% 2014-2015: G (8) 100%. UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11) 100%</p> <p>2011-12: 80% 2012-13: G:100%, UG: 100%. 2013-2014: G (5) 100%, UG: (9) 100%</p> <p>2014-2015: G (8) 100%. UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11) 100%</p>
	<p>d. 80% of students will receive an 85% or above on food science project presentation.</p>	<p>AHS 428</p>	<p>Instructor</p>	<p>End of AHS 428 class</p>	<p>2011-12: 80% 2012-13: G:100%, UG 100% 2013-14: G: (5) 100%, UG(9) 100% 2014-2015: G (8) 100%. UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11) 100%</p>
	<p>e. 80% of students will rate as "exceeds" competency as evaluated by preceptors at end of rotation.</p>	<p>AHS 424</p>	<p>Preceptors</p>	<p>During and end of MNT rotation</p>	<p>2011-12: 85% 2012-13: G: 20%(5), UG: 18%(11) 2013-2014: G: 100% (3) UG: 100% (10) 2014-2015: G: (8) 75%, UG: (9) 100% 2015-2016: G: (8) 100% UG: (8) 100%</p>
	<p>f. 80% of students will rate as "exceeds" competency per</p>	<p>AHS 435</p>	<p>Instructor, preceptor</p>	<p>During and end of MNT rotation.</p>	<p>2011-12: 90% 2012-13: G: 20%,(5) UG: 27%(11) 2013-2014: G: 100%</p>



<p>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</p>	<p>instructor and preceptor evaluation.</p>	<p>AHS 428</p>	<p>Instructor</p>	<p>During AHS 428 class</p>	<p>(3) UG: 100% (10) 2014-2015: G:(8) 100%, UG: (9) 100% 2015-2016: G: (7) 100%, UG: (8) 88% 2011-12: 80% 2012-13: G: 100%(2) UG: 100%(11) 2013-2014: G: 100%(5) UG: 100% (9) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11) 100%</p>
<p>a. 80% of students will receive an 85% or above on food science project proposal.</p>	<p>AHS 428</p>	<p>Instructor</p>	<p>During AHS 428 class</p>	<p>2011-12: 80% 2012-13: G:100%(2) UG: 100%(11) 2013-2014: G: 100% (5) UG: 100% (9) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11) 100%</p>	
<p>b. 80% of students will receive an 85% or above on food science project procedure report.</p>	<p>AHS 428</p>	<p>Instructor</p>	<p>During AHS 428 class</p>	<p>2011-12: 80% 2012-13: G:100%(2) UG: 100%(11) 2013-2014: G: 100% (5) UG: 100% (9) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11) 100%</p>	
<p>c. 80% of students will receive an 85% or above on food science "interpret data" report.</p>	<p>AHS 428</p>	<p>Instructor</p>	<p>During AHS 428 class</p>	<p>2011-12: 80% 2012-13: G:100%(2) UG: 100%(11) 2013-2014: G: 100% (5) UG: 100% (9) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11) 100%</p>	

<p>d. 80% of students will receive an 85% or above on food science project presentation</p>	<p>AHS 428</p>	<p>Instructor</p>	<p>During and end of course.</p>	<p>2011-12: 80% 2012-13: G:100%(2) UG: 100%(11) 2013-2014: G: 100% (5) UG: 100% (9) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11) 100%</p>
<p>e. 80% of the students will earn 85% or above of possible points when completing the counseling video project. Eliminated 2013-2014</p>	<p>AHS 322</p>	<p>Instructor, preceptor</p>	<p>During and end of MNT rotation</p>	<p>2011-12: 85% 2012-13: UG 100%(16)</p>
<p>e. 80% of students will rate as "exceeds" competency per instructor and preceptor evaluation</p>	<p>AHS 435</p>	<p>Preceptor</p>	<p>During and at end of MNT rotation.</p>	<p>2011-12: 85% 2012-13: G:20%(5), UG:27%(11) 2013-2014: G 100% (3) UG: 100% (10) 2014-2015: G: (8) 100%, UG (9) 100% 2015-2016: G: (7) 100% UG: (8) 88%</p>
<p>f. 80% of students will rate as "exceeds" competency as evaluated by preceptors at end of rotation.</p>	<p>AHS 424</p>	<p>Preceptor</p>	<p>During and at end of rotation.</p>	<p>2011-12: 90% 2012-13: G: 20% (5), UG: 18%(11) 2013-2014 – G: 100% (3) UG: 100% (10) 2014-2015: G: (8) 75%, UG: (9) 100% 2015-2016: G: (8) 100% UG: (8) 100%</p>

	g. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.	AHS 431	Preceptor	During and at end of rotation.	To begin fall 2016
	h. 80% of student will earn a score of 85% or above of possible points when completing the Drug-Nutrient Interaction Assessment in Patient Simulation.	AHS 324	Faculty	During and end of course.	To begin fall 2016
CRD 1.3: Justify programs, products, services and care using appropriate evidence or data	a. 80% of students will earn 85% or above of possible points when monitoring compliance to guidelines. Eliminate 2013-2014	AHS 422	Preceptors and instructors	During and at end of community rotation	2011-12: 100% 2012-13: G: 100%(5), UG: 100% (11)
	a. 80% of students will rate as "exceeds" competency per instructor and preceptor evaluation	AHS 435	Instructor, preceptor	During and end of MNT rotation	2011-12: 100% 2012-13: G: 40%(5) UG: 45%(11) 2013-2014: G: 100% (3) UG: 100% (10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (7) 100%, UG: (8) 100%
	b. 80% of students will rate as "exceeds" competency as evaluated by preceptors at end of rotation.	AHS 424	Preceptor	During and at end of MNT rotation.	2011-12: 90% 2012-13: G: 20%(5), UG 18%(11) 2013-2014: G: 100% (3), UG: 100% (10) 2014-2015: G: (8) 75%, UG: (9) 100%

	CRD 1.4: Evaluate emerging research for application in dietetics practice	a.80% of students will receive an 85% or above on food science project proposal.	AHS 428	Instructor	During AHS 428 class	2015-2016: G: (8) 100%, UG: (8) 100% 2011-12: 80% 2012-13: G: 100%(2), UG: 100%(11) 2013-2014: G: 100%(5), UG: 100% (9) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11) 100%
	b.80% of students will receive an 85% or above on food science project procedure report.	AHS 428	Instructor	During AHS 428 class	2011-12: 80% 2012-13: G:100%(2), UG: 100%(11) 2013-2014: G: 100% (5), UG: 100% (9) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11) 100%	
	c.80% of students will receive an 85% or above on food science "interpret data" report.	AHS 428	Instructor	During AHS 428 class	2011-12: 80% 2012-13: G:100%(2), UG: 100%(11) 2013-2014: G: 100% (5), UG: 100% (9) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11) 100%	
	d.80% of students will receive an 85% or above on food science project presentation	AHS 428	Instructor	During AHS 428 class	2011-12: 80% 2012-13: G: 100%(2), UG: 100%(11) 2013-2014:	

	<p>e. 80% of the students will earn 85% or above of possible points when completing "YouTube" presentation. Eliminate 2013-2014</p> <p>e. 80% of students will rate as "exceeds" competency per instructor and preceptor evaluation</p>	<p>AHS 322</p> <p>AHS 435</p>	<p>Instructor</p> <p>Instructor, preceptor</p>	<p>During and at end of course.</p> <p>During and end of MNT rotation</p>	<p>G:100%(5), UG: 100%(9) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11) 100%</p> <p>2011-12: 85% 2012-13: G: 100%(2), UG: 100%(11)</p> <p>2011-12: 80% 2012-13: G: 40%(5), UG: 38%(8) 2013-2014: G:100%(3), UG: 100% (10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (7) 100%, UG: (8) 88%</p>
	<p>f. 80% of students will rate as "exceeds" competency as evaluated by preceptors at end of rotation.</p>	<p>AHS 424</p>	<p>Preceptor</p>	<p>During and at end of MNT rotation</p>	<p>2011-12: 90% 2012-13: G: 60%(5), UG: 38%(11) 2013-2014: G: 100% (3), UG: 100% (10) 2014-2015: G (8) 87.5%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (8) 100%</p>
	<p>h. 80% of students will earn 85% or above of possible points when</p>	<p>AHS 333</p>	<p>Instructor</p>	<p>End of AHS 333</p>	<p>2011-12: 100% 2012-13: G: 100%(5), UG: 100%(11) 2013-2014: G:</p>

	completing equipment project.	AHS 333	Instructor	End of AHS 333	78%(9), UG: 95.5%(11) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11)
	i. 80% of students will earn 85% or above of possible points when completing purchasing project.	AHS 333	Instructor	End of AHS 333	2011-12: 80% 2012-13: G: 100%(5), UG: 100%(11) 2013-2014: G: 78%(9), UG: 100%(11) 2014-2015: G: (8) 100%, UF: (9) 100% 2015-2016: G: (8) 100%, UG: (11)
CRD 1.5: Conduct projects using appropriate research methods, ethical procedures and data analysis	a.80% of students will receive an 85% or above on food science project proposal.	AHS 428	Instructor	During AHS 428 class	2011-12: 80% 2012-13: G: 100%(2), UG: 100%(11) 2013-2014: G: 100% (5) UG: 100% (9) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11) 100%
	b.80% of students will receive an 85% or above on food science project procedure report.	AHS 428	Instructor	During AHS 428 class	2011-12: 80% 2012-13: G:100%(2), UG: 100%(11) 2013-2014: G: 100% (5), UG: 100% (9) 2014-2015: G: (8): 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11) 100%
	c.80% of students will receive an 85% or above on food science	AHS 428	Instructor	During AHS 428 class	2011-12: 80% 2012-13: G:100%(2), UG: 100%(11) 2013-2014: G: 100% (5), UG: 100% (9) 2014-2015: G: (8): 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11) 100%

	<p>"interpret data" report.</p>				<p>(5), UG: 100% (9) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11) 100%</p>
<p>d. 80% of students will receive an 85% or above on food science project presentation</p>	<p>AHS-428</p>	<p>Instructor</p>	<p>During AHS 428 class</p>	<p>2011-12: 80% 2012-13: G:100%(2), UG:100%(11) 2013-2014: G: 100%(5), UG: 100% (9) 2014-2015: G: (8) 100%, UG: (9): 100% 2015-2016: G: (8) 100%, UG: (11) 100%</p>	
<p>e. 80% of students will rate as "exceeds" competency as evaluated by preceptors at end of rotation.</p>	<p>AHS 424</p>	<p>Preceptor</p>	<p>End of AHS 424 class</p>	<p>2011-12: 100% 2012-2013: G: 60%(5), UG: 25%(11) 2013-2014: G: 100%(3), UG: 100% (10) 2014-2015: G: (8) 75%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (8) 100%</p>	

**2. 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. AHS 425, 430, 435

KRD 2.2: The curriculum must provide principles and techniques of effective counseling methods. AHS 425

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. AHS 324, 425, 430

	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
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	<p>a. 80% of the students will earn 85% or above of possible points when performing assigned duties.</p> <p>b. 80% of students will rate as "exceeds" competency per instructor and preceptor evaluation</p> <p>c. 80% of students will rate as "exceeds" competency as evaluated by preceptors at end of rotation.</p>	AHS 422	Preceptors and instructor	During and at end of rotation	<p>2011-12: 100%</p> <p>2012-13: G:100%(5), UG: 100%(11)</p> <p>2013-2014: G: 100%(3)</p> <p>UG: 100%(10)</p> <p>2014-2015: G: (8)</p> <p>100%, UG(9) 100%</p> <p>2015-2016: G: (6)</p> <p>100%, UG: (9) 100%</p>
		AHS 435	Instructor, preceptor	During and end of MNT rotation	<p>2011-12: 80%</p> <p>2012-13: G: 60%(5), UG: 25%(11)</p> <p>2013-2014: G: 100% (3), UG: 100%</p> <p>2014-2015: G: (8)</p> <p>100% UG: (9) 100%</p> <p>2015-2016: G: (8)</p> <p>100%, UG (7) 100%</p>
		AHS 424	Preceptor	During and at end of MNT rotation.	<p>2011-12: 80%</p> <p>2012-13: G: 60%(5), UG: 25%(11)</p> <p>2013-2014: G:100% (3), UG: 100% (10)</p> <p>2014-2015: G: (8)</p> <p>75%, UG: (9) 100%</p> <p>2015-2016: G: (8)</p> <p>100%, UG: (8) 100%</p>



	<p>d. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.</p> <p>e. 80% of students will earn a score of 85% of possible points on adherence to Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics in Patient Simulation Video Critique.</p>	<p>AHS 431</p> <p>AHS 324</p>	<p>Preceptor</p> <p>Faculty</p>	<p>End of rotation.</p> <p>During and at end of course.</p>	<p>To begin fall 2016</p> <p>To begin fall 2016.</p>
<p>CRD 2.2: Demonstrate professional writing skills in preparing professional communications</p>	<p>a. 80% of the students will earn 85% or above of possible points when developing nutrition education materials.</p> <p>b. 80% of the students will earn 85% or above while utilizing materials, resources and media when completing and presenting lesson plan.</p> <p>c. 80% of the students will exceed competency requirements when writing, updating, and reviewing policies and</p>	<p>AHS 422</p> <p>AHS 322</p> <p>AHS 431</p>	<p>Preceptors and instructor</p> <p>Instructor</p> <p>Preceptor</p>	<p>During and at end of rotation</p> <p>During and at end of course.</p> <p>During FSM rotation</p>	<p>2011-12: 100% 2012-13: G: 100%(5), UG: 100%(11) 2013-2014: G: 100% (3), UG: 100% (10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (6) 100%, UG: (9) 100%</p> <p>2011-12: 90% 2012-13: G: 100%(2), UG: 100%(11) 2013-2014: G: 100%(3), UG: 100% (10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: 100%, UG: 100%</p> <p>2011-12: 100% 2012-2013: G: 66.7%(5), UG: 43%(11) 2013-2014: G: 66.6% (3) UG: 50% (10)</p>

	procedures.				
CRD 2.3: Design, implement and evaluate presentations to a target audience	<p>d. 80% of the students will earn 85% or above of possible points when completing "YouTube" presentation Eliminated 2013-2014</p> <p>d. 80% of the students will earn 85% or above on a letter to their legislator about a current dietetics topic.</p>	<p>AHS 322</p> <p>AHS 425</p>	<p>Instructor</p> <p>Instructor</p>	<p>During and end of course.</p> <p>During and end of course</p>	<p>2014-2015: G: (8) 100%, UG (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%</p> <p>2011-12: 80% 2012-13: G: 100%(2), UG: 100%(11)</p> <p>2013-2014: G: 100%(2), UG: 100% (11) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (100%) UG: (100%)</p>
	<p>a.80% of the students will earn 85% or above of possible points when developing and presenting education to audiences.</p> <p>b.80% of the students will earn 85% or above of possible points when completing "YouTube" Video project. Eliminated 2013-2014 Replaced with:</p> <p>b. 80% of the students will earn 85% or above on nutrition education project.</p>	<p>AHS 422</p> <p>AHS 322</p> <p>AHS 425</p>	<p>Preceptors and instructor</p> <p>Instructor</p> <p>Instructor</p>	<p>During and at end of rotation</p> <p>During and end of course</p> <p>During and at end of course</p>	<p>2011-12: 100% 2012-13: G: 100%(5), UG: 100%(11) 2013-2014: G: 100%(2), UG: 100% (11) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (6) 100%, UG: (9) 100%</p> <p>2011-12: 80% 2012-13: G: 100%(5), UG: 100%(11)</p> <p>2013-2014: G: 100%(2), UG: 100% (11) 2014-2015: G: (8) 100%, UG: (9) 100%</p>

	<p>c. 80% of the students will earn 85% or above while utilizing materials, resources and media when completing and presenting lesson plan</p>	<p>AHS 322</p>	<p>Instructor</p>	<p>During and at end of course</p>	<p>2015-2016: G: (6) 100%, UG: (9) 100%</p> <p>2011-12: 80% 2012-13: G: 100%(5), UG: 100%(11) 2013-2014: G: 100%(5), UG: 100%(11) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: 100%, UG: 100%</p>
	<p>d. 80% of the students will exceed the competency requirement of planning, implementing, and evaluating an employee in-service.</p>	<p>AHS 431</p>	<p>Preceptor</p>	<p>During FSM rotation.</p>	<p>2011-12: 100% 2012-13: G: 94.5%(5), UG: 71.5%(11) 2013-2014: G: 33.3%(3), UG: 40%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%</p>
<p>CRD 2.4: Use effective education and counseling skills to facilitate behavior change</p>	<p>a.80% of the students will earn 85% or above of possible points when conducting diet assessments and client focused education</p>	<p>AHS 422</p>	<p>Preceptors and instructor</p>	<p>During and at end of rotation</p>	<p>2011-12: 100% 2012-13: G: 100%(5), UG: 100%(11) 2013-2014: G: 100%(2), UG: 100%(11) 2014-2015: G (8) 100%, UG: (9) 91% 2015-2016: G: (6) 100%, UG: (9) 100%</p>
	<p>b.80% of the students will earn 85% or above of the possible points when identifying and applying nutrition</p>	<p>AHS 322</p>	<p>Instructor</p>	<p>During and at end of course</p>	<p>2011-12: 85% 2012-13: G: 100%(5), UG: 100%(11) 2013-2014: G:</p>

	counseling theories and methods portion of counseling project.	AHS 322	Instructor	During and end of course	100%(5), UG: 100%(11) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (6) 100%, UG: (9) 100%  2011-12: 85% 2012-13: G: 100%(5), UG: 100%(11)
	c. 80% of the students will earn 85% or above of the possible points while using motivational counseling techniques while completing counseling video project. Eliminate 2013-2014	AHS 435	Instructor, preceptor	During and at end of rotation	2011-12: 80% 2012-13: G: 60%(5), UG: 38%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (7) 100%, UG: (8) 100%
	d. 80% of students will rate as "exceeds" competency as evaluated by preceptors at end of rotation.	AHS 424	Preceptor	During and at end of rotation	2011-12: 100% 2012-13: G: 60% (5), UG: 25%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G(8) 75%, UG(9) 100% 2015-2016: G: (8) 100%, UG: (8) 100%
CRD 2.5: Demonstrate active participation, teamwork and contributions in group	a. 80% of students will exceed the required communication competencies.	AHS 424, 431	Preceptors, instructor	During and at end of supervised practice rotations	424 and 431 2011-2012: 100% 424: 2012-13: G: 80% (5), UG: 18%(11)

<p>settings</p>	<p>b. 80% of the students will earn 85% or above of possible points when working with agency staff or assigned groups</p> <p>c. 80% of students will earn 85% or above of possible points on customer service satisfaction survey project.</p>	<p>AHS 422</p>	<p>Preceptors, instructor</p>	<p>During and at end of supervised practice rotation</p>	<p>431: 2012-13: G: 92%(5), UG: 78.5%(11)  424:2013-2014: G: 100%(3)  UG: 100%(10)  431: 2013-2014: G: 33.3%(9), UG: 40%(11)  2014-2015: 424: G: (8) 75%, UG: (9) 100%. 431: G: (8) 100%, UG: (9) 100%  2015-2016: 424: G: (8) 100%, UG: (8) 100%  431: 2015-2016: G(7) 100%, UG: (8) 100%</p> <p>2011-12: 80%  2012-13: G: 100%(5), UG: 100%(11)  2013-2014: G: 100%(2), UG: 100%(11)  2014-2015: G: (8) 100%, UG: (9) 100%  2015-2016: G: (6) 100%, UG: (9) 100%</p>
	<p>AHS 333</p>	<p>Preceptor, instructor</p>	<p>During and end of AHS 333</p>	<p>2011-12: 80%  2012-13: G: 100%(5)  UG: 100%(11)  2013-2014: G: 100%(2), UG: 73%(11)  2014-2015: G: (8) 100%, UG: (9) 100%  2015-2016: G: (8) 100%, UG: (11) 100%</p>	

	d. 80% of students will score within the "highly professional category for teamwork on the professionalism rubric.	AHS 420	Preceptor	During and at end of rotation.	To begin Fall 2016
CRD 2.6: Assign patient care activities to DTRs and/or support personnel as appropriate.	a. 80% of students will rate as "exceeds" competency as evaluated by preceptors at end of rotation.	AHS 435	Preceptors	During and at end of MNT rotation	2011-12: 100% 2012-13: G: 60%(5), UG: 18%(11) 2013-2014: G: 100%(3) UG: 100%(10) 2014-2015: G (8) 100%, UG (9) 100% 2015-2016: G: (7) 100%, UG: (8) 100%
CRD 2.7: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice	a. 80% of the students will earn 85% or above of possible points when making appropriate referrals.	AHS 422	Preceptors and instructor	During and at end of supervised practice rotation.	2011-12: 100% 2012-13: G: 100%(5), UG: 100%(11) 2013-2014: G: 100%(2), UG: 100%(11) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (6) 100%, UG: (9) 100%
	b. 80% of students will rate as "exceeds" competency as evaluated by preceptors at end of rotation.	AHS 424	Preceptors	During and at end of MNT rotation	2011-12: 80% 2012-13: G: 40%(5), UG: 18%(11) 2013-2014: G: 100% (3), UG: 100% (10) 2014-2015: G(8) 75% UG: (9) 100% 2015-2016: G(8) 100%, UG: (8) 100%
	c. 80% of students will rate as meets or	AHS 435	Preceptors	During and at end of MNT rotation.	To begin fall 2016

	exceeds competency as evaluated by preceptors at end of rotation.	AHS 431	Preceptor	During and at end of FSM rotation.	2011-12: 100% 2012-13: G: 86% (5), UG: 66.6%(11) 2013-2014: G: 66.6%(3), UG: 50% (10) 2014-2015: G: (8) 100%, UG: (9) 100% :2015-2016: G(7) 100%, UG: (8) 100%
CRD 2.8: Apply leadership skills to achieve desired outcomes	a. 80% of the students will exceed competency requirement when planning and implementing a catered event	AHS 431	Preceptor	During and at end of FSM rotation.	2011-12: 100% 2012-13: G: 86% (5), UG: 66.6%(11) 2013-2014: G: 66.6%(3), UG: 50% (10) 2014-2015: G: (8) 100%, UG: (9) 100% :2015-2016: G(7) 100%, UG: (8) 100%
CRD 2.9: Participate in professional and community organizations (see tip, below)	a. 80% of the students will earn 85% or above of possible points when attending, participating and volunteering at Academy of Nutrition and Dietetics Spring Meeting.  b. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.	AHS 422  AHS 431	Instructor  Preceptor	During supervised practice rotation.  At end of supervised practice rotation.	2011-12: 100% 2012-13: G: 100%(5), UG: 100%(11) 2013-2014: G: 100%(3) UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (6) 100%, UG: (9) 100%  To begin fall 2016
CRD 2.10: Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.	a. 80% of students will exceed the required communication competencies.	AHS 424, 431	Preceptors and instructors	During and end of supervised practice rotations	2011-12 – 100% 424: 2012-13: G: 60%(5), UG: 25%(11) 431: 2012-13: G: 92%(5), UG: 78.5%(11) 424: 2013-2014: G: 100% (3), UG: 100%(10) 431: G: 33.3% (3),

	<p>b. 80% of the students will earn 85% or above of possible points when developing rapport and collaborative relationships</p>	<p>AHS 422</p>	<p>Preceptors and instructor</p>	<p>During and at end of supervised practice rotation.</p>	<p>UG: 40%(10)            424: 2014-2015: G(8) 75%, UG: (9) 100%            431: 2014-2015: G(8) 100%, UG: (9) 100%            2015-2016: 424: G: (8) 100%, UG: (8) 100%            431: 2015-100% 431: 2015-2016: G(7) 100%, UG: (8) 100%</p> <p>2011-12: 100%            2012-13: G: 100%(5), UG: (11)            2013-2014: G: 100%(3), UG: 100%(10)            2014-2015: G: (8) 100%, UG: (9) 100%            2015-2016: G: (6) 100%, UG: (9) 100%</p>
	<p>c. 80% of students will rate as "exceeds" competency per instructor and preceptor evaluation.</p>	<p>AHS 435</p>	<p>Instructor, preceptor</p>	<p>During and end of MNT rotation</p>	<p>2011-12: 80%            2012-13: G: 60%(5), UG: 25%(11)            2013-2014: G: 100%(3), UG: 100%(10)            2014-2015: G(8) 100%, UG: (9) 100%            2015-2016: G(7) 100%, UG: (8) 100%</p>
	<p>d. 80% of students will rate as "exceeds" competency as evaluated by preceptors at end of rotation.</p>	<p>AHS 424</p>	<p>Preceptor</p>	<p>During and at end of MNT rotation.</p>	<p>2011-12: 100%            2012-13: G: 60%(5), UG: 25%(8)            2013-2014: G: 100%(3), UG: 100%(10)            2014-2015: G: (8) 75%, UG: (9) 100%</p>



	e. 80% of students will earn 85% or above of possible points on customer service satisfaction survey project.	AHS 333	Instructor	During and at end of AHS 333	2015-2016: G: (8) 100%, UG: (8) 100%  2011-12: 80% 2012-13: G: 100%(5), UG: 100%(11) 2013-2014: G: 100%(9) UG: 73%(11) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11)
	f. 80% of students will "meet expectation" or exceed on preceptor/faculty evaluation.	AHS 420	Preceptor/faculty	During supervised experience activity	To begin Fall 2016
CRD 2.11: Demonstrate professional attributes within various organizational cultures	a.80% of the students will earn 85% or above of possible points when performing duties, advocating, maintaining client focused perspective and thinking critically. Meet deadlines, prioritize and maintain flexibility.	AHS 422	Preceptors and instructor	During and at end of supervised practice rotation.	2011-12: 100% 2012-13: G: 100%(5), UG: 100%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (6) 100%, UG: (9) 100%
	b. 80% of students will rate as "exceeds" competency per instructor and preceptor evaluation	AHS 435	Instructor, preceptor	During and end of MNT rotation	2011-12: 80% 2012-13: G: 60%(5), UG 18%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100%

	<p>c. 80% of students will rate as "exceeds" competency as evaluated by preceptors at end of rotation.</p>	<p>AHS 435</p>	<p>Preceptor</p>	<p>During and at end of MNT rotation.</p>	<p>2015-2016: G(7) 100%, UG: (8) 100%</p> <p>2011-12: 100% 2012-13: G: 60%(5), UG 18%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%</p>
	<p>d. 80% of the students will earn 85% or above of possible points when planning and implementing a catered event.</p>	<p>AHS 431</p>	<p>Preceptor</p>	<p>During FSM rotation.</p>	<p>2011-12: 100% 2012-13: G: 92%(5), UG: 78.5%(11) 2013-2014: G: 66%(3), UG: 50%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%</p>
	<p>e. 80% of students will score 80% or above on professionalism rubric.</p>	<p>AHS 424</p>	<p>Preceptor</p>	<p>During and at end of MNT I rotation</p>	<p>To begin Fall 2016</p>
	<p>f. 80% of students will score 80% or above on professionalism rubric</p>	<p>AHS 420</p>	<p>Preceptor</p>	<p>During and at end of rotation.</p>	<p>To begin Fall 2016</p>
<p>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</p>	<p>a. 80% of the students will exceed the competency requirement when planning Professional Development Portfolio.</p>	<p>AHS 431</p>	<p>Preceptor</p>	<p>During FSM rotation</p>	<p>2011-12: 100% 2012-13: G: 92%(5), UG: 78.5%(11) 2013-2014: G: 66.66%(3), UG: 50%(10) 2014-2015: G: (8), 100%, UG: (9) 100% 2015-2016: G(7)</p>

	<p>CRD 2.13: Demonstrate negotiation skills</p>	<p>a. 80% of the students will earn 85% or above of possible points when performing client centered, culturally, age and educationally appropriate counseling strategies. Eliminated</p> <p>b. 80% of the students will earn 85% or above of the possible points when identifying and applying nutrition counseling theories and methods portion of counseling project.</p>	<p>AHS 422</p> <p>AHS 322</p> <p>AHS 322</p> <p>AHS 320</p>	<p>Preceptors and instructor</p> <p>Instructor</p> <p>Instructor</p> <p>Instructor</p>	<p>During and at end of supervised practice rotation.</p> <p>During and at end of course.</p> <p>During and at end of course.</p> <p>During and at end of course.</p>	<p>100%, UG: (8) 100%</p> <p>2011-12: 100% 2012-13: G: 100%(5), UG: 100%(11)</p> <p>2011-12: 100% 2012-13: G: 100%(5), UG: 100%(11) 2013-2014: G: 100%(3) UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 91% 2015-2016: G: (6) 100%, UG: (9) 100%</p> <p>2011-12: 85% 2012-13: G: 100%(5), UG: 100%(11)</p>
	<p>c. 80% of the students will earn 85% or above of the possible points while using motivational counseling techniques while completing counseling video project ELIMINATED</p> <p>d. 80% of the students will earn 85% or above of the possible points when completing ethics assignment and critical thinking exercise. ELIMINATED</p>					

**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. AHS 324, 420, 423  
 KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention. AHS 421, 425  
 KRD 3.3: The curriculum must include education and behavior change theories and techniques. AHS 322

	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)	During and end of MNT rotation	Timeline for collecting formative and summative data (Guideline 13.1e)	Resulting Data and Date Collected
<p>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</p>	<p>a. 80% of students will rate as "exceeds" competency per instructor and preceptor evaluation</p> <p>b. 80% of students will rate as "exceeds" competency as evaluated by preceptors at end of rotation.</p>	<p>AHS 435</p> <p>AHS 424</p>	<p>Instructor, preceptor</p> <p>Preceptor</p>	<p>During and end of MNT rotation</p> <p>During and at end of MNT rotation.</p>	<p>2011-12: 80%                  2012-13: G: 40%(5), UG: 18%(11)                  2013-2014: G: 100% (3) UG: 100% (10)                  2014-2015: G(8) 100%, UG: (9) 100%                  2015-2016: G(7) 100%, UG: (8) 100%</p> <p>2011-12: 100%                  2012-13: G: 40%(5), UG: 18%(11)                  2013-2014: G: 100% (3)                  UG: 100%(10)                  2014-2015: G(8) 75%, UG (9) 100%                  2015-2016: G: (8) 100%, UG: (8) 100%</p>	
<ul style="list-style-type: none"> <li>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</li> </ul>	<p>a. 80% of students will earn 85% or above while performing nutritional assessments.</p>	<p>AHS 424</p>	<p>Preceptors</p>	<p>During and end of community rotation</p>	<p>2011-12: 100%                  2012-13: G: 100%(5), UG: 100%(11)                  2013-2014: G: 100%(3), UG: 100% (10)                  2014-2015: G: (8) 75%, UG: (9) 100%                  2015-2016: G: (8)</p>	

<ul style="list-style-type: none"> <li>• CRD 3.1.b.: Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements</li> </ul>	<p>b. 80% of students will exceed required competency while performing Nutrition Care Process</p> <p>c. 80% of students will rate as "exceeds" competency per instructor and preceptor evaluation</p> <p>d. 80% of students will rate as meets or exceeds competency per instructor evaluation</p> <p>e. 80% of students will earn a score of 85% or above of possible points for the Nutrition Assessment portion of the Patient Simulation</p>	<p>AHS 424</p> <p>AHS 435</p> <p>AHS 422</p> <p>AHS 324</p> <p>AHS 424</p>	<p>Preceptors</p> <p>Preceptors</p> <p>Instructor</p> <p>Faculty</p> <p>Preceptors</p>	<p>During and end of MNT rotation</p> <p>During and at end of community rotation.</p> <p>During and at end of rotation.</p> <p>During and at end of course.</p> <p>During and end of MNT rotation</p>	<p>100%, UG: (8) 100%</p> <p>2011-12: 95%</p> <p>2012-13: G: 40%(5), UG: 25%(11)</p> <p>2013-2014: G: 100% (3)</p> <p>UG: 100% (10)</p> <p>2014-2015: G: (8) 75%, UG: (9) 100%</p> <p>2015-2016: G(8) 100%, UG: (8) 100%</p> <p>2011-12: 80%</p> <p>2012-13: G: 40%(5), UG: 18%(11)</p> <p>2013-2014: G: 100% (3) UG: 100% (10)</p> <p>2014-2015: G: (8) 100%, UG: (9) 100%</p> <p>2015-2016: G: (7) 100%. UG: (8) 88%</p> <p>To begin fall 2016</p> <p>To begin fall 2016</p> <p>2011-12: 95%</p> <p>2012-13: G: 40%(5), UG: 18%(11)</p> <p>2013-2014: G: 100% (3), UG: 100% (10)</p> <p>2014-2015: G(8) 75%, UG: (9) 100%</p> <p>2015-2016: G: (8) 100%, UG: (8) 100%</p>
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<ul style="list-style-type: none"> <li>• CRD 3.1.c: Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention</li> </ul>	<p>b. 80% of students will rate as "exceeds" competency per instructor and preceptor evaluation</p> <p>c. 80% of students will identify proper PES statement for clients seen at free community clinic.</p> <p>d. 80% of students will earn a score of 85% of above of possible points for the Nutrition Diagnosis portion of the Patient Simulation.</p>	<p>AHS 435</p> <p>AHS 420</p> <p>AHS 324</p> <p>AHS 424</p> <p>AHS 422</p> <p>AHS 435</p>	<p>Instructor, preceptor</p> <p>Preceptor</p> <p>Faculty</p> <p>Preceptors</p> <p>Preceptors</p> <p>Instructor, preceptor</p>	<p>During and end of MNT rotation</p> <p>During and at end of rotation.</p> <p>During and end of course.</p> <p>During and end of MNT rotation</p> <p>During and at end of community rotation.</p> <p>During and end of MNT rotation</p>	<p>2011-2012: 80% 2012-13: G: 40%(5), UG: 18%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%</p> <p>To begin Fall 2016</p> <p>To begin fall 2016.</p> <p>2011-2012: 90% 2012-13: G: 40%(5), UG: 18%(11) 2013-2014: G: 100% (3), UG: 100%(10) 2014-2015: G: (8) 75%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (8) 100%</p> <p>2011-12: 100% 2012-13: G: 100%(5), UG: 100%(11)</p> <p>2011-12 – 100% 2012-13: G: 60%(5), 2012-13: G: 60%(5),</p>
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	<p>competency per instructor and preceptor evaluation</p> <p>c. 80% of students will earn a score of 85% or above possible points available for the Nutrition Intervention portion of the Patient Simulation.</p>	<p>AHS 324</p>	<p>Faculty</p>	<p>During and at end of course.</p>	<p>UG: 25%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%</p> <p>To begin fall 2016.</p>
<ul style="list-style-type: none"> <li>CRD 3.1.d: Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis</li> </ul>	<p>a.80% of students will exceed required competency while monitoring and evaluating signs, symptoms, and the impact of interventions</p> <p>b. 80% of students will rate as "exceeds" competency per instructor and preceptor evaluation</p>	<p>AHS 424</p> <p>AHS 435</p>	<p>Preceptors</p> <p>Instructor, preceptor</p>	<p>During and end of MNT rotation</p> <p>During and end of MNT rotation</p>	<p>2011-12: 95% 2012-13: G: 40%(5) UG: 25%(8) 2013-2014: G: 100% (3) UG: 100% (10) 2014-2015: G: (8) 75%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (8) 100%</p> <p>2011-12 – 80% 2012-13: G: 40%(5), UG: 18%(11) 2013-2014: G: 100%(3) UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%</p>

<ul style="list-style-type: none"> <li>• CRD 3.1.e: Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting</li> </ul>	<p>a. 80% of the students will earn 85% or above of possible points when documenting nutrition assessments and client contacts.</p>	<p>AHS 422</p>	<p>Preceptors</p>	<p>During community supervised practice.</p>	<p>2011-12: 100% 2012-13: G: 100%(5), UG: 100%(11) 2013-2014: G: 100%(3) UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (6) 100%, UG: (9) 100%</p>
<p>b. 80% of the students will earn 85% or above of possible points when completing the counseling video project ELIMINATE</p>	<p>AHS 322</p>	<p>Instructor</p>	<p>During and end of course.</p>	<p>2011-12: 85% 2012-13 – G: 100%(5), UG: 100%(11)</p>	
<p>c. 80% of the students will earn 85% or above while developing and practicing interviewing techniques ELIMINATE</p>	<p>AHS 322</p>	<p>Instructor</p>	<p>During and at end of course.</p>	<p>2011-12 – 85% 2012-13: G: 100%(5), UG: 100%(11)</p>	
<p>c. 80% of students will rate as "exceeds" competency as evaluated by preceptors at end of rotation.</p>	<p>AHS 424</p>	<p>Preceptor</p>	<p>During and at end of MNT rotation</p>	<p>2011-12: 100% 2012 – 13: G: 60%(5), UG: 25%(11) 2013-2014: g: 100%(3), UG: 100%(10) 2014-2015: G: (8) 75%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (8) 100%</p>	
<p>d. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.</p>	<p>AHS 435</p>	<p>Preceptor</p>	<p>During and at end of MNT rotation.</p>	<p>To begin fall 2016</p>	



CRD 3.2: Demonstrate effective communications skills for clinical and customer services in a variety of formats.	a. 80% of students will exceed the required communication competencies.	AHS 424, 431	Preceptors and instructors	During and end of supervised practice rotations	2011-12 – 100% 2012 – 13: G: 92% (5), UG: 78.5%(11) 2013-2014: G: 100%(3) UG: 100%(10) 2014-2015: 424: G(8) 75%, UG: (9) 100%. 431: G(8) 100%, UG: (9) 100% 2015-2016: 424: G: (8) 100%, UG: (8) 100% 431: 2015-2016: G(7) 100%, UG: (8) 100%
	b. 80% of the students will earn 85% or above of the possible points while developing nutrition education materials and presenting staff inservices.	AHS 422	Preceptors	During community supervised practice rotation.	2011-12: 100% 2012 – 13: G: 100% (5), UG: 100%(11) 2013-2014: G: 100%(3) UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (6) 100%, UG: (9) 100%
	c. 80% of the students will earn 85% or above while utilizing materials, resources and media when completing and presenting lesson plan	AHS 322	Instructor	During and at end of course.	2011-12: 85% 2012 – 13: G: 100%(5), UG: 100%(11) 2013-2014: G: 100%(3) UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (6) 100%, UG: (9) 100%

	<p>d. 80% of students will rate as "exceeds" competency per instructor and preceptor evaluation</p>	<p>AHS 435</p>	<p>Instructor, preceptor</p>	<p>During and end of MNT rotation</p>	<p>2011-12 – 80% 2012 – 13: G: 100%(5) UG: 75% (11) 2013-2014: G: 100%(3) UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (7) 100%. UG: (8) 88%</p>
	<p>e. 80% of the students will exceed the competency requirement of planning, implementing, and evaluating an employee in-service.</p>	<p>AHS 431</p>	<p>Preceptor</p>	<p>FSM rotation.</p>	<p>2011-12- 100% 2012-13 – G: 94.5%(5) UG: 71.5% (11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G (8) 100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%</p>
	<p>f. 80% of the students will earn 85% or above of possible points when completing "YouTube" presentation ELIMINATE</p>	<p>AHS 322</p>	<p>Instructor</p>	<p>During and at end of course.</p>	<p>2011-12-90% 2012-13: G: 100%(5) UG: 100%(11) 2013-2014: G: 100%(3) UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 91% 2015-2016: G: (6) 100%, UG: (9) 100%</p>
<p>CRD 3.3: Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management</p>	<p>a. 80% of the students will earn 85% or above of the possible points while developing and presenting nutrition education materials.</p>	<p>AHS 422</p>	<p>Preceptors</p>	<p>During community supervised practice rotation.</p>	<p>2011-12: 100% 2012-13: G: 100%(5) UG: 100%(11) 2013-2014: G: 100%(3) UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 91% 2015-2016: G: (6) 100%, UG: (9) 100%</p>
	<p>b. 80% of the students will earn 85% or above</p>	<p>AHS 322</p>	<p>Instructor</p>	<p>During and at end of course.</p>	<p>2011-12 – 90% 2012-13: G: 100%(5) UG: 100%(11)</p>

	<p>of the possible points while using motivational counseling techniques while completing counseling project</p>	AHS 425	Instructor	During and at end of course.	<p>2013-2014: G: 100%(3) UG: 100%(10)  2014-2015: G: (8) 100%, UG: (9) 100%  2015-2016: G: (6) 100%, UG: (9) 100%</p> <p>2011-12 – 80%  2012-13: G: 100%(5) UG: 100%(11)  2013-2014: G: 100%(3), UG: 100%(10)  2014-2015: G: (8) 100%, UG: (9) 100%  2015-2016: G: (6) 100%, UG: (9) 100%</p>
	<p>c. 80% of the students will earn 85% or above while utilizing materials, resources and media when completing and presenting nutrition education project.</p>	AHS 332	Instructor	During the course	<p>2011-12: 80%  2012-13: G: 100%(5), UG: 100%(11)  2013-2014: G: 100%(3), UG: 100%(10)  2014-2015: G: (8) 100%, UG: (9) 100%  2015-2016: G: (1) 100%, UG: (13) 100%</p>
	<p>e. 80% of the students will earn 85% or above of possible points when completing "YouTube" presentation  ELIMINATE</p>	AHS 322	Instructor	During and at end of course.	<p>2011-12 – 80%  2012-13: G: 100%(5), UG: 100%(11)</p>

	e. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.	AHS 431	Preceptor	End of supervised practice rotation.	To begin fall 2016
CRD 3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends	<p>a. 80% of the students will earn 85% or above of possible points when completing "YouTube" presentation. ELIMINATE</p> <p>a. 80% of the students will earn 85% or above while utilizing materials, resources and media when completing and presenting lesson plan</p>	AHS 322  AHS 322	Instructor  Instructor	During and at end of course.  During and at end of course.	<p>2011-12 – 85% 2012-13: G: 100%(5), UG: 100%(11)</p> <p>2011-12 – 85% 2012-13 – G: 100%(5), UG: 100%(11) 2013-2014: G: 100%(3) UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (6) 100%, UG: (9) 100%</p>
	<p>b. 80% of students will rate as "exceeds" competency per instructor and preceptor evaluation</p>	AHS 435	Instructor, preceptor	During and end of MNT rotation	<p>2011-12 – 80% 2012-13: G: 92%(5), UG: 78.5%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G(8) 100%, UG: (9) 100% 2015-2016: G: (7) 100%. UG: (8) 88%</p>
	<p>c. 80% of students will rate as "exceeds" competency as evaluated by</p>	AHS 424	Preceptor	During and at end of MNT rotation.	<p>2011 – 2012 – 100% 2012-13: G: 60%(5), UG: 25%(11) 2013-2014: G: 100%(3), UG:</p>

	preceptors at end of rotation.	AHS 322	Instructor	During and at end of course.	100%(10) 2014-2015: G: (8) 75%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (8) 100%  2011-12: 100% 2012-13: G: 100%(5), UG: 100%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (6) 100%, UG: (9) 100%  To begin Fall 2016
	d. 80% of the students will earn 85% or above of possible points when completing "YouTube" presentation – Eliminated	AHS 420	Preceptor/faculty	During and at end of course.	
	d. 80% of students will "meet expectation" on preceptor/faculty evaluation.	AHS 332	Instructor	During course.	2011-12 – 85% 2012-13: G: 100%(5), UG: 100%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (1) 100%, UG: (13) 100%
CRD 3.5: Coordinate procurement, production, distribution and service of goods and services.	a. 80% of the students will earn 80% or above of the possible points when determining procurement choices and writing specifications.	AHS 332	Instructor	During AHS 333 course.	2011-12 – 85% 2012-13: G: 100%(5), UG: 100%(11)
	b. 80% of the students will earn 85% or above while identifying food preparation principles. ELIMINATE	AHS 333	Instructor	During AHS 333 course.	2011-12 – 80% 2012 -13: G: 100%(5), UG:
	b. 80% of students will earn 85% or above of	AHS 333	Instructor	During AHS 333 course.	2011-12 – 80% 2012 -13: G: 100%(5), UG:

	possible points when completing equipment project.				100%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G(8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11)
c. 80% of students will earn 85% or above of possible points when completing purchasing project.	AHS 333	Instructor	During AHS 333 course.	2011-12 – 80% 2012-13: G: 100%,(5), UG: 100%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 2015-2016: G: (8) 100%, UG: (11)	
d. 80% of the students will exceed competency requirement when planning and implementing a catered event.	AHS 431	Preceptor	During FSM rotation.	2011 – 12: 100% 2012-13: G: 86%(5), UG: 66.6%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G (8) 100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%	
e. 80% of the students will exceed competency requirements when assisting/supervising preparation of menus.	AHS 431	Preceptor	During FSM rotation.	2011-12 – 100% 2012-13: G: 100%(5), UG: 43%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100%	

					2015-2016: G(7) 100%, UG: (8) 100%
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	a. 80% of the students will earn 85% or above of possible points when identifying and writing menus.	AHS 332	Instructor	During course	2011-12 – 85% 2012 -13: G: 100%(5), UG: 85%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (1) 100%, UG: (13) 100%
b. 80% of the students will exceed competency requirements when planning and implementing a catered event.	AHS 431	Preceptor	During FSM rotation	2011-12 – 100% 2012-13: G: 86%(5), UG: 66.6%(11) 2013-2014: G: 100%(3) UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%	
c. 80% of the students will exceed competency requirements when writing a cycle menu and modifying recipes.	AHS 431	Preceptor	During FSM rotation.	2011-12 – 100% 2012-13 – G: 100%(5), UG: 43%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%	

<p><b>4. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations</b></p> <p>KRD 4.1: The curriculum must include management and business theories and principles required to deliver programs and services. AHS 430            KRD 4.2: The curriculum must include content related to quality management of food and nutrition services. AHS 332, 333, 430            KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice. AHS 324            KRD 4.4: The curriculum must include content related to health care systems. AHS 430            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 AHS 435</p>						
<p><b>Learning objective and the assessment methods that will be used (Guideline 13.1a &amp; b)</b></p>	<p>a. 80% of the students will exceed the competency requirement of planning, implementing, and evaluating an employee in-service.</p> <p>b. 80% of the students will exceed competency when assisting/supervising preparation of menus.</p> <p>c. 85% of the students will exceed the competency</p>	<p>Rotation or class in which assessment will occur (Guideline 13.1c)</p> <p>AHS 431</p> <p>AHS 431</p> <p>AHS 431</p>	<p>Individuals responsible for ensuring assessment occurs (Guideline 13.1d)</p> <p>Instructor</p> <p>Instructor</p> <p>Preceptor</p>	<p>During and end of class</p> <p>During and end of class</p> <p>During FSM rotation.</p>	<p>Timeline for collecting formative and summative data (Guideline 13.1e)</p> <p>2011-12 – 100%            2012-13: G: 86%(5), UG: 63.5%(11)            2013-2014: G: 100%(3), UG: 100%(10)            2014-2015: G(8) 100%, UG: (9) 100%            2015-2016: G(7) 100%, UG: (8) 100%</p> <p>2011-12 – 100%            2012-13: G: 86.7%(5), UG: 63.5%(11)            2013-2014: G: 100%(3), UG: 100%(10)            2014-2015: G: (8) 100%, UG: (9) 100%            2015-2016: G(7) 100%, UG: (8) 100%</p> <p>2011-12 – 100%            2012-13: G: 83.3%(5), UG: 43%(11)            2013-2014: G:</p>	<p>Resulting Data and Date Collected</p>



	requirement of writing employee schedules.				100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%
CRD 4.2: Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food	<p>d. 80% of the students will exceed the competency requirement of supervising kitchen/satellite unit activities.</p>	AHS 431	Preceptor	During FSM rotation.	<p>2011-12 – 100% 2012-13: G: 83.3%(5), UG: 43%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%</p>
	<p>a. 80% of the students will exceed competency when assisting/supervising preparation of menus.</p>	AHS 431	Preceptor	During FSM rotation.	<p>2011-12 – 100% 2012-13 – G: 83.3%(5), UG: 43%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%</p>
	<p>b. 80% of the students will exceed competency when applying safety and sanitation techniques.</p>	AHS 431	Preceptor	During FSM rotation.	<p>2011-12 – 100% 2012-13: G: 83.3%(5), UG: 43%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G(8) 100%</p>

	c. 80% of the students will exceed competency requirements when supervising tray delivery and test tray.	AHS 431	Preceptor	During FSM rotation.	100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%  2011-12 – 100% 2012 – 13: G: 83.3%(5), UG: 43%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%
CRD 4.3: Participate in public policy activities, including both legislative and regulatory initiatives	a. 80% of the students will participate and complete a letter to their legislator with 85% accuracy.	AHS 425	Instructor	During AHS 425 class	2011-12 – 100% 2012-13: G: 83.3%(5), UG: 43%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (6) 100%, UG: (9) 100%
	b. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.	AHS 431	Preceptor	End of supervised practice rotation.	To begin fall 2016
CRD 4.4: Conduct clinical and customer service quality management activities	a. 80% of students will earn 85% or above of possible points on customer service satisfaction survey project.	AHS 333	Instructor	During and end of class.	2011-2012 – 80% 2012-13 – G: 100%(5), UG: 100%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8)

	<p>80% of the students will exceed competency requirements when performing a sanitation/HACCP inspection.</p>	<p>AHS 431</p>	<p>Preceptor</p>	<p>During FSM rotation.</p>	<p>100%, UG (9) 100% 2015-2016: G: (8) 100%, UG: (11)  2011-2012 – 100% 2012 – 2013: G: 86%(5) UG: 63.5%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%</p>
	<p>c.80% of the students will exceed competency requirements when supervising tray delivery and test tray.</p>	<p>AHS 431</p>	<p>Preceptor</p>	<p>During FSM rotation.</p>	<p>2011-12- 97% 2012-13: G: 83.3%(5), UG: 43%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%</p>
<p>CRD 4.5: Use current informatics technology to develop, store, retrieve and disseminate information and data</p>	<p>a.80% of students will earn 85% or above of possible points on customer service satisfaction survey project</p>	<p>AHS 333</p>	<p>Instructor</p>	<p>During and end of class.</p>	<p>2011-12 – 80% 2012-13: G: 100%(5) UG (11) 100%, 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11)</p>
	<p>b.80% of the students will exceed competency</p>	<p>AHS 431</p>	<p>Preceptor</p>	<p>During FSM rotation.</p>	<p>2011-12- 100% 2012-13: G: 83.3%(5), UG:</p>

	requirements while using computers and other communication systems at supervised practice site.					43%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%
CRD 4.6: Analyze quality, financial or productivity data and develop a plan for intervention	a. 80% of the students will earn 85% or above of the possible points on implementing a major church (food service) event.  b. 80% of the students will exceed competency while analyzing cost and activity reports.	AHS 430	Instructor		During and end of class	2011-12 – 94% 2012-13: G: 83.3%(5), UG: 43%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11) 100%
CRD 4.7: Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment	a. 80% of the students will earn 85% or above of the possible points while describing proper use of equipment.	AHS 332	Instructor	Preceptor	During FSM rotation.	2011-12- 100% 2012-13: G: 83.5%(5) UG: 43%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%
					Instructor During and at end of course	2011-12 – 90% 2012-13: G: 91%(11), UG: 100%(5) 2013-2014: G: 100%(3) UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (1) 100%, UG: (13) 100%

	b. 80% of the students will exceed competency while analyzing cost and activity reports.	AHS 431	Preceptor	During FSM rotation Preceptor	2011-12 – 90% 2012-13: G: 86%(5) UG: 63.5(11) 2013-2014: G: 100% (3) UG: 100%(10) 2014-2015: G: (8), 100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%
CRD 4.8: Conduct feasibility studies for products, programs or services with consideration of costs and benefits.	a.80% of the students will exceed competency requirements while purchasing (actual or mock) a piece of equipment.	AHS 431	Preceptor	Preceptor During FSM rotation	2011- 12 – 100% 2012-13: G: 83.3%(5) UG: 43%(11) 2013-2014: G: 100%(3), UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%
CRD 4.9: Analyze financial data to assess utilization of resources	a.80% of the students will earn 85% or above of the possible points on planning a major church (food service) event	AHS 430	Instructor	During and end of class	2011-12: 100% 2012-13: G: 100% (5), UG: 100%(11) 2013-2014: G: 100%(3) UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11) 100%
	b. 80% of the students will earn 85% or above of the possible points on implementing a major church (food service) event	AHS 430	Instructor	During and end of class	2011-12 – 100% 2012-13: G: 100% (5) UG: 100%(11) 2013-2014: G: 100%(3) UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11) 100%

	<p>b. 80% of students will earn 85% or above possible points on evaluating a major church (food service) event.</p>	<p>AHS 430</p>	<p>Instructor</p>	<p>During and end of class</p>	<p>2014-2015: G: (8) 100%, UG: (9) 100%  2015-2016: G: (8) 100%, UG: (11) 100%  2011-12 – 100%  2012-13: G: 100%(5), UG: 100%(11)  2013-2014: G: 100%(3) UG: 100%(10)  2014-2015: G: (8) 100%, UG: (9) 100%, UG: (8) 100%, UG: (11) 100%</p>
	<p>c. 80% of the students will earn 85% or above of the possible points while calculating, interpreting, and managing financial resources.</p>	<p>AHS 332, AHS 430</p>	<p>Instructor</p>	<p>During and at end of class</p>	<p>2011-12 – 100%  2012-13: G: 57%(5), UG: 100%(11)  2013-2014: G: 100%(3) UG: 100%(10)  2014-2015: 430: G: (8) 100%, UG: (9) 100%  430: 2015-2016: G: (8) 100%, UG: (11) 100%  332: 2015-2016: G: (1) 100%, UG: (13) 100%</p>
	<p>d. 80% of the students will exceed competency requirements when planning and implementing a catered event.</p>	<p>AHS 431</p>	<p>Preceptor</p>	<p>During FSM rotation</p>	<p>2011-12 – 100%  2012-13: G: 100%(5), UG: 100%(11)  2013-2014: G: 100%(3) UG: 100%(10)  2014-2015: G: (8)</p>

	<p>e. 80% of students will earn 85% or above of possible points when completing purchasing project.</p>	AHS 333	Instructor	End of Rotation	<p>100%, UG: (9) 100% 2015-2016: G(7) 100%, UG: (8) 100%</p> <p>2011-12 – 100% 2012-13: G: 100%(5), UG: 91%(11) 2013-2014: G: 100%(3) UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11)</p>
	<p>f. 80% of students will earn 85% or above of possible points when completing equipment project.</p>	AHS 333	Instructor	End of rotation	<p>2011-12 – 100% 2012-13: G: 100%(5) UG: 100%(11) 2013-2014: G: 100%(3) UG: 100%(10) 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11)</p>
<p>g. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.</p>	AHS 431	Preceptor	End of supervised practice rotation.	To begin fall 2016	
<p>a. 80% of the students will exceed competency requirements while developing a business plan</p>	AHS 431	Preceptor	During FSM rotation	2011-12 – 100% 2012-13: G: 83.3%(5), UG: 43%(11) 2013-2014: G: 100%(3) UG: 100%(10) 2014-2015: G: (8)	
<p>CRD 4.10: Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies</p>					

CRD 4.11: Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers.	a. 80% of students will rate as "exceeds" competency as evaluated by preceptors at end of rotation.	AHS 424 change to AHS 435 in 2015-2016 year.	Preceptor	During and at end of MNT rotation.	100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11)  2011-12 – not available 2012-13 – not available 2013-2014: G: 63%(3) UG: 80%(10) 2014-2015: not done in AHS 424 Will change to AHS 435 2015-2016: G: (8) 100%, UG: (11)
<b>5. Support Knowledge: knowledge underlying the requirements specified above.</b>					
<p>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. AHS 333. 428</p> <p>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. Prerequisites, AHS 421</p> <p>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 Foundation Studies</p>					



**Program Concentrations Matrix for Learning Assessment (Standards 9 & 13)**  
**Assessment Period from \_\_\_\_\_ to \_\_\_\_\_**

**Background:** The Program Concentrations Planning Matrices are used to assess program-defined knowledge and competencies for the program's concentration area(s) and to document learning outcomes over a five-year period. At the end of five years, the fully-completed 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.

**Title of Concentration Area 1:**

List the program-defined intern competencies (add or delete lines as needed)	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
Synthesize acquired management knowledge by planning, implementing, and evaluating all aspects of a quantity food service event.					
a. Students are able to plan a major quantity food service event.	80% of the students will earn 85% of the possible points or better on planning a major quantity food service event.	AHS 431	Instructor	During and at end of course.	2011-12 – 100% 2012-13: G: 100%(5), UG: 100%(11) 2013-2014: G: (3) 100%, UG: (10) 100% 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11)
b. Students are able to implement a major quantity food service event.	80% of the students will earn 85% of the possible points or better on implementing a major quantity food service event.	AHS 431	Instructor	During and at end of course.	2011-12 – 100% 2012-13: G: 100%(5) UG: 100%(11) 2013-2014: G: (3) 100%, UG: (10) 100% 2014-2015: G: (8) 100%, UG: (9) 100% 2015-2016: G: (8) 100%, UG: (11)

<p>c. Students are able to evaluate a major quantity food service event.</p>	<p>80% of the students will earn 85% of the possible points or better on evaluating a major quantity food service event.</p>	<p>AHS 431</p>	<p>Instructor</p>	<p>During and at end of course.</p>	<p>2011-12 – 100%  2012-13: G: 100%(5), UG: 100%(11)  2013-2014: G: (3) 100%, UG: (10) 100%  2014-2015: G: (8) 100%, UG: (9) 100%  2015-2016: G: (8) 100%, UG: (11)</p>
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**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.

**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 knowledge requirements and competencies occur in a course or rotation and place an 'X' in the appropriate column.

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	
<b>Semester 1</b>																							
Chem 103 and 103L (4)	X																						
Communications 101 (3)							X																
Foundation Studies																							
<b>Semester 2</b>																							
Chem 104 and 104L (4)	X																						
Microbiology 274 and 274L (3)	X																						
<b>Semester 3</b>																							
Biology 231 and 231L (3)	X																						
AHS 226 (3)	X																						
<b>Semester 4</b>																							
Biology 241 and 241L (3)	X																						
AHS 221 (3)	X																						
Chem 330 and 330L (4)	X																						
<b>Semester 5</b>																							
AHS 332 (2)	X																						
AHS 333 (2)					X														X				
AHS 322 (3)									X	X												X	
AHS 420 (3)	X													X					X	X			
AHS 421 (3)	X																						
ENG 305I (3)							X																



Courses & Rotations	KRD 3.1	KRD 3.2	KRD 3.3	CRD 3.1	CRD 3.1a	CRD 3.1b	CRD 3.1c	CRD 3.1d	CRD 3.1e	CRD 3.2	CRD 3.3	CRD 3.4	CRD 3.5	CRD 3.6						
<b>Semester 1</b>																				
Chem 103 and 103L (4)																				
Communications 101 (3)																				
Foundation Studies																				
<b>Semester 2</b>																				
Chem 104 and 104L (4)																				
Microbiology 274 and 274L (3)																				
<b>Semester 3</b>																				
Biology 231 and 231L (3)																				
AHS 226 (3)																				
<b>Semester 4</b>																				
Biology 241 and 241L (3)																				
AHS 221 (3)																				
Chem 330 and 330L (4)																				
<b>Semester 5</b>																				
AHS 332 (2)																				
AHS 333 (2)																				
AHS 322 (3)																				
AHS 420 (3)																				
AHS 421 (3)																				
ENG 305T (3)																				
<b>Semester 6</b>																				
AHS 425 (3)																				
AHS 422 (4)																				
AHS 324 (3)																				
AHS 428 (3)																				
<b>Semester 7</b>																				
AHS 423 (5)																				
AHS 430 (5)																				
AHS 424 (2)																				
<b>Semester 8</b>																				









**Directions for Learning Assessment Summary Matrix (Standard 13)**  
**On-going Assessment of Core Knowledge & Competencies for the RD**  
**Assessment Period from 2017 to 2024**

**Background:** The Learning Assessment Planning Summary Matrix is used to document both whether students have achieved learning objectives developed to assess ACEND's Foundation Knowledge & Competencies<sup>2</sup> over the past five-years (columns A-E), and to document future plans for achieving learning objectives over the next assessment period (columns A-D). At the end of the assessment period, a fully-completed form is submitted to summarize how well the program is helping students to learn, and a new form is completed to reflect any updates to learning objectives over the next assessment period.

**Note:** Programs must submit separate outcome data (E) for each pathway; however, complete matrices do not need to be provided for those pathways, unless they are customized to the pathway.

**Directions:** When submitting completed plans for the past five years, you may attach your original competencies and matrices (from five years ago), and do not have to retype information into this document as long as the information requested in columns A-E is provided: List at least one learning objective and assessment method for every competency. Specify the rotation or class in which the assessment occurred, identify the individuals or groups responsible for ensuring that the assessment took place, and the timeframe for collecting the data. For domains 1 through 4, select at least two competencies per domain and include the actual outcome data achieved for the competencies over the five-year lifetime of the plan (column E). Be sure to submit separate outcome data for each program pathway.

When submitting plans for the next assessment period, complete a new summary matrix or copy your past five-year matrix, and update it to reflect learning objectives for the next assessment period (columns A-D). Leave column E blank; however, by the end of the assessment period lifetime of the new plan, you will have to provide outcome data for at least two competencies for each domain (domains 1 through 4 only). Be sure to collect separate outcome data for each program pathway.

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<sup>2</sup> See Appendix A of ACEND's Accreditation Standards

**APPENDIX B**

Indiana State University

**Coordinated Programs Using the DE Standards  
Learning Assessment Summary Matrix (Standard 13)  
On-going Assessment of Core Knowledge & Competencies for the RD  
Assessment Period from 2017 to 2024**

<b>Domain 1: Scientific and Evidence Base of Practice: integration of scientific information and research<sup>3</sup> into practice</b> <b>KRD 1.1:</b> 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. (Note: <i>Examples of evidence-based guidelines and protocols include 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.</i> ) AHS 221, 324,332, 420, 421, 423, 430				
A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 competencies per domain
<b>EXAMPLE</b> CRD 2.3: Design, implement and evaluate presentations to a target audience (Note: <i>A quality presentation considers life experiences, cultural diversity and educational background of the target</i>	<b>EXAMPLE</b> 100% of students will score a four or better (on a five point scale) when giving a lecture at the Senior Center.	<b>EXAMPLE</b> Preceptor Program Director	<b>EXAMPLE</b> At the completion of the Evidence Analysis Library Assignment	<b>EXAMPLE</b> 2010: 30/35 (86%) 2011: 25/30 (83%) 2012: 32/35 (91%) 2013: 34/35 (97%) 2014: 23/28 (82%) <b>Not Met:</b> 144/163 (88%) of students received a score of four or better (on a

<sup>3</sup> Research is broadly defined as an activity that includes all components of the scientific method; i.e., statement of the problem, data collection, analysis and interpretation of results; and decision-making based on results. All students should have core experiences that prepare them to properly interpret research literature and apply it to practice (evidence-based practice), document the value of their services, and participate in adding to the body of scientific knowledge on nutrition, health, and wellness. Activities may include community needs assessment, food science experiments, product development/improvement, continuous-quality improvement activities, or other research projects including master theses and doctoral dissertations.

<i>audience.)</i>					five point scale) over the assessment period (2009-2014).
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<p>CRD 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives. (Note: <i>Outcomes may include clinical, programmatic, quality, productivity, economic or other outcomes in wellness, management, sports, clinical settings, etc.</i>)</p>	<p>a. 80% of students will receive an 85% or above on food science project proposal.</p> <p>b. 80% of students will receive an 85% or above on food science project procedure report.</p> <p>c. 80% of students will receive an 85% or above on food science "Interpret data" report.</p> <p>d. 80% of students will receive an 85% or above on food science project presentation.</p> <p>e. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.</p>	<p>AHS 428</p> <p>AHS 428</p> <p>AHS 428</p> <p>AHS 428</p> <p>AHS 424</p>	<p>Instructor</p> <p>Instructor</p> <p>Instructor</p> <p>Instructor</p> <p>Preceptors</p>	<p>During AHS 428 class</p> <p>During AHS 428 class</p> <p>End of AHS 428 class</p> <p>End of AHS 428 class</p> <p>During and end of MNT rotation</p>	
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	AHS 435	Instructor, preceptor	During and end of MNT rotation.	
f. 80% of students will rate as meets or exceeds competency per instructor and preceptor evaluation.	AHS 428	Instructor	During AHS 428 class	
a.80% of students will receive an 85% or above on food science project proposal.	AHS 428	Instructor	During AHS 428 class	
b.80% of students will receive an 85% or above on food science project procedure report.	AHS 428	Instructor	During AHS 428 class	
c.80% of students will receive an 85% or above on food science "interpret data" report.	AHS 428	Instructor	During AHS 428 class	
d.80% of students will receive an 85% or above on food science project presentation	AHS 428	Instructor	During and end of course.	

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 dietetics practice

<p>CRD 1.3: Justify programs, products, services and care using</p>	<p>e. 80% of students will rate as meets or exceeds competency per instructor and preceptor evaluation</p> <p>f. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.</p> <p>g. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.</p> <p>h. 80% of students will earn a score of 85% or above of possible points when completing the Drug-Nutrient Interaction Assessment in Patient Simulation.</p>	<p>AHS 435</p> <p>AHS 424</p> <p>AHS 431</p> <p>AHS 324</p>	<p>Preceptor</p> <p>Preceptor</p> <p>Preceptor</p> <p>Faculty</p>	<p>During and at end of MNT rotation.</p> <p>During and at end of rotation.</p> <p>During and at end of rotation.</p> <p>During and at end of course.</p>	
<p>CRD 1.3: Justify programs, products, services and care using</p>	<p>a. 80% of students will rate as meets or exceeds competency</p>	<p>AHS 435</p>	<p>Instructor, preceptor</p>		

appropriate evidence or data	per instructor and preceptor evaluation  b. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.	AHS 424	Preceptor	During and at end of MNT rotation.	
CRD 1.4: Evaluate emerging research for application in dietetics practice	a. 80% of students will receive an 85% or above on food science project proposal.  b. 80% of students will receive an 85% or above on food science project procedure report.  c. 80% of students will receive an 85% or above on food science "interpret data" report.  d. 80% of students will receive an 85% or above on food science project presentation	AHS 428  AHS 428  AHS 428  AHS 428	Instructor  Instructor  Instructor  Instructor	During AHS 428 class  During AHS 428 class  During AHS 428 class  During AHS 428 class	

	<p>e. 80% of students will rate as meets or exceeds competency per instructor and preceptor evaluation</p>	AHS 435	Instructor, preceptor	During and end of MNT rotation	
	<p>f. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.</p>	AHS 424	Preceptor	During and at end of MNT rotation	
	<p>g. 80% of students will earn 85% or above of possible points when completing equipment project.</p>	AHS 333	Instructor	End of AHS 333	
	<p>h. 80% of students will earn 85% or above of possible points when completing purchasing project.</p>	AHS 333	Instructor	End of AHS 333	
<p>CRD 1.5: Conduct projects using appropriate research methods, ethical procedures and data</p>	<p>a. 80% of students will receive an 85% or above on food science project proposal.</p>	AHS 428	Instructor	During AHS 428 class	



analysis	b. 80% of students will receive an 85% or above on food science project procedure report. c. 80% of students will receive an 85% or above on food science "interpret data" report. d. 80% of students will receive an 85% or above on food science project presentation e. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.	AHS 428  AHS 428  AHS 428  AHS 424	Instructor  Instructor  Instructor  Preceptor	During AHS 428 class  During AHS 428 class  During AHS 428 class  End of AHS 424 class	
<p><b>Domain 2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.</b></p> <p>KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice. (Note: <i>Students must be able to demonstrate effective and professional oral and written communication and documentation.</i>) AHS 425, 430, 435.</p> <p>KRD 2.2: The curriculum must provide principles and techniques of effective counseling methods. (Note: <i>Students must be able to demonstrate counseling techniques to facilitate behavior change.</i>) AHS 425</p> <p>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. AHS 324, 425, 430</p>					
	A) Learning objective and the assessment methods that will be	B) Rotation or class in which assessment will occur (Guideline	C) Individuals responsible for ensuring assessment	D) Timeline for collecting formative and summative data	E) Resulting data with the date collected for 2

	used (Guideline 13.1.a. & b)	13.1c)	occurs (Guideline 13.1d)	(Guideline 13.1e)	competencies per domain
<p>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</p>	<p>a. 80% of the students will earn 85% or above of possible points when performing assigned duties.</p> <p>b. 80% of students will rate as meets or exceeds competency per instructor and preceptor evaluation</p> <p>c. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.</p> <p>d. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.</p> <p>e. 80% of students will earn a score of 85% of possible points on adherence to Scope of Dietetics</p>	<p>AHS 422</p> <p>AHS 435</p> <p>AHS 424</p> <p>AHS 431</p> <p>AHS 324</p>	<p>Preceptors and instructor</p> <p>Instructor, preceptor</p> <p>Preceptor</p> <p>Preceptor</p> <p>Faculty</p>	<p>During and at end of rotation</p> <p>During and end of MNT rotation</p> <p>During and at end of MNT rotation.</p> <p>End of rotation</p> <p>During and at end of course.</p>	

	Practice and Code of Ethics for the Profession of Dietetics in Patient Simulation Video Critique.	AHS 422	Preceptors and instructor	During and at end of rotation	
CRD 2.2: Demonstrate professional writing skills in preparing professional communications (Note: <i>Examples include research manuscripts, project proposals, education materials, policies and procedures</i> )	<p>a. 80% of the students will earn 85% or above of possible points when developing nutrition education materials.</p> <p>b. 80% of the students will earn 85% or above while utilizing materials, resources and media when completing and presenting lesson plan.</p> <p>c. 80% of the students will meet or exceed competency requirements when writing, updating, and reviewing policies and procedures.</p> <p>d. 80% of the students will earn 85% or above on a letter to their legislator about a current dietetics topic.</p>	AHS 322	Instructor	During and at end of course.	
		AHS 431	Preceptor	During FSM rotation	
		AHS 425	Instructor	During and end of course	

<p>CRD 2.3: Design, implement and evaluate presentations to a target audience (Note: <i>A quality presentation considers life experiences, cultural diversity and educational background of the target audience.</i>)</p>	<p>a. 80% of the students will earn 85% or above of possible points when developing and presenting education to audiences.  b. 80% of the students will earn 85% or above on nutrition education project.  c. 80% of the students will earn 85% or above while utilizing materials, resources and media when completing and presenting lesson plan  d. 80% of the students will meet or exceed the competency requirement of planning, implementing, and evaluating an employee in-service.</p>	<p>AHS 422   AHS 425   AHS 322   AHS 431</p>	<p>Preceptors and instructor   Instructor   Instructor   Preceptor</p>	<p>During and at end of rotation   During and at end of course   During and at end of course   During FSM rotation.</p>	
<p>CRD 2.4: Use effective education and counseling skills to facilitate behavior change</p>	<p>a. 80% of the students will earn 85% or above of possible points when</p>	<p>AHS 422</p>	<p>Preceptors and instructor</p>	<p>During and at end of rotation</p>	

	<p>conducting diet assessments and client focused education</p> <p>b. 80% of the students will earn 85% or above of the possible points when identifying and applying nutrition counseling theories and methods portion of counseling project.</p>	<p>AHS 322</p>	<p>Instructor</p>	<p>During and at end of course</p>	
	<p>c. 80% of students will rate as meets or exceeds competency per instructor and preceptor evaluation</p>	<p>AHS 435</p>	<p>Instructor</p>	<p>During and end of course</p>	
	<p>d. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.</p>	<p>AHS 424</p>	<p>Instructor, preceptor</p>	<p>During and at end of rotation</p>	

<p>CRD 2.5: Demonstrate active participation, teamwork and contributions in group settings</p>	<p>a. 80% of students will meet or exceed the required communication competencies.</p>	<p>AHS 424, 431</p>	<p>Preceptor Preceptors, instructor</p>	<p>During and at end of supervised practice rotations</p>	
	<p>b. 80% of the students will earn 85% or above of possible points when working with agency staff or assigned groups</p>	<p>AHS 422</p>	<p>Preceptors, instructor</p>	<p>During and at end of supervised practice rotation</p>	
	<p>c. 80% of students will earn 85% or above of possible points on customer service satisfaction survey project.</p>	<p>AHS 333</p>	<p>Preceptor, instructor</p>	<p>During and end of AHS 333</p>	
	<p>d. 80% of the students will score within "highly professional" category for teamwork on the professionalism rubrics.</p>	<p>AHS 420</p>	<p>Preceptor/instructor</p>	<p>During and end of AHS 420</p>	
	<p>e. 80% of the students will actively</p>	<p>AHS 430</p>	<p>Instructor</p>	<p>During and at end of course.</p>	

	participate in interviewing and group team work while producing the formal dinner.	AHS 435	Preceptors/instructor	During and at end of AHS 435 rotation	
CRD 2.6: Assign patient care activities to DTRs and/or support personnel as appropriate (Note: <i>In completing the task, students/interns should consider the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility.</i> )	a. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.	AHS 435	Preceptors and instructor	During and at end of supervised practice rotation.	
CRD 2.7: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice	a. 80% of the students will earn 85% or above of possible points when making appropriate referrals. b. 80% of students will rate as meet or exceeds competency as evaluated by preceptors at end of rotation. c. 80% of students will	AHS 422  AHS 424  AHS 435	Preceptors  Preceptors  Preceptors	During and at end of MNT rotation	

	rate as meets or exceeds competency as evaluated by preceptors at end of rotation.			MNT rotation.
CRD 2.8: Apply leadership skills to achieve desired outcomes	a. 80% of the students will meet or exceed competency requirement when planning and implementing a catered event	AHS 431	Preceptor	During and at end of FSM rotation.
CRD 2.9: Participate in professional and community organizations <sup>4,5</sup>	a. 80% of the students will earn 85% or above of possible points when attending, participating and volunteering at Academy of Nutrition and Dietetics Spring Meeting. b. 80% of students will rate as meets or exceeds competency	AHS 422  AHS 431	Instructor  Preceptor/Faculty	During supervised practice rotation.  During and at end of supervised practice.

<sup>4</sup> Community-based supervised practice experiences need not take place in a dietetics-related organization. Experiences may occur in local community organizations such as United Way, food banks such as Second Harvest, or even faith-based organizations such as the Salvation Army. Experiences can also occur at sister units of the program within the parent organization such as an outpatient clinic or a campus fitness center.

<sup>5</sup> Professional and community organizations provide many opportunities for students to develop leadership skills. They do not have to hold an elected position to demonstrate leadership. For example, the program can create community-based projects where a group of students is asked to serve under the leadership of another student. After a task or set of tasks is successfully accomplished, another student may be selected to lead the group in accomplishing different tasks, until eventually; all students get to take a leadership role.



<p>CRD 2.10: Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services (Note: <i>Other health professionals include physicians, nurses, pharmacists, etc.</i>)</p>	<p>as evaluated by preceptors at end of rotation.</p> <p>a. 80% of students will meet or exceed the required communication competencies.</p> <p>b. 80% of the students will earn 85% or above of possible points when developing rapport and collaborative relationships</p> <p>c. 80% of students will rate as meets or exceeds competency per instructor and preceptor evaluation.</p> <p>d. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.</p>	<p>AHS 424, 431</p> <p>AHS 422</p> <p>AHS 435</p> <p>AHS 424</p>	<p>Preceptors and instructors</p> <p>Preceptors and instructor</p> <p>Instructor, preceptor</p> <p>Preceptor</p>	<p>During and end of supervised practice rotations</p> <p>During and at end of supervised practice rotation.</p> <p>During and end of MNT rotation</p> <p>During and at end of MNT rotation.</p>	

	<p>e. 80% of students will earn 85% or above of possible points on customer service satisfaction survey project.</p> <p>f. 80% of students will meet expectation or exceed on preceptor/faculty evaluation.</p>	<p>AHS 333</p> <p>AHS 420</p>	<p>Instructor</p> <p>Preceptor/faculty</p>	<p>During and at end of AHS 333</p> <p>During supervised experience activity</p>	
<p>CRD 2.11: Demonstrate professional attributes within various organizational cultures (Note: <i>Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.</i>)</p>	<p>a. 80% of the students will earn 85% or above of possible points when performing duties, advocating, maintaining client focused perspective and thinking critically. Meet deadlines, prioritize and maintain flexibility.</p> <p>b. 80% of students will rate as meets or exceeds competency</p>	<p>AHS 422</p> <p>AHS 435</p>	<p>Preceptors and instructor</p> <p>Instructor, preceptor</p>	<p>During and at end of supervised practice rotation.</p> <p>During and end of MNT rotation</p>	

	<p>per instructor and preceptor evaluation</p> <p>c. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.</p> <p>d. 80% of the students will earn 85% or above of possible points when planning and implementing a catered event.</p> <p>e. 80% of students will score 80% or above on professionalism rubric.</p> <p>f. 80% of students will score 80% or above on professionalism rubric</p>	<p>AHS 435</p> <p>AHS 431</p> <p>AHS 424</p> <p>AHS 420</p> <p>AHS 431</p>	<p>Preceptor</p> <p>Preceptor</p> <p>Preceptor</p> <p>Preceptor/Faculty</p> <p>Preceptor</p>	<p>During and at end of MNT rotation.</p> <p>During FSM rotation.</p> <p>During and at end of MNT rotation.</p> <p>During and at end of rotation.</p> <p>During FSM rotation</p>	
<p>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</p>	<p>a. 80% of the students will meet or exceed the competency requirement when planning Professional Development Portfolio.</p>				

**Domain 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. (Note: *Students must be able to use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions.*) AHS 324, 420, 423

KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention. (Note: *Students must be able to develop interventions to affect change and enhance wellness in diverse individuals and groups.*) AHS 421, 425

KRD 3.3: The curriculum must include education and behavior change theories and techniques. (Note: *Students must be able to develop an educational session or program/educational strategy for a target population.*) AHS 322

	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 competencies per domain
<p>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</p>	<p>a. 80% of students will rate as meets or exceeds competency per instructor and preceptor evaluation</p> <p>b. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.</p>	<p>AHS 435</p> <p>AHS 424</p>	<p>Instructor, preceptor</p> <p>Preceptor</p>	<p>During and end of MNT rotation</p> <p>During and at end of MNT rotation.</p>	
<ul style="list-style-type: none"> <li>CRD 3.1.a: Assess the nutritional status of individuals, groups and populations in a variety</li> </ul>	<p>a. 80% of students will earn 85% or above while performing nutritional</p>	<p>AHS 424</p>	<p>Preceptors</p>	<p>During and end of rotation</p>	

<p>of settings where nutrition care is or can be delivered</p>	<p>assessments.</p> <p>b. 80% of students will meet or exceed required competency while performing Nutrition Care Process</p> <p>c. 80% of students will rate as meets or exceeds competency per instructor and preceptor evaluation</p> <p>d. 80% of students will rate as meets or exceeds competency per instructor evaluation.</p> <p>e. 80% of students will earn a score of 85% or above of possible points for the Nutrition Assessment portion of the Patient Simulation.</p>	<p>AHS 424</p> <p>AHS 435</p> <p>AHS 422</p> <p>AHS 324</p> <p>AHS 424</p>	<p>Preceptors</p> <p>Preceptors</p> <p>Instructor</p> <p>Instructor</p> <p>Preceptors</p>	<p>During and end of MNT rotation</p> <p>During and at end of rotation.</p> <p>During and at end of rotation.</p> <p>During and at end of course.</p> <p>During and end of MNT rotation</p>	
<ul style="list-style-type: none"> <li>CRD 3.1.b.: Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements</li> </ul>	<p>a. 80% of students will meet or exceed required competency while writing the PES statement.</p>				

	<p>b. 80% of students will rate as meets or "exceeds" competency per instructor and preceptor evaluation</p> <p>c. 80% of students will identify proper PES statement for clients seen at free community clinic.</p> <p>d. 80% of students will earn a score of 85% or above of possible points for the Nutrition Diagnosis portion of the Patient Simulation.</p>	<p>AHS 435</p> <p>AHS 420</p> <p>AHS 324</p>	<p>Instructor, preceptor</p> <p>Preceptor</p> <p>Faculty</p>	<p>During and end of MNT rotation</p> <p>During and at end of course.</p> <p>During and at end of course.</p>	
<ul style="list-style-type: none"> <li>• CRD 3.1.c: Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention</li> </ul>	<p>a. 80% of students will meet or exceed required competency while planning and implementing nutrition interventions.</p> <p>b. 80% of students will rate as meets or exceeds competency per instructor and preceptor evaluation.</p>	<p>AHS 424</p> <p>AHS 435</p>	<p>Preceptors</p> <p>Instructor, preceptor</p>	<p>During and end of MNT rotation</p> <p>During and end of MNT rotation</p>	

	c. 80% of students will earn a score of 85% or above possible points available for the Nutrition Intervention portion of the Patient Simulation.	AHS 324	Faculty	During and at end of course.	
<ul style="list-style-type: none"> <li>• CRD 3.1.d: Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis</li> </ul>	<p>a. 80% of students will meet or exceed required competency while monitoring and evaluating signs, symptoms, and the impact of interventions</p> <p>b. 80% of students will rate as meet or exceed competency per instructor and preceptor evaluation</p>	AHS 424  AHS 435	Preceptors  Instructor, preceptor	During and end of MNT rotation  During and end of MNT rotation	
<ul style="list-style-type: none"> <li>• CRD 3.1.e: Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting</li> </ul>	<p>a. 80% of the students will earn 85% or above of possible points when documenting nutrition assessments and client contacts.</p> <p>b. 80% of students will rate as meets or exceeds competency</p>	AHS 422  AHS 424	Preceptors  Preceptor	During community supervised practice.  During and at end of MNT rotation.	

	as evaluated by preceptors at end of rotation. c. 80% of students will rate as meet or exceeds competency as evaluated by preceptors at end of rotation.	AHS 435	Preceptor	During and at end of rotation.	
CRD 3.2: Demonstrate effective communications skills for clinical and customer services in a variety of formats (Note: <i>Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.</i> )	a. 80% of students will meet or exceed the required communication competencies. b. 80% of the students will earn 85% or above of the possible points while developing nutrition education materials and presenting staff inservices. c. 80% of the students will earn 85% or above while utilizing materials, resources and media when completing and presenting lesson plan	AHS 424, 431  AHS 422  AHS 322	Preceptors and instructors  Preceptors  Instructor	During and end of supervised practice rotations  During community supervised practice rotation.  During and at end of course.	



	<p>d. 80% of students will rate as meets or exceeds competency per instructor and preceptor evaluation</p> <p>e. 80% of the students will meet or exceed the competency requirement of planning, implementing, and evaluating an employee in-service.</p>	<p>AHS 435</p> <p>AHS 431</p>	<p>Instructor, preceptor</p> <p>Preceptor</p>	<p>During and end of MNT rotation</p> <p>FSM rotation.</p>	
<p>CRD 3.3: Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management (Note: <i>Students/interns should consider health messages and interventions that integrate the consumer's desire for taste, convenience and economy with the need for nutrition, food safety.</i>)</p>	<p>a. 80% of the students will earn 85% or above of the possible points while developing and presenting nutrition education materials.</p> <p>b. 80% of the students will earn 85% or above of the possible points while using motivational counseling techniques while completing counseling project</p>	<p>AHS 422</p> <p>AHS 322</p>	<p>Preceptors</p> <p>Instructor</p>	<p>During community supervised practice rotation.</p> <p>During and at end of course.</p>	

	<p>c. 80% of the students will earn 85% or above while utilizing materials, resources and media when completing and presenting nutrition education project.</p> <p>d. 80% of the students will earn 85% or above of possible points when identifying and writing menus.</p> <p>e. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.</p>	<p>AHS 425</p> <p>AHS 332</p> <p>AHS 431</p>	<p>Instructor</p> <p>Instructor</p> <p>Preceptor</p>	<p>During and at end of course.</p> <p>During the course</p> <p>End of supervised practice rotation.</p>	
<p>CRD 3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends</p>	<p>a. 80% of the students will earn 85% or above while utilizing materials, resources and media when completing and presenting lesson plan</p>	<p>AHS 322</p>	<p>Instructor</p>	<p>During and at end of course.</p>	

	<p>b. 80% of students will rate as meets or exceeds competency per instructor and preceptor evaluation</p> <p>c. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.</p> <p>d. 80% of students will "meet" expectation "on preceptor/faculty evaluation,."</p>	<p>AHS 435</p> <p>AHS 424</p> <p>AHS 420</p>	<p>Instructor, preceptor</p> <p>Preceptor/faculty</p> <p>Preceptor/faculty</p>	<p>During and end of MNT rotation</p> <p>To begin fall 2016..</p> <p>During and at end of rotation.</p>	
<p>CRD 3.5: Coordinate procurement, production, distribution and service of goods and services (Note: <i>Students/Interns should demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.</i>)</p>	<p>a. 80% of the students will earn 80% or above of the possible points when determining procurement choices and writing specifications.</p>	<p>AHS 332</p>	<p>Instructor</p>	<p>During course.</p>	

	<p>b. 80% of students will earn 85% or above of possible points when completing equipment project.</p> <p>c. 80% of students will earn 85% or above of possible points when completing purchasing project.</p> <p>d. 80% of the students will meet or exceed competency requirement when planning and implementing a catered event.</p> <p>e. 80% of the students will meet or exceed competency requirements when assisting/supervising preparation of menus.</p> <p>f. 90% of students will accurately plan a menu, find recipes, adjust and modify the recipes for volume</p>	<p>AHS 333</p> <p>AHS 333</p> <p>AHS 431</p> <p>AHS 431</p> <p>AHS 430</p>	<p>Instructor</p> <p>Instructor</p> <p>Preceptor</p> <p>Preceptor</p> <p>Instructor</p>	<p>During AHS 333 course.</p> <p>During AHS 333 course.</p> <p>During FSM rotation.</p> <p>During FSM rotation.</p> <p>During AHS 430 course.</p>	
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	<p>food production.</p> <p>g. 90% of students will be able to accept food deliveries utilizing proper food storage and receiving techniques with 90% accuracy.</p>	<p>AHS 430</p>	<p>Instructor</p>	<p>During AHS 430 course.</p>	
<p>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</p>	<p>a. 80% of the students will earn 85% or above of possible points when identifying and writing menus.</p> <p>b. 80% of the students will meet or exceed competency requirements when planning and implementing a catered event.</p> <p>c. 80% of the students will meet or exceed competency requirements when writing a cycle menu and modifying recipes.</p>	<p>AHS 332</p> <p>AHS 431</p> <p>AHS 431</p>	<p>Instructor</p> <p>Preceptor</p> <p>Preceptor</p>	<p>During course</p> <p>During FSM rotation</p> <p>During FSM rotation.</p>	

	<p>d. 90% of students will take into consideration individual diversity when making choices pertaining to formal dinner by selecting appropriate meal choices based on customer survey.</p> <p>e. 90% of students will prepare a formal dinner that is safe, nutritious and aesthetically pleasing to attendees based on customer survey.</p>	<p>AHS 430</p> <p>AHS 430</p>	<p>Instructor</p> <p>Instructor</p>	<p>During AHS 430 course.</p> <p>During AHS 430 course.</p>	
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**Domain 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. AHS 430  
 KRD 4.2: The curriculum must include content related to quality management of food and nutrition services. AHS 332, 333, 430  
 KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice. (Note: *Students must be able to explain the impact of a public policy position on dietetics practice.*) AHS 324  
 KRD 4.4: The curriculum must include content related to health care systems. (Note: *Students must be able to explain the impact of health care policy and different health care delivery systems on food and nutrition services.*) AHS 430  
 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 AHS 435

	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 competencies per domain
CRD 4.1: Participate in management of human resources	a. 80% of the students will meet or exceed the competency requirement of planning, implementing, and evaluating an employee in-service.  b. 80% of the students will meet or exceed competency when assisting/supervising preparation of menus.	AHS 431	Instructor	During and end of class	
		AHS 431	Instructor	During and end of class	

	<p>c. 85% of the students will meet or exceed the competency requirement of writing employee schedules.</p> <p>d. 80% of the students will meet or exceed the competency requirement of supervising kitchen/satellite unit activities.</p>	<p>AHS 431</p> <p>AHS 431</p>	<p>Preceptor</p> <p>Preceptor</p>	<p>During FSM rotation.</p> <p>During FSM rotation.</p>	
<p>CRD 4.2: Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food</p>	<p>a. 80% of the students will meet or exceed competency when assisting/supervising preparation of menus.</p> <p>b. 80% of the students will meet or exceed competency when applying safety and sanitation techniques.</p>	<p>AHS 431</p> <p>AHS 431</p>	<p>Preceptor</p> <p>Preceptor</p>	<p>During FSM rotation.</p> <p>During FSM rotation.</p>	



	c. 80% of the students will meet or exceed competency requirements when supervising tray delivery and test tray. d.	AHS 431	Preceptor	During FSM rotation.	
CRD 4.3: Participate in public policy activities, including both legislative and regulatory initiatives	a. 80% of the students will participate and complete a letter to their legislator with 85% accuracy. b. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.	AHS 425  AHS 431	Instructor  Preceptor	During AHS 422 class  End of supervised practice rotation.	
CRD 4.4: Conduct clinical and customer service quality management activities	a. 80% of students will earn 85% or above of possible points on customer service satisfaction survey project. b. 80% of the students will meet or exceed competency requirements when performing a sanitation/HACCP	AHS 333  AHS 431	Instructor  Preceptor	During and end of class.  During FSM rotation.	

	inspection. c. 80% of the students will meet or exceed competency requirements when supervising tray delivery and test tray.	AHS 431	Preceptor	During FSM rotation.	
CRD 4.5: Use current informatics technology to develop, store, retrieve and disseminate information and data	a. 80% of students will earn 85% or above of possible points on customer service satisfaction survey project b. 80% of the students will meet or exceed competency requirements while using computers and other communication systems at supervised practice site. c. 90% of students will use current informatics technology to develop, store, retrieve and disseminate information and data while developing food service management	AHS 333  AHS 431  AHS 430	Instructor  Preceptor  Faculty	During and end of class.  During FSM rotation.  During and at end of course.	

	project.				
CRD 4-6: Analyze quality, financial or productivity data and develop a plan for intervention	a. 90% of students will plan, organize, staff, lead and control during the formal dinner they are in charge of with 85% accuracy. b. 80% of the students will meet or exceed competency while analyzing cost and activity reports.	AHS 430	Instructor	During and end of class	
CRD 4-7: Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment <sup>6</sup>	a. 80% of the students will earn 85% or above of the possible points while describing proper use of equipment. b. 80% of the students will meet or exceed competency while analyzing cost and activity reports.	AHS 431	Preceptor	During FSM rotation.	
CRD 4-8: Conduct feasibility studies for	a. 80% of the students will meet or exceed	AHS 332	Instructor	Instructor During and at end of course	
		AHS 431	Preceptor	During FSM rotation Preceptor	
		AHS 431	Preceptor	Preceptor During FSM rotation	

<sup>6</sup> Students/interns are encouraged to promote environmentally-friendly practices, so that future generations have the water, materials, and resources to protect human health and life on the planet. Practical steps include using local ingredients; not wasting food and resources; using efficacious, non-toxic products when available; properly disposing of toxic materials; reusing containers and products; recycling when possible; purchasing products with recycled content; and teaching others the value of sustainability.

<p>products, programs or services with consideration of costs and benefits.</p>	<p>competency requirements while purchasing (actual or mock) a piece of equipment.</p>				
<p>CRD 4.9: Analyze financial data to assess utilization of resources</p>	<p>a. 90% of students will analyze financial data to assess utilization of resources and produce a meal within budget. b. 80% of the students will earn 85% or above of the possible points while calculating, interpreting, and managing financial resources.</p>	<p>AHS 430</p> <p>AHS 431</p>	<p>Instructor</p> <p>Instructor</p>	<p>During and end of class</p> <p>During and at end of class</p>	
<p></p>	<p>c. 80% of the students will meet or exceed competency requirements when planning and implementing a catered event.</p>	<p>AHS 431</p>	<p>Preceptor</p>	<p>During FSM rotation</p>	
<p></p>	<p>e. 80% of students will earn 85% or above of possible points when completing purchasing project.</p>	<p>AHS 333</p>	<p>Instructor</p>	<p>End of Rotation</p>	

	f. 80% of students will earn 85% or above of possible points when completing equipment project.	AHS 333	Instructor	End of rotation	
	g. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.	AHS 431	Preceptor	End of supervised practice rotation.	
CRD 4.10: Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies	a. 80% of the students will meet or exceed competency requirements while developing a business plan	AHS 431	Preceptor	During FSM rotation	
CRD 4.11: Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers.	a. 80% of students will rate as meets or exceeds competency as evaluated by preceptors at end of rotation.	AHS 435	Preceptor	During and at end of MNT rotation.	

**Domain 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. AHS 333, 428

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. AHS Prerequisites, AHS 421

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: Foundation studies

**Directions for Program Concentrations Summary Matrices for Learning Assessment (Standards 9 & 13)**  
**Assessment Period from 2017 to 2024**

**Background:** The Program Concentrations Planning Summary Matrices are used to document both whether students have achieved learning objectives developed to assess program-defined knowledge and competencies for the program's concentration area(s) over the past five years (columns A-F), and to document future plans for achieving learning objectives over the next assessment period (columns A-E). At the end of the assessment period, a fully-completed form is submitted to summarize how well the program is helping students to learn, and a new form is completed to reflect any updates to concentrations, competencies, and learning objectives over the next five years.

**Note:** Programs must submit separate outcome data (F) for each pathway; however, complete matrices do not need to be provided for those pathways, unless they are customized to the pathway.

**Directions:** When submitting completed plans for the past five years, you may attach your original concentration competencies and matrices (from five years ago), and do not have to retype information into this document as long as the information requested in columns A-F is provided. List at least one learning objective and assessment method for every competency; specify the rotation or class in which the assessment occurred; identify the individuals or groups responsible for ensuring that the assessment took place; and state the timeframe for collecting the data. Select at least two competencies for each concentration area, and include the actual outcome data achieved for the competencies over the five-year lifetime of the plan (column F). Be sure to submit separate outcome data for each program pathway.

When submitting plans for the next assessment period, complete a new summary matrix or copy your past five-year matrix, and update it to reflect concentrations, competencies, and learning objectives for the next assessment period (columns A-E). Leave column F blank; however, by the end of the five-year lifetime of the new plan, you will have to provide outcome data for at least two competencies for each concentration. Be sure to collect separate outcome data for each program pathway.

Indiana State University  
 Coordinated Programs Using the DE Standards  
**Program Concentration Summary Matrices for Learning Assessment (Standards 9 & 13)**  
 Assessment Period from 2017 to 2024

**Title of Concentration Area 1: Medical Nutrition Therapy**

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 1.3 Justify programs, products, services and care using appropriate evidence or data.	a. 80% of students will rate as meets competency per instructor and preceptor evaluation	AHS 424/624	Faculty, preceptors	Ongoing and end of semester.	<b>EXAMPLE</b> <b>XAMPLE</b> 2010: 30/35 (86%) 2011: 25/30 (83%) 2012: 32/35 (91%) 2013: 34/35 (97%) 2014: 23/28 (82%)  <b>Not Met:</b> 144/163 (88%) of students received a score of four or better (on a five point scale) over the assessment period (2009-2014).



	b.80% of students will rate as meets competency as evaluated by preceptors at end of rotation.	AHS 435/636			
CRD 2.4 Use effective education and counseling skills to facilitate behavior change.	<p>a.80% of the students will earn 85% or above of possible points when conducting diet assessments and client focused education</p> <p>b.80% of students will rate as meets competency per instructor and preceptor evaluation.</p> <p>c. 80% of students will rate as meets competency per preceptor evaluation</p>	<p>AHS 422/625</p> <p>AHS 424/624</p> <p>AHS 435/636</p>	Faculty, preceptors	Ongoing and end of semester.	
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.	a.80% of students will rate as meets competency per instructor and preceptor evaluation	AHS 424/624	Faculty, preceptors	Ongoing and end of semester.	

	b. 80% of students will rate as meets competency as evaluated by preceptors at end of rotation.	AHS 435/636			
CRD. 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends.	a. 80% of students will rate as meets competency per instructor and preceptor evaluation.	AHS 424/624	Faculty, preceptors	Ongoing and end of semester.	
	b. 80% of students will rate as meets competency as evaluated by preceptors during and at end of rotation.	AHS 435/636			

APPENDIX M



**AHS 435 – Medical Nutrition Therapy Practicum  
Final Student Evaluation – General Characteristics  
TO BE COMPLETED BY PRECEPTOR**

This evaluation is to be used in addition to the competencies evaluation summary sheet/form. Together they will constitute the **Preceptor Evaluation (50 points)** as noted in the class syllabus. The completed evaluations are to be **returned to me by Friday, April 29, 2016** so I can meet the deadline for posting final grades. Again, I want to take this opportunity to thank all preceptors/ managers/ supervisors at the sites for agreeing to work with our students this semester. The experiences the students have had and knowledge they have gained are invaluable to the success of our Coordinated Program in Dietetics at Indiana State University and to the students both now and in their future careers.

**Student Name:** \_\_\_\_\_ **Site Name:** \_\_\_\_\_

**1. Rating Scale: 1 = Below acceptable level**

**2 = Meets required level**

**3 = Exceeds required level**

<b>Key Quality</b>	<b>Rating</b>
Professional Appearance	
Attendance/Punctuality	
Communication Skills – Oral and Written	
Friendly/Positive Attitude	
Flexibility and Adaptability	
Time Management Skills	
Speed and Accuracy of Work	
Tolerance for Stress	
Takes Initiative/Proactive	
Teamwork/Cooperation	
Interaction with Clients	
Leadership Skills	
Professionalism	

**2. Based on the student's competency as an entry-level dietitian, if you were to select an overall score for the student given a range of 0 – 10, what would your final overall score for the student?** \_\_\_\_\_

**3. Strengths:**

**4. Areas needing further improvement or practice:**

**5. Further Comments:**

Please go over this evaluation with the student before returning to Carol Reed.

**Preceptor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Indiana State University  
AHS 435– Medical Nutrition Therapy Practicum  
TO BE COMPLETED BY PRECEPTOR**

**Summary Sheet of Competency Evaluation**

Student Name: \_\_\_\_\_

Site Name: \_\_\_\_\_

Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CORE COMPETENCIES**

**\*\*Refer to expanded version of competencies for full explanation of activities.**

**Use the following scale to rate the student’s performance:**

**ERC – Exceeds Required Competency**

**MRC – Meets Required Competency**

**Below Required Competency**

Competency	R (required)/ S (suggested)	Rating			Comments/ Examples
		ERC	MRC	BRC	
<b>CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.</b>	<b>R</b>				
<b>CRD 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA 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</b>	<b>R</b>				

<b>Guideline Clearinghouse Web sites etc.) in the nutrition care process and model and other areas of dietetics practice.</b>					
<b>CRD 1.3 Justify programs, products, services and care using appropriate evidence or data.</b>	<b>R</b>				
<b>CRD 1.4 Evaluate emerging research for application in dietetics practice.</b>	<b>R</b>				
<b>KR 2.1 The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.</b>	<b>R</b>				
<b>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.</b>	<b>R</b>				
<b>CRD 2.4 Use effective education and counseling skills to facilitate behavior change.</b>	<b>R</b>				
<b>CRD 2.6 Assign appropriate patient care activities to DTRs and/or support personnel as appropriate.</b>	<b>R</b>				
<b>CRD 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</b>	<b>R</b>				
<b>CRD 2.10 Establish</b>	<b>R</b>				

<b>collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.</b>					
<b>CRD 2.11 Demonstrates professional attributes within various organizational cultures.</b>	<b>R</b>				
<b>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.</b>	<b>R</b>				
<b>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.</b>	<b>R</b>				
<b>CRD 3.1.b Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.</b>	<b>R</b>				
<b>CRD 3.1.c Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.</b>	<b>R</b>				
<b>CRD 3.1.d Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis.</b>	<b>R</b>				
<b>CRD 3.1e Complete documentation that follows</b>					



<b>professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.</b>					
<b>CRD 3.2 Demonstrate effective communications skills for clinical and customer services in a variety of formats.</b>	<b>R</b>				
<b>CRD 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends.</b>	<b>R</b>				
<b>CRD 4.11 Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers.</b>	<b>R</b>				



**Indiana State University**  
**AHS 431 – Food Service Management Supervised Practice**  
**TO BE COMPLETED BY PRECEPTOR**

Student Name: \_\_\_\_\_

Site Name: \_\_\_\_\_

Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CORE COMPETENCIES**

**\*\*To keep confusion and paperwork to a minimum, activities that meet multiple competencies are only listed once. Therefore, this summary sheet is not a complete listing of all competencies met. Refer to expanded version of competencies for full explanation of activities and competencies met.**

Use the following scale to rate the student's performance:

ERC – Exceeds Required Competency

MRC – Meets Required Competency

BRC - Below Required Competency

Competency	R (required)/ S (suggested)	Rating			Comments/ Examples
		ERC	MRC	BRC	
<b>CRD1.2 Apply Evidence based guidelines, reviews, literature</b>					
Use internet search engines	R				
<b>CRD1.4 Evaluate emerging research</b>					
Investigate new procedure	S				
<b>CRD2.1 Practice current regulations and standards</b>					
Review ethics	R				
Review policy and procedure manual	R				
Follow dress code	R				
<b>CRD2.2 Demonstrate writing skills</b>					
Write, update, review policies and procedures	R				
Review organizational chart	R				

Develop/update training/in-service materials	S				
Analyze incident/improvement report (also CRD4.2)	S				
Grant writing (also CRD1.3, CRD4.10)	S				
<b>CRD2.3 Design, implement, and evaluate presentations</b>					
Conduct program (also CRD2.2, CRD2.4, CRD2.7, CRD2.8)	S				
Develop/evaluate program (also CRD2.2, CRD2.5, CRD2.8)	S				
<b>CRD2.5 Demonstrate active participation/teamwork</b>					
Observe and participate in activities of professionals in FSM positions (also CRD 2.10)	R				
Work as team member (also CRD2.10)	R				
Attend professional meetings (also CRD2.9, CRD2.10)	S				
<b>CRD2.8 Apply leadership skills</b>					
Refer to CRD2.11	R				
Supervise community-based F&N program	S				
<b>CRD2.9 Participate in professional/ community organizations</b>					
Perform service activities in professional/community organizations	R				
<b>CRD2.10 Establish collaborative relationships</b>					
Establish departmental relationships	R				
Attend departmental/ facility meetings (also CRD2.5)	S				
<b>CRD2.11 Demonstrate professional attributes</b>					
Plan and implement a catered event (also CRD3.5, CRD3.6,	R				

CRD4.9)					
<b>CRD2.12 Perform self assessment</b>					
Continually reflect on performance	R				
Begin planning your AND portfolio	R				
<b>CRD3.2 Effective communications skills</b>					
Use AV equipment/other aids for employee in-service (also CRD2.3, CRD4.1)	R				
Plan, implement, evaluate employee in-service (also CRD2.3, CRD4.1)	R				
Demonstrate equipment (also CRD3.5, CRD4.1)	R				
Create a marketing tool	R				
Advertise in-service	S				
Write an article/blurb (also CRD2.2)	S				
<b>CRD3.3 Develop/deliver products/ programs/services for health/wellness</b>					
Develop/implement new program (also CRD4.8, CRD4.10)	S				
Perform nutritional analysis of cafeteria items (also CRD3.2, CRD3.4)	S				
<b>CRD3.5 Coordinate procurement, production, distribution and service of goods and services</b>					
Prepare steam table diagram	R				
Perform food/nonfood procurement	R				
Inventory food/nonfood	R				
Perform receiving activities (also CRD4.2)	R				
Develop production schedule (also CRD4.1, CRD4.7)	R				
Assist/supervise preparation of menus (also CRD3.5, CRD4.1, CRD4.2)	R				
<b>CRD3.6 Develop/evaluate</b>					

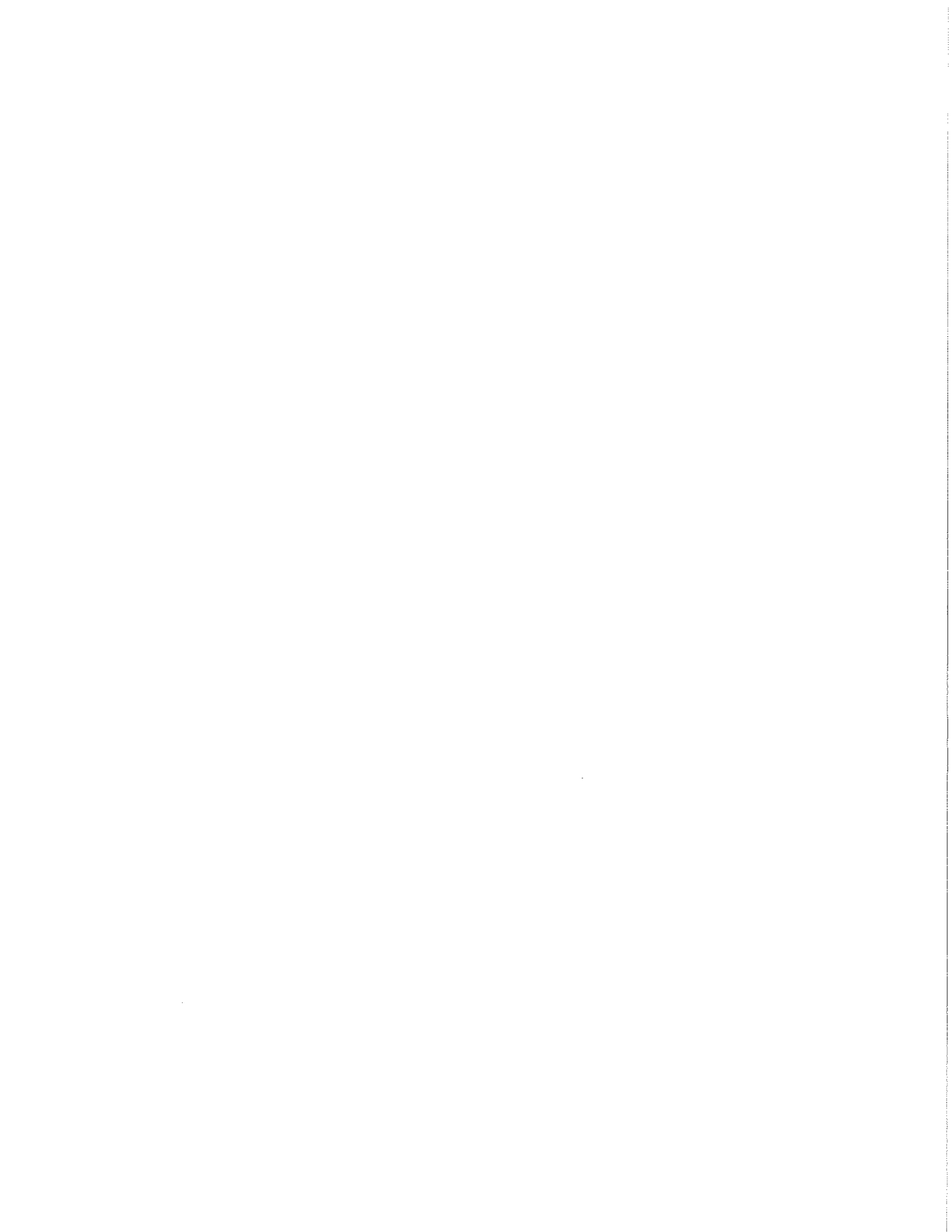
<b>recipes, formulas and menus</b>				
Update/modify recipes for preparation needs	R			
Update/modify recipes to improve nutritional value	R			
Write a 3-day cycle menu	R			
Write menus for targeted populations	S			
<b>CRD4.1 Manage human resources</b>				
Read policies & procedures and TJC guidelines for quality improvement	R			
Visit human resources department – participate in HR functions	R			
Perform departmental human resources functions	R			
Write employee schedules	R			
Prepare a performance evaluation	R			
Prepare a disciplinary action	R			
Identify budget functions of position control plan, job descriptions, schedule and productivity standards	R			
Review safety and sanitation regulations; review MSDS	R			
Review disaster plan	R			
Supervise kitchen/satellite unit activities	R			
Develop/revise job description	S			
Review/conduct new employee orientation (also CRD3.2)	S			
<b>CRD4.2 Perform safety, security &amp; sanitation management functions</b>				
Apply safety and sanitation techniques while working	R			
Assist with quality improvement activities	S			
Perform a closing security checklist	S			
Take temperatures of freezers, coolers, and food	S			
Develop/monitor departmental	S			

cleaning schedule					
<b>CRD4.3 Participate in public policy activities</b>					
Participate in public policy activities	R				
Review legislation/regulations that affect facility	S				
Observe local/state health inspectors on site	S				
<b>CRD4.4 Conduct customer service quality activities</b>					
Evaluate acceptability of food	R				
Taste/evaluate foods on trayline (also CRD4.2)	R				
Assess quality of trayline foods	R				
Perform sanitation/HACCP inspection	R				
Perform a customer satisfaction survey (also CRD4.2)	R				
Supervise tray delivery; do a test tray (also CRD4.2)	R				
Conduct a food temperature study on trayline (also CRD4.2)	S				
<b>CP4.5 Develop, store, retrieve &amp; disseminate information and data using current technology</b>					
Use computers/communications systems used at the facility (also CRD4.1)	R				
Perform financial activities (also CRD4.9)	R				
Manage financial records also (CRD4.9)	R				
<b>CRD4.6 Analyze quality/financial/productivity data develop intervention plan</b>					
Recommend more efficient operation	R				
Calculate productivity measures (also CRD4.1)	R				
Analyze cost & activity reports (also CRD4.1, CRD4.9)	R				

Rearrange storeroom (also CRD3.5)	S				
<b>CRD4.7 Reduce waste and protect the environment</b>					
Refer to CRD 3.5	R				
Conduct plate waste study	S				
<b>CRD4.8 Conduct feasibility studies</b>					
Purchase (actual or mock) a piece of equipment (also CRD1.5)	R				
Can cutting or taste testing	R				
Redesign a work unit for efficiency (also CRD3.5)	S				
<b>CRD4.9 Analyze financial data</b>					
Assist with budgeting activities	R				
Assist planning departmental financial objectives	R				
<b>CRD4.10 Develop a plan for a product, program or service</b>					
Attend discussion on how to create a business plan	R				
Develop a business plan	R				



	Highly Professional		Professional		Unprofessional	
	5	4	3	2	1	0
<b>Time Management</b>	Student arrives to class on time. No unexcused tardiness or unexcused absences. Student does not leave class early. Student always submits work on time. If student is going to miss class the instructor is notified.	Student arrives to class late 2-3 times during the semester and/or misses more than 1 class. Student submits more than 1 assignment late. The student does not communicate with instructor regarding absences and/or early departures from class.	Student arrives to class late more than 3 times and/or misses more than 3 classes during the semester. Student submits more than one assignment late. The student does not communicate with the instructor regarding absences and/or early departures from class.	Student needs to be consistently reminded to keep a clean, well-kempt appearance consistent with the field of dietetics. Student dresses inappropriately consistently after warnings to class and/or professional meetings. Student needs to be consistently be reminded about good hygiene.	Student generally has a negative attitude throughout the course of the semester. The student consistently speaks to the instructor, peers, clients, or member of the profession in a negative manner. Student does not accept responsibility and/or constructive criticism without getting defensive.	Student does not contribute to group activities/assignments. Student receives more than 2 complaints from peers. It is evident that student did not help complete in-class case studies and advanced nutrition problem solving questions. Student is not able to put personal feelings aside about fellow students when working in groups.
<b>Professional Appearance</b>	Student keeps a clean, well-kempt appearance consistent with the field of dietetics. Student does not deliberately dress inappropriately for class sessions or at professional meetings. Student maintains good hygiene.	Student does not consistently maintain a positive attitude throughout the semester. The student speaks to the instructor, peers, clients, or members of the profession in a negative manner 1 to 2 times during semester. Student generally accepts responsibility and constructive criticism without being defensive.	Student does not consistently maintain a positive attitude throughout the semester. The student speaks to the instructor, peers, clients, or members of the profession in a negative manner 1 to 2 times during semester. Student generally accepts responsibility and constructive criticism without being defensive.	Student does not consistently maintain a positive attitude throughout the semester. The student speaks to the instructor, peers, clients, or members of the profession in a negative manner. Student does not accept responsibility and/or constructive criticism without getting defensive.	Student does not contribute to group activities/assignments. Student receives more than 2 complaints from peers. It is evident that student did not help complete in-class case studies and advanced nutrition problem solving questions. Student is not able to put personal feelings aside about fellow students when working in groups.	Student does not submit high quality work. It is clear student did not spend time on assignments. Student is not willing to accept feedback and make recommended changes. Student does not follow class, department, college, and university academic dishonesty policies.
<b>Positive Attitude</b>	Student consistently maintains a positive attitude throughout the course of the semester. The student does not talk to instructor, peers, clients, or members of the profession in a negative manner. Student accepts responsibility and constructive criticism without being defensive.	Student receives no complaints from peers. Student clearly helped complete in-class case studies and advanced nutrition problem solving questions. Student is willing to work with all members of the class, regardless of personal feelings toward other members.	Student receives 1 to 2 complaints from peers. It is not very clear that students helped complete in-class case studies and advanced nutrition problem solving questions. Student is not able to always put personal feelings aside about fellow students when working in groups.	Student is inconsistent with contributions to group activities/assignments. Student receives 1 to 2 complaints from peers. It is not very clear that students helped complete in-class case studies and advanced nutrition problem solving questions. Student is not able to always put personal feelings aside about fellow students when working in groups.	Student does not consistently submit high quality work. It is evident that student spent time on assigned work, but not as much as they should have. Student is willing to accept some feedback and make some recommended changes to improve work. Student follows class, department, college, and university academic dishonesty policies.	Student does not consistently submit high quality work. It is evident that student spent time on assigned work, but not as much as they should have. Student is willing to accept some feedback and make some recommended changes to improve work. Student follows class, department, college, and university academic dishonesty policies.
<b>Teamwork</b>	Student contributes to group activities/assignments. Student receives no complaints from peers. Student clearly helped complete in-class case studies and advanced nutrition problem solving questions. Student is willing to work with all members of the class, regardless of personal feelings toward other members.	Student submits high quality work. It is evident that student spent time on assigned work. Student is willing to accept feedback and make recommended changes to improve work. Student follows class, department, college, and university academic dishonesty policies.	Student receives no complaints from peers. Student clearly helped complete in-class case studies and advanced nutrition problem solving questions. Student is willing to work with all members of the class, regardless of personal feelings toward other members.	Student receives no complaints from peers. Student clearly helped complete in-class case studies and advanced nutrition problem solving questions. Student is willing to work with all members of the class, regardless of personal feelings toward other members.	Student receives no complaints from peers. Student clearly helped complete in-class case studies and advanced nutrition problem solving questions. Student is willing to work with all members of the class, regardless of personal feelings toward other members.	Student receives no complaints from peers. Student clearly helped complete in-class case studies and advanced nutrition problem solving questions. Student is willing to work with all members of the class, regardless of personal feelings toward other members.
<b>Quality of Work</b>	Student submits high quality work. It is evident that student spent time on assigned work. Student is willing to accept feedback and make recommended changes to improve work. Student follows class, department, college, and university academic dishonesty policies.	Student receives no complaints from peers. Student clearly helped complete in-class case studies and advanced nutrition problem solving questions. Student is willing to work with all members of the class, regardless of personal feelings toward other members.	Student receives no complaints from peers. Student clearly helped complete in-class case studies and advanced nutrition problem solving questions. Student is willing to work with all members of the class, regardless of personal feelings toward other members.	Student receives no complaints from peers. Student clearly helped complete in-class case studies and advanced nutrition problem solving questions. Student is willing to work with all members of the class, regardless of personal feelings toward other members.	Student receives no complaints from peers. Student clearly helped complete in-class case studies and advanced nutrition problem solving questions. Student is willing to work with all members of the class, regardless of personal feelings toward other members.	Student receives no complaints from peers. Student clearly helped complete in-class case studies and advanced nutrition problem solving questions. Student is willing to work with all members of the class, regardless of personal feelings toward other members.



**AHS 424/624**  
**Medical Nutrition Therapy Supervised Practice 1**  
**Clinical Evaluation Rubric**

**Student Name:** \_\_\_\_\_

**Clinical Site:** \_\_\_\_\_

**Preceptor:** \_\_\_\_\_

<b>Competencies</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Does not meet/Not applicable (please indicate)</b>
<b>CRD1.1:</b> Select indicators of program quality and/or customer service and measure achievement of objectives.			
<b>CRD 1.2:</b> 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.			
<b>CRD 1.3:</b> Justify programs, products, services and care using appropriate evidence or data.			
<b>CRD 1.4:</b> Evaluate emerging research for application in dietetics practice.			
<b>CRD 1.5:</b> Conduct projects using appropriate research methods, ethical procedures and data analysis.			
<b>CRD2.10:</b> Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.			
<b>CRD 2.11:</b> Demonstrate professional attributes within various organizational cultures.			
<b>CRD 2.1:</b> 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			
<b>CRD 2.4:</b> Use effective education and counseling skills to facilitate behavior change.			
<b>CRD 2.5:</b> Demonstrate active participation, teamwork, and contributions in group settings.			
<b>CRD 2.7:</b> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.			
<b>CRD 3.1:</b> Perform the NCP and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.			
<b>CRD 3.1a:</b> Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.			
<b>CRD 3.1b:</b> Diagnose nutrition problems, etiology, signs and symptoms (PES) statements.			
<b>CRD 3.1c:</b> Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.			
<b>CRD 3.1d:</b> Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis.			
<b>CRD 3.1e:</b> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.			
<b>CRD 3.2:</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats.			
<b>CRD 3.4:</b> Deliver respectful, science based answers to consumer questions concerning emerging trends.			

**Comments:**

**Preceptor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Total hours completed:** \_\_\_\_\_

**AHS 424/624**  
**Medical Nutrition Therapy Supervised Practice 1**  
**Clinical Evaluation Rubric**

**Student Name:** \_\_\_\_\_

**Clinical Site:** \_\_\_\_\_

**Preceptor:** \_\_\_\_\_

<b>Competencies</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Does not meet/Not applicable (please indicate)</b>
<b>CRD1.1:</b> Select indicators of program quality and/or customer service and measure achievement of objectives.			
<b>CRD 1.2:</b> 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.			
<b>CRD 1.3:</b> Justify programs, products, services and care using appropriate evidence or data.			
<b>CRD 1.4:</b> Evaluate emerging research for application in dietetics practice.			
<b>CRD 1.5:</b> Conduct projects using appropriate research methods, ethical procedures and data analysis.			
<b>CRD2.10:</b> Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.			
<b>CRD 2.11:</b> Demonstrate professional attributes within various organizational cultures.			
<b>CRD 2.1:</b> 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			
<b>CRD 2.4:</b> Use effective education and counseling skills to facilitate behavior change.			
<b>CRD 2.5:</b> Demonstrate active participation, teamwork, and contributions in group settings.			
<b>CRD 2.7:</b> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.			
<b>CRD 3.1:</b> Perform the NCP and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.			
<b>CRD 3.1a:</b> Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.			
<b>CRD 3.1b:</b> Diagnose nutrition problems, etiology, signs and symptoms (PES) statements.			
<b>CRD 3.1c:</b> Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.			
<b>CRD 3.1d:</b> Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis.			
<b>CRD 3.1e:</b> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.			
<b>CRD 3.2:</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats.			
<b>CRD 3.4:</b> Deliver respectful, science based answers to consumer questions concerning emerging trends.			

**Comments:**

**Preceptor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Total hours completed:** \_\_\_\_\_



**AHS 424/624**  
**Medical Nutrition Therapy Supervised Practice 1**  
**Diet Instruction Evaluation**

**Student:** \_\_\_\_\_

**Diet:** \_\_\_\_\_

**Dietitian:** \_\_\_\_\_

**Date:** \_\_\_\_\_

	Exceeds Expectation	Meets Expectation	Improvement Needed	NA
<b>1. The student has a clear concise idea of what the physician wants to achieve with the diet</b>				
<b>2. Preparation for the diet instruction:</b> a. Calculate diet order accurately to coincide with the diet order b. Selected appropriate materials to be used (diet copy, menu)				
<b>3. Preparation for the patient</b> a. Put the patient at ease b. Ensured patient could see and hear c. Took diet history (if needed) d. Asked about previous diet instruction e. Eliminated distractions				
<b>4. Diet instructions</b> a. Used printed material effectively b. Used illustrations effectively (i.e. menus, food models) c. Emphasized main points accurately d. Adapted instruction to meet individual's needs; terminology understandable e. Showed patient how to use instruction sheet f. Elicited feedback from patient g. Encouraged patient to ask question throughout instruction h. Charted instruction and impression on progress notes i. Presents all information correctly				

<b>5. Follow-up</b> a. Asked patient questions to determine comprehension b. Corrected any errors or misinterpretations appropriately c. Gave patient dietitian's phone number in case help is needed				
--	--	--	--	--

**Comments:**

Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

	Highly Professional		Professional		Unprofessional	
	5	4	3	2	1	0
<b>Time Management</b>	Student arrives to class on time. No unexcused tardiness or unexcused absences. Student does not leave class early. Student always submits work on time. If student is going to miss class the instructor is notified.	Student arrives to class late 2-3 times during the semester and/or misses more than 1 class. Student submits more than 1 assignment late. The student does not communicate with instructor regarding absences and/or early departures from class.	Student arrives to class late more than 3 times and/or misses more than 3 classes during the semester. Student submits more than one assignment late. The student does not communicate with the instructor regarding absences and/or early departures from class.	Student arrives to class late more than 3 times and/or misses more than 3 classes during the semester. Student submits more than one assignment late. The student does not communicate with the instructor regarding absences and/or early departures from class.	Student arrives to class late more than 3 times and/or misses more than 3 classes during the semester. Student submits more than one assignment late. The student does not communicate with the instructor regarding absences and/or early departures from class.	Student arrives to class late more than 3 times and/or misses more than 3 classes during the semester. Student submits more than one assignment late. The student does not communicate with the instructor regarding absences and/or early departures from class.
<b>Professional Appearance</b>	Student keeps a clean, well-kempt appearance consistent with the field of dietetics. Student does not deliberately dress inappropriately for class sessions or at professional meetings. Student maintains good hygiene.	Student keeps a clean, well-kempt appearance consistent with the field of dietetics. Student dresses inappropriately to more than one class and/or professional meeting. Student needs to be reminded more than once about good hygiene.	Student does not consistently maintain a positive attitude throughout the semester. The student speaks to the instructor, peers, clients, or members of the profession in a negative manner 1 to 2 times during semester. Student generally accepts responsibility and constructive criticism without being defensive.	Student generally has a negative attitude throughout the course of the semester. The student consistently speaks to the instructor, peers, clients, or member of the profession in a negative manner. Student does not accept responsibility and/or constructive criticism without getting defensive.	Student generally has a negative attitude throughout the course of the semester. The student consistently speaks to the instructor, peers, clients, or member of the profession in a negative manner. Student does not accept responsibility and/or constructive criticism without getting defensive.	Student generally has a negative attitude throughout the course of the semester. The student consistently speaks to the instructor, peers, clients, or member of the profession in a negative manner. Student does not accept responsibility and/or constructive criticism without getting defensive.
<b>Positive Attitude</b>	Student consistently maintains a positive attitude throughout the course of the semester. The student does not talk to instructor, peers, clients, or members of the profession in a negative manner. Student accepts responsibility and constructive criticism without being defensive.	Student consistently maintains a positive attitude throughout the course of the semester. The student does not talk to instructor, peers, clients, or members of the profession in a negative manner. Student accepts responsibility and constructive criticism without being defensive.	Student consistently maintains a positive attitude throughout the course of the semester. The student does not talk to instructor, peers, clients, or members of the profession in a negative manner. Student accepts responsibility and constructive criticism without being defensive.	Student consistently maintains a positive attitude throughout the course of the semester. The student does not talk to instructor, peers, clients, or members of the profession in a negative manner. Student accepts responsibility and constructive criticism without being defensive.	Student consistently maintains a positive attitude throughout the course of the semester. The student does not talk to instructor, peers, clients, or members of the profession in a negative manner. Student accepts responsibility and constructive criticism without being defensive.	Student consistently maintains a positive attitude throughout the course of the semester. The student does not talk to instructor, peers, clients, or members of the profession in a negative manner. Student accepts responsibility and constructive criticism without being defensive.
<b>Teamwork</b>	Student contributes to group activities/assignments. Student receives no complaints from peers. Student clearly helped complete in-class case studies and advanced nutrition problem solving questions. Student is willing to work with all members of the class, regardless of personal feelings toward other members.	Student contributes to group activities/assignments. Student receives 1 to 2 complaints from peers. It is not very clear that students helped complete in-class case studies and advanced nutrition problem solving questions. Student is not able to always put personal feelings aside about fellow students when working in groups.	Student is inconsistent with contributions to group activities/assignments. Student receives 1 to 2 complaints from peers. It is not very clear that students helped complete in-class case studies and advanced nutrition problem solving questions. Student is not able to always put personal feelings aside about fellow students when working in groups.	Student is inconsistent with contributions to group activities/assignments. Student receives 1 to 2 complaints from peers. It is not very clear that students helped complete in-class case studies and advanced nutrition problem solving questions. Student is not able to always put personal feelings aside about fellow students when working in groups.	Student does not contribute to group activities/assignments. Student receives more than 2 complaints from peers. It is evident that student did not help complete in-class case studies and advanced nutrition problem solving questions. Student is not able to put personal feelings aside about fellow students when working in groups.	Student does not contribute to group activities/assignments. Student receives more than 2 complaints from peers. It is evident that student did not help complete in-class case studies and advanced nutrition problem solving questions. Student is not able to put personal feelings aside about fellow students when working in groups.
<b>Quality of Work</b>	Student submits high quality work. It is evident that student spent time on assigned work. Student is willing to accept feedback and make recommended changes to improve work. Student follows class, department, college, and university academic dishonesty policies.	Student does not consistently submit high quality work. It is evident that student spent time on assigned work, but not as much as they should have. Student is willing to accept some feedback and make some recommended changes to improve work. Student follows class, department, college, and university academic dishonesty policies.	Student does not consistently submit high quality work. It is evident that student spent time on assigned work, but not as much as they should have. Student is willing to accept some feedback and make some recommended changes to improve work. Student follows class, department, college, and university academic dishonesty policies.	Student does not consistently submit high quality work. It is evident that student spent time on assigned work, but not as much as they should have. Student is willing to accept some feedback and make some recommended changes to improve work. Student follows class, department, college, and university academic dishonesty policies.	Student does not consistently submit high quality work. It is evident that student spent time on assigned work, but not as much as they should have. Student is willing to accept some feedback and make some recommended changes to improve work. Student follows class, department, college, and university academic dishonesty policies.	Student does not consistently submit high quality work. It is evident that student spent time on assigned work, but not as much as they should have. Student is willing to accept some feedback and make some recommended changes to improve work. Student follows class, department, college, and university academic dishonesty policies.

AHS 424/624  
 Medical Nutrition Therapy Supervised Practice 1  
 Chart Note Evaluation

Student Name: Karen R Adams Date: 11/18/14

Reason for Charting: N/A

Evaluator: G. M. Isal

Check List for Chart Notes

	Yes	No	NA
1. Chart note is legible	✓		
2. Chart note is recorded on the proper sheet/screen/location in the patient chart	✓		
3. Chart notes are written/typed in appropriate SOAP/PES format	✓		
a. Includes pertinent comments made by patient and/or family	✓		
b. Cites pertinent lab values, caloric counts and other measurable techniques and/or data	✓		
c. Draws upon S&O information	✓		
d. Is a clear, logical individualized assessment of the situation	✓		
e. Includes methods of patient and/or family education including feedback	✓		
f. Includes follow-up procedures	✓		
g. Is practical and individualized for the patient	✓		

**Comments:**

*Karen meets all the criteria.*

Preceptor Signature: G. M. Isal RDN Date 11/18/14

AHS 424/624  
**Medical Nutrition Therapy Supervised Practice 1**  
**Diet Instruction Evaluation**

Student: Karen R Adams

Diet: N/A

Dietitian: G. M. Beal - RDW

Date: 11/18/14

	Exceeds Expectation	Meets Expectation	Improvement Needed	NA
1. The student has a clear concise idea of what the physician wants to achieve with the diet		✓		
2. Preparation for the diet instruction: a. Calculate diet order accurately to coincide with the diet order b. Selected appropriate materials to be used (diet copy, menu)		✓		
3. Preparation for the patient ✓ a. Put the patient at ease ✓ b. Ensured patient could see and hear ✓ c. Took diet history (if needed) ✓ d. Asked about previous diet instruction ✓ e. Eliminated distractions		✓		
4. Diet instructions ✓ a. Used printed material effectively ✓ b. Used illustrations effectively (i.e. menus, food models) ✓ c. Emphasized main points accurately ✓ d. Adapted instruction to meet individual's needs; terminology understandable ✓ e. Showed patient how to use instruction sheet ✓ f. Elicited feedback from patient ✓ g. Encouraged patient to ask question throughout instruction ✓ h. Charted instruction and impression on progress notes ✓ i. Presents all information correctly		✓		

AHS 424/624

Medical Nutrition Therapy Supervised Practice 1  
Clinical Evaluation Rubric

Student Name: Karen R. Adams

Clinical Site: Union Hospital, Terre Haute, Ind.

Preceptor: G. Kirkel, RDN

Competencies	Exceeds expectation	Meets expectation	Does not meet/Not applicable (please indicate)
CRD1.1: 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.			N/A
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.			N/A
CRD2.10: 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 2.1: Practice in compliance with current federal regulations and state statutes		✓	

AHS 424/624  
 Medical Nutrition Therapy Supervised Practice 1  
 Chart Note Evaluation

Student Name: Stephaney Crooke Date: 11.20.14

Reason for Charting: Assessment

Evaluator: Ronda Hard RD CO COE

Check List for Chart Notes

	Yes	No	NA
1. Chart note is legible	✓ <u>SH</u>		
2. Chart note is recorded on the proper sheet/screen/location in the patient chart	✓ <u>SH</u>		
3. Chart notes are written/typed in appropriate SOAP/PES format	✓ <u>SH</u>		
a. Includes pertinent comments made by patient and/or family	✓ <u>SH</u>		
b. Cites pertinent lab values, caloric counts and other measurable techniques and/or data	✓ <u>SH</u>		
c. Draws upon S&O information	✓ <u>SH</u>		
d. Is a clear, logical individualized assessment of the situation	✓ <u>SH</u>		
e. Includes methods of patient and/or family education including feedback	✓ <u>SH</u>		
f. Includes follow-up procedures	✓ <u>SH</u>		
g. Is practical and individualized for the patient	✓ <u>SH</u>		

Comments: Stephaney does great on charting. No problems

Preceptor Signature: Ronda Hard RD CO COE Date 11.20.14

AHS 424/624  
 Medical Nutrition Therapy Supervised Practice 1  
 Diet Instruction Evaluation

Student: Stephaney Croke Diet: 1800 ADA

Dietitian: Andrea Hard ROCCO Date: 11.20.14

	Exceeds Expectation	Meets Expectation	Improvement Needed	NA
1. The student has a clear concise idea of what the physician wants to achieve with the diet		✓S/A		
2. Preparation for the diet instruction: a. Calculate diet order accurately to coincide with the diet order b. Selected appropriate materials to be used (diet copy, menu)		✓S/A		
3. Preparation for the patient a. Put the patient at ease b. Ensured patient could see and hear c. Took diet history (if needed) d. Asked about previous diet instruction e. Eliminated distractions	✓S/A			
4. Diet instructions a. Used printed material effectively b. Used illustrations effectively (i.e. menus, food models) c. Emphasized main points accurately d. Adapted instruction to meet individual's needs; terminology understandable e. Showed patient how to use instruction sheet f. Elicited feedback from patient g. Encouraged patient to ask question throughout instruction h. Charted instruction and impression on progress notes i. Presents all information correctly	✓S/A			



AHS 424/624

Medical Nutrition Therapy Supervised Practice I

Clinical Evaluation Rubric

Student Name: Stephaney Crooke

Clinical Site: \_\_\_\_\_

Preceptor: \_\_\_\_\_

Competencies	Exceeds expectation	Meets expectation	Does not meet/Not applicable (please indicate)
CRD1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.		✓SH	
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.		✓SH	
CRD 1.3: Justify programs, products, services and care using appropriate evidence or data.		✓SH	
CRD 1.4: Evaluate emerging research for application in dietetics practice.		✓SH	
CRD 1.5: Conduct projects using appropriate research methods, ethical procedures and data analysis.		✓SH	
CRD2.10: Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.	✓SH		
CRD 2.11: Demonstrate professional attributes within various organizational cultures.	✓SH		
CRD 2.1: Practice in compliance with current federal regulations and state statutes		✓SH	

**AHS 424/624**  
**Medical Nutrition Therapy Supervised Practice 1**  
**Chart Note Evaluation**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Reason for Charting:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

**Check List for Chart Notes**

	Yes	No	NA
1. Chart note is legible			
2. Chart note is recorded on the proper sheet/screen/location in the patient chart			
3. Chart notes are written/typed in appropriate SOAP/PES format			
a. Includes pertinent comments made by patient and/or family			
b. Cites pertinent lab values, caloric counts and other measurable techniques and/or data			
c. Draws upon S&O information			
d. Is a clear, logical individualized assessment of the situation			
e. Includes methods of patient and/or family education including feedback			
f. Includes follow-up procedures			
g. Is practical and individualized for the patient			

**Comments:**

**Preceptor Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

## APPENDIX N



Advisory Board Meeting, March 31, 2016 4 – 5:30 Arena Building, Room B-29

Attendance: See attached: Kendall Shanks, LouAnn Lindsey, Sondra Hand, MaKenzie Haltom, Susan Hinton ([shinton1@iuhealth.org](mailto:shinton1@iuhealth.org)), Traci Ray, Sarah James, Dana Babel, Mark McInerney, Wan-Ju Yen, Carla Honselman, Carol Reed.

Agenda discussed per attached. Board advised of curriculum changes (324m 420,, 623) proposed at last advisory board meeting that are now in place effective Fall 2015. Described content and course order changes that will be expected to provide more orderly and timely student education that will allow them to apply knowledge and skills presented in earlier semesters to upcoming supervised practice and didactic experiences.

Discussed progress of self-study – Advised all of standards being addressed, purpose of self-study (to review past program and establish modifications or changes as indicated to promote increased student success. Will provide advisory board with copy of completed self study at later date. Briefly reviewed standard topics and self study analysis of same. Pass rate, goals and objectives – success of past 5 years and modifications of same based on faculty and administration review of self study content. Also reviewed financial and personnel support, competencies and correlation with course content and syllabi. Advisory Board asked for input regarding faculty, programming, student performance, etc. Advisory Board preceptors assessed that students are better prepared when coming to community and health care sites – can perform assessments better and able to interact more effectively with clients and patients. They feel that this is in direct relationship to curriculum changes.

Discussed upcoming 2024 requirement to have master's degree to take registration examination. Faculty advised that ISU wants to provide a 5 year master's . Discussion involved providing a bachelor's as a DTR (registered diet technician) since DTR roles and scope of practice are defined and would not conflict with RD role like other proposed bachelor's (health and wellness) might. It was also suggested that DTR positions may become more in demand if there were more DTR's available. At this time, very few opportunities for DTR education and that may be why some of the demand is down.

It was further discussed that the master's not only include graduate competences but a health, wellness, fitness component. Several members and preceptor practitioners noted that many corporations and health groups are hiring "wellness" coaches and in an effort to reduce health costs. Historically dietitians have not been too involved in this area but based on the demand, need for both nutrition and fitness background, ISU will investigate the possibility of the RD masters including a fitness component. Graduates would then be eligible to take the RD exam and have the knowledge and skills to work in the health, wellness and fitness area that is a very significant area of growth and opportunity.

## Advisory Board/Preceptor Meeting with Brooke Wilkinson, Purdue County Extension

Meeting called by Brooke

Attendance: Carol Reed, Mark McInerney, Jennifer Yen, Brooke Wilkinson

Date: February 27, 2015

Concerns regarding student expectations and preparedness. Brooke was also speaking for other Purdue Extension educators that had students during the 2013 – 2014 academic year.

Are expectations for international students different? NO!! No excuses like language or not knowing American foods is acceptable. Having a good command of language and some working knowledge of Americans foods is required upon admission to the program.

It was also expressed that students did not seem to have basic knowledge related to the development of lesson plans and teaching . The topics of food safety and sanitation were less than acceptable. Students were reading their presentations.

Students did not seem to have knowledge of what it means to be evidence based and finding sources that were scientifically based.

Students did not have transportation once they arrived at a site and could not transport themselves to satellite sites during the rotation period.

Students did not have adequate counseling skills – Could not develop lesson or presentation that included the measurement of the impact of the lesson – or measure learning.

Inappropriate behaviors – earbuds in ears, “I can’t do something because I started my period”, etc. When completing projects, provide ALL information – do not send URL’s so supervisor can look it up.

### **MODIFICATIONS BASED ON INPUT:**

#### **1. AHS 322:**

- a. AHS 322 will include mock nutrition lessons including lesson plan, development of measurable objectives and evaluation of learning. They will perform presentations to improve their communication skills. This will also include evaluation of stages of change.
- b. All Dietetic courses requiring research or development of presentation, project etc. will be taught and reviewed regarding evidence based and scientific sources. This will begin in AHS 322.
- c. Mock and actual nutrition education and counseling will be practiced in AHS 322 as the entry level course.

There will be a component of the above included in AHS 324.

The intent is to have the students presented with the knowledge and have some practice before the spring semester in which they are actively involved in the community rotation.

**2. POLICY AND PROCEDURES:**

All students will have transportation to a site and during the rotation day so they are able to relocate when needed throughout the day.

It is already noted that all competencies and activities are required of all students. This will be emphasized during general orientation and at the beginning of each supervised practice rotation.

**3. SERV-SAFE**

Resources to provide serve-safe information and certification to students were not available 2014-2015. The Program has secured this resource and will be required of all students in AHS 333 beginning Fall 2015.

**Advisory Board Meeting: December 4, 2014**

**Attendance:** Megan Robison, Michelle Plummer, Suzanne Hinton, Chris Mangia, Sondra Hand, Kendall Shanks, LouAnn Lindsey, Brooke Wilkinson, Alisa Lamm, Broke Thomas, Carol Reed, Jennifer Yen, Mark McInerney.

Discussion per Advisory Board Agenda

Discussion topics and input:

Accreditation – self study scheduled for Fall-Spring 2015 – 2016. Site visit fall 2016.

RD requirements: must have Master’s degree to take RD exam in 2024.

Undergraduate and graduate 4 year plan: Switching AHS 324 to fall and AHS 420 to spring.

Proposal submitted to change AHS 420 and AHS 423 and graduate respective to MNT 1 and MNT II. Will continue to include appropriate advanced nutrition as component of MNT. Depth and practice of advanced nutrition covered in chemistry class with followup in MNT courses.

Advisory Board proposed and discussed the idea of having 5 year masters as route to registration. Explained that 6 years masters will be “hard sell” with salaries however it is recognized that advanced degree will be required. Within this proposed 5 year masters, proposed to include several courses from new minor in Counseling.



Followup Notes to 2013 Advisory Committee Meeting:

Much updating by faculty to committee re curriculum and proposed changes to dietetics education. Much followup discussion from members regarding ideas for implementing 6 year plan when necessary. Members advised of pass rate improvement plan changes including addition of study guide and 85% pass rate on mock exams. Proposed that ISU offer its facility to sponsor study sessions .

Discussed curriculum changes as they impact the June 2012 competencies. Board confirmed need to expand supervised practice sites and challenges related to competition with ISPS and distance students. Board advised that sites have greatly expanded and include more out of area sites that are initiated by students and when placed, reduce student expense as many move home at that time.

As advisory board members and preceptors, confirmed that students are better prepared when they enter facilities. No suggestions for improvement in this area.

**Final:** Students and prospective students advised of expanded site placements that may include up to 85 mile commute. Posted on web site and handbook. Major change submitted to AND requesting increase from 16 – 24 students in response to the demand and availability of supervised practice sites. Professional study session author contacted – Breeding and Assoc. They will not be able to provide study session at ISU. Typically will set up sessions at larger universities and have recently expanded their study session locations to better accommodate students preparing for the exam.

## **Advisory Board Agenda May 2, 2013**

1. Introductions
2. Lynn – Outstanding Student in CP program, 2013  
Research posters  
Thesis
3. Florence – Research posters  
Thesis
4. College and Department Changes:  
  
    Florence – Food lab, located in Applied Health Sciences  
  
    Lynn – Revised Curriculum – 120 hours
5. Pass Rate:  
  
    Carol – Pass Rate improvement - numbers and ISU practices  
    Carol – June 2013 – new pass rate guidelines
6. Lynn – Increasing CP Program student acceptance numbers
7. Carol – ACEND  
  
    PAR (mid 10 years) – approved  
    Some goal revision – employers  
    Pass rate report due to AND June 2014  
  
    June 2012 – new competencies – in place
8. Vision statement – 6 year education.

March 3, 2016

#### Area Meeting of Food and Nutrition Faculty

Attendance: Carol Reed, Wan Ju-Yen, Mark McInerney, Carla Honselman

Carol Reed distributed copies of self study report to Wan Ju-Yen, Mark McInerney, Carla Honselman and Eliezer Bermudez requesting feedback by Monday, February 29, 2016 – This gave faculty about 10 days to examine and modify the report. Their comments, suggestions, modifications, etc. were returned to me on March 1, 2016. At that time, all standards were addressed however, the appendix was not included.

At this meeting, feedback was acknowledge and faculty discussed some changes or suggestions they made that they felt all faculty should be aware of and comment on suggested changes.

Carol is to now incorporate the changes into the master document.

Carol also reminded faculty that the 2017 draft standards and crosswalks were available to view and to be prepared for the final copy and to make adjustments to our program as needed. There may be some overlap between having the self study finalized and incorporating the new 2017 standards.

Finally, we are planning on piloting the master's program to begin in Fall of 2018. Discussed our current curriculum and all proposed and suggested modifications to the currently to accommodate freshman, transferring bs students and new graduate competencies. Our goal is to have a model ready by Dec 2016 as it will take time to be approved by the university.

2. Culminating Integrative Experiences - discussed by Dr. Yen – we have 7 graduate students who will perform the CIE test and then interview about it during finals week. Faculty schedules to be considered and Dr. Yen will make up student schedule.

3. Advisory Board meeting set for March 31, 2016 at 4 pm. Members list, addresses, etc. updated by Carol and notice will be sent on March 4. We expect to have self study ready for their examination, discuss upcoming 2017 standards and the proposed master's curriculum. Advisory board members will provided feedback related to competencies and activities needed and available related to the 2017 draft standards and the management, communication, etc. general focus competencies related to a master's program.

Area Meeting: February 3, 2016

Present: Carol Reed, Jennifer Yen, Mark McInerney, Carla Honselman

Carol: updated faculty on progress of self study report for AND. Discussed learning objective changes and information needs. Discussed program goals and wording changes. Faculty to provide fall course competency achievement stats to Carol. Also voted to change learning objective wording to "meet" rather than "exceeds" as our meets level is set at 85%. Jennifer to provide vitae and/or work history of major community site preceptors to Carol.

Mark – met with grad council – Dietetics grad program changes were approved. Mark to note changes on master's program so handbook and web page may be updated.

Discussed need to set up Advisory Board Meeting – suggest a Thursday within last two weeks of March, 2016. Carol to set up date and call Sarah James, RD, Mindy (WIC) – Jennifer to provide Carol with contact information and Marissa Trout, RD to invite as new members.

Jennifer – Food and Nutrition minor and food service management curriculum revisions made and sent forward for approval. Further updates as available.

Faculty Area Meeting: April 20, 2016

Attendance: Carol Reed, Wan Ju-Yen, Mark McInerney, Carla Honselman

1. Second draft of self study provided to above and Eliezer Bermudez for review. Contains edits and comments from above, Dr. Bermudez and Dr. Peterson. Administrative Assistant: Leah Myers has master document and is editing, formatting and checking fonts. Carol is currently working on syllabi and learning objectives and appendix materials.
2. CIE: Jennifer verified questions to be used for graduate students. First one this week. Everyone has schedule of oral defense during finals week.
3. Reflected on Advisory Board Meeting – comments from Board and our plans to finish self study, revise to reflect 2017 standards and begin master's program for preparation of students to have masters to take exam by 2024.

Carol Reed

Area Meeting:

December 9, 2015

Attendance: Carol Reed, Jennifer Yen, Mark McInerney, Carla Honselman

One senior, Faith Fear withdrew from program – excessive absences

Adrienne McCarthy – dismissed from program due to less than acceptable grade – AHS 523

Will proceed with Food and Nutrition Minor changes in spring of 2016

Update self study progress by Carol – will progress through Christmas break and faculty to review during January 2016

Teaching schedule discussed for Spring 2016

Food and Nutrition Area Meeting Feb. 4, 2015

Present: Wan-Ju Yen, Mark McInerney, Carol Reed

Discuss 2015-2016 teaching schedule. Approved as written unless something else comes up

Serv Safe Certification – Sodexo does not have any one to teach and has not for past year. There is course online and one of the local FACS teacher said she would proctor it for free or when I contacted online course provided, they told me (Carol) that one of us could take a test and become a proctor. The cost for course and test is approximately 80 – 85 dollars.

CIE's set up and assigned to their chair – Jennifer set up test taking times during week before finals – advised students of their appointment time. Chairs and committees advised of "defense" schedule related to CIE's during finals week – final schedule provided to faculty Feb., 18, 2015.

Definitely having problem finding community sites – last year was community sites with little WIC and this year is nursing/rehabilitation homes. Jennifer making great attempts to set up more sites but will be greater distance. Mooresville has agreed to take our students. We agreed to think about the possibility of moving some of the 422 hours to 424 in the fall. The 422 contains 2 full 8 hour days for students while fall is only 4 hours per week. We have felt that the academic content in fall was so heavy that a lighter supervised practice load was appropriate. However, after a few years, upon evaluation of sites and student feedback, it may be better balanced by moving some nursing home hours to AHS 424 during fall terms. Will continue to discuss this matter.

## Food and Nutrition Area Meeting

Present: Wan-Ju Yen, Mark McInerney, Carol Reed

Date: Feb. 18, 2015

Finalized curriculum change recommendations from AHS committee, etc. Approved by committee and sent forward.

Scholarships – our area has 3 undergrad scholarships and 1 graduate scholarship – discussed qualifications. 1 grad: must be grad in food and nutrition and not be a member of Phi U ever. We are able to divide the money (about 1500) and give to two students if we prefer.

Undergrad were similar – need, gpa – historically we selected three top students and gave highest money scholarship to student selected as number one and so forth.

Jenny Parker – grad

Ivah Ryan, Anne Lee and Charlotte Harker – undergrad

We also agreed to remove the requirement of shadowing and personal interview from the dietetics application. Based on past admission history, success, etc. the faculty do not feel that these two requirements were a determinant in terms of the success of the student or made any difference in who we admitted throughout the years. Also, polled nursing and other health majors with supervised practice and none required shadowing or personal interview. Effective immediately.



Food and Nutrition Area Meeting

January 28, 2015, and February 18, 2015

Present: Wan-Ju Yen, Mark McInerney, Carol Reed

Discuss proposed curriculum changes for undergraduate and graduate dietetics program.

This included adding prereqs to 425/525, changing 420/520 to MNT1 and making 423/523 MNT 2

We will bank AHS 623 and create new course AHS 637 called Food and Nutrition Policy. AHS 429 will include a prereq of student must be junior or senior status. AHS 428/528 – Include prereq of Chem 100 and/or Chem 103/104 to accommodate the Food Service Management students who do not take Chem 103 or 104.

Food and Nutrition Minor changes: Add AHS 305 and 302. Omit AHS 423, 324, and other that are too dietetics focused instead of general nutrition and life stages that would be more appropriate for minors working in their major to provide appropriate nutrition advice.

AHS 432 was “unbanked” and changed to zero credit – summer supervised practice hours (total of 80). Requirement of the dietetics program to be completed in order to graduate.

Effective 2015 Fall, all graduate students, even those that have graduated from accredited AND dietetics program, will be required to take all courses. They will not be exempted from AHS 520 and 528. This was changed on the student information and advising materials.

Curriculum committee (department) made minor recommendations) and it was approved to move forward February 18, 2015.

## Area Meeting Notes

January 28, 2015

Present: Eli Bermudez, Jennifer Yen, Carol Reed, Mark McInerney

Discussed curriculum changes including minor revisions, prereqs, course content changes and order of class presentation so skills build and deepen. Will continue next week.

Followup for minutes – major food service mgmt. project at Baptist Church has been discontinued. There are few participants in the meal, equipment does not represent quantity food production. The faculty is planning a new major food service mgmt. project at this time. As our foods lab includes an area that has quantity equipment and we have acquired a mgmt. dietitian, a food service mgmt. project is planned and is expected to be implemented Fall 2015.

**Food and Nutrition Faculty Meeting**  
**August 12, 2015**

1. Call to order
  - a. Welcome
2. Food and Nutrition New Business
  - a. ISU outcome assessment (Jennifer)
  - b. Program curriculum (Jennifer)
  - c. Pass rate document (Carol)
    - i. Breeding and Associates
  - d. Competencies (Carol)
    - i. Current/updated
    - ii. Syllabi
  - e. Changes to program/classes per preceptor feedback
    - i. AHS 322
    - ii. AHS 324
  - f. Orientation to the CPD (Carol)
    - i. August 19<sup>th</sup>, 8:30am in the Foods Lab (B-29)
    - ii. Topics to discuss with the first and second year students
  - g. FNCE
  - h. ServSafe
    - i. Time/place for Traci to teach and proctor exam.
  - i. Wellness Bash
    - i. October 28<sup>th</sup>
  - j. Advisory Board meeting
    - i. Date
  - k. Food and Nutrition meetings for the upcoming semester.
3. Food and Nutrition Old Business
  - a. Program brochure/poster update (Jennifer)
4. Next Food and Nutrition Meeting
  - a. Date
5. Adjournment

Food and Nutrition Area Meeting

January 21, 2015

Present: Jennifer Yen, Carol Reed and Mark McInerney

Proposed curriculum changes that will be specified and written at Jan. 28, 2015 meeting.

Carol to develop revised Graduate Contract that will include Fall 2015 graduate curriculum revisions – includes required graduate courses within dietetics curriculum, 6 hours of classes outside of major and choice of CIE or thesis. Thesis are hours above and beyond the required courses and hours. Half of graduate hours must be 600 level. The program includes the minimum 18 hours of graduate work.

Food and nutrition minor changes proposed and discussed. Include keeping AHS 226 and 201 or 221 as requirements. Eliminating AHS 324, 423 as electives and adding AHS 305 as elective. This was discussed and approved in Feb. 2014 however was never sent forward. Jan 28, 2015 curriculum review and revision proposal and submissions will include minor.

Carol Reed

APPENDIX O



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# Clinical Coordinator Food Nutrition

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## Job Title

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### Job Title

Job Title Clinical Coordinator Food Nutrition

E-Class DM

Job Code/Summary Number 00477

SOC Code

BLS-SOC#

FLSA Exemption Exempt - Salaried

Pay Grade 10

Position Class Code

Job Family Academic Support

Prepared Date 04/01/2010

Updated Date 04/09/2013

Minimum Hourly Rate or Salary 39,000.00

First Quartile Hourly Rate or Salary 44,557.00

Midpoint Hourly Rate or Salary 50,096.00

**Job Summary/Basic Function** Coordinate and implement the accreditation standards and requirements for providing quality education to students.

**Supervisory Responsibilities** Has authority or responsibility for the supervision of student workers or graduate assistants only.

**Required Relevant Education & Experience** Education: Master's Degree; Experience: 3-4 Years

**Required Field(s) of Study** Food and Nutrition/Dietetics, or related field

**Required Certificates, Licenses and Registrations**

Registered Dietitian

**Other Required Certificates,  
Licenses and Registrations**

**NCAA Guidelines**

All employees and staff of ISU are bound by all NCAA, Missouri Valley Conference and institutional rules and regulations pertaining to intercollegiate athletics and must conduct themselves in accordance therewith. For more complete information on the duties and obligations of ISU employees and staff in this regard, employees and staff should contact the Compliance Office in the ISU Athletic Department.

No ISU employee (whether paid or a volunteer) shall knowingly influence others to furnish the NCAA or an ISU investigator/compliance officer false or misleading information concerning an individual's involvement in or knowledge of matters relevant to a possible violation of an NCAA regulation. Failure to abide by this term of employment shall constitute unethical conduct as defined by the NCAA and may result in immediate suspension and/or termination of the employment relationship with ISU.

**Job Group & EEO Code**

301-Professional, Non-Faculty

**Occupational Title Code**

**Non-Exempt Employees - Check One**

**Exempt Employees - Check One**

**Job Duties**

**Essential Duties and  
Responsibilities**

Responsible for all administrative needs between the accrediting body and the university.

**Percent of Total Time**

**Essential Duties and  
Responsibilities**

Teach full time in the Food and Nutrition area.

**Percent of Total Time**

**Essential Duties and  
Responsibilities**

Participate in departmental committees and activities.

**Percent of Total Time**

**Essential Duties and  
Responsibilities**

Administrative duties related to maintaining accreditation, curriculum, and schedule evaluation so students will meet American Dietetic Association competencies.

**Percent of Total Time**

**Essential Duties and  
Responsibilities**

Performs other duties as assigned.

**Percent of Total Time**

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**Position Details Information**

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**Seated Employee Information**

Employee First Name Carol  
Employee Last Name Reed  
Employee ID 991248868

**Position Information**

Banner Position Title Clinical Coordinator Food Nutrition  
Job Title Clinical Coordinator Food Nutrition  
Department Dept of Applied Health Sciences  
FTE 1

**Position Reappointment Required**

Chair/Supervisor Eliezer Bermudez

**Job Summary/Basic Function**

Comments to Applicants Candidates must be eligible to work in the U.S. for other than practical training. The university will not provide visa sponsorship for this position.

**Position Requirements**

Provide the minimum combination of education and experience that is needed by the employee to satisfactorily perform the functions of the position (not the education and experience that the current incumbent possesses). Indicate the minimum qualifications and not the preferred or desired qualifications. Not that for some jobs, experience and education may be substituted. Example: Bachelors Degree and 5 to 6 years OR a Masters Degree and 1 to 2 years.

Required Relevant Education and Experience Education: Master's Degree; Experience: 3-4 Years

Required Field(s) of Study Food and Nutrition/Dietetics, or related field

Preferred Relevant Education and Experience

Preferred Education Field(s) of Study

Knowledge, Skills and Abilities

Other Knowledge, Skills and Abilities Teaching and clinical supervision experience Knowledge of accreditation standards and competencies

Required Certificates & Licenses

If Other include Certificates, Licenses and Registrations here Registered Dietitian

Preferred Certificates, Licenses and Registrations

**Preferred Other Certificates,  
Licenses and Registrations**

**Oversight & Direction**

Select the option beside the statement that best captures the degree of independence under which this position operates.

Provide optional comments, if desired, to clarify this position's level of authority

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**Proposed Essential Duties & Responsibilities**

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**Proposed Essential Duties & Responsibilities**

Percentage Of Time

Proposed Responsibility / Duty      Responsible for all administrative needs between the accrediting body and the university.

Percentage Of Time

Proposed Responsibility / Duty      Teach full time in the Food and Nutrition area.

Percentage Of Time

Proposed Responsibility / Duty      Participate in departmental committees and activities.

Percentage Of Time

Proposed Responsibility / Duty      Administrative duties related to maintaining accreditation, curriculum, and schedule evaluation so students will meet American Dietetic Association competencies.

Percentage Of Time

Proposed Responsibility / Duty      Performs other duties as assigned.

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**Decision Making**

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**Required Decision Making**

Describe a typical challenge or problem you regularly face in performing the duties of your position. Indicate how you solve this type of problem and the kind of guidance (e.g., instructions, procedures, precedents, policies, etc.) you have available to reach a solution.

**Situation**

**How you evaluate/solve it**

APPENDIX P



**Indiana State University  
Coordinated Program in Dietetics  
Preceptor Evaluation of Student  
Community Nutrition Supervised Practice  
AHS 422/625  
Spring 2016**

Student: \_\_\_\_\_ Preceptor: \_\_\_\_\_

Agency/Site: \_\_\_\_\_ Date: \_\_\_\_\_

Please take a moment and use this form to evaluate the performance of the above named student in meeting the AND/ACEND Supervised Practice Competencies and general professional competencies for the Community Nutrition Supervised Practice using the following criteria. The listed supervised practice competencies correspond to the competencies and suggested student activities listed on the *Competencies* chart provided at the beginning of the semester. Competencies that were not completed with you or at your agency may be marked as "N/A." Please note comments as needed to explain your responses.

Evaluation should be completed by last day of the rotation experience. Copies should be provided to the student and the original returned to the instructor. Your feedback regarding the student's performance and overall professional development is truly appreciated. Thank you!

Criteria/Competencies	Exceeded Expectations	Met Expectations	Needs Improvement	N/A	Comments
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 2.1)					
2. Demonstrate professional writing skills in preparing professional communications (CRD 2.2)					
3. Design, implement and evaluate presentations to a target audience (CRD 2.3)					
4. Use effective education and counseling skills to facilitate behavior change (CRD 2.4)					
5. Demonstrate active participation, teamwork and contributions in group settings (CRD 2.5)					
6. Refer clients and patients to other professionals and services when needs are beyond individual scope of practice (CRD 2.7)					
7. Participate in professional and community organizations (CRD 2.9)					
8. Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services. (CRD 2.10)					
9. Demonstrate professional attributes within various organizational culture (CRD 2.11)					

10. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered (CRD 3.1.a)					
11. Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting (CRD 3.1.e)					
12. Demonstrate effective communications skills for clinical and customer services in a variety of formats (CRD 3.2)					
13. Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management (CRD 3.3)					
<b>General Communication:</b>					
1. Communicated effectively with preceptor, supervisor, RDs, and other program staff.					
2. Communicated effectively with clients.					
3. Completed projects were organized and written in a clear and concise manner.					
<b>Professionalism:</b>					
1. Displayed self-confidence.					
2. Dressed in appropriate/professional manner (including name tag) at all times.					
3. Displayed professional attitude and behavior.					
4. Established rapport with preceptor and dietitians.					
5. Established rapport with facility staff.					
6. Established rapport with clients.					
7. Was on time for work and meetings.					
8. Demonstrated ability to plan, organize, and prioritize daily activities.					
9. Met deadlines for accomplishing work/assignments.					
<b>Overall Performance:</b> The student's overall performance during his/her rotation in your agency:					

Number of days tardy: \_\_\_\_\_

Number of days absent: \_\_\_\_\_

Were all hours/days made up? \_\_\_\_\_

Yes \_\_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_\_

If no, please explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Job Title: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_





**Preceptor/Site Feedback Form**  
**AHS 422/625**  
**Spring 2016**

Student \_\_\_\_\_ Date \_\_\_\_\_

Site \_\_\_\_\_ Preceptor \_\_\_\_\_

Please evaluate the supervised practice site/preceptor by completing the following rating scale and answering the questions at the end. If you had more than one preceptor/supervisor for this rotation, you may complete a separate form for each individual. The completed form must be submitted in our *Clinical Conference* the week following when this particular rotation was completed. Your feedback is important and will be used to provide anonymous aggregate feedback to the preceptor.

Circle the appropriate responses:

4 = Strongly Agree; 3 = Agree; 2 = Disagree; 1 = Strongly Disagree;  
 0 = Not Applicable or Not Observed.

1.	This site was receptive to the ISU Coordinated Program (CP) students.	4	3	2	1	0
2.	The preceptor/supervisor to whom I was assigned stimulated independent thinking by asking me questions during my rotation.	4	3	2	1	0
3.	I was able to talk openly with the preceptor/supervisor.	4	3	2	1	0
4.	The preceptor/supervisor provided me with ongoing constructive feedback.	4	3	2	1	0
5.	The preceptor/supervisor gave me specific suggestions for further development.	4	3	2	1	0
6.	The preceptor/supervisor encouraged me to develop critical thinking/problem solving skills.	4	3	2	1	0
7.	The preceptor/supervisor gave me an opportunity to have direct contact with the clients.	4	3	2	1	0
8.	The preceptor/supervisor provided me with sufficient support when working directly with clients.	4	3	2	1	0
9.	The projects/activities contributed to my learning.	4	3	2	1	0

10.	The site provided a stimulating environment conducive to learning.	4	3	2	1	0
11.	The facility made appropriate resources available.	4	3	2	1	0
12.	Time was sufficient to complete all expected activities.	4	3	2	1	0
13.	This rotation improved my professional competencies.	4	3	2	1	0
14.	I was given sufficient opportunities to practice professional skills.	4	3	2	1	0
15.	The preceptor/supervisor demonstrated respect for clients, staff, and the CP student(s).	4	3	2	1	0
16.	The preceptor/supervisor encouraged me to participate in activities with her/him.	4	3	2	1	0
17.	The preceptor/supervisor made herself/himself accessible to me, as needed.	4	3	2	1	0
18.	The preceptor/supervisor asked me for feedback regarding the rotation experiences.	4	3	2	1	0
19.	The preceptor/supervisor was a good role model for me.	4	3	2	1	0
20.	The preceptor/supervisor demonstrated professional behavior in practice settings.	4	3	2	1	0
21.	The preceptor/supervisor demonstrated up-to-date knowledge and skills related to dietetics practice.	4	3	2	1	0
22.	The regular preceptor was on duty at the site during my rotation. a. If not, with whom were you assigned?	4	3	2	1	0
23.	I would recommend this site for future supervised practice experiences.	4	3	2	1	0
24.	This supervised practice experience helped me:					
	a. develop confidence.	4	3	2	1	0
	b. gain useful skills.	4	3	2	1	0
	c. apply theory to practice.	4	3	2	1	0
	d. gain independence.	4	3	2	1	0





**Indiana State University**  
**AHS 431 – Food Service Management Supervised Practice**  
**TO BE COMPLETED BY PRECEPTOR**

Student Name: \_\_\_\_\_

Site Name: \_\_\_\_\_

Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CORE COMPETENCIES**

**\*\*To keep confusion and paperwork to a minimum, activities that meet multiple competencies are only listed once. Therefore, this summary sheet is not a complete listing of all competencies met. Refer to expanded version of competencies for full explanation of activities and competencies met.**

**Use the following scale to rate the student's performance:**

**ERC – Exceeds Required Competency**

**MRC – Meets Required Competency**

**BRC - Below Required Competency**

Competency	R (required)/ S (suggested)	Rating			Comments/ Examples
		ERC	MRC	BRC	
<b>CRD1.2 Apply Evidence based guidelines, reviews, literature</b>					
Use internet search engines	R				
<b>CRD1.4 Evaluate emerging research</b>					
Investigate new procedure	S				
<b>CRD2.1 Practice current regulations and standards</b>					
Review ethics	R				
Review policy and procedure manual	R				
Follow dress code	R				
<b>CRD2.2 Demonstrate writing skills</b>					
Write, update, review policies and procedures	R				
Review organizational chart	R				

Develop/update training/in-service materials	S				
Analyze incident/improvement report (also CRD4.2)	S				
Grant writing (also CRD1.3, CRD4.10)	S				
<b>CRD2.3 Design, implement, and evaluate presentations</b>					
Conduct program (also CRD2.2, CRD2.4, CRD2.7, CRD2.8)	S				
Develop/evaluate program (also CRD2.2, CRD2.5, CRD2.8)	S				
<b>CRD2.5 Demonstrate active participation/teamwork</b>					
Observe and participate in activities of professionals in FSM positions (also CRD 2.10)	R				
Work as team member (also CRD2.10)	R				
Attend professional meetings (also CRD2.9, CRD2.10)	S				
<b>CRD2.8 Apply leadership skills</b>					
Refer to CRD2.11	R				
Supervise community-based F&N program	S				
<b>CRD2.9 Participate in professional/ community organizations</b>					
Perform service activities in professional/community organizations	R				
<b>CRD2.10 Establish collaborative relationships</b>					
Establish departmental relationships	R				
Attend departmental/ facility meetings (also CRD2.5)	S				
<b>CRD2.11 Demonstrate professional attributes</b>					
Plan and implement a catered event (also CRD3.5, CRD3.6,	R				

CRD4.9)					
<b>CRD2.12 Perform self assessment</b>					
Continually reflect on performance	R				
Begin planning your AND portfolio	R				
<b>CRD3.2 Effective communications skills</b>					
Use AV equipment/other aids for employee in-service (also CRD2.3, CRD4.1)	R				
Plan, implement, evaluate employee in-service (also CRD2.3, CRD4.1)	R				
Demonstrate equipment (also CRD3.5, CRD4.1)	R				
Create a marketing tool	R				
Advertise in-service	S				
Write an article/blurb (also CRD2.2)	S				
<b>CRD3.3 Develop/deliver products/ programs/services for health/wellness</b>					
Develop/implement new program (also CRD4.8, CRD4.10)	S				
Perform nutritional analysis of cafeteria items (also CRD3.2, CRD3.4)	S				
<b>CRD3.5 Coordinate procurement, production, distribution and service of goods and services</b>					
Prepare steam table diagram	R				
Perform food/nonfood procurement	R				
Inventory food/nonfood	R				
Perform receiving activities (also CRD4.2)	R				
Develop production schedule (also CRD4.1, CRD4.7)	R				
Assist/supervise preparation of menus (also CRD3.5, CRD4.1, CRD4.2)	R				
<b>CRD3.6 Develop/evaluate</b>					

<b>recipes, formulas and menus</b>					
Update/modify recipes for preparation needs	R				
Update/modify recipes to improve nutritional value	R				
Write a 3-day cycle menu	R				
Write menus for targeted populations	S				
<b>CRD4.1 Manage human resources</b>					
Read policies & procedures and TJC guidelines for quality improvement	R				
Visit human resources department – participate in HR functions	R				
Perform departmental human resources functions	R				
Write employee schedules	R				
Prepare a performance evaluation	R				
Prepare a disciplinary action	R				
Identify budget functions of position control plan, job descriptions, schedule and productivity standards	R				
Review safety and sanitation regulations; review MSDS	R				
Review disaster plan	R				
Supervise kitchen/satellite unit activities	R				
Develop/revise job description	S				
Review/conduct new employee orientation (also CRD3.2)	S				
<b>CRD4.2 Perform safety, security &amp; sanitation management functions</b>					
Apply safety and sanitation techniques while working	R				
Assist with quality improvement activities	S				
Perform a closing security checklist	S				
Take temperatures of freezers, coolers, and food	S				
Develop/monitor departmental	S				



cleaning schedule					
<b>CRD4.3 Participate in public policy activities</b>					
Participate in public policy activities	R				
Review legislation/regulations that affect facility	S				
Observe local/state health inspectors on site	S				
<b>CRD4.4 Conduct customer service quality activities</b>					
Evaluate acceptability of food	R				
Taste/evaluate foods on trayline (also CRD4.2)	R				
Assess quality of trayline foods	R				
Perform sanitation/HACCP inspection	R				
Perform a customer satisfaction survey (also CRD4.2)	R				
Supervise tray delivery; do a test tray (also CRD4.2)	R				
Conduct a food temperature study on trayline (also CRD4.2)	S				
<b>CP4.5 Develop, store, retrieve &amp; disseminate information and data using current technology</b>					
Use computers/communications systems used at the facility (also CRD4.1)	R				
Perform financial activities (also CRD4.9)	R				
Manage financial records also CRD4.9)	R				
<b>CRD4.6 Analyze quality/financial/productivity data develop intervention plan</b>					
Recommend more efficient operation	R				
Calculate productivity measures (also CRD4.1)	R				
Analyze cost & activity reports (also CRD4.1, CRD4.9)	R				

Rearrange storeroom (also CRD3.5)	S				
<b>CRD4.7 Reduce waste and protect the environment</b>					
Refer to CRD 3.5	R				
Conduct plate waste study	S				
<b>CRD4.8 Conduct feasibility studies</b>					
Purchase (actual or mock) a piece of equipment (also CRD1.5)	R				
Can cutting or taste testing	R				
Redesign a work unit for efficiency (also CRD3.5)	S				
<b>CRD4.9 Analyze financial data</b>					
Assist with budgeting activities	R				
Assist planning departmental financial objectives	R				
<b>CRD4.10 Develop a plan for a product, program or service</b>					
Attend discussion on how to create a business plan	R				
Develop a business plan	R				

**AHS 431 – Food Service Management Supervised Practice  
Final Student Evaluation – General Characteristics  
TO BE COMPLETED BY PRECEPTOR**

**This evaluation is to be used in addition to the competencies evaluation summary sheet/form.** Together they will constitute the **Preceptor Evaluation (50 points)** as noted in the class syllabus. The completed evaluations are to be **returned to me by Friday April 29, 2016**, so I can meet the deadline for posting final grades can be met. Again, I want to take this opportunity to thank all preceptors/ managers/ supervisors at the sites for agreeing to work with our students this semester. The experiences the students have had and knowledge they have gained are invaluable to the success of our Coordinated Program in Dietetics at Indiana State University and to the students both now and in their future careers.

**Student Name:** \_\_\_\_\_ **Site Name:** \_\_\_\_\_

- 1. Rating Scale: 1 = Below acceptable level  
2 = Meets required level  
3 = Exceeds required level**

<b>Key Quality</b>	<b>Rating</b>
Professional Appearance	
Attendance/Punctuality	
Communication Skills – Oral and Written	
Friendly/Positive Attitude	
Flexibility and Adaptability	
Time Management Skills	
Speed and Accuracy of Work	
Tolerance for Stress	
Takes Initiative/Proactive	
Teamwork/Cooperation	
Interaction with Clients	
Leadership Skills	
Professionalism	

- 2. \*\*\* Based on the student's competency as an entry-level dietitian (from your evaluation of the competencies) and on the above ratings, on a scale of 0 to 10 what would be your final overall score for the student? \_\_\_\_\_**

Strengths:

Areas needing further improvement or practice:

Further Comments:

Please go over this evaluation with the student before returning to Carol A. Reed.

**Preceptor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_





AHS 431  
Carol A. Reed, Spring 2016

Name: \_\_\_\_\_

Evaluation of AHS 431 Food Service Management  
Supervised Practice

	Points Possible	Points Received
1. 1 Major or 2 Minor Projects	200	_____
2. Weekly Logs	150	_____
3. Supv. Practice Notebook/File Box	50	_____
4. Post-Supervised Practice Conference Presentation	50	_____
5. Preceptor Evaluation	50	_____
6. Student Evaluation of Supervised Practice Site, Preceptor, and Faculty Instructor	25	_____
7. Faculty Instructor Evaluation of Student	<u>50</u>	_____
Total	575	_____

Comments:

**Indiana State University  
AHS 435– Medical Nutrition Therapy Practicum  
TO BE COMPLETED BY PRECEPTOR**

**Summary Sheet of Competency Evaluation**

**Student Name:** \_\_\_\_\_

**Site Name:** \_\_\_\_\_

**Preceptor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**CORE COMPETENCIES**

**\*\*Refer to expanded version of competencies for full explanation of activities.**

**Use the following scale to rate the student’s performance:**

**ERC – Exceeds Required Competency**

**MRC – Meets Required Competency**

**Below Required Competency**

Competency	R (required)/ S (suggested)	Rating			Comments/ Examples
		ERC	MRC	BRC	
<b>CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.</b>	<b>R</b>				
<b>CRD 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA 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</b>	<b>R</b>				

<b>Guideline Clearinghouse Web sites etc.) in the nutrition care process and model and other areas of dietetics practice.</b>					
<b>CRD 1.3 Justify programs, products, services and care using appropriate evidence or data.</b>	<b>R</b>				
<b>CRD 1.4 Evaluate emerging research for application in dietetics practice.</b>	<b>R</b>				
<b>KR 2.1 The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.</b>	<b>R</b>				
<b>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.</b>	<b>R</b>				
<b>CRD 2.4 Use effective education and counseling skills to facilitate behavior change.</b>	<b>R</b>				
<b>CRD 2.6 Assign appropriate patient care activities to DTRs and/or support personnel as appropriate.</b>	<b>R</b>				
<b>CRD 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</b>	<b>R</b>				
<b>CRD 2.10 Establish</b>	<b>R</b>				



<b>collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.</b>					
<b>CRD 2.11 Demonstrates professional attributes within various organizational cultures.</b>	<b>R</b>				
<b>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.</b>	<b>R</b>				
<b>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.</b>	<b>R</b>				
<b>CRD 3.1.b Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.</b>	<b>R</b>				
<b>CRD 3.1.c Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.</b>	<b>R</b>				
<b>CRD 3.1.d Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis.</b>	<b>R</b>				
<b>CRD 3.1e Complete documentation that follows</b>					

<b>professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.</b>					
<b>CRD 3.2 Demonstrate effective communications skills for clinical and customer services in a variety of formats.</b>	<b>R</b>				
<b>CRD 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends.</b>	<b>R</b>				
<b>CRD 4.11 Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers.</b>	<b>R</b>				





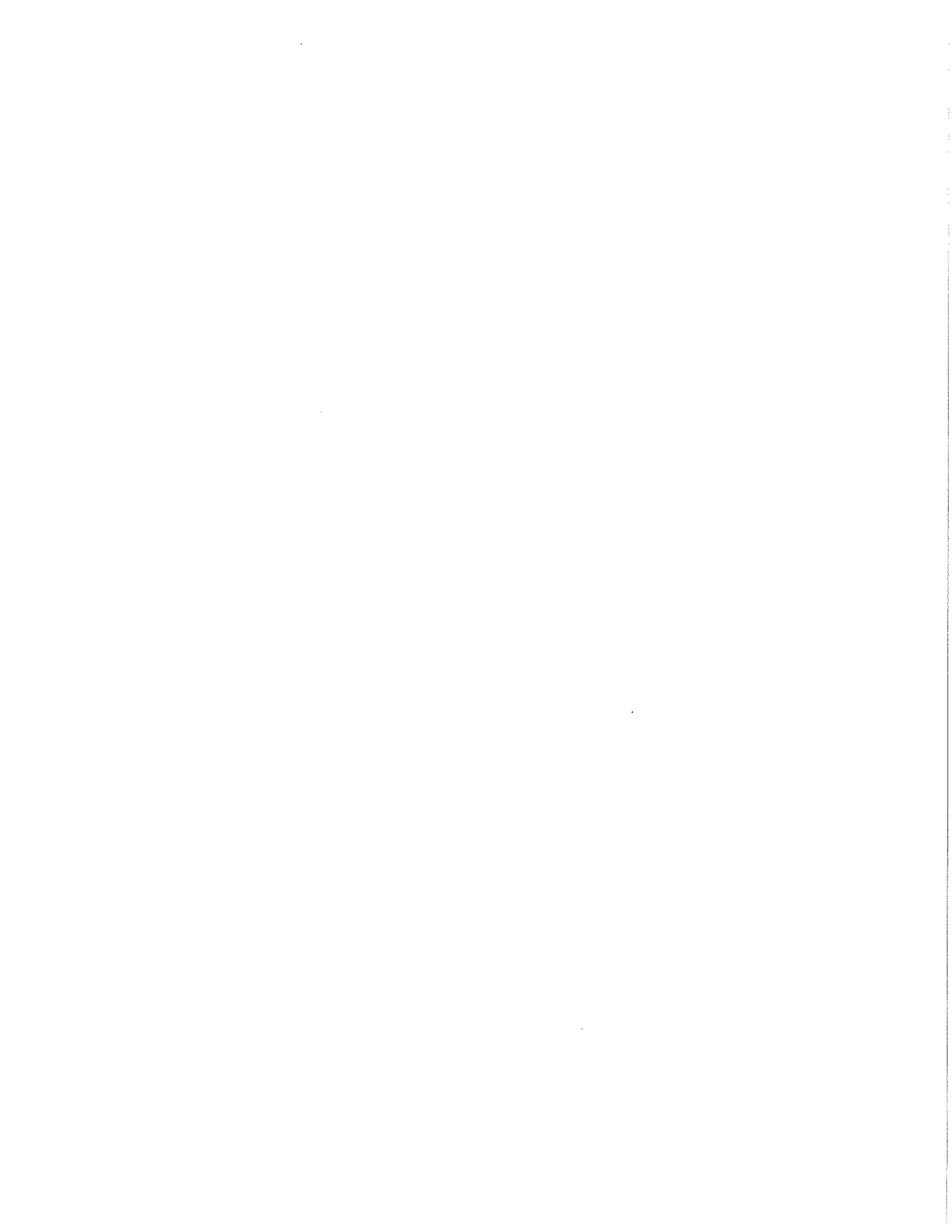
APPENDIX Q



ORIENTATION SCHEDULE  
EACH NEW FALL  
8-9:15 am  
August 19, 2015

Introductions

1. Overall schedule/picture of 1<sup>st</sup> year students – is everyone in the classes they need to be.
2. Overall schedule/picture of 2<sup>nd</sup> year students  
Current course requirements, schedule, etc.
3. Name tags
4. Attendance, professionalism, ethics
5. Student Handbook and ADA competencies
6. ADA Membership and scholarships
7. Student Organizations
8. Student questions
9. Administrative requirements of students – NEED current tb's, verification and expiration of health and auto insurance. Other academic deficiencies?





## APPENDIX R



# **Traci Ann Ray, MS RD CD**

11388 Lake Road  
Terre Haute, IN 47802  
812-243-5416

## **Education**

*1998 Bachelor of Science in Dietetics, Indiana State University*  
*1999 Master of Science in Food & Nutrition, Indiana State University*

## **Work Experience**

*2000 - Present*

*Sullivan County Community Hospital (SCCH)*  
*Food Service Director & Clinical Dietitian*  
*Volunteer Coordinator & Gift Shop Manager*  
*Employee Wellness Coordinator*

*2003 - Present*

*Adjunct at Indiana State University*  
*Teaching Nutrition & Management Classes*  
*& Food Science*

*2006- 2013*

*St. Vincent Clay Hospital/Touch Point*  
*Food Service Director & Clinical Dietitian*

*1999-2000*

*Union Hospital, Terre Haute, IN*  
*Clinical Dietitian & WIC Coordinator*

*2000*

*Lakeview Nursing Home for 6 weeks*  
*While Dietitian was on maternity leave*

# **Traci Ann Ray, MS RD CD**

## **Job Duties**

*Nutrition screenings and assessments  
Prepare annual budget, payroll, scheduling  
Select & train employees; interviewing process; evaluations  
Developing in-services for employees & educational classes  
Prepare end of month reports for Administration  
Inpatient & Outpatient diet therapy teaching  
Community Nutrition Classes  
Attend Health Fairs  
Menu Planning  
Plan, organize & direct department activities  
Establish & implement policies & procedures  
Weekly financial analysis*

## **Accreditation**

*Commission on Dietetic Registration - current  
American Dietetic Association Member since 1998  
Indiana Dietetic Association Member since 1998  
Indiana Dietitians Certification Board 2007*

## **Interests and Activities**

*Running, Biking, Swimming, Horse Back Riding  
Gardening, Cooking*

## **Computer Skills**

*Microsoft Excel, Word, Publisher  
Power point, Medi-tech, Kronos*

## **Licenses and Certificates**

*CPR Certified  
Serv Safe Certified  
Hazmat for Health Care Providers  
North Respirator instructional course*

# **Traci Ann Ray, MS RD CD**

## **Achievements**

*Implemented Meals on Wheels Program at SCCH in 2000*

*Implemented Room Service Program at SCCH in 2005*

*& St. Vincent Clay in 2006*

*Implemented Wellness Program for SCCH in 2007*

*Implemented Catering to you program at SCCH &*

*St. Vincent Clay in 2013*

## **References**

*Carol Reed, ISU Professor & Dietetic Program Coordinator*

*812-237-3295*

*Stephen Sappington, FNP Ambucare Clinic*

*812-232-5532*

*Alan Montella, CFO Sullivan County Community Hospital*

*812-236-9270*



## **Wan-Ju (Jennifer) Yen, Ph.D., R.D.**

Department of Applied Health Sciences  
Arena B-74, Indiana State University, Terre Haute, IN 47809  
(812) 237-9029/ [wan-ju.yen@indstate.edu](mailto:wan-ju.yen@indstate.edu)

### **EDUCATION**

**Doctor of Philosophy, Nutrition, 2009**  
University of Nebraska-Lincoln (UNL), Lincoln, NE

**Master of Science in Nutrition, 2003**  
State University of New York (SUNY) at Buffalo, Buffalo, NY

**Bachelor of Science in Food and Nutrition, 1997**  
Shih-Chien University, Taipei, Taiwan

### **EMPLOYMENT**

#### **Academia**

**Program Director** August 2014-present  
Food and Nutrition Program, Department of Applied Health Sciences, Indiana State University (ISU)

**Assistant Professor** August 2012-present  
Food and Nutrition, Department of Applied Health Sciences, Indiana State University

**Assistant Professor** August 2009- June 2012  
Nutrition and Dietetics, Department of Family and Consumer Sciences, Western Kentucky University (WKU)

**Teaching Assistant** May 2009  
“Human Nutrition and Metabolism”

**Teaching Assistant/Co-instructor** 2007, August 2008- May 2009  
“Nutrition, Exercise and Health”, Department of Nutrition and Health Sciences, UNL

**Graduate Student Advisor** Fall 2007, Fall 2008  
“Research Experiences”, Department of Nutrition and Health Sciences, UNL

**Tutor** Summer 2006  
Hewitt Center, Department of Athletic, UNL

**Supervised Teaching**  
Department of Nutrition, SUNY at Buffalo

Spring 2001

**Clinical****Registered Dietitian, 2009**

Licensed Dietitian

March 2011- present

The Kentucky Board of Licensure and Certification for Dietitians and Nutritionists

Dietetic Internship Program  
University of Nebraska-Lincoln

August 2007-August 2008

**Hospital Dietetic Internship**

Chung-ho Memorial Hospital, Kaohsiung, Taiwan

Summer 1996

**TEACHING EXPERIENCE****Courses Teaching**Graduate Courses

Community Nutrition (Undergraduate/Graduate Course)	3 cr
Life Cycle Nutrition (Undergraduate/Graduate Course)	3 cr
Public Health Nutrition (Graduate Course)	3 cr
Quantity Food Production (Undergraduate/Graduate Course)	2 cr
Seminar in Public Nutrition (Graduate Course)	3 cr

Undergraduate Courses

Application of Nutrition Theory and Research	3 cr
Community Nutrition Supervised Practice	4 cr
Dietary and Herbal Supplements (online course)	3 cr
Fundamentals of Nutrition	3 cr
Human Nutrition	3 cr
Nutrition in Aging (online course)	3 cr
Nutrition Intervention Methods	3 cr
Orientation to Dietetics	1 cr
Senior seminar (co-instruct)	1 cr
Sports Nutrition (online course)	3 cr

**Student Advising**Thesis Committee MembersOsman Issa  
Public Health

Fall 2014-present



Brandy Baxter Health Sciences-Public Health concentration	Fall 2013-Spring 2015
Megan Fulsom Dietetic	Spring 2013-present
<u>Dissertation Committee Member</u> Mark McInerney Doctorate of Health Sciences	Fall 2013-present

## RESEARCH EXPERIENCE

### Research interests

- Nutritional behavior
- Nutrition education
- Community nutrition and socio-cultural aspects of nutrition
- Planning, marketing, teaching, conducting and evaluating educational programs and materials related to nutrition, health and wellness education

### Publications

#### Peer-reviewed

##### Articles

- Dixon DL, Esslinger K, **Yen WJ**, Grimes A. Body image perception and body dissatisfaction gender differences. *Kentucky Association of Health, Physical Education, Recreation and Dance Journal*. 2015; 53(1): 29-40.
- **Yen WJ**, Lewis NM. MyPyramid-Omega-3 fatty acid nutrition education intervention may improve food groups and omega-3 fatty acids consumption in university middle-aged females. *Nutrition Research*. 2013; 33(2):103-108.

##### Under review

- Kay LM, Qiang Wu, Wall-Bassett E, **Yen WJ**, Myers KB. Cost analysis of calcium in store brand versus national brand grocery products. *Food Policy Journal*. 2016.
- Johnson MK, McInerney MC, **Yen WJ**, Hutchins MD. Contributions of media device use to overweight and obesity status among children and adolescents with and without autism spectrum disorders. *Child: Care, Health and Development*. 2015.

##### Abstracts/Proceedings

- **Yen WJ**, Ferng SF. Blog-based nutrition education intervention for college students. *The FASEB Journal*. 2014;28(1) Suppl 626.10
- Esslinger K, Dixon DL, **Yen WJ**, Grimes A. Fitness perceptions of college age men and women. *AAHPERD National Convention & Expo abstract*. 2014.

- **Yen WJ**, Esslinger K, Dixon DL. Are guys and gals different? A look at eating habits and body image perceptions in college students. *The Journal of Academy of Nutrition and Dietetics*. 2013;113(9)(suppl):A22.
- **Yen WJ**, Lewis NM. Qualitative assessment of nutrition education and health needs of university mid-age female staff. *The FASEB Journal*. 2008;22:683.2.

### Non Peer-reviewed

#### Book

- Johnson MK, **Yen WJ**. Biostatistics for Rookies. Kendall-Hunt Publishing. 2016.

### Conference Presentations

- **Yen WJ**, Horinko K, Meggs B, Myers K. Nutrition education for obese emergency department patients. Experimental Biology; 2016; San Diego, CA.
- Johnson MK, Hutchins MD, **Yen WJ**. Contributions of family meals, lack of physical activity, and media consumption to overweight or obesity status among children and youth with and without autism spectrum disorders. Children and Childhoods Conference; 2015; Ipswich, UK.
- **Yen WJ**, Ferng SF. Blog-based nutrition education intervention for college students. Experimental Biology; 2014; San Diego, CA.
- Fine J, **Yen WJ**. Youth Well FIT: An inter-professional pilot program for improving child health. Sigma Theta Tau International, Lambda Sigma Chapter Research Day. Landsbaum Center for Health Education; 2014; Terre Haute, IN.
- **Yen WJ**, Esslinger K, Dixon DL. Are guys and gals different? A look at eating habits and body image perceptions in college students. Academy of Nutrition and Dietetics Food and Nutrition Conference and Expo; 2013; Houston, TX.
- Dixon DL, Esslinger K, **Yen WJ**, Whitlock S. Active males and females perceptions of body image and body satisfaction. AAFCS National Annual Conference & Expo; 2013; Houston, TX.
- Dixon DL, Esslinger K, **Yen WJ**. Does Gender Matter? Perceptions of Body Satisfaction and Body Image of Young Adults. National Popular Culture & American Culture Conference; 2013; Washington, D.C.
- Dixon DL, Esslinger K, **Yen WJ**, Whitlock S. Minority gender differences in body satisfaction among college students and the relationship to body image. NAAAS National Annual Conference; 2013; Baton Rouge, LA.

### Grants/Sponsored Research

#### Internal grants

- Minority faculty and staff research grant. ISU Office of Diversity.  
“Strategies to combating the food desert in Gary, Indiana: A preparation to implement a mobile produce market”  
Doss DM (Principal Investigator), **Yen WJ** (Co-Principal Investigator). \$1000-

Awarded March 2015.

- Faculty travel grant. ISU Center for Community Engagement.  
Yen WJ. (Principal Investigator). \$1400- Awarded April 2014.
- ISU Experiential Learning and Community Engagement Grant  
"Children's Health Weight Lifestyle Group-Youth Well Fit"  
Yen WJ (Principal Investigator), Fine J (Co-Principal Investigator). \$1845- Awarded March 2014.
- WKU College of Health and Human Services (CHHS) Faculty Grant  
"Web-based Nutrition Education Intervention for College Students".  
Yen WJ. (Principal Investigator). \$2000- Awarded March 2012
- WKU New Faculty Grant  
"Web-based Nutrition Education Intervention for College Students".  
Yen WJ. (Principal Investigator). \$4000- Awarded April 2011.
- WKU CHHS Faculty Grant  
"Nutrition, Body Image and Physical Activity Knowledge and Behavior Among College Students"  
Whitlock SE (Principal Investigator), Yen WJ (Co-Principal Investigator), Dixon DL (Co-Principal Investigator), Esslinger KA (Co-Principal Investigator). \$1600-Awarded March 2011.

## SERVICE EXPERIENCE

### University Service

#### University level

- Faculty affair committee, ISU, Fall 2014
- Faculty advisor, Phi Upsilon Omicron, Fall 2014-present
- University College Fall welcome session, department faculty representative, ISU, August 2014
- Textbook Oversight Advisory Committee, College of Nursing, Health and Human Services (NHHS) representative, ISU, Fall 2013- Spring 2016

#### College level

- Inclusive excellence task force member, College of Health and Human Services (CHHS), Indiana State University, Fall 2015-present
- Infant mortality task force member, College of NHHS, Indiana State University, Spring 2014-present
- CHHS Advising committee, Western Kentucky University, Fall 2010

#### Department level

- College Welcome Back Blue Pride Social, Department representative, ISU, January 2015
- Academic affairs committee chair, Department of Applied Health Sciences, ISU, 2014-2015
- Department of Applied Health Sciences new faculty search committee co-chair, ISU,

2014-2015

- Nursing applicants meeting- student recruitment, Department representative, ISU, September 2014
- Graduation reception committee, Department of Applied Health Sciences, ISU, Spring 2014
- Experience ISU- student recruitment, Department Representative, ISU, February 2014
- Student success plan committee, Department of Applied Health Sciences, ISU, 2013-2014
- Academic affairs committee, Department of Applied Health Sciences, ISU, 2013-2016
- Department of Applied Health Sciences new faculty search committee, ISU, Spring 2013, Spring 2014-Spring 2015
- Sycamore Preview Day- student recruitment, Department Representative, ISU, September 2012, February 2014
- Department of Family and Consumer Sciences Tenure and promotion policy committee, Western Kentucky University, Spring 2012
- Spring Preview Day- Minority student recruitment, Department Representative, WKU, January 2012
- Focus on WKU-student recruitment, Department Representative, WKU, September 2010
- Major and Minor Fair-student recruitment, Department Representative, WKU, September 2010
- Department of Family and Consumer Sciences new faculty search, Western Kentucky University, Spring 2010, Spring 2011, Spring 2012

### Professional Service

- USDA Multi-state project secretary, NC-1199 N-3 Polyunsaturated Fatty Acid and Human Health and Disease, 2015-2016
- West Central Indiana Infant Mortality Reduction Task Force member, 2014-present
- Vigo County Head Start menus reviewer, Terre Haute, IN, October 2013- July 2014
- Wabash Valley Breastfeeding Coalition member, Terre Haute, IN, October 2013-present
- Pediatric lifestyle program member, Maple Center, Terre Haute, IN, September 2013- May 2014
- USDA Multi-state project member, NC-1199 N-3 Polyunsaturated Fatty Acid and Human Health and Disease, March 2013-present

### Scholarly Reviewer

- Scholarly manuscript reviewer, Nutrition and Food Science, December 2015
- Scholarly manuscript reviewer, Journal of Community Engagement and Higher Education, October 2015
- Scholarly manuscript reviewer, Journal of Nutrition and Health Sciences, April 2015
- Scholarly manuscript reviewer, Nutrition Research, January 2015
- Book manuscript reviewer, "Professional Development for Health Care", Jones & Bartlett Learning, August 2014
- Scholarly manuscript reviewer, Horizon Research Publishing, October 2013
- Book manuscript reviewer, "Public Health Nutrition: Principles and Practice in Community and Global Health", Jones & Bartlett Learning, April 2013

- Abstract reviewer, The Society of Nutrition Education and Behavior conference, 2013-2016
- Scholarly manuscript reviewer, The Journal of Nutrition Education and Behavior, 2012-2013

### **Community Presentations**

#### Invited speaker

- “Bite into a Healthy Lifestyle”, Nutrition Awareness Day, West Central Indiana Area 7 Programs on Aging and Disabled, Terre Haute, IN, March 2015
- “Women on the Move to Healthy Eating”, Wabash Valley Community Foundation, Booker T. Washington Community Center, Terre Haute, IN, November 2014
- ISU Employee Wellness Program Nutrition panel discussion, April 2013
- “Career and Life Planning” class presentation for student recruitment, Department Representative, ISU, January 2013
- “Introduction to Health Professions” class presentation for student recruitment, Department Representative, ISU, October 2012, April 2015
- “Use Food Label to Choose Wisely”, Brownie Girl Scout Troop, Potter Gray Elementary School, Bowling Green, KY, October 2011
- “Nutrition and Bone Health”, Nutrition Camp for Seniors, Housing Authority of Bowling Green, Bowling Green, KY, March 2011
- “Healthy Eating during Spring Break”, Phi Sigma Pi, WKU, March 2010
- “Nutrition, Exercise and Health”, Department of Nutrition and Health Sciences, UNL, October 2007
- “Research method”, Department of Nutrition and Dietetics, East Carolina University, NC, October 2007
- “Cultural Aspects of Food and Nutrition”, Department of Nutrition and Health Sciences, UNL, April 2005, February 2007, January 2009

#### Poster presentation

- “Qualitative Assessment of Nutrition Education and Health Needs of University Mid-Age Female Staff”. 2008 Showcase. College of Education and Human Sciences. UNL, November 2008

#### Community Nutrition Education Presentation

- “Snack Smart”- Healthy snacking for 4-H teenagers, Lincoln, NE, March 2006

### **Community Activities**

- Matter and Motion, Ivy Tech Wellness Fair, March 2014
- Pediatric lifestyle program, Farrington Grove Elementary School, Terre Haute, IN, Spring 2014
- Wellness Bash, ISU Health Fair, 2013- 2015
- Kentucky Migrant Education Program, Comprehensive Needs Assessment Expert Work

- Group, Kentucky Department of Education, March 2012
- Childhood Obesity Radio Interview, WKU, September 2011
  - Living Learning Community, CHHS, WKU, October 2010
  - WKU Student Research Conference, Faculty Representative, WKU, February 2010
  - Graduate Student Association Department Representative, UNL, August 2006- August 2009
  - Volunteer experience: Nutrition Education Program, Lincoln Northeast High School, Lincoln, NE, Spring 2006
  - Volunteer experience: Lincoln-Lancaster County Health Department, Lincoln, NE, Spring 2006

### **HONORS/AWARDS**

- Diversity Leaders Program Award, Academy of Nutrition and Dietetics, 2014
- Widaman Trust Distinguished Graduate Assistant Award, Institute of Agriculture and Natural Resources, Agricultural Research Division, UNL, 2008
- Ruby-Linn Fellowship, Department of Nutrition and Health Sciences, UNL, 2008
- Jeanne Vierk Yeutter Fellowship, College of Education and Human Sciences, UNL, 2006
- Nevada Wheeler Memorial Fellowship, College of Education and Human Sciences, UNL, 2006
- Gamma Sigma Delta, The Honor Society of Agriculture, UNL, 2004
- Graduate Student Association Binding Grant, SUNY at Buffalo, 2003
- Mark Diamond Research Fund, SUNY at Buffalo, 2002
- Annette Rachman Scholarship, SUNY at Buffalo, 2000, 2002

### **CERTIFICATES**

- Certificate of Completion in the Training for the Protection of Human Research Subjects, UNL, 2006
- Certificate of Institute for International Teaching Assistants, UNL, 2006
- Certificate of Write Winning Grants Seminar, UNL Office of Research and Graduate Studies, 2004
- Certificate of Protection of Human Research Subjects, NIH Office of Human Subjects Research, 2001

### **PROFESSIONAL AFFILIATIONS**


- Diversity Leader, Academy of Nutrition and Dietetics, 2014-2015
- Honorary member, Phi Upsilon Omicron, The National Honor Society of Family and Consumer Sciences, 2013-present
- Indiana Academy of Nutrition and Dietetics (Formerly: Indiana Dietetic Association), January 2013- present

- Campaign member, Kids Eat Right, Academy of Nutrition and Dietetics, January 2013-present
- American Society of Nutrition, Feb. 2012- present
- Kentucky Dietetic Association, June 2010- December 2012
- Society for Nutrition Education and Behavior (Formerly: Society of Nutrition Education), Oct. 2007- present
- Nebraska Dietetic Association, June 2006-May 2010
- Academy of Nutrition and Dietetics (Formerly: American Dietetic Association), June 2006- present
- Gamma Sigma Delta, The Honor Society of Agriculture, 2004
- American Oil Chemists' Society, June 2001- May 2003

# PDP Log - Display Activities

Wan-Ju J Yen ID 991841

Selected Credential **Registered Dietitian Nutritionist or Registered Dietitian**  
 Cycle Start Date **6/01/2014** Cycle End date **5/31/2019**  
 Log Status **Activities Logged**

 Indica  
can be vie

LNC	CPE Activity Type	Activity Title	Activity Provider	CPE Units	Activity Date	How did you use the knowledge or skill acquired from this learning activity
4000	170	FNCE 2015	AND	12.5	10/05/2015	Use in teaching materia and research projects ic
4040	170	Can modifying dietary behaviors modify brain health?	SNEB	1.0	8/21/2015	Research project design
1000	150	ACEND Accreditation Workshop	ACEND	12.0	7/31/2015	For upcoming self-stud re-accreditation
1000	170	ACEND Accreditation "U"	ACEND	7.0	7/28/2015	For upcoming self-stud re-accreditation
1070	170	Spring 2015 HOD Meeting-Academy's Sponsorship Program	AND HOD	3.0	5/03/2015	For future leadership rc
4000	170	Indiana Academy of Nutrition and Dietetics 2015 Annual Meeting	Indiana Academy of Nutrition and Dietetics	13.5	4/16/2015	Use in teaching materia
1070	170	Meet the Candidates Forum	AND	1.0	1/27/2015	Learning the AND elect process
1070	170	Fall 2014 HOD meeting	AND House of Delegate	2.0	10/18/2014	For the upcoming self-s and re-accreditation preparation, and also fr future leadership roles
4030	170	Menu labeling: What's up? What's next?	Society of Nutrition Education and Behavior	1.0	7/24/2014	For research new proje development

**Total CPE 53.0**



Jennifer Yen

Professional development activities at ISU

Attended sessions on teaching skills, such as "Addressing student behaviors professionally" at Faculty Center for Teaching Excellence; improve online teaching skills at Extended Learning; attended weekly New Faculty Orientation in Fall 2012; participated in student success plan development.



**CARLA S. HONSELMAN, PhD, RDN, LDN**

317 East 1700<sup>th</sup> Road  
Casey, IL 62420  
(217) 932-5495  
chons1355@gmail.com

**PROFESSIONAL SUMMARY**

Registered and licensed Dietitian, Tenured, Associate Professor, Coordinator of Didactic Program in Dietetics, Licensed Nursing Home Administrator with degrees in Family and Consumer Sciences/Dietetics and an advanced degree in Community Health – Health Policy, possessing a variety of professional and scholarly experiences including clinical, administrative, outpatient, academic, food service, wellness, consulting, entrepreneurial, hospice and community dietetics in addition to health care management.

**EDUCATION**

**Ph.D. in Community Health, Health Policy**, University of Illinois, Urbana, IL, 2008

**MS in Dietetics**, Eastern Illinois University, Charleston, IL, 1983

**BS in Home Economics, Dietetics Option**, Eastern Illinois University, Charleston, IL 1981

**ADDITIONAL TRAINING**

Completed a Certificate of Training in Adult Weight Management, Commission on Dietetic Registration, Atlanta, GA, October 2014

**TEACHING EXPERIENCE**

**Associate Professor**, Applied Health Sciences, Indiana State University, August 2015 to present

- Teaching responsibilities include teaching undergraduate courses in dietetics: Fundamentals in Nutrition, Nutrition Care Process, Society and Aging, Nutrition in Wellness; Graduate course, Trends in Foods.
- Graduate Project Committee Co-Chair
- Honors Thesis Committee

**Associate Professor, Tenured**, School of Family and Consumer Sciences, Eastern Illinois University, May 2013 through December 2014

**Associate Professor**, School of Family and Consumer Sciences, Eastern Illinois University, 2007 to May 2013

- Teaching responsibilities included teaching undergraduate courses in dietetics including Advanced Human Nutrition, Nutrition Therapy, Nutrition Care Process, Community Nutrition, Nutrition and Physical Performance, Nutrition in the Global Society,

Profession of Dietetics, Nutrition and the Addicted Person, Adult Weight Management;  
Graduate courses: Principles of Nutrition Education, Lifespan Nutrition

- Didactic Program in Dietetics Coordinator, 2007 through 2013
- Dietetics Program Area Faculty Coordinator, 2007 through 2013
- Served on the following committees:
  - Faculty Search Committee, Family and Consumer Sciences, Chair – 2014
  - Academic Assessment Committee, Family and Consumer Sciences; 2007 to 2015
  - Executive Committee, Family and Consumer Sciences; 2007 - 2014
  - Curriculum Committee, Chair, Family and Consumer Sciences; 2010-2011, 2011-2012, 2012-2013
  - Curriculum Committee, Chair, Lumpkin College of Business and Applied Science; 2010 - 2011, 2011 - 2012, 2012 - 2013
  - Grade Appeal Committee, Chair, Lumpkin College of Business and Applied Science
  - Recruitment and Retention Committee, Chair, Family and Consumer Sciences; 2007-2008, 2008-2009
  - Committee on Assessment of Student Learning (CASL), Eastern Illinois University; 2007-2008, 2008-2009, 2009-2010
  - Qualtrics Ad-hoc Committee, Eastern Illinois University; 2009
  - University Search Committee, Dining Services Manager; Spring 2012
  - Faculty Search Committee, RN to BS Nursing Program; 2011
  - Faculty Search Committee, Family and Consumer Sciences; 2010
  - Faculty Search Committee, RN to BS Nursing Program; 2008 - 2009
- Member of Graduate Faculty
- Graduate Committee Advisor
- Thesis Advisor
- Honors Research Advisor
- Study Abroad Italy 2014, “Italian Culture and Mediterranean Cuisine” Advisor
- Student Dietetics Association Advisor; 2009 - 2015
- Undergraduate Dietetics Research Organization Advisor; 2012

**Teaching Assistant**, Department of Community Health, University of Illinois, 2002 - 2005

- Full responsibility for two sections of Human Sexuality per semester
- Grader for large lecture class
- Earned University of Illinois Graduate Teacher Certificate
- Listed on the University of Illinois “Incomplete List of Teachers Ranked as Excellent by their Students”

**Dietetics Instructor**, School of Family and Consumer Sciences, Eastern Illinois University, August 2001 - July 2002

- Taught courses in dietetics including: Advanced Human Nutrition, Advanced Food Science, Community Nutrition, Food Service Systems Management and Senior Seminar

The Effect of Suggestive Selling by Wait Staff on Food Consumption. G. Zumwalt, K. Kennedy-Hagan, C. Honselman, K. Rhodes, J. Painter 2008  
Pistachio Nut Study. J. Painter, C. Honselman, K. Kennedy-Hagan, K. Rhodes, 2008

**University of Illinois**, Champaign, IL, 2008

Access and Utilization of Transitional Care Service by the Elderly According to Payer Source, C. Honselman 2008

Graduate Research Projects, Department of Community Health, University of Illinois at Urbana-Champaign, 2003 to 2007

- Sleep Duration and Weight, Applied Epidemiology Research Project
- Program Evaluation of University of Illinois LINC (Learning in Community) Program, Educational Psychology Evaluation Methods Course Project

### **PROFESSIONAL PUBLICATIONS**

Honselman, C., Myrdal, M., Sandquist, D. (2015). Healthy Choices for a Healthy Planet Toolkit. *Academy of Nutrition and Dietetics Foundation* [Toolkit]. March, 2015

Honselman, C. (2012). High impact integrative learning in undergraduate dietetics curriculum. *Journal of the Academy of Nutrition and Dietetic* [Abstract]. 112 (9), A-77.

Honselman, C. (2011). IDA's Public Policy Platform and Membership Survey [Webinar]. In *Illinois Dietetic Association's Legislative Brown Bag Webinars*. Retrieved from <http://www.eatright.org>.

Honselman, C., Painter, J., Kennedy-Hagan, K., Halvorson, A., Rhodes, K., Brooks, T., Skwir, K. (2011). In-shell pistachio nuts reduce caloric intake compared to shelled nuts. *Appetite*. 57, 414- 417.

Kennedy-Hagan, K., Painter, J., Honselman, C., Halvorson, A., Rhodes, K., Skwir, K. (2011). The effect of pistachio shells as a visual cue in reducing caloric consumption. *Appetite* 57, 418-420.

Honselman, C., Painter, J., Kennedy-Hagan, K., Halvorson, A., Rhodes, K., Brooks, T., Skwir K. (2010). Consuming unshelled pistachios reduces caloric intake [Abstract]. *Journal of the American Dietetic Association, Suppl 2*, A-57.

Kennedy-Hagan, K., Painter, J., Honselman, C., Halvorson, A., Rhodes, K., Skwir, K. (2010). Pistachio shells serve as a visual cue of calorie consumption [Abstract]. *Journal of the American Dietetic Association, Suppl 2*, A-58.

Zumwalt, G., Kennedy-Hagan, K., Honselman, C., Rhodes, K. (2008). The effect of suggestive selling by wait staff on food consumption. [Abstract]. *Journal of the Academy of Nutrition and Dietetics*, 108 (9) Supplement, A-39.

### **PROFESSIONAL PRESENTATIONS**

*Nutrition and Alzheimer's Disease*. Regional Caregiver College, Flora, IL, April 2015

*Nutrition Through Levels of Care with Alzheimer's Disease*. Regional Professional Caregivers Annual Meeting, Effingham, IL, April 2014

## PROFESSIONAL EXPERIENCE

**Registered Dietitian/Consultant, Private Practice**, Main Street R.D., Casey, IL. January 2015 to present, Owner/Consultant

- Responsible for establishing a free-lance, private practice business to provide counseling for groups and individuals through individual and group consultation and social media.

**Nursing Home Administrator**, Burnsidess Community Health Center, December 2005 to December 2006

- Responsible for analysis of services and programs offered and development of educational programs to integrate with community services
- Responsible for planning renovation and redecorating projects to allow implementation of patient centered services and initiation of projects identified in initial analysis
- Responsible for development and implementation of policies, personnel management, building and grounds management, budget development, staff development, regulation compliance, capital expenditures, quality control programs, and staff training
- Program development to facilitate community service and improve in-house service

**Home Health and Hospice Dietitian**, Dynamic Home Care and Hospice, Charleston, IL, January 2005 to January 2007

- Responsibilities included client assessment, instruction and follow-up.
- Participated in interdisciplinary team meetings to review client care and develop individual plan of care

**Owner and Consultant**, Lifespan Nutrition Services, Casey, IL, February 1986 to 2005

- Administrative and clinical consulting for *long term care facilities*; responsible for advising facilities on management issues. Provided clinical care for residents through assessment, recommendations, and participation in care plan development
- Consulting services for *small hospitals* including clinical care of patients as needed and oversight of management of dietary departments and state and JCAHO regulation compliance issues. Planned and conducted weight loss clinics based out of small hospitals.
- *Wellness and Health Promotion Specialist/Consultant* for business and industry
- *Weight loss and behavior modification counselor* responsible for program design, management and patient counseling for morbidly obese patients
- Organized and presented *training workshops* for Dietary Managers
- Taught *sanitation class* for IDPH certification

**Nursing Home Administrator**, Cumberland Nursing Center, Greenup, IL, 1997 to 2001

## RESEARCH EXPERIENCE

**Eastern Illinois University**, Charleston, IL, 2008 to present

Food Cost by Nutrient Value. C. Honselman, L. Reichter, 2012

Illinois Dietetics Association Member Legislative Survey. C. Honselman, 2011

Illinois Dietetics Association (IDA) Membership Mapping Survey, IDA Leadership Team, 2010

Influence of Music Tempo on Calorie Consumption in a Restaurant Setting. R. Rogers, C. Honselman, K. O'Rourke, J. Painter, K. Rhodes, 2009

*Discussion with the Experts: Building a Local Food System.* Academy of Nutrition and Dietetics Public Policy Workshop, Washington, D.C., March 11, 2013

*High-Impact, Integrative Learning in Undergraduate Dietetics Curriculum* [Poster Session]. Academy of Nutrition and Dietetics 2012 Food and Nutrition Conference and Expo, Philadelphia, PA, October 9, 2012

*Students Leading Students as Health Advocates in Schools and Communities.* American Association of Family and Consumer Sciences 103<sup>rd</sup> Annual Conference and Expo, Indianapolis, IN, Tuesday, June 26, 2012.

*Licensure and Legislative Review – Illinois Dietetic Association Spring Assembly,* Chicago, IL, April 2012

*Legislative Brown Bag Webinar: IDA’s Public Policy Platform and Membership Survey* [Webinar]. Illinois Dietetic Association, December 9, 2011

*Obesity: Student Role in School and Community Environmental Assessment.* Family, Career and Community Leaders of America Fall Leadership Meeting, Charleston, IL, October 26, 2011.

*Licensure Planning and Legislative Agenda.* Illinois Dietetic Association 2011 Leadership Retreat, Oglesby, IL, June 13, 2011.

*Licensure and Legislative Review.* Illinois Dietetic Association Annual General Meeting, Oakbrook, IL. April 8, 2011

*Licensure and Health Care Reform in Illinois.* Eastern Illinois Dietetic Association November Meeting, Champaign, IL, November 10, 2010.

*Consuming Pistachios in the Shell Reduces Caloric Intake.* C. Honselman, PhD, RD; J. Painter PhD, RD; K. Kennedy-Hagan, PhD, RD; A. Halvorson, MS, RD; K. Rhodes, MS; T.L. Brooks, PhD, RD and K. Skwir, BS. Poster Session. American Dietetic Association’s Food and Nutrition Conference and Exhibition, Boston, Massachusetts. November 8, 2010.

*The Effect of Pistachio Shells as a Visual Cue in Reducing Caloric Consumption.* K. Kennedy-Hagan, J.E. Painter, C. Honselman, A. Halvorson, K. Rhodes, K. Skwir. Poster Session. American Dietetic Association’s Food and Nutrition Conference and Exhibition, Boston, Massachusetts, November 8, 2010.

*Dietetics Studies and Profession.* Guest lecturer in two sections of FCS 1000 Foundations of Family and Consumer Sciences, October 2010

*RDs in Public Policy – Recommendations from ADA.* Illinois Dietetic Association Leadership Retreat, Oglesby, IL. June 6, 2010.

*Nutrition and Older Adults: Recognizing Barriers to Care,* Eastern Illinois Dietetic Association Fall Meeting, Mattoon, IL. November 16, 2009

*Elder Nutrition - What’s Important.* Fall Workshop for Community Care Providers, Wabash Valley College, Mount Carmel, IL. September 19, 2009

*The Patient’s Perspective on Transitional Care.* Poster Presentation, Annual Conference of the American Society on Aging and The National Council on Aging, Aging in America 2009, Las Vegas, NV. March 18, 2009

*Transitional Care From the Patient’s Perspective.* The Illinois Department on Aging’s Annual Meeting, Governor’s Conference on Aging, The Power of Knowledge: Aging Smart, Chicago, IL. December 11, 2008

*Chronic Illness and Management Paper Presentation: Access and Utilization of Transitional Care Services by the Elderly According to Payer Source.* The

Gerontological Society of America's 61<sup>st</sup> Annual Scientific Meeting, Resilience in an Aging Society: Risks and Opportunities, National Harbor, Maryland. November 22, 2008

*The Profession of Dietetics.* Guest lecturer in FCS 1000 Foundations of Family and Consumer Sciences, November 2008.

*When I Grow Up I Want to Be.... Healthy.* Presented to the Illinois Association of Family, Career and Community Leaders of America. Eastern Illinois University, Charleston, Illinois, October 28, 2008

*Nutrition, The Older Adult and the Caregiver,* Presented as part of Eastern Illinois University's Caregiver Series Workshop, October 15, 2008

*The Effect of Suggestive Selling By Wait Staff on Food Consumption* Poster Presentation, American Dietetic Association Food and Nutrition Conference and Expo, Chicago, Illinois, October 26, 2008.

*Cultural Changes in Health Care.* Illinois Dietary Managers Association Annual Meeting, Urbana, Illinois, April, 2007.

*Grandma and Sexuality: In the Same Sentence?* Family Resiliency Across the Life Span, Illinois Council on Family Relations and Eastern Illinois University Gerontology Program, 2004

*Food Presentation: Setting the Mood and Waving the Wand.* Illinois Dietary Manager's Association Annual Meeting, Effingham, Illinois, 2000.

*You Can Never Be Asked to Dance Too Many Times.* American Dietary Manager's Association Annual Meeting, Louisville, Kentucky, 1994.

#### **GRANTS AWARDED**

*Eastern Illinois University Faculty Partnership Development Grant – Fall 2012*

*Winkleblack Fund Grant – 2012*

*Academy of Nutrition and Dietetics Foundation Healthy Snacking Toolkits Mini-Grant - 2011*

*Redden Fund Grant – 2011*

*Redden Fund Grant – 2009*

#### **PROFESSIONAL ORGANIZATIONS AND AFFILIATIONS**

*Academy of Nutrition and Dietetics, 1983 to present*

*Academy of Nutrition and Dietetics Politic Action Committee Board of Directors, 2016*

*Illinois Delegate South, 2016*

*Illinois Delegate-Elect South, 2015*

*RD Farmer and Agriculture Advisory Committee, 2013 to present*

*Presenter – Food Additives and Your Health, 2016*

*Healthy Food for a Healthy Planet Website Working Group Committee, 2015*

*DANEH Reviewer, 2014 to present*

*Academy of Nutrition and Dietetics Foundation Fundraising Chair Committee, Illinois Chair, 2010, 2011, 2012, 2013*

*Dietetic Educators of Practitioners Dietetic Practice Group, 2007 to present*

*Clinical Nutrition Management Dietetic Practice Group, 2007 to present*

*Research Dietetic Practice Group, 2009 to present*

*Women's Health Practice Group, 2009 to present*

*Nutrition Entrepreneurs Dietetic Practice Group, 2009 to present*



*American Association of Family and Consumer Sciences*, 2011 through 2014  
*American Society for Nutrition*, 2012 through 2014  
*Illinois Academy of Nutrition and Dietetics*, 1983 to present  
State Regulatory Specialist, 2010 to present  
Legislative Team Member, 2010 to present  
Public Policy Panel, 2010 to present  
Health Care Reform Committee, Chair, 2010, 2011  
Illinois Public Health Association Liaison, 2010 through 2014  
*Eastern Illinois Dietetic Association*, 2008 to present  
Government/Public Affairs Chair, 2009 to 2013  
*Illinois Alliance to Prevent Obesity*, 2010 through 2013  
Leadership Council, 2010 through 2013  
Steering Committee, 2010 through 2013  
Healthy Worksite Workgroup Co-Chair, 2012  
*Illinois Public Health Association*, 2010 through 2014  
Illinois Dietetic Association Liaison, 2010 through 2014  
*Illinois Department of Public Health, Women's Health Conference*, Advisory Committee, 2012  
*Society of Nutrition Education and Behavior*, 2012, 2013  
Reviewer 2012 through 2014

#### **COMMUNITY ORGANIZATIONS AND AFFILIATIONS**

*Clark County Board of Health*, 2014 to present  
*Clark County Board of Health*, Secretary, 2014 to present  
*Casey in Action*, Board Member, 2014 to present  
*Casey in Action*, 2012 to present  
*Casey Downtown Improvement Committee*, 2013 through 2014



## Mark C. McInerney

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### Education

- |                     |  |
|---------------------|--|
| Anticipated<br>2016 | Indiana State University<br>Terre Haute, IN<br>Doctorate of Health Sciences<br>Health Sciences                         |
| 2012                | Indiana State University<br>Terre Haute, IN<br>Master of Science<br>Dietetics  |
| 2009                | Indiana State University<br>Terre Haute, IN<br>Bachelor of Science<br>Family and Consumer Sciences, Food and Nutrition |

### Experience

#### Assistant Professor of Food and Nutrition

August 2015-Present

Indiana State University, Terre Haute, IN

- Responsibilities include:
  - Teach the following courses:
    - AHS 423/523 – Medical Nutrition Therapy (5 credit hours)
    - AHS 424/624 – Medical Nutrition Therapy Supervised Practice (4 credit hours)
    - AHS 221 – Introduction to Nutrition (3 credit hours)
    - AHS 420/520 – Medical Nutrition Therapy I (3 credit hours)
    - AHS 637 – Food and Nutrition Policy (3 credit hours)
  - Serve as a preceptor at Union Hospital two days per week

- Advise 6 dietetic graduate students; 1 public health nutrition graduate student; 13 dietetic undergraduate students
- Created and revised course curriculum and Blackboard sites
- Lecture development and presentation
- Meeting with students; Grading and grade distribution
- Coordinate AHS 201 – Fundamentals of Nutrition (6 sections)

### **Nutrition Consultant**

January 2014-Present

Indiana State University, Terre Haute, IN

- Responsibilities include:
  - Provide one-on-one nutrition counseling to students, faculty and staff at ISU
  - Provide information for display cases
  - Provide nutrition guidelines to ISU personal trainers
  - Provide nutrition consults for ISU athletics
    - Football, Basketball, Volleyball one-on-one nutrition consults.
    - Volleyball – Menu development, meal production, grocery store tours

### **Full-Time Lecturer**

August 2014-May 2015

Indiana State University, Terre Haute, IN

- Responsibilities include:
  - Coordinator, AHS 111 – Personal Health Science and Wellness (17 sections)
  - Taught the following courses:
    - AHS 201 – Fundamentals of Nutrition (3 credit hours)
    - AHS 221 – Introduction to Nutrition (3 credit hours)
    - AHS 420/520 – Advanced Nutrition (3 credit hours)
    - AHS 423/523 – Medical Nutrition Therapy (5 credit hours)
    - AHS 424/624 – Medical Nutrition Therapy Supervised Practice 1 (4 credit hours)
    - AHS 429/529 – Nutrition in Wellness (3 credit hours)
    - AHS 623 – Advanced Nutrition II (3 credit hours)
  - Supervise Masters and Doctoral Graduate Assistants
  - Served as a preceptor at Union Hospital two days per week
  - Advised eight undergraduate dietetic students
  - Created and revised course curriculum and Blackboard sites
  - Lecture development and presentation
  - Meeting with students; Grading and grade distribution

**Graduate Assistant**

August 2013-August 2014

Indiana State University, Terre Haute, IN

- Responsibilities include:
  - Coordinator AHS 111 – Personal Health Science and Wellness
  - Teach AHS 201 – Fundamentals of Nutrition
  - Supervise Masters and Doctoral Graduate Assistants
  - Create and revise course curriculum and Blackboard sites
  - Lecture development and presentation
  - Meeting with students; Grading and grade distribution

**Full-Time Lecturer**

**Coordinator, AHS 111 – Personal Health Science and Wellness**

August 2012- May 2013

Indiana State University, Terre Haute, IN

- Responsibilities include:
  - Coordinate AHS 111 – Personal Health Science and Wellness
  - Supervise Masters level Graduate Assistants
  - Provide AHS 111 orientation to Graduate Assistants
  - Teach AHS 111 – Personal Health Science and Wellness
  - Teach AHS 201 – Fundamentals of Nutrition
  - Creating and revising course curriculum and Blackboard sites
  - Develop lecture content
  - Exam development
  - Meeting with students to discuss progress
  - Grading and grade distribution

**Graduate Assistant**

August 2010 – May 2012

Indiana State University, Terre Haute, IN

- Responsibilities include:
  - Teach AHS 111 – Personal Health Science and Wellness.
  - Develop lecture content
  - Exam development
  - Meeting with students
  - Grading and grade distribution

## **Dietetic Intern**

January 2012 – April 2012

Richard L. Roudebush VA Medical Center, Indianapolis, IN

- Responsibilities include:
  - Clinical and Administrative Dietetics
  - Completing daily nutrition assessments and follow-ups
  - Providing one-on-one nutrition counseling
  - Providing individualized and group nutrition education for diabetes management, weight management, renal complications, heart health, and other chronic diseases
  - Administering patient satisfaction surveys
  - Cooking Demonstrations
  - Food safety
  - Collaborated with members of a team to develop menu
  - Menu costs
  - Developed business plan and marketing tools
  - Professional presentations

## **Certifications**

- Registered Dietitian: April 2013-Present
  - Registration ID number – 1094313
- ServSafe Certified: October 2010- Present

## **Awards**

- Outstanding Graduate Assistant, Department of Applied Health Sciences: 2013-2014 academic year
- Outstanding Graduate Student, Coordinated Program in Dietetics: May 4, 2012
- Outstanding Graduate Assistant, Department of Applied Health Sciences: 2011-2012 academic year
- Outstanding Graduate Assistant, Department of Applied Health Sciences: 2010-2011 academic year

## **Volunteer**

- American Diabetes Association Camp John Warvel, North Webster, IN, Assistant Head Dietitian: Summer 2011, Summer 2013, Summer 2014
  - Responsible for menu development and supervising dietetic interns.
- Indiana State University Dietetic Advisory Board member – 2013-Present

- Indiana Academy of Nutrition and Dietetics Board Member
  - Public Policy Coordinator – June 2015-Present
  - Consumer Protection Coordinator -- June 2014-June 2015
  - State Regulatory Specialist – June 2013-June 2015

## Service

- **University Service**
  - Open Pathways Committee, September 2015-Present
  - Employee Wellness Advisory Committee, January 2015-Present
- **College Service**
  - Assessment Committee – August 2015-Present
  - Student Affairs Committee, August 2013-May 2014
    - Student Handbook subcommittee, co-chair
    - Department of Applied Health Sciences graduate student representative
- **Department Service**
  - Health Sciences Search Committee – 2015
    - Full-time Instructor in Health Sciences
  - Human Development and Family Studies Search Committee -- 2015
    - Full-time Instructor in HDFS
  - Food and Nutrition Search Committee – 2015
    - Tenure-track position for Nutrition and Dietetics
  - Health Sciences Search Committee – 2015
    - Full-time Instructor for Health Sciences
  - Health Sciences Search Committee – 2014
    - Full-time Instructor for Health Sciences
  - Health Sciences Search Committee – 2014
    - Tenure-track position for Health Sciences
  - Food and Nutrition Search Committee – 2014
    - Tenure-track position for Nutrition and Dietetics
- **Professional Service**
  - Union Hospital COPD Health Fair – November 2014
  - Indiana State University Wellness Bash – October 2014
  - Mollie R. Wheat Memorial Clinic
    - Offer free nutrition services for the Mollie R. Wheat Memorial Clinic patients in Terre Haute, IN – September 2014-present
  - Vigo County Head Start
    - Review menus to ensure they meet CACFP guidelines -- August 2014-present.

- Vigo County Early Head Start
  - Review menus to ensure they meet CACFP guidelines – August 2015-present
- Indiana Academy of Nutrition and Dietetics Board Member – 2013-Present
  - Public Policy Coordinator, June 2015-Present
  - Consumer Protection Coordinator, June 2014-June 2015
  - State Regulatory Specialist, June 2013-June 2014
- Indiana State University Dietetic Advisory Board Member – 2013-Present

## Publications

- *Submitted*
  - Hutchins, M., **McInerney, M.**, Wigand, N., Szegedi, S. (2015). Student use of fitness programming. *The Physical Educator*. (Submitted September 23, 2015)
- *In Progress*
  - Johnson, M., Yen, W., Hutchins, M., **McInerney, M.** (2015). Contributions of media consumption, physical activity, and family meals, to overweight and obesity status among children and youth with autism spectrum disorders.

## Presentations

- Hutchins, M., Melancon, J., **McInerney, M.** (2015). Teaching self-efficacy of a selected group of secondary health education teachers. American School Health Association. Orlando, FL.

## Invited Presentations

- **McInerney, M.** (2015). Federal and State Policy Issues in Dietetics. Indiana State University.
- **McInerney, M.** (2015). Healthy eating: A way of life. Indiana State University.
- **McInerney, M.** (2014). Controlling Caloric Intake. Rose Hulman Institute of Technology.
- **McInerney, M.** (2014). Eat Up, Weight Down, 3 week weight loss workshop. Indiana State University.
- **McInerney, M.** (2014). Nutrition for Triathletes. Indiana State University.
- **McInerney, M.** (2014). Nutrition from Infancy to Adulthood. Rockville Correctional Facility.
- Berlin, K. & **McInerney, M.** (2013). Fitness, nutrition, and health concerns presentation for criminology students. Indiana State University.

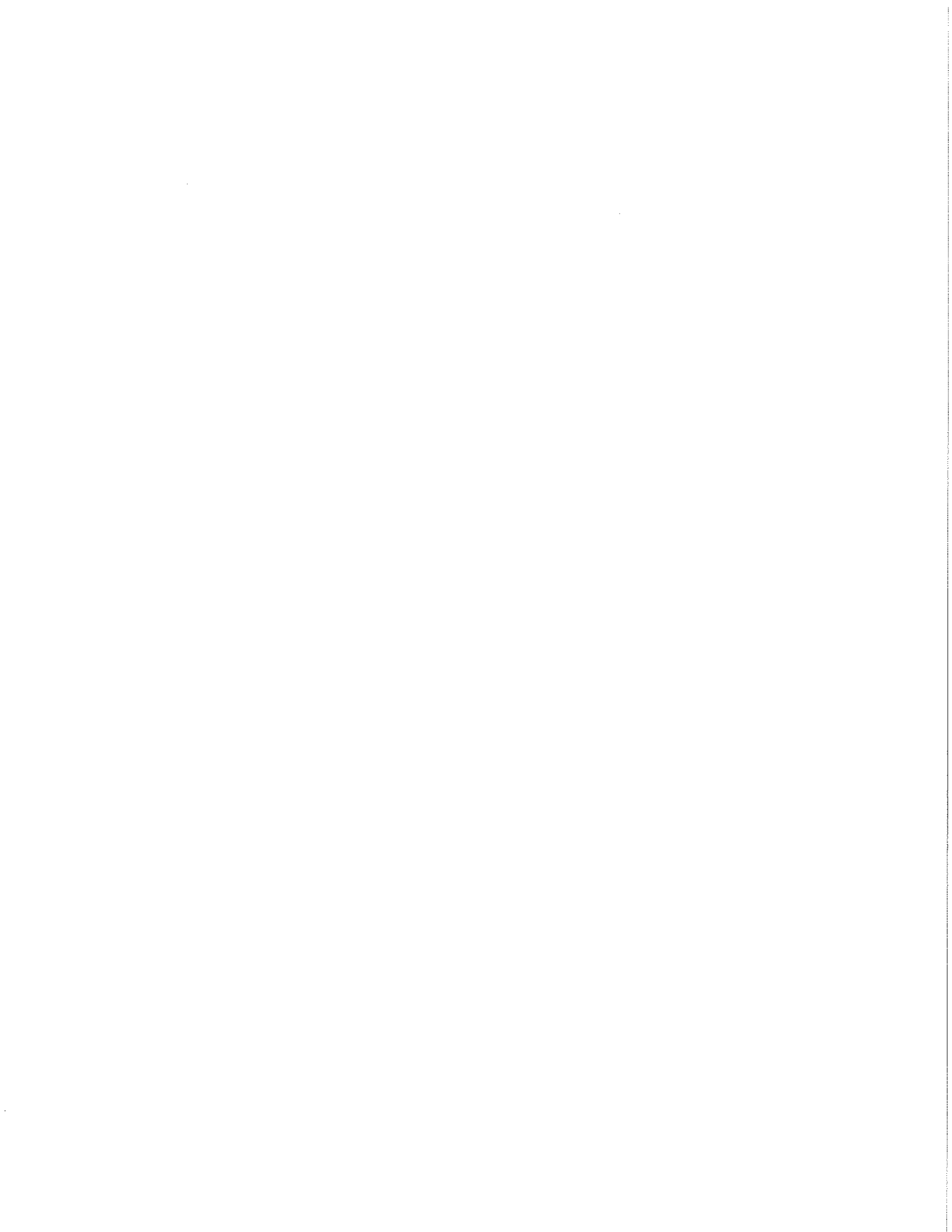
## Other Publications



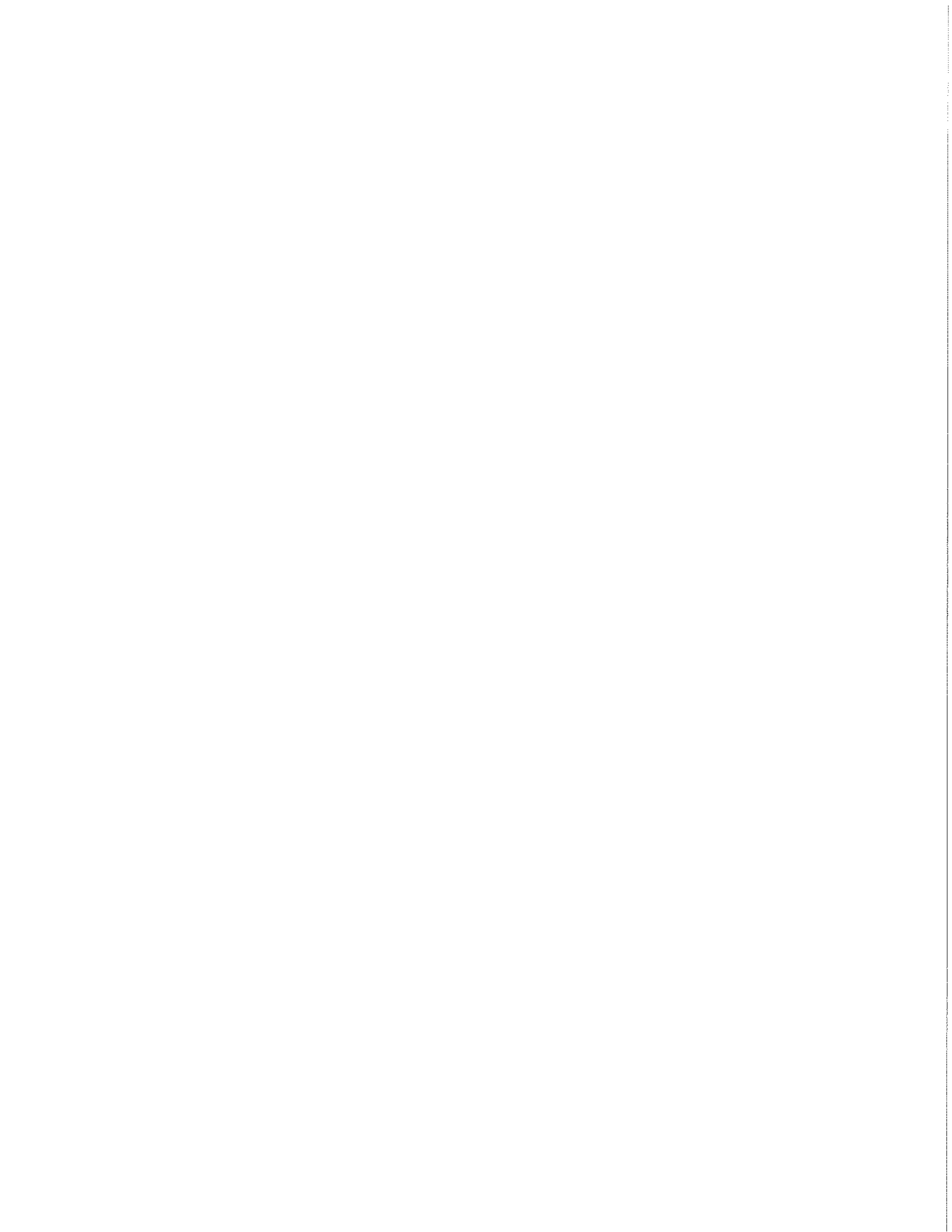
- Indiana Academy of Nutrition and Dietetics (2016). *Indiana Diet Manual* (9<sup>th</sup> ed.) Muncie, IN. (Co-editor)
- **McInerney, M.** (2015). Indiana attends academy's public policy workshop. *Hoosier Dietitian*, 69(1).
- **McInerney, M.** (2014). What benefit does licensure provide? Consumer protection and licensure summit overview. *Hoosier Dietitian*, 68(6).

### **Affiliations**

- Academy of Nutrition and Dietetics – June 2013-Present
- Indiana Academy of Nutrition and Dietetics – June 2013-Present



APPENDIX S



**Eskenazi Health  
Clinical Affiliation Agreement**

This agreement is between The Health and Hospital Corporation of Marion County, Indiana d/b/a Eskenazi Health ("Eskenazi Health") and Indiana State University, College of Health and Human Services ("School").

**WHEREAS**, School desires to provide educational experiences to students enrolled in Coordinated Program in Dietetics Programs;

**WHEREAS**, Eskenazi Health is a public healthcare system with multiple facilities, including an acute-care hospital, community health centers, specialty care clinics, and mental health services, and is willing to make available its facilities to School and its students for educational experiences;

**THEREFORE**, the parties agree as follows:

I. **Eskenazi Health** shall:

- A. Retain the authority and responsibility for patient care and the provision of patient services.
- B. Accommodate a predetermined number of students, to be supervised by appropriate personnel, for educational experiences in those areas and at those times agreed to by Eskenazi Health and School. Students will not replace paid staff nor be paid by Eskenazi Health.
- C. Provide input to School regarding student performance.
- D. Designate a liaison between Eskenazi Health and School.
- E. Provide conference and classroom space, as agreed to by Eskenazi Health, and make Eskenazi Health's Learning Center available to students during its operating hours.
- F. Provide students with information about Eskenazi Health safety, patient safety and care, and infection control measures.
- G. Make Eskenazi Health's policies and procedures that are applicable to the student's clinical experience available to School, at School's request.

II. **School** shall:

- A. Direct faculty and students to comply with Eskenazi Health's policies and procedures that are applicable to the students' clinical experience while performing work under this Agreement.
- B. Direct its faculty and students who are exposed to or acquire Eskenazi Health confidential and/or patient information, including but not limited to individually identifiable health information ("IIHI") and protected health information ("PHI"), as both are defined in the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), 45 C.F.R. §1601.101 et seq., to: (i) comply with the provisions of HIPAA; and (ii) comply with Eskenazi Health's confidentiality agreement.

**Eskenazi Health  
Clinical Affiliation Agreement**

- C. Direct its faculty and students to sign Eskenazi Health's confidentiality agreement.
- D. Instruct students to attend departmental orientation(s).
- E. Maintain on file and provide to Eskenazi Health upon request, or require students to provide directly to Eskenazi Health, the following information for each student:
  - i. verification of a health screening and physical;
  - ii. verification of a current vaccination against rubeola, rubella or recent results of the student's immunity status plus documentation assuring the student is free from active infection of each of the above;
  - iii. verification of Hepatitis B vaccination and/or signed refusal of such;
  - iv. verification of current vaccination against varicella or recent result of student's immunity status which could include titer or physician documentation of having had the disease;
  - v. if the student's clinical experience occurs during the flu season as designated by Eskenazi Health, verification the student received a flu vaccination, or evidence of a medical exemption from this requirement;
  - vi. current results of tuberculosis (skin and/or x-ray) tests assuring that the student is free from active infection of tuberculosis;
  - vii. verification of a national criminal background check that is satisfactory to Eskenazi Health;
  - viii. verification of a urine drug screen that is satisfactory to Eskenazi Health;
  - ix. verification that School and student have not been excluded from participation in any federal or state program, including Medicare and Medicaid;
  - x. verification that faculty and students have received instruction on HIPAA compliance;
  - xi. verification of appropriate licenses, certification and/or qualifications.
- F. Designate appropriate liaisons to coordinate with Eskenazi Health on operational aspects of the affiliation, including but not limited to: (i) instructing students as agreed; (ii) supervising the evaluation of student clinical competence; (iii) counseling students regarding performance in the clinical experience; (iv) enforcing School programs' policies and procedures; and (v) providing the established number of students who will participate in each educational experience prior to the scheduled clinical experience.
- G. Provide Eskenazi Health staff an overview of the aims, objectives and activities of the educational experience on an annual basis or more frequently, as necessary.
- H. Review with Eskenazi Health's designated liaison(s) any proposed changes to the students' educational experiences.

**Eskenazi Health  
Clinical Affiliation Agreement**

- I. Require each student to wear an identifiable, designated School program uniform while on duty in Eskenazi Health, to include a nametag, unless otherwise directed by Eskenazi Health policies.
  - J. Remove from assignment at Eskenazi Health those students whose work or conduct may have a detrimental effect on the program or operations, or whose progress and achievement in the opinion of the School does not justify their continuance in the program. School shall forward the names of those students to Eskenazi Health.
  - K. Establish professional liability and other insurance coverage as follows:
    - i. During the term of this Agreement, School agrees to provide evidence of adequate general liability insurance covering the acts or omissions of its faculty, employees and instructors during their participation in the Program. School agrees to provide notification to Eskenazi Health if a lapse or change in insurance coverage occurs during the Agreement period
    - ii. If the student(s) are working in one of the health care provider professions listed in I.C. 34-18-2-14, as amended and as it may be amended from time to time, the School shall (a) carry for each qualified student Professional Liability Insurance covering all liability incurred by each student that arises out of and during the course of each such student's activities under the terms of this Agreement, with limits of not less than those prescribed for health care providers like the student as set forth in I.C. 34-18-4-1, as amended and as it may be amended from time to time, (b) cause each qualified student to perform such other acts as are required of the student to qualify under the Indiana Medical Malpractice Act, and (c) furnish Eskenazi Health with a certificate that each student has filed with the Commissioner of Insurance of the State of Indiana, proof that the student is insured for malpractice liability in at least the amounts set forth above.
    - iii. If the student(s) do not qualify for coverage by the School under the above, the School shall cause each such student to obtain and maintain in force Professional Liability Insurance covering all liability incurred by each student that arises out of and during the course of each such student's activities under the terms of this Agreement, with limits of not less than \$1,000,000 per occurrence and \$3,000,000 in the annual aggregate.
  - L. Provide evidence of current worker's compensation coverage for its faculty, employees and instructors who participate in the Program.
- III. **It is mutually agreed** that:
- A. School and Eskenazi Health shall confer on plans, problems and changes related to the students' educational experiences.

**Eskenazi Health**  
**Clinical Affiliation Agreement**

- B. Eskenazi Health shall have the ability to immediately remove any student if it is determined by Eskenazi Health, in its sole discretion, that the student is unacceptable for reasons of health, performance or other causes that may interfere with Eskenazi Health's policies, operations, or patient care. Eskenazi Health shall provide notice to School of the removal as soon as possible. School agrees that a student's breach of Eskenazi Health's policies, including but not limited to its HIPAA and/or confidentiality policies, shall be grounds for Eskenazi Health to remove the student, or to terminate this Agreement and remove all of School's students from its facilities.
- C. In the event that School or Eskenazi Health, or both, are involved in a dispute or litigation involving third parties arising from work performed under this Agreement, School and Eskenazi Health shall cooperate fully with respect to such dispute.
- D. To the extent allowed by the School's state laws, School will defend, indemnify, and hold harmless Eskenazi Health, its directors, officers, employees, and agents, from and against any claim, liability, loss or expense (including, without limitation, attorney fees) arising directly or indirectly out of any act of negligence or other breach of duty by School, its directors, officers, employees, students, or agents in the performance of this Agreement.
- E. Eskenazi Health will defend, indemnify, and hold harmless School, its directors, officers, employees, students and agents, from and against any claim, liability, loss or expense (including, without limitation, attorney fees) arising directly or indirectly out of any act of negligence or other breach of duty by Eskenazi Health, its directors, officers, employees, or agents in the performance of this Agreement.

Any obligation of Eskenazi Health to save and hold harmless School shall be limited in substance by statutes designed to protect and limit the exposure and liability of Eskenazi Health as an instrumentality of the State of Indiana or as a qualified health care provider under the Indiana Medical Malpractice Act, including, without limitation, the Indiana Tort Claims Act and its aggregate liability limits and bar to liability for punitive damages and for acts or omissions of others.

- F. This Agreement shall commence on 9/4/15 and terminate in three (3) years. Either party may terminate this Agreement by delivering a written notice to the other party at least one academic semester prior to the intended termination date. Any students enrolled in the program at the time that notice of termination is given shall be allowed to complete their rotations.
- G. School students, faculty and employees are not employees of Eskenazi Health or the Health and Hospital Corporation of Marion County; injuries or illnesses resulting from activities under this Agreement are not covered by Eskenazi Health under its workers' compensation program.
- H. School students, faculty and employees are not entitled to any Eskenazi Health employee benefits.



**Eskenazi Health**  
**Clinical Affiliation Agreement**

- I. School agrees that it and its subcontractors, if any, will not discriminate against any employee or applicant for employment to be employed in the performance of this Agreement with respect to hire, tenure, terms, conditions or privileges of employment or any matter directly or indirectly related to employment, because of race, religion, color, sex, disability, national origin, ancestry, age, sexual orientation, gender identity, or U.S. military service or veteran status.
  
- J. This Agreement shall not be construed to create any right or benefit in any third party. The relationship between School and Eskenazi Health shall be considered as one between independent contractors.
  
- K. No party shall use or mention in any publicity, advertising, promotional materials or news release the name or service mark(s) of the other party without the prior written consent of that party.
  
- L. Modification of the Agreement shall be made by mutual consent of both parties. Such modifications shall be in writing and shall be approved by all parties to this Agreement.

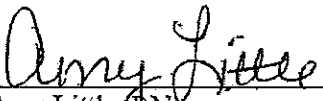
**Eskenazi Health  
Clinical Affiliation Agreement**

IN WITNESS WHEREOF, the parties acting through their duly authorized officials have executed this Agreement on behalf of their organizations.

THE HEALTH AND HOSPITAL CORPORATION OF MARION COUNTY, INDIANA,  
d/b/a  
ESKENAZI HEALTH

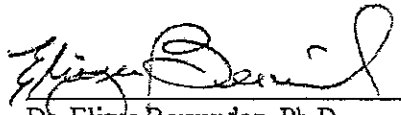
INDIANA STATE UNIVERSITY  
COLLEGE OF HEALTH AND HUMAN SERVICES,  
COORDINATED PROGRAM IN  
DIETETICS

*Recommended for approval by*

  
\_\_\_\_\_  
Amy Little, RN  
Manager, Clinical Education


Date: 9/4/15

*Reviewed, approved, and accepted by*

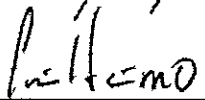
  
\_\_\_\_\_  
Dr. Elizer Bermudez, Ph.D.  
Department Chair, Associate Professor  
for Applied Health & Sciences

Date: 8/31/15


*Reviewed, approved, and accepted by*

  
\_\_\_\_\_  
Lee Ann Blie  
Chief Nursing Officer  
Eskenazi Health

Date: 9/15/2015

  
\_\_\_\_\_  
Lisa Harris, MD.  
CEO and Medical Director  
Eskenazi Health

Date: 9/15/15

  
\_\_\_\_\_  
Carol A. Reed, MSRD, Director  
of Coordinator Program Dietetics

Date: 8/27/2015

**AGREEMENT FOR USE OF LEARNING SITES BETWEEN  
CENTEGRA HEALTH SYSTEM  
AND  
INDIANA STATE UNIVERSITY**

This Agreement is entered by and between Centegra Health System ("Centegra") and Indiana State University, ("School").

**WHEREAS,**

Centegra, through its affiliates, has clinical facilities that are suitable as learning sites for the educational needs of professional schools and students in health care.

Centegra, through its affiliates, agrees to make facilities available as learning sites in order to contribute to the education of students in health care and to assist satisfying future community needs for health care.

It is to the mutual benefit of Centegra and School that School's students have opportunities for clinical education and experience as future health care practitioners.

The School's students require a learning site in order to obtain educational experiences through a specific clinical course or school program.

School has agreed to monitor and administrate the school program and course as set out herein.

**NOW, THEREFORE,** it is understood and agreed upon by the parties hereto as follows:

**1. NAME OF PROGRAM/NAME OF COURSE**

This Agreement pertains to the following program and/or course:

AHS 435 – Medical Nutrition Therapy Practicum II – 300 hours  
AHS 431 – Management Practicum – 300 hours

**2. LEARNING SITES**

Centegra agrees to make available the following locations as learning sites for the above-named school programs and/or courses ("Site"):

- Centegra Hospital McHenry, 4201 Medical Center Drive, McHenry IL 60050
- Centegra Hospital Woodstock, 3701 Doty Road, Woodstock IL 60098
- Centegra Hospital Specialty Hospital, 527 W. South Street, Woodstock IL 60098
- Healthbridge Corporation, 200 E. Congress Parkway, Crystal Lake IL 60014
- Centegra Healthbridge Fitness Center, LLC, 10450 Algonquin Road, Huntley, IL 60142
- Centegra Healthy Living Institute - 10350 Haligus Rd, Huntley, IL 60142
- Centegra Physician Care- Crystal Lake, 360 Station Dr. 3rd Floor, Crystal Lake IL 60014
- Centegra Diabetes Center, 4309 Medical Center Drive., Suite B107, McHenry IL 60050
- Centegra Physician Care-Woodstock 3707 Doty Road, Medical Office Building II, Woodstock IL 60098

### 3. TERM AND TERMINATION

The term of this Agreement shall be for three (3) years, to commence on January 1, 2016. This Agreement will otherwise terminate upon:

- A. The conclusion of the programs or courses;
- B. Thirty (30) days written notice by either party for any reason;
- C. Immediately upon notice by either party for a breach of the responsibilities and requirements set forth herein by the other party.

### 4. RESPONSIBILITIES OF SCHOOL

- A. The School will be responsible for the design, accreditation and administration of the programs or courses offered at the learning site. The School shall have total responsibility for planning and determining the adequacy of the educational experience of the students in theoretical background, basic skills, professional ethics and professional competency and will assign to the Site only those students who have satisfactorily completed the prerequisite portion of the school's curriculum in order to participate in such program.
- B. The School shall provide the goals of the program and curriculum objectives. The School shall provide a program/course instructor to plan, develop and implement and be responsible for all clinical instruction and evaluation of the student.
- C. The School represents and warrants that faculty members and instructors are appropriately certified and/or licensed and that their presence at any Site will not be disruptive to Centegra's operations or culture. The School will provide Centegra with copies of evidence of certifications or licensures upon request. School shall honor a request from Centegra to remove or reassign a faculty member or instructor of School who does not meet with these required qualifications.
- D. The School will designate a faculty member to coordinate an act as a liaison person with Centegra. The assignments to be undertaken by students participating in the program will be mutually arranged between the School, student and Centegra.
- E. The School agrees to abide by and require that its faculty and students abide by all applicable state and federal laws, rules and regulations regarding patient privacy, including but not limited to, the Standards for Privacy of Individually Identifiable Health Information as required under the Health Insurance Portability and Accountability Act (HIPAA) and the Health Information Technology for Economic Clinical Health Act (HITECH). The parties will notify one another if there are known breaches of this confidentiality.

- F. The School is required to ensure that its students meet, follow and maintain the following:
  - A. Students are required to follow Centegra's policies and procedures, including but not limited to, those policies regarding the confidentiality of patient information and the use of all such information. At the request of Centegra, students at the learning site will be required to acknowledge in writing their commitment to abide by the policies and procedures of Centegra. Failure to provide written acknowledgment may result in removal from the learning site and immediate termination of this Agreement.
  - B. Students are required to comply with Centegra's health status requirements. Each student shall obtain a report of general physical examination with related laboratory tests in order to satisfy such requirement. Proof of health status requirement satisfaction shall be provided to Centegra before the student begins the program.
  - C. Students are required to adhere to appropriate standards of dress consistent with those applied to Centegra employees. Students will be required to wear their own School Identification badges. If they do not have one, a temporary ID badge will be issued by Human Resources.

## 5. RESPONSIBILITIES OF CENTEGRA

- A. Maintain standards which make it eligible for approval as a clinical facility for instruction for health care professionals.
- B. Permit students to use its patient care and patient service facilities for clinical education.
- C. Make available for educational purposes, on a non-exclusive basis, rooms or areas where groups of students may hold discussions and receive clinical instruction.
- D. Permit the educational use of such supplies and equipment as are commonly available for patient care.
- E. Provide the following facilities and services to students:
  - 1. Locker and dressing areas to change into uniforms.
  - 2. Access to cafeteria or dining room facilities.
  - 3. Emergency medical care billed to the student or his/her insurance carrier at the appropriate rate.

- F. Provide access to sources of information for educational purposes.

## **6. STATUS OF STUDENTS AND SCHOOL PERSONNEL**

Students are present at Centegra learning sites for learning purposes only, and only provide service to patients for its educational value. Students and School personnel are not employees or agents of Centegra Health System or its affiliates, including but not limited to Centegra Hospital-McHenry, Centegra Hospital-Woodstock (including Centegra Specialty Hospital – Woodstock) and Centegra Physician Care.

## **7. CENTEGRA STAFF PARTICIPATION IN EDUCATION PROGRAM**

Centegra staff may participate in education at the request of the student. This may be in the role of resource persons, clinical experts or assisting in the planning and implementation of aspects of clinical education. Such participation will be voluntary and shall not interfere with hospital-assigned duties.

## **8. CENTEGRA PRIVILEGES**

- A. Centegra may refuse education access to its clinical areas to any student who does not meet its employee standards for safety, health or ethical behavior, or whose presence may be disruptive.
- B. Centegra may resolve any problem situation in favor of patient welfare and restrict any student either by excluding the student from educational access to the clinical areas or restricting the student to the observer role until the incident can be resolved by the staff in charge and the School Program or Course Instructor.

## **9. LIABILITY INSURANCE AND INDEMNIFICATION**

- A. During the term of this Agreement and to survive thereafter, School shall maintain general liability and professional liability insurance with primary limits of \$1,000,000 per occurrence/\$3,000,000 in the aggregate for each policy covering the acts and omissions of School's students, faculty or other personnel participating in program and courses pursuant to this Agreement. Such insurance may not be either revoked or reduced without at least thirty (30) days advance written notice to Centegra. It is further agreed by the School that no such policy of insurance shall contain a provision relieving the insurer of liability for any loss by reason of the existence of other policies or insurance covering the same peril, whether collectible or not.
- B. Notwithstanding any other provision of this Agreement, School will defend, indemnify and hold harmless Centegra Health System and its affiliates, including

but not limited to, Centegra Hospital-McHenry, Centegra Hospital-Woodstock (including Centegra Specialty Hospital – Woodstock), and Centegra Physician Care, and their respective officers, directors, agents and employees (collectively the “Indemnitees”) from any and all losses, claims, suits, actions, liabilities, injuries, damages and expenses, including reasonable attorneys’ fees, that the Indemnitees may incur by reason of any bodily injury (including death) or property damage sustained to any person or property (including but not limited to any one or more of the Indemnitees) arising out of, or related to, the acts or omissions of School and School’s students, agents and employees.

#### 10. DISPUTES, LAW AND VENUE

Any dispute concerning or arising out of this Agreement or performance of obligations required hereunder shall first be negotiated between executives representing both parties. If no resolution of the dispute is achieved, then the parties agree to submit to nonbinding third party mediation, in a mutually convenient location; the cost of such mediation to be equally shared. If no resolution is achieved through mediation, the parties are free to seek all legal and equitable remedies that may be available.

This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

The parties hereby agree to submit to the jurisdiction of the Illinois state court in Woodstock Illinois or the United States federal court in Rockford, Illinois.

#### 11. ENTIRE AGREEMENT AND AMENDMENTS

This agreement sets forth the entirety of the agreement between the parties and supersedes all prior agreements, oral or written, and all other communications between the parties relating to the subject matter of this agreement. The recitals are incorporated into this agreement. The Agreement may be modified or revised any time by mutual consent. Such modifications or revisions must be in writing and be signed by the authorized representative of each party.

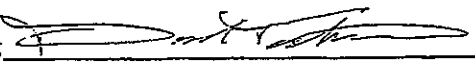
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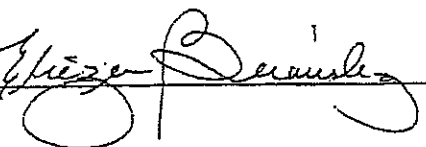
IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

**Centegra Health System**

**Indiana State University**

By:  \_\_\_\_\_

By:  \_\_\_\_\_

Printed Name: David Tomlinson  
CFO and CIO

Printed Name: Eliezer Bermudez, Ph.D

Title: \_\_\_\_\_

Title: Applied Health Sciences Chairperson

Date: 5/11/2015

Date: April 7, 2015



## A G R E E M E N T

THIS AGREEMENT made and entered into this 15<sup>th</sup> day of September, 2015, by and between Indiana State University, hereinafter referred to as the University, and Garden of Health, hereinafter referred to as the Clinical Station. The University will place dietetic students at the Clinical Station from the second week in January through April of each year. The student will be at the Clinical Station 40 hours per week during this time period.

## W I T N E S S E T H

WHEREAS, the University desires that students enrolled in the Coordinated Program in Dietetics obtain clinical experience at the Clinical Station; and

WHEREAS, the Clinical Station recognizes the need for providing the community which it serves with qualified dietitians; and is willing to assist in training dietitians by providing experience to the students enrolled in the Coordinated Program in Dietetics;

NOW THEREFORE, for and in consideration of the premises and the mutual covenants and agreements herein contained, the parties hereto agree as follows:

**PROVISIONS FOR USE OF FACILITIES:** The Clinical Station agrees to make its facilities available in all areas of patient care for observation, participation, and documentation by the students and faculty of the Coordinated Program in Dietetics of Indiana State University as a part of the program of said Coordinated Program in Dietetics subject to the conditions and limitations contained herein.

a. The arrangements for use of said facilities of the Clinical Station will be made by the Coordinator of Dietetics Program on behalf of the University and by the Administrator and Chief Dietitian on behalf of the Clinical Station. The plan for utilization of the Clinical Station shall be agreed upon at least sixty (60) days, if possible, prior to student placement.

b. The specific assignments for use of the said facilities by students and faculty will be planned by and coordinated for the year with the specific times and dates to be arranged according to the schedules of the students involved, the clinical sites and/or schedule of the contract dietitian to the site if applicable.

c. The use of the Clinical Station's facilities will be consistent with and in conformity with all applicable rules, regulations and policies of the Clinical Station, and the Coordinator on behalf of the University will be responsible for maintaining proper standards of medical nutrition therapy and safeguard of patients assigned to students. The Clinical Station will determine the specific areas of patient care that are available, and the participation by said students and faculty and the program and activities contemplated by this contract will be planned and carried out so as not to interfere with the normal operation and administration of the Clinical Station.

**PROVISIONS FOR INSTRUCTION AND SUPERVISION OF STUDENTS:**

The University shall acquaint the students with the rules and regulations of the Clinical Station and shall hold them responsible for complying with all rules and regulations applicable to health care personnel. This does not preclude the Clinical Station from providing further orientation. The Clinical Station will provide a current set of rules and regulations for the University at least sixty (60) days prior, if possible, to the beginning of each fall or spring term and will provide the University with any changes, additions, or deletions of said rules and regulations.

- a. The Clinical Station reserves the right to refuse its facilities and services to any student who does not meet the professional or other requirements of the Clinical Station or any appropriate authority controlling and directing said Clinical Station.
- b. The Coordinator on behalf of the University reserves the right to review the qualifications of all Clinical Station staff and/or contract personnel assigned to direct and supervise the dietetic student's experience while assigned to the Clinical Station.
- c. The responsibility of the Clinical Station staff with regard to the clinical experience of the dietetic student will consist of the following:
  - I. Guiding and supervising the clinical experience of the student according to the course description, cooperating herein with the Coordinator;
  - II. Periodic review of the student's progress; and
  - III. Being available for conferences with the student and/or Coordinator.
    - d. The Coordinator will make regular visits or contact to the Clinical Station in order to coordinate the didactic and clinical experiences and to determine the effectiveness of the experiences.
    - e. The University on its part agrees further:
      - I. To go through the proper channels at the Clinical Station in planning clinical experiences;
      - II. To arrange meetings with the appropriate clinical staff of the Clinical Station to whom the student is directly responsible in order to review and evaluate the progress of the clinical instruction as needed;
      - III. To provide methods for student evaluation which are brief and meaningful;
      - IV. To inform the clinical instruction staff of the Clinical Station as to the extent of the student's academic preparation for the purpose of assignment of the student to the appropriate entry level of clinical experience.

f. The University on its part agrees to inform the Clinical Station supervisors of the didactic experiences available at the University that relate directly to the student's clinical assignments and furthermore to encourage the Clinical Station supervisors to participate in the instructional sessions.

**PROVISIONS FOR HEALTH AND INSURANCE REQUIREMENTS:**

- a. Supervision of the health of all students making use of the Clinical Station as contemplated herein will be the responsibility of the University.
- b. Should any student become ill or sustain an injury while in the Clinical Station, the Clinical Station, if needed, will supply expedient and emergency medical care, until such time that the student may be transferred to the Indiana State University Student Health Center. A physician at the University Student Health Service must clear students who have been ill before resuming use of any clinical area.

**OTHER ARRANGEMENTS:**

- a. Neither Party hereto will be paid any monetary reimbursement as such by the other party hereto for the contemplated use of either party's facilities by the other party. Neither party hereto will have any responsibilities or liabilities to the other party or its employees, students or anyone participating in the contemplated program.
- b. Either party hereto may terminate this agreement by at least one (1) school calendar year's written notice to the other party. All students enrolled in the University's Coordinated Program in Dietetics and participating in the program contemplated herein at the same time that notice to terminate this agreement is given by either party to the other shall be permitted to complete at the Clinical Station the clinical experience needed for graduation.
- c. All parties agree to comply with the entire Health Insurance Portability and Accountability Act of 1996. No patient or health care information will be disclosed and written materials used for class work that may contain confidential information will be secured at all times in order that unauthorized individuals do not see or have access to the materials.
- d. Professional Liability Insurance: The University shall provide, at its sole cost, professional liability insurance for students during their time of affiliation in the amount of one million (\$1,000,000) per claim and three million (3,000,000) per annual aggregate evidenced by a Certificate of Liability Insurance.
- e. The University requires students to obtain all immunizations, PPD's and vaccinations as required by the Clinical Stations. As established these will be required of students upon admission to the Dietetics Program. If Clinical Station requires additional vaccinations, etc., after the student has been placed, the Clinical Station will make Coordinated Program aware of the same and student will be required to comply as a condition of their continued placement in the Clinical Station. This is made available to the Clinical Station.

- f. Both the University and the Affiliating Agency or Clinical Station reserve the right to recommend the prompt dismissal of a student for infraction of the Affiliating Agency's regulations or for reasons of unsatisfactory performance. Such actions shall be presented for consultation between authorities representing both Parties.
- g. Indiana State University students are required to undergo Criminal Background checks prior to assignment to a clinical rotation. This report is made available to the Clinical Station.

**Indemnification:** The parties mutually agree to promptly notify the other of any claim made by or expected from a claimant against a party to this Agreement, which claim relates to the subject matter of the Agreement. The parties agree to cooperate to dispose of any such claim. Each party to this Agreement ("INDEMNITOR") agrees to indemnify and hold harmless the other party ("INDEMNITEE") (together with INDEMNITEE'S) successors, assigns, director, officer, employees and any other person for whom any of them or INDEMNITEE may be legally responsible) from and against any loss, cost, claim, or expense including reasonable attorney fees, arising from any breach of this Agreement or any act of negligence or other breach of duty by INDEMNITOR, its successors, assigns, director, officers, employees or agents; provided however, that University's obligation to hold Hospital harmless and that Hospital's obligation to hold University harmless shall be limited to substance by statutes designed to protect and limit the exposure and liability of Hospital and of University as an instrumentality of the State of Indiana (e.g., actions and conditions as to which University is immunized by the Indiana Medical Malpractice Act, the Indiana Tort Claims Act, dollar limits stated in such Acts, exemption from punitive damages and the continue ability to defeat a claim by reason of contributory negligence or fault of claimant), so that University and Hospital's liability to hold harmless shall not exceed what might have been its liability to claimant if sued directly by claimant and all appropriate defenses had been raised by University or Hospital.

IN WITNESS WHEREOF, The parties hereto have caused this agreement to be executed by their respective authorized officers as of the day, month and year as stated in the first paragraph of this agreement.

**CLINICAL SITE**

Date: 9-15-15

By: *Orlando H. H. H.*

Title: Administrator

Name of Organization:

Garden Villa

**INDIANA STATE UNIVERSITY**

Date: 9/15/15

By: *Eliezer Bermudez*  
 Chairperson Applied Health Sciences/Date

By: *Casalanced* 19/15/2015

Director of CP Program/Date

Rev. 10/10/12, 07/31/2013

## APPENDIX T



Indiana State University  
College of Health and Human Services  
Department of Applied Health Sciences  
Coordinated Program in Dietetics

The supervised practice, or clinical courses, provide for the implementation of knowledge acquired in the classroom to be applied in a real setting.

- 1200+ hours of supervised practice time
- Affiliation agreements exist between the Coordinated Program and the supervised practice sites
  - Students have access to these agreements and must abide by the provisions of the agreements
  - Facilities have the right to request that a student be removed from the facility for violations of the agreements
    - Includes, but is not limited to, misconduct or negligence
  - Rights of the clients/patients come first
  - The student is expected to behave in a mature, professional manner and treat all activity with the strictest of confidence when placed in the facilities
- Supervised practice times are typically scheduled on Tuesdays and Thursdays.
- If possible, student placement assignments are made as close to the student's home and/or Indiana State University as possible to decrease travel time and expense. At times, commutes to supervised practice sites may be between 70 and 85 miles one way
- Selection and evaluation of sites: Facilities or personnel are identified by faculty, other preceptors, advisory board members, and students. Contact is made to the potential site and preceptor via telephone, email or personal visit. The Program representative will present the purpose of the contact and begin discussions to explain program goals, objectives and competencies related to the needs of the specific rotation. If site is deemed a possible appropriate placement, the faculty or Program Director ask about the facility, personnel, patient services, and student education experience. Faculty make contact with all existing and prospective new supervised practice sites before every rotation. Most importantly, the Program asks and assesses the potential preceptor's desire and enthusiasm to teach and mentor a student through the experience.





APPENDIX U



# Coordinated Program in Dietetics

## Why Dietetics at STATE?

Indiana State University, located in Terre Haute, Indiana, has the only fully accredited Coordinated Program in Dietetics within an 85 mile radius, and it is 1 of only 2 in the state of Indiana.

- Learn in the classroom
- Immediately apply knowledge as they work with clients and patients in supervised practice sites
- Medium-sized institution with a small, high quality dietetics program
- Admits only 16 students per year
- Individualized attention and interaction between students and faculty
- Provides many opportunities for leadership and recognition
- Dietetics employment of ISU Coordinated Program alums is near 100%
- Classroom education is provided by qualified faculty who often also function as preceptors at food service, community and clinical supervised practice sites. Students also work with site preceptors who are qualified dietitians with many years of experience. Many masters students work as graduate assistants teaching non major beginning nutrition and health courses.

## Undergraduate students:

- Admitted to begin junior year
- 1200+ clock hours of supervised practice experiences
- sequenced through the following 2 years
- Includes experiences in a wide range of food service, health care, and community facilities
- gives students an opportunity to decide, based on first-hand experience, which areas of dietetics interest them most

## Graduate students:

- One of only a few Coordinated Programs in the United States that offer the opportunity to complete the master's degree simultaneously with the dietetics program and its clinical requirements within 2 years after admission to the program if all prerequisites are met prior to admission to the program.

**Graduate and Undergraduate students have an opportunity to learn from each other as they participate in the program together.**

**Want full time employment or part time employment to coordinate with family responsibilities? Dietetics can be the career for you.**







- Dietetics is a rapidly growing field with many diverse career opportunities for the professional interested in food and nutrition.
- An individual wanting to become a Registered Dietitian (RD) must complete an accredited 4 year academic program and supervised practice experience before taking the national registration examination.
- The Coordinated Program in Dietetics includes both the academic (didactic) and supervised practice experiences within a 2 year period.
- With a Coordinated Program, there is no worry about completing course work and then not being accepted for a dietetic internship. It all comes as one package!

## **Mission, Standards, Goals, and Outcomes**

### **Application Deadline**

- March 15

### **Admission**

- Admission Criteria
  - Admission to the University
    - Undergraduate
    - Graduate
  - Completion of prerequisite courses
  - Essential Abilities 
  - Prior learning experiences cannot provide credit or exemptions from supervised practice requirements.
  - Test out of required Foundational Studies courses as allowed by the University is permissible
- Transfer Credit 
- Admission Process
  - Application Process and Phase I Checklist 
  - Application Form
  - Provide the url <http://www.indstate.edu/health/sites/health.indstate.edu/files/ahs-cpd-recommendation-for-applicants.doc>  to the person(s) providing reference(s)
  - Application Questions 
  - No student shall be denied admission to the program because of race, color, creed, gender, age, or national origin.
- Requirements after Admission (Phase II) 

### **Plan of Study**

- [Undergraduate](#)
- [Graduate](#)

### **Other Policies**

- [Student Health Requirements](#)
  - [Immunization Record](#)
- [Statement of Insurance Coverage](#)

### **Expenses**

### **Supervised Practice**

### **Evaluation**

### **Progression and Graduation**

### **Want more information? Complete a [request for information](#)**

Required Courses [University Catalog](#)

Academic Fees [Tuition and Fees](#)

Careers Coordinated Program graduates are currently involved in a variety of diverse career paths: General medical nutrition therapy; Specialty areas - Renal, Diabetes, Cardiac, Nutrition support Food service management in Hospitals, Long term care, Educational settings, Community settings, WIC agencies, Senior centers, State agencies, Early childhood education programs, Cooperative extension agencies, Outpatient settings, Self employed, Consultants, Contract dietitians. Other areas of employment open to graduates: Correctional facilities; Pharmaceutical companies; Restaurant chains; Airlines; Industry; Entrepreneurial ventures.

Accreditation Indiana State University's Coordinated Program in Dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (312) 899-0040 ext 5400. <http://www.eatright.org/ACEND>

Further Information What is a Registered Dietitian? Nationally recognized expert in the field of food and nutrition who meets eligibility requirements through study at an accredited academic institution and passes a national registration examination.



APPENDIX V





INDIANA STATE UNIVERSITY

COORDINATED PROGRAM IN DIETETICS STUDENT HANDBOOK

FALL 2015

August 19, 2015

By my signature I am confirming that I have received a copy of the Indiana State University Coordinated Program in Dietetics Student Handbook for the 2015 academic year. I am also agreeing to abide by the procedures, policies and rules of conduct as established by Indiana State University and the Coordinated Program in Dietetics.

I have received a copy and have read the Student Handbook for the Coordinated Program in dietetics and understand the policies, procedures, regulations, and requirements and agree to abide by them.

I authorize the CP Director to view my ISU and other academic institution educational records to obtain academic and conduct standing.

Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

**CONFIDENTIALITY STATEMENT  
HANDLING OF PUBLIC HEALTH AND HEALTH CARE PATIENT INFORMATION**

Ethical and legal considerations require that the names of all clients and patients and all data collected from them be treated as confidential at all times. This may include medical, financial, and personal information. An assurance of confidentiality is given to all clients. You must uphold this assurance by not discussing client or patient information with anyone other than authorized program employees. You must also safeguard all materials in your possession. Do not permit the review of information by anyone other than authorized program employees by access to files or by observation due to careless records management.

**AGREEMENT**

I have carefully read and understand the assurance, which pertains to the confidential nature of all records to be handled for Indiana Public Health and Health Care Patient. I also understand that I am prohibited by law from disclosing any such confidential information under the terms of this contract to any individuals other than authorized program employees and agencies with which the participant has given written permission to share information.

I agree to comply with the Health Insurance Portability and Accountability Act of 1996. No patient and/or client medical information will be disclosed other than what is permitted by law. I realize that during the course of my work I may unwillingly come into contact with the confidential protected health information relative to the services and care provided. I agree that I will not disclose to anyone any information that I may become aware of while at the supervised practice site except as may be specifically required and permitted as part of my rotation. I further agree that any confidential health information which I may be authorized to take off site will be secured at all times in order that unauthorized individuals do not see or have access to the materials.

I understand that any release of information by me may result in disciplinary action, including possible removal from the site and/or Indiana State University Coordinated Program of Dietetics. I recognize that violation of patient confidentiality or the unauthorized disclosure of protected health information is a violation of the law and risks both criminal and civil legal proceedings being brought against me. I also recognize that disclosure of information may harm the patients or the owner of such information and result in legal proceedings against me.

My signature below acknowledges that I have read and understood the Confidentiality Agreement and agree to maintain the confidentiality of all information.

---

Signature (legible)

---

Student I.D. Number      Date

---

Witness

COORDINATED PROGRAM STUDENT HANDBOOK  
ADDENDUM

In the event of inappropriate ethical, policy, and/or procedure behavior, the Coordinated Program and/or Affiliating Agency reserve the right to recommend the prompt dismissal of a student for infraction of the Affiliating Agency's regulations or for reasons of unsatisfactory performance. Examples of reasons for dismissal may include but are not limited to the following:

1. Not attending the required course orientations and supervised practice requirements.
2. Unprofessional behavior including harassing fellow students, preceptors, clients, or faculty.
3. Refusing to perform activities/assignments as set forth in the syllabus or assigned by instructor.
4. Violations of confidentiality or performing unethical practices.
5. Violations of the Indiana State University Handbook regulations.
6. Violations of the Coordinated Program in Dietetics Handbook regulations.
7. Violation of site facility rules.
8. Lying, cheating, plagiarism, or doing something illegal.
9. Not following the dress code, turning in assignments late, tardiness and absences as defined in the syllabus or other unacceptable behavior.
10. Not communicating in a professional manner.
11. Not recognizing and exercising professional judgment within the limits of student qualifications; not presenting reliable and substantiated information.

Please sign and date both copies and return one to Carol Reed R.D., Director, Coordinated Program in Dietetics. Signature denotes receipt and understanding of addendum.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

## Essential Abilities Policy

In accordance with the Indiana State University Mission Statement and the Coordinated Program in Dietetics Faculty Philosophy, the following Essential Abilities Policy has been derived. The dietetics faculty reserves the right to determine eligibility of all students applying to the dietetics program according to the guidelines set forth by The Americans with Disability Act and the U.S. Department of Labor. The dietetics faculty has specified essential ability requirements and standards critical to insure success in all Indiana State University Dietetics program areas.

- **Essential Communication and Interpersonal Skills** – Demonstrates ability to read, write and speak Standard American English intelligibly in order to competently convey information, perform evaluations, educate others, and interact with health team members.
- **Essential Neurological and Sensory Functions** – Demonstrates ability to use the senses of sight, hearing, touch and smell in order to observe, listen, understand, and make decisions regarding patient conditions.  
Visual requirements include reading computer screens, see objects 20 feet away, recognize depths and use peripheral vision. Visually monitor patients, chart and machine indicator lights in low lighted areas.  
Hearing requirements include ability to hear alarms, emergency signals, normal speaking levels, and auscultatory sounds for basic assessments.
- **Essential Physical Mobility** – Ability to move independently and to walk and stand for extensive periods of time. Ability to lift averaging between 10 – 50 pounds such items as supplies, charts and other food service and/or dietitian materials.
- **Intellectual and Conceptual Skills** – Ability to measure, calculate, analyze, synthesize, and evaluate to engage competently in the safe practice of dietetics.
- **Essential Emotional and Behavioral Skills** – Ability to mentally focus attention to tasks, monitor own emotions, cope with the unexpected, collaborate and function as part of a team, use appropriate communication styles in reaction to types of behaviors exhibited to safely engage in the practice of dietetics.

Qualified applicants are expected to meet all criteria listed with or without reasonable accommodations. Students concerned with meeting any one of these essential abilities may contact the dietetics department. Failure to meet one or more of the essential abilities during the program of study may interfere with the student's progression in the dietetics program.

Indiana State University  
College of Health and Human Services  
Department of Applied Health Sciences  
Coordinated Program in Dietetics

### Mission

The mission of the Coordinated Program in Dietetics is to provide an integrated academic/supervised practice curriculum which equips undergraduate and graduate students with a professional knowledge base and critical thinking and problem solving skills necessary for entry-level dietetics practice. Students are encouraged to develop as well-rounded individuals and informed members of a global society.

### Standards

The Coordinated Program in Dietetics is based upon the Competency statements that are set forth through the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

The program includes 1200+ clock hours of supervised practice experiences as part of the last 2 years of a 4-year curriculum or as a 2 year option of the master's degree.

The Standards of Dietetic Practice, the Standards for Accreditation of Dietetic Education Programs, the Code of Professional Ethics, and dietetic registration eligibility requirements serve as guidelines in defining goals and objectives of the program.

### Program Goals and Measurable Outcomes

#### Undergraduate and Graduate Students

**1. The CPD will prepare students for dietetics positions or advanced study which will utilize their knowledge, skills, and competencies in dietetics, as well as their critical thinking and problem solving skills.**

- Over a 5 year-period, at least 80% of students who enter the coordinated phase of the CP program will successfully complete the program and receive a verification statement within 3 calendar years from starting the CP program.
- Over a 5 year-period, at least 80% of all graduates who take the RD exam will pass the first time.

- Over a 5 year-period, 90% of ratings of professional preparation from the graduate's perception will meet or exceed a "well-prepared" rating.
- Based on annual graduate surveys, 70% of graduates will be employed in dietetics within 3 months of graduation.
- Based on annual graduate surveys, 70% of students who are pursuing an advanced degree will be accepted into their program of choice.
- Based on annual graduate surveys, 90% of graduates employed in the dietetics field will be evaluated as "meeting" or "exceeding" being well prepared by their employer.

**2. The program will prepare graduates who demonstrate a commitment to lifelong learning and career advancement in their registered dietitian food and nutrition related field of work.**

- 80% will have their Professional Development Portfolio Plan submitted and approved by CDR.
- 80% will be members of the American Dietetic Association.
- 50% will be involved in professional organization roles beyond national/state American Dietetic Association membership.
- 80% will have completed at least 3 hours of CPE.

The Standards of Dietetic Practice, the Standards for Accreditation of Dietetic Education Programs, the Code of Professional Ethics, and dietetic registration eligibility requirements serve as guidelines in defining goals and objectives of the program.

Indiana State University  
College of Health and Human Services  
Department of Applied Health Sciences  
Coordinated Program in Dietetics

The supervised practice, or clinical courses, provide for the implementation of knowledge acquired in the classroom to be applied in a real setting.

- 1200+ hours of supervised practice time
- Affiliation agreements exist between the Coordinated Program and the supervised practice sites
  - Students have access to these agreements and must abide by the provisions of the agreements
  - Facilities have the right to request that a student be removed from the facility for violations of the agreements
    - Includes, but is not limited to, misconduct or negligence
  - Rights of the clients/patients come first
  - The student is expected to behave in a mature, professional manner and treat all activity with the strictest of confidence when placed in the facilities
- Supervised practice times are typically scheduled on Tuesdays and Thursdays.
- If possible, student placement assignments are made as close to the student's home and/or Indiana State University as possible to decrease travel time and expense. At times, commutes to supervised practice sites may be between 70 and 85 miles one way
- Selection and evaluation of sites: Facilities or personnel are identified by faculty, other preceptors, advisory board members, and students. Contact is made to the potential site and preceptor via telephone, email or personal visit. The Program representative will present the purpose of the contact and begin discussions to explain program goals, objectives and competencies related to the needs of the specific rotation. If site is deemed a possible appropriate placement, the faculty or Program Director ask about the facility, personnel, patient services, and student education experience. Faculty make contact with all existing and prospective new supervised practice sites before every rotation. Most importantly, the Program asks and assesses the potential preceptor's desire and enthusiasm to teach and mentor a student through the experience.

Pre-professional courses with supervised practice hours:  
Fall, First Year



**AHS 333 Management of Quantity Food Production Supervised Practice:** This course is the first course in the management sequence. First year students spend their time in the Sodexo ISU Dining Services on campus and other off campus sites learning quantity food production skills. The emphasis is on the use of institutional equipment, quantity food preparation, purchasing and quantity food production systems. Students are assigned to the foodservice areas – Sycamore, Lincoln, and Generations where they will be under the supervision of a Food Service Worker. The faculty instructor or other program personnel works with the student as needed on site. Total Clock Hours: 125

Spring, First Year

**AHS 422 Nutrition Through the Lifecycle Clinical Supervised Practice:** Students are introduced to the organizations that deliver nutritional care to clients. Skills in planning and implementing nutritional care such as individual counseling and presentation of nutritional information to groups are practiced. Content emphasizes normal nutritional care throughout the lifecycle. Some of the community organizations are WIC, HeadStart, Senior Meals Program, Vigo County Extension, Early Head Start, long-term-care facilities, and Community Alliance and Services for Young Children (CASY). 320 hours

Fall, Second Year

**AHS 424 Medical Nutrition Therapy Supervised Practice I:** Hospital experience involves supervised introductory experiences in working with patients, faculty and other registered dietitians. Coordinated with didactic class AHS 423, students learn how to assess and identify nutrition related problems as they relate to a disease or condition and develop a care plan and patient goals. The American Dietetic Association's Nutrition Care Process is applied and students begin to develop the skills to derive a nutrition diagnosis, write a problem, etiology and symptoms statement, and develop an appropriate care plan. While engaged in this activity they learn to interpret laboratory values, clinical and anthropometric data, and perform medical nutrition therapy education and counseling. Total Clock Hours: 105

Spring, Second Year

**AHS 431 Food Service Systems Management Supervised Practice:** On-site experiences at facilities include practicing principles of the systems approach to the organization and management of institutional food services. Emphasis is on the management aspects of foodservice – planning, organizing, staffing, leading and controlling. Other management functions and activities are arranged by the site preceptor and may include inventory, scheduling, purchasing, new program development, human resource management, etc. Total hours: 310

**AHS 435 Medical Nutrition Therapy Supervised Practice II:** On-site experiences at facilities include learning and performing medical nutrition therapy. Students work with various dietitians while working with patients using the nutrition care process. Students work with patients with a variety of single diagnoses as well as those with more complicated, multi system involvement. The student's depth of medical nutrition therapy is strengthened and they will be able to function as a relief or entry level dietitian by the end of the rotation. Total Hours: 310

Indiana State University  
College of Health and Human Services  
Department of Applied Health Science

**Coordinated Program in Dietetics Undergraduate Coursework**

The Coordinated Program in Dietetics is based upon the Foundation Skills and Competency statements that are set forth through the Commission on Accreditation for Dietetics Education. The program includes 1200+ clock hours of supervised practice experiences as part of the last 2 years of a 4-year curriculum or as a 2 year option of the master's degree.

Facilities include residence halls food service, area hospitals, long term care facilities and community agencies. Our generalist program focuses on a combination of management, clinical, and community experiences of dietetic practice with emphasis on medical nutrition therapy and management. In addition to the Foundational Studies requirements, following is a listing of the required dietetics related courses.

## DIETETICS PROGRAM REQUIREMENTS

## Out of Department Requirements for Major – 24 hours

Course	Hours	Prerequisites	Semester Offered
Chemistry 103 Elementary	3	None	F
Chemistry 103L Elementary Lab	1	None	F
Chemistry 104 EI Org and Bio	3	Chem 103	S
Chemistry 104L EI Org and Bio Lab	1	Chem 103L	S
Chemistry 330 Survey of Biochem.	3	Chem 104	S
Chem 330 Survey of Biochem. Lab	1	Chem 104	S
BIO 231 Human Anatomy	2	Chem 103/104	F
BIO 231L Human Anatomy Lab	1	Chem 103/104	F
BIO 241 Human Physiology	2	Chem 103/104	S
BIO 241L Human Physiology Lab	1	Chem 103/104	S
BIO 274 Introductory Microbiology	2	Chem 103/104	F/S
BIO 274 Introd. Microbiology Lab	1	Chem 103/104	F/S
English 305T Technical Writing	3		F/S

## Food and Nutrition Coursework Required for the Major – 54 hours

Course	Hours	Prerequisites	Semester Offered
AHS 221 Principles of Human Nutrition	3	Chem 103/104	S
AHS 226 Fundamentals of Foods	3	None	F/S
AHS 322 Intervention Methodologies	3	AHS 221,226	F
AHS 324 Nutrition Care Process	3	AHS 221,322	F
AHS 332 Quantity Food Production	2	AHS 226	F
AHS 333 Qty. Food Production Pract	2	AHS 226	F
AHS 420 Medical Nutrition Therapy I	3	Chem 104, AHS 221	S
AHS 421 Life Cycle Nutrition	3	AHS 221	F
AHS 422 Comm Nutrition Super Pract	4	AHS 221, 322	S
AHS 423 Medical Nutrition Therapy II	5	AHS 221, L.S 241, Chem 330	F
AHS 424 Medical Nutrition Therapy Supervised Practice I	2	AHS 422	F
AHS 425 Community Nutrition	3	AHS 201	
AHS 428 Food Science	3	Chem 104, AHS 226	S
AHS 430 Food Svc. Mgmt Systems	5	AHS 226, 332	F
AHS 431 Food Svc. Mgmt. Sys Super Practice	5	AHS 430	S
AHS 435 Medical Nutrition Therapy Supervised Practice II	5	AHS 424	S

**Suggested Sequence**

<b>Fall 1</b>		<b>Spring 1</b>	
<b>CHEM 103 &amp; L Elementary Chemistry</b>	4	<b>CHEM 104 &amp; L Elementary Organic and Biochemistry</b>	4
COMM 101 Intro to Speech Communication	3	ENG 105 Freshmen Writing II	3
MATH 102 Quantitative Literacy	3	History	3
ENG 101 Freshmen Writing I	3	Social and Behavioral Studies	3
Health & Wellness	3	<b>BIO 274 &amp; L Introductory Microbiology</b>	3
	<b>16</b>		<b>16</b>

<b>Fall 2</b>		<b>Spring 2</b>	
<b>BIO 231 &amp; L Anatomy OR ATTR 210 &amp; L Human Anatomy for Applied Health Professionals</b>	3	<b>BIO 241 &amp; L Physiology OR PE220 &amp; L Human Physiology for Applied Health Professionals</b>	3
<b>AHS 226 Fundamentals of Food</b>	3	<b>AHS 221 Principles of Human Nutrition</b>	3
Fine & Performing Arts	3	Ethics and Social Responsibility	3
Global Perspective & Cultural Diversity	3	<b>CHEM 330 &amp; L Survey of Biochemistry</b>	4
Literary Studies	3	Upper Division, Integrative Electives	3
	<b>15</b>		<b>16</b>

<b>Fall 3</b>		<b>Spring 3</b>	
<b>AHS 322 Nutrition Intervention Meth.</b>	3	<b>AHS 420 Medical Nutrition Therapy I</b>	3
<b>AHS 324 Nutrition Care Process</b>	3	<b>AHS 425 Community Nutrition</b>	3
<b>AHS 332 Quantity Food Production</b>	2	<b>AHS 422 Community Nutr Supervised Prac</b>	4
<b>AHS 333 Quantity Food Prod Supervised Prac</b>	2	<b>AHS 428 Experimental Food Science</b>	3
<b>AHS 421 Life Cycle Nutrition</b>	3	Upper Division Integrative Elective	3
ENG 305T Technical Writing	3		
	<b>16</b>		<b>16</b>

**F & N Summer Supervised Practice**

<b>Fall 4</b>		<b>Spring 4</b>	
<b>AHS 423 Medical Nutrition Therapy II</b>	5	<b>AHS 431 Food Service Mgmt Supervised Prac</b>	5
<b>AHS 424 MNT Supervised Practice I</b>	2	<b>AHS 435 MNT Supervised Practice II</b>	5
<b>AHS 430 Food Service Management Systems</b>	5	Elective	3
	<b>12</b>		<b>13</b>

**Non-native Language in Summer if needed – 6 credits**

**2015-2016**

**Typical Schedule Spring Semester Second Year**

AHS 431/631 and 435/635 are on site 40 hours per week

Indiana State University  
College of Health and Human Services  
Department of Applied Health Science

Coordinated Program  
GRADUATE COORDINATED PROGRAM IN DIETETICS

Fall 1		Spring 1	
AHS 322 Nutrition Intervention Meth.	3	AHS 520 Medical Nutrition Therapy	3
AHS 324 Nutrition Care Process	3	AHS 525 Community Nutrition	3
AHS 332 Quantity Food Production	2	AHS 528 Experimental Food Science	3
AHS 521 Life Cycle Nutrition	3	AHS 601 Research Methodology in Health Sciences or AHS 604 Research Design and Data Analysis (avail. In summer)	3
AHS 622 Public Health Nutrition	3	AHS 637 Food and Nutrition Policy	3
AHS 633 Management Issues, practice, and quantity Food Prod	2	AHS 625 Community Nutr. Practice	4
	16		19

Summer Supervised Practice

Fall 2		Spring 2	
AHS 523 Medical Nutrition Therapy II	5	AHS 629 Seminar in Public Nutrition	3
AHS 530 Food Service Mgmt Systems	5	AHS 631 Advanced Food Service Mgmt Supervised Prac.	5
AHS 612 Epidemiology or AHS 617 Health Behavior Theories	3	AHS 636 Advanced Medical Nutrition Therapy Supervised Practice	5
AHS 624 Medical Nutrition Therapies and Applied Practice	2		
AHS 627 Trends In Foods	3		
	18		13

Coordinated Program  
Undergraduate Prerequisites  
For Master's Program

2.7 minimum GPA required

	Hrs.	Date taken	Course Submitted	Grade
<b>Food and Nutrition Requirements</b>				
AHS 221 Principles of Human Nutrition	3			
AHS 226 Fundamentals of Foods	3			
<b>Out of Department Requirements</b>				
Chem 103 Elementary Chemistry	3			
Chem 103L El. Chemistry Lab	1			
Chem 104 Elementary Org and Bio	3			
Chem 104L Elementary Org and Bio lab	1			
Chem 330 Biochemistry	3			
Chem 330L Biochemistry Lab	1			
Bio 231 or Attr 210 Anatomy/Physiology And corresponding lab	3			
Bio 241 or PE 220 Anatomy/Physiology And corresponding lab	3			
Bio 274 Microbiology	2			
Bio 274 Microbiology Lab	1			



Indiana State University  
College of Health and Human Services  
Department of Applied Health Sciences  
Coordinated Program in Dietetics

### Progression

- Upon admission
  - Undergraduate students:
    - All further major coursework must be completed with a B- or better
  - Graduate students:
    - Must maintain a 3.0 or better GPA in all courses taken for graduate credit
    - All further major coursework must be completed with a B- or better

### Graduation and program completion requirements

#### Mock exams:

1. Effective January 2016, all Coordinated Program students will be required to successfully complete (with 80% accuracy or better) competency based focused exams in order to continue in the program. Students will be permitted two attempts for each exam. The focus exams will include: normal nutrition, education and research taken first fall semester after admission to the program. Food science and community nutrition tests will be taken first spring semester after admission to the program. Medical nutrition therapy and operations management tests will be taken second fall semester after admission to the program. If a student does not meet 80% or better competency after the second attempt, he or she will be required to complete remediation in order to continue in the program. Remediation will include: Students will open an exam, explore their resources to determine the correct answers and explanation as to why the answer is correct and hand write the responses. A complete mock exam is to be completed with 85% accuracy during the final spring semester in order to pass the program. Students will be limited to 2 attempts.
2. To complete these requirement students will be required to purchase their study guide upon admission to the program. The cost of the book is approximately \$175.00 which include the online examinations. Students must have computer access to take all examinations. Ordering information and testing procedures will be provided and discussed during orientation before classes begin each fall semester.

Prior to graduation, an official transcript must be provided to the Program Director for any course(s) that are not taken at ISU which are being transferred into ISU for credit and/or for a course required by the CP program.

Graduate students must provide official transcripts of all undergraduate and graduate work not taken at Indiana State University.

- To receive a Verification Statement from Indiana State University that signifies completion of the Coordinated Program in Dietetics
  - Student must satisfactorily complete
    - Course work
    - Supervised practice requirements
    - All other requirements to earn and receive a bachelor's or master's degree
- When program and all requirements to receive a degree are completed
  - Student must request an official transcript be sent to the Program Director showing that a degree has been awarded
  - Upon review of all coursework and confirmation of degree awarded
    - Program Director will issue a Verification Statement that confirms completion of the CPD program and registration eligibility by qualifying to sit for the national dietetic registration examination
- Graduates of this program are immediately eligible to seek employment as a registration-eligible dietitian

10/13/2015

Indiana State University  
College of Health and Human Services  
Department of Applied Health Sciences  
Coordinated Program in Dietetics

## Additional Program Policies

Student Health Requirements 

### Criminal Background Check

- All students are required to have a criminal background check prior to beginning the dietetics program.
- Not all incidences will result in a student's inability to continue in the program.
- Any reported incident is discussed with the supervised placement site and their decision is final.
- The student will pay for the cost of the background check.

### Drug Screening

- All students are required by placement facilities to pass a 10 panel drug screen.
- In the event of positive drug screening results and/or failure of the student to undergo drug screening, the student will be dropped administratively from the dietetics courses.
- If a student has a legitimate medical need for any drug tested in the ten-panel drug screening, then the student must provide the following information to the Director:
  - a verifiable, documented medical history indicating need for the drug and
  - a verifiable document of prescription information.
  - This information will be treated confidentially.
- The student will pay for the cost for being in compliance with the drug screening requirement.


### Attendance

- Students must be present to carry out assigned responsibilities in supervised practice facilities.
- All supervised practice hours must be completed.
- Each student must notify the faculty and preceptors in advance of any unavoidable absences due to illness or other emergency.
  - Absences of 10% or more in any course will result in the re-evaluation of student retention in the program.
- Students must attend scheduled conferences as well as supervised practice and didactic sessions

## Dress

- Students must meet professional dress standards in order to participate in supervised practice experiences.
- For most experiences, each student must purchase his or her own professional apparel and is responsible for his or her own laundry.
- Students must be neat and clean at all times.
- A name tag will be purchased by each student and will be worn in supervised practice facilities at all times.

## Insurance

- Health and automobile (individual or family) insurance is required of all students
- Upon acceptance to the coordinated program, must provide Director with statement of coverage 
- The University is not responsible for student's safety while traveling to an assigned supervised practice facility or activity.

## Jobs and Scheduling

- Due to the variable nature of the learning experiences in supervised practice facilities, times scheduled in the facilities cannot always be between 8:00 a.m. and 5:00 p.m.
  - Sometimes include breakfast or dinner hour, evenings, and occasionally the week-ends.
  - Large blocks of time must be kept free for the program.
- Students considering taking part time jobs must consult with the CP Director before taking the job, to see whether conflicts might occur.
- Extra-curricular activities may need to be curtailed if they interfere with supervised practice scheduling.
- Jobs and extracurricular activities will not be possible during the spring semester of the 2nd year as the student will typically be in clinical rotations for 40 hours per week at a location that may be as much as 100 miles away.
- Supervised practice hours are to be spent in learning experiences and do not constitute employment by the facility.
  - No reimbursement to students for time spent in supervised practice facilities.

## Transportation

- Students are responsible for their own transportation to and from and during the time at supervised practice facilities.
- The University is not responsible for student's safety while traveling to an assigned supervised practice facility or activity.

## Room and Board

- Students are responsible for their own room and board, including time while they are on site during the last semester.
  - Includes any living expenses required during the last week of the final semester when all students must return to campus.

## Affiliation

- Upon admission, all coordinated program students must become student members of the American Dietetic Association.
- Applications will be provided to students once the fall semester begins.

## Professional Meetings & Activities Attendance

Part of the development of professionalism and the broadening of knowledge involves the participation in professional meetings and activities of the Indiana Dietetic Association and activities such as health fairs and community service.

- When attendance at a professional meeting or activity is a requirement of a course, ample advance notice will be given.
  - Students are responsible for all related expenses including registration fees and transportation.
  - If unavoidable conflicts exist and students are unable to participate in the meetings, alternate experiences will be assigned.

## Retention

- A grade of at least B- required in each professional course
  - Professional courses are only offered once each year
  - Students failing to successfully complete a course will be required to wait at least a whole calendar year before repeating the course and continuing the sequence
- No more than 2 professional courses may be repeated
  - Courses may be repeated only once.
- If a student fails an Applied Health Sciences Coordinated Program required course, s/he will not be able to continue and will be removed from the program. This student may reapply for admission to the program by following the admission procedures required of all students. All admissions applications will be considered equally.
- No core courses can be taken out of sequence as determined by four year plan and prerequisites. Any course that is paired with a supervised practice course must be taken concurrently. Therefore, if a student is admitted to the program and has already completed AHS

332, AHS 425, or AHS 423, they will need to retake it or audit the class at the time they are taking the related supervised practice.

## Comprehensive Tests

- All students successfully completing the program will be eligible to receive a Verification Statement and take the Dietetics Registration Examination.
- A series of focused and comprehensive mock registration examinations will be included throughout the program as well as a final mock examination prior to completing the final course. All mock focus and comprehensive exams given during and at the end of the program must be completed with 75% competency in order to continue and complete the program and to receive a verification statement.

## Privacy

- Student files are securely maintained in the Program Director's office
- Students may view their own records with the Director at a time that is convenient for both parties
- Information obtained about a patient, client, or facility will be handled in a confidential manner
  - Discussion of this information is limited to staff meetings and clinical conferences
  - Care will be taken to protect the identity of the client/patient in such conferences
- Breaches of confidentiality are serious matters having legal as well as program consequences
  - Students may be required at specific supervised practice sites to sign a statement verifying that they have been informed of patients' rights and confidentiality.

## Discipline

- Situations may arise that are in violation of the program policies or the supervised practice site agreements
  - Minor violations will be handled first with a warning
    - If the actions persist, they may affect the student's retention in the program
  - If a student is asked to leave the supervised practice facility for a violation of the agreement or the facility's code of conduct, the decision of the preceptor is final
  - The Program is under no obligation to provide alternative placement for the offending student.
  - Serious breaches of professional ethics such as cheating, plagiarism, violation of confidentiality, or flagrant violation of facility rules will result in expulsion from the Program.
  - In the event of inappropriate ethical, policy, and/or procedure behavior, the Coordinated Program may dismiss a student from the program. Examples of reasons for dismissal may include but are not limited to the following:
    - If a student is not attending the required course orientations and supervised practice requirements.

- Unprofessional behavior including harassing fellow students, preceptors, clients, or faculty.
- Refusing to perform activities/assignments as set forth in the syllabus or assigned by instructor.
- Violations of confidentiality or performing unethical practices.
- Violations of the Indiana State University Handbook regulations.
- Violations of the Coordinated Program in Dietetics Handbook regulations.
- Violation of site facility rules.
- Lying, cheating, plagiarism, or doing something illegal.
- Not following the dress code, turning in assignments late, tardiness and absences as defined in the syllabus or other unacceptable behavior.
- Not communicating in a professional manner.
- Not recognizing and exercising professional judgment within the limits of student qualifications; not presenting reliable and substantiated information.
  - The student has the right to defend his/her actions according to the Code of Student Conduct.

## Grievance

- Student grievances are to be addressed per the College Student Grievance procedures

Indiana State University  
College of Health and Human Services  
Department of Applied Health Sciences  
Coordinated Program in Dietetics

## Additional Program Policies

### Student Health Requirements

#### Criminal Background Check

- All students are required to have a criminal background check prior to beginning the dietetics program.
- Not all incidences will result in a student's inability to continue in the program.
- Any reported incident is discussed with the supervised placement site and their decision is final.
- The student will pay for the cost of the background check.

#### Drug Screening

- All students are required by placement facilities to pass a 10 panel drug screen.
- In the event of positive drug screening results and/or failure of the student to undergo drug screening, the student will be dropped administratively from the dietetics courses.
- If a student has a legitimate medical need for any drug tested in the ten-panel drug screening, then the student must provide the following information to the Director:
  - a verifiable, documented medical history indicating need for the drug and
  - a verifiable document of prescription information.
  - This information will be treated confidentially.
- The student will pay for the cost for being in compliance with the drug screening requirement.

#### Attendance


- Students must be present to carry out assigned responsibilities in supervised practice facilities.
- All supervised practice hours must be completed.
- Each student must notify the faculty and preceptors in advance of any unavoidable absences due to illness or other emergency.
  - Absences of 10% or more in any course will result in the re-evaluation of student retention in the program.
- Students must attend scheduled conferences as well as supervised practice and didactic sessions



## Dress

- Students must meet professional dress standards in order to participate in supervised practice experiences.
- For most experiences, each student must purchase his or her own professional apparel and is responsible for his or her own laundry.
- Students must be neat and clean at all times.
- A name tag will be purchased by each student and will be worn in supervised practice facilities at all times.

## Insurance

- Health and automobile (individual or family) insurance is required of all students
- Upon acceptance to the coordinated program, must provide Director with statement of coverage 
- The University is not responsible for student's safety while traveling to an assigned supervised practice facility or activity.

## Jobs and Scheduling

- Due to the variable nature of the learning experiences in supervised practice facilities, times scheduled in the facilities cannot always be between 8:00 a.m. and 5:00 p.m.
  - Sometimes include breakfast or dinner hour, evenings, and occasionally the week-ends.
  - Large blocks of time must be kept free for the program.
- Students considering taking part time jobs must consult with the CP Director before taking the job, to see whether conflicts might occur.
- Extra-curricular activities may need to be curtailed if they interfere with supervised practice scheduling.
- Jobs and extracurricular activities will not be possible during the spring semester of the 2nd year as the student will typically be in clinical rotations for 40 hours per week at a location that may be as much as 100 miles away.
- Supervised practice hours are to be spent in learning experiences and do not constitute employment by the facility.
  - No reimbursement to students for time spent in supervised practice facilities.

## Transportation

- Students are responsible for their own transportation to and from and during the time at supervised practice facilities.
- The University is not responsible for student's safety while traveling to an assigned supervised practice facility or activity.

## Room and Board

- Students are responsible for their own room and board, including time while they are on site during the last semester.
  - Includes any living expenses required during the last week of the final semester when all students must return to campus.

## Affiliation

- Upon admission, all coordinated program students must become student members of the American Dietetic Association.
- Applications will be provided to students once the fall semester begins.

## Professional Meetings & Activities Attendance

Part of the development of professionalism and the broadening of knowledge involves the participation in professional meetings and activities of the Indiana Dietetic Association and activities such as health fairs and community service.

- When attendance at a professional meeting or activity is a requirement of a course, ample advance notice will be given.
  - Students are responsible for all related expenses including registration fees and transportation.
  - If unavoidable conflicts exist and students are unable to participate in the meetings, alternate experiences will be assigned.

## Retention

- A grade of at least B- required in each professional course
  - Professional courses are only offered once each year
  - Students failing to successfully complete a course will be required to wait at least a whole calendar year before repeating the course and continuing the sequence
- No more than 2 professional courses may be repeated
  - Courses may be repeated only once.
- If a student fails an Applied Health Sciences Coordinated Program required course, s/he will not be able to continue and will be removed from the program. This student may reapply for admission to the program by following the admission procedures required of all students. All admissions applications will be considered equally.
- No core courses can be taken out of sequence as determined by four year plan and prerequisites. Any course that is paired with a supervised practice course must be taken concurrently. Therefore, if a student is admitted to the program and has already completed AHS

332, AHS 425, or AHS 423, they will need to retake it or audit the class at the time they are taking the related supervised practice.

## Comprehensive Tests

- All students successfully completing the program will be eligible to receive a Verification Statement and take the Dietetics Registration Examination.
- A series of focused and comprehensive mock registration examinations will be included throughout the program as well as a final mock examination prior to completing the final course. All mock focus and comprehensive exams given during and at the end of the program must be completed with 75% competency in order to continue and complete the program and to receive a verification statement.

## Privacy

- Student files are securely maintained in the Program Director's office
- Students may view their own records with the Director at a time that is convenient for both parties
- Information obtained about a patient, client, or facility will be handled in a confidential manner
  - Discussion of this information is limited to staff meetings and clinical conferences
  - Care will be taken to protect the identity of the client/patient in such conferences
- Breaches of confidentiality are serious matters having legal as well as program consequences
  - Students may be required at specific supervised practice sites to sign a statement verifying that they have been informed of patients' rights and confidentiality.

## Discipline

- Situations may arise that are in violation of the program policies or the supervised practice site agreements
  - Minor violations will be handled first with a warning
    - If the actions persist, they may affect the student's retention in the program
  - If a student is asked to leave the supervised practice facility for a violation of the agreement or the facility's code of conduct, the decision of the preceptor is final
  - The Program is under no obligation to provide alternative placement for the offending student.
  - Serious breaches of professional ethics such as cheating, plagiarism, violation of confidentiality, or flagrant violation of facility rules will result in expulsion from the Program.
  - In the event of inappropriate ethical, policy, and/or procedure behavior, the Coordinated Program may dismiss a student from the program. Examples of reasons for dismissal may include but are not limited to the following:
    - If a student is not attending the required course orientations and supervised practice requirements.

- Unprofessional behavior including harassing fellow students, preceptors, clients, or faculty.
- Refusing to perform activities/assignments as set forth in the syllabus or assigned by instructor.
- Violations of confidentiality or performing unethical practices.
- Violations of the Indiana State University Handbook regulations.
- Violations of the Coordinated Program in Dietetics Handbook regulations.
- Violation of site facility rules.
- Lying, cheating, plagiarism, or doing something illegal.
- Not following the dress code, turning in assignments late, tardiness and absences as defined in the syllabus or other unacceptable behavior.
- Not communicating in a professional manner.
- Not recognizing and exercising professional judgment within the limits of student qualifications; not presenting reliable and substantiated information.
  - The student has the right to defend his/her actions according to the Code of Student Conduct.

## Grievance

- Student grievances are to be addressed per the College Student Grievance procedures

INDIANA STATE UNIVERSITY  
COORDINATED PROGRAM IN DIETETICS  
STUDENT HEALTH REQUIREMENTS

The Coordinated Program in Dietetics' health policies are in accordance with the health policies of the University and major clinical agencies utilized by the Dietetics program for supervised practice learning experiences. Prior to admission to the program the student is required to provide the Program Director with the following:

1. Documentation of a negative tuberculin test initially and annually throughout the duration of the program. ALL STUDENTS ACCEPTED INTO THE PROGRAM MUST HAVE A 2-STEP TEST FOR TB OR A NEGATIVE QUANTIFERON TB-GOLD BLOOD TEST. A positive skin or blood test requires a medical examination and chest x-ray.
2. Verification of current immunization status (use Immunization form linked on CPD website)
  - a. Diphtheria and Tetanus – basic series and booster within the last ten years.
  - b. Measles – Immunization with live measles vaccine (must specify 2 dates of measles immunization.) Both doses must be given after 1967 and the first one after the first birthday; the two doses must be separated by at least 30 days OR documentation of immunity titer showing immunity.
  - c. Mumps – Immunization with vaccine after first birthday or documentation of immunity titer showing immunity.
  - d. Rubella – Immunization with vaccine after first birthday or documentation of immunity titer showing immunity.
  - e. Varicella (chicken pox) – Immunization with two doses of vaccine four to eight weeks apart or as time line defined by health care provider, or documentation of immunity titer showing immunity.
  - f. Hepatitis B – Three dose series (first two doses 30 days apart and the third five months after the second dose.
  - g. Influenza – required annually during influenza season (usually about October)

In determining a student's ability to initially participate in the supervised practice setting or after any significant illness and/or injury, the faculty member will consider the following:

Physician's statement of health status and recommendations, if any.

Faculty member's evaluation of the student's ability to function in the supervised practice setting. (Even though the physician may state that the student may be in the class and/or the supervised practice setting, it is the faculty member's decision to determine if the student is safe, capable and able to provide safe and appropriate patient care.

Student's ability to complete the requirements of the supervised learning experiences.

Indiana State University  
College of Health and Human Services  
Department of Applied Health Sciences  
Coordinated Program in Dietetics

Extra costs beyond regular University costs include

- Professional apparel
- Transportation to supervised practice facilities
- Occasional field trips out of town with possible overnight expenses and meals
- Students may be placed at sites distant from the University during their final semester and are responsible for their own room and board during that time.
- Criminal background checks required by supervised practice sites
  - Students are responsible for requesting and paying for the criminal background check
- Admission expenses
  - Physical examination cost
  - Vaccinations beyond those required by the University may also be needed
  - Student nametags purchase prior to placement at supervised practice site
  - Affiliate membership cost for the American Dietetic Association
- Official transcripts for transfer credit and degree completion verification
- Workbooks and other materials needed for instruction
- Participation in a food safety and sanitation program that upon satisfactory completion, will provide a certification
  - Cost approximately sixty-one dollars (\$61.00)
- Insurance
  - University Group Liability Insurance provided at no cost
  - Health insurance coverage (individual or family) required
    - Must have a statement of coverage on file
  - Evidence of automobile insurance coverage required
- Academy of Nutrition and Dietetics membership fee
- Indiana Dietetic Association Spring meeting fee

Indiana State University  
College of Health and Human Services  
Department of Applied Health Sciences  
Coordinated Program in Dietetics

Evaluation, an integral part of the program, is an ongoing process in all phases of the program to meet the needs of the students in accordance with the guidelines of the Academy of Nutrition and Dietetics.

### Student Evaluations

Students will be evaluated by:

- Grades on tests and projects
- Supervised practice evaluation forms completed by site preceptors and / or instructors
- During the final semester, all students will participate in an intensive review of subject matter that could appear on the Registration Examination for Dietitians
  - Culminating experience for the program
  - Must pass mock registration examinations given throughout the program and at its completion with 75% or greater to continue and/or complete the program

### Course Evaluation

- Courses, both supervised practice and didactic, are evaluated by the students
  - Program constituents such as preceptors and advisory board members have the opportunity to participate in course and curriculum evaluation.
- Supervised practice personnel evaluate the experience after all the students have finished their assignments

### Instructor Evaluations

- Instructors are evaluated by students
- Students are provided the opportunity to evaluate instructors at the end of each semester through online access
  - Filled out anonymously

- Used in the evaluation of the instructor's performance by various committees on campus

## Program Evaluation

The Coordinated Program is evaluated in an ongoing and systematic manner:

- By the alumni after they have been out of the program for a year
- By the faculty
- By other internal and external program constituents
- Strengths and weaknesses are identified from the assessment feedback
- Short and long term plans are developed to address areas identified
- Schedule is developed to measure the effectiveness of the plan

## Supervised Practice Site Evaluation

Supervised practice sites are evaluated

- By the students
- Strengths and weaknesses are identified
- Evaluations are discussed with the supervised practice preceptor at the end of the semester
- Students are given the opportunity to informally evaluate supervised practice sites with their instructor
  - Any problems are identified and discussed with the preceptor at that time