



**Department of Dietetics and Human Nutrition**  
**College of Agriculture, Food, and Environment**  
**Program Review**

**April 2014**



UNIVERSITY OF KENTUCKY  

---

College of Agriculture  
School of Human Environmental Sciences

**Department of Nutrition and Food Science**

**Self-Study  
2010 - 2011**

**Sandra Bastin, Extension Professor, Interim Chair**

**Kwaku Addo, DGS**

**Liz Combs, Academic Coordinator**

**Lila Farnsworth, Graduate Student**

**Hazel Forsythe, DI Director**

**Lisa Gaetke**

**Tammy Stephenson, Senior Instructor, DUS**

## Checklist for Administrative and/or Non-degree Granting Units Internal Self-Study

**Background:** The self-study document is the primary resource used by the external review team to complete the 2<sup>nd</sup> phase of the program review process. The better the quality of the self-study the more likely the work of the review team will be productive and yield helpful feedback for the unit.

This checklist is provided as a guideline for items to include in self-study documents. It is intended to be useful to the full range of programs that undergo review on our campus. Further, it reflects the required elements identified in the 2006 revision of AR II-1-0-6 (<http://www.uky.edu/Regs/AR/ar027.pdf>).

This checklist will also be used to identify elements of accreditation reports that are acceptable substitutions for required elements of the self-study.

Submitted for:

Unit Name: Dietetics and Human Nutrition

By: Sandra Bastin, Chair

Date: February 21, 2013

Year of Program Review: 2010-2011

Name of Accreditation Agency: (if applicable) \_\_\_\_\_

Accreditation Council for Education in Nutrition and Dietetics (ACEND)

American Association of Family and Consumer Sciences (AAFCS)

List or describe documents available for review: see below

## Table of Contents

Part 1	Included	Page(s)
<b>Executive Summary</b>	√	6-8
• Brief account of self-study process	√	7
• Committee names and affiliation	√	7
• List of major recommendations	√	7-8
<b>Program Documents</b>	√	9
• Strategic plan	√	9
• Mission Statement	√	9
Instruction	√	9
Research	√	9
Service	√	9
• Goals/Objectives	√	10-11
Criteria for measuring progress	√	11-13
• Organization chart/Structure	√	14
• Annual reports (SPRS or other) since the last Self-Study	√	14
<b>Resources</b>	√	15-18
• <b>Budget</b> summary information & adequacy	√	15
• <b>Facilities</b> summary information & adequacy	√	15
• <b>Equipment</b> summary information & adequacy	√	16
• <b>Personnel</b> summary information & adequacy (including faculty & staff numbers & demographics)	√	16-17
• <b>Support</b> from other university units essential to effective operations (e.g. research, engagement, development, alumni affairs, human resources, facilities management, financial units, and information technology)	√	17-18

<b>Input from Affected Constituents</b>	√	19
• Evaluation data from <b>faculty</b>	√	19
• Evaluation data from <b>staff</b>	√	19
• Evaluation data from <b>students</b>	√	19
<b>Adherence to Policies and Procedures</b>	√	20
• Evidence of adherence to <b>educational policies and procedures</b> established through the faculty governance process	√	20
• Evidence of consistent review and monitoring course substitution, course equivalency credits, and course transfers toward degree completion	√	20
• Evidence of adherence to procedures on <b>faculty personnel actions and budget request</b>	√	20
<b>Evaluation of Quality and Productivity</b>	√	21-24
• Evidence of quality of collegial environment	√	21
• Evidence of quality & productivity in instruction, research, public service, or operations	√	21-23
• Evidence of Distance Learning Review	√	23
• Quality of faculty & staff employees, communications, and interactions	√	23
• Quality of orientation, advising, and other student service programs	√	23
• Quality of student learning outcomes (go to Part 2)	√	24
• Evaluation of course grade distribution by level and rank	√	24
<b>Analysis of Strengths and Recommendations for Quality Enhancement</b>	√	25-26
• Summary of strengths	√	25
• Recommendations for quality enhancement	√	25-26

<b>Part 2</b>	<b>Included</b>	<b>Page(s)</b>
<b>Student Learning Outcomes</b>	√	27
<ul style="list-style-type: none"> <li>• Undergraduate Student Learning Outcomes statements for each degree program offered</li> </ul>	√	27
<ul style="list-style-type: none"> <li>• Graduate Student Learning Outcomes statements for each degree program offered</li> </ul>	√	27
<ul style="list-style-type: none"> <li>• Curriculum Map</li> </ul>	√	27
<b>Assessment Results</b>	√	28-29
I. Implementation plan for all major instructional objectives	√	28
II. Summary of major findings/results	√	28-29
III. Communications regarding key results	√	29
IV. Follow-up action taken	√	29

## Executive Summary

---

The Department of Nutrition and Food Science (NFS) is situated in the School of Human Environmental Sciences (HES) and the College of Agriculture (COA) at the University of Kentucky (UK). As an integral part of a land-grant institution, NFS offers a range of knowledge and skills to enhance human health and well-being. NFS uses a multidisciplinary approach to educate and help individuals, families, businesses, and communities. The arts and sciences provide the basis for the program areas. We apply the biological, physical, and social sciences to challenges in nutrition, food systems, and dietetics. Our instruction, research, and extension programs are part of a national system that maintains a statewide presence and links local, state, and global issues. A hallmark of our work is the integration of these three values – learning, discovery, and engagement – into programs that make a difference.

NFS faculty and staff, with the assistance of numerous community-based partners, offer the following academic and pre-professional practice programs.

- Didactic Program in Dietetics (DPD) – undergraduate education leading to a BS in Dietetics and providing academic qualifications for eligibility to apply for a dietetic internship
- Coordinated Program (CP) – undergraduate education plus a pre-professional practice program leading to a BS in Dietetics and eligibility to write for the registration exam for dietitians
- Dietetic Internship (DI) – a pre-professional practice program leading to eligibility to write for the registration exam for dietitians
- Human Nutrition - undergraduate education leading to a BS in Human Nutrition
- Dietetics Administration - graduate education leading to a MS in Hospitality and Dietetics Administration

The DPD, CP, and DI programs are accredited by the American Dietetic Association's Commission on Accreditation for Dietetic Education (CADE). The Human Nutrition and DPD undergraduate program are accredited by the American Association of Family and Consumer Sciences (AAFCS).

Please note: The Hospitality Management and Tourism (HMT) program is listed as a part of NFS. However, in 2009, HMT began the process of becoming a part of Department of Merchandising, Textiles, and Apparel. Faculty lines have been transferred at this time. As they are undergoing their own assessment and restructuring, HMT will not be included in this self-study. NFS is in the process of changing our name to the Department of Dietetics and Human Nutrition to more accurately reflect our mission. In the future, the undergraduate and graduate degrees will be reassessed for accuracy in degree granting.

## Brief Account of Self Study

The self-study document was supported by materials collected from a variety of resources and reviewed by the Committee members. Unless otherwise indicated, resources are NFS specific. Resources included:

- 2009-2014 strategic plan
- Newly adopted core values
- Vision and mission statements
- SPRS annual reports
- CADE annual reports
- Office of Institutional Research, Planning, and Evaluation data
- 2008 program review implementation plan
- Curriculum syllabi and supplemental materials
- Teaching evaluations
- Foundation knowledge requirements/learning outcomes for Didactic Programs (DPD)
- Competencies/learning outcomes for Coordinated Programs (CP)
- Competencies/learning outcomes for Dietetic Internships (DI)
- Evidences of instruction, research and extension
- Annual improvement action plans

## Committee Composition Names and Affiliation

The following NFS members offered their review of the Self-Study document:

Sandra Bastin, Extension Professor, Interim Chair

Kwaku Addo, Associate Professor, DGS

Liz Combs, Academic Coordinator

Lila Farnsworth, Graduate Student

Hazel Forsythe, Associate Professor, DI Director

Lisa Gaetke, Professor

Tammy Stephenson, Senior Instructor, DUS

## List of Recommendations

- Send forth a proposal for an additional faculty line and instructor line. These will allow more time for successful extramural support, provide budget flexibility associated with salary savings, encourage junior faculty support for promotion and tenure, encourage mid-level faculty to seek promotion, and provide funding for graduate students.
- Promote a team environment by empowering positive leadership from mid-level and junior faculty and students, practice open communication, and develop a policy to provide a student-oriented and collegial environment.
- Enhance program management and advising activities and opportunities through collaborative efforts of faculty and the newly hired Academic Coordinator. The Academic Coordinator and DUS will be responsible for implementing enrollment management efforts, pending UK approval. Student advising and retention of

high quality students will be improved through new advising materials, web site enhancement, and a lower student to advisor load.

- Assess and develop a strategy of instruction and course work that will reflect progressive student competencies/learning outcomes. Changes in CADE required student competencies/learning outcomes will be included in the accredited undergraduate didactic program in 2012.

The following challenges have been identified as our top priority to address:

Challenges include:

- An operating budget that is inadequate; summer school and salary savings supports NFS endeavors.
- A limited number of senior faculty to assume leadership roles (such as DUS, DGS, DPD Director, CP Director, DI Director, thesis advisor) and to mentor mid-level and junior faculty and mentor undergraduate and graduate students.
- The need for increased research dollars to provide salary savings and research opportunities for undergraduate and graduate students.
- The opportunity for faculty and staff to move forward together in reaching NFS goals.
- Academic coursework that meets the required student competencies/learning outcomes, while reflecting a progression of knowledge, skills and abilities in a student-centered environment. Although student success points to a high level of knowledge and skills, better assessment of application skills should be documented.
- Reducing the faculty/student ratio for better classroom management.

## Program Documents

---

### Strategic Plan

NFS adopted a comprehensive strategic plan during the 2008-2009 academic year to align with the UK's strategic plan. The following goals are emphasized:

1. Prepare students for leadership in an innovation-driven economy and global society.
2. Promote research and creative work to increase the intellectual, social, and economic capital of Kentucky and the world beyond its borders.
3. Develop the human and physical resources of the department to achieve the Top 20 stature.
4. Promote diversity and inclusion.
5. Improve the quality of life for Kentuckians through Extension, outreach, and service.

Each goal includes challenges, objectives with strategies, and key indicators for NFS to meet by 2014. Please see [Appendix A](#) for the complete plan.

### Core Values

In order to adopt a more student-centered philosophy, emphasize research, and improve the quality of life of all Kentuckians, the faculty embarked on a process to develop NFS core values. The acronym FIRST allowed for the exploration of an opportunity to enhance our programs. NFS is FIRST in Focus – Innovation – Respect – Success – Teamwork. Taglines were developed to further broaden the scope of our core values.

- Focus on the contributions to excellence in learning, discovery, and engagement.
- Innovation in ideas will contribute to evidence-based best practices in the profession of dietetics and nutrition.
- Respect for others will allow service to others to be our highest priority.
- Success is reached by empowering all individuals to reach their full leadership potential.
- Teamwork fosters partnerships between students, faculty, alumni, and community allies.

### Mission Statement

The mission of NFS in contributing excellence in education, research, and service is to:

- Promote healthy lifestyles through wise, nutritionally-sound, food choices and regular physical activity;
- Enhance the well-being of people through meaningful nutrition education, research, and service experiences; and
- Expand economic opportunity by generating and sharing knowledge of human nutrition, dietetics, and food systems.

## Goals and Objectives

### Instruction

- Improve student success, with particular attention to attrition and time-to-degree.
- Ensure graduates at all levels are able to demonstrate expertise in their disciplines and are prepared to succeed in professional and community settings.
- Maintain the number of graduates at the bachelor's level and increase the number of graduates at the master's level to address the critical needs of the Commonwealth and United States.
- Continue to implement recommendations from the COA's Diversity Review and Planning Task Force.
- Utilize available resources and operations in faculty and staff recruitment, promotion and retention.
- Promote curricular programs that recognize educational advantages of diversity.
- Continue to provide opportunities to increase understanding and acceptance of thought, cultural, gender and ethnic differences.
- Enroll more high-ability students from under-represented groups.
- Participate in UK and COA marketing and communication efforts statewide and in strategic out-of-state and international target areas.
- Seek opportunities to recognize and reward superior achievement in instruction and advising.

### Research

- Continue research that impacts the lives of Kentuckians and garners national and international recognition.
- Increase funding for research and scholarly activity.
- Increase publication of research and scholarly activity.
- Use research findings to revise and design academic, extension, and engagement programs.
- Strive to recruit, develop, and retain nationally distinguished faculty.
- Aggressively seek to recognize and reward superior achievement and scholarship by both faculty and staff.
- Selectively reallocate resources to identify, recruit and support exceptional mid-career faculty who bring recognition and leadership to targeted programs in the Department.
- Improve strategies for enhanced development of new faculty.
- Seek to improve recruitment, retention, and remuneration of staff.
- Seek increased funding for high-quality lab, instruction, and field facilities.

### Outreach

- Implement research-based programs that provide the knowledge and skills necessary for individuals to make positive changes in their personal, family, and work life.
- Improve the economic, social, and physical well-being of individuals and families through lifelong educational programming.

- Improve the capacity of communities to address critical issues through programs promoting food safety, good nutrition, and health promotion.
- Develop and expand programs that build leadership capacity among Kentucky citizens and families.
- Advance sustainable food and nutrition education systems.

## Criteria for Measuring Programs Instruction

- Participate in UK and COA marketing and communication efforts statewide and in strategic out-of-state and international target areas.
- Increase opportunities for distance learning and continuing education.
- Secure additional support for department-based scholarship and recruiting programs.
- Implement incentives for leveraging graduate student financial support with grant funds.
- Establish an academic staffing model based on evidence-based practices with an optimal mix of teaching assistants and full-time faculty to improve student to faculty ratio.
- Implement a rigorous and on-going assessment of the effectiveness of programs aimed at improving undergraduate student success in the first two years (when attrition is highest).
- Expand efforts to monitor student progress toward degree completion and implement a robust set of intervention and support strategies.
- Use the opportunities provided by the University changes in general education requirements to develop more efficient and effective curriculum and instruction delivery.
- Increase faculty recognition and rewards for excellence in academic and extracurricular advising.
- Create well-articulated learning outcomes for each course.
- Expand instructional development opportunities for innovative pedagogies that focus on active learning, effective use of technology, and assessment.
- Extend opportunities for high-impact academic and cultural activities for students at all levels.
- Develop cohesion between the curricular, co-curricular, and community service activities, particularly with regard to leadership, internationalization, diversity, and inclusion.
- Maximize access to major courses through efficient use of faculty instructional DOE.
- Expand academic and laboratory space through efficient relocation of ancillary functions.
- Provide training opportunities for graduate and professional students to serve the needs of the Commonwealth and beyond, through research, instruction, clinical or professional expertise.
- Establish a plan for better internal and external communication with respect to NFS efforts.

- Review and report annually on progress toward meeting recommendations of the COA and UK.
- Support, recognize, and reward faculty and professional staff achievement.
- Enhance resources to provide opportunities for advancement and development that serve the interests of the individual and the Department.
- Implement work-life practices that enhance competence and accountability.
- Establish clearly defined expectations, and accountability measures as components of the departmental programs.
- Develop partnerships with local, regional and statewide organizations that promote opportunities for graduates in non-traditional avenues of employment.
- Participate in UK and College marketing and communication efforts statewide and in strategic out-of-state and international target areas.
- Increase opportunities for distance learning and continuing education.

## Research

- Develop a NFS research agenda.
- Sustain and expand research and scholarly activity.
- Expand research collaborations with business and industry.
- Develop inter- and multi-disciplinary research teams, facilities, and resources within NFS, HES and COA, across UK, and with other Universities.
- Participate in HES, COA, UK, state, regional, and national research committees, task forces, and consortiums.
- Submit funding proposals for targeted research and scholarly activity.
- Secure additional research fellowships and assistantships to support graduate students.
- Publish in premier peer-reviewed journals.
- Author chapters and books.
- Present scholarly work at national and international conferences.
- Foster undergraduate and graduate student presentations and publications.
- Develop research projects.
- Utilize research findings to develop and revise Extension curricula.
- Provide a creative and supportive work environment.
- Provide support to enable faculty members to receive tenure and promotion.
- Decrease the disparity between average salary and benchmark median for all faculty and staff.
- Increase staff support to enhance faculty research projects by one FTE.
- Nominate qualified faculty, staff, and Family and Consumer Sciences Extension specialists for applicable HES, COA, UK, state, national, and international awards.
- Coordinate nominations for COA and UK awards and recognitions.
- Recognize faculty excellence in extension, research, and instruction through the HES Awards of Excellence.
- Seek support from internal and external sources.
- Encourage and support service in leadership positions of state, regional, national, and international organizations.

- Receive professional development monies from internal and external sources.
- Provide opportunities to co-author publications and curricula.
- Propose mentoring programs for faculty and campus based staff.
- Provide professional development to prepare for successful progress up the career ladder.
- Establish a shared work experience between campus-based faculty and staff and Family and Consumer Sciences Extension agents.
- Propose mentoring programs for faculty and campus based staff.
- Seek funding from UK, COA and HES funds.
- Seek funding from alumni and community partners.
- Seek grant monies through research funding.

## Outreach

- Establish a Family and Consumer Sciences Extension program planning process.
- Update and expand existing curricula.
- Pilot new programs in preparation for statewide implementation.
- Integrate new delivery methods and technologies into Extension programs.
- Maximize the use of volunteers and paraprofessionals in program delivery.
- Establish baseline measures to assess and communicate the impact of Extension programs.
- Link all Kentucky communities and UK through Cooperative Extension offices and agents in every county, applying leadership in research-based nutrition and food science information to enhance the well-being of Kentuckians.
- Provide training to enhance small and home-based businesses.
- Promote entrepreneurship.
- Sustain a high-level of quality education and support for outreach personnel statewide on food, nutrition, and hospitality issues.
- Promote development of leadership skills of Extension faculty and support grant initiatives conducted with other faculty in the COA, UK, and nation.
- Collaborate with Kentucky Extension Homemakers Association (KHEA) to foster learning, leadership, and service.
- Develop and expand programs that build skills in family and citizen leadership.
- Establish and coordinate master volunteer programs.
- Sustain traditional Extension strengths while offering innovative new programs in health and wellness to serve increasingly diverse stakeholders
- Enhance the integration of NFS programs with food related endeavors throughout the COA and UK.
- Expand and develop new collaborative projects utilizing Extension expertise and resources within instruction and research in NFS. Encourage student participation through service learning projects.
- Promote enhanced linkages between NFS, Cooperative Extension and new partners within and outside the UK.

### **Organization Chart and Structure**

The organization chart for the COA is found in **Appendix B**. Dr. Sandra Bastin, Interim Chair NFS, reports to Dr. Ann Vail, Director of the HES, who reports to Dean M. Scott Smith. Currently, Dr. Tammy Stephenson serves as Director of Undergraduate Studies for both Dietetics and Human Nutrition. Dr. Kwaku Addo serves as Director of Graduate Studies. Extension faculty includes Dr. Ingrid Adams, Dr. Janet Kurzynske, and Janet Tietzen-Mullins. Dr. Ching Chow and Dr. Howard Glauert have joint appointments with the Graduate Center for Nutritional Sciences. Dr. Lisa Gaetke, Dr. Kelly Webber, and Dr. Alison Gustafson comprise the remainder of the faculty members in NFS. NFS includes two support staff of Ms. Hollie Anderson and Ms. Debbie Clouthier. Three faculty or instructors serve as Directors of the CADE-accredited programs: DPD is Mr. Steve Perry; CP is Dr. Maggie Cook-Newell; and DI is Dr. Hazel Forsythe. The Academic Coordinator is Ms. Liz Combs and the Laboratory Coordinator is Mr. Bob Perry.

### **SPRS Annual Reports**

Please see **Appendix C** for SPRS annual reports for 2005-2006, 2006-2007, 2007-2008, and 2008-2009.

## Resources

### Budget

The following table summarizes the NFS budget status for 2005 to 2010.

Year	Research Incentive	Other Income ****	Salaries		Benefits		Current Expenses		RA/GA/TA	Total Budget *
			Recurring	Non-recurring	Recurring	Non-recurring	Recurring	Non-recurring		
2006-2007	\$2,713.00	\$6,196.00	\$878,843.00	\$68,661.00	\$225,861.00	\$3,483.00	\$28,878.00	\$112,361.00	\$54,887.00	\$1,381,883.00
2007-2008	\$4,213.00	\$6,584.00	\$970,735.00	\$57,496.00	\$253,264.00		\$28,878.00	\$359,216.00	\$54,887.00	\$1,735,273.00
2008-2009	\$3,791.00	\$7,363.00	\$1,013,400.00	\$34,360.00	\$271,825.00	\$3,239.00	\$28,878.00	\$160,366.00	\$54,887.00	\$1,578,109.00
2009-2010	\$2,960.00	\$10,406.00	\$1,091,190.00	\$58,256.00	\$291,720.00	\$4,808.00	\$10,124.00	\$119,673.00	\$65,291.00	\$1,654,428.00
2010-2011	\$8,454.00	\$15,755.00	\$1,126,484.00	-\$36,915.00	\$332,496.00			\$86,312.00	\$60,934.00	\$1,593,520.00
<b>recurring salaries</b>										
2006-2007	salary transfer from FCS to NFS for Kurzynske, Mullins & Bastin									
2007-2008	salary transfer for HMT Lecturer position									
2009-2010	salary transfer for Swanson									
<b>non-recurring operating</b>										
2006-2007	current expense non-recurring fund balance return \$78452									
2007-2008	physical activity funding 246k									
2008-2009	physical activity funding 83k									
2009-2010	physical activity 30k									
2010-2011	Dean's instruction incentive for NFS & HMT 40k									

A more detailed summary of the NFS budget is provided in [Appendix D](#). Operating funds for instruction, applied research, and Extension continues to be increasingly limited. Reliance on extramural sources and instruction incentives is becoming more of a reality. There is also concern about the ability to fund future graduate students if numbers steadily increase as expected. Funding has increased from half-time support for some students to full-time support, as needed. NFS has managed to stay within budget by revenue generated by Summer School and On-line courses and salary savings from grant funding. Without continued funding, it will be difficult to maintain our current operating budget.

### Facilities

Currently, office space is available for all NFS faculty and staff. In 2007-2008, an unused laboratory space was converted into five offices to allow for Extension personnel to move into the same building as the rest of the faculty and staff. Funds were appropriately designated from HES and UK improvement funds. Additional space will have to be acquired and/or remodeling of existing laboratory space will have to be completed for future hires to have adequate office space. Faculty members are also cleaning areas of disuse.

## Equipment

The COA has provided start-up packages for three new faculty members (two in the Regular Title series and one in Extension). Three new computer monitors and hard drives have been purchased for NFS faculty. Computer programs for research analysis have been purchased for lap top computers, allowing for sharing among research faculty. Currently, these lap tops will soon be obsolete.

Foods laboratories must be maintained constantly to provide meaningful student experiential learning activities. In 2009-2010, four new electric ovens with proofers were acquired to replace ovens that were in need of repair in 200 Erikson. Recently, UK Dining Services shared the expenses in the addition of an industrial gas range and up-to-code hood system in 206 Erikson. UK Dining Services remains a partner in purchasing food and maintaining space that is shared by NFS 342 Quantity Food Production/Lemon Tree Café.

With obesity rising at alarming rates, NFS has acquired assessment tools to educate students on techniques for accurate measurements of body fat and lean body mass. A BOD POD was purchased in 2006-2007 for the purpose of increasing research capabilities. It has the necessary accuracy to detect small changes in body composition and provides feedback that can be used to measure the effectiveness of fitness and weight loss programs or fine tuning athletic performance. NFS and the athletic department have entered a partnership to assess the body composition of UK athletes and offer advice where necessary.

## Personnel

- Dr. Ingrid Adams, Extension Assistant Professor is from Trinidad.
- Dr. Kwaku Addo, Associate Professor (and current Merchandising, Apparel, and Textiles Interim Chair serves as Director of Graduate Studies. Dr. Addo is from Ghana.
- Ms. Hollie Anderson, Administrative Support Associate I
- Dr. Sandra Bastin, Extension Professor, became NFS Interim Chair in September 2011.
- Ms. Debbie Clouthier, Staff Support II
- Dr. Maggie Cook-Newell (leaving in May 2012), Instructor serves as CP Director.
- Dr. Hazel Forsythe, Associate Professor serves as DI Director. Dr. Forsythe is from South America.
- Dr. Lisa Gaetke, Professor
- Dr. Alison Gustafson, Assistant Professor
- Dr. Janet Kurzynske, Extension Professor was the past chair.
- Mr. Steve Perry, DPD Director
- Dr. Tammy Stephenson, Senior Instructor serves as Director of Undergraduate Studies for both Dietetics and Human Nutrition.
- Dr. Janet Tietyen-Mullins, Extension Associate Professor
- Dr. Kelly Webber, Assistant Professor
- Ms. Liz Combs is the new Academic Coordinator.

- Mr. Bob Perry is the new Foods Lab Coordinator.
- Although Dr. Ching Chow (Asian descent) and Dr. Howard Glauert are both Professors assigned to NFS, they have joint appointments with the Graduate Center for Nutritional Sciences.

Faculty curriculum vitas can be found in [Appendix L](#).

NFS has struggled to provide a high-quality curriculum as required by accreditation standards while understaffed. Student enrollment has increased steadily over the past five years, with a 20% increase in the last year alone. The large number of students affect NFS in the following ways: larger than expected class size overcrowds lecture and laboratory space and limits instruction methodology for excellence; faculty are overburdened with advising and instruction, leaving less time for research, instruction, and other scholarly work; and students with a GPA of less than 3.0 are unlikely to be awarded a dietetic internship and human nutrition majors are limited in their graduate or professional school options. NFS must be able to provide an environment where students are empowered to reach their full potential.

The process to address this issue has begun with the hiring of an Academic Coordinator. The Academic Coordinator is advising all lower division students. A new enrollment management proposal, with a sliding scale GPA, has moved forward to UK Senate and should reduce the number of students being admitted to Dietetics and Human Nutrition by 16% each. A reduction in students would improve the student to faculty ratio and increase faculty time for enhanced instruction, research, and outreach.

NFS has been fortunate to hire three new faculty, two Regular Titles series (2006-2007 and 2010-2011) and one in Extension (2006-2007). Mid-level and junior faculty need to be mentored. With the current instruction and advising load, this has been a challenge for NFS. It has also created difficulty when faculty request well-deserved sabbaticals. Three sabbaticals occurred in the past five years, creating additional stress in providing instruction and mentoring activities for faculty, staff, and students. Understaffing has delayed department response to several situations.

### **Support from Other University Units**

- The COA and UK of Kentucky offer excellent support in instruction, research, and engagement.
- The School of HES Advising Resource Center provides excellent support for scheduling and advising. The addition of a NFS Academic Coordinator will enhance our ability to offer personalized scheduling and advising.
- The COA and School of HES, provide budget support for grant-writing from Donna Hancock, School of HES Budget Manager, as well as resources for support from the Associate Dean for Research Dr. Nancy Cox.
- Proposal Development Office provides additional support for development of the narrative proposal.

- Dr. Lisa Collins, Assistant Dean for Academic Administration, provides assistance on faculty promotion and tenure, performance reviews, reporting, and accountability.
- Jimmy Henning, Associate Dean for Extension and Ann Vail, Assistant Director of Family and Consumer Science Extension provide support for collaboration between faculty and county Extension personnel.
- The Health Education for Extension Leadership provides seed money for collaboration between Extension and NFS.
- The Center for the Enhancement of Learning and Teaching provides excellent support for instruction.
- The UK Career Center
- The COA Office for Development continues to increase funding streams for scholarships.

## Input from Affected Constituents

---

### Evaluation Data from Faculty, Staff, and Students

Faculty and staff are evaluated on a rotation dependent upon UK and COA regulations. Collegial environment and satisfaction with job responsibilities are discussed at that time.

Dietetic and Human Nutrition students are surveyed at the time of graduation to assess their future plans and graduate/professional school acceptance rates. The Human Nutrition program website also has a link for alumni to submit up-to-date information on their professional development and success. Dietetic surveys are sent out periodically to collect professional and career paths. While student graduation information is collected, personnel are needed to develop a database to track this information. Both programs have grown in the past several years so tracking of students is a more time-consuming challenge. Future needs include developing and distributing a post-graduation survey to assess student success at regular intervals following graduation. This information would be valuable to NFS since the majority of our students attend an internship or graduate/professional school.

Annually, a self-study of the DPD, CP, and DI programs are performed as required by CADE. Annual CADE reports for all accredited programs can be found in [Appendix M](#). The last accreditation visit was in 2003, with 2013 the next site visit for evaluation. The accreditation visit from AAFCS occurred in 2008. The next visit will be in 2018. An Advisory Committee meets annually to give input on all programming issues.

## Adherence to Policies and Procedures

---

### **Evidence of Adherence to Educational Policies and Procedures**

NFS follows UK administration regulations, governing regulations, Senate rules, COA rules, and NFS policies and procedures associated with faculty governance. NFS faculty serves on both UK and COA Senate or Advisory Council. Governance within NFS is managed within committee structure. Although a NFS Chair evaluation was conducted in 2009, results were not shared with faculty.

Students also have a code of ethics to follow. Students have access to the ombudsman office, the appeal process, and other counseling support. Details can be found on [www.uky.edu/StudentAffairs/Code/index.html](http://www.uky.edu/StudentAffairs/Code/index.html).

### **Evidence of Review and Monitoring of Courses**

The Director of Undergraduate Studies for both the DPD and Human Nutrition programs and the Director of Graduate Studies meet with the NFS Curriculum Committee to assess coursework every quarter and as needed. Changes also reflect a change in CADE student competencies/learning outcomes. An assessment should be made and then strategies developed so course reflects a progression of student competencies/learning outcomes.

### **Evidence of Adherence to Faculty Personnel Actions and Budget Request Preparation**

Faculty and staff are governed by NFS, COA, and UK guidelines in hiring and other personnel matters, as well as budget management.

## Evaluation of Quality and Productivity

---

### Evidence of Quality of Collegial Environment

A hallmark of our work is the integration of these learning, discovery, and engagement into programs that make a difference. Since NFS confers two undergraduate degrees (Dietetics and Human Nutrition), and a graduate degree (Hospitality and Dietetics Administration), and directs two pre-professional practice programs (CP and DI), it is imperative that faculty, instructors, directors, and staff work together in a collegial environment that fosters collaboration, encourages sharing of resources, and promotes quality research. Recommendations to improve collegiality include positive leadership from senior faculty, open communications, a policy to protect students and junior faculty from retaliatory behavior, and continued efforts to recruit faculty and students of diverse backgrounds. The NFS Strategic Plan calls for NFS to continue in the recruitment and promotion of a diversified faculty by following the model set by the COA and facilitate an environment of discovery and engagement in learning, service, and research.

### Evidence of Quality and Productivity in Instruction, Research, Public Service, or Operations

#### Evidence of Quality and Productivity in Instruction

The quality of instruction and advising has been recognized by many awards in recent years, from HES Top Ten to the Provost Award for Teaching. The following table shows NFS average quality of instruction compared to the COA and UK as a whole.

NFS Quality of Instruction Averages Compared to the College of Ag and UK

	Department of NFS	College of Ag	UK
Spring 2005	3.2	3.4	3.4
Fall 2005	3.3	3.4	3.4
Spring 2006	3.0	3.4	3.4
Fall 2006	3.3	3.4	3.4
Spring 2007	3.3	3.4	3.4
Fall 2007	3.2	3.4	3.4
Spring 2008	3.1	3.4	3.4
Fall 2008	3.4	3.3	3.4
Spring 2009	3.4	3.4	3.4
Fall 2009	3.4	3.4	3.4
Spring 2010	3.5	3.4	3.4
Fall 2010	3.4	3.4	3.4

The demand for our majors has increased steadily over the past five years. The rapid rise in students is of concern to NFS for several reasons. First, class sizes have increased significantly with many capstone courses reaching 100 to 120 students. The following table shows how enrollment has increased over the years.

## Enrollment and Graduation Rates in Dietetics and Human Nutrition

Academic Year	Graduating Dietetics Majors	Graduating Human Nutrition Majors	Total Graduating Students	Total Number of Enrolled Students
2005	23	11	34	205
2006	22	23	45	247
2007	30	19	49	282
2008	40	26	66	312
2009	45	22	67	321
2010	29	41	70	387

Faculty often changes instruction pedagogy to accommodate the large number of students. Faculty are concerned that the education provided is not ideal with high enrollment in major courses. NFS laboratory space is also limited. Significant time advising leaves faculty less time for research, instruction, outreach, and other scholarly work.

### Evidence of Quality and Productivity in Research

**Appendix E** summarized the annual scholarly productivity of NFS. NFS is consistently in the bottom averages of the COA in grant dollars, Research FTEs and FTE/Refereed Articles. NFS brings in between \$2.5 and \$3 million in grant dollars. The Research FTE averages around 1.6 with a \$/Research FTE around \$168,000. NFS typically generates towards the top in student credit hours which may interfere with scholarly productivity. The hiring of an Academic Coordinator and a proposal for enrollment management should decrease student credit hours to provide faculty with more time to focus on research and grant-writing.

In a five year span, NFS faculty has reported publishing 48 refereed journals, in mostly high impact journals. Extension personnel has reported 52 Extension publications that are part of programs such as

The Human Nutrition program has done an exceptional job of engaging students in research activities. Approximately 40 to 50 students participate in the Showcase for Undergraduate Research highlighting their research in the form a poster session. Go to <http://www.ca.uky.edu/HES/index.php?p=395> for a list of award-winning projects.

### Evidence of Quality and Productivity in Public Service Quality

Faculty members in Extension make over 10,000 contacts annually. These may be viewed, along with diversity data at <https://warehouse.ca.uky.edu/AgWeb/pubreports/stats.asp?fy=2010&r=605>. These contacts contribute to each of the seven initiatives in the School of HES, including: making beneficial lifestyle choices; nurturing families; embracing life as you age; securing financial stability; homes and communities; accessing nutritious foods; and empowering community leaders. A description of each initiative is located at <http://www.ca.uky.edu/HES/FCS/7Initiatives.pdf>. Other faculty members contribute to

community service by hosting high school students, instruction seminars in schools, or hosting various nutrition and fitness activities.

NFS also directs a student-run capstone course that offers reservations for 43, twenty times during the semester. Students provide leadership, hospitality, and food production to clients at a reasonably priced meal. Students are afforded the opportunity to have real-life practice under the supervision of faculty.

### **Evidence of Distance Learning Review**

The popularity of distance learning courses has not escaped NFS. We have followed COA and UK recommendations in submitting a proposal for one on-line course.

### **Quality of Faculty and Staff Communications and Interactions**

Although a review of the past chair was conducted, information was not made available to faculty. A new interim chair has worked with NFS faculty to develop core values which will set the stage to promote and facilitate a collaborative, mutually supportive, and positive environment within NFS.

### **Quality of Orientation, Advising, and Other Student Service Programs**

With the large number of students in NFS, advising puts a tremendous burden on faculty, leaving less time for research, instruction, and other scholarly work. The need for updating advising handbooks is also evident as new faculty members begin to advise students. This will be one of the first assignments of the Academic Coordinator.

At this time, NFS loses about 20% of our first year enrollment with consequent losses of about 10% each year thereafter. The major is heavily science based and with the need of the students to maintain at least a 3.0 GPA to be competitive for a dietetics internship or professional school, this number is not surprising. When the Enrollment Management proposal is approved and the new Academic Coordinator is in place, it is expected that the retention rate will improve.

At this time, NFS loses at least one graduate student per year who fails to finish their thesis. Many graduate students complete their internship or pre-professional practicum and are able to sit for the registration exam. Once they are a Registered Dietitian, they quickly find a job, making it more difficult to complete their thesis. In 2009 one faculty member left to become chair of a department at another university, leaving three students without an advisor. One student has completed, but two are still being encouraged to finish. Recommendations include a more accessible web site, better communication between students and faculty, more funding to support graduate students that allow them to concentrate on schoolwork instead of needing to hold jobs outside of school. In addition, NFS must do more to recruit excellent students and faculty must be available to offer top notch research projects.

### **Quality of Student Learning Outcomes**

Please refer to Part 2 Student Learning Outcomes for a detailed description of student learning outcome activities and evaluations.

### **Evaluation of Course Grade Distribution**

Course grade distributions are available from Teaching Evaluation and are monitored by faculty.

# Analysis of Strengths and Recommendations for Quality Enhancement

---

## Summary of Strengths

- NFS faculty members are committed to becoming FIRST in Focus, Innovation, Respect, Success, and Teamwork which will contribute to UK's top 20 status.
- NFS faculty members have a depth of knowledge in their areas of expertise that contributes to excellence in learning, discovery, and engagement.
- Ongoing efforts to enhance student academic success in undergraduate, graduate, and pre-professional practice programs.
- Ongoing efforts to increase research dollars and scholarly works.
- Ongoing efforts to promote diversity and inclusion in our academic programs and within NFS.
- Ongoing efforts to contribute to evidence-based best practices in the profession of dietetics and human nutrition.
- Ongoing Extension efforts to make a difference in the health of Kentuckians.
- Ongoing efforts to provide excellence in education in state-of-the-art laboratories.
- Strong administrative support from HES and COA and strong staff support.

## Recommendations for Quality Enhancement

- Send forth a proposal for an additional faculty and instructor lines. These will allow more time for successful extramural support, provide budget flexibility associated with salary savings, encourage junior faculty support for promotion and tenure, encourage mid-level faculty to seek promotion, and provide funding for graduate students.
- Promote a team environment by empowering positive leadership from mid-level and junior faculty and students, practice open communication, and develop a policy to provide a student-oriented and collegial environment.
- Enhance program management and advising activities and opportunities through collaborative efforts of faculty and the newly hired Academic Coordinator. The Academic Coordinator and DUS will be responsible for implementing enrollment management efforts, pending UK approval. Student advising and retention of high quality students will be improved through new advising materials, web site enhancement, and a lower student to advisor load.

- Assess and develop a strategy of instruction and course work that will reflect progressive student competencies/learning outcomes. Changes in CADE required student competencies/learning outcomes will be included in the accredited undergraduate didactic program in 2012.

The following challenges have been identified as our top priority to address:

Challenges include:

- An operating budget that is inadequate; summer school and salary savings supports NFS endeavors.
- A limited number of senior faculty to assume leadership roles (such as DUS, DGS, DPD Director, CP Director, DI Director, thesis advisor) and to mentor mid-level and junior faculty and mentor undergraduate and graduate students.
- The need for increased research dollars to provide salary savings and research opportunities for undergraduate and graduate students.
- The opportunity for faculty and staff to move forward together in reaching NFS goals.
- Academic coursework that meets the required student competencies/learning outcomes, while reflecting a progression of knowledge, skills and abilities in a student-centered environment. Although student success points to a high level of knowledge and skills, better assessment of application skills should be documented.
- Reducing the faculty to student ratio for better classroom management.

## Part 2

---

### Undergraduate Student Learning Outcomes

Undergraduate student learning assessment reports for the Dietetics and Human Nutrition are in [Appendix F](#).

### Graduate Student Learning Outcomes

Undergraduate student learning assessment reports for the Dietetics and Human Nutrition are in [Appendix G](#).

### Curriculum Map

[Appendix H](#) contains information about all majors within NFS, including course offerings to obtain a degree for Human Nutrition and Dietetics; as well as the MS in Hospitality and Dietetics Administration.

NFS faculty members are committed to promoting critical thinking and synthesis of information in the courses they teach. A review of faculty instruction portfolios reveals an emphasis on developing student skills in the area of critical thinking, creativity, problem solving, and synthesis of information. Instructional methods vary across instructors and include lecture/discussion, report writing, oral presentations, case studies, research projects, computer-assisted instruction, laboratory experiences, debates, field trips, real-world projects, field experiences, internships, and practicums. These methods provide opportunities to develop critical thinking and synthesis skills.

Course objectives are evaluated regularly, revised as needed, and reflect contemporary practice within the profession and specialization. Program objectives for each major complement NFS' vision, mission, and goals statements. Course objectives are evaluated on a continuing basis, reflect programmatic, societal and market trends, and assure the preparation and development of prepared graduates. Results of follow-up studies, comments from employers or internship supervisors, and learning through research and professional involvement are measures that guide program changes.

## Assessment Results

---

### Implementation Plan for Major Instructional Objectives

The DPD and CP undergraduate program, and DI pre-professional program focus on the foundation knowledge requirements provided by the component of dietitian education that are set by DPD Eligibility requirements and CADE accreditation standards. **Appendix I** illustrates student learning outcomes and assessments based on CADE accreditation.

The HN undergraduate program foundation knowledge and graduate program focus on national demands for their graduates. Application of knowledge is provided by a variety of experiential learning activities such as laboratory experiences, practicums, internships, simulations, etc. **Appendix J** illustrates student learning outcomes and assessments based on the curriculum.

Feedback about programs is derived through a variety of means including:

- Advisory boards
  - Student evaluation of instruction
  - Evaluation by internship community-based faculty and supervising faculty
  - Follow-up of graduates (program specific)
  - Reviews by external accrediting agencies
  - Test score results by ADA/CDR registration exam for Dietetics major
  - Formal reviews by UK
  - Informal contacts with parents of students, employers, graduates, and others
- UK's Institute of Research, Planning, and Effectiveness conducts an exit survey and data may be used from the results to contact alumni.

It will be imperative in the future to go beyond making inferences and attempt to refer back to the outcomes using a standard methodology to interpret results. It is easy for individual faculty to assess they are meeting student learning outcomes through continued success of students. However, NFS must use all the tools available to assess individual courses. Development of supplemental instructional and advising handbooks, web page enhancement, and courses that reflect a progression of knowledge, skills and abilities in a student-centered environment will further improve instructional objectives.

### Summary of Major Findings

UK has done an Improvement Action Plan Rubric for each major in NFS. These can be found in **Appendix K**. The analysis of each program says that although reasonable

references are made given student learning outcomes, interpretation of the analysis does not refer back to the outcomes and that improvement action lacks specificity.

### **Communications Regarding Key Results**

UK has implemented a better system of reporting objectives, results, analysis of the results, and improvement action plans. These reports will provide a basis for accountability. Results will be shared with NFS faculty and staff, along with community-based partners and students. The NFS Advisory Board will guide improvements as NFS continues to enhance programming efforts to further the mission and objectives of NFS.

### **Follow-up Action Taken**

NFS faculty is committed to enhancing our instruction, research, and outreach efforts. Utilizing recommendations and challenges, along with the objectives in our strategic plan, NFS will enhance and improve programming efforts and assessment methods, and implement policies and procedures that will allow for growth and improved governance of NFS.

## Appendix A – Strategic Plan

---



**Department of Nutrition & Food Science  
School of Human Environmental Sciences  
College of Agriculture  
University of Kentucky**

**STRATEGIC PLAN 2009-2014**

**Who We Are**

The Department of Nutrition and Food Science is situated in the School of Human Environmental Sciences, College of Agriculture. As an integral part of a land-grant institution, the Department of Nutrition and Food Science offers a range of knowledge and skills to enhance human health and well being. The Department uses a multidisciplinary approach to educate and help individuals, families, businesses, and communities. The arts and sciences provide the basis for the program areas. We apply the biological, physical, and social sciences to challenges in nutrition, foods, dietetics, hospitality management, and tourism.

The Department holds a unique position in Family and Consumer Sciences Education. Our teaching, research, and extension programs are part of a national system that maintains a statewide presence and links local, state, and global issues.

**Our Vision**

The Department will be a leader in improving the quality of life of individuals and families in Kentucky, the region, and the nation through rigorous academic programs, state-of-the-art research, community-driven extension, and engagement opportunities.

**Land-Grant Values**

As a Department, we are guided by the values underlying the land-grant philosophy:

- **learning** – enhancing access to education opportunities for all;
- **discovery** – expanding knowledge through research; and
- **engagement** – collaborating with diverse institutions, communities, and people to improve lives.

A hallmark of our work is the integration of these three values – learning, discovery, and engagement – into programs that make a difference.

**Our Mission**

The mission of our Department in our education, research, and service is to:

- promote healthy lifestyles through wise, nutritionally-sound, food choices and regular physical activity;
- enhance the well being of people through meaningful and enjoyable hospitality and tourism experiences; and
- expand economic opportunity by generating and sharing knowledge of human nutrition, dietetics, foods, hospitality, and tourism.

As full partners in the University of Kentucky and in every Kentucky county we:

- facilitate lifelong learning, informed by scholarship and research;
- expand knowledge through creative research and discovery; and
- serve Kentuckians by sharing and applying knowledge.

The Department shall honor, sustain and advance the land-grant heritage and mission.

## Goal 1

### Prepare Students for Leadership in an Innovation-Driven Economy and Global Society

Educating students remains the most important way we enhance the future of the Commonwealth. Instruction is fully integrated with our other missions – research and extension. The Department expects its graduates to become leaders in their professions and their communities. To this end, the Department must attract and graduate outstanding students with diverse backgrounds and the skills to meet the challenges of the future.

#### Most Significant Challenges

- In majors that have experienced significant enrollment growth during the last several years, additional undergraduate enrollment will not be possible without additional faculty instructional DOE.
- Some classrooms and teaching labs are inadequately supplied.
- Freshman retention and six-year graduation rates are not up to the standards of Top 20 benchmarks.
- Graduate enrollment could be increased in the Department.

#### Objective 1.1 Enroll more high-ability students from under-represented groups.

- Strategy 1.1.1 Participate in University and College marketing and communication efforts statewide and in strategic out-of-state and international target areas.
- Strategy 1.1.2 Increase opportunities for distance learning and continuing education.
- Strategy 1.1.3 Secure additional support for department-based scholarship and recruiting programs.
- Strategy 1.1.4 Implement incentives for leveraging graduate student financial support with grant funds.

#### Objective 1.2 Improve student success, with particular attention to attrition and time-to-degree.

- Strategy 1.2.1 Establish an academic staffing model based on evidence-based practices with an optimal mix of teaching assistants and full-time faculty to improve student to faculty ratio.
- Strategy 1.2.2 Implement a rigorous and on-going assessment of the effectiveness of programs aimed at improving undergraduate student success in the first two years (when attrition is highest).
- Strategy 1.2.3 Expand efforts to monitor student progress toward degree completion and implement a robust set of intervention and support strategies.
- Strategy 1.2.4 Use the opportunities provided by the University changes in general education requirements to develop more efficient and effective curriculum and instruction delivery.
- Strategy 1.2.5 Increase faculty recognition and rewards for excellence in academic and extracurricular advising.

#### Objective 1.3 Ensure graduates at all levels are able to demonstrate expertise in their disciplines and are prepared to succeed in professional and community settings.

- Strategy 1.3.1 Create well-articulated learning outcomes for each course.
- Strategy 1.3.2 Expand instructional development opportunities for innovative pedagogies that focus on active learning, effective use of technology, and assessment.
- Strategy 1.3.3 Extend opportunities for high-impact academic and cultural activities for students at all levels.
- Strategy 1.3.4 Develop cohesion between the curricular, co-curricular, and community service activities, particularly with regard to leadership, internationalization, diversity, and inclusion.

#### Objective 1.4 Increase the number of graduates at all levels to address the critical needs of the Commonwealth and United States.

- Strategy 1.4.1 Maximize access to major courses through efficient use of faculty instructional DOE.
- Strategy 1.4.2 Expand academic and laboratory space through efficient relocation of ancillary functions.
- Strategy 1.4.3 Provide training opportunities for graduate and professional students to serve the needs of the Commonwealth and beyond, through research, teaching, clinical or professional expertise.

**Key Indicators, by 2014 the Department will have:**

1. Increased the six-year graduation rate to 80 percent.
2. Reduced the ratio of majors to teaching/advising faculty to less than 20/1.
3. Increased the number of graduate degrees awarded by an average of 5 percent per year.

## Goal 2

### Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders

The Department's land-grant mission encourages truly creative research endeavors that result in the discovery of new knowledge. We aspire through our research and work to improve the quality of life for individuals and families. The Department integrates discovery science and applied research in teaching and outreach activities.

#### **Most Significant Challenges**

- Infrastructure and facilities limit the potential for continued growth of research.
- Faculty in the Department have a significant teaching load due to higher than average student-to-faculty ratios as compared to the College and University.
- Repeated budget cuts have capped faculty expansion and created vacancies.

**Objective 2.1** Continue research that impacts the lives of Kentuckians and garners national and international recognition.

Strategy 2.1.1 Develop a Department of Nutrition & Food Science research agenda.

Strategy 2.1.2 Sustain and expand research and scholarly activity.

Strategy 2.1.3 Expand research collaborations with business and industry.

Strategy 2.1.4 Develop inter- and multi-disciplinary research teams, facilities, and resources within the Department, School and College, across the University, and with other Universities.

Strategy 2.1.5 Participate in School, College, University, state, regional, and national research committees, task forces, and consortiums.

**Objective 2.2** Increase funding for research and scholarly activity.

Strategy 2.2.1 Submit funding proposals for targeted research and scholarly activity.

Strategy 2.2.2 Secure additional research fellowships and assistantships to support graduate students.

**Objective 2.3** Increase publication of research and scholarly activity.

Strategy 2.3.1 Publish in premier peer-reviewed journals.

Strategy 2.3.2 Author chapters and books.

Strategy 2.3.3 Present scholarly work at national and international conferences.

Strategy 2.3.4 Foster undergraduate and graduate student presentations and publications.

**Objective 2.4** Use research findings to revise and design academic, extension, and engagement programs.

Strategy 2.4.1 Develop translational research projects.

Strategy 2.4.2 Utilize research findings to develop and revise Extension curricula.

#### **Key Indicators, by 2014 the Department will have:**

1. At least 50% of graduate students presenting original research at local, regional, or national events before they graduate.
2. At least 20% of undergraduate students presenting original research at local, regional, or national events before they graduate.
3. Increased the number of refereed journal publications per research FTE by 5% per year.
4. Increased the number of Departmental submissions for federally competitive grant awards to 3/Research FTE per year.
5. Increased extramural grants to \$150,000/Research FTE per year.
6. Faculty presenting at at least one professional or regional meeting per FTE per year.

### Goal 3

#### Develop the Human and Physical Resources of the College to Achieve Top 20 Stature

The Department's land-grant mission provides access to knowledge and learning for citizens and students throughout the Commonwealth. A distinguished faculty characterized by diversity, exceptional scholarship, superb teaching and dedicated service is the cornerstone for a successful department in the college. To this end, the achievement of the Department's mission depends upon commitment to quality, recognition of excellence, appropriate compensation, and the building of excellent support for faculty and staff.

#### Most Significant Challenges

- Salaries are not competitive with benchmark institutions.
- Infrastructure and facilities limit the potential for continued growth of research.
- Faculty in the Department have a significant teaching load due to higher than average student-to-faculty ratios as compared to the College and University.
- Repeated budget cuts have capped faculty expansion and created vacancies.

#### Objective 3.1 Strive to recruit, develop, and retain nationally distinguished faculty.

- Strategy 3.1.1 Provide a creative and supportive work environment.
- Strategy 3.1.2 Provide support to enable faculty members to receive tenure and promotion.
- Strategy 3.1.3 Decrease the disparity between average salary and benchmark median for all faculty and staff.
- Strategy 3.1.4 Increase staff support by 1 FTE.

#### Objective 3.2 Aggressively seek to recognize and reward superior achievement and scholarship by both faculty and staff.

- Strategy 3.2.1 Nominate qualified faculty, staff, and Family and Consumer Sciences Extension specialists for applicable School, College, University, state, national, and international awards.
- Strategy 3.2.2 Coordinate nominations for college and university awards and recognitions.

#### Objective 3.3 Selectively reallocate resources to identify, recruit and support exceptional mid-career faculty who bring recognition and leadership to targeted programs in the Department.

- Strategy 3.3.1 Recognize faculty excellence in extension, research, and teaching through the HES Awards of Excellence.
- Strategy 3.3.2 Seek support from internal and external sources.
- Strategy 3.3.3 Encourage and support service in leadership positions of state, regional, national, and international organizations.

#### Objective 3.4 Improve strategies for enhanced development of new faculty.

- Strategy 3.4.1 Receive professional development monies from internal and external sources.
- Strategy 3.4.2 Provide opportunities to co-author publications and curricula.
- Strategy 3.4.3 Propose mentoring programs for faculty and campus based staff .

#### Objective 3.5 Seek to improve recruitment, retention, and remuneration of staff.

- Strategy 3.5.1 Provide professional development to prepare for successful progress up the career ladder.
- Strategy 3.5.2 Establish a shared work experience between campus-based faculty and staff and Family and Consumer Sciences Extension agents.
- Strategy 3.5.3 Propose mentoring programs for faculty and campus based staff.

**Objective 3.6** Seek increased funding for high-quality lab, teaching, and field facilities.

Strategy 3.6.1 Seek funding from University, College and School funds.

Strategy 3.6.2 Seek funding from alumni and community partners.

Strategy 3.6.3 Seek grant monies through research funding.

**Key Indicators, by 2014 the Department will have:**

1. Decreased by half the disparity between average salary and benchmark median for all faculty and staff.
2. Increased the total number of individual or team state, national, and international awards received by faculty and staff by a 3 year rolling average of 1 per year.
3. Renovated and expanded the administrative offices, classrooms, and laboratories required for the effective teaching of students.

## **Goal 4**

### **Promotion of Diversity and Inclusion**

The Department being an academic unit is committed to creating work and learning environments where diversity is highly valued and all individuals can fulfill their potential as respect for human differences are fundamental to the success of the Department's programs. To this end, the Department will continue in the recruitment and promotion of a diversified faculty by following the model set by the College and facilitate an environment of discovery and engagement in all learning, service and research environments.

#### **Most Significant Challenges**

- Not all programs in the Department have a diverse student population.

**Objective 4.1** Continue to implement recommendations from the College of Agriculture's Diversity Review and Planning Task Force.

- Strategy 4.1.1 Establish a plan for better internal and external communication with respect to the Department's efforts.
- Strategy 4.1.2 Review and report annually on progress toward meeting recommendations of the College and the University.

**Objective 4.2** Utilize available resources and operations in faculty and staff recruitment, promotion and retention.

- Strategy 4.2.1 Support, recognize, and reward faculty and professional staff achievement.
- Strategy 4.2.2 Enhance resources to provide opportunities for advancement and development that serve the interests of the individual and the Department.
- Strategy 4.2.3 Implement work-life practices that enhance competence and accountability.

**Objective 4.3** Promote curricular programs that recognize educational advantages of diversity.

- Strategy 4.3.1 Establish clearly defined expectations, and accountability measures as components of the departmental programs.

**Objective 4.4** Continue to provide opportunities to increase understanding and acceptance of thought, cultural, gender and ethnic differences.

- Strategy 4.4.1 Develop partnerships with local, regional and statewide organizations that promote opportunities for graduates in non-traditional avenues of employment.

**Objective 4.5** Enroll more high-ability students from under-represented groups.

- Strategy 4.5.1 Participate in University and College marketing and communication efforts statewide and in strategic out-of-state and international target areas.
- Strategy 4.5.2 Increase opportunities for distance learning and continuing education.
- Strategy 4.5.3 Secure additional support for department-based scholarship and recruiting programs.
- Strategy 4.5.4 Implement incentives for leveraging graduate student financial support with grant funds.

#### **Key Indicators, by 2014 the Department will have:**

1. Increased the percentage of male undergraduate students to 30%.
2. Maintained the percentage of non-White graduate students at 25% or above.
3. Maintained ethnic diversity of the student population with African American BS enrollment at or above 6.6% (state's population).
4. At least 30% of faculty participating in some international experience each year.

**Goal 5**  
**Improve the Quality of Life for Kentuckians through Extension, Outreach and Service**

Agricultural, environmental, economic, behavioral, and societal issues create an unprecedented demand for knowledge and research-based educational programs applicable to the needs of all Kentuckians. Food, nutrition, health, and hospitality issues, opportunities for youth, and a rapidly changing agricultural landscape in Kentucky require a vital, progressive and responsive Department of Nutrition and Food Science.

**Most Significant Challenges**

- Budget cuts combined with turnover have created critical capacity shortages in key areas, including family and consumer science, health/wellness, community and economic development, and program and staff development.
- Extension’s role in health programs such as the National Extension Primary Health Care initiative should be carefully reviewed.
- Cuts in state funding of mandated programs and increasing burdens on alternative funds sources, including county extension funds.
- New communication/information tools are available, and will need to be adapted and incorporated fully into Extension programming.
- The expectation for graduate education for agents has been established. Now more accessible and appropriate graduate degree options must be developed.
- Operating funds for extension, teaching and some applied research becomes increasingly limited. Reliance on extramural sources necessarily increases. Faculty and staff need to adjust to this shift.

**Objective 5.1** Implement research-based programs that provide the knowledge and skills necessary for individuals to make positive changes in their personal, family, and work life.

- Strategy 5.1.1 Establish a Family and Consumer Sciences Extension program planning process.
- Strategy 5.1.2 Update and expand existing curricula.
- Strategy 5.1.3 Pilot new programs in preparation for statewide implementation.
- Strategy 5.1.4 Integrate new delivery methods and technologies into Extension programs.
- Strategy 5.1.5 Maximize the use of volunteers and paraprofessionals in program delivery.
- Strategy 5.1.6 Establish baseline measures to assess and communicate the impact of Extension programs.

**Objective 5.2** Improve the economic, social, and physical well being of individuals and families through lifelong educational programming.

- Strategy 5.2.1 Link all Kentucky communities and the University through Cooperative Extension offices and agents in every county, applying leadership in research-based nutrition and food science information to enhance the well-being of Kentuckians.
- Strategy 5.2.2 Provide training to enhance small and home-based businesses.
- Strategy 5.2.3 Promote entrepreneurship.

**Objective 5.3** Improve the capacity of communities to address critical issues through programs promoting food safety, good nutrition, and health promotion.

- Strategy 5.3.1 Sustain a high-level of quality education and support for outreach personnel statewide on food, nutrition, and hospitality issues.

**Objective 5.4** Develop and expand programs that build leadership capacity among Kentucky citizens and families.

- Strategy 5.4.1 Promote development of leadership skills of Extension faculty and support grant initiatives conducted with other faculty in the College, University, and nation.

- Strategy 5.4.2 Collaborate with Kentucky Extension Homemakers Association (KHEA) to foster learning, leadership, and service.
- Strategy 5.4.3 Develop and expand programs that build skills in family and citizen leadership.
- Strategy 5.4.4 Establish and coordinate master volunteer programs.

**Objective 5.5** Advance sustainable food and nutrition education systems.

- Strategy 5.5.1 Sustain traditional Extension strengths while offering innovative new programs in health and wellness to serve increasingly diverse stakeholders
- Strategy 5.5.2 Enhance the integration of the Department's programs with food related endeavors throughout the College and University.
- Strategy 5.5.3 Promote enhanced linkages between the Department, Cooperative Extension and new partners within and outside the University.

**Key Indicators, by 2014 the Department will have:**

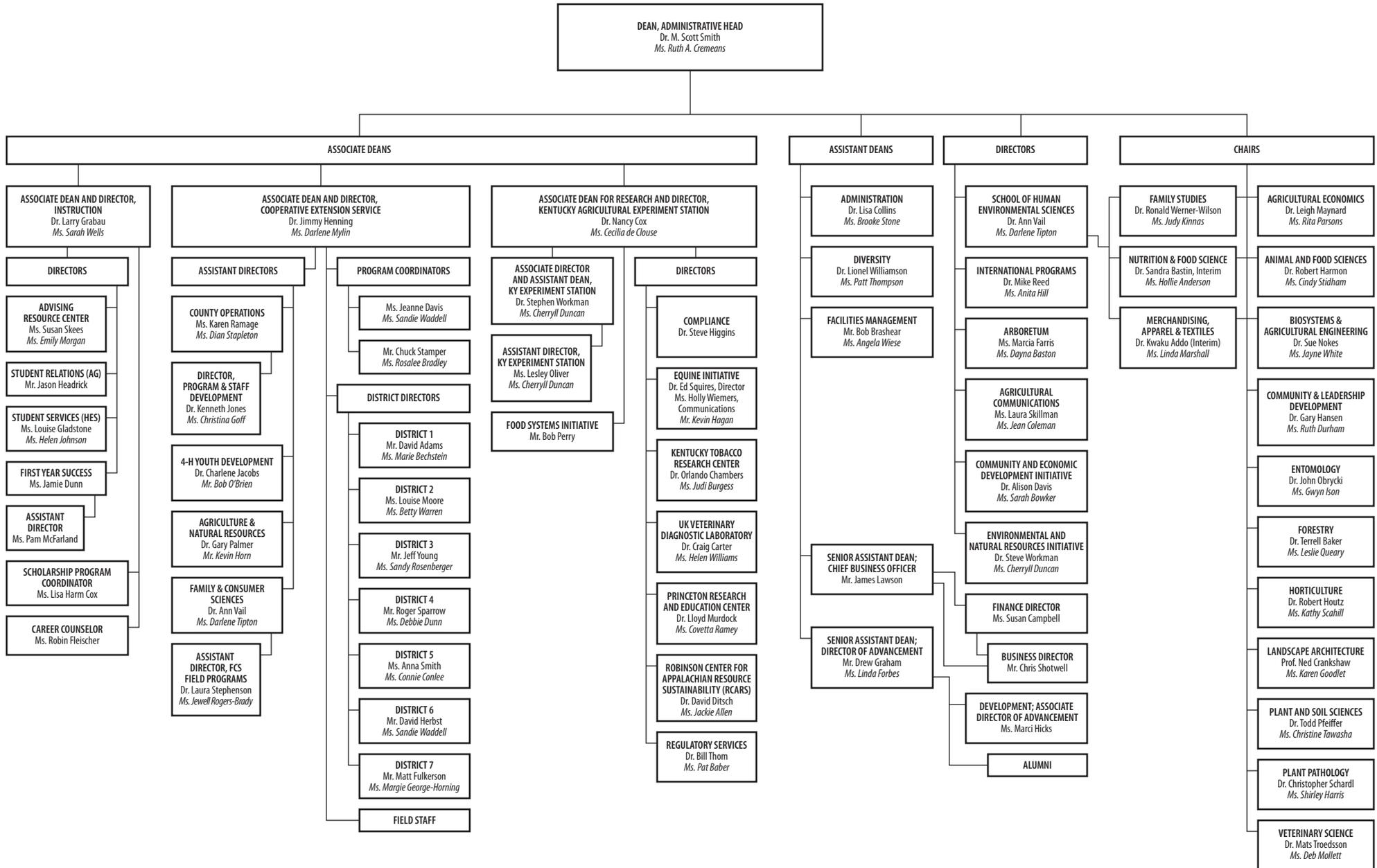
1. Increased extramural funding for Extension Food and Nutrition or outreach programs by 10%.
2. Increased Extension faculty publication of external peer-reviewed articles or abstracts and/or completion of invited presentations directly related to featured or other FCS programs to an average of 3/Extension FTE per year.
3. Offered two or more in-service training programs annually to provide FCS Agents with new programs, curricula, and updates on food and nutrition topics.
4. Enhanced and refined the collection and reporting of Department related Extension outcomes.
5. Provided state-wide data to document both the effectiveness of all extension featured programs and other Departmentally-determined key programs, one per year on a rotating basis.

## Appendix B – Organization Chart

---

# ORGANIZATIONAL CHART

University of Kentucky • College of Agriculture



## Appendix C – SPRS Annual Reports

---



# STRATEGIC PLANNING AND REPORTING SYSTEM

[UK Mission](#) | [Menu](#) | [Help](#) | [Log Off](#)

## Annual Review Report 2005-2006

Area **Provost** College/Unit **College of Agriculture**  
 Department **Nutrition and Food Science** Degree **Dietetics BS**  
 Data Entry **Jan Childers** Approver  
 Mission Last Modified By **Jan Childers** Objective Last Modified By **Jan Childers**

The Unit Mission is limited to 800 characters. Any characters entered over 800 will be deleted.

Unit Mission The primary mission of the Department of Nutrition and Food Science is to educate, conduct research, and perform service in the fields of dietetics, human nutrition, and hospitality management and tourism as a unit within the University of Kentucky, a Land Grant Institution.

## Unit Goals and Specific Strategies

To modify an objective, choose the objective button located in the 'obj#' column below.

Obj. #	Unit Goals and Specific Strategies	Assessment Methods, Criteria and Timelines	Results of Assessments	Use of Results to Improve	Relationship to UK Strategic Plan:					
					UK Mission	UK Goal	UK Measures of Progress			
<input type="button" value="01"/>	Attract and graduate outstanding Dietetics students.	1. Track the number of graduates placed in supervised practice programs, including Coordinated Programs and Dietetic Internships. 2. Track the number of graduate students who enroll in our Hospitality and Dietetics Administration Master's Program because of access to the department's dietetics Programs.			Overall	2. Outstanding Students	0	0	0	0
<input type="button" value="03"/>	Enhance the Dietetics programs visibility at the local, state, and national level.	Student participation in attendance and presentations at local, state and national meetings. Develop relationships between Community Based Faculty, food and nutrition professionals, and the community. Track inquiries to the DPD on a local, state and national level.			Overall	6. Quality of Life	0	0	0	0
<input type="button" value="04"/>	Discover, Share, and Apply New Knowledge	1. Track the number of undergraduate dietetic students who participate in undergraduate research projects. 2. Track the number of dietetics students who present poster or oral presentations at dietetics conferences (KDA,			Overall	4. New Knowledge	0	0	0	0

ADA) or other undergraduate research  
presentation opportunities

**3 objective(s) found.**

[Go To Select Page](#)

[Go To View/Edit/Create Narrative Page](#)

## **View Printable Report**

[View/Edit/Create Annual Report](#) | [Annual Report Search](#)

[Approval Status Report](#) | [UK Strategic Indicator and/or UK Mission Report](#) | [Annual Reports With Missing Data](#) | [Print](#)

[Multiple Annual Reports](#)

[User Access Search/Modify](#) | [User Access Add](#) | [User Role Report](#)

[Area Maintenance](#) | [College/Unit Maintenance](#) | [Department Maintenance](#) | [Degree Maintenance](#)

[Add Drop Down Maintenance](#) | [Search/Modify Drop Down Maintenance](#)

[Approval Date Maintenance](#) | [Mission Maintenance](#) | [Goal Maintenance](#) | [UK Measures of Progress Maintenance](#)

[Copy Records From One Fiscal Year to Another](#)

[Notes](#)

*Send comments to: [SPRS Comments](#)*

*All contents copyright © 2001, University Of Kentucky*

*All rights reserved.*

*Last Modified - 4/09/2004*

**The Annual Review Report is not available for 2006 – 2007.**



# STRATEGIC PLANNING AND REPORTING SYSTEM

[UK Mission](#) | [Menu](#) | [Help](#) | [Log Off](#)

## Annual Review Report 2007-2008 APPROVED

Area **Provost** College/Unit **College of Agriculture**

Department **Nutrition and Food Science** Degree **Dietetics BS**

Data Entry **Jan Childers** Approver **Jan Childers**

Mission Last Modified By **Jan Childers** Objective Last Modified By **Jan Childers**

The Unit Mission is limited to 800 characters. Any characters entered over 800 will be deleted.

Unit Mission The primary mission of the Department of Nutrition and Food Science, located in the School of Human Environmental Sciences, is to educate students and constituents, conduct research, and perform service in the fields of dietetics, human nutrition, and hospitality management and tourism as a unit within the University of Kentucky, a Land-Grant Institution.

## Unit Goals and Specific Strategies

To modify an objective, choose the objective button located in the 'obj#' column below.

Obj. #	Unit Goals and Specific Strategies	Assessment Methods, Criteria and Timelines	Results of Assessments	Use of Results to Improve	Relationship to UK Strategic Plan:		
					UK Mission	UK Goal	UK Measures of Progress
01	Attract and graduate outstanding dietetic students	1. Monitor the Didactic Program in Dietetics (DPD) graduates placed in Coordinated Program and Dietetic Internships. 2. Track the number and quality of students who enroll in our Hospitality and Dietetics Administration Master's Program for access to the NFS DPD Programs.	The Didactic Program in Dietetics, Option A had approximately 166 students 2007-2008. The Coordinated Program, Option B had 9 students who graduated in the Senior Class of 2008. of the 28 DPD graduates, 7 received placement in a dietetic internship; 4 enrolled in graduate school and 5 acquired jobs before applying to the fall match for a dietetic internship. The average GPA of the 2008 DPD graduates for 2007-2008 was 3.44. The Commission on Accreditation for Dietetic Education reported and 80% pass rate on the Registered Dietitian exam for UK DPD students.	These results will be used to introduce strategies for improve the placement rate in internship. NFS DPD will survey internship directors to determine where UK students rank in the application process. Strengthen advising and counseling and encourage more students to pursue more internships or graduate school directly upon graduation.	Overall	Enhance Stature	0 0 0 0
02	Enhance the	Promote membership	The junior DPD class reports their	Develop an online	Overall	Enhance	0 0 0 0

dietetic program's visibility at the local, state, and national level.

in the student dietetic association (UKSDA), American Dietetic Association (ADA) and Bluegrass District Dietetic Association (BGDDA) by their junior year. Documents student participation in competitive poster presentations, community nutrition interventions, and in legislative activities.

professional memberships. Of the 80 plus student in NFS 312 who completed their assignments, one to two students in twenty groups of four students used the professional association member only section of the website. Many of the premajor students are members of ADA, KDA, BGKDDA and UKSDA. Regular attendance and participation in these organizations is exhibited by 35% or more of students. Community organizations are contacted by and contact the program for advice and assistance with nutrition or wellness presentations or expos. NFS 403 class has an assignment that requires organizing a community nutrition intervention for groups with chronic diseases, weight management issues and wellness needs. The DPD director receives inquiries from university, instate, national, and international prospects. On average local, national and international contacts totals 220 contacts per year.

tracking system of students attendance and participation in professional meetings. Develop an electronic log for tracking inquiries about the UK Dietetic Program.

Stature

03 Discover, share, and apply foundation knowledge and skills.

1. Track the number of dietetic students who participate in undergraduate research projects. 2. Monitor the number of dietetics students who present posters, oral presentations, paper communications and radio talks to the public.

On average 3-4 students in the DPD participate in the SPUR program in the spring semester which showcases undergraduate research. The CP students each prepared and presented a research poster that was exhibited at the Professional Ceremony and Graduation Celebration of the Supervised Practice Program, one CP student presented at the AAFCS. The DI and CP students present research at the three levels. Students have presented posters at state meeting KDA, national professional meetings, ADA AAFCS, NACUFS. Posters are also presented at KDA and at the CP DI Graduation Ceremony

Develop research ability of dietetic students prior to the SPP. Provide a venue for the presentation of undergraduate research while in the Year IV of the dietetic program

Clinical Enhance 0 0 0 0 Stature

**3 objective(s) found.**

[Go To Select Page](#)

[Go To View/Edit/Create Narrative Page](#)

## [View Printable Report](#)

[View/Edit/Create Annual Report](#) | [Annual Report Search](#)

[Approval Status Report](#) | [UK Strategic Indicator and/or UK Mission Report](#) | [Annual Reports With Missing Data](#) | [Print](#)

[Multiple Annual Reports](#)

[User Access Search/Modify](#) | [User Access Add](#) | [User Role Report](#)

[Area Maintenance](#) | [College/Unit Maintenance](#) | [Department Maintenance](#) | [Degree Maintenance](#)

[Add Drop Down Maintenance](#) | [Search/Modify Drop Down Maintenance](#)

[Approval Date Maintenance](#) | [Mission Maintenance](#) | [Goal Maintenance](#) | [UK Measures of Progress Maintenance](#)

[Copy Records From One Fiscal Year to Another](#)

Notes

*Send comments to: [SPRS Comments](#)*

*All contents copyright © 2001, University Of Kentucky*

*All rights reserved.*

*Last Modified - 4/09/2004*



# STRATEGIC PLANNING AND REPORTING SYSTEM

[UK Mission](#) | [Menu](#) | [Help](#) | [Log Off](#)

## Annual Review Report 2008-2009

Area **Provost** College/Unit **College of Agriculture**  
 Department **Nutrition and Food Science** Degree **Dietetics BS**  
 Data Entry **Jan Childers** Approver  
 Mission Last Modified By **Jan Childers** Objective Last Modified By **Jan Childers**

The Unit Mission is limited to 800 characters. Any characters entered over 800 will be deleted.

Unit Mission The primary mission of the Department of Nutrition and Food Science, located in the School of Human Environmental Sciences, is to educate students and constituents, conduct research, and perform service in the fields of dietetics, human nutrition, and hospitality management and tourism as a unit within the University of Kentucky, a Land-Grant Institution.

## Unit Goals and Specific Strategies

To modify an objective, choose the objective button located in the 'obj#' column below.

Obj. #	Unit Goals and Specific Strategies	Assessment Methods, Criteria and Timelines	Results of Assessments	Use of Results to Improve	UK Mission	Relationship to UK Strategic Plan: UK Goal	UK Measures of Progress
01	Advance undergraduate education to prepare dietetics students for ever-changing professional careers.	All DPD students will meet the 2.4 GPA requirement before progression into the Year 3 of the DPD. Evidence: DPD students' GPA/academic record	Ninety percent (90 %) of students enrolled in the third year of a the DPD will graduate within 150% of the time planned for completion Over a five-year period 80% of DPD graduates not applying to or accepted into a SPP will pursue an advanced degree or reapply to a SPP	Overall	Prepare	0 0 0 0	Students

**1 objective(s) found.**

## View Printable Report

[View/Edit/Create Annual Report](#) | [Annual Report Search](#)

[Approval Status Report](#) | [UK Strategic Indicator and/or UK Mission Report](#) | [Annual Reports With Missing Data](#) | [Print](#)

Multiple Annual Reports

User Access Search/Modify | User Access Add | User Role Report

Area Maintenance | College/Unit Maintenance | Department Maintenance | Degree Maintenance

Add Drop Down Maintenance | Search/Modify Drop Down Maintenance

Approval Date Maintenance | Mission Maintenance | Goal Maintenance | UK Measures of Progress Maintenance

Copy Records From One Fiscal Year to Another

Notes

*Send comments to: SPRS Comments*

*All contents copyright © 2001, University Of Kentucky*

*All rights reserved.*

*Last Modified - 4/09/2004*

**The Annual Review Report is not available for 2009 – 2010.**

## Appendix D – Annual Budget Summary

---

## Ag All Funds Rollup Including Benefits: FY 2006

Department on funds center		Original Budget	Annual (Revised) Budget	YTD Actual
▼ 81500	NUTRITION AND FOOD SCIENCE	\$863,039.88	\$971,465.49	\$ (632,439.04)
▼ 1	GENERAL FUND-STATE A	\$863,039.88	\$969,878.49	\$865,777.87
▼ 1012005200	NUTRITION & FOOD SCI	\$863,039.88	\$969,878.49	\$865,777.87
▼ UK00COAGR	College Of Agricultu	\$863,039.88	\$969,878.49	\$865,777.87
▼ UK00ZAG_EXP	Expense	\$863,039.88	\$969,878.49	\$865,777.87
▷ UK00ZAG_SAL	Salary	\$670,203.80	\$745,765.80	\$626,676.05
▷ UK00ZAG_FRN	Fringe	\$163,958.58	\$172,219.58	\$161,441.26
▷ UK00ZAG_OPER	Op Expense	\$28,877.50	\$51,893.11	\$77,660.56
▼ 3	GIFTS	\$0.00	\$0.00	\$ (13,587.91)
▼ 1215323510	RESTAURANT MGT DEV	\$0.00	\$0.00	\$ (270.72)
▷ UK00COAGR	College Of Agricultu	\$0.00	\$0.00	\$ (270.72)
▷ 1215323520	NUTRITION & FOOD SCI	\$0.00	\$0.00	\$ (1,369.01)
▷ 1215330670	HOME EC E KREMER SCH	\$0.00	\$0.00	\$ (211.00)
▷ 1215352940	MARRIOTT SCHLR.	\$0.00	\$0.00	\$ (60.00)
▷ 1215380750	NFS 200/201 EH EQUIP	\$0.00	\$0.00	\$ (7,370.82)
▷ 1215381310	COMMUNITY RESEARCH	\$0.00	\$0.00	\$ (4,306.36)
▼ 6	AFFILIATED CORPORATI		\$625.00	\$380.76
▷ 1012052860	ENRCH NUTRI&FOOD SCI		\$625.00	\$380.76
▼ 7	INCOME SUPPORTED ACC	\$0.00	\$962.00	\$ (41.03)
▷ 1013166290	NFS AP4 PROGRAM	\$0.00	\$962.00	\$ (41.03)
▼ 98	FACULTY EFFORT SYSTE			\$ (1,483,989.40)
▷ 1013700090	FES Default Funds Ct			\$ (1,483,989.40)
▼ 99	NOT APPLICABLE			\$ (979.33)
▷ 1129907970	UK SDA			\$ (979.33)

## Ag All Funds Rollup Including Benefits: FY 2007

Department on funds center		Original Budget	Annual (Revised) Budget	YTD Actual
▼ 81500	NUTRITION AND FOOD SCIENCE	\$890,075.75	\$1,376,689.80	\$1,279,258.06
▼ 1	GENERAL FUND-STATE A	\$890,075.75	\$1,372,973.77	\$1,295,391.05
▼ 1012005200	NUTRITION & FOOD SCI	\$890,075.75	\$1,372,973.77	\$1,295,391.05
▼ UK00COAGR	College Of Agricultu	\$890,075.75	\$1,372,973.77	\$1,295,391.05
▼ UK00ZAG_EXP	Expense	\$890,075.75	\$1,372,973.77	\$1,295,391.05
▷ UK00ZAG_SAL	Salary	\$694,388.80	\$1,002,390.70	\$887,027.77
▷ UK00ZAG_FRN	Fringe	\$166,809.45	\$229,344.39	\$212,946.78
▷ UK00ZAG_OPER	Op Expense	\$28,877.50	\$141,238.68	\$179,292.42
▷ UK00ZAG_CAP	Cap Expense			\$16,124.08
▼ 3	GIFTS	\$0.00	\$0.00	\$ (15,247.91)
▼ 1215323510	RESTAURANT MGT DEV	\$0.00	\$0.00	\$ (270.72)
▷ UK00COAGR	College Of Agricultu	\$0.00	\$0.00	\$ (270.72)
▷ 1215323520	NUTRITION & FOOD SCI	\$0.00	\$0.00	\$ (1,369.01)
▷ 1215330670	HOME EC E KREMER SCH	\$0.00	\$0.00	\$ (211.00)
▷ 1215352940	MARRIOTT SCHLR.	\$0.00	\$0.00	\$ (60.00)
▷ 1215380750	NFS 200/201 EH EQUIP	\$0.00	\$0.00	\$ (9,030.82)
▷ 1215381310	COMMUNITY RESEARCH	\$0.00	\$0.00	\$ (4,306.36)
▼ 6	AFFILIATED CORPORATI		\$2,713.00	\$2,713.00
▷ 1012052860	ENRCH NUTRI&FOOD SCI		\$2,713.00	\$2,713.00
▼ 7	INCOME SUPPORTED ACC	\$0.00	\$1,003.03	\$ (880.42)
▷ 1013166290	NFS AP4 PROGRAM	\$0.00	\$1,003.03	\$ (880.42)
▼ 10	ENDOWMENT SUPPORTED	\$0.00	\$0.00	\$ (1,755.09)
▷ 1215348620	ABBY L. MARLATT SCH	\$0.00	\$0.00	\$ (1,755.09)
▼ 15	GRANT & CONTRACT SUP	\$0.00	\$0.00	\$16.76
▷ 1012820100	HRS BUDGET CLEARING	\$0.00	\$0.00	\$16.76
▼ 99	NOT APPLICABLE			\$ (979.33)
▷ 1129907970	UK SDA			\$ (979.33)

## Ag All Funds Rollup Including Benefits: FY 2008

Department on funds center		Original Budget	Annual (Revised) Budget	YTD Actual
▼ 81500	NUTRITION AND FOOD SCIENCE	\$1,248,440.50	\$1,727,053.23	\$1,676,281.25
▼ 1	GENERAL FUND-STATE A	\$1,248,440.50	\$1,720,956.78	\$1,691,450.05
▼ 1012005200	NUTRITION & FOOD SCI	\$1,248,440.50	\$1,720,956.78	\$1,657,727.70
▼ UK00COAGR	College Of Agricultu	\$1,248,440.50	\$1,720,956.78	\$1,657,727.70
▼ UK00ZAG_EXP	Expense	\$1,248,440.50	\$1,720,956.78	\$1,657,727.70
▶ UK00ZAG_SAL	Salary	\$976,669.49	\$1,083,118.64	\$989,301.60
▶ UK00ZAG_FRN	Fringe	\$242,893.51	\$249,744.52	\$227,900.08
▶ UK00ZAG_OPER	Op Expense	\$28,877.50	\$388,093.62	\$296,838.34
▶ UK00ZAG_CAP	Cap Expense			\$88,687.68
▶ UK00ZAG_XFR	Transfers			\$55,000.00
▶ 1012072160	CS NFS			\$33,722.35
▼ 3	GIFTS	\$0.00	\$0.00	\$ (15,517.91)
▼ 1215323510	RESTAURANT MGT DEV	\$0.00	\$0.00	\$ (270.72)
▶ UK00COAGR	College Of Agricultu	\$0.00	\$0.00	\$ (270.72)
▶ 1215323520	NUTRITION & FOOD SCI	\$0.00	\$0.00	\$ (1,369.01)
▶ 1215330670	HOME EC E KREMER SCH	\$0.00	\$0.00	\$ (211.00)
▶ 1215352940	MARRIOTT SCHLR.	\$0.00	\$0.00	\$ (60.00)
▶ 1215380750	NFS 200/201 EH EQUIP	\$0.00	\$0.00	\$ (9,050.82)
▶ 1215381310	COMMUNITY RESEARCH	\$0.00	\$0.00	\$ (4,556.36)
▼ 6	AFFILIATED CORPORATI		\$4,213.00	\$4,212.26
▶ 1012052860	ENRCH NUTRI&FOOD SCI		\$4,213.00	\$4,212.26
▼ 7	INCOME SUPPORTED ACC	\$0.00	\$1,883.45	\$ (154.85)
▶ 1013166290	NFS AP4 PROGRAM	\$0.00	\$1,883.45	\$ (154.85)
▼ 10	ENDOWMENT SUPPORTED	\$0.00	\$0.00	\$ (3,242.66)
▶ 1215348620	ABBY L. MARLATT SCH	\$0.00	\$0.00	\$ (3,242.66)
▼ 15	GRANT & CONTRACT SUP	\$0.00	\$0.00	\$13.32
▶ 1012820100	HRS BUDGET CLEARING	\$0.00	\$0.00	\$13.32
▼ 99	NOT APPLICABLE			\$ (478.96)
▶ 1129907970	UK SDA			\$ (478.96)

## Ag All Funds Rollup Including Benefits: FY 2009

Department on funds center		Original Budget	Annual (Revised) Budget	YTD Actual
▼ 81500	NUTRITION AND FOOD SCIENCE	\$1,314,509.18	\$1,572,784.00	\$1,566,065.78
▼ 1	GENERAL FUND-STATE A	\$1,314,509.18	\$1,566,954.70	\$1,575,477.47
▼ 1012005200	NUTRITION & FOOD SCI	\$1,314,509.18	\$1,566,954.70	\$1,520,656.23
▼ UK00COAGR	College Of Agricultu	\$1,314,509.18	\$1,566,954.70	\$1,520,656.23
▼ UK00ZAG_EXP	Expense	\$1,314,509.18	\$1,566,954.70	\$1,520,656.23
▷ UK00ZAG_SAL	Salary	\$1,025,119.85	\$1,102,647.40	\$1,116,806.18
▷ UK00ZAG_FRN	Fringe	\$260,511.83	\$275,063.80	\$272,170.90
▷ UK00ZAG_OPER	Op Expense	\$28,877.50	\$189,243.50	\$119,194.41
▷ UK00ZAG_CAP	Cap Expense			\$3,294.74
▷ UK00ZAG_XFR	Transfers			\$9,190.00
▷ 1012072160	CS NFS			\$54,821.24
▼ 3	GIFTS	\$0.00	\$0.00	\$ (14,906.65)
▼ 1215323510	RESTAURANT MGT DEV	\$0.00	\$0.00	\$ (270.72)
▷ UK00COAGR	College Of Agricultu	\$0.00	\$0.00	\$ (270.72)
▷ 1215323520	NUTRITION & FOOD SCI	\$0.00	\$0.00	\$ (35.19)
▷ 1215330670	HOME EC E KREMER SCH	\$0.00	\$0.00	\$ (211.00)
▷ 1215352940	MARRIOTT SCHLR.	\$0.00	\$0.00	\$ (60.00)
▷ 1215380750	NFS 200/201 EH EQUIP	\$0.00	\$0.00	\$ (7,156.58)
▷ 1215381310	COMMUNITY RESEARCH	\$0.00	\$0.00	\$ (5,173.16)
▷ 1215396560	LILY CHOW AWARD			\$ (2,000.00)
▼ 6	AFFILIATED CORPORATI		\$3,791.00	\$4,874.68
▷ 1012052860	ENRCH NUTRI&FOOD SCI		\$3,791.00	\$4,874.68
▼ 7	INCOME SUPPORTED ACC	\$0.00	\$2,038.30	\$ (1,103.07)
▷ 1013166290	NFS AP4 PROGRAM	\$0.00	\$2,038.30	\$ (1,103.07)
▼ 10	ENDOWMENT SUPPORTED	\$0.00	\$0.00	\$ (4,281.88)
▷ 1215348620	ABBY L. MARLATT SCH	\$0.00	\$0.00	\$ (4,281.88)
▼ 15	GRANT & CONTRACT SUP	\$0.00	\$0.00	\$6,579.32
▷ 1012820100	HRS BUDGET CLEARING	\$0.00	\$0.00	\$6,579.32
▼ 99	NOT APPLICABLE			\$ (574.09)
▷ 1129907970	UK SDA			\$ (574.09)

## Ag All Funds Rollup Including Benefits: FY 2010

Department on funds center		Original Budget	Annual (Revised) Budget	YTD Actual
▼ 81500	NUTRITION AND FOOD SCIENCE	\$1,369,117.26	\$1,649,405.43	\$1,622,700.55
▼ 1	GENERAL FUND-STATE A	\$1,369,117.26	\$1,641,061.06	\$1,647,880.68
▼ 1012005200	NUTRITION & FOOD SCI	\$1,369,117.26	\$1,641,061.06	\$1,592,981.55
▼ UK00COAGR	College Of Agricultu	\$1,369,117.26	\$1,641,061.06	\$1,592,981.55
▼ UK00ZAG_EXP	Expense	\$1,369,117.26	\$1,641,061.06	\$1,592,981.55
▷ UK00ZAG_SAL	Salary	\$1,083,826.80	\$1,214,736.33	\$1,103,274.67
▷ UK00ZAG_FRN	Fringe	\$275,166.96	\$296,527.89	\$292,273.54
▷ UK00ZAG_OPER	Op Expense	\$10,123.50	\$129,796.84	\$102,310.14
▷ UK00ZAG_CAP	Cap Expense			\$7,966.02
▷ UK00ZAG_XFR	Transfers			\$87,157.18
▷ 1012072160	CS NFS			\$54,899.13
▼ 3	GIFTS	\$0.00	\$0.00	\$ (17,815.05)
▼ 1215323510	RESTAURANT MGT DEV	\$0.00	\$0.00	\$ (270.72)
▷ UK00COAGR	College Of Agricultu	\$0.00	\$0.00	\$ (270.72)
▷ 1215323520	NUTRITION & FOOD SCI	\$0.00	\$0.00	\$ (35.19)
▷ 1215330670	HOME EC E KREMER SCH	\$0.00	\$0.00	\$ (211.00)
▷ 1215352940	MARRIOTT SCHLR.	\$0.00	\$0.00	\$ (60.00)
▷ 1215380750	NFS 200/201 EH EQUIP	\$0.00	\$0.00	\$ (7,156.58)
▷ 1215381310	COMMUNITY RESEARCH	\$0.00	\$0.00	\$ (7,091.46)
▷ 1215396560	LILY CHOW AWARD			\$ (2,990.10)
▼ 6	AFFILIATED CORPORATI		\$2,960.00	\$2,905.80
▷ 1012052860	ENRCH NUTRI&FOOD SCI		\$2,960.00	\$2,905.80
▼ 7	INCOME SUPPORTED ACC	\$0.00	\$5,384.37	\$ (2,229.85)
▷ 1013166290	NFS AP4 PROGRAM	\$0.00	\$3,141.37	\$ (981.90)
▷ 1013204600	MICROPROCESSING		\$2,243.00	\$ (1,247.95)
▼ 10	ENDOWMENT SUPPORTED	\$0.00	\$0.00	\$ (5,288.64)
▷ 1215348620	ABBY L. MARLATT SCH	\$0.00	\$0.00	\$ (5,288.64)
▼ 15	GRANT & CONTRACT SUP	\$0.00	\$0.00	\$721.62
▷ 1012820100	HRS BUDGET CLEARING	\$0.00	\$0.00	\$721.62
▼ 99	NOT APPLICABLE			\$ (3,474.01)
▷ 1129907970	UK SDA			\$ (3,474.01)

## Appendix E – Research Quality & Composites

---

2005-2006 Nutrition and Food Science

2005-2006 Degrees Awarded

		Male	Female	Minority	African American
Master's	8	0	8	1	0
Bachelor's	59	17	42	7	4
Total	67	17	50	8	4

2005-2006 Enrollment

		Male	Female	Minority	African American
Master's	17	1	16	1	0
Post-doc	0	0	0	0	0
Bachelor's	359	114	245	35	27
Total	376	115	261	36	27

2005-2006 Student Credit Hours Enrolled

		SSI	SSII	Fall	Spring
NFS	6056	105	307	2767	2877
HMT	1245	48	27	387	783
Total	7301	153	334	3154	3660

Faculty/Primary Grant Dollar Ratio

	FT Faculty (head count)	FTE Research Faculty
	9	1.65
Total Grant Dollars	\$32,502	\$32,502
Average	\$3,611	\$19,698

2005-2006 Fiscal Year Grants

Direct Awards	\$32,502
Federal Competitive	\$0
% Federal Competitive	0%
Collaborative	\$2,555,513

2005 Calendar Year Publications

Books & Chapters	0
Refereed Journal Articles	11
Published Abstracts	27
Other Research	0
Total	38

2005 Calendar Year Patents

Degrees Awarded Five-Year Trend

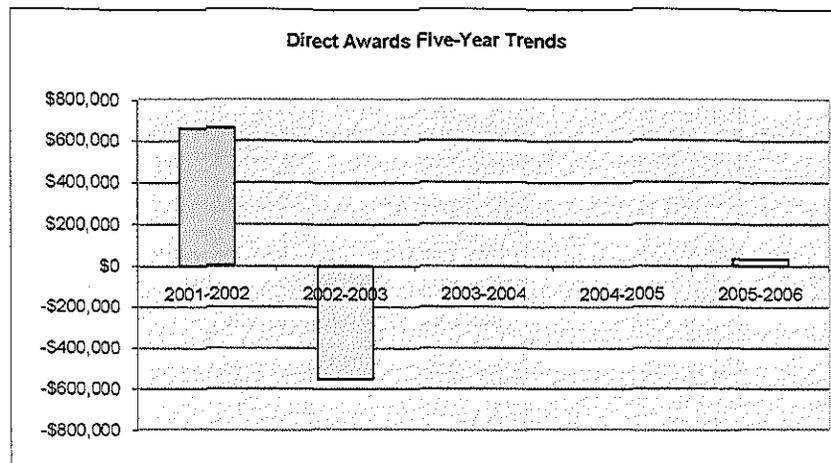
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Master's	1	1	2	2	8
Bachelor's	62	60	37	34	59
Total	63	61	39	36	67

Enrollment Five-Year Trend

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Master's	13	18	14	13	17
Post-doc	0	0	0	0	0
Bachelor's	206	194	255	261	359
Total	219	212	269	274	376

Direct Awards Five-Year Trend

2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
\$660,786	-\$552,552	\$0	\$0	\$32,502



2006-2007 Nutrition and Food Science

2006-2007 Degrees Awarded

		Male	Female	Minority	African American
Master's	3	0	3	0	0
Bachelor's	93	31	62	9	6
Total	96	31	65	9	6

2006-2007 Enrollment

		Male	Female	Minority	African American
Master's	16	3	13	2	1
Post-doc	0	0	0	0	0
Bachelor's	434	126	308	44	35
Total	450	129	321	46	36

2006-2007 Student Credit Hours Enrolled

		SSI	SSII	Fall	Spring
NFS	6551	0	319	3175	3057
HMT	1575	0	129	558	888
Total	8126	0	448	3733	3945

Faculty/Primary Grant Dollar Ratio

	FT Faculty (head count)	FTE Research Faculty
	11	1.7138
Total Grant Dollars	\$338,000	\$338,000
Average	\$30,727	\$197,223

2006-2007 Fiscal Year Grants

Direct Awards	\$338,000
Federal Competitive	\$0
% Federal Competitive	0%
Collaborative	\$2,662,430

2006 Calendar Year Publications

Books & Chapters	0
Refereed Journal Articles	9
Other Research	0
Total	9

2006 Calendar Year Patents

Degrees Awarded Five-Year Trend

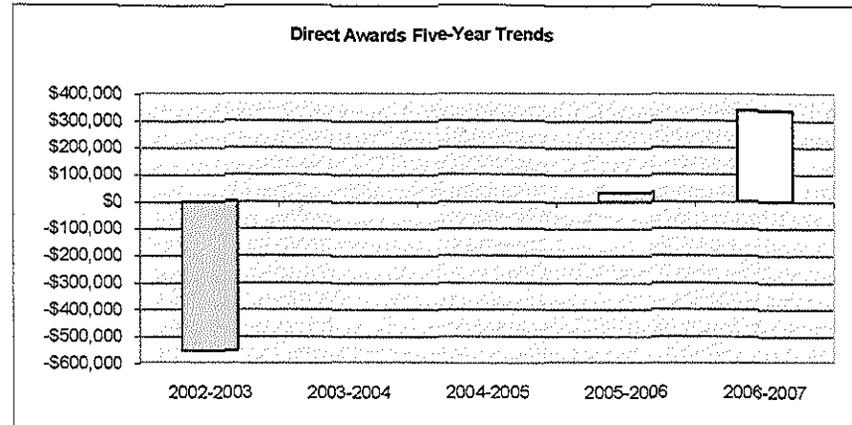
	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Master's	1	2	2	8	3
Bachelor's	60	37	34	59	93
Total	61	39	36	67	96

Enrollment Five-Year Trend

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Master's	18	14	13	17	16
Post-doc	0	0	0	0	0
Bachelor's	194	255	261	359	434
Total	212	269	274	376	450

Direct Awards Five-Year Trend

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
-\$552,552	\$0	\$0	\$32,502	\$338,000



## 2007-2008 Nutrition and Food Science

### 2007-2008 Degrees Awarded

		Male	Female	Minority	African American
Master's	6	0	6	0	0
Bachelor's	107	27	80	6	4
Total	113	27	86	6	4

### 2007-2008 Enrollment

		Male	Female	Minority	African American
Master's	16	3	13	3	1
Post-doc	0	0	0	0	0
Bachelor's	458	113	345	56	38
Total	474	116	358	59	39

### 2007-2008 Student Credit Hours Enrolled

		SSI	SSII	Fall	Spring
NFS	7584	*	304	3655	3625
HMT	1587	*	117	639	831
Total	9171	*	421	4294	4456

### Faculty/Primary Grant Dollar Ratio

	FT Faculty (head count)	FTE Research Faculty
	11	1.43
Total Grant Dollars	\$453,244	\$453,244
Average	\$41,204	\$316,954

### 2007-2008 Fiscal Year Grants

Direct Awards	\$453,244
Federal Competitive	\$0
% Federal Competitive	0%
Collaborative	\$2,916,239

### 2007 Calendar Year Publications

Books & Chapters	2
Refereed Journal Articles	6
Other Research	0
Total	8

### 2007 Calendar Year Patents

	0
--	---

### Degrees Awarded Five-Year Trend

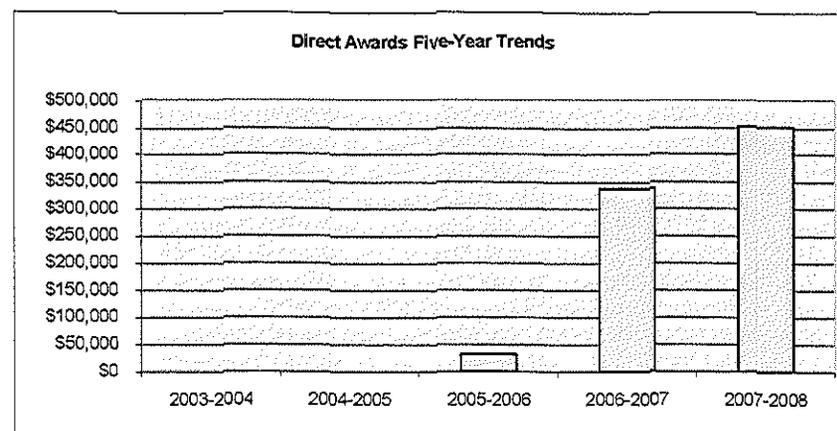
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Master's	2	2	8	3	6
Bachelor's	37	34	59	93	107
Total	39	36	67	96	113

### Enrollment Five-Year Trend

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Master's	14	13	17	16	16
Post-doc	0	0	0	0	0
Bachelor's	255	261	359	434	458
Total	269	274	376	450	474

### Direct Awards Five-Year Trend

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
\$0	\$0	\$32,502	\$338,000	\$453,244



\*Data for Summer 1 are not available

## 2008-2009 Nutrition and Food Science

### 2008-2009 Degrees Awarded

		Male	Female	Minority	African American
Master's	3	1	2	0	0
Bachelor's	114	36	78	12	8
Total	117	37	80	12	8

### 2008-2009 Enrollment

		Male	Female	Minority	African American
Master's	23	2	21	3	1
Post-doc	0	0	0	0	0
Bachelor's	457	110	347	60	41
Total	480	112	368	63	42

### 2008-2009 Student Credit Hours Enrolled

		SSI	SSII	Fall	Spring
NFS	7712	0	338	3766	3608
HMT	1323	0	153	446	724
Total	9035		491	4212	4332

### 2008-2009 Primary Grant Dollar/Faculty Ratio

	FT Faculty (head count)	FTE Research Faculty
	13	1.62
Total Grant Dollars	\$225,500	\$225,500
Average	\$17,346	\$139,198

### 2008-2009 Fiscal Year Grants

Direct Awards	\$225,500
Federal Competitive	\$0
% Federal Competitive	0%
Collaborative	\$2,268,298

### 2008 Calendar Year Publications

Books & Chapters	2
Refereed Journal Articles	13
Other Research Articles	0
Total	15

### 2008 Calendar Year Patents

0
---

### Degrees Awarded Five-Year Trend

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Master's	2	8	3	6	3
Bachelor's	34	59	93	107	117
Total	36	67	96	113	120

### Enrollment Five-Year Trend

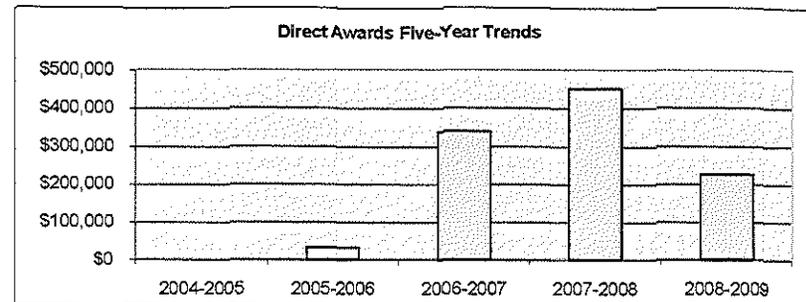
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Master's	13	17	16	16	23
Post-doc	0	0	0	0	0
Bachelor's	261	359	434	458	457
Total	274	376	450	474	480

### Direct Awards Five-Year Trend

2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
\$0	\$32,502	\$338,000	\$453,244	\$225,500

### Grant Expenditures Five-Year Trend

2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
\$4,616	\$239,488	\$417,105	\$499,293	\$551,668



2009-2010 HES Nutrition and Food Science  
CIP Codes 190501, 520901, 520902

**2009-2010 Degrees Awarded**

		Female	Male	Minority	African American
Bachelor's	110	85	25	14	9
Master's	7	7	0	2	1
Total	117	92	25	16	10

**2009-2010 Enrollment (majors)**

		Female	Male	Minority	African American
Bachelor's	463	357	106	56	40
Master's	29	23	6	6	3
Total	492	380	112	62	43

**2009-2010 Student Credit Hours Enrolled**

		SSI	SSII	Fall	Spring
HMT	1635	129	150	474	882
NFS	8148	171	338	3774	3865
Total	9783	300	488	4248	4747

**2009-2010 Primary Grant Dollar/Faculty Ratio**

	FT Faculty (head count)	FTE Research Faculty
	15	1.89
Total Primary Grant Dollars	\$905,114	\$905,114
Average	\$60,341	\$478,896

**2009-2010 Fiscal Year Grants**

Direct Awards	\$905,114
Federal Competitive	\$106,954
% Federal Competitive	12%
Collaborative	\$3,068,817

**2009 Calendar Year Publications**

Books & Chapters	0
Refereed Journal Articles	9
Other Research Articles	0
Total	9

**2009 Calendar Year Patents**

0
---

**Degrees Awarded Five-Year Trend**

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Bachelor's	59	93	107	117	110
Master's	8	3	6	3	7
Total	67	96	113	120	117

**Enrollment (majors) Five-Year Trend**

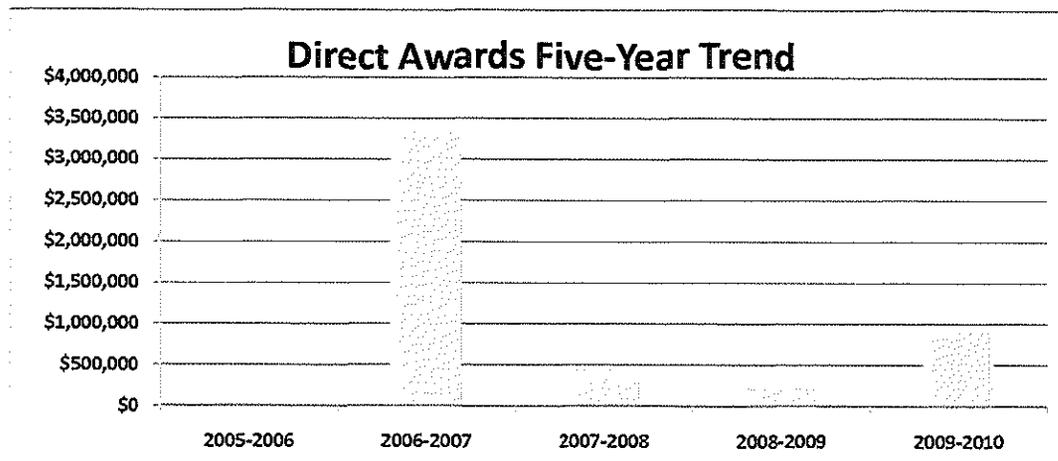
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Bachelor's	359	434	458	457	463
Master's	17	16	16	23	29
Total	376	450	474	480	492

**Direct Awards Five-Year Trend**

2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
\$32,502	\$3,338,000	\$453,244	\$225,500	\$905,114

**Grant Expenditures Five-Year Trend**

2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
\$239,488	\$417,105	\$499,293	\$551,668	\$694,011



## Appendix F – Undergraduate Student Learning Outcomes

---



<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Dietetics - Bachelor
<b>Improvement Project:</b>	2010/2011 Dietetics
<b>Assessment Date:</b>	Jun 9, 2011 10:02 AM

**Outcome**

**Title:** Outcome 1

**Linked to Student Learning Outcomes:**

- diet.b: Knowledge                      Students will demonstrate knowledge of the physical, biological and social sciences as they relate to nutrition knowledge

**Methods:**

**Assessment Tools:**

1. Identify course(s), activities, exams, etc. where data were collected:  
NFS 480 Dietetics Pre Professional Practice  
Information is collected throughout the course in the form of a journal kept by the student during the entirety of their experiences as well as an evaluation of the students performance by their mentor at the end of their Students record experiences delivering nutrition information to community groups at health fairs, food festivals, and professional meetings.  
Students use case studies and simulations from NFS 515 to follow up as practice sessions in NFS 480 in hospital and clinic settings.
2. Term/Year of collection:  
Fall/ Spring 2010/2011
3. Briefly describe what data were collected and how collected:  
Data are collected by instructor of the students performance by the aforementioned evaluation that is filled out by the mentor of the individual student. Contact hours on number of families, individuals and community Student grades, fact sheets developed, bulletin boards and posters provide data for reports to the department. Portfolios provide qualitative samples of work Approximately 96% of students complete the material in one semester.
4. Criteria used for evaluating student work:  
The mentor/supervisor evaluates the student on performance in addition to the instructor to determine how students transfer their knowledge into practical applications across MNT, Food systems and Community Nutrition.

**Benchmark/Target:**

Commission on Accreditation for Dietetics Education

**Results:**

List any results from the assessment process. Bullets/tables/charts may be inserted as necessary. Students in the course worked with mentors throughout the community. They worked with RD's in different settings throughout the community in roles ranging from extension to foodsystems management to clinical and community nutrition.

#### Analysis:

1. Briefly describe the process used to assess student data:

Evaluation of the student's performance is completed by the Mentor that the student is working with during the duration of the class. These evaluations are used to assess student's performance and the application of their knowledge throughout the varying domains of the experiences/ assignments for the duration of the class.

2. Names of individuals analyzing data and providing recommendations:

Course Instructor: Stephen D. Perry MS, RD, LD

#### Improvement Action:

Comments/recommendations for curricular and/or pedagogical improvement:

It was evident in the presentations that the students were able apply knowledge gained through their experiences of working with a professional. The wide variety of topics covered by the students and their ability to incorporate new scientific information into their knowledge base as it relates to their professional development.

Identify action plan/steps:

The dietetics faculty will continue to update lecture and supplemental materials to keep pace with this constantly changing field. Course instructors will continue to strive to provide mentors to students that improve course content to ensure learning outcomes are achieved.

Briefly describe the action plans/steps implemented. If not implemented, explain why.

Current course construction are satisfactory at this time.

Have changes been identified in student learning as a result of the action plan/steps? Explain.

#### Graphic/Tabular Data Attached:

<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Dietetics - Bachelor
<b>Improvement Project:</b>	2010/2011 Dietetics
<b>Assessment Date:</b>	Jun 9, 2011 10:02 AM

## Outcome

**Title:** Outcome 4

### Linked to Student Learning Outcomes:

- diet.b: Principles                      Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.

## Methods:

### Assessment Tools:

1. Identify course(s), activities, exams, etc. where data were collected:

NFS 403: Community Nutrition

Students in each team have to conduct a walkability needs assessment and checklist of a specific neighborhood within Lexington. From the information gathered, the team identifies the positive and negative aspects of the neighborhood and then must develop a plan of action for the neighborhood.

Extra credit assignments and exams test students on knowledge of education methods, learning styles and components of a needs assessment. Class discussion includes review of an existing Request for Proposal and what components need to be included for the grant.

2. Term/Year of collection:

January through May 2011

3. Briefly describe what data were collected and how collected:

Students have a three part project in which they must collect data on a specific target neighborhood and identify a problem related to Healthy People 2020 objectives and how to improve the neighborhood. From the data collected in the first part (walkability survey and checklist), the students then design an intervention for the target neighborhood and develop a PowerPoint presentation that would be appropriate to present to the Mayor and City Council. The third part of the project requires the students to present a summary of the neighborhood, findings, data and the intervention. This presentation is graded based upon innovation, appropriate application of information for target neighborhood, development of resource materials for presentation and evaluation of the intervention.

4. Criteria used for evaluating student work:

Student work in class was assessed by the course instructor on parts one and two of the project. Students in the class and the course instructor evaluated the presentation based upon the rubric developed for the third part of the project. Students did not grade their own specific presentation. Student scores were averaged into one score and that was combined with course instructor score and averaged for the final score for the third part. Students responded on their evaluation of a community nutrition grant proposal were collated and scored against a rubric designed by instructors in NFS.

### Benchmark/Target:

Commission on Accreditation for Dietetics Education

## Results:

List any results from the assessment process. Bullets/tables/charts may be inserted as necessary.

Fifty four students (54) completed the three part project as a part of a team. As a team each person provided part of an oral presentation that summarized the needs assessment process. All of the fifty four students completed the course with a grade of C or above.

Topics addressed in the presentations include:

Lack of healthy food options on campus (4 teams); importance of vitamin D for women over the age of 40; importance of breastfeeding (2 teams); importance of folic acid for college age women; nutrition options for children with cancer; obesity (4 teams in African American women, children K 5th grade; preschoolers and middle school age children); lack of physical activity in middle school; improve healthy options for meals in sorority house; importance of education for type 2 diabetes; increase awareness of impact of heart disease in Kentucky; improve knowledge base about foods and nutrition at Hope Lodge and alcohol consumption in Outcomes research on community nutrition grant based on child nutrition.

Topics addressed in the presentations included:

Lack of exercise facilities/parks within the neighborhoods

Lack of healthy food options within neighborhoods

Need to increase physical activity among children within the neighborhoods through changes in school programs

Need to focus on Block Party to introduce new ideas and changes to neighborhoods

#### Analysis:

1. Briefly describe the process used to assess student data:

Student reports are graded according to the rubric and grades for the individual assignments are then recorded by the course instructor.

2. Names of individuals analyzing data and providing recommendations:

Emma Walters MS, RD, LD

#### Improvement Action:

Students were able to identify and use concepts in research for community based programs.

Students appropriately assessed needs of community and utilized application methods to evaluate and determine appropriate measures. This assignment will continue to be utilized by the course instructor in this course as it allows for the evaluation of students abilities to meet expected outcomes.

#### Graphic/Tabular Data Attached:

#### Outcome

**Title:** Outcome 4

#### Linked to Student Learning Outcomes:

- diet.b: Principles Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.

#### Methods:

#### Assessment Tools:

1. Identify course(s), activities, exams, etc. where data were collected:

NFS 514: Dietetics Counseling and Communication

Students have to develop an assessment guide and then implement an assessment and a medical nutrition therapy intervention with a practice client. This intervention must be research based and the information presented to the client must be appropriate. This is evaluated by review of the video taped session by the faculty member in charge of the class.

2. Term/Year of collection:

August through December 2010

3. Briefly describe what data were collected and how collected:

Students each completed a 20-30 minute video taped counseling session with a practice client. Data were collected via the video taped session and converted into qualitative comments on the observation of students'.

4. Criteria used for evaluating student work:

The students were evaluated on the adequacy of the assessment, the accuracy of the information presented, and the counseling skills of the student.

**Benchmark/Target:**

Commission on Accreditation for Dietetics Education

**Results:**

List any results from the assessment process. Bullets/tables/charts may be inserted as necessary.

All students completed the project for full credit.

**Analysis:**

1. Briefly describe the process used to assess student data:

Each student watched and evaluated their own counseling video. They followed an assessment sheet to score and make comments. The videos were then exchanged with another student. The student reviewed the student video and made notes throughout on the same assessment sheet.

2. Names of individuals analyzing data and providing recommendations:

Kelly H. Webber, PhD, RD, LD, Assistant Professor

**Improvement Action:**

Comments/recommendations for curricular and/or pedagogical improvement:

This assignment allowed the students to demonstrate their ability to develop a research based intervention and communicate that intervention effectively in a practice setting. The students were able gain practice in communicating this information as related to their field of study. These students are prepared to enter their internships, professional school, or work place where effective communication skills will be essential to their success.

Identify action plan/steps:

The course instructor will continue to work with students to promote and enhance ways for students to continue to improve their communication skills. The Department will continue to expose them to a greater variety of interventions. Oral and written communication skills will be emphasized in all required major coursework for Dietetics students.

Briefly describe the action plans/steps implemented. If not implemented, explain why.

We considered using other clients for the videos than fellow students. At the beginning of class the students were asked if they would like outside clients to use for their videos or if they would like to work with each other. The students indicated that they would like to work with each other, so other clients were not recruited. No complaints were received about this method.

Have changes been identified in student learning as a result of the action plan/steps? Explain.

#### Graphic/Tabular Data Attached:

#### Outcome

**Title:** Outcome 4

#### Linked to Student Learning Outcomes:

- diet.b: Principles Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.

#### Methods:

#### Assessment Tools:

1. Identify course(s), activities, exams, etc. where data were collected:

NFS 515 Medical Nutrition Therapy Exams test students on knowledge and application of medical nutrition therapy. Oral presentation of a case study using application of medical nutrition therapy for an advanced disease state is a capstone assignment.

2. Term/Year of collection:

August through December 2010

3. Briefly describe what data were collected and how collected:

Data were collected on the number of students successfully completing the case study presentation and the NFS 515 course with a "C" or better.

4. Criteria used for evaluating student work:

Students work was assessed by the course instructor on case study assignments and other class activities leading up to case study presentations and exams.

Case Study group presentation of a case study including calculations, nutritional care plan, meal plans, menus, and answers to questions included with the case study.

Exams are non cumulative 4 exams of 125 points each. Topics include nutrition care plans, nutrition assessment diabetes, cardiovascular diseases, hypertension, gastrointestinal diseases and surgeries, liver disease, enteral and parenteral nutrition, renal disease, pulmonary disease, stress, and inborn errors of metabolism.

**Benchmark/Target:**

Commission on Accreditation for Dietetics Education

**Results:**

List any results from the assessment process. Bullets/tables/charts may be inserted as necessary.

Results indicate that the students are capable of completing assigned tasks, projects and exams. 45 of 45 (100%) students earned a grade of "C" or better for their case study presentations and 45 of 45(100%) students completed the course with a grade of "C" or better.

**Analysis:**

1. Briefly describe the process used to assess student data:

Data are assessed by the course instructor using projects.

2. Names of individuals analyzing data and providing recommendations:

Lisa Gaetke, PhD, RD, LD, Professor

**Improvement Action:**

Comments/recommendations for curricular and/or pedagogical improvement:

NFS 515 course is being divided into two courses: NFS 512 Medical Nutrition Therapy 1 (4 credits) and NFS 517 Medical Nutrition Therapy 2 (3 credits) to improve time spent on studying the theoretical concepts in Medical Nutrition Therapy.

Identify action plan/steps:

Course changes have been approved through College approval requirements. These changes divide the course content into two separate courses to allow for additional content developed to meet new accreditation standards. These changes are to take effect with the fall 2012 semester.

Graphic/Tabular Data Attached:

<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Dietetics - Bachelor
<b>Improvement Project:</b>	2010/2011 Dietetics
<b>Assessment Date:</b>	Jun 9, 2011 10:02 AM

### Outcome

**Title:** Outcomes 2&4

#### Linked to Student Learning Outcomes:

- diet.b: Knowledge                      Students will demonstrate knowledge of the physical, biological and social sciences as they relate to nutrition knowledge
- diet.b: Apply                              Students will apply food service systems theory that focus on the team concept of patient care.

### Methods:

#### Assessment Tools:

1. Identify course(s), activities, exams, etc. where data were collected:

NFS 342: Quantity Food Production

Conduct farm to table projects as part of disseminating dietetics student activities about 'Kentucky Proud' products.

2. Term/Year of collection:

Spring Semester 2011

3. Briefly describe what data were collected and how collected:

Data collected by evaluation of station performed.

Emphasis is placed on using industry standards, equipment, and production techniques.

Content will include: working as a team; following standardized recipes; cooking, serving, and evaluating quality meals; effectively managing human resources by planning, staffing, supervising, and evaluating performance of student teams; management principles required for appropriate ordering, receiving, storing, and issuing procured items for service.

Data collected by evaluation of station performed.

Emphasis is placed on using industry standards, equipment, and production techniques.

Content will include: working as a team; following standardized recipes; cooking, serving, and evaluating quality meals; effectively managing human resources by planning, staffing, supervising, and evaluating performance of student teams; management principles required for appropriate ordering, receiving, storing, and issuing procured items for service.

4. Criteria used for evaluating student work:

A minimum of three stations involved food service systems that focused on translating knowledge into action in the form of management and technology based stations. Students self reported their activities through a predrafted question and essay form. 17 additional stations involved other aspects of food service systems as part of a team. Each station built upon the other. The instructor evaluated student outcome based on observation, discussion and subjective evaluation of self reported answers.

#### Benchmark/Target:

Commission on Accreditation for Dietetics Education

### Results:

List any results from the assessment process. Bullets/tables/charts may be inserted as necessary.

41 students completed the minimum of three stations in food service systems management and the additional 17 stations. A total of 37 students received a grade of B or higher for work submitted throughout the semester.

It was apparent from observation, discussion and completion of self reported answers of each station that the student is prepared to work within foodservice systems in dietetics as it relates to the team approach to patient care.

#### Analysis:

1. Briefly describe the process used to assess student data:

Observation of work by student is included in daily assessment.

The twenty station requirement includes open ended questions and essays which along with observation by an instructor provide feedback in the form of a grade for students.

Perform managerial functions in foodservice systems. Serve as manager for one week in the Lemon Tree restaurant, NFS 342. Functions rotate in the student restaurant to work as kitchen or front of the house manager.

2. Names of individuals analyzing data and providing recommendations:

Dr. Sandra Bastin, PhD, RD, LD, CCE, Extension Professor/Food and Nutrition; Bob Perry MA, Coordinator Food System Initiative

#### Improvement Action:

Comments/recommendations for curricular and/or pedagogical improvement:

Growth of students throughout the semester indicates that learning and translation of knowledge to action is occurring. Students were able to work as a team using industry standards, equipment, and production techniques following standardized recipes; cooking, serving, and evaluating quality meals for public consumption progression throughout the semester.

Identify action plan/steps:

Instructors will continue to work with students to seek expanded community service activities that increase the student's involvement within the community.

Course instructors will continue to work to Expand research based activities by increasing expectations of students performance quality during presentations by students as they grow and develop throughout the semester.

Briefly describe the action plans/steps implemented. If not implemented, explain why. A minimum number of hours were required of community service projects.

Have changes been identified in student learning as a result of the action plan/steps? Explain.

**Graphic/Tabular Data Attached:**

<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Dietetics - Bachelor
<b>Improvement Project:</b>	Dietetics Fall 2010
<b>Assessment Date:</b>	Jan 27, 2011 9:53 AM

#### Outcome

**Title:** Outcome 1

#### Linked to Student Learning Outcomes:

- diet.b: Apply Students will apply food service systems theory that focus on the team concept of patient care.

#### Methods:

##### Assessment Tools:

Outcome 1: Students will demonstrate knowledge of the physical, biological and social sciences as they relate to nutrition knowledge.

##### Benchmark/Target:

Portfolios provide qualitative samples of work. Approximately 96% of students in NFS 480 produce the work required and complete the material in one semester.

#### Results:

Data collected from 2009-2010 academic year by instructor of the students performance by the aforementioned evaluation that is filled out by the mentor of the individual student. Contact hours on number of families, individuals and community projects are documented by the student in their journal and listed in the mentor evaluation. Student grades, fact sheets developed, bulletin boards and posters provide data for reports to the department.

#### Analysis:

+/- 96% of students completed the material in one semester.

#### Improvement Action:

Goal met at this time.

#### Graphic/Tabular Data Attached:

<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Dietetics - Bachelor
<b>Improvement Project:</b>	Dietetics Fall 2010
<b>Assessment Date:</b>	Jan 27, 2011 9:53 AM

#### Outcome

**Title:** Outcome 2

#### Linked to Student Learning Outcomes:

- diet.b: Knowledge Students will demonstrate knowledge of the physical, biological and social sciences as they relate to nutrition knowledge

#### Methods:

##### Assessment Tools:

Outcome 2A: Students will apply food service systems theory that focus on the team concept of patient care.

Outcome 2B: Students will apply food service systems theory that focus on the team concept of patient care.

##### Benchmark/Target:

Graduates will demonstrate a working knowledge of the foodservice systems through culminating experiences in these areas.

NFS 342: Quantity Food Production

Conduct farm to table projects as part of disseminating dietetics student activities about 'Kentucky Proud products.

Emphasis is placed on using industry standards, equipment, and production techniques.

Content will include: working as a team; following standardized recipes; cooking, serving, and evaluating quality meals; effectively managing human resources by planning, staffing, supervising, and evaluating performance of student teams; management principles required for appropriate ordering, receiving, storing, and issuing procured items for service.

A minimum of three stations involved food service systems that focused on translating knowledge into action in the form of management and technology based stations.

Students self reported their activities through a pre-drafted question and essay form. 17 additional stations involved other aspects of food service systems as part of a team.

Each station built upon the other. The instructor evaluated student outcome based on observation, discussion and subjective evaluation of self reported answers.

#### Results:

NFS 342: Quantity Food Production

Conduct farm to table projects as part of disseminating dietetics student activities about 'Kentucky Proud" products.

Data collected from 2009-2010 academic year.

#### Analysis:

41 students completed the minimum of three stations in food service systems management and the additional 17 stations. A total of 39 students were given a B or better at the end of the semester. It was apparent from observation, discussion and completion of self reported answers of each station that the student is prepared to work within foodservice systems in dietetics as it relates to the team approach to patient care.

#### Improvement Action:

It is obvious from the growth of students throughout the semester that learning and translation of knowledge to action is occurring. Community service and research based activities should be expanded upon in the course.

The twenty station requirement include open ended questions and essays which along with observation by an instructor provide feedback in the form of a grade for students. Perform managerial functions in foodservice systems. Serve as manager for one week in the Lemon Tree restaurant, NFS 342. Functions rotate in the student restaurant to work as kitchen or front of the house manager.

2. Names of individuals analyzing data and providing recommendations:

Dr. Sandra Bastin, PhD, RD, LD, CCE, Extension Professor/Food and Nutrition; Bob Perry MS, Coordinator Food System Initiative

**Graphic/Tabular Data Attached:**

<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Dietetics - Bachelor
<b>Improvement Project:</b>	Dietetics Fall 2010
<b>Assessment Date:</b>	Jan 27, 2011 9:53 AM

### Outcome

**Title:** Outcome 3

#### Linked to Student Learning Outcomes:

- diet.b: Principles Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.

### Methods:

#### Assessment Tools:

Outcome 3: Graduates will demonstrate a working knowledge of the principles of community nutrition services through culminating experiences in these areas. Students will be able evaluated to assess their ability to develop an educational program/intervention for a specific population in Kentucky.

#### Benchmark/Target:

NFS 403: Community Nutrition

Students have to conduct a needs assessment of a specific population with a nutrition problem and develop an intervention for that population; exam tests students on knowledge of education methods, learning styles and components of a needs assessment. Evaluate research proposal from a community nutrition grant, NFS 403.

Students have a three part project in which they must collect data on a specific target population with a nutrition problem. From the data collected in the first part (needs assessment), the students then design an intervention for the target population. The third part of the project requires the students to present the intervention and have this presentation graded based upon innovation, appropriate application of information for target population, development of resource materials for presentation and evaluation of the intervention. Data collected from a rubric issued to class to document concepts outlined for outcome research in a community nutrition research grant.

Student work in class was assessed by the course instructor on parts one and two of the project. Students in the class and the course instructor evaluated the presentation based upon the rubric developed for the third part of the project. Students did not grade their own specific presentation. Student scores were averaged into one score and that was combined with course instructor score and averaged for the final score for the third part Students responded on their evaluation of a community nutrition grant proposal were collated and scored against a rubric designed by instructors in NFS.

### Results:

Thirty nine students (39) completed the three part project as a part of a team. Twenty teams provided the presentations including all 39 students (the entire class consisted of 84 total students). Thirty nine of the students completed the course with a grade of C or above. Topics addressed in the presentations include: Lack of healthy food options on campus (4 teams); importance of vitamin D for women over the age of 40; importance of breastfeeding (2 teams); importance of folic acid for college age women; nutrition options for children with cancer; obesity (4 teams in African American women, children K 5th grade; preschoolers and middle school age children); lack of physical activity in middle school; improve healthy options for meals in sorority house; importance of education for type 2 diabetes; increase awareness of impact of heart disease in Kentucky; improve knowledge base about foods and nutrition at Hope Lodge and alcohol consumption in Outcomes research on community nutrition grant based on child nutrition. Data collected from 2009-2010 academic year.

### Analysis:

Goal met

### Improvement Action:

It was evident in the presentations that the students had gained knowledge about appropriateness of topic information and the teams developed materials that were designed for the target audience. Students did miss some of the questions on the exam related to the topic of needs assessment, learning styles and education methods. However, it is believed that the students were assessed appropriately through knowledge and application methods but we will continue to evaluate the need for change. Students were able to identify and evaluate concepts in outcome research for community research programs.



<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Dietetics - Bachelor
<b>Improvement Project:</b>	Dietetics Fall 2010
<b>Assessment Date:</b>	Jan 27, 2011 9:53 AM

#### Outcome

**Title:** Outcome 4

#### Linked to Student Learning Outcomes:

- diet.b: Principles Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.

#### Methods:

##### Assessment Tools:

SLO#4: Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.

##### Benchmark/Target:

NFS 515 Medical Nutrition Therapy Exams test students on knowledge and application of medical nutrition therapy. Oral presentation of a case study using application of medical nutrition therapy for an advanced disease state is a capstone assignment.

#### Results:

Thirty one out of 32 students ( 97%) in the class completed the case study presentations with a "C" or better. Thirty one out of 32 students ( 97%) in the class completed the course with a "C" or better.

Data collected from 2009-2010 academic year.

#### Analysis:

Thirty one out of 32 students ( 97%) in the class completed the case study presentations with a "C" or better. Thirty one out of 32 students ( 97%) in the class completed the course with a "C" or better.

#### Improvement Action:

Data are assessed by the course instructor using projects.

Names of individuals analyzing data and providing recommendations:

Lisa Gaetke, PhD, RD, LD, Professor

#### Graphic/Tabular Data Attached:



Nutrition and Food Science or Food Science or Food Science/Human Nutrition - Bachelor

Annual Student Learning Assessment Report

<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Nutrition and Food Science or Food Science or Food Science/Human Nutrition - Bachelor
<b>Improvement Project:</b>	2010/2011 Human Nutrition
<b>Assessment Date:</b>	Jun 9, 2011 10:17 AM

Outcome

**Title:** Communication

**Linked to Student Learning Outcomes:**

- nfs.b: Communication      Students will demonstrate effective oral and written communication skills, particularly in scientific writing and educational seminar program development and implementation.

Methods:

**Assessment Tools:**

1. Identify course(s), activities, exams, etc. where data were collected:

NFS 408G: Seminar in Nutrition & Food Science

NFS 510: Advanced Nutrition

2. Term/Year of collection:

NFS 408G Fall 2010 and Spring 2011 Semesters

NFS 510 Spring 2011 Semester

3. Briefly describe what data were collected and how collected:

NFS 408G

Students in this senior level seminar class were evaluated on their ability to pick a current and innovative topic in the field, develop an organized and well researched talk, and present a poised 20 minute seminar to their classmates.

The seminar grade for the class was assessed.

NFS 510

Students were evaluated on their ability to write a 5 page research article using recently published peer reviewed journal articles to relate consumption of a particular nutrient or non nutrient to human health, disease risk, and disease treatment.

Students were further assessed on their ability to present their research findings in a clear and concise 2 to 3 minute oral presentation and well organized, creative, and informative handout

for their peers. The research project grade for the class was assessed (100 points possible; 80 points written, 10 points handout, 10 points presentation).

Data was provided by the course Instructors, Dr. Ching Chow and Dr. Tammy Stephenson.

4. Criteria used for evaluating student work:

NFS 408G

The seminar was evaluated by both the course instructor and peer evaluations. The evaluation is based on topic selection, presentation, a written report on topic, and peer evaluation.

NFS 510

The research project was evaluated by the course instructor. Students had the opportunity to have the instructor review a first draft before submission of the final paper. The paper was graded based on content, organization, references, and writing style. The handout was graded on content, organization, and creativity.

The presentation was graded on content and speaking skills. Students had to reference at least five peer reviewed journal articles published in the past 5 years in their project.

**Benchmark/Target:**

This need to be filled in

**Results:**

NFS 408G

Seventeen HUNU students completed the seminar with a grade of "B" or better during the Fall 2010 semester 16 As 1 B.

Eighteen HUNU students completed the seminar with a grade of "B" or better during the Spring 2011 semester 18 As.

NFS 510

Thirty three HUNU students completed the research project during the Spring 2011 semester. Research project grades included 21 As, 11 Bs, and 1 C. 100% of the HUNU students completed the project with a C or better.

#### Analysis:

1. Briefly describe the process used to assess student data:

Student data was gathered by the Director of Undergraduate Studies in Human Nutrition from the course Instructors.

2. Names of individuals analyzing data and providing recommendations:

Tammy J. Stephenson, PhD, Director of Undergraduate Studies in Human Nutrition

Janet Kurzynske, PhD, RD, Chair, Department of Nutrition and Food Science

Kwaku Addo, PhD, Associate Professor, Department of Nutrition and Food Science

#### Improvement Action:

## NFS 408G

All students presented seminars at a B level or above. The students have proven they are effective oral communicators who are able to develop and present a seminar related to their field of study. These students are prepared to enter their internships, professional school, or work place where presentation skills will be essential to success.

## NFS 510

64% of students earned an A on their research project indicating their confidence in scientific writing. The students were able to select a current and innovative topic and to develop a well researched and nicely written paper. This skill will be essential as they move forward in their careers and have to stay abreast of the most current research related to nutrition and health. Success on this project indicated students feel comfortable using electronic databases to find peer reviewed, relevant journal articles.

### 2. Identify action plan/steps:

The course instructors will continue to work with students to promote and enhance their communication skills.

The Department will continue to expect students to chose different research topics for NFS 408G and NFS 510 to expose them to a greater variety of topics and research. Oral and written communication skills will be emphasized in all required major coursework for HUNU students.

Continue evaluating outcomes in the same manner for the 2011 2012 school year.

**Graphic/Tabular Data Attached:**

<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Nutrition and Food Science or Food Science or Food Science/Human Nutrition - Bachelor
<b>Improvement Project:</b>	2010/2011 Human Nutrition
<b>Assessment Date:</b>	Jun 9, 2011 10:17 AM

#### Outcome

**Title:** Demonstrate Understanding

**Linked to Student Learning Outcomes:**

- nfs.b: Demonstrate Understanding Students will demonstrate understanding of the unique dietary needs and challenges of individuals throughout different regions of Kentucky, the United States, and the world.

#### Methods:

**Assessment Tools:**

1. Identify course(s), activities, exams, etc. where data were collected:

NFS 403: Community Nutrition

Students work in teams to complete a walkability needs assessment and checklist of a specific neighborhood within Lexington. From the information gathered, the team identifies the positive and negative aspects of the neighborhood and then must develop a plan of action for the neighborhood.

NFS 304: Experimental Foods

Students have to develop health promoting recipe modifications using locally grown produce and targeted at Kentuckians.

2. Term/Year of collection:

NFS 403 January through May 2011

NFS 304 August 2010 through May 2011

3. Briefly describe what data were collected and how collected:

NFS 403

Students have a three part project in which they must collect data on a specific target neighborhood and identify a problem related to Healthy People 2020 objectives and how to improve the neighborhood. From the data collected in the first part (walkability survey and checklist), the students then design an intervention for the target neighborhood and develop a Powerpoint presentation that would be appropriate to present to the Mayor and City Council. The third part of the project requires the student to present a summary of the neighborhood, findings, data, and intervention. This presentation is graded based upon innovation, appropriate application of information for target neighborhood, development of resource material for presentation, and evaluation of the intervention.

NFS 304

Students work with lab partners who are also upper level human nutrition or dietetic majors. Students are given a list of recipes to choose from that incorporate Kentucky grown commodities, primarily fruits and vegetables. The lab partners then evaluate the recipe and make modifications to (1.) improve nutrient density, (2.) reduce the number of ingredients, and (3.) shorten preparation time.

The original and modified recipes are prepared during three consecutive laboratory periods and sensory and objective analyses are completed. Students complete a nutritional analysis of their recipe and submit the recipe to FCS Extension agents for possible inclusion as a Kentucky proud recipe. Data was collected on the number and types of recipes modified during the 2009 2010 school year.

Data was also collected on the number of recipes approved by FCS Extension for possible inclusion in their programming. Students also completed a written report of their recipe modification project and presented the project to the class.

#### 4. Criteria used for evaluating student work:

NFS 403

Student work in class was assessed by the course instructor on parts one and two of the project. Students in the class and the course instructor evaluated the presentation based upon the rubric developed for the third part of the project. Students did not grade their own presentation. Student scores were averaged into one score and that was combined with course instructor score and averaged for the final score for the third part. Students also graded their team members.

NFS 304

Student projects in the class were assessed by the course instructor and FCS Extension agents. Agents came to the third day of recipe testing to participate in the sensory analysis of the products. They then met individually to prioritize recipe selections.

#### **Benchmark/Target:**

need data here.

**Results:**

## NFS 403

Thirty six HUNU students completed the three part project as a part of a team with dietetic students.

Thirty five of the 36 HUNU students completed the course with a grade of C or above. One student failed to complete the coursework due to personal issues.

Topics addressed in the presentations include:

Lack of exercise facilities/parks within neighborhoods

Lack of healthy food options within neighborhoods

Need to increase physical activity among children within the neighborhoods through changes in school programs

Need to focus on Block Party to introduce new ideas and changes to neighborhood

## NFS 304

Thirty HUNU students completed the recipe modification project during the Fall 2010 and Spring 2011

Students worked in pairs with HUNU or dietetic students on the project. 40 total recipe modifications were tested.

Recipes are being further developed into specialized cards, media spotlights, and extension curriculum plans to further promote Kentucky grown produce.

### Analysis:

1. Briefly describe the process used to assess student data:

Student data was gathered by the Director of Undergraduate Studies in Human Nutrition from the course Instructors.

2. Names of individuals analyzing data and providing recommendations:

Tammy J. Stephenson, PhD, Director of Undergraduate Studies in Human Nutrition

Janet Kurzynske, PhD, RD, Chair, Department of Nutrition and Food Science

Kwaku Addo, PhD, Associate Professor, Department of Nutrition and Food Science

**Improvement Action:**

1. Comments/recommendations for curricular and/or pedagogical improvement:

NFS 403

It was evident in the presentations that the students had gained knowledge about appropriateness of topic information and the teams developed materials that were designed for the target audience. Students did miss some of the questions on the exam related to the topic of needs assessment, learning styles and education methods. However, it is believed that the students were assessed appropriately through knowledge and application methods but we will continue to evaluate the need for change.

Students were able to identify and evaluate concepts through the team project and creatively implemented new ideas/changes for the neighborhoods and ways to evaluate the success of the changes.

NFS 304

The majority of students were able to successfully modify a recipe specific targeted for Kentuckians using Kentucky grown produce.

Having FCS extension agents evaluate the final recipe is an excellent assessment tool. From this first year of the project we recognize we can further develop instructional resources to enhance the learning. We could recognize that this project does not account for global nutrition, something that could also be further developed in subsequent years. NFS 304 does have a section on global nutrition development of ready to eat dietary supplements to fight hunger. We could better assess our students understanding of global issues related to food product development through an assignment or exam specific to that content area.

2. Identify action plan/steps:

Course instructors will modify and improve course content to ensure all learning outcomes are achieved.

Continue evaluating outcome in the same manner for 2010 2011 school year.

**Graphic/Tabular Data Attached:**

<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Nutrition and Food Science or Food Science or Food Science/Human Nutrition - Bachelor
<b>Improvement Project:</b>	2010/2011 Human Nutrition
<b>Assessment Date:</b>	Jun 9, 2011 10:17 AM

#### Outcome

**Title:** Identify

**Linked to Student Learning Outcomes:**

- nfs.b: Identify                      Students will identify nutrients and non-nutrients essential to both normal human health and chronic disease prevention and management.

#### Methods:

**Assessment Tools:**

1. Identify course(s), activities, exams, etc. where data were collected:

NFS 312: Nutrition in the Lifecycle

NFS 315: Nutrition Issues in Physical Activity

2. Term/Year of collection:

NFS 312 Fall 2010 Semester

NFS 315 Spring 2011 Semester

3. Briefly describe what data were collected and how collected:

NFS 312

Students were assessed on their ability to identify nutrients and non nutrients essential throughout the lifecycle.

Students completed two case studies related to nutritional concerns common at all stages of the lifecycle and two lifecycle assessments related to young adulthood and older adulthood.

Students completed a midpoint exam and an end of semester exam. In addition class participation was assessed through a series of assignments and modules assigned throughout the semester.

Students were evaluated on their ability to critically evaluate a dietary supplement often used in sports and wellness and to relay that information to their colleagues. Students were specifically evaluated on their ability to select a relevant and appropriate supplement and to describe the history, uses, efficacy, safety, and cost of that ergogenic agent.

NFS 315

Data was provided by the course Instructors, Dr. Margaret Cook Newell and Dr. Tammy Stephenson.

4. Criteria used for evaluating student work:

NFS 312

The assignments and final examination for the course were developed, written, and evaluated by the course instructor and teaching assistant. Assignments were evaluated based on students' ability to analyze, interpret, problem solve and translate knowledge.

NFS 315

The ergogenic agent project was evaluated by the course instructor. The paper was graded based on content, organization, and writing style. The handout was graded on content, organization, and creativity. The presentation was graded on content, speaking style and organization.

**Benchmark/Target:**

This data needs to be entered.

**Results:**

NFS 312

Forty five HUNU students completed NFS 312 during the Fall 2010 semester. All students completed the course work with 88% of HUNU students earning an A, 6% earning a B, and 4% earning a C, and no Ds, or Es.

NFS 315

Fifty three HUNU students completed NFS 315 during the Spring 2011 semester. All students completed the ergogenic agent project working in pairs with either another HUNU student or a dietetic student. 51 of the students (96%) completed the project with an A. Two students earned B's (they worked together on the project.)

**Analysis:**

1. Briefly describe the process used to assess student data:

Student data was gathered by the Director of Undergraduate Studies in Human Nutrition from the course instructor.

2. Names of individuals analyzing data and providing recommendations:

Tammy J. Stephenson, PhD, Director of Undergraduate Studies in Human Nutrition

Janet Kurzynske, PhD, RD, Chair, Department of Nutrition and Food Science

Kwaku Addo, PhD, Associate Professor, Department of Nutrition and Food Science

**Improvement Action:**

1. Comments/recommendations for curricular and/or pedagogical improvement:

NFS 312

All HUNU students completed the course at a C level or above. This indicates that students do have a clear understanding of nutrients and non nutrients essential at the various stages of the lifecycle. The course content will continue to be updated to keep current with trends in the field.

NFS 315

All HUNU students wrote ergogenic agent papers at the A level. The instructor could further emphasize the importance of the oral presentation component of the project to have 100% participation in presentations.

Students should continue to chose innovative and current supplements to evaluate to ensure that everyone in the class stays up to date on this important topic. Supplements are also addressed in other NFS coursework including Introductory and Advanced Nutrition.

2. Identify action plan/steps:

Faculty will continue to update lecture and course materials for both NFS 312 and NFS 315. Large enrollments are also a concern in these two courses so faculty could explore alternative options and restrictions when offering these courses.

Continue evaluating outcome in the same manner for the 2010 2011 school year.

**Graphic/Tabular Data Attached:**

<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Nutrition and Food Science or Food Science or Food Science/Human Nutrition - Bachelor
<b>Improvement Project:</b>	2010/2011 Human Nutrition
<b>Assessment Date:</b>	Jun 9, 2011 10:17 AM

#### Outcome

**Title:** Research

#### Linked to Student Learning Outcomes:

- nfs.b: Research      Students will be able to conduct a quality research study through grant writing, synthesis of available literature, survey design, statistical analysis, and preparation of a professional article and poster.

#### Methods:

##### Assessment Tools:

1. Identify course(s), activities, exams, etc. where data were collected:

NFS 474: Research in Nutrition

NFS 475W: Research in Nutrition

2011 University of Kentucky Undergraduate Showcase of Scholars

2. Term/Year of collection:

August 2010

3. Briefly describe what data were collected and how collected:

Data was collected on the number of students successfully completing both NFS 474 and NFS 475W with a "C" grade or better

in the class and on key assignments. Data was provided by the course instructor, Dr. Tammy Stephenson.

Data was collected from the Undergraduate Showcase of Scholars on the number of students presenting professional posters

at the showcase.

4. Criteria used for evaluating student work:

Student work in class was assessed by the course instructor. Faculty in NFS evaluated student posters at the Showcase of Scholars.

Criteria for evaluation included quality of poster, quality of presentation, ingenuity in topic, and overall quality of project.

-< /font>Theory- Application-May 2011

**Benchmark/Target:**

This needs to be filled in.

**Results:**

Thirty five(all) senior level human nutrition students successfully completed both NFS 474 in the Fall semester and NFS 475W in the Spring semester with a grade of "C" or better.

All students developed an innovative research topic and wrote a 5 page research grant during the Fall semester.

Students then revised their grant, conducted the research study, analyzed the data using appropriate statistical tools, and developed a 15 to 20 page professional journal article formatted paper based on their findings. Students also prepared a professional poster and gave a 5 minute presentation on the poster to their peers.

**Analysis:**

August 2010 to May 2011

Data was collected on the number of students successfully completing both NFS 474 and NFS 475W with a "C" grade or better

in the class and on key assignments. Data was provided by the course instructor, Dr. Tammy Stephenson.

Data was collected from the Undergraduate Showcase of Scholars on the number of students presenting professional posters at the showcase.

Student work in class was assessed by the course instructor. Faculty in NFS evaluated student posters at the Showcase of Scholars.

Criteria for evaluation included quality of poster, quality of presentation, ingenuity in topic, and overall quality of project.

**Improvement Action:**

Need data here.

**Graphic/Tabular Data Attached:**

<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Nutrition and Food Science or Food Science or Food Science/Human Nutrition - Bachelor
<b>Improvement Project:</b>	2010/2011 Human Nutrition
<b>Assessment Date:</b>	Jun 9, 2011 10:17 AM

#### Outcome

**Title:** Translate

#### Linked to Student Learning Outcomes:

- nfs.b: Translate                      Students will translate key principles of physical and biological sciences to the science of nutrition.

#### Methods:

##### Assessment Tools:

1. Identify course(s), activities, exams, etc. where data were collected:

NFS 311: Nutritional Biochemistry

2. Term/Year of collection:

Fall 2010 Semester

3. Briefly describe what data were collected and how collected:

Students were evaluated in NFS 311 to determine their success in translating principles learned in biology and chemistry classes of nutritional biochemistry and metabolism. Comprehensive final exams scores in the course were evaluated.

Data was provided by the course Instructor, Dr. Bernie Hennig.

4. Criteria used for evaluating student work:

The final exam was written and evaluated by the course instructor.

##### Benchmark/Target:

This needs to be filled in.

### Results:

Fourty four HUNU students completed NFS 311: Nutritional Biochemistry during the Fall 2010 semester.

Final exam scores were as follows: 8 As, 15 Bs, 18 Cs, 2 Ds, 1 E. 93% of students completed the final with a "C" grade or better.

### Analysis:

1. Briefly describe the process used to assess student data:

Student data was gathered by the Director of Undergraduate Studies in Human Nutrition from the course Instructor.

2. Names of individuals analyzing data and providing recommendations:

Tammy J. Stephenson, PhD, Director of Undergraduate Studies in Human Nutrition

Janet Kurzynske, PhD, RD, Chair, Department of Nutrition and Food Science

Kwaku Addo, PhD, Associate Professor, Department of Nutrition and Food Science

### Improvement Action:

1. Comments/recommendations for curricular and/or pedagogical improvement:

From the final exam grades in the course it appears that HUNU students are able to successfully translate what they have learned in biology and chemistry to nutritional biochemistry and metabolism. The only concern with this class is the large enrollment, approximately 100 students per semester.

2. Identify action plan/steps:

The course instructor will continue to update lecture and supplemental materials for the class to keep pace with this constantly changing field. Faculty in the department will explore options for class size management, the possibility of offering multiple sections and/or a recitation and lecture format.

Continue evaluating outcome in the same manner for the 2011

2012 school year.

**Graphic/Tabular Data Attached:**

<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Nutrition and Food Science or Food Science or Food Science/Human Nutrition - Bachelor
<b>Improvement Project:</b>	Spring 2010 NFS HUNU B
<b>Assessment Date:</b>	Feb 25, 2011 1:45 PM

#### Outcome

**Title:** Communication

**Linked to Student Learning Outcomes:**

- nfs.b: Communication      Students will demonstrate effective oral and written communication skills, particularly in scientific writing and educational seminar program development and implementation.

#### Methods:

**Assessment Tools:**

Identify course(s), activities, exams, etc. where data were collected:

NFS 408G: Seminar in Nutrition & Food Science

NFS 510: Advanced Nutrition

Term/Year of collection:

NFS 408G - Fall 2009 and Spring 2010 Semesters

NFS 510 - Spring 2010 Semester

Briefly describe what data were collected and how collected:

NFS 408G

Students in this senior-level seminar class were evaluated on their ability to pick a current and innovative topic in the field, develop an organized and well-researched talk, and present a poised 20-minute

seminar to their classmates.

The seminar grade for the class was assessed.

NFS 510

Students were evaluated on their ability to write a 5-page research article using recently published peer-reviewed journal articles to relate consumption of a particular nutrient or non-nutrient to human health, disease risk, and disease treatment. Students were further assessed on their ability to present their research

findings in a clear and concise 2-3 minute oral presentation and well-organized, creative, and informative handout for their peers. The research project grade for the class was assessed (100 points possible - 80 points written, 10 points handout, 10 points presentation).

Data was provided by the course Instructors, Dr. Ching Chow and Dr. Tammy Stephenson.

Criteria used for evaluating student work:

NFS 408G

The seminar was evaluated by both the course instructor and peer evaluations. The evaluation is based on topic selection, presentation, a written report on topic, and peer-evaluation.

NFS 510

The research project was evaluated by the course instructor. Students had the opportunity to have the instructor review a first draft before submission of the final paper. The paper was graded based on content, organization, references, and writing style. The handout was graded on content, organization, and creativity. The presentation was graded on content and speaking skills. Students had to reference at least five peer-reviewed journal articles published in the past 5 years in their project.

**Benchmark/Target:**

This is the first year.

**Results:**

NFS 408G

Nineteen HUNU students completed the seminar with a grade of "B" or better during the Fall 2009 semester (A 17, B-2).

Sixteen HUNU students completed the seminar with a grade of "B" or better during the Spring 2010 semester (A-16).

NFS 510

Thirty-four HUNU students completed the research project during the Spring 2010 semester. Research project grades included 29 As, 2 Bs, 1 C, 1 D, and 1 E. 94% of the HUNU students completed the project with a C or better. The E grade was a result of the student's failure to turn in the assignment in a timely manner, losing significant points. The D grade was a result of the student's failure to follow project guidelines.

#### Analysis:

Briefly describe the process used to assess student data:

Student data was gathered by the Director of Undergraduate Studies in Human Nutrition from the course Instructors.

Names of individuals analyzing data and providing recommendations:

Tammy J. Stephenson, PhD-Director of Undergraduate Studies in Human Nutrition Janet Kurzynske, PhD, RD-Chair, Department of Nutrition and Food Science

Kwaku Addo, PhD-Associate Professor, Department of Nutrition and Food Science

#### Improvement Action:

Comments/recommendations for curricular and/or pedagogical improvement:

NFS 408G

All students presented seminars at a B level or above. The students have proven they are effective oral communicators who are able to develop and present a seminar related to their field of study. These students are prepared to enter their internships, professional school, or work place where presentation skills will be essential to success.

NFS 510\_

85% of students earned an A on their research project indicating their confidence in scientific writing.

The students were able to select a current and innovative topic and to develop a well-researched and nicely written paper. This skill will be essential as they move forward in their careers and have to stay abreast of the most current research related to nutrition and health. Success on this project indicated students feel comfortable using electronic databases to find peer-reviewed, relevant journal articles.

Identify action plan/steps:

The course instructors will continue to work with students to promote and enhance their communication skills. The Department will continue to expect students to choose different research topics for NFS 408G and NFS 510 to expose them to a greater variety of topics and research.

Oral and written communication skills will be emphasized in all required major coursework for HUNU students. Continue evaluating outcomes in the same manner for the 20102011 school year.

**Graphic/Tabular Data Attached:**

<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Nutrition and Food Science or Food Science or Food Science/Human Nutrition - Bachelor
<b>Improvement Project:</b>	Spring 2010 NFS HUNU B
<b>Assessment Date:</b>	Feb 25, 2011 1:45 PM

#### Outcome

**Title:** Demonstrate Understanding

**Linked to Student Learning Outcomes:**

- nfs.b: Demonstrate Understanding Students will demonstrate understanding of the unique dietary needs and challenges of individuals throughout different regions of Kentucky, the United States, and the world.

#### Methods:

**Assessment Tools:**

Identify course(s), activities, exams, etc. where data were collected:

NFS 403: Community Nutrition

Students have to conduct a needs assessment of a specific population with a nutrition problem and develop an intervention for that population; exam tests students on knowledge of education methods, learning styles and components of a needs assessment.

NFS 304: Experimental Foods

Students have to develop health-promoting recipe modifications using locally grown produce and targeted at Kentuckians.

Term/Year of collection:

NFS 403 - January through May 2010

NFS 304 - August 2009 through May 2010

Briefly describe what data were collected and how collected:

N FS 403

Students have a three part project in which they must collect data on a specific target population with a nutrition problem.

From the data collected in the first part (needs assessment), the students then design an intervention for the target population. The third part of the project requires the students to present the intervention and have this presentation graded based upon innovation, appropriate application of information for target population, development of resource materials for presentation and evaluation of the intervention.

## NFS 304

Students work with lab partners who are also upper-level human nutrition or dietetic majors. Students are given a list of recipes to choose from that incorporate Kentucky grown commodities, primarily fruits and vegetables. The lab partners then evaluate the recipe and make modifications to (1.) improve nutrient-density, (2.) reduce the number of ingredients, and (3.) shorten preparation time. The original and modified recipes are prepared during three consecutive laboratory periods and sensory and objective analyses are completed. Students complete a nutritional analysis of their recipe and submit the recipe to FCS Extension agents for possible inclusion as a Kentucky proud recipe. Data were collected on the number and types of recipes modified during the 2009-2010 school year. Students also completed a written report of their recipe modification project and presented the project to the class.

Criteria used for evaluating student work:

## NFS 403

Student work in class was assessed by the course instructor on parts one and two of the project. Students in the class and the course instructor evaluated the presentation based upon the rubric developed for the third part of the project. Students did not grade their own specific presentation. Student scores were averaged into one score and that was combined with course instructor score and averaged for the final score for the third part of the project.

## NFS 304

Student projects in the class were assessed by the course instructor and FCS Extension agents. Agents came to the third day of recipe testing to participate in the sensory analysis of the products. They then met individually to prioritize recipe selections.

### **Benchmark/Target:**

This is the first year.

### **Results:**

List any results from the assessment process. Bullets/tables/charts may be inserted as necessary.

#### NFS 403

Forty HUNU students completed the three part project as a part of a team with dietetic students.

Thirty-nine of the 40 HUNU students completed the course with a grade of C or above. One student needed to complete a paper at a later date due to technical difficulties and will receive an incomplete until the paper is submitted at a later date.

Topics addressed in the presentations include:

Lack of healthy food options on campus (4 teams); importance of vitamin D for women over the age of 40; importance of breastfeeding (2 teams); importance of folic acid for college age women; nutrition options for

children with cancer; obesity (4 teams - in African-American women, children K-5th grade; preschoolers and

middle school age children); lack of physical activity in middle school; improve healthy options for meals in sorority house; importance of education for type 2 diabetes; increase awareness of impact of heart disease in Kentucky; improve knowledge base about foods and nutrition at Hope Lodge and alcohol consumption in college population.

#### NFS 304

Twenty-seven HUNU students completed the recipe modification project during the Fall 2009 and Spring 2010 semesters.

Students worked in pairs with HUNU or dietetic students on the project. 40 total recipe modifications were made with 23 being selected for utilization during the 2010-2011 growing seasons. Recipes are being further developed into specialized cards, media spotlights, and extension curriculum plans to further promote Kentucky grown produce. Faculty from the course will be presenting on this project at the North American Association of Colleges & Teachers of Agriculture annual conference in June, 2010. A list of recipes for use by FCS Extension & the Kentucky Department of Agriculture is below.

### Summer

Watermelon Tomato Salad  
Fresh Green Beans with Basil  
Green Beans with Dill  
Peach and Blackberry Cobbler  
Corn Salsa  
Not Your Momma's Eggplant  
Blackberry Lemon

### Fall

Roasted Root Vegetables  
Glazed Butternut Squash  
Baked Apples with Sweet Potatoes  
Waldorf Salad  
Brussels Sprouts with Country Ham

### Winter

Country Ham Pot Pie  
Nut Cake  
Turnip Green Soup  
Sweet Potato Fries  
Chocolate Squash Bread  
Pork Chops with Peaches

### Spring

Cabbage with Blue Cheese and Bacon  
Asparagus Soup  
Asparagus Salad  
Broccoli Salad  
Strawberry ?

Analysis:

Briefly describe the process used to assess student data:

Student data were gathered by the Director of Undergraduate Studies in Human Nutrition from the course Instructors.

Names of individuals analyzing data and providing recommendations:

Tammy J. Stephenson, PhD-Director of Undergraduate Studies in Human Nutrition

Janet Kurzynske, PhD, RD-Chair, Department of Nutrition and Food Science

Kwaku Addo, PhD-Associate Professor, Department of Nutrition and Food Science

**Improvement Action:**

Comments/recommendations for curricular and/or pedagogical improvement:

#### NFS 403

It was evident in the presentations that the students had gained knowledge about appropriateness of topic information and the teams developed materials that were designed for the target audience. Students did miss some of the questions on the exam related to the topic of needs assessment, learning styles and education methods. However, it is believed that the students were assessed appropriately through knowledge and application methods but we will continue to evaluate the need for change.

#### NFS 304

The majority of students were able to successfully modify a recipe specific targeted for Kentuckians using Kentucky grown produce.

Having FCS extension agents evaluate the final recipe is an excellent assessment tool. From this first year of the project we recognize we can further develop instructional resources to enhance the learning. We could recognize that this project does not account for global nutrition, something that could also be further developed in subsequent years. NFS 304 does have a section on global nutrition development of ready-to-eat dietary supplements to fight hunger. We could better assess our students understanding of global issues related to food product development through an assignment or exam specific to that content area.

Identify action plan/steps:

Course instructors will modify and improve course content to ensure all learning outcomes are achieved. Continue evaluating outcome in the same manner for 2010-2011 school year.

**Graphic/Tabular Data Attached:**

<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Nutrition and Food Science or Food Science or Food Science/Human Nutrition - Bachelor
<b>Improvement Project:</b>	Spring 2010 NFS HUNU B
<b>Assessment Date:</b>	Feb 25, 2011 1:45 PM

#### Outcome

**Title:** Identify

**Linked to Student Learning Outcomes:**

- nfs.b: Identify                      Students will identify nutrients and non-nutrients essential to both normal human health and chronic disease prevention and management.

#### Methods:

**Assessment Tools:**

1. Identify course(s), activities, exams, etc. where data were collected:

NFS 312: Nutrition in the Lifecycle

NFS 315: Nutrition Issues in Physical Activity

2. Term/Year of collection:

NFS 312-Fall 2009 Semester NFS 315-Spring 2010 Semester

3. Briefly describe what data were collected and how collected:

NFS 312

Students were assessed on their ability to identify nutrients and non-nutrients essential at different stages of the lifecycle. Students completed a team lifecycle project in which students completed a case study, nutritional assessment modules, and a research proposal relevant to the respective lifecycle stage. Students also completed a comprehensive final exam to assess knowledge of lifecycle nutrition.

NFS 315

Students were evaluated on their ability to critically evaluate a dietary supplement often used in sports and wellness and to relay that information to their colleagues. Students were specifically evaluated on their ability to select a relevant and appropriate supplement and to describe the history, uses, efficacy, safety, and cost of that ergogenic agent.

Data was provided by the course Instructors, Dr. Margaret Cook-Newell and Dr. Tammy Stephenson.

4. Criteria used for evaluating student work:

NFS 312

The project and final examination for the course were developed, written, and evaluated by the course instructor. Students also completed a comprehensive final exam. All assessment activities were evaluated based on students' ability to analyze, interpret, problem solve and translate knowledge into healthy activities for groups in the life cycle.

#### NFS 315

The ergogenic agent project was evaluated by the course instructor. The paper was graded based on content, organization, and writing style. The handout was graded on content, organization, and creativity. The presentation was graded on content, speaking style and organization.

**Benchmark/Target:**

This is our first year.

**Results:**

List any results from the assessment process. Bullets/tables/charts may be inserted as necessary.

#### NFS 312

Thirty-five HUNU students completed NFS 312 during the Fall 2009 semester. All students completed the team life cycle project with 86% of HUNU students earning an A, 14% earning a B, and no Cs, Ds, or Es. 84% of HUNU students earned an A and 16% earned a B on the comprehensive final exam.

#### NFS 315

Fifty-three HUNU students completed NFS 315 during the Spring 2010 semester. All students completed the ergogenic agent project working in pairs with either another HUNU student or a dietetic student. 51 of the students (96%) completed the project with an A. Two students earned C's. Both of these C's were due to the fact the students did not participate in the oral presentation component of the project.

**Analysis:**

Briefly describe the process used to assess student data:

Student data was gathered by the Director of Undergraduate Studies in Human Nutrition from the course Instructor.

Names of individuals analyzing data and providing recommendations:

Tammy J. Stephenson, PhD-Director of Undergraduate Studies in Human Nutrition

Janet Kurzynske, PhD, RD-Chair, Department of Nutrition and Food Science

Kwaku Addo, PhD-Associate Professor, Department of Nutrition and Food Science

**Improvement Action:**

Comments/recommendations for curricular and/or pedagogical improvement:

NFS 312

All HUNU students completed the team life cycle project and comprehensive final at a B-level or above. This indicates that students do have a clear understanding of nutrients and non-nutrients essential at the

various stages of the lifecycle. The course content will continue to be updated to keep current with trends in the field.

NFS 315

All HUNU students wrote ergogenic agent papers at the A-level. The instructor could further emphasize the importance of the oral presentation component of the project to have 100% participation in presentations. Students should continue to chose innovative and current supplements to evaluate to ensure that everyone in

the class stays up-to-date on this important topic. Supplements are also addressed in other NFS coursework

including Introductory and Advanced Nutrition.

Identify action plan/steps:

Faculty will continue to update lecture and course materials for both NFS 312 and NFS 315. Large enrollments are also a concern in these two courses so faculty could explore alternative options and restrictions when offering these courses.

Continue evaluating outcome in the same manner for the 2010-2011 school year.

**Graphic/Tabular Data Attached:**

<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Nutrition and Food Science or Food Science or Food Science/Human Nutrition - Bachelor
<b>Improvement Project:</b>	Spring 2010 NFS HUNU B
<b>Assessment Date:</b>	Feb 25, 2011 1:45 PM

#### Outcome

**Title:** Research

**Linked to Student Learning Outcomes:**

- nfs.b: Research                      Students will be able to conduct a quality research study through grant writing, synthesis of available literature, survey design, statistical analysis, and preparation of a professional article and poster.

#### Methods:

**Assessment Tools:**

Identify course(s), activities, exams, etc. where data were collected:

NFS 474: Research in Nutrition-Theory

NFS 475W: Research in Nutrition- Application

2010 University of Kentucky Undergraduate Showcase of Scholars

Term/Year of collection:

August 2009 - May 2010

Briefly describe what data were collected and how collected:

Data were collected on the number of students successfully completing both NFS 474 and NFS 475W with a "C" grade or better in the class and on key assignments. Data were provided by the course instructor, Dr. Tammy Stephenson.

Data were collected from the Undergraduate Showcase of Scholars on the number of students presenting professional posters at the showcase.

Criteria used for evaluating student work:

Student work in class was assessed by the course instructor. Faculty in NFS evaluated student posters at the Showcase of Scholars.

Criteria for evaluation included quality of poster, quality of presentation, ingenuity in topic, and overall quality of project.

**Benchmark/Target:**

This is the first year.

**Results:**

List any results from the assessment process. Bullets/tables/charts may be inserted as necessary.

Thirty-one (all) senior level human nutrition students successfully completed both NFS 474 in the Fall semester and NFS 475W in the Spring semester with a grade of "C" or better.

All students developed an innovative research topic and wrote a 5-page research grant during the Fall semester. Students then revised their grant, conducted the research study, analyzed the data using appropriate statistical tools, and developed a 15-20 page professional journal article formatted paper based on their findings. Students also prepared a professional poster and gave a 5-minute presentation on the poster to their peers.

All 31 presented professional posters at the UK Undergraduate Showcase of Scholars on April 28, 2010.

Based on Faculty ratings, three students were recognized by the faculty in NFS as the top research projects of the year.

Research Topics for 2009 -2010 were:

Food choices made by elementary students in a Kentucky school during breakfast and lunch compared to their socioeconomic status.

The effects of spring break on physical activity levels among college students: A comparative analysis between

self-reported pre-spring break and post-spring break physical activity levels.

Nutritional education content to help reduce weight in obese subjects.

The Relationship Between Nutrient Intake and the Incidence of Injuries in Female Collegiate Athletes

The Correlation between Stress and Unhealthy Food Choices in College Females

The Effects of Regular Physical Activity on the Grade Point Averages of College Students The effects of late night eating on body weight in college students.

Spending habits of college students at supermarkets and restaurants Correlation between beverage intake patterns and body weight. Fruit and vegetable consumption of college women.

Dietary Supplements and their Affects on Weight Loss in Relation to Physical Activity in Undergraduate Females at the University of Kentucky

Exergaming - usage and efficacy in promoting health on a college campus. Oral health behavior of young adults and its effects on dental caries

The relationship between caffeine consumption and a student's GPA.

Correlation between Caffeine Consumption and Symptoms of Acid Reflux Disease Usage and nutritional side effects of Adderall on two University campuses.

The Effects of Fruit and Vegetable Intake on BMI and Feeling of Well Being The Effects of High Fructose Corn Syrup on Body Weight in College Students

Correlation between Soda Consumption, BMI and Knowledge of the Effects of High-Fructose Corn Syrup in College Students

Effects of smoking on the body mass index of college students. Breakfast intake in college and high school students

Correlation between a college student's amount of exercise and their utilization of group fitness at the University of Kentucky.

The effects of skipping meals on undergraduate college students.

Correlation between the Consumption of Alcohol and Late Night Food Intake

Marijuana has limited effects on BMI and physical activity in college students

The correlation between carbonated beverage consumption, dietary selections, and weight gain. The relationship between alcohol intake.

The correlation between late night eating and weight gain in college students.

The correlation between multivitamin use and fruit and vegetable intake.

The relationship between owning a pet, physical activity and well-being.

Correlation between stimulant drug usage, GPA and dietary intake.

#### Analysis:

Briefly describe the process used to assess student data:

Student data were gathered by the Director of Undergraduate Studies in Human Nutrition from the course Instructor.

Names of individuals analyzing data and providing recommendations:

Tammy J. Stephenson, PhD-Director of Undergraduate Studies in Human Nutrition

Janet Kurzynske, PhD, RD-Chair, Department of Nutrition and Food Science

Kwaku Addo, PhD- Associate Professor, Department of Nutrition and Food Science

#### Improvement Action:

Comments/recommendations for curricular and/or pedagogical improvement:

We feel that student learning was appropriately assessed for this outcome. We would like to continue evaluating this learning outcome in the same manner.

Identify action plan/steps: Continue evaluating outcome in the same manner for 2010-2011 school year.

#### Graphic/Tabular Data Attached:

<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Nutrition and Food Science or Food Science or Food Science/Human Nutrition - Bachelor
<b>Improvement Project:</b>	Spring 2010 NFS HUNU B
<b>Assessment Date:</b>	Feb 25, 2011 1:45 PM

#### Outcome

**Title:** Translate

#### Linked to Student Learning Outcomes:

- nfs.b: Translate Students will translate key principles of physical and biological sciences to the science of nutrition.

#### Methods:

##### Assessment Tools:

Identify course(s), activities, exams, etc. where data were collected:

NFS 311: Nutritional Biochemistry

Term/Year of collection:

Fall 2009 Semester

Briefly describe what data were collected and how collected:

Students were evaluated in NFS 311 to determine their success in translating principles learned in biology and chemistry classes of nutritional biochemistry and metabolism. Comprehensive final exams scores in the course were evaluated.

Data was provided by the course Instructor, Dr. Bernie Hennig.

Criteria used for evaluating student work: The final exam was written and evaluated by the course instructor.

##### Benchmark/Target:

This is the first year.

#### Results:

List any results from the assessment process. Bullets/tables/charts may be inserted as necessary.

Thirty-four HUNU students completed NFS 311: Nutritional Biochemistry during the Fall, 2009 semester.

Final exam scores were as follows: A-22, B-8, C-4. All HUNU students completed the final with a "C" grade or

better.

### Analysis:

Briefly describe the process used to assess student data:

Student data was gathered by the Director of Undergraduate Studies in Human Nutrition from the course Instructor.

Names of individuals analyzing data and providing recommendations:

Tammy J. Stephenson, PhD-Director of Undergraduate Studies in Human Nutrition

Janet Kurzynske, PhD, RD-Chair, Department of Nutrition and Food Science

Kwaku Addo, PhD-Associate Professor, Department of Nutrition and Food Science

### Improvement Action:

Comments/recommendations for curricular and/or pedagogical improvement:

From the final exam grades in the course it appears that HUNU students are able to successfully translate what they have learned in biology and chemistry to nutritional biochemistry and metabolism. The only concern with this class is the large enrollment, approximately 100 students per semester.

Identify action plan/steps:

The course instructor will continue to update lecture and supplemental materials for the class to keep pace with this constantly changing field. Faculty in the department will explore options for class size management, the possibility of offering multiple sections and/or a recitation and lecture format.

Continue evaluating outcome in the same manner for the 2010-2011 school year.

**Graphic/Tabular Data Attached:**

## Appendix G – Graduate Student Learning Outcomes

---



# Home Economics-Hospitality and Dietetics Administration - Master

## Annual Student Learning Assessment Report

<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Home Economics-Hospitality and Dietetics Administration - Master
<b>Improvement Project:</b>	Fall 2010 NFS HEHD MS
<b>Assessment Date:</b>	Jan 27, 2011 9:55 AM

### Outcome

**Title:** Professional Skills

#### Linked to Student Learning Outcomes:

- he.hda.m: Professional Skills      Students will attain professional skills and knowledge for careers associated with dietetics administration, and hospitality and tourism industry.

### Methods:

#### Assessment Tools:

Identify course(s), activities, exams, etc. where data were collected:

NFS 784: Students are exposed to financial and accounting decisions made in dietetics and hospitality administration. The course prepares advanced students to analyze and make sound financial management decisions in settings relevant to their careers in dietetics profession and the hospitality industry. Students are evaluated on work produced in:

Each student will create a budget following CSREES and University of Kentucky budget rules. Include the CSREES budget form, Excel Spreadsheet, and budget narrative and present their budget and budget justification in class. The student will also write a detailed paper on roles and responsibilities entailed in a job in their chosen profession and analyze the level of experience and education needed to perform the fiscal component of her/his job and create the fiscal component of a business plan for a dietetics/hospitality entrepreneurial endeavor.

Term/Year of collection:

Fall semester 2009

Briefly describe what data were collected and how collected:

Student paper and oral reports on the fiscal implications for the dietetics or hospitality industry on topical issues in the profession such as food borne illness, product recalls, healthy initiatives in school nutrition services; using professional journals, other sources, and possibly personal interviews to prepare a research paper with references on the selected topics.

Criteria used for evaluating student work:

Student work in class was assessed by the course instructor on the criteria developed for the projects. Students' papers and presentation were graded by the professor and assigned a percentage of scores by the categories assigned in the grading criteria.

**Benchmark/Target:**

Commission on Accreditation for Dietetics Education

## Results:

List any results from the assessment process. Bullets/tables/charts may be inserted as necessary.

All students successfully completed the course by the class deadlines with scores in the top 80 percentile ranking.

Topics addressed were:

1. Fiscal implications of hospital patient satisfaction (providing hotel/restaurant style service)
2. Using "in house" food service verses food service provider
3. Fiscal implications of obesity, type II diabetes, or cardiovascular disease.
4. Fiscal implications of medication/surgery versus diet instruction on the disease state.

## Analysis:

Briefly describe the process used to assess student data:

Examination of student presentations and grades on the research papers and the presentations Students' papers and presentations were evaluated by the professor.

Names of individuals analyzing data and providing recommendations:

Hazel Forsythe, PhD. RD. LD; Janet Kurzynske, PhD. RD

## Improvement Action:

Comments/recommendations for curricular and/or pedagogical improvement:

The student learning outcome was appropriately assessed. Evaluation will continue using the same system.

Identify action plan/steps:

Continue evaluating outcome in the same manner for 2010-2011 school year.

Briefly describe the action plans/steps implemented. If not implemented, explain why.

Students were enthusiastic about the opportunities to apply the knowledge gained in other settings to this course. Topics chosen were advanced and designed to meet the needs of their graduate education. References and bibliographies covered the range of the professional literature and extended the scope of information appropriate for an MS class.

**Graphic/Tabular Data Attached:**

<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Home Economics-Hospitality and Dietetics Administration - Master
<b>Improvement Project:</b>	Fall 2010 NFS HEHD MS
<b>Assessment Date:</b>	Jan 27, 2011 9:55 AM

#### Outcome

**Title:** Research

#### Linked to Student Learning Outcomes:

- he.hda.m: Research      Students will be able to conduct research in hospitality and dietetics administration through literature synthesis, survey or experiment design, statistical analysis and writing for a thesis or project.

#### Methods:

##### Assessment Tools:

Identify course(s), activities, exams, etc. where data were collected: NFS 768: Master Thesis Research

Students work individually with a three to four person committee led by an advisor to conduct research in a specific area to address a research methodology to be used and gives approval for the student to continue pursuing the topic. nutrition problem and develop a thesis. The student submits a proposal to the graduate advisory committee. The Committee examines the student's mastery of the literature and research methodology to be used and gives approval for the student to continue pursuing the topic.

Term/Year of collection:

May 15, 2009 through May 15, 2010

Briefly describe what data were collected and how collected:

Examples of the theses developed are collected. Data on the length of thesis development and student

Data are also collected from faculty to determine how the process was executed and any review of the process is recommended to the NFS graduate committee for revisions as necessary.

Criteria used for evaluating student work:

The student's thesis is assessed by the graduate advisory on the thesis paper submitted. Student defends the thesis to the committee via an oral the presentation and paper. Both are evaluated based on criteria established by the graduate faculty in NFS. A grade of pass or fail is submitted to the graduate school.

**Benchmark/Target:**

Commission on Accreditation for Dietetics Education

**Results:**

Of 7 MS students graduating, 6 completed a thesis. Of the graduating students, 100 percent completed a 7 month dietetic internship as part of their degree.

The time frame for completing the NFS-MS is 18 months.

The timeframe for completing the internship is 7 months. Four students completed the internship and their MS in 28 months.

#### Analysis:

Briefly describe the process used to assess student data:

Review of timelines and theses submitted and accepted by the graduate school.

Names of individuals analyzing data and providing recommendations:

All graduate faculty will provide data. The DGS, Dr. Forsythe will analyze the data, keep records of recommendations and changes.

#### Improvement Action:

Identify action plan/steps:

The NFS graduate faculty is in the process of developing rubrics for evaluating the MS thesis. A Standardized process will be prepared by the graduate faculty for faculty advisors and students as the plan for the MS thesis is developed and proposed to the advisory committee.

One recommendation is that an instructional module should be developed for students in NFS 768 to learn the procedure for submitting theses electronically.

Have changes been identified in student learning as a result of the action plan/steps? Explain.

The majority of students are following the detailed process to set up the advisory committee, submit a proposal to the committee and defend that proposal. All students taking NFS 768 will be required to meet with the DGS and be made aware of the information before they choose an advisory committee.

Graphic/Tabular Data Attached:

<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Home Economics-Hospitality and Dietetics Administration - Master
<b>Improvement Project:</b>	Fall 2011 NFS HEHD MS
<b>Assessment Date:</b>	Oct 28, 2011 2:28 PM

#### Outcome

**Title:** Analyze

#### Linked to Student Learning Outcomes:

- he.hda.m: Analyze Students will be able to analyze, synthesize, and interpret knowledge on institutional organizations for dietetics and the hospitality and tourism industry.

#### Methods:

##### Assessment Tools:

1. Identify course(s), activities, exams, etc. where data were collected:

The course used to fulfill this learning outcome is NFS 648: Management of Hospitality & Dietetics Organizations. This is based on the curricula map for the Masters in Hospitality and Dietetics Administration. The course exposes students to management theories and their applications in the area of leadership and management of people, resources, finances and internal and external customers as they relate to dietetics, food service and hospitality professions. Using leadership experiential learning activities, case studies, in-class participation, and a term paper exploring the analysis of organizations, data has been collected that demonstrate student learning in leadership and management.

2. Term/Year of collection:

Spring 2011

3. Briefly describe what data were collected and how collected:

Assessment based on syllabus details of each aspect of the course (experiential learning activities, case studies, in-class participation, and a term paper exploring the analysis of organizations) was made. Grades were totaled for each individual and a percentage of the total points available for all aspects of the course were made to determine the final grade. All course aspects and final grades were determined by the instructor.

4. Criteria used for evaluating student work:

The criteria used for evaluating each student's work was based on the completion and assessment of all required assignments and activities. Class Participation (20 points); Case Study Questions (25 points); Experiential Learning Activities (25 points); Term Paper (30 points). Grades were housed in Blackboard. Criteria for assessment of student learning included the following Grading Scale: 90-100% A; 80- 89% B; 70-79% C; 60-69% D; below 60 = E.

##### Benchmark/Target:

Commission on Accreditation for Dietetics Education

#### Results:

Each student grade was based on total points of 1,000. The total number of students in the class was 12. Based on the established grading scale, 11 students obtained a grade of "A" and 1 student obtained a grade of "C". Based on this data, all students but one (>90%), acquired a grade reflecting an acceptable level of understanding of what is required of Student Learning Outcome 2.

#### Analysis:

1. Briefly describe the process used to assess student data:

Data was accessed through blackboard grade center established by the instructor. The course requirements were examined compared to Student Learning Outcomes 2 requirements.

2. Names of individuals analyzing data and providing recommendations:

Kwaku Addo, Ph.D. (Director of Graduate Studies, NFS) and Sandra Bastin, PhD, RD, LD (Interim Chair, NFS)

#### Improvement Action:

1. Comments/recommendations for curricular and/or pedagogical improvement:

According to this Learning Outcome, students were in addition to analyzing and synthesizing data on institutional organizations, to also apply and interpret acquired knowledge on these organizations. With the 90% success rate reflecting an acceptable level of understanding of what is required of Student Learning Outcome 2, faculty should continue to provide the necessary activities for students to be successful. Additional experiential learning activities, such as field trips, guest leaders of specialized activities, and/or individualized supervised experiences may be ways to improve practical exposure to applying leadership skills to industry and business management operations. Administrative follow-up will ensure action plans are incorporated into course syllabus.

2. Identify action plan/steps:

Faculty will be advised to incorporate recommendations into course syllabus as possible.

Provide any additional comments or suggestions for improving the documentation of student learning outcomes assessment and this process.

1) Annual review of class syllabus to ensure that, suggested improvements/changes are met as required by Student Learning Outcomes. 2) Determine where improvements are needed to meet Student Learning Outcomes 2 requirements; and 3) determine plan of action for implementation of needed changes.

**Graphic/Tabular Data Attached:**

<b>College/Unit:</b>	Nutrition and Food Sci
<b>Program/Unit:</b>	Home Economics-Hospitality and Dietetics Administration - Master
<b>Improvement Project:</b>	Fall 2011 NFS HEHD MS
<b>Assessment Date:</b>	Oct 28, 2011 2:28 PM

#### Outcome

**Title:** Principles

#### Linked to Student Learning Outcomes:

- diet.b: Principles Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.

#### Methods:

##### Assessment Tools:

1. Identify course(s), activities, exams, etc. where data were collected:

The courses used to fulfill these learning outcomes are NFS 690 Advanced Work in Dietetics NFS 603 Advanced Community Nutrition, and NFS 648 Management of Hospitality & Dietetics Organizations. This is based on the curricula map for the Masters in Hospitality and Dietetics Administration. NFS 690 exposes students to managing dietetics services, including medical nutrition therapy protocols. Using discussions, case studies, and in-class participation data has been collected that demonstrate student learning in medical nutrition therapy. NFS 603 exposes students to socioecological and logic models of community nutrition. Using discussions, qualitative data collection, in-class participation, and a final exam, data has been collected that demonstrate student learning about community nutrition services. NFS 648 exposes students to food service systems in the hospitality and dietetics professions. Using research projects and cooperative activities in the community, data has been collected to demonstrate student learning about food service systems.

2. Term/Year of collection:

Fall 2010 (NFS 603 & NFS 690); Spring 2011 (NFS 648)

3. Briefly describe what data were collected and how collected:

Assessment based on syllabus details of each aspect of the course (see above for each course) was made. Grades were totaled for each individual and a percentage of the total points available for all aspects of the course were made to determine the final grade. All course aspects and final grades were determined by the instructor.

4. Criteria used for evaluating student work:

The criteria used for evaluating each student's work was based on the completion and assessment of all required assignments and activities. Grades were housed in Blackboard. Criteria for assessment of student learning included the following Grading Scale: 90-100% A; 80- 89% B; 70-79% C;60-69% D; below 60 = E.

##### Benchmark/Target:

Commission on Accreditation for Dietetics Education

#### Results:

Each student grade was based on total points in each course. The total number of students in each course follow: NFS 690 (13), NFS 603 (was not taught professor on sabbatic leave), and NFS 648 (12). Based on the established grading scale, 90% of students obtained a grade of "A". Based on this data, all students acquired a grade reflecting an acceptable level of understanding of what is required of Student Learning Outcome 2.

#### Analysis:

1. Briefly describe the process used to assess student data:

Data was accessed through blackboard grade center established by the instructor. The course requirements were examined compared to Student Learning Outcomes 2 requirements.

2. Names of individuals analyzing data and providing recommendations:

Kwaku Addo, Ph.D. (Director of Graduate Studies, NFS) and Sandra Bastin, PhD, RD, LD (Interim Chair, NFS)

#### Improvement Action:

1. Comments/recommendations for curricular and/or pedagogical improvement:

According to this Learning Outcome, students were to demonstrate a working knowledge of the principles of medical nutrition therapy, food service systems, and community nutrition services. With the 100% success rate reflecting an acceptable level of understanding of what is required of Student Learning Outcome 2, faculty should continue to provide the necessary activities for students to be successful. Additional experiential learning activities, such as field trips, guest leaders of specialized activities, and/or individualized supervised experiences may be ways to improve practical exposure to applying leadership skills to industry and business management operations.

2. Identify action plan/steps:

Faculty will be advised to incorporate recommendations into course syllabus as possible.

Provide any additional comments or suggestions for improving the documentation of student learning outcomes assessment and this process.

1) Annual review of class syllabus to ensure that, suggested improvements/changes are met as required by Student Learning Outcomes. 2) Determine where improvements are needed to meet Student Learning Outcomes 2 requirements; and 3) determine plan of action for implementation of needed changes.

**Graphic/Tabular Data Attached:**

# Appendix H – Curriculum Map

---

## DIETETICS MAJOR COURSE OFFERINGS

School of Human Environmental Sciences, College of Agriculture, University of Kentucky

Course	Credits	Summer	Fall	Spring	Pre-Requisites
NFS 212: Introductory Nutrition	3	YES (online 8 week)	YES (online and <u>lecture</u> )	YES (online and <u>lecture</u> )	BIO 152 or BIO 148  CHE 105 (may take concurrently)
NFS 241: Food Service Sanitation	1	YES (online 8 week)	YES (proposed to be online)	YES (proposed to be online)	
NFS 302: Principles of Food Preparation	3 (lab)	YES (8 week)	YES	YES	NFS 241
NFS 304: Experimental Foods	3 (lab)	NO	YES	YES	NFS 302;  CHE 230 or 236 (may take concurrently)
NFS 311: Nutritional Biochemistry	3	NO	YES	NO	NFS 212; CHE 230 or 236;  PGY 206 (may take concurrently)
NFS 312: Nutrition & Wellness in the Lifecycle	3	NO	YES	NO	NFS 212
NFS 340: Institutional Purchasing	3	NO	NO	YES	ECO 201
NFS 342: Quantity Food Production	4 (lab)	NO	YES	YES	NFS 302 or HMT 308  NFS241
NFS 346: Human Resource Management Food & Hospitality Industry	3	NO	YES	NO	DPD and HMT Majors

Course	Credits	Summer	Fall	Spring	Pre-Requisites
NFS 403: Community Nutrition & Wellness	3	NO	NO	YES	NFS 312
NFS 408G: Seminar in Nutrition & Food Science	1	NO	YES	YES	Senior standing in Dietetics major NFS 510 (may take concurrently)
NFS 480: Dietetics Pre-Professional Practice	1-6	YES	YES	YES	Dietetics Senior Status or Consent of Instructor
NFS 510: Advanced Nutrition	3	NO	NO	YES	NFS 311 or BCH 401G
NFS 512: Medical Nutrition Therapy I	4	NO	NO	YES	NFS 311, 312, 403 May take it concurrently with NFS 510
NFS 514: Dietetics: Counseling & Communication	3	NO	YES	NO	NFS 312, NFS 403, and NFS 510 May take it concurrently with NFS 515
NFS 517: Medical Nutrition Therapy II	3	NO	YES	NO	NFS 512 Concurrent enrollment with NFS 514
HES 100: Introduction to Professions in HES	1	YES	YES	YES	Take first semester in HES
HES 400: Integration & Applications of HES	2	NO	YES	YES	Senior standing in HUNU major HES 100

If you have any questions about this course offering schedule or the Dietetics major please contact your advisor.

*Revised November 2011*

## HUMAN NUTRITION MAJOR COURSE OFFERINGS

School of Human Environmental Sciences, College of Agriculture, University of Kentucky

Course	Credits	Summer	Fall	Spring	Pre-Requisites
NFS 212: Introductory Nutrition	3	YES (online 8 week)	YES (online and <u>lecture</u> )	YES (online and <u>lecture</u> )	BIO 152 or BIO 148  CHE 105 (may take concurrently)
NFS 241: Food Service Sanitation	1	YES (online 8 week)	YES (proposed to be online)	YES (proposed to be online)	
NFS 302: Principles of Food Preparation	3 (lab)	YES (8 week)	YES	YES	NFS 241
NFS 304: Experimental Foods	3 (lab)	NO	YES	YES	NFS 302;  CHE 230 or 236 (may take concurrently)
NFS 311: Nutritional Biochemistry	3	NO	YES	NO	NFS 212; CHE 230 or 236;  PGY 206 (may take concurrently)
NFS 312: Nutrition & Wellness in the Lifecycle	3	NO	YES	NO	NFS 212
NFS 315: Nutrition Issues in Physical Activity	3	NO	NO	YES	NFS 212
NFS 403: Community Nutrition & Wellness	3	NO	NO	YES	NFS 312
NFS 408G: Seminar in Nutrition & Food Science	1	NO	YES	YES	Senior standing in HUNU major  NFS 510 (may take concurrently)

Course	Credits	Summer	Fall	Spring	Pre-Requisites
NFS 474: Research in Nutrition – Theory	3	NO	YES	NO	Senior standing in HUNU major NFS 311 (may take concurrently IF graduating the following May or December)
NFS 475: Research in Nutrition – Application	3	NO	NO	YES	NFS 474
NFS 510: Advanced Nutrition	3	NO	NO	YES	NFS 311 or BCH 401G
NFS 516: Maternal & Child Nutrition	3	NO	NO	YES	NFS 312
HES 100: Introduction to Professions in HES	1	YES	YES	YES	Take first semester in HES
HES 400: Integration & Applications of HES	2	NO	YES	YES	Senior standing in HUNU major HES 100

If you have any questions about this course offering schedule or the Human Nutrition major please contact your advisor or the Director of Undergraduate Studies in Human Nutrition, Dr. Tammy Stephenson, at [Tjhann00@uky.edu](mailto:Tjhann00@uky.edu).

*Revised November 2011*

**NFS 101 HUMAN NUTRITION AND WELLNESS. (3)**

Food composition, digestion, absorption and metabolism as related to selection of nutrients essential for human life, growth, reproduction, lactation, wellness and physical activity. Not open to NFS majors except hospitality management students.

**NFS 212 INTRODUCTORY NUTRITION. (3)**

An elementary study of the principles of nutrition and the application of these principles to providing adequate nutrition to humans. The chemical and physiological approach to nutrition is emphasized. Prereq: BIO 152; CHE 105 or 107. May be taken concurrently.

**NFS 241 FOOD SERVICE SANITATION. (1)**

This course covers the principles of food microbiology, important food borne diseases, standards that are enforced by regulatory agencies, and applied measures for the prevention of food borne diseases and other microbiological problems. It leads to certification from the National Restaurant Association.

**NFS 301 DIETETICS PRACTICE. (2)**

This course provides a study of dietetic practice including professional ethics, standards of practice, scope of practice, educational pathways, credential attainment and maintenance, competencies required for entry level practice, responsibilities as a professional. Experiences allow exploration of dietetics practice in medical nutrition therapy, food service management and delivery of nutrition services. Prereq: NFS 212 and completion of dietetics premajor requirements with a cumulative GPA of 2.4

**NFS 302 PRINCIPLES OF FOOD PREPARATION. (3)**

The physical and chemical principles involved in the preparation of foods and the application of these principles to control for quality outcomes. Laboratory experiences link theory to practice to ensure that the standards of safety and overall quality factors are applied to maximize nutrient retention while maintaining the acceptability and nutritional qualities of foods produced for individuals and groups. Lecture, one hour; laboratory, four hours. Prereq: NFS 241; limited to NFS and Family and Consumer Science (FSC) department majors and with permission of instructor.

**NFS 304 EXPERIMENTAL FOODS. (3)**

Chemical and physical properties of food and the changes resulting from processing and preparation. Experimental study of variations in ingredients and preparation methods on food quality. Design, execute and report an independent research project. Lecture, two hours; laboratory and discussion, three hours per week. Prereq: NFS 302 and CHE 236.

**NFS 311 NUTRITIONAL BIOCHEMISTRY. (3)**

An introductory study of the biochemical basis of nutrition-the physiochemical properties of nutrients and other essential biochemicals and their role in physiological and metabolic processes. Prereq: CHE 236; PGY 206 must be taken concurrently or prior to NFS 311.

**NFS 312 NUTRITION AND WELLNESS IN THE LIFE CYCLE. (3)**

A study of the physiological changes occurring in the life cycle with associated nutrient needs. The course focuses on assessment and determination of nutrition issues and nutrition education for individuals from in-utero to geriatrics. Prereq: NFS 212; limited to Dietetics and Human Nutrition majors only.

**NFS 315 NUTRITION ISSUES IN PHYSICAL ACTIVITY. (3)**

This course explores the special nutritional needs of a person engaged in regular physical activity. Emphasis will be placed on selecting a diet to achieve optimal performance and overall wellness. Athletic performance enhancing supplements will be examined to determine the efficacy and safety of such products. Prereq: NFS 212 and restricted to Dietetics or Human Nutrition majors.

**NFS 340 INSTITUTIONAL PURCHASING. (3)**

Fundamental principles and purchasing techniques for the selection of food and nonfood items in a food service system. Prereq: ECO 201 or 202; limited to Dietetics and Hospitality Management and Tourism majors only.

**NFS 342 QUANTITY FOOD PRODUCTION. (4)**

An introduction to the production and service of food in quantity, to include the application of production techniques and controls, menu planning and service. Lecture, two hours; laboratory, 4.5 hours per week. Prereq: NFS 302 or HMT 308; NFS 241; limited to Dietetics and Hospitality Management and Tourism majors.

**NFS 346 HUMAN RESOURCES MANAGEMENT FOR THE FOOD AND HOSPITALITY INDUSTRIES. (3)**

Exposes the student to all aspects of human resources management in the hospitality and health care industry context. Topics covered include planning, selection, placement, training, disciplining employees, labor relations and compensation. Prereq: Hospitality and Tourism major or Dietetics major.

**NFS 403 COMMUNITY NUTRITION AND WELLNESS. (3)**

Study of nutrition education programs on a community level. Experience is provided for presenting nutrition in health clinics, health camps, schools, state institutions, family resource centers, and corporate wellness programs. Attention is paid to special populations, including pregnant women, children, adults, the elderly, and persons with disabilities. Prereq: NFS 312.

**NFS 408G SEMINAR IN FOOD AND NUTRITION. (1)**

Investigation of recent research in food and nutrition. May be repeated to a maximum of three credits. Nutritional sciences graduate students may not enroll for graduate credit. Prereq: NFS 510 or consent of instructor.

**NFS 474 RESEARCH IN NUTRITION: THEORY. (3)**

A required course which allows the student to explore research opportunities in the health field, identify potential funding sources, review institutional review board requirements, and develop a grant proposal based on their own interests in nutrition. Prereq: Human Nutrition majors only. Senior standing. NFS 311 (may be taken concurrently with consent of instructor).

**NFS 475 RESEARCH IN NUTRITION: APPLICATION. (3)**

A required course which allows the student to design a research study, write a grant, prepare a comprehensive literature review, design a survey, conduct statistical analyses on collected data, and prepare a professional article and poster to present at University and regional events. Prereq: Human Nutrition majors only. Grade of C or better in NFS 474. This is a writing-intensive (W) course approved to fulfill the upper tier of the graduation writing requirement (GWR). To receive W credit for this course, you must have successfully completed the first-year writing requirement (ENG 104 or its equivalent) and have completed at least 30 hours of course work.

**NFS 480 DIETETICS PRE-PROFESSIONAL PRACTICE. (1-6)**

Pre-professional experiences are designed to allow students to apply knowledge and skills in assessing, planning, implementing, and evaluating nutrition care in various health delivery systems. Student experience will include opportunities to link theory and practice while developing the skills and attitudes essential to practice in the dietetics profession. Placement of experiential settings must have the approval of the appropriate Director of Dietetics in Nutrition and Food Science. A minimum of 60 supervised practice hours will constitute one semester credit hour with prior approval. May be repeated to a maximum of six credits. Prereq: Consent of instructor and senior status in the Dietetics Didactic Program.

**NFS 510 ADVANCED NUTRITION. (3)**

Application of biochemistry, physiology and nutrition to the understanding of the utilization and function of nutrients in the body as related to the structure, function and metabolic needs of cells/organ systems. Prereq: NFS 311 or BCH 401G or equivalent; PGY 206; Dietetics and Human Nutrition Majors or admission to NFS/NS graduate program.

**#NFS 512 MEDICAL NUTRITION THERAPY I. (4)**

This course explores changes in nutrient metabolism related to biochemical and physiological alterations in disease conditions and application of the Nutrition Care Process. Content includes case study evaluations, medical nutrition therapies for disease conditions, and current research in the field. Prereq: NFS 311, 312, 403, 510 or concurrent with NFS 510 and enrollment is limited to dietetics majors.

**NFS 514 DIETETICS: COUNSELING AND COMMUNICATION THEORIES AND APPLICATIONS. (3)**

Counseling and communication theories are combined to study specific applications which include disease prevention, disease management and refinement of communication skills to enhance effectiveness as a practicing RD. Students will enhance their capacity to motivate others to practice healthy food behaviors. Active learners will develop a conceptual framework for future professional practice in dietetics as ethical counselors and facilitators of behavior change. Three credit hours. Prereq: NFS 312, 403, 510; must be taken concurrently with NFS 515. Enrollment is restricted to Dietetics majors.

**NFS 515 MEDICAL NUTRITION THERAPY.****(5)**

This capstone course explores changes in nutrient metabolism related to biochemical, physiological, and pathophysiological alterations in disease conditions, application of the Nutritional Care Process and Model, and development of medical nutrition therapy intervention. Content includes case study evaluations, nutritional therapies for disease conditions, including enteral and total parenteral nutrition, and current research in the field. Prereq: NFS 311, 312, 403 and 510 and concurrent with NFS 514. Enrollment is limited to dietetics majors.

**NFS 516 MATERNAL AND CHILD NUTRITION.****(3)**

Food selection for optimal nutrition during pregnancy and lactation and for infant and child development through preadolescence. Cultural, social, and psychological aspects of food selection and dietary patterns, as they relate to mental and physical development. Prereq: NFS 312 or consent of instructor.

**NFS 517 MEDICAL NUTRITION THERAPY II.****(3)**

This course continues study of medical nutrition therapy topics, including trauma and enteral and parenteral nutrition. Content includes more advanced case study evaluations, medical nutrition therapies, and current research in the field. Prereq: NFS 512 and concurrent with NFS 514 and enrollment is limited to dietetics majors.

**NFS 518 EVALUATION OF DIETETIC ISSUES AND LEADERSHIP.****(2)**

Course provides opportunities for the development of competencies, attitudes and values expected of the entry level professional. Lectures, presentation of individual case studies and research projects are conducted. Opportunities are provided for transfer of theory to practice, interpretation of research, discussion of professional literature and application of leadership and communication skills in addressing issues of professional dietetic practice. This web enhanced didactic course is taught via distance learning coupled with on campus sessions. Prereq: Admission to the Coordinated Program or Dietetic Internship.

**NFS 591 SPECIAL PROBLEMS IN FOODS AND NUTRITION.****(1-3)**

Intensive work on a specific phase of the field. Senior or graduate standing. May be repeated to a maximum of six credits. Prereq: Consent of instructor.

**NFS 603 ADVANCED COMMUNITY PROGRAM DEVELOPMENT.****(3)**

The course focuses on concepts and theories of program development, use of planned goals and objectives such as Healthy Communities-goals and objectives, use of data from national monitoring, survey and surveillance programs, and community assessment to guide decision making for program development. Program marketing, staffing formulas, and grant writing and grant management, cost analysis and cost effectiveness reporting, and formative and summative evaluation of community programs complete the study. Prereq: Admission to graduate program.

**NFS 607 FOOD RELATED BEHAVIORS.****(3)**

This team-taught course will provide background in topics and methods in food related behaviors to students in Nutritional Sciences and other interested students. The course will follow a problem-based learning approach, and will consist of 3 out of 4 modules in any given year. The four modules will be Social and Cultural Perspectives on Food, Psychological Perspectives on Food and Food Behaviors, Challenges to Community Food Security, and International Issues in Nutrition.

**NFS 610 MARKETING IN HOSPITALITY AND DIETETICS.****(3)**

This course overviews the discipline of marketing as it relates to the hospitality and dietetics professions. Special emphasis will be placed on the analysis of the marketing environment, marketing strategies and the diversity of marketing practices used by the hospitality industry and dietetics profession. This course will provide opportunities for students to develop appropriate marketing approaches in today's increasingly competitive and complex global marketplace. Prereq: MKT 300 or HMT 320 or equivalent course.

**NFS 620 NUTRITION AND AGING.****(2)**

Emphasis on current research in nutrition and aging, nutrition needs of the elderly and nutrition-related diseases associated with aging. Prereq: NFS 510 and 511 or equivalent. (Same as NS 620.)

- NFS 630 ADVANCED COMMUNITY NUTRITION.** (3)  
Study of nutrition surveys and of bases for judging community nutrition. Emphasis is placed upon economic, geographic, social and educational causes of malnutrition. Experience is given in development of nutrition programs. May be repeated to a maximum of six credits. Prereq: NFS 503. (Same as NS 630.)
- NFS 640 HUMAN NUTRITION: ASSESSMENT.** (3)  
Assessment of dietary, anthropometric and biochemical parameters of nutritional status in health and disease. Lecture, two hours; laboratory, three hours per week. Prereq: NFS 510, NFS 511 or equivalent. (Same as NS 640.)
- NFS 646 ADVANCED INFORMATION TECHNOLOGY IN THE HOSPITALITY INDUSTRY.** (3)  
This course will engage students in the latest technology used by the hospitality industry and the dietetics profession for advancement of human, material and financial resources. Strategies and applications using technology to gain competitive advantage will be investigated. Students should be able to examine the problems of technology in the hospitality and dietetics industries and to provide solutions. Students will have the opportunity to do the class completely on-line or a combination of traditional classroom and on-line teaching. Prereq: Admission to the graduate program.
- NFS 648 MANAGEMENT OF HOSPITALITY AND DIETETICS ORGANIZATIONS.** (3)  
This course will engage students with the theories and their application in the area of leadership and management of people, resources, finances, information and internal and external customers as they relate to dietetics, food service and hospitality professions. Prereq: Admission to graduate program, NFS 346 or equivalent course.
- NFS 690 ADVANCED WORK IN DIETETICS.** (3)  
Evaluation of administrative practices in dietetics. This course will examine topics related to managing dietetics services including medical nutrition therapy protocols, dietetics outcomes research, parenteral and enteral support, clinical pathways, JCAHO requirements, state and institutional policy controls, reimbursement for dietetics services, in-patient and out-patient quality management, and hospital outreach programs. Prereq: Admission to graduate program. Lecture only course.
- NFS 694 STRATEGIC PLANNING IN HOSPITALITY, LODGING AND TOURISM.** (3)  
This course is designed to shape students' understanding of strategic planning as it relates to hospitality, lodging, and tourism. The concepts utilized to accomplish this objective represent several discipline areas such as: organizational theory, strategic management, and the function of management. Prereq: Admission to graduate program.
- NFS 704 CURRENT TOPICS IN NUTRITIONAL SCIENCES.** (1)  
This course is designed to develop the student's independent thinking and critical analysis related to various nutritional sciences issues. These skills will be developed through reading assignments and group discussion related to current topics in nutrition. Prereq: Consent of instructor. (Same as CNU/NS 704.)
- NFS 748 MASTER'S THESIS RESEARCH.** (0)  
Half-time to full-time work on thesis. May be repeated to a maximum of six semesters. Prereq: All course work toward the degree must be completed. (Same as NS 748.)
- NFS 768 RESIDENCE CREDIT FOR THE MASTER'S DEGREE.** (1-6)  
May be repeated to a maximum of 12 hours. (Same as NS 768.)
- NFS 770 SEMINAR IN HOSPITALITY AND DIETETICS ADMINISTRATION.** (1)  
Investigation of recent research in Hospitality and Dietetics Administration. May be repeated to a maximum of three credits.
- NFS 772 CURRENT TOPICS IN HOSPITALITY AND DIETETICS ADMINISTRATION.** (2)  
Faculty from different disciplines will provide in-depth coverage of selected topics in Hospitality and Dietetics Administration.
- NFS 781 ADVANCED TRENDS ANALYSIS IN HOSPITALITY AND TOURISM.** (3)  
The student will investigate the major trends occurring in the hospitality, lodging, and tourism industry and develop analytical skills required to interpret them. Throughout the course, the student should be able to identify trends; their timing; the causal effects they have on organizations; the actual probability of their occurrence; and impact they will have on the organization. Prereq: Admission to graduate program.

- NFS 782 SPECIAL PROBLEMS. (1-6)**  
Independent advanced work on a special problem in nutritional sciences. Prereq: Consent of graduate advisor. (Same as CNU/NS 782.)
- NFS 784 SPECIAL PROBLEMS IN FINANCIAL MANAGEMENT. (3)**  
A current events approach to the financial and accounting decision-making process in dietetics and hospitality administration. The course will prepare advanced students in dietetics and hospitality administration to analyze and make sound financial decisions in settings relevant to the dietetics profession and the hospitality industry. Prereq: Admission to graduate program, ACC 201, ECO 201 and either FIN 300 or (NFS 340, NFS 342, and NFS 346).
- NFS 790 RESEARCH IN NUTRITIONAL SCIENCES. (0-6)**  
Research work involving original investigation. May be repeated to a maximum of 18 credits. Prereq: Consent of graduate advisor. (Same as CNU/NS 790.)
- NFS 800 NUTRITION IN THE LIFE CYCLE: PRACTICUM. (1)**  
Course content will provide an introductory supervised practice for Coordinated Program dietetic students. Experiences include nutrition services provided at various stages in the life cycle, including pregnancy, infancy, preschool, elementary and high school, and geriatric. Laboratory, three hours per week. Prereq: Admission to Coordinated Program/AP4.
- NFS 808 COMMUNITY NUTRITION II: SUPERVISED PRACTICE. (2)**  
Supervised practice in community nutrition. Experiences include public and private agencies/organizations that provide food and nutrition services, public policy and program development, and nutrition education for various socioeconomic groups. Prereq: Admission to UK NFS Supervised Practice Program (SPP); concurrent enrollment in NFS 800.
- NFS 810 MEDICAL NUTRITION THERAPY I: SUPERVISED PRACTICE. (5)**  
Supervised practice in health care facilities. Course focuses on patient assessment, diet planning, care plan implementation, and nutritional evaluation. Prereq: Admission to UK NFS Supervised Practice Program (SPP); concurrent enrollment in NFS 518 and NFS 812.
- NFS 812 FOOD SERVICE SYSTEMS MANAGEMENT: SUPERVISED PRACTICE. (5)**  
Supervised practice in food service management in a variety of food service operations. Experience may include participation in management functions including procurement, production, financial and human resources management, marketing, and training. Prereq: Admission to UK NFS Supervised Practice Program (SPP); concurrent enrollment in NFS 810 and NFS 518.
- NFS 814 FOOD SERVICE SYSTEMS MANAGEMENT II: SUPERVISED PRACTICE. (3)**  
In-depth application of food service management in a variety of food service operations. Provides variety of experience in operations, financial, and managerial aspects of food services. Experience based on performance requirements established by the Commission on Accreditation for Dietetics Education for the entry-level generalist dietitian. Prereq: Admission to UK NFS Supervised Practice Program (SPP); concurrent enrollment in NFS 518 and NFS 816.
- NFS 816 MEDICAL NUTRITION THERAPY II: SUPERVISED PRACTICE. (3)**  
In-depth clinical application of the principles of dietetics in a hospital setting. Focuses on the team concept of patient care. Provides a variety of dietetic practice experiences with opportunity to test and evaluate results. Experiences based on performance requirements established by the Commission on Accreditation for Dietetics Education for the entry-level generalist dietitian. Prereq: Admission to UK NFS Supervised Practice Program (SPP); concurrent enrollment in NFS 518 and NFS 814.

# UK Coordinated Program Information

## INTRODUCTION

The Coordinated Program in Dietetics, Option B, in the UK Department of Nutrition and Food Science Dietetics Program, is a combined program of academics and supervised practice experience in food and nutrition systems management dietetics. In addition to the academic coursework, the program provides a supervised practice to meet professional competence in the food service systems management, medical nutrition therapy, and community domains of dietetics. Upon successful completion of the Coordinated Program, graduates are eligible to sit for the Commission on Dietetic Registration (CDR) national registry exam to earn the registered dietitian (RD) credential.

## PROGRAM PHILOSOPHY

The philosophy of the Coordinated Program in Dietetics at the University of Kentucky is based on the belief that the dietitian is the food and nutrition expert and that nutrition is an important basis of the health and well-being of all human beings functioning in a diverse society.

The program supports a learning environment that encourages students to become active learners, use problem-solving skills, create innovations, and continue to seek new learning opportunities. We recognize that each student has individual and unique differences in levels of learning. The faculty will provide experiences that develop individual independence, critical thinking, initiative, creativity, maturity and self-reliance for entry into the profession. The program will provide an environment for individuals to develop professional attitudes and instill standards of ethical professional practice by working with dietitians who serve as role models. Graduates of the Coordinated Program are expected to provide quality nutritional care with concern and awareness of individual needs.

The philosophy and goals of the Coordinated Program are consistent with the high ethical standards and the philosophy and goals of the University, the School of Human Environmental Sciences and the Nutrition and Food Science Department. The Food and Nutrition Systems Management concentration is consistent with the mission and resources of the University of Kentucky in serving the needs of the Commonwealth.

## PROGRAM GOALS

The Coordinated Program (CP) in Dietetics prepares students to function in entry level positions in hospitals, primary and long term care facilities, school and university food service, food systems operations, public health departments, health promotion and wellness agencies.

The Goals of the Coordinated Program Didactic Component are:

### **Goal One: Enhance the Dietetics program's visibility at the local, state, and national level.**

Outcome Measures:

- 1) Student participation in attendance and presentations at local, state and national meetings.
- 2) Develop relationships between community based faculty (CBF), food and nutrition professionals and the community
- 3) Track inquiries to the CP on a local, state and national level

### **Goal Two: Attract and graduate outstanding Dietetics students.**

Outcome Measures:

- 1) Minimum GPA for admission to program
- 2) Minimum of a B grade in critical courses
- 3) Attract incoming freshmen at or above University requirements
- 4) Achieve and exceed progression requirements for transfer students
- 5) Maintain a minimum of 80% pass rate of CP graduates who take the CDR exam after completion of the supervised practice.

### **Goal Three: Discover, share, and apply foundation knowledge and skills and competencies**

#### Outcome Measures:

- 1) Development of student learning portfolio
- 2) Expand use of technology in the classroom and supervised practice
- 3) Participation in dietetics professional and legislative activities
- 4) Compile data base of supervised practice and employers' feedback

### **Goal Four: Expand diversity of thought, culture, gender, and ethnicity.**

#### Outcome Measures:

- 1) Incorporate diversity in the CP student body
- 2) Develop culturally competent CP graduates
- 3) Present a wide range of knowledge and activities related to different cultures, gender, and ethnicity
- 4) Incorporate global issues in portfolios

### **Goal Five: Elevate the quality of life for Kentuckians and beyond**

#### Outcome Measures:

- 1) Data collection on strategies for delivering health related services to Kentuckians and other relevant populations
- 2) Seek solutions to local, state, national, and international health related issues

## **CURRICULUM**

The four-year curriculum leading to the Bachelor of Science degree in Dietetics with a concentration in Food and Nutrition Systems Management consists of two phases:

1. Two years of basic pre-professional and general studies courses are taken at the University of Kentucky or other accredited colleges or universities. See Program Major Sheets for pre-major course requirements <http://www.uky.edu/Registrar/Major-Sheets/MSCurrent/agr/diet.pdf>.
  - a. The transfer student is encouraged to receive early guidance in the first semester after transfer from the Director of CP, the School of Human Environmental Sciences Student Services Office, and the faculty of the Department of Nutrition and Food Science.
2. Two years of intensive professional academic and supervised practice study are coordinated for students in the program. The didactic component of the program consists of three semesters beginning the fall semester of the junior academic standing.
  - a. In the junior year of the CP, students complete credit hours in a cohort that progresses sequentially to the senior year.
  - b. Practicum experiences accompany coursework in the junior and the fall semester of the senior years of the CP.
  - c. Didactic teaching and supervised practice continue in the spring semester, first summer school session, and second summer school session in the senior year of the Coordinated Program.

Academics and the supervised practice provide the student with knowledge and skills required for foodservice systems management, education, medical nutrition therapy, community nutrition, counseling and communication, and research applicable to dietetics. During the senior year the student works toward mastery of the stated competencies essential to an entry level dietitian.

## **COORDINATED PROGRAM POLICIES**

### Academic Requirements

Students must complete the required didactic courses and professional responsibilities before entering the supervised practice component of the Coordinated Program. During the one and one half semesters of the didactic component, the following academic requirements will be in place:

1. Students must maintain a "B" or higher in all dietetics courses. If a student does not achieve a B, options would include:
  - a. Completion of additional assignments under the direction of the faculty member who teaches the course until the student achieved an 80% competency in the material.
  - b. Withdrawal from the program.
  - c. Retaking the course, which would most likely result in delaying the supervised practice by one year.
2. The student's academic progress is to be reviewed each semester by the program director. If the program director has a concern about a student, the CP advisory faculty will meet to review the student's progress and make recommendations.

## **Volunteer Activities**

During the junior fall and spring semesters and continuing through the fall of the senior year, CP students will be required to participate in professional activities related to nutrition/dietetics. Students must show evidence of 100 hours of professional activities which lead toward the fulfillment of the entry-level dietetics competencies completed by the fall semester of the senior year. At the end of each semester, the student should submit a log of activities and total hours, with a description of the experience compiled in a portfolio. Portfolios will be developed during the junior and senior didactic component of the CP and submitted prior to beginning the supervised practice in the spring of the senior year.

Examples of activities include: volunteer with a dietetic mentor, work at health fair, God's Pantry, etc. Paid work experience in the professional area can be substituted with permission from the CP director. The department offers structured volunteer activities with the Florence Crittenden Home, the Fayette County School District, foodservice systems management with the University of Kentucky Dining Services and experiences at other community agencies.

## **Coordinated Program Meetings**

The Coordinated Program students will meet at least twice during the semester with faculty and mentors to discuss issues related to the program, volunteer or professional activities and opportunities. Students will also be required to attend programs or workshops relating to skills they will need for the supervised practice.

## **Portfolios**

A career portfolio is a purposeful collection of student work that exhibits the student's efforts, progress and achievements in one or more areas. It is used to document experiences you have already completed that do not need to be repeated during the SPP. It will be used later to highlight projects completed during the SPP and demonstrate accomplishments during job interviews.

The development of an electronic portfolio is required. See below regarding access by faculty/program staff to students' e-portfolios.

Organization of the portfolio is based on the ADA competencies for entry-level dietitians. Additional details about portfolio development will be provided to the student upon admission to the program. Completed portfolios will be submitted at the beginning of the spring semester of the senior year, prior to beginning the supervised practice program.

## **E-mail Account**

Each CP student must have an established e-mail account. Email will be used for announcements and general communication. You may use your private email account or a uky.edu email account provided by the University of Kentucky. To obtain a University of Kentucky email account, access the University main website at [www.uky.edu](http://www.uky.edu). Click on the Link Blue icon on the main web site page to access Exchange. Follow the directions posted to activate an account.

## **G-mail Account**

Each CP student must have an established g-mail account. Gmail will be used for e-portfolio access. All students are to link their e-portfolio to the NFS CP/DI faculty and staff.

# **COORDINATED PROGRAM POLICIES FOR SUPERVISED PRACTICE COMPONENT**

## **Attendance**

The student is required to attend all classes, laboratory sessions and supervised experiences related to the program. If the student is unable to attend the assigned class or supervised experience due to illness or emergency, the student must notify the professor of the respective 800 level course and/or community based faculty (CBF). If the student cannot reach the professor or CBF, then he/she must: 1) call the Coordinated Program Director (859-257-1661); 2) leave a message at the Nutrition and Food Science Office (859-257-3800); and 3) email the CP Director [mecook0@email.uky.edu](mailto:mecook0@email.uky.edu).

Each student is responsible for completing the assigned number of supervised practice hours and the associated supervised experiences. Students do not have "personal days" or excused absences for supervised experiences. Arrangements for making up missed hours must be made with the program director and community based faculty and will be at the convenience of the instructor and the convenience of the institution/agency involved. Each student is assigned one week away from rotations, equivalent to time for spring break.

Tardiness and absenteeism will result in disciplinary action by the coordinated program director and community based faculty. The coordinated program director must be notified (after approval from the community based faculty has been granted) of any scheduled absences two weeks prior to the time of intended absence.

The CP follows the University calendar with exceptions related to the spring semester involving the supervised practice. CP seniors take a spring break that is different from the University calendar so that the second rotation is not divided by the spring break.

All supervised practice hours and related experiences and assignments must be completed and evaluated by July 31. Verification statements for program completion, which must accompany the registration eligibility application, will not be awarded by the coordinated program director until all program requirements have been successfully completed.

### Completion of Supervised Practice and Issuance of CDR Verification Statement

Upon successful completion of all requirements for the CP Didactic and Supervised Practice Program the BS in Dietetics Degree, by virtue of the Senate rules at the University of Kentucky is awarded/conferred by the faculty of the University of Kentucky and approved by the Board of Trustees. The CDR verification statement will be issued by the CP director with the official date that the degree was awarded/conferred.

Schedule of Fees FEES 2011/2012		
	In-State Tuition	Out of State Tuition
Tuition Fall and Spring 2011 / 2012	UG \$4696.00	UG \$9495.00
	GR \$4933.00	GR \$10163.00
First Summer Session	Per credit hour	Per credit hour
	UG \$376.00	UG \$776.00
	GR \$519.00	GR \$1,100.00
Second Summer Session	Per credit hour	Per credit hour
	UG \$376.00	UG \$776.00
	GR \$519.00	GR \$1,100.00
Housing in the Lexington Area*		
Single	\$600- \$700	
Shared	\$350- \$500	
Board	\$250.00/ month	
Liability Insurance through UK	\$22.00	
Laboratory Coat	\$40.00	
Student Membership in American Dietetic Association**	\$50.00	
Kentucky Dietetic Association**	Included in ADA membership	
Bluegrass District Dietetic Association	\$10.00	
Spring Kentucky Dietetic Association Meeting	\$165.00	

- \*Housing for rotations in specific rural areas will be funded by Kentucky Area Health Education Centers (A.H.E.C) unless students request otherwise.
- Transportation reimbursement (mileage only) will vary. One round trip per month between Lexington and the AHEC Site is provided with mileage reimbursement at 0.55 cents per mile. Room, board and living expenses may vary. A.H.E.C. off-site rotation stipends will be \$80.00 per week for rent subsidy.
- Students are responsible for their own mode of transportation.
- \*\* Membership in the American Dietetic Association and the Kentucky Dietetic Association is required. Students must hold membership in a regional affiliate (BGDDA, WKDA) as well.

## **ServSafe® Certificate**

Each student must submit a copy of the National Restaurant Association, NRA, ServSafe® Certification.

## **Identification**

Each student is responsible for following the rules and regulations regarding identification at the respective site placements during the supervised practice.

## **NFS 518**

NFS 518 Evaluation of Dietetics Practice is a distance learning course in which students enroll on the University of Kentucky Blackboard website. Students register for NFS 518 in the spring semester of their senior year, and continue this didactic course throughout their supervised practice. Three weeks of the course are offered at the University of Kentucky through the Department of Nutrition and Food Science. The final grade for this course is received at the end of the second summer session.

## **Professionalism**

Students are expected to present themselves in a professional manner at all times regarding behavior and appearance. Dress code will be established by each facility. However, the student is responsible for maintaining good personal hygiene and an attractive professional appearance, which includes dresses, skirts, slacks/pants, blouses or shirts. Denim, shorts, revealing attire, etc. are not permitted. Shoes should be flat or low heeled (most clinical and food service facilities restrict the wearing of open-toed shoes, e.g. sandals). Stockings or socks must be worn. The student nametag must be worn; some facilities also require additional identification. Lab coats, if worn, must be clean and pressed.

## **Transportation**

The student is responsible for his/her own transportation and parking. The University and/or supervised practice facility cannot be held liable for injuries or death that occur in travel to or from supervised practice facilities and/or university campus. Students shall be responsible for personal insurance coverage as required by state statutes.

## **Student Employment**

CP students may not hold jobs during the Spring and Summer semesters of senior year since classes and supervised practice experiences (which may be located outside of Lexington) are scheduled for 40 hrs/wk (5 days, 8 hrs/day). Actual hours may vary on a weekly basis, and experiences include weekend scheduling.

## **Physical Tests and Insurance**

The student shall carry professional liability insurance and evidence of such coverage shall be kept on file in the Coordinated Program office. Student liability insurance may be obtained through the University for approximately \$22.00 per year. Any accident that occurs which might involve legal liability on the part of the student should be filed in the respective student and program files in the CP office within five (5) days after the occurrence of the accident and with the University's insurance office.

Students are required to show evidence of medical care insurance, e.g. Blue Cross-Blue Shield. If a family or personal policy does not cover the student, the University has an insurance package through MEGA Health available for students.

The student must have all of their immunizations up to date, on file in the CP office, 206 Funkhouser Bldg., and provide a copy of their records to all rotation sites. Additionally, students must have an annual Tuberculosis skin test and a Hepatitis B vaccination series completed before supervised practice begins as well as any additional tests that may be required by the clinical sites. Skin tests will be given free of charge for students who have paid for Student Health Services. A small fee will be charged for those who have not paid the Student Health fee, or the test may be obtained from a personal physician.

## **AREA HEALTH EDUCATION CENTER**

The University of Kentucky Area Health Education (AHEC) Program is a collaborative effort with the University of Kentucky, the University of Louisville Health Sciences Center, and eight regional centers to affect positively the distribution of health professionals throughout the Commonwealth.

Some of the goals of the center are to provide students with opportunities to learn about and explore the cultural and recreational diversity of Kentucky, and to provide experiences for students which help them learn about professional opportunities available in rural areas of Kentucky.

The AHEC office provides financial support to students who complete rotations in outlying areas of Kentucky in order to limit financial hardships as result of spending time away from the main University of Kentucky campus. They provide students with \$80 per week for housing expenses and

reimburse mileage in the sum of 0.55 cents per mile for one round trip per month between Lexington and their AHEC Site. Be sure to inform the Coordinated Program Director if you are interested in participating in this program.

## **GENERAL RULES FOR SPECIFIC ASSIGNMENTS**

Assignments for classes in the CP will be written as directed in the guidelines for each course. Accepted procedures should be followed which include use of good grammar, correct spelling and proofreading. Late assignments will be penalized by receiving a lower grade. Although individual instructors may modify the due dates, it is suggested that for each day late the grade for the assignment be decreased by 5%.

## **STUDENT PARTICIPATION IN PROFESSIONAL ASSOCIATIONS**

American Dietetic Association [www.eatright.org](http://www.eatright.org)

Students in the Coordinated Program in Dietetics are eligible for Affiliate Membership in the American Dietetic Association. Fees provide for a subscription to the Journal of the American Dietetic Association. Students are required to become members as soon as they are accepted into the program.

State and Bluegrass District Dietetic Association <http://www.bluegrasseatright.org>

Membership in the ADA automatically gives state membership. Students are requested to designate Kentucky as the state affiliate while in the NFS Dietetics Program. The Kentucky Dietetic Association (KDA) meets in the spring, rotating meetings within the four districts in the Commonwealth. CP students are required to attend this meeting while in the supervised practice component of the program.

The Bluegrass District Dietetic Association (BGDDA) meets approximately 7 times per year, (second Tuesday of each month, September through May) in Lexington. Western District Affiliate meetings are also held. Students are required to attend a minimum of 3 District Affiliate meetings per year and submit a program summary as an assignment of NFS 518. Membership application forms are available from the Program Director or online at

Registration fees for meetings, seminars or workshops may be waived or reduced for students.

Student Dietetic Association at the University of Kentucky SDA - UK

Students are to become active members of UKSDA upon entrance into the Coordinated Program and continue membership throughout the remaining semesters of school.

## **EVALUATION OF STUDENT PROGRESS**

Periodic informal evaluation conferences will be held with faculty, supervised program staff and supervisor, and program director. The purpose of these conferences is to assist the student in developing as a professional. The progress of each student toward meeting the goals of the program will be evaluated by the CP Committee or Director at approximately the midpoint of each semester or supervised practice. If a student is having difficulty in the program, the committee and/or the program director will recommend appropriate action, which may include additional course work or additional supervised practice. The committee also may recommend that the student discontinue in the CP, either temporarily or permanently. All evaluations will be in compliance with FERPA.

Students are expected to maintain a minimum of a B grade in all professional courses and a 3.0 overall grade point average. Additionally, students must show competence in all areas of supervised practice as indicated by the competencies. The Program Director will provide the CADE requirements along with rotation specific evaluation forms for the students.

## **FOLLOWING PROGRAM COMPLETION**

Following graduation from the CP, it will be the responsibility of each student to respond to verification requests from CDR to document eligibility to sit for the registration exam. The Verification Statement will be issued by the CP Director after the BS degree, by virtue of the Senate rules at the University of Kentucky, is awarded/conferred by the faculty of the University of Kentucky and approved by the Board of Trustees.

## **RESOURCES**

Resources for the Coordinated Program include Young, King, and Medical Center libraries, a computer lab in Erikson with IBM computers and available classrooms in Erikson Hall and Funkhouser Building. Faculty resources include small classes and individual attention with CP faculty.

# UK Dietetic Internship Information

## Dietetic Internship

"The Dietetic Internship at the University of Kentucky is currently accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association, 216 W. Jackson Blvd., Chicago, IL 60606-6995, 312/899-4876."

## The Dietetic Internship

The Dietetic Internship (DI) is administered in the Department of Nutrition and Food Science. The DI provides the students with educational opportunities designed with a Food and Nutrition Systems Management concentrations. Experiences for entry-level practice include medical nutrition therapy, food service systems management, and community nutrition through a minimum of twelve hundred four (1204) hours of supervised practice and didactic course work.

### Registration eligibility requires:

1. Successful completion of the supervised practice program during clinical, community and foodservice management rotations within Lexington, Louisville and other locations across the Commonwealth of Kentucky.
2. Demonstrated competency in areas of didactic instruction.

## The DI Philosophy

The Dietetic Internship is dedicated to improving the health and well-being of all people. It is a dynamic educational program that responds to changes in the health care system, population demographics, society, technology, and the food supply. Individuals are prepared to become professionally competent by providing Nutrition and Food Systems Management experiences in foodservice systems management, medical nutrition therapy, and community dietetics. The DI provides opportunities for learning in both metropolitan and rural areas of Kentucky. Students will gain new knowledge through intellectual inquiry, evaluation and application of knowledge to dietetic practice. The student's individual and unique differences are considered in providing experiences, which will develop independence, initiative, creativity, maturity, critical thinking and self-reliance for entry into the profession. Successful completion of the DI program enables the applicant to receive a verification statement. The statement documents eligibility to sit for the registration examination for dietitians.

## Academic Requirements

The Dietetic Internship (DI) provides intellectual and educational development through supervised practice and didactic education. The seven month long program provides students with competencies necessary to practice as entry-level dietitians. The University of Kentucky's NFS DI is designed to provide flexibility to students by offering two separate pathways:

1. The first pathway is the Dietetic Internship. During the Spring and two Summer sessions, the DI student will enroll in a total of 21 credit hours in order to complete the minimum required twelve hundred four (1,204) hours of supervised practice to achieve the competencies.
2. The second pathway allows the DI student the opportunity to work on a Master's degree. DI students can enroll in graduate credit hours during the Fall semester prior to their supervised practice program (SPP) and complete the degree at the end of the internship. Graduate credit cannot be earned on field courses (800 level). The graduate credit hours apply toward requirements or electives for the Nutrition and Food Science Master's Degree Program in Hospitality and Dietetics Administration. Students are encouraged to continue progress to the M.S. degree upon completion of the DI.

SPP includes experiences in metropolitan and rural health care settings, school, university, and hospital foodservice systems, industry and government programs, and business and private consultative service. After successful completion of the DI, the student

will receive a signed CADE verification form that confirms eligibility to sit for the CDR national registry exam to earn the RD credential.

**For more information contact:**

Dr. Hazel Forsythe, DI Director  
Department of Nutrition and Food Science  
204 Funkhouser Bldg.  
Lexington, Kentucky 40506-0054  
Office: 859-257-3800  
Fax: 859-257-3707

## **SUPERVISED PRACTICE**

Supervised practice will be provided in Lexington, Louisville, other selected locations and rural hospitals in western, northeastern and South Eastern Kentucky. The Area Health Education Center (AHEC) supports\* students in rural and low income areas. These experiences will provide diversity in size and types of organizations where dietitians practice. Students are expected to rotate through these areas and also live in the community where they are working. These rotations will vary from 2 to 10 weeks.

AHEC will provide housing, food allowances, and some mileage reimbursement while students are placed in these rural areas.

NFS 518 is taught as a distance education course and with blocks of in-class time at the beginning, mid and endpoint of the Supervised Practice. Students are expected to make On-line contact at least twice weekly for the duration of the internship.

## **PROGRAM REQUIREMENTS/STUDENT RESPONSIBILITIES**

### **Attendance**

The student is required to attend all classes, laboratory sessions and supervised practice experiences related to the program. If unable to attend the assigned class or supervised experience due to illness or emergency use the following strategies: notify the professor, clinical instructor, or designated site supervisor. call the Program Director and leave a message at the Nutrition and Food Science office 257-3800.

Each student is responsible for completing the assigned number of supervised practice and didactic hours and the associated supervised experiences. Students do not have "personal days", or excused absences for supervised practice experiences. Missed hours must be made up with the site supervisor and clinical instructor, and will be at the convenience of the institution/agency involved. Arrangements must be completed by the end of that rotation. Rotations will not be extended.

Tardiness and absenteeism will result in disciplinary action by the Program Director and site supervisor. The Program Director must be notified (after approval from the site supervisor has been granted) of any scheduled absences two weeks prior to the time of intended absence. The hours must be acquired subsequently or prior to the absence at the discretion of the Program Director and site supervisor. A student will be required to follow an additional rotation at the end of the current supervised practice if he or she fails to complete a rotation successfully. Rotations will be repeated until competency is achieved.

### **Verification Statements**

All supervised practice hours and related experiences/assignments must be completed and evaluated by July 31. The postmark deadline for submission of all assignments to the Department of Nutrition and Food Science is July 31. Verification Statements for program completion, which must accompany the registration eligibility application, will not be awarded until all program requirements have been successfully completed.

### **Professionalism**

Students are expected to present themselves in a professional manner at all times regarding behavior and appearance.

Dress code will be established by each facility. However, the student is responsible for maintaining good personal hygiene and an attractive professional appearance, which includes dresses, skirts or slacks/pants, blouses or shirts. Denim, shorts, revealing attire, etc. are not permitted. Shoes should be flat or low heeled (most clinical and foodservice facilities restrict the wearing of open-toed shoes, e.g. sandals). Stockings or socks must be worn. The student's name tag must be visible; some facilities also require additional identification. Lab coats, if worn, must be clean and pressed.

### **Transportation**

The student is responsible for his or her own transportation and parking. AHEC will provide the student with funding for one (1) round-trip mileage to/from a rural site placement.

The University and/or supervised practice facility cannot be held liable for injuries or death that occur in travel to or from supervised practice facilities and/or university campus. Students shall be responsible for personal insurance coverage as required by state statutes.

### **Student Employment**

DI students may not hold jobs during the Spring and Summer semesters since classes and supervised practice experiences (which may be located outside of Lexington) are scheduled for 40 hours per week (5 days, 8 hours/day). Actual times may vary on a weekly basis, and experiences may include weekend scheduling.

### **Physical Tests and Insurance**

Professional liability insurance shall be carried by the student and evidence of such coverage shall be kept on file in the office of the Program Director. Student liability insurance may be obtained through the University for approximately \$20.00 per year. Submit checks to the NFS administrative assistant by September 30th prior to the Spring rotations.

### **Serve Safe Certificate:**

A Serve- Safe© certificate is required. A student who has not previously obtained this certification may take the exit exam at UK to qualify.

### **Electronic Requirements**

- establish a University of Kentucky E-mail account. The University provides, at no cost, an E-mail account for each student.
- have computer access at their rotation sites.
- make plans to access the electronic course NFS 518 throughout their supervised practice.

## **GENERAL RULES FOR SPECIFIC ASSIGNMENTS**

Assignments for classes in the DI will be written as directed in the guidelines for each course and published on-line for distance learning access. Accepted procedures should be followed which include use of good grammar, correct spelling and proofreading. Late assignments will be penalized by receiving a lower grade. Although individual instructors may modify the due dates, it is suggested that for each day late the grade for the assignment be decreased by 5%.

## LEARNING RESOURCES

Library resources for the DI Program include The William T. Young and Medical Center libraries. In addition to other University wide resources, a computer lab in Erikson Hall with IBM computers, the Statistics Lab in 208 Erikson, and classrooms in Erikson Hall and Funkhouser buildings are available for student use. Faculty resources include small classes and individual attention with DI faculty.

## STUDENT PARTICIPATION IN PROFESSIONAL ASSOCIATIONS

### American Dietetic Association

Students in the DI Program in Dietetics must have an Affiliate Membership in the American Dietetic Association. Fees provide for a subscription to the Journal of the American Dietetic Association. Students must become members before they are accepted into the program.

### State and Bluegrass District Dietetic Association

Membership in the ADA automatically gives state membership. The Kentucky Dietetic Association meets in the Spring (usually scheduled the last Thursday and Friday in April), rotating meetings within the four districts in the Commonwealth. **This meeting is mandatory for DI students.** Please plan your budget carefully to include this cost (approximately \$150.00).

The Bluegrass District Dietetic Association (BGDDA) meets approximately 7 times per year, (second Tuesday of each month, September through May). Students are required to attend a minimum of 2 meetings per year. Membership application forms are available from the Program Director. Registration fees for meetings, seminars or workshops for BGDDA are sometimes waived or reduced for students.

## **EVALUATION OF STUDENT PROGRESS**

Periodic informal evaluation conferences will be held with faculty, supervised practice staff and supervisor, and Program Director. The progress of each student toward meeting the goals of the program will be evaluated by the DI Committee or Program Director at the mid-point of each semester or supervised practice rotation. If a student is having difficulty in the program, the committee and/or Program Director will recommend appropriate action, which may include additional course work or additional supervised practice. The committee also may recommend that the student discontinue the DI Program, either temporarily or permanently. All evaluations will carefully protect the student's right to privacy.

Students are expected to maintain a minimum of a B grade in all professional courses and a 2.8 overall grade point average. Additionally, students in the MS program must maintain a G.P.A. of 3.0 or higher. Students must prove competence in all areas of supervised practice as indicated by the Competency Statements for medical nutrition therapy, community nutrition, and foodservice management. The Program Director will provide the Competency Statements along with rotation specific evaluation forms for the students.

## **FOLLOWING PROGRAM COMPLETION**

Active membership in the American Dietetic Association indicates status as a professional dietitian. Successful completion of the DI Program satisfies the requirements for active membership in the American Dietetic Association. The Program Director will provide an application for active membership upon program completion. Membership in ADA and registration as an R.D. (Registered Dietitian) are not synonymous. In other words, you can be one without the other. However, the current requirements for active ADA membership and eligibility to take the exam are the same. Upon completion of the DI Program, the student will be given the necessary forms to apply to take the registration examination.

Following graduation from the program, it will be the responsibility of each student to obtain a final transcript verifying date of graduation and highest degree earned. Each student must be prepared to follow the American Dietetic Association guidelines for completion of membership requirements and registration eligibility. Upon confirmation of membership, a membership number, final application for the computerized registration test, and notice of examination sites and dates will be sent to each graduate.

## **Appendix I – DPD, CP, DI Accreditation Student Learning Outcomes and Assessments**

---

Program Student Learning Outcomes for College of Agriculture Degree Programs

PROGRAM

BS in DIETETICS

<b>Student Learning Outcome: ONE</b>		
<b>SLO#1: Students will demonstrate knowledge of the physical, biological and social sciences as they relate to nutrition knowledge</b>		
<b>1. Assessment methods used and expected outcome</b>	<b>2. Description of types of qualitative &amp; quantitative data collected to assess outcome, including response rate and when data was collected</b>	<b>3. Summary of feedback and data collected over past five years</b>
Documentation of student presentations to the public at local, state and national meetings. Students record experiences delivering nutrition information to community groups at health fairs, food festivals, and professional meetings	Contact hours on number of families, individuals and community groups served. Student grades, publications developed, bulletin boards and posters provide data for program reports to the department. Data are collected yearly	The dietetics students have a reputation for service learning in the community. Faculty members plan these experiences so students can show their expertise and utilize the theoretical information in practical settings.
Examination of student portfolios of work that describe nutrition knowledge and skills obtained in the DPD program Student portfolios will be used in internship selection and career planning	Portfolios provide qualitative samples of work Approximately 96% of students produce the work required and complete the material in one semester	The data collected in the past five years show students are highly motivated to demonstrate their knowledge and skill levels.
Display a working knowledge of the biological basis of medical nutrition therapy principles leading to good grades on class assignments and successful practicum activities	NFS 480, Dietetics Pre-professional Practice and NFS 408G, Seminar in Food and Nutrition are used to gather data on how students can display their knowledge to professional groups across academia and the practice arena. These courses are offered every semester	NFS 408G is the medium by which students convert their theoretical knowledge of into presentations for delivery to their peers and faculty. The NFS 480 course gives students the opportunity to transfer their knowledge into practical applications across MNT, Food systems and Community Nutrition.
Apply systems theory to building relationships between Community Based Faculty, food and nutrition professionals, and the community	Students learn to develop a logic model that uses the principles of systems theory to design an intervention for a community group. Team assignments, illustrated lessons, three-dimensional displays provide the data for evaluating how students make the relationship connections across various groups. These data are the result of yearly assignments.	Students' knowledge of input, outputs, strategies and feedback are put to practical use in HES 400, Concepts in Human Environmental Sciences: Integration and application as they participate in interdisciplinary projects.

**Student Learning Outcome: TWO**

**SLO#2: Students will apply medical nutrition therapy principles, food service systems theory, and community nutrition program delivery that focus on the team concept of patient care**

1. Assessment methods used and expected outcome	2. Description of types of qualitative & quantitative data collected to assess outcome, including response rate and when data was collected	3. Summary of feedback and data collected over past five years
Complete a 20 hour practicum in settings that conduct foodservice systems operations and community nutrition service delivery	NFS 480, Dietetics Pre-professional Practice grades are used to assess outcomes, preceptor comments and ratings, data are collected over three semesters. Class has an average of 25 students per semester.	All preceptors completed data forms that accompany the student doing the practicum
Participate in activities that provide direct patient care under the guidance of a mentor	Ratings and comments from all participating preceptors. Data collected yearly	Numbers vary with the size of the class and if the student does the experiential activity for repeated credit, the volume of data increases.
Test and evaluate patient outcomes with the health care team	Student logs and class assignments, preceptor reports. Lafayette Country Place assisted living facility. Data collected over three semesters	Students can repeat this practicum for 1-6 credits.
Conduct farm to table projects as part of disseminating dietetics student activities about 'Kentucky Proud' products	NFS 342, Quantity Food Production grades on student run activities and events, data collected yearly	The NFS 342 class is operated as a student run restaurant. Supplies are provided by Campus Cuisine and the College of Agriculture. Students have access to products grown or processed in KY from Kentucky farms.

**Student Learning Outcome: THREE**

**SLO#3: Students in the DPD program will attain satisfactory grades in their pre-major and major courses to progress into the DPD program**

1. Assessment methods used and expected outcome	2. Description of types of qualitative & quantitative data collected to assess outcome, including response rate and when data was collected	3. Summary of feedback and data collected over past five years
Acquire a minimum GPA of 2.4 before admission into the DPD program	Student services GPA reports by majors Data is collected in the Fall semester of the junior year	The progression requirements apply to students who have met pre-major requirements and plan to progress into the DPD program.
Achieve NFS-DPD progression requirements of a minimum grade of 'B' in critical courses and a 'C' grade in pre-major requirements	Transcripts are evaluated to determine if students have met the requirements, faculty advisors track this data,	The DPD director meets with the student or writes to the students explaining the steps they should take to meet the requirements or transfer out of the major.
Achieve and exceed progression requirements for transfer students	Student services GPA reports on students who are progressing at or above expectations.	Special attention is paid in transfer advising to students who are starting the DPD immediately after transfer from another institution.
Maintain a minimum of 80% pass rate of DPD graduates who take the CDR exam after completion of the supervised practice.	Pass rate data collected every other year	UK DPD Pass Rate over a five-year period is 80% for first timers

**Student Learning Outcome: FOUR**

**SLO#4: Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.**

1. Assessment methods used and expected outcome	2. Description of types of qualitative & quantitative data collected to assess outcome, including response rate and when data was collected	3. Summary of feedback and data collected over past five years
Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy,	Grades achieved in NFS 515, Medical Nutrition Therapy, Reports from preceptors on practicum grades in NFS 480	Students apply their knowledge to a case study or simulation in the class specific to an MNT issue. Students follow up with practice sessions in NFS 480 in the hospital.
Perform managerial functions in foodservice systems,	Serve as manager for one week in the Lemon Tree restaurant, NFS 342	Functions rotate in the student restaurant. Students have the opportunity to work as kitchen or front of the house manager.
Design and execute community nutrition program	Develop and conduct nutrition intervention assignment in NFS 403	Students design an intervention module based on a chronic disease problem as a group and deliver a nutrition intervention to an individual, family or group.
Evaluate outcomes research through written assignments.	Evaluate research proposal from a community nutrition grant, NFS 403	Students develop a grant proposal in an assignment. Proposals are exchanged and students evaluate them based on a rubric given in class.

### Dietetics Degree Program Mapping 2009-2010

<b>Outcomes</b>  <b>I = Outcome is introduced</b>  <b>R = Outcome is reinforced</b>  <b>E = Outcome is emphasized</b>	<b>Learning Outcome #1</b>  Students will demonstrate knowledge of the physical, biological and social sciences as they relate to nutrition knowledge	<b>Learning Outcome #2</b>  Students will apply medical nutrition therapy principles, food service systems theory, and community nutrition program delivery that focus on the team concept of patient/client care	<b>Learning Outcome #3</b>  Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.	<b>Learning Outcome #4</b>  Demonstrate the ability to function competently in diverse cultural and ethnic settings.	<b>Learning Outcome #5</b>
Course 212	I	I	I	I	
Course 241	I	I	I	I	
Course 301	I	I	I	I	
Course 302	I R	I R	I R	I	
Course 304	R	R	R	R	
Course 311	R	R	R	R	
Course 312	R	R	R	R	
Course 340	R	R	R	R	
Course 342	R	R/E	R/E	R	
Course 346	R	R	R	R	
Course 403	R	R	R	R	
Course 408G	R	R	R	R	
Course 480	R	R	R	R	
Course 510	R	R	R	R	
Course 514	R	R	R	R	
Course 515	R	R	R	R	

**Mission of the UK NFS DPD**

The mission of the DPD is to provide a quality entry-level undergraduate experience of education, research, and service using a comprehensive science based program in food, nutrition, and related research.

## Written Plan for Ongoing Assessment of the UK NFS DPD Learning Outcomes<sup>1</sup>

Sample format to use for a new plan (Criterion 2.4) to assess the Foundation Knowledge Learning Outcomes specified in 2008 ERAS Appendix A.

<b>1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice</b>				
List the 2 student learning outcomes (Appendix A)	Assessment methods that will be used and expected outcomes (Criterion 2.4.1)	Course in which assessment will occur (Criterion 2.4.2)	Individuals responsible for ensuring assessment occurs (Criterion 2.4.3)	Timeline for collecting formative and summative data (Criterion 2.4.4)
<b>KR 1.1.</b> The curriculum must reflect the scientific basis of the dietetic profession and must include research methodology, interpretation of research literature and integration of research principles into evidence based practice.				
<b>KR 1.1.a. L O</b> Students are able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.	90% of students will prepare a research proposal to be presented in class utilizing the steps of the research process on an issue relevant to the dietetics profession incorporating ethical evidence-based practice	NFS 301 Dietetics Practice	Course Instructor	NFS 301 Fall Semester
	85% of the students will submit and present a research project transforming research-based information into lay terms utilizing technology and written and verbal communication	NFS 340 Institutional Purchasing	Course Instructor	NFS 340 Spring Semester
	90% of students will document their provisions of education to consumers, clients, other professionals, and support personnel via quarterly logs to the course professor and in a power point presentation as part of the final examination for the Dietetic Pre-Professional Practice course.	NFS 480 Dietetics Pre-Professional Practice	Course Instructor	NFS 480 Spring, Fall, and Summer Semesters
	80% of students will be able	NFS 510	Course	NFS 510 Spring

<sup>1</sup> See Criterion 2.4, 2.4.1 through 2.4. 4

	<p>to write a five-page literature review on any topic related to diet and health using professional peer-reviewed evidence at the B grade level or above</p> <p>80% of students will be able to link theory to practice by incorporating MNT knowledge to provide evidence based ethical counsel to clients in clinical or community settings as indicated in the capstone course portfolio documents</p> <p>80% of students will be able to put into practice protocol and best practice content in the MNT management of health and disease states as evidenced by case studies and incorporation of the nutrition care process in written documentation</p>	<p>Advanced Nutrition</p> <p>NFS 514 Counseling and Communication</p> <p>NFS 515 Medical Nutrition Therapy</p>	<p>Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p>	<p>Semester</p> <p>NFS 514 Fall Semester</p> <p>NFS 515 Fall Semester</p>
<p><b>KR 1.1.b. L O</b> Students are able to use current information technologies to locate and apply evidence-based guidelines and protocols; for example, the ADA Evidence Analysis Library, 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.</p>	<p>80% of students will be able to use the MyPyramid.gov website to evaluate and plan a diet using appropriate USDA Dietary Guidelines.</p> <p>80% of students will be able to utilize the ADA Evidence Analysis Library and other information technologies in the preparation of course assignments requiring evidence-based guidelines and protocols</p> <p>80% of students will be able to formulate a research question/hypothesis for a research poster and PowerPoint presentation to classmates depicting and supporting ethical evidence based practice related to a specific lifecycle stage</p> <p>85% of the students will submit and present a research project transforming research-based information</p>	<p>NFS 212 Introductory Nutrition</p> <p>NFS 301 Dietetics Practice</p> <p>NFS 312 Nutrition and Wellness in the Lifecycle</p> <p>NFS 340 Institutional Purchasing</p>	<p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p>	<p>NFS 212 Fall and Spring Semesters</p> <p>NFS 301 Fall Semester</p> <p>NFS 312 Fall Semester</p> <p>NFS 340 Spring Semester</p>

	<p>into lay terms utilizing technology and written and verbal communication</p> <p>80% of students will be able to utilize the protocols and policies of the major health organizations in the planning and proposal of programs for the community regarding nutrition programs.</p> <p>90% of students will prepare and present current knowledge and research on a topic addressing the role of a nutrient and health outcome utilizing current information technologies</p>	<p>NFS 403 Community Nutrition and Wellness</p> <p>NFS 408G Seminar in Food and Nutrition</p>	<p>Course Instructor</p> <p>Course Instructor</p>	<p>NFS 403 Spring Semester</p> <p>NFS 408G Fall and Spring Semester</p>
<p><b>2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.</b></p>				
<p>List the 5 student learning outcomes (Appendix A)</p>	<p>Assessment methods that will be used and expected outcomes (Criterion 2.4.1)</p>	<p>Course in which assessment will occur (Criterion 2.4.2)</p>	<p>Individuals responsible for ensuring assessment occurs (Criterion 2.4.3)</p>	<p>Timeline for collecting formative and summative data (Criterion 2.4.4)</p>
<p><b>KR 2.1. The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.</b></p>				
<p><b>KR 2.1.a. LO</b> Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.</p>	<p>80% of students will be able to present content on a specific lifecycle stage to peers using current information technologies such as Web 2.0, web links, interactive video.</p> <p>80% of students will be able to evaluate nutrition education methods and materials for presentation and gain competency in the delivery and use of such tools</p> <p>90% of students will prepare and present current knowledge and research on a</p>	<p>NFS 312 Nutrition and Wellness in the Lifecycle</p> <p>NFS 403 Community Nutrition and Wellness</p> <p>NFS 408G Seminar in Food and Nutrition</p>	<p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p>	<p>NFS 312 Fall Semester</p> <p>NFS 403 Spring Semester</p> <p>NFS 408G Fall and Spring Semesters</p>

	<p>topic addressing the role of a nutrient and health outcome utilizing current information technologies</p> <p>90% of students will interact and conduct themselves in a professional manner under the mentorship of dietetic professionals as they communicate with individuals, groups and the public while meeting the requirements for 60 hours of service as evidenced through written (journal/blog) and oral presentation</p> <p>80% of students will be able to develop and orally present an appropriate, informative handout of a current research topic related to health and diet</p> <p>90% of students will submit a portfolio which includes evaluations of knowledge, application, critical thinking and problem solving skills relevant to the domain of effective counsel and communication in the capstone course NFS 514 Counseling and Communication</p> <p>80% of the students will be able to demonstrate professional oral and written communication and documentation using current technology by giving in class presentations as well as written term papers, case studies, and discussion forums.</p>	<p>NFS 480 Dietetics Pre-professional Practice</p> <p>NFS 510 Advanced Nutrition</p> <p>NFS 514 Dietetics: Counseling and Communication</p> <p>NFS 515 Medical Nutrition Therapy</p>	<p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p>	<p>NFS 480 Fall, Spring and Summer Semesters</p> <p>NFS 510 Spring Semester</p> <p>NFS 514 Fall Semester</p> <p>NFS 515 Fall Semester</p>
<p><b>KR 2.1.b. L O</b> Students are able to demonstrate assertiveness,</p>	<p>80% of the students will be able to demonstrate assertiveness, advocacy</p>	<p>NFS 514 Dietetics: Counseling and Communication</p>	<p>Course Instructor</p>	<p>NFS 514 Fall Semester</p>

advocacy and negotiation skills appropriate to the situation.	and negotiation skills when practicing counseling situations as evidenced by feedback from faculty, peers and self.			
<b>KR 2.2.</b> The curriculum must provide principles and techniques of effective counseling methods.				
<b>KR 2.2.a. L O</b> Students are able to demonstrate counseling techniques to facilitate behavior change.	90% of students will submit a portfolio which includes evaluations of knowledge, application, critical thinking and problem solving skills relevant to the domain of effective counsel and communication in the capstone course NFS 514 Counseling and Communication	NFS 514 Dietetics: Counseling and Communication	Course Instructor	NFS 514 Fall Semester
	80% of students will be able to counsel clients on behavior modification techniques for improved nutritional intake under the guidance of the dietetic professional	NFS 480 Dietetics Pre-professional Practice	Course Instructor	NFS 480 Spring, Fall, and Summer Semesters
	80% of the students will be able to demonstrate effective counseling techniques for behavior modification related to nutrition and health issues	NFS 514 Dietetics: Counseling and Communication	Course Instructor	NFS 514 Fall Semester
<b>KR 2.3</b> The curriculum must include opportunities to understand governance of dietetics practice, such as the ADA Scope of Dietetics Practice Framework, the Standards of Professional Performance and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.				
<b>KR 2.3.a. L O</b> Students are able to locate, understand and apply established guidelines to a professional practice scenario.	80% of students will be able to use current American Heart Association and American Dietetic Association guidelines to complete a case study of an individual with heart disease describing factors that affect blood lipid levels and modifications for prevention or treatment of hyperlipidemia	NFS 212 Introductory Nutrition	Course Instructor	NFS 212 Fall & Spring Semester

	<p>90% of students will be able to utilize the knowledge and skills garnered from the DPD curriculum to apply established guidelines/recommendations to the client/patient while</p> <p>80% of students can locate, understand, and apply guidelines when given case study assignments on disease states and lifecycle needs</p>	<p>NFS 480 Dietetics Preprofessional Practice</p> <p>NFS 515 Medical Nutrition Therapy</p>	<p>Course Instructor</p> <p>Course Instructor</p>	<p>NFS 480 Spring, Fall, and Summer Semesters</p> <p>Fall Semester</p>
<p><b>KR 2.3.b. L O</b> Students are able to identify and describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services.</p>	<p>85% of the students will be able to identify and describe the roles of others with whom the RD collaborates in the delivery of food and nutrition services as evidenced by inclusion in the electronic portfolio of meetings with or presentations by dietetic professionals</p>	<p>NFS 301 Dietetics Practice</p>	<p>Course Instructor</p>	<p>NFS 301 Fall Semester</p>
	<p>90% of students will have an understanding of an appreciation for the role of the dietitian in the foodservice system establishment as experienced by working with dining services administrators and chefs</p>	<p>NFS 342 Quantity Food Production</p>	<p>Course Instructor</p>	<p>NFS 342 Fall and Spring Semesters</p>
	<p>90% of students will be able to prepare, present and discuss a report on the roles of the RD and those whom she/he encounters in the delivery of food and nutrition services as a result of 60 contact hours with a dietetics professional</p>	<p>NFS 480 Dietetics Preprofessional Practice</p>	<p>Course Instructor</p>	<p>NFS 480 Spring, Fall, and Summer Semesters</p>
<p><b>3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations</b></p>				
<p>List the 3 student learning outcomes (Appendix A)</p>	<p>Assessment methods that will be used and expected outcomes (Criterion 2.4.1)</p>	<p>Course in which assessment will occur (Criterion 2.4.2)</p>	<p>Individuals responsible for ensuring assessment occurs</p>	<p>Timeline for collecting formative and summative data</p>

			(Criterion 2.4.3)	(Criterion 2.4.4)
<b>KR 3.1.</b> The curriculum must reflect the nutrition care process and include the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.				
<b>KR 3.1.a. L O</b> Students are able to use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions, including medical nutrition therapy, disease prevention and health promotion.	80% of students will be able to use the nutrition care process when making decisions, identifying nutrition related problems, and evaluating the nutrition intervention through case studies and exam questions.	NFS 514 Dietetics: Counseling and Communication  NFS 515 Medical Nutrition Therapy	Course Instructors	NFS 514 Fall Semester  NFS 515 Fall Semester
<b>KR 3.2</b> The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.				
<b>KR 3.2.a. L O</b> Students are able to apply knowledge of the role of environment, food and lifestyle choices to develop interventions to affect change and enhance wellness in diverse individuals and groups.	90% of students will be able to modify a recipe to make it more health-promoting while retaining acceptable sensory characteristics as analyzed using sensory and objective testing techniques.	NFS 304 Experimental Foods	Course Instructor	NFS 304 Fall, Spring and Summer Semesters
	80% of students will have working knowledge of nutrient metabolism, drug-nutrient interaction, medical terminology, and pathophysiology related to nutrition care in order to develop interventions for change and enhanced wellness in diverse populations.	NFS 311 Nutritional Biochemistry	Course Instructor	NFS 311 Fall Semester
	90% of students will be able to develop an intervention strategy from data gathered from nutrition assessment and research for a specific lifecycle stage	NFS 312 Nutrition and Wellness in the Lifecycle	Course Instructor	NFS 312 Fall Semester
	80% of students will be able to develop and/or conduct a community food and	NFS 403 Community Nutrition and	Course Instructor	NFS 403 Spring Semester

	nutrition assessment strategy so as to develop and implement a community-based food and nutrition health promotion/disease prevention project	Wellness		
	90% of students will be able to develop or implement interventions to affect change and enhance wellness in diverse individuals and groups under the supervision and mentoring of the dietetic professional	NFS 480 Dietetics Preprofessional Practice	Course Instructor	NFS 480
	90% of the students will use their knowledge of the role of factors necessary to affect change and enhance wellness in the public or private sector to develop sound counseling and communication skills	NFS 514 Dietetics: Counseling and Communication	Course Instructor	NFS 514 Fall Semester

**KR 3.3.**  
The curriculum must include education and behavior change theories and techniques.

<b>KR 3.3.a. L O</b> Students are able to develop an educational session or program/educational strategy for a target population.	85% of students will be able to develop an educational session or program/educational strategy for the individual or the community as evidenced by the education session documents and response of the target population	NFS 403 Community Nutrition and Wellness	Course Instructor	NFS 403 Spring Semester
	90% of students will be able to develop and implement an educational session for the target population in the dietetics community in which they are placed	NFS 480 Dietetics Preprofessional Practice	Course Instructor	NFS 480 Fall, Spring and Summer Semesters
	90% of students will be able to develop educational sessions for all stages of the lifecycle that will meet the needs of the target population	NFS 514 Dietetics: Counseling and Communication	Course Instructor	NFS 514 Fall Semester

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

List the 7 student learning outcomes (Appendix A)	Assessment methods that will be used and expected outcomes (Criterion 2.4.1)	Course in which assessment will occur (Criterion 2.4.2)	Individuals responsible for ensuring assessment occurs (Criterion 2.4.3)	Timeline for collecting formative and summative data (Criterion 2.4.4)
<b>KR 4.1.</b> The curriculum must include management and business theories and principles required to deliver programs and services.				
<b>KR 4.1.a. L O</b> Students are able to apply management and business theories and principles to the development, marketing and delivery of programs or services.	90% of students will earn the NRAEF ManageFirst® certificate <u>Human Resources Management and Supervision</u>	NFS 346 Human Resources Management for the Food and Hospitality Industries	Course Instructor	NFS 346 Fall Semester
<b>KR 4.1.b. L O</b> Students are able to determine costs of services or operations; prepare a budget and interpret financial data.	90% of students will be able to determine costs, prepare budgets, and interpret financial data and earn the NRAEF ManageFirst® certificate <u>Controlling Foodservice Costs</u>	NFS 342 Quantity Food Production	Course Instructor	NFS 342 Fall and Spring Semesters
<b>KR 4.1.c. L O</b> Students are able to apply the principles of human resource management to different situations.	90% of students will be able to apply the principles of human resource management to different situations through the completion of the practicum hours in the Lemon Tree, student-run restaurant and various dining services venues on campus.	NFS 342 Quantity Food Production	Course Instructor	NFS 342 Fall and Spring Semesters
	90% of students will earn the NRAEF ManageFirst® certificate <u>Human Resources Management and Supervision</u>	NFS 346 Human Resources Management for the Food and Hospitality Industries	Course Instructor	NFS 346 Fall Semester
<b>KR 4.2.</b> The curriculum must include content related to quality management of food and nutrition services,				
<b>KR 4.2.a. L O</b> Students are able to apply food safety principles related to food, personnel and consumers.	100% of students will hold the NRAEF ServSafe® certification	NFS 241 Food Safety and Sanitation	Course Instructor	NFS 241 Fall and Spring Semesters

<p><b>KR 4.2.b. L O</b> Students are able to develop outcome measures, use informatics principles and technology to collect and analyze data for assessment and evaluate data to use in decision making</p>	<p>90% of students will be able to develop outcome measures, use informatics principles and technology to collect and analyze data as evidenced by the completion of the lab project, report and evaluation in addition to the practicum hours required</p>	<p>NFS 302 Principles of Food reparation</p>	<p>Course Instructor</p>	<p>NFS 301 Fall, Spring and Summer Semesters</p>
<p><b>KR 4.3.</b> The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice</p>				
<p><b>.KR 4.3.a. L O</b> Students are able to explain the impact of a public policy position on dietetics practice.</p>	<p>90 % of students will be able to explain the impact of a public policy position on dietetics practice by identifying issues, becoming involved in public policy issues, and developing policy positions</p>	<p>NFS 301 Dietetics Practice  NFS 403 Community Nutrition and Wellness  NFS 514 Dietetics: counseling and Communication</p>	<p>Course Instructors</p>	<p>By end of respective course semesters and completion of NFS 514 Capstone Course</p>
<p><b>KR 4.4.</b> The curriculum must include content related to health care systems.</p>				
<p><b>KR 4.4.a. L O</b> Students are able to explain the impact of health care policy and administration, different health care delivery systems and current reimbursement issues, policies and regulations on food and nutrition services</p>	<p>90% of students will be able to explain the impact of health care policy and administration, different healthcare delivery systems and current reimbursement issues, policies, and regulations on food and nutrition services beginning with the awareness of issues and following through to application of knowledge</p>	<p>NFS 301 Dietetics Practice  NFS 403 Community Nutrition and Wellness  NFS 514 Dietetics: counseling and Communication  NFS 515 Medical Nutrition Therapy</p>	<p>Course Instructors</p>	<p>By end of respective course semesters and completion of NFS 514 Capstone Course</p>

## Appendix J – HN Student Learning Outcomes and Assessments

---

## Program Student Learning Outcomes for College of Agriculture Degree Programs

### PROGRAM                      BS in HUMAN NUTRITION

1. Students will be able to conduct a quality research study through grant writing, synthesis of available literature, survey design, statistical analysis, and preparation of a professional article and poster.  
*Assessment: All Senior-level Human Nutrition majors will take NFS 474 and NFS 475W. NFS 474 will prepare students to conduct their own research project. Students will be evaluated in NFS 475W to determine the number of students successfully completing the course with a "C" grade or higher and the number of students preparing a professional poster and paper and selected to present their findings at the UK Undergraduate Showcase of Scholars.*
2. Students will demonstrate effective oral and written communication skills, particularly in scientific writing and educational seminar program development and implementation.  
*Assessment: Students will be evaluated in NFS 408G to investigate the number successfully completing their 20-minute seminar with a "B" grade or higher on their presentation. Students will be evaluated in NFS 510 to appraise their ability to write a 5-page research article using recently published peer-reviewed journal articles to relate consumption of a particular nutrient or non-nutrient to human health, disease risk, and disease treatment. Students will have the opportunity to grow their communication skills in most of their major coursework.*
3. Students will translate key principles of physical and biological sciences to the science of nutrition.  
*Assessment: Students will be evaluated in NFS 311 to determine their success in translating principles learned in biology and chemistry classes to nutritional biochemistry and metabolism. Final exam scores in the course will be evaluated to monitor student's ability to translate the material.*
4. Students will identify nutrients and non-nutrients essential to both normal human health and chronic disease prevention and management. *Assessment: Students will be evaluated in NFS 312 on exam and project scores to identify their ability to identify nutrients and non-nutrients essential at different stages of the life-cycle. Students will be evaluated in NFS 315 to determine their ability to critically evaluate dietary supplements often used in the sports and wellness environment and to relay that information to their colleagues.*
5. Students will demonstrate understanding of the unique dietary needs and challenges of individuals throughout different regions of Kentucky, the United States, and the World.  
*Assessment: Students will be evaluated in NFS 304 to examine their success in developing recipe modifications and innovative products for specific populations in Kentucky, the United States, and around the World. Students will be evaluated in NFS 403 to assess their ability to develop an educational program/intervention for a specific population in Kentucky.*

Assessment Cycle: Outcomes 1-5 will be evaluated on an annual basis, beginning the first year of assessment (May 2010). Modifications to the assessment process will be made as warranted after the first year.

## **Appendix K – All Program Improvement Action Plan Rubric**

---

**University of Kentucky**  
**2011 Improvement Action Plan Rubric**

Program Name: Nutrition and Food Science

Degree Level: Bachelor

College: Agriculture

**I. Method(s)**

Meets Expectations	Needs Improvement	Absent
<b>A. Relationship between assessment tools and outcomes</b>		
<p>A general explanation is provided about how the assessment tools relate to the outcome measured (e.g., the faculty wrote test items, essay questions, etc. to match the outcome, or the instrument was selected "because its general description appeared to match our outcome").</p> <p style="text-align: right;"><input checked="" type="radio"/></p>	<p>At a superficial level, it appears the content assessed by the assessment tools matches the outcome, but no explanation is provided.</p> <p style="text-align: right;"><input type="radio"/></p>	<p>Seemingly no relationship between outcome and assessment tools.</p> <p style="text-align: right;"><input type="radio"/></p>
Comments:		
<b>B. Data collection and Research design integrity</b>		
<p>Enough information is provided to understand the data collection process, such as a description of the sample, evaluation protocol, evaluation conditions, and student motivation. When and where the data were collected (e.g., representative sampling, adequate motivation, two or more trained raters for performance assessment, pre-post design to measure gain, cutoff defended for performance vs. a criterion) is also included.</p> <p style="text-align: right;"><input checked="" type="radio"/></p>	<p>Limited information is provided about data collection such as who and how many took the assessment, but not enough to judge the veracity of the process (e.g., thirty-five seniors took the test). There appears to be a mismatch with specifications of desired results.</p> <p style="text-align: right;"><input type="radio"/></p>	<p>No information is provided about data collection process or data not collected.</p> <p style="text-align: right;"><input type="radio"/></p>
Comments:		

*Created by the Office of Assessment, University of Kentucky: Adapted from James Madison University*

<b>C. Specification of desired benchmark/target</b>		
Desired benchmark/target is specified (e.g., our students will gain ½ standard deviation from junior to senior year; our students will score above a faculty-determined standard). "Gathering baseline data" is acceptable for this rating.	Desired results are specified (e.g., student growth, comparison to previous year's data, comparison to faculty standards, performance vs. a criterion), but lack specificity (e.g., students will grow; students will perform better than last year).	No a priori benchmarks/targets for outcomes.
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:		

**II. Results**

Results are present and directly relate to outcomes. The desired benchmarks for the outcomes are clearly presented, and were derived by appropriate analysis.	Results are present, but it is unclear how they relate to the outcomes or the benchmark/target for the outcomes. Presentation lacks clarity or difficult to follow. Analysis may or may not be present.	No results presented.
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:		

**III. Analysis**

Interpretations of results seem to be reasonable inferences given the outcomes, benchmarks/targets, and methodology. The person or persons involved in the analysis are listed.	Interpretation attempted, but the interpretation does not refer back to the outcomes or benchmarks/targets for the outcomes. Or, the interpretations are clearly not supported by the methodology and/or results. There is no mention of the person or persons that completed the analysis.	No interpretation attempted.
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:		

**IV. Improvement Action**

<p>Examples of improvements (or plans to improve) are documented and directly related to findings of assessment. These improvements are very specific (e.g., approximate dates of and person(s) responsible for implementation, and where in curriculum/activities and department/program they will occur.)</p> <p style="text-align: right;"><input checked="" type="radio"/></p>	<p>Examples of improvements are documented but the link between them and the assessment findings is not clear. The improvements lack specificity.</p> <p style="text-align: right;"><input type="radio"/></p>	<p>No mention of any improvements.</p> <p style="text-align: right;"><input type="radio"/></p>
<p>Comments:</p>		

**Overall Comments:**

good job

**University of Kentucky**  
**2011 Improvement Action Plan Rubric**

Program Name: Dietetics

Degree Level: Bachelor

College: Agriculture

**I. Method(s)**

Meets Expectations	Needs Improvement	Absent
<b>A. Relationship between assessment tools and outcomes</b>		
<p>A general explanation is provided about how the assessment tools relate to the outcome measured (e.g., the faculty wrote test items, essay questions, etc. to match the outcome, or the instrument was selected "because its general description appeared to match our outcome").</p> <p style="text-align: right;"><input type="radio"/></p>	<p>At a superficial level, it appears the content assessed by the assessment tools matches the outcome, but no explanation is provided.</p> <p style="text-align: right;"><input type="radio"/></p>	<p>Seemingly no relationship between outcome and assessment tools.</p> <p style="text-align: right;"><input checked="" type="radio"/></p>
<p>Comments: The assessment tool should tell about the instrument that was used to gather data.</p>		
<b>B. Data collection and Research design integrity</b>		
<p>Enough information is provided to understand the data collection process, such as a description of the sample, evaluation protocol, evaluation conditions, and student motivation. When and where the data were collected (e.g., representative sampling, adequate motivation, two or more trained raters for performance assessment, pre-post design to measure gain, cutoff defended for performance vs. a criterion) is also included.</p> <p style="text-align: right;"><input type="radio"/></p>	<p>Limited information is provided about data collection such as who and how many took the assessment, but not enough to judge the veracity of the process (e.g., thirty-five seniors took the test). There appears to be a mismatch with specifications of desired results.</p> <p style="text-align: right;"><input type="radio"/></p>	<p>No information is provided about data collection process or data not collected.</p> <p style="text-align: right;"><input checked="" type="radio"/></p>
<p>Comments: Unclear on both.</p>		

*Created by the Office of Assessment, University of Kentucky: Adapted from James Madison University*

<b>C. Specification of desired benchmark/target</b>		
Desired benchmark/target is specified (e.g., our students will gain ½ standard deviation from junior to senior year; our students will score above a faculty-determined standard). "Gathering baseline data" is acceptable for this rating.	Desired results are specified (e.g., student growth, comparison to previous year's data, comparison to faculty standards, performance vs. a criterion), but lack specificity (e.g., students will grow; students will perform better than last year).	No a priori benchmarks/targets for outcomes.
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:		

## II. Results

Results are present and directly relate to outcomes. The desired benchmarks for the outcomes are clearly presented, and were derived by appropriate analysis.	Results are present, but it is unclear how they relate to the outcomes or the benchmark/target for the outcomes. Presentation lacks clarity or difficult to follow. Analysis may or may not be present.	No results presented.
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:		

## III. Analysis

Interpretations of results seem to be reasonable inferences given the outcomes, benchmarks/targets, and methodology. The person or persons involved in the analysis are listed.	Interpretation attempted, but the interpretation does not refer back to the outcomes or benchmarks/targets for the outcomes. Or, the interpretations are clearly not supported by the methodology and/or results. There is no mention of the person or persons that completed the analysis.	No interpretation attempted.
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Comments: In most cases, the analysis was satisfactory, but in others, it simply said, "Goals		

**IV. Improvement Action**

<p>Examples of improvements (or plans to improve) are documented and directly related to findings of assessment. These improvements are very specific (e.g., approximate dates of and person(s) responsible for implementation, and where in curriculum/activities and department/program they will occur.)</p> <p style="text-align: right;"><input type="radio"/></p>	<p>Examples of improvements are documented but the link between them and the assessment findings is not clear. The improvements lack specificity.</p> <p style="text-align: right;"><input checked="" type="radio"/></p>	<p>No mention of any improvements.</p> <p style="text-align: right;"><input type="radio"/></p>
<p>Comments: Again, most of the improvement action plans are specific, but most lack dates.</p>		

**Overall Comments:**

Generally, this is a specific plan and covers many aspects of the program. Both the analysis and improvement action sections could use more specifics. For instance, where it says, "Data are assessed by the course instructor using projects." How are the data assessed and after the assessment, what are the plans for improvement?

**University of Kentucky**  
**2011 Improvement Action Plan Rubric**

Program Name: Hospitality and Dietetics Admin

Degree Level: Master

College: Agriculture

**I. Method(s)**

Meets Expectations	Needs Improvement	Absent
<b>A. Relationship between assessment tools and outcomes</b>		
<p>A general explanation is provided about how the assessment tools relate to the outcome measured (e.g., the faculty wrote test items, essay questions, etc. to match the outcome, or the instrument was selected "because its general description appeared to match our outcome").</p> <p style="text-align: right;"><input type="radio"/></p>	<p>At a superficial level, it appears the content assessed by the assessment tools matches the outcome, but no explanation is provided.</p> <p style="text-align: right;"><input checked="" type="radio"/></p>	<p>Seemingly no relationship between outcome and assessment tools.</p> <p style="text-align: right;"><input type="radio"/></p>
<p>Comments: Tools emphasize fiscal/budget aspects, which are only one part of "professiona</p>		
<b>B. Data collection and Research design integrity</b>		
<p>Enough information is provided to understand the data collection process, such as a description of the sample, evaluation protocol, evaluation conditions, and student motivation. When and where the data were collected (e.g., representative sampling, adequate motivation, two or more trained raters for performance assessment, pre-post design to measure gain, cutoff defended for performance vs. a criterion) is also included.</p> <p style="text-align: right;"><input type="radio"/></p>	<p>Limited information is provided about data collection such as who and how many took the assessment, but not enough to judge the veracity of the process (e.g., thirty-five seniors took the test). There appears to be a mismatch with specifications of desired results.</p> <p style="text-align: right;"><input checked="" type="radio"/></p>	<p>No information is provided about data collection process or data not collected.</p> <p style="text-align: right;"><input type="radio"/></p>
<p>Comments: Only one person evaluating the work is less desirable; what is the criteria?</p>		

*Created by the Office of Assessment, University of Kentucky; Adapted from James Madison University*

<b>C. Specification of desired benchmark/target</b>		
Desired benchmark/target is specified (e.g., our students will gain ½ standard deviation from junior to senior year; our students will score above a faculty-determined standard). "Gathering baseline data" is acceptable for this rating.	Desired results are specified (e.g., student growth, comparison to previous year's data, comparison to faculty standards, performance vs. a criterion), but lack specificity (e.g., students will grow; students will perform better than last year).	No a priori benchmarks/targets for outcomes.
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Comments: How many or what percentage of student will achieve goal? What does the Co		

## II. Results

Results are present and directly relate to outcomes. The desired benchmarks for the outcomes are clearly presented, and were derived by appropriate analysis.	Results are present, but it is unclear how they relate to the outcomes or the benchmark/target for the outcomes. Presentation lacks clarity or difficult to follow. Analysis may or may not be present.	No results presented.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments: How many is "all"? Results indicate 80% but what was target? How many ach		

## III. Analysis

Interpretations of results seem to be reasonable inferences given the outcomes, benchmarks/targets, and methodology. The person or persons involved in the analysis are listed.	Interpretation attempted, but the interpretation does not refer back to the outcomes or benchmarks/targets for the outcomes. Or, the interpretations are clearly not supported by the methodology and/or results. There is no mention of the person or persons that completed the analysis.	No interpretation attempted.
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Comments: Statement of process is not an analysis. Two professors are named but prev		

**IV. Improvement Action**

<p>Examples of improvements (or plans to improve) are documented and directly related to findings of assessment. These improvements are very specific (e.g., approximate dates of and person(s) responsible for implementation, and where in curriculum/activities and department/program they will occur.)</p> <p style="text-align: right;"><input type="radio"/></p>	<p>Examples of improvements are documented but the link between them and the assessment findings is not clear. The improvements lack specificity.</p> <p style="text-align: right;"><input type="radio"/></p>	<p>No mention of any improvements.</p> <p style="text-align: right;"><input checked="" type="radio"/></p>
<p>Comments: No improvement plan indicated just use of process.</p>		

**Overall Comments:**

There is more of a discussion of process or procedures than specific description of tools, benchmarks, and analysis.

## Appendix L – Faculty Curriculum Vitas

---

Ingrid K. Richards Adams  
 Assistant Extension Professor  
 Nutrition and Weight Management  
 College of Agriculture  
 University of Kentucky  
 (Start Date: December 1, 2007)

**December 2008 -June 2010, Distribution of Effort: 85% Extension, 15% Teaching**  
**July 2010 – present, Distribution of Effort: 100% Extension**

## Education

Institution	Areas of Study	Degree	Year
Iowa State University	Nutritional Sciences Family and Consumer Sciences Education	Ph.D. Double Major	2006
The Ohio State University	Family and Consumer Sciences Education Minor in Nutrition	M.S. in Teacher Education	1989
The Ohio State University	Family and Consumer Sciences Education Minor in Nutrition	B.S. <i>Cum laude</i>	1989
John S. Donaldson Technical Institute, Trinidad and Tobago	Food and Nutrition	Technician Diploma	1981

## Professional Credentialing

Year	Organization	Credential	Number
<b>2011</b>	American Dietetic Association Commission on Dietetic Registration	Registered Dietitian	1048015
<b>2011</b>	Kentucky Board of Licensure & Certification	Licensed Dietitian	
<b>2009</b>	American Dietetic Association Certificate of Training in Adult Weight Management		

## Awards and Honors

- 2011** Centers for Disease Control and Prevention. **Frankie Award 2010. Honorable Mention** for use of National Diabetes Education Program material in the Taking Ownership of Your Diabetes Curriculum
- 2010** **Distinguished Research Award.** The African American Studies and Research Program. University of Kentucky. In recognition of exceptional contributions to research and scholarship on the human condition.
- 2010** **Circles of Power Leadership Program**  
University of Kentucky President's Commission on Women.
- 2009** **Outstanding Project Award**  
Kentucky Association of State Extension Professionals. 2<sup>nd</sup> Sunday: A Built Environment Project.

## Employment Experience

<b>Dates</b>	<b>Position and Employer</b>
<b>Dec. 2007- Present</b>	Extension Specialist in Nutrition and Weight Management Assistant Extension Professor University of Kentucky Lexington, Kentucky
<b>2006</b>	Post Doctoral Fellow Nutrition and Wellness Research Center Iowa State University, Ames, Iowa <b>Study: Human Feeding Study of a Novel Dietary Fiber</b>
<b>2006 -- 2007</b>	Lecturer, Online and face-to-face Food Science and Human Nutrition Iowa State University Ames, Iowa
<b>2003 -- 2006</b>	Graduate Research Assistant Nutrition and Food Science Iowa State University Ames, Iowa

- 1998 -- 2000** Administrative Assistant  
Family and Consumer Sciences Education  
Iowa State University  
Ames, Iowa
- 1993 -- 1994** Examiner  
Caribbean Examination Council.  
Trinidad, West Indies
- 1989 -- 1998** Nutrition Professor  
The University of Trinidad and Tobago, San Fernando Technical  
Institute, Trinidad, West Indies
- 1982 -- 1985** Food and Nutrition Teacher. Moruga Composite School, Moruga  
Trinidad, West Indies

## Refereed Journal Publications

- Adams, I. K. Hendrich, S. Hausafus, C.O. (2011). Assessment of critical thinking skills in a low-income population: Development of a methodology. *The Forum for Family and Consumer Sciences Issues*. Vol. 16 (1).
- Adams, I. K. (2011). What is nutrient density? eXtension Family Food and Fitness Community of Practice. <http://www.extension.org/pages/55447/what-is-nutrient-density>
- Adams, I. K. (2011). [Review of Obesity: Cultural and Biocultural Perspectives]. *The Journal of Family and Consumer Sciences*.
- Adams, I. K. Hausafus, C.O., Hendrich, S. (2010). A critical thinking approach increases offerings of dark green leafy, yellow/orange, cruciferous vegetables, and tomatoes in the diets of low-income children. *The Forum for Family and Consumer Sciences Issues*. Vol. 15 (1).
- Adams, I. K. (2010). Identifying the needs of new and emerging professionals. *The American Association of Family & Consumer Sciences FACS*. November Issue.
- Adams, I. K. (2010). [Review of Nutrition for the Older Adult]. *Journal of Nutrition Education and Behavior*, 42(3), 213.e3.

**Peer Reviewed Extension Publications**

Adams, I. K. (2011). Family Mealtime: A Wealth of Benefits. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3- 552).

Adams, I. K. (2011). Family Mealtime: Make it Happen. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3- 553).

Adams, I. K. (2011). Family Mealtime: Nutrition for Busy Families. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-554).

Adams, I. K. (2010). Carbohydrate Counting. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-546)

Adams, I. K. (2010). The Diabetes Food Pyramid. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-547)

Adams, I. K. (2010). Think Your Plate. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-548)

Adams, I. K. (2010). Diabetes and the Health Care Team. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-549)

Adams, I. K. (2010). Diabetes and Foot Care. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-550)

Adams, I. K. (2010). Monitoring Blood Glucose. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-551)

Adams, I. K. (2010). Ovarian Cancer: Understanding the Facts. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS8-118)

Adams, I. K. (2009). Understanding the food label. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-538)

Adams, I. K. (2009). Understanding diabetes. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-539)

Adams, I. K. (2009). Managing diabetes. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-540)

Adams, I. K. (2009). Physical Activity and Diabetes. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-541)

Adams, I. K. (2009). Diabetes and Hemoglobin A1C. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-542)

Adams, I. K. (2009). Diabetes and Blood Pressure. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-543)

Adams, I. K. (2009). Diabetes and Cholesterol. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-544)

Adams, I. K. (2009). Understanding the food label. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-538)

## Invited National Presentations

Adams, I. K. (2011). **Keynote address.** Best practices for developing culturally appropriate interventions and empowering low-income audiences: Applications for Ohio's SNAP-ED program assistants and Expanded Food and Nutrition Education Program (EFNEP). The Ohio State University, Columbus, OH

Adams, I. K. (2011). Building evaluation into extension programming: If you aim at nothing you hit it each time. eXtension National Community of Practice Workshop. Louisville, KY

Adams, I. K. (2011) Best practices for developing culturally appropriate interventions. Tri-State Diversity Conference, Hebron, KY

Adams, I. K. (2011). Meet me at my point of need: The use of focus groups to guide culturally appropriate interventions. Research presentation. AAFCS Annual Conference and Expo, Phoenix, AR

Turgeson, S., Lobberecht, M., Behrendt, M., **Adams, I. K.** (2011). "Taking it to the Streets" Campaign. Educational Session. AAFCS Annual Conference and Expo, Phoenix, AR

Adams, I. K. (2011). Reducing childhood obesity through fun family mealtimes – Make it happen. Research to Practice Rounds. AAFCS Annual Conference and Expo, Phoenix, AR

Adams, I. K. (2011). Reducing liquid calories: An effective weight management strategy. Research to Practice Rounds. AAFCS Annual Conference and Expo, Phoenix, AR

Adams, I. K. (2010). Body image as seen through cultural lenses. AAFCS Annual Conference and Expo, Cleveland, OH

Adams, I. K. (2010). Friendly bacteria: The world of pre and probiotics. Research to Practice Rounds. AAFCS Annual Conference and Expo, Cleveland, OH

Norquist, K., Olson, L., **Adams, I. K.** (2010). Continuing to live the dream into our second century. Development Committee Educational Session. AAFCS Annual Conference and Expo, Cleveland, OH

Adams, I. K. (2009). Increasing food label knowledge through games and activities. AAFCS Annual Conference and Expo, Knoxville, TN

Adams, I. K. (2009). Using the grocery register receipt as a form of nutritional assessment.” Research to Practice Rounds. AAFCS Annual Conference and Expo, Knoxville, TN

Adams, I. K. (2007). Does instruction in critical thinking improve parent’s encouragement of vegetable intake and physical activity for their pre-school children?” Research presentation AAFCS Annual Conference and Expo, Reno, NV

Adams, I. K. (2007) A critical thinking approach increased offerings of dark green leafy, yellow/orange, cruciferous vegetables, and tomatoes in a Head Start population' Poster session to be presented at Experimental Biology Annual Meeting, Washington, DC

### **Invited State Presentations**

Adams, I. K. (2011). MyPlate Healthy Eating for Kids. Stonewall Elementary Wellness Fair. Lexington, KY

Adams, I. K. (2011). Managing Diabetes: It is not easy but it is worth it. Diabetes Awareness Seminar, Princeton, KY

Adams, I. K. (2011). Winning the battle against diabetes. Davies County Diabetes Exposition. Davies County, KY

Adams, I. K. (2011). Taking Ownership of your Diabetes: A Curriculum Developing Health Literacy through a Variety of Communication Methods. Kentucky Health Summit, Bowling Green, KY

Adams, I. K. (2010). Probiotics: Beyond health claims. Oral presentation. Kentucky Association of Family and Consumer Sciences Annual Meeting, Lexington, KY

Adams, I. K. (2010). Diabetes Prevention through healthy eating and physical activity. Oral presentation. Health is Where the Heart Is Conference. Boyle County, KY

Adams, I. K. (2010). Probiotics and prebiotics – Where are we going? Oral presentation. Kenton and Boone Counties, Lexington, KY

Adams, I. K. (2010). The world of pre and probiotics. Oral presentation. Carroll County, Lexington, KY

- Adams, I. K. (2010). Cultural awareness: Sharing the traditions and culture of Trinidad and Tobago. Morgan County International Study, Morgan County, KY
- Adams, I. K. (2010). Sustaining your family in tough economic times. "Black Women, Work, & Wealth: Economic Self-Sufficiency and Success during Tough Economic Times." 16<sup>th</sup> Annual Black Women Conference. Lexington, KY
- Adams, I. (2009). Empowering low income audiences. Nutrition Education Program Para-professionals. Lexington, KY
- Adams, I. K. (2009). Family and Consumer Sciences Agents. "Empowering audiences through participation using an interdisciplinary approach to teach diet, nutrition, health, money, and relationships." Lexington, KY
- Adams, I. K. (2009). Trinidad and Tobago: A Presentation of the Culture and People. Oral presentation. Boone County, Lexington, KY
- Adams, I. K., Scott, T., Case, C. (2009). The Diabetes curriculum." Oral presentation. KHEA meeting, Fort Mitchell, KY
- Adams, I. K. (2008). Family mealtime: Mission Possible. University of Kentucky Health and Wellness Conference. Oral presentation. Lexington, KY
- Adams, I. K. (2008). Bridging the Gap in African American Health Disparities." Poster presentation and display. Black Women's Conference- Village experience. Lexington, KY
- Adams, I. K. (2008). Evaluation of a critical thinking approach in increasing offerings of dark green leafy, yellow/orange, and cruciferous vegetables in Head Start Children." Research presentation. University of Kentucky, Lexington, KY

## Press Interviews

- Adams, I. K. (2010, March 25). Homemakers host International Study. [Press release]. The Licking Valley Courier.
- Adams, I. K. (2010, February 17). Better eating habits key to Africa-American health [Press release]. Kentucky Kernel.
- Adams, I. K. (2010, February 18). Community helps improve African-American health. [Press release]. Kentucky Kernel.
- Adams, I. K. (2010, February 18). Community helps improve African-American health. [Press release]. Retrieved from <http://agwrhse.ca.uky.edu/news/?c=n&d=560>

## eXtension Questions Resolved

What are the nutritional requirements for senior citizens? March 7, 2009.

“Are there certain foods that help with joints, in preservation and/or pain alleviation?” April 10, 2009.

“What is the cost of brown bag lunch versus lunch from school?” April 16, 2009.

“Would a frozen product retain more of nutrients if cooked in a steam bag by microwave? As it is cooked by microwave and steam at the same time.” May 7, 2009.

What are the differences between white whole wheat flour and regular whole wheat flour? For instance, fiber content or nutrition? May 9, 2009.

## Extension and Outreach Competitive Grant Funding

Adams, I. K. (2011). **The American Dietetic Association**. Kids Eat Right Healthy Breakfast RD Mini-Grants. Promoting quality nutrition for elementary students, 2) middle school students, 3) high school students, and 4) school/community stakeholders in Kentucky. \$200

Adams, I. K. (2010-2011). **Health Education through Extension Leadership (HEEL)**. Funding for Statewide diabetes training and implementation of the diabetes curriculum “Taking Ownership of Your Diabetes.” \$22,000

Adams, I. K. (2008-2009). **Health Education through Extension Leadership (HEEL)**. Pilot of “Taking Ownership of Your Diabetes Curriculum” in 15 counties. \$18,000

Adams, I.K. Principal Investigator. (2008-2010). **The African American Studies and Research Program**. “Perceptions of African American Adults in Lexington, Kentucky Regarding Healthy Food Choices and Physical Activity in Culturally Appropriate Intervention.” 2008-2009. Total Direct Costs: \$12, 820.00; Matching Costs: \$11,166.00; Total Direct and Matching Costs: \$23,986.00

---

## Proposal Submitted

**Organization:** Peers for Progress Evaluation Grant funded by the American Academy of Family Physician Foundation in partnership with the American Association of Diabetes Educator and The American Academy of Family Physicians- **2008**

**Project Title:** Master Health Volunteers

**Principal Investigator:** Ingrid K. Richards Adams

**Co-Principal Investigators:** Deborah Murray, EdD Candidate, Associate Director, Health Education through Extension Leadership (HEEL); Mark Dignan PhD, MPH, Director, Prevention Research Center; Kevin Pearce, MD, MPH, Director, Kentucky Ambulatory Network Family Practice; Dr. Ronald Werner-Wilson, PhD, Department Chair, Family Studies; Dr. Hazel Forsythe, PhD, Associate Professor, Nutrition and Food Science;

**Total Direct Costs: \$836,267**

Indirect Cost Estimated at 18% Total Direct Costs: \$150,528

Total Direct and Indirect Costs: \$986,795

---

**Organization:** Bristol Myers Squibb Foundation – Together on Diabetes -- **2011**

**Project Title:** Changing our Health Destiny: Empowering African American Women

**Principal Investigator:** Ingrid K. Richards Adams

**Co-Principal Investigators:** Dr. Hazel Forsythe, PhD, Associate Professor, Nutrition and Food Science; Sonja Feist-Price, Director of the African American Research Studies Program; Cid Srinivasan; Department of Statistics; Irene Hong McAtee, MD, University of Kentucky College of Medicine.

Total Direct and Indirect Cost: \$300,000

---

**Organization:** National Institute of Food and Agriculture. National Integrated Food Safety Initiative -- **2011**

**Title:** Billboard Top Ten: Food Safety Concerns for the Older Adult

**Principal Investigator:** Dr. Sandra Bastin

**Co-Principal Investigators:** Dr. Amy Hosier, PhD, Assistant Professor, Family Studies, Dr. Joy Jacobs-Lawson, Assistant Professor; **Dr. Ingrid Adams, PhD**, Assistant Professor, Nutrition and Food Science.

Total Direct and Indirect Cost: \$599,984

---

## Reviewer Service

- 2011**            **Expert Participant.** National Diabetes Education Program (NDEP) Webinar. Diabetes programming in Cooperative Extension.
- 2011**            **Research Mentor.** Appalachian Health Summit. Clinical and Translational Science Conference, University of Kentucky, Lexington, Kentucky
- 2011**            Adams, I. K. (2011). [Review of Obesity: Cultural and Biocultural Perspectives]. *The Journal of Family and Consumer Sciences*.

- 2010**                    **Textbook Reviewer.** The Journal of Nutrition Education and Behavior. *Nutrition for the Older Adult: Bernstein, M., and Schmidt Luggen, A. (2010).*
- 2009-present**            **Reviewer.** FCS Resource Content Review Board
- 2009**                    **Panel member,** The Cooperative State Research, Education, and Extension Service (CSREES), U.S. Department of Agriculture. NIFA Human Nutrition and Obesity program.
- 2009**                    **USDA Reviewer.** Spark People Website
- 2009-present**        **Reviewer.** University of Delaware Problem Based Learning Clearinghouse
- 2008**                    **Panel member,** The Cooperative State Research, Education, and Extension Service (CSREES), U.S. Department of Agriculture. NIFA Human Nutrition and Obesity program
- 2007-present**        **Reviewer.** Journal of Nutrition Education and Behavior

## Extension Programs

***Taking Ownership of Your Diabetes Curriculum. A four-series, 12 lesson Curriculum.*** Uses the stages of change theory to bring about behavior change, and includes goal setting and problem solving to empower individuals to manage their diabetes. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture.

**Note Facilitator's Guides contain, lesson overview, outline, activities, problem solving, recipes, and evaluation.**

<http://www.ca.uky.edu/hes/internal/diabetes.php>

***Introduction to Diabetes.*** 7 pages.

***Introductory Lesson.*** 15 pages and PowerPoint Slides.

### ***Series 1. Understanding Diabetes***

Lesson 1 Facilitator's Guide: Diabetes Basics. 23 pages and PowerPoint Slides.

Lesson 2 Facilitator's Guide: Managing Diabetes. 22 pages and PowerPoint Slides.

Lesson 3 Facilitator's Guide: Physical Activity and Diabetes. 25 pages and PowerPoint

### ***Series 2. The ABCs of Diabetes***

Lesson 4 Facilitator's Guide: A1C. 21 pages and PowerPoint Slides.

Lesson 5 Facilitator's Guide: Blood Pressure. 25 pages and PowerPoint Slides.

Lesson 6 Facilitator's Guide: Cholesterol. 20 pages and PowerPoint Slides.

***Series 3. Nutrition for Diabetes***

Lesson 7 Facilitator's Guide: The Diabetes Food Pyramid. 32 pages and PowerPoint Slides.

Lesson 8 Facilitator's Guide: Carbohydrate Counting. 30 pages and PowerPoint Slides.

Lesson 9 Facilitator's Guide: Think Your Plate. 21 pages and PowerPoint Slides.

***Series 4. Getting Routine Care***

Lesson 10 Facilitator's Guide: Monitoring Blood Glucose. 19 pages and PowerPoint Slides.

Lesson 11 Facilitator's Guide: Foot Care. 20 pages and PowerPoint Slides.

Lesson 12 Facilitator's Guide: Working with Your Health Care Team. 26 pages and PowerPoint Slides.

**Final Lesson.** 9 pages. Includes Lesson preparation, Lesson Outline, Appendix, and Evaluation.

**Marketing Your Diabetes Program.** 4 pages. Letter to sponsor, PSA, and thank you letter.

***Diabetes Video-*** Stories of individuals with diabetes in Kentucky

***Diabetes Exercise Video-*** Exercises presented at various levels

**Taking Ownership of Your Diabetes Curriculum Publications**

- Adams, I. K. (2011). Taking Ownership of your Diabetes: A Curriculum Developing Health Literacy through a Variety of Communication Methods. Kentucky Health Summit, Bowling Green, KY
- Adams, I. K. (2009). Understanding diabetes. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-539)
- Adams, I. K. (2009). Managing diabetes. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-540)
- Adams, I. K. (2009). Physical Activity and Diabetes. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-541)
- Adams, I. K. (2009). Diabetes and Hemoglobin A1C. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-542)
- Adams, I. K. (2009). Diabetes and Blood Pressure. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-543)
- Adams, I. K. (2009). Diabetes and Cholesterol. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-544)

- Adams, I. K. (2010). Carbohydrate Counting. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-546)
- Adams, I. K. (2010). The Diabetes Food Pyramid. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-547)
- Adams, I. K. (2010). Think Your Plate. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-548)
- Adams, I. K. (2010). Diabetes and the Health Care Team. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-549)
- Adams, I. K. (2010). Diabetes and Foot Care. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-550)
- Adams, I. K. (2010). Monitoring Blood Glucose. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-551)

**Honorable Mention at 2010 Frankie Award.** Centers for Disease Control and Prevention. For use of National Diabetes Education material in Taking Ownership of Your Diabetes Curriculum.

**Evaluation of the first six months of implementing the diabetes curriculum:958** individuals participated in the Taking Ownership of Your Diabetes Program. Of these individuals, **over 400** (a) were seen by their health professional as a means of managing their diabetes; (b) had their A1C checked; and (c) took part in physical activity for 30 or more minutes on five or more days of the week. **Over 300** hundred of these individuals (a) checked their blood glucose 1 or more times a day; (b) utilized a meal plan; and (c) set and accomplished goals for themselves. In addition, over 200 individuals mentioned that they moved into Action and Maintenance stages.

---

**Ovarian Cancer Awareness Program.** The University of Kentucky's Ovarian Cancer Research Screening Program is the only program of its kind in the United States. Approximately 15,000 women are screened each year. The program has identified over 400 ovarian tumors and 61 cases of ovarian cancer, the majority of which were early stage. The goals of this program are to (1) raise funds to support the University of Kentucky Ovarian Cancer Research and Screening Program; (2) increase awareness of ovarian cancer in Kentucky and; (3) increase the rate of screenings in women who have not been screened for ovarian cancer.

**Facilitator's Guide.** For FCS agents describing how to implement the lesson and determine the effectiveness of the program. Includes PowerPoint presentation, games and activities, evaluation, and recruitment information.

**Publication**

Adams, I. K. (2010). Ovarian Cancer: Understanding the Facts. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS8-118).

Counties' contributions to Kentucky Ovarian Cancer Research and Screening Program:  
In 2011- \$48,857.09  
In 2010- \$51,645.14

---

**Understanding the Food Label.** Research shows that for consumers to benefit from label information, it is necessary to make food labels, especially serving size and percent daily values information, easy to understand. Information is presented in a simple format and use games to make food labels easier to understand.

**Facilitator's Guide.** For FCS agents describing how to implement the lesson and determine the effectiveness of the program. Includes PowerPoint presentation, games and activities, evaluation, and recruitment information.

**Extension Publication**

Adams, I. K. (2009). Understanding the food label. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3-538)

**National Presentation**

Adams, I. K. (2009). Increasing food label knowledge through games and activities. AAFCS Annual Conference and Expo, Knoxville, TN

---

**Fun Family Mealttime.** Family mealttime provides opportunities to talk laugh and have fun together. Many families do not take advantage of mealtimes because they are too busy working or running the kids around to their many events. This program helps families find ways to make family mealttime possible by showing them how they could cook once and eat twice, cook meals with five or less ingredients, use make ahead meals, and plan meals in advance. Ideas and fun activities for mealttime conversations are provided.

**Facilitator's Guide.** For FCS agents describing how to implement the lesson and determine the effectiveness of the program. Includes PowerPoint presentation, games and activities, evaluation, and recruitment information.

**Extension Publications**

Adams, I. K. (2011). Family Mealttime: A Wealth of Benefits. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3- 552).

Adams, I. K. (2011). Family Mealtime: Make it Happen. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3- 553).

Adams, I. K. (2011). Family Mealtime: Nutrition for Busy Families. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # FCS3- 554).

### **National Presentation**

Adams, I. K. (2011). Reducing childhood obesity through fun family mealtimes – Make it happen. Research to Practice Rounds. AAFCS Annual Conference and Expo, Phoenix, AR

---

**Diabetes Updates 2009-2010.** Diabetes-Kentucky ranks 7<sup>th</sup> in the nation in the largest percentage of adults diagnosed with diabetes. This lesson will provide you with updated information on the disease. Stories will be used to provide information for individuals to manage their diabetes. In addition, individual will learn how to make small changes in the meals that they already eat so that it appropriate for an individual with diabetes. Physical activities will be introduced in fun ways throughout the program. *This lesson is part of the KEHA Foods, Nutrition, and Health Program of Work.*

---

### **eXtension Questions Resolved**

What are the nutritional requirements for senior citizens? March 7, 2009.

“Are there certain foods that help with joints, in preservation and/or pain alleviation?” April 10, 2009.

“What is the cost of brown bag lunch versus lunch from school?” April 16, 2009.

“Would a frozen product retain more of nutrients if cooked in a steam bag by microwave? As it is cooked by microwave and steam at the same time.” May 7, 2009.

What are the differences between white whole wheat flour and regular whole wheat flour? For instance, fiber content or nutrition? May 9, 2009.

## Extension In-Service Programs

- 2011            BodyWorks, a community based obesity prevention program to improve eating and activity and eating behavior. Lexington, Kentucky
- 2011            FCS Agent Trends Training, Adobe Connect (2 sessions)
- 2011            FCS Agent May In-service Training, 2010 Dietary Guidelines and Nutrient Density (3 sessions) Bowling Green, Kentucky
- 2011            FCS Evaluation Retreat. (1 session). Connecting the Dots for an Integrated Evaluation Plan – Goals, Objectives, Indicators, Data Collection Lexington, Kentucky
- 2010            In-service training. *Taking Ownership of Your Diabetes Curriculum*. A four-part series. (One day training) Lexington, Kentucky
- 2010            FCS In-service training. *Taking Ownership of Your Diabetes Curriculum*. A four-part series. (One day training) Lexington, Kentucky
- 2009            FCS In-service training. *Taking Ownership of Your Diabetes Curriculum*. (2 sessions), Lexington, Kentucky
- 2009            In-service training. Empowering audiences through participation using an interdisciplinary approach to teach diet, nutrition, health, money, and relationships (1 session), Lexington, Kentucky
- 2009            In-service training. Taking ownership of your diabetes. (1 day), Princeton, Kentucky

## Generation and Dissemination of New Knowledge

### Research project

**The perceptions of African American adults in Lexington, Kentucky regarding healthy food choices and physical activity in culturally appropriate intervention.** (2009). One hundred (100) individuals participated in the study. Information was collected on participants' percentage of body fat, physical activity, nutrition behavior, body image, and dietary intake. The BodPod was used to determine body fatness of participants. The data are being analyzed and manuscripts will be prepared for submission.

**Distinguished Research Award.** The African American Studies and Research Program. University of Kentucky. In recognition of exceptional contributions to research and scholarship on the human condition.

### Dissemination of research findings

- African American Studies & Research Program- Carter G. Woodson Lecture Series. The Dietary and Physical Activity Habits of African Americans in Lexington, Kentucky: Guidelines for Action
- Black Women's Conference- Village Experience- Sustaining Your Family in Tough Economic Times. Williams Wells Brown Community Center. Lexington, KY
- Adams, I. K. (2011) Best practices for developing culturally appropriate interventions. Tri-State Diversity Conference, Hebron, KY
- Adams, I. K. (2011). Meet me at my point of need: The use of focus groups to guide culturally appropriate interventions. Research presentation. AAFCS Annual Conference and Expo, Phoenix, AR
- Adams, I. K. (2010). Body image as seen through cultural lenses. AAFCS Annual Conference and Expo, Cleveland, OH

### National Committees and Appointments

- 2011**            **Co-Chair.** eXtension, Family Food and Fitness Community of Practice, Prepare More Meals at Home.
- 2011-2012**        **Chair.** American Association of Family and Consumer Sciences. Development Committee. Guide and facilitate the development activities of AAFCS. Work with Executive Director to identify strategies and achieve the fundraising goals of the organization.
- 2011**            **Member.** National Chronic Disease Self Management Program.
- 2010-present**    **Chair.** American Dietetic Association- Research Dietetics Practice Group (RDPG). Promote membership development of the RDPG. Develop strategies to increase membership, and enhance member benefits.
- 2010-2011**        **Vice Chair.** American Association of Family and Consumer Sciences. Development Committee.
- 2010-present**    **Member.** Taking It to the Street National Leadership Team. The American Association of Family and Consumer Sciences Association. Provide resources to encourage and educate members on national issues such childhood obesity.

**2009-2010**      **Member.** American Association of Family and Consumer Sciences. Development Committee.

**2009**      **Healthy People 2020 Consortium Member. Region IV**

### **State Committees and Appointments**

**2010**      **Invited member.** Cabinet for Health and Human Family Services- Department of Public Health. Kentucky Diabetes State Plan

**2011**      **Member.** Health Equity Network Lexington, Kentucky

**2010**      **Primary prevention action team member**  
Cabinet for Health and Human Family Services, Department of Public Health. Kentucky Diabetes State Plan

**2009-present**      **Member.** Diabetes Advisory Committee of Central Baptist Hospital

**2008 - present**      **Member.** Kentucky Diabetes Network. Patient Education Workgroup

### **University of Kentucky Committees and Appointments**

**2011**      **Member.** County Extension Program Review Team (Woodford and Franklin)

**2011**      **Member.** Search Committee, Academic Coordinator position in the Department of Nutrition and Food Science

**2011**      **Member.** Kentucky Association of State Extension Professionals Board

**2011**      **Member.** Health Literacy Kentucky Awareness Committee University of Kentucky Chandler Medical Center

**2009- 2010**      **Member.** University of Kentucky Strategic Planning Committee

**2009-2010**      **Chair.** Committee to develop statement of evidence for instruction, Department of Nutrition and Food Science

**2009- present**      **Chair.** Making Healthy Lifestyle Choices Initiative School of Human Environmental Sciences

- 2009-present** Associate Membership, Graduate Faculty in Nutrition and Food Science
- 2008 -Present** **Faculty advisor to Food, Nutrition, and Health Chair.** Kentucky Extension Homemakers Association (KEHA)
- 2008-present** **Faculty Mentor.** Turner Leadership Academy
- 2008- present** **Member.** 2<sup>nd</sup> Sunday Committee.
- 2008-2009** **Member.** Built Environment Committee
- 2008** **Member.** Healthy Weight Task Force.

### **Selected Professional Development Activities**

- 2011** Healthy from the Start: Nutrition, Physical Activity and Screen Time Practices for Early Child Care and Education Centers in Kentucky, Frankfort, KY
- 2011** “Insider’s View of USDA’s My Plate.” Presenters: Wootan, M., D.Sc., Director for Nutrition Policy, Center for Science in the Public Interest; Haven, J. MS RD, Director for Communications and Marketing, USDA; Fox, T. MPH, RD Federal Policy Team Leader, RWJF
- 2011** Physical inactivity: The Biggest Public Health Problem of the 21<sup>st</sup> Century Presenter: Blair, S. N., PEN Professor Arnold School of Public Health, University of South Carolina, Columbia, SC
- 2011, 2010, 2009, 2008, 2007** American Association of Family and Consumer Sciences Annual Meeting
- 2011** National Workshop on System-Based Grant Programs. NIFA and the University of Tennessee, Knoxville, TN
- 2009-2010** Circles of Power Leadership Program for Women Faculty. President Commission on Excellence, Diversity and Inclusion. University of Kentucky, Lexington, KY
- 2009, 2010** Kentucky Conference on the Scholarship of Teaching and Learning. Lexington, KY
- 2009** Certificate of training in adult weight management. Training consisted of self-study module (15 hours of readings, activities, and a pre-test that must be passed to attend), a 2 ½ day live workshop, and a posttest exam that must be passed for certification. Nashville, TN

- 2009** Diabetes a Family Matter. Appalachian Rural Health Institute. Ohio University, Athens, OH
- 2009** Kentucky Dietetic Association Meeting. Lexington, KY
- 2009** Priester National Extension Health Conference- "On the Road to Living Well with Diabetes: Changing the Way We Think about Exercise, Nutrition & Diabetes Wellness". Indianapolis, IN
- 2008, 2009** Kentucky Conference on the Scholarship of Teaching and Learning. Lexington, KY

### **Professional Membership**

- American Dietetic Association
- Kentucky Dietetic Association
- Bluegrass District Dietetic Association
- American Association of Family and Consumer Sciences
- American Association of Diabetes Educators
- Kentucky Association of State Extension Professionals

## Teaching

ABT 101	Introduction to Biotechnology, Fall 2011 "Obesity in America 2011: What is your response?"
NFS 808	Community Nutrition Practicum, Summer 2011 Preceptor for six-week student rotation
ABT 101	Introduction to Biotechnology, Fall 2010 "Obesity and Overweight in America: What would it take to reduce the problem?"
NFS 808	Community Nutrition Practicum, NFS CP Supervised Practice Program. Preceptor for seven-week student rotation. Summer 2011
NFS 808	Community Nutrition Practicum, NFS CP Supervised Practice Program. Preceptor for seven-week student rotation. Summer 2010
NFS 518	NFS CP DI Supervised Research Faculty
NFS 101	Human Nutrition and Wellness, Spring 2010
NFS 591	Research Planning in Graduate Education, Fall 2009
NFS 403	Community Nutrition and Wellness, Spring 2009
NFS 591	Research Planning in Graduate Education, Fall 2008
NFS 403	Community Nutrition and Wellness, Spring 2008

## Faculty Member of Student's Thesis Committee

Jennifer Boyee	<i>Practice and application of knowledge by nutrition students</i>
Amanda Deakyne	<i>The association of diet and exercise behaviors in diabetes and non-diabetes diagnosed adolescents: Results from the NHANES 2003-2004 &amp; 2005-2006</i>
Feai-Voon Wong	<i>The association between emotional intelligence, body mass index and eating behavior among college students</i>
Dustin Reed	<i>Knowledge and consumption of grain foods among WIC clients in the Commonwealth of Kentucky</i>

- Kate Perkins *Food consumer knowledge of quick serve menu calories*
- Joseph Higgins *Nutrition information and menu labeling*
- Alicia Arnett *Chronic health conditions of individuals in public housing*
- Beth Oldgies *Quality control in Food Service Systems Management*

## **Professional Development Related to Teaching**

- 2008** Civility in the Classroom. Friday Event presented by the School of Human Environmental Science, University of Kentucky, Lexington, KY
- 2008** Creating Grading Rubrics to Evaluate Student Work and Provide Useful Feedback. TASC, University of Kentucky, Lexington, KY
- 2009** Mind Matters” Can Hands-on Instruction Be Incorporated into University Teaching? University of Kentucky, Lexington, KY
- 2009** “Today’s College Classroom: Gen X Teaches Gen Y with Gen Z on the Way” University of Kentucky, Lexington, KY
- 2009** Diversity Issues in Research and Evidence-Based Practice: Challenges and Solutions. University of Kentucky, Lexington, KY
- 2009** Promotion and Tenure “Lite” Procedures: Just the Basics – to get Started on the Right Path. University of Kentucky, Lexington, KY
- 2010** UK Scholarly Learning Community on Service-Learning. University of Kentucky, Lexington, KY
- 2010** Member of TurnItIn Write Cycle pilot. University of Kentucky, Lexington, KY
- 2010** BlackBoard Training. University of Kentucky, Lexington, KY

# CURRICULUM VITAE

**KWAKU ADDO, Ph.D.**

**ADDRESS:**  
3605 Ilex Place  
Lexington, KY 40515

(859) 699-0042 (Mobile)  
(859) 272-4692 (Home)  
[Kaddo01@uky.edu](mailto:Kaddo01@uky.edu)

## **EDUCATION**

### **Ph.D. 1990**

Institution: Washington State University, Pullman, WA.  
Discipline: Food Science  
Specialization: Food Chemistry

### **M.S. 1987**

Institution: University of Idaho, Moscow, ID.  
Discipline: Biochemistry and Bacteriology  
Specialization: Food Biochemistry

### **B.S. 1979**

Institution: University of Science and Technology, Kumasi, Ghana.  
Discipline: Biochemistry

## **ACADEMIC AND PROFESSIONAL EXPERIENCE**

### **Interim Chair**

Period: July 2010 – present  
Institution: Department of Merchandising, Apparel & Textiles, University of Kentucky, Lexington, KY.

### **Director of Graduate Studies**

Period: July 2011 - present  
Institution: Department of Nutrition and Food Science, University of Kentucky, Lexington, KY.

### **Associate Dean**

Period: July 2002 – June 2010  
Institution: The Graduate School, University of Kentucky, Lexington, KY.

**Member – Administrative Committee of School of Human Environmental Sciences**

Period: October 2004 – June 2005  
Institution: College of Agriculture, University of Kentucky, Lexington KY.

**Associate Professor**

Period: July 1997 - present  
Institution: Department of Nutrition and Food Science, University of Kentucky, Lexington, KY.

**Assistant Professor**

Period: August 1991 - June 1997  
Institution: Department of Nutrition and Food Science, University of Kentucky, Lexington, KY.

**Director of Graduate Studies**

Period: July 1998 - June 2002  
Institution: Department of Nutrition and Food Science, University of Kentucky, Lexington, KY.

**Director, Food Science and Human Nutrition Programs**

Period: August 1991 – June 1997  
Institution: Department of Nutrition and Food Science, University of Kentucky, Lexington, KY.

**Associate Graduate Faculty Member**

Period: February 1994 - present  
Institution: Graduate Center for Nutritional Sciences.  
University of Kentucky, Lexington, KY.

**Graduate Research Assistant**

Period: August 1987 - December 1990  
Institution: Department of Food Science and Human Nutrition.  
Washington State University, Pullman, WA.

**Graduate Research Assistant**

Period: August 1985 - July 1987  
Institution: Department of Bacteriology and Biochemistry.  
University of Idaho, Moscow, ID.

**Research Technologist**

Period: January 1983 - January 1985  
Institution: Department of Biochemistry, Protein Structure and Function Group. University of Alberta, Edmonton, Canada.

*Addo, Page 2*

**Exchange Scholar**

Period: January 1980 - March 1982  
Institution: Department of Biophysical Chemistry, Biozentrum,  
University of Basel, Basel, Switzerland.

**Exchange Scholar**

Period: October 1979 - December 1979  
Institution: Institute of Biochemistry and Endocrinology, Justus Liebig University,  
Giessen, West Germany.

**HONORS AND AWARDS****2007**

Centennial Award – School of Human Environmental Sciences, College of Agriculture,  
University of Kentucky

**2006, 2007**

Recognition for the President's Award for Diversity at the University of Kentucky

**2003**

Adult Achiever - Central Kentucky YMCA Black Achievers

**1999**

Nominated for Outstanding Advising Award - College of Human Environmental  
Sciences, University of Kentucky.

**1995, 1996**

Finalist - Chancellor's Award for Outstanding Teaching in the Non-Tenured Category.  
University of Kentucky.

**1993**

Recognition for Outstanding Teaching - Delta Delta Delta Society - University of  
Kentucky Chapter.

**1993**

Nominee - Chancellor's Award for Outstanding Teaching in the Non-Tenured Category.  
University of Kentucky.

**1991**

First Recipient of Isydore Hlynka Best Research Paper Award in Rheology. American  
Association of Cereal Chemists, Annual Meeting, Seattle, WA.

*Addo, Page 3*

## **RESEARCH AND PROFESSIONAL ACTIVITIES**

### **GENERAL RESEARCH INTERESTS**

1. Food Product Development.
2. Nitrogen Management and Wheat Quality.
3. *Transglutaminase*-catalyzed Wheat Protein-Meat Protein Interactions

### **REFEREED PUBLICATIONS**

#### ***IN REVIEW***

K.K. Agyare, Y.L. Xiong, and **K. Addo**. Textural Properties and Microstructures of Pork Frankfurters containing Chymotrypsin-hydrolyzed Gluten and Microbial *Transglutaminase*. *Journal of Muscle Foods*.

#### ***PUBLISHED***

K.K. Agyare, **K. Addo**, and Y.L. Xiong. (2009). Emulsifying and Foaming Properties of Hydrolyzed Wheat Gluten Treated with Microbial *Transglutaminase*. *Food Hydrocolloids*. 23(1):72.

Y.L. Xiong, K.K. Agyare, and **K. Addo**. (2008). Hydrolyzed Wheat Gluten Suppresses *Transglutaminase*-mediated Gelation but Improves Emulsification of Pork Myofibrillar Protein. *Meat Science*. 80:535.

K.K. Agyare, Y.L. Xiong, and **K. Addo**. (2008). Influence of Salt and pH on the Solubility and Structural Characteristics of *Transglutaminase*-treated Wheat Gluten Hydrolysate. *Food Chemistry*. 107:1131-1137.

K.K. Agyare, Y.L. Xiong, **K. Addo**, and C.C. Akoh. (2005). Effect of Structured Lipid on Alveograph Characteristics, Baking and Sensory Properties of Soft Wheat Flour. *Journal of Cereal Science*. 42(3):323.

J.C. Ramirez-Suarez, **K. Addo**, Y.L. Xiong (2005). Gelation of Mixed Myofibrillar/Wheat Gluten Proteins treated with Microbial *Transglutaminase*. *Food Research International*. 38:1143.

K.K. Agyare, Y.L. Xiong, **K. Addo**, and C.C. Akoh. (2004). Dynamic Rheological and Thermal Properties of Soft Wheat Flour Dough Containing Structured Lipid. *Journal of Food Science*. 69(7):297.

**K. Addo**, Y.L. Xiong and S.P. Blanchard. (2001). Thermal and Dynamic Rheological Properties of Wheat Flour Components. *Food Research International*. 34(4):329.

**Addo, Page4**

C. Momon and **K. Addo**. (2000). Baking and Sensory Properties of Soft Wheat Flour: Effect of Functional Fruits and Sucrose Polyester Blends. *Cereals Health and Life 2000. Proc. 11<sup>th</sup> International Cereal and Bread Congress*. 84

B. Cumbee, D.F. Hildebrand and **K. Addo**. (1997). Soybean Flour Lipoygenase Isozyme Effects on Wheat Flour Rheological and Breadmaking Properties. *Journal of Food Science*. 62(2):281.

**K. Addo**. (1997). Effects of Honey Type and Level on the Baking Properties of Frozen Wheat Flour Dough. *Cereal Foods World*. 42:36.

**K. Addo**, S. Lykins and C. Cotton. (1996). Indigenous Fermentation and Soy Fortification: Effects on Protein Quality and Carbohydrate Digestibility of a Traditional Ghanaian Corn Meal. *Journal of Food Chemistry*. 57:377.

**K. Addo** (1996). Honey in Frozen Doughs. *Baking and Snack*. 10:50.

**K. Addo**, M. Slepak, and C.C. Akoh (1995). Effects of Sucrose Fatty Acid Esters and Blends on Alveograph Characteristics of Wheat Flour Doughs. *Journal of Cereal Science* 22:127.

**K. Addo**, D. Burton, M.S. Stuart, H.R. Burton and D.F. Hildebrand. (1993). Soybean Flour Lipoygenase Isozyme Mutant Effects on Bread Dough Volatiles. *Journal of Food Science* 58(3):583.

**K. Addo** and Y. Pomeranz. (1992). Effects of Emulsifiers and Lipids on Alveograph Characteristics. *Cereal Chemistry* 69:6.

**K. Addo**, Y. Pomeranz, M. L. Huang, G. L. Rubenthaler, and H. C. Jeffers. (1991). Steamed Bread II. Role of Protein Content and Strength. *Cereal Chemistry* 68:39.

**K. Addo** and Y. Pomeranz. (1991). Lipid Binding and Fatty Acid Distribution in Flour, Dough, Baked and Steamed Bread. *Cereal Chemistry* 68:570.

**K. Addo**, D. R. Coahran, and Y. Pomeranz. (1990). A New Parameter Related to Loaf Volume Based on the First Derivative of the Alveograph Curve. *Cereal Chemistry* 67:64

**K. Addo** and J. Augustin. (1988). Changes in the Vitamin B-6 Content in Potatoes during Storage. *Journal of Food Science* 53(3):749.

## PUBLISHED ABSTRACTS/CONFERENCE PROCEEDINGS

K.K. Agyare, Y.L. Xiong, and **K. Addo**. (2008) "Effect of Hydrolyzed Gluten and Microbial Transglutaminase Treatment on the Interaction of Myofibrillar Protein and the Textural and Microstructural Properties of Pork Frankfurters. *Proc. AACC International Annual Meeting*. Honolulu, Hawaii.

K.K. Agyare , **K. Addo**, and Y. Xiong . (2007). "Effect of Selected Food Processing Parameters on Physicochemical and Structural Characteristics of Hydrolyzed Wheat Gluten Treated with Microbial *Transglutaminase*". *Proc. Royal Australian Chemical Institute Cereal Chemistry Conference*. Melbourne, Australia.

K.K. Agyare, Y. Xiong, and **K. Addo**. (2007). "Effect of Enzyme-hydrolyzed Gluten and Microbial *Transglutaminase* Treatment on the Gelation and Emulsifying Properties of Myofibrillar Protein and the Texture and Cooking Yield of Pork Frankfurters". *Proc. 68<sup>th</sup> Annual Meeting of the Institute of Food Technologists*. Chicago, IL

K.K. Agyare, **K. Addo**, and Y. Xiong. (2006). "Effect of Food Processing Parameters on the Functionality Improvement of Hydrolyzed Wheat Gluten by Microbial *Transglutaminase*". *Proc. 67<sup>th</sup> Annual Meeting of the Institute of Food Technologists*. Orlando, FL

J.S. Stover, **K. Addo**, and H.W. Forsythe. (2005). "Comparison of the Performance of Micro Scale and Full-Scale Food Science Laboratory Operations. *Journal of American Dietetic Association, Abstract Supplement 2, 105(88), A-52*.

H.W. Forsythe, J.S. Stover, and **K. Addo**. (2005). "Comparison of the Cost in Conducting Food Science Laboratory Operations at Micro-Scale versus Full-Scale. *Journal of American Dietetic Association, Abstract Supplement 2, 105(88), A-52*.

K.K. Agyare, Y.L. Xiong, **K. Addo**, and C.C. Akoh. (2004). "Effect of Structured Lipid on Alveograph Characteristics, Baking and Sensory Properties of Soft Wheat Flour. *Proc. 88<sup>th</sup> Annual Meeting of the American Association of Cereal Chemists*. San Diego, CA

K.K. Agyare, Y.L. Xiong, **K. Addo**, and C.C. Akoh. (2003). "Rheological and Thermal Properties of Soft Wheat Flour: Effect of Functional Lipid". *Proc. 64<sup>th</sup> Annual Meeting of the Institute of Food Technologists*. Chicago, IL.

**Addo, K. 2000**. "Baking and Sensory Properties of Soft Wheat Flour: Effect of Functional Fruits and Sucrose Polyester Blends". *Proc. 11<sup>th</sup> ICC Cereal and Bread Congress and of the 50<sup>th</sup> Australian Cereal Chemistry Conference*. Surfers Paradise, Queensland, Australia.

**K. Addo**, P. Rabiller and G. J. Blackman. **1999**. Functional Fruit Powders-Sucrose Ester Emulsifiers on Wheat Flour Rheological and Baking Properties. *Proc. 84th Annual Meeting of the American Association of Cereal Chemists*. Seattle, WA.

**K. Addo**. **1996**. Honey and Frozen Dough Quality. *Proc. Refrigeration Science and Technology. American Society of Agricultural Engineers*. 1996-6:316.

K. P. Hong, **K. Addo**, D.A. Van Sanford and P. Finney. **1996**. Effect of Nitrogen Management and Variety on Protein Quantity and Quality in Soft Red Winter Wheat. *Cereal Foods World*. 41:567.

**K. Addo**. **1996**. Effects of Honey on the Rheological and Baking Quality of Frozen Dough. *Proc. 57th Annual Meeting of the Institute of Food Technologists*. New Orleans, LA.

**K. Addo**, Y.L. Xiong and S.P. Blanchard. **1995**. Thermal and Dynamic Rheological Properties of Wheat Flour Components. *Proc. 56th Annual Meeting of the Institute of Food Technologists*. Anaheim, CA.

**K. Addo** and Y.Y. Chen. **1995**. Physicochemical and Functional Properties of Starches from Fermented Corn. *Proc. 56th Annual Meeting of the Institute of Food Technologists*. Anaheim, CA.

B. Cumbee, **K. Addo** and D.F. Hildebrand. **1995**. Soybean Flour Lipoxygenase Isozyme Effects on Wheat Flour Rheological and Breadmaking Properties. *Proc. 56th Annual Meeting of the Institute of Food Technologists*. Anaheim, CA.

**K. Addo**, S. Lykins and C. Cotton. **1994**. Nutritional Properties of Naturally-Fermented Corn Dough. *Proc. 79th Annual Meeting of the American Association of Cereal Chemists*. Nashville, TN

C. G. Poneleit, **K. Addo**, and M. Collins. **1994** Starch Component Analysis of Corn Populations by NIRS. *Agronomy Abstracts. Annual Meeting of Crop Science Society of America*. Seattle, WA.

**K. Addo**, D. Burton, M.R. Stuart, H.R. Burton & D.F. Hildebrand. **1993**. Soybean Lipoxygenase Isozyme Mutant Effects on Bread Dough Volatiles. *Proc. 54th Annual Meeting of the Institute of Food Technologists*. Chicago, IL.

**K. Addo**, M. Slepak, and C.C. Akoh. **1993**. Effects of Sucrose Esters and Alkyl Glycoside Fatty Acid Polyester Blends on Alveograph Characteristics. *Cereal Foods World*: 38:626.

**K. Addo**, and Y. Pomeranz. **1991**. Lipid Binding and Fatty Acid Distribution in Flour, Dough, Baked, and Steamed Bread. *Cereal Foods World*. 36:696.

**K. Addo**, and Y. Pomeranz. **1990**. Effects of Lipids on Alveograph Characteristics. *Cereal Foods World*. 35:827.

**K. Addo**, Y. Pomeranz, M.L. Huang, G.L. Rubenthaler, and H.C. Jeffers. **1990**. Steamed Bread. II. Role of Protein Content and Strength. *Cereal Foods World*. 35:814.

**K. Addo**, and Y. Pomeranz. **1988**. The Effects of Vital Wheat Gluten on Dough and Bread Characteristics *Cereal Foods World*. 33:682.

## **OTHER PUBLICATIONS**

**K. Addo** (1995). Food Science Lessons. *What's New in Home Economics* 5:38.

**K. Addo** and F. Maruyama, (1995). Home-Based Business: Making and Selling Food Products in Kentucky. *Cooperative Extension Service, University of Kentucky*. Publication No. H.E. 9-100.

## **BOOK REVIEWS**

Susan J. Hewlings & Denis M. Medeiros. Nutrition: Real People – Real Choices, 1<sup>st</sup> edition. Pearson-Prentice Hall.

Wendy J. Schiff. Nutrition for Healthy Living, 1<sup>st</sup> edition. McGraw Hill.

Frances Sizer & Eleanor Whitney. Nutrition: Concepts and Controversies, 11<sup>th</sup> edition. Wadsworth.

McWilliams Margaret. *Foods: Experimental Perspectives*, 3<sup>rd</sup> edition. Prentice Hall.

Climate and Food Security. American Association for the Advancement of Science. Washington, D.C. *Cereal Foods World*. **1991**. 36(12):1036.

## **PRESENTATIONS AND LECTURES**

### **INTERNATIONAL/NATIONAL/REGIONAL**

**K. Addo. (2008)** “Effect of Hydrolyzed Gluten and Microbial *Transglutaminase* Treatment on the Interaction of Myofibrillar Protein and the Textural and Microstructural Properties of Pork Frankfurters. AACC International Annual Meeting. Honolulu, Hawaii.

**K. Addo. (2007).** “Effect of Selected Food Processing Parameters on Physicochemical and Structural Characteristics of Hydrolyzed Wheat Gluten Treated with Microbial *Transglutaminase*”. Royal Australian Chemical Institute Cereal Chemistry Conference. Melbourne, Australia.

**K. Addo. (2007).** “Effect of Enzyme-hydrolyzed Gluten and Microbial *Transglutaminase* Treatment on the Gelation and Emulsifying Properties of Myofibrillar Protein and the Texture and Cooking Yield of Pork Frankfurters”. *68<sup>th</sup> Annual Meeting of the Institute of Food Technologists*. Chicago, IL

**K. Addo. (2006).** “Effect of Food Processing Parameters on the Functionality Improvement of Hydrolyzed Wheat Gluten by Microbial *Transglutaminase*”. *67<sup>th</sup> Annual Meeting of the Institute of Food Technologists*. Orlando, FL.

**K. Addo. (2004).** “Effect of Structured Lipid on Alveograph Characteristics, Baking and Sensory Properties of Soft Wheat Flour. *American Association of Cereal Chemists Annual Meeting*. San Diego, CA

**K. Addo. (2003).** “Rheological and Thermal Properties of Soft Wheat Flour: Effect of Functional Lipid”. *64<sup>th</sup> Annual Meeting of the Institute of Food Technologists*, Chicago, IL.

**K. Addo. (2001).** “Wheat Gluten fractions as Binding Agents in Restructured Meats”. *American Association of Cereal Chemists Annual Meeting*. Charlotte, NC

**Addo, K. (2000).** “Baking and Sensory Properties of Wheat Flour: Effect of Functional Fruits and Sucrose Polyester Blends”. *11<sup>th</sup> International Cereal and Bread Congress*, Gold Coast, Queensland, Australia.

**Addo, K. (1999).** “Functional Fruit Powders-Sucrose Ester Emulsifiers on Wheat Flour Rheological and Baking Properties”. *84<sup>th</sup> Annual Meeting of the American Association of Cereal Chemists*. Seattle, WA.

**Addo, K. (1998).** “Functional Fruits/Sucrose Ester Blends as Potential Fat Replacers in Bakery Products.” *International Conference on Low Fat Food Technology. Society of Manufacturing Engineers*. Atlanta, GA. **(Invited)**.

**Addo, K. (1996).** “Honey and Frozen Dough Quality.” *International Conference on New Developments in Refrigeration for Food Safety and Quality. The International Institute of Refrigeration*. Lexington, KY. **(Invited)**.

**Addo, K. (1995).** “Honey in Frozen Doughs”. Frozen Dough Challenge Seminar. *American Institute of Baking*, Manhattan, KS. **(Invited)**

## **STATE/LOCAL**

**Addo, K. (2000).** “Recent Advances in Food Technology”. *Clark County Home Economics Association*. Winchester, KY **(Invited)**

**Addo, K. (1994).** “Fat Replacers in Bakery Products”. 1994 Annual Food and Nutrition Workshop for Extension Agents. *Cooperative Extension Service*, University of Kentucky, Lexington, KY. **(Invited)**

**Addo, K. (1994).** “Physicochemical and Functional Properties of Starches from Fermented Corn”. *Kentucky Corn Growers Association*, Lexington, KY. **(Invited)**

**Addo, K. (1994).** “Enzyme-Active Soybean Flour in Baking”. *Kentucky Soybean Promotion Board*, Lexington, KY. **(Invited)**

**Addo, K. (1994).** “Functional Properties of Wheat Proteins”. *Department of Animal Sciences*, University of Kentucky. **(Invited)**

**Addo, K. (1994).** “Food Science and Nutrition at the University of Kentucky”. *Berea College*, Department of Consumer and Family Studies. **(Invited)**

**Addo, K. (1994).** “Food Preservation: History and Emerging Technologies”. *Graduate Program in Nutritional Sciences Seminar series*. University of Kentucky.

**Addo, K. (1994).** Food Preservation: History and Emerging Technologies. *General Electric Co.*, Appliance Park, Louisville, KY. **(Invited)**

**Addo, K., (1992).** “Recent Advances in Cereal Technology”. *Department of Animal Sciences*, University of Kentucky **(Invited)**

**Addo, K. (1991).** “Food Preservation: Past, Current, and Future Trends”. *General Electric Company*. Appliance Park, Louisville, KY. **(Invited)**

**Addo, K. (1991).** “Rheological and Analytical Methods for Wheat Flour Quality Evaluation”. *College of Human Environmental Sciences*, University of Kentucky.

## **FUNDED AND PENDING RESEARCH GRANTS**

Research Equipment Grant. 2004. Research and Graduate Studies. University of Kentucky. (\$22,062.00).

Transglutaminase Catalyzed Cross-Linking of Wheat Gluten Fractions to Myofibrillar Proteins. 2001. Faculty Research Grant. College of Human Environmental Sciences. University of Kentucky. (\$3,080.00).

**Addo, Page 10**

Travel Grant. 1999. Research and Graduate Studies. University of Kentucky. (\$1,000.00).

Research Bond Equipment. 1999. Research and Graduate Studies. University of Kentucky. (\$22,700.00).

Development of Functional Fruits and Sucrose Ester Blends for Use as Fat Replacers. 1998. Research and Graduate Studies. University of Kentucky. (\$3,000.00).

Faculty Research Grant. College of Human Environmental Sciences. University of Kentucky. (\$3,650.00).

Effect of Nitrogen Management and Variety on Protein Quantity and Quality in Soft Red Winter Wheat. 1995 -1996. Jointly funded by Kentucky Small Grain Growers Association, Siemer Milling Co. and Bremner Bakeries, Inc (\$5,475.00).

Service Contract for Bohlin VOR Rheometer. University of Kentucky. 1993 - 1996. (\$7,950.00)

Minigrant - Research-Related Travel Expenses. University of Kentucky. 1995. (\$300.00).

Physicochemical and Functional Properties of Starches from Naturally-Fermented Corn Doughs. Research Committee Grant. University of Kentucky. 1995. (\$2,300.00).

Honey and Frozen Doughs. National Honey Board. 1994. (\$7,000.00).

Quality Evaluation of Corn Grain for Food and Industrial Uses. Kentucky Corn Growers Association. 1992 -1994. (\$20,000.00).

Summer Faculty Research Fellowship. University of Kentucky. 1993. (\$2,400.00).

Improvement in Undergraduate Education - Mini Grant. Office of Dean of Undergraduate Studies, University of Kentucky. 1993. (\$300.00).

Effects of Alkyl Glycosides and Sucrose Polyester Blends on Wheat Flour Rheological Properties. University of Kentucky. Special Grant. Office of Vice Chancellor for Research and Graduate Studies. 1993. (\$10,000.00).

Alveography for Quality Evaluation of Hard Wheat Flours. Tripette & Renaud, France. 1990. (\$38,000.00).

## **EDITORIAL BOARD**

Journal of Optimal Nutrition. Since 1995.

## **MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS**

Institute of Food Technologists (IFT): Since 1986.

AACC International: Since 1987.

Bluegrass Section of the Institute of Food Technologists: Since 1991.

Cincinnati Section of AACC International: Since 1994.

## **PROFESSIONAL RECOGNITIONS**

Invited Reviewer, USDA National Research Initiative Competitive Grants Program. 1997.

Session Co-Chairman, International Conference on New Developments in Refrigeration for Food Safety and Quality. Sponsored by the International Institute of Refrigeration. Lexington, KY. 1996.

Chair - Career Guidance and Education Committee, Regional Section of Institute of Food Technologists. 1995-1996.

Alternate Councilor, Regional Section of Institute of Food Technologists. 1994 - 1996.

Contributing Speaker, American Institute of Baking Seminar on Frozen Dough: Challenge and Opportunity. Manhattan, KS. 1995.

Session Chairman, National Institute of Food Technologists Annual Meeting, Atlanta. 1994.

Secretary, Regional Section of Institute of Food Technologists. 1993-1994.

## **PROFESSIONAL DEVELOPMENT**

Participant – Lead21 Leadership Program, Washington, DC, 2010-2011

Invited to attend J.B. Cummins Publishers' Workshop on the Use of Technology in Nutrition Education. San Francisco, CA – March 2005

Invited to attend McGraw Hill Companies' Workshop on the Use of Technology in Nutrition Education. San Diego, CA – March 2003

*Addo, Page 12*

Participant – American Association of Higher Education Black Caucus Leadership and Mentoring Institute. Savannah, GA. 2003.

Participant - American Institute of Baking Seminar on Bread and Rolls Production (Awarded 1.4 Continuing Education Units). Atlanta, GA. 1995.

### **ADHOC REVIEW SERVICES**

Journal of Food Science  
Journal of Crop Science  
Journal of Cereal Chemistry  
Food Research International  
Journal of Food Chemistry

### **TEACHING/ADVISING ACTIVITIES**

#### **COURSES TAUGHT**

GEN 302 Ghana Study Tour	2004 - present
HES 100 Intro to Professions in Human Environmental Sciences	1992 - 2001
NFS 101 Human Nutrition and Wellness	1992 - present
NFS 204 Principles of Food Preparation	1992 - 1999
NFS 304 Experimental Foods	1991- present
NFS 510 Advanced Nutrition	1992
NFS 591 Special Problems Foods/Nutrition	1993 - present
NFS 770 Seminar in Hospitality and Dietetics Administration	2000 - 2004

#### **COURSES GUEST LECTURED**

NS 771 Topics in Nutritional Sciences	1994 - present
FAM 544 Cultural Diversity in American Children and Families	1995, 1996
NFS 503 Community Nutrition	1995
FSC 638 Food Proteins	1994, 1997

#### **SUPERVISION (CHAIR) OF GRADUATE RESEARCH THESIS/DISSERTATION**

Dustin Reeds	Chair, Master's Thesis Committee, Department of Nutrition and Food Science. Whole Grains Consumption Awareness among WIC Participants in Kentucky. <b>Fall 2011</b>
Kingsley K. Agyare	Co-Chair, Dissertation Committee, Department of Animal Sciences. Transglutaminase-Catalyzed Cross-Linking between Wheat Gluten Fractions and Myofibrillar Proteins. <b>Ph.D. Fall 2006</b>

*Addo, Page 13*

- Kingsley K. Agyare Co-Chair, Master's Thesis Committee, Department of Animal Sciences. Effect of Structured Lipid on Wheat Flour Dough Rheological and Baking Properties. **M.S. Fall 2002**
- Caroline Momon Analytical, Rheological and Baking Properties of Wheat Flour, Functional Fruits and Sucrose Blends. **M.S. Fall 2000**
- Gwendolyn J. Blackman Sensory Evaluation Studies of Muffins containing Functional Fruits-Sucrose Fatty Ester Blends. **M.S. Fall 1999**
- Jihan Hallak Analytical and Rheological Methods for Quality Evaluation of Bread Wheat Flours. **M.S. Spring 1998**
- Kwee Peng Hong The Effects of Nitrogen Management on the Functional Properties of Soft Red Winter Wheat Flours. **M.S. Spring 1997**
- Cumbee, B. The Effect of Soybean Lipoxygenase Isozymes on Rheological and Breadmaking Properties of Wheat Flour. **M.S. Spring 1996**
- Castillo, Sharon Effect of Fortification on the Storage Levels of Folic Acid in various Tissues of Rats. **M.S. Spring 1996**
- Chairul, M. Co-Chair, Dissertation Committee, Department of Agronomy. **Ph.D. Fall 1996**
- Wilson, L.E. The Effects of Sucrose Esters on Wheat Flour Rheological and Baking Properties. **M.S. Spring 1994**

#### **MASTERS AND DOCTORAL ADVISORY COMMITTEES**

- Brigette B. Hires - M.S. Department of Nutrition and Food Science. **Fall 2001**
- Qingxin Lei - Ph.D. Department of Animal Science. **Spring 2001**
- Ultra Jamikron - Ph.D. Department of Animal Science. **Spring 2001**
- Tashawa Reeves - M.S. Department of Nutrition and Food Science - **Fall 1997**
- Lashina Lewis - M.S. Department of Nutrition and Food Science - **Fall 1996**
- Michelle Hart - M.S. Department of Nutrition and Food Science - **Fall 1996**

*Addo, Page 14*

DeHaan, Kerda. - M.S. Department of Nutrition and Food Science - **Summer 1996**

Rhonda Peebles. - M.S. Graduate Program in Toxicology - **Summer 1996**

Hong, Z. - Ph.D. Multidisciplinary Program in Nutritional Sciences. - **Spring 1996**

Claire, J. - M.S. Department of Nutrition and Food Science - **Fall 1993**

## **CONTRIBUTIONS/SERVICE TO UNIVERSITY AND THE COMMUNITY**

### **UNIVERSITY COMMITTEES/SERVICE**

#### **UNIVERSITY**

Member, Provost's Internationalization Task Force (2007 - present)

Advisory Board Member – Student Support Services (2002 – present)

Group Leader - Teaching Assistant Micro-Teaching Orientation (Fall 1998, Fall 2001, 2002)

Faculty Advisor, African Students Association, University of Kentucky (1994 -1995, 2009 - present)

Member, Non-Medical Institutional Review Board Committee (1998 - 2006)

Member, General Safety Committee (1998 - 2005)

Member, Kentucky Young Scientist Summer (KYSS) Program Selection Committee (1998 – 2000)

Member, Development Committee - Multidisciplinary Ph.D. Program in Nutritional Sciences (1998 - present)

Member, Recruitment Committee - Multidisciplinary Ph.D. Program in Nutritional Sciences (1995- present)

Chair, Subcommittee on Poster Development - Multidisciplinary Ph.D. Program in Nutritional Sciences (1995- present)

Member, Minority Committee - Multidisciplinary Ph.D. Program in Nutritional Sciences (1995- present)

Reader, Freshman University of Kentucky Merit Scholarship Program (1994, 1995)

***Addo, Page 15***

Faculty Advisor; Music and Dance Appreciation Group, University of Kentucky (1994 - 1995)

Member, President's Vision 20/20 Committee on the Status of Women and Minorities in the University (1992)

Member, Selection Committee - Chancellors' Excellence Award in Undergraduate Education (1992 - 1994)

Mentor, Minority Students Retention and Support, University of Kentucky (1993 - present)

### **COLLEGE**

Member – College of Agriculture Diversity Advisory Committee (2005 - present)

Faculty Representative - College Volunteer Board (2001)

Member - Undergraduate Research Committee

Member, Promotion and Tenure Review Committee (2000/2001)

Chair, Ad hoc Review Committee for the Department of Interior Design Merchandising and Textiles (1999)

Member, Status of Women and Minority Committee (1998)

Member, Nominating Committee (1995 - 1997)

Member, Dean's Advisory Committee (1994-2002)

Member, Ad Hoc Advisory Committee for the Research Center for Families and Children (1992 - present)

Member, Scholarship Committee (1993-1995)

Member, Recruitment Task Force Committee (1992- present)

Member, Strategic Planning Committee (1991-1993)

**Addo, Page 16**

## **DEPARTMENT**

Chair, Department Review Committee

Chair, Department Chair's Advisory Committee (2000 – present)

Chair, Search Committee - Hospitality Management Faculty Position (2001)

Chair, Appeals Committee/Advisory Board (2000)

Chair, Search Committee - Dietetics Faculty Position (2000)

Chair, Outcomes Assessment Committee (1999)

Member, Grievance Committee (1996)

Member, Graduate Admissions and Finance Committee (1996-1997)

Member, Graduate Curriculum Revision Committee (1995)

Member, Undergraduate Curriculum Review Committee (1993, 1994)

Member, Tenure and Promotion Guidelines Development Committee (1992-Present)

## **COMMUNITY SERVICE**

Board Member – International Book Project (2005 – present)

Board Member – God's Pantry (2003 – 2005)

Instructor - *QUEST* Program for Gifted Students, Fayette County Public Schools (1992-1995)

Participant - *Project SMART* (Science, Mathematics and Rising Talent) University of Kentucky - Fayette County Public Schools. Instructor - Wynburn Academy Program. (1993-1994).

Board Member - *Leaf for Life* Project. An international project dedicated to improving the nutrition of developing countries with problems of Protein Energy Malnutrition. (1992-present)

**Addo, Page 17**

## **CONSULTATIONS**

General Electric, Appliance Park, Louisville, KY (1998 - 2004)

Weisenberger Flour Mills, Midway, KY (1991 - present).

Booneway Farms, Berea, KY (1992 - 2005).

Fargo Sociedad Anonima, Buenos Aires, Argentina (1994 -2004t).

Harvest Direct, Decatur, IL (1995- 200).





**Sandra Bastin, PhD, RD, LD, CCE**

**Extension Professor**

76% Extension/24% Instruction

206 Funkhouser Building  
University of Kentucky  
Lexington, KY 40506

Phone 859-533-4576  
email [sbastin@uky.edu](mailto:sbastin@uky.edu)

## ACADEMIC WORK EXPERIENCE

### **Professor/Extension Food and Nutrition Specialist, Cooperative Extension Service, University of Kentucky.**

Interim Chair Appointment September 2011

Full Professor Appointment July 2010; Associate 2002; Assistant 1995

- ◆ Leadership
- ◆ Technical expertise
- ◆ Program development
- ◆ Social science research
- ◆ Grant writing support
- ◆ Support to Extension Family and Consumer Sciences Agents and other clients
- ◆ Active graduate faculty member
- ◆ Provide quality undergraduate education for Quantity Food Production
- ◆ Provide direction in the Lemon Tree Café for student experiential learning and patrons
- ◆ Fundraising for scholarships, equipment, and student travel
- ◆ National expertise for grant panels, top-tier journal reviews, eXtension, NIFA Planning
- ◆ Nutrition, diet and health
- ◆ Nutrition for older adults
- ◆ Food safety and food preservation
- ◆ Value-added product development
- ◆ Food entrepreneurship

### **Part-time Instructor, University of Kentucky. 1992-93**

Courses: Food and Nutrition for Man; Therapeutic Nutrition

### **Part-time Instructor, Transylvania University. 1992-93**

Course: Food and Beverage Control

### **Visiting Professor, Eastern Kentucky University. 1990-92**

- ◆ Provided instruction to students in the Didactic Dietetic Program
- ◆ Supervision of hands-on training
- ◆ Advising
- ◆ Evaluation of students in Didactic Dietetic Program

Courses: Essentials of Nutrition; Quantity Food Production; Quantity Food Production Lab; Foodservice Management and Organization; Seminar in Dietetics

### **Culinary Arts Instructor, Kentucky Tech at Central Campus. 1983-89**

- ◆ Designed programs of instruction, including curriculum development
  - ACF Certified Cook
  - Diet Technician
  - Caterer
  - Foodservice Manager
- ◆ Provided quality student education, experiential learning, and evaluation

- ◆ Provided job placement with community partners
- ◆ Fundraised for scholarships, equipment, and student travel
- ◆ Faculty advisor for Vocational Industrial Clubs of America (VICA)
- ◆ Managed food preparation and service for 400 faculty, staff, and students
- ◆ Supervised and evaluated two employees

**Teaching Assistant, University of Kentucky. 1979-80**

Courses: Meal Planning and Service; Principles of Food Preparation

## PROFESSIONAL WORK EXPERIENCE

**Small Business Owner and Operator, Café on Main. 1989-92**

Oversee day-to-day operations of a full-service restaurant with six employees.

- ◆ Strategic planning
- ◆ Budgeting
- ◆ Decision making
- ◆ Problem solving
- ◆ Cost controls, including procurement, inventory, food, and labor
- ◆ Communication with employees and patrons
- ◆ Employee selection, training, supervision, scheduling, promotion, and evaluation
- ◆ Marketing
- ◆ Organization
- ◆ Teamwork
- ◆ Delegation
- ◆ Accountability
- ◆ Law compliance
- ◆ Management

**Small Business Owner and Operator, Creative Catering. 1986-92**

Responsible for all aspects of operating a catering business of twelve employees, specializing in wedding cakes and receptions, buffets, and sit-down meals

**Manager, Long John Silvers Seafood Shoppes. 1980-83**

Accountable for all aspects of management operations, including personnel, accounting, technology, customer service, quality control, food production, and employee training

**Foodservice Supervisor, Tates Creek Personal and Intermediate Care Home. 1980-81**

Responsible for the preparation and service of regular and modified diets; supervision of foodservice employees; SOAP charting

## EDUCATION

**PhD in Food Science, University of Kentucky**

*Microbial Quality of Foods Produced by an Enhanced Cook-Chill System in a Hospital*

**Master of Nutritional Sciences, University of Kentucky**

*Biochemical Evaluation of Nutritional Status as Influenced by Dietary Protein Quality*

**Bachelor of Science in Dietetic Administration, University of Kentucky**

## OTHER CREDENTIALS

**Certificate Training in Adult Weight Management**, Commission on Dietetic Registration  
**FDA Certificate of Thermal Processing Systems**, Better Process Control School, Purdue University, IN  
**Licensed Dietitian (LD)**, Kentucky Board of Licensure  
**Registered Dietitian (RD)**, Commission on Dietetic Registration  
**Certified Culinary Educator (CCE)**, American Culinary Federation  
**Master Cake Decorator Certification**, Wilton School  
**Professional Cooks Certification**, Culinary Institute of America

## National Awards and Recognition

**2011-2013 Microwave Food Safety Expert Work Group for Evidence Based Library**, American Dietetic Association  
**2010-2012 Nutrition and Health Committee for Planning and Guidance**, USDA National Institute for Food and Agriculture (NIFA)  
**2010-2012 Nutrition and Health Committee for Planning and Guidance Curriculum Subcommittee**, USDA NIFA  
**2009 – 2011 Healthy Aging Dietetic Practice Group Executive Committee Professional Development Chair**, American Dietetic Association  
**2010 TSTAR (Tropical and Subtropical Agricultural Research) NIFA Special Research Grant Review Panel**, Cooperative State Research, Education, and Extension Service  
**2010 National Integrated Food Safety Initiative Grant Review Panel**, Cooperative State Research, Education, and Extension Service  
**2009 Sustainable Community Innovation Grant Program Review Panel**, USDA Southern Sustainable Agriculture, Research and Education  
**2009 National Integrated Food Safety Initiative Grant Review Panel**, Cooperative State Research, Education, and Extension Service  
**2009 Food Safety Community of Practice Development Team**, eXtension Southern Regional Priority Application  
**2008 Sustainable Community Innovation Grant Program**, USDA Southern Sustainable Agriculture, Research and Education  
**2008 Certified Culinary Educator Recertification**, American Culinary Federation (75 hours CPEUs every 5 years)  
**2007 Sustainable Community Innovation Grant Program Review Panel**, USDA North Central Sustainable Agriculture, Research and Education  
**2006 Registered Dietitian Recertification**, American Dietetic Association Commission on Dietetic Registration (Professional Development Portfolio (75 hours CPEUs every 5 years))

## University of Kentucky Awards and Recognition

- 2011 Senate Advisory Committee on Privilege and Tenure, University of Kentucky**
- 2010 Committee on Privilege and Tenure, College of Agriculture**
- 2009 Teachers Who Made a Difference, College of Education**
- 2008 Circles of Power Leadership Program, University of Kentucky President's Commission on Women**
- 2007 Centennial Future 100 Award** for recognition as a leader for the next 100 years, School of Human Environmental Sciences
- 2006 Research/Extension Impact Award Nominee** for recognition of a research program that resulted in a fully developed Extension program, College of Agriculture
- 2005 Wethington Award** for recognition of success in contributing to the University's excellence by obtaining competitive and prestigious extramural funding, University of Kentucky
- 2004 Faculty Futures Award** for recognition of excellence as a university faculty member, University of Kentucky
- 2004 Wethington Award** for recognition of success in contributing to the University's excellence by obtaining competitive and prestigious extramural funding, University of Kentucky
- 2000 Outstanding Project Award** in recognition of excellence in Extension programming to Wildcat Way to Wellness™, a multidisciplinary project, Association of Kentucky Extension Specialists
- 2000 Gamma Sigma Delta Membership** in recognition of high scholarship, outstanding achievement, and service, National Honor Society of Agriculture
- 1999 Outstanding New Specialist Award** in recognition of excellence in Extension programming; and for university, state, regional, and national leadership; and professional society contributions, Association of Kentucky Extension Specialists
- 1998 First Place Packaged Program Award** for *Food Safety First*, with Mammoth Cave Area Cooperative Extension Agents for Family and Consumer Sciences, National Extension Association of Family and Consumer Sciences

## Outside Awards and Recognition

- 2010 Kentucky Outstanding Dietetic Educator, DPD Program, Kentucky Dietetic Association**
- 2010 Kentucky Board of Licensure for Registered Dietitians and Certified Nutritionists, State of Kentucky**
- 2010 Outstanding Dietetic Educator, DPD Program, Bluegrass District Dietetic Association**
- 1999 Rotary International Foundation Educational Award** to promote vocational study, leadership development, and international understanding through personal and professional exchange. Participation selective and limited, Rotary International and Kentucky District #6740
- 1993 Kentucky Restaurant Association Scholarship** for recognition of leadership in the field of food science

**1991 Young Women of America** for women under 35 who has made significant contributions in their field

**1988 Chef of the Year** for the chef in the state of Kentucky who exemplifies the culinary code of excellence, American Culinary Federation Bluegrass Chapter

**1986 Teacher of the Year** for excellence in teaching, Kentucky Department of Vocational Education, Region 15

**1985 Methods of Instruction State Teacher of the Year** for incorporating innovative teaching techniques in the traditional classroom, Kentucky Department of Vocational Education

**1982 Sparkplug Award** to a manager who used creative management skills to improve sales and customer relations, Long John Silver's Seafood Shoppe, Bluegrass District

**EXTENSION**  
**(Distribution of Effort 74%)**

**Extension Research**

**National Competitive Grant Funding Highlights**

**Competitive and Non-Competitive Total \$1,557,143**

<b>Proposal Leadership</b>	<b>Amount</b>	<b>Date</b>	<b>Funding Agency</b>	<b>Topic</b>
Co-Director	\$29,888	2008-2010	USDA Special Grant	Value-Added
	18,025	2006-2008	USDA Special Grant	Value-Added
	300,000	2005-2007	NIEHS	Superfund Outreach Core
	7,000	2001-2002	SARE, Southern Region	Pasture Poultry
	250,000	2000-2001	USDA Food Stamp	Breakfast
	274,970	1999-2000	USDA Food Stamp	Shopping
	25,000	1997-1998	USDA Food Safety	HACCP-Commercial
	25,000	1996-1997	USDA Food Safety	HACCP-Home
	25,000	1995-1996	USDA Food Safety	Foodservice Workers
	Principal Investigator	466,582	2000-2006	NIEHS
94,228		2003-2005	SARE, Southern Region	HBM
20,000		2003-2004	EPA	Community Garden Project

**National Competitive Grant Funded Project Summaries**

2006-2007: **\$300,000**

**National Institute for Environmental Health Sciences Superfund Basic Research Program Competitive Grant** *Core D SCAN Outreach* (NIH ES-07380)

Lisa Gaetke (PI), Sandra Bastin, Lindell Ormsbee

Expanded original community service to include Hazard area with specific Superfund dietary needs.

2000-2005: **\$466,582**

**National Institute for Environmental Health Sciences Superfund Basic Research Program Competitive Grant** *Core D Kentucky Outreach* (NIH ES-07380)

Sandra Bastin and James Kipp

A true land grant multidisciplinary project that emphasized practical issues of basic research of Polychlorinated biphenyls (PCBs) and effects on cancer and heart disease. Community-based food safety, nutrition education, and dietary intervention programs were delivered to the Paducah Gaseous Diffusion Plant community; 13 Superfund sites, and as a large Interactive Exhibit at the Kentucky State Fair (included in the School Educational Packet).

2003-2005: **\$94,228**

**Sustainable Agricultural Research and Education, Southern Region Grant**

*The Value-Added Microprocessor Project (ES04-072)*

Sandra Bastin (PI)

Supported development of the Homebased Microprocessor Certification training materials. Ky CES Agents, Health Inspectors, Area Food Manufacturing Inspectors, Department of Agriculture Personnel, and Farmers received training in technical knowledge and skills to develop and sell value-added fruit and vegetable products. From Kitchen to Table Workshop also developed and implemented. Program sustained through fee-based charges.

2003-2004: **\$20,000**

**Environmental Protection Agency Environmental Justice Small Grants Program**

**Competitive Grant** *Environmental Community Garden Project*

Sandra Bastin (PI)

Supported Paducah Active Citizens for Truth by collecting data concerning the safety of garden produce grown in the area of the Paducah Gaseous Diffusion Superfund site. Data was proprietary.

2001-2002: **\$7,000**

**Sustainable Agricultural Research and Education, Southern Region Producer Grant**

*Pasture Poultry Production*

Mac Stone, Sandra Bastin, Sue Weant

## **Competitive and Non-Competitive Grant Funding**

2008 - 2010: **\$29,888**

**USDA Special Grant New Crop Opportunities for Kentucky Research Activity Award**

*Examining Market Demand for Raspberry and Blackberry Value- Added Products* Wuyang Hu (PI), Tim Woods, Sandra Bastin

Examined market demand of value-added berry products.

2006 - 2008: **\$18,025**

**USDA Special Grant New Crop Opportunities for Kentucky Research Activity Award**

*The Development of Organic Blueberry Production and Value-Added Products*

Wuyang Hu (PI), Tim Woods, Sandra Bastin

Developed and tested berry products to further economic development of berry tea, syrup, roll-ups, and jam.

2007: **\$700**

**University of Kentucky College of Agriculture Barnhart Fund for Excellence Award**

*Super Star Chef* curriculum development support

2005-2010: **\$12,000**

**Martha White, Inc**

*Super Star Chef; Super Star Chef Goes to Farmers Market; and Super Star Chef Kneads a Little Dough* curriculum and CD/DVD support, in conjunction with 4-H and Youth Development

2005: **\$800**

**University of Kentucky College of Agriculture Research Activity Award**

Travel funds to Mexico to investigate production of value-added research activities

2000-2001: **\$250,000**

**United States Department of Agriculture Food and Nutrition Service Food Stamp Nutrition Education Grant** *Break for Breakfast*

Janet Kurzynske, Darlene Forrester, Sandra Bastin

1999-2000: **\$274,970**

**United States Department of Agriculture Food and Nutrition Service Food Stamp Nutrition Education Grant** *Shopping Smart the Food Guide Pyramid Way*

Janet Kurzynske, Sandra Bastin, Darlene Forrester

1999: **\$4,950**

**University of Kentucky Program College of Agriculture Enhancement Grant**

Sandra Bastin

*Kids in the Kitchen Nutrition Education Program*

1997-1998: **\$25,000**

**United States Department of Agriculture Food Safety Grant** *HACCP Training for Meat Producers*

Joe O'Leary and Sandra Bastin

1996-1997: **\$25,000**

**United States Department of Agriculture Food Safety Grant** *HACCP Training for Home-based Food Businesses*

Joe O'Leary and Sandra Bastin

1995-1996: **\$25,000**

**United States Department of Agriculture Food Safety Grant**

*Food Safety for Foodservice Workers and Consumers*

Joe O'Leary and Sandra Bastin

1995-1996: **\$3,000**

**University of Kentucky Program College of Agriculture Enhancement Grant**

*Food Safety Certification Program*

Sandra Bastin (Project Leader), Sandra Proffitt-Darnell, Myrna Herron, Nelda Johnson and Kathy Jump ***First Place Program Package by NEAFCS 1998***

## Competitive Proposals Submitted

2011 – 2014: \$599,002

USDA NIFA National Integrated Food Safety Initiative

Billboard Top Ten: Food Safety Concerns for Older Adults

Sandra Bastin (PI), Joy Jacobs-Lawson, Amy Hosier, Ingrid Adams

2010 - 2011: **\$262,000** 2012-2013: \$ (Resubmission)

**USDA NIFA Rural Health and Safety Education Competitive Grant**

*Healthy Eating for Rural Older Americans (HERO)*

Sandra Bastin (PI), Joy Jacobs-Lawson, Amy Hosier, Willa Thomas

2010 - 2012: **\$95,478** (Favorable Review ~ Lack of Funds))

**USDA SARE Professional Development Program Competitive Grant**

*Sustainable Entrepreneur and Education Development (SEED)*

Sandra Bastin (PI)

2010 - 2011: **\$350,000** (Favorable Review ~ Lack of USDA Funds)

**USDA NIFA Rural Health and Safety Education Competitive Grant**

*Healthy Eating for Rural Older Americans (HERO)*

Sandra Bastin (PI), Joy Adams-Ledger, Amy Hosier, Willa Thomas

2009 - 2011: **\$295,478** (Favorable Review ~ Lack of NRI Funds)

**Resubmitted June 2009 (High Priority for June 2008 submission)**

**National Research Institute Competitive Grant**

*Enhancing Producer and State Welfare through Improved Interactions between Market Research and Production*

Wuyang Hu (PI), Tim Woods, Sandra Bastin

2007: **\$10,000** (Favorable Review ~ Not Funded)

**Southern Region SARE/SRDC/ARC Sustainable Community Innovation Grant**

*Super Star Chef Goes to Farmers Market*

2004 - 2007: **\$181,600** (Favorable Review ~ Lack of USDA Funds)

**Community Food Project Competitive Grants**

*5-A-Day the Farmers Market Way*

Mary Roseman (PI), Sandra Bastin

2004 - 2008: **\$3,066,125** (Favorable Review ~ Not Funded)

**National Institute of Health Competitive Grant**

*Overweight and Obesity Control at Worksites: Overweight and Obesity Control: Police and Firefighters*

Richard Clayton (PI), Sandra Bastin, Maria Boosalis, Gaeza Bruckner

## Refereed Journal Articles

- Hu, W, Woods, T, Bastin, S, Cox, L, & Wen, Y. (2011) "Assessing Consumer Willingness to Pay for Value-Added Blueberry Products Using a Payment Card Survey." ***Journal of Agricultural and Applied Economics* 43(2):243-258.**
- Hu, W, Woods, T, & Bastin, S. (2011) "Analyzing the Demand for new Value Added Products: Case of Pure Blueberry Sweetener." ***Journal of International Agribusiness Marketing* 23(1):56-71.**
- Bastin, S. (2010) "Nutrition in Institutions Book Review." ***Journal of Nutrition Education and Behavior* 42(1):69.**
- Hu, W, Woods, T, & Bastin, S. (2009) "Consumer Acceptance and Willingness to Pay for Blueberry Products with Non-Conventional Attributes." ***Journal of Agricultural and Applied Economics* 41(1):1-14.**
- Hu, W, Woods, T, & Bastin, S. (2009) "Consumer Cluster Analysis and Demand for Blueberry Jam Attributes." ***Journal of Food Products Marketing* 15(4):420-435.**
- Bastin, S. (2007) "Options for the Economic Health of Farmers, Farmers Market and Communities: Homebased Fruits and Vegetable Processing." ***Journal of Community Development Society* 38(3):91-99.**
- Bastin, S. (2002) "Kentucky State Fair Cooking School: Connecting Farm to Table." ***Journal of Nutrition Education and Behavior* 34(6):341-342.**
- Bastin, S. (2002) "Kentucky State Fair Cooking School." ***Journal of National Extension Association of Family and Consumer Sciences* Fall:32-33.**
- Bastin, S. (1998) "Reducing Food Insecurity and Hunger: A Personal Responsibility for All" **Food and Agriculture Organization (FAO) of the United Nations, US Agency for International Development (AID), and the US Information Agency (USIA); *Food for All: Right or Goal International Study Action Packet.***
- Bastin, S., Friend, J., Nelson-Angell, C., and Oleske, M. (1998) "Ways to Promote Community-wide Involvement in Hunger Action" **Food and Agriculture Organization (FAO) of the United Nations, US Agency for International Development (AID), and the US Information Agency (USIA); *Food for All: Right or Goal International Study Action Packet.***
- Langlois, B., Bastin, S., Akers, K. and O'Leary, J. (1997) "Microbial Quality of Foods Produced by an Enhanced Cook-Chill System in a Hospital." ***Journal of Food Protection* 60(6):655-666.**

## Extension Research Abstracts and Presentations

- Hu, W, Woods, T and Bastin, S. (2011) "Consumer Willingness to Pay for Value-added Fruit Products," AAEA & NAREA Joint Annual Meeting, Abstract #13085.
- Hu, W, Woods, T and Bastin, S. (2008) "Consumer Acceptance and Willingness to Pay for Blueberry Products with Non-Conventional Attributes," *Consumer Interests Annual*, Volume 54.
- Bastin, S. & Thomas, W. (2007) "Creative Options for Pleasing the Elder's Palate," *American Dietetic Association Conference Proceedings*. Sponsored by Healthy Aging Dietetic Practice Group.
- Bastin, S. & Ford, T. (2006) "Homebased Processing Program Links Farmers Markets with Community," *American Farm Bureau Annual Conference Proceedings*.
- Gaetke, L., Bowen, C., Bastin, S. and Hennig, B. (2006) "Challenges to Outreach in Kentucky Superfund Communities," *NIEHS Superfund Basic Research Program Annual Research Briefs*.
- Bowen, C., Gaetke, L. and Bastin, S. (2006) "Interactive Nutrition superfund Presentations are an Effective community Outreach Program for Cooperative Extension Service Agents," *NIEHS Superfund Basic Research Program Annual Research Briefs*.
- Bastin, S. (2005) "Fad Diets, Fact or Fiction?" *Cabinet for Health & Family Services, Aging Network Conference Proceedings*.
- Gaetke, L. and Bastin, S. (2005) "A Nutrition Outreach Program Provides Interchange Between University Researchers and Superfund Communities to Provide Safe, Effective and Responsive Information," *Journal of American College Nutrition* 24:422.
- Gaetke, L. and Bastin, S. (2005) "SCAN," *NIEHS Superfund Basic Research Program Annual Research Briefs*.
- Gaetke, L., Bastin, S. and Gilliam, S. (2004) "Quality Control Superfund Community Action through Nutrition Programming," *NIEHS Superfund Basic Research Program Annual Research Briefs*.
- Bastin, S. Gaetke, L. and Baumgardner, B. (2003) "A Science Seminar Was an Effective Educational Tool to Inform Community Members about Nutrition," *NIEHS Superfund Basic Research Program Annual Research Briefs*.
- Bastin, S. and Baumgardner, B. (2002) "Kentucky State Fair Environmental Interactive Exhibits" *NIEHS Superfund Basic Research Program Annual Research Briefs*.
- Bastin, S. (2002) "Eating to Live, Not Living to Eat" *Society for Nutrition Education Annual Conference Proceedings*.
- Bastin, S. and Baumgardner, B. (2001) "The Winning Team....Partnering for a Healthier Community" *NIEHS Superfund Basic Research Program Annual Research Briefs*.
- Volk, B., Bastin, S., and Ress, S. (2001) "Newspaper Tabloids as an Effective Way to Educate and Communicate Water Science" *American Water Resources Association Conference Proceedings*.
- Bastin, S., Baumgardner, B. and Glauert, H. (2001) "Outreach as an Integral Part of Basic Research" *Journal of American Dietetic Association Supplement*.
- Baumgardner, B. and Bastin, S. (2001) "Supporting the Health of Individuals Through Agriculture" *Society for Nutrition Education Annual Conference Proceedings*.

- Bastin, S., King, B. and Tietyen, J. (2000) "Commonwealth Food Connections: Strengthening Kentucky's Local Food Systems." *Society for Nutrition Education Annual Conference Proceedings*.
- Bastin, S. and Volk, B. (2000) "Kentucky Superfund Outreach Project: The Role of Outreach Within the Scientific Community." *International PCB Conference Proceedings*
- Bastin, S. and Daly-Kozziel, K. (1999) "Food Preservation Training for Limited Resource Audiences." *Society for Nutrition Education Annual Conference Proceedings*.
- Bastin, S., Forester, D. and Tietyen, J. (1996) "Assessing the Value of Kentucky Extension Food and Nutrition Programs." *Society for Nutrition Education Annual Conference Proceedings*.
- Tietyen, J., Forester, D. and Bastin, S. (1999) "A Guide to Planning, Evaluation and Reporting of Kentucky Extension Food and Nutrition Programs." *Society for Nutrition Education Annual Conference Proceedings*.
- Bastin, S. (1998) "Agriculture and Nutrition Together Can Meet the Nutritional Needs of Kentuckians" *Journal of American Dietetic Association Supplement*
- Bastin, S. (1998) "Herbal Remedies: Therapeutic or Fraudulent?" *International Herb Association Conference Proceedings*
- Bastin, S. (1997) "Meeting the Dietary Trends of Kentuckians Through Agriculture" *International Conference on Agricultural Production and Nutrition Proceedings*.
- Bastin, S. (1996) "Microbiological Evaluation of Hospital Meat Products Processed Utilizing the Vacuumized Cook-Chill System" *International Refrigeration Science and Technology Proceedings*.
- Zhuang, H., Lewis, L., Michelangeli C., Hildebrand, D., Payne, F., Bastin, S. & Barth, M. (1996) "Ozone Water Treatments for Preserving Quality of Packaged, Fresh-Cut Broccoli Under Refrigeration" *International Refrigeration Science and Technology Proceedings*.
- Bastin, S. (1996) "Validating HACCP Through the Microbial Evaluation of Food Prepared by the Vacuumized Cook-Chill System" *Journal of American Dietetic Association Supplement*.

## **International★ and National Invited Presentations**

(Attendance based on Registration or Participation Records)

- 2010 Food Safety for Older Adults (75), Southeastern Association of Area Agencies on Aging Conference, Louisville, KY
- 2008 *Super Star Chef Turns Silver: Wooing the Aging Palette* Bastin, S. (75), Pennsylvania Division of Aging Conference, Harrisburg, PA
- 2008 *Super Star Chef Turns Silver: Wooing the Aging Palette* (65), Connecticut Division of Aging Conference, Hartford, CT
- ★ 2007 *Super Star Chef Turns Silver: Wooing the Aging Palette* (550) American Dietetic Association Food & Nutrition Conference & Expo, Philadelphia PA
- ★ 2007 *Canning and Drying Food without Electricity* (12) Kenyan Outreach Assembly, Lexington, KY
- ★ 2006 Kentucky Profits from Homebased Microprocessing (77), USDA SARE National

- Conference, Oconomowoc, WI
- 2006 *Homebased Microprocessing Feasibility Workshop* (35), University of Arkansas/Department of Agriculture/Department of Health, Fayetteville, AK
- 2006 *Homebased Processing Program Links Farmers Markets with Community* (76), American Farm Bureau Annual Conference, Nashville, TN
- ★ 2006 *Children's Summer Feeding Program* (2,260), Lee College Summer School Medical Mission Session, Chiquimula, Guatemala
  - ★ 2005 *Nutrition for Women and Children* (800), United Methodist Church South American Summer Program, Asuncion, Paraguay
  - ★ 2005 WOW ~ *Week of Wellness*, University of Kentucky Cooperative Extension Service-sponsored Cruise ~ (35) *Walk Your Way to Better Health, A Few of My Favorite Things, Do You Know Where Your Nutrients Are?*, Humor, Diet and Exercise plus six activity lessons , Western Caribbean
  - ★ 2004 *Farm Friendly Legislation Allows Home Canning* (45), Society for Nutrition Education Annual Conference, Salt Lake City, UT
  - ★ 2004 *Fad Diets and Eating Disorders* (175), 30<sup>th</sup> Annual Advances in Clinical Psychiatry and Psychopharmacology Conference, Louisville, KY
  - ★ 2002 *Kentucky State Fair Environmental Interactive Exhibits* (30), NIEHS Superfund Basic Research Program Annual Research Conference, Sedona, AZ
  - ★ 2002 *Eating to Live, Not Living to Eat* (75), Society for Nutrition Education Annual Conference, St. Paul, MN
  - ★ 1999 *The Role of Community Outreach in Scientific Research* (22), EPIC (European Prospective Investigation into Cancer & Nutrition) Work Group, Lyon, France
  - ★ 1999 *The Nutritional Status of Kentuckians* (42), Rotary Conference, Huizen, Netherlands
  - ★ 1999 *Food Safety in the United States*, National Institute of Public Health and the Environment (13), Bilthoven, Netherlands
  - ★ 1999 *The Nutritional Status of Kentuckians* (32), Rotary Conference, Soest, Netherlands
  - ★ 1999 *Food Safety in the United States* (11), TNO Nutrition & Food Research Institute, De Bilt, Netherlands
  - ★ 1999 *The Nutritional Status of Kentuckians* (31), Rotary Conference, Zeist, Netherlands
  - ★ 1999 *The Nutritional Status of Kentuckians* (42), Rotary Conference, Baarn, Netherlands
  - ★ 1999 *The Nutritional Status of Kentuckians* (29), Rotary Conference, Vianen, Netherlands
  - ★ 1999 *The Nutritional Status of Kentuckians* (31), Rotary Conference, Haarzuylens, Netherlands
  - ★ 1999 *Comparisons of Kentuckians and the Dutch* (1,298), Rotary International Foundation Regional Rotary Conference, Hilversum, Netherlands
  - ★ 1996 *Microbiological Evaluation of Hospital Meat Products Processed Using the Vacuumized Cook-Chill System* (75), International Conference on New Developments in Refrigeration for Food Safety and Quality, **Lexington, KY**

## **Regional and In-State Presentations**

**(Specific Dates and Topics Available Upon Request)**

Representative topics included but not limited to: Food Safety First, Fad Diets and Eating Disorders, Food Preservation, Homebased Microprocessing, HACCP Training, From Kitchen to Market, and Eating to Live, Not Living to Eat. Participants included Extension Agents, 4-H and Youth Development teens, EFNEP paraprofessionals, University of Kentucky visitors, students, and professors, elementary, middle school, and high school students, Rotarians, seniors, foodservice workers, athletes, medical doctors, Division of Aging directors, Kentucky Department of Agriculture personnel, Food and Drug Administration personnel, and other professional and community members.

**2011 10 Day-long Workshop to 340 participants**  
**2010 14 Day-long Workshops and 9 Presentations to 865 participants**  
**2009 13 Day-long Workshops to 294 participants**  
**2008 8 Day-long Workshops and 9 Presentations to 1,253 participants**  
**2007 10 Day-long Workshops and 4 Presentations to 457 participants**  
**2006 ~ Six Month Sabbatical Leave ~ 11 Day-long Workshops to 347 participants**  
**2005 10 Day-long Workshops and 4 Presentations to 458 participants**  
**2004 12 Day-long Workshops and 7 Presentations to 551 participants**  
**2003 10 Day-long Workshops and 8 Presentations to 410 participants**  
**2002 9 Day-long Workshops and 14 Presentations to 535 participants**  
**2001 2 Day-long Workshops and 14 Presentations**  
**2000 1 Day-long Workshop and 15 Presentations**  
**1999 3 Day-long Workshops and 4 Presentations**  
**1998 4 Day-long Workshops and 7 Presentations**  
**1997 9 Day-long Workshops and 8 Presentations**  
**1996 4 Day-long Workshops and 5 Presentations**  
**1995 3 Day-long Workshops**

## EXTENSION NARRATIVE

My philosophy of Extension is simple. Using the tools available to me, I strive to offer and/or deliver service in a timely and efficient manner. My programs are designed to address both contemporary and projected needs of extension clientele to advance a greater appreciation and understanding of food systems, from farm to table. As Kentucky moves from a commodity-based economy to a product-based economy, I am helping farmers to provide safer, fresher, and a more nutritious food supply to community individuals and families, through innovative value added methods at Kentucky farmers markets and beyond in developing countries.

In the last century, research has changed our lives. There is a clear call to action to address specific needs of the community, to form meaningful partnerships, to capture accurate and consistent data from our activities, and to evaluate the impacts of programs. Funding streams are an integral part of this challenge and I believe Extension personnel must embrace pursuing specialized research, within their own programs and as mentors in student research. I continue to seek resources that showcase educational materials and collaborative efforts for the good of Kentuckians and beyond.

My leadership has been recognized in acceptance into USDA National Institute for Food and Agriculture's Nutrition and Health Committee for Planning and Guidance (2010-2013) and as the Professional Development Chair for the Health Aging Dietetic Practice Group of the American Dietetic Association (2009-2011). I am excited about being a part of the Dean's Committee on Agriculture and Food Sustainability as we help shape the future of the College of Agriculture; and as part of the Southern Region eXtension Food Safety Community of Practice as we provide national leadership in the food safety arena. The Dean's Working Group recently held a meal on South Farm - Chef's Afield, highlighting the research, teaching, extension work that leads to sustainability on campus. We'll follow that successful event that was attended by over 200 people with a College of Agriculture Convocation: The Farm and Food Systems of the Future. Respected speakers, Jerry DeWitt (Leopold Center) and Deborah Sheely (NIFA), will stimulate discussions in small group sessions.

Much thought goes into developing effective programs. I prescribe to the Logic Model sequence in how a program is going to affect policy, address needs, contribute knowledge of a discipline to the scholarly community, or simply affirm existing knowledge. My Extension programming follows the mission of the UK COA CES HES

- in promoting sustainable farming and food systems, from production through consumption, and expanding economic opportunity by sharing the knowledge and tools for wise, innovative uses of natural resources and development of human potential through the Homebased Microprocessor Program, Commercial Food Processing Consults, participation on SARE Grant review panels, and incorporating "buy local" into the classroom setting.

- by enhancing the health and well-being of people and the environment in which they live through the Super Star Chef Program Series, Food Preservation Boot Camp, Champions for Food Volunteers, and other nutrition related programs.

## Peer-Reviewed Cooperative Extension Service (CES) Publications and Programs

This publication section is divided into areas of emphasis as influenced by expertise, national trends, and state needs and include but are not limited to: Super Star Chef Programs, Homebased Microprocessor Certification, Food Preservation Boot Camp, and Nutrition, Diet, and Health topics.

### ★Champion Food Volunteer★

**Overall Program Goal:** A Champion Food Volunteer is an advocate for food and nutrition that supports Extension county foods programming. The program provides a foundation of nutrition knowledge; skills and competencies in food safety, handling, and preparation; cooking methods and techniques; food science; physical activity; and research-based food resources. Materials are too involved to list here. For specific listings of publications, please go to <http://www.ca.uky.edu/hes/internal/CFV.php>.

Besides supplemental materials, logistical information, and marketing and evaluation materials, session includes:

Kitchen Readiness  
A Jump Start on Nutrition  
The Edible Rainbow  
Carb Conscious  
Center of the Plate

### ★Homebased Microprocessor Certification★

**Overall Program Goal:** Train farmers to produce safe value-added products that increase economic returns, strengthen the community farm-to-table link, and save valuable natural resources.

**Nationally recognized** by the following states: Arkansas, California, Connecticut, Georgia, Maine, New Mexico, Ohio, Oklahoma, Tennessee, and Wisconsin

Program is growing state-wide (15% annually) and nationally (5% annually)

Responded to over 14,000 questions concerning Homebased Microprocessor Certification

**Sponsored in part by SARE Grant ES04-072 (2004-2006) \$94,228**

Currently sustainable through fees

**Data presented** in *Journal of Community Development Society*

Visit our web site [www.ca.uky.edu/agc/micro](http://www.ca.uky.edu/agc/micro) for more information

Homebased Microprocessor (2004, 2005, 2007, 2010, 2011) 105-slide PowerPoint, objectives, exams, evaluations, and notebook supplements  
 Homebased Processing and Microprocessing Brochure (2004, 2008)  
*Kentucky Farmers Market Overview: House Bill 39* (2003) 3 pages  
*Farmers Market Food Safety Guidelines for Homebased Microprocessors.* (2003) 3 pages  
*Principles of Home Canning for Homebased Microprocessors* (2003) 5 pages  
*Microbiology of Home-Canned Foods for Homebased Microprocessors* (2003) 8 pages  
*Acidified Foods* (2003) 2 pages  
*Home-Based Business: Making and Selling Food Products in Kentucky* (1995, 2005) 4 pages with K. Addo, F. Maruyama

★**Super Star Chef**★

**Overall Program Goal:** Train youth, young adults, and volunteers how to be successful in the kitchen using fun methods and activities. CD/DVD available in each county and on UK Extension web site

**Nationally purchased** by eight states (\$25 each)  
 Responded to over 3,000 questions about healthful food preparation

**Nationally sponsored in part by Martha White, Inc.** (2005-2010) \$18,000

**Data ready for submission** to *Journal of Extension*

View publications on web site <http://www.ca.uky.edu/hes/index.php?p=207>

**Super Star Chef** ~ CD/DVD published 2005 ~ Project Associate Teresa Ford  
*It's a Wash.* 3 pages  
*Measuring Savvy.* 6 pages  
*It's All in a Recipe.* 5 pages  
*What's Behind a Label?* 6 pages  
*Counting on You.* 17 pages  
*Portion Distortion.* 5 pages  
*Spoiled Rotten.* 11 pages  
*A Feast for Your Eyes.* 9 pages  
*Flavor Calculations.* 6 pages

**Super Star Chef Goes to Farmers Market** ~ CD/DVD published 2007 ~ Project Associate Teresa Ford  
*A Visit to Farmers Market.* 11 pages  
*Edible Rainbow.* 10 pages  
*Healthful Beginnings.* 10 pages  
*Versatile Vegetables.* 17 pages  
*Thrill of the Grill.* 11 pages  
*Cooking with Herbs.* 11 pages

**Super Star Chef Kneads a Little Dough** ~ CD/DVD publication 2010  
*Essential Ingredients.* 9 pages  
*Cookies.* 6 pages  
*Pies and Cobblers.* 9 pages  
*Getting the Most from Your Bread*  
*Machine.* 7 pages  
*The Art of Baking Bread*  
*Types of Flour for Baking*  
*Cakes Quick Breads*

## **Super Star Chef Turns Silver**

**Overall Program Goal:** Train older adults, foodservice directors, and Registered Dietitians how to be proactive in providing nutritious meals that meet current federal guidelines.

**Nationally sponsored** by American Dietetic Association (ADA)  
Healthy Aging Dietetic Practice Group and Kentucky Division of Aging Services

**Data nationally presented** to ADA National Convention and  
two Division of Aging State Annual Conferences

## **★Food Preservation Boot Camp★**

**Overall Program Goal:** Train consumers and CES agents how to use USDA-recommended canning, freezing, and drying procedures, equipment, and recipes to produce safe, quality foods.

**State-wide presented** eight Food Preservation Boot Camps

Responded to over 9,000 questions concerning food preservation/food safety

*Food Preservation Boot Camp* (2008) 30-slide PowerPoint, objectives, recipes, hands-on activities. 14 pages

*Food Safety from A to Z Brochure* (2004, 2008)

*Food Preservation at Its Best Brochure* (2004, 2008)

*Home Freezing Basics* (2000, 2008) 4 pages

*Freezing Fresh Fruits* (2000, 2008) 8 pages

*Freezing Vegetables* (2000, 2008) 4 pages

*Recommended Food Storage* (1998, 2007) 8 pages

*Jerky Safety* (1995, 2005, 2006) 1 page

*Home Canning Equipment* (2002, 2007) 2 pages with S. Badenhop

*The Science of Jams and Jellies* (1995, 2004) 2 pages

*Principles of Home Canning Publications under revision*, 64 pages

*Home Canning Equipment* (2001) 2 pages with S. Badenhoppe

*Home Canning Cost/Benefits Analysis* (1998) 2 pages

*Judging Preserved Foods* (1998) 4 pages

*Canning for Food Preservation* (1997) 2 pages

## ★ Kids in the Kitchen ★

**Overall Program Goal:** Train youth food and nutrition concepts using a collection of literature, math, art, music, and science-based experiences.

**Sponsored in part by University of Kentucky  
College of Agriculture Enhancement Grant (2005-2009) \$4,950**

*Feeding Your Baby the First Year* (2001) 2 pages  
*The Perils of Childhood Obesity* (2001) 4 pages; PowerPoint, script, activities, and evaluation  
*Mysteries of the Kitchen Revealed* (1999) 25 pages; including 14 kitchen chemistry activities  
*Family Meal Time* (1999) 2 pages  
*Nourishing a Sick Child* (1999) 2 pages (also placed on CYFAR home page 2006)  
*Playing It Safe in the Kitchen* (1999) 2 pages  
*What Children Really Need* (1999) 4 pages  
*Kids and Fiber* (1998) 1 page  
*The Skinny on Fat* (1998) 2 pages  
*Shakedown on Sodium* (1998) 2 pages  
*How Sweet It Is* (1998) 2 pages  
*Food Safety for the Pre-Schooler* (1996) 2 pages  
*Healthy Snacks for Pre-Schoolers* (1995) 3 pages, including recipes

## ★ Food Safety from A to Z ★

**Overall Program Goal:** Train volunteers to follow safe food handling practices to reduce foodborne illness.

*More Mushrooms Please!* (2001) 4 pages, including recipes  
*Getting More from Dietary Supplements* (2000) Part of the Wildcat Way to Wellness Series; 8 pages plus presentation script with overheads and evaluation  
*The Business of Catering* (2000) 2 pages  
*Chemical Cuisine ~ Commonly Used Food Additives from A-Z* (2000, 2001) 7 pages with activities; PowerPoint presentation  
*Eating Disorders* (2000) 3 pages plus presentation script with overheads, activities, and evaluation  
*Emergency Food Supplies The Food Guide Pyramid Way* (1999) 2 pages  
*Functional Foods* (1999, 2001) 4 pages, including recipes, activities, evaluation, and food labels; PowerPoint presentation  
*Who's Minding the Food Supply?* (1998) 2 pages including activity  
*Fad Diets* (1998) 4 pages  
*Safe Food to Go* (1998) 2 pages  
*Occasional Cooking for a Crowd* (1997) 2 pages  
*Herbal Supplements: Therapeutic or Fraudulent* (1997, 1999) 3 pages  
*Herbal Supplements Leader's Guide* (1997) 4 pages plus presentation script with overheads, activities, and evaluation  
*Ten Ways to Fight Food Spoilers* (1997) 2 pages  
*Meaty Tips* (1997) 2 pages  
*A Guide to Microorganisms* (1995) 8 pages

## ★Nutrition, Diet, and Health★

**Overall Program Goal:** Offer community members diet-related information and healthful food preparation techniques for use throughout the state as Extension programs.

**National and state-wide presentations and scripts** for over 300 radio consumer tips, television shows, exclusives, news service stories, and information releases  
Responded to over 6,000 questions concerning nutrition, diet, and health

*Living Wheat Free* (2006) 4 pages

*Cooking With Wine* (2005) PowerPoint presentation; recipes, taste testing

*A Few of My Favorite Things* (2005) 4 pages

*Nutrition for Chefs and Cooks* (2003) 30-hour course developed, approved, and presented for the American Culinary Federation Bluegrass Chapter Chefs and Cooks. One of three required courses leading to executive chef certification.

*Sanitation for Chefs and Cooks* (2002) 30-hour course developed, approved, and presented for the American Culinary Federation Bluegrass Chapter Chefs and Cooks. One of three required courses leading to chef certification.

*Cooking with Less* (2002) 2 pages; PowerPoint presentation, evaluation, and activities

*Eating to Live, Not Living to Eat* (2002) 6 pages; PowerPoint presentation, evaluation, and activities with Linda Stephens

*Demystifying Asian Cookery* (2001) 4 pages plus recipes; PowerPoint presentation

*Thickeners for Sauces and Soups* (2000) 2 pages

*Preserving Nutrients in Food* (2001) 1 page

*Kentucky Vegetables for Wellness: Cucumbers* (2001) 2 pages

*Kentucky Vegetables for Wellness: Green Beans* (2001) 2 pages

*Kentucky Vegetables for Wellness: Peppers* (2001) 2 pages

*Kentucky Vegetables for Wellness: Peas* (2001) 2 pages

*Kentucky Vegetables for Wellness: Greens* (2001) 2 pages

*Kentucky Vegetables for Wellness: Asparagus* (2001) 2 pages

*Kentucky Vegetables for Wellness: Corn* (2001) 2 pages

*Kentucky Vegetables for Wellness: Broccoli* (2001) 2 pages

*Kentucky Vegetables for Wellness: Cabbage* (2001) 2 pages

*Kentucky Vegetables for Wellness: Tomatoes* (2001) 2 pages

*A Vegetable Garden of Fruitful Nutrients* (2000) with J. Strang

*Kentucky Favorites...The Low-fat Way Leader's Guide* (2000, 2001) 11 pages; activities, evaluation, and food labels; PowerPoint presentation with D. Cotterill

*Recommended Food Storage Times* (1998) 8 pages

*Nutritional Value of Meat* (1998) 2 pages

*Your Daily Bread* (1998) 7 pages, including recipes

*Your Daily Bread Leader's Guide* (1998) 5 pages

*The Value of Kentucky Food & Nutrition Programs* (1998) 5 pages with J. Tietyen and D. Forrester

*Consumer Food Trends* (1998) 2 pages

*Consumer Food Trends Leader's Guide* (1998) 4 pages

*The Healthful Soybean* (1997) 9 pages, including recipes, plus presentation script with overheads, activities, evaluation, food labels, and exhibit  
*The Thrill of the Grill* (1997) 5 pages plus overheads  
*Purchasing the Grill to Fill the Bill* (1997) 1 page  
*Nuts: Flavorful and Good for You* (1997) 3 pages  
*Water Content of Fruits and Vegetables* (1997) 1 page with K. Henken  
*Kentucky Grown Apple Poster* (1997) with J. Strang  
*Quick and Easy Meals to Lower Cancer Risk* (1997) 4 pages including recipes  
*Quick and Easy Meals Leader's Guide* (1997) 5 pages  
*Make Ahead Meals* (1997) 7 pages including recipes  
*Make Ahead Meals Leader's Guide* (1997) 8 pages  
*Health Quackery* (1997) 6 pages with R. Flashman  
*Food and Nutrition Resources Compilation* (1997) 14 pages  
*Cajun/Creole Cooking* (1997) 2 pages  
*Cultural Diversity in Food* (1997) 2 pages  
*Cheese Basics* (1997) 4 pages  
*Microwave Cooking* (1997) 2 pages  
*Nutrition and Your Busy Lifestyle* (1997) 2 pages; PowerPoint presentation (2001)  
*Cooking for a Low-fat Lifestyle Leader's Guide* (1997) 6 pages, including recipes  
*Health Lines: Normal Blood Pressure* (1997) 2 pages  
*A Guide to Better Meal Planning* (1997) 6 pages  
*Great Grains* (1996) 3 pages, including recipes  
*Perfect Pasta Every Time* (1996) 3 pages, including recipes  
*Wild Game: From Field to Table* (1996) 5 pages, including recipes  
*Harvesting, Preserving and Storing Herbs* (1996) 3 pages  
*Herbs Leader's Guide* (1996) 6 pages, including recipes  
*Soups of All Sorts* (1996) 2 pages, including recipes with L. Moore  
*Soups of All Sorts Leader's Guide* (1996) 7 pages, including recipes with L. Moore  
*Soup and Salad* (1996) 4 pages with L. Moore  
*Soup and Salad Leader's Guide* (1996) 7 pages, including recipes with L. Moore  
*Holiday Entertaining and Healthful Holiday Recipes* (1996) 5 pages, including recipes  
*Deciphering a CBC Report for Heart Disease Risk* (1996) 2 pages  
*Portion Control* (1996) including activity  
*Time Management* (1996) 2 pages  
*Work Simplification* (1996) 1 page  
*High Protein Alternatives* (1996) 2 pages with J. Kurzynske  
*Phytochemicals* (1996) 1 page  
*The Diet and Cancer Connection* (1996) 2 pages  
*Getting the Most from Your Bread Machine* (1996) 4 pages, including recipes  
*Adverse Reactions to Food* (1996) 3 pages  
*Holiday Ideas for Bread Machines* (1996) 6 pages, including recipes  
*Decorating the Legendary Egg* (1996) 2 pages  
*Minerals in the Diet* (1996) 4 pages  
*Minerals in the Diet Leader's Guide* (1996) 4 pages, including 4 activities and evaluation  
*Understanding Fat-Like Substances* (1996) 1 page  
*Understanding Carbohydrates* (1996) 2 pages

*Food Habits* (1996) 1 page  
*Understanding Proteins* 1(1996) page  
*Understanding Fats* 1(1996) page  
*Cooking for a Low-fat Lifestyle* (1995) 4 pages

### ★EFNEP Electronic Curriculum★

**Overall Program Goal:** Collaborate with seven states to offer a research-based certification process for EFNEP paraprofessionals who provide limited resource youth and families with nutrition education. Site sponsored by Louisiana State University.

The Food Safe Consumer (2000)  
Understanding Bacteria That Cause Foodborne (2000)

### ★Kentucky Commodities ~ State Fair Cooking School★

**Overall Program Goal:** Demonstrate safe, healthful recipes to support Kentucky grown foods at the state fair.

**Sponsored by Kentucky Commodity Groups (1997) \$3,000 and (1996) \$3,000**

**Data presented** in *Journal of Nutrition Education and Behavior* (2002) and *Journal of National Extension Association of Family and Consumer Sciences* (2002)

Bastin, S., Weckman, R., Millercox, L. and S. Patton (1997) *Kentucky Connections Media Package* highlighting Kentucky grown foods as a festive menu. Complete with time management and meal preparation tips, recipes, food safety issues and nutritional analysis. Thirteen newspapers across the state picked up the story and pictures.

Bastin, S. and L. Best (1997) *From Farm to Table...Cooking with Kentucky Grown Foods Commodities Consumer Information B* revised 1999 booklet, Kentucky Commodities Printing. Cooperative Extension Agents presented commodity informative food demonstrations twice daily at the Kentucky State Fair for one week to over 2,000 participants.

Bastin, S. and L. Best (1996) *Cooking with Kentucky Commodities Consumer Information Booklet*, Kentucky Commodities Publishing. Cooperative Extension Agents presented commodity informative food demonstrations twice daily at the Kentucky State Fair for one week to over 1,000 participants.

## ★ Agricultural Value-Added Product Consultations ★

**Overall Program Goal:** Provide commercial food manufacturing businesses processing, food safety, recipe formulation and scale-up development, nutritional analysis, and technical assistance to promote economic development; provide underdeveloped countries hands-on trainings in setting up canneries through World Wide Canneries and feeding centers for children through the United Methodist Church and Lee College.

**International, national, and state-wide consults** provided on the following foods: Asian sauces, frozen diabetic meals, dried apple snacks, pureed fruits for ice cream, cream candy, bourbon balls, salad dressings using wine, trail mix, powdered juice drink, apple cider, dried blueberries, blueberry syrup, caramel corn, sweet potato butter, syrup, Gouda cheese, pound cake, buckwheat flour, sorghum flour, salsa, barbeque cooking sauce, marmalade, goat cheese, beer cheese, herbs, herb breads, and sugar-free breads

**Two USDA Special Grant New Crop Opportunities for Kentucky Research Activity Awards** have supported product development to encourage economic development of berries

**International Data collected** will provide preliminary support for future grants and publications

## Reviewer Service

2010 – 2012	Editorial Board, Food Protection Trends, International Association of Food Protection
2003 - present	Journal of Nutrition Education and Behavior
2008	American Dietetic Association Consultant Dietitians in Health Care Facilities Dietetic Practice Group ~ Book <b>Nutrition Care of the Older Adult</b> , Third Edition
2006	Book <b>How to Dry Foods</b> , Second Edition for Price Stern Publishing. Also wrote review for publisher

## State Task Force and Committees

Good Agriculture Practices Training Committee (2006 – present)  
Kentucky Food Safety and Defense Task Force (2005 – present)  
Advisor to Kentucky Food Safety Branch Food Safety Issues (2002 – present)  
Kentucky Food Manager Certification Sub Committee (2005)  
Kentucky Food Security and Safety Task Force (2005)  
Kentucky Department of Health Farmers Market Training Committee (2002 - 2004)  
Regulation Development Team, Kentucky House Bill 391 (2003)

## **University Task Force and Committees**

Search Committee Chair for NFS Assistant Professor (2010)  
Committee on Agriculture and Food Sustainability (2008 - present)  
NFS Chair's Advisory Committee (2008 - present)  
Lemon Tree Scholarship Fund (2007 – present)  
Graduate Fellowship for Selected Areas Committee (2009)  
FCS Advisory Planning Committee (2008)  
NFS HMT Search Committee Chair (2007)  
FCS Publication Committee (2006)  
Super Star Chef Program Logic Model Committee (2006)  
Farmers Market Program Logic Model Committee (2006)  
FCS Newsletter Committee (2006)  
4-H and Youth Development Foods and Nutrition Curriculum Team (2005 – present)  
Gamma Sigma Delta Membership Committee; FCS Rep (2005 - 2009)  
Food Systems Initiative (2004 – 2008)  
Associate Member, Graduate Faculty for the Hospitality and Dietetics Administration Program (2003 - present)  
Academic Scholarship Reviewer, Incoming Freshmen (2004 - 2005)  
NFS Dietetic Self-Study (2005)  
Food Engineering Search Committee (2004 - 2005)  
FCS/HES Director Search Committee (2004 - 2005)  
NFS Dietetic Self-Study (2005)  
External IT Review Committee (2004)  
4-H Youth Development State Senior Scholarship Reviewer (2004)  
FCS Assistant Director Search Committee (2004)  
UK Beef IRM Consumer Focus Committee (2004)  
Dairy Club's American Dairy Science Association Meeting Judge (2004)  
COA Barnhart Fund for Excellence Committee (2003 - 2005)  
HES Program Development Committee (2003 - 2005)

## **Community Committees**

Centenary United Methodist Church Missions Team (2002 – present)  
*Lexington Herald Leader* Newspaper Food Safety & Nutrition Advisor (2002 - present)  
Centenary United Methodist Church Lay Leader for Youth Team (2004 – 2007)  
Lexington Rotary Club Group Study Exchange Chair (2004 - 2007)  
Lexington Rotary Club Girl Scout Committee (2004 – 2007)  
Lexington Christian Academy Curriculum Committee (2001 - 2003)  
Lexington Christian Academy Intermediate Science Fair Judge (2004 - 2006)

## Professional Development and Organizations

- 2011 American Dietetic Association Association (ADA) FooFood and Nutrition Conference and Expo (FNCE), San Diego, CA
- 2010 ADA FNCE, Boston, MA
  - Southeastern Association of Area Agencies on Aging Conference, Louisville, KY
  - Emerging Trends for Diabetes Prevention and Management, Lexington, KY
  - ADA Healthy Aging (HA) Executive Committee Meeting, Chicago, IL
  - The Mini Nutritional Assessment Use with Older Adults, ADA HA DPG Webinar
- 2009 ADA FNCE, Denver, CO
  - ADA HA Executive Committee Meeting, San Diego, CA
- 2008 UK President's Commission on Women Circle of Power Leadership Program (8-month program)
- 2007 National Restaurant Association Education Foundation Convention, Chicago, IL
  - ADA FNCE, Philadelphia, PA
- 2006 ADA FNCE, Honolulu, HA
- 2005 ADA FNCE, Chicago, IL
  - Commission on Dietetic Registration, Certificate Training in Adult Weight Management, Chicago, IL
- 2004 Processing Equipment Expo, Chicago, IL
  - Living Leadership: Delivering Results the Right Way, Lexington, KY
  - Society for Nutrition Education (SNE) Annual Conference – Salt Lake City UT
  - Postharvest Technology Short Course, University of California, Davis, CA
  - Basic Training: A Guide to Starting Your Own Food Business, Oklahoma State University, Stillwater, OK
  - Creating Chemistry for ADVANCEment/UK President's Commission on Women, Lexington, KY
  - Kentucky State Horticultural Society Annual Meeting, Princeton, KY
- 2002 NIEHS Superfund Basic Research Program Annual Meeting, Sedona, AZ
  - SNE Annual Meeting, Minneapolis, MN
- 2001 NIEHS Superfund Basic Research Program Annual Conference, Gainesville, FL
  - ADA FNCE, St. Louis, MO
- 2000 Regional FDA Food Protection Summit, Louisville, KY
  - Society for Nutrition Education Annual Conference, Charleston, SC
  - International PCB Conference, Lexington, KY
- 1999 SNE Annual Conference, Baltimore, MD
  - Microsoft PowerPoint 97 Quick Start Training, Lexington, KY
- 1998 41<sup>st</sup> Annual Children's Health Conference, Louisville, KY
  - ADA FNCE, Kansas City, MO
- 1997 ADA FNCE, Boston, MA
  - National Association Farmers Market Nutrition Program, New Orleans, LA
  - International Conference on Agriculture Production and Nutrition, Boston, MA
- 1996 ADA FNCE, San Antonio, TX
  - International Conference on New Development in Refrigeration for Food Safety and Quality, Lexington, KY
  - Southeast Regional American Culinary Federation Conference, Nashville, TN

## **INSTRUCTION** **(Distribution of Effort 26%)**

### **Teaching Narrative**

During 2007, the responsibility for teaching Quantity Food Production (NFS 342), which includes the Lemon Tree Café as their laboratory, took the place of NFS 340. This capstone class for 50 students is made-up of all seniors; half HMT students and half Dietetic students. Twice a week they serve 43+ people a three-course meal, complete with locally grown foods. Bob Perry, Coordinator of the Food System Initiative, and I team teach the Lemon Tree laboratory. My philosophy encompasses class organization through Blackboard and Lemon Tree laboratory stations; student advising; lecture preparation and presentation; student evaluations, testing, and grades; teaching assistant supervision and direction; and daily class supervision of half the Lemon Tree laboratory stations.

My philosophy of teaching is simple. It is my responsibility to share my knowledge and expertise in a professional and effective manner. I subscribe to The Seven Principles for Good Practice in Undergraduate Education (Chickering & Gamson, 1987). Using these guidelines has focused my efforts on the following outcomes that research shows are a result of good teaching. Below are examples of how these principles are employed to show my creativeness and commitment to excellence when it comes to directing and serving my students.

#### **Principle 1: Encourage contact between students and faculty**

- Contact is one of the most important factors in developing student interest and motivation for active engagement in and out of class. During the first class, the students provide their picture and personal information that allows me to learn student names, majors, and special interests in a timely fashion.
- Active participation exercises and experiential learning serve as taking roll. These exercises supplement PowerPoint presentations during lecture. As a result, more questions are raised that stimulate valuable conversations that may have been left unsaid without the additional thought-provoking material.

#### **Principle 2: Develop reciprocity and cooperation among students**

- Working together often improves active learning. Together Everyone Accomplishes More! Teamwork is emphasized in both lecture and laboratory sessions.
- Students are encouraged to make suggestions throughout the semester. This gives them buy-in and an opportunity to talk among themselves about what they like and don't like about the course. Although my efforts are not intended to please everyone all the time, students know that some things just can't be changed. This allows things that may have been a distraction or something to complain about, to become an accepted part of the class.
- The Lemon Tree laboratory is divided into 20 stations. Each station gives students the opportunity to practice real life skills in both the front and back of the house. As employees, they experience conflict among teams, cooking disasters, and hospitality issues. As managers, they experience typical management highs and lows. Two of my favorite stations in Lemon Tree are the Photo Stylist and Restaurant Critic. Both require organized interaction with other students and allow me the insight of camaraderie at the dining table and the enjoyment of pictures that capture a day in

the kitchen and dining room. In addition photos and critiques are uploaded to The Lemon Tree Facebook page for other's enjoyment.

#### Principle 3: Encourages active learning

- The lecture of Quantity Food Production provides information and thinking time during active participation exercises. The Lemon Tree laboratory requires that the application of that knowledge be put into action. These learning times are very different, depending on the major of the student.
- Each of the laboratory stations has an activity which focuses on food science and cooking skills, management and communication skills, or hospitality and marketing skills. Expectations are well defined from the beginning and continue during the semester.
- Students run the Lemon Tree Café; I direct. My goal is to allow what they learn to become part of themselves. In a professional situation, it is easier to make decisions if an individual is confident because of their previous positive experiences. Part of that is encouraging students to make decisions; not to be afraid of failure.

#### Principle 4: Gives prompt feedback

- Appropriate feedback for performance is imperative to a student learning what they do, and don't know. Blackboard has been the greatest tool that I have used to provide efficiency and time savings through prompt grading and positive feedback for student assessment. Within 24-hours, students know what they will strive to improve during the next station. By the end of the semester, there is a noticeable improvement in cooking and management skills. In addition, the class is now green. The first semester I handled almost 1,000 pieces of paper. Now I handle very few.
- Teacher evaluations from students have been constructive and a valuable tool towards striving to improve delivery of information and the logistics of stations. They have consistently been above the College of Agriculture average scores.

#### Principle 5: Emphasizes time on task

- There is no substitute for experiential learning. Besides Lemon Tree stations in the kitchen and in the dining room, skill sets are also fulfilled through Dining Services and visits to restaurants, farmers market, and UK's Research Farm. These additional stations also breed familiarity with sustainable agriculture and buying locally, from farm-to-table.
- This year, two components were added; Service Learning which emphasizes serving the community and Recipe Nutrition Analysis which increases knowledge of dietary concerns for consumers and enable additional software familiarity. Next year will see the script and video development of recipes from "Plate It Up", an FCS Extension Agent project highlighting nutritious recipes. These short videos will be uploaded to Youtube.

#### Principle 6: Communicates high expectations

- If you expect more, you get more, both from the naturally motivated student and from the uninterested student. From the very first day, very high expectations are introduced. They are included in the syllabus, on Blackboard, in the station evaluations, in my voice, and in my actions. It's amazing how much the students give during the Lemon Tree laboratory.
- In addition, the National Restaurant Association Educational Foundation (NRAEF) offers ManageFirst™, a certificate management development program which

emphasizes specific competencies. The NFS Department was already teaching ServSaf®, one of the required NRAEF ManageFirst™ courses. I recommended we offer the remaining courses in appropriate, specific courses so students have the ManageFirst™ Professional Credential upon graduation. Specific courses are chosen by matching objectives already met within each specific class, and then adding the NRAEF appropriate exam. The Quantity Food Production course includes the NRAEF ManageFirst™, *Controlling Foodservice Costs* workbook and exam. Since it is recognized nationally by both the HMT and Dietetic industries, our students have an additional tool that many students do not have upon graduation, maybe giving them an edge in their professions.

- Pedagogical evaluations from students have been in the top 20% each semester in the School of Human Environmental Sciences. The School has 187 courses offered.

#### Principle 7: Respects diverse talents and ways of learning

- Students learn in different ways and at different rates. The Lemon Tree stations are set up to provide success at the simpler stations and then build towards the more difficult ones, ending with management stations. Students are encouraged to step outside of their comfort zone to be exposed to new ways of thinking and doing, so they will know what to expect when they get into a real job.

Under my leadership, a Lemon Tree Scholarship Fund has been established. Funds will be awarded to a HMT and a Dietetic student for use during their required internships, many of which are unpaid. The idea originated when a student in the restaurant reviewer station expressed an interest in doing his internship in Australia. He had the money for the plane ticket, but he didn't have the money for living expenses. Our first award was made in Fall 2010 to Dietetic student Madalyn Hay.

It is my belief that professors should be approachable, accessible, prepared to teach, and enthused about their topic. Students are engaging and full of dreams. My hope is that students involved in the Quantity Food Production course will acquire knowledge, support, and real life experiences that will contribute to the success of their professional careers. It is a privilege, to provide my best to these students!

## Courses

**Spring 2009 – Fall 2011 NFS 342 Quantity Food Production Lecture and Lab**  
 (40 – 50 senior-level students/semester)

National Restaurant Association Education Foundation (NRAEF)  
**ManageFirst® Certification** *Controlling Food Costs: 98% pass rate*

**NFS 342 Evaluations**  
**Top 10 in School of Human and Environmental Sciences**  
**Above College of Agriculture Averages**

	<b>Overall Value of Course</b>	<b>Overall Quality of Teacher</b>
Spring 2011	3.6	3.6
Fall 2010	3.8	3.8
Spring 2010	3.4	3.5
Fall 2009	3.5	3.6
Spring 2009	3.5	3.5

**Developed Lemon Tree Facebook Page where students  
 post daily class photos and meal critiques**

**Spring 2007**

**NFS 340 Institutional Purchasing Lecture**  
 (77 students)

NRAEF **ManageFirst® Certification** *Purchasing: 100% pass rate*

**Preceptor and Mentored Undergraduate Students**

2011	Undergraduate Research Advisor NFS 590	Natalie Frank
2011	Undergraduate Research Advisor NFS 590	Madalyn Hay
2010	CES Summer Intern	Vanessa Oliver
2010	Dietetic Mentor	Madalyn Hay
2009	Didactic Intern	Sara Miller Community Nutrition Rotation
2008	Didactic Intern	Rebecca Harville Foodservice Rotation
2008	Undergraduate Research Advisor NFS 590	Elizabeth Kelty
		<i>Nutritional Knowledge Assessment Concerning Nutrient Deficiencies in the Older Adult</i>
2008	Didactic Intern	Melissa Banks Community Nutrition Rotation
2008	CES Summer Intern (Shared)	Erika Johnson; Laura Griswold
2007	CES Summer Intern	Sarah Small
2007	Research Associate (Shared)	Kendall Furnish
2005	CES Summer Intern	Tava Bruckner
2004	Undergraduate Project Committee Member	Pui Fung Katrina Chim
2003	Undergraduate Research Advisor NFS 590	Wing Ya Yeung

## Graduate Student Advising

- 2003 – 2025 Graduate Faculty Member Nutrition and Food Science
- 2011 Special Problems (5/11), Feai Voon-Wong
- 2011 Committee Chair, MS Dietetic Administration, (5/12), Beth Oldiges  
*Use of YouTube Food Demonstrations with EFNEP Paraprofessionals*
- 2010 Committee Chair, MS Dietetic Administration, (12/11), Vanessa Oliver  
*Food Safety Perceptions and Practices of Homebased Processors in Kentucky*
- 2010 Committee Chair, MS Dietetic Administration, (5/10), Sarah Small  
*Dietitians' Use and Perceptions of Nutritional Screening Tools for Older Adults*
- 2010 Committee Member, MS HMT, (5/11) Nathan Tallent  
*The Tourism Behaviors of Kentucky College Students during the Economic "Recession" of 2008-2009*
- 2010 Committee Member, MS Dietetic Administration, (5/11), Joseph Higgins  
*A Study to Determine whether Nutrition Information Influences Consumer's Restaurant Menu Choices*
- 2010 Committee Member, MS Dietetic Administration, (5/11), Julie Northrop Martin
- 2010 Committee Member, PhD Nutritional Sciences, Carolyn Hofe
- 2010 Committee Member, MS Dietetic Administration, (5/10), Elizabeth Marshall  
*Examining the Relationship between Weight, Food Insecurity, Food Stamps, and Perceived Diet Quality in School-Aged Children*
- 2004 Committee Co-Chair, MS Nutritional Sciences, (5/04), Casey Harp  
*Improving the Nutritional Status of Kentucky Children: A Nutrition Intervention Program*

## Teaching and Learning Professional Development

- 2008 TASC Teaching Workshop
- 2008 The Updated Blackboard Instruction
- 2007 Blackboard Instruction
- 2008 Spring Teaching and Learning Workshop
- 2007 Saba© Centra Training

## **Liz Combs MS, RD, LD**

77 Lantern Way, Nicholasville, KY 40356

859-552-9129

Elmars2@uky.edu

### ***Professional Profile***

Eager to welcome college students into the Nutrition and Food Science majors using a unique combination of education experience coupled with a counseling background.

- Trained in client support including assessment, education, documentation, and administrative procedures
- Experienced in managing daily client volume including correspondence, appointment scheduling, and personalized sessions
- Talented in providing specialized presentations to a wide variety of audiences
- Skilled in documentation and record maintenance to ensure accuracy and confidentiality
- Dedicated to mentoring as a means of creating and nurturing a lifelong love of knowledge in students.

### ***Education and Certifications***

#### **M.S. Dietetic Administration**

University of Kentucky, Lexington, KY. 2010, Summa Cum Laude

#### **Bachelor of Science Dietetics and Food Science**

University of Kentucky, Lexington, KY. 2007, Summa Cum Laude

#### **Dietetic Internship**

University of Kentucky, Lexington, KY. 2007

#### **Certification in Childhood and Adolescent Weight Management**

Commission on Dietetic Registration. 2010

### ***Employment***

#### **Central Baptist Hospital, Lexington, KY**

**2009-2011**

Outpatient Dietitian and Health Educator

- Assess, educate, and document counseling sessions with patients in an outpatient setting
- Develop nutrition class curriculum and materials for diabetes, weight loss and heart healthy classes
- Create corporate wellness seminars, lesson plans and presentations for all age groups
- Manage daily client volume through telephone and email contact, scheduling, and appointments

#### **YMCA of Central Kentucky, Lexington, KY**

**2007-current**

Wellness Specialist and Group Exercise Instructor

- Create personalized wellness programs and interactive fitness sessions for members
- Orient new members to the facility and the programs provided

#### **University of Kentucky, Lexington, KY**

**2007-2009**

Supervised Practice Program Assistant and Teaching Assistant

- Organized and managed applications, interviews, and selection process
- Assisted dietetic interns with logistics of rotations and academic courses
- Advised current and prospective students, interns and applicants
- Collaborated on curriculum and exam development
- Graded written and electronic work, including final exams and papers

### ***Professional Affiliations***

American Dietetic Association

American Diabetes Association

Bluegrass District Dietetic Association, Secretary and Honors and Awards Committee

### ***Related Presentations***

- “Eat the Rainbow, Read the Rainbow, Wear the Rainbow”  
Creator and Presenter of Weeklong Nutrition Sessions with Woodford County Schools, Versailles, KY 2011
- Nutrition Presenter at numerous career fairs in Fayette, Jessamine, and Woodford Counties 2009-2011
- “Examining the Relationship Between Weight, Food Insecurity, Food Stamps, and Perceived Diet Quality in School-Aged Children”  
Poster Presentation at National ADA Food and Nutrition Conference and Expo, Denver, CO 2010
- “The Influence of Food Assistance Programs on Weight Status and Perceived Diet Quality”  
Poster Presentation at Global Obesity Summit, Jackson, Mississippi 2010
- “Pitch the Junk”  
Creator and Presenter of Corporate Wellness Program, Lexington, KY 2010
- “Lose 12 Pounds in 12 Weeks”  
Co-Creator and Presenter of YMCA Weight Loss Program, Lexington, KY 2007-2010
- “The New Angles of MyPyramid”  
Guest Speaker at Kentucky School Nutrition Association Conference, Louisville, KY 2007

### ***Community Service***

Manna Ministry

A free meal service that is provided to community members in need. On Saturdays a nutritionally balanced meal is served to people of all ages. The meals are prepared in the church’s commercial kitchen and served in the community center.

Backpack Program in Jessamine County Schools

This program purchases and fills backpacks with nonperishable food items for elementary age students. The food is provided to students who have little or no food to eat on the weekends.

**BIOGRAPHICAL SKETCH – 2008-2010**

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2.  
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Hazel Forsythe, Ph.D. RD., LD	POSITION TITLE Associate Professor, Department of Nutrition and Food Science
eRA COMMONS USER NAME	

EDUCATION/TRAINING ( <i>Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.</i> )			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of Bristol, United Kingdom	B.Ed Honors	1977	Nutrition
Oklahoma State University, Stillwater, OK	MS	1984	Home Ec/ Community Services
Oklahoma State University, Stillwater, OK	Ph.D.	1987	Home Economics/ Nutrition
Registered Dietitian	---	6694	
Certified Family and Consumer Scientist	1190		

**NOTE: The Biographical Sketch may not exceed four pages. Items A and B (together) may not exceed two of the four-page limit. Follow the formats and instructions on the attached sample.**

**A. Personal statement**

Hazel Forsythe has had a long history (27 years) with populations that experience poor health outcomes because of poverty and dietary inadequacy. She has worked with the Pan American Health Organization (PAHO) in Belize, Nicaragua, Guyana, other countries in Latin American and the Caribbean, and with UNICEF in five Asian countries as a nutritionist. Dr. Forsythe continues work on hunger and poverty with 17 English Speaking countries in the Caribbean where researches in Maternal and Child Nutrition with special emphasis on nutritional status in low income pregnant women that lead to complications during pregnancy and emphasis on children with developmental disorders who are typically the issue of complicated pregnancies. She utilizes the tools of dietary assessment and feeding problems to determine consequences for dietary adequacy. Dr. Forsythe examines how nutritional inadequacies lead to irregularities in intestinal control, satiety, and feeding in children with disabilities. She continues work with UNICEF and the United Nations Fund Development Social Amelioration Programs. She has published in Caribbean, Sri Lankan, Indonesian and Singaporean Journals and prepares program materials in international issues for Cooperative Extension populations in Kentucky.

While Dr. Forsythe maintains her international research, she pursues an active research track on food security in low income communities. Her current projects are dietary adequacy in children with neurobiological disorders whose food aversions affect nutrition status and food security in low income families living in public housing. Dr. Forsythe maintains major roles in administration and teaching at the graduate and undergraduate levels. She translates her community nutrition research into aligning the Nutrition Care Process with community interventions. She teaches graduate courses in Food Related Behaviors and Advanced Dietetics in which poverty, food security and health promotion programming are major components.

**B. Positions and Honors. List in chronological order previous positions, concluding with your present position. List any honors. Include present membership on any Federal Government public advisory committee.**

1994 - 2011 Associate Professor, Nutrition and Food Science, University of Kentucky  
 1994 – 2011 Adjunct Professor, Graduate Center for Nutritional Science  
 1998 – 2012 Director, Dietetics Internship  
 1999 - 2006 Chair, Department of Nutrition and Food Science  
 2006 - 2010 Director, Undergraduate Studies of Nutrition and Food Science  
 2009 - 2011 Director, Graduate Studies

## Honors and Awards:

Torch of Excellence Award-University of Kentucky; Service to Equity in the Fayette County School District; A teacher who made a difference-UK College of Education; Outstanding Educator- Kentucky Dietetics Association; Outstanding Educator- Region IV-American Dietetic Association; Outstanding Educator-UK, Department of Nutrition and Food Science; Outstanding Dietitian- Kentucky Association of Family and Consumer Sciences; Text Writers Award-Caribbean Association of Home Economists; British Council International Fellow; Kappa Omicron Nu; Phi Upsilon Omicron; Phi Kappa Phi; Phi Delta Kappa; Minority Achievers Gold Award-Oklahoma State University; Outstanding Teacher-Bath College of Higher Education at Bristol University.

## Grant Review Panels:

United States Department of Agriculture, CSREES Higher Education programs; Small Business Innovation Research Review; United Nations Fund Development Program, evaluation research contracts; March of Dimes; American Association of Family and Consumer Sciences

### C. 'Selected' peer-reviewed publications regarding special groups (in chronological order). (2000-2010)

**Forsythe, H.** (2000). Eating habits of young children. *Caribbean Home Economics Quarterly*. 28: 16-19.

**Forsythe, H.**, DeHaan, K. and Cook-Newell, M. (2001). Maternal iron deficiency anemia and medical nutrition therapy as intervention. *Caribbean Journal of Home Economics*. 2: 33-41.

Gaetke, L., **Forsythe, H. W.**, and Wesley, M. (2002) Dietetic Interns at geographically remote practice sites found a listserv to be useful information tool that fosters independent learning. *Journal of the American Dietetic Association* 102:851-853.

Tietyen, J. and **Forsythe, H.** (2004) U.S. Food Consumers: Growing Concerns about Weight and Health. *Proceedings of the 57<sup>th</sup> American Meat Science Association*, pp. 31-34

Wong, K., Ham, S. and **Forsythe, H. W.** (2005) Exploring the use of information technology in dietetics practice among clinical dietitians. *Journal of Community Nutrition*. 7(3) 1-7

Hires, B., Ham, S., & **Forsythe, H. W.** (2006) Comparison of Websites Offering Nutrition Services Controlled by Registered Dietitians and Those Controlled by Non-dietitian Nutrition Consultants *Journal of Community Nutrition*, 8(1) 1-7.

**Forsythe, H.**, Hires, B., Ham, S. (2007) Families rearing a child with autism face specific dietary issues. *Newsline\_Apr07, Singapore Journal of Nutrition*. (6) 1-3

Ham, S., Zhang, Yi., & **Forsythe, H.** (2007). Segmentation of the e-Travel Industry. Travel Website Users versus Non Users and Reasons of Using Hospitality and Travel Websites. *Asian Journal of Tourism and Hospitality Research*. 1(1) 64-77

Ham, S., Kim, W., & **Forsythe, H.** (2008). Determinants of Restaurant Employees' Technology Use Intention: Validating Technology Acceptance Model with External Factors via Structural Equation Model *Journal of Hospitality and Leisure Marketing*. 1-7

Ham, S., Kim, W., & **Forsythe, H.** (2008). Determinants of Restaurant Employees' Technology Use Intention: Validating Technology Acceptance Model with External Factors via Structural Equation Model *Journal of Hospitality and Leisure Marketing*. 1-7

Principal Investigator/Program Director (Last, First, Middle):

Holt, R. **Forsythe, H.** Kurzynske, J. (2009) Parents perceptions of nutrition status of children with autism. *Kentucky Autism Training Center Reports*. 4(2) 10-12

Coffie, J., & **Forsythe, H.** (2009) **Overcoming barriers** Chronic health conditions in African American woman living in public housing . Conference of the American Association of Family and Consumer Sciences. Milwaukee, Wisconsin, June

**Forsythe, H.**, Andrews, F., Anderson, C., (2010) Accreditation: Redesigning the Measures of Quality for Family and Consumer Sciences. *Journal of Family and Consumer Sciences*. Submitted October 2010

**D. Research Support. List selected ongoing or completed (during the last three years) research projects (federal and non-federal support). Begin with the projects that are most relevant to the research proposed in this application. Briefly indicate the overall goals of the projects and your role (e.g. PI, Co-Investigator, Consultant) in the research project. Do not list award amounts or percent effort in projects.**

Re-authorization of Evaluation of the HOPE VI community revitalization: (2010) PI **Forsythe, H.** & Ham, S Walker, R.

Nutrition education changes quality of life and food security for Bluegrass Residents. *HOPE VI*, PI **Forsythe, H.** (2009).

Bluegrass/Aspendale HOPE VI community revitalization: PI- Sims, A. et. Al. Community evaluation research. (Nov 2005- Oct 2011) Housing and Urban Development. Partners with *Lexington-Fayette Urban County Housing Authority: Team member-Forsythe, H.*, & Ham, consultant R. Walker

Health and community services evaluation research on families in low income housing. Housing and Urban Development and *Lexington Fayette Urban County Government*, PI –Forsythe. On-going 2008-2011

Nutrition, exercise and weight management for families with disabilities: *Kentucky, African/Caribbean Society* PI -

- Evaluation of nutrition interventions on weight and physical activity in youth participating on Special Olympics sports teams. On-going 2008-current

Evaluation Research of Maternal and Child Health Programs, Social Impact and Community Amelioration Program, *United Nations Development Program*, Consultant,

- Food Security: Evaluating intervention projects for Maternal and Child Programs - PI

Use of portable metabolic assessment technology for nutrition status assessments in the weight management of adolescent in school systems, youth clubs and community centers: *Center for Healthy Communities, Midwest Health Professions Consortium*, PI - Forsythe

- The purpose of the project is to evaluate the use of portable miniaturized equipment to compare kilocalorie/energy needs with calculated energy needs of overweight adolescents.

Nutritional implications in feeding children with neuro-developmental disorders- Autism, Pervasive Developmental Disorders, Tourette syndrome, ADD and ADHD: *Autism Society of the Bluegrass*, PI

- Weight management in youth with disabilities PI –
- Evaluating novel food distribution in typical children and children with autism on gluten/casein free food plans, unrestricted food plans and complementary nutrition aids. On-going

**E. Invited presentations related to the area of interest (in chronological order). (2008-2010)**

Principal Investigator/Program Director (Last, First, Middle):

**Forsythe, H.** (2011) Interdisciplinary health care is best practices for health professionals serving families managing Autism Spectrum Disorders. Kentucky Department of Health and Human Services Symposium. Lexington, KY. April

Holt, R, **Forsythe, H.** (2008) Parental perceptions of nutrition status in children with autism, *American Association of Family and Consumer Sciences*. Poster presentation, Milwaukee, Wisconsin, June

Ham, S., Kim, W. G., **Forsythe, H.W.** (2008). Task Technology Fit theory: An evaluation of restaurant employees' information technology expertise, *Hospitality Information Technology Association* conference, Austin, TX, November.

Coffie, J., & **Forsythe, H.** (2009) The prevalence of chronic health conditions in African American woman living in public housing. *Conference of the American Association of Family and Consumer Sciences*. Knoxville, N June

Coffie, J., & **Forsythe, H.** (2010) Overcoming barriers to chronic health conditions in low income African American woman. Conference of the American Association of Family and Consumer Sciences. Milwaukee, Wisconsin, June

**Forsythe, H.** & Stevens, P. (2010) Accreditation: Redesigned Standards for Excellence. *Research to Practice*. *American Association of Family and Consumer Sciences*. 101<sup>st</sup> Conference of the American Association of Family and consumer Sciences, Cleveland, OH. June

### **Invited Papers\*, Lectures and Speeches**

**Forsythe, H.** (2010) Inaugural Report 2010. State of Black Lexington. Health Care. pp. 13.\*

**Forsythe, H.** (2008) Interventions improve standards of prenatal care in maternal and child nutrition programs. *Journal of the Caribbean Home Economics Association*, Conference Proceedings. Grenada, West Indies. p.4-6 \*

**Forsythe, H.,** (2009) Autism's effects on the brain and nutrition implications for children, *Department of Psychology Graduate Symposium* University of Kentucky, October 2009.

**Forsythe, H.,** Holt, R. (2009) Parental Acceptance of Nutrition Information for children with Autism. *Family and Consumer Sciences conference*.

**Forsythe, H.** (2009). Measures of the nutritional intake in children with Autism. (OCALI) *Ohio Conference for Autism and Low Incidence Disorders*. Columbus, Ohio November 2009

**Forsythe, H.** (2009) Dietary outcomes and parental reporting of food intake of young children on restricted diets. *Caribbean Association of Home Economics Biennial Conference*. Grenada, March 2009

### **Juried Presentations**

**Forsythe, H.,** Andrews, F., Stanley, S. (2009) Standards of Program Quality. 100th Conference of the American Association of Family and consumer Sciences, June. Knoxville TN

**Forsythe, H.** & Ashy-Hiten (2009) Nutrition and Medication Intake of Children with Autism Spectrum Disorders. *Ohio Conference of Autism and Low Incidence disorders*. November. Columbus, Ohio

**Forsythe, H.** (2010) Orientation to an Accreditation Site visit. 101st Conference of the American Association of Family and consumer Sciences, June. Cleveland, Ohio

Principal Investigator/Program Director (Last, First, Middle):

Forsythe, H., Stevens, P., Hathcote, J (2010) Become an Accreditation Site Visit Leader. 101st Conference of the American Association of Family and Consumer Sciences, Cleveland, Ohio.

Archibald, J., **Forsythe, H** & Drayton, A (2010) Caribbean Region “ASPECT” education in food security among Caribbean educators. International Federation for Home Economics. Sligo, Ireland, p.7-8. \*\*

**Selected Abstracts and Extension Publications:**

Hardin, K.& **Forsythe, H.**, (2009) Maternal Health: Millennium Goals 2015 University of Kentucky Cooperative Extension Service.

**Forsythe, H.**& Hardin, K (2009) Eradicate Extreme Hunger and Poverty: Millennium goals 2015. University of Kentucky cooperative Extension Service.

Coffie, J., & **Forsythe, H.** (2009) The prevalence of chronic food insufficiency in African American woman living in public housing. Proceedings of American Association of Family and Consumer Sciences. Milwaukee, Wisconsin, p. 33

# Curriculum Vitae

**Lisa Gaetke, Ph.D., R.D., L.D.**  
**Professor**

## **CONTACT INFORMATION**

---

**Office Address:**

Department of Nutrition and Food Science,  
119 Funkhouser Building  
Lexington, Kentucky 40506-0054  
Phone: (859) 257-1031  
Fax: (859) 257-3707

**Home Address:**

228 Greenbriar Road  
Lexington, Kentucky 40503  
Phone: (859) 276-2170

## **EDUCATION**

---

<b>Year</b>	<b>Degree</b>	<b>Institution</b>
1990-1994	Ph.D. Nutritional Sciences	Multidisciplinary Ph.D. Program in Nutritional Sciences, University of Kentucky Dissertation: "Altered zinc metabolism and its sequelae during dietary zinc deficiency and stress"
1988-1990	M.S. Nutrition and Food Science	Department of Nutrition and Food Science, College of Human Environmental Science, University of Kentucky Thesis: "The effect of zinc deficiency on metabolic rate and activity level in rats"
1966-1971	B.S. Foods and Nutrition	University of Minnesota
1969-1970	Foreign Study	Wagner College, Bregenz, Austria

## **EMPLOYMENT**

---

- 6/09-Present Full Professor, Special Title Series, Department of Nutrition and Food Science, School of Human Environmental Sciences, University of Kentucky. Teach seniors and graduate students (500-700 level courses) in medical nutrition therapy.
- 1/03-6/09 Associate Professor, Special Title Series, Department of Nutrition and Food Science, School of Human Environmental Sciences, University of Kentucky. Teach seniors and graduate students (500-700 level courses) in medical nutrition therapy. Assist with UK's American Dietetic Association's accredited programs.
- 2000-Present Affiliate Member of the Graduate Center for Nutritional Sciences, College of Medicine.
- 1/98-12/02 Assistant Professor, Special Title Series, Department of Nutrition and Food Science, College of Human Environmental Sciences, University of Kentucky.
- 06/97-12/97 Assistant Professor of Internal Medicine, Division of Digestive Diseases and Nutrition, University of Kentucky Chandler Medical Center. Managed clinical research through UK's NIH-funded General Clinical Research Center (GCRC), and coordinated industry sponsored protocols. Served as the Clinical Study Coordinator for a multi-center drug trial using S-adenosyl methionine (SAM-e) on methionine impairment and intrahepatic cholestasis in patients with cirrhosis. This was a new drug under investigation in the United States at the time.
- 06/95-05/97 Post-doctoral Research Associate, Division of Digestive Diseases and Nutrition, University of Kentucky Chandler Medical Center.
- 08/95-05/96 Temporary Instructor, Department of Nutrition and Food Science, College of Human Environmental Sciences, University of Kentucky.
- 1988-1994 Teaching and Research Assistant, Division of Digestive Diseases and Nutrition, University of Kentucky Chandler Medical Center, Department of Nutrition and Food Science, College of Human Environmental Sciences.
- 1976-1988 Foods Consultant, Lexington, KY (1978-88), St. Paul, MN (1976-78), Pillsbury Co, Litton Industries, General Electric Co, Publications Arts Inc. Developed cooking techniques, wrote cookbooks for company products and styled food for photography.
- 1974-1975 Dietitian, Cook County North Shore Hospital, Grand Marais, MN.
- 1971-1974 Consumer Foods Development, Land O Lakes Inc., Minneapolis, MN.

## **CERTIFICATION AND LICENSURE**

---

<b>Year</b>	<b>Number</b>	<b>Board; State</b>
1991	804681	American Dietetic Association, Certification as Registered Dietitian
1994	0652	Commonwealth of Kentucky, Licensed as a Dietitian, and Certified

## **HONORS AND AWARDS**

---

### **National:**

- National Association of Colleges and Teachers of Agriculture's Teaching Award of Merit, 2008 (teaching)
- LEAD 21 Leadership Program, University of Georgia Fanning Institute, 2006-2007 (service)
- Science Direct.com Top 25 Downloaded Articles in Elsevier's Pharmacology, Toxicology and Pharmaceutical Sciences, 2003-2006 for my article in Toxicology, 189:147-163, 2003 (research)
- Science Direct.com Top 25 Hottest Articles in Pharmacology, Toxicology and Pharmaceutical Sciences, July-Sept, 2004 for my article in Toxicology, 189:147-163, 2003 (research)
- Outstanding Dietetic Educator, Area V, American Dietetics Association Dietetic Educators of Practitioners, 2002 (teaching)
- New Investigator Award, American College of Nutrition, with \$5,000 Proctor and Gamble Research Award, 1994 (research)
- New Investigator Award, Ross Laboratories, 1994 (research)

### **State:**

- Communications Educational Technology, 1<sup>st</sup> place. National Extension Association of Family and Consumer Sciences, Kentucky Affiliate, 2010 (extension)
- Communications Educational Curriculum Package, 2<sup>nd</sup> place. National Extension Association of Family and Consumer Sciences, Kentucky Affiliate, 2010 (extension)
- Outstanding Dietetics Educator, Kentucky Dietetics Association, 2002 (teaching)
- Research Award, University of Louisville Research 2001 Symposium, 2001 (research)

### **District:**

- Outstanding Educator, Bluegrass District Dietetic Association, 2001 (teaching)

### **University:**

- University of Kentucky Alumni Association's Great Teacher Award, 2008 (teaching)
- University of Kentucky's Wethington Award, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006 (research)
- University of Kentucky's Faculty Futures Award, 2006 (teaching and research)
- University of Kentucky's Circles of Power Leadership Program, 2005-2006 (service)
- Finalist, Provost's Award for Outstanding Teaching, University of Kentucky, 2002 (teaching)

**College:**

School of Human Environmental Sciences Centennial Laureate Award, 2007  
(teaching and research)  
Outstanding Teacher, College of Human Environmental Sciences, 2000 (teaching)  
Enthusiastic Teacher, "I Love My Students, Pennies for Professors" Award, College of  
Human Environmental Sciences, 2000 (teaching)  
Outstanding Teacher, College of Human Environmental Sciences, 1999 (teaching)  
Honorable Mention Outstanding Teacher, College of Human Environmental Sciences,  
1998 (first semester of teaching)

**Department:**

Outstanding Advisor, Department of Nutrition and Food Science, 2000 (advising)

**TEACHING ACTIVITIES (85% in DOE)**

---

**Undergraduate Courses taught:**

**NFS 301 - Dietetics Profession** - 2-3 credits. An orientation to the dietetics profession, including

research, ethics, and roles and responsibilities in various employment opportunities.

Basic skills needed by the dietitian are reviewed with emphasis on communication, computer use, nutritional knowledge, medical terminology, management, service, and research. (~45 students/semester)

**NFS 515 - Medical Nutrition Therapy** - 5 credits. (pre-2008 taught as NFS 511, Therapeutic Nutrition-4 credits, and NFS 513-Advanced Therapeutic Nutrition-2 credits) This course explores changes in nutrient metabolism related to biochemical and physiological alterations in disease and trauma conditions and the intervention strategies of medical nutrition therapy. Content includes case study evaluations, nutritional therapies for disease conditions, including enteral and total parenteral nutrition, and current research in the field. (~ 45 students/semester)

**NFS 591 - Special Problems in Foods and Nutrition** - 1-3 credits. This class involves working independently with undergraduate students on research projects related to medical nutrition therapy and community nutrition. (~ 1 student/semester)

**Graduate Courses taught:**

**NFS 690 - Advanced Work in Dietetics** - 3 credits. This course will examine topics related to managing dietetics services including medical nutrition therapy protocols, dietetics outcomes research, parenteral and enteral support, clinical pathways, JCAHO requirements, state and institutional policy controls, reimbursement for dietetics services, in-patient and out-patient quality management, and hospital outreach programs. (5-12 students/semester)

**NFS 782 - Special Problems in Dietetics Administration** - 1-3 credits. This class involves working with graduate students on research projects related to medical nutrition therapy and community nutrition. (~ 1-5 students/semester)

**NFS 810 - Medical Nutrition Therapy I Supervised Practice** - 5 credits. Full-time (40 hrs/wk) medical nutrition therapy supervised practice at an assigned hospital with a variety of

patient types. This course provides experience in medical nutrition therapy in order to complete the ADA-related competencies for entry-level dietitians. (20 students/semester)

**NFS 816 - Medical Nutrition Therapy II Supervised Practice** - 3 credits. Full-time (40 hrs/wk) medical nutrition therapy supervised practice at an assigned hospital with a variety of patient types. This course provides experience in medical nutrition therapy in order to complete the ADA-related competencies for entry-level dietitians. (20 students/semester)

#### **Summer Courses taught:**

**NFS 511 online - Therapeutic Nutrition** - 4 credits. This course explores changes in nutrient metabolism related to biochemical and physiological alterations in disease conditions and development of therapeutic diets.

**NFS 513 online - Advanced Therapeutic Nutrition** - 2 credits. Assigned to teach course online. Study of selected topics in advanced medical nutrition therapy. Content includes case study evaluations, nutritional therapies for disease and trauma conditions, including enteral and total parenteral nutrition, and current research in the field.

#### **Undergraduate Faculty Activities:**

Advising - Undergraduate and Dietetic program course advising for majors and transfers, approximately 50 students/semester, 1998-present.

Writing (as the only medical nutrition therapy professor) letters of recommendation for about 50 dietetics students for required Dietetic Internships and Coordinated Programs each year, 1998-present.

Clinical Supervisor and assisted with administration of (undergraduate) Coordinated Program in Dietetics (10-12 students/year), 1998-2007, 2008-2009.

Faculty Advisor, UK CARES Eating Disorder Peer Advocates Program, 1999-2006 (presently inactive based on student participation).

#### **Graduate Faculty Activities** (Our department has a Master's Program in Hospitality and Dietetics Administration, but no PhD program):

Director of Graduate Studies (DGS), 2004-08. (During my tenure as DGS, I served as the advisor and was a committee member on every student's Masters committee unless I was the Major Professor (about 18 students).

PhD Degree Dissertation Directed (Major Professor)

Carolyn Hofe, 2008- present, Graduate Center for Nutritional Sciences PhD Committee

Master's Degree Thesis Directed (Major Professor):

Elizabeth Willett, 2010. *Risk Perception and Dietary Behavior Change in Kentucky's Superfund Communities*

Danita Hines, 2010. *Vegetarians and Vegans in Kentucky*

Julie Peterson, 2009. *The Resting Metabolic Rate of the Frail, Institutionalized Elderly in Kentucky.*

Carolyn Hofe, 2008. *Challenges and Opportunities to Rural Nutrition Education Programs in Kentucky's Superfund Communities*

Carolyn Hofe, 2008. Community Nutrition, (no thesis) Graduate Center for Nutritional Sciences

Steve Perry, 2008. *Nutritional Intake of Home School Children and Public School*

*Children: A Comparison Study*

Master's Degree Special Project Directed (Major Professor):

Lakshmi Vetcha, 2007. *Zinc Absorption and the Meat Factor*

Nicole Biederman, 2007. *Eating Behaviors of Students at the University of Kentucky*

Kasturi S. Yalamanchili, 2006. (with Subramaniam Apparsundaram) *Estrogen Regulation of Cholinergic Function*

Kim Hayek, 2005. *Social Marketing for Superfund Communities*

Mei Ling Karine Wong, 2005. *Leptin, Anorexia, and Weight Loss in Patients with Inflammatory Bowel Disease*

Katrina Chim, Masters, 2004. *Nutrition Counseling for Maternal Care in Hong Kong*

Jessica Mills, 2002. *Food Away From Home Expenditures*

Committee membership outside the department:

Doug Long, 2008. Kinesiology Master's Committee

Brigitte Hires, 2005. Graduate Center for Nutritional Sciences, Ph.D. Committee

Karen Troendly, 2002. Kinesiology Master's Committee

Clinical Supervisor and assist with administration of (Graduate) Dietetic Internship Program, 1998-2007, 2008-2009.

Guest lecturer in NFS/NS 640 Human Nutrition: Assessment graduate course, 1996-2000 and NS 602 Integrated Nutritional Sciences II, 2009-2010.

**RESEARCH ACTIVITIES (15% in DOE)**

(Note - Underlined names indicate graduate or undergraduate students under my direction.)

**RESEARCH GRANTS:**

**Nationally Competitive External Grants**

**Ongoing Research Support:**

**Lisa Gaetke** "Core D: Community Outreach Core, Superfund Community Action through Nutrition (SCAN)" NIH National Institute of Environmental Health Sciences NIEHS, 2008-2013, \$375,000, **PI**, funded.

Hershberger, Susan (Miami University, PI) "Fighting with Food: Battling Chemical Toxicity with Good Nutrition, NIH NCCR SEPA, 2010-2016, \$163,000, **Co-Investigator**, funded.

**Completed Research Support:**

**Lisa Gaetke** "Core D: Community Outreach Core, Superfund Community Action through Nutrition (SCAN)" NIH NIEHS, 2005-2008, \$300,000, **PI**, funded.

Sandra Bastin, Jim Kipp, **Lisa Gaetke**. "Superfund Basic Research Program Outreach Core" NIH/NIEHS grant, 2000-2005, \$75,000/yr, **Co-PI** (5% effort), funded.

**Internal Grants**

**Completed Research Support:**

**Lisa Gaetke**, Trevor Winter, MD, "Leptin, weight loss, and anorexia in inflammatory bowel disease patients," NIH-funded University of Kentucky's Clinical Research Development & Operations Center (CR-DOC) (formerly, the General Clinical Research Center), 2000-2009, ~ \$50,000, **PI**, funded.

**Lisa Gaetke** College of Agriculture 2005 Research Activity Award to support animal study for

- the 2005 Spring Semester, "Zinc metabolism and the meat factor," \$2,000, funded.
- Lisa Gaetke** College of Agriculture 2004 Research Activity Award to support a research assistant for the 2004 Spring Semester, "Leptin, weight loss, and anorexia in inflammatory bowel disease patients," \$2,000, funded.
- Lisa Gaetke** "Medical nutrition therapy in improving diabetes and heart disease outcomes in rural Kentucky," University of Kentucky Special Summer Faculty Research Fellowship, \$7,500, 2002, funded.
- Lisa Gaetke** "Leptin, anorexia, and weight loss in patients with inflammatory bowel disease," UK Research Committee Grant, \$5,000, 2001, funded.
- Lisa Gaetke** "Medical nutrition therapy in improving diabetes and heart disease outcomes in rural Kentucky," College of Human Environmental Sciences grant, \$3,000, 1999, funded.
- Lisa Gaetke** "The role of leptin in the anorexia and weight loss of pediatric patients with inflammatory bowel disease," UK Summer Faculty Research Fellowship, \$5,000, 1999, funded.

## **PUBLICATIONS:**

### **Refereed Journal Articles:**

- Long, Douglas E., Gaetke, Lisa M., Perry, Stephen D., Abel, Mark G., Clasey, Jody L.: Physical activity and nutrition assessment of home schooled versus public schooled children and their parents. *Pediatric Exercise Science*, 22:44-59, 2010.
- Gaetke, Lisa M.,** Craig J. McClain, C. Jean Toleman, Mary A. Stuart: Yogurt protects against growth retardation in weanling rats fed diets high in phytic acid. *J. Nutr. Biochem.* 21:147-152, 2010.
- Gaetke, Lisa,** K. Gaetke, and C. Bowen: Challenges to Superfund nutrition programs in Kentucky. *Environ. Toxicol. Pharmacol.* 25:277-281, 2007.
- Gaetke, Lisa M.,** Mary A. Stuart, and Helena Truszczyńska: Single nutrition counseling session with a dietitian improves short-term clinical outcomes for rural Kentucky patients with chronic diseases. *J. Am. Diet. Assoc.* 106:109-112, 2006.
- Gaetke, Lisa M,** Helieh S. Oz, Robert C. Frederich, and Craig J. McClain: Anti-TNF- $\alpha$  antibody normalizes serum leptin in IL-2 deficient mice. *J. Amer. Coll. Nutr.* 22:415-419, 2003.
- Gaetke, Lisa M.** and Ching K. Chow: Copper toxicity, oxidative stress, and antioxidant nutrients. *Toxicology.* 189:147-163, 2003.
- Gaetke, Lisa M.,** Myrna M. Wesley, and Helena Truszczyńska: The effect of 9/11 on the personal values of dietetics students. *Journal of Family and Consumer Sciences.* 95 (4):41-45, 2003.
- Gaetke, Lisa M.,** Helieh S. Oz, Willem J. S. de Villiers, Gary W. Varilek, and Robert C. Frederich: The leptin defense against wasting is abolished in the IL-2 deficient mouse model of inflammatory bowel disease. *J. Nutr.* 132:893-896, 2002.
- Gaetke, Lisa M.,** Hazel Forsythe, and Myrna M. Wesley: Dietetic interns at geographically remote supervised practice sites found a listserv to be a useful information sharing tool that fosters independent learning. *J. Am. Diet. Assoc.* 102:851-853, 2002.
- Gaetke, Lisa M.,** Robert C. Frederich, Helieh S. Oz, and Craig J. McClain: Decreased food intake rather than zinc deficiency is associated with changes in plasma leptin, metabolic rate, and activity levels in zinc deficient rats. *J. Nutr. Biochem.* 13:237-244, 2002.
- Gaetke, Lisa,** C McClain, R. Talwalkar, and S. Shedlofsky: Effects of endotoxin on zinc

metabolism in human volunteers. *Am. J. Physiol.* 272:E952-E956, 1997.

### **Refereed Papers Published in Proceedings and Symposium Publications:**

**Gaetke, Lisa M.**, Myrna M. Wesley, and Hazel Forsythe: Dietetics curriculum integrates virtual journal club to enhance communication at geographically remote supervised practice sites. *American Dietetic Association 2000 Summit: Best Practices in Dietetic Education*, 2000.

### **Book Chapters**

Hill K, **Gaetke L**, McClain M and McClain C: Eating Disorders In Women. *Nutritional Concerns of Women* (Eds.) Wolinsky, Ira and Klimis-Tavantzis, Dorothy, CRC Press, Inc., Boca Raton, FL, 2004.

McClain, CJ, Hill DB, Shedlofsky SI, **Gaetke L**, and Hennig B. Zinc: Cytokines and Liver Disease. *Zinc and Diseases of the Digestive Tract* (Ed.) Kruse-Jarres Scholmerich, Kluwer Academic Publishers, United Kingdom, pp 77-86, 1997.

### **Published Abstracts:**

Willett, Elizabeth, Carolyn Hofe, Limin Feng, Lisa Gaetke: Improving risk communication through assessment of Kentucky citizens' perceptions of environmental pollutants, health and nutrition behaviors. 2010 Annual Meeting of the NIEHS Superfund Research Program, Portland, OR.

**Gaetke Lisa**, Carolyn Hofe, Elizabeth Willett: Translating sensitive environmental pollutant research and nutrition through trusted members of Superfund communities. Emerging Issues, Emerging Progress, 2009 Annual Meeting of the NIEHS Superfund Research Program. p 43, New York, NY.

**Gaetke, Lisa**, Stephanie Jenkins, Lindell Ormsbee, Anna Goodman Hoover: Utilizing the strengths of a land-grant institution: The University of Kentucky SBRP and Cooperative Extension Service working together for increased stakeholder engagement, Environmental Protection Agency's National Association of Remedial Project Managers (NARPM), Portland, Oregon, July, 7-11, 2008.

Long, Douglas E., Lisa M. Gaetke, Stephen D. Perry, Mark G. Abel, Jody L. Clasey: Physical activity and nutrition assessment in public school versus home schooled children and their parents. For the American College of Sports Medicine Annual Meeting, May, 2008.

Megan Finnie, Carolyn Hofe, and Lisa Gaetke: Nutrition outreach to Kentucky Superfund sites. For the Kentucky Dietetics Association Annual Meeting, April, 2008.

Stephen Perry, Doug Long, Jody Clasey, Lisa Gaetke: Nutritional intake of home school children and public school children: A comparison study. For the Kentucky Dietetics Association Annual Meeting, April, 2008.

Long, Douglas E., Lisa M. Gaetke, Stephen D. Perry, Mark G. Abel, Jody L. Clasey: Physical activity and nutrition assessment in public school versus home schooled children and their parents. For the University of Kentucky Graduate Student Congress, March, 2008.

Hofe, Carolyn, Megan Finnie, Lisa Gaetke. A holistic approach to effective nutrition education programs for affected Superfund communities. For the NIEHS Superfund Basic Research Program Annual Meeting, Durham, NC, December, 2007.

Hofe, Carolyn, Megan Finnie, Lisa Gaetke. Nutrition education provides outreach to improve health-related behaviors for Superfund communities. For the Kentucky Research

- Consortium for Energy and the Environment Technical Symposium, Lexington, KY, October 30-31, 2007.
- Gaetke, Lisa:** Challenges and opportunities in working directly with affected Superfund communities in Kentucky. For the Kentucky Water Resources Annual Symposium, Lexington, KY, March 26, 2007.
- Ormsbee, Lindell, **Gaetke, Lisa**, Hoover, Anna, Jenkins, Stephanie, Carolyn Hofe: Leveraging partnerships for improved research translation. For the NIEHS Superfund Basic Research Program Annual Meeting, San Diego, CA, December, 2006.
- Gaetke, Lisa:** An outreach program translates basic research for Superfund communities to improve health through nutrition. For the Kentucky Water Resources Annual Symposium, Lexington, KY, March, 2006.
- Christa Bowen, **Lisa Gaetke**, and Sandra Bastin. Interactive nutrition Superfund presentations are an effective community outreach program for Cooperative Extension Service agents. Superfund Basic Research Program Annual Meeting, New York City, NY, January, 2006.
- Gaetke, Lisa, M**, Christa Bowen, Sandra Bastin, and Bernhard Hennig: Challenges to outreach in Kentucky Superfund communities. For the NIEHS Superfund Basic Research Program Annual Meeting, New York City, NY, January, 2006.
- Gaetke, LM** and Bastin SB: A nutrition outreach program provides interchange between university researchers and Superfund communities to provide safe, effective, and responsive nutrition information. Abstract: *J Am. Coll Nutr.*, 2005.
- Gaetke, Lisa M.**, Sandra S. Bastin, Steve Gilliam: A model for interchange among an outreach program, basic researchers, and Superfund communities to provide safe, effective, and responsive nutrition information. For the NIEHS Superfund Basic Research Program Annual Meeting, Seattle, WA, November, 2004.
- Bastin Sandra, Barbara Baumgardner, **Lisa Gaetke**: Science seminars are an effective educational tool to inform community members about nutrition-related Superfund issues. For the NIEHS Superfund Basic Research Program Annual Meeting, Hanover, NH, November 9-12, 2003.
- Gaetke, Lisa**, Helieh Oz, Craig McClain, and Robert Frederich: Altered leptin responses in the IL-2-deficient model of inflammatory bowel disease. Abstract: *Am. J. Clin. Nutr.* 75:339S, 2002.
- Hill DB, Marsano L, Prince A, Castle J, **Gaetke L**, Chawla R, McClain CJ: Methionine clearance is a sensitive quantitative test of liver function and improves with SAM-e therapy. For the University of Louisville Research 2001 symposium, F21. 2001.
- Gaetke, LM**, Oz H, McClain CJ, and Frederich RC: Altered leptin responses in the IL-2-deficient model of inflammatory bowel disease. Abstract: *J. Am. Coll. Nutr.* 20:574, 2001.
- Frederich RC, **Gaetke LM**, Hu S and McClain CJ: The leptin defense against wasting is abolished in mice chronically consuming alcohol. Abstract: Endocrine Society Abstracts 83and Annual Meeting, June, 2001.
- Gaetke, Lisa**, Jill Kindy, and Gabriella Pessah: UK CARES about eating disorders. For Healthy Women: Advancing the Agenda, University of Kentucky Women's Health Center, October, 2000.
- Gaetke, LM**, Yang F, Varilek GW, Frederich RC: The leptin defense against wasting is

abolished in the IL-2 knockout model of IBD. Endocrine Society Abstracts 82nd Annual Meeting p 434, June, 2000.

- Gaetke, L.**, Forsythe, H., and McMahon, P: An electronic community to enhance workforce skills for dietetic interns in their supervised practice. Abstract: *J. Am. Diet. Assoc. Suppl.* 99:A-91, 1999.
- Frederich R, Deaciuc I, **Gaetke L**, Barve S, McClain C: Decreased food intake is associated with increased leptin in a murine model of alcoholic liver disease. Abstract: Natl. Alcohol Society, 1998.
- Gaetke, LM**, Frederich RC, McClain CJ, Varilek GW: Effect of inflammatory bowel disease on serum leptin levels in young mice. Abstract: *J. Am. Coll. Nutr.* 17:508, 1998.
- Gaetke, LM**, CJ McClain, SI Shedlofsky. Decreased serum zinc concentrations in humans given endotoxin as a model of gram-negative sepsis. Abstract: *Experimental Biology* 9(4):A736, 1995.
- Gaetke, LM**, CJ McClain, EJ Kasarskis: The effect of recombinant human ciliary neurotrophic factor (rHCNTF) on nutritional status in amyotrophic lateral sclerosis (ALS) patients. Abstract: *J. Am. Coll. Nutr.* 14(5):552, 1995.
- Gaetke, LM**, CJ McClain, SI Shedlofsky: Decreased serum zinc concentrations in humans given endotoxin as a model of infection/inflammation. Abstract: *J. Am. Coll. Nutr.* 13(5):519, 1994.
- Gaetke, L.**, Schmidt J., Hennig B., Meyer N., and McClain C: Effects of plasma amino acid profiles on food intake in zinc-deficient rats. Abstract: *J. Am. Coll. Nutr.* 10:545, 1991.
- Gaetke, L.**, Meyer N., and McClain C: Effect of zinc deficiency on metabolic rate and activity level in rats. Abstract: *J. Am. Coll. Nutr.* 9:542, 1990.

#### **Non-scholarly Publications:**

- Gaetke, Lisa**, Carolyn Hofe, Anna Goodman Hoover, Stephanie Jenkins, Lindell Ormsbee: "Hazardous chemicals & your body, eating right for a healthier you." Cooperative Extension Bulletin, submitted, 2008.
- Gaetke, Lisa**: Microwave Cooking Chapter in *Handbook of Food Preparation*. Published by the American Home Economics Association in 1993.
- Gaetke, Lisa**: *The General Electric Omni Microwave Oven Guide and Cookbook*. Published by General Electric Co., 1988 (110 recipes, microwave cooking charts and techniques).
- Gaetke, Lisa**: *Meal-In-One Microwave Cooking for Litton Industries*. Published by Litton Systems Inc., 1977 (hardcover, 200-page. 400 recipes, microwave charts and techniques).
- Gaetke, Lisa**: *Simply from Scratch Recipes*, Volume 2, for The Pillsbury Co., 1978 (100 recipes, food styling).
- Gaetke, Lisa**: *Fireside Favorite Recipes* for The Pillsbury Co., 1978 (100 recipes, food styling).

### **SCHOLARLY PRESENTATIONS**

#### **International/National presentations**

##### **Peer-reviewed:**

- Gaetke, Lisa**, Limin Feng, Elizabeth Willett, Carolyn Hofe: Knowledge of nutrition, chronic diseases, and environmental health hazards influence actions taken toward consuming

- fish. (Poster presentation) The Society of Environmental Toxicology and Chemistry (SETAC) Annual Meeting, Portland, OR, November, 2010.
- Ormsbee, Lindell, **Lisa Gaetke**, Carolyn Hofe, Anna Goodman Hoover, Stephanie Jenkins: “Leveraging partnerships for improved research translation.” (Poster presentation) NIEHS Superfund Basic Research Program Annual Meeting, San Diego, CA, December, 2006.
- Ormsbee, Lindell, **Lisa Gaetke**, Anna Goodman Hoover: “An adaptive model for research translation communicating the relationships among toxics, disease, & nutrition” (Poster presentation) EPA Science Forum, Washington, DC, May, 2006.
- Gaetke, Lisa, M**, Christa Bowen, Sandra Bastin, and Bernhard Hennig: “Challenges to outreach in Kentucky Superfund communities.” (Poster presentation) NIEHS Superfund Basic Research Program Annual Meeting, New York City, NY, January, 2006.
- Gaetke, Lisa**: “A Nutrition outreach program provides interchange between university researchers and Superfund communities.” (Oral presentation), American College of Nutrition Annual Meeting, Kiawah Island, SC, September 22-25, 2005. (Also Poster Awards Committee).
- Gaetke, Lisa**: “Science seminars are an effective educational tool to inform community members about nutrition-related Superfund issues.” (Poster presentation) NIEHS Superfund Basic Research Program Annual Meeting, Hanover, NH, November 9-12, 2003.
- Gaetke, Lisa**: “Improved patient outcomes with medical nutrition therapy.” (Oral presentation) American College of Nutrition Annual Meeting, San Antonio, TX, October 3-6, 2002.
- Gaetke, Lisa**: “Altered leptin responses in the IL-2 deficient model of inflammatory bowel disease.” (Oral presentation), First Annual Nutrition Week: A Scientific and Clinical Forum and Exposition, San Diego, CA, February 23-27, 2002.
- Gaetke, Lisa**: “Altered leptin responses in the IL-2 deficient model of inflammatory bowel disease.” (Oral presentation), American College of Nutrition Annual Meeting, Orlando, FL, October 4-7, 2001.
- Gaetke, Lisa**: “An electronic community to enhance workforce skills for dietetic interns in their supervised practice.” (Poster presentation), American Dietetic Association Annual Meeting, Atlanta, Georgia, October, 1999.
- Gaetke, Lisa**: “The effect of inflammatory bowel disease on serum leptin levels in young mice.” (Oral presentation), American College of Nutrition Annual Meeting, Albuquerque, New Mexico, October, 1998.
- Gaetke, Lisa**: “The effect of recombinant human ciliary neurotrophic factor (rHCNTF) on nutritional status in amyotrophic lateral sclerosis (ALS) patients.” (Poster presentation), American College of Nutrition Annual Meeting, Washington, DC, October, 1995.
- Gaetke Lisa**: “Decreased serum zinc concentrations in humans given endotoxin as a model of gram-negative sepsis.” (Poster presentation), FASEB, Experimental Biology Meeting, Atlanta, Georgia, April, 1995.
- Gaetke, Lisa**: “Decreased serum zinc concentrations in humans given endotoxin as a model of infection/inflammation.” (Oral presentation), American College of Nutrition Annual Meeting, Atlanta, Georgia, October, 1994.
- Gaetke, Lisa**: “Effects of plasma amino acid profiles on food intake in zinc-deficient rats,” (Poster presentation), American College of Nutrition Annual Meeting, Clearwater Beach,

Florida, October, 1991.

**Gaetke, Lisa:** “Effect of zinc deficiency on metabolic rate and activity level in rats,” (Oral presentation), American College of Nutrition Annual Meeting, Albuquerque, New Mexico, October, 1990.

**Invited:**

**Gaetke, Lisa:** “Utilizing the strengths of a land-grant institution: the University of Kentucky SBRP and Cooperative Extension Service working together for increased stakeholder engagement,” National Association of Remedial Project Managers (NARPM), Portland, Oregon, July, 7-11, 2008.

**Gaetke, Lisa:** “ Providing nutrition information for health care professionals in Superfund communities,” NIH/NIEHS Worker Education and Training Program (WETP) Annual Meeting, Washington, DC, April 2-4, 2008.

**Gaetke, Lisa:** “Challenges to Superfund community nutrition programs in Kentucky,” The Fourth PCB Workshop, Recent Advances in the Environmental Toxicology and Health Effects of PCBs, Zakopane, Poland, September 6-10, 2006.

**Gaetke, Lisa:** “UK community outreach program.” NIEHS Superfund Basic Research Program Annual Meeting, Hanover, NH, November 9-12, 2003.

**Gaetke, Lisa:** Moderator/discussion leader for two sessions on “Obesity in childhood and adolescence: prevention considerations” and “Intensive management in teenagers.” American College of Nutrition Annual Meeting, Nashville, TN, October 2-5, 2003.

**District/State/Regional Presentations**

**Peer-reviewed:**

**Gaetke, Lisa:** “Challenges and opportunities in working directly with affected Superfund communities in Kentucky,” (Oral presentation) Kentucky Water Resources Annual Symposium, Lexington, KY, March 26, 2007.

**Gaetke, Lisa:** “ An outreach program translates basic research for Superfund communities to improve health through nutrition,” (Oral presentation) Kentucky Water Resources Annual Symposium, Lexington, KY, March, 2006.

**Gaetke, Lisa:** “Nutrition research in obesity” (Oral presentation) Kentucky Association of Family and Consumer Sciences 83<sup>th</sup> Annual Meeting, Lexington, KY, March 4-5, 2005.

**Gaetke, Lisa:** “Dietetics students’ personal values change with the September 11<sup>th</sup> terrorist attacks.” Kentucky Association of Family and Consumer Sciences 80<sup>th</sup> Annual Meeting, Building Communities, Shaping Society, Louisville, KY, March 7-8, 2002.

**Gaetke, Lisa:** “Dietetic interns at geographically remote supervised practice sites found a listserv

to be a useful information sharing tool and fostered independent learning.” UK Chandler Medical Center, Office of the Chancellor and the Kentucky Area Health Education Center 7<sup>th</sup> Annual Conference, Preparing Practitioners for the 21<sup>st</sup> Century VII: Balancing Practice, Profession & Education, Lexington, KY, April 20-21, 2001.

**Gaetke, Lisa:** “UK CARES about eating disorders.” UK Women’s Health Center, U of L School of Medicine, KY Dept. for Public Health, KY Commission on Women, Area Health Education Center Conference, Healthy Women: Advancing the Agenda, Lexington, KY, September 25-26, 2000.

**Invited:**

- Gaetke, Lisa:** Harlan County Cooperative Extension Service and UK's Superfund Community Outreach Core (as PI): "Harlan county Extension family fun night" (Poster presentation) HES Cooperative Extension Service HEEL Conference, June, 2008.
- Gaetke, Lisa:** "Understanding Superfund, translating nutrition research to victims of toxic exposure," (Oral presentation) Bluegrass District Dietetic Association, Lexington, KY, January 9, 2007.
- Gaetke, Lisa:** "Helping Kentucky's Superfund communities," (Oral presentation) Environmental Quality Commission Public Meeting, Louisville, KY, November, 2006.
- Gaetke, Lisa:** "Nutrition outreach initiatives and the Superfund" (Oral presentation) Iota Alumni Chapter of Phi Upsilon Omicron, Lexington, KY, December 5, 2005.
- Gaetke, Lisa:** "Nutrition and obesity" (Oral presentation) Cooperative Extension Annual Meeting, Lexington, KY, February 9, 2005.
- Gaetke, Lisa:** "Leptin and appetite regulation, does leptin affect what we eat?" (Oral presentation), Kentucky Dietetic Association Annual Meeting, Louisville, KY, April, 2002.
- Gaetke, Lisa:** "A role for TNF- $\alpha$  in abnormally elevated leptin concentrations during inflammation," (Oral Presentation), Appetite Regulation Interdisciplinary Interest Group, UK Chandler Medical Center, Lexington, KY, February, 2001.
- Gaetke, Lisa:** "Clinical study on leptin and Crohn's disease," (Oral presentation), IBD Journal Club, UK Chandler Medical Center, Lexington, KY, March, 2000.
- Gaetke, Lisa:** "Altered leptin responses in a murine model of chronic inflammatory bowel disease," (Oral presentation), Appetite Regulation Interdisciplinary Group, UK Chandler Medical Center, September, 1999.
- Gaetke, Lisa:** "Ciliary neurotrophic factor (CNTF) and weight loss," (Oral presentation), Appetite Regulation Interdisciplinary Interest Group, UK Chandler Medical Center, February, 1999.
- Gaetke, Lisa:** "Can you really add years to your life with supplements?" (Oral presentation), Senior Citizens conference, Healthcare Concerns Consortium, September, 1998.

**Outreach presentations:**

**Research Outreach Program Development and Presentations,** Superfund Community Action through Nutrition (SCAN) programs developed for NIH NIEHS Superfund Basic Research Program Community Outreach Core:

- Gaetke, Lisa:** Organized and participated in one SCAN programs (2-hour, interactive presentations) in Harlan, KY, ("County Homemakers Annual Meeting with Chef J.C. Clark, Fall vegetables and salads) September, 2010.
- Gaetke, Lisa:** Development of a CES program, "Hazardous Chemicals and Your Body, Eating Right for a Healthier You," presented by Maryellen Garrison, Henry Co FCS agent to Kentucky Extension Homemakers Association (KEHA) members in seven central KY counties, sixty-three homemaker facilitators attended the training sessions and, in turn, presented the materials to their individual clubs (700 member households), Fall, 2009.
- Gaetke, Lisa:** Organized and participated in two SCAN programs (2-hour, inter active presentations) in Harlan, KY, ("Harlan county Extension family fun night," Chef J.C.

- Clark's "Healthy grilling demonstration") May, 2009.
- Beth Willett: "Healthy Harvest" SCAN program in Harlan, KY, Sept, 2009.
- Gaetke, Lisa**: Organized and participated in two SCAN programs (2-hour, inter active presentations) in Harlan, KY, ("Harlan county Extension family fun night," Chef J.C. Clark's "Garnishes and grilling demonstration") April – May, 2008.
- Megan Finnie "Whole grains" SCAN program in Harlan, KY, Mar 27, 2008.
- Jacquelyn Evans "Fiber" SCAN program in Harlan, KY, October 25, 2007.
- Carolyn Hofe's "Omega-3 fats" SCAN program in Harlan, KY, October 18, 2007.
- Gaetke, Lisa**: Organized, presented and participated in a series of five SCAN programs (2-hour, inter active presentations) in Harlan, KY, (Topics: "Light desserts and diabetes," "Benefits of fiber," "SCAN's Superfoods," "Harlan county Extension family fun night," Chef JC Clark's "Grilling demonstration") March – May, 2007.
- Gaetke, Lisa**: "Healthy snacks" to a five county CES "Holidays around the world" in Corbin, KY, November 9, 2006.
- Gaetke, Lisa**: "Arm yourself with antioxidants" to three county homemaker's meeting in London, KY, October 17, 2006.
- Gaetke, Lisa**: "Spice up your immune system," for the statewide Kentucky Extension Homemaker's Association Annual meeting in Paducah, KY, May 9-11, 2006.
- Gaetke, Lisa**: Organized and presented a series of five SCAN programs (2- hour, interactive presentations) in Harlan, KY, (Topics: "Antioxidants, what are they?" "Fruits and vegetables," "Spice up your immune system," "Portions, why we eat") Spring, 2006.
- Gaetke, Lisa**: Established and presented to Harlan Community Advisory group, including the Harlan County Cooperative Extension Service (CES) Family and Consumer Science (FCS) agent, a public health nurse from the Harlan County health department, and Director of the Appalachian Center at UK, three meetings, January, 2006.
- Gaetke, Lisa**: "Understanding Superfund: helping Kentucky communities through Nutrition" Kentucky County Extension Inservice Meetings. Oral presentation, Nov 15 (Winchester, KY), 16 (Elizabethtown, KY), 17 (Princeton, KY) 2005.
- Other Research Activities:**
- Reviewer service (review approximately one article every other year):
- Invited Reviewer for the *Journal of American Dietetic Association*, 2006-2009
  - Invited Reviewer for the *Journal of Nutrition*, 2002-present.
  - Invited Reviewer for *Gastroenterology*, 2003-present.
  - Invited Reviewer for the *Journal of Laboratory and Clinical Medicine*, 2000-present.
- Gaetke, Lisa**: Reviewed and re-wrote parts of "Irritable bowel syndrome medical nutrition therapy protocol" for American Dietetic Association's guidelines for Medical Nutrition Therapy Across the Continuum of Care 3<sup>rd</sup> edition, scheduled for publication when national Medicare legislation is passed.
- Reviewer, Kentucky Science and Technology Corporation, November, 2001.
- Reviewer, University of Kentucky Cooperative Extension Service:
- "Super star chef" series, Sandra Bastin, 2007.
  - "Dietary guidelines" fact sheet for Janet Tietyen, April, 2001.
  - "Nutrition 2000" fact sheet for Janet Tietyen, May 2000.

## **SERVICE, LEADERSHIP, PROFESSIONAL DEVELOPMENT**

## **University Service**

### **University:**

Faculty Senate, re-elected for 2<sup>nd</sup> term, 2004-2007, 1<sup>st</sup> term, 2001-2004.  
Senate's Library Committee, 2005-2007.  
Graduate Center for Nutritional Sciences Implementation Committee, member, 2005.  
Faculty Advisor, UK CARES Eating Disorder Peer Advocates Program, 1999-present  
(presently inactive based on student participation).  
Adult Education scholarship committee, 2006.  
McClinton Book Scholarship selection committee, 2006.  
Graduate School William C. Parker Scholarship review committee, 2006.  
Appointed to regional research project, DC99-01 "Genetic and Dietary Factors  
Contributing to Obesity", 1999

### **College**

College Advisory Committee on Appointment, Promotion, and Tenure, alternate,  
2006-2008.  
FAR Advising for Dietetics and transfer student advising, 1999-2008.  
Hall of Fame Committee, member, 1998-2007.  
College Honors Program Development Committee, 2006.  
Agriculture Faculty Council, member, Co-Chair P & T Workshop, 2003-2005.  
Graduate Center for Nutritional Sciences Master's Task Force, 2007-2008.  
Graduate Center for Nutritional Sciences Curriculum Committee, 2006-2008.  
NFS/GCNS Implementation Committee, 2005.  
Review of the Self Study (NFS) Committee, 2005-2006, 1999-2000.  
College Strategic Plan Committee, member, 2003-2004.

### **Department**

Chair Search Committee, 2011-present  
Research Evidences Committee, Chair, 2009-present  
Chair's Advisory Committee, 2009-present  
NFS Graduate Committee, member, 1998 - present, Chair as DGS, 2004-2007  
Self-Study (NFS) Committee, member, 2004-2006  
Chair's Advisory Committee, member, 2004-2006  
Research Team Leader for Dietetics, Chair, 2004-2007  
NFS Undergraduate Committee, member, 2000-2007, Chair 2003-2004  
Coordinated Program/Dietetic Internship Dietetics program planning, member,  
1998-present  
Department Strategic Plan Committee, Chair, 2004  
Students Outcomes Assessment Committee, Chair for Dietetics, 1999-2007  
NFS Awards Committee, Chair, 2003-2004  
Faculty Search Committee, member, 2003-2004  
ADA Didactic Program in Dietetics Accreditation Study, member, 2002-2003  
Department Policies and Procedures Committee, member 2000-2004  
New Master's Program in Hospitality and Dietetic Administration, 1998-present

## **Public Service**

### **Professional Organization Membership:**

American Dietetic Association, 1991-present  
Kentucky Dietetic Association, 1991-present  
Bluegrass Dietetic Association, 1991-present  
American College of Nutrition, 1998-present  
American Association of Family and Consumer Sciences, 1971-present  
Kentucky Association of Family and Consumer Sciences, Eastern District, 1998-2005  
Phi Upsilon Omicron, professional fraternity for human environmental sciences, 1971-present (alpha chapter), (iota chapter, 2005-present)  
Gamma Sigma Delta, international honor society for agriculture, 2008-present

### **Elected and appointed positions in Professional Organizations:**

Gamma Sigma Delta, committee for graduate student awards, 2008  
American College of Nutrition, Chair of Digestive Diseases and Nutrition Practice Group, 2003-2004  
Kentucky Dietetic Association, Board liaison to Kentucky Association of Family and Consumer Sciences, 1999-2005  
Bluegrass Dietetic Association  
Board of Directors, 1996-2006  
Nominating Committee, Chair, 2002  
Career Guidance, 1999-2006  
Job Coordinator, 1996-1998  
Kentucky Association of Family and Consumer Sciences, Eastern District  
Vice-President, 2002-2004

---

**Alison Gustafson PhD, MPH, RD**

206G Funkhouser Bldg

Lexington, KY

40506

Alison.Gustafson@uky.edu

---

Assistant Professor June 2011– University of Kentucky Department of Nutrition and Food Science 52% research 48% teaching

**RESEARCH Extramural**

**Gustafson A**, Erwin H. Healthy Habits R03. National Institute of Health (NIH) \$100,000. Principal Investigator. Nationally competitive submitted 10/5/2011

**Gustafson A**. Childhood Obesity Prevention Grant. American Dietetic Association Foundation \$35,000. Principal Investigator. Nationally competitive submitted 8/15/2011

Murray D, Webber K, **Gustafson A**. United States Department of Agriculture Ideal Communities Grant AFRI Childhood Obesity – co-investigator. Nationally competitive submitted 7/5/2011

**RESEARCH Intramural**

**Gustafson A**, Erwin H. Center for Clinical and Translational Science – Community Engagement, University of Kentucky \$50,000. Principal Investigator. Submitted 8/10/2011

**TEACHING**

NFS 474 Research Theory Section 001 Fall 2011 47 students enrolled

**PUBLICATIONS**

**Gustafson A**, Jesse Jones-Smith, Sharkey J, Samuel-Hodge C, Cai J, Ammerman A. Food environment modifies intervention effect of fruit and vegetable serving change on low-income women, *Journal of Nutrition and Human Metabolism* 2011

Samuel-Hodge C, Johnston L, Garcia B, **Gustafson A**, Norwood A, Gizlice Z, Keyserling T. WISEWOMAN: A Behavioral Weight Loss Intervention conducted in Health Departments, *Contemporary Clinical Trials* 2011

**Gustafson A**, Sharkey J, Samuel-Hodge C, Jones-Smith J, Folds M, Cai J, Ammerman A. Perceived and Objective measures of the food store environment as a determinant in diet and weight among low-income women, *Public Health Nutrition* 2011

## **PRESENTATIONS**

**Gustafson A**, Sharkey J, Samuel-Hodge C, Jones-Smith J, Cai J, Ammerman A. Food environment as a modifier in the a behavioral weight loss intervention [Abstract and poster presentation The Obesity Society Annual Meeting 2011]

## **OUTREACH and SERVICE**

Research Associated Food Systems Innovation Center – University of Kentucky

Faculty member Sustainable Agriculture Food Systems working group

08/08-present **Reviewer** *Journal American Dietetic Association*

06/10-present **Reviewer** *Annals Family Medicine*

## Narrative Statement

In my first year in the Department of Nutrition and Food Science within the School of Human and Environmental Health and the College of Agriculture I strived and succeeded at intersecting my passion and commitment to research, teaching, and extension. I have three objectives for this year which meets the needs for my professional growth and development as well the needs for my department, school, and college. In line with the mission of the University my objectives are the following:

- 1) To improve the knowledge, methods, and expertise in understanding the association between the food environment with co-morbidities among rural and low-income individuals to enhance skill set as an independent researcher in health disparities
- 2) Provide guidance and mentoring to students doing research and community programs/interventions to train future leaders in public health, nutrition, and health disparities
- 3) Be actively involved in key organizations building bridges between various fields to understand the pathways between nutrition, health, and disease aimed at addressing health disparities

Based on objective #1 I am actively conducting research in 14 Appalachian counties addressing neighborhood deprivation and the association with food environment. I have been able to conduct my research and have already started to write key manuscripts on this topic. Cogent to this is my research in Lexington, KY using unique methods aimed at improving methods to measure the food store environment using GPS technology. By collaborating with the geography department I have been building connections with other key departments to bring a more cohesive approach to my research. I have had 3 papers published this year all related to the food environment in low-income populations which furthers my commitment to meeting my objective #1.

I have been actively writing grants to further the above research objectives from nationally competitive sources, NIH, as well as from within the University of Kentucky. My future work entails broadening my research agenda through such participation in the P30 Nutrition and Obesity Research Center (NORC) grant and attending the Southern Extension and Experiment Station COO USDA grantsman writing workshop in DC later this year. Both of these opportunities allow me to further my goal of establishing a research agenda addressing health disparities in rural communities.

In meeting objective #2, I currently serve as a member on a graduate student master's thesis paper and anticipate being actively engaged in future students research projects. Mentoring students is an integral component the success of the University and the community at large. I aim to mentor future students as well as serve on key groups providing opportunities for students to learn by working with me on my research projects. I have taught research theory

this semester and plan to allow students opportunities to conduct their own research in future semesters.

Lastly, I have been actively engaged with several key groups throughout the University and the community. I am a member of the Food Systems Innovation Center, Sustainable Agriculture Food Systems, and The Nutrition Coalition Tweens group. Not to mention my active involvement in several professional organizations at the national level; The Obesity Society, American Dietetic Association, and the International Society Behavioral Nutrition and Physical Activity.

## CURRICULUM VITAE

**NAME:** Janet Stickley Kurzynske, Ph. D., R.D.

**CURRENT POSITION:** Professor, Department of Nutrition and Food Science  
Food and Nutrition Specialist, Cooperative Extension Service

### CONTACT

**INFORMATION:** 206F Funkhouser Building  
University of Kentucky  
Lexington, Kentucky 40546-0054  
859/257-9047 (office)  
859/257-3707 (fax)  
jkurzyns@uky.edu (E-mail)

### EDUCATION:

- 1971 Dietetic Traineeship, St. Francis Hospital, Hartford, Connecticut
- 1972 B.S., Home Economics (Foods and Nutrition), Hood College, Frederick, Maryland
- 1975 Ph.D., Nutrition, University of Tennessee, Knoxville, Tennessee

### PROFESSIONAL EXPERIENCE:

1972-73 Teaching Assistant–Intermediate Nutrition and Organic Chemistry Laboratory,  
University of Tennessee, Knoxville, Tennessee

1973-75 Graduate Research Assistant – Agricultural Experiment Station, University of  
Tennessee, Knoxville, Tennessee

1975-77 Instructor - nutrition and ethics, St. Mary's Medical Center School of Nursing,  
Knoxville, Tennessee

1978-83 Nutritionist for Health Education Center, Hinsdale Hospital, Hinsdale, Illinois

1983-85 Nutrition Director, MEND – an eating disorder inpatient and outpatient unit,  
Glendale Heights Community Hospital, Glendale Heights, Illinois

1978-90 Adjunct Professor, Coordinated Program in Dietetics, Andrews University,  
Berrien Springs, Michigan

1976-90 Private Consultant, Illinois

1991- present Assistant/Associate Professor, University of Kentucky, Department of Nutrition  
and Food Science and Extension Specialist

2006-present Acting Chair/Chair, University of Kentucky, Department of Nutrition and Food  
Science

### RECOGNITION (awards, honors, offices held):

#### National:

- Received USDA's Highest Award: Secretary's Honor Award for CYFERnet (Children, Youth & Families Education and Research Network), June 2003.
- *W1005: An Integrated Approach to Prevention of Obesity in High Risk Families*, A Multi-State CSREES project, selected Co-Chair in 2009, selected Chair 2010 and 2011.

- Received 4-H Youth Development Programs of Excellence for Interactive Telephone Trainings -CYFERnet. 2001.
- Awarded “5 Star” rating (top rating) for CYFERnet by Tufts University Child & Family Webguide, 2004.
- Received “5 Star” recommendation from Invest in Kids Foundation for CYFERnet, 2004.
- Impact 2000 Award (National USDA): *Partner Assisted Learning (PaL): Nutrition and the Pregnant Teen*. 1992.

**State:**

- Kentucky Nutrition Council, elected President. 1996-1997.
- Kentucky Nutrition Council, elected Vice President. 1995-1996.
- Kentucky Nutrition Council, elected Treasurer. 1994-1996.
- Kentucky Nutrition Council, elected to the Board of Directors. 1992-1998.

**University:**

- Commonwealth Collaborative. Beginning in 2006, Commonwealth Collaboratives began researching and implementing strategies to improve Kentucky's health and well-being, educational opportunities, economy, environment, natural resources, and quality of life. "If we hope to confront today's most complex challenges, we must work collaboratively with Kentucky's human capital to build creative solutions for a better tomorrow." Commonwealth Collaboratives is a term that describes the partnership binding UK's researchers, K-12 educators, health care providers, entrepreneurs, industries, government officials and private citizens who will participate in -- and benefit from -- these projects in and beyond Kentucky. 2<sup>nd</sup> Sunday was selected as a Commonwealth Collaborative in 2010. Second Sunday debuted in October 2008 with 70 counties participating in roadway closure and physical activities on the same day for the same four hours. In October 2009, this number increased to 101 Kentucky counties and nearly doubled in participation to 21,000 citizens, using 80 miles of KY roadways for physical activity exploration. Kentucky Governor Steve Beshear, the Senate, and House of Representatives, President Lee Todd, Scott Smith, Dean, College of Agriculture; Jimmy Henning, Associate Dean for Extension; Ann Vail, Director, School of Human Environmental Sciences; Richard Lofgren, UK Healthcare, Jay McChord, LFUCG Council member, Robin Engle, Louisville-Jefferson Co. Council, as well as policymakers, health educators, and local citizens across the commonwealth have endorsed and influenced the high profile that Second Sunday has achieved in such a short timeframe. The goal is to build upon this momentum and work with local communities in addressing the need for improved and new built environments and sustaining these efforts. In 2010 nearly \$40,000 was the reported total spent on statewide 2<sup>nd</sup> Sunday events. This includes in kind contributions, varying by county. UK Healthcare provided \$15,000 for 2<sup>nd</sup> Sunday 50 t-shirts for participating counties. Lexmark Inc. also provided 35 color 2<sup>nd</sup> Sunday posters to participating counties.
- Selected to participate in Lead21, 2008/2009. One of two participants from the University of Kentucky in the 2008/2009 class. LEAD21 is intended to meet the future needs for leadership development of faculty, specialists, program and team leaders, research station and center directors, district and regional directors, department heads and chairs, and others in land grant universities' colleges of agricultural, environmental, and human sciences and USDA/CSREES. The primary purpose of LEAD21 is to develop leaders in land grant institutions and their strategic partners who link research, academics, and

extension in order to lead more effectively in an increasingly complex environment, either in their current position or as they aspire to other positions.

- Outstanding Program Award: *Children, Youth, and Families at-Risk (CYFAR)*. Kentucky Association of State Extension Professionals. February 2008
- Outstanding Project Award: *2<sup>nd</sup> Sunday*. Kentucky Association of State Extension Professionals. February 2008.
- Outstanding Project Award: *Pandemic Flu/Avian Flu Awareness Project*. Kentucky Association of State Extension Professionals. February 6, 2007.
- Epsilon Sigma Phi Team Achievement Award–National Initiative: First Place for *Learning About Parenting (LAP)–Youth At Risk*. 1994.
- Epsilon Sigma Phi Team Achievement Award: First Place for *Food Safety and Quality Task Force*. 1994.
- Association of Kentucky Extension Specialists, elected Board of Directors. 1993-1996.
- Association of Kentucky Extension Specialists: Outstanding Extension Program for *PaL*. 1992.

## **LEADERSHIP AND SERVICE:**

### **National:**

- *CYFERnet Program*: Since 1999, co-director providing fiscal, program, and personnel leadership for the CSREES CYFERnet-Program. CYFERnet is a national network of land grant university faculty and county Extension educators working to provide community educational programs for children, youth, and families. CYFERnet is a distributed web-based library of materials working across all land-grant universities to solicit and review publications, quality research information and program materials for CYFAR community staff and others interested in children, youth and families at-risk. As co-director, developed and conducted a national needs assessment surveys. The results have guided CYFERnet-program objectives, impact indicators, and evaluation. Administered approximately \$1,900,000 in subcontracts to other land-grant universities. More than 40 university faculty collaborate on CYFERnet-program including five editors with diverse editorial boards who have responsibilities similar to those affiliated with a professional journal. Starting in 2000, established Interactive Telephone, CENTRA and other similar web-based trainings that provide an opportunity for state, county, and community site personnel to participate in a learning event without leaving their offices. Over 70 trainings have been conducted by CYFERnet most of which are archived on the website.
- *CYFAR Technical Assistance Liaison*: Selected by USDA-CSREES (1998- 2012) to be one of six nation-wide faculty to provide technical assistance and conduct site visits to Children, Youth, and Families at Risk (CYFAR) community projects in ten states and bring assessment to the Families, 4-H, and Nutrition unit of CSREES/USDA. Also serve as liaison to Children, Youth, and Families Education and Research Network (CYFERnet) to link the community-based programs of CYFAR to resources. This involvement provides the unique opportunity to develop multi-state collaborations and evaluate community-based programming in diverse settings. In 2008 the selection of Technical Assistance Liaison became a competitive process of which I was selected for a 4 year additional commitment.
- *CYFAR Conference*: Since 1998, have been a member of the conference Executive Committee serving in role of Share Fair chair, Program Showcase co-chair, and recording

secretary.

- *WI005: An Integrated Approach to Prevention of Obesity in High Risk Families: A CSREES Multi-state project 2007-2012.* Objectives: **1.** Conduct an expert field review of key behavioral measures purported to contribute to excessive weight gain in children aged 4-10 years old. **2.** Identify anthropometric and physiological measures that could be used to differentiate families within the target population in the community setting. **3.** To assess parent-child interactions in the target population as they relate to key behaviors identified as being associated with resilience to overweight. **4.** Determine appropriate tools to effectively measure salient behavioral differences between low-income families in the parent-child relationships identified in Objective 3 for the community setting. **5.** Design a framework for prevention strategies targeting the development of resilience behaviors. Selected Co-Chair in 2009, Chair in 2010 and 2011. Collaborating universities: Washington State University, Cornell University, Utah State University, University of Illinois, University of Arizona, University of Kentucky, University of Nebraska, South Carolina State University, University of Nevada, University of California, University of Colorado, University of Michigan, University of Minnesota, Rutgers University, The Ohio State University, University of Oregon, South Dakota State University, Texas A&M, and Purdue University.
- e-Extension Think Tank, member, 2003.
- CYFAR Year End Reporting System protocol and testing committee, 2001-2002
- National ECOP/ESCOP Food Safety Subcommittee, one of 25 selected members nationwide, 2000-2001.
- USDA/CSREES CYFAR Expansion Committee, one of 35 members selected nationally. 1998
- National Welfare Reform Think Tank, one of 40 nationally selected members from Family Consumer Sciences discipline nationwide 1996-1997
- ParentLink Advisory Committee, one of 15 nationwide invited to Missouri to discuss the expansion of ParentLink. 1994.
- Selected member of Anti-Hunger Leaders Roundtable, sponsored by Shirley Watkins, Assistant Deputy Secretary for Food and Consumer Services. 1994
- Invited National Presentations:
  - ✓ Preventing Childhood Overweight and Obesity, Cooperative Extension: Making a Difference in Nutrition and Fitness of Families, Youth and Communities. *Evaluation Indicators and Age Appropriate Approaches.* February 2005.
  - ✓ Enhancing Food Safety through Control of Foodborne Disease Agents, sponsored by S-263 multi-state research project. *Consumer Behavior and Perceptions of Food Safety Related Risks.* 2003.
  - ✓ USDA Southeast Region - The Journey to Food Security - Partnership in Action. *Assessing Food Security in Kentucky.* May 2000.
  - ✓ USDA Listening Session for National Integrated Food Safety Initiative - Food Safety Priorities in Kentucky. 2000.
  - ✓ CYFAR 2005 pre-conference presentation. *Sustainable Community Projects.* May 2005.
  - ✓ New CYFAR Projects Orientation. *CYFERnet – Program.* Summer 2000-2009.
  - ✓ CYFAR 2000. *CYFERnet - What's In It for You?* Presentation. 2000.
  - ✓ CYFAR 1998. Programs that Work, national conference. Concurrent session:

*National Youth at Risk Sustainability Study: Study of YAR projects and implications for State Strengthening Projects.* Presentation. March 1998

- Panel review for USDA/CSREES/1890 Capacity Building Grants Program, 2005-2007,
- Ad-Hoc reviewer for USDA/CSREES/NRICGP Improving Human Nutrition for Optimal Health. 2003, 2004
- Food Safety National contact person. 2000.
- Food Security National contact person. 1994.
- Plight of Young Children National initiative contact person. 1992.

**State:**

- Growing Healthy Kids, CEU Chair. 2004.
- KIDS NOW, Kentucky's Early Childhood Initiative, Healthy Babies Work Group. 2001.
- Governor's Task Force on Early Childhood Education, Advisory Committee. 1999.
- Solution Revolution: Seeking Creative Change through Partnerships with Families, Communities, and the Commonwealth, one of 60 statewide invited to participate by Governor Patton. 1997/8.

**University:**

- *Department Chair 2006-2011:* I have offered the department an opportunity to develop a strong team that works together to marshal resources for the advancement of research, instruction and Extension. Extension faculty members now are fully embedded into the department. I have promoted faculty governance; fiscal and procedural accountability; teamwork within the department, HES and the College; and have improved infrastructure with renovations, purchase of state of the art equipment (BodPod), and improvement of laboratory space by marshalling various funding sources.
- *2<sup>nd</sup> Sunday:* Spearheaded Second Sunday that is a statewide event that encourages all forms of physical activity within the local community and is designed to get Kentuckians moving. Kentucky is consistently ranked among the top 10 states for obesity and obesity-related diseases. Second Sunday presents a compelling message of change from being a state of spectators to one of active participants. Organized by University of Kentucky Cooperative Extension and community partners, Second Sunday sends an undeniable message that Kentucky is serious about improving its residents' health and promoting physical activity. More than 12,000 people in 70 counties participated in the past year's inaugural event. The event was so successful that the Dean of the College of Agriculture is supporting a position this year to coordinate the event statewide.
- *CYFAR Kentucky's State Strengthening Project:* Program Director providing statewide fiscal, program, and personnel leadership. These CYFAR efforts were integrated into base programming with six of the seven community projects being sustained after federal funding was completed. Helped to develop a CYF in-service certification series; collaborated with the Family Studies Department to develop/support state-wide programming; and administered a subcontract with a Family Resource Center in order to sustain one project.
- *CYFAR Kentucky's New Communities Project:* Program Director providing statewide fiscal, program, and personnel leadership. These CYFAR efforts were integrated into base programming with two of the three community projects being sustained after federal funding was completed. Kentucky's project is built upon three major bodies of work which under-gird a promising approach for helping Kentucky's families implement actions and behaviors aimed at improving health of family members. First, asset-based

models for youth development (Search Institute) and community development (Kretzman & McKnight) have demonstrated that efforts which focus on promoting positive attributes, conditions, and characteristics can pay enormous rewards. Second, family resiliency theory suggests that the family unit can be effective for delivery of programs which aim to strengthen the wellbeing of individual family members. Finally, health belief model suggests that behavioral change is, at least in part, affected by an individual's perceptions of his capacity to implement a desired behavior. Consequently, Kentucky's New Communities project used the family unit as the primary mechanism for increasing the number of health-related assets present in the family. Data from over 530 Family Based Health Asset Inventories indicate that a significant number of families are missing health assets in water, fruit and vegetables, whole grain breads and cereals, and low fat food consumption. Families are not participating in preventative screenings. In addition, families indicate that they do not have protective devices such as smoke and CO detectors, escape plans, and emergency numbers posted by the phone. The third round of the Organizational Change Survey was conducted in KY (112 CES respondents) to continue to track longitudinal data on the development of state-wide capacity for working with at-risk audiences and the integration of at-risk programming into base programs. The survey was hosted on the Iowa web server beginning February 27, 2004 and ended March 26, 2004. A total of 112 of the 145 potential respondents completed the survey for a 77.2% response rate. Among the most significant findings were that 94% are actively participating in community task forces working on child, youth and family issues (compared to 84% in 2000); 57% state they are working with people from diverse ethnic backgrounds (compared to 29% in 2000); 63% have received training on facilitating organizational change in regard to work with children, youth and families (compared to 42% in 2000); 78% have used CYFERnet during the previous year and 92% have used other state or national Extension web pages for children, youth and families at-risk information (compared to 71% and 79% respectively in 2000); and 75% believe they have a good or excellent knowledge level in programming for at-risk audiences (compared to 67% in 2000). A noteworthy attribute to the KY Program: Colien Hefferan, Administrator CSREES, complimented the Kentucky CYFAR program in her address before the Committee on Government Reform, US House of Representatives on May 20, 2004.

- *CYFAR Sustainable Communities Project* Kentucky's funding proposal to CSREES focuses on life skills development with the middle school age group. This thrust and audience were determined by agent surveys disseminated in September and November 2005 at the state 4-H Retreat and the FCS Update in-services. A total of 202 FCS and 4-H agents completed this survey. Ninety-eight percent of the respondents stated that personal values/life skills *are important* to the youth in their counties, while 92% stated there is a *need to focus on* personal values/life skills in their counties. In regard to target audience, 77% stated that there is a high or very high priority to focus on the middle school age group. The grant, if fully funded, will be for more than \$635,000 over five years. Two counties are involved in this project..
- Healthy Weight Task Force, co-chair, School of Human Environmental Sciences 2006 - 2009
- Family Studies Search Committee for Department Chair, chaired committee, 2008
- Animal and Food Sciences department ad hoc review team 2005

- Barnhardt Fund for Excellence Committee 2006-2008
- Graduate Committee for Department of Nutrition and Food Science 2003- present
- Research committee for Department of Nutrition and Food Science 2003
- Chair's Advisory Committee for Department of Nutrition and Food Science 2003
- Kentucky's 4-H Youth Development Program participant. February 2005
- Interim Assistant Director for Home Economics
- Food Safety National contact person. 2000/2001
- College of Human Environmental Science Scholarship Committee. 1998-1999.
- Kentucky's 4-H Youth Development Program participant. February 2005.

## IMPACT: INNOVATIVE AND EFFECTIVE APPROACHES

### Websites:

- **CYFERnet** ([www.cyfernet.org](http://www.cyfernet.org)) Awarded USDA's Highest Award: Secretary's Honor Award for CYFERnet, June 13, 2003. Awarded "5 Star" rating (top rating) for CYFERnet by Tufts University Child & Family Webguide, 2004. Received 5 star recommendation from Invest in Kids Foundation for CYFERnet, 2004. CYFERnet was recommended in *Idaho 4-H Today*, the book *Families and Change: Coping with stressful events and transitions*, and *Wisconsin Connecting Families-Strengthening Communities*. CYFERnet provides access to over 8,000 peer-reviewed resources, web links, curricula, and program materials at no cost. Through the work of CYFERnet-Program, users are assured that CYFERnet materials are high quality and research-based. There was a 157% increase in hits to the website from 2004 (686,536) to 2008 (1,765,261). In addition, there was a 55.7% increase in different users to the site from 2004 (101,362) to 2008 (157,780). "At your desk" webinars were offered through telephone, CENTRA, BREEZE and Adobe Connect. Trainings were offered on 70 timely topics over the past five years and are archived on CYFERnet. Hot topic web pages were developed and linked through CYFERnet to provide timely information to all users about topics that were currently receiving media attention or topics that had direct relevance for programming. Over 63 hot topics resource pages were developed containing links to high quality information and websites, summaries of trainings, and resources to assist in programming at the state and county level. This proactive approach was used to develop resources on Hurricane Katrina, School Violence, and Personal Finance in Tough Times immediately after major national media coverage. CYFERnet-Program worked closely with CYFERnet-Technology, CYFERnet-Evaluation, CYFAR liaisons, eXtension, 4-H Afterschool, Operation: Military Kids, Building Partnerships for Youth, National 4-H Jury, 4-H Programs of Distinction, National Youth Organization database, American Association of Retired Persons, National Network for Child Care, and other relevant youth and family development projects and associations to build the most comprehensive and high-quality web database possible. More than 40 university faculty collaborate on CYFERnet-program including five editors with diverse editorial boards who have responsibilities similar to those affiliated with a professional journal.
- **Pandemic Flu** (<http://www.ca.uky.edu/hes/fcs/pandemicflu/index.html>) received Outstanding Project Award: *Pandemic Flu/Avian Flu Awareness Project*. Kentucky Association of State Extension Professionals. February 6, 2007. This proactive site was created two years prior to the H1N1 pandemic and addresses understanding,

preparing, during, and prevention aspects of the pandemic flu. This website will be updated periodically. This website was selected to be included in the CYFERnet Hot Topic *Avoiding the Flu* located at: <http://www1.cyfernet.org/hotnew/06-09-flu.html>.

**Computer Game:** Shanley, E., Thompson, C., Kurzynske, J., & Cummings, M. “Bac Man” computer game, along with food safety lesson plans for middle school teachers. <http://foodsafety.uconn.edu/>

**Centra Presentations:** Through CYFERnet, provided the venue for various “at your desk” trainings for a national audience, lead presenter for:

- Writing for Easy Reading,
- Uncover Secrets of CYFERnet: Materials, Training and More, and
- Obesity and the Built Environment.

**Interactive Telephone Trainings:** 4-H Youth Development Programs of Excellence for Interactive Telephone Trainings. 2001. Through CYFERnet, provided the infrastructure for “at your desk” trainings. These were the precursor for Centra, Breeze, and Connect trainings provide to Extension professionals nationwide.

**National ECOP/ESCOP Food Safety Subcommittee Papers:** Researched and synthesized data and wrote final report “Identifying Potential Contributions of the Land Grant Universities for the Implementation of the Preliminary National Food Safety Strategic Plan”. 2000

**Welfare reform, food insecurity and nutrition education for at-risk:** Food Stamps Nutrition Education Program: Director of statewide program 1999-2003. Almost 70,000 individuals were trained face-to-face with between 49% and 97% gaining knowledge, 20% and 73% aspiring to use the knowledge, and 6% - 100% of those in on-going groups having changed behaviors in the areas of nutrition, food safety, and food economics. This program targeted food stamp recipients and those who were eligible to receive food stamps in a variety of life stages and family situations. Because the needs are so different across the state, cafeteria-style resources were developed. On average 105 FCS agents participated. The underpinnings for this project are grounded in nutrition, consumer, and educational research. This program is based on the re-emerging nutrition research paradigm of food synergy (examining total dietary patterns and interactions among food constituents) rather than reductionism (studying individual food components in their purified form). Consumer research indicates that unless a program addresses consumer concerns, knowledge, and perceived needs, they will not listen. The program was designed so that participants crafted healthy, accurate food messages through manipulating, sorting, and practicing new behaviors. Agents provided feedback as to the suitability of materials and content thrusts. Welfare Reform Transition Task Force: Member of the task force that developed administrative report and recommendations to guide Kentucky Extension’s response to welfare reform. National Welfare Reform Think Tank: One of 40 members (1996-1997) who developed recommendations for FCS professionals in land-grant universities.

**Teenage Pregnancy and Parenting Programming:** Partner Assisted Learning – Nutrition and the Pregnant Teen (PaL): Over 700 infants have been born to PaL moms, of these 8.1% were low birth rate babies compared to statewide average of 9.0 saving as much as \$700,000 in perinatal care. The Pal program was requested by nearly 20 state Extension programs. Learning About Parenting (LAP): The program was designed to help the teen parent develop parenting skills. The LAP train-the-trainer program was the first FCS-CES program offered to non-Extension personnel (Family Resource and Youth Service Centers, and Resource

Mothers).

## **EXTRAMURAL FUNDING (\$8,325,818)**

### **\*\*Nationally competitive (\$5,907,441)**

- **\*\*CYFAR Capacity Building**, USDA-CSREES. 2009-2012. **Funded \$700,000.**
- **\*\*CYFERnet – Program**, USDA-CSREES. New competitive process - Awarded for 5 years 2009-2014. **Funded \$ 614,000**, year one-three.
- **\*\*CYFAR Liaison**, USDA-CSREES. New competitive process – Awarded for 4 years 2009-2013. **Funded \$117,000**, year one - three.
- **\*\*Innovative food safety education for low literacy food service employees using enhanced and interactive distance education**, CSREES Integrated Research, Education, and Extension Competitive Grants Program - National Integrated Food Safety Initiative, USDA-CSREES. Kentucky project director. 2006-2009. **Funded \$61,605.**
- **\*\*Promoting Life Skills in Middle School Youth**, USDA-CSREES. Project Director. **Funded \$654,000.**
- **\*\*Family Based Assets in Health and Wellness**, USDA-CSREES. Project director. 2001-2006. **Funded \$714,592.** Limited competition.
- **Technical Support Agreement**, USDA-CSREES. 1999-2008. **Funded \$336,000**
- **\*\*CYFERnet – Program**, USDA-CSREES. Project co-director. 1999-2009. **Funded \$2,202,975.** Competitive 1999 - 2004.
- **\*\*Is Internet an Effective Tool for Food Safety Education of At-Risk Adolescents?** CSREES Integrated Research, Education, and Extension Competitive Grants Program - National Integrated Food Safety Initiative, USDA-CSREES. Kentucky project director. 2000-2005. **Funded \$55,269.**
- **Food Stamps Nutrition Education Program (FSNEP)**. USDA-FNS. Project director. 1998-2003. **Funded \$1,874,877.**
- **Statewide Food Safety Campaign from Farm to Table**. USDA-CSREES, EFSQ-POW CSREES Food Safety POW, USDA-CSREES. Project Director. 2000. **Funded \$30,000.**
- **\*\*Food Insecurity in Kentucky**, Southern Rural Development Center. Project Director. 1999. **Funded \$15,000.**
- **Electronic Connectivity**, USDA-CSREES. Project director. 1996. **Funded \$103,000.**
- **\*\*Children, Youth and Families At Risk State Strengthening**, USDA-CSREES. Project director. 1995-2000. **Funded \$748,000.** Funded in 2<sup>nd</sup> round of funding – 17 out of 50 states were funded through first or second round of funding.
- **Young Children Food Safety Education Project**, Special funding USDA Extension Service. Project leader. 1993. **Funded \$7,000.**
- **\*\*Money Management: Reaching Low Reading-Level Audiences**, USDA Extension Service. Team member. 1993. **Funded \$2,500.**
- **EFNEP**, Special Funds to work with WIC. Program leader. 1992-1995. **Funded \$90,000.**

## **INTRAMURAL FUNDING (\$128,554)**

- **Commonwealth Collaborative** funding for 2<sup>nd</sup> Sunday, 2010. **Funded \$10,000.**
- **Research Activity Award**, University of Kentucky College of Agriculture. Food Safety for the Elderly. Mary Roseman, PI; Janet Kurzynske, CoPI; and Melissa Newman, CoPI. Jan – May 2005. **Funded \$4,999.**

- *Development of the University of Kentucky Value-Added Food Processing Incubator.* UK College of Agriculture. Project team member. 2000. **Funded \$90,000.**
- *Folic Acid,* March of Dimes. State competitive. Project director. 1999. **Funded \$3,500.**
- *Resource Mothers Project:* Rockcastle County. Locally competitive. Program leader. 1994-1995 **Funded \$8,500.**
- *Learning About Parenting,* University of Kentucky, COA Program Enhancement Grant. College competitive. Project Coordinator. 1994-1995. **Funded \$4,890.**
- *PaL,* March of Dimes Mini-grant. Locally competitive. Project leader. 1994. **Funded \$1,100.**
- *Youth At Risk and Plight of Young Children Survey,* University of Kentucky Research and Survey Center. University competitive. Project co-leader. 1994. **Value ~\$1,000.**
- *Starbirth Coalition Project,* March of Dimes. Locally competitive. Project leader. 1994. **Funded \$1,500.**
- *Young Children Food Safety Education Spanish Project,* Kentucky Extension Homemakers Association. UK/FCS Extension competitive. Project leader. 1993. **Funded \$300.**
- *Young Children Food Safety Education Project,* Kentucky Extension Homemakers Association. UK/FCS Extension competitive. Project director. 1993. **Funded \$1,765.**
- *Young Children Nutrition Education Project,* Kentucky Extension Homemakers Association. UK/FCS Extension competitive. Project director. 1993. **FUNDED \$2,000.**

## PUBLICATIONS AND SCHOLARLY MATERIALS

### *Journal Articles:*

Jones, K.R., Ashurst, K.L. & Kurzynske, J. (2007) County extension agents' perceptions of positive developmental assets for vulnerable youth. *Journal of Extension.* Vol 45, No. 6. <http://www.joe.org/joe/2007december/rb4.php>.

Roseman, M. & Kurzynske, J. (2006). Food Safety Perceptions and Behaviors of Kentucky Consumers, *Journal of Food Protection.* Vol. 69, No. 6, p.1412-1421.

Roseman, M., Kurzynske, J., & Tietyen, J. (2006). Consumer Confidence Regarding the Safety of the U.S. Food Supply, *Journal of Foodservice Business Research and International Journal of Hospitality & Tourism Administration.* Vol. 6, No. 4, p.71-90.

Kurzynske, J.S. & Smith, J.T. (1982). An effect of sulfur nutrition on the metabolism of salicylamide, *Drug Nutrient Interactions.* Vol. 2, p.169.

Kurzynske, J. S. & Smith, J.T. (1975). A relationship between the dietary history of a rat and the relative conjugation of glucuronate and sulfate with salicylamide, *Federation Proc.* 34.884.

### *Manuscripts:*

Joint ESCOP/ECOP Food Safety Task Force member involved in writing: Preliminary National Food Safety Strategic Plan: A Comprehensive Report to the Experiment Station Committee on Organization and Policy (ESCOP) and the Extension Committee on Organization and Policy (ECOP), 2000.

Welfare Reform Transition Task Force: Administrative Report & Recommendations, 1997.

DeWalt, K., Berman, L., Markesbery, B., & Kurzynske, J. (1991). Preliminary Results School Breakfast Needs Assessment, Food in the Morning, Marion County.

Johnson, P., Kurzynske, J., Lutz, V., Mutch, P., Stoia, R., & Vyhmeister, I. (1984). Vegetarian Cuisine Instructor Training Manual, Washington, D.C.

Johnson, P., Kurzynske, J., Lutz, V., Mutch, P., Stoia, R., & Vyhmeister, I. (1984). Vegetarian Nutrition Instructor Training Manual, Washington, D. C.

***Proceedings and Abstracts:***

Kurzynske, J. & Roseman, M. (2006) *The Effectiveness of Extension Communication on Improving Kentucky Consumers' Food Safety Attitudes and Behaviors*. Journal of the American Dietetics Association Proceedings. Suppl.Vol.106, No. 8, A73.

Kurzynske, J., Stivers, W., & Ashurst, K. (2005). *The Children, Youth, and Families Education and Research Network- CYFERnet*. Abstract: Journal of the American Dietetics Association Proceedings. Suppl. 2, Vol.105, No. 8.

Carville, A., Thompson, C., Cummings, M., Kurzynske, J., Depalma, A., & Shanley, E. (2004). *Food Safety Knowledge of High-Risk and Underserved Secondary School Students*. Abstract: Journal of the American Dietetics Association Proceedings. Suppl. 2, Vol. 104, No. 8.

Carville, A., Shanley, E., Thompson, C., Cummings, M., & Kurzynske, J. (2003). *Improving High Risk Students' Knowledge of Food Safety Using a Computer Game*. Abstract: Journal of the American Association of Family Consumer Sciences. Proceedings. Suppl. 1, Vol. 103, No. 9.

Kurzynske, J., May, R., & Tietyen, J. (2002). *Color Is Key*. Abstract: 35<sup>th</sup> Annual Society for Nutrition Education Conference Proceedings. Vol. 35, No.1. (Peer Reviewed)

Tietyen, J., Coleman, H., Newman, M., & Kurzynske, J. (2001). *Communicating Food Safety Information to Target Audiences*. Abstract: 34<sup>th</sup> Annual Society for Nutrition Education Conference Proceedings. Vol. 34, No.1. (Peer Reviewed)

Kurzynske, J. & May, R. (2001). *Participant Discovery as a Strategy for Nutrition Education*. Abstract: 34<sup>th</sup> Annual Society for Nutrition Education Conference Proceedings. Vol. 34, No. 1. (Peer Reviewed)

Kurzynske, J., Coleman, H., Newman, M., & Tietyen, J. (2001). *Consumer Acceptance of Format and Logos for Printed Food Safety Information*. Abstract: 34<sup>th</sup> Annual Society for Nutrition Education Conference Proceedings. Vol. 34, No.1. (Peer Reviewed)

Goodman, K. & Kurzynske, J. (2001). *Surfin' CYFERnet - Waves of Resources for Working with Children, Youth, and Families*. Abstract: Strengthening Families and Youth - Strategies for

Success, A Showcase of Programs and Curriculum, D-5. (Peer Reviewed)

Kurzynske, J. & McGough, S. (2000). *Assessing Food Insecurity in Kentucky*. Abstract: Food Assistance and Nutrition Research Small Grants Program, Executive Summaries of 1998 Research Grants.

Kurzynske, J., McGough, S., & Tietyen, J. (2000). *Trends in Attitudes and Perceptions about Food Safety in Kentucky*. Abstract: 33<sup>rd</sup> Annual Society for Nutrition Education Conference Proceedings. Vol.30, No 1.

Kurzynske, J. & Joseph, A. (1993). *School Breakfast Expansion Project: A Food Security Model*, Food Security Public Issue Education Proceedings. p.85-86.

**Extension Publications:** (peered reviewed unless stated otherwise)

Allen, R., Gnatuk, C., Kurzynske, J. (2008) *Home is Where the Health Is* FCS-188.

Kurzynske, J. (2006) *Build Your Immune System with Good Nutrition – Pandemic Flu*. KYEden-JSK.300. Reviewed and accepted on CYFERnet.org.

Kurzynske, J. (2006) *Food for Emergencies – Pandemic Flu*. KYEden-JSK.302. Reviewed and accepted on CYFERnet.org.

Kurzynske, J. (2006) *Home Nursing Care – Pandemic Flu*. KYEden-JSK.303. Reviewed and accepted on CYFERnet.org.

Kurzynske, J., Ashurst, K., Bibbs, V. (2002 & 2006) *Family Health and Safety Organizer*.CYF-JSK.001 A 24 page publication that increases the self-efficacy of families in the health arena. Reviewed and accepted on CYFERnet.org.

Kurzynske, J., Murray, D., Husband, A., Henkin, K., Pescatore, T. (2006) College of Agriculture *Pandemic Flu Website* <http://www.ca.uky.edu/fcs/pandemicflu/know.html> Reviewed and accepted on CYFERnet.org.

Shanley, E., Kurzynske, J. Cummings, M., & Thompson, C. (2004). *Why Is Food Safety Important?* (9 pages) *Step 1: Clean Step* (9 pages) *Step 2: Separate, Don't Cross Contaminate* (6 pages) *Step 3: Cook Step* (10 pages) *Step 4: Chill* (14 pages). Food Safety for Middle-school Aged Students, complete curriculum with five lesson modules.

Kurzynske, J., & May, R. *Food Stamp Nutrition Education Program: Main Dish Mania*. A program to promote pre-planning, wise spending and choosing main dish items that fit the Food Guide Pyramid pattern. Includes printed educational materials, teaching guides, fact sheets, evaluation tools, marketing resources, youth programs, and healthy recipes.

Kurzynske, J., May, R. *Main Dish Mania Magazine*, 2003. (12 pages)

Kurzynske, J., May, R. *Main Dish Mania Lesson Plan*, 2003. (11 pages)

Kurzynske, J., May, R. *Main Dish Mania - Recipes*, 2003.

Kurzynske, J., May, R. *Is Your Family Tired, Hungry and Cranky?* 2003.  
Display board (one for each participating agent)

Kurzynske, J., & May, R. ***Food Stamps Nutrition Education Program: Simply Salads***. A program to promote pre-planning, wise spending and choosing salad items that fit the Food Guide Pyramid pattern. Includes printed educational materials, teaching guides, fact sheets, evaluation tools, marketing resources, youth programs, and healthy, recipes.

Kurzynske, J., May, R. *Simply Salads*, 2002. (8 pages)

Kurzynske, J., May, R. *Simply Salads for Children*, 2002.

Kurzynske, J., May, R. *Simply Salads - Recipes*, 2002.

Kurzynske, J., May, R. *Simply Salads - Evaluation Activity*, 2002.

Kurzynske, J., & May, R. ***Food Stamps Nutrition Education Program: Supper on \$5***. A program to promote pre-planning, wise spending and choosing food items that fit the Food Guide Pyramid pattern in food stamp eligibles and recipients. The lesson idea was suggested by numerous KY FCS Extension agents. This wave includes printed educational materials, teaching guides, overhead transparencies, evaluation tools, marketing resources, fact sheets, youth programs, background readings, and healthy, inexpensive recipes.

Kurzynske, J., May, R. *Sample Low-Cost Menu Ideas*, 2002. (12 pages)

Kurzynske, J., May, R. *Let's Eat For Less*, 2002. (4 pages)

Kurzynske, J., May, R. *Supper on \$5 Lesson guide*, 2002. (8 pages).

Kurzynske, J., May, R. *Kitchen Staples*, 2002

Kurzynske, J., May, R. *Saving Money Contract*, 2002

Kurzynske, J., May, R. *Price Breakdown per Serving for Typical Meal Pattern*

Kurzynske, J., May, R. *FoodWise Evaluation Form*. 2002.

Kurzynske, J., & May, R. ***Food Stamps Nutrition Education Program: Fun Summer Foods: Let's Get FoodWise***. A program to promote healthy summer foods consumption in particular emphasizing food safety as well as nutrition, preparation skills, and shopping behaviors in food stamp eligibles and recipients. This wave includes printed educational materials, teaching guides, evaluation tools, marketing resources, fact sheets, youth programs, and healthy, inexpensive recipes.

Kurzynske, J., May, R. *Fun Summer Foods Lesson Guide*, 2001 (10 pages).

Kurzynske, J., May, R. *Fun Summer Foods Recipes*. 2001.

Kurzynske, J., May, R. *Fun Summer Foods - Kids' Materials*, 2001.

Kurzynske, J., May, R. *Fun Summer Foods - Evaluation*, 2001.

Kurzynske, J., May, R. *Fun Summer Foods*, 2001 (4 pages).

Kurzynske, J., & May, R. ***Food Stamps Nutrition Education Program: Soups & Sandwiches: Let's Get FoodWise***. A program to promote healthy and quick home-cooked meals emphasizing food safety, nutrition, preparation and shopping behaviors in food stamp eligibles and recipients. This wave includes printed educational materials, teaching guides, evaluation tools, marketing resources, fact sheets, youth programs, and healthy recipes.

Kurzynske, J., May, R. *Soups & Sandwiches Lesson guide*, 2001 (8 pages).

Kurzynske, J., May, R. *Sandwich & Soup Toppers*, 2001.

Kurzynske, J., May, R. *FoodWise Evaluation & Reimbursement Form*, 2001.

Kurzynske, J., May, R. *FoodWise Contract*, 2001.

Kurzynske, J., & May, R. (2002). *Food Stamps Nutrition Education Programs: Low Literacy Kentucky Foods Flyers*. KY FCS and horticultural agents involved in the FSNEP program requested low literacy Kentucky foods flyers. Separate flyers were created for: peas, apples, tomatoes, strawberries, green beans, potatoes, and cucumbers. (Internally reviewed)

Kurzynske, J., & Rennekamp, R. (2002). *Inventory of Family-Based Health Assets* - A tool that assesses family health needs, motivates families to take action, determines thrusts for community program planning, and evaluates behavior changes. Reviewed and accepted on CYFERnet.org.

Kurzynske, J., & Goodman, K. (2002). *Family Action Plan* - A tool for families to develop a family action plan after they determine the health assets to target. (Internally reviewed).

Rennekamp, R., Kurzynske, J., Goodman, K., & Smith, S. (2001). **Programming for Children, Youth, and Families at Risk: An Examination of Organizational Change in the Kentucky Cooperative Extension Service.** (results from survey).

Kurzynske, J., Tietzen, J., Bastin, S., Forester, D., & McGough, S. (1998-2000). Nutrition Education Program packaged programs with Lesson Guides, Leaders Guides, Fact Sheets, Overheads, and Presentation Materials: *Family Meals, Color Is Key, Smart Shopping, Plan Now, Party Later.*

Kurzynske, J. (1997) Fact sheets: *Baby-Proofing the Kitchen, Feeding Your One-Year Old, Children in the Kitchen, Selling the Perfect Body (FN-JSK.068), Do You Ever Get Funny with Food? (FN-JSK.75), Eating Patterns (FN-JSK.073), Feeding Your 6-11 Year Old, Feeding Your 4-5 Year Old, Feeding Your 1-2 Year Old, Safe Handling of Flooded Foods (FN-JSK.77)* and *Feeding Children, Federal Welfare to Work: Summary.*

Kurzynske, J., & Fitzpatrick, B. (1995) *Pyramid Food Guide Pyramid Computer Game.*

Kurzynske, J., Daly-Kozziel, K., & Rains, K. (1995) *WIC/EFNEP Adult Packaged Program.* Two lessons including: Lesson Guides, Leader Guides, and Fact Sheets.

Kurzynske, J. (1996). Expanded Food and Nutrition Education Program (EFNEP) publications: *Nutrition for Young Children, Nutrition for Children 2-3 Years, Nutrition for Children 4-5 Years, Nutrition for Children 6-7 Years, and Nutrition for Children 8-10 years.*

Kurzynske, J. (1996) *Fruits and Vegetables Food Safety.* FN-JSK.159.

Kurzynske, J. (1993, 1995, 1996) *Learning About Parenting* publications. Each topic has lesson guide and fact sheets: *Nourishing the Newborn: Birth to Four Months; Nourishing the Older Infant: Four to Twelve Months; Play, Toys and the Safe Environment Infant through Twelve Months; Caring for a Baby* (consultant); *A Child's Health* (consultant); *Looking Good and Feeling Great* (consultant); *Child Development, Birth to Twelve Months* (consultant); and *Nourishing the Young Child; Toilet Training* (written with: Martin, C., & Gantz, S.)

Kurzynske, J., Daly-Koziel, K., & Rains, K. (1995). *WIC/EFNEP Nutrition Curriculum and Activities for Pre-Schoolers*. Contains nutrition lessons for preschool children including Lesson Guides, Leaders Guides, Fact Sheets and all project material "suitcase." Lessons include: *Breakfast; Lunch; Dinner; Snacking Mouse; Food Guide Pyramid; Beano Becomes SuperBean; Jelly Bean Joker; Beano and the Good Food Group; Tosha's Days and Hands*.

Kurzynske, J. (1995). *Popular Weight Management Myths*: Lesson Guide, Leader's Guide, Fact Sheets, and audiovisual materials.

Kurzynske, J., Forester, D., & Rains, K. (1995). *Partner Assisted Learning - Nutrition and the Pregnant Teen* Packaged Program. Seven lessons including Lesson Guides, Fact Sheets, activities, and audiovisuals. Lessons include: *Overview; Weight/Food Guide Pyramid/Substance Abuse; Discomforts of Pregnancy/Milk, Yogurt and Cheese Group; Vegetables and Fruits/Fat and Cholesterol Discussion; Meat, Poultry, Fish, Dry Beans, Eggs and Nuts Group/Bread, Cereal, Rice and Pasta Group/Iron; Fast Food and Snacking; Nourishing the Newborn*.

Kurzynske, J. (1995). *Exercise and Fat Content of Common Food*, Exhibit for Children.

Kurzynske, J. (1995). *Partner Weight Management Program* (pilot version only).

Kurzynske, J. (1995). *Snacks for Children*: Lesson Plan, Fact Sheets, and Activities.

Kurzynske, J. (1994). *Food Guide Pyramid*: Lesson Plan, Fact Sheets, and Activities

Kurzynske, J. (1994). *Nutrition and Exercise for the 90's*: Lesson Guide, Leader's Guide, and Fact Sheets.

Kurzynske, J. (1994). *Teaching the Food Guide Pyramid to Young Children*: Lesson Plan, Fact Sheets, and Activities.

Kurzynske, J. (1994). *Family Fitness for the 90's*: Lesson Guide, Leader's Guide, and Fact Sheets.

Kurzynske, J. (1993). *Hands, Food Safety for Young Children*: four- color flip chart lesson.

Kurzynske, J. (1993). *Tosha's Day, Food Safety for Young Children*: four-color flip chart story.

Kurzynske, J. (1993). *Kentucky CES Plastic Food Guide Pyramid*. Ninety-five were manufactured at UK, with 16 going to other states (designed and manufactured two years prior to the commercial one offered by Nasco).

Kurzynske, J., & Fitzpatrick, B. (1992). *Baby Info*, the content of a data collection method for PaL.

## PRESENTATIONS, POSTER SESSIONS, AND EXHIBITS

### *National - peer reviewed:*

- Roseman, M. & Kurzynske, J. (August 16, 2006) *The Health Belief Model as a Framework for Analyzing Food Safety*. International Association of Food Protectors Conference. Calgary, Canada. (Roseman presenting author)
- Kurzynske, J., & Roseman, M. *The Effectiveness of Extension Communication on Improving Kentucky Consumers Food Safety Attitudes and Behaviors*. American Dietetic Association Food & Nutrition Conference & Expo. Accepted for September 2006 poster presentation. (Kurzynske presenting author)
- Kurzynske, J., Stivers, W., & Ashurst, K. *The Children, Youth, and Families Education and Research Network- CYFERnet*. American Dietetic Association Food & Nutrition Conference & Expo. October 2005 poster presentation. (Kurzynske presenting author)
- Kurzynske, J., Shanley, E., Thompson, C., Courville, A., & Cummings, M. *Is the Internet an Effective Means of Teaching Food Safety to High-Risk Students?* Peer Reviewed. CYFAR 2005 Conference. (Kurzynske presenting author)
- Kurzynske, J., & Jakes, S. *Uncover Secrets of CYFERnet: Materials, Training and More*. Peered Reviewed. National Association of Community Development Extension Professionals. February 2005. (Kurzynske and Jakes presenting authors)
- Kurzynske, J., & Stivers, W. *Writing for Easy Reading*, CENTRA national training. April 2004. (Kurzynske and Stivers presenting authors)
- Kurzynske, J., & Jakes, S. *Uncover Secrets of CYFERnet*. CENTRA national training. June 2004. (Kurzynske and Jakes presenting authors)
- Kurzynske, J. *Writing in Plain English for the Low-literacy Audience*. Research poster session. CYFAR 2004 Conference.
- Rennekamp, R., & Kurzynske, J. *Building Family-based Assets for Health and Wellness*. CYFAR 2003 Conference. (Kurzynske presenting author)
- Rubinyi, R., Kurzynske, J., Peterson, D., & Jakes, S. *You're the Expert! Help Us Improve CYFERnet*. CYFAR 2003 Conference. (all authors presented)
- Rennekamp, R., Kurzynske, J., Hall, S. *Using the Logic Model and Simple Evaluation Tools to Assess Success in Early Childhood Activities in Health and Wellness*. CYFAR 2003 Conference. (Kurzynske and Hall presenting authors)
- Kurzynske, J., May, R. *Participant Discovery as a Strategy for Nutrition Education*. Nutrition Connections - People, Programs, and Science. FNS National Nutrition Education Conference. February 2003 (Kurzynske presenting author)
- Kurzynske, J., Coleman, H., Newman, M., & Tietyen, J. *Consumer Food Thermometer Perceptions and Practices*. Thinking Globally - Working Locally: A Conference on Food Safety Education sponsored by USDA/FSIS and FDA. September 2002. (Kurzynske presenting author)
- Goodman, K., Rennekamp, R., & Kurzynske, J. *Building Family Based-Assets for Health and Wellness*. Priester Conference. May 2002. (Goodman presenting author)
- Kurzynske, J., Stivers, W., & Goodman, K. *An Interactive Guide for Using CYFERnet Resources in Designing Family Programs and Evaluations*. National Conference on Family Relations, Rochester, NY. October 2001. (Stivers presenting author)
- Kurzynske, J., & McGough, S. *Comparing Food Security in a Southern State to National Data*. American Dietetics Association Annual Meeting, Atlanta, GA. October 1999.

Poster session.

- Kurzynske, J., & McGough, S. *Food Insecurity in Kentucky*. USDA Economic Research Service, Washington, D.C. October 1999. Presentation.
- Kurzynske, J., & Hansen, G. *Issues, Questions, and Controversy: Lessons from Kentucky Programs on Teen Pregnancy, Parenting, and Sexuality*. CYFAR Conference, Washington, D.C. 1994. Presentation. (both authors presented)
- Kurzynske, J. *Volunteers Teach Food Safety to Preschool Aged Children*. Society for Nutrition Education Annual Meeting, Portland, OR. July 1994. Poster session.
- Kurzynske, J., & Fitzpatrick, B. *Computer-Aided Instructional Tools*. National Extension Technology Conference, Lexington, KY. May 1994. Poster session.
- Kurzynske, J., *Plastic Food Pyramid, a Comprehensive Teaching Tool for Preschool Children*.
- FNEE Pre-conference Professional Exhibit, Minneapolis, MN. July 1993.
- Kurzynske, J., & Joseph, A. *School Breakfast Expansion Project: A Food Security Model*. Food Security Public Issue Education Workshop, Washington, D.C. March 1993. Presentation. (Kurzynske presenting author)

**State - peer reviewed:**

- Kurzynske, J., Husband, A, Pescatore, T., Powel, P. *Pandemic Flu Kentucky* Cooperative Extension Conference. 2007. Presentation and Exhibit
- Goodman, K., & Kurzynske, J. *CYFERnet--What's In It for Me?* Kentucky Cooperative Extension Conference. 2001.
- Kentucky Early Childhood Association Fall Conference. October 1995. Professional exhibit.
- Kentucky Early Childhood Association Fall Conference. Concurrent session: Partnering with Volunteers to Teach Nutrition and Food Safety in Preschool. October 1994. Presentation.
- Department for Mental Health and Mental Retardation Services' Building Comprehensive Services for Infants, Toddlers, and Their Families: The Time Is Now Conference. Kentucky's Children - Our Commonwealth professional exhibit. August 1993..

**State – invited (examples):**

- 2006 Biennial Extension Specialists and Associates Meeting. The Centra Symposium System.
- Kentucky Association of Family Consumer Sciences Annual Meeting, Welfare Reform Panel. 1997.
- College of Agriculture Round-Up. CYFAR, exhibit. September 1997.
- Children, Youth, and Families at Risk. State Extension Council, exhibit. February 1996.
- Kentucky Nutrition Council Seminar, *Picky Eaters*, presentation. 1996.
- Cattlemen's Association, *Food Safety in Relation to the Beef Industry*, presentation. February 1995.
- Kentucky Association of Family and Consumer Sciences. *Using the Food Guide Pyramid to Teach Nutrition to Children*, presentation. March 1995.
- Lake Cumberland Area Extension Council. *Food Safety*, presentation. March 1995.
- College of Agriculture Round-Up. Food Guide Pyramid, exhibit. September 1994.
- Kentucky Association for School Health. Exhibit on PaL. April 1994.
- Kentucky Nutrition Council Seminar. Concurrent session: *Teaching the Food Guide*

*Pyramid to Children*, presentation. June 1994.

- Kentucky Extension Homemakers 1994, Annual Meeting. Concurrent session: *Teaching Food Safety to Young Children*, presentation. April 1994.
- Kentucky Extension Homemakers Association. *Teaching the Food Guide Pyramid to Children*, presentation. April 1993.
- Phi Upsilon Omicron. Women and Nutrition, presentation. April 1993.
- Kentucky Nutrition Council Annual Meeting. CES, Nutrition and Health, presentation. May 1993.
- Sullivan College. *Preschool Nutrition*, presentation. May 1993.

***Presentations for Counties and Areas – invited (examples):***

- Lincoln Trail Homemakers Annual Meeting. October 1995.
- Bluegrass, Northern, Northeast, Quicksand, and Wilderness Trail Areas training 4-H/youth development professionals and paraprofessionals. *Food Safety for Young Children*. March 1995.
- Fleming County Home and Farm Night. *Family Fitness*. February 1994.
- Morgan County Farm, Home and Family Night. *"Healthful Eating"*. March 1993.
- Winter School, Breckinridge County. Food Guide Pyramid. 1993.
- Morgan County Farm, Home and Family Night. *"Teens: Fit for Life"*. March 1993.
- Lincoln Trail Area Winter School. The New Food Guide Pyramid. February 1993.
- Lyon County. Sports and Nutrition for Coaches and Parents. September 1992-1993.

***Special Groups – invited:***

- Local Lexington organization. *What Is An "Ideal" Weight?*, presentation. January 1996.
- A Lexington civic group. *Weight Management and the Food Guide Pyramid*, presentation. March 1995.
- Leitchfield Head Start. *Nutrition for Preschool Children*, presentation. November 1995.
- University Women's Club. *Food Supplements*, presentation. October 1994.

***State – other:***

- 4-H Coverbud Training. April 2005.
- EFNEP statewide training. *Snacks for Children*, presentation. 1996.
- EFNEP State training. Computer curriculum, presentation. 1994.

## **OTHER CONTRIBUTIONS**

***Mass Communications:***

- Radio: 200+ Consumer Tips
- Exclusives (Press Releases): Over 75 written
- Other Media: television, newspaper, and national magazines

***Surveys:***

- Kurzynske, J., & Roseman, M. Kentucky Research and Survey questions on food safety 2005.
- Jones, K, Kurzynske, J., Stivers, W., & Ashurst, K. Kentucky Assessment of Needs for Youth-at-Risk. September 2005.
- Kurzynske, J., Rennekamp, R., & Goodman, K. Organizational Change Survey. 2004.
- Kurzynske, J. & Rennekamp, R. Kentucky Research Survey Center survey on Cooperative Extension Service. 2001.
- Kurzynske, J. Kentucky FCS teacher survey- food safety educational needs of students.

2002.

***Focus Groups:***

- Kurzynske, J. 4-H participants review of FightBac computer game.
- Kurzynske, J. & Coleman, H. Food Safety Attitudes on Food Safety in Kentucky

***RFAs Developed and Offered to Extension nationally:***

- Kurzynske, J. & Stivers, W. CYFERnet-Program RFA to the Extension system. Topics were based on the CYFERnet Needs Assessment Survey results. One RFA was developed and offered to the Extension system on multi-need/diverse audiences for \$65,000. A team of five faculty/specialists from two 1890 and three 1862 land grant universities will be spearheading this effort through a subcontract with the UK College of Agriculture.

***Other Activities:***

- Developed CommunityZero on-line web site for the CYFAR Executive Committee. 2003-2004.
- Spearheaded CYFAR evaluation of CommunityZero. 2002.
- CYFAR evaluation team for QuickPlace. 2002.
- Coordinated *Raising All Voices: A Dialogue Approach to Teaching* workshop offered by Joye Norris to County Extension Agents participating in Food Stamp Nutrition Education Plan (FSNEP), New Communities/State Strengthening project staff, KSU food stamp program, and the KY Cabinet for Families and Children personnel. 68 attended. 2002.
- Collaboration with Kentucky Task Force on Hunger on their food stamp outreach efforts. 2002.
- Spearheaded “Color Is Key” program and delivery collaboration between Kentucky Cancer Program, FCS agents, and local housing authorities. 2002.
- Initiated connection among NCP sites, UK College of Dentistry, and dental societies. 2002.
- Facilitated CYFERnet/Extension Cares Initiative/Healthy People Healthy Communities Editor’s meeting, August 2002.
- Developed listing of all CYFERnet materials related to USDA/HHS 5-A-Day initiative. 2002.
- 12 Area FSNEP meetings across the state for participating agents to discuss policies and procedures and to receive feedback on needs/wants of food stamp eligibles/recipients. 2001.
- Facilitated three New Communities project training meetings. 2001-2002

**INSTRUCTION:**

***Advising***

- On average advise 30 – 60 Human Nutrition and Dietetics students. College advising evaluation score based upon 4.0 was 3.63 (College Average 3.65).

***Graduate Faculty*** (Full since September 2006)

Graduate student thesis/project committees:

- Beyatte , Rachel - MS
- Biederman, Nicole – MS

- Coleman, Holly – MS
- Eliassen , Erin - EdD
- England , Laryessa - MS
- Estler, Christine – MS in progress (chair)
- Holt , Rachel – MS
- Kaplan , Ali - Ph.D
- Lee , Eunkyung - MS
- Patel , Sheena - MS
- Mahanjan, Poonan – MS in progress (chair)
- Murnan, Erin – MS
- Perry , Stephen – MS
- Pruett , Phillip - MS
- Thornton, Hannah – MS (chair)

**Courses Taught:**

Course	Summary of Courses Taught by Dr. Janet Kurzynske	Semester	% Taught	Number Enrolled	Course Evaluations			
					Quality of Teaching			
					JK	Dept	Coll	Univ
NFS 784-401 Special Problems Institutional Management	<p><i>Course Description:</i> A current approach to the financial and accounting decision making process in dietetics and hospitality administration. The course will prepare advanced students in dietetics and hospitality administration to analyze and make sound financial management decisions in settings relevant to the dietetics profession and the hospitality industry.</p> <p><i>Course Objectives:</i></p> <ol style="list-style-type: none"> <li>1. Understand how the financial process relates to the other functional areas of the organization.</li> <li>2. Apply financial statement analysis and determine how it differs for service industries and profit vs. non-profit organizations.</li> <li>3. Analyze valuation and risk methods used in dietetics and hospitality financial systems.</li> <li>4. Evaluate methods for raising and allocating funds in appropriate financial markets for the operation's size.</li> <li>5. Apply capital expenditure analysis procedures and other project valuation criteria to case setting in dietetic and hospitality industry.</li> <li>6. Examine applications of cost/volume/profit analysis for the service industries.</li> <li>7. Discuss the impact of leasing, franchising, management contracts, economic studies and taxes on dietetics and hospitality administration.</li> <li>8. Discuss the influence that current events have on the financial and accounting process.</li> </ol>	Fall 2004	100%	5	3.6	3.1	3.4	3.3
		Fall 2006	100%	5	3.2	3.3	3.4	3.4
		Fall 2007	100%	6	3.8	3.2	3.4	3.4
		Fall 2008	100%	7	3.3	3.4	3.4	3.4

	Summary of Courses Taught by Dr. Janet Kurzynske	Semester	% Taught	Number Enrolled	Course Evaluations			
					Quality of Teaching			
					JK	Dept	Coll	Univ
NFS 403 001 Community Nutrition and Wellness	<p><i>Course Description:</i> The study of nutrition education programs on a community level. Experience is provided for presenting nutrition in locations such as Cooperative Extension, health clinics, health camps, schools, state institutions, family resource centers, and corporate wellness programs. Attention is paid to special populations, including pregnant women, children, adults, elderly, and persons with disabilities.</p> <p><i>Course Objectives:</i></p> <ol style="list-style-type: none"> <li>1. Define emotional, social, economic, cultural and physical factors that influence nutritional concerns of non-hospitalized populations and apply those to assessment, counseling, and nutritional intake. (Commission on Accreditation for Dietetics Education ADA Community Emphasis Competencies #2).</li> <li>2. Develop and/or conduct community food and nutrition assessment strategy. (Commission on Accreditation for Dietetics Education ADA Community Emphasis Competencies #2).</li> <li>3. Using the logic model, develop a community-based food and nutrition program. (Commission on Accreditation for Dietetics Education ADA Community Emphasis Competencies #2).</li> <li>4. Evaluate nutrition education methods and materials for program development and gain competency in their use and design.</li> <li>5. Develop and conduct a community-based food and nutrition health promotion/disease prevention project. (Commission on Accreditation for Dietetics Education ADA Community Emphasis Competencies #3).</li> <li>6. Compare values and uses of various methods for assessment and surveillance of food habits, nutrient intake and nutriture of population. (Commission on Accreditation for Dietetics Education ADA Community Emphasis Competencies #4).</li> <li>7. Identify political strategies, public policies, legislation, and service systems essential for change of individual and group behavior. (Commission on Accreditation for Dietetics Education ADA Community Emphasis Competencies #6).</li> </ol>	Spring 2004	100%	33	3.0	3.2	3.4	3.4
		Spring 2005	100%	33	2.7	3.8	3.4	3.4
		Spring 2006	100%	28	2.9	3.0	3.4	3.4



# Janet Tietzen Mullins, Ph.D., R.D., L.D.

Department of Nutrition and Food Science • Family and Consumer Sciences Extension • School of Human Environmental Sciences  
206J Funkhouser Building • University of Kentucky • Lexington, KY 40546-0054  
Office 859-257-1812 • Cell 859-421-5029 • Fax: 859-257-3707 • E-Mail: jtietyen@uky.edu

## Education

Ph.D. in Grain Science	Kansas State University	1993
M.S. in Food Science	University of California Davis	1990
B.S. with High Distinction in Dietetics	University of Kentucky	1982

## Experience

• Registered Dietitian in hospital, clinic, and research settings	1982-1987
• Graduate student in nutrition and food science	1987-1994
• Nutrition Scientist at The Kellogg Company	1994-1997
• Associate Extension Professor, University of Kentucky	1997-Present

## Interests

- Hunger – Local and Global Advocacy, Awareness, Academics, and Fundraising
- Healthy Sustainable Communities – Healthy Eating, Active Living, Local Foods
- Higher Education – Dietetics, Family and Consumer Sciences, Service Learning

## Credentialing

• American Dietetic Association, Commission on Dietetic Registration	R629751
• American Dietetic Association Certification in Adult Weight Management	2003
• Kentucky Board of Licensure and Certification	KY-1370

## Teaching and Curriculum Development

- **Advanced Community Program Development (NFS 603):** A graduate course using the ecological model to frame nutrition and physical activity work in terms of policy and environmental changes, systems and institutional changes, family and individual interventions.
- **The Wildcat Way to Wellness:** A multi-disciplinary program addressing eating, activity, and wellness. From the introduction in 1999 through 2007, over 20,000 Kentuckians learned about Kentucky farms and foods, living simply, the water environment, choosing healthy foods, leading active lives, and taking time to be well.
- **Weight ~ The Reality Series:** A two part behaviorally based adult intervention addressing the basics of managing body weight and an exploration of body image. Designed for use by County Extension Agents in Family and Consumer Sciences; five years of program evaluation data for this series indicate one-third of 5,000 participants achieved a weight loss of 5% over ten weeks.

**Research Interests**

- Food and Wellness Policies and Healthy Environments
- Policy, Environmental, and Behavioral Approaches to Weight Management
- Food Consumer Preferences, Knowledge, Beliefs, and Behaviors

**Affiliations/Memberships**

- American Association of Family and Consumer Sciences 2005 to Present
- American Dietetic Association 1981 to Present
  - Hunger and Environmental Practice Group
  - Research Practice Group
- Community Farm Alliance 2009 to Present
- Kentucky Dietetic Association 1981 to Present
  - Public Policy Coordinator 2009 to Present
  - President 2003-2004
  - Growing Healthy Kids in Kentucky Conference Chair, 2001-2011
  - Food and Nutrition Conference & Expo Co-Chair 2001-2002
  - Treasurer 1998-2000
- Partnership for a Fit Kentucky 2002 to Present
  - Farm to School Task Force/Advocacy and Food Policy Committees
  - Coordinator Bluegrass Region 2005-2010

**Employment Experience**

2003 – present	Associate Professor Extension Specialist in Food & Nutrition University of Kentucky Lexington, Kentucky
1997 - 2003	Assistant Professor Extension Specialist in Food & Nutrition University of Kentucky Lexington, Kentucky
1994 - 1997	Nutrition Scientist The Kellogg Company Battle Creek, Michigan
Summer 1989	Nutrition and Dietary Fiber Lab Group U.S. Department of Agriculture Agricultural Research Service Western Regional Research Lab Berkeley, California
1985 - 1987	Clinical Research Dietitian College of Medicine University of Kentucky Lexington, Kentucky

- 1983 - 1985 Nutrition Clinic Manager  
Kentucky Diabetes Foundation  
Lexington, Kentucky
- 1982 - 1983 Clinical Dietitian  
Humana Hospital Suburban  
Louisville, Kentucky

**Appointments, Awards, and Honors**

- 2011-2012 College of Agriculture Faculty Appeals Committee (Annual Performance Reviews)
- 2011-2012 President, Gamma Sigma Delta Honor Society, UK Chapter
- 2010-2011 College of Agriculture Barnhart Fund for Excellence Committee
- 2010 USDA Food and Nutrition Service Technical Panel  
Hunger-Free Communities Grant Reviewer
- 2009-2010 Appalachian Center Advisory Board
- 2007-2009 Chair of three successful Faculty Search Committees
- 2005-2007 College of Agriculture Faculty Council
- 2005-2007 College of Agriculture Advisory Committee on Promotion and Tenure
- 2004-2006 Partners for Family Farms, Board of Directors
- 2002 American Public Health Association  
Runner-up, Balderson Leadership Project Award  
Marketing Public Health in Kentucky
- 2002 Association of Kentucky Extension Specialists  
Outstanding New Specialist
- 2001 U.S. Department of Agriculture  
Nutrition, Diet, and Health, Model Base Program  
The Wildcat Way to Wellness
- 2000 Gamma Sigma Delta, Honor Society of Agriculture  
Kentucky Chapter Member
- 2000 Association of Kentucky Extension Specialists  
Outstanding New Project Award  
Project Leader, The Wildcat Way to Wellness
- 1993 Sigma Xi Scientific Research Society  
Kansas State University Chapter
- 1992-1993 American Dietetic Association Campbell's Soup Company Scholarship

1992	Alpha Mu, Grain Science Honor Society Alpha Chapter at Kansas State University
1992	Phi Tau Sigma, Honor Society for Food Science
1990-1991	American Association of Cereal Chemists Graduate Fellowship
1988-1990	American Dietetic Association Graduate Fellowship
1987-1988	Distinguished Scholar Fee Waiver Fellowship, University of California Davis
1986	American Dietetic Association Kentucky Recognized Young Dietitian
1977-1978	Paducah Community College, Director's Scholarship

### Extension Publications

- *Weight ~ The Reality Series, Becoming Weight Wise:*
  - Mullins, J.T. Build Your Strength, FCS 3-526, Issued 01-2010  
<http://www.ca.uky.edu/agc/pubs/fcs3/fcs3526/fcs3526.pdf>
  - Mullins, J.T. Design Your Plan: Keys to Success – Designing a Plan of Your Own  
FCS 3-534, Issued 01-2010  
<http://www.ca.uky.edu/agc/pubs/fcs3/fcs3534/fcs3534.pdf>
  - Mullins, J.T. Why We Eat What We Eat, FCS 3-535, Issued 01-2010  
<http://www.ca.uky.edu/agc/pubs/fcs3/fcs3535/fcs3535.pdf>
  - Mullins, J.T. Bodies in Motion, FCS3-536, Issued 01-2010  
<http://www.ca.uky.edu/agc/pubs/fcs3/fcs3536/fcs3536.pdf>
  - Mullins, J.T. Feeling Good About Food, FCS3-537, Issued 01-2010  
<http://www.ca.uky.edu/agc/pubs/fcs3/fcs3537/fcs3537.pdf>
- Bastin, S. and Tietyen, J. *Milk Matters – 206 Reasons to Bone Up on Calcium*. FN-SSB-128, Revised 2009.
- *The Wildcat Way to Wellness:*
  - Tietyen, J. and Hughes, N. *Dash to Better Health*. FCS3-532, 2002.
  - Tietyen, J. and Fillman, D. *Control Your Diabetes for Life*. FCS3-529, 2001.
  - Tietyen, J. and Wyatt, C. *Walk Across Kentucky*. FCS3- 531, 2000.
  - Tietyen, J.L. and Dowell, L. *CATSkills for Healthy Holidays*. FN-JLT.149, 2000.
  - Tietyen, J.L. *Kentucky Farms and Foods*. FCS3-528, 2000.
  - Tietyen, J.L. *Kentucky Food Heritage*. FCS3-527, 2000.
  - Tietyen, J.L. *Build Your Strength*. FCS3-526, 2000.
- Tietyen, J.L. and Mason, K. *Growing Healthy Kids in Kentucky, Creating Communities to Reduce Childhood Overweight*. FCS3-533, 2002.
- King, B., Tietyen, J, and Vickner, S. *Food and Agriculture: Consumer Trends and Opportunities:*
  - *An Overview*. IP-58A, 2000.
  - *Building a Base*. IP-58B, 2000.
  - *Vegetables*. IP-58C, 2000.
  - *Fruits*. IP-58D, 2000.
  - *Dairy*. IP-58E, 2000.
  - *Protein Foods*. IP-58F, 2000.
  - *Fats, Oils, and Sweets*. IP-58G, 2000.
- Tietyen, J. *Nutrition 2000:*
  - *Dietary Guidelines for the New Millenium*. FN-JLT.153, 2001.

- *Feeling Good About Food*. FN-JLT.147, 2000.
- *Foods for the 21st Century*. FN-JLT.141, 1999.
- *Foods for Successful Aging*. FN-JLT.140, 1999.
- *Nutrition 2000 for Men*. FN-JLT.139, 1999.
- *Nutrition 2000 for Women*. UK-CES FN-JLT.138, 1999.
- Tietyen, J. *Kentucky Kitchens*:
  - *Holiday Help for the Hungry: Food Security in Your Community*. FN-JLT.143, 2000
  - *Tea Time ~ The Health Benefits of Tea*. FN-JLT.148, 2000.
  - *Sharing Your Skills*. A Kentucky Extension Homemakers Association Food and Nutrition mentoring project. FN-JLT.133, 1999.
  - *Kentucky Kitchen Kits*. A Kentucky Extension Homemakers Association Community Service project. FN-JLT.134, 1999.
- Extension Program Planning, Evaluation and Reporting Resources:
  - Tietyen, J. and Rennekamp, R. *Food and Nutrition Impact (FANI): A Guide to Program Planning, Evaluation, and Reporting*. FN-JLT.121, revised 2000.
  - Tietyen, J. *Evaluating Extension Food and Nutrition Programs*. FN-JLT.122, 1998.
  - Tietyen, J. and Rennekamp, R. *A Guide to Food and Nutrition Programs: Planning, Evaluation, and Reporting*. FN-JLT.121, 1998.
  - Tietyen, J., Bastin, S. and Forester, D. *The Value of Extension Food and Nutrition Programs*. FN-JLT.120, 1998.

## Refereed Publications

- Mullins, J.T. An effective weight management curriculum for adults delivered by Extension educators. *Journal of Extension*, **in preparation**
- Murphy, M., Webber, K., and Mullins, J. Do wellness policies create a healthier school environment? A Kentucky policy analysis. *Journal of the American Dietetic Association*, **in preparation**
- Roseman, M, Kurzynske, J, and Tietyen, J. Consumer confidence regarding the safety of the U.S. food supply. *International Journal of Hospitality and Tourism Administration*, 6(4): 71-90, 2005.
- Tietyen, J., Prewitt, G., Pruitt, G., and Pollack, L. Developing a marketing plan for public health. *Leadership in Public Health* 7(1), pp. 57-62, 2005.
- Tietyen, J. and Forsythe, H. U.S. Food Consumers: Growing Concerns about Weight and Health. *Proceedings of the 57th American Meat Science Association*, pp. 31- 34, 2004.
- Henry, S.L., Courtney, A., Tietyen, J., Jenkin, T., Sowders, L., Clasey, J. and Boosalis, M.G. Prevalence of childhood obesity in Kentucky 2003. *Journal of the Kentucky Medical Association*, 102(2): 48-52, 2004.
- Tietyen, J. and Lee, M. An alternative approach to accountability. *Journal of the American Dietetic Association*, 99 (9): A-53, 1999. (Abstract)
- Tietyen, J. and Fleming, K. Healthy People 2000: Nutrient intake of breakfast vs. non- breakfast eaters. *Journal of the American Dietetic Association*, 95 (9): A-55, 1995. (Abstract)
- Tietyen, J., Nevins, D.J., Shoemaker, C.F., and Schneeman, B.O. Cholesterol response to oat bran hydrolyzed with an endobetabluacanase. *Journal of Food Science*, 60 (3): 558-560, 1995.
- Anderson, J.W., Spencer, D.B., Hamilton, C.C., Smith, S.F., Tietyen, J., Bryant, C.A., and Oeltgen, P. Oat-bran cereal lowers serum total and LDL-cholesterol in hypercholesterolemic men. *American Journal of Clinical Nutrition*, 52: 495-499, 1990.
- Anderson, J.W., Gustafson, N.J., Spencer, D.B., Tietyen, J., and Bryant, C. Serum lipid response of hypercholesterolemic men to single and divided doses of canned beans. *American Journal of Clinical Nutrition*, 51: 1013-1019, 1990.
- Tietyen, J.L. Dietary fiber in foods: Options for diabetes education. *The Diabetes Educator*, 15 (6):

523-528, 1989.

- Anderson, J.W., Bridges, S.R., Tietzen, J.L., and Gustafson, N.J. Dietary fiber content of a simulated American diet. *American Journal of Clinical Nutrition*, 49 (2): 352- 357, 1989.
- Anderson, J.W., Zettwoch, N.J., Feldman, T., Tietzen-Clark, J., Oeltgen, P., and Bishop, C.W. Cholesterol-lowering effects of psyllium mucilloid for hypercholesterolemic men. *Archives of Internal Medicine*, 148: 292-296, 1988.
- Anderson, J.W., Gustafson, N.J., Bryant, C.A., and Tietzen-Clark, J. Dietary fiber and diabetes: A comprehensive review and practical application. *Journal of the American Dietetic Association*, 87: 1189-1197, 1987.
- Tietzen, J. Diet, cardiovascular disease, and diabetes. *The Diabetes Educator*, 13 (4): 415-416, 1987.
- Anderson, J.W. and Tietzen, J.L. Dietary fiber: Hyperlipidemia, hypertension, and coronary heart disease. *American Journal of Gastroenterology*, 81 (10): 907-919, 1986.
- Floch, M.H., Maryniuk, M.D., Bryant, C., Franz, M.J., Tietzen, J., Marotta, R.B., Wolever, T., O'Sullivan Mallet, J., and Jenkins, A. Practical aspects of implementing increased dietary fiber intake. *American Journal of Gastroenterology*, 81 (10): 936-939, 1986. (Reprinted: *Nutrition Today*, 6: 27-30, 1986.
- Tietzen, J.L. and Anderson, J.W. High-fiber, hypocaloric diets vs. very-low-calorie diets for obese diabetic subjects. *Diabetes*, 35 (Supp 1): 217A, 1986. (Abstract)
- Tietzen, J.L., Jones, S.E., and Leichter, S.B. Flexible diets for diabetes care. *The Diabetes Educator*, 11 (2): 49-62, 1985.

## Juried Presentations

- Mullins, J.T., Stephenson, T, and Cox, T. Engaging dietetic and nutrition students in fighting hunger. *Journal of the American Dietetic Association*, 111(9): A99, 2011. (poster)
- Murphy, M., Webber, K., and Mullins, J. Do wellness policies create a healthier school environment? A Kentucky policy analysis. *Journal of the American Dietetic Association*, 110 (9): A94, 2010. (poster)
- Tietzen, J. and Gnatuk, C. Healthy Weight: A Human Sciences Approach, University of Kentucky Healthy Weight Task Force. National Extension Family Life Specialists Conference, July 2007.
- Tietzen, J. Translating diabetes and weight control research into community based interventions. University of Kentucky, College of Medicine, Clinical and Translational Science Spring Conference, June 2006. (poster)
- Tietzen, J. Weight ~ The Reality Series. Social Marketing in Public Health Conference, University of South Florida, June 2006. (poster)
- King, B.S. and Tietzen, J. Spreading the word about where to find local foods. Campus-Community Partnerships for Sustainability, Berea College, April 2006. (poster)
- Tietzen, J., Coleman, H., Newman, M, and Kurzynske, J. Communicating food safety information to target audiences. Society for Nutrition Education, 2001. (poster)
- Kurzynske, J., Coleman, H., Newman, M., and Tietzen, J. Consumer acceptance of format and logos for printed food safety information. Society for Nutrition Education, 2001. (poster)
- Tietzen, J.L. and Bessin, R.T. Assessing and meeting the biotechnology education needs of food consumers. Engaged Institutions' Role in Biotechnology Education, Iowa State University, 2000.
- Tietzen, J.L., McGough, S., and Kurzynske, J.S. Consumer perceptions of food-related health risks. Society for Nutrition Education, Oral Paper Presentation, 2000.
- Kurzynske, J.S., McGough, S., and Tietzen, J.L. Trends in attitudes and perceptions about food safety in Kentucky. Society for Nutrition Education, 2000. (poster)
- Bastin, S.S., King, B.S., and Tietzen, J.L. Commonwealth Food Connections: Strengthening

- Kentucky's local food systems. Society for Nutrition Education, 2000. (poster)
- Tietyen, J. and Lee, M. An alternative approach to accountability. American Dietetic Association, 1999. (poster)
  - Tietyen, J., Forester, D., and Bastin, S. A guide to planning, evaluation, and reporting of Kentucky Extension food and nutrition programs. Society for Nutrition Education, Oral Paper Presentation, 1999.
  - Wheeler, C., Kingsland, E., and Tietyen, J. Partners in Hope: Families fighting breast cancer. National Extension Association of Family and Consumer Sciences, Oral Program Presentation, 1999.
  - Tietyen, J. and Fleming, K. Healthy People 2000: Nutrient intake of breakfast vs. non-breakfast eaters. American Dietetic Association, 1995. (poster)
  - Tietyen, J.L. and Klopfenstein, C.F. Extrusion processing of soy fiber. Institute of Food Technologists, Oral Paper Presentation, 1992.
  - Tietyen, J., Nevins, D.J., Shoemaker, C.F., and Schneeman, B.O. Cholesterol response to oat bran hydrolyzed with an endobeta-glucanase. Federation of Associated Scientists for Experimental Biology, 1990. (poster)
  - Tietyen, J.L. and Anderson, J.W. High-fiber, hypocaloric diets vs. very-low-calorie diets for obese diabetic subjects. American Diabetes Association, 1986. (poster)
  - Tietyen, J. and Jones, A. Team approach to diabetes care. American Association of Diabetes Educators, 1984. (poster)

### Invited Presentations (Selected)

- Mullins, J.T. and Fowler, M.E. *Universities Fighting World Hunger, Models for Success Panel*, Fifth Annual Hunger Summit, Auburn University, 2010.
- Tietyen, J. *Healthy You – Healthy Kids*, Kentucky School Food Service Association, Owensboro, KY, June 2005.
- Tietyen, J. *The Wildcat Way to Wellness ~ Control Your Diabetes for Life*, National Volunteer Organization Network, on behalf of Kentucky Extension Homemakers Association, Springfield, Illinois, 2002.
- Tietyen, J. Expert Testimony, Kentucky State Legislature, House of Representatives, HB 553: Child Nutrition Bill, Frankfort, Kentucky, 2002.
- Tietyen, J. *Contribution of ready-to-eat cereals to micronutrient intake*. Institute of Food Technologists, Food Fortification Short Course, New Orleans, Louisiana, 1996.
- Tietyen, J. *Wheat bran and colon cancer*. Latin American Congress of Gastroenterology and Coloproctology, Sao Paulo, Brazil, 1995.
- Tietyen, J. *Foods and fiber-lowering cholesterol*, Tufts University, Managing Cholesterol in America Conference, Boston, Massachusetts, 1988.
- Tietyen, J. *Metabolic effects of soluble fiber*, The Procter and Gamble Company, National Sales Meeting, Vail, Colorado, 1987.
- Tietyen, J. *Cholesterol and coronary heart disease*, Albert Einstein College of Medicine, Health Implications of Dietary Fiber Conference, New York, New York, 1986.

### Book Chapters

- Schneeman, B.O. and Tietyen, J.L. Dietary fiber. In: *Modern Nutrition in Health and Disease*, Shils, M.E., Olsen, J.A., and Shike, J. (Eds.) Eighth Edition, Volume I. Philadelphia: Lee and Febiger, pp.89-100, 1994.

- Tietzen, J.L. and Klopfenstein, C.F. Soluble, insoluble, and total dietary fibers. In: *Analyzing Food for Nutrition Labeling and Hazardous Contaminants*. Ikins, W.G. and Jeon, I.J. (Eds.) New York: Marcel Dekker, pp. 109-136, 1994.

## Teaching and Advising

- Globalizing Agriculture Education, College of Agriculture Initiative, 2010-2013
- NFS 603 Advanced Community Program Development, Fall 2004-2011
- DSP 110 Discovery Seminar: Food, Society, and a Healthy Weight, Fall 2006
- NFS 808 Community Nutrition Practicum, Spring 1998-2011
- Student Advising and Committees:
  - Kate Perkins, advisor (Dietetics Administration M.S.)
  - Yolanda Jackson, advisor (Dietetics Administration M.S.)
  - Maggie Murphy, M.S., 2009, advisor (Dietetics Administration)
  - Laura Walters, M.S., 2009 (Dietetics Administration)
  - Melissa Zack, Ph.D., 2007 (Nutritional Sciences)
  - Marlene Whitis, M.S., 2005, co-advisor (Dietetics Administration)
  - Owen Johnson, Dr.P.H., 2005, co-advisor (Public Health)
  - Jeanette Valdez, M.S., 2006, co-advisor (Dietetics Administration)
  - Laryessa England, M.S., 2006, co-advisor (Dietetics Administration)
  - Kristian Wagner, 1999, Undergraduate Research and Creativity Scholar

## Program Support

- Mullins, J.T. *HES Research Activity Award*, travel to Adjeikrom, Ghana for initiation of school feeding program at The Kentucky Academy kindergarten, 2011, \$2,700.
- Stephenson, L., Bruckner, E., Walters, J., Swanson, M., and Mullins, J. *'Literacy, Eating, and Activity for Primary' Direct Education Intervention in Rural Appalachia*, USDA Food and Nutrition Service, Office of Research and Analysis, 2010, \$100,000.
- Stephenson, L., Johnson, J., Stephenson, T., Brandl, S., and Mullins, J. *Specialty Crop Recipe Development with Nutrient Analysis*, Kentucky Department of Agriculture, 2010, \$40,000.
- Mullins, J.T. (Project Director), *Survey of Kentucky Food Consumers' Knowledge and Attitudes on Calories in Quick Serve Menu Items*, Foundation for a Healthy Kentucky, 2010, \$5,000.
- Stephenson, T. and Mullins, J.T. *Supporting and enhancing Student Dietetic Association efforts to promote awareness of food waste at the University of Kentucky and hunger issues both in the state of Kentucky and at a global level*, College of Agriculture Barnhart Fund for Excellence, 2010, \$1,000.
- Tietzen, J. (Project Director), *Food, Activity, and Wellness Survey of Kentucky Schools*, Foundation for a Healthy Kentucky, 2006 – 2007, \$5,000.
- Kurzynske, J., Rennekamp, R., Stivers, W., Tietzen, J.L., Broadwater, G. *Building Family-Based Assets for Health and Wellness in Kentucky*. USDA-CSREES New Communities Program, 2001-2005, \$750,000.
- Tietzen, J. *Growing Healthy Kids in Kentucky*. Kentucky Public Health Leadership Institute Changemaster Project, 2002-2003, \$3,000.
- Tietzen, J., Hildebrand, D., Bessin, R., and Vantrees, V. *Excellence in Biotechnology Outreach Education*. University of Kentucky, College of Agriculture, Barnhart Fund for Excellence, 2001, \$1,000.
- Kurzynske, J., McGough, S., Bessin, R., Durborow, B., Mikel, B., Newman, M., Nokes, S., Tietzen, J., and Woods, T. *Statewide Food Safety Campaign from Farm to Table*. USDA-CSREES, EFSQ-POW, 1999-2000, \$30,000.

- Tomlinson, K.K. and Tietyen, J.L. *Exploring the relationship between poverty and overweight in Kentucky adults*, University of Kentucky Undergraduate Research & Creativity Scholarship, 1999, \$2,500.
- Mikel, B., Kurzynske, J., Newman, M., Tietyen, J., Hicks, C., McGough, S., Moody, B., Bessin, R., O’leary, J., Nokes, S., Boatright, L., Durborow, B., Xiong, Y., Meyers, L., Woods, T. *Development of the University of Kentucky Value-Added Food Processing Incubator*. Kentucky Partnership for Food Safety and Quality Assurance, 1999, \$60,000.
- Tietyen, J., Forrester, D., Rennekamp, R., Stephenson, L., and Case, C. *The Wildcat Way to Wellness*, Kentucky Cooperative Extension Service Program Enhancement Grant, 1999, \$5,000.

**Professional Development Activities (Selected)**

- First, Fifth, Sixth Annual Hunger Summits, Universities Fighting World Hunger, Auburn University 2010-2011  
2006
- Kentucky Conference on the Scholarship of Teaching and Learning, Council on Postsecondary Education, University of Kentucky 2006
- Social Marketing in Public Health Annual Conference, University of South Florida 2005-2006  
-Short Course in Qualitative Data Analysis 2005  
-Short Course in Communication Rules 2006
- American Dietetic Association  
-National Meeting of Leaders 2002  
-First Leadership Institute 2003
- Kentucky Public Health Leadership Institute, College of Medicine, University of Kentucky 2001-2002  
-Faculty Mentor for Changemaster Groups 2003-2005
- Dietary Behavior: Why We Choose the Foods We Eat, USDA Center for Nutrition Policy and Promotion 1999
- Southern Region Accountability Conference, Southern Rural Development Center, USDA-CSREES 1999
- Operation Read Adult Tutor Course, Carnegie Center for Literacy and Learning, Lexington, Kentucky 1998
- Continuing Survey of Food Intake by Individuals, USDA Food Surveys Research Group 1998

## **CURRICULUM VITAE**

Stephen Douglas Perry MS, RD, LD

January 2008- Present: Full-Time Lecturer (85% D.O.E)

August 2010- Present: Director Didactic Program in Dietetics (15% DOE)

University of Kentucky Department of Nutrition and Food Science.

### **Teaching and Advising**

2010-2011 Courses Taught:

NFS 241: Food Safety and Sanitation

NFS 302: Principles of Food Preparation

NFS 340: Institutional Purchasing

NFS 346: Human Resources Management for the Food and Hospitality Industries

NFS 480 Introduction to Pre-Professional Practice

NFS 816 MNT Supervised Practice

HMT 308: Introduction to Restaurant Management

2010-11 Academic Advising

Undergraduate Advising to Dietetic and HMT Majors	Spring 2010- 34 Students Fall 2010- 43 Students Spring 2011- 62 Students
--	--

2010- 2011 Teaching and Learning Activities

NFS 241- This electronic lecture course introduces the student to the industry accepted standards for the safe receiving, storage, handling and cooking of foods for the Hospitality, Restaurant and Dietetic industries.

NFS 302- Full lecture and lab experiences dedicated to the topics related to the interaction of the chemical composition of foods. This course offers an introduction to the chemical makeup of foods along with lab exercises that are practical application and demonstration of the interaction of the chemical constituents of foods. This course allows the student to observe how altering the chemical interaction of ingredients changes the physical characteristics of the product.

NFS 340- Full lecture course introduces the student to the industry accepted standards and fundamental principles and purchasing techniques for the selection of food and nonfood items in a food service system.

NFS 346- Full Lecture course exposes the student to all aspects of human resources management in the hospitality and health care industry context. Topics covered include strategic planning, employee selection, placement, training and discipline; labor relations and compensation.

NFS 480- Non Lecture Pre-professional experience course designed to allow students to apply knowledge and skills in assessing, planning, implementing, and evaluating nutrition care in various health delivery systems. Student experience will include opportunities to link theory and practice while developing the skills and attitudes essential to practice in the dietetics profession.

NFS 810/816- This course is part of the supervised practice experience for students in the Dietetic Internship/ Coordinated Program. This course is a 10 week rotation for the Medical Nutrition Therapy portion of the internship. Assignments are designed to expand and improve the student's skills for learning and assimilating new standards of practice into their skill-set.

HMT 308- This course was in the process of being revised. It is being expanded to include more interaction with local leaders within the food and beverage industry. This change is being made in order to enhance the student's understanding of the principles of running a successful business which are introduced in lecture. The revision also includes a better integration of the lab portion of the course to incorporate the changing tastes, flavors and trends in the restaurant industry.

## **Publications**

### Articles

Douglas E. Long, M.S; Lisa M. Gaetke, Ph.D; Stephen D. Perry, RD, LD;  
Mark G. Abel Ph.D; Jody L. Clasey, Ph.D, FACSM.  
*"Physical Activity and Nutrition Assessment of Home Schooled Versus Public Schooled Children and Their Parents."* *Pediatric Exercise Science*, 2010, 22, 44-59

### Invited Speaker

*"Child Hood Obesity"* Bluegrass Pediatrics and Internal Medicine Patient Education Sessions, Georgetown, KY. September 5, 2010

*"Healthy Eating Through the Holidays"* WEDCO District Diabetes Coalition Cynthiana, KY. October 30, 2010

*"Childhood Obesity and Its Consequences"* Bluegrass Pediatrics and Internal Medicine Patient Education Sessions, Georgetown, KY. May 22, 2011

## Service

### 2010-2011 Committees

Department of Nutrition and Food Science Strategic Planning Committee

Department of Nutrition and Food Science Statement of Evidences Committee

Department of Nutrition and Food Science Dietetics Curriculum Committee

Department of Nutrition and Food Science Undergraduate Committee

### Non School Committee

WEDCO District Health Department Diabetes Coalition, Cynthiana KY

### Professional Memberships:

American Dietetic Association

Kentucky Dietetic Association (Executive Committee; Financial Affairs; Treasurer (2008- 2010)

2010 Kentucky Dietetic Association SPRC Retention and Career Guidance

## **CURRICULUM VITAE**

Tammy J. Stephenson, PhD  
1550 Elkchester Pike, Lexington Kentucky 40510

### **Personal Information**

Married Brian H. Stephenson  
Children Bailey Ann Stephenson (2003)  
Kylie Mae Stephenson (2005)  
Ansley Carol Stephenson (2007)

### **Education**

2001 PhD in Nutritional Sciences University of Kentucky  
1997 BS in Food Science & Human Nutrition University of Kentucky

### **Employment**

2010-current Senior Lecturer (DOE = 100% teaching and advising)  
Director of Undergraduate Studies in Human Nutrition & Dietetics (440 students)  
University of Kentucky Department of Nutrition & Food Science  
School of Human Environmental Sciences, College of Agriculture  
2005-2010 Full-Time Lecturer (DOE = 100% teaching and advising)  
University of Kentucky Department of Nutrition & Food Science  
School of Human Environmental Sciences, College of Agriculture  
2001-2005 Full-time Temporary Faculty (DOE = 100% teaching and advising)  
2001-2003 Adjunct Faculty, Lexington Community College  
Teaching of night classes of NFS 101: Human Nutrition & Wellness  
1997-2001 Nutrition Research Coordinator & PhD Graduate Student  
University of Kentucky Department of Internal Medicine  
Faculty Advisors: James W. Anderson, MD & Paolo Fanti, MD

- Study design, recruitment of subjects, clinic visits, study management, data collection, and data analysis for clinical research trials.
- Laboratory bench work – <sup>99m</sup>Tc-DTPA clearance analysis and basic science applications and laboratory management.

### **TEACHING AND ADVISING**

2001-2011 Courses Taught

<u>Course</u>	<u>Years Taught</u>	<u>Sample class size</u>
NFS 101: Human Nutrition & Wellness	F 2001 - F 2007	Fall 07 – 300 students
NFS 212: Introductory Nutrition	F 2001 – S 2010	Fall 07 – 150 students Spr 08 – 140 students Fall 08 – 150 students Spr 09 – 170 students Fall 09 – 190 students Spr 10 – 200 students Fall 10 – 185 students Spr 11 – 200 students

NFS 304: Experimental Foods	F 2002 – F 2010	Sum 11 – 22 students Fall 07 – 52 students Fall 08 – 45 students Fall 09 – 28 students Fall 10 – 45 students
NFS 315: Nutrition Issues in Physical Activity	S 2004 – S 2011	Spr 08 – 42 students Spr 09 – 55 students Spr 10 – 65 students Spr 11 – 80 students
NFS 408G: Seminar in Nutrition & Food Science	S 2001 – S 2007	Spr 2007 – 26 students
NFS 510: Advanced Nutrition	S 2001 – S 2011	Spr 2008 – 98 students Spr 2009 – 70 students Spr 2010 – 85 students Spr 2011 – 95 students
NFS 474: Research in Nutrition: Theory	F 2004 – F 2010	Fall 2007 – 32 students Fall 2008 – 30 students Fall 2009 – 33 students Fall 2010 – 35 students
NFS 475: Research in Nutrition: Applications	S 2004 – S 2011	Spr 2008 – 32 students Spr 2009 – 30 students Spr 2010 – 34 students Spr 2011 – 35 students

*Summary of Course and Teaching Evaluations for the past 3 years as assessed by University of Kentucky student evaluations each semester.*

**Overall Quality of Course: 3.85/4.0 (College Mean = 3.3)**  
**Overall Quality of Teaching: 3.95/4.0 (College Mean = 3.3)**

**Overall Quality of Class**

	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
NFS 101	3.8					
NFS 212	3.8	3.9	3.8	3.7	3.9	3.9
NFS 315		3.8		3.8		3.9
NFS 304	3.8		3.6		3.7	
NFS 510		3.9		3.8		4.0
NFS 474			3.3	3.6	3.6	
NFS 475W						3.7

### Overall Quality of Teaching

	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
NFS 101	3.9					
NFS 212	3.9	4.0	3.9	3.9	3.9	3.9
NFS 315		3.9		3.9		3.9
NFS 304	3.9		3.8		4.0	
NFS 510		4.0		3.9		4.0
NFS 474					3.9	
NFS 475W			3.7	3.9		3.9

### Academic Advising

Director of Undergraduate Studies in Nutrition and Food Science – 2010-current

Director of Undergraduate Studies in Human Nutrition - 2005-current

- Role includes development of program website and advising materials and leadership in program assessment.
- 250 Human Nutrition students as of 5/2011

Undergraduate advising to Human Nutrition & Dietetic Majors

- 75-150 advisees per semester, individual meetings scheduled with each
- Fall 2010 and Spring 2011 trained and mentored part-time professional staff advisors

Undergraduate Research Mentoring

- 32 students Spring 2008, 30 students Spring 2009, 31 students Spring 2010; 35 students Spring 2011
- 2009-2011 ALL students *presented posters at UK Undergraduate Showcase of Scholars(eUreKa)* making it the most represented major at the showcase, 1 student published research in Kaleidoscope magazine)

### 2010-2011 Undergraduate Research Mentoring TOPICS

Annmarie Behr	Correlation between stress and calorie consumption
Katherine Bentley	How does the built environment of the University of Kentucky affect freshman weight gain?
Allison Bond	Correlation between breakfast intake and physical activity
Elizabeth Bray	Illicit use of prescription drug Adderall among college students and its nutritional side effects
Elizabeth Clark	The effects of nutrition education on body mass index in college students
Brooke Dailey	Consumption of caffeinated beverages and effect on body mass index in college students
Jennifer Ernst	Correlation between practicing yoga and following a balanced diet
Stephanie Fawbush	Alcohol consumption has no significant effects on weight gain in college students
Jeremy Gilbert	The correlation between physical activity levels and consumption of organic foods
Michael Girton	The dietary and physical activity habits of working college students
Maggie Grisanti	A review of the correlation between instances of digestive problems/diseases and ethnicity, dietary intake, and stress level

Laura Guy	Late night meals away from home associated with increased body mass index
Michael Haag	Sleep deprivation and snacking – a match made in college
Rachel Henage	Correlation between relationship status and body mass index among students at the University of Kentucky
Breana Hendrix	Correlation between tobacco usage and body weight in college students
Lauren Hodel	The effect of portion control on body mass index
Jennifer Humkey	A comparison of the dietary consumption of college students before and after spring break
Megan Johnson	Correlation between college student’s majors and vegetarian, vegan, and pescetarian diets
Jenna Klingenberg	The effects of family dinner on college weight gain and body mass index
Stephanie Laganis	The effects on health when organized sports played in high school are no longer played in college
Tiffany Lawson	Body image perception in Merchandising, Apparel, and Textile students
Regina Lewis	The effects of food choice on body mass index in college students living on campus and off campus
Katherine Marx	Health effects of vegetarian diets
Alisha Moore	Caffeine, its use, and its effects on student grade point average on a University campus
Harriet Oduro	The effects of stress on weight in college students
Eric Pettinato	The effects of physical activity on sleep patterns and breakfast consumption of college students
Abby Priddle	The effects of physical activity on collegiate academic performance
Becca Quinn	Correlation between the lifestyle and dietary habits of college students and dental health
Nicole Scherzer	The effects of stress management techniques on academic performance in college students
Ashley Smith	Correlation between eating breakfast and academic success of college students
Jentry Stephens	A search for the most nutritious and affordable food options readily available for University of Kentucky college students
Tracey Thackston	The role of physical activity in high school students academic performance
J. Luke West	Microbial resistance: A snapshot of University of Kentucky hygiene and antibiotic usage
Leigh White	Caffeine intake in college students
Natalie Wipperman	Alcohol consumption correlating with a decrease in fruit and vegetable intake in college students

2009-2010 Undergraduate Research Mentoring TOPICS

Shira Abernathy	Food choices made by elementary students in a Kentucky school during breakfast and lunch compared to their socioeconomic status.
Autumn Abraham	The effects of spring break on physical activity levels among college students: A comparative analysis between self-reported pre-spring break and post-spring break physical activity levels.
Aaron Barnes	Nutritional education content to help reduce weight in obese subjects.
Courtney Belden	The Relationship Between Nutrient Intake and the Incidence of Injuries in Female Collegiate Athletes
Katelyn Brough	The Correlation between Stress and Unhealthy Food Choices in College Females
Courtney Butler	The Effects of Regular Physical Activity on the Grade Point Averages of College Students
Rachel Clark	The effects of late night eating on body weight in college students.
Cynthia Cockerham	Spending habits of college students at supermarkets and restaurants
Erika Contasti	Correlation between beverage intake patterns and body weight.

Sarah Drake	Fruit and vegetable consumption of college women.
Holli Dunn	Dietary Supplements and their Affects on Weight Loss in Relation to Physical Activity in Undergraduate Females at the University of Kentucky
Scott Elliott	Exergaming - usage and efficacy in promoting health on a college campus.
Kyle Golibersuch	Oral health behavior of young adults and its effects on dental caries
Amy Gonnella	The relationship between caffeine consumption and a student's GPA.
Emily Hayman	Correlation between Caffeine Consumption and Symptoms of Acid Reflux Disease
Lindsay Hubbard	Usage and nutritional side effects of Adderall on two University campuses.
Aaron Jones	The Effects of Fruit and Vegetable Intake on BMI and Feeling of Well Being
Joanna Kasper	The Effects of High Fructose Corn Syrup on Body Weight in College Students
Emily Lippard	Correlation between Soda Consumption, BMI and Knowledge of the Effects of High-Fructose Corn Syrup in College Students
Abbas Malik	Effects of smoking on the body mass index of college students.
Kirby Mayer	Breakfast intake in college and high school students
Lindsey Mayes	Correlation between a college student's amount of exercise and their utilization of group fitness at the University of Kentucky.
Courtney McDonald	The effects of skipping meals on undergraduate college students.
Eric Oberst	Correlation between the Consumption of Alcohol and Late Night Food Intake
Katie Oster	Marijuana has limited effects on BMI and physical activity in college students
Noon Parnichyakorn	The correlation between carbonated beverage consumption, dietary selections, and weight gain.
Daniel Pierce	The relationship between alcohol intake.
Emily Reeves	The correlation between late night eating and weight gain in college students.
Angela Siriphokha	The correlation between multivitamin use and fruit and vegetable intake.
Nikita Tailor	The relationship between owning a pet, physical activity and well-being.
Susan Wofford	Correlation between stimulant drug usage, GPA and dietary intake.

#### 2008-2009 Undergraduate Research Mentoring TOPICS

- Alcohol Consumption and Weight Gain in College Students *by Christina Armstrong*
- Availability and Consumption of Fruits and Vegetables on the University Of Kentucky Campus *by Josephine Ayayee*
- The Effects of Supplementation and Exercise Habits in College Males *by Ryan Barry*
- The Effects of Physical Activity on Cognition in Relation to GPA in College *by James Tyler Bolin*
- Childhood Obesity: A County Comparison in Kentucky *by Courtney Bowlin*
- "ENERGY" Drinks: Their Effects on the Mind and Body in College Students *by William Buford*
- The Effects of Exercise on Preventing the "Freshman Fifteen" in Undergraduate Students of the University of Kentucky *by Amber Cornett*
- Stress Increases Unhealthy Food Choice Among Women *by Bennicia Davis*
- The effects of eating a well balanced breakfast on achieving academic success in college students *by Farah Deen*
- What Are the Effects of Age and Gender on the Population's Attitudes and Knowledge Regarding Trans Fat Consumption? *By Ashley Diamond*
- The Correlation Between Places of Higher Education and Caffeine Dependency *by Megan Hord*
- The Effects of Food Choices and Nutritional Status on Game-time Performance in Female High School Basketball Players *by Michelle Howard*
- The Relationship between Indoor Tanning and Eating Habits of College Students *by Audra Isaac*
- Nutritional Side Effects of Adderall Abuse Among College Students *by Scott Jacobs*
- Energy Balance and Metabolic Requirements in the Backcountry *by Taylor Kronn*
- Weight Gain in the College Student due to the increased frequency of Fast Food Consumption Containing a High Saturated Fat Content and Caloric Load *by Blair Malench*
- The Benefits of Magnesium on the Prevention of Migraines in College Students *by Alana Marcrum*

- Caffeine Consumption and Its Effects Associated with Student Employment but not GPA in College Students *by Shirlena Moore*
- The Use of Contraceptives: What are perceptions of use and how it affects weight gain? *By Kortney Osborne*
- Supplemental use of Hydroxycut not prevalent on college campuses *by Adam Prewitt*
- Low-calorie snack foods show no correlation to weight loss and maintenance of college students when looked upon as an individual factor *by Adele Rauen*
- Effect of Obesity-Related Beliefs on Physical Activity, Diet, and Weight Status *by Chelsea Stevens*
- Correlation between Energy Drink Consumption and Likelihood to Engage in Risky Behavior on a College Campus: A Research study *by William Daniel Thompson*
- The Effects of Nicotine: The Lack of Effects on Weight Loss and Maintenance in College Students at the University of Kentucky *by Austin Tiller*
- Lack of physical activity in childhood can lead to poor academic performance in college years *by Mary Kendall Warner*
- Short Sleep Duration and Its Link with Body Mass Index, Physical Activity, and Stress *by Jonathan Yeung*

### Out-of-class Activities

Faculty Advisor to Student Dietetic Association - 2002-2011  
 Academic Advisor to Delta Delta Delta Sorority (200 members) - 2004-2011  
 Chapter Advisor to Delta Delta Delta Sorority (200 members) – 2001-2004  
 President of Delta Delta Delta Sorority Lexington-area Chapter -2010-2011  
 Secretary of Delta Delta Delta Sorority Lexington-area Chapter – 2004-2011  
 Faculty Advisor to UK Students Caring for the Elderly – 2008-2010  
 Faculty Advisor to UK Mens Club Lacrosse Team – 2009-2011  
 UK 101 Instructor – 2006-2010 (one of four instructors showcased on UK 101 website)  
 UK FUSION Field Volunteer – 2006-2010  
 Microteach Group Leader – 2006, 2008, 2009  
 Honors Program Journal Advisor for Kit Donohue – 2008-2009  
 Turner Leadership Academy Mentor – 2009-2010  
 UK Faculty Learning Committee on Service Learning (selected) – 2009-2011  
 UK Discussion Group on Classroom Attendance Policies (invited) – 2009  
 UK Summer Teaching and Learning Institute (invited) - 2010  
 UK Freshman and Transfer Student Scholarship reader – 2007

### Service Learning Activities

UK Woman's Club Cookbook (2008-2010)

- Recipes from the 1948, 1975, and 1984 Woman's Club "Stay for Tea" cookbooks were modified by students in NFS 304: Experimental Foods. Modified recipes with nutrition information will be included in the "Stay for Tea – Centennial Edition" cookbook available in 2010. Students will be acknowledged for their work in the cookbook.

Family & Consumer Science Extension and Kentucky Department of Agriculture Recipe Database Project (2009-2011)

- A collaborative effort to develop UK copyrighted recipes for use by FCS extension agents and the KDA. Students in NFS 304: Experimental Foods developed health promoting recipes using Kentucky grown produce. These recipes, with nutrition information, are printed on professional

recipe cards for distribution at farmer's markets and through other programming. As well, the recipes and supplemental materials (video, podcasts, etc) will be available online. Students participated in Farmers Market surveying of the value of recipe cards and sampling.

#### Student Dietetic Association Hunger Work (2008-2011)

- The SDA took a leadership role on the University of Kentucky campus in educating students, faculty, and staff about food waste on campus and hunger both at a local and global level.
- A plate waste study was conducted at Blazer Cafeteria which led to a "Getting Wasted at UK" tshirt slogan. Tshirt sales raised \$2800 for donation to the Kentucky Academy in Ghana.
- SDA partnered with other student organizations on campus to raise awareness about hunger through the collection of nonperishable food items. Over 1000 lbs of food was donated to God's Pantry on World Food Day, October 16<sup>th</sup>.
- Three SDA members attended the Universities Fighting Hunger Summit at Auburn University in February 2010. Students were invited oral presenters on SDA's work on UK's campus.

#### Healthy Campus Initiative (2010-2011)

- Students in NFS 315: Nutrition Issues in Physical Activity are assessing physical activity and wellness opportunities on UK's campus and developing interactive internet-based maps to promote exercise. Students are also mapping out safe walking/jogging/biking routes (1-3 miles) near the UK campus. Calorie counts from restaurants on or surrounding campus will be included with a link to forms and amounts of physical activity that would be required to burn those calories off.

#### Second Sunday (2008-2011)

- Human nutrition students, dietetic students, and students from multiple nutrition courses and UK 101 volunteered at the Fayette County 2<sup>nd</sup> Sunday activities. 200 student volunteers participated in October, 2010. Students from NFS 474 conducted participant interviews to assess why people came, what they knew about the event, and their level of physical activity. Students then entered and analyzed the data and made recommendations to event organizers.

### **SERVICE AND RECOGNITION**

#### Awards

Patricia Brantley Todd Award of Excellence in Teaching at the University of Kentucky, December 2009  
North American Assoc. of Colleges & Teachers of Agriculture Teacher Fellow, June 2009  
Office of eUreKa Outstanding Faculty Mentor, April 2009  
Early Career Outstanding Teacher Award, College of Agriculture, May 2008  
Centennial Future 100 Award from School of HES, March 2007

#### Honors

American Dietetic Association Leadership Institute, Selected Attendee, June 2011  
University of Kentucky and Erikson Society Fellow (Tammy & Brian Stephenson Fund), 2010  
Gamma Sigma Delta, The Honor Society of Agriculture, March 2011  
Honorary Member of Kentucky Extension Association of Family and Consumer Sciences, December 2010

Faculty with greatest number of courses (five-seven) acquiring course evaluation scores in Top 20 % of School of HES, School of HES Retreat, 2007-2010  
UK Panhellenic Council Favorite Professor, November 2009  
UK College of Education Teacher Who Made a Difference, April, 2009  
Marquis Who's Who in Teaching, 2007-2011  
Strathmore's Who's Who Outstanding Professionals, 2010

### Committees

Nutrition Educators of Health Professionals (Practice group of American Dietetic Association), Secretary/Executive Board. (2010-2012)  
Department Chair Search Committee, Nutrition & Food Science (2011-2012)  
Academic Coordinator Search Committee, Nutrition & Food Science (2011)  
UK Composition and Communication General Education Pilot Vetting Team (2009)  
AAFCS Accreditation Committee, School of HES (2007-2009)  
Undergraduate Curriculum Committee, College of Agriculture (2008-2010; 2011-2013)  
Awards Committee, School of HES (2009-2011)  
Human Nutrition Committee, Chairperson, Department of Nutrition and Food Science (2001-2011)  
Awards Committee, Chairperson, Department of Nutrition and Food Science (2007-2010)  
Curriculum Committee, Chairperson, Department of Nutrition and Food Science (2007-2011)  
Strategic Planning Committee, Chairperson, Department of Nutrition & Food Science (2008-2011)  
Search Committee, Department of Nutrition & Food Science (2008-2010)

### Invited Speeches & Presentations

School of Human Environmental Sciences Research Luncheon – “Undergraduate Research: The nuts and bolts of mentoring undergraduate research.” – December 2011  
Kentucky Engagement Conference – “Plate It Up, Kentucky Proud: A successful and sustained collaboration engaging students, faculty, administrators, extension agents, and communities throughout the state of Kentucky.” - November 2011  
American Dietetic Association Annual Meeting – “Engaging Dietetic and Nutrition Students in Fighting Hunger.” – Poster, September 2011  
American Dietetic Association Annual Meeting – “Educating future dietitians and health professionals through integration of a service learning project in multiple classes and across disciplines: Student attitudes towards Second Sunday Service Learning Project.” – Poster, September 2011  
American Dietetic Association Annual Meeting – “Nutrition knowledge and dietary habits of Farmers Market patrons: implications for promoting consumption of locally grown fruits and vegetables.” – Poster, September 2011  
University of Kentucky College of Agriculture Teaching Seminar – “Hybrid courses” – May 2011.  
Universities Fighting World Hunger (Guelph, Canada) – “Engaging Undergraduate Nutrition Students in Fighting Hunger”-Poster, February 2011.  
American Dietetic Association Annual Meeting Invited Speaker (Boston, Massachusetts) – “Service Learning”, November 2010  
UK Athletics Female Athletes – “Diet to Fuel Athletic Performance”, September 2010.  
University of Kentucky Sustainability Conference – “Sustainability in campus dining: Assessing plate waste on the University of Kentucky campus” - Poster, September 2010

American Dietetic Association Annual Meeting Innovations in Teaching Session (Denver, Colorado)  
 “Service Learning through modifying recipes to make them more health promoting for inclusion in a Centennial celebration cookbook”, October 2009  
 Phi Upsilon Omicron Meeting – “Cookbook Projects”, April 2010  
 HES All School Conference – “Collaborative Project between students and FCS Extension”, December 2009  
 Kentucky Home Economics Association Annual Meeting – “Cookbook Projects”, December 2009  
 UK Woman’s Club “How to Make a Recipe Healthier”, September 2009  
 UK Woman’s Club Centennial Luncheon “Centennial Cookbook Project”, April 2009  
 Blazer Hall “Eating Healthy on Campus”, March 2009  
 UK 101 Class “Healthy Eating Guidelines for College Students”, October 2008  
 UK Pharmacy School “What pharmacists need to know about healthy eating”, March 2008  
 The effects of soy protein use on renal function in young Type I diabetics with early diabetic nephropathy. 2001 Fourth International Symposium on the Role of Soy in Preventing and Treating Chronic Disease, San Diego, CA, USA.  
 Dietary intake of a soy protein isolate supplement improves nutritional status in malnourished hemodialysis patients. 2001 Fourth International Symposium on the Role of Soy in Preventing and Treating Chronic Disease, San Diego, CA, USA.  
 The health benefits of soy. 2001 Kentucky Dietetic Association Annual Meeting, Florence, KY, USA.  
 Oligofructoses: what are they and health benefits. 2000 North Carolina Dietetic Association Annual Meeting, Raleigh, NC, USA.  
 Dietary Soy Intake and Chronic Renal Disease. 2000 Cincinnati/Dayton Council on Renal Nutrition Fall Symposium, Cincinnati, Ohio, USA.

## **GRANTS**

May 2010-June 2012 Kentucky Department of Agriculture \$85,000 (co-PI)  
*“Specialty Crop Recipe Development with Nutritional Research Component, University of Kentucky Cooperative Extension Service”*

September 2011 UK Agriculture/HES Alumni Association Grant \$1,400 (PI)  
*“NFS Student Travel to American Dietetic Association Annual Meeting to Present Peer-Reviewed Posters.”*

January 2010-December 2010 Charles E. Barnhart Fund for Excellence \$1,000 (SDA)  
*“Supporting and enhancing Student Dietetic Association efforts to promote awareness of food waste at the University of Kentucky and hunger issues both in the state of Kentucky and at a Global level.”*

July 1, 2001 – June 30, 2002 National Kidney Foundation \$16,000 (PI)  
*“The Effects of Soy Protein Supplementation on Nutritional Status and Chronic Inflammation in Malnourished Hemodialysis Patients”*

## **PUBLICATIONS**

### Textbooks

Schiff W and **Stephenson TJ**. Nutrition: Science for Living. McGraw-Hill Publishing. In development for January 2013 release. (Introductory Nutrition textbook with expected sales of 100,000 first year).

**Stephenson TJ.** Online Multiple Choice Questions Chapters 1-13 (35-45 questions per chapter) for Schiff W. Nutrition for Healthy Living. Second Edition, 2010. McGraw Hill Publishing.

**Stephenson TJ.** Online Multiple Choice Questions Chapters 1-13 (35-45 questions per chapter) for Schiff W. Nutrition for Healthy Living. First Edition, 2008. McGraw Hill Publishing.

**Stephenson TJ.** Chapter 15: Eating Disorders – Instructor Strategy for Medeiros D and Hewlings S. Nutrition: Real People Real Choices, First Edition. 2008. Prentice Hall Publishing.

#### Textbook Reviews – Reviewed Several Chapters for Each Textbook

Schiff W et al. Introductory nutrition textbook for majors. In Development, 2009. McGraw-Hill Publishing.

Medeiros D and Hewlings S. Nutrition: Real People Real Choices, First Edition. 2008. Prentice Hall Publishing.

Blake. Nutrition and You, First Edition, 2009. Pearson-Benjamin Cummings Publishing.

Insel, Turner, and Ross. Nutrition, Third Edition, 2009. Jones & Bartlett Publishers.

Schlenker and Roth. Williams' Essentials of Nutrition & Diet Therapy, Tenth Edition, 2009. Elsevier Publishing.

#### Extension Publications

Cooperative Extension Service Parent Express, Published September 2009  
University of Kentucky College of Agriculture  
Nutrition Specialist updating all 27 issues

#### Peer-Reviewed Journal Articles

Fanti P, Asmis R, **Stephenson TJ**, Sawaya BP, Franke AA. Positive effect of dietary soy in ESRD patients with systemic inflammation – correlation between blood levels of the soy isoflavones and the acute-phase reactants. 2006 Nephrol Dial Transplant 21(8):2239-46.

**Stephenson TJ**, Setchell DK, Kendall CW, Jenkins DJ, Anderson JW, Fanti P. Effect of soy protein rich diet on renal function in young adults with insulin-dependent diabetes mellitus. 2005 Clinical Nephrol 64(1):1-11.

Fanti P, **Stephenson TJ**, Kaariainen IM, Rezkella B, Tsukamoto Y, Morishita T, Nomura M, Kitiyakara C, Custer LJ, Franke AA. 2003 Nephrol Dial Transplant 18(9):1862-8.

Anderson JW, **Hanna TJ**, Peng X, Kryscio RJ. Whole grain foods and disease risk. 2000 J Am Coll Nutr 19(3):291S-9S.

Anderson JW and **Hanna TJ**. Whole grains and protection against coronary heart disease: what are the active components and mechanisms. 1999 *Am J Clin Nutr* 70;307-8.

Anderson JW and **Hanna TJ**. Impact of nondigestible carbohydrates on serum lipoproteins and risk for cardiovascular disease. 1999 *J Nutr* 129;1247S-66S.

### Book Chapters

**Stephenson TJ** and Anderson JW. Phytoestrogens: Renal Effects - Diabetic Nephropathy. In: "Phytoestrogens and Health", Eds. Gilani CS and Anderson JA. 2002.

**Stephenson TJ** and Anderson JW. Soy and Diabetes, Kidney Disease, and Hypertension. In: "Soy and Human Health", Eds. Babaknia A and Messina M. 2002

Anderson JW, Smith BM, Moore KA, **Hanna TJ**. Soy Foods and Health Promotion. In: "Vegetables, Fruits and Herbs in Health Promotion." Watson RR (ed): CRC Press, Boca Raton, Florida: 9;117-134: 2000.

**Hanna TJ**, Green CS, Anderson JW. Benefits of soy protein in diabetes: role in preventing and treating kidney disease. In: "Soy – Its Role in Health and Wellness." Ohio Soybean Council, Columbus, Ohio, 1998.

### Professional Newsletters

**Stephenson TJ** and Mayes L. Electronic Textbooks Are Here: Are YOU Ready? *American Dietetic Association Nutrition Educators of Health Professionals Newsletter*: Winter, 2012.

**Stephenson TJ** and Mihalynuk TV. Service Learning Innovations in Nutrition and Health Professions Education. *American Dietetic Association Nutrition Educators of Health Professionals Newsletter*: Winter, 2011.

Mihalynuk TV and **Stephenson TJ**. Roundtable Discussion of Service Learning in Nutrition: Implications for Future Practice. *American Dietetic Association Nutrition Educators of Health Professionals Newsletter*: Winter, 2011.

**Stephenson TJ** and Anderson JW. Soy & Diabetes: Reviewing the Evidence. *The Soy Connection*, American Dietetics Association, 2002.

**Stephenson TJ**. Soy Protein in the Renal Diet. *Renal Nutrition Forum*, American Dietetics Association, 2001.

Anderson JW and **Hanna TJ**. The effects of soy protein on renal health. *The Soy Connection* 7(4): 1-6: 1999.

### Abstracts

**Stephenson TJ**, Webber K, Doggett D, Bentley K, Ernst J, Oduro H. Educating future dietitians and health professionals through integration of a service learning project in multiple classes and across disciplines: Student attitudes towards Second Sunday Service Learning Project. 2011 American Dietetic Association Annual Meeting (Food & Nutrition Conference and Exposition), San Diego, CA, USA.

Mayes L, **Stephenson T**, Stephenson L, Woods T. Nutrition knowledge and dietary habits of Farmers Market patrons: implications for promoting consumption of locally grown fruits and vegetables. 2011 American Dietetic Association Annual Meeting (Food & Nutrition Conference and Exposition), San Diego, CA, USA.

Mullens J, **Stephenson T**, Cox T, Fowler M, Rebholz J, Wheeler A, Camenisch A. Engaging nutrition students in fighting hunger. 2011 American Dietetic Association Annual Meeting (Food & Nutrition Conference and Exposition), San Diego, CA, USA.

**Stephenson TJ**, Stephenson, L, Addo, K, Johnson JH. Recipe development project: a successful integration of undergraduate service learning and Extension programming at the University of Kentucky. 2010 North American Association of Teachers and Colleges of Agriculture Annual Meeting, Penn State University, PA, USA. NACTA 2010;54:63.

**Stephenson TJ**, Anderson JW, Fanti P. The effects of soy protein use on renal function in young Type I diabetics with early diabetic nephropathy. 2001 Fourth International Symposium on the Role of Soy in Preventing and Treating Chronic Disease, San Diego, CA, USA.

**Stephenson TJ**, Sawaya BP, Fanti P. Dietary intake of a soy protein isolate supplement improves nutritional status in malnourished hemodialysis patients. 2001 Fourth International Symposium on the Role of Soy in Preventing and Treating Chronic Disease, San Diego, CA, USA.

Anderson JW and **Stephenson TJ**. Soy protein decreases serum cholesterol: a meta-analysis of recent studies. 2001 Fourth International Symposium on the Role of Soy in Preventing and Treating Chronic Disease, San Diego, CA, USA.

Fanti P, Sawaya BP, **Stephenson TJ**. Effects of soy isoflavones on the immuno-inflammatory response of end-stage renal disease patients on chronic hemodialytic therapy. 2001 Fourth International Symposium on the Role of Soy in Preventing and Treating Chronic Disease, San Diego, CA, USA.

Stephenson TJ, Anderson JW, Fanti P. Dietary intake of soy ameliorates glomerular hyperfiltration and lowers cholesterol in Type 1 diabetic patients. 2001 World Congress of Nephrology, San Francisco, CA, USA.

**Stephenson TJ**, Anderson JW, Fanti P. Soy protein use in early diabetic nephropathy. 2001 International Scientific Conference on Complementary, Alternative, and Integrative Medicine Research, San Francisco, CA, USA.

Fanti P, Tsukamoto Y, Kitiyakara C, Franke AA, Kaariainen IM, **Stephenson TJ**. Soyfoods intake and blood levels of soy isoflavones in Japanese, Thai, and North American end-stage renal failure patients on chronic hemodialysis therapy. 2001 International Scientific Conference on Complementary, Alternative, and Integrative Medicine Research, San Francisco, CA, USA.

Anderson JW, **Hanna TJ**, Fanti P. Soy protein decreases risk for heart and kidney disease. 2000 Clinical Nephrology Meetings. Atlanta, Georgia, USA.

Anderson JW & **Hanna TJ**. Soy protein and diabetic nephropathy. 2000 Seoul, Korea: Soybean and Human Health, S-8: 113-128, Nov. 2000.

**Hanna TJ**, Fanti P, Anderson JW. Beneficial effects of soy protein on renal function in Type 1 diabetic patients at risk for nephropathy. 1999 University of Kentucky Life Sciences Day, Lexington, KY, USA.

**Hanna TJ**, Fanti P, Anderson JW. Beneficial effects of soy protein on renal function in Type 1 diabetic patients at risk for nephropathy: a preliminary report. 1999 Third International Symposium on the Role of Soy in Preventing and Treating Chronic Disease, Washington, DC, USA.

**Hanna TJ** and Anderson JW. Soy protein decreases workload of kidneys in Type 1 diabetics at risk for nephropathy. 1999 Experimental Biology, Washington, DC, USA.

Anderson JW and **Hanna TJ**. Dietary fiber and coronary heart disease: past and present. 1998 JACN 17(5):500.

**Hanna TJ** and Anderson JW. The influence of fermented milk products containing Lactobacillus acidophilus on serum cholesterol in hypercholesterolemic humans. 1998 JACN 17(5):527.

### **PROFESSIONAL DEVELOPMENT**

American Dietetic Association Leadership Institute – June 2011

Nutrition Educators of Health Professionals Strategic Planning Workshop – March 2011

UK Faculty Learning Committee on Service Learning – 2009-2010

American Dietetic Association Annual Convention in Denver, CO – October, 2009

Sports Dietetics Two-Day Workshop in Colorado Springs, CO – October 2009

North American Assoc. Colleges & Teachers of Agriculture Annual Meeting in Stillwater, OK – June 2009

Kentucky Conference on the Scholarship of Teaching & Learning in Lexington, KY May, 2008-2010

Strategies for Success Teaching Workshop in Lexington, KY November, 2008

Nutrition Teaching Forum in San Diego, CA February, 2008

HES Faculty Retreat 2006-2010

Professional Memberships: American Dietetic Association (and Practice Groups)  
SCAN, Hunger & Environmental Nutrition, Nutrition Educators of Health Professionals, Research  
The American College of Nutrition  
The American Alliance for Health, Physical Education, and Recreation  
The North American Colleges & Teachers of Agriculture

### **PERSONAL INTERESTS**

Physical fitness – two time mini-marathon finisher (under 2 hour competitor)

Soccer coach – 5 year spring and fall soccer coach for U-6,U-8, and U-10 soccer teams at the YMCA Deacon, New Union Disciples of Christ, Midway, Kentucky (2004-2008)

Great Leaps student tutor – Sts Peter & Paul School (2-3 hours per week, 2007-current)

Owner and operator of 30-acre farm in Fayette County, Kentucky

## Curriculum Vitae 2011

**Kelly Harmon Webber**  
212A Funkhouser Bldg.  
Department of Nutrition and Food Science  
University of Kentucky  
Lexington, KY 40506-0054  
Tel. 859.257.4351, Fax 859.257.3707  
[Kelly.Webber@uky.edu](mailto:Kelly.Webber@uky.edu)

### Education

- Ph.D.**      **The University of North Carolina at Chapel Hill, School of Public Health**  
Nutrition, December 2007  
**Dissertation:** The Use of Motivational Interviewing in Internet Weight Loss Programs
- MPH**      **The University of North Carolina at Chapel Hill, School of Public Health**  
Nutrition, May 2007  
Coordinated Dietetics Program
- M.S.**      **North Carolina State University**  
Nutrition, December 2000
- B.S.**      **University of Kentucky, Lexington, KY**  
Botany, December 1993

### Professional Certifications

Registered Dietitian (RD), 2007, Commission on Dietetics, #991139

Licensed Dietitian (LD), State of Kentucky, #KY-2084

### Professional Positions

- 2008- current**      Assistant Professor, Department of Nutrition and Food Science,  
University of Kentucky
- Fall 2007**      Adjunct Professor, Department of Human Environmental Sciences,  
Meredith College
- Fall 2007**      Adjunct Professor, Department of Exercise and Sport Science, UNC  
Chapel Hill
- 2005-2006**      Weight Loss Counselor, UNC Chapel Hill, School of Public Health

<b>2002-2007</b>	Research Assistant, UNC Chapel Hill, School of Public Health
<b>2001-2002</b>	Extension Associate, Evaluation Coordinator, North Carolina State University
<b>1998-2000</b>	Teaching Assistant, Department of Food Science, North Carolina State University

### **Professional Membership**

North American Association for the Study of Obesity, 2006 to present

Society of Behavioral Medicine, 2006 to 2009

American Dietetic Association, 2006 to present

Kentucky Dietetic Association, 2008 to present

Bluegrass District Dietetic Association, 2008 to present

### **Awards and Honors**

2003 Received Pre-Doctoral Fellowship from the Lineberger Comprehensive Cancer Center, UNC

2004 Received Pre-Doctoral Fellowship from the Lineberger Comprehensive Cancer Center, UNC

### **Publications**

#### **Journal Articles** *\*student author*

**Webber, KH**, Quintiliani, L. Development of a weight loss program for Appalachian Kentucky adults: a formative research survey. *Family and Consumer Sciences Research Journal*, 2011, 40(1):74-84.

**Webber KH**, Lee E\*. The Diet Quality of Adult U.S. Women Participating in a Behavioral Weight Loss Program. *J Human Nutr Diet*, 2011, 24:360-369.

**Webber KH**, Gabriele JM, Tate DF, Dignan MB. The effect of a motivational intervention on weight loss is moderated by level of baseline controlled motivation. *International Journal of Behavioral Nutrition and Physical Activity*, 2010, 7:4.

**Webber KH**, Tate DF, Ward, DS, Bowling JM. Motivation, adherence, and weight loss in a 16-week Internet behavioral weight loss intervention. *J Nutr Educ Behav*, May/June 2010.

**Webber KH**, Tate DF, Quintiliani LM. Motivational interviewing in Internet groups: A pilot study for weight loss. *Journal of the American Dietetic Association*, 2008; 108:1029-1032.

**Webber KH**, Tate DF, Bowling JM. A Randomized Comparison of Two Motivationally Enhanced Internet Weight Loss Programs. *Behaviour Research and Therapy*, 2008; 46: 1090–1095.

Carpenter WR, Beskow LM, Blocker DE, Forlenza MJ, Kim AE, Pevzner ES, Rose JM, Tran AN, **Webber KH**, Knight K, and O'Malley MS. Towards a more comprehensive understanding of cancer burden in North Carolina: Priorities for intervention. *North Carolina Medical Journal*, 2008; 69(4): 275-282.

Quintiliani LM, Campbell MK, Hanes PS, **Webber KH**. The use of the pile sort method in identifying groups of healthy lifestyle behaviors among female community college students. *Journal of the American Dietetic Association*, 2008; 108:1503-1507.

Dunn C, Thomas C, Ward D, Pegram L, Schmal S, **Webber K**, Cullitan C, Mustian D. Design and implementation of a nutrition and physical activity curriculum for child care settings. *Preventing Chronic Disease* (on-line pub), April 2006.

McClelland JW, Irving LM, Mitchell RE, Bearon LB, **Webber KH**. Extending the reach of nutrition education for older adults: Feasibility of a train-the-trainer approach in congregate nutrition sites. *J Nutr Educ Behav* 2002, 34: S48-52.

#### **Publications under review:**

**Webber KH**, Rose SA. A pilot Internet-based behavioral weight loss intervention with or without commercially available portion-controlled foods. *Obesity*, 2011.

Thornton H, **Webber KH**, Shanley EL, Thompson CA, Kurzynske J, Reeves KL. A web-based program is as effective as a face-to-face program in delivering food safety education. *Journal of Foodservice Management and Education*, 2011.

#### **Presentations/ Posters/ Published Abstracts** \*student author

**Webber KH**, Rose SA. An Internet-Based Behavioral Weight Loss Intervention with or without Commercially Available Portion-Controlled Foods: A Pilot Study. The 29th Annual Scientific Meeting of The Obesity Society, Orlando, FL, October 2011, poster.

Wong, FV.\*, **Webber KH**, Kidwell B. The Associations among Eating Behaviors, Emotional Intelligence and Body Mass Index in Female College Students. The 29<sup>th</sup> Annual Meeting of The Obesity Society, Orlando, FL, October 2011, poster.

Stephenson T, **Webber KH**, Doggett D, Bentley K, Ernst J, Oduro H. Educating future dietitians and health professionals through integration of a service learning project in multiple classes and across disciplines: Student attitudes towards Second Sunday Service Learning Project. Annual Meeting, American Dietetic Association, San Diego, CA, September 2011, poster.

Hagan K\*, **Webber KH**. Breast Cancer Trends among Appalachian Versus non-Appalachian Kentucky Women. 13<sup>th</sup> Annual Conference of the Kentucky Rural Health Association. Bowling Green, KY, July 2011, poster.

**Webber KH**, Werner-Wilson R, Oliver V\*, Perry M\*. Two low-intensity interventions for weight maintenance in college students. 10<sup>th</sup> Annual Meeting, International Society of Behavioral Nutrition and Physical Activity, Melbourne, Australia, June 2011, poster.

**Webber KH**, Quintiliani LM. Developing a weight loss intervention for Appalachian adults: A descriptive survey. 6<sup>th</sup> Annual Meeting, Center for Clinical and Translational Sciences, University of Kentucky, April 2011, poster.

Hoisington R, **Webber KH**, Bosaw S. Project GO! Web Based Learning for Improved Childhood Health Behaviors: A Catholic Elementary School Pilot. 17<sup>th</sup> Annual Practice-Based Research Network Conference, Lexington, KY, April 2011, poster.

Peritore N\*, **Webber KH**, Murray D, Kurzynske J, Doggett D, Purschwitz M. Families on the Move- Physical Activity Can Be Family Time. RWJF Active Living Research Annual Conference, San Diego, CA, Feb. 2011, poster.

**Webber KH**, Willett E\*. A behavioral weight loss intervention uses journal writing to enhance weight loss. Annual Meeting, American Dietetic Association, Boston, MA, November 2010, poster.

Murphy M\*, Mullins JT, **Webber KH**. Do Wellness Policies Create a Healthier School Environment? A Kentucky Policy Analysis. Annual Meeting, American Dietetic Association, Boston, MA, November 2010, poster.

**Webber KH**, Bryla-McNees K, Moseley H, Ensslin K\*. A pilot study to determine the effectiveness of delivering a behavioral weight loss program via a human-supported web-based program. 9<sup>th</sup> Annual Meeting, International Society of Behavioral Nutrition and Physical Activity, Minneapolis, MN, June 2010, poster.

**Webber KH**, Quintiliani LM. Developing a weight loss intervention for Appalachian adults: A descriptive survey. 43<sup>rd</sup> Annual Meeting, Society of Nutrition Education, Reno, NV, July 2010, poster.

Lee E\*, **Webber KH**. Impact of a 16-week behavioral weight loss program on diet quality. Annual Meeting, Experimental Biology, April 2010, poster.

**Webber KH**, Gabriele JM, Tate DF, Dignan M. Enhancing motivation in a weight loss intervention. 5<sup>th</sup> Annual Meeting, Center for Clinical and Translational Sciences, University of Kentucky, March 2010, presentation.

**Webber KH**, Gabriele JM, Tate DF, Dignan M. Enhancing motivation in a weight loss intervention. 8<sup>th</sup> Annual Meeting, International Society of Behavioral Nutrition and Physical Activity, Lisbon, Portugal, June 2009, poster.

**Webber KH**, Tate DF. The impact of motivational treatment on early motivation and weight loss. 30<sup>th</sup> Annual Meeting, Society of Behavioral Medicine, Montreal, Canada, April 2009, presentation.

**Webber KH**, Tate DF, Ward DS, Bowling JM. Relationships Among Motivation, Adherence, and Weight Loss in a 16-week Internet Behavioral Weight Loss Intervention. 29<sup>th</sup> Annual Meeting, Society of Behavioral Medicine, San Diego, CA, March 2008, presentation.

**Webber KH**, Tate DF. Comparison of two Internet weight loss programs enhanced by motivational interviewing. 28<sup>th</sup> Annual Meeting, Society of Behavioral Medicine, Washington, DC, March 2007, presentation.

**Webber K**, Tate D. Motivational interviewing in Internet groups: A pilot study for weight loss. 27<sup>th</sup> Annual Meeting, Society of Behavioral Medicine, San Francisco, CA, March 2006, poster.

Dunn C, Ward D, **Webber K**, Thomas C, Schmal S, Cullitan C. Implementation of a nutrition and physical activity curriculum for the childcare setting. 37<sup>th</sup> Annual Meeting, Society of Nutrition Education, Salt Lake City, UT, July 2004, poster.

Campbell MK, Carr C, **Webber K**, Amamoo A, Allicock-Hudson M, DeVeillis B, Switzer B, Sandler R. Interactive health communication strategies to promote dietary change for cancer prevention and control. 132<sup>nd</sup> Annual Meeting, American Public Health Association, Washington, DC, November 2004, presentation.

**Webber KH**, Allen JC, McClelland JW, Black JJ, Miller C. 2000. The Stages of Change Model and the Cherokee Indians. 33<sup>rd</sup> Annual Meeting, Society of Nutrition Education, Charleston, SC, June 2000, poster.

## Invited Presentations

Webber, KH (March 2012) Addressing patient motivation in a behavioral weight loss program. Weight Management Dietetics Practice Group Annual Symposium. Las Vegas, NV.

Webber, KH (October 2011) Motivational and Behavioral Aspects of Obesity Treatment. University of Kentucky, Grand Rounds. Lexington, KY.

Webber, KH (February 2011) An introduction to Motivational Interviewing. Bluegrass District Dietetic Association Annual Conference. Lexington, KY.

Webber, KH (February 2011) Self-monitoring and weight loss. WTVQ Health news segment. Lexington, KY.

Webber, KH (July 2010) Second Sunday Policy Implications, Growing Healthy Kids Conference. Lexington, KY.

Webber, KH (Sept. 2010) Results of a Motivation-based Weight Loss Intervention. Kentucky Association of State Extension Professionals. Lexington, KY.

Webber, KH (May 2009) Maximizing Patient Engagement: Successful Strategies for Keeping Patients Motivated. Conference on Early Detection & Management of Metabolic Syndrome to Reduce Obesity, Cardiovascular Disease & Diabetes. Las Vegas, NV.

### **Guest Lectures**

Webber, KH (September 2008 and 2009) Motivation and Self-Monitoring in an Internet Weight Loss Intervention. NFS 770: Seminar in Hospitality and Dietetics Administration.

Webber, KH (April 2009) Motivation and Eating Behaviors. NFS/NS/ANT 607: Food Related Behaviors.

### **Research**

#### **Grants Funded**

2008 Principal Investigator  
Appalachian Weight Loss Survey  
Health Education through Extension Leadership Grant, UK, \$10,000

2010 Principal Investigator  
The Effect of a Behavioral Weight Loss Program with Nutrisystem Meal Provision on Change in Weight, Fasting Blood Glucose, Cholesterol, and Blood Pressure over 12 weeks.  
Obesity Society, Nutrisystem Inc. \$25,000

2010 Co-Investigator

Mark Dignan, Markey Cancer Center, Principal Investigator  
Appalachia Community Cancer Network  
NCI, U54, \$1.28 Million

### **Grants Pending**

- 2011 Co-Investigator  
Debbie Murray, Principal Investigator  
A Multilevel Community Approach to Understanding and Preventing Early Childhood Obesity: Creating Ideal (Identifying Dietary, Environmental, and Lifestyle Factors) for Community Action  
USDA, \$2.5 million
- 2011 Co-Investigator  
Geza Bruckner, Principal Investigator  
Impact of Student Health Navigators on Promoting Changes in Health Behaviors of Pre and Adolescent Children in Appalachian Communities  
USDA, \$2.5 million

### **Grants Submitted (Unfunded)**

- 2011 Co-Investigator  
Alison Gustafson, Principal Investigator  
Project GO! Web Based Learning for Improved Childhood Health Behaviors: A Catholic Elementary School Pilot  
UK CCTS, \$25,000
- 2011 Co-Investigator  
Debbie Murray, Principal Investigator  
Magoffin County CAN! A Community-Centered Approach for Reducing Obesity and Related Risk Factors  
CDC, \$6.725 million
- 2011 Co-Investigator  
Nathan Wood, Principal Investigator  
Testing mediation/moderation effects of attachment environments between daily stress and dietary intake  
UK CCTS, \$25,000
- 2011 Co-Principal Investigator  
Building Partnerships to Promote Child Health in Appalachia: A Family Focused Community-Based Participatory Project  
UK-OSU CCTS, \$50,000
- 2010 Principal Investigator

- Testing the efficacy of two different technology-enhanced behavioral weight loss programs in Appalachian Kentucky Adults  
UK, Center for Obesity and Cardiovascular Disease, COBRE, \$50,000
- 2010 Co-Investigator  
Debbie Murray, Principal Investigator  
IDEAL Communities for the Prevention of Childhood Obesity  
USDA, AFRI, \$25 Million
- 2010 Principal Investigator  
Contingency Management for Self-monitoring and Weight Loss  
NIH, R21, \$250,000
- 2010 Principal Investigator  
*Development and testing of behavioral weight loss treatment for Appalachian adults*  
American Heart Association, \$308,000 (resubmission)
- 2010 Co-Investigator  
Mark Swanson, College of Public Health, Principal Investigator  
NIH, R21, \$250,000  
Promoting Healthy Eating among Colorectal Cancer Survivors
- 2009 Co-Investigator  
Alison Davis, Agricultural Economics, Principal Investigator  
*Are Financial Incentives Necessary in the Fight Against Childhood Obesity?*  
NIH, R21, \$250,000
- 2009 Principal Investigator  
*Development and testing of behavioral weight loss treatment for Appalachian adults*  
American Heart Association, \$308,000
- 2009 Co-Principal Investigator  
Stephanie Rose, Internal Medicine, Co-Principal Investigator  
*Evaluating the Impact of a Built Environment Intervention on the Physical Activity of Children within the Context of a Family and Community Support System*  
Robert Wood Johnson Foundation, \$150,000
- 2009 Co-Investigator  
Alison Davis, Agricultural Economics, Principal Investigator  
*Are Financial Incentives Necessary in the Fight Against Childhood Obesity?*  
CSREES AFRI, \$821,065
- 2008 Principal Investigator  
*Unintended Consequences of Kentucky's School Foods Policy SB 172*  
Robert Wood Johnson Foundation, \$99,998

2008 Co-Investigator  
Mary Roseman, Principal Investigator  
*Study of a Behavioral Economics Intervention on Healthy Menu Choices*  
USDA, ERS

### **Research Supervision and Graduate Advisor:**

Stephanie Rose	Serve on team of advisors, 2010-2013, for this Deans Clinical Scholar award winner.
Laura Walters	A Descriptive Study of The Diet and Physical Activity Practices of Overweight and Obese Students Enrolled in a Weight Loss Program (MS) defended 10/2009.
Erin Murnan	Fit Camp: A Behavioral Weight Loss Program: The Effects of Self-Monitoring, Social Support, Attendance and Motivation (MS) defended 11/2009.
Rachel Beyatte	The Characterization and Calculation of Diet Quality for a Low-income Population in Quito, Ecuador (MS) defended 04/2010.
Eunkyung Lee	The Impact of Diet Quality and Physical Activity on Weight Loss in a Behavioral Weight Loss Study (MS) defended 06/2010.
Feai Voon Wong	Intelligence Quotient and Emotional Intelligence: Which Determines Eating Pattern and Body Weight? (MS) defended 06/2011.
Phil Pruett	Evaluation of the Built Environment in Kentucky. (MS) defended 07/2011.
Sheena Patel	Healthy Mondays: Evaluation of Behavior Changes. (MS) defended 09/2011.
Kara Hagan	Breast Cancer Among Kentucky Women, 2004-2007. (MS) in progress.
Amanda Ireland	The effect of portion controlled foods in addition to a behavioral weight loss program in a low-income population. (MS) in progress.

### **Teaching Experience**

**University of Kentucky** NFS 101: Human Nutrition and Wellness  
NFS 514: Dietetics Counseling and Communication

NFS 772: Current Topics in Dietetics

NFS 607: Eating Behaviors

**Meredith College**

FN 330: Experimental Foods, *lecture and lab*

**UNC Chapel Hill**

EXSS 360: Sports Nutrition

**Service and Recognition**

**Departmental Service**

Preceptor, University of Kentucky DI/CP program, community rotation, 2011

Dietetic Intern Research Mentor (NFS 518): 2008 to present

Member, Graduate Admissions Committee, 2010 to present

Member, Dietetics Curriculum Committee, 2008 to present

Chair, Academic Coordinator Search Committee, 2011

Member, Faculty Search Committee, 2010

Member, Administrative Assistant Search Committee, 2011

Member, IT Search Committee, 2010

Member, NFS Chair Search Committee, 2011-2012

**Review and Editorial Service**

Editorial Board: Journal of Addiction Research and Therapy, Dec. 2010 to present.

Reviewer: Society of Behavioral Medicine Conference, Health Communication and Technology Tract, 2008-2011.

University of Kentucky Center for Clinical and Translational Research  
Community Engagement Grants, Fall 2011.

Ad Hoc Reviewer: European Journal of Clinical Nutrition, 2011

Journal of the American Dietetic Association, 2008, 2009, 2011

Preventive Medicine, 2010

Journal of Nutrition Education and Behavior, 2009-2011

Preventing Chronic Disease, 2010 & 2011

Journal of Human Nutrition and Dietetics, 2011

Journal of the Telemedicine and Telecare, 2008

Food and Function, 2011

Obesity Facts, 2008

Psychology and Health, 2009

### **Community**

- Member, Healthy Living Council, YMCA of Lexington, KY, 2011
- Treasurer, Bluegrass District Dietetic Association, 2010-2012
- Committee Member, Bluegrass District Dietetic Assoc., Nat'l Nutrition Month, 2009
- Committee Member, UK Physical Activity Committee, 2008 to present

## Appendix M – Annual CADE Reports

---

## 2010 CADE Annual Report

### Institution Name and Address (sec 1)

---

Program Name/Address 1:	University of Kentucky
Address2:	School of Human Environmental Sciences
Address3:	Dept of Nutrition and Food Science
Address4:	206D Funkhouser Building
City/ST/Zip	Lexington, KY 40506-0054

### Program Director Contact Information (sec 2)

---

Name:	Ms. Margaret E Cook-Newell,
Credentials	PhD RD LD CN CDE
Phone1:	859/257-1661
Phone2:	
Fax:	859/257-3707
Email:	<a href="mailto:mecook0@email.uky.edu">mecook0@email.uky.edu</a>
URL	<a href="http://www.ca.uky.edu/HES/NFS.htm">http://www.ca.uky.edu/HES/NFS.htm</a>

## Contact Information for Program Administrators (sec 3)

---

Administrator 1 Name:	Janet S Kurzynske, PhD RD
Administrator 1 Title:	Chair and Associate Professor
Administrator 1 Address1:	University of Kentucky
Administrator 1 Address2:	Department of Nutrition and Food Science
Administrator 1 Address3:	204 Funkhouser Building
Administrator 1 Address4:	
Administrator 1 City/ST/Zip:	Lexington, KY 40506
Administrator 1 Phone:	(859) 257-5135
Administrator 1 Email:	jkurzyns@uky.edu
Administrator 2 Name:	Ann Vail, PhD
Administrator 2 Title:	Director
Administrator 2 Address1:	University of Kentucky
Administrator 2 Address2:	School of Human Environmental Sciences
Administrator 2 Address3:	102 Erikson Hall
Administrator 2 Address4:	
Administrator 2 City/ST/Zip:	Lexington, KY 40506
Administrator 2 Phone:	(859) 257-3887
Administrator 2 Email:	avail2@email.uky.edu
CEO 1 Name:	Kumble R Subbaswamy, PhD
CEO 1 Title:	Provost
CEO 1 Address1:	University of Kentucky
CEO 1 Address2:	105 Main Building
CEO 1 Address3:	
CEO 1 Address4:	
CEO 1 City/ST/Zip:	Lexington, KY 40506
CEO 1 Phone:	(859) 257-2911
CEO 1 Email:	provost.office@uky.edu

## Characteristics of the Sponsoring Institution (sec 4)

---

Type of Sponsoring Institution:	Public College or University
College or academic unit chaired by Dean:	Agriculture/Agriculture and Other Discipline
Institutional accrediting agency:	Southern Association of Colleges and Schools

## Enrollment Information (sec 5&6&7)

---

Year and Academic Term [Under Graduate]	Year and Academic Term [Graduate]
<input type="checkbox"/> January	<input type="checkbox"/> Graduate school
<input type="checkbox"/> February	<input type="checkbox"/> January
<input type="checkbox"/> March	<input type="checkbox"/> February
<input type="checkbox"/> April	<input type="checkbox"/> March
<input type="checkbox"/> May	<input type="checkbox"/> April
<input type="checkbox"/> June	<input type="checkbox"/> May
<input type="checkbox"/> July	<input type="checkbox"/> June
<input type="checkbox"/> August	<input type="checkbox"/> July
<input type="checkbox"/> September	<input type="checkbox"/> August
<input type="checkbox"/> October	<input type="checkbox"/> September
<input type="checkbox"/> November	<input type="checkbox"/> October
<input type="checkbox"/> December	<input type="checkbox"/> November
<input type="checkbox"/> Sophomore year	<input type="checkbox"/> December
<input checked="" type="checkbox"/> Junior year	<input type="checkbox"/> Spring
<input type="checkbox"/> Spring term	<input type="checkbox"/> Summer
<input type="checkbox"/> Summer term	<input type="checkbox"/> Fall
<input checked="" type="checkbox"/> Fall term	<input type="checkbox"/> Winter
<input type="checkbox"/> Winter term	<input type="checkbox"/> Variable
<input type="checkbox"/> Variable	<input type="checkbox"/> Other
<input type="checkbox"/> Other	
<input type="checkbox"/> Senior Year	
Max Enrollment 1st year Baccalaureate:	12
Max Enrollment 2nd year Baccalaureate:	12
Max Enrollment 1st year Graduate Track:	0
Max Enrollment 2nd year Graduate Track:	0
Max Enrollment Special Students:	0
Applications received to most recent class	21

## Application Fees and Tuition (sec 8&9)

---

Application Fee:	\$ 0.00
Resident Tuition and Fees Baccalaureate Degree:	\$ 8358.00
Resident Tuition and Fees Master's Degree:	\$ 0.00
Non Resident Tuition and Fees Baccalaureate Degree:	\$ 16900.00
Non Resident Tuition and Fees Master's Degree:	\$ 0.00

## Degree Granted (sec 10)

---

- BA
- BS
- MS
- MBA
- MEd
- MPH
- MPA
- MMSc
- EdS
- PhD
- EdD
- DSci
- DrPH
- ScD
- AA
- AAS
- AS
- Other
- MA
- AB
- MSD
- BSH
- 
- MHS
- MSPH

## Admission Requirements (sec 11)

---

- Work experience
- Recency of education
- Graduate Record Examination
- Graduate Work Number of Credits
- GPA 2.80

## Current Enrollment Statistics (sec 12)

	Year 1		Year 2		Year 1		Year 2		Special Students with a Degree who are Only Completing CP Course Requirements		Total	
	Completing Baccalaureate Degree & CP Requirements		Completing Baccalaureate Degree & CP Requirements		Completing Graduate Degree & CP Requirements		Completing Graduate Degree & CP Requirements		Male	Female	Male	Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
White	0	12	0	10	0	0	0	0	0	0	0	22
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	1	0	0	0	0	0	0	0	1
Indian	0	0	0	0	0	0	0	0	0	0	0	0
No report	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	12	0	11	0	0	0	0	0	0	0	23

## Program Graduate Statistics (sec 13)

---

- a) Enter the total number of graduates including special students completing the program in 2009-2010 academic year. [10]
  - b) Number of graduates who wanted and found jobs in dietetics within 3 months of program completion. [7]
  - c) Number of graduates who wanted and found jobs outside the field of dietetics within 3 months of program completion. [0]
  - d) Number of graduates who want jobs in the dietetic field and are still seeking employment. [0]
  - e) Number of graduates who are pursuing advanced education. [0]
  - f) Number of graduates who both found jobs within 3 months of program completion and are pursuing advanced education. [2]
  - g) Number of graduates who want jobs in the dietetics field, and are still seeking employment [1]
  - h) Number of graduates who are neither employed nor enrolled in advanced education. [0]
  - i) Number of graduates for whom you have no information. [0]
  - J) Number of graduates completed in 150% of time. [10]
  - k) Number of recent graduates who wanted and found a job in dietetics between July 1, 2009 and June 30, 2010 [0]
- Comments:

Graduates	Female	Male
White, non Hispanic	9	0
Black, non Hispanic	1	0
Hispanic	0	0
Asian or Pacific Islander	0	0
American Indian, Alaskan Native, Hawaiian Native	0	0
Not able to report ethnic origin	0	0

## Other Program Characteristics - Interdisciplinary Education (sec 14)

---

- Health Professionals/ Students
- Nurses/Nursing Students
- Physicians/Medical Students/Physician Assistants
- Social Workers/Students
- Occupational Therapists/Students
- Physical Therapists/Students
- Pharmacists/Students
- Medical Technologists/Students
- Health Care Administrator/Students
- Quality Management Coordinator
- Chef/Culinary Arts Students
- Dietetic Technicians
- Food Technologists/Students
- Management Information Specialists
- Public Relations
- Marketing Personnel
- Legal Affairs Personnel
- Fiscal Affairs Personnel
- Other
- None
- Chaplain
- Exercise Science Students/Personnel
- Human Resource Personnel
- Institutional Mgt./Hospitality Students
- Chiropractors
- Dentist/Dental Hygenist
- Public Health Students

## Other Program Characteristics - Practice Sites (sec 15)

---

- Hospital
- Ambulatory Care Clinics (Adult/Pediatric)
- Neighborhood Health Centers
- Home Care
- Clinical Research Center
- Diabetes Center
- University Health Service
- Cardiac Rehabilitation Center
- Hospice
- Health Care Foodservice
- Long Term Care Foodservice
- School Foodservice/Residential Dining Ctr
- Corporate Foodservice
- Meals on Wheels
- Wholesale/Retail Food Corp
- Health Spa/Resort
- Dept of Health
- Wellness Program
- Fitness/Athletic Club
- Cooperative Extension
- Food Bank
- Senior Citizen Program
- Indian Health Service
- Mental Health Facility/Service
- WIC
- Headstart
- Addictions Clinic (Alcohol/drug)
- Non Profit Agency (Heart/Dairy)
- Corporate Test Kitchen
- Health-related Children's Camp
- Legislative Office
- State/Federal Agency or Task Force
- Journalism/Publications
- Pharmaceutical Sales
- Computer Systems Corp
- Military Field Operations
- Food Nutrition Consulting
- Long Term Care / Subacute Clinical
- Managed Care System
- Other
- Correctional facility
- Developmental Disabilities Center
- Grocery/Supermarket
- Homeless Shelter/Soup Kitchen
- Pediatric-Based Program/Clinic
- Rehabilitation Center
- Renal Dialysis Outpatient Center

## Other Program Characteristics - Teaching Methods (sec 16)

---

- Problem Based Learning
- Simulation
- Lab/Clinical Course by Simulation
- Computer Assisted Learning
- Virtual Reality
- Internet
- Debate/Structured Controversy
- Standardized Patient
- Other
- Lecture
- Seminar/Small Group Discussion
- Case Study
- Independent Study
- None
-

## Distance Education (sec 17)

---

- Some distance education courses in-state
- Some distance education courses U.S.
- Some distance education courses foreign
- Whole program by distance education in-state
- Whole program by distance education U.S.
- Whole program by distance education foreign

## Alternative Education (sec 18)

---

- Weekend didactic courses
- Evening didactic courses
- Other
- Independent study
- Grant credit for prior learning

## Articulation (sec 19)

---

- A formal articulation agreement exists with one or more colleges/universities that transfers credit for academic courses from 2-year or 4-year institution(s) without dietetics education programs to the CP.
- A formal articulation agreement exists with one or more other colleges/universities that transfers credit for general education and dietetics related academic courses from dietetic technician program(s) to the CP.
- No formal articulation agreement(s) have been established.

## Other Program Characteristics - International Linkages (sec 20)

---

- Australia
- Austria
- Brazil
- Canada
- China
- Denmark
- France
- Germany
- Greece
- India
- Ireland
- Israel
- Italy
- Japan
- Korea
- The Netherlands
- New Zealand
- Norway
- Philippines
- Slovenia
- South Africa
- Spain
- Sweden
- Switzerland
- United Kingdom
- Other
- None
- Mexico
- Central America
- Africa
- Croatia
- Finland
- Pacific Islands
- Pakistan
- Taiwan
- West Indies

## Program Director Category (sec 21)

---

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Full Time 9 months or more or as defined by the Institution | <input type="checkbox"/> Adjunct Faculty                |
| <input type="checkbox"/> Part Time < 9 months   | <input checked="" type="checkbox"/> Non-Tenured Faculty |
|   | <input type="checkbox"/> Tenured Faculty                |

## Number of Hours of Supervised Practice (sec 22)

---

What is the total number of required supervised practice hours for which this program is accredited?  
Do not include didactic class hours in this calculation. [1204]

## Program Faculty (sec 23)

---

FTE of faculty (tenured/non tenured and adjunct) for this accredited dietetics program. [11.00]



# 2010 CADE Annual Report

## Institution Name and Address (sec 1)

---

Program Name/Address 1:	University of Kentucky
Address2:	School of Human Environmental Sciences
Address3:	Dept of Nutrition and Food Science
Address4:	203 Funkhouser Building
City/ST/Zip	Lexington, KY 40506-0054

## Program Director Contact Information (sec 2)

---

Name:	Mr. Stephen Douglas Perry,
Credentials	MS RD LD
Phone1:	859/257-7796
Phone2:	
Fax:	859/257-3703
Email:	sdperr2@email.uky.edu
URL	<a href="http://www.ca.uky.edu/HES/NFS.htm">http://www.ca.uky.edu/HES/NFS.htm</a>

## Contact Information for Program Administrators (sec 3)

---

Administrator 1 Name:	Janet S Kurzynske, PhD RD
Administrator 1 Title:	Chair and Associate Professor
Administrator 1 Address1:	University of Kentucky
Administrator 1 Address2:	Department of Nutrition and Food Science
Administrator 1 Address3:	204 Funkhouser Building
Administrator 1 Address4:	
Administrator 1 City/ST/Zip:	Lexington, KY 40506
Administrator 1 Phone:	(859) 257-5135
Administrator 1 Email:	jkurzyns@uky.edu
Administrator 2 Name:	Ann Vail, PhD
Administrator 2 Title:	Director
Administrator 2 Address1:	University of Kentucky
Administrator 2 Address2:	School of Human Environmental Sciences
Administrator 2 Address3:	102 Erikson Hall
Administrator 2 Address4:	
Administrator 2 City/ST/Zip:	Lexington, KY 40506
Administrator 2 Phone:	(859) 257-3887
Administrator 2 Email:	avail2@email.uky.edu
CEO 1 Name:	Kumble R Subbaswamy, PhD
CEO 1 Title:	Provost
CEO 1 Address1:	University of Kentucky
CEO 1 Address2:	105 Main Building
CEO 1 Address3:	
CEO 1 Address4:	
CEO 1 City/ST/Zip:	Lexington, KY 40506
CEO 1 Phone:	(859) 257-2911
CEO 1 Email:	provost.office@uky.edu

## Characteristics of the Sponsoring Institution (sec 4)

Type of Sponsoring Institution:	Public College or University
College or academic unit chaired by Dean:	Agriculture/Agriculture and Other Discipline
Institutional accrediting agency:	Southern Association of Colleges and Schools

## Annual Tuition (sec 5)

Resident Tuition and Fees Baccalaureate Degree:	\$	8610.00
Resident Tuition and Fees Master's Degree:	\$	0.00
Non Resident Tuition and Fees Baccalaureate Degree:	\$	17678.00
Non Resident Tuition and Fees Master's Degree:	\$	0.00

## Degree Granted (sec 6)

- BA
- BS
- MS
- MBA
- MEd
- MPH
- MPA
- MMSc
- EdS
- PhD
- EdD
- DSci
- DrPH
- ScD
- AA
- AAS
- AS
- Other
- MA
- AB
- MSD
- BSH
- 
- MHS
- MSPH

## Current Enrollment Statistics (sec 7)

	3rd Year		4th Year		Year 1		Year 2		Special Students with a Degree & Only		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
White	2	48	1	44	0	0	0	0	0	0	3	92
Black	0	1	0	1	0	0	0	0	0	0	0	2
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0
Indian	0	0	0	0	0	0	0	0	0	0	0	0
No report	0	0	0	0	0	0	0	0	0	0	0	0
Total	2	49	1	45	0	0	0	0	0	0	3	94

## Program Graduate Statistics (sec 8)

---

- a)Enter the total number of graduates including special students completing the program in 2009-2010 academic year. [39]  
 b)Number who applied and were accepted into supervised practice program. [22]  
 c)Number who applied and were not accepted into a supervised practice program and found job in dietetics within 3 months of graduation. [4]  
 d)Number who applied and were not accepted into a supervised practice program and found job outside of dietetics within 3 months of graduation. [3]  
 e)Number who applied and were not accepted into a supervised practice program and are pursuing additional education. [4]  
 f)Number who applied and were not accepted into a supervised practice program and found a job within 3 months of graduation and are also pursuing additional education. [3]  
 g)Number who applied and were not accepted into a supervised practice program nor found a job nor are pursuing additional education. Please provide brief comment on outcomes, if known for Item g [0]  
 h)Number who did not apply for supervised practice program who wanted and found a job in dietetics within 3 months of graduation [3]  
 i)Number who did not apply for supervised practice program who wanted and found a job outside of dietetics within 3 months of graduation [0]  
 j)Number who did not apply for supervised practice program and are pursuing additional education [0]  
 k)Number who did not apply for supervised practice program and found a job within 3 months of graduation and are also pursuing additional education [0]  
 l)Number who did not apply for supervised practice program and are neither employed nor seeking employment and are not pursuing additional education. Provide brief comment on outcomes, if known for those shown in item l [0]  
 m)Number for whom outcome is unknown [0]  
 n)How many of those categories 7c through 7l may apply or re-apply to a supervised practice program in the future? [0]  
 o)How many of those categories 7h through 7l have no intention of becoming RDs? [0]  
 p)Number of graduates completed in 150% of time. [26]  
 q)Number of recent graduates who wanted and found a job in dietetics between July 1,2009 and June 30, 2010 [14]  
 Comments:

Graduates	Female	Male
White, non Hispanic	39	0
Black, non Hispanic	0	0
Hispanic	0	0
Asian or Pacific Islander	0	0
American Indian, Alaskan Native, Hawaiian Native	0	0
Not able to report ethnic origin	0	0

## Other Program Characteristics - Interdisciplinary Education (sec 9)

---

- Health Professionals/ Students
- Nurses/Nursing Students
- Physicians/Medical Students/Physician Assistants
- Social Workers/Students
- Occupational Therapists/Students
- Physical Therapists/Students
- Pharmacists/Students
- Medical Technologists/Students
- Health Care Administrator/Students
- Quality Management Coordinator
- Chef/Culinary Arts Students
- Dietetic Technicians
- Food Technologists/Students
- Management Information Specialists
- Public Relations
- Marketing Personnel
- Legal Affairs Personnel
- Fiscal Affairs Personnel
- Other
- None
- Chaplain
- Exercise Science Students/Personnel
- Human Resource Personnel
- Institutional Mgt./Hospitality Students
- Chiropractors
- Dentist/Dental Hygenist
- Public Health Students

## Other Program Characteristics - Teaching Methods (sec 10)

---

- Problem Based Learning
- Simulation
- Lab/Clinical Course by Simulation
- Computer Assisted Learning
- Virtual Reality
- Internet
- Debate/Structured Controversy
- Standardized Patient
- Other
- Lecture
- Seminar/Small Group Discussion
- Case Study
- Independent Study
- None
- 

## Distance Education (sec 11)

---

- Some distance education courses in-state
- Some distance education courses U.S.
- Some distance education courses foreign
- Whole program by distance education in-state
- Whole program by distance education U.S.
- Whole program by distance education foreign

## Alternative Education (sec 12)

---

- Weekend didactic courses
- Evening didactic courses
- Other
- Independent study
- Grant credit for prior learning

## Articulation (sec 13)

---

- A formal articulation agreement exists with one or more colleges/universities that transfers credit for academic courses from 2-year or 4-year institution(s) without dietetics education programs to the DPD.
- A formal articulation agreement exists with one or more other colleges/universities that transfers credit for general education and dietetics related academic courses from dietetic technician program(s) to the DPD.
- No formal articulation agreement(s) have been established.

## Other Program Characteristics - International Linkages (sec 14)

---

- Australia
- Austria
- Brazil
- Canada
- China
- Denmark
- France
- Germany
- Greece
- India
- Ireland
- Israel
- Italy
- Japan
- Korea
- The Netherlands
- New Zealand
- Norway
- Philippines
- Slovenia
- South Africa
- Spain
- Sweden
- Switzerland
- United Kingdom
- Other
- None
- Mexico
- Central America
- Africa
- Croatia
- Finland
- Pacific Islands
- Pakistan
- Taiwan
- West Indies

## Program Director Category (sec 15)

---

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Full Time 9 months or more or as defined by the Institution | <input type="checkbox"/> Adjunct Faculty                |
| <input type="checkbox"/> Part Time < 9 months   | <input checked="" type="checkbox"/> Non-Tenured Faculty |
|   | <input type="checkbox"/> Tenured Faculty                |



## Institution Name and Address (sec 1)

---

Program Name/Address 1:	University of Kentucky
Address2:	School of Human Environmental Sciences
Address3:	Dept of Nutrition and Food Science
Address4:	206D Funkhouser Building
City/ST/Zip	Lexington, KY 40506-0054

## Program Director Contact Information (sec 2)

---

Name:	Ms Margaret E Cook-Newell,
Credentials	PhD RD LD CN CDE
Phone1:	859/257-1661
Phone2:	
Fax:	859/257-3707
Email:	mecook0@email.uky.edu
URL	<a href="http://www.ca.uky.edu/HES/NFS.htm">http://www.ca.uky.edu/HES/NFS.htm</a>

## Contact Information for Program Administrators (sec 3) \*\*CHANGES WERE MADE\*\*

---

Administrator 1 Name:	Janet S Kurzynske, PhD RD
Administrator 1 Title:	Chair and Associate Professor
Administrator 1 Address1:	University of Kentucky
Administrator 1 Address2:	Nutrition and Food Science
Administrator 1 Address3:	204 Funkhouser Building
Administrator 1 Address4:	
Administrator 1 City/ST/Zip:	Lexington, KY 40506
Administrator 1 Phone:	(859) 257-3800
Administrator 1 Email:	jkurzns@uky.edu
Administrator 2 Name:	Ann Vail, PhD
Administrator 2 Title:	Director
Administrator 2 Address1:	University of Kentucky
Administrator 2 Address2:	School of Human Environmental Sciences
Administrator 2 Address3:	102 Erikson Hall
Administrator 2 Address4:	
Administrator 2 City/ST/Zip:	Lexington, KY 40506
Administrator 2 Phone:	(859) 257-3887
Administrator 2 Email:	avail2@email.uky.edu
CEO 1 Name:	Kumble R Subbaswamy, PhD
CEO 1 Title:	Provost
CEO 1 Address1:	University of Kentucky
CEO 1 Address2:	Administration Building
CEO 1 Address3:	
CEO 1 Address4:	
CEO 1 City/ST/Zip:	Lexington, KY 40506
CEO 1 Phone:	(859) 257-2911
CEO 1 Email:	provost@uky.edu

## Characteristics of the Sponsoring Institution (sec 4)

---

Type of Sponsoring Institution:	Public College or University
College or academic unit chaired by Dean:	Agriculture/Agriculture and Other Discipline
Institutional accrediting agency:	Southern Association of Colleges and Schools

## Enrollment Information (sec 5&6&7&8)

---

Year and Academic Term [Under Graduate]	Year and Academic Term [Graduate]
<input type="checkbox"/> January	<input type="checkbox"/> Graduate school
<input type="checkbox"/> February	<input type="checkbox"/> January
<input type="checkbox"/> March	<input type="checkbox"/> February
<input type="checkbox"/> April	<input type="checkbox"/> March
<input type="checkbox"/> May	<input type="checkbox"/> April
<input type="checkbox"/> June	<input type="checkbox"/> May
<input type="checkbox"/> July	<input type="checkbox"/> June
<input type="checkbox"/> August	<input type="checkbox"/> July
<input type="checkbox"/> September	<input type="checkbox"/> August
<input type="checkbox"/> October	<input type="checkbox"/> September
<input type="checkbox"/> November	<input type="checkbox"/> October
<input type="checkbox"/> December	<input type="checkbox"/> November
<input type="checkbox"/> Sophomore year	<input type="checkbox"/> December
<input checked="" type="checkbox"/> Junior year	<input type="checkbox"/> Spring
<input type="checkbox"/> Spring term	<input type="checkbox"/> Summer
<input type="checkbox"/> Summer term	<input type="checkbox"/> Fall
<input checked="" type="checkbox"/> Fall term	<input type="checkbox"/> Winter
<input type="checkbox"/> Winter term	<input type="checkbox"/> Variable
<input type="checkbox"/> Variable	<input type="checkbox"/> Other
<input type="checkbox"/> Other	

Max Enrollment 1st year Baccalaureate:	12
Max Enrollment 2nd year Baccalaureate:	12
Max Enrollment 1st year Graduate Track:	0
Max Enrollment 2nd year Graduate Track:	0
Max Enrollment Special Students:	0
Applications received to most recent class	12

## Application Fees and Tuition (sec 9&10)

---

Application Fee:	\$ 0.00
Resident Tuition and Fees Baccalaureate Degree:	\$ 7302.00
Resident Tuition and Fees Master's Degree:	\$ 0.00
Non Resident Tuition and Fees Baccalaureate Degree:	\$ 15940.00
Non Resident Tuition and Fees Master's Degree:	\$ 0.00

## Degree Granted (sec 11)

---

- BA
- BS
- MS
- MBA
- MEd
- MPH
- MPA
- MMSc
- EdS
- PhD
- EdD
- DSci
- DrPH
- ScD
- AA
- AAS
- AS
- Other
- MA
- AB
- MSD
- BSH
- Other
- MHS

## Admission Requirements (sec 12)

---

- Work experience
- Recency of education
- Graduate Record Examination
- Graduate Work Number of Credits
- GPA 2.80

Current Enrollment Statistics (sec 13)

	Year 1		Year 2		Year 1		Year 2		Special Students with a Degree who are Only Completing CP Course Requirements		Total	
	Completing Baccalaureate Degree & CP Requirements		Completing Baccalaureate Degree & CP Requirements		Completing Graduate Degree & CP Requirements		Completing Graduate Degree & CP Requirements		Male	Female	Male	Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
White	0	5	1	5	0	0	0	0	0	0	1	10
Black	0	1	0	1	0	0	0	0	0	0	0	2
Hispanic	0	0	0	1	0	0	0	0	0	0	0	1
Asian	0	0	0	1	0	0	0	0	0	0	0	1
Indian	0	0	0	0	0	0	0	0	0	0	0	0
No report	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	6	1	8	0	0	0	0	0	0	1	14

## Program Graduate Statistics (sec 14)

---

- a) Enter the total number of graduates including special students completing the program in 2007-2008 academic year. [9]
- b) Number of graduates who wanted and found jobs in dietetics within 3 months of program completion. [5]
- c) Number of graduates who wanted and found jobs outside the field of dietetics within 3 months of program completion. [0]
- d) Number of graduates who want jobs in the dietetic field and are still seeking employment. [0]
- e) Number of graduates who are pursuing advanced education. [2]
- f) Number of graduates who both found jobs within 3 months of program completion and are pursuing advanced education. [0]
- g) Number of graduates who want jobs in the dietetics field, and are still seeking employment [0]
- h) Number of graduates who are neither employed nor enrolled in advanced education. [2]  
planning a family before entering the workforce
- i) Number of graduates for whom you have no information. [0]
- J) Number of graduates completed in 150% of time. [9]

Graduates	Female	Male
White, non Hispanic	9	0
Black, non Hispanic	0	0
Hispanic	0	0
Asian or Pacific Islander	0	0
American Indian, Alaskan Native, Hawaiian Native	0	0
Not able to report ethnic origin	0	0

## Other Program Characteristics - Interdisciplinary Education (sec 15)

---

- Health Professionals/ Students
- Nurses/Nursing Students
- Physicians/Medical Students/Physician Assistants
- Social Workers/Students
- Occupational Therapists/Students
- Physical Therapists/Students
- Pharmacists/Students
- Medical Technologists/Students
- Health Care Administrator/Students
- Quality Management Coordinator
- Chef/Culinary Arts Students
- Dietetic Technicians
- Food Technologists/Students
- Management Information Specialists
- Public Relations
- Marketing Personnel
- Legal Affairs Personnel
- Fiscal Affairs Personnel
- Other
- None
- Chaplain
- Exercise Science Students/Personnel
- Human Resource Personnel
- Institutional Mgt./Hospitality Students
- Chiropractors
- Dentist/Dental Hygenist

## Other Program Characteristics - Practice Sites (sec 16)

---

- Hospital
- Ambulatory Care Clinics (Adult/Pediatric)
- Neighborhood Health Centers
- Home Care
- Clinical Research Center
- Diabetes Center
- University Health Service
- Cardiac Rehabilitation Center
- Hospice
- Health Care Foodservice
- Long Term Care Foodservice
- School Foodservice/Residential Dining Ctr
- Corporate Foodservice
- Meals on Wheels
- Wholesale/Retail Food Corp
- Health Spa/Resort
- Dept of Health
- Wellness Program
- Fitness/Athletic Club
- Cooperative Extension
- Food Bank
- Senior Citizen Program
- Indian Health Service
- Mental Health Facility/Service
- WIC
- Headstart
- Addictions Clinic (Alcohol/drug)
- Non Profit Agency (Heart/Dairy)
- Corporate Test Kitchen
- Health-related Children's Camp
- Legislative Office
- State/Federal Agency or Task Force
- Journalism/Publications
- Pharmaceutical Sales
- Computer Systems Corp
- Military Field Operations
- Food Nutrition Consulting
- Long Term Care / Subacute Clinical
- Managed Care System
- Other
- Correctional facility
- Developmental Disabilities Center
- Grocery/Supermarket
- Homeless Shelter/Soup Kitchen
- Pediatric-Based Program/Clinic
- Rehabilitation Center
- Renal Dialysis Outpatient Center

## Other Program Characteristics - Teaching Methods (sec 17)

---

- Problem Based Learning
- Simulation Activities
- Lab/Clinical Course by Simulation
- Computer Assisted Instruction
- Virtual Reality Activities
- Internet
- Debate/Structured Controversy
- Standardized Patient
- Other
- Lecture
- Seminar/Small Group Discussion
- Case Studies
- Independent Study
- None

## Distance Education (sec 18)

---

- Some distance education courses in-state
- Some distance education courses U.S.
- Some distance education courses foreign
- Whole program by distance education in-state
- Whole program by distance education U.S.
- Whole program by distance education foreign

## Alternative Education (sec 19)

---

- Weekend didactic courses
- Evening didactic courses
- Other
- Independent study
- Grant credit for prior learning

## Articulation (sec 20)

---

- A formal articulation agreement exists with one or more colleges/universities that transfers credit for academic courses from 2-year or 4-year institution(s) without dietetics education programs to the CP.
- A formal articulation agreement exists with one or more other colleges/universities that transfers credit for general education and dietetics related academic courses from dietetic technician program(s) to the CP.
- No formal articulation agreement(s) have been established.

## Other Program Characteristics - International Linkages (sec 21)

---

- Australia
- Austria
- Brazil
- Canada
- China
- Denmark
- France
- Germany
- Greece
- India
- Ireland
- Israel
- Italy
- Japan
- Korea
- The Netherlands
- New Zealand
- Norway
- Philippines
- Slovenia
- South Africa
- Spain
- Sweden
- Switzerland
- United Kingdom
- Other
- None
- Mexico
- Central America
- Africa
- Croatia
- Finland
- Pacific Islands
- Pakistan
- Taiwan
- West Indies

## Program Director Category (sec 22)

---

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Full Time 9 months or more | <input type="checkbox"/> Adjunct Faculty                |
| <input type="checkbox"/> Part Time < 9 months                  | <input checked="" type="checkbox"/> Non-Tenured Faculty |
|  | <input type="checkbox"/> Tenured Faculty                |

## Number of Hours of Supervised Practice (sec 23)

---

What is the total number of required supervised practice hours for which this program is accredited?  
Do not include didactic class hours in this calculation. [1204]

## Program Faculty (sec 24)

---

FTE of faculty (tenured/non tenured and adjunct) for this accredited dietetics program. [11.00]



## Institution Name and Address (sec 1)

---

Program Name/Address 1:	University of Kentucky
Address2:	School of Human Environmental Sciences
Address3:	Dept of Nutrition and Food Science
Address4:	206D Funkhouser Building
City/ST/Zip	Lexington, KY 40506-0054

## Program Director Contact Information (sec 2)

---

Name:	Ms Margaret E Cook-Newell,
Credentials	PhD RD LD CN CDE
Phone1:	859/257-1661
Phone2:	
Fax:	859/257-3707
Email:	mecook0@email.uky.edu
URL	<a href="http://www.ca.uky.edu/HES/NFS.htm">http://www.ca.uky.edu/HES/NFS.htm</a>

## Contact Information for Program Administrators (sec 3) **\*\*CHANGES WERE MADE\*\***

---

Administrator 1 Name: Janet S Kurzynske, PhD RD  
Administrator 1 Title: Chair and Associate Professor, NFS Department  
Administrator 1 Address1: University of Kentucky  
Administrator 1 Address2: Nutrition and Food Science  
Administrator 1 Address3: 204 Funkhouser Building  
Administrator 1 Address4:  
Administrator 1 City/ST/Zip: Lexington, KY 40506  
Administrator 1 Phone: (859) 257-3800  
Administrator 1 Email: jkurzyns@email.uky.edu

Administrator 2 Name: Ann Vail, PhD  
Administrator 2 Title: Director, School of Human Environmental Science  
Administrator 2 Address1: University of Kentucky  
Administrator 2 Address2: School of Human Environmental Sciences  
Administrator 2 Address3: 102 Erikson Hall  
Administrator 2 Address4:  
Administrator 2 City/ST/Zip: Lexington, KY 40506  
Administrator 2 Phone: (859) 257-3887  
Administrator 2 Email: avail2@email.uky.edu

CEO 1 Name: Kumble R Subbaswamy, PhD  
CEO 1 Title: Provost  
CEO 1 Address1: University of Kentucky  
CEO 1 Address2: 105 Main Building  
CEO 1 Address3:  
CEO 1 Address4:  
CEO 1 City/ST/Zip: Lexington, KY 40506  
CEO 1 Phone: (859) 257-2911  
CEO 1 Email: provost@uky.edu

## Characteristics of the Sponsoring Institution (sec 4)

Type of Sponsoring Institution:	Public College or University
College or academic unit chaired by Dean:	Agriculture/Agriculture and Other Discipline
Institutional accrediting agency:	Southern Association of Colleges and Schools

## Annual Tuition (sec 5)

Resident Tuition and Fees Baccalaureate Degree:	\$ 7302.00
Resident Tuition and Fees Master's Degree:	\$ 0.00
Non Resident Tuition and Fees Baccalaureate Degree:	\$ 15940.00
Non Resident Tuition and Fees Master's Degree:	\$ 0.00

## Degree Granted (sec 6)

- BA
- BS
- MS
- MBA
- MEd
- MPH
- MPA
- MMSc
- EdS
- PhD
- EdD
- DSci
- DrPH
- ScD
- AA
- AAS
- AS
- Other
- MA
- AB
- MSD
- BSH
- Other
- MHS

## Current Enrollment Statistics (sec 7)

	3rd Year		4th Year		Year 1		Year 2		Special		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
White	7	55	7	34	0	0	0	0	0	0	14	89
Black	0	4	0	4	0	0	0	0	0	0	0	8
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	1	0	3	0	0	0	0	0	0	0	4
Indian	0	0	0	0	0	0	0	0	0	0	0	0
No report	0	0	0	0	0	0	0	0	0	0	0	0
Total	7	60	7	41	0	0	0	0	0	0	14	101

DPD - University of Kentucky - 823316 - 01/09/2009

Page 3

## Program Graduate Statistics (sec 8)

- a) Enter the total number of graduates including special students completing the program in 2007-2008 academic year. [26]  
 b) Number who applied and were accepted into supervised practice program. [16]  
 c) Number who applied and were not accepted into a supervised practice program and found job in dietetics within 3 months of graduation. [1]  
 d) Number who applied and were not accepted into a supervised practice program and found job outside of dietetics within 3 months of graduation. [0]  
 e) Number who applied and were not accepted into a supervised practice program and are pursuing additional education. [2]  
 f) Number who applied and were not accepted into a supervised practice program and found a job within 3 months of graduation and are also pursuing additional education. [0]  
 g) Number who applied and were not accepted into a supervised practice program nor found a job nor are  
 h) pursuing additional education. Please provide brief comment on outcomes, if known for item g [1]  
 reapplying in 2009  
 i) Number who did not apply for supervised practice program who wanted and found a job in dietetics within 3 months of graduation [1]  
 j) Number who did not apply for supervised practice program who wanted and found a job outside of dietetics within 3 months of graduation [0]  
 k) Number who did not apply for supervised practice program and are pursuing additional education [0]  
 l) Number who did not apply for supervised practice program and found a job within 3 months of graduation and are also pursuing additional education [0]  
 m) Number who did not apply for supervised practice program and are neither employed nor seeking employment and are  
 n) not pursuing additional education. Provide brief comment on outcomes, if known for those shown in item l [3]  
 1 GPA an issue; other 2 not interested in career in dietetics at this time  
 o) Number for whom outcome is unknown [2]  
 p) How many of those categories 7c through 7l may apply or re-apply to a supervised practice program in the future? [4]  
 q) How many of those categories 7h through 7l have no intention of becoming RDs? [2]  
 r) Number of graduates completed in 150% of time. [26]

Graduates	Female	Male
White, non Hispanic	26	0
Black, non Hispanic	0	0
Hispanic	0	0
Asian or Pacific Islander	0	0
American Indian, Alaskan Native, Hawaiian Native	0	0
Not able to report ethnic origin	0	0

## Other Program Characteristics - Interdisciplinary Education (sec 9)

---

- Health Professionals/ Students
- Nurses/Nursing Students
- Physicians/Medical Students/Physician Assistants
- Social Workers/Students
- Occupational Therapists/Students
- Physical Therapists/Students
- Pharmacists/Students
- Medical Technologists/Students
- Health Care Administrator/Students
- Quality Management Coordinator
- Chef/Culinary Arts Students
- Dietetic Technicians
- Food Technologists/Students
- Management Information Specialists
- Public Relations
- Marketing Personnel
- Legal Affairs Personnel
- Fiscal Affairs Personnel
- Other
- None
- Chaplain
- Exercise Science Students/Personnel
- Human Resource Personnel
- Institutional Mgt./Hospitality Students
- Chiropractors
- Dentist/Dental Hygenist

## Other Program Characteristics - Teaching Methods (sec 10)

---

- Problem Based Learning
- Simulation Activities
- Lab/Clinical Course by Simulation
- Computer Assisted Instruction
- Virtual Reality Activities
- Internet
- Debate/Structured Controversy
- Standardized Patient
- Other
- Lecture
- Seminar/Small Group Discussion
- Case Studies
- Independent Study
- None

## Distance Education (sec 11)

---

- Some distance education courses in-state
- Some distance education courses U.S.
- Some distance education courses foreign
- Whole program by distance education in-state
- Whole program by distance education U.S.
- Whole program by distance education foreign

## Alternative Education (sec 12)

---

- Weekend didactic courses
- Evening didactic courses
- Other
- Independent study
- Grant credit for prior learning

## Articulation (sec 13)

---

- A formal articulation agreement exists with one or more colleges/universities that transfers credit for academic courses from 2-year or 4-year institution(s) without dietetics education programs to the DPD.
- A formal articulation agreement exists with one or more other colleges/universities that transfers credit for general education and dietetics related academic courses from dietetic technician program(s) to the DPD.
- No formal articulation agreement(s) have been established.

## Other Program Characteristics - International Linkages (sec 14)

---

- Australia
- Austria
- Brazil
- Canada
- China
- Denmark
- France
- Germany
- Greece
- India
- Ireland
- Israel
- Italy
- Japan
- Korea
- The Netherlands
- New Zealand
- Norway
- Philippines
- Slovenia
- South Africa
- Spain
- Sweden
- Switzerland
- United Kingdom
- Other
- None
- Mexico
- Central America
- Africa
- Croatia
- Finland
- Pacific Islands
- Pakistan
- Taiwan
- West Indies

## Program Director Category (sec 15)

---

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Full Time 9 months or more | <input type="checkbox"/> Adjunct Faculty                |
| <input type="checkbox"/> Part Time < 9 months                  | <input checked="" type="checkbox"/> Non-Tenured Faculty |
|  | <input type="checkbox"/> Tenured Faculty                |

## Program Faculty (sec 16)

---

FTE of faculty (tenured/non tenured and adjunct) for this accredited dietetics program. [11.00]



## Institution Name and Address (sec 1)

---

Program Name/Address 1:	University of Kentucky
Address2:	College of Agriculture
Address3:	School of Human Environmental Sciences
Address4:	204 Funkhouser Building
City/ST/Zip	Lexington, KY 40506-0054

## Program Director Contact Information (sec 2)

---

Name:	Dr Hazel W Forsythe,
Credentials	PhD RD LD
Phone1:	859/257-3800
Phone2:	859/257-4146
Fax:	859/257-3707
Email:	nfshazel@email.uky.edu
URL	<a href="http://www.uky.edu">http://www.uky.edu</a>

## Contact Information for Program Administrators (sec 3)

---

Administrator 1 Name: Janet S Kurzynske, PhD RD  
Administrator 1 Title: Acting Chair and Associate Professor  
Administrator 1 Address1: University of Kentucky  
Administrator 1 Address2: Nutrition and Food Science  
Administrator 1 Address3: 204 Funkhouser Building  
Administrator 1 Address4:  
Administrator 1 City/ST/Zip: Lexington, KY 40506  
Administrator 1 Phone: (859) 257-3800  
Administrator 1 Email: jkurzyns@email.uky.edu

Administrator 2 Name: Ann Vail, PhD  
Administrator 2 Title: Director  
Administrator 2 Address1: University of Kentucky  
Administrator 2 Address2: School of Human Environmental Sciences  
Administrator 2 Address3: 102 Erikson Hall  
Administrator 2 Address4:  
Administrator 2 City/ST/Zip: Lexington, KY 40506  
Administrator 2 Phone: (859) 257-3887  
Administrator 2 Email: avail2@email.uky.edu

Administrator 3 Name: M Scott Smith, PhD  
Administrator 3 Title: Dean and Director  
Administrator 3 Address1: University of Kentucky  
Administrator 3 Address2: College of Agriculture  
Administrator 3 Address3: S123 Agriculture Science Center North  
Administrator 3 Address4:  
Administrator 3 City/ST/Zip: Lexington, KY 40506  
Administrator 3 Phone: (859) 257-4772  
Administrator 3 Email: mssmith@uky.edu

CEO 1 Name: Kumble R Subbaswamy, PhD  
CEO 1 Title: Provost  
CEO 1 Address1: University of Kentucky  
CEO 1 Address2: 105 Main Building  
CEO 1 Address3:  
CEO 1 Address4:  
CEO 1 City/ST/Zip: Lexington, KY 40506  
CEO 1 Phone: (859) 257-2911  
CEO 1 Email: provost.uk@email.uky.edu

## Characteristics of the Sponsoring Institution (sec 4)

---

Type of Sponsoring Institution:	Public College or University
College or academic unit chaired by Dean:	Agriculture/Agriculture and Other Discipline
Institutional accrediting agency:	Southern Association of Colleges and Schools

## Enrollment Information (sec 5 & 6)

---

Year and Academic Term [Under Graduate]	Year and Academic Term [Graduate]
<input type="checkbox"/> January	<input type="checkbox"/> Graduate school
<input type="checkbox"/> February	<input checked="" type="checkbox"/> January
<input type="checkbox"/> March	<input type="checkbox"/> February
<input type="checkbox"/> April	<input type="checkbox"/> March
<input type="checkbox"/> May	<input type="checkbox"/> April
<input type="checkbox"/> June	<input type="checkbox"/> May
<input type="checkbox"/> July	<input type="checkbox"/> June
<input type="checkbox"/> August	<input type="checkbox"/> July
<input type="checkbox"/> September	<input type="checkbox"/> August
<input type="checkbox"/> October	<input type="checkbox"/> September
<input type="checkbox"/> November	<input type="checkbox"/> October
<input type="checkbox"/> December	<input type="checkbox"/> November
<input type="checkbox"/> Sophomore year	<input type="checkbox"/> December
<input type="checkbox"/> Junior year	<input checked="" type="checkbox"/> Spring
<input type="checkbox"/> Spring term	<input type="checkbox"/> Summer
<input type="checkbox"/> Summer term	<input type="checkbox"/> Fall
<input type="checkbox"/> Fall term	<input type="checkbox"/> Winter
<input type="checkbox"/> Winter term	<input type="checkbox"/> Variable
<input type="checkbox"/> Variable	<input type="checkbox"/> Other
<input type="checkbox"/> Other	

## Maximum Enrollment and Applications (sec 7&8)

---

Max Enrollment Full Time Degree:	3 -
Max Enrollment Full Time Non Degree:	5
Max Enrollment Part Time Non Degree:	0

Applications received Full time Degree	<del>0</del> 4
Applications received Part time Degree	0
Applications received Full time Non Degree	<del>0</del> 46
Applications received Part time Non Degree	0

## Application Fees and Tuition (sec 9 & 10)

---

Application Fee:	\$ 40.00
Resident Tuition and Fees Full Time Degree:	\$ 8113.00
Resident Tuition and Fees Full Time Non Degree:	\$ 8113.00
Resident Tuition and Fees Part Time Non Degree:	\$ 0.00
Non Resident Tuition and Fees Full Time Degree:	\$ 16993.00
Non Resident Tuition and Fees Full Time Non Degree:	\$ 16993.00
Non Resident Tuition and Fees Part Time Non Degree:	\$ 0.00

### Financial Assistance (sec 11)

---

Stipend Full Time Degree:	\$	0.00
Stipend Full Time Non Degree:	\$	0.00
Stipend Part Time Non Degree:	\$	0.00

### Financial Assistance (sec 12)

---

Non Monetary Stipend Degree:	All/Some meals, All/Partial housing
Non Monetary Stipend Non Degree:	All/Some meals, All/Partial housing

### Degree Granted (sec 13)

---

- BA
- BS
- MS
- MBA
- MEd
- MPH
- MPA
- MMSc
- EdS
- PhD
- EdD
- DSci
- DrPH
- ScD
- AA
- AAS
- AS
- Other
- MA
- AB
- MSD
- BSH
- Other
- MHS

### Admission Requirements (sec 14)

---

- Work experience
- Recency of education
- Graduate Record Examination
- Graduate Work Number of Credits
- GPA 2.80

**Program Length (sec 15)**

Full Time Degree:	20 Months
Full Time Non Degree:	07 Months
Part Time Degree:	
Part Time Non Degree:	

**Current Enrollment Statistics (sec 16)**

	Degree Full-Time		Degree Part-Time		Non Degree Full-Time		Non Degree Part-Time		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
White	0	3	0	0	0	5	0	0	0	8
Black	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0
Indian	0	0	0	0	0	0	0	0	0	0
No report	0	0	0	0	0	0	0	0	0	0
Total	0	3	0	0	0	5	0	0	0	8

**Program Graduate Statistics (sec 17)**

- a)Enter the total number of graduates including special students completing the program in 2007-2008 academic year. [7]
- b)Number of graduates who wanted and found jobs in dietetics within 3 months of program completion. [3]
- c)Number of graduates who wanted and found jobs outside the field of dietetics within 3 months of program completion. [0]
- d)Number of graduates who want jobs in the dietetic field and are still seeking employment. [0]
- e)Number of graduates who are pursuing advanced education. [3]
- f)Number of graduates who both found jobs within 3 months of program completion and are pursuing advanced education. [1]
- g)Number of graduates who want jobs in the dietetics field, and are still seeking employment [0]
- h)Number of graduates who are neither employed nor enrolled in advanced education. [0]
- i)Number of graduates for whom you have no information. [0]
- j)Number of graduates completed in 150% of time. [7]

Graduates	Female	Male
White, non Hispanic	7	0
Black, non Hispanic	0	0
Hispanic	0	0
Asian or Pacific Islander	0	0
American Indian, Alaskan Native, Hawaiian Native	0	0
Not able to report ethnic origin	0	0

## Other Program Characteristics - Interdisciplinary Education (sec 18)

---

- Health Professionals/ Students
- Nurses/Nursing Students
- Physicians/Medical Students/Physician Assistants
- Social Workers/Students
- Occupational Therapists/Students
- Physical Therapists/Students
- Pharmacists/Students
- Medical Technologists/Students
- Health Care Administrator/Students
- Quality Management Coordinator
- Chef/Culinary Arts Students
- Dietetic Technicians
- Food Technologists/Students
- Management Information Specialists
- Public Relations
- Marketing Personnel
- Legal Affairs Personnel
- Fiscal Affairs Personnel
- Other
- None
- Chaplain
- Exercise Science Students/Personnel
- Human Resource Personnel
- Institutional Mgt./Hospitality Students
- Chiropractors
- Dentist/Dental Hygenist

## Other Program Characteristics - Practice Sites (sec 19)

---

- Hospital
- Ambulatory Care Clinics (Adult/Pediatric)
- Neighborhood Health Centers
- Home Care
- Clinical Research Center
- Diabetes Center
- University Health Service
- Cardiac Rehabilitation Center
- Hospice
- Health Care Foodservice
- Long Term Care Foodservice
- School Foodservice/Residential Dining Ctr
- Corporate Foodservice
- Meals on Wheels
- Wholesale/Retail Food Corp
- Health Spa/Resort
- Dept of Health
- Wellness Program
- Fitness/Athletic Club
- Cooperative Extension
- Food Bank
- Senior Citizen Program
- Indian Health Service
- Mental Health Facility/Service
- WIC
- Headstart
- Addictions Clinic (Alcohol/drug)
- Non Profit Agency (Heart/Dairy)
- Corporate Test Kitchen
- Health-related Children's Camp
- Legislative Office
- State/Federal Agency or Task Force
- Journalism/Publications
- Pharmaceutical Sales
- Computer Systems Corp
- Military Field Operations
- Food Nutrition Consulting
- Long Term Care / Subacute Clinical
- Managed Care System
- Other
- Correctional facility
- Developmental Disabilities Center
- Grocery/Supermarket
- Homeless Shelter/Soup Kitchen
- Pediatric-Based Program/Clinic
- Rehabilitation Center
- Renal Dialysis Outpatient Center

## Other Program Characteristics - Teaching Methods (sec 20)

---

- Problem Based Learning
- Simulation Activities
- Lab/Clinical Course by Simulation
- Computer Assisted Instruction
- Virtual Reality Activities
- Internet
- Debate/Structured Controversy
- Standardized Patient
- Other
- Lecture
- Seminar/Small Group Discussion
- Case Studies
- Independent Study
- None

## Distance Education (sec 21)

---

- Some distance education courses in-state
- Some distance education courses U.S.
- Some distance education courses foreign
- Whole program by distance education in-state
- Whole program by distance education U.S.
- Whole program by distance education foreign

## Alternative Education (sec 22)

---

- Weekend didactic courses
- Evening didactic courses
- Other
- Independent study
- Grant credit for prior learning

## Other Program Characteristics - International Linkages (sec 23)

---

- Australia
- Austria
- Brazil
- Canada
- China
- Denmark
- France
- Germany
- Greece
- India
- Ireland
- Israel
- Italy
- Japan
- Korea
- The Netherlands
- New Zealand
- Norway
- Philippines
- Slovenia
- South Africa
- Spain
- Sweden
- Switzerland
- United Kingdom
- Other
- None
- Mexico
- Central America
- Africa
- Croatia
- Finland
- Pacific Islands
- Pakistan
- Taiwan
- West Indies

## Program Director Category (sec 24)

---

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Full Time 9 months or more | <input type="checkbox"/> Adjunct Faculty            |
| <input type="checkbox"/> Part Time < 9 months                  | <input type="checkbox"/> Non-Tenured Faculty        |
|  | <input checked="" type="checkbox"/> Tenured Faculty |

## Number of Hours of Supervised Practice (sec 25)

---

What is the total number of required supervised practice hours for which this program is accredited?  
Do not include didactic class hours in this calculation. [1204]

## Program Faculty (sec 26)

---

FTE of faculty (tenured/non tenured and adjunct) for this accredited dietetics program. [4.00]



## Institution Name and Address (sec 1)

---

Program Name/Address 1:	University of Kentucky
Address2:	College of Agriculture
Address3:	School of Human Environmental Sciences
Address4:	204 Funkhouser Building
City/ST/Zip	Lexington, KY 40506-0054

## Program Director Contact Information (sec 2)

---

Name:	Dr Hazel W Forsythe,
Credentials	PhD RD LD
Phone1:	859/257-3800
Phone2:	859/257-4146
Fax:	859/257-3707
Email:	nfshazel@email.uky.edu
URL	<a href="http://www.uky.edu">http://www.uky.edu</a>

## Contact Information for Program Administrators (sec 3)

---

Administrator 1 Name: Janet S Kurzynske, PhD RD  
Administrator 1 Title: Chair and Associate Professor  
Administrator 1 Address1: University of Kentucky  
Administrator 1 Address2: Nutrition and Food Science  
Administrator 1 Address3: 204 Funkhouser Building  
Administrator 1 Address4:  
Administrator 1 City/ST/Zip: Lexington, KY 40506  
Administrator 1 Phone: (859) 257-3800  
Administrator 1 Email: jkurzyns@email.uky.edu

Administrator 2 Name: Ann Vail, PhD  
Administrator 2 Title: Director  
Administrator 2 Address1: University of Kentucky  
Administrator 2 Address2: School of Human Environmental Sciences  
Administrator 2 Address3: 102 Erikson Hall  
Administrator 2 Address4:  
Administrator 2 City/ST/Zip: Lexington, KY 40506  
Administrator 2 Phone: (859) 257-3887  
Administrator 2 Email: avail2@email.uky.edu

Administrator 3 Name: M Scott Smith, PhD  
Administrator 3 Title: Dean and Director  
Administrator 3 Address1: University of Kentucky  
Administrator 3 Address2: College of Agriculture  
Administrator 3 Address3: S123 Agriculture Science Center North  
Administrator 3 Address4:  
Administrator 3 City/ST/Zip: Lexington, KY 40506  
Administrator 3 Phone: (859) 257-4772  
Administrator 3 Email: mssmith@uky.edu

CEO 1 Name: Kumble R Subbaswamy, PhD  
CEO 1 Title: Provost  
CEO 1 Address1: University of Kentucky  
CEO 1 Address2: 105 Main Building  
CEO 1 Address3:  
CEO 1 Address4:  
CEO 1 City/ST/Zip: Lexington, KY 40506  
CEO 1 Phone: (859) 257-2911  
CEO 1 Email: provost.uk@email.uky.edu

## Characteristics of the Sponsoring Institution (sec 4)

---

Type of Sponsoring Institution:	Public College or University
College or academic unit chaired by Dean:	Agriculture/Agriculture and Other Discipline
Institutional accrediting agency:	Southern Association of Colleges and Schools

## Enrollment Information (sec 5 & 6)

---

Year and Academic Term [Under Graduate]	Year and Academic Term [Graduate]
<input type="checkbox"/> January	<input type="checkbox"/> Graduate school
<input type="checkbox"/> February	<input checked="" type="checkbox"/> January
<input type="checkbox"/> March	<input type="checkbox"/> February
<input type="checkbox"/> April	<input type="checkbox"/> March
<input type="checkbox"/> May	<input type="checkbox"/> April
<input type="checkbox"/> June	<input type="checkbox"/> May
<input type="checkbox"/> July	<input type="checkbox"/> June
<input type="checkbox"/> August	<input type="checkbox"/> July
<input type="checkbox"/> September	<input type="checkbox"/> August
<input type="checkbox"/> October	<input type="checkbox"/> September
<input type="checkbox"/> November	<input type="checkbox"/> October
<input type="checkbox"/> December	<input type="checkbox"/> November
<input type="checkbox"/> Sophomore year	<input type="checkbox"/> December
<input type="checkbox"/> Junior year	<input checked="" type="checkbox"/> Spring
<input type="checkbox"/> Spring term	<input type="checkbox"/> Summer
<input type="checkbox"/> Summer term	<input type="checkbox"/> Fall
<input type="checkbox"/> Fall term	<input type="checkbox"/> Winter
<input type="checkbox"/> Winter term	<input type="checkbox"/> Variable
<input type="checkbox"/> Variable	<input type="checkbox"/> Other
<input type="checkbox"/> Other	
<input type="checkbox"/> Senior Year	

## Maximum Enrollment and Applications (sec 7&8)

---

Max Enrollment Full Time Degree:	3
Max Enrollment Full Time Non Degree:	5
Max Enrollment Part Time Non Degree:	0
Applications received Full time Degree	2
Applications received Part time Degree	0
Applications received Full time Non Degree	8
Applications received Part time Non Degree	0

## Application Fees and Tuition (sec 9 & 10)

---

Application Fee:	\$ 40.00
Resident Tuition and Fees Full Time Degree:	\$ 21687.00
Resident Tuition and Fees Full Time Non Degree:	\$ 8520.00
Resident Tuition and Fees Part Time Non Degree:	\$ 0.00
Non Resident Tuition and Fees Full Time Degree:	\$ 44976.00
Non Resident Tuition and Fees Full Time Non Degree:	\$ 17842.00
Non Resident Tuition and Fees Part Time Non Degree:	\$ 0.00

## Financial Assistance (sec 11)

---

Stipend Full Time Degree:	\$	0.00
Stipend Full Time Non Degree:	\$	0.00
Stipend Part Time Non Degree:	\$	0.00

## Financial Assistance (sec 12)

---

Non Monetary Stipend Degree: All/Some meals, All/Partial housing

~~Student Loans~~ Stipend Non Degree: All/Some meals, All/Partial housing

The internal are eligible for federal student loans/loan deferment

The institution that sponsors the internship does not have the the authority or available resources to assist dietetic interns to obtain federal Student Loans:

### COMMENTS

Interns can apply for financial aid.

## Degree Granted (sec 13)

---

- BA
- BS
- MS
- MBA
- MEd
- MPH
- MPA
- MMSc
- EdS
- PhD
- EdD
- DSci
- DrPH
- ScD
- AA
- AAS
- AS
- Other
- MA
- AB
- MSD
- BSH
- Other
- MHS

## Admission Requirements (sec 14)

---

Work experience   
Recency of education   
Graduate Record Examination   
Graduate Work Number of Credits   
GPA 2.80

## Program Length (sec 15)

Full Time Degree:	20 Months
Full Time Non Degree:	07 Months
Part Time Degree:	
Part Time Non Degree:	

## Current Enrollment Statistics (sec 16)

	Degree Full-Time		Degree Part-Time		Non Degree Full-Time		Non Degree Part-Time		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
White	0	1	0	0	0	7	0	0	0	8
Black	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0
Indian	0	0	0	0	0	0	0	0	0	0
No report	0	0	0	0	0	0	0	0	0	0
Total	0	1	0	0	0	7	0	0	0	8

## Program Graduate Statistics (sec 17)

- a) Enter the total number of graduates including special students completing the program in 2008-2009 academic year. [8]
- b) Number of graduates who wanted and found jobs in dietetics within 3 months of program completion. [4]
- c) Number of graduates who wanted and found jobs outside the field of dietetics within 3 months of program completion. [1]
- d) Number of graduates who want jobs in the dietetic field and are still seeking employment. [0]
- e) Number of graduates who are pursuing advanced education. [2]
- f) Number of graduates who both found jobs within 3 months of program completion and are pursuing advanced education. [1]
- g) Number of graduates who want jobs in the dietetics field, and are still seeking employment [0]
- h) Number of graduates who are neither employed nor enrolled in advanced education. [0]
- i) Number of graduates for whom you have no information. [0]
- j) Number of graduates completed in 150% of time. [8]

Graduates	Female	Male
White, non Hispanic	8	0
Black, non Hispanic	0	0
Hispanic	0	0
Asian or Pacific Islander	0	0
American Indian, Alaskan Native, Hawaiian Native	0	0
Not able to report ethnic origin	0	0

## Other Program Characteristics - Interdisciplinary Education (sec 18)

---

- Health Professionals/ Students
- Nurses/Nursing Students
- Physicians/Medical Students/Physician Assistants
- Social Workers/Students
- Occupational Therapists/Students
- Physical Therapists/Students
- Pharmacists/Students
- Medical Technologists/Students
- Health Care Administrator/Students
- Quality Management Coordinator
- Chef/Culinary Arts Students
- Dietetic Technicians
- Food Technologists/Students
- Management Information Specialists
- Public Relations
- Marketing Personnel
- Legal Affairs Personnel
- Fiscal Affairs Personnel
- Other
- None
- Chaplain
- Exercise Science Students/Personnel
- Human Resource Personnel
- Institutional Mgt./Hospitality Students
- Chiropractors
- Dentist/Dental Hygenist

## Other Program Characteristics - Practice Sites (sec 19)

---

- Hospital
- Ambulatory Care Clinics (Adult/Pediatric)
- Neighborhood Health Centers
- Home Care
- Clinical Research Center
- Diabetes Center
- University Health Service
- Cardiac Rehabilitation Center
- Hospice
- Health Care Foodservice
- Long Term Care Foodservice
- School Foodservice/Residential Dining Ctr
- Corporate Foodservice
- Meals on Wheels
- Wholesale/Retail Food Corp
- Health Spa/Resort
- Dept of Health
- Wellness Program
- Fitness/Athletic Club
- Cooperative Extension
- Food Bank
- Senior Citizen Program
- Indian Health Service
- Mental Health Facility/Service
- WIC
- Headstart
- Addictions Clinic (Alcohol/drug)
- Non Profit Agency (Heart/Dairy)
- Corporate Test Kitchen
- Health-related Children's Camp
- Legislative Office
- State/Federal Agency or Task Force
- Journalism/Publications
- Pharmaceutical Sales
- Computer Systems Corp
- Military Field Operations
- Food Nutrition Consulting
- Long Term Care / Subacute Clinical
- Managed Care System
- Other
- Correctional facility
- Developmental Disabilities Center
- Grocery/Supermarket
- Homeless Shelter/Soup Kitchen
- Pediatric-Based Program/Clinic
- Rehabilitation Center
- Renal Dialysis Outpatient Center

## Other Program Characteristics - Teaching Methods (sec 20)

---

- Problem Based Learning
- Simulation Activities
- Lab/Clinical Course by Simulation
- Computer Assisted Instruction
- Virtual Reality Activities
- Internet
- Debate/Structured Controversy
- Standardized Patient
- Other
- Lecture
- Seminar/Small Group Discussion
- Case Studies
- Independent Study
- None

## Distance Education (sec 21)

---

- Some distance education courses in-state
- Some distance education courses U.S.
- Some distance education courses foreign
- Whole program by distance education in-state
- Whole program by distance education U.S.
- Whole program by distance education foreign

## Alternative Education (sec 22)

---

- Weekend didactic courses
- Evening didactic courses
- Other
- Independent study
- Grant credit for prior learning

## Other Program Characteristics - International Linkages (sec 23)

---

- Australia
- Austria
- Brazil
- Canada
- China
- Denmark
- France
- Germany
- Greece
- India
- Ireland
- Israel
- Italy
- Japan
- Korea
- The Netherlands
- New Zealand
- Norway
- Philippines
- Slovenia
- South Africa
- Spain
- Sweden
- Switzerland
- United Kingdom
- Other
- None
- Mexico
- Central America
- Africa
- Croatia
- Finland
- Pacific Islands
- Pakistan
- Taiwan
- West Indies

## Program Director Category (sec 24)

---

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Full Time 9 months or more or as defined by the Institution | <input type="checkbox"/> Adjunct Faculty            |
| <input type="checkbox"/> Part Time < 9 months   | <input type="checkbox"/> Non-Tenured Faculty        |
|   | <input checked="" type="checkbox"/> Tenured Faculty |

## Number of Hours of Supervised Practice (sec 25)

---

What is the total number of required supervised practice hours for which this program is accredited?  
Do not include didactic class hours in this calculation. [1204]

**Coordinated Program in Dietetics  
University of Kentucky  
Lexington, Kentucky**

**Coordinated Programs Using the DE Standards**

Self-Study Report for Continued Accreditation

for

February 4, 2012

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

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

Self-Study Report for New Program Application –Standards (1-3)  
Self-Study Report for Continued Accreditation

Self-Study Report for New Program Application –Standards (1-23)  
Interim Report for Continued Accreditation

Interim Report for New Program Accreditation  
Program Assessment Report for Continued Accreditation

**Date:** February 4, 2013  
**Program name:** Department of Dietetics and Human Nutrition Coordinated Program  
**Sponsoring institution:** University of Kentucky  
**City:** Lexington **State:** Kentucky

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

**Concentration Area name:** Food and Nutrition Systems Management  
**Concentration Area name:** \_\_\_\_\_

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

Baccalaureate

Master's

Certificate Program for Post-graduate Students\*

**Distance Education — (check all that apply):**

General Education Courses

One or more DE required courses  
(not general education)

Supervised practice rotations

**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.

<b>Coordinated Program in Dietetics Using the DE Accreditation Standards</b>					
	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
Maximum Enrollment	12	12			
Current Enrollment	12	10			

**Program Director:**

Elizabeth Combs MS, RD, LD  
Name  
Director of the Coordinated Program and Academic Coordinator  
Title  
1002256  
CDR Registration Number  
859-257-9209  
Telephone Number  
859-257-3707  
Fax Number  
\_\_\_\_\_  
Signature

204 Funkhouser Building  
Business Address  
University of Kentucky  
Lexington, KY 40506  
\_\_\_\_\_  
Elmars2@uky.edu  
E-mail Address  
http://www.ca.uky.edu/HES/index.php?p=768  
Web Address

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

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

Sandra Bastin, Ph.D., R.D., L.D., C.C.E.		203 Funkhouser Building
Name		Business Address
Interim Chair, Department of Dietetics and Human Nutrition		University of Kentucky
Title		
859-257-3800	<a href="mailto:sbastin@uky.edu">sbastin@uky.edu</a>	Lexington, KY 40506
Telephone	E-mail	
Signature		

Ann Vail, Ph.D.		102 Erikson Hall
Name		Business Address
Director, School of Human Environmental Sciences		University of Kentucky
Title		
859-257-3887	<a href="mailto:Ann.Vail@uky.edu">Ann.Vail@uky.edu</a>	Lexington, KY 40506
Telephone	E-mail	
Signature		

M. Scott Smith, Ph.D.		S123 Ag. Science- North
Name		Business Address
Dean, College of Agriculture		University of Kentucky
Title		
859-257-4772	<a href="mailto:mssmith@uky.edu">mssmith@uky.edu</a>	Lexington, KY 40506
Telephone	E-mail	
Signature		

**Chief Executive Officer: \*\***

Timothy S. Tracy, Ph.D.		105 Main Building
Name		Business Address
Interim Provost, University of Kentucky		University of Kentucky
Title		
859-257-2911	<a href="mailto:provost@email.uky.edu">provost@email.uky.edu</a>	Lexington, KY 40506
Telephone	E-mail	
Signature		

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

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

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

N/A

---

Consultant Name

---

Business Address

---

Title

---

Telephone

---

E-mail

**Self Study Report on the ACEND 2012 Accreditation Standards  
University of Kentucky Coordinated Program in Dietetics**

**TABLE OF CONTENTS**

CONTENTS	Page
<b>Program Summary Information</b>	
Executive Summary of the Program	7
Summary of the Self-Study Process	14
Program Mission, Goals and Objectives	16
Required Program Timeframes	17
Pass Rate Monitoring and Improvement	18
Overall Organization and Clarity of the Self-Study Report	23
Summary of the Evaluation of ACEND Accreditation Standards for U.S. Programs	24
<b>Eligibility for ACEND Accreditation</b>	
1. Program Characteristics and Finances	25
2. Title IV Compliance for Free-Standing Programs	52
3. Consortia	52
<b>Program Planning and Outcomes Assessment</b>	
4. Program Mission	53
5. Program Goals	57
6. Program Objectives	61
7. Program Assessment	65
8. On-going Program Improvement	109
<b>Curriculum &amp; Student Learning Objectives</b>	
9. Program Concentrations	114
10. Curricular Mapping	120
11. Learning Activities	137
12. Curriculum Length	165
13. Learning Assessment	168
14. On-going Curricular Improvement	198
<b>Program Staff and Resources</b>	
15. Responsibilities of the Program Director	239
16. Faculty and Preceptors	282
17. Continuing Professional Development	304
18. Program Resources	307
19. Supervised-Practice Facilities	313
<b>Students</b>	
20. Student Progression and Professionalism	331
21. Student Complaints	339
22. Information to Prospective Students and the Public	341
23. Policies and Procedures	343

## **APPENDICES**

Standard 1 Appendix	29
Standard 5 Appendix	58
Standard 7 Appendix	79
Standard 13 Appendix	171
Standard 15 Appendix	204
Standard 16 Appendix	292
Appendix A	363
Appendix B	377
Appendix C	394
Appendix D	419
Appendix E	472
Appendix F	486
Appendix G	500



## Program Summary Information

**Directions:** The summary information on the following sheets is used by the review team and the ACEND board to assist 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.

<b>Program Name:</b>	Department of Dietetics and Human Nutrition Coordinated Program
<b>Sponsoring Organization:</b>	University of Kentucky
<b>Sponsor’s Accreditor or Recognition Body</b>	Southern Association of Colleges and Schools

### Executive Summary of the Program

The Coordinated Program (CP) in the Department of Dietetics and Human Nutrition (DHN) is in the School of Human Environmental Sciences (HES) in the College of Agriculture at the University of Kentucky (UK). The University of Kentucky began in 1865 as the Agricultural and Mechanical College, and was named the University of Kentucky in 1916. Women were first accepted into the University in 1880 and racial integration occurred in 1949. Today, enrollment on the main campus is about 27,000.

General statistics about the University of Kentucky may be found at [http://www.uky.edu/IRPE/fast\\_facts/cds/1112geninf.html](http://www.uky.edu/IRPE/fast_facts/cds/1112geninf.html). The most recent Annual Report (2011) is available in PDF format at <http://www.uky.edu/EVPFA/Controller/finst.htm>.

The College of Human Environmental Sciences was restructured July 1, 2003, as the School of Human Environmental Sciences in the College of Agriculture. The Nutrition and Food Science (NFS) Department <http://www.ca.uky.edu/hes/DHN.htm> at that time included Dietetics, Human Nutrition and Hospitality Management and Tourism. In 2010, the department was restructured and the Hospitality Management and Tourism program was merged with the Department of Merchandising Apparel and Textiles. The Department was then renamed the Department of Dietetics and Human Nutrition to better reflect the majors within the department. There are 13 full-time faculty, three lecturers, and academic coordinator, a lab technician and 520 undergraduate students. Of the 520 current undergraduate students, there are 204 Didactic Program in Dietetics (DPD) students, 22 Coordinated Program (CP) students and 294 Human Nutrition students, plus 24 graduate students and 10 Dietetic Internship (DI) students. The University of Kentucky has offered a dietetics program since 1938. Currently, DHN offers three degree tracks: the BS in Dietetics, the BS in Human Nutrition and the MS in Dietetics Administration which is a shared program with the MS in Hospitality Administration. The DPD and CP were last accredited in 2003 and the DI in 2002.

This review was conducted by the DHN Department to prepare for reaccreditation in 2013 for the CP. Individuals who participated in the process included the Dietetics faculty, Human Nutrition faculty, Community Based faculty (Preceptors), and administrators, alumni and current students of the Department, School, and College.

Changes that have occurred over the last 5 years related to the following resources and how they have affected the program:

- **Administrative support:** The DHN department has two staff associates who provide administrative support for all programs. Duties are allocated by the chair in an equitable manner to meet program needs. The senior staff associate manages the financial needs of the DP program and ensures that accreditation fees are submitted for payment in a timely fashion. In addition, the dietetics program assistant is a graduate student who has completed the Internship and passed the RD exam. The assistant maintains records, responds to student requests and corresponds with preceptors. The assistant completes other assigned tasks to provide support to the program.
- **Financial Support:** Budgetary needs for the department are determined annually. The chair is responsible for accurate and efficient fiscal accountability, including a balanced budget and appropriate forecasting for future

revenue streams and expenditures. Policies and procedures that affect budgeting are discussed by the faculty for general consensus. Programming needs are prioritized to provide excellence in education, research and community service, especially as it related to academic success for students.

The DHN department has two staff associates who provide administrative support for all programs. The senior staff associate manages the DI, CP, and DPD budgetary lines, including the collection of fees and oversight of administrative responsibilities of student academic records. In addition, a part-time CP/DI program assistant is responsible for some student correspondence and maintenance and storage of accreditation related files. Recently, this position has been upgraded to a fulltime DHN Paraprofessional whose duties include record maintenance and storage, electronic and mail communications, student administrative needs, site visits, and other academic activities. The DHN department employs approximately 8 FTE graduate assistants to assist in grading of didactic coursework and foods laboratory supervision; rarely is formal lecture instruction expected.

The Office of Sponsored Projects offers faculty online and personal resources to obtain and maintain research funds and other scholarly activities. OSPA sends internal and external funding opportunities to faculty per their request. Faculty are actively engaged in seeking grant funding that helps to ensure financial stability of the department, including the CP, DI, and DPD programs. In addition to salary savings from external grant funds, other large funding sources include summer school incentive funds, teaching incentive funds and income generating funds. These adequate funding streams are expected to continue in the next three years.

Adequate resources are available for CP, DI, and DPD Directors' travel for accreditation, site visits, and professional development. Academic, research, and administrative needs of the DI, CP and DPD programs will remain a priority of the department.2011-2012

2011-2012

**Department Funding**

Teaching Salaries & Benefits	\$1,161,766
Teaching Supplies	\$67,361
Cooperative Extension Service	\$20,000
Grants Received (approximately)	\$184,007
Course Fees	\$12,520
*Other Fees	\$2,720
Total	\$1,448,374

\*liability insurance, application & review fees

**Current CP Program Budget and Expenditures**

Salaries & Benefits	\$35,348
Travel	\$2,351
Mileage	\$223
Accreditation Fee	\$1,350
Graduation	\$420
Liability Insurance	\$189
Review	\$4,876
Food	\$144

**Curricular Changes:**

Course Number	Curriculum Changes in the Past 5 years	Rationale
DHN 212: Introductory Nutrition	<p>Online sections of the course have been added for both fall and spring semesters as well as for summer I and summer II. More interactive assignments have been incorporated including case studies.</p> <p>Learner-centered activities, such as individual and group case studies and projects have been added to the course.</p>	<p>Due to the overwhelming popularity of the class and to accommodate students with class conflicts, it was necessary to add an online section to meet staffing demands. The online section of the course is restricted to 35 students in order to maintain the integrity, instructor interaction with students, and rigor of the course.</p> <p>Interactive assignments engage students and provide application of course content.</p>
DHN 241: Food Service Sanitation	<p>Changed to online course. NRAEF resources available to assist in successful presentation and learning activities.</p>	<p>The content for this course can be delivered effectively online.</p>
DHN 301: Dietetics Practice	<p>A new instructor began teaching the course and has added new assignments and lecture material geared towards preparing students for the dietetic internship application process as well as exposing students to dietetics professionals and career opportunities in the field.</p>	<p>Student feedback suggested the course needed adjustments to meet their career needs, fill gaps in knowledge regarding the dietetics profession, and the dietetic internship.</p>
DHN 302: Food Preparation	<p>The course moved from a pre-major to a major course.</p> <p>An internal laboratory manual is in the development phase for piloting in Summer II 2013. The manual will be professionally designed. To supplement the student lab manual, a professional TA lab manual is also in development.</p> <p>Additional sections of the course have been added to meet increased student demand.</p>	<p>At the 300-level, DHN 302 is most appropriate as a major-level course. This also controls enrollment in the course.</p> <p>The previous laboratory manual for the course was not keeping up with current trends in diet and food preparation. The new manual will provide a greater emphasis on basic skill development in the kitchen as well as health trends, such as incorporating olive and canola oil as a fat source. The TA manual will ensure quality instruction semester-to-semester.</p> <p>Increased enrollment in dietetics and human nutrition has necessitated additional sections of the course. Our</p>

		cooking lab accommodates 24 students per student.
DHN 304: Experimental Foods	<p>Added the <i>Plate It Up! Kentucky Proud</i> service learning project where students collaborate with FCS Extension to develop innovative and healthy recipes using locally grown fruits and vegetables. Recipes are tested in the state-of-the art cooking lab and assess through an external taste testing panel. Select recipes are further developed on professional recipe cards. This project is funded through the Kentucky Department of Agriculture.</p> <p>The laboratory manual for the course has been updated to reflect current trends in Experimental Foods. The manual is currently undergoing professional design. In addition, a professional TA manual to accompany the course is also in development. The revised laboratory manual (student) and TA manual will be piloted in Fall 2013.</p>	<p>This project engages students with real-world application of course content.</p> <p>The laboratory manual has been provided lab-by-lab through Blackboard. A professional hardcopy laboratory manual will facilitate course management and organization. The TA manual will ensure quality instruction semester-to-semester</p>
DHN 311: Nutritional Biochemistry	The notebook for the course is updated every semester. Additional study tools, including study guides are under development.	The fill-in-the blank notebook for the course facilitates learning. Diagrams, figures, and illustrations are included as part of the student notebook.
DHN 312: Lifecycle Nutrition	A new instructor began teaching the class this year making the curriculum more challenging for the students, and adding case studies that incorporate current guidelines, research, and/or recommendations. Group and independent case studies touch upon nutrition-related issues across the lifespan.	Student feedback suggested that adjustments to course curriculum were needed to maximize student learning opportunities while building on introductory material to prepare students for their upper level nutrition courses. Particularly, medical nutrition therapy.
DHN 340: Institutional Purchasing	Students now receive a ManageFirst® Inventory and Purchasing Certification	Gives students opportunity to earn certifications to bolster résumés and experience.
DHN 342: Quantity Food Production	Added sustainability, cost accounting modules and leadership activities to lecture and laboratory.	Gives students opportunities for more practical applications in foodservice systems management.
DHN 346: Human Resources Management for the Food and Hospitality Industries	Students now receive a ManageFirst® Human Resources Management and Supervision Certification	Gives students opportunity to earn certifications to bolster résumés and experience.
DHN 403: Community Nutrition	DHN 403 has been taught by four instructors over the past five years. In Spring 2012 significant changes were	Community nutrition is a course that should engage students in their “community”, both on and off campus.

	made to the course. In particular, the group community intervention project was modified. New guest speakers and a public policy debate were added to the course.	Therefore, more emphasis has been placed on community engagement activities.
DHN 408G: Seminar in Food and Nutrition	<p>Standardized rubrics have been developed for seminar and paper assessment. Students' seminars are evaluated through meaningful peer evaluations.</p> <p>Two sections of DHN 408G are now offered each fall and spring semester. Student enrollment is capped at 24 students to maintain integrity of the course.</p>	<p>Standardized rubrics provide students with detailed feedback on areas of strength and areas for improvement.</p> <p>Student enrollment has necessitated an additional section of DHN 408G each semester.</p>
DHN 510: Advanced Nutrition	<p>DHN 510 challenges students to use peer-reviewed journal articles to prepare a 5-page evidence-based paper and presentation related to a self-selected, current topic in nutrition. The project has been updated to reflect current trends in technology and nutrition.</p> <p>Multiple out-of-class reading assignments have been added to the course. Students answer questions based on current peer-reviewed journal articles. These articles are updated annually. Students also complete online quizzes as review for exams.</p> <p>The course notebook is updated annually to ensure accuracy and quality.</p>	<p>The availability of peer-reviewed journal articles online has changed the face of this project over the past five years.</p> <p>Students need experience reading and interpreting peer-reviewed journal articles. Articles are topic and audience appropriate, engaging students in reading.</p> <p>Course content changes annually and is reflected in the fill-in-the blank notes.</p>
DHN 512/515/517: Medical Nutrition Therapy	<p>Medical Nutrition Therapy has undergone multiple course offering changes in the past five years. Originally, the course was taught in two semesters. In an effort to reduce credit hours (per University request), the course was changed from two courses (4 hours + 2 hours) to one (5 hour) course. This module was piloted for two years at which time it was determined that one semester was not sufficient to teach such a large amount of content. Therefore, in Fall 2011 Medical Nutrition Therapy was again separated into two courses, MNT 1 – 4</p>	<p>Medical Nutrition Therapy was piloted as a one semester-course to reduce credit hours for dietetics' majors. However, after pilot testing for two years it was determined that the course needed to be taught over two semesters. Changes to the University core curriculum accommodated the extra credit hours.</p>

	hours and MNT 2- 3 hours. Initial assessment indicates that the two semesters, 7 credit hour, offering of the course enhances learning.	
DHN 514: Counseling and Communication Theories and Applications	A small group recitation and actor-simulated counseling sessions have been added to the course.	The small group recitation provides students with extensive weekly practice to promote counseling skills. Students from the Department of Theatre are hired to portray clients with varying disease states as students practice communication theories and applications. Evaluations from the first semester suggest students felt more equipped upon completion of the course.

**Program Changes** (e.g. new tracks, degrees, etc.): No Changes

**Learning Resources:** These learning resources have been added to the Department of DHN in the past five years:

- Smart classroom upgrades to Erikson Hall (EH) 202, 203 and Funkhouser Building (FB) 209 (see detail in facilities)
- Nutrition assessment laboratory FB 117 including BodPod (see detail in facilities)
- Improved laboratory facilities: EH 200, 201, 205A, FB 210 (see detail in facilities)
- Portfolio development template
- Improved Blackboard platform and Class Capture option
- Counseling laboratory experience was added to DHN 514 which should improve the learning experience and improve skills of students.
- Faculty mentors for DI/CP research projects which improves students’ understanding of good practice related research.
- College statistician (maybe should be in support services) for increased understanding of the practical use of statistics.
- Qualtrics Online Survey Software
- Drop Box capability to expand material sharing opportunities
- iPads for all faculty

**Facilities:**

- The department has had refurbishing/renovation plans and has created a facilities account as monies are available. In the past five years the following facility improvements have been made:

	Previous	Change	Impact
FB 116	Under used lab space	Graduate student carrels have been added for students	Provide a location for graduate students to work while on campus. Also provides a location for undergraduates to meet with their respective Teaching Assistants (TAs).
FB 117	Lab for DHN faculty	Nutrition Assessment laboratory for department of DHN which includes state of	Space for students to learn nutritional assessment. Also provides opportunity to partner

		the art BodPod®	with university athletic department.
FB 205	Janitor's closet	Storage closet for DHN	Provides better storage options to improve faculty work space
FB 206 C	Inadequate underutilized faculty lab space	5 additional faculty offices now in FB 206 E, F, G, H, I, J.  FB 210B remodeled for permanent CP/DI program assistant	All DHN faculty are in the same building making collaboration and communication easier for faculty and students with the exception of the foods lab coordinator who is in EH adjacent to food lab facilities. All offices in FB have been improved with carpet and new desks etc.
FB 208	Not DHN space	Conference room with large computer monitor and teleconferencing capabilities	Space for small meetings, classes and webinars
FB 209	Basic Classroom	Smart classroom with additional chairs and tables	Provides better venue for small classes
FB 210	Laboratory bench cabinets were rusted and rough. New equipment and computers needed to use nutritional analysis software efficiently.	All bench cabinets were cleaned and painted with electrostatic finish. New large equipment, computer access and iPad access for DHN 304 laboratory experiences.	Appearance upgrade provides a more conducive environment to learn. Replaced outdated equipment and supplies. Purchased new computers and iPads for laboratory access.
FB 210	Storage room	Teaching/graduate assistants office with student carrels	Collaboration and communication easier for faculty and students
EH 128	HES older conference room	Upgraded with new tables, chairs, projector	Better set up for larger conferences and distance learning
EH 204	Lemon Tree Dining Room	Upgraded with new carpeting, tables, chairs, and paint.	Providing a better venue for teaching front of house leadership skills and improved client satisfaction
EH 202	HES Classroom	New desks, chairs, and smart classroom setup	Improved functionality of space for faculty and students
EH 203	HES Classroom	New desks, chairs, and smart classroom setup	Improved functionality of space for faculty and students

EH 200	Foods Laboratory contained outdated equipment	Revamping of the laboratory including new equipment and supplies, organized to industry standards.	Provides students better foods laboratory experiences particularly for DHN 302, 304 and 342
EH 201	Foods Laboratory used inefficiently as storage and overflow space	Added tables, chairs, Centra system, demonstration cart	Provides students with better facilities and experience
EH 205A	Foods Laboratory used with partners in education, UK dining services	Updated Ventilation system and equipment to meet health code and student needs	Code compliant facility with appropriate equipment that meets needs of student learning
EH and FB	Faculty offices and foods laboratories.	Keypads were installed because many keys are outstanding to buildings and space, office space vulnerable to access.	Allows space to be secured, recoded as needed, and determine who has entered the space increasing security.

#### **Support Services:**

One additional staff support associate was added to the department five years ago. This position helps the administrative office provide better services to both faculty and students. Faculty lines have increased in the past five years by the following: one regular title assistant professor, one Extension title assistant professor (only small dietetic responsibilities) and one lecturer. The two additional instructional lines allowed us to cover the 3 dietetic programs with separate directors. During this timeframe our student enrollment in the department has increased from 312 to 520. In order to provide more advising services, an academic coordinator has been added to the department to oversee advising. This position advises all the freshmen and sophomores. In addition, the HES student services unit has added an additional advisor to help cover the increasing enrollment with the School of HES. These staff additions enable faculty members to perform their primary responsibilities of teaching, advising upperclassmen, research and extension/outreach.

The department recently hired a full-time professional staff member (with a chef background), who serves as a part time lab coordinator. His responsibilities ensure that the foods labs, equipment, and supplies are in good working order and kept up-to-date, allowing students to have a meaningful experience in their foods laboratory classes. During the past five years, there have been significant budget cuts. The department had been able to keep our 5.5 full time teaching assistant positions until this academic year. Teaching assistant positions were cut by the College of Agriculture from our budget for the 2012/2013 year. However, the department has a new money generating stream from on-line summer school classes. With these additional funds, the department is funding the equivalent of 8 full time (20 hour) TAs in 2013. Money from on-line summer classes has also been used to hire a full-time paraprofessional to provide consistent CP/DI program assistance.

#### **Summary of the Self-Study Process**

The self-study process of the CP at UK began in the fall semester of 2011 by using the new standards to make program changes and update objectives in course syllabi. The dietetics curriculum committee met monthly to discuss program issues. The meetings were increased to twice monthly to add the self-study to the agenda. The program's mission, goals, objectives and outcome measures were reviewed. Curriculum changes had begun before the self-study and proceeded along with the self-study review. While reviewing the curriculum, the goals were: (1) to adjust to changes made in the department restructuring, (2) to improve the curriculum to address the new ERAS and (3) to develop new progression requirements for enrollment management to accommodate the large number of students choosing dietetics as a major. In the past five years, departmental enrollment grew by 67% while faculty numbers have remained stable.

The self-study committee included Dr. Sandra Bastin, Mrs. Liz Combs M.S., Dr. Hazel Forsythe, Dr. Dawn Brewer, Dr. Lisa Gaetke, Dr. Alison Gustafson, Dr. Janet Kurzynske, Mr. Steve Perry M.S., Dr. Tammy Stephenson and Dr. Kelly Webber. The department's advisory board played a role in giving insight towards the state of the profession and the expectations for graduates in the workforce. In addition, community based faculty (Preceptors) and the program assistant, Lila Farnsworth also contributed to the process. Dr. Tammy Stephenson, Director of Undergraduate Studies in Dietetics and Human Nutrition, contributed to curriculum evaluation; one of the past CP students reviewed both the website and student handbook and made revisions.

The dietetics faculty met on a routine basis (approximately two times per month) to review and evaluate outcome data and to implement necessary program changes. After the document was completed, it was reviewed by the Department Chair and the Associate Dean of the College of Agricultural and Life Sciences. The Associate Dean of the College provided input related to the integration of programmatic planning and outcomes assessment with institutional planning and assessment as required by the University's accrediting body.

## **Program Mission, Goals and Objectives**

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

The mission of the Coordinated Program is to provide a quality undergraduate experience of education, research, and supervised practice using a comprehensive evidence-based program in food, nutrition, and management.

### **Program Goal 1:**

Provide opportunities for CP students to participate in and provide community-related services.

#### **Program Objectives for Goal 1:**

- 1) All CP students will participate in at least two professional meetings each year.
- 2) All CP students will deliver two health-related services to the community during their supervised practice.
- 3) All CP students will complete 100 hours of community practice during their didactic program and document in their portfolio.

### **Program Goal 2:**

Attract outstanding dietetics students that are prepared for entry-level positions in the dietetics field upon graduation.

#### **Program Objectives for Goal 2:**

- 1) All CP students will have a cumulative GPA of 3.0 or greater to be accepted into the program.
- 2) 90% of CP students will complete program/degree requirements within 150% of the program length.
- 3) 80% of CP graduates who take the CDR exam will pass on the first time.
- 4) 70% of program graduates will be employed in dietetics or related fields within 12 months of graduation.

**Required Program Timeframes**

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:** Department of Dietetics and Human Nutrition Coordinated Program

Calculate the maximum program completion time in weeks or years

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

**Directions:** Submit the minimum number of supervised-practice hours that your program requires in each rotation. If your program allows a range of supervised practice hours, then also include the maximum hours possible.

Rotations Area	Hours in U.S. Rotations		Hours in Foreign Rotations	
	Minimum	(Maximum)	Minimum	(Maximum)
Medical Nutrition	450		0	
Foodservice Systems Management	450		0	
Community Nutrition	315		0	
Campus Sessions	64		0	
	0		0	
	- 24 hours for holidays		0	
	0		0	
	0		0	
	0		0	
	0		0	
<b>Total Supervised Practice Hours</b>	1255			

**Sum of Minimum U.S. & Foreign Hours**

1255
Min. U.S. + Min. Foreign Hrs

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

Max. U.S. + Max. Foreign Hrs

## Pass Rate Monitoring and Improvement

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

- Complete the following table for each of the last six years (if available). Discuss the number of students taking the CDR exam, the program's pass rate for first time test takers and for those passing the exam at any time within one year of their first attempt at the exam. Include the results on an annual basis and across a five-year window.

List years sequentially from most recent to least recent (e.g., 2011, 2010...2006)	# of Students Taking Exam	First Time Pass Rates		One-Year Pass Rates	
		One Year Window	Five-Year Window (if available)	One Year Window	Five-Year Window (if available)
Most Recent 2012	10	100%	76%	100%	94%
2011	8	88%		100%	
2010	11	82%		90%	
2009	9	33%		78%	
2008	8	75%		100%	
Least Recent 2007	7	71%		100%	

- Describe the trend(s) in your program's benchmarks over the past five years by placing an "X" in the appropriate box.

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

- Identify factors from the areas listed below that influence your program's pass-rate. In doing so, consider the methods and the internal and external stakeholders that your program uses to evaluate the effectiveness of those areas.

### Program Curriculum:

During their first two years, students take basic pre-major and general studies courses. Once completed there is progression from pre-major courses to the core dietetics curriculum. A student can enter the core dietetics curriculum by achieving a GPA of 2.4 or above after completing the pre-major requirements. A grade of "C" or better in the core dietetics curriculum is required to remain in the dietetics program. In general, the courses are sequenced to build on the foundation of knowledge and skills gained at the novice level and developed progressively to the competent level.

The curriculum plan is developed around three main areas-Medical Nutrition, Foodservice Systems Management and Community Nutrition. Each student is required to complete an independent research project with a topic of interest generated from any of the rotations. The didactic curriculum was adjusted to integrate emerging scientific information into the research component of the program. Each student is required to complete research-themed projects and papers throughout their core dietetics curriculum. The course DHN/DHN 512/517 (formerly 515), Medical Nutrition Therapy, serves as a capstone course that pulls together scientific theory and best practice content in the management of health and disease states as evidenced by case studies and incorporation of the Nutrition Care Process in written documentation.

The course DHN 518 Evaluation of Dietetic Practice serves as a capstone course that pulls together scientific theory, applications to practice, leadership concepts, and evaluation for dietetics practice. This class allows for students to engage in discussions on topics of significance and relevance to dietetics.

In the initial stage of the supervised practice, each student completes five credit hours of Medical Nutrition (MN) practice and theory, five credit hours of Foodservice Systems Management (FSSM), and two credit hours of Community Nutrition (CN). As the supervised practice progresses, students complete three credit hours of MN, three credit hours of FSSM and one credit hour of CN. As the curriculum progresses the subject matter and accompanying projects

become more complex, allowing the student to work independently at a higher level in each focus area. Subject areas related to ethics, legislative action, basic scientific knowledge, life cycle issues, counseling, human resources and facility management, event planning, costing, and finances are some of the areas covered. Throughout the supervised practice, students participate in the two credit hour capstone course DHN 518 Evaluation of Dietetic Practice that is a hybrid on-line course. A listserv and the distance learning course creates a virtual community that keeps students connected to each other to ask questions, seek support and share any expertise gained. The listserv and discussion board in the online community serve as a sounding board for ideas related to ethics, legislative action, basic scientific knowledge, and other dietetics related topics.

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

A range of teaching and learning methods are employed to deliver material to students. Information is relayed through lecture, laboratory experiences, discussion, recitation, oral presentations, case studies, research papers, and counseling scenarios. The pre-major courses are in place to allow students to pull together the foundational disciplines of physical, biological and social sciences to solve nutrition related problems in their more advanced nutrition courses. Students are required to create a professional development portfolio (e-portfolio) to document their progression.

For the supervised practice component, the first week offers a refresher course for the students. They must produce a series of prerequisite assignments on reviewing lab values and definitions and selecting formulas for specific feeding plans. Through face-to-face class sessions and distance learning exercises students are introduced to a number of topics such as ethics, standards of practice, working with elderly, legislative and policy issues, sanitation, and other areas that are relevant to dietetics practice.

The information is reinforced through laboratory experiences, discussion, mini-presentations, debate scenarios, examination of roles in cultural competence and lectures. Students hear lectures from visiting faculty and practicing dietitians and complete hands on work in the lab on vital statistics, blood glucose measurements, anthropometrics, and blood pressure measurements. Throughout the supervised practice portion, each student is required to keep a blog. This supports critical thinking, reflection on skills learned, competencies mastered, interaction with the workforce, development of negotiation and leadership skills, and use of technology advancements. Through their blogs and discussions the students reflect on the goals and objectives they meet and competencies they master. Self-assessment is an integral part of how students learn. Their e-portfolios provide a record of their progression.

### **Faculty and Preceptors:**

The DHN Department has seven faculty members who are responsible for one or more courses in the curriculum. At some point during the CP, all DHN faculty members work with the CP students either as professors, advisors, or Preceptors. In addition, the academic coordinator is responsible for some CP courses. One full-time faculty member, who also served as the CP Director, left the University in May 2012. The academic coordinator for the department assumed the CP Director position as of May 2012. A newly hired lecturer assumed the role of DPD Director in August 2012. The DHN Department has a CP/DI program assistant with a 20-hour weekly appointment. This same program assistant has been hired as the full-time paraprofessional to assist in consistency in documenting, reporting and storage of appropriate program materials and activities. Faculty members are active in their respective professional organizations, serving on the boards of the Kentucky and district Academy affiliates, in DPG elected positions, and in other professional organizations such as the Kentucky Diabetes Network.

Approximately 60 Preceptors supervise student rotations during the SPP. This pool of Preceptors is used by the program to match the educational experiences appropriate for each student. The CP has an excellent list of Preceptors who are supported with training, professional development opportunities, and other resources from the Area Health Education Centers (AHEC). AHEC provides free training sessions for Preceptors and community program directors twice yearly. Segments of the trainings are led by the UK DI and CP program directors and are specific to dietetics.

### **Academic Counseling:**

Student services are managed by the College of Agriculture Office of Academic Affairs. However, the School of Human Environmental Sciences and its three departments have a specific student services unit. The DHN department hired an academic coordinator, Mrs. Elizabeth Combs, MS, RD, LD in October 2011 to manage the specific needs of the students within the department, which is the second largest department in the College of Agriculture. The academic coordinator advises all freshmen and sophomore students and assists with the management of the students' academic careers. Mrs. Combs serves as the CP Director and the academic advisor for all CP students for the entirety of their academic careers. The director meets with each CP student individually at least once per semester to discuss progress and meets with the CP cohort on a monthly basis. This allows for continuity of counseling for the whole of the CP.

Counseling on careers and job availability continues throughout the supervised practice portion of the CP. The students are exposed to career opportunities in the field of dietetics while enrolled in the course DHN 301, Dietetics Practice. Throughout this course various dietetic professionals come to the class and discuss their job and their career path.

### **Student Support Services:**

The Student Services office assists students with the scheduling their classes, preparing academic paperwork and ensuring that they stay on track for graduation. Mrs. Gladstone, the HES director of student services, supports the DHN faculty by sharing campus wide information while students are off campus on their rotations. The Student Services office provides assistance on transcripts, graduation audits and checking that students are prepared to complete the B.S. in Dietetics, option B for graduation.

Students can also receive guidance through the James W. Stuckert Career Center. The Career Center is free for students and they use many features to help students plan their futures. CareerShift is a new Wildcat CareerLink feature. CareerShift provides a very unique opportunity to job hunters--search, store and record job listings at all publically posted websites, company websites, and newspapers, get inside contact info, upload unlimited résumés to account, access anytime, 24/7 from anywhere.

### **Educational Resources:**

The School of HES and the DHN Department provide education and materials to enhance the quality of instruction and experiential learning opportunities. Funding is available for research as well as a statistician and project design support. The food systems labs are high quality facilities, well stocked with the equipment needed and other resources that enhance the experiences students receive. The supervised practice facilities chosen for rotations are selected for their excellence and in some case vetted by the Area Health Education Centers whose mandate is to provide the best possible services to underserved rural populations. State-of-the-art equipment is available that meets the technology needs of the program. Students have access to the internet and to teleconferencing services throughout the Commonwealth.

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.)

Prospective students apply to the Coordinated Program in Dietetics at the University of Kentucky in February of Year 2 of the four-year plan. Students must meet the standard of having a GPA of 2.8 or above and submitting official transcripts, three letters of recommendation, a personal statement, and an application. The minimum GPA requirement has been increased to 3.0 and will be implemented during the 2013 selection process. All students who meet these standards are granted an interview. After the interview, the selection committee reviews and scores student materials using a CP Application Rubric that examines the above criteria and student interview scores. The students are then ranked per their overall score. Twelve are granted admission and two to four students are placed on a waitlist. They are informed of their acceptance, waitlist placement or rejection by a letter from the CP Director.

5. Describe 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.)

While completing the didactic portion of the program, the CP Director serves as the academic advisor for each CP student. The director meets individually with each student at least once per semester to review progress in the program. While completing the SPP, periodic (informal and formal) evaluations based on the competencies are held with SPP faculty, Preceptor and/or site supervisor, and CP Director. The purpose of these evaluations is to assist the student in developing as a professional. The progress of each student toward meeting the goals of the CP is evaluated by the Preceptor at the mid- and final point of each supervised practice program rotation.

Students are expected to maintain a minimum of a B average in all major courses. Additionally, once the CP students are in the SPP, they are required to receive a minimum of a B in DHN 518 and the DHN 800 series courses. All students must prove competence in all ACEND Competency Statements during the SPP. The competency attainment is documented by self-assessment and preceptor assessment at the midpoint and final point of each of the three rotations. These documents are then submitted to the CP Director for review. This ensures that all competencies are met by the end of the SPP.

DHN faculty members conduct continuous evaluation of the CP student through project evaluations, assignments, blogs, individual interviews, and on-site observations. If a student is having difficulty, the DHN-SPP faculty member and the Preceptor recommend appropriate action, which may include additional course work or additional supervised practice experience. The faculty also may recommend that the student withdraw from the CP, either temporarily or permanently. All evaluations protect the student's right to privacy.

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

Students who are performing below expectations during the academic portion of the coordinated program are advised during a private advising appointment with the CP director. During the meeting, the student is notified that they are in "Needs Improvement Status" and the areas where they are below expectations are discussed. These areas are reviewed and a plan of action is jointly created. The student, CP Director and respective faculty work together to develop an improvement plan that addresses the issues. After three "needs improvement ratings" the student is given the Notice of Termination. However, it is important to note that the quality of students for the last five years has prevented the department from having to utilize these methods. Upon acceptance into the program, all CP students receive the CP Handbook which includes the termination policy, contract and grievance policy.

Students who are performing below expectations during the supervised practice portion of the CP are advised during a private appointment with the faculty member of their current rotation. A written request for an interview with reasons is sent to the student. Students under review are notified that they are in "Needs Improvement Status" and the areas where they are below expectations. The program director meets with the student and reviews the areas and strategies for improvement. A plan of action is jointly created. The student, program director and Preceptor work together to develop an improvement plan that addresses the issues. After three "needs improvement ratings" the student is presented with a Notice of Termination. However, it is important to note that the quality of students for the last five years has prevented the department from having to utilize these methods.

### **Termination Policy**

Dismissal from the CP may occur under any of the following conditions:

- A. If the student receives any "Needs Improvement" rating after formal counseling/probationary period; if the student's performance in an assignment or a rotation is found to be "unsatisfactory" (more than one unsatisfactory rating) in any of the three unit experiences or combination of unit experiences and projects; if the student receives an unsatisfactory rating on any assignment or rotation after repeating a failed attempt.

- B. Student fails to attend counseling sessions if recommended by the CP Director or the student fails to correct an identified inappropriate behavior after recommended counseling sessions.
- C. Unprofessional behavior as outlined in the Academy Code of Ethics.  
<http://www.eatright.org/Members/content.aspx?id=6442452672>
- D. Violation of Automatic Termination Policies as indicated in the UK Rights and Responsibilities Code Standards of Conduct. <http://www.uky.edu/StudentAffairs/Code/>
- E. Student fails to fulfill requirements outlined in the UK DHN CP Student Contract.

If a CP student is terminated from the program or requires a leave of absence, she or he will no longer be eligible to continue to receive financial aid, if applicable. See policy on refund of tuition/financial aid.

<http://www.research.uky.edu/gs/StudentFunding/tuition.html>

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

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

	Exemplary	Meets Expectations	Needs Improvement
<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 type="checkbox"/>	The self-study report was written and reviewed with broad-based input from students, faculty, Preceptors, staff and administrators.  Meets Expectations <input checked="" 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 checked="" type="checkbox"/>	Students, faculty, Preceptors, and staff are aware of the report and its contents.  Meets Expectations <input 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 checked="" type="checkbox"/>	Supporting documentation is present when needed.  Meets Expectations <input 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 type="checkbox"/>	The program proactively presents plans to address areas where the program is in need of improvement.  Meets Expectations <input checked="" 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.  Exemplary <input checked="" type="checkbox"/>	The reviewer is able to locate a response for each standard and the supporting documentation with minimal difficulty.  Meets Expectations <input type="checkbox"/>	Information appears to be missing or is difficult to find. Sections are not well labeled.  Needs Improvement <input type="checkbox"/>

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



## Program Eligibility for ACEND Accreditation

### Standard 1: Program Characteristics and 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 University of Kentucky, Department of Dietetics and Human Nutrition, Coordinated Program is housed in the in the School of Human Environmental Sciences of the College of Agriculture. The University is located in Lexington, Kentucky and holds higher education accreditation from the Southern Association for Colleges and Schools. Accreditation documentation is available in Appendix 1-01, 1-02 and 1-03.

#### Guideline 1.2

The Coordinated Program is fully integrated into the administrative structure of the University. The organizational charts in Appendix 1-04 Appendix 1-05 and Appendix 1-06 show the relationship of the program to the School of Human Environmental Sciences and the College of Agriculture. The web link [http://www2.ca.uky.edu/deanadmin-files/organizational\\_chart.pdf](http://www2.ca.uky.edu/deanadmin-files/organizational_chart.pdf) shows how the college is connected to the University and how the DHN academic department fits into the College of Agriculture.

#### Guideline 1.3

The Coordinated Program is tightly integrated into the DHN department's budget. Line items in the DHN budget show how the program is fully supported and all program needs, faculty, and students are supported by the DHN department. Budgetary needs are established by the department with input coming from discussion at faculty meetings and in the administrative team meetings where all department chairs in the School of HES meet to share their needs and to plan the progress of the School.

The goals of the CP are considered at the same level of the DPD and the DI goals. Each of these program goals are interpreted into activities that are included on the DHN budget. Faculty members propose ideas in faculty meetings for long-term budget needs. Short-term budget requests such as for supplies are sent directly to the department chair and are met very quickly under the investment in teaching line of the budget. The department has a vested interest in moving students seamlessly through the DHN programs to become entry-level dietitians, so budget needs for supplies, equipment, and faculty travel are met. The chair consolidates the requests into the line items designated to address targeted program needs.

Revenue for the CP comes from student tuition. The department covers any other costs that cannot be met by the student tuition. Dietetics program directors are supported by the department to attend regional and national meetings to gain continuing education to serve the programs better. Individual travel requests by program faculty are met if resources are available.

Housing costs are met for students whose rotations during the supervised practice portion of the CP are located in rural areas or urban areas with underserved populations. The Area Health Education Centers (AHEC) secures and pays for housing and transportation to the identified areas. AHEC also organizes and funds program director and Preceptor training twice yearly.

As the department strives to meet the academic and supervised practice needs of a growing enrollment and the possibility of decreased future resources in faculty and the operating budget, faculty has discussed options to consolidate resources. Our first and foremost goal is to maintain excellence in the academic and SPP arenas. The department would like to increase additional CP opportunities for students from 12 to 20 openings. One option would be to close the DI program, moving the current DI slots to the CP. Then, as our graduate program is revised (due to the transfer of the Hospitality Management and Tourism major to the Department of Merchandising, Apparel and Textiles), we can determine if a graduate CP option would best meet future graduate student and department goals.

The department has a strong foundation in current and prospective preceptors and the facilities where they practice. It appears that additional CP opportunities could be provided through an undergraduate or graduate program. Faculty are in support of this option and trends in graduate education (according to a recent ACEND report) predict a growing need for strong academic and SPP opportunities.

Although an additional 2.2% budget reduction is expected by departments in the College of Agriculture for spring 2013, the promise of the summer school incentives for the next three years and the change in the University of Kentucky budget model (incentives based on enrollment), the DHN Department has found innovative ways to stay within our allocated funding. While new faculty would certainly promote more productivity and grant funding, the department is poised to have the appropriate resources available to meet student and faculty goals and needs. Current budget with revenues and expenses for the program can be found in the table below.

**Department Funding**

Teaching Salaries & Benefits	\$1,161,766
Teaching Supplies	\$67,361
Cooperative Extension Service	\$20,000
Grants Received (approximately)	\$184,007
Course Fees	\$12,520
*Other Fees	\$2,720
Total	\$1,448,374

\*liability insurance, application & review fees

**Current CP Program Budget and Expenditures**

Salaries & Benefits	\$35,348
Travel	\$2,351
Mileage	\$223
Accreditation Fee	\$1,350
Graduation	\$420
Liability Insurance	\$189
Review	\$4,876
Food	\$144

Guideline 1.4

The CP is a baccalaureate program. Access to the program is a competitive entry process and is granted through the DHN department. Students will earn a Bachelor of Science degree upon completion of the 137 credit hour dietetics major, option B.

Guideline 1.5

The UK DHN CP requires 3 semesters of academic study along with a semester and two summer sessions of supervised practice. The program is considered to begin with enrollment in the 300-level dietetics courses in the junior year. Students receive a verification statement and earn a Bachelor of Science degree upon completion of the 137 credit hour dietetics major, option B. [http://www.uky.edu/registrar/sites/www.uky.edu/registrar/files/agr\\_1.pdf](http://www.uky.edu/registrar/sites/www.uky.edu/registrar/files/agr_1.pdf) The course catalogue can be found in Appendix A-01 (UK Core), A-02 (dietetics curriculum) and A-03 (DHN course descriptions).

Guideline 1.6

The CP provides 1255 hours of supervised practice experiences. The supervised practice component is to be completed during the spring of the senior year and the two summer sessions following the senior year. All rotations are conducted in the United States and in the Commonwealth of Kentucky. Although there is a possibility for students to complete practice experiences elsewhere, the department has not yet developed the resources to support faculty travel to areas outside of the Commonwealth to supervise students. Study abroad programs and national field trips are available in the department but have not yet been coordinated for participation within the CP.

Of the 1255 hours of supervised practice experiences in the CP, 10 weeks are in the Food Service Systems Management domain, 10 weeks are in the Medical Nutrition domain, 7 weeks are in the Community Nutrition domain and 2 weeks are general instruction.

All competencies are met during the supervised practice through the wide range of student experiences. The students also have access to support services available through the University which is the premiere state institution. Documentation is provided in the program handbook in the appendix and on the program website.

<http://www.ca.uky.edu/HES/index.php?p=768>

#### Guideline 1.7

Elizabeth Combs, MS, RD, LD, is the UK DHN Coordinated Program director. She has earned a Master's degree in Dietetic Administration; was credentialed as a registered dietitian by the Commission on Dietetic Registration in 2007; has 5 years of professional experience post credentialing; and is a full-time employee of the University of Kentucky as the Coordinated Program Director and Academic Coordinator of the DHN department. She is 25% teaching and program administration and 75% academic advising. She directs the ACEND-accredited UK DHN CP only. The CP Director's resume and CDR card can be found in Appendix 1-07 and 1-08.

**Narrative:**

The CP includes a rigorous academic and supervised practice experience to allow dietetics students the best possible opportunity for success in the dietetics field upon graduation. Qualified faculty members support the program, the majority of who are Ph.D., R.D.s with many years of teaching and/or clinical experience. In addition, the curriculum is reviewed on a regular and consistent basis. Input comes from students, faculty, the advisory board, alumni and other parties who provide recommendations on regulation for curriculum issues. The curriculum is revised through formal course changes and through informal changes, such as the incorporation of research principles, nutrition care process, sequential learning through course progression, and addition of content that enhances the learning environment and the learning outcomes. The courses are sequenced to build on the foundation of knowledge and skills gained at the novice level and developed progressively towards skill application and competency.

Throughout the CP, students are considered full-time and during the supervised practice portion they reside in the communities where the rotation is located. Learning from the community fulfills the HES mission of elevating the quality of life for individuals of Kentucky. In the past five years, no CP students were required to add additional experiences in their rotations to make up for low evaluation scores on any rotation.

First time pass rates continue to be a concern for the CP. The current 5-year average is 76%, which does not meet the ACEND goal of 80% for first time pass rate. The pass rate has been inconsistent over the past five years, with some years as high as 100%. However, one-year pass rates have been extremely high with the current 5-year average of 94%, so the program is still in compliance. This confirms that even though students might experience test anxiety or issues the first time they take the exam, they are well prepared to be successful when they retake it. CP students have the knowledge and skills required to be entry-level dietitians, are successfully passing the RD exam within one year of taking it, and are successfully becoming employed when they search for jobs.

In 2009, the program faculty met with a group of preceptors, directors from other programs in the Commonwealth, and advisory board members to study the evaluation data generated from student evaluations. From these evaluations, a series of assignments were created to be completed prior to the rotations. Coursework was also reviewed and revised in the domains where students were rated the lowest. The CP also entered into an agreement with a local consulting firm and has paid them to conduct a yearly RD exam review course to pull together information the students had learned over the four years of the CP. For the first time in 2012, the review course was made available exclusively for CP/DI students after completion of their academic and supervised practice responsibilities.

Currently, the CP meets the guidelines for Standard 1. No information is missing. The program is fully integrated into the University of Kentucky and has the support of faculty and administrators. While there have been many threats to operational funding on campus, the CP has not experienced any cuts that have impacted number of faculty or staff, travel expenses, program expenses such as supplies and equipment, or on-site visits to students on rotations. There are no areas of non-compliance or weakness.

**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**

- 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.

# Standard 1 Appendix

## Commission on Accreditation for Dietetics Education

the accrediting agency for the  
**eat right.** American Dietetic  
Association

August 5, 2009

Margaret E. Cook-Newell, PhD, RD, LD, CN, CDE  
Director, Coordinated Program in Dietetics  
University of Kentucky  
School of Human Environmental Sciences  
Department of Nutrition and Food Science  
206D Funkhouser Building  
Lexington, KY 40506-0054

120 South Riverside Plaza  
Suite 2000  
Chicago, Illinois 60606-6995  
800/877-1600 ext. 5400  
www.eatright.org

Dear Dr. Cook-Newell:

This letter is to advise you of the action of the Commission on Accreditation for Dietetics Education board regarding the Coordinated Program in Dietetics at the University of Kentucky. During its July 23-24, 2009 meeting, the CADE board accepted the Program Assessment Report and continued the accreditation status of the Program. The Program is accredited for an enrollment of 24 students annually and a Food and Nutrition Systems Management emphasis at the baccalaureate level.

The decision was based on a peer review of the Report and the Program's response to reviewers' comments. An interim report to monitor continued compliance with the following Standard is requested. Three paper copies of the report must be submitted postmarked no later than **July 1, 2011**. In addition, please provide the report in electronic format either via email or included with the paper copies on a CD ROM or flash drive.

### *Standard One: Program Planning and Outcomes Assessment*

The program identified an outcome addressing the program's first-time pass rate on the registration examination. The program's pass rate is 70% (2003-2007), below the CADE-required minimum of 80%. The program identified a comprehensive pass rate improvement plan. The effectiveness of the plan will need to be monitored. Evidence that this plan has been implemented, including the results of the effectiveness of the plan, is needed. Specifically, the program must discuss:

- the trend in the pass rate since the plan was implemented
- actual changes made and implemented in the curriculum, policies and procedures
- progress on assessment of the student learning outcomes
- the sustainability of the plan

The program has revised the second goal (*Provide a balanced and integrated didactic and supervised practice program*), but it still appears to be a management plan. The program did not identify outcomes with target measures. If the program revises this goal, it will need to identify outcomes with target measures that are not program requirements. The outcomes must also be graduate-focused and include specific target measures. For example, a possible outcome might read, *80% of graduates rate their preparation for entry-level dietetic practice  $\geq 4$  on a 5 point scale.*

Margaret E. Cook-Newell, PhD, RD, LD, CN, CDE  
August 5, 2009  
Page 2 of 2

Ongoing monitoring of program outcomes and goal achievement is an essential component of continuous quality improvement. Your efforts toward quality dietetics education are encouraged.

The next review and site visit is scheduled for **2013** in conjunction with the Didactic Program in Dietetics and Dietetic Internship. You will receive correspondence one year in advance of the next review inviting you to apply for continued accreditation under the Eligibility Requirements and Accreditation Standards in effect at that time.

In the meantime, if major changes occur in the Program, you must submit the changes in writing to CADE for review prior to implementation. The CADE board maintains the right to require an interim report, self-study, and/or site visit as a result of these changes. Guidelines for reporting major changes are on the ADA/CADE Website at [www.eatright.org/cade](http://www.eatright.org/cade) under the Apply/Maintain Accreditation tab.

Thank you for your interest in and support of dietetics education and students. If there are any questions, please call the CADE staff at 800-877-1600 ext. 5400.

Sincerely,



Sandra S. Witte, PhD, RD  
Chair  
Commission on Accreditation for Dietetics Education

SSW/jj

cc: Kumble R. Subbaswamy, PhD  
Ann Vail, PhD  
Janet S. Kurzynske, PhD RD  
Program Review Team

**Program Director Please Note:** For tracking purposes, please email J. Johnson at [jjohnson@eatright.org](mailto:jjohnson@eatright.org) when you receive this letter.

**SITE VISIT/SUMMARY REPORT**  
 Conctment Program Reviews



**Commission on Accreditation for  
 Dietetics Education**  
**American Dietetic Association**  
 120 South Riverside Plaza, Suite 2000  
 CHICAGO, ILLINOIS 60606-6995  
 312/899-0040 ext. 5400  
 www.eatright.org

Program Title: Coordinated Program in Dietetics      Program Title: Didactic Program in Dietetics

Sponsoring Institution University of Kentucky

City, State Lexington KY

Program Director:  
 Name: Margaret E. Cook-Newell, MS, RD,  
CDE

Program Director:  
 Name: Margaret E. Cook-Newell, MS, RD, CDE

Degree Bachelor of Science  
 Granted:

Degree Bachelor of Science  
 Granted:

Number Currently Enrolled						Maximum Enrollment in Supervised Practice	
Didactic Program in Dietetics			Coordinated Program in Dietetics			Coordinated Program in Dietetics	
3 <sup>rd</sup> Yr.	4 <sup>th</sup> Yr.	Special	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	Special	1 <sup>st</sup> Year	2 <sup>nd</sup> Year
21	30	0	8	10	5	12	12

Date of Site Visit: October 13-14 2003

Site Visitors: Marialllle E. Borja, EdD, RD, FADA  
 (Lead)  
Sharon M. Hunter MS RD  
 (DPD Accompanying)  
VelRaeBurkholder MS RD  
 (CP Accompanying)  
Debra Ktygeris, MS, RD  
 (CADE Staff)

SITE VISIT REPORT  
University of Kentucky  
Didactic Program in Dietetics  
Coordinated Program in Dietetics  
October 13-14,2003

## INTRODUCTION TO THE PROGRAMS

The Didactic Program in Dietetics (DPD) and the Coordinated Program in Dietetics (CP) are located in the Nutrition and Food Science Department within the School of Human Environmental Sciences in the College of Agriculture at the University of Kentucky (UK) as of July 1, 2003. Previous to this, the programs were located within the College of Human Environmental Sciences.

The Nutrition and Food Science Department includes programs in dietetics, human nutrition, and hospitality management and tourism. The Department also has a CADE-accredited Dietetic Internship (DI). Currently the DPD has 51 students enrolled and program graduates earn a Bachelor of Science degree in Dietetics. The Commission on Accreditation for Dietetics Education (CADE) has approved the DPD since 1971. In March 2003, the DPD was granted developmental accreditation in preparation for this site visit for initial accreditation of the DPD by CADE.

CADE has accredited the CP since 1975. Students apply to the CP during the spring of their sophomore year and those accepted begin in the fall of their junior year. Currently eight first-year and ten second-year students are enrolled in the CP, including five special students from the MS in Nutritional Sciences program. CP graduates earn a Bachelor of Science degree in dietetics and are eligible to take the registration examination for dietitians. The program is seeking continued accreditation from CADE for maximum enrollment of 12 first-year and 12-second year students.

### STANDARD ONE: PROGRAM PLANNING AND OUTCOMES ASSESSMENT

The dietetics education program has clearly defined a mission, goals, program outcomes, and assessment measures and implements a systematic continuous process to assess outcomes, evaluate goal achievement, and improve program effectiveness.

---

The mission statements of DPD and CP are compatible with the mission statements of the University of Kentucky, the College of Agriculture, School of Human Environmental Sciences and the Department of Nutrition and Food Sciences. All mission statements emphasize quality undergraduate education. The mission of the DPD is to provide a quality entry-level undergraduate experience of education, research, and service using a comprehensive science-based program in food, nutrition and related research. The

mission of the CP is the same as the mission statement of the DPD with inclusion of the generalist supervised practice experience.

Discussions with the Chair of the Department, Dean of Agriculture and Dean of Instruction clearly indicated that the mission statements of the DPD and CP support the mission of the Department, College and University. Because of the recent restructuring of the School of Human Environmental Sciences into the College of Agriculture, the College and program missions are being reviewed for compatibility and to provide future direction for the College and the programs.

The program goals presented in the self-study for the CP and DPD are not broad-based program goals. Many are examples of program management plans. Broad program-specific goals define what the program is working toward and are the basis of a program's assessment plan. The DPD and CP must develop broad program goals that reflect the program's mission and resources available. On-site, the program review team noted that the Annual Review Report for the Dietetics BS programs (CP and DPD), which is prepared to address achievement of the University of Kentucky strategic plan, includes five broad program goals for both the CP and DPD programs. These goals reflect the mission of each program and the Department by addressing research, education and service. As the DPD and CP each develop broad program goals, consideration should be given to the use of the goals from the Annual Review Report as the basis of a program assessment plan for each program.

Once the DPD and CP identify broad program goals, each goal must have specific outcome measures aligned to it to assess achievement of the goal. The DPD and CP program goals presented in the Annual Review Report have established outcomes for each goal; however, a target measure or benchmark for success for some outcomes is not identified. As described above and in conjunction with all program constituencies, the DPD and CP must each develop a program assessment plan that aligns outcomes and target measures to each broad program goal. Each program must include the CADE-required outcomes of program completion rate, pass rate on the dietitian registration examination, and outcomes for all program graduates with a corresponding target measure, plus other program-defined outcome measures, in the program's assessment plan.

Review of the current DPD and CP program evaluation processes revealed that a process is currently not in place to obtain feedback from CP preceptors, DPD and CP adjunct faculty, DPD graduates and individuals outside the DPD program. For example, an Advisory Board for the CP, DPD, and DI programs meets annually and recently discussed issues related to the School restructuring and the marketplace for entry-level dietetics. The Advisory Board is made up of individuals from diverse practice settings; however, they are all related to the programs as preceptors or graduates. During interviews with the CP preceptors and DPD graduates, each expressed a desire for a formalized process to provide feedback to the programs. In addition, during an interview with a local DI program director, she indicated that University of Kentucky DPD

graduates accepted into her DI were well prepared; however, a mechanism for her to provide formal feedback to the DPD concerning graduate preparation was not available.

The DPD/CP faculty meet once per semester to review and revise each program's curriculum and to address program issues. During interviews with faculty, it appears that curriculum enhancements are made regularly; however, it is not clear what information is used as a basis for these revision decisions. Students in the DPD and CP participate in class evaluation, SWOT analysis, and baccalaureate interviews. However, it is not clear how each program uses these evaluation results for program planning and evaluation. External evaluation for the CP is conducted through use of alumni surveys and employers' surveys mailed one-year post-graduation. However, data analysis of the evaluation results was not available and how these survey results are linked to overall program planning and evaluation and assessment of program goal achievement was not clear.

As the DPD and CP develop their program assessment plans, each program must demonstrate how all program constituencies and individuals outside the program will participate in systematic, ongoing program planning, implementation and evaluation. The plan should include a timeline and identify how all constituencies will provide feedback based on the evaluation results regarding achievement of the outcome measures and therefore, the program's goals.

There was little evidence that a systematic, ongoing program evaluation process is in place for the DPD and CP. Some recent available data show that the pass rate for first time test takers on the registration examination for the DPD is 90% and the pass rate for CP graduates is 85%. The DPD graduate placement in dietetic internships for the past five years is 92.5%. Data from the CP graduates from 1999-2001 indicated that nine were employed and all of them are registered dietitians. All 2002 CP graduates who were seeking positions were successful in finding employment as dietitians and two are enrolled in graduate school at University of Kentucky. The program director reported that during informal discussions with contract foodservice companies each expressed a high degree of satisfaction with DPD graduates they had hired. The program director reports program completion rates for the DPD and CP respectively are 95% and 100%.

Interviews with the program director and DPD/CP faculty revealed several recent program changes based on feedback from student course evaluations, Advisory Board recommendations and informal preceptor feedback. These include:

- Based on DPD/CP faculty input, a one-credit hour course on the "Introduction to Dietetics" was developed to address careers in dietetics, ethics, scope of practice issues mid portfolio requirements for career and professional development. Also, the Advanced Therapeutic course was extended from three credit hours to four credit hours to incorporate genetics and medical nutrition therapy reimbursement.
- As a result of DPD and CP student feedback on the condition of the labs, new facilities have been built.

- As a result of informal CP preceptor feedback, information regarding teaming experiences for the supervised practice rotations became more accessible using Internet technology.
- The program director indicated that the Advisory Board offered suggestions on the progression of DPD/CP courses that were implemented.

Although each program has identified strengths and weaknesses and used them to develop program management plans, these were not identified as a result of a systematic program evaluation process. Some examples of program-identified strengths include: coordinate different majors in the department by shared courses, good course line-ups that are regularly offered, four-year sequence, wide variety of courses, high internship placement rate for the DPD, high pass rate on the dietitian registration exam for both programs, funded research in nutrition, opportunities for undergraduate research, practicums and experiential courses, program progression requirement improves quality, rising teaching evaluations, and portfolio development. Weaknesses include: many students take four and a half years to graduate, no grade point average requirement for transfer students, and the DPD is approved, but not yet accredited.

As stated, each program has developed short- and long-term management plans. However, once broad program goals are established and the program assessment plans implemented for each program, these should be reviewed to determine if they continue to be appropriate to guide program management activities toward achievement of the new broad program goals.

## **STANDARD TWO: CURRICULUM AND STUDENT LEARNING OUTCOMES**

**The dietetics education program has a planned curriculum that provides for achievement of student learning outcomes and expected competence of the graduate.**

---

The University Studies Program is used to meet many of the Foundation, Knowledge and Skills (FKS) in courses such as communications, physical and biological sciences, social sciences and research. The major courses in Food and Nutrition are used to meet the remaining FKS in the areas of food, nutrition, management, health care systems and business. The students in the CP take the same didactic courses as the DPD students. Through discussions with faculty, DPD and CP students and graduates, and review of course syllabi, objectives, projects, readings, and assignments it was confirmed that the FKS are met in the required DPD and CP courses. During interviews with the program review team, DPD and CP students were able to describe examples of how specific knowledge and skill statements were met in their required courses. Students especially noted the ability to practice the acquired knowledge through the required practicum and service learning requirements in several courses.

Through interviews with CP students, faculty, preceptors and graduates it was clear that all core and general emphasis competency statements are met in the supervised practice settings. Students and preceptors were able to verbalize examples of learning activities to meet the competency statements. Preceptors described many opportunities for students to function at the manage and supervise level in their supervised practice settings. Community preceptors described opportunities for numerous projects including development and implementation of new nutrition programs for Extension services. Clinical preceptors described opportunities for staff relief functions and expressed desire to hire CP program graduates upon program completion. In fact, many preceptors reported hiring UK CP graduates in their workplace. Review of many student portfolios also documented specific rotation projects where CP students met the competencies.

As described in Standard One, the Annual Review Report for the DPD/CP programs includes goals that reflect the mission of each program and the Department by addressing research, education and service. Once each program has developed broad program goals with outcome measures for each goal and incorporated these into a program assessment plan, the DPD and CP curriculum should be reviewed to ensure that it is consistent with the mission, goals and measurable outcomes for each program.

The DPD and CP provide all didactic requirements to meet the FKS. As described above the CP also includes supervised practice rotations to meet all core and general emphasis competencies. Along with all the required coursework for the BS degree, the curriculum for the DPD requires each student to take Dietetics Pre-Professional Practice, (NFS 480), so they have practice-related learning experiences. The students are provided a variety of experiences from which to choose while earning two credits for a total of 120 hours of practice. Positions in hospitals, food banks, and a diabetic camp are some of the choices. The students must develop a learning contract, set goals with learning outcomes for the experience, keep a journal and log the hours worked. The supervisor must verify the hours and the students assess achievement of their learning outcomes. Review of the student portfolios from these experiences showed varied experiences and responsibilities and exposure to many facets of dietetics practice.

Another example of practice-related learning for both DPD and CP students occurs in Community Nutrition and Wellness, (NFS 403). The instructor for this course described a recent community nutrition education project where students developed an awareness campaign for the Fayette County Health Department addressing soda consumption in area schools. In addition, in Quantity Food Production, (NFS 342), DPD and CP students, along with Hospitality Management majors, operate an on-campus restaurant that serves lunch several days per week and they have catered several UK functions, both on and off-campus.

The CP curriculum has a general emphasis. The competencies included in the general emphasis include three from Nutrition Therapy, three from Community, three from Foodservice Systems Management and one from Business/Entrepreneur. The program chose the general emphasis based on the fact that most positions in the area require

someone who is educated and trained as a generalist dietitian. Choice of the general emphasis is consistent with the program and Department mission.

It is clear that the DPD and CP courses build on one another in the specific tracks of medical nutrition therapy, foodservice systems management, and community. Each introductory course is followed by a more difficult course. This was verified by reviewing the course syllabi and interviews with DPD/CP students and graduates. An example is students must take ServSafe certification classes before they enroll in Quantity Food Production, (NFS 342). Another example is that students must have Introductory Nutrition (NSF 212) before Nutrition and Wellness in the Life Cycle, (NSF 312). The program review team reviewed course plans provided to all DPD/CP students and affirmed that they clearly outline the required course sequence and specific semesters courses are offered. Prerequisites are listed in the university's schedule of courses. The program director verified that the faculty monitors this closely. Transfer DPD students described some situations where it was difficult to register for courses in sequence; however, they did affirm that the program director worked with them closely to make sure they took the required prerequisites and often would make sure they were enrolled in a course that was necessary for them rather than another student with an option to take the course at another time. All transfer students agreed that advising was very important and problems could occur if students chose not to meet with their advisors before registering each semester.

The CP supervised practice rotation schedule demonstrates how the students start with simple observation and procedures that is followed by more complicated nutrition assessments and projects. This was verified by talking to the CP students, faculty and preceptors. Preceptors stated that students were prepared for supervised practice experiences. CP graduates also affirmed that they felt well prepared for each rotation and staff relief experiences.

Field trips, problem based learning, role-playing, simulations and laboratory courses were described in syllabi review for courses within the DPD/CP curriculum. Faculty and DPD/CP students verified the wide-variety of these learning experiences within the specific courses.

In the supervised practice rotations, the CP students are enrolled in Evaluation of Dietetic Practices (NFS 818). This is a distance-learning course in which students enroll on the UK Blackboard Web site. This course begins in spring semester of the senior year and continues throughout their supervised practice.

Each program has multiple methods of assessing development of communication, collaboration, problem solving, teamwork and critical thinking skills. The faculty and program director provided many examples of projects within the courses that develop these skills. Students in each course then self-assess their abilities in these areas. For example, in Quantity Food Production, (NFS 342), the students are asked do a self-assessment of their ability to work on teams and their leadership ability. In Dietetics: Counseling and Communication (NFS 314), students and their professor evaluate their

counseling and communication skills. Development of these skills throughout the programs is also evident from the documentation in the students' portfolios. In supervised practice, the preceptors complete an Affective Evaluation for each CP student that evaluates adaptability, communication including both written and oral, attitude, responsibility, leadership, teamwork and values and ethical practices.

The programs have many ways to assess development of personal and professional attitudes and values, ethical practice, and leadership and decision-making skills. For example, in Human Resources Management for the Food and Hospitality Industry, (HR 346), CP and DPD students work in small groups with students in other majors and the groups report to the entire class which aids in development of leadership and decision-making skills. In this same course, they also complete a project on stereotyping and diversity that requires each student to interact and get to know others within the class. Students self-evaluate, complete group evaluations and also have instructor evaluations of their development in these areas during this course. Ethical practices are taught throughout the curriculum starting in Introduction to Dietetics (NFS 201) and in all succeeding courses, such as Quantity Food Production (NFS 342) where ethical practices in purchasing are stressed.

The DPD and CP students take courses with nursing students, pre-med, and Hospitality Management majors. The DPD and CP students work on team projects in many courses with Family and Consumer Sciences and Hospitality students. The recent alignment of the Department into the College of Agriculture has created many possibilities for future collaboration with majors in this College. DPD and CP students are also involved in organizations on campus such as Ambassadors and Phi Upsilon Omicron. In the supervised practice setting, the CP students work with all members of the healthcare team in the facilities and are exposed to diverse individuals and groups across the lifespan. This was verified in meetings with the preceptors for the clinical, community and management practice sites. Graduates of both the DPD and CP programs also commented on the ability to work with a varied client base throughout the supervise practice program and in the required practicum and volunteer work for the DPD.

The DPD curriculum length is based on the program mission, conforms to commonly accepted practice in higher education, and is consistent with the expected student learning outcomes for each course and the program. The DPD required credits is within the accepted practice at UK and the program review team verified on-site that the program meets its student learning outcomes within these credit hours.

The CP has three additional credits for the program to meet the student learning outcomes for achievement of all core and general emphasis competency statements. This is consistent with the program mission, expected outcomes and commonly accepted practice for CP programs.

The faculty, CP students and graduates verified that the learning activities and experiences in the supervised practice relate to the planned curriculum. The curriculum for the supervised practice advances from simple procedures to more complex tasks to

meet the requirements of each competency statement. It was clear that students do not replace employees unless it was for planned supervisory experience.

The DPD uses grade point average and a formal assessment meeting with faculty for the assessment of student learning outcomes during the program. Other methods such as term papers, research papers, simulations and case studies are also used in the DPD curriculum. A DPD assessment report is completed annually for the University to assess achievement of student learning outcomes.

Assessment of student learning outcomes in the CP is done by grades, evaluation forms, projects and other activities. Evaluation forms have been developed for specific activities such as diet instructions, in-service classes, bulletin board preparation and other projects. The forms can be used to determine grades and to assess whether the students have completed the competency. In supervised practice, it appears that the practice is for student evaluations to be completed at mid-point and at the end of each rotation; however, this is not documented in the program's policies for students or preceptors. Preceptors reported involving other dietitians/staff in evaluating students' achievement of competencies. Evaluations are reviewed with the student and then forwarded to the program director. CP faculty travel to each site at least once during the rotation to assess students and also gather information on student performance at this time from the preceptors. As with the DPD, an assessment report is completed annually for the University to assess achievement of student learning outcomes.

The DPD/CP faculty review the curriculum and explore new knowledge and technology in dietetics practice to be incorporated. All faculty members are involved in professional groups that aid them in keeping abreast of current technology and new information affecting the profession. Many examples were provided during faculty interviews of incorporating new knowledge into the curriculum for various courses. Both programs use technology broadly through the curriculum. All courses are on Blackboard that allows for student chats. Smart classrooms are available on campus and many courses require Internet searches. The computer program, Cohort, is available on campus for the students to use in their management classes. It appears that curriculum review has been ongoing, but not a planned process. Once the program assessment plans are developed and utilized, it is expected that results of the systematic evaluation process will be used to guide regular review and development of the curriculum.

Introductory Nutrition (NFS 212) is offered via distance learning and traditional classroom setting for DPD and CP students. Requirements and evaluation strategies are the same for students enrolled in the traditional or distance learning option. As described earlier with sequencing in the DPD, transfer students report some difficulty registering for needed classes because of prerequisite requirements. However, the faculty advisors work closely with these students to ensure they meet the DPD requirements and complete all prerequisite courses before registration each semester.

The CP program assures that all students have similar learning experiences to meet the core and general emphasis competencies despite the many locations used through the

Commonwealth for supervised practice. Preceptors report good communication with faculty and the program director when students are in supervised practice rotations. Students also commented on frequent communication with the faculty and fellow CP students while in their supervised practice settings. Preceptors reported that if a student was unable to complete a required learning experience in their facility, this was noted in the student's log and the program director or faculty member was notified. It was then arranged that the student would have this learning experience in another site. The preceptors and faculty confirmed frequent monitoring of students' logs to ensure that all students have the opportunity to complete all learning experiences for the competencies.

### STANDARD THREE: PROGRAM MANAGEMENT

Management of the dietetics education program and availability of program resources are evident in defined processes and procedures and demonstrate accountability to students and the public.

---

There is one program director for the DPD and CP and she dedicates approximately 12% of her time to directing both programs. The program director's involvement in curriculum development, program record maintenance, policy development, student recruitment, advisement, evaluation and counseling, and program communication and coordination was verified on site for each program. For example, the program director schedules rotations for CP students, sets up DPD affiliation experiences, develops recruitment materials for each program, monitors DPD and CP student progress and evaluates adequacy of CP supervised practice sites. In addition she advises and counsels the DPD and CP students. The program director maintains a yearly calendar to organize events for the CP, anticipates DPD/CP program needs and addresses necessary program changes. She ensures that DPD/CP issues are raised at faculty meetings. In addition, she arranges for annual Advisory Committee meetings. DPD and CP students, preceptors, and graduates from both programs reported that the program director is accessible and available throughout the program.

As described in Standard One, continuous external and internal program assessment has not occurred with involvement of all program constituencies. As program assessment plans are developed for each program, the programs must implement these plans to ensure ongoing systematic program planning, implementation and evaluation.

The DPD and CP have strong administrative and financial support as evidenced on-site by the program review team. Office space, classrooms, conference rooms, laboratories, and resource and support services were satisfactory to meet the needs of the programs. Foods and Nutrition labs are undergoing renovation to provide state-of-the-art facilities for coursework and research. New small-ware equipment has been procured for the dishwashing/sanitation unit of the Quantity Foods lab. New equipment has been installed in the restaurant run by the Department. Use of technological advances has enhanced the learning experiences for students in each program. For example the supercomputer electronic exchange system provides Internet access and access to virtual instruction.

Interactive video technology has been used in various applications. It is clear that the alignment with the College of Agriculture will augment available resources for the programs and ensure support of student learning outcomes achievement for each program. In addition, there is a program assistant who provides 20 hours per week of administrative support to the programs. Other NFS faculty provide support in on-site visits to CP students in supervised practice.

There are eight full-time resident faculty, one full-time lecturer, and three nutrition cooperative extension specialists for the DPD/CP programs. Nine faculty members are registered dietitians and 12 faculty members hold a doctoral degree. Six have attained the rank of associate professor. All faculty meet the institution's criteria for appointment and evidence that they maintain currency in their area of responsibility was discussed on-site. During interviews with the program review team, it was clear that the faculty are adequately experienced/credentialed for their respective roles in each program. They displayed enthusiasm when describing their courses and DPD/CP students stated that the faculty were a strength of the programs.

The CP currently has 52 approved community-based faculty (preceptors) with nineteen in foodservice systems, seventeen for nutrition therapy and sixteen community rotations. Minimum qualifications are a Bachelor's or Master's degree, three years experience, and RD status for nutrition therapy and community nutrition settings. Certification as a Certified Dietary Manager is accepted in foodservice systems management supervised practice settings. The Scott County School District employs a nurse as the director of the Family Resource and Youth Service Center, who serves as a preceptor for CP students. All preceptors are required to provide the program director with an updated curriculum vitae and verification of continuing education annually. In addition, UK offers continuing education opportunities free of charge to all preceptors, which they commented was one of the wonderful benefits of precepting for UK CP students. The Allied Health Education Council (AHEC) also offers continuing education to preceptors twice per year. During interviews with preceptors it was clear that they value working with the CP students and enjoy the interactions. The preceptors all noted the excellent communication maintained by the program director and faculty while students were in supervised practice. They all were very clear about the learning experiences students needed to achieve the competencies and many reported providing extra learning opportunities when available to students. Their enthusiasm for working with the CP students was evident.

CP students complete a personal assessment at the beginning of the program and facilities for supervised practice are selected based on matching student needs and interests with the resources available in the supervised practice setting. Students evaluate facilities on the facility review form and completed forms were reviewed on-site. The program director indicated that if problems or concerns were identified with a facility, she would intervene with the preceptors and student to resolve the issue as appropriate. The program director or other faculty member also site visit a potential supervised practice facilities prior to the facility being accepted as a new site. Site visits also are conducted at least once while students are in rotations at a particular site.

There are various methods for obtaining and maintaining written agreements between the University and the affiliation sites. There is a document provided by the University that is signed by the University and the affiliation; there is a broad university agreement covering on-site campus operations, such as the UK Campus Cuisine and the on-site WIC program; and some sites choose to use their own legal documents. A sample agreement was provided in the self-study. An on-site audit revealed appropriate affiliation agreements on file. Affiliation agreements are reviewed and updated as needed. The program assistant works closely with the sites to ensure agreements are updated as required before students begin supervised practice.

Information about the DPD and CP can be accessed via the extensive UK Web site and the University Bulletin. Students are also provided with Handbooks for their respective program that are also accessible on the Web site. The Web site includes information on the type and description of the programs and mission, the credentialing process for dietetics practitioners, costs to students, admission and graduation requirements, program calendar, and computer matching information (DPD only). When broad program goals and measurable outcomes are developed for each program, they must be included in the Handbooks and Web site with the other required program information. Although an accreditation statement and CADE contact information is present for each program in the DPD and CP Handbooks, it should be updated to include CADE's phone number and the Web site should reflect the correct accreditation status of the DPD.

The University has policies and procedures regarding student civil rights. The statement of protection of civil rights is printed in the University Bulletin and available on the UK Web site. The program reviewers verified that student civil rights were protected during the CP selection process.

The program review team reviewed program materials to ensure that all required program policies and procedures are available for DPD/CP students. These are available in multiple places including the UK Web site, the University Bulletin and the DPD and CP Handbooks. After this review, it was determined that a formal policy needs to be developed regarding the procedures CP students are to follow if they are ill or injured during supervised practice. Once developed, this policy must be provided to enrolled CP students. In addition, a policy on formal assessment and regular reports of performance is needed to address CP students when in supervised practice. The program's content evaluation procedures should be formalized and provided to all enrolled CP students with the other required policies and procedures. In discussion with DPD and CP students, it was not clear that they were aware of all program policies and procedures. The program reviewers discussed with the program director the need for the programs to ensure that all students were aware of all program policies as they are found in multiple documents.

## SUMMARY OF FINDINGS

### Programs Strengths

1. Caring, enthusiastic program director who is responsive to student needs
2. Outstanding faculty with a strong knowledge base, expertise and commitment
3. Supportive department and college administration who are knowledgeable about the programs and recognize their contribution to the University of Kentucky
4. Confident, enthusiastic, and motivated students
5. Long-term community based preceptors who are interested and supportive of the CP program
6. DPD and CP graduates who are well-prepared for employment, internships or graduate school
7. Breadth of CP supervised practice facilities throughout the Commonwealth of Kentucky
8. State of the art campus laboratory facilities

### Synopsis of Standards Review

#### **Standard One: Program Planning and Outcomes Assessment**

The mission statements of DPD and CP are compatible with the mission statements of the University of Kentucky, the College of Agriculture, School of Human Environmental Sciences and the Department of Nutrition and Food Sciences. All mission statements emphasize quality undergraduate education. The DPD and CP must develop broad program goals that reflect the mission of each program and the environment in which the program exists. Once this is completed, a program assessment plan should be developed for each program that includes outcome measures aligned to each broad program goal. The outcome measures must include those required by the CADE Standards including, program completion rate, pass rate on the dietitian registration examination, and other postgraduate outcome measures for all program graduates. The program assessment plans should demonstrate how all program constituencies would be involved in ongoing systematic program planning, implementation and evaluation of program goal achievement. As the programs develop their assessment plans based on the broad program goals, each should review their current evaluation strategies to ensure the appropriate data will be collected to assess achievement of the outcome measures and thus the program goals. It is recommended that the programs review their short- and long-term management plans also to ensure that they will assist in achievement of the DPD and CP broad program goals over the next five to ten years.

#### **Standard Two: Curriculum and Student Learning Outcomes**

All Foundation Knowledge and Skills are met in the DPD and CP curriculum and the CP curriculum meets the core and selected general emphasis competencies also. The curriculums reflect the mission for each program. Once the DPD and CP have developed broad program goals and identified outcome measures for each goal, the DPD and CP curriculum should be reviewed to ensure that it is consistent with the mission, goals and



**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSION ON COLLEGES**

1866 Southern Lane • Decatur, Georgia 30033-4097

Telephone 404/679-4500 Fax 404/679-4558

[www.sacscoc.org](http://www.sacscoc.org)

October 6, 2009

Dr. Lee T. Todd, Jr.  
President  
University of Kentucky  
101 Main Building  
Lexington, KY 40506-0032

Dear Dr. Todd:

This is to certify that the University of Kentucky in Lexington, Kentucky, is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate's, Bachelor's, Master's and Doctoral degrees.

The institution was initially accredited in 1915 and was last reviewed and reaffirmed in 2002. The reaffirmation review covered the main campus and all extended sites. The institution's accreditation extends to all programs offered on the institution's main campus, those offered at all extended program sites wherever located, and via distance learning. The institution is scheduled to receive its next reaffirmation of accreditation review in 2013.

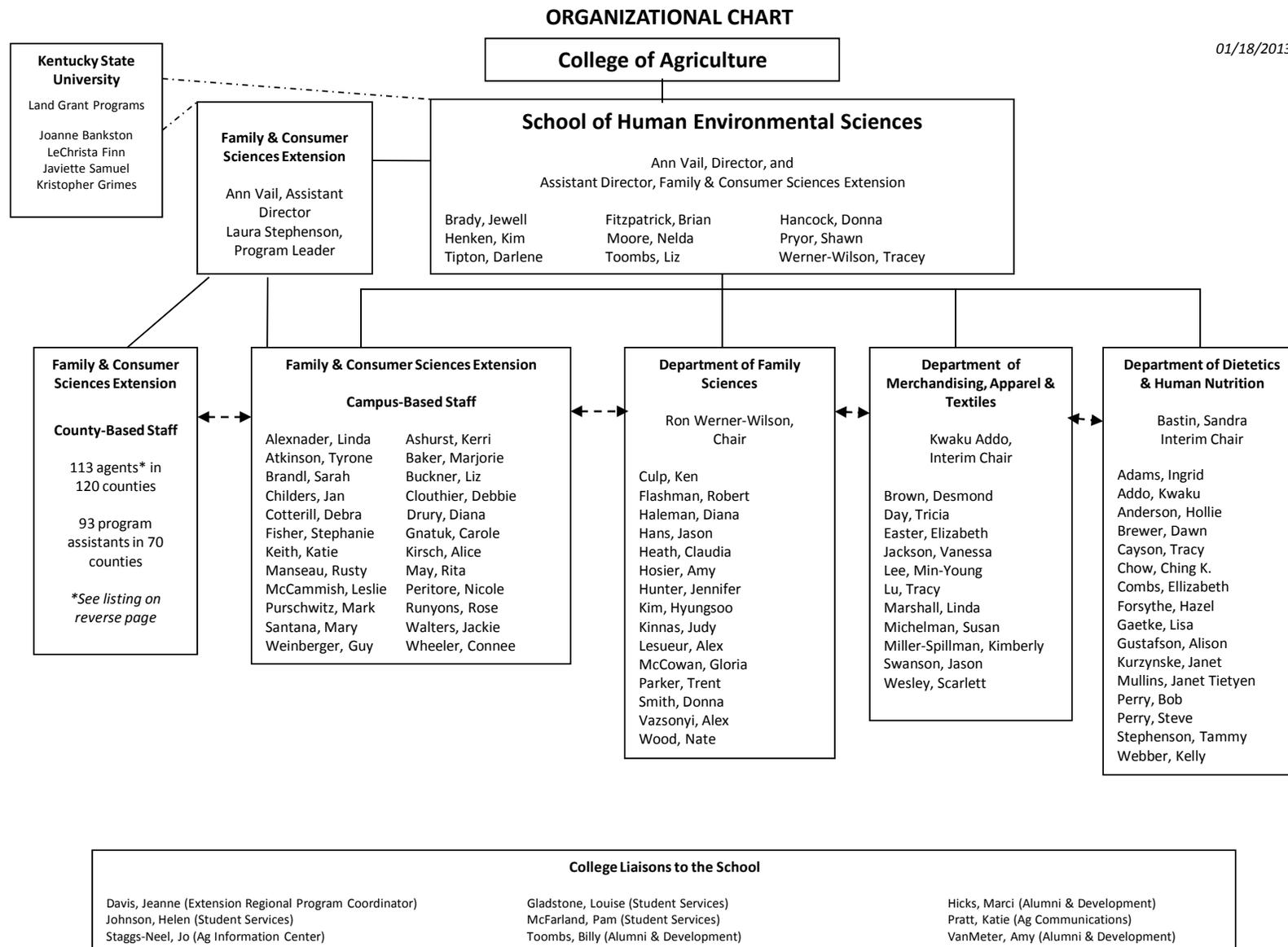
Sincerely,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.  
President

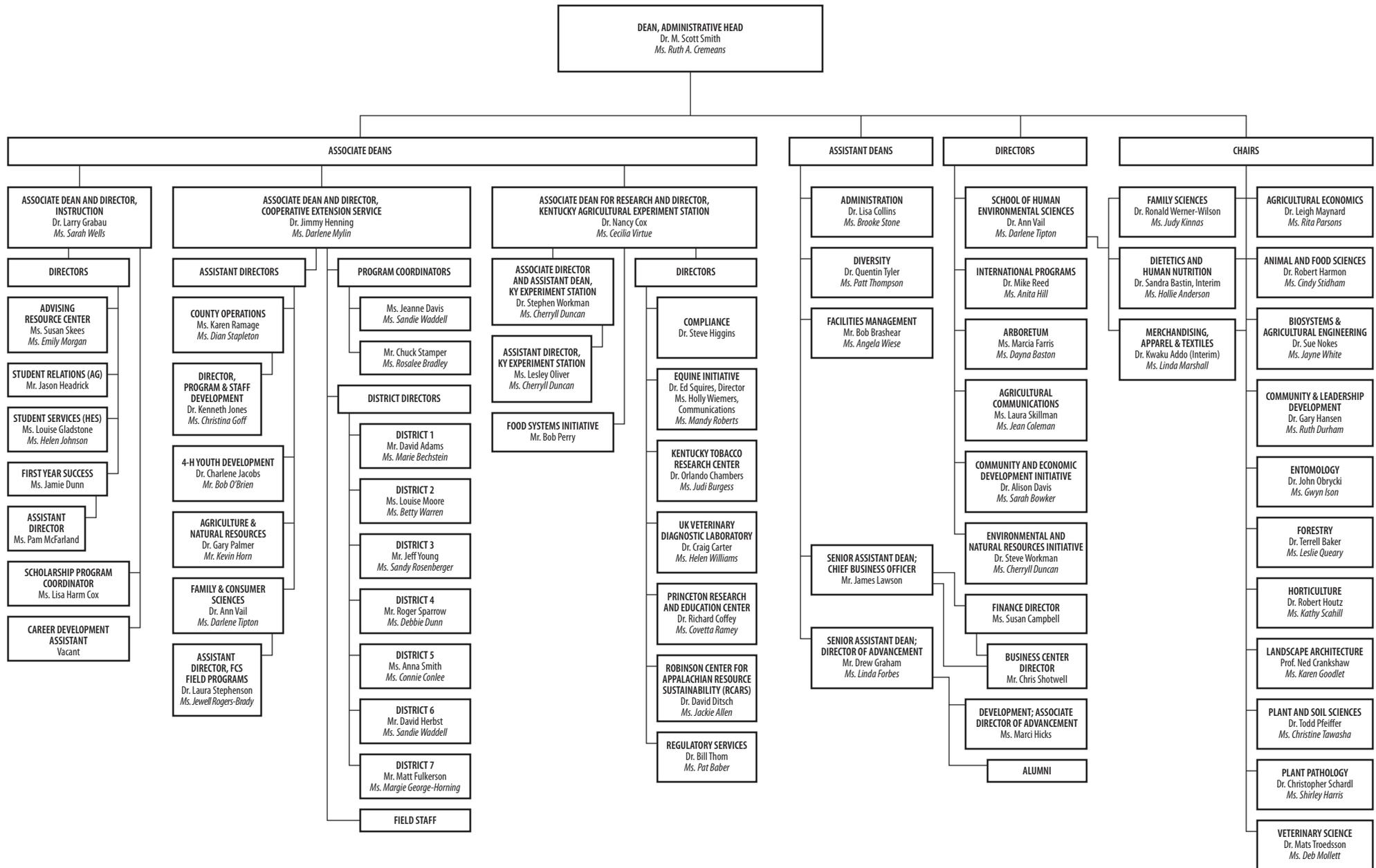
BSW:rb

01/18/2013

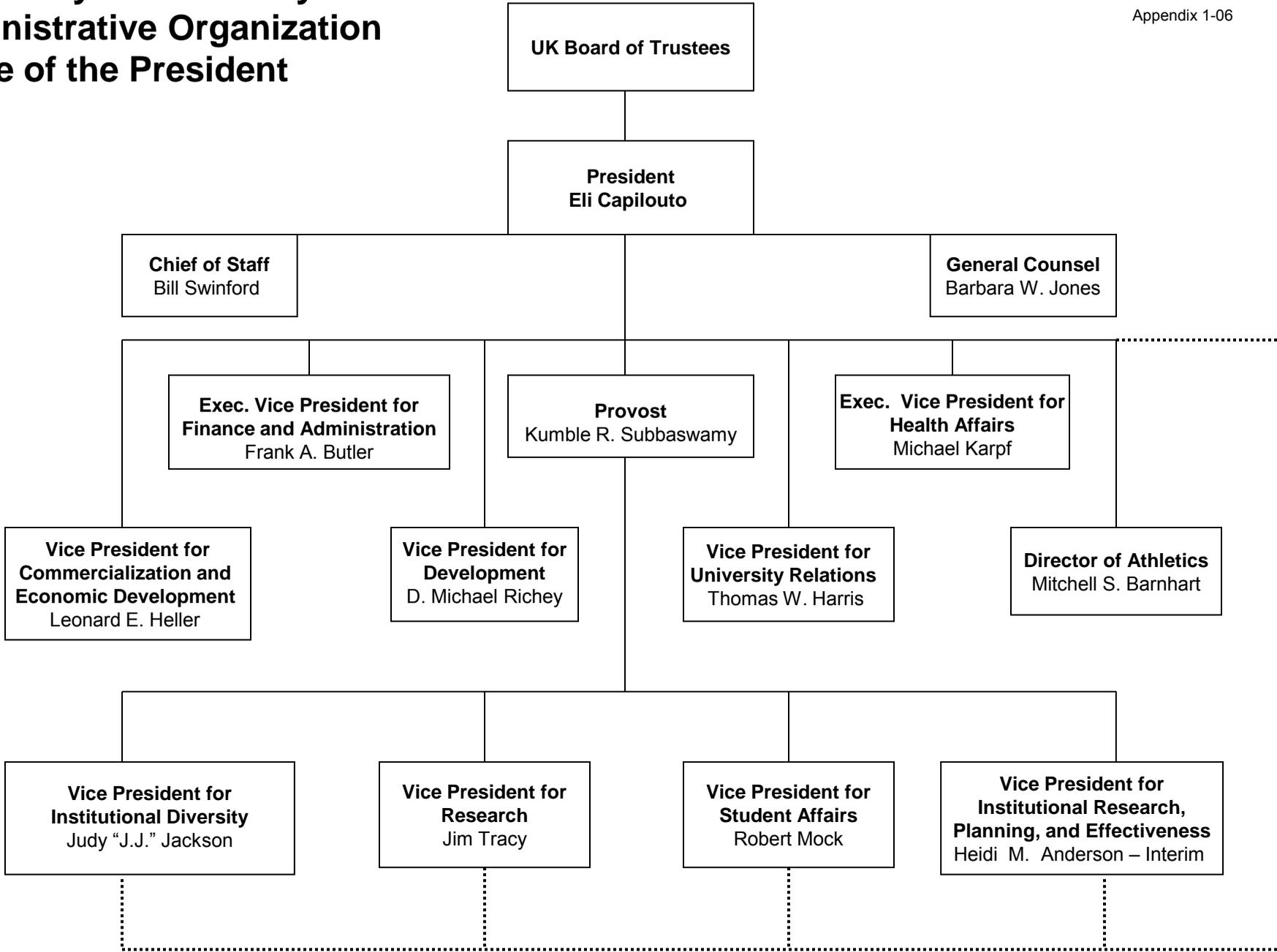


# ORGANIZATIONAL CHART

University of Kentucky • College of Agriculture



# University of Kentucky Administrative Organization Office of the President



**Liz Combs MS, RD, LD**

77 Lantern Way, Nicholasville, KY 40356

859-552-9129

Elmars2@uky.edu

***Professional Profile***

Eager to engage college students in the Dietetics and Human Nutrition majors using a unique combination of education experience coupled with a counseling background.

- Experienced in managing daily student volume including correspondence, appointment scheduling, and individualized sessions
- Trained in student support including assessment, education, documentation, and administrative procedures
- Skilled in documentation and record maintenance to ensure accuracy and confidentiality
- Dedicated to teaching and mentoring as a means of creating and nurturing a lifelong love of knowledge in students.

***Education and Certifications*****Ed.D. in Health Promotion**

University of Kentucky, Lexington, KY. Expected Graduation Date 2016

**M.S. Dietetic Administration**

University of Kentucky, Lexington, KY. 2010, Summa Cum Laude

**Bachelor of Science Dietetics and Food Science**

University of Kentucky, Lexington, KY. 2007, Summa Cum Laude

**Dietetic Internship**

University of Kentucky, Lexington, KY. 2007

**Certificate in Childhood and Adolescent Weight Management**

Commission on Dietetic Registration. 2010

***Employment*****University of Kentucky, Lexington KY****2011-present**

Academic Coordinator and Coordinated Program Director, Dietetics and Human Nutrition Department

- Advise all freshman, sophomore, and transfer students in the DHN Department
- Develop and update advising material and department marketing material
- Communicate with current students, prospective students, stakeholders, and alumni
- Organize and maintain UK Coordinated Program

**Central Baptist Hospital, Lexington, KY****2009-2011**

Outpatient Dietitian and Health Educator

- Assessed, educated, and documented counseling sessions with patients in an outpatient setting
- Developed nutrition class curriculum and materials for diabetes, weight loss and heart healthy classes

**YMCA of Central Kentucky, Lexington, KY****2007-present**

Wellness Specialist and Group Exercise Instructor

- Create, developed, and taught 12-week group wellness classes for participants
- Construct personalized wellness programs and interactive fitness sessions for members

**University of Kentucky, Lexington, KY****2007-2009**

Supervised Practice Program Assistant and Teaching Assistant

- Organized and managed applications, interviews, and selection process of dietetic interns
- Assisted dietetic interns with logistics of rotations and academic courses
- Graded written and electronic work, including final exams and papers
- Compiled data and information for the ACEND Mid-Point Accreditation Review in 2008

### ***Professional Affiliations***

Academy of Nutrition and Dietetics

Nutrition and Dietetics Educators and Preceptors Practice Group

Kentucky Academy of Nutrition and Dietetics Association

Bluegrass District Dietetic Association, Secretary and Honors and Awards Committee Chair

### ***Related Presentations***

- “Eat the Rainbow, Read the Rainbow, Wear the Rainbow”  
Creator and Presenter of Nutrition Curriculum with Woodford County Schools, Versailles, KY 2011
- Nutrition Presenter at numerous career fairs in Fayette, Jessamine, and Woodford Counties 2009-2011
- “Examining the Relationship Between Weight, Food Insecurity, Food Stamps, and Perceived Diet Quality in School-Aged Children”  
Poster Presentation at National ADA Food and Nutrition Conference and Expo, Denver, CO 2010
- “The Influence of Food Assistance Programs on Weight Status and Perceived Diet Quality”  
Poster Presentation at Global Obesity Summit, Jackson, Mississippi 2010
- “Pitch the Junk”  
Creator and Presenter of Corporate Wellness Program, Lexington, KY 2010
- “Lose 12 Pounds in 12 Weeks”  
Co-Creator and Presenter of YMCA Weight Loss Program, Lexington, KY 2007-2010
- “The New Angles of MyPyramid”  
Kentucky School Nutrition Association Conference, Louisville, KY 2007

### ***Community Service***

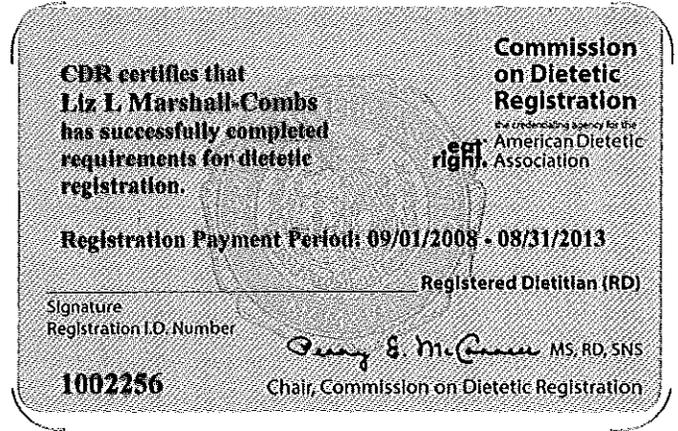
Manna Ministry

A free meal service that is provided to community members in need. On Saturdays a nutritionally balanced meal is served to people of all ages. The meals are prepared in the church’s commercial kitchen and served in the community center.

Backpack Program in Jessamine County Schools

This program purchases and fills backpacks with nonperishable food items for elementary age students. The food is provided to students who have little or no food to eat on the weekends.

MIXED AADC 605 0007512-rd-g'lJ  
 Liz L Marshall-Combs  
 113 Faulconer Dr  
 Nicholasville KY 40356-1168

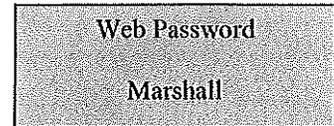


Please see information on reverse side of card.

Dear Liz L Marshall-Combs:

1002256

Your current five-year CPE period began: 12/18/2007  
 Your current five-year CPE period expires: 05/31/2013



Status	Postmark Date
Active	03/10/2009
Activities Logged, but not submitted for review	

C  
P  
E  
U  
  
S  
T  
A  
T  
E  
M  
E  
N  
T

Step 3: Most recent Learning Plan  
 Step 4: Learning Activities Log

For online submissions only, if you have entered learning activities on your Step 4: Learning Activities Log online for your current recertification cycle, a summary appears below.

Activities logged\* as of: 09/17/2008

100	Academic Coursework	150
170	Lectures/Seminars	23

<sup>1</sup>Note: If you do not have a Step 4: Learning Activities Log Approved status, activities logged have not been reviewed or approved by CDR and are subject to change and/or verification.

You are responsible for complying with recertification procedures as described in the *Professional Development Portfolio Guide*. Be sure to review enclosed materials.

• TELEPHONE 312/899-0040, Extension 5500 • FAX 312/899-4772

• E-MAIL [cdr@eatright.org](mailto:cdr@eatright.org) • WEB SITE [www.cdmet.org](http://www.cdmet.org)

**Standard 2: Title IV Compliance for Free Standing Programs**  
Does Not Apply

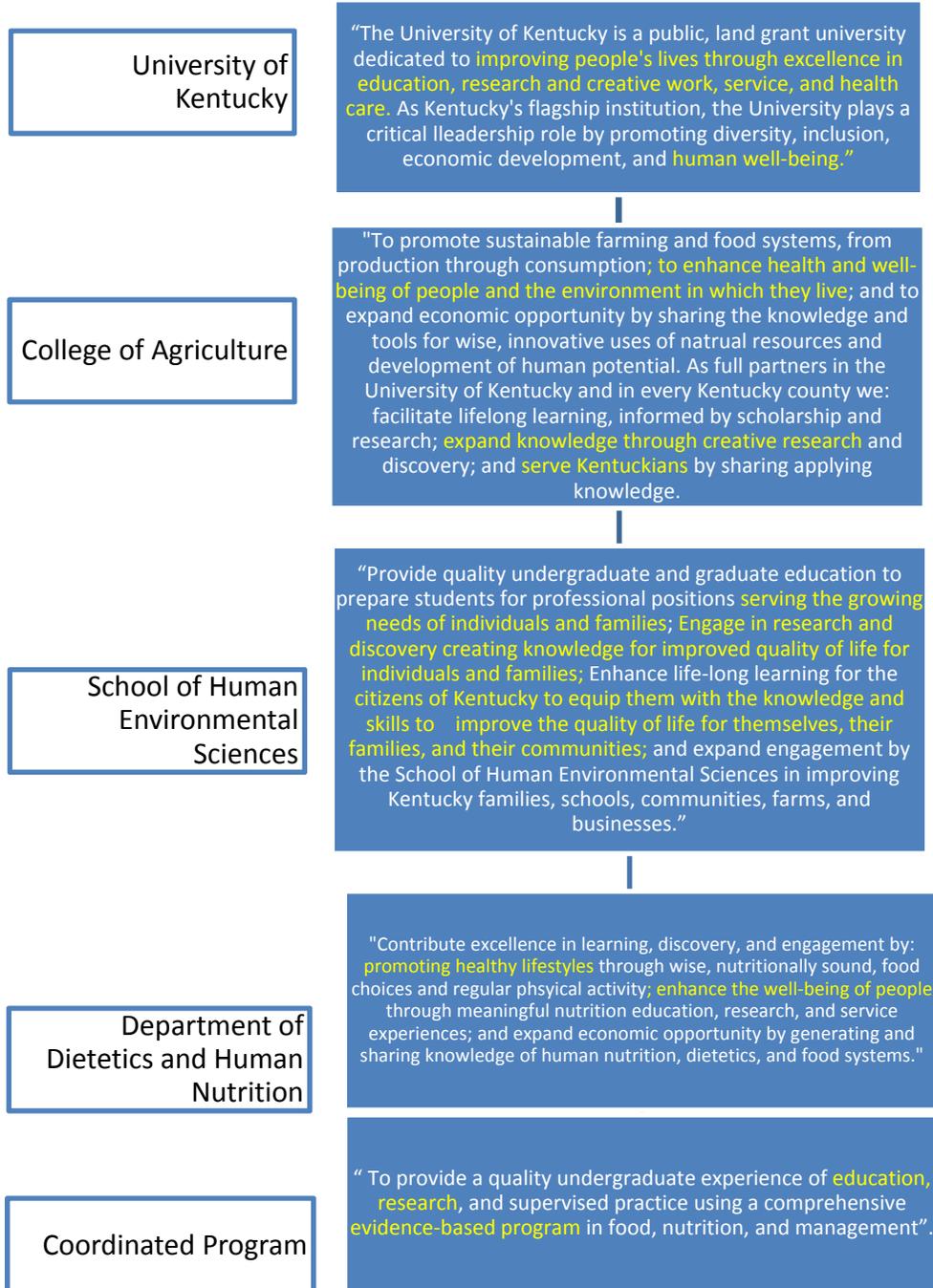
**Standard 3: Consortia**  
Does Not Apply

## 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.

#### Narrative:



The mission of the CP is consistent with the missions of the Department of DHN, School of HES, College of Agriculture, and UK. The mission and goals of the CP evolved out of the other missions; all of which emphasize quality undergraduate education and improving the lives of Kentuckians.

The CP's mission is compatible with the mission of the **University of Kentucky**:

"The University of Kentucky is a public, land grant university dedicated to improving people's lives through excellence in education, research and creative work, service, and health care. As Kentucky's flagship institution, the University plays a critical leadership role by promoting diversity, inclusion, economic development, and human well-being."

[http://www.uky.edu/Provost/strategic\\_planning/mission.htm](http://www.uky.edu/Provost/strategic_planning/mission.htm)

The vision is that The University of Kentucky will be one of the nation's 20 best public research universities guided by the core values of:

- Integrity
- Excellence
- Mutual respect and human dignity
- Diversity and inclusion
- Academic freedom
- Personal and institutional responsibility and accountability
- Shared governance
- A sense of community
- Work-life sensitivity
- Civic engagement
- Social responsibility

These values are translated into the mission of the **School of Human Environmental Sciences** which is four-fold:

"Provide quality undergraduate and graduate education to prepare students for professional positions serving the growing needs of individuals and families; Engage in research and discovery creating knowledge for improved quality of life for individuals and families; Enhance life-long learning for the citizens of Kentucky to equip them with the knowledge and skills to improve the quality of life for themselves, their families, and their communities; and expand engagement by the School of Human Environmental Sciences in improving Kentucky families, schools, communities, farms, and businesses."

<http://www.ca.uky.edu/HES/index.php?p=592>

The CP mission also closely relates to the **Department of Dietetics and Human Nutrition's** mission which is to, "contribute excellence in learning, discovery, and engagement is to: promote healthy lifestyles through wise, nutritionally-sound, food choices and regular physical activity; enhance the well-being of people through meaningful nutrition education, research, and service experiences; and expand economic opportunity by generating and sharing knowledge of human nutrition, dietetics, and food systems." <http://www.ca.uky.edu/HES/index.php?p=4>

The mission of the **Coordinated Program** is to "provide a quality undergraduate experience of education, research, and supervised practice using a comprehensive evidence-based program in food, nutrition, and management".

<http://www.ca.uky.edu/HES/index.php?p=768>

The CP strives to provide a quality undergraduate education that is founded on the Foundation Knowledge Requirements for Entry-Level Practice as a Registered Dietitian. The program uses guidelines to ensure that students practice in an ethical way and participate in the decision making process by using evidence-based information. The program respects the values of the institution by building on integrity and mutual respect and being mindful of excellence, diversity, inclusion, social responsibility and a sense of community as students engage with the individuals and communities they serve in the Commonwealth of Kentucky.

The CP mission is the result of reflection upon the missions and philosophies of the University, College, School and Department where the program is housed. The program mission was created and agreed upon by the Dietetics Curriculum Committee after reviewing the broader missions of the overarching Department, School, College and University. The CP

strives to take the broader missions of those entities and apply them directly to the academic process. The CP mission weaves the other missions seamlessly together by addressing ways to elevate the quality of life of Kentuckians while also advancing the profession of dietetics.

The program is designed to advance the intellectual and educational development of individuals beyond the basic academic level for entry into the dietetics profession. Learning is enhanced by providing individuals the opportunity to apply knowledge as they become professionally competent in food and nutrition systems. By participating in three domains, which include foodservice systems management, medical nutrition, and community nutrition, students become competent to work in a wide variety of settings as they enter the workforce. CP students involved in the supervisory practice portion will gain new knowledge through intellectual inquiry, research, evaluation and application of knowledge to dietetic practice.

The curriculum provides opportunities to apply critical thinking and problem solving skills while conducting projects, research and programs in the Commonwealth of Kentucky. In the academic portion of the CP, students are actively involved in providing programs and services to the community at large. This is even more so during their supervised practice component when students are placed in rotations throughout the state of Kentucky. Students engage with diverse rural and urban communities while gaining insight into the expectations for entry level practice. This type of academic application is consistent with the philosophies and missions of the Department, School, College, and UK.

The Department has observed that the CP needs to continue increasing its student diversity, as it is believed that having a diverse student population will strengthen the program and will lead to an increase in the diversity of the dietetics profession. Currently, 16% of our dietetics student body is composed of racial/ethnic minorities including Asian, Asian American or Pacific Islander; Black or African American; Hispanic or Latino; International students; Native Hawaiian or Pacific Islander; or Multi-racial. However none of our CP students identify themselves as racial/ethnic minorities.

The Department is working to improve the quality of students by increasing the current GPA requirement of 2.8 to 3.0, which students will need to maintain in order to be considered for the CP. This will result in increasing the number of qualified students in the CP which should in turn increase the first time pass rate of the RD exam.

The College of Agriculture, where the Department is housed, participates in a number of recruiting events, which includes programs that specifically target diverse audiences. The majority of the recruitment program efforts consist of the "See Blue Preview Nights", in which College of Agriculture faculty, staff and students visit at least 20 different cities across Kentucky to meet with potential students and family to describe the various academic programs, campus activities and student life. Students from all areas of Kentucky and other states are invited, including students of varying racial, socioeconomic and urban/rural backgrounds are included. In addition, the College of Agriculture's Office of Diversity hosts "Come See for Yourself" programs that are targeted at more diverse audiences. The DHN department has also increased their visibility online by marketing the program within the department's webpage and establishing a department Facebook page.

The increased GPA requirement will be initiated in February 2013 when selecting the CP 2015 class. Students will be made aware of this increase in GPA requirement through email correspondence, newsletter information, and website postings. The handbook will also reflect this change.

**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**

x

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

**Partially Meets**

--

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

**Does Not Meet**

--

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

## Program Planning and Outcomes Assessment

### Standard 5: Program Goals

The program must have goals that reflect its mission and are accomplished through activities conducted by the faculty, Preceptors and graduates.

#### Narrative:

The CP has two well-defined goals that support the mission of the program.

**Program Goal 1:** Provide opportunities for CP students to participate in and provide community-related services.

**Program Goal 2:** Attract outstanding dietetics students that are prepared for entry-level positions in the dietetics field upon graduation.

The two goals were originally created through the Dietetics Curriculum Committee meetings. This committee typically meets on a monthly basis to discuss the department, academic outcomes assessment, plans for improvement and other policy issues. In the past year, the committee has met more frequently as program changes, self-study writing and other events necessitated. The program director proposed some changes in the CP Goals to match changes in the 2012 standards and to streamline the focus of the CP as producing well-prepared entry-level dietitians that are able to adapt, meet and provide community-related services to a wide variety of populations.

Dietetics program directors for the CP, DI and the DPD along with dietetics faculty reviewed the preexisting goals and the new recommendations and gave input to the CP director. Modifications were made and the goals were then accepted. The goals were circulated to the advisory board for comments and were approved at the DHN faculty meeting in November 2012. Advisory board, preceptor and DHN faculty involvement can be found in Appendix 5-01 and additional information will be available on-site. The updated goals still reflect the Department, School, College, and University missions. The updates reflect the mission to attract outstanding dietetics students and to successfully prepare them for entry-level into the dietetics profession while also encouraging commitment to improving the public's knowledge and health.

Faculty members regularly review the Dietetics and Human Nutrition programs to improve and strengthen them. These two goals were recently modified to better reflect the updated program mission. At this time no other changes or improvements are anticipated. The program is in compliance with Standard 5. There are two goals based on the mission that guide the program. Input was received from several constituencies so that the goals reflect opinions from a diverse group who all have knowledge of the program and the dietetics workplace.

**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.

# Standard 5 Appendix

### University of Kentucky Department of Dietetics and Human Nutrition Self Study

Hello All,

In lieu of the ACEND accreditation full review approaching for the University of Kentucky, Department of Dietetics and Human Nutrition Didactic Program in Dietetics, Coordinated Program, and Dietetic Internship programs, we would like to take this opportunity to present and inform you of the specific goals and objectives of the individual programs. As you are all an integral part of the program and its success, we would appreciate if you would acknowledge that you have read and understand the goals and objectives laid out for the individual programs.

### UK Department of Dietetics and Human Nutrition DPD Goals

#### Didactic Program in Dietetics (DPD) Goals and Objectives

Program Goal 1: Advance undergraduate education to prepare dietetic students for graduate school or professional careers to have a positive impact on the community, patients and employers.

#### Goal 1 Objectives:

- 1) Greater than or equal to 90% of DPD students will have a GPA of 2.4 or greater in Year 3 of the DPD curriculum.
- 2) On entrance and exit-surveys there will be a 20% increase in dietetics core knowledge, as demonstrated by the survey responses.
- 3) Of the students completing the exit survey, 70% will report satisfactory ratings or higher regarding their perceived preparation to perform successfully in a supervised practice, entry-level nutrition-related position, or pre-professional program.

Program Goal 2: Provide opportunities for students to develop dietetics core knowledge, and a variety of skills, values and behaviors to prepare them for entry into a dietetic internship.

#### Goal 2 Objectives:

- 1) At least 60% of the DPD graduates will apply for a dietetic internship within 12 months of graduation.
- 2) At least 50% of DPD graduates applying for dietetic internships will receive a dietetic internship within 12 months of graduation.
- 3) At least 70% of DPD graduates will receive satisfactory ratings or higher in relation to their overall dietetics knowledge and skills as reported from dietetic internship directors or employer survey respondents.

I acknowledge that I have read and understand the Didactic Program in Dietetics goals and objectives.

### UK Department of Dietetics and Human Nutrition Dietetic Internship Goals

#### Dietetic Internship (DI) Goals and Objectives

Program Goal 1: Provide a post baccalaureate program of study and supervised practice in dietetics which will advance interns' educational and intellectual development in preparation for an entry-level position in dietetics.

#### Goal 1 Objectives:

- 1) Of DI program graduates, 80% will be practicing dietitians within 12 months of graduation.
- 2) One year after graduation of the DI alumni surveyed, 80% will report satisfied or very satisfied with the program.
- 3) Among DI program graduates, 33% will complete a Masters degree within 36 months of graduation from the DI.

Program Goal 2: Provide an evidence based and integrated accredited program with a minimum of twelve hundred (1200) supervised practice hours through a cooperative effort between university faculty, dietetic professionals, and discipline specialists in health related occupations.

#### Goal 2 Objectives:

- 1) At least, 80% of DI students will graduate in 150% of the time set for program completion.
- 2) DI graduates who take the registration exam will maintain a minimum of an 80% pass rate, over a five year period.
- 3) At least ninety percent (90%) of DI students will complete a research investigation of a selected area in Food and Nutrition Systems Management to disseminate evidence based knowledge through traditional and contemporary methods.

I acknowledge that I have read and understand the Dietetic Internship goals and objectives.

### UK Department of Dietetics and Human Nutrition Coordinated Program Goals

**Coordinated Program (CP) Goals and Objectives**

**Program Goal 1:** Provide opportunities for CP students to participate in and provide community-related services.

**Goal 1 Objectives:**

- 1) All CP students will participate in at least two professional meetings each year.
- 2) All CP students will deliver two health-related services to the community during their supervised practice.

**Program Goal 2:** Attract outstanding dietetics students that are prepared for entry-level positions in the dietetics field upon graduation.

**Goal 2 Objectives:**

- 1) All CP students will have a cumulative GPA of 3.0 or greater to be accepted into the program.
- 2) Of CP graduates who take the CDR exam, 80% will pass the first time.

---

I acknowledge that I have read and understand the Coordinated Program goals and objectives.

**Comments and Suggestions**

Please feel free to leave any comments and/or suggestions on these program goals and objectives.

University of Kentucky, Department of Dietetics and Human Nutrition Supervised Practice Program

## 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.

#### Narrative:

The program has objectives that are directly connected to the goals and are able to effectively assess achievement of the goals. These objectives are measured and used to assess achievement of the program goals on a yearly basis. Target measures have been established to evaluate the success of the program at meeting its goals. The CP outcome measures were updated to reflect the ACEND 2012 Accreditation Standards and are based on historical data and characteristics of the student population. ACEND-required objectives are in bold. Minutes from planning meetings and historical data used to determine target measures will be available on-site.

Outcomes data are provided to prospective candidates via email upon request. The program distributes outcomes data to the DHN faculty to include in advising students who are seeking to apply for the CP. The CP director presents the data at informational sessions about the CP on UK's campus. Data are shared with many visiting families and constituents who request information about programs in DHN and during opportunities at annual FNCE conferences.

The program will:

1. Provide opportunities for CP students to participate in and provide community-related services.
  - a. All CP students will participate in at least two professional meetings each year.
  - b. All CP students will deliver two health-related services to the community during their supervised practice (Guideline 6.4).**
  - c. All CP students will complete 100 hours of community practice during their didactic program and document in their portfolio (Guideline 6.4).**
  
2. Attract outstanding dietetics students that are prepared for entry-level positions in the dietetics field upon graduation.
  - a. All CP students will have a cumulative GPA of 3.0 or greater to be accepted into the program.
  - b. 90% of CP students will complete program/degree requirements within 150% of the program length (Guideline 6.2).**
  - c. 80% of CP graduates who take the CDR exam will pass on the first time (Guideline 6.1)**
  - d. 70% of CP graduates will be employed in dietetics or related fields within 12 months of graduation (Guideline 6.3).**

**Goal 1 Objective A** states that CP students will participate in at least two professional meetings each year. This objective is intended to help the student develop a professional identity and to understand the importance of participating in professional organizations. Students will submit documentation of attending these meetings to the CP director. During the SPP component of the program students submit documentation and short summaries of the professional meetings as an assignment in DHN 518. These assignments are graded by the instructor of DHN 518.

**Goal 1 Objective B** states that all CP students will deliver two health-related services to the community during their supervised practice and **Goal 1 Objective C** states that all CP students will complete 100 hours of community service during their didactic program and document these hours in their portfolio. These two objectives were developed to measure other graduate and program performance outcomes such as, contributions to the community, volunteerism, and professional leadership. These have been requirements of the CP students in the past; however data has not been previously kept regarding these outcomes. The 100% standard was set because these are outcomes that the program director will directly

monitor throughout CP student progression, and students will not be allowed to progress on in the program without completion of these two objectives. The documentation will be kept in student e-portfolios.

**Goal 2 Objective A** states that all CP students will have a cumulative GPA of 3.0 or greater to be accepted into the program. This is an increase of the previous GPA requirement of 2.8. The program feels that it needs to hold its students to higher standards upon admission. With a higher GPA students should be more successful in the supervised practice portion of the program and more adept towards passing the RD exam. Checking the student GPA is a part of the screening process completed by the CP Director and program assistant prior to the interview process.

**Goal 2 Objective B** states that at least 90% of CP students will graduate within 150% of the time planned for completion. The 150% was derived from tracking the number of CP students in the fall semester of their junior year/year 3 divided by the number of these students that graduated within 150% of the time planned for completion. The spring, fall, and summer semesters were each considered one semester. The entire CP would take 5 semesters (junior fall, junior spring, senior fall, senior spring, and senior summer) to complete. Therefore, the 150% mark would be if a student took longer than 7.5 semesters to complete the program. Over the last five years the CP has consistently achieved a 90% or greater graduation completion rate of 150%. Therefore, the CP is confident that the projection of 90% is appropriate.

Year	# of graduates completed program within 150% of time	total # of graduates	% of graduates completed program within 150% of time
2008	9	9	<b>100</b>
2009	10	10	<b>100</b>
2010	12	12	<b>100</b>
2011	11	11	<b>100</b>
2012	12	12	<b>100</b>
		<b>5-year average</b>	<b>100%</b>

**Goal 2 Objective C** states that 80% of CP students that take the RD exam will pass on the first time. The program’s current first time pass rate is 76%, however the first year pass rate is 94%. This puts the CP pass rate in the category that requires monitoring. Several improvements have been put in place to increase the first time pass rate number, including a new CP director, a required RD exam review course that is partially subsidized by the department, and practice tests throughout the program. Other improvements over the past five years include a standardized advising schedule for all CP students, monthly meetings for the CP students, an increase of the GPA admission requirement from 2.8 to 3.0, and the CP curriculum has been thoroughly reviewed and strengthened.

Year	# students that passed RD exam on first attempt	Total # of students that took the RD exam	% of students that passed RD exam on first attempt
2008	6	8	<b>75</b>
2009	3	9	<b>33</b>
2010	9	11	<b>82</b>
2011	7	8	<b>88</b>
2012	10	10	<b>100</b>
		<b>5-year average</b>	<b>76%</b>

Year	# students that passed RD exam within one year of first attempt	Total # of students that took the RD exam	% of students that passed RD exam on first attempt
2008	8	8	<b>100</b>
2009	7	9	<b>78</b>
2010	10	11	<b>90</b>
2011	8	8	<b>100</b>
2012	10	10	<b>100</b>
		<b>5-year average</b>	<b>94%</b>

**Goal 2 Objective D** states that at least 70% of CP graduates will be employed in dietetics or related fields within 12 months of graduation. The 70% was derived from tracking the number of past graduates that have been employed in dietetics or related fields within 12 months of graduation via alumni survey responses and annual report submissions. It is important to note that at the time of the study, only 5 months had passed since the graduation of the 2012 class. Therefore, the result of 58% for that year is falsely low and does not represent the true number of graduates that will be employed within 12 months of graduation. Thus, the CP is confident that the goal of 70% over the next five years is appropriate.

Year	# of graduates employed in dietetics or related fields within 12 months of graduation	total # of graduates	% of graduates employed in dietetics or related field within 12 months of graduation
2008	3	9	<b>33%</b>
2009	9	10	<b>90%</b>
2010	8	12	<b>67%</b>
2011	8	11	<b>73%</b>
2012	7*	12	<b>58%</b>
		5-year average	<b>66%</b>

\*Data only available for a five month period following completion of the SPP and graduation. For this reason, data from this year was not included in the 5-year average.

One area of strength is the fact that there are clear objectives that pertain directly to student success. The objectives are based on historical data and the characteristics of the student population. Graduates of the CP are well-prepared for entry level employment, especially based on the 2009, 2010, and 2011 average employment rate of 77% and the current state of the economy and job market. The curriculum provides opportunities for experiences that develop critical-thinking and problem-solving skills and that serve the population of Kentucky which is in line with the CP mission. The CP has knowledgeable and available faculty members who provide experiences that support achievement of program goals and objectives, and the CP has a deep pool of Preceptors with wide experiences that mentor students successfully.

The CP first time pass rate is an area of improvement for the program. The five year first time pass rate of 76% is a weakness that the program has sought to address in the ways listed below:

- A required RD exam review course that is partially subsidized by the department
- A new CP director
- The class Listserv provides encouragement to take the exam and repeated requests for information about results for four months after the completion of the CP.
- Implemented a mock RD exam at the beginning and end of the program to motivate students about their status regarding success on the exam.
- A standardized advising schedule for all CP students
- Monthly meetings for the CP students led by the CP director
- An increase of the GPA admission requirement from 2.8 to 3.0
- Thorough review and strengthening of CP curriculum
- Decreased lead-time for submitting completion reports to CDR to speed up the time for taking the exam.

**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**

x

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

**Partially Meets**

--

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

**Does Not Meet**

--

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

## Program Planning and Outcomes Assessment

### Standard 7: Program Assessment

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

#### Narrative:

##### Guideline 7.1ba – Guideline 7.1.b

The program has a written assessment plan that guides the process of assessment of both the program and its students. The assessment plan includes the goals developed for the program with the corresponding objectives that guide the activities. The plan allows for a diverse range of actions that assure each goal is met. The plan was designed so a variety of stakeholders could assess the program from different angles. The stakeholders include CP students, DHN faculty, preceptors, alumni, alumni employers and CDR. Administrators, DHN faculty, and the Advisory Committee are all involved in reviewing assessment data and making informed decisions about the program and its future. Various evaluation methods have been used to refine the program assessment matrix. The assessment methods include: results from student surveys, results from alumni surveys, preceptor reports on student progress, and advisory board member comments via email and through annual meetings.

Over the past five years the assessment process has been completed on an annual basis. The past CP Director and program assistants gathered pertinent information within 4 months of program completion in August. The CP Director then stored the data in the CP program filing system. The past CP director also gathered assessment data through numerous direct conversations with past students, preceptors, and alumni employers. Unfortunately, these conversations were not well documented making the data hard to evaluate and validate.

The data collected is organized and collated by the program director and the program assistant on an annual basis. The assessment methods and timelines included:

- Preceptor evaluations of students, which use a four point Likert type scale, are completed at the midpoint and endpoint of the students' rotations. By the final evaluation, all the competencies for the rotation are to be scored at 3.0 or above on a 4.0 scale. Some competencies are reinforced in other rotations when it is relevant to that domain. If a competency is not achieved satisfactorily, the student has the option to improve on or complete the competency in another rotation.
- Student self-evaluation, which uses a four point Likert type scale, is completed at the midpoint and endpoint of the students' rotations. By the final evaluation, all the competencies for the rotation are to be scored at 3.0 or above on a 4.0 scale. Some competencies are reinforced in other rotations when it is relevant to that domain. If a competency is not achieved satisfactorily, the student has the option to improve on or complete the competency in another rotation.
- Student blogs and attendance records are submitted on a bi-weekly basis while in the supervised practice portion of the program.
- Alumni survey results are a compilation of an "alumni survey" sent each November. Data collected includes graduate employment records, including the location of work.
- Employer surveys are sent to the alumnus' direct supervisor after alumni complete their surveys and the department is made aware of their place of employment.
- ACT RD exam records are reviewed twice a year when reports are received.

The written assessment plan includes the program goals and objectives and the qualitative and/or quantitative data needed to evaluate the success of meeting program goals and objectives.

1. Both program goals and the objectives that are used to assess achievement of each listed goal.
2. Qualitative and/or quantitative data needed to determine if objectives have been achieved include:
  - a. CP student e-portfolios
  - b. DHN 518 Professional Assignments

- c. CP students' patient/client education assignments in DHN 800/808 and DHN 812/816
  - d. CP student applications and unofficial transcripts
  - e. Graduation records from the Registrar's office and the College of Agriculture's Advising Resource Office
  - f. ACT test records and CP student correspondence
  - g. CP alumni survey results
  - h. Endpoint competencies self-evaluation
  - i. Final preceptor evaluations
3. Groups from which data will be obtained include:
- a. CP Prospective Students
  - b. CP Students
  - c. Program Director
  - d. DHN Faculty
  - e. Preceptors
  - f. CP Alumni Employers
4. Assessment methods that will be used to collect the data include:
- a. Preceptor evaluations of students at midpoint and endpoint of rotations
  - b. Student self-evaluation at midpoint and endpoint of rotations
  - c. Student volunteer hours documentation
  - d. DHN 800/808 and DHN 812/816 education assignment rubrics
  - e. DHN 518 professional assignment rubric
  - f. Annual electronic surveys from preceptors, graduates and employers
  - g. Student e-portfolios
5. Individuals responsible for ensuring that data are collected include:
- a. Program Director
  - b. DHN 518 Faculty
  - c. DHN Faculty
  - d. Preceptors
  - e. CP Student Selection Committee
  - f. Program Assistant
  - g. CP students
6. Timeline for collecting the necessary data

Guideline 7.2.a and Guideline 7.2.b

**Program Goal #1: To attract and graduate outstanding dietetic students.**

**Objective 1:** 90% of students enrolled in the professional courses in the third year of the CP will complete the program requirements within 150% of the time planned for completion.

The chart below includes data for the last five years of students completing the program requirements within 3 years (150% of time planned for completion). The average percent of graduates that completed the program within 150% of time is 100%. The program met this objective.

Year	# of graduates completed program within 150% of time	Total # of graduates	% of graduates completed program within 150% of time

2008	9	9	<b>100</b>
2009	10	10	<b>100</b>
2010	12	12	<b>100</b>
2011	11	11	<b>100</b>
2012	12	12	<b>100</b>
		<b>5-year average</b>	<b>100%</b>

**Objective 2:** Over a five-year period the pass rate for the CP graduates taking the registration examination for the first time will be at least 80%.

The chart below includes student first time pass rate data for the last five years. The program's current first time pass rate is 76%; however the first year pass rate is 94%. This puts the CP pass rate in the category that requires monitoring. Several improvements have been put in place to increase the first time pass rate number, including a new CP director, a required RD exam review course that is partially subsidized by the department, and practice tests throughout the program. Other improvements over the past five years include a standardized advising schedule for all CP students, monthly meetings for the CP students, and regular assessment of curriculum by program faculty. In addition, the GPA admissions requirement for CP class of 2015 (will apply in February, 2013) will increase from 2.8 to 3.0.

The CP program director developed a pass rate improvement plan in 2008 that was implemented in entirety for first time for the class of 2010. Since implementation the pass rate has continually increased. This objective was not met, but pass rates have improved since 2010 and are expected to continue to improve based on recent improvements.

Year	# of students that passed RD exam on first attempt	Total # of students that took the RD exam	% of students that passed RD exam on first attempt
2008	6	8	<b>75</b>
2009	3	9	<b>33</b>
2010	9	11	<b>82</b>
2011	7	8	<b>88</b>
2012	10	10	<b>100</b>
		<b>5-year average</b>	<b>76%</b>

Year	# students that passed RD exam within one year of first attempt	Total # of students that took the RD exam	% of students that passed RD exam on first attempt
------	---	---	--

2008	8	8	<b>100</b>
2009	7	9	<b>78</b>
2010	10	11	<b>90</b>
2011	8	8	<b>100</b>
2012	10	10	<b>100</b>
		<b>5-year average</b>	<b>94%</b>

**Objective 3:** Over a five-year period, 70% or more of the CP graduates who sought employment in dietetics will be employed within three months of program completion.

Due to the logistics and timing of the alumni survey, a three-month employment rate has been difficult to measure. Therefore, a twelve-month employment rate has been used to measure this objective using alumni survey responses and annual report submissions. Using annual report data that the past CP director submitted, the average percent of graduates employed in dietetics or a related field within 12 months of graduation is 64%. However, this number is lower than the alumni survey responses, which reflect a 70% employment rate. Some of this difference could be attributed to the fact that “related fields” are not defined clearly, so some students could report that they are working within a related field when in actuality they are not. There has also been some confusion among alumni as to if working as a teaching assistant in a dietetics department counts as employment. For the purpose of this study, teaching assistant work was not included as employment in dietetics or a related field.

It is important to note that at the time of the study, only five months had passed since the graduation of the 2012 class. Therefore, the result of 58% for that year is falsely low and does not represent the true number of graduates that will be employed within 12 months of graduation. Using the results from the alumni surveys, the average percent of graduates employed in dietetics or related fields within 12 months of graduation is 70%, which means this objective was met.

Year	# of graduates employed in dietetics or related fields within 12 months of graduation	Total # of graduates	% of graduates employed in dietetics or related field within 12 months of graduation
2008	3	9	<b>33%</b>
2009	9	10	<b>90%</b>
2010	8	12	<b>67%</b>
2011	8	11	<b>73%</b>
2012	7*	12	<b>58%</b>
		5-year average	<b>66%</b>

\*Data only available for a five-month period following completion of the SPP and graduation. For this reason, data from this year was not included in the 5-year average.

**Objective 4:** CP students will meet or exceed the foundation knowledge requirements and competencies needed for entry-level dietetic professions.

This objective was measured using a variety of means that included course evaluations and grades, CP alumni surveys, and preceptor surveys. First, using grades to assess this objective, over the past five years all coordinated program students have earned a “B” or higher grade in all courses designated as major coursework. In addition, 100% of students earned an “A” or “B” in all supervised practice program courses. Second, using student self-post competency evaluations to assess the objective, students’ self-competency ratings ranged between 3.05-3.88 on a 4.0 scale on all competencies. Third, using preceptor survey results to assess this objective, preceptor ratings of student attainment of the competencies ranged between 3.50-3.88.

All CP students are assessed at the end of each supervised practice rotation. If they are found to be deficient in any competency then they are given the opportunity to either meet that competency in any remaining rotations or add a few more weeks to the end of that rotation to specifically meet that competency. Over the past five years, no CP student has had to add time on to their rotation schedule to meet additional competencies. All CP students have met all of the knowledge requirements and competencies upon completion of the program.

From the assessment of program goal #1, 3 objectives were met and 1 objective was unmet. However, the pass rate has been steadily increasing since the pass rate improvement plan was implemented. Therefore, goal #1 was met.

**Program Goal #2: Through a cooperative effort between University faculty, dietetic professionals, and discipline specialists in health related occupations, Coordinated Program students will achieve successfully, a balanced and integrated accredited didactic and supervised practice program with a minimum of 1200 supervised practice hours.**

**Objective 1:** Over the course of the SPP 100% of CP students will document the completion of a ten-week rotation on a 40- hr per week schedule at a foodservice systems facility; a medical nutrition facility; and a seven-week rotation at a community nutrition facility.

While completing the supervised practice portion of the CP, all students submit timesheets to the CP/DI program assistant on a biweekly basis via fax. The students also submit these timesheets via hardcopy at the end of each rotation in a binder to the respective DHN faculty member and CP Director. If a problem arises during a rotation that involves a student working less than 40-hours a week then the CP Director contacts the student directly and discusses ways to make up the missed hours. Several opportunities to make up these missed hours have included, working weekend rotations with their preceptors, working after-hours events such as health fairs, diabetes camps, evening shift, etc., or completing 10 hour days compared to the usual 8 hour workdays. Since this measurement is closely monitored on a biweekly basis, 100% of CP students over the past 5 years have documented and submitted timesheets. These timesheets are available for on-site review. This objective was met.

**Objective 2:** Over the course of the SPP 90% of CP students will evaluate and be evaluated on attainment of the competencies at the midpoint and endpoint of the respective rotations by themselves and the Community Based Faculty (Preceptors).

While completing the supervised practice portion of the coordinated program, all students are evaluated on attainment of the competencies through self-evaluation and by their preceptor. The midpoint evaluations are sent via fax or email to the CP/DI program assistant and the student submits the final evaluations via hardcopy at the end of each rotation in a binder to the respective DHN faculty member and CP Director.

If a problem or an area of concern arises during a midpoint evaluation then the CP Director contacts the student directly and discusses ways to better meet the competencies in question. The midpoint evaluation also provides a good conversation piece for the student and the preceptor to make sure they are on the right track and will meet the required competencies on that rotation. Since this measurement is closely monitored, 100% of CP students over the past 5 years have completed self-evaluations at the midpoint and endpoint of each rotation and 100% of CP students over the past 5 years have had their preceptor complete a midpoint and endpoint evaluation for them. These evaluations are available for on-site review. This objective was met.

**Objective 3:** Over the course of the SPP and post-graduation the performance and entry-level readiness of 85% of the CP graduates will be evaluated by CBF and employers.

As mentioned above, 100% of students are evaluated by their CBF (preceptors) throughout their supervised practice program. Therefore, half of this objective was met. However, the second portion of this objective regarding employer evaluations of students has not been met. Even though employer surveys were sent out on an annual basis, the response rate was extremely low. First, the CP/DI assistant had to wait until the alumni responded to their surveys to find out where they were currently employed. This automatically decreased the pool of employers since not all alumni responded to their surveys. From the alumni that did respond, the response rate from their employers was still low. However, from the employer surveys that were returned the CP alumni were rated extremely high. Therefore, half of this objective was met.

From the assessment of program goal #2, two objectives were fully met and one objective was partially met. Therefore, goal #2 was met. Over the past five years CP students have achieved a balanced and integrated didactic and supervised practice program with a minimum of 1,200 hours.

**Program Goal #3 - The coordinated program in dietetics will graduate qualified dietitians who deliver nutrition services to elevate the quality of life in the Commonwealth of Kentucky.**

**Objective 1:** Over a five-year period 80% or more of the CP graduates will be employed in the dietetic/nutrition field within three years of graduation.

Similar to Goal 1, Objective 3 is difficult to precisely assess due to the logistics and timing of the alumni survey that had been sent out annually over the last five years. The three-year employment rate has been difficult to measure. Therefore, a general employment rate has been used to measure this objective using alumni survey responses. Using the alumni survey responses, a 70% employment rate is reported. The question that was asked on the alumni survey stated, "Are you currently employed in dietetics?" Because the question did not specifically ask about time of employment post graduation this objective is difficult to measure.

It is important to note that at the time of the study, three years had not passed from graduation for the 2010, 2011 and 2012 classes and, therefore, the average employment of 70% for those years does not represent the true number of graduates that will be employed within three years of graduation. Using the data that was gathered via the alumni surveys, this objective was not met.

**Objective 2:** Over a five-year period 80% or more of the CP graduates will be delivering services in dietetics in communities in Kentucky.

A long-standing goal of the CP has been to educate and serve Kentuckians; therefore one of the objectives is delivery of services to communities in Kentucky. The responses from the alumni survey were again used to measure this objective. From the alumni who responded to the survey, 85% are providing dietetics and nutrition services in the state of Kentucky. This data further illustrates the CP's effort to elevate the life of Kentuckians through better nutrition. This objective was met.

**Objective 3:** Over a five-year period 80% or more of the CP graduates will be candidates for or hold a post-graduate degree within five years of graduation.

Responses from the alumni survey were the data assessed to measure this objective. This objective has an extremely high target percentage at 80%, which is substantially higher than the national percentile of dietitians with post-graduate degrees. From discussions with DHN faculty members, this objective was created when there were thoughts about potentially transforming the current undergraduate coordinated program to a graduate coordinated program. Since that time that plan has not come to fruition, and therefore the 80% measure is very high for an undergraduate coordinated program.

From the annual reports, 38% of CP alumni are candidates for or hold a post-graduate degree. This number is lower than the alumni survey responses, which revealed that of the alumni that responded, 53% are candidates for or hold a post-graduate degree within 5 years of graduation. It is important to note that at the time of the study, five years had not passed from graduation for the any of the classes being measured and therefore, the average of 38% or 53% for those years does not represent the true number of graduates that will be candidates for or hold a post-graduate degree within five years of graduation. Using the data that was gathered via the annual reports or the alumni surveys, this objective was not met.

<b>Year</b>	<b>CP completion</b>	<b>MS completion</b>	<b>% of graduates who are candidates for or hold a post-graduate degree</b>
2008	9	3	<b>33%</b>
2009	10	4	<b>40%</b>
2010	12	4	<b>33%</b>
2011	11	5	<b>45%</b>
2012	12	1*	<b>8%</b>
Five year average			<b>38%</b>

\*Data only available for a five-month period following completion of the SPP and graduation. For this reason, data from this year was not included in the 5-year average.

From the assessment of program goal #3, 1 objective was met and 2 objectives were unmet. Therefore, goal #3 was not met. Over the past five years the coordinated program has graduated qualified dietitians, most of whom are delivering nutrition services to elevate the quality of life in the Commonwealth of Kentucky, even if the current percentages do not meet the high numerical standards set by the objectives.

Program assessment data are displayed on the matrix below. Based on the analysis, a variety of strengths have emerged including:

- A variety of methods are used to collect data.
- Both external and internal methods of evaluation are utilized to gather data that include a variety of stakeholders.
- Several measurements include student self-assessment and evaluation, which encourages critical thinking, reflection and professionalism.
- The first-time pass rate has been steadily increasing since the pass rate improvement plan was implemented in 2008.
- The one-year pass rate is extremely high at 94%.
- More than 85% of program graduates are currently providing nutrition services to Kentuckians.
- Many program graduates are candidates for or hold a post-graduate degree.

No areas of non-compliance are evident for this standard. To improve gathering data in the future several changes will be made that will improve accuracy. First, the alumni survey has been revised to include specific questions regarding timeline of alumni employment and alumni post-graduate education. The program assistant has also been keeping detailed records of current CP graduates that include the exact date of when they pass the RD exam and the exact date of employment. Finally, a new letter has been drafted that will be sent to alumni’s employers explaining the importance of the alumni employer survey and how it helps improve the dietetics profession. The program hopes that this new step will increase the response rate for the employer survey. Several assessment methods can be found in the Standard 7 Appendix. These include the alumni survey (Appendix 7-01), the preceptor survey (Appendix 7-02), the employer survey (Appendix 7-03), and the mid-point and end-point evaluation form (Appendix 7-04).

Looking forward to the next five-year assessment period, the number of program goals has been reduced from three to two. The objectives that correspond with these two goals are very clear and concise to increase the accuracy of measurement. The timelines associated with most new objectives is also shorter which will increase the extent that the

program is able to precisely measure within the timeframe provided. The new goals and objectives focus on building professionalism and providing CP students with the skills necessary to excel as entry-level dietitians.

**Program Assessment Matrices (Standard 7) for U.S. and International Dietetics Programs Using the DE Standards  
Assessment Period from 2008 to 2012**

**Mission of the Dietetics Program Using the DE Standards (Standard 4)**

To provide a quality undergraduate experience of education, research, and supervised practice using a comprehensive evidence-based program in food, nutrition, and management.

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

Goal #1: To attract and graduate outstanding dietetic students

<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>Timeframe (finished?) (Guideline 7.1f)</b>	<b>Actual Outcome (Guideline 7.2 b)</b>	<b>Outcome Met or Unmet</b>
Ninety (90) % of students enrolled in the professional courses in the third year of the DHN CP will complete the program requirements within 150% of the time planned for completion.	CP graduation data; including date of acceptance into the program and date of completion	Academic records	CP Director	Yearly	100% of students completed the program requirements within 150% of the time planned for completion.	Met
Over a five-year period the pass rate for the CP graduates taking the registration examination for the first time will be at least 80%.	Yearly and 5-year report from AND/CDR	Examination report from AND/CDR	AND/CDR CP Director	Yearly and 5-year assessment report	Five-year average of first time pass rate = 76%  Five-year average of one-year pass rate = 94%	Unmet
Over a five-year period, 70% or more of the CP graduates who sought employment in dietetics will be employed within three months of program completion.	Yearly CP graduate report; Post graduation survey and formal online survey	CP graduate/alumni surveys	CP director	Yearly and at end of SPP	5 year average according to annual reports = 66.3%  5 year average according to alumni survey results = 70%	Met
CP students will meet or exceed the foundation knowledge requirements and competencies needed for entry level dietetic professions	Documentation by CBF and DHN CP faculty; Mid- and endpoint evaluation and grades on specific assessment methods per rotation	Course evaluation and grade; CP alumni, preceptor and employer surveys	Preceptors DHN faculty CP students CP employers	Yearly and random sampling of 5-year segments	Students' end of program self-competency ratings ranged from 3.05-3.875 on a 4-point scale on all competencies. Student evaluations completed by preceptors at the end of the rotation scored students' with a range of 3.41- 3.86 on each competency.	Met

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

Goal #2 - Through a cooperative effort between university faculty, dietetic professionals, and discipline specialists in health related occupations, coordinated program students will achieve successfully, a balanced and integrated accredited didactic and practice program with a minimum of 1200 supervised practice hours.

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)	Timeframe (finished?) (Guideline 7.1f)	Actual Outcome (Guideline 7.2 b)	Outcome Met or Unmet
Over the course of the SPP 100% of the CP students will document the completion of a ten-week rotation on a 40-hr per week schedule at a foodservice systems facility; a medical nutrition facility; and a seven-week rotation at a community nutrition facility.	SPP time sheets per rotation and program documentation	Attendance records and journals	Preceptors DHN faculty	Rotations during SPP; Spring, Summer 4-week and Summer 8-week semesters	100% of CP students documented and submitted timesheets.  Timesheets are available for on-site review.	Met
Over the course of the SPP 90% of the CP students will evaluate and be evaluated on attainment of the competencies at the midpoint and endpoint of the respective rotations by themselves and the Community Based Faculty	Mid-and endpoint evaluations per rotation	Mid- and endpoint evaluations	Preceptors CP students DHN faculty	Rotations during SPP; Spring, Summer 4-week and Summer 8-week semesters	100% of CP students completed midpoint and endpoint evaluations.  Students' endpoint self-competency ratings ranged from 3.05-3.88 on a 4-point scale on all competencies.  100% of CP preceptors (CBF) completed midpoint and endpoint evaluations for their respective student(s).  In preceptors' final evaluation of student performance, scores ranged from 3.41-3.86 on a 4-point scale on each competency.	Met
Over the course of the SPP and post-graduation the performance and entry-level readiness of 85% of the CP graduates will be evaluated by the CBF and employers.	Mid- and end-point evaluations; CBF and CP employer surveys	Mid- and endpoint evaluations. Preceptor and CP employer surveys	Preceptors CP employers DHN faculty	Rotations during SPP; Spring, Summer 4-week and Summer 8-week	100% of CP students were evaluated by preceptors (CBF) over the course of the SPP.  In preceptors' final evaluation of student	Met outcome for preceptor evaluations.  Did not meet outcome for employer evaluations.

				<p>semesters. One to two years post graduation and once employed and randomly thereafter</p>	<p>performance, scores ranged from 3.41-3.86 on a 4-point scale on each competency.</p> <p>9% of CP graduates were evaluated by their employers. Employer survey ratings ranged from 3.60-3.80 on a 4-point scale on each competency.</p> <p>The CBF and employers evaluated average of 54.6% of CP Graduates.</p>	
--	--	--	--	--	--	--

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

Goal #3 - The coordinated program in dietetics will graduate qualified dietitians who deliver nutrition services to elevate the quality of life in the Commonwealth of Kentucky.

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)	Timeframe (finished?) (Guideline 7.1f)	Actual Outcome (Guideline 7.2 b)	Outcome Met or Unmet
Over a five-year period 80% or more of the CP graduates will be employed in the dietetic/nutrition field within three years of graduation	CP alumni reports of employment; CP Alumni Surveys	CP alumni surveys	CP Director and CP/DI program assistant	Yearly and randomly over a five year time frame	5 year average according to alumni survey results = 70%	Unmet
Over a five-year period 80% or more of the CP graduates will be delivering services in dietetics in communities in Kentucky	CP alumni reports of employment; CP Alumni Surveys	CP alumni surveys	CP Director and CP/DI program assistant	Yearly and randomly over a five year time frame	85% of all respondents of the alumni survey are delivering services in dietetics in communities in Kentucky.	Met
Over a five-year period 80% or more of the CP graduates will be candidates for or hold a post-graduate degree within five years of graduation	CP alumni reports of degrees; CP Alumni Surveys	CP alumni surveys	CP Director and CP/DI program assistant	Yearly and randomly over a five year time frame	53% of all respondents of the alumni survey are candidates for or hold a post-graduate degree within 5 years of graduation.	Unmet

## Program Assessment Matrices (Standard 7) for U.S. and International Dietetics Programs Using the DE Standards Assessment Period from 2013 to 2018

**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)

To provide a quality undergraduate experience of education, research, and supervised practice using a comprehensive evidence-based program in food, nutrition, and management.

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

Goal #1 - Provide opportunities for CP students to participate in and provide community-related services.

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)
All CP students will participate in at least two professional meetings each year.	CP student e-portfolios DHN 518 Professional Assignment	Review e-portfolios annually and review grade received on DHN 518 assignment	Program Director DHN 518 Faculty	<ul style="list-style-type: none"> <li>Program director meets with each CP student individually at least once a semester.</li> </ul>	Annually at the end of each academic year.	(data due in 5 yrs)
All CP students will deliver two health-related services to the community during their supervised practice.	CP students' patient/client education assignments in DHN 800/808 and DHN 812/816	Grade CP students' assignments at the end of their rotation. Review preceptor evaluation of health- related service project	DHN Faculty Preceptors	<ul style="list-style-type: none"> <li>Provide grade to students' assignments once they are submitted.</li> </ul>	Annually at the end of the student's rotation.	(data due in 5 yrs)
All CP students will complete 100 hours of community practice during their didactic program and document in their portfolio.	CP student e-portfolios	Review e-portfolios bi- annually at the end of each semester and require submission of volunteer hour logs.	Program Director	<ul style="list-style-type: none"> <li>Discuss 100 hours of community service requirement at each CP monthly meeting</li> <li>Provide CP students with volunteer hour record sheets</li> </ul>	Bi-annually at the end of each semester.	(data due in 5 yrs)

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

Goal #2 - Attract outstanding dietetics students that are prepared for entry-level positions in the dietetics field upon graduation.

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)
All CP students will have a cumulative GPA of 3.0 or greater to be accepted into the program.	CP student applications and unofficial transcripts	Review applications and transcripts yearly during the CP application process.	Program director CP Student Selection Committee	<ul style="list-style-type: none"> <li>Application grading rubrics</li> <li>CP student acceptance standards</li> </ul>	Annually each February during the CP student selection process.	(data due in 5 yrs)
90% of CP students will complete program/degree requirements within 150% of the program length.	Graduation records from the Registrar's office and the College of Agriculture's Advising Resource Office	Review graduation records annually	Program director	<ul style="list-style-type: none"> <li>Program director meets with each CP student individually at least once a semester</li> <li>Department's advisor creates an academic plan of completion with each student.</li> <li>Graduation audit completed by College of Ag's Advising Resource Office</li> </ul>	Annually each August	(data due in 5 yrs)
80% of CP graduates who take the CDR exam will pass on the first time.	ACT test records and CP student correspondence	Review ACT test records bi-annually and monitor student correspondence	Program director Program assistant	<ul style="list-style-type: none"> <li>Department subsidizes registration fee for RD exam review annually in August</li> <li>Students will be competent and confident in their skills to take the RD exam by completing practice exams.</li> </ul>	Bi-annually when reports are received	(data due in 5 yrs)
70% of CP graduates will be employed in dietetics or related fields within 12 months of graduation.	CP alumni survey results	Review results from CP alumni survey	Program director Program assistant	<ul style="list-style-type: none"> <li>Students will be competent to serve as an entry-level dietitian upon graduation from the CP.</li> <li>DHN Department will provide job references upon student request</li> </ul>	Annually in August when CP alumni survey results are tabulated	(data due in 5 yrs)

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include the Program Assessment Plan.

**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 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.

# Standard 7 Appendix

## Employment

2. Which supervised practice program were you in?

- Coordinated Program
- Dietetic Internship

3. Are you employed?

- Yes, if yes skip question 4
- No

4. If you are currently unemployed, check the most important reason, then skip to question 13.

- attending school
- No job in desired location
- insufficient earning power
- family responsibilities
- taking a break for a while
- health reasons
- No job in dietetics
- Other, please specify

5. Name of current employer?

- Name
- Company
- Address
- Address 2
- City
- State
- Zip Code
- Country
- Email Address
- Phone Number

6. Please describe your primary employment

---

- Federal
- State
- City
- County
- Nonprofit Hospital
- For-profit Hospital
- Nonprofit Organization
- For-Profit Company
- Health Agency
- Self Employed
- Laboratory
- Other, Please Specify

7. What is the job title for your current position?

---

---

8. What is your job status? (Check One)

---

- Part Time
- Full Time

9. What level is your position? (Check One)

---

- Supervisory
- Non-Supervisory

10. Supervisor's name, title and email address.

---

11. If you are employed in the field of nutrition, what area of practice are you working in? (Check all that apply)

---

- Clinical Nutrition/Dietetics
- Community Nutrition
- Food Service Systems Management
- Private Practice
- Sales
- research
- health and wellness
- government
- education
- Other, Please Specify

**12. What is your annual salary? (check one)**

- under \$5,000
- \$5,000-\$9,999
- \$10,000-\$19,999
- \$20,000-\$29,999
- \$30,000-\$39,999
- \$40,000-\$49,999
- \$50,000-\$59,999
- \$60,000-\$69,999
- \$70,000-\$79,999
- \$80,000-\$89,999
- \$90,000-\$99,999
- Over \$100,000

**13. If you are not working in the field of nutrition/dietetics, in what field are you working?****14. If you are not working in the field of nutrition/dietetics, check the most important reason for change in career:**

- No job available in the field
- Change of Interest
- better working conditions
- furthering education
- better salary
- greater opportunity
- Other

**Professional Activities/Registrations**

1. List the professional organizations of which you are a member; committee or leadership roles in which you have been involved; publications, or other activities contributing to your professional growth.

**2. Are you a Registered Dietitian?**

- Yes
- No

**3. Are you a Licensed Dietitian? If yes, what state?**

- Yes
- No

**Education Status**

1. Have you completed a graduate degree or have you enrolled in any graduate program or course work for credit since completing the Supervised Practice Program?

- Yes
- No

2. What institution(s) have you attended since completing the Supervised Practice Program.

3. What degree(s)/certifications have you obtained since you completed the Supervised Practice Program?

---

4. Have you completed learning goals for your continuing education portfolio?  
If yes please list at least two of your Learning Goals.

---

5. What was the major reason for attending the Supervised Practice Program at UK?

---

6. Please rate your satisfaction with the Supervised Practice Program:

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Supervised Practice Program	<input type="radio"/>				
Quality of Instruction	<input type="radio"/>				
Quality of Internship Placement	<input type="radio"/>				
Quality of information about available jobs	<input type="radio"/>				
Opportunity for Faculty Interaction	<input type="radio"/>				

7. What were the strengths and weaknesses of the UK Supervised Practice Program?

Strengths

---

Weaknesses

---

8. What areas need improvement?

---

### Competencies

1. Please rate your ability to achieve the following competencies on a scale from 1 to 4, with 1 being the lowest and 4 being the highest.

	1	2	3	4
Perform in Accordance with the Code of Ethics for the Profession of Dietetics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refer clients/patients to other dietetics professionals or discipline when a situation is beyond one's level of competence (perform)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in professional activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform self assessment, prepare a portfolio for professional development, and participate in lifelong learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in legislative and public policy processes as they affect food, food security, nutrition and health care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use current technologies for information and communication activities (perform)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervise documentation of nutrition assessment and interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide dietetics education in supervised practice setting (perform)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervise counseling, education, and/or other interventions in health promotion/disease prevention for patients/clients needing medical nutrition therapy for uncomplicated instances of common conditions, e.g. hypertension, obesity, diabetes, and diverticular disease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4
Supervise education and training for target groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and review educational materials for target populations (perform)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in the use of mass media to promote food and nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret and incorporate new scientific knowledge into practice (perform)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervise quality improvement including systems and customer satisfaction, for dietetics service and/or practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and measure outcomes for food and nutrition services and practice (perform)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4
Participate in organizational change and planning and in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Default Question Block

---

Your comments will be greatly appreciated and will assist in the future development of the University of Kentucky, Dietetics and Human Nutrition Supervised Practice Program.

Please fill out the below information about yourself.

---

Name

Title

Facility

Course Goals and Objectives:

Were the course goals and objectives clear and/or helpful? Why or why not?

---

Yes

No

Program Structure:

Did the program structure meet your expectations? Why or why not?

---

Yes

No

Communications between the intern, community faculty, and program faculty and director:

Was the communication adequate? Why or why not?

---

Yes

No

Evaluation Process:

Please comment on the evaluation and learning tools available (such as syllabi, midpoint/final evaluations, expectations sheet, etc.)

---

**Strengths of the Program:**

What do you see as the strengths of the University of Kentucky, Dietetics and Human Nutrition Supervised Practice Program (UK DHN SPP)?

What topics do you see that may need more emphasis in the program?

Do you feel that the UK DHN SPP compares favorably to other ACEND accredited programs?

- Yes
- No

In which domain is your facility?

- Food Service Systems Management
- Community Nutrition
- Medical Nutrition Therapy

Complete this section if you are a Food Service Systems Management rotation.

Please indicate the level of performance you have observed for each of the competency requirements. If the statement does not apply please select N/A.

	5 Outstanding for Entry	4 Above Expectations for Entry	3 Average for Entry	2 Needs	1
University of Kentucky CP Program					

	Level	Level	Level	Improving	Unsatisfactory	N/A
Has achievement of clinical, programmatic, quality, productivity, economic expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply evidence-based guidelines, systematic reviews and scientific literature in the nutrition care process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluates emerging research for application in dietetics practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice in compliance with current federal regulations and state statutes and rules, as the Code of Ethics for the Profession of Dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates professional writing skills in preparing professional communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serves in professional and community organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5 Outstanding for Entry Level	4 Above Expectations for Entry Level	3 Average for Entry Level	2 Needs Improving	1 Unsatisfactory	N/A
Performs self-assessment and, develops goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops and demonstrates effective communications skills for maximizing client education, employee training and marketing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates and promotes responsible use of resources including employees, money, time, water, energy, food and disposable goods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops and delivers products, programs or services that promote consumer health, merging consumer desires with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

nutrition, food safety and health messages and interventions.

Delivers respectful, science-based answers to consumer questions concerning emerging trends

Coordinates procurement, production, distribution and service of goods and services

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Outstanding for Entry Level	4 Above Expectations for Entry Level	3 Average for Entry Level	2 Needs Improving	1 Unsatisfactory	N/A

Develops and evaluates recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various groups.

Uses organizational processes and tools to manage human resources

Performs management functions related to safety, security and sanitation that affects employees, customers, patients, facilities and food.

Applies systems theory and a process approach to make decisions and maximize outcomes

Participates in public policy activities, including both legislative and regulatory initiatives.

Conducts clinical and customer service quality management activities.

Uses current informatics technology to develop, store, retrieve and disseminate information and data

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Outstanding for Entry Level	4 Above Expectations for Entry Level	3 Average for Entry Level	2 Needs Improving	1 Unsatisfactory	N/A

Prepares and analyzes quality, financial or productivity data and develops a plan for intervention

Conducts feasibility studies for products, programs or

services with consideration of costs and benefits	<input type="radio"/>					
Obtains and analyzes financial data to assess budget controls and maximize fiscal outcomes	<input type="radio"/>					
Develops business plans for products, programs or services.	<input type="radio"/>					
Completes documentation that follows all guidelines.	<input type="radio"/>					

Complete this section if you are a Medical Nutrition Therapy rotation.

Please indicate the level of performance you have observed for each of the competency requirements. If the statement does not apply please select N/A.

	5 Outstanding for Entry Level	4 Above Average for Entry Level	3 Average for Entry Level	2 Needs Improving	1 Unsatisfactory	N/A
Has achievement of clinical, programmatic, quality, productivity, economic expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply evidence-based guidelines, systematic reviews and scientific literature in the nutrition care process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluates emerging research for application in dietetics practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practices in compliance with current federal regulations and state statutes and rules, as well as the Code of Ethics for the Profession of Dietetics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates professional writing skills in preparing professional communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designs, implements and evaluates presentations for colleagues and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use effective education and counseling skills to facilitate behavior change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assigns appropriate patient care activities and practices guidelines and policies within the facility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	for Entry Level	Average for Entry Level	for Entry Level	2 Needs Improving	1 Unsatisfactory	N/A
Refers clients and patients to other professionals and services when needs are beyond individual scope of practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applies leadership principles effectively to achieve desired outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serves in professional and community organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes collaborative relationships with internal and external stakeholders to facilitate individual and organizational goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performs self assessment and develops goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performs the Nutrition Care Process and uses standardized nutrition language for differing individuals, groups and populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assesses the nutritional status of individuals, groups and populations in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diagnoses nutrition problems and creates problem, etiology, signs and symptoms (PES) statements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	5 Outstanding for Entry Level	4 Above Average for Entry Level	3 Average for Entry Level	2 Needs Improving	1 Unsatisfactory	N/A
Plans and implements nutrition interventions according to the Nutrition Care Process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitors and evaluates problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops and demonstrates effective communication skills for maximizing client education, employee training and marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivers respectful, science-based answers to consumer questions concerning emerging trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

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

Participates in public policy activities, including both legislative and regulatory initiatives

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

Conducts clinical and customer service quality management activities

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

Uses current informatics technology to develop, store, retrieve and disseminate information and data

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

5 Outstanding for Entry Level	4 Above Average for Entry Level	3 Average for Entry Level	2 Needs Improving	1 Unsatisfactory	N/A
--	---------------------------------------	---------------------------------	----------------------	---------------------	-----

Prepares and analyzes quality, financial or productivity data and develop a plan for intervention

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

Conducts feasibility studies for products, programs or services with consideration of costs and benefits

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

Obtains and analyzes financial data to assess budget controls and maximize fiscal outcomes

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

Completes documentation that follows all guidelines.

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

Participates in coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers

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

Complete this section if you are a Community Nutrition rotation.

Please indicate the level of performance you have observed for each of the competency requirements. If the statement does not apply please select N/A.

	5 Outstanding for Entry Level	4 Above Average for Entry Level	3 Average for Entry Level	2 Needs Improving	1 Unsatisfactory	N/A
Has achieved clinical, programmatic, quality, productivity, economic expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Applies evidence-based guidelines, systematic reviews and scientific literature in the nutrition care process.

Justifies programs, products, services and care using appropriate evidence or data

Evaluates emerging research for application in dietetics practice

Practices in compliance with current federal regulations and state statutes and rules, as well as the Code of Ethics for the Profession of Dietetics

Demonstrates professional writing skills in preparing professional communications.

Designs, implements and evaluates presentations for colleagues and staff.

Uses effective education and counseling skills to facilitate behavior change

5 Outstanding for Entry Level    4 Above Average for Entry Level    3 Average for Entry Level    2 Needs Improving    1 Unsatisfactory    N/A

Assigns appropriate patient care activities and practices guidelines and policies within the facility

Refers clients and patients to other professionals and services when needs are beyond individual scope of practice

Applies leadership principles effectively to achieve desired outcomes

Serves in professional and community organizations

Establishes collaborative relationships with internal and external stakeholders to facilitate individual and organizational goals

Demonstrates professional attributes and work ethic within various organizational cultures

Performs self assessment and develops goals and objectives

Demonstrates assertiveness and negotiation skills.

5 Outstanding for Entry Level	4 Above Average for Entry Level	3 Average for Entry Level	2 Needs Improving	1 Unsatisfactory	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Performs the Nutrition Care Process and uses standardized nutrition language for differing individuals, groups and populations

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

Assesses the nutritional status of individuals, groups and populations in the workplace

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

Diagnoses nutrition problems and create problem, etiology, signs and symptoms (PES) statements

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

Plans and implements nutrition interventions according to the Nutrition Care Process.

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

Monitors and evaluates problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis

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

Develops and demonstrates effective communications skills for maximizing client education, employee training and marketing

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

Delivers respectful, science-based answers to consumer questions concerning emerging trends

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

Participates in public policy activities, including both legislative and regulatory initiatives

5 Outstanding for Entry Level	4 Above Average for Entry Level	3 Average for Entry Level	2 Needs Improving	1 Unsatisfactory	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Conducts clinical and customer service quality management activities

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

Uses current informatics technology to develop, store, retrieve and disseminate information and data

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

Conducts feasibility studies for products, programs or services with consideration of costs and benefits

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

Develops business plans for products, programs or services.

Completes documentation that follows all guidelines.

<input type="radio"/>					
<input type="radio"/>					

University of Kentucky Nutrition and Food Science Supervised Practice Program 2012

**Default Question Block**

**We are requesting information from employers of graduates of the University of Kentucky, Nutrition and Food Science Supervised Practice Program to assist in the evaluation of the effectiveness of our program.**

Name of Employee

Please select which type of facility the employee works in:

- Food Service Systems Management
- Medical Nutrition Therapy (Clinical)
- Community Nutrition

Complete this section if you are a Food Service Systems Management rotation.

Please indicate the level of performance you have observed for each of the competency requirements. If the statement does not apply please select N/A.

	5 Outstanding for Entry Level	4 Above Expectations for Entry Level	3 Average for Entry Level	2 Needs Improving	1 Unsatisfactory	N/A
Has achievement of clinical, programmatic, quality, productivity, economic expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply evidence-based guidelines, systematic reviews and scientific literature in the nutrition care process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluates emerging research for application in dietetics practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice in compliance with current federal regulations and state statutes and rules, as the Code of Ethics for the Profession of Dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates professional writing skills in preparing professional communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serves in professional and community organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates professional attributes such as advocacy, customer focus, risk taking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

critical thinking, flexibility, time management, work prioritization and work ethic.

	5 Outstanding for Entry Level	4 Above Expectations for Entry Level	3 Average for Entry Level	2 Needs Improving	1 Unsatisfactory	N/A
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Performs self-assessment and, develops goals and objectives.

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

Demonstrates assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background.

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

Develops and demonstrates effective communications skills for maximizing client education, employee training and marketing.

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

Demonstrates and promotes responsible use of resources including employees, money, time, water, energy, food and disposable goods.

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

Develops and delivers products, programs or services that promote consumer health, merging consumer desires with nutrition, food safety and health messages and interventions.

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

Delivers respectful, science-based answers to consumer questions concerning emerging trends

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

Coordinates procurement, production, distribution and service of goods and services

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

	5 Outstanding for Entry Level	4 Above Expectations for Entry Level	3 Average for Entry Level	2 Needs Improving	1 Unsatisfactory	N/A
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Develops and evaluates recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various groups.

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

Uses organizational processes and tools to manage human resources

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

Performs management functions related to safety, security and sanitation that

affects employees, customers, patients, facilities and food.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applies systems theory and a process approach to make decisions and maximize outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates in public policy activities, including both legislative and regulatory initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducts clinical and customer service quality management activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses current informatics technology to develop, store, retrieve and disseminate information and data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5 Outstanding for Entry Level	4 Above Expectations for Entry Level	3 Average for Entry Level	2 Needs Improving	1 Unsatisfactory	N/A
Prepares and analyzes quality, financial or productivity data and develops a plan for intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducts feasibility studies for products, programs or services with consideration of costs and benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtains and analyzes financial data to assess budget controls and maximize fiscal outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops business plans for products, programs or services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completes documentation that follows all guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Complete this section if you are a Medical Nutrition Therapy rotation.

Please indicate the level of performance you have observed for each of the competency requirements. If the statement does not apply please select N/A.

	5 Outstanding for Entry Level	4 Above Average for Entry Level	3 Average for Entry Level	2 Needs Improving	1 Unsatisfactory	N/A
Has achievement of clinical, programmatic, quality, productivity, economic expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

guidelines, systematic reviews and scientific literature in the nutrition care process

Evaluates emerging research for application in dietetics practice.

Practices in compliance with current federal regulations and state statutes and rules, as well as the Code of Ethics for the Profession of Dietetics

Demonstrates professional writing skills in preparing professional communications.

Designs, implements and evaluates presentations for colleagues and staff.

Use effective education and counseling skills to facilitate behavior change.

Assigns appropriate patient care activities and practices guidelines and policies within the facility

5 Outstanding for Entry Level    4 Above Average for Entry Level    3 Average for Entry Level    2 Needs Improving    1 Unsatisfactory    N/A

Refers clients and patients to other professionals and services when needs are beyond individual scope of practice.

Applies leadership principles effectively to achieve desired outcomes.

Serves in professional and community organizations.

Establishes collaborative relationships with internal and external stakeholders to facilitate individual and organizational goals

Performs self assessment and develops goals and objectives.

Performs the Nutrition Care Process and uses standardized nutrition language for differing individuals, groups and populations.

Assesses the nutritional status of individuals, groups

and populations in the workplace

Diagnoses nutrition problems and creates problem, etiology, signs and symptoms (PES) statements.

5 Outstanding for Entry Level    4 Above Average for Entry Level    3 Average for Entry Level    2 Needs Improving    1 Unsatisfactory    N/A

Plans and implements nutrition interventions according to the Nutrition Care Process.

Monitors and evaluates problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis

Develops and demonstrates effective communication skills for maximizing client education, employee training and marketing

Delivers respectful, science-based answers to consumer questions concerning emerging trends

Develops and evaluates recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

Participates in public policy activities, including both legislative and regulatory initiatives

Conducts clinical and customer service quality management activities

Uses current informatics technology to develop, store, retrieve and disseminate information and data

5 Outstanding for Entry Level    4 Above Average for Entry Level    3 Average for Entry Level    2 Needs Improving    1 Unsatisfactory    N/A

Prepares and analyzes quality, financial or productivity data and develop a plan for intervention

Conducts feasibility studies for products, programs or

services with consideration of costs and benefits

Obtains and analyzes financial data to assess budget controls and maximize fiscal outcomes

Completes documentation that follows all guidelines.

Participates in coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers

<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					

Complete this section if you are a Community Nutrition rotation.

Please indicate the level of performance you have observed for each of the competency requirements. If the statement does not apply please select N/A.

	5 Outstanding for Entry Level	4 Above Average for Entry Level	3 Average for Entry Level	2 Needs Improving	1 Unsatisfactory	N/A
Has achieved clinical, programmatic, quality, productivity, economic expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applies evidence-based guidelines, systematic reviews and scientific literature in the nutrition care process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Justifies programs, products, services and care using appropriate evidence or data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluates emerging research for application in dietetics practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practices in compliance with current federal regulations and state statutes and rules, as well as the Code of Ethics for the Profession of Dietetics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates professional writing skills in preparing professional communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designs, implements and evaluates presentations for colleagues and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses effective education and counseling skills to facilitate behavior change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	5 Outstanding for Entry Level	4 Above Average for Entry Level	3 Average for Entry Level	2 Needs Improving	1 Unsatisfactory	N/A
Assigns appropriate patient care activities and practices guidelines and policies within the facility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refers clients and patients to other professionals and services when needs are beyond individual scope of practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applies leadership principles effectively to achieve desired outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serves in professional and community organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes collaborative relationships with internal and external stakeholders to facilitate individual and organizational goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates professional attributes and work ethic within various organizational cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performs self assessment and develops goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates assertiveness and negotiation skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	5 Outstanding for Entry Level	4 Above Average for Entry Level	3 Average for Entry Level	2 Needs Improving	1 Unsatisfactory	N/A
Performs the Nutrition Care Process and uses standardized nutrition language for differing individuals, groups and populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assesses the nutritional status of individuals, groups and populations in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diagnoses nutrition problems and create problem, etiology, signs and symptoms (PES) statements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans and implements nutrition interventions according to the Nutrition Care Process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitors and evaluates problems, etiologies, signs, symptoms and the impact of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

interventions on the nutrition diagnosis

Develops and demonstrates effective communications skills for maximizing client education, employee training and marketing

Delivers respectful, science-based answers to consumer questions concerning emerging trends

Participates in public policy activities, including both legislative and regulatory initiatives

5 Outstanding for Entry Level    4 Above Average for Entry Level    3 Average for Entry Level    2 Needs Improving    1 Unsatisfactory    N/A

Conducts clinical and customer service quality management activities

Uses current informatics technology to develop, store, retrieve and disseminate information and data

Conducts feasibility studies for products, programs or services with consideration of costs and benefits

Develops business plans for products, programs or services.

Completes documentation that follows all guidelines.

Overall this employee is:

- Highly skilled
- Average in skill
- Limited in skill

Please indicate, by number, which performance requirements should receive more emphasis during the program:

How long have you supervised this employee?

Thank you for your input.

Please comment on the strengths and weaknesses of the NFS program evidenced by this employee:

---

University of Kentucky Nutrition and Food Science Supervised Practice Program 2012

**University of Kentucky**  
**Department of Dietetics and Human Nutrition**  
**Coordinated Program & Dietetic Internship**  
**Supervised Practice Program**  
**Foodservice Systems Management**  
**DHN 812/814 Evaluation of Intern Performance**

Intern: \_\_\_\_\_

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

Evaluator: \_\_\_\_\_

\_\_\_\_\_ Midpoint \_\_\_\_\_ Final

4 EXCELLENT 3 VERY GOOD 2 SATISFACTORY 1 NEEDS IMPROVEMENT

COMPETENCIES*	PERFORMANCE	COMMENTS
<b>1. Scientific and Evidence Base of Practice: Integration of Scientific Information and Research into Practice.</b>		
<b>CRD 1.1</b> Select indicators of program quality and/or customer service and measure achievement of objectives.	4 3 2 1	
<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.	4 3 2 1	
<b>CRD 1.4</b> Evaluate emerging research for application in dietetics practice	4 3 2 1	
<b>2. Professional Practice Expectations: Beliefs, Values, Attitudes, and Behaviors for the Professional Dietitian Level of Practice.</b>		
<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	4 3 2 1	
<b>CRD 2.2</b> Demonstrate professional writing skills in preparing professional communications	4 3 2 1	
<b>CRD 2.9</b> Participate in professional and community organizations	4 3 2 1	
<b>CRD 2.11</b> Demonstrate professional attributes within various organizational cultures	4 3 2 1	
<b>CRD 2.12</b> Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration	4 3 2 1	

<b>CRD 2.13</b> Demonstrate negotiation skills	4 3 2 1	
<b>3. Clinical and Customer Services: Development and Delivery of Information, Products, and Services to Individuals, Groups, and Populations.</b>		
<b>CRD 3.3</b> Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management	4 3 2 1	
<b>CRD 3.4</b> Deliver respectful, science-based answers to consumer questions concerning emerging trends	4 3 2 1	
<b>CRD 3.5</b> Coordinate procurement, production, distribution and service of goods and services	4 3 2 1	
<b>CRD 3.6</b> 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	4 3 2 1	
<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>		
<b>CRD 4.1</b> Participate in management of human resources	4 3 2 1	
<b>CRD 4.3</b> Participate in public policy activities, including both legislative and regulatory initiatives	4 3 2 1	
<b>CRD 4.4</b> Conduct clinical and customer service quality management activities	4 3 2 1	
<b>CRD 4.5</b> Use current informatics technology to develop, store, retrieve and disseminate information and data	4 3 2 1	
<b>CRD 4.6</b> Prepare and analyze quality, financial or productivity data and develops a plan for intervention	4 3 2 1	
<b>CRD 4.7</b> Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment	4 3 2 1	
<b>CRD 4.8</b> Conduct feasibility studies for products, programs or services with consideration of costs and benefits	4 3 2 1	
<b>CRD 4.9</b> Analyze financial data to assess utilization of resources	4 3 2 1	
<b>Concentration Area 1: Food and Nutrition Management Systems</b>		
<b>CRD 3.1.e</b> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting	4 3 2 1	

<b>CRD 3.2</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats	4 3 2 1	
<b>CRD 4.2</b> Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food	4 3 2 1	
<b>CRD 4.10</b> Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies	4 3 2 1	

\*Successful completion of ACEND Competencies requires that student receive an average score greater than 2

- 4** EXCELLENT  
Consistently demonstrates skill independently at level above minimum expectations for entry-level RD
- 3** VERY GOOD  
Consistently demonstrates skill
- 2** SATISFACTORY  
Adequately progressing with skill development
- 1** NEEDS IMPROVEMENT  
Not meeting expectations



**University of Kentucky**  
**Department of Dietetics and Human Nutrition**  
**Coordinated Program & Dietetic Internship**  
**Supervised Practice Program**  
**Foodservice Systems Management**  
**DHN 812/814**  
**Affective Evaluation of Intern Performance**

Intern: \_\_\_\_\_

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

Evaluator: \_\_\_\_\_

\_\_\_\_\_ Midpoint \_\_\_\_\_ Final

Rate the intern for each attribute below using the following scale:

4 EXCELLENT 3 VERY GOOD 2 SATISFACTORY 1 NEEDS IMPROVEMENT

ATTRIBUTE	RATING
<b>Adaptability</b> Adjusts to change; ability to recognize need for change; able to plan effective courses of action; efficient use of time.	4 3 2 1
<b>Communication</b> Demonstrates good oral and written communication skills; uses professional terminology and correct forms; listens well.	4 3 2 1
<b>Attitude</b> Positive, pleasant and interested in subject matter; respects authority; self-confident, professional manner; tactful; considerate	4 3 2 1
<b>Human Relations</b> Able to work with all types of personalities; able to function as part of a multidisciplinary team.	4 3 2 1
<b>Responsibility</b> Complies with policies; good attendance; completes assignments on time; acknowledges (recognizes) weaknesses; seeks assistance when needed; industrious.	4 3 2 1

**Comments:**\_\_\_\_\_  
Intern Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Community Faculty Signature\_\_\_\_\_  
Date

Both Intern and Community Faculty Must Sign and Date Form

## Program Planning and Outcomes Assessment

### Standard 8: On-going Program Improvement

Results of the assessment process must be used to identify strengths and areas for improvement relative to components of the program, including policies, procedures, curriculum, faculty, Preceptors 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.

#### Narrative:

##### Guideline 8.1

The assessment process for the past five years has been carried out by a variety of stakeholders, including students, program directors, DHN faculty, preceptors, alumni, University of Kentucky administrators, and the DHN advisory committee. Through assessment, several strengths and areas for improvement have been identified.

Areas of strength include:

- High retention rate of intelligent, capable dietetics students
  - Regular CP student meetings during the didactic portion of the program to discuss progress, areas of interest, and concerns
  - Individualized student advising completed by the program director on at least a bi-annual basis
  - Implementation of the CP listserv to increase communication and connections
  - Utilization of UK's early alert system to identify students at risk
  - Maintenance of DHN website with thorough, up-to-date information
- Continually reviewed and refined curriculum
  - Implementation of DHN Dietetics Curriculum meetings on a monthly basis
  - Hiring of new DHN faculty members
  - Regular feedback from CP alumni, preceptors and alumni's employers
- Extremely high one-year pass rate for RD exam at 94% over the past five years
  - Thorough self and preceptor student assessment of competencies to ensure completion
  - Required RD exam review that is partially subsidized by the DHN department
  - Individualized counseling of CP alumni to encourage success
- CP instills values of professionalism and community service in its students
  - All students complete at least 100 hours of community service prior to the start of the supervised practice portion of the program
  - All students provide at least two community education events while on the supervised practice portion of the program
  - All students attend at least two professional meetings while in the supervised practice program
  - All students are strongly encouraged to participate in professional activities and to serve as preceptors after graduation.

##### Guideline 8.2

Areas for improvement include:

- Raising the caliber of admitted CP students
- Increasing communication and monitoring of preceptor pool

Short-term strategies for the future include:

- To raise the caliber of admitted CP students by:
  - Increasing the minimum GPA requirement for admission from 2.8 to 3.0.
  - Providing individualized academic advising for all dietetics students to identify strengths and best route for academic career.

- Including a “white coat” ceremony at the beginning of the supervised practice portion of the program
- Expanding preparation for the supervised practice by requiring students to take independent modules on laboratory assessment, drug/nutrient interactions and a module on parenteral nutrition.
- To increase communication and monitoring of preceptor pool by:
  - Providing each preceptor with a DHN Preceptor Handbook
  - Updating DHN website on a regular basis
  - Creating a form for preceptors to use to document continuing education activities
  - Providing more information to preceptors about continuing education activities
  - Providing a preceptor newsletter several times throughout each academic year

Long-term strategies for the future include:

- Developing more service-learning partnerships, field experiences and interdisciplinary collaboration for students.
- Creating a new research-based undergraduate major requirement course for CP students to take in the didactic portion of the program.

**Guideline 8.3**

Cost of short- and long-term strategies:

None of the short- or long-term strategies require additional funding. All resources are already in place or the faculty members that would implement the changes are already employed in the DHN department.

**Guideline 8.4**

The program keeps connected to the University outcomes assessment planning. Programs in the DHN department submit annual assessment plans in October. The assessment plans and results are discussed regularly at DHN Dietetics Curriculum Committee meetings and at least once a year at the DHN Department Faculty meetings. Minutes from planning meetings, executive summaries of the institution’s assessment plan and the institution’s strategic plan, and the department’s most recent annual report of assessment activities are available for review on-site.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include the Program Improvement Summary Matrix.

**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**

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.

**Standard 8: On-going Program Improvement**  
**Program Improvement Summary Matrix Covering 2013 to 2018**

Program Components	Describe each Program Strength (ST) or Area Needing Improvement (NI)	Describe Actions to Maintain Strength or Make Improvement	Individuals or Groups Performing the Action	List the Timeframe for Actions	Resulting Data
Program Policies	The program's current minimum GPA requirement for applying is 2.8.  <b>ST [ ] NI [x] N/A [ ]</b>	The program will establish a 3.0 minimum GPA requirement for applying to the program.  <b>Action for Pass Rate Improvement [x]</b>	DHN faculty	Implementation in February 2013.	(results due in 5 years)
	All CP students complete at least 100 hours of volunteer work in the dietetics field during the didactic portion of the program.  <b>ST[x] NI [ ] N/A [ ]</b>	The program will continue to require that all CP students complete at least 100 hours of volunteer work in the dietetics field.  <b>Action for Pass Rate Improvement [ ]</b>	CP Director	Progression of 100 hours is monitored on a semester basis.	(results due in 5 years)
	All CP students attend at least two professional meetings during the supervised practice portion of the program.  <b>ST [x] NI [ ] N/A [ ]</b>	The program will continue to require that all CP students attend at least two professional meetings during the supervised practice program.  <b>Action for Pass Rate Improvement [ ]</b>	CP Director	During the supervised practice portion.	(results due in 5 years)
	All CP students have been encouraged to take a RD exam review course that is provided on UK's campus.  <b>ST [x] NI [ ] N/A [ ]</b>	All CP students are now required to take a RD exam review course that is provided on UK's campus that is partially subsidized by the DHN department.  <b>Action for Pass Rate Improvement [x]</b>	DHN Department	August of each year.	(results due in 5 years)
Procedures	CP student admissions procedures were not made clear to all applicants and the general public.  <b>ST [ ] NI [x] N/A [ ]</b>	A new standardized CP Application Rubric was created and posted online for transparency of the application procedures.  <b>Action for Pass Rate Improvement [x]</b>	CP Director CP Selection Committee	Implementation in February 2013	(results due in 5 years)

Curriculum	For medical nutrition therapy, students are introduced to course material in one course and it is then reinforced through application in subsequent courses (i.e.- introduction to MNT principles in DHN 512 and application of MNT principles in DHN 517, knowledge incorporated into DHN 514 counseling scenarios). <b>ST[x ] NI [ ] N/A [ ]</b>	The seven credit hours of MNT will continue to be required in the didactic portion of the CP. DHN 514 (Counseling) will begin to add more case studies that correlate with the medical condition the students are studying in MNT to reinforce the content. <b>Action for Pass Rate Improvement [x]</b>	DHN Dietetics Curriculum Committee which is voted upon by DHN faculty	The MNT course was split into two courses in the 2011-2012 academic year.	(results due in 5 years)
Teaching & Learning Methods	A recitation was added to DHN 514 to increase students' confidence and ability to counsel clients about nutrition. <b>ST[x ] NI [ ] N/A [ ]</b>	The recitation allows students to actively apply their MNT knowledge and counseling skills in "real world" type of scenarios with theatre students. <b>Action for Pass Rate Improvement [ ]</b>	Instructor of DHN 514	The recitation component was added in the 2012-2013 academic year.	(results due in 5 years)
	Expanding preparation for the supervised practice by requiring students to complete independent modules on laboratory assessment, drug/nutrient interactions and a parenteral nutrition. <b>ST[ ] NI [x ] N/A [ ]</b>	Modules have been created by DHN faculty and students are now required to complete before the start of the supervised practice portion of the program. <b>Action for Pass Rate Improvement [x]</b>	Instructor of DHN 518 who is also the UK DHN DI director	The modules were implemented for the CP Class of 2013.	(results due in 5 years)
	In many of the courses student notebooks are created that detail the course content and allow for interactive note taking. <b>ST[x ] NI [ ] N/A [ ]</b>	By enabling students to actively learn in the classroom they are able to retain the information more precisely. <b>Action for Pass Rate Improvement [ ]</b>	DHN Faculty	Notebooks have been used for many semesters.	(results due in 5 years)
Faculty/ Preceptors	The program does not currently have a consistent method for documenting continuing education for faculty members and preceptors. <b>ST[ ] NI [x ] N/A [ ]</b>	The program has created a document that faculty members and preceptors will complete on an annual basis that documents continuing education. <b>Action for Pass Rate Improvement [ ]</b>	CP director	Implementation in August 2013	(results due in 5 years)

	Creation of preceptor newsletters and a preceptor handbook to increase communication. <b>ST[x ] NI [ ] N/A [ ]</b>	By increasing regular communication with preceptors the program will be strengthened. <b>Action for Pass Rate Improvement [ ]</b>	CP director	Implementation in the 2012-2013 academic year.	(results due in 5 years)
	The program does not currently have a standardized form to complete facility evaluations. <b>ST[ ] NI [ ] N/A [ ]</b>	A standardized form will be created to evaluate prospective facilities. <b>Action for Pass Rate Improvement [ ]</b>	CP Director	Implementation in the 2013-2014 academic year.	(results due in 5 years)
Academic Counseling	The DHN department hired an Academic Coordinator that serves as consistent source of information and support for all students. <b>ST[x ] NI [ ] N/A [ ]</b>	The Academic Coordinator will continue to meet with all incoming students to discuss the RD pathway and student options. <b>Action for Pass Rate Improvement [ ]</b>	DHN Dietetics Curriculum Committee	The Academic Coordinator was hired in 2011.	(results due in 5 years)
	CP students have the same academic advisor for the entirety of their academic career. <b>ST[ ] NI [ ] N/A [ ]</b>	Students' academic concerns and needs are met quickly on an individual basis. <b>Action for Pass Rate Improvement [ ]</b>	DHN Academic Coordinator and CP Director	The Academic Coordinator was hired in 2011.	(results due in 5 years)
Program Assessment Process	Outcomes were not always written in measurable terms for program assessment. <b>ST[ ] NI [ x ] N/A [ ]</b>	The new 2013-2018 program outcomes are specific and measurable which will enable more effective program assessment. <b>Action for Pass Rate Improvement [ ]</b>	DHN Curriculum Committee and DHN Faculty	New outcomes were created for the 2013-2018 assessment period.	(results due in 5 years)

## 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.

#### Narrative:

##### Guideline 9.2

The program concentration is Food and Nutrition Systems Management. The program aims to build expertise in Food and Nutrition Systems for the general practitioner level. Students will have in-depth participation in areas that provide experience across medical nutrition, foodservice systems management and community nutrition. During these experiences the expectation is that students will conduct research, work with consultants in business, educate population groups, and build expertise in food and nutrition management.

As the CP faculty deliberated on where to select an area of concentration, the emphasis area of dietetics administration rose to the forefront as a specialty area that was needed in the Commonwealth of Kentucky. There are several small hospitals in the counties of Kentucky and typically a dietitian leads the dietary and clinical nutrition departments and sub units. It made sense to train interns to assume roles in these settings. The Standards for Professional Practice were reviewed and offered clear guidelines for the generalist track of Food and Nutrition Systems. The DHN Coordinated Program has always pursued the generalist track as a balance to the other programs in the state of Kentucky, which specialize in clinical and community.

The Coordinated Program maintains its generalist emphasis while continuing to collaborate with the existing pool of Preceptors. In addition, alignment with the HES and College strategic plans to “Elevate the quality of life for Kentuckians” was important to achieving the overall mission. The pool of facilities and dietitians that support education in the area of Food and Nutrition Systems is deep, strong, diverse and willing to participate in dietetics supervised practice experiences. Two strengths of the program include well-qualified faculty and preceptors and multiple rotations serving different population groups that provide the needed experiences in Food and Nutrition Systems.

Logically, the department should stay connected to our strengths and resources that are sustainable. Resources available to the program include school, college and university foodservice [at this time, UK has one of the last three independent college food service operations in the nations], health care businesses, and entrepreneurial operations such as consulting firms. The student learning objectives and the program’s long term plans for the 2008-2012 aimed for a general education in foodservice systems management, medical nutrition and community education. The concentration builds on these plans.

##### Guideline 9.3

### CONCENTRATION COMPETENCIES Food and Nutrition Systems Management

#### Competencies/Learning Outcomes

Upon completion of supervised practice, graduates in the concentration area are able to:

- CRD 1.5 Conduct research projects using appropriate research methods, ethical procedures and statistical analysis
- CRD 2.8 Apply leadership principles effectively to achieve desired outcomes
- 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
- 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

- CRD 3.1.b Diagnose nutrition problems and create problem, etiology, signs and symptoms - PES statements
- 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
- CRD 3.1.d Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis
- CRD 3.1.e Complete the documentation that follows professional guidelines, guidelines required by health care systems, and guidelines required by practice settings
- CRD 3.2 Demonstrate effective communications skills for clinical and customer services in a variety of formats
- CRD 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food
- CRD 4.10 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment, and supplies

**Program Concentrations Matrix for Learning Assessment  
Assessment Period from 2013 to 2018**

**Title of Concentration Area 1: Food and Nutrition Systems Management**

<b>Competency</b>	<b>Learning objective and the assessment methods that will be used (Guideline 13.1a &amp; b)</b>	<b>Rotation or class in which assessment will occur (Guideline 13.1c)</b>	<b>Individuals responsible for ensuring assessment occurs (Guideline 13.1d)</b>	<b>Timeline for collecting formative and summative data (Guideline 13.1e)</b>
1.5 Conduct research projects using appropriate research methods, ethical procedures and statistical analysis.	<b>Introduction:</b> Prepare a research study, work with faculty research mentor	DHN 518 DHN 810 MNT (Research project is introduced and occurs over several months; timing varies)	CP director DHN Faculty	After the research presentation
	<b>Application:</b> Conduct the research and present results to class and faculty.  100% of students will receive a final grade of 80% or higher on the Research Project assignment.	DHN 518 (Research project is conducted and occurs over several months; timing varies)	CP director DHN Faculty	After the research presentation
2.8 Apply leadership principles effectively to achieve desired outcomes	<b>Introduction:</b> Participate and lead topics on discussion board	DHN 518 DHN 810 MNT DHN 800 CN	CP director MNT and CN Preceptors	At any point in the program
	<b>Application:</b> Organize professional meeting on-site to demonstrate leadership functions.  100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.	DHN 518 DHN 816 MNT DHN 808 CN	CP Director MNT and CN Preceptors	At any point in the program
3.1 Perform the Nutrition Care Process (a through e) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.	<b>Introduction:</b> Identify and comprehend standardized language for NCP.	DHN 518 DHN 810 MNT DHN 800 CN	MNT and CN Preceptors	Midpoint of rotations
	<b>Application:</b>	DHN 518	MNT and CN Preceptors	End of rotations

	<p>Perform nutritional assessments, develop PES statements, plan and implement interventions and monitor and evaluate inpatients during clinical rotations.</p> <p>100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.</p>	<p>DHN 816 MNT DHN 808 CN</p>		
3.2 Demonstrate effective communications skills for clinical and customer services in a variety of formats.	<p><b>Introduction:</b> Practice communication skills and identify counseling strategies suitable for different patients and clients.</p>	<p>DHN 518 DHN 812 FSSM DHN 810 MNT DHN 800 CN</p>	Preceptors	End of rotations
	<p><b>Application:</b> Demonstrate communication skills utilizing educational and marketing materials for target populations and evaluate a variety of resources and make recommendations based on findings.</p> <p>100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.</p>	<p>DHN 518 DHN 814 FSSM DHN 816 MNT DHN 808 CN</p>	Preceptors	End of rotations
4.1 Participate in management of human resources	<p><b>Introduction:</b> Interns will develop position descriptions for vacant positions, plan selections, and participate in interviews with manager for at least one position</p>	<p>DHN 518 DHN 812 FSSM</p>	FSSM Preceptor	End of rotation
	<p><b>Application:</b> Interns will manage staffing.</p> <p>100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.</p>	<p>DHN 518 DHN 814 FSSM</p>	FSSM Preceptor	End of rotation

	<p><b>Application:</b> Interns will participate in decisions related to human resources issues. 100% of students will receive an 80% or higher on their FSSM Case Study.</p>	DHN 518 DHN 814 FSSM	FSSM Preceptor	End of rotation
4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.	<p><b>Introduction:</b> Interns will conduct Environment of Care inspections (including safety and sanitation), Complete documentation of findings and discuss with management staff.</p>	DHN 518 DHN 812 FSSM	FSSM Preceptor	End of rotation
	<p><b>Application:</b> Interns will perform temperature monitors, track temperatures of designated foods over time.</p> <p>100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.</p>	DHN 518 DHN 814 FSSM	FSSM Preceptor	End of rotation
	<p><b>Application:</b> Interns will supervise food production.</p> <p>100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.</p>	DHN 518 DHN 814 FSSM	FSSM Preceptor	End of rotation
4.10 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs equipment and supplies	<p><b>Introduction:</b> Interns will complete a module on business planning.</p> <p><b>Application:</b> Analyze the business model in a community agency. 100% of students will receive an 80% or higher on the Community Agency Report assignment.</p>	DHN 518 DHN 816 MNT DHN 800/808 CN DHN 812/814 FSSM	CP Director Preceptors DHN faculty	End of community rotation

**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**

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 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.

#### Narrative:

##### Guideline 10.1.a and Guideline 10.1.c

The Dietetics Major Curriculum Map demonstrates where the KRDs are met throughout the curriculum (see Curriculum Map below). The CP curriculum is specifically designed to give students the opportunity to build, retain and apply their core knowledge as they progress through their coursework. Many of the dietetic courses have pre-requisites in place to verify that students have successfully demonstrated their understanding of core knowledge in a preliminary course. Additionally, the department requires that all dietetics students must maintain a 2.4 GPA or above to progress into course work designated as major requirements. Currently CP students have to have a 2.8 cumulative GPA or higher to apply, and must maintain a 3.0 GPA or higher average while in the program.

Pre-requisites are in place very early on in the curriculum beginning with the pre-major course, DHN 212 Introductory Nutrition (KRDs 3.2, 3.2a, 4.2, 4.2a, 5.2, 5.3), which requires general chemistry as a pre-requisite and biology or microbiology that can be taken previously or concurrently. DHN 212 is the gateway course to the community nutrition, medical nutrition, and foodservice systems management pathways of the DP curriculum (Dietetic Major Course Curriculum below). This introductory course provides an elementary study of the principles of nutrition with an emphasis on the chemical and physiological principles as it applies to nutrition. Following the completion of all pre-major course requirements students will progress into more advanced coursework at the 300 level. The 300 level courses and higher are considered major courses and students are required to achieve a grade of C or higher in all of these courses.

The Medical Nutrition pathway of the DP curriculum (see Dietetic Major Course Curriculum below) shows that core knowledge presented in DHN 212 Introductory Nutrition is reinforced and expanded upon in greater complexity and detail in DHN 311 Nutritional Biochemistry (KRDs 1.1, 5.2). DHN 311 Nutritional Biochemistry requires DHN 212 as a pre-requisite as well as organic chemistry and physiology (physiology can be taken concurrently). These pre-requisites are in place because DHN 311 studies the biochemical basis of nutrition and the physiochemical properties of nutrients and their role in the physiological and metabolic processes.

DHN 510 Advanced Nutrition (KRDs 1.1, 5.2) requires DHN 311 as a pre-requisite because it builds on the foundational knowledge of nutritional biochemistry. Students apply their knowledge of macronutrients, micronutrients, digestion and absorption, and biochemistry. Students are typically enrolled in the DHN 510 Advanced Nutrition course concurrently with DHN 512 Medical Nutrition Therapy I, which requires DHN 311 Nutritional Biochemistry and DHN 312 Nutrition & Wellness in the Lifecycle (KRDs 1.1, 1.1a, 1.1b, 2.1, 3.2, 5.2, 5.3) as pre-requisites. DHN 312 is a pre-requisite because it builds on the introductory nutrition course while concurrently preparing students for medical nutrition therapy and community nutrition courses by including the study of physiological changes and associated nutrient needs that occur in the life cycle. In addition, this course includes assessment and determination of nutrition issues and nutrition education for individuals from in-utero to geriatrics. The core knowledge obtained in DHN 212, 311, 312, and 510 is needed to successfully complete DHN 512 Medical Nutrition Therapy I (KRDs 1.1, 2.1, 2.3, 2.3a, 2.3b, 3.1, 3.1a, 3.2, 3.2a, 3.3) because this course explores the changes in nutrient metabolism related to biochemical and physiological alterations in disease conditions while applying the Nutrition Care Process. Upon successful completion of Medical Nutrition Therapy I the student is able to progress to DHN 517 Medical Nutrition Therapy II (KRDs 1.1, 2.1, 2.3, 2.3a, 2.3b, 3.1, 3.1a, 3.2, 3.2a, 3.3, 4.5, 5.2, 5.3). This capstone course explores changes in nutrient metabolism by integrating biochemical, physiological, and pathophysiological alterations in disease conditions. At this juncture in the curriculum students are prepared to take DHN 514: Dietetics: Counseling & Communication (KRDs 1.1, 1.1b, 2.1, 2.1a, 2.2, 2.2a, 2.3, 2.3a, 3.1, 3.2, 3.3, 3.3a, 5.3). This course requires students to translate their biochemical,

physiological, nutrient, and medical nutrition knowledge to a counseling format that addresses disease prevention and disease management among the general public. Counseling and communication theories are combined in this course as students refine their communication skills to enhance their effectiveness as a practicing dietitian.

The courses listed under the Community Nutrition pathway (Dietetic Major Course Curriculum below) include DHN 301 Dietetics Practice, DHN 312 Nutrition & Wellness in the Lifecycle and DHN 403 Community Nutrition & Wellness (KRDs 1.1, 1.1a, 1.1b, 2.1, 2.1a, 2.1b, 3.2, 3.3, 4.3, 4.3a, 4.4, 4.4a, 5.3). DHN 403 requires DHN 312 as a prerequisite because it builds upon nutrition education programs that are offered at the community level. While taking DHN 403, students are required to assess community resources and the needs of a target population, and develop a theoretical-based community nutrition program or intervention to meet the needs of individuals throughout the lifecycle. The final projects are presented in both oral and written formats. This project demonstrates how DHN 403, 312 and DHN 514 Dietetics: Counseling & Communication are intertwined and how DHN 312 and 514 link the Medical Nutrition pathway to the Community Nutrition pathway. Students typically enroll in DHN 301 Dietetics Practice (KRDs 1.1, 1.1a, 1.1b, 2.1, 2.1a, 2.3, 3.2) the first semester of their junior year, which is timely as this is a critical time for students to build their experiences and their professional network in preparation for applying to dietetic internships. This course incorporates core knowledge by studying dietetic practice including professional ethics, standards of practice, scope of practice, educational pathways, credential attainment and maintenance, competencies required for entry level practice and responsibilities as a professional. The course allows for exploration of dietetics practice in medical nutrition therapy, foodservice management and delivery of nutrition services.

The pre-major course, DHN 241 Food Service Sanitation (KRDs 2.3, 2.3a, 4.2, 4.2a, 4.3, 4.3a, 5.2, 5.3), is appropriately placed as the pre-requisite to DHN 302 Principles of Food Preparation (KRDs 1.1, 1.1a, 1.1b, 2.1, 2.1a, 3.2, 4.2, 4.2a, 4.2b), which is the first major course in the Foodservice Systems Management pathway of the dietetics curriculum (see Dietetic Major Course Curriculum below). DHN 241 covers the principles of food microbiology and regulatory agencies and policies enforced for the prevention of food borne diseases and microbiological problems. Completion of this course leads to certification from the National Restaurant Association. DHN 302 builds on DHN 241 by focusing on the physical and chemical principles involved in the preparation of foods and the application of these principles to control for quality outcomes. The laboratory portion of the class links theory to practice to ensure that the standards of safety and overall quality are preserved while maintaining the acceptability and nutritional quality of foods prepared for individuals and groups. Following the successful completion of DHN 302 students are able to enroll in DHN 304 Experimental Foods (KRDs 1.1, 2.1, 2.1a, 5.1), which also requires either completion of the pre-major course organic chemistry or concurrent enrollment. In DHN 304, organic chemistry is incorporated as the chemical and physical properties of food continues to be studied and expanded upon while exploring changes in food quality upon altering ingredients and preparation methods. In DHN 340 Institutional Purchasing (KRDs 2.1, 2.1b, 4.1, 4.1a, 4.2, 4.2b) the fundamental principles and purchasing techniques for the selection of food and non-food items in a food service system are emphasized. The pre-major course Principles of Economics I is a pre-requisite to this course. Students can enroll in DHN 342 Quantity Food Production (KRDs 2.1, 2.1a, 2.1b, 2.3b, 3.2, 3.2a, 3.3a, 4.1, 4.1a, 4.1b, 4.2, 4.2a, 4.2b, 5.1) only after completing DHN 302 Principles of Food Preparation (or HMT 308) and DHN 241 Food Service Sanitation. DHN 342 follows those courses because the fundamental principles are needed to produce and serve food in quantity because DHN 342 applies production techniques and controls, menu planning, and service for quantity production. DHN 346 Human Resources Management Food & Hospitality Industry (KRDs 2.1, 2.1a, 2.1b, 2.3, 4.1, 4.1a, 4.1b, 4.1c) is the final Foodservice Management System course. It exposes students to all aspects of human resources management in the hospitality and health care industry context. Topics covered include planning, selection, placement, training, disciplining employees, labor relations, and compensation. Alternatively, MGT 301 Business Management can be taken. Completion of the Foodservice Systems Management pathway can lead to certification in Manage First Program<sup>®</sup> Inventory and Purchasing, Controlling Foodservice Costs, Human Resources Management and Supervision, and ServSafe<sup>®</sup>.

The Foodservice Systems Management pathway, along with the other focus areas of Community Nutrition and Medical Nutrition, culminate in the final course of the didactic curriculum, DHN 408G Seminar in Food and

Nutrition (KRDs 1.1, 2.1, 2.1a). This course is placed at the senior level because it investigates recent research in food and nutrition, which can encompass the major focus areas of nutrition.

#### Guideline 10.1.b

After CP students complete the didactic portion of their education, they complete the SPP. The SPP of the CP is built on:

1. The Scientific and Evidence Base of Practice: the integration of scientific information and research into practice;
2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for professional dietitian level of practice;
3. Clinical and Customer service: development and delivery of information, products and services to individuals, groups and populations;
4. Management and Use of Resources; strategic application of principles of management and systems in the provision of services to individuals and organizations.

A specific aim is to communicate the values of the program concentration (Food and Nutrition Systems Management) to students to build competence as they experience the SPP.

Learning Outcomes in the specified areas:

1. The Scientific and Evidence Base of Practice: the integration of scientific information and research into practice  
**Develop evidence base, conduct research** in food and nutrition systems through literature synthesis, survey or experiment design, statistical analysis, writing for projects and populations, disseminating research results through poster and oral presentations.
2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for professional dietitian level of practice;  
**Attain professional skills and knowledge, values, attitudes, behaviors** for professional practice expectations during rotations in professional settings related to food and nutrition systems management.
3. Clinical and Customer service: development and delivery of information, products and services to individuals, groups and populations;  
**Analyze, synthesize, apply and interpret knowledge** on institutional organizations, food service systems management industry, medical nutrition, community nutrition, family and individual and community needs to deliver products and services.
4. Practice Management and Use of Resources; strategic application of principles of management and systems in the provision of services to individuals and organizations.  
**Demonstrate the ability to function as leaders** in a culturally diverse and changing workplace.

#### Guideline 10.1.c and Guideline 10.1.d

The supervised practice for CP students is divided into three domains that include Foodservice Systems Management (10 weeks), Medical Nutrition (10 weeks), and Community Nutrition (7 weeks). Students also spend 2 weeks on campus presenting materials and completing lab practical experiences. The SPP allows for the application of the knowledge CP students gained during the didactic portion of their education. Topics are reintroduced in the first course of each rotation (DHN 800, DHN 810 and DHN 812) and then reinforced in the second course of each rotation (DHN 808, DHN 814, and DHN 816). Students are able to act independently and demonstrate entry-level competence. All examples are listed in the Curriculum Map of Competencies and Expectations chart below. The second column "Student Experiences" lists many activities as "Application" that highlights the culminating supervised practice experiences.

The course sequence of the CP curriculum is an area of strength for the program because it is purposeful in building core knowledge at the introductory level before allowing students to progress on to more advanced and complex courses that further builds core knowledge. The department strictly enforces the pre-requisite policies and GPA progression requirements. Enforcing these policies decreases the number of students advancing to higher level courses that have not gained the core knowledge at a basic level. Upon completion of the CP curriculum graduates are prepared to function as entry-level professionals. Several exhibits for this standard can be found in the appendix, they include: a plan of study (Appendix E-02) and a sample of course syllabi (Appendix B-01 and B-02). Minutes from planning meetings, syllabi for all CP courses, textbooks, and student projects may all be found on-site.

**Curriculum Map with 2012 KRDs**

Course	KRD 1.1	KRD 1.1a	KRD 1.1b	KRD 2.1	KRD 2.1a	KRD 2.1b	KRD 2.2	KRD 2.2a	KRD 2.3	KRD 2.3a	KRD 2.3b	KRD 3.1	KRD 3.1a	KRD 3.2	KRD 3.2a	KRD 3.3	KRD 3.3a
212														X	X		
241									X	X							
301	X	X	X	X	X				X					X			
302	X			X	X									X	X		
304	X			X	X												
311	X																
312	X	X	X	X										X		X	
340				X		X											
342				X	X	X					X			X	X	X	X
346				X	X	X			X								
403	X	X	X	X	X	X								X		X	
408G	X			X	X												
510	X																
512	X			X					X	X	X	X	X	X	X	X	
514	X		X	X	X		X	X	X	X		X		X		X	X
517	X			X					X	X	X	X	X	X	X	X	

Course	KRD 4.1	KRD 4.1a	KRD 4.1b	KRD 4.1c	KRD 4.2	KRD 4.2a	KRD 4.2b	KRD 4.3	KRD 4.3a	KRD 4.4	KRD 4.4a	KRD 4.5	KRD 5.1	KRD 5.2	KRD 5.3
212														X	X
241					X	X		X	X						
301															
302					X	X	X								
304													X		
311														X	
312														X	X
340	X	X			X		X								
342	X	X	X		X	X	X						X		
346	X	X	X	X											
403								X	X	X	X				X
408G															
510														X	
512														X	X
514															X
517												X		X	X

**Supervised Practice Curriculum Map**

<b>Courses</b>	<b>CRD 1.1</b>	<b>CRD 1.2</b>	<b>CRD 1.3</b>	<b>CRD 1.4</b>	<b>CRD 1.5*</b>	<b>CRD 2.1</b>	<b>CRD 2.2</b>	<b>CRD 2.3</b>	<b>CRD 2.4</b>	<b>CRD 2.5</b>	<b>CRD 2.6</b>	<b>CRD 2.7</b>	<b>CRD 2.8*</b>	<b>CRD 2.9</b>	<b>CRD 2.10</b>	<b>CRD 2.11</b>	<b>CRD 2.12</b>	<b>CRD 2.13</b>
DHN 518	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DHN 810: Medical Nutrition Therapy I: Supervised Practice	X	X		X	X	X	X	X	X		X	X	X	X	X		X	
DHN 812: Foodservice Systems Managemen t I: Practicum	X	X		X		X	X							X		X	X	X
DHN 800: Community Nutrition I: Supervised Practice	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X
DHN 808: Community Nutrition II: Supervised Practice	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X
DHN 814: Foodservice Systems Managemen t II: Practicum	X	X		X		X	X							X		X	X	X
DHN 816: Medical Nutrition Therapy II: Supervised Practice	X	X		X		X	X	X	X		X	X	X	X	X		X	

Courses	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	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
DHN 518	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DHN 810: Medical Nutrition Therapy I: Super- vised Practice	X	X	X	X	X	X	X		X		X			X	X	X	X		X	X		X
DHN 812: Foodservi ce Systems Manage- ment I: Practicum						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
DHN 800: Com- munity Nutrition I: Super- vised Practice	X	X	X	X	X	X	X		X					X	X	X	x		X		X	
DHN 808: Com- munity Nutrition II: Super- vised Practice	X	X	X	X	X	X	X		X					X	X	X			X		X	
DHN 814: Foodservi ce Systems Manage ment II: Practicum						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
DHN 816: Medical Nutrition Therapy II: Super- vised Practice	X	X	X	X	X	X	X		X		X			X	X	X			X	X	X	X

CRDs marked with an \* are Concentration Competencies for Food and Nutrition Systems Management

1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice				
Competency	Student experiences	Rotation in which experience will occur	Individuals responsible for ensuring experience occurs	Timeline for collecting formative and summative data
1.1 Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes	<b>Introduction:</b> Identify and perform monitoring functions for patient trays, HACCP indicators, audits for quality; report results to manager and discuss areas for improvement	DHN 518 DHN812 FSSM DHN810 MNT DHN800 CN	Preceptors	Midpoint and end of the rotation Expected student performance rubric
	<b>Application:</b> Correctly evaluate indicators, quality control measures and lab values for patients	DHN 518 DHN 814 FSSM DHN 816 MNT DHN 808 CN	Preceptors	Midpoint and end of each rotation and Expected student performance rubric
1.2 Apply evidence based guidelines, systematic reviews and scientific literature in the nutrition care process and model and other areas of dietetics	<b>Introduction:</b> Review scientific literature and present nutrition in-services for the professionals and staff; discuss the literature and its applicability to practice.	DHN 518 DHN812 FSSM DHN810 MNT DHN800 CN	CP director Preceptors	During rotation
	<b>Application:</b> Present a major case study using the nutrition care process and discuss application of current literature in both oral presentation and written paper.	DHN 518 DHN 814 FSSM DHN 816 MNT DHN 808 CN	CP director DHN faculty Preceptors	After each case study
1.3 Justify programs, products, services and care using appropriate evidence or data	<b>Introduction:</b> Compare products, collect data and justify changing products or maintaining same.	DHN 518 DHN 800 CN	CN Preceptor	Up to midpoint
	<b>Application:</b> Evaluate an area within food service systems management and make suggested changes that will result in improvement 85% of the time.	DHN 518 DHN 808 CN	CN Preceptor	At the end of the rotation
1.4 Evaluate emerging research for application in dietetics practice	<b>Introduction:</b> Review scientific literature and present nutrition in-services for the professional staff; discuss the literature and its applicability to practice.	DHN 518 DHN 812 FSSM DHN 810 MNT DHN 800 CN	CP director Preceptors	Midpoint End point
	<b>Application:</b> Include emerging research in case studies using the nutrition care process, discuss in both oral presentation and written paper.	DHN 518 DHN 814 FSSM DHN 816 MNT DHN 808 CN	CP director Preceptors	After each case study
1.5 Conduct research projects using appropriate research	<b>Introduction:</b> Prepare a research study, work	DHN 518 DHN 810 MNT	CP director DHN Faculty	After the research presentation

methods, ethical procedures and statistical analysis.	with faculty research mentor	(Research project is introduced and occurs over several months; timing varies)		
	<b>Application:</b> Conduct the research and present results to class and faculty.	DHN 518 (Research project is conducted and occurs over several months; timing varies)	CP director DHN Faculty	After the research presentation

<b>2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice</b>				
<b>Competency</b>	<b>Student experiences</b>	<b>Rotation in which experience will occur</b>	<b>Individuals responsible for ensuring experience occurs</b>	<b>Timeline for collecting formative and summative data</b>
2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the A.N.D. Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics	<b>Introduction:</b> Review the ADA Code of Ethics, participate in discussion and complete a reflection summary on the topic in BlackBoard.	One time discussion at the beginning of the program.	CP/DI director DHN Faculty	End of discussion
	<b>Introduction:</b> Complete a HIPAA certification to meet UK regulations, conform with HIPPA guidelines, compliance with the facility use and perform ethically during all rotations.	DHN 518 DHN 812 FSSM DHN 810 MNT DHN 800 CN	CP director DHN Faculty Preceptors	End of each rotation
	<b>Application:</b> Attend to ethics, respond to ethics scenarios, and discuss ethical issues, and observe confidentiality compliance.	DHN 518 DHN 814 FSSM DHN 816 MNT DHN 808 CN	CP director DHN Faculty Preceptors	After ethics discussion
2.2 Demonstrate professional writing skills in preparing professional communications.	<b>Introduction:</b> Develop handouts for patients/clients/staff/community members. Write fact sheets, prepare bulletin boards and newsletters for clients.	DHN 518 DHN 812 FSSM DHN 810 MNT DHN 800 CN	CP director Preceptors	End of rotation
	<b>Application:</b> Complete an illustrated community nutrition presentation for different lifestyle groups and respond to multiple scenarios for nutrition care.	DHN 808 CN	CP director CN Preceptor	After case study presentation
	<b>Application:</b> Develop, evaluate and present lessons for designated populations with diverse cultural or educational	DHN 518 DHN 814 FSSM DHN 816 MNT DHN 808 CN	CP director Preceptors	End of rotation

	backgrounds.			
2.3 Design, implement and evaluate presentations to a target audience.	<b>Introduction:</b> Design educational presentations for cultural diversity	DHN 518 DHN 810 MNT DHN 800 CN	CP director MNT and CN Preceptors	After presentation
	<b>Application:</b> Counsel inpatients and teach specialty classes such as diabetes, COPD, Cardiac interventions.	DHN 816 MNT DHN 808 CN	MNT and CN Preceptors	End of rotation
2.4 Use effective education and counseling skills to facilitate behavior change.	<b>Introduction:</b> Participate in rounds, meetings and patient care conference.	DHN 810 MNT rotations, (e.g. surgery, geriatric, oncology)	MNT Preceptor	End of rotation
	<b>Application:</b> Counsel clients.	DHN 518 DHN 816 MNT DHN 800/808 CN	MNT and CN Preceptors	End of rotation
2.5 Demonstrate active participation, teamwork and contributions in group settings.	<b>Introduction:</b> Actively participate in management meetings	DHN 518	CP/DI Director	End of rotation
	<b>Application:</b> Collaborate with health professionals to provide for the needs of patients regarding meals and snacks.	DHN 518	CP/DI Director	End of rotation
2.6 Assign appropriate patient care activities to DTRs and/or support personnel as appropriate.	<b>Introduction:</b> Shadowing DTR and/or support personnel to comprehend facilities procedures.	DHN 518 DHN 810 MNT DHN 800 CN	MNT and CN Preceptors	During the rotation
	<b>Application:</b> Refer specialty patients such as heart, liver, lung, weight loss and cancer patients to Diabetes, weight loss or cancer support programs or other appropriate clinic	DHN 518 DHN 816 MNT DHN 808 CN	MNT and CN Preceptors	End of rotation
2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.	<b>Introduction:</b> Recommend consults for nutrition support or speech therapy evaluation for appropriate patients.	DHN 810 MNT DHN 800 CN	MNT and CN Preceptors	End of rotation
	<b>Application:</b> Demonstrate problem solving skills by anticipating patient care needs and develop strategies for completing daily work.	DHN 518 DHN 816 MNT DHN 808 CN	MNT and CN Preceptors	End of rotation
2.8 Apply leadership principles effectively to achieve desired outcomes	<b>Introduction:</b> Participate and lead topics on discussion board	DHN 518 DHN 810 MNT DHN 800 CN	CP director MNT and CN Preceptors	At any point in the program
	<b>Application:</b> Organize professional meeting on-site to demonstrate leadership functions.	DHN 518 DHN 816 MNT DHN 808 CN	CP Director MNT and CN Preceptors	At any point in the program
2.9 Participate in professional and community organizations	<b>Application:</b> Attend at least two	DHN 518 DHN 812/814	CP director Preceptors	During rotation

	professional meetings and submit a written summary.	FSSM DHN 810/816 MNT DHN 800/808 CN		
2.10 Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services	<b>Introduction:</b> Establish cooperative relationships with nurses, other health care specialties, and other interns.	DHN 518 DHN 810 MNT DHN 800 CN	MNT and CN Preceptors	End of rotations
	<b>Application:</b> Demonstrate critical thinking, flexibility with schedule changes, time management and work execution skills.	DHN 518 DHN 816 MNT DHN 808 CN	MNT and CN Preceptors	End of rotations
2.11 Demonstrate professional attributes within various organizational cultures.	<b>Introduction:</b> Identify and practice behaviors corresponding to the Standards of Practice.	DHN 518 DHN 812 FSSM DHN 808 CN	CP director FSSM and CN Preceptors	By May each year
	<b>Application:</b> Demonstrate professional behavior, flexibility, critical thinking, time management and customer service in agreement with the organizational culture.	DHN 518 DHN 814 FSSM DHN 808 CN	CP director FSSM and CN Preceptors	End of rotation
2.12 Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by CDR.	<b>Introduction:</b> Prepare a portfolio for professional development	DHN 518 DHN 812 FSSM DHN 810 MNT DHN 800 CN	CP director	By May each year
	<b>Application:</b> Demonstrate professional growth by independently manage operations in the facility. Record experiences in professional portfolio.	DHN 518 DHN 814 FSSM DHN 816 MNT DHN 808 CN	Preceptors	End of rotation
2.13 Demonstrate negotiation skills.	<b>Introduction:</b> Complete activity on Problem Identification and Resolution.	DHN 518 DHN 812 FSSM DHN 800 CN	DHN 518 Faculty FSSM and CN Preceptors	End of rotation
	<b>Application:</b> Negotiate social and behavioral life-style nutrition changes. with community organizations, other culture groups and persons with varying levels of intellectual functioning (cognitive disabilities)	DHN 518 DHN 814 FSSM DHN 808 CN	FSSM and CN Preceptors	End of rotation

<b>3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations</b>				
<b>Competency</b>	<b>Student experiences</b>	<b>Rotation in which experience will occur</b>	<b>Individuals responsible for ensuring experience occurs</b>	<b>Timeline for collecting formative and summative data</b>
3.1 Perform the Nutrition Care Process (a through e) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.	<b>Introduction:</b> Identify and comprehend standardized language for NCP.	DHN 518 DHN 810 MNT DHN 800 CN	MNT and CN Preceptors	Midpoint of rotations
	<b>Application:</b> Perform nutritional assessments, develop PES statements, plan and implement interventions and monitor and evaluate inpatients during clinical rotations;	DHN 518 DHN 816 MNT DHN 808 CN	MNT and CN Preceptors	End of rotations
3.2 Demonstrate effective communications skills for clinical and customer services in a variety of formats.	<b>Introduction:</b> Practice communication skills and identify counseling strategies suitable for different patients and clients.	DHN 518 DHN 812 FSSM DHN 810 MNT DHN 800 CN	Preceptors	End of rotations
	<b>Application:</b> Demonstrate communication skills utilizing educational and marketing materials for target populations and evaluate a variety of resources and make recommendations based on findings	DHN 518 DHN 814 FSSM DHN 816 MNT DHN 808 CN	Preceptors	End of rotations
3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.	<b>Introduction:</b> Participate in health promotion initiatives, health screenings and will answer consumers' questions appropriately	DHN 518 DHN 812 FSSM	CP director FSSM Preceptor	Throughout the internship
	<b>Application:</b> Develop products, tasting sessions and program offerings for customers; include safety, sanitation and other health messages.	DHN 518 DHN 814 FSSM	FSSM Preceptor	End of rotation
3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends.	<b>Application:</b> Develop fact sheets, bulletin boards, and media presentations	DHN 518 DHN 812/814 FSSM DHN 810/816 MNT DHN 800/808 CN	Preceptors DHN faculty CP Director	During Rotation
3.5 Coordinate procurement, production, distribution and	<b>Introduction:</b> Coordinate inventory,	DHN 518 DHN 812 FSSM	FSSM Preceptor	End of rotation

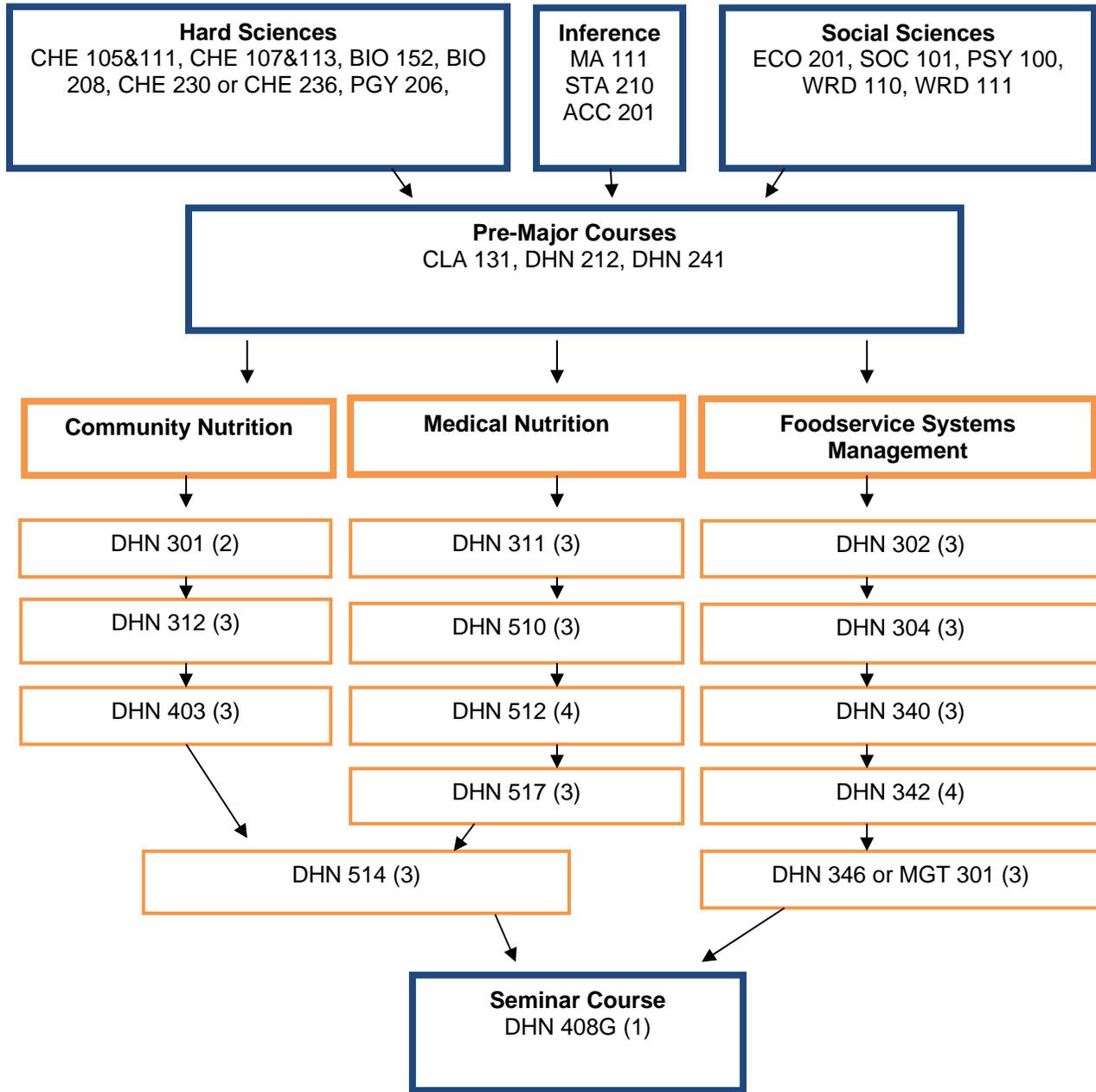
service of goods and services.	procurement, production, distribution and service activities that support the project.			
	<b>Application:</b> Complete a project which develops and evaluates recipes and menus for affordability and acceptability.	DHN 518 DHN 814 FSSM	FSSM Preceptor	End of rotation
3.6 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.	<b>Introduction:</b> Gather data on recipes, formula, and menus for acceptability in patient care.	DHN 518 DHN 812 FSSM DHN 810 MNT	MNT and FSSM Preceptors	End of rotation
	<b>Application:</b> Evaluate formula, menus, and recipes for acceptability in diverse patient care.	DHN 518 DHN 814 FSSM DHN 816 MNT	MNT and FSSM Preceptors	End of Rotation

<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>				
<b>Competency</b>	<b>Student experiences</b>	<b>Rotation in which experience will occur</b>	<b>Individuals responsible for ensuring experience occurs</b>	<b>Timeline for collecting formative and summative data</b>
4.1 Participate in management of human resources	<b>Introduction:</b> Interns will develop position descriptions for vacant positions, plan selections, and participate in interviews with manager for at least one position;	DHN 518 DHN 812 FSSM	FSSM Preceptor	End of rotation
	<b>Application:</b> Interns will manage staffing;	DHN 518 DHN 814 FSSM	FSSM Preceptor	End of rotation
	<b>Application:</b> Interns will participate in decisions related to human resources issues;	DHN 518 DHN 814 FSSM	FSSM Preceptor	End of rotation
4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.	<b>Introduction:</b> Interns will conduct Environment of Care inspections (including safety and sanitation), Complete documentation of findings and discuss with management staff;	DHN 518 DHN 812 FSSM	FSSM Preceptor	End of rotation
	<b>Application:</b> Interns will perform temperature monitors, track temperatures of designated foods over time;	DHN 518 DHN 814 FSSM	FSSM Preceptor	End of rotation
	<b>Application:</b> Interns will supervise food production	DHN 518 DHN 814 FSSM	FSSM Preceptor	End of rotation
4.3 Participate in public policy activities, including both legislative and regulatory	<b>Introduction:</b> Interns will participate in legislative	DHN 518 DHN 800/808 CN	CP director  DHN faculty	Second month of the internship

initiatives.	activity,  <b>Application:</b> write a letter to a legislator and advocate for a public policy position which affects dietetics	DHN 810/816 MNT DHN 812/814 FSSM		
4.4 Conduct clinical and customer service quality management activities.	<b>Introduction:</b> Interns will participate in quality improvement activities. <b>Application:</b> Complete patient satisfaction surveys, test food quality.	DHN 518 DHN 800/808 CN DHN 810/816 MNT DHN 812/814 FSSM	FSSM Preceptor	End of rotation
4.5 Use current informatics technology to develop, store, retrieve and disseminate information and data.	<b>Application:</b> Interns will review informatics systems in dietetics, utilize software across various settings and summarize information to apply communicate to peers	DHN 518 DHN 800/808 CN DHN 810 MNT DHN 812/814 FSSM	Preceptors  CP Director	End of rotation
	<b>Application:</b> Interns will use the electronic medical record to obtain data for nutrition assessments; will meet expectations 90% of the time.	DHN 816 MNT	MNT Preceptor	End of rotation
	<b>Application:</b> Interns will use software in the facility to manage patient care and documentation of interventions; will meet expectations 90% of the time.	DHN 816 MNT	MNT Preceptor	End of rotation
	<b>Application:</b> Interns will use the internet to search for evidence based literature; will meet expectations 90% of the time.	DHN 518	CP Director	Throughout the internship
4.6 Analyze quality, financial or productivity data and develop a plan for intervention.	<b>Introduction:</b> Interns will analyze and discuss monthly budget reports with management; will meet expectations 80% of the time.	DHN 518 DHN 810 MNT DHN 812 FSSM	MNT and FSSM Preceptors	End of rotation
	<b>Application:</b> Interns will complete a financial management report; will meet expectations 80% of the time.	DHN 518 DHN 816 MNT DHN 814 FSSM	MNT and FSSM Preceptors	End of rotation
4.7 Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment	<b>Introduction:</b> Interns will review waste management plans in the facility.  <b>Application:</b> Update facilities waste management plan and environment protection policies	DHN 518 DHN 810/816 MNT DHN 812/814 FSSM	MNT and FSSM Preceptors	End of rotation
4.8 Conduct feasibility studies for products, programs or services with consideration of	<b>Introduction:</b> Review facilities' past feasibility	DHN 518 DHN 810/816 MNT	Preceptors	End of rotation

costs and benefits.	studies.  <b>Application:</b> Conduct a study on the feasibility of implementing a program or service; will meet expectations 80% of the time.	DHN 800/808 CN DHN 812/814 FSSM		
4.9 Analyze financial data to assess utilization of resources.	<b>Introduction:</b> Interns will discuss monthly budget reports with management.  <b>Application:</b> Analyze financial data and make recommendations on resource consolidation.	DHN 518 DHN 810/816 MNT DHN 812/814 FSSM	MNT and FSSM Preceptor	End of rotation
4.10 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs equipment and supplies	<b>Introduction:</b> Interns will complete a module on business planning,  <b>Application:</b> Analyze the business model in a community agency; will meet expectations 80% of the time	DHN 518 DHN 816 MNT DHN 800/808 CN DHN 812/814 FSSM	CP Director  Preceptors  DHN faculty	End of community rotation
4.11 Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers	<b>Introduction:</b> Interns will participate in activities on coding and billing including a presentation, a discussion on reimbursement.  <b>Application:</b> Summarize and submit information on coding and billing	DHN 518 DHN 810/816 MNT	CP Director	First three months of the program

# Dietetic Major Course Curriculum



**Certifications Acquired:**  
 Manage First Program® Inventory and Purchasing, Controlling Foodservice Costs,  
 Human Resources Management and Supervision, and ServSafe®

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

**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**

--

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

## Curriculum and Student Learning Objectives

### Standard 11: Learning Activities

The program's curriculum must provide learning activities to attain all the Core Knowledge and Competencies (Appendix A) defined to enter practice as a registered dietitian.

#### Narrative:

The CP curriculum allows for a wide variety of learning activities that provide students with the opportunity to achieve all of the ACEND Core Knowledge Requirements and Competencies. Over the past five years the DHN department has worked hard to refine and restructure many of its major classes based on feedback provided by current students, alumni, preceptors, advisory board members and faculty. Many of these changes have been implemented gradually as faculty expertise and time allow. Charts below highlight how the curriculum covers the required conditions, target populations, and groups. Charts below also outline ACEND knowledge and competency requirements, what courses meet these requirements, and the student learning activities.

The CP has several unique and innovative opportunities for students to meet the knowledge requirements. One example of this involves KRD 5.1, which states "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". DHN 304 Experimental Foods has taken an innovative approach to help students master this knowledge requirement. In collaboration with Kentucky Family & Consumer Science Extension Agents, students participate in a recipe development project called "Plate It Up! Kentucky Proud". For this assignment students collaborate with teammates to create healthy recipes that utilize products that are grown within the Commonwealth of Kentucky. At the end of the semester, a taste testing panel evaluates student recipes and makes recommendations for recipes to be included in the Plate It Up! Kentucky Proud recipe database and printed on professional recipe cards. Student participation in the project is acknowledged with all recipes. To date, over 140 recipes have been tested and over 500,000 recipe cards distributed. This project allows collaboration with Kentucky Extension Agents who are professionals that are placed in all 120 counties in the state of Kentucky.

Another example of a unique and innovative opportunity for CP students involves KRD 2.2, which states "The curriculum must provide principles and techniques of effective counseling methods". DHN 514: Dietetics Counseling and Communications has taken an innovative approach to help students master this knowledge requirement through a project that involves videotaping two 30- minute counseling sessions where the student counsels a "client". This project is original because the clients are actually UK students majoring in Theatre Arts. By collaborating with the Theatre department, CP students are able to get a more realistic feel for an actual counseling session. The student also completes one of the 30 minute videos at the beginning of the semester and the second one at the end of the semester. This allows for the students to self-reflect upon the growth of their counseling skills throughout the span of the course. Students have provided very strong, positive feedback regarding both of these assignments.

The variety of learning activities provided in the CP is certainly an area of strength. Students are exposed to a variety of health conditions, populations, and environments throughout their time in the coordinated program. CP students also have the opportunity to regularly participate in interdisciplinary learning. In didactic courses, students are exposed to guest speakers that include pharmacists, speech pathologists, registered nurses, certified diabetes educators, and government officials. In the supervised practice students usually have the opportunity to participate as part of the clinical care team, which includes doctors, nurses, social workers, physical therapists and registered dietitians. The CP also uses a variety of SPP placements that include the opportunity for the student to learn from lactation consultants, public health officials, state extension agents, food-service managers, and school food service directors.

The DHN faculty members constantly revise and improve the courses to improve student learning and comprehension. The progression of courses and learning activities allows for the introduction of the material, the reinforcement of information through upper level courses, and provides the student with the knowledge needed to perform as an entry-level dietitian while on the supervised practice component of the program. CP students are able to meet all knowledge and competency requirements through the learning activities in the program. Course descriptions as published in the catalog can be found in Appendix A-03. Sample course syllabi can be found in Appendix B-01 and B-02. Textbooks used for CP courses and example student projects are available for review on-site.

**Guideline 11.1.a Overweight and obesity, diabetes, cancer, cardiovascular disease, gastrointestinal and renal disease**

**Didactic Portion of CP**

<b>Condition</b>	<b>Course</b>	<b>Examples of Learning Activities</b>
<b>Overweight Obesity</b>	DHN 212	Individual (out of class) and group (in class) case studies.
	DHN 304	Plate It Up! Kentucky Proud service learning project to promote fruit and vegetable consumption through low-calorie dishes.
	DHN 312	The relationship between nutrition and obesity/overweight across the life span was included within in-class lectures. Through an independent case study students were asked to use their nutrition knowledge to improve the weight status of an adult overweight Type 2 Diabetic through diet and lifestyle changes. During an in-class group case study students were required to list important lifestyle factors, living situation, and biochemical indicators that are important when assessing an obese older adult who is a Type 2 Diabetic.
	DHN 342	Diabetes menu planning
	DHN 403	Students select a chronic condition to focus on while developing an intervention to address the disease. Students research the chronic condition to understand the pathophysiology of the disease. The assignment is a paper on the condition. Then the students link behavioral strategies to the

		condition to help prevent or treat the disease state through development of an intervention or program. The assignment is to turn a paper utilizing critical thinking to link the intervention strategies with the chronic condition.
	DHN 510	In-class detailed instruction. Supplemental reading assignments which include specific assessment guidelines and questions.
	DHN 512, DHN 517	(same with simulated patients with diabetes (type 1 and 2) using carbohydrate counting)
	DHN 514	Counseling case studies
	DHN 312	The relationship between nutrition and cancer across the life span was included within in-class lectures.
<b>Cancer</b>	DHN 403	Students select a chronic condition to focus on while developing an intervention to address the disease. Students research the chronic condition to understand the pathophysiology of the disease. The assignment is a paper on the condition. Then the students link behavioral strategies to the condition to help prevent or treat the state through development of an intervention or program. The assignment is to turn a paper utilizing critical thinking to link the intervention strategies with the chronic condition.
	DHN 510	Detailed in-class instructions on the role of vitamins and minerals in cancer prevention and treatment. Supplemental reading assignments which include specific assessment guidelines and questions.
	DHN 517	(same with simulated patients with cancer, including therapy for chemotherapy and radiation treatments)

<b>Cardiovascular Disease</b>	DHN 212	In-class group case study.
	DHN 312	The relationship between nutrition and cardiovascular disease across the life span was included within in-class lectures.
	DHN 403	Students select a chronic condition to focus on while developing an intervention to address the disease. Students research the chronic condition to understand the pathophysiology of the disease. The assignment is a paper on the condition. Then the students link behavioral strategies to the condition to help prevent or treat the state through development of an intervention or program. The assignment is to turn a paper utilizing critical thinking to link the intervention strategies with the chronic condition.
	DHN 510	In-class detailed instruction. Supplemental reading assignments – include specific assessment guidelines and questions.
	DHN 512, DHN 517	(same with simulated patients with cardiovascular disease using the Therapeutic Lifestyle Change diet or the DASH diet)
	DHN 514	Counseling case studies
	DHN 212	In-class group case study.
	<b>Gastrointestinal</b>	DHN 312
	DHN 342	Students prepare meals for individuals with celiac disease or gluten intolerance.
	DHN 510	In-class detailed instruction.

		Supplemental reading assignments – include specific assessment guidelines and questions.
	DHN 512, DHN 517	(same with simulated patients with GI conditions/diseases, such as (2012) duodenal ulcer, celiac disease, Crohn’s Disease, and diverticulosis, with appropriate MNT)
	DHN 514	Counseling case studies
<b>Renal Disease</b>	DHN 512, DHN 517	(same with simulated patients with renal disease using renal diets)

**Supervised Practice Portion of CP**

<b>Condition</b>	<b>Course</b>	<b>Examples of Learning Activities</b>
<b>Overweight Obesity</b>	DHN 518	Lab Assessment
	DHN 810	Educational Material
	DHN 816	Case studies & Medications
<b>Diabetes</b>	DHN 518	Lab Assessment
	DHN 810	Educational Material
	DHN 816	Case studies & Medications
<b>Cancer</b>	DHN 816	Case studies & Medications
<b>Cardiovascular Disease</b>	DHN 518	Lab Assessment
	DHN 816	Case studies & Medications
<b>Gastrointestinal</b>	DHN 816	Case studies & Medications
<b>Renal Disease</b>	DHN 810	Educational Material
	DHN 816	Case studies & Medications

**Guideline 11.1.b Various Populations and Diverse Cultures in the Didactic Portion of the CP**

<b>Group</b>	<b>Course</b>	<b>Examples of Learning Activities</b>
<b>Diverse Cultures</b>	DHN 312	Reaching at-risk populations through nutrition interventions designed to improve health outcomes are discussed for each life span during in-class lectures
	DHN 512, DHN 517	Individually and as a group of 3-4 students, use the nutrition care process (NCP) and document in a mock medical record using the NCP format for about six case studies in which simulated patients include Native Americans, Hispanics, and African Americans.

<b>Infants and Children</b>	DHN 312	In-class group case study - infant Independent case study – toddler In-class group case study- pre-adolescent
	DHN 514	Counseling case studies
	DHN 517	(same use of the NCP with simulated pediatric patient with inborn errors of metabolism, such as planning phenylalanine controlled diets.)
<b>Adolescents</b>	DHN 312	Independent case study
	DHN 517	(same use of the NCP with an adolescent patient with an eating disorder and appropriate MNT and role of the RD in multidisciplinary care)
<b>Pregnant/Lactating Females</b>	DHN 312	Independent case study – lactating female In-class group case study – pregnant female
	DHN 514	Counseling case studies
	DHN 517	(same use of the NCP with a pregnant woman who develops gestational diabetes using carbohydrate counting and appropriate calories for weight gain)
<b>Adults</b>	DHN 312	Independent case study - Preconception Independent case study – Adult
	DHN 512, DHN 517	Individually and as a group of 3-4 students, use the nutrition care process and document in a mock medical record using the NCP format in about 15 case studies including all major disease conditions.
	DHN 514	Counseling case studies
<b>Elderly</b>	DHN 312	In-class group case study
	DHN 512, DHN 517	Individually and as a group of 3-4 students, use the nutrition care

		process and document in a mock medical record using the NCP format in about four case studies including such conditions as COPD, liver transplant, Alzheimers disease, Parkinson’s disease, and CHF with cardiac cachexia.
--	--	--

**Various Populations and Diverse Cultures in the Supervised Practice Portion of the CP**

<b>Group</b>	<b>Course</b>	<b>Examples of Learning Activities</b>
<b>Diverse Cultures</b>	DHN 518	Module on Cultural Competency in Health Care
	DHN 800	Food Security Nutrition Education Project
	DHN 810	Patient Contact Record
<b>Infants and Children</b>	DHN 518	Module on WIC assess & monitoring
	DHN 808	Community-Based Nutrition Education Project
<b>Adolescents</b>	DHN 808	Community-Based Nutrition Education Project
<b>Pregnant/Lactating Females</b>	DHN 808	Community-Based Nutrition Education Project
<b>Adults</b>	DHN 518	Topic review and summaries
	DHN 816	Case Study
<b>Elderly</b>	DHN 518	Healthy Aging
	DHN 816	Case Study

**Guideline 11.1.c Specific Learning Activities in the Didactic Portion of the CP**

<b>Course</b>	<b>Examples of Learning Activities</b>
<b>DHN 212</b>	Small groups (3-4 students) work together to complete four in-class group case studies related to course topics.
<b>DHN 304</b>	Students work during the semester with a lab partner on all laboratory assignments. Students work with their lab partner to develop an innovative and healthy recipe for the Plate It Up! Kentucky Proud project, developing problem-solving and critical-thinking skills. Small groups (4 students) work together to develop a Plate It Up! Kentucky Proud mobile device app. Groups develop a written proposal and professional presentation.
<b>DHN 312</b>	Students are required to work together to complete in-class group case studies Students use critical thinking skills to complete independent case studies by applying their knowledge of a particular life stage to answer the questions.
<b>DHN 340</b>	Semester capstone group project where teams of students collaborate,

	perform research, define best practices and develop a institutional purchasing plan for a fictional food systems operation.
<b>DHN 346</b>	Semester capstone group project where teams of students collaborate, perform research and develop a human resources management plan for a fictional food systems operation.
<b>DHN 342</b>	Each student performs a StrengthsFinder self-assessment; 20 rotating stations in quantity foods production include self-awareness, team-work, front of the house and back of the house leadership activities which include problem solving and critical thinking.
<b>DHN 403</b>	Small groups work together to develop a community based nutrition intervention.
<b>DHN 510</b>	Students are challenged to conduct a thorough literature review on any topic related to nutrition. They develop an evidence-based review paper based on peer-reviewed journal articles. This semester-long project challenges students to use their critical thinking skills. Before turning in a final draft of their paper students use peer-assessment to evaluate papers. Students develop a one-page informational handout and present their topic to their classmates. In-class group activities are incorporated within course instruction for relevant topics.
<b>DHN 512, DHN 517</b>	Small groups (3-5 students) work together to develop the nutrition care process for various common health conditions and diseases and write nutrition care plans for at least five case studies and present two case studies to the class. There are about ten case studies presented in each of the two classes (Includes collaboration, teamwork, problem-solving and critical thinking skills)
<b>DHN 514</b>	Students have to self-evaluate two different video-taped counseling sessions. Students also have to teach a community group about nutrition and then write a reflective paper on the experience and their teaching abilities.

**Specific Learning Activities in the Supervised Practice Portion of the CP:**

<b>Course</b>	<b>Examples of Learning Activities</b>
<b>DHN 518</b>	Problem identification and resolution-choose and identify a problem and resolve using critical thinking skills
<b>DHN 800</b>	Competency fulfillment plan requires students to self-assess and plan ahead during their rotation.
<b>DHN 810</b>	Competency fulfillment plan requires students to self-assess and plan ahead during their rotation.
<b>DHN 810</b>	In-Service requires students to develop an in-service presentation that

	addresses a problem identified in the facility
<b>DHN 812</b>	Marketing Plan requires the student to develop a marketing strategy and confer with the preceptor and marketing department on implementation of the plan at the facility
<b>DHN 814</b>	In-Service involves identifying a need in the facility and developing a presentation to fulfill the need for the target audience

**Guideline 11.1.d Personal and professional attitudes and values, cultural competence, leadership or decision-making skills in the Didactic Portion of the CP**

<b>Course</b>	<b>Examples of Learning Activities</b>
<b>DHN 301</b>	A group activity is conducted where each group is assigned a situation and they must decide if it violates the Code of Ethics and how. The importance of cultural competence was discussed during an in-class lecture.
<b>DHN 346</b>	Students engage, discuss and collaborate on multiple assignments throughout the semester on topics including the importance of diversity in recruiting, cultural competency in development of human resource policies, gender discrimination and sexual harassment.
<b>DHN 342</b>	StrengthsFinder elevator speech includes personal and professional attitudes and values; Two leadership rotations in quantity food production include practice of leadership and decision making skills.
<b>DHN 517</b>	Case studies include simulations such as end of life decisions, role of the dietitian on the medical care team, patient confidentiality, feeding decisions, and families bringing favorite foods to a patient on a restricted diet. Class discussions include solving or responding to these scenarios.

**Personal and professional attitudes and values, cultural competence, leadership or decision-making skills in the Supervised Practice Portion of the CP**

<b>Course</b>	<b>Examples of Learning Activities</b>
<b>DHN 518</b>	Evaluating Leadership styles-topic summary and evaluation
<b>DHN 518</b>	Module on Cultural Competency in Health Care
<b>DHN 808</b>	Social Media Assignment- students decide on a pertinent topic of interest and produce a project that is fit for social media outlets.
<b>DHN 814</b>	Special Project requires the student to be the leader of a project including a special event, human resources management, layout design project, or other projects as defined by the preceptor

**Guideline 11.1.e Educational Approaches in the Didactic Portion of the CP:**

<b>Course</b>	<b>Examples of Educational Approaches</b>
<b>DHN 212</b>	Individual and group case studies. Two written projects. Appropriate video clips and documentaries are incorporated within standard lecture.
<b>DHN 302</b>	The principles of food preparation are taught completely in a hands-on format that allows students to apply prior knowledge about food principles.
<b>DHN 304</b>	3-hour per week laboratory with weekly written lab reports. Plate It Up! Kentucky Proud service learning project – recipe development and app proposal. Field trip to Jif/Smuckers plant. Viewing and critical discussion of <i>Forks Over Knives</i> and <i>Food Inc.</i> Optional bonus activity attending and reflecting on local farmers market. Five out-of-class assignments related to special topics and/or research articles (e.g. high fructose corn syrup, trans fats, smell and satiation)
<b>DHN 312</b>	In-class lectures, case studies, videos, and demonstrations
<b>DHN 342</b>	Lecture, mini cost control modules, reflective and knowledge based evaluations; In 20 laboratory rotations, students participate in problem based learning through preparation and service for 50; participation in Showcase for Undergraduate Research.
<b>DHN 403</b>	In two classes PBL is utilized through students breaking up into small groups. First students read and discuss a case study involving a community organization trying to solve a “need” in their community related to a nutrition issue (obesity, heart disease, diabetes). Second the students work through a series of steps in trying to help the community come up with goals, objectives, and action steps to solve this need. Third the students present to the larger group how they solved this problem. The instructor uses probes but the students lead the discussion and solving of the case study.
<b>DHN 510</b>	Five out-of-class topical (e.g. digestion, obesity, metabolism) reading assignments – students read 6-10 assigned journal articles per assignment and answer questions related to those articles. Research project – students complete a literature review using peer-reviewed journal articles to support their review. Paper is submitted in draft and final form. Students develop a one-page informational handout and present their topic in class. In-class games to assess learning and prepare for exams. Take home final exam – students develop a 1-2 page detailed professional handout summarizing of digestion, metabolism, and vitamins and minerals. The handout is laminated and serves as a useful study aid for students during their internships.
<b>DHN 512, DHN 517</b>	Students are assigned to small groups. Students read and discuss a case

	study involving a major health condition/disease. The group works together using the Nutrition Care Process to plan the MNT for the particular simulated client/patient in the case study. The group presents the case study to the class including an innovative way (e.g. song, role-playing, video) to explain the disease. A second group of students is assigned a reduced NCP for the same case study and helps evaluate the first case study presentation.
<b>DHN 512, DHN 517</b>	“Patient presentations” are used to help the students understand what it is like to have one of the diseases that is covered in the course. I have had a young man, who received a liver transplant, a student recovering from an eating disorder, a dietitian who works with pediatric patients with PKU and galactosemia, and a woman with diabetes describe their experiences with their specific conditions. Students have responded that these presentations have helped them gain confidence in working with “real” clients/patients.
<b>DHN 514</b>	This course uses laboratory simulations with actors in which students practice counseling skills. There is also an element of in-class lecture instruction in this class.

**Educational Approaches in the Supervised Practice Portion of the CP:**

<b>Course</b>	<b>Examples of Educational Approaches</b>
<b>DHN 518</b>	Laboratory experience assessing clinical vital signs for intervention-measuring blood pressure and blood glucose
<b>DHN 808</b>	Community-Based Nutrition Education Project
<b>DHN 810</b>	In-Service must be presented to the target audience
<b>DHN 812</b>	Case Study Assignment is presented to the entire internship class and directors
<b>DHN 816</b>	Case Study Assignment is presented to the entire internship class and directors

**Course Titles:**

- |  |   |
|--|---|
| DHN 212 Introductory Nutrition                   | DHN 346 Human Resource Management for the Food and Hospitality Industries |
| DHN 301 Dietetics Practice                       | DHN 403 Community Nutrition and Wellness                                  |
| DHN 302 Principles of Food Preparation           | DHN 408G Seminar in Food and Nutrition                                    |
| DHN 304 Experimental Foods                       | DHN 510 Advanced Nutrition  |
| DHN 311 Nutritional Biochemistry                 | DHN 512 Medical Nutrition Therapy I                                       |
| DHN 312 Nutrition and Wellness in the Life Cycle | DHN 514 Dietetics: Counseling and Communication Theories and Applications |
| DHN 340 Institutional Purchasing                 | DHN 517 Medical Nutrition Therapy I                                       |
| DHN 342 Quantity Food Production                 |   |

**ACEND Requirements and Learning Activities for the Didactic Portion of the CP**

	Learning Activities	Rotation or class in which assessment will occur
<p>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.</p>	80% of students will receive a letter grade of "B" or above on their research assignment	DHN 301: Dietetics Practice
	80% of students will receive a letter grade of "B" or above on their lab reports	DHN 302: Principles of Food Preparation
	80% of students will receive a letter grade of "B" or above on their <i>Plate It Up! Kentucky Proud</i> recipe project (5-10 page professional paper and presentation to peers)	DHN 304: Experimental Foods
	Overall average exam scores will be 75% or higher	DHN 311: Nutritional Biochemistry
	80% of students will receive a letter grade of "B" or above on their case studies	DHN 312: Nutrition and Wellness in the Lifecycle
	Overall average exam scores will be 80% or higher	DHN 312: Nutrition and Wellness in the Lifecycle
	80% of students will receive a "B" or better on their Public Policy group Research project	DHN 403: Community Nutrition and Wellness
	80% of students will receive a "B" or better on their research papers	DHN 408G: Seminar in Food and Nutrition
	80% of students will receive a "B" or better on their Peer-Reviewed Article Summary	DHN 480: Dietetics Pre-Professional Practice
	80% of students will receive a letter grade of "B" or above on their	DHN 510: Advanced Nutrition

	<p>research project (5 page professional paper and presentation to peers)</p> <p>80% of students will receive a letter grade of "B" or better on case studies using the Nutrition Care Process research in the scientific literature</p> <p>Average exam scores will be 80% or higher</p> <p>80% of students will receive a "B" or better on exams and case studies using the Nutrition Care Process</p>	<p>DHN 512: Medical Nutrition Therapy I</p> <p>DHN 514: Dietetics Counseling and Communications</p> <p>DHN 517: Medical Nutrition Therapy II</p>
<p>KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.</p>	<p>80% of students will receive a letter grade of "B" or above on research, cover letter, resume, portfolio assignments</p> <p>80% of students will receive a letter grade of "B" or above on all submitted lab reports</p> <p>80% of students will receive a letter grade of "B" or above on the oral and written reports associated with the Plate it Up! Kentucky Proud project</p> <p>80% of students will receive a letter grade of "B" or above on their case studies</p> <p>Overall average exam scores will be 80% or higher</p> <p>80% of students will receive a grade of "B" or better on their group</p>	<p>DHN 301: Dietetics Practice</p> <p>DHN 302: Principles of Food Preparation</p> <p>DHN 304: Experimental Foods</p> <p>DHN 312: Nutrition and Wellness in the Lifecycle</p> <p>DHN 312: Nutrition and Wellness in the Lifecycle</p> <p>DHN 340: Institutional Purchasing</p>

	<p>research project</p> <p>80% of students will receive a letter grade of "B" or above on their professional group presentation on Human Resource Issues</p> <p>80% of students will receive a grade of "B" or better on their Community Needs Assessment project and presentation</p> <p>80% of students will receive a "B" or better on their special topic research paper and oral presentation</p> <p>80% of students will receive a "B" or better on their Final presentation.</p> <p>80% of students will receive a "B" or better on their written case study assignments and oral presentations of a case study</p> <p>80% of students will receive a "B" or better on their teaching and self-evaluation assignments</p> <p>80% of students will receive a "B" or better on their written case study assignments</p>	<p>DHN 346: Human Resources Management</p> <p>DHN 403: Community Nutrition and Wellness</p> <p>DHN 408G: Seminar in Food and Nutrition</p> <p>DHN 480: Dietetics Pre-Professional Practice</p> <p>DHN 512: Medical Nutrition Therapy I</p> <p>DHN 514: Dietetics Counseling and Communications</p> <p>DHN 517: Medical Nutrition Therapy II</p>
KRD 2.2: The curriculum must provide principles and techniques of effective counseling methods.	80% of students will receive a "B" or better on their final counseling videos	DHN 514: Dietetics Counseling and Communications
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.	<p>Overall average exam scores covering HACCP material will be 93% or higher</p> <p>100% of students will</p>	<p>DHN 241: Food Safety</p> <p>DHN 301: Dietetics Practice</p>

	<p>actively participate in a group activity using the Code of Ethics for the Profession of Dietetics</p> <p>80% of students will receive a letter grade of "B" or above on their professional group presentation on Human Resource Issues</p> <p>All students will participate in the Scope of Professional Practice and Code of Ethics Round Table Discussion</p> <p>80% of students will receive a letter grade of "B" or better on case studies using the Nutrition Care Process research in the scientific literature</p> <p>80% of students will receive a "B" or better on their nutrition education projects, counseling sessions, and understanding your client write-up projects which are tailored to the Scope of Dietetics Practice</p> <p>80% of students will receive a letter grade of "B" or better on case studies using the Nutrition Care Process research in the scientific literature</p>	<p>DHN 346: Human Resources Management</p> <p>DHN 480: Dietetics and Pre-Professional Practice</p> <p>DHN 512: Medical Nutrition Therapy I</p> <p>DHN 514: Dietetics Counseling and Communications</p> <p>DHN 517: Medical Nutrition Therapy II</p>
<p>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.</p>	<p>80% of students will receive a "B" or better on exams and case studies using the Nutrition Care Process</p> <p>80% of students will receive a "B" or better on their cumulative grades for Lab Case Studies</p>	<p>DHN 512: Medical Nutrition Therapy I</p> <p>DHN 514: Dietetics Counseling and Communications</p>

	80% of students will receive a "B" or better on exams and case studies using the Nutrition Care Process	DHN 517: Medical Nutrition Therapy II
KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.	<p>80% of students will receive a "B" or better on their group case studies, individual case studies, and dietary analysis project</p> <p>80% of students will receive a "B" or better on their research assignment</p> <p>80% of students will receive a letter grade of "B" or above on their lab reports</p> <p>Overall average exam scores will be 80% or higher</p> <p>80% of students will receive at least 750/950 points from the Team Laboratory Experiential Learning Activities</p> <p>80% of students will receive a grade of "B" or better on their Community Intervention Project and Paper</p> <p>All students will gain at least 60 hours of shadowing experience in the dietetics and food environment and reflect upon the assignments in their daily journals</p> <p>80% of students will receive a "B" or better on case studies including a variety of disease states using the Nutrition Care Process</p>	<p>DHN 212: Introductory Nutrition</p> <p>DHN 301: Dietetics Practice</p> <p>DHN 302: Principles of Food Preparation</p> <p>DHN 312: Nutrition and Wellness in the Lifecycle</p> <p>DHN 342: Quantity Food Production</p> <p>DHN 403: Community Nutrition and Wellness</p> <p>DHN 480: Dietetics Pre-Professional Practice</p> <p>DHN 512: Medical Nutrition Therapy I</p>

	<p>80% of students will receive a "B" or better on their counseling videos, teaching and self-evaluation, and research projects</p> <p>80% of students will receive a "B" or better on case studies including a variety of disease states using the Nutrition Care Process</p>	<p>DHN 514: Dietetics Counseling and Communications</p> <p>DHN 517: Medical Nutrition Therapy II</p>
KRD 3.3: The curriculum must include education and behavior change theories and techniques.	<p>80% of students will receive a letter grade of "B" or above on their case studies</p> <p>80% of students will receive a grade of "B" or better on their Community Intervention Project and Paper</p> <p>80% of students will receive a "B" or better on case studies</p> <p>Overall average exam scores will be 80% or better</p> <p>80% of students will receive a "B" or better on case studies</p>	<p>DHN 312: Nutrition and Wellness in the Lifecycle</p> <p>DHN 403: Community Nutrition and Wellness</p> <p>DHN 512: Medical Nutrition Therapy I</p> <p>DHN 514: Dietetics Counseling and Communications</p> <p>DHN 517: Medical Nutrition Therapy II</p>
KRD 4.1: The curriculum must include management and business theories and principles required to deliver programs and services.	<p>90% of students will obtain ManageFirst Program® Inventory and Purchasing Certification</p> <p>90% of students will obtain ManageFirst® Controlling Foodservice Costs Competency Guide Certification</p> <p>90% of students will obtain ManageFirst Program® Human Resources Management and Supervision Certification</p>	<p>DHN 340: Institutional Purchasing</p> <p>DHN 342: Quantity Food Production</p> <p>DHN 346: Human Resources Management</p>
KRD 4.2: The curriculum must include content	90% of students will	DHN 241: Food Safety

<p>related to quality management of food and nutrition services.</p>	<p>receive a ServSafe® Food Manager Certification</p> <p>80% of students will receive a letter grade of "B" or above on their lab reports</p> <p>90% of students will obtain ManageFirst Program® Inventory and Purchasing Certification</p> <p>90% of students will obtain ManageFirst® Controlling Foodservice Costs Competency Guide Certification</p>	<p>DHN 302: Principles of Food Preparation</p> <p>DHN 340: Institutional Purchasing</p> <p>DHN 342: Quantity Food Production</p>
<p>KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.</p>	<p>Overall average exam scores covering HACCP material will be 93% or higher</p> <p>80% of students will receive a "B" or better on their Public Policy debate</p>	<p>DHN 241: Food Safety</p> <p>DHN 403: Community Nutrition and Wellness</p>
<p>KRD 4.4: The curriculum must include content related to health care systems.</p>	<p>90% of students will complete the required volunteer activity with a community organization</p> <p>All students will participate in at least 60 hours of shadowing experience under the direct supervision of a registered dietitian</p>	<p>DHN 403: Community Nutrition and Wellness</p> <p>DHN 480: Dietetics Pre-Professional Practice</p>
<p>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</p>	<p>80% of students will receive a "B" or better on case studies including a variety of disease states using the Nutrition Care Process</p>	<p>DHN 517: Medical Nutrition Therapy II</p>
<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.</p>	<p>80% of students will receive a letter grade of "B" or above on their <i>Plate It Up! Kentucky Proud</i> recipe development project</p> <p>80% of students will</p>	<p>DHN 304: Experimental Foods</p> <p>DHN 342: Quantity Food</p>

	receive at least 750/950 points from the Team Laboratory Experiential Learning Activities	Production
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.	<p>Average exam scores will be 80% or better</p> <p>Average exam scores will be 75% or better</p> <p>80% of students will receive a letter grade of "B" or above on their case studies</p> <p>Overall average exam scores will be 80% or higher</p> <p>Average exam scores will be 75% or better</p> <p>Average exam score will be 75% or better</p> <p>Average exam score will be 75% or better</p>	<p>DHN 212: Introductory Nutrition</p> <p>DHN 311: Nutritional Biochemistry</p> <p>DHN 312: Nutrition and Wellness in the Lifecycle</p> <p>DHN 312: Nutrition and Wellness in the Lifecycle</p> <p>DHN 510: Advanced Nutrition</p> <p>DHN 512: Medical Nutrition Therapy I</p> <p>DHN 517: Medical Nutrition Therapy II</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	<p>100% of students will actively participate in at least 3 of the 4 in-class group case studies</p> <p>80% of students will receive a letter grade of "B" or above on their case studies</p> <p>Overall average exam scores will be 80% or higher</p> <p>80% of students will receive a grade of "B" or better on their Community Intervention Project and Paper</p> <p>80% of students will receive a "B" or better on case studies</p>	<p>DHN 212: Introductory Nutrition</p> <p>DHN 312: Nutrition and Wellness in the Lifecycle</p> <p>DHN 312: Nutrition and Wellness in the Lifecycle</p> <p>DHN 403: Community Nutrition and Wellness</p> <p>DHN 512: Medical Nutrition Therapy I</p>

	80% of students will receive a "B" or better on their counseling videos and exams	DHN 514: Dietetics Counseling and Communications
	80% of students will receive a "B" or better on case studies	DHN 517: Medical Nutrition Therapy II

**ACEND Requirements and Learning Activities for the Supervised Practice of the CP:**

Competency	Student experiences	Rotation in which experience will occur
1.1 Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes	<b>Introduction:</b> Identify and perform monitoring functions for patient trays, HACCP indicators, audits for quality; report results to manager and discuss areas for improvement	FSSM MNT
	<b>Application:</b> Correctly evaluate indicators, quality control measures and lab values for patients	Staff experience Advanced learning experience
1.2 Apply evidence based guidelines, systematic reviews and scientific literature in the nutrition care process and model and other areas of dietetics	<b>Introduction:</b> Review scientific literature and present nutrition in-services for the professionals and staff; discuss the literature and its applicability to practice.	In-service presentations in all rotations and class sessions
	<b>Application:</b> Present a major case study using the nutrition care process and discuss application of current literature in both oral presentation and written paper.	FSSM MNT DHN 518
1.3 Justify programs, products, services and care using appropriate evidence or data	<b>Introduction:</b> Compare products, collect data and justify changing products or maintaining same.	FSSM
	<b>Application:</b>	FSSM

	Evaluate an area within food service systems management and make suggested changes that will result in improvement 85% of the time.	
	<b>Application:</b> Present a major case study, discuss and explain care provided through the nutrition care process in both oral presentation and written paper.	FSSM MNT
1.4 Evaluate emerging research for application in dietetics practice	<b>Introduction:</b> Review scientific literature and present nutrition in-services for the professional staff; discuss the literature and its applicability to practice.	All rotations
	<b>Application:</b> Include emerging research in case studies using the nutrition care process, discuss in both oral presentation and written paper.	MNT
1.5 Conduct research projects using appropriate research methods, ethical procedures and statistical analysis.	<b>Introduction:</b> Prepare a research study, work with faculty research mentor	Various (research project is introduced and occurs over several months; timing varies)
	<b>Application:</b> Conduct the research and present results to class and faculty.	Various (research project is introduced and occurs over several months; timing varies)
<b>Competency</b>	<b>Student experiences</b>	<b>Rotation in which experience will occur</b>
2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the A.N.D. Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics	<b>Introduction:</b> Review the ADA Code of Ethics, participate in discussion and complete a reflection summary on the topic in BlackBoard.	One time discussion at the beginning of the program.
	<b>Introduction:</b> Complete a HIPAA certification to meet UK regulations, conform with HIPPA guidelines, compliance with the facility use and perform ethically during all rotations.	All rotations

	<b>Application:</b> Attend to ethics, respond to ethics scenarios, and discuss ethical issues, and observe confidentiality compliance.	All rotations
2.2 Demonstrate professional writing skills in preparing professional communications.	<b>Introduction:</b> Develop handouts for patients/clients/staff/community members. Write fact sheets; prepare bulletin boards and newsletters for clients.	CN FSSM
	<b>Application:</b> Complete an illustrated community nutrition presentation for different life-style groups and respond to multiple scenarios for nutrition care.	CN
	<b>Application:</b> Develop, evaluate and present lessons for designated populations with diverse cultural or educational backgrounds.	All rotations
2.3 Design, implement and evaluate presentations to a target audience.	<b>Introduction:</b> Design educational presentations for cultural diversity	All rotations
	<b>Application:</b> Counsel inpatients and teach specialty classes such as diabetes, COPD, Cardiac interventions.	MNT CN
2.4 Use effective education and counseling skills to facilitate behavior change.	<b>Introduction:</b> Participate in rounds, meetings and patient care conference.	MNT rotations, (e.g. surgery, geriatric, oncology)
	<b>Application:</b> Counsel clients.	CN and MNT
2.5 Demonstrate active participation, teamwork and contributions in group settings.	<b>Introduction:</b> Actively participate in management meetings	All rotations
	<b>Application:</b> Collaborate with health professionals to provide for the needs of patients regarding meals and snacks.	MNT

2.6 Assign appropriate patient care activities to DTRs and/or support personnel as appropriate.	<b>Introduction:</b> Shadowing DTR and/or support personnel to comprehend facilities procedures.	MNT
	<b>Application:</b> Refer specialty patients such as heart, liver, lung, weight loss and cancer patients to Diabetes, weight loss or cancer support programs or other appropriate clinic	MNT
2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.	<b>Introduction:</b> Recommend consults for nutrition support or speech therapy evaluation for appropriate patients.	MNT
	<b>Application:</b> Demonstrate problem solving skills by anticipating patient care needs and develop strategies for completing daily work.	MNT staff relief
2.8 Apply leadership principles effectively to achieve desired outcomes	<b>Introduction:</b> Participate and lead topics on discussion board	DHN 518
	<b>Application:</b> Organize professional meeting on-site to demonstrate leadership functions.	DHN 518
2.9 Participate in professional and community organizations	<b>Application:</b> Attend at least two professional meetings and submit a written summary.	FSSM, nutrition seminars, CN
2.10 Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services	<b>Introduction:</b> Establish cooperative relationships with nurses, other health care specialties, and other interns.	MNT and FSSM
	<b>Application:</b> Demonstrate critical thinking, flexibility with schedule changes, time management and work execution skills.	All rotations

2.11 Demonstrate professional attributes within various organizational cultures.	<b>Introduction:</b> Identify and practice behaviors corresponding to the Standards of Practice.	Midpoint of all rotations
	<b>Application:</b> Demonstrate professional behavior, flexibility, critical thinking, time management and customer service in agreement with the organizational culture.	All rotations
2.12 Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by CDR.	<b>Introduction:</b> Prepare a portfolio for professional development	Midpoint of all rotations
	<b>Application:</b> Demonstrate professional growth by independently manage operations in the facility. Record experiences in professional portfolio.	Staff relief
2.13 Demonstrate negotiation skills.	<b>Introduction:</b> Complete activity on Problem Identification and Resolution.	All rotations
	<b>Application:</b> Negotiate social and behavioral life-style nutrition changes. with community organizations, other culture groups and persons with varying levels of intellectual functioning (cognitive disabilities)	All rotations
<b>Competency</b>	<b>Student experiences</b>	<b>Rotation in which experience will occur</b>
3.1 Perform the Nutrition Care Process (a through e) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.	<b>Introduction:</b> Identify and comprehend standardized language for NCP.	MNT and CN
	<b>Application:</b> Perform nutritional assessments, develop PES statements, plan and implement interventions and monitor and evaluate inpatients during clinical rotations;	MNT and CN

3.2 Demonstrate effective communications skills for clinical and customer services in a variety of formats.	<b>Introduction:</b> Practice communication skills and identify counseling strategies suitable for different patients and clients.	MNT and CN
	<b>Application:</b> Demonstrate communication skills utilizing educational and marketing materials for target populations and evaluate a variety of resources and make recommendations based on findings	All rotations
3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.	<b>Introduction:</b> Participate in health promotion initiatives, health screenings and will answer consumers' questions appropriately	All rotations
	<b>Application:</b> Develop products, tasting sessions and program offerings for customers; include safety, sanitation and other health messages.	CN and FSSM
3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends.	<b>Application:</b> Develop fact sheets, bulletin boards, and media presentations	CN and MN
3.5 Coordinate procurement, production, distribution and service of goods and services.	<b>Introduction:</b> Coordinate inventory, procurement, production, distribution and service activities that support the project.	FSSM
	<b>Application:</b> Complete a project which develops and evaluates recipes and menus for affordability and acceptability.	FSSM
3.7 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.	<b>Introduction:</b> Gather data on recipes, formula, and menus for acceptability in patient care.	MNT and FSSM
	<b>Application:</b> Evaluate formula, menus,	MNT and FSSM

	and recipes for acceptability in diverse patient care.	
<b>Competency</b>	<b>Student experiences</b>	<b>Rotation in which experience will occur</b>
4.1 Participate in management of human resources	<b>Introduction:</b> Interns will develop position descriptions for vacant positions, plan selections, and participate in interviews with manager for at least one position;	FSSM
	<b>Application:</b> Interns will participate in decisions related to human resources issues;	FSSM
4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.	<b>Introduction:</b> Interns will conduct Environment of Care inspections (including safety and sanitation), Complete documentation of findings and discuss with management staff;	FSSM
	<b>Application:</b> Interns will perform temperature monitors, track temperatures of designated foods over time;	FSSM
	<b>Application:</b> Interns will supervise food production	FSSM
4.3 Participate in public policy activities, including both legislative and regulatory initiatives.	<b>Introduction:</b> Interns will participate in legislative activity, <b>Application:</b> write a letter to a legislator and advocate for a public policy position which affects dietetics	After public policy lecture
4.4 Conduct clinical and customer service quality management activities.	<b>Introduction:</b> Interns will participate in quality improvement activities. <b>Application:</b> Complete patient satisfaction surveys, test food quality; .	FSSM
4.5 Use current informatics technology to develop, store, retrieve and disseminate information and data.	<b>Application:</b> Interns will review informatics systems in dietetics,. <b>Application:</b> utilize	All rotations

	software across various settings and summarize information to apply communicate to peers	
	<b>Application:</b> Interns will use the electronic medical record to obtain data for nutrition assessments; will meet expectations 90% of the time.	MNT
	<b>Application:</b> Interns will use software in the facility to manage patient care and documentation of interventions; will meet expectations 90% of the time.	MNT
	<b>Application:</b> Interns will use the internet to search for evidence based literature; will meet expectations 90% of the time.	DHN 518
4.6 Analyze quality, financial or productivity data and develop a plan for intervention.	<b>Introduction:</b> Interns will analyze and discuss monthly budget reports with management; will meet expectations 80% of the time.	FSSM
	<b>Application:</b> Interns will complete a financial management report; will meet expectations 80% of the time.	FSSM
4.7 Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment	<b>Introduction:</b> Interns will review waste management plans in the facility. <b>Application:</b> Update facilities waste management plan and environment protection policies	FSSM
4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.	<b>Introduction:</b> Review facilities' past feasibility studies. <b>Application:</b> Conduct a study on the feasibility of implementing a program or service; will meet expectations 80% of the time.	FSSM

4.9 Analyze financial data to assess utilization of resources.	<b>Introduction:</b> Interns will discuss monthly budget reports with management. <b>Application:</b> Analyze financial data and make recommendations on resource consolidation.	FSSM
4.10 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs equipment and supplies	<b>Introduction:</b> Interns will complete a module on business planning, <b>Application:</b> Analyze the business model in a community agency; will meet expectations 80% of the time	CN
4.11 Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers	<b>Introduction:</b> Interns will participate in activities on coding and billing including a presentation, a discussion on reimbursement. <b>Application:</b> Summarize and submit information on coding and billing	DHN 518

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):

**Meets**

x

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

**Partially Meets**

--

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

**Does Not Meet**

--

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

## Curriculum and Student Learning Objectives

### Standard 12: Curriculum Length

Length of the program must be based on the institution's requirements and ability to implement the curriculum and must include a minimum of 1200 hours of supervised practice experience.

#### Narrative:

The Coordinated Program (Option B) meets all University of Kentucky requirements for undergraduate major programs. Dietetics program requirements and individual coursework have all been vetted and approved by the College of Agriculture Curriculum Committee and the UK Senate Undergraduate Council prior to final approval by the University Senate. The University of Kentucky Bulletin is updated annually and provides students, faculty, and staff with specifics of all program requirements (<http://www.uky.edu/registrar/Major-Sheets/MSCurrent/agr/diet.pdf>).

The degree requirements for all coordinated program students include:

1. Complete University requirements (USP prior to August 2011 and UK Core as of August 2011).
2. Complete School of Human Environmental Sciences requirements. School requirements were updated in August 2012 as recommended by the School accrediting body – American Association of Family & Consumer Sciences.
3. Complete 137 credit hours.
4. Complete the required curriculum in the major program.
5. Complete the required supervised practice portion of the program that is at least 1,200 hours in length.

The CP is designed to allow students to complete their B.S. in Dietetics in four years plus two summer sessions, consistent with University goals to graduate students in a timely manner. The CP does require 137 hours, while the minimum number of hours for undergraduate programs at the University is 120 hours. It is anticipated that pre-major requirements will be completed in two years. Once pre-major requirements have been met the CP student is able to complete the major requirements and supervised practice portion in two academic years plus two summer sessions. Program sequencing and course offerings are assessed annually to ensure that students have the opportunity to graduate in a timely manner. See Program Sequence below.

The CP provides the opportunity for students to achieve and meet the foundation knowledge requirements of dietetic education through an academic component and the opportunity to achieve and meet the foundation knowledge requirements of dietetic education through a supervised practice component. Students who have completed the pre-major requirements and are interested in the CP may apply for admission to the CP. The CP requires three semesters of didactic course work in the major requirements prior to beginning the 1,255 hour supervised practice program. Students in the CP must successfully complete the didactic and supervised practice component to receive the B.S. in Dietetics degree. The entire CP is comprised of 3 semesters of major coursework and one semester plus two summer sessions of supervised practice experience. This totals 70 credit hours in the supervised practice component. See Program Sequence below.

The program provides 1255 hours of supervised practice experiences. The experiences are spread over three rotations and class sessions. The three rotations include 10 weeks Medical Nutrition, 10 weeks Foodservice Systems Management and 7 weeks Community Nutrition. The students also complete 80 hours of class meetings and practical assignments. This strength of the program highlights Medical Nutrition and Foodservice Systems since they are the basis of the program concentration of Food and Nutrition Systems Management. The program also goes above and beyond the standard by including more than the minimum of 1,200 hours of supervised practice experience. This program length has been validated by students' end of rotation final evaluations, which show that the average score on each competency evaluation is 3.65 out of 4.

The rationale for the program length is the fact that coordinated program students finish their didactic course work in the fall semester, so they can begin the supervised practice in the spring semester of their senior year. The 7-month program ends with enough time for students to begin graduate school the following fall if they choose to do so. The timeframe also fits into the University of Kentucky academic schedule since it is completed in one spring semester and two summer sessions. This allows students to graduate in August and participate in graduation ceremonies. The structure of the program

fits into the university requirements for courses, hours of work and fee paying system. Students are protected by university policies and procedures regarding contact hours, student rights and responsibilities and holidays.

## COORDINATED PROGRAM IN DIETETICS PROGRAM SEQUENCE

### Didactic Portion

#### Junior Fall

<b>DHN 301</b>	Dietetics Practice	2
<b>DHN 302</b>	Principles of Food Preparation	3
<b>DHN 311</b>	Nutritional Biochemistry	3
<b>DHN 312</b>	Nutrition and Wellness in the Lifecycle	3
<b>ACC 201</b>	Financial Accounting	3
<b>STA 210</b>	Intro to Statistical Reasoning	<u>3</u>

**Total Credits** **17**

#### Junior Spring

<b>DHN 340</b>	Institutional Purchasing	3
<b>DHN 342</b>	Quantity Food Production	4
<b>DHN 403</b>	Community Nutrition and Wellness	3
<b>DHN 510</b>	Advanced Nutrition	3
<b>DHN 512</b>	Medical Nutrition Therapy I	<u>4</u>

**Total Credits** **17**

*Students will also complete at least 100 hours of professional volunteer activities in the junior year and senior fall semester.*

#### Senior Fall

<b>DHN 304</b>	Experimental Foods	3
<b>DHN 346</b>	Human Resources Management for the Food and Hospitality Industries	3
<b>DHN 408G</b>	Seminar in Food and Nutrition	1
<b>DHN 514</b>	Dietetics: Counseling and Communication: Theories and Applications	3
<b>DHN 517</b>	Medical Nutrition Therapy II	3
<b>FAM 352</b>	Issues in Family Science	<u>3</u>

**Total Credits** **15**

**Supervised Practice Program (SPP)** **Total Credits 21**

#### Senior Spring

<b>DHN 810</b>	Medical Nutrition Therapy I: Supervised Practice	5
<b>DHN 812</b>	Food Service Systems Management: Supervised Practice	5
<b>DHN 518</b>	Evaluation of Dietetic Issues and Leadership	<u>2</u>

**Total Credits** **12**

#### Senior Summer Session I

<b>DHN 800</b>	Nutrition in the Lifecycle: Practicum	1
<b>DHN 808</b>	Community Nutrition II: Supervised Practice	<u>2</u>

**Total Credits** **3**

#### Senior Summer Session II

<b>DHN 814</b>	Food Service Systems Management: Supervised Practice	3
<b>DHN 816</b>	Medical Nutrition Therapy II: Supervised Practice	<u>3</u>

**Total Credits** **6**

**Supervised Practice Program Hours**

Supervised Practice Areas	Supervised Practice Hours
<b>Medical Nutrition Systems</b>	
Therapeutic Nutrition Practicum	40 hours X 7 weeks
Advanced Therapeutic Practicum	40 hours X 3 weeks
<b>Total: Medical Nutrition Practice</b>	<b>400 hours</b>
<b>Food Service Systems Management</b>	
Foodservice Systems Practicum	40 hours X 7 weeks
Advanced Food Service Systems	40 hours X 3 weeks
<b>Total: Food Service Systems Management Practice</b>	<b>400 hours</b>
<b>Community Nutrition</b>	
Nutrition in the Life Cycle Practicum	40 hours X 2 weeks
Community Nutrition Practicum	40 hours X 5 weeks
<b>Total: Community Nutrition Practice</b>	<b>280 hours</b>
<b>Practical Work Hours</b>	
Distance Learning and Practical Assignments	5 hours X 27 weeks
<b>Total: Practical Work Hours</b>	<b>135 hours</b>
<b>Class Meetings and Practical Assignments</b>	
Week One	8 hours X 5 days
Week Twenty- eight	8 hours X 3 days
<b>Total Class sessions with practice</b>	<b>64 hours</b>
<b>University of Kentucky Holidays</b>	8 hours X 3 days <b>-24hours</b>
<b>Total Dietetic Internship</b>	<b>1255 hours</b>

**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

### 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.

#### Narrative:

##### Guideline 13.1

The Learning Assessment Matrix for 2008-2012 and the Learning Assessment Matrix for 2013-2018 may be found in Appendix G.

##### Guideline 13.2 and Guideline 13.3

The learning assessment plan was created through collaboration with all DHN faculty members. Each faculty member determined their own assessment measures based on past student evaluations, comments from preceptor surveys, comments from employer surveys, discussions with alumni, and discussions with other faculty members. The review process involved first having the curriculum reviewed by the previously mentioned stakeholders. Next, recommendations were taken to the DHN Dietetics Curriculum Committee, and revisions were then submitted to the DHN faculty for approval or rejection. The revisions are then formally sent forward to the College of Agriculture Curriculum Committee and the University Senate. Changes are implemented in the semester following University Senate approval.

Because the assessment methods are based on class assignments, they are also reviewed individually by instructors on a bi-annual basis at the end of each semester. All dietetics students must maintain a cumulative GPA of 2.4 or above to progress on in "Major" course work. Also, all students must earn a grade of "C" or better in all courses designated as "Major Requirements". Since the coordinated program is a selective entry program and strives to maintain the highest caliber of students, they must maintain a cumulative GPA of 3.0 or higher and earn a grade of "B" or better in all courses designated as "Major Requirements". These stipulations allow for the constant evaluation of student progress throughout the CP. If deficiencies are found, then remedial work is made available to the student or additional time is added on to the supervised practice component.

The methods used to assess each of the learning outcomes during the 2008 to 2012 assessment period are listed in Appendix G. Because the assessment methods are based on class assignments, the outcomes are reviewed individually by instructors on a bi-annual basis at the end of each semester. The course instructor reflects upon how well the students understood the assignment, determines whether the learning outcome(s) was met that accompanied the competency, and if needed the instructor makes adjustments to the assignment, teaching strategy, or both. In addition, course instructors were asked to reflect upon whether the learning objectives for their respective courses have been met during their tenure as the instructor.

In general, faculty reported the learning outcomes associated with their course had been met while under their management. There are instances where changes in course instructors resulted in projects listed in the 2008 to 2012 matrix to be replaced with another to meet competencies, or the attainment of a particular competency was shifted to a more appropriate course. For example, in DHN 312 Nutrition and Wellness in the Lifecycle, students no longer develop a research question in relation to a lifecycle stage or present results in the form of a class presentation to meet KR 1.1b. Instead they answered lifecycle-specific questions using information technologies to locate and apply evidence-based literature such as IOM reports, AND position papers, systematic reviews, and the Dietary Guidelines for Americans. In DHN 301 Dietetics Practice, students no longer present a research proposal in oral and written formats to meet KR 1.1a. However, students did learn the steps of the research process and how to locate professional literature. Students were required to complete a research paper that required them to locate, interpret, and use professional literature to make an ethical evidence-based practice decision to meet KR 1.1a. In regards to KR 4.3a, students were not assigned the task of becoming involved in a public policy issue, but students were taught about a number of public policies and the impact to dietetics practice. Additionally, this objective was met in both DHN 403 Community Nutrition and Wellness and in DHN 514 Dietetics: Counseling and Communication.

The indicator listed under KR 3.2 was not met in DHN 311 Nutritional Biochemistry, which listed that 80% of students will have working knowledge of nutrient metabolism, drug-nutrient interaction, medical terminology, and pathophysiology related to nutrition care in order to develop interventions for change and enhanced wellness in diverse populations. Only 70% of dietetic students achieved a "C" or better for their final course grade. In response to poor student performance the DHN 311 course has been included in the UK Improvement Action Plan. Specific action to improve DHN 311 outcomes has included enforcing the enrollment management plan for the Department that will ensure that students entering DHN 311 have the skills necessary to succeed in the course. Students who under-perform in basic chemistry and introductory biology courses also tend to under-perform in DHN 311. The enrollment management plan will also control the course size, which has grown exponentially over the past 10 years. A smaller class size should enhance student ability to succeed in the course with more individualized attention. A standardized review for the course is also being implemented with pilot use in Fall 2013. Finally, DHN faculty members are exploring enhancements that can be made from a pedagogical standpoint.

During the didactic portion of the program, students are also assessed by the quality of their e-portfolio that they first create in DHN 301 in the fall semester of their junior year. The e-portfolio provides the student with a location to place documents, assignments, pictures and other achievements. Many students have found their e-portfolios to be helpful during the job search after graduation because it highlights their strengths and achievements. The CP student submits their e-portfolio to the CP Director before they begin the SPP.

All CP students complete a pre- and post-self-assessment of the competencies. Over the past five years CP students' endpoint self-competency ratings ranged from 3.05-3.88 on a 4-point scale on all competencies. The self-assessment document can be found in Appendix 13-05. Average employer survey ratings from the past five years ranged from 3.60-3.80 on a 4-point scale on all competencies. Students, preceptors and employers also provide comments to the DHN faculty that confirm that UK CP students are able to competently function as entry-level professionals upon graduation.

The new learning assessment plan for 2013-2018 includes activities guided by the competencies and learning objectives. Throughout the didactic courses students are assessed using a wide variety of activities and assessment methods. Evaluation occurs during progression and endpoint of each class taught. These assessment measures help faculty ascertain where students may need special attention during the coordinated program and provide guidance. Examples of assignments and evaluation forms for assignments may be found in Appendix 13-01, 13-02, and 13-03.

The activities reported on the matrix include the assessment methods, the individuals responsible for evaluation, the courses under which the activities are reported and the timeline for data collection. Assessment methods include reflections in e-portfolios, rubrics with criteria for meeting and exceeding expectations, grades on assignments, evaluations at mid and end point on rotations, and participation in activities.

Assessments are performed in both the didactic courses and the supervised practice courses (DHN 518, 800, 808, 810, 812, 814 and 816). For the supervised practice portion of the CP, students complete a Likert-type evaluation developed from the competencies that help them identify strengths and areas that need further development. This exercise is repeated at the end of the supervised practice and pre and posttest scores analyzed to determine the level of improvement. In addition pre and posttest versions of a mock RD exam are given to students. This allows the student to judge their readiness for the RD exam.

For further assessment in the supervised practice, their preceptors at the midpoint and endpoint of their rotation evaluate students. Students also conduct self-assessments, which are submitted to DHN faculty. At the midpoint and end of each rotation, DHN faculty members analyze the preceptor evaluation and student self-evaluation and make determinations about the achievement of the objectives and the competencies. This evaluation tool can be found in Appendix 13-04.

An area of strength for the program is that the supervised practice portion of the CP is very thorough and uses quantifiable assessment methods. The students are self-assessed as well as evaluated by preceptors and faculty members at multiple points throughout the SPP, thus offering multiple levels of evaluation. There were a few student learning objectives from the 2009-2013 period that were difficult to measure. Adding measurable student learning outcomes in these areas has drastically improved the 2013-2018 learning assessment matrix. The current plan includes measurable objectives.

Another area of improvement is that starting in 2009 the College Office of Academic Programs has started to closely monitor learning outcomes for program assessment for each degree program. A primary goal of this initiative is to establish

or strengthen ongoing program level assessment to promote student learning and curricular improvements. This process has resulted in self-knowledge that results in meaningful curriculum changes and improved course assessment.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include Learning Assessment Plans.

**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**

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.

# **Standard 13 Appendix**

## Instructions Community Intervention Project Paper and Grading Rubric

- Select a group of 2-3 people.
- Follow the steps below for each assignment
- Pay careful attention to the grading rubric for how points will be assigned

### **Step 1. Decide on population/community – Due January 17**

Pick a population or community that you think is interesting

Brain storm with each other about populations or communities

Here are suggestions:

- Aging/Elderly
- Pregnant women
- Adolescents
- Preschool children
- College students
- American Indian Tribe
- Men who do not seek healthcare
- Women wanting to lose weight
- Adults with Type 2 diabetes
- Cancer Survivors
- Heart Disease patients
- Rural communities
- Early Adolescents (age 10-13)
- Preschool children
- Day Care Centers
- Schools

Turn in your group names, e-mail addresses, and your population/community either via e-mail or in class on due date – Jan 17<sup>th</sup>.

**Step 2. Assets/Needs Assessment – Due Jan 31**

Step 1. Please read the article and information on how to conduct an assets/needs assessment

Step 2. Based on in class discussion conduct your own assets/needs assessment for the population you have chosen.

Step 3. Read pg 19-23 on how to perform an assessment. Your group will be conducting an assessment based on existing data. On page 22 read the paragraph on existing data. From tables 2.2 and 2.3 use these web resources to gather your information about your community. Your group needs to turn in the following:

1. Paragraph on demographic information about the population you have selected (5 points).

Here are some example websites to get basic information

- a. <http://www.cdc.gov/heartdisease/statistics.htm>
- b. <http://www.cdc.gov/cancer/dcpc/data/demographics.htm>
- c. <http://www.americanpregnancy.org/main/statistics.html>
- d. [http://www.aoa.gov/aoaroot/aging\\_statistics/index.aspx](http://www.aoa.gov/aoaroot/aging_statistics/index.aspx)
- e. <http://nces.ed.gov/fastfacts/display.asp?id=98>
- f. <http://social.jrank.org/pages/525/Preschool.html>

Hint\* go to google and type “demographics” and then the population of interest

2. Paragraph on the nutritional needs of the selected population (10 points)

- a. Cdc.gov
- b. <http://www.ncbi.nlm.nih.gov/pubmed/>
- c. [www.eatright.org](http://www.eatright.org) (Academy Nutrition and Dietetics evidence library)
- d. <http://www.cochrane.org/cochrane-reviews>
- e. <https://riskfactor.cancer.gov/mfe>
- f. Text books from previous courses
- g. Lecture material

3. Provide a summary paragraph about what the information provides you. What are the strengths of the community (assets) and what are the needs. (5 points)

	<b>Cites references</b>	<b>Critical Thinking</b>	<b>Grammar/Writing Style</b>
<b>Demographic Information</b>	2-3 references cited correctly 2 points	References and thoughts are relevant to population selected 2 points	No spelling errors, no fragmented sentences, no use of personal pronouns 1 points
<b>Nutritional Needs</b>	5 references cited correctly 5 points	Discusses nutritional needs based on peer reviewed journals which are relevant to population selected	No spelling errors, no fragmented sentences, no use of personal pronouns 2 points

		3 points	
<b>Summary Paragraph</b>	N/A	Summarizes information from demographic and nutritional needs and links to the next section 3 points	No spelling errors, no fragmented sentences, no use of personal pronouns 2 points

### **Step 3. Nutrition Issues in Population – Due Feb 19**

Based on the population that your group has selected you need to do an in-depth analyses of the nutrition issues this group faces.

Step 1. Who is the population? You should already be familiar with what is the population you are working with.

Step 2. Go to pubmed and other academic resources to find out the nutritional issues most relevant to this population. If you have pregnant women research what are the most pressing nutritional concerns for pregnant women. You should have some of this information from your previous courses as well.

\*Use the above websites for nutrition information for nutrition issues as well. You need to do into a deeper analyses but those websites are a good place to start.

Step 3. Narrow your issues down to 2-3, purely based on what you have read and what you find interesting.

Step 4. Write a 1 page paper based on the following outline

1. The most significant nutrition issues are (5 points)
2. The research thus far has found the following (5 points)
3. The gap in the research is this (5 points)
4. Therefore our aim is to develop a program/intervention to help find out the following (5 points)

	<b>References</b>	<b>Researched current trends</b>	<b>Critical Thinking</b>	<b>Grammar/Style</b>
<b>Significant Issues</b>	2-3 cited correctly 1 point	Highlights what current thinking finds 2 points		No spelling, grammar, punctuation, use of personal pronouns 1 point
<b>Summarize research findings thus far</b>	5 cited correctly 4 points	Uses summary sentences to synthesize points 3 points		1 point
<b>Gap in research</b>	1 cited correctly 1 point	Highlights what is missing, what is still needed in programs to help the population 2 points		1 point
<b>Aim of program</b>	N/A		Summarizes what has been learned	1 point

			and identifies what is needed for interventions and program to address the needs of the population 3 points	
--	--	--	---	--

Turn the paper in with all names at the top either via e-mail or in class on due date – Feb 19<sup>th</sup>

**Step 4. Develop a program/intervention – Due Mar 19**

The two pages you have written up to this point are the background and significance. Now comes the fun part! What you are going to do with these community members? What are the activities and how are we going to evaluate the program to know it worked?

Step 1. Get creative. Based on the information gathered what is a program or intervention that this community or population could use based on their nutrition issue?

At the beginning of this section please the top of your paper should have the following:

Write out the Program Goal: \_\_\_\_\_

Write out 3 objectives of the program:

- 1.
- 2.
- 3.

**(This part has been done in class and needs to be at the top of your paper)**

Step 2. Write out the intervention/program components. This section is about 2-3 pages.

- a. Who is the target audience
- b. When will the program be delivered
- c. Where is the setting of the program
- d. What are all the different components of the program
  - a. List of activities
  - b. Examples of activities
  - c. Educational material used
  - d. Lectures or face-to-face meetings with curriculum
  - e. Nutritional/Physical activity classes

Hint\* read the papers on BB, look at previous examples, pay attention to guest lectures

- e. Provide at least one educational material that your group developed (See Chapter 14 for steps on how to develop and educational material)
  - a. An educational brochure
  - b. A lesson plan on a nutrition or physical activity topic
  - c. Etc...

Utilize BB papers to see examples of what details are provided in an intervention design/program.

	<b>Creativity of program/intervention (25 points scale 0-25)</b>	<b>Details of intervention/program (50 points scale 0-50)</b>	<b>Educational Materials) (25 points scale 0-25)</b>
Low Score 0-8 points	Recreates what is already out there	Briefly describes setting, target audience, and activities with population (0-15 points)	Uses one image, does not utilize a creative approach, not well thought out in targeting the population
Medium Score 9-17 points	Uses some new approaches but does not tailor approach for the population	Goes into detail about what the activities are, when they will be done, where it will take place, provides examples of some of the activities (16-35 points)	Uses several images, uses some creativity with targeting population, creates one new idea with material
High Score 18-25 points	Creates new ideas, tailors activity to fit the population, uses references to justify approach	Provides extensive detail on activities, provides references for justification of certain activities based in science, activities fit the population, provides complete examples of all activities (36-50 points)	Thinks “outside the box” perhaps an App, Commercial, interactive game, utilizes current media outlets or tailors educational material to fit the population

**Step 5. Evaluation of Intervention/Program – Due Mar 26<sup>th</sup>**

Step 1. Decide what your outcome is. Look at the beginning of your paper to refer to your goal.

- Do you want to see people eat more fruits and vegetables?
- Do you want women to lose weight?
- Do you want men to see their physician more?

Step 2. Refer back to the lecture on measures and decide what information you will collect at the beginning of your program and what information you will collect at the end.

Step 3. Develop or find a survey you will use to assess if your program was effective. Or come up with another approach, such as focus groups, or food frequency questionnaire, or 24-hr recall to determine if your program was effective.

\*will need to go to the literature to find what others have done and what you could use to determine if your program was effective.

Step 4. Write up how you are going to collect this information, provide the tool you are going to use to determine if your program was effective.

	<b><u>20 points total</u></b>
<b>Outcome is clearly stated</b>	5 points
<b>Method to evaluate outcomes matches the outcome of interest</b>	10 points
<b>Information on how the measures will be collected is provided</b>	5 points

**Final Paper (Due April 26<sup>th</sup>) and Presentation– (April)**

Based on the revisions made through the semester turn in the final paper to me on or before April 26<sup>th</sup>. The final paper needs to include all of the steps above with revisions.

	<b>Final Paper and Presentation of Intervention Program (100 paper and 50 presentation)</b>
Assets/Needs is revised (10 points)	
Nutrition Issues is revised (10 points)	
Intervention details and paper are revised (50 points)	
Evaluation of program is relevant to the proposed project (10 points)	
Presentation – slides are well developed, everyone participates, the material is presented in a understandable flow (50 points)	

## **DHN 810/816                      Guidelines for NCP Case Exploration**

### **Competencies Fulfilled:**

- 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 Websites) in the nutrition care process and model and other areas of dietetics practice.
- CRD 1.3 Justify programs, products, services and care using appropriate evidence or data.
- CRD 1.4 Evaluate emerging research for application in dietetics practice.
- CRD 2.2 Demonstrate professional writing skills in preparing professional communications.
- CRD 2.3 Design, implement and evaluate presentations to a target audience.
- CRD 2.5 Demonstrate active participation, teamwork, and contributions in group settings.
- 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.
  - 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.
  - CRD 3.1.b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.
  - 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.
  - CRD 3.1.d. Monitor and evaluate problems, etiologies, signs and symptoms and the impact of interventions on the nutrition diagnosis.
  - CRD 3.1.e. Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.

### **Objectives:**

- Assess the nutrition risk faced by an individual chosen
- Prepare a thorough review of the literature on this nutrition risk identifying medical and social history, present illness, diagnostic data and interventions.
- Determine what key evidence can be gathered from bodily systems to predict the progression of a nutrition related problem
- Diagnose a disease state that progressed from the risk factor identified in the patient using the appropriate PES statement
- Collect evidence using the key components of nutrition assessment and the literature to support the diagnosis
- Analyze and interpret the data you will use to guide your care plans
- Choose a plan of action for dealing with the nutritional problem
- Prepare a written report, an oral presentation including the results of the medical record, and a literature review highlighting your assessment of the patient’s illness.

**Process:**

- Design the profile of the patient using a specific disease state.
- Conduct review of literature on disease state.
  - Use recent research or review articles. (At least 5 articles published in the last 3 years.)
  - Use as many texts and references as needed.
  - Apply research to the patient profile.
  - Select best research or review article to provide to class for the presentation.
  - List references in the format of the Journal of the Academy of Nutrition and Dietetic Association. (JAND)
    - Title the reference page with the topic.
- Organize paper according to section headings, focusing on the nutrition care process and the personal involvement of each person in the group.
- Type and double-space paper.
- Use third person.
- Prepare a PowerPoint for presentation.
- Present nutrition assessment case study to class. (1/2 hour).
- Review evaluations.
- Present written case study, PowerPoint, and evaluations to instructor.

**Content Guidelines:**

Introduction/Patient Profile: (pay attention to HIPPA guidelines using no identifying indicators)

- Personal data: gender, age, marital status, ethnic/religious considerations
- Circumstances surrounding disease state
- Psycho/social/economic data: occupation, home life, education
- Medical history, particularly in relation to status of the disease
- Family medical history
- Health history:
  - General: sleep, physical activity, appetite, height/weight, weight history
  - GI system: dental or swallowing problems, digestion, elimination
  - Other problems affecting food intake i.e. substance abuse

Disease Background:

- Focus on assessment and diagnosis for this assignment. Use the literature review to help justify your assessment strategies.
- Analyze the assessment data you used to guide your care plans
  - Definition
  - Describe the disease state (Pathophysiology) with emphasis on nutritional implications
  - Nutrition assessment monitoring and evaluation indicators, (physical signs, family reports)
  - Etiology
  - Treatment (Which treatment would you select based on the findings in the literature?)
  - Action plan for nutritional intervention
  - Prediction of the patient's outcomes (Prognosis)

## Current Admission:

- Diagnosis
- Diagnostic procedures with interpretation of results
- Treatments:
  - Medical
  - Surgical
  - Therapies
  - Study medications with potential drug nutrient interactions, including OTC medications and supplements

#### Nutrition Care Process:

- Nutrition Assessment
  - Anthropometrics
  - Biochemical labs
  - Diet history: 24 hour recall/food frequency
    - Food shopping, preparation, meals away from home
  - Food/shopping/cooking habits
  - MNT, diet instruction, outcome
  - Evaluation of intake, current
  - Assessment of level of risk
  - Macronutrient needs
- Nutrition Diagnosis, including development of PES Statements.
- Nutrition Intervention/Care Plan
- Monitor and follow up to measure patient's response

#### Summary:

- Review key points.
- Personal impressions.

#### **Turn in project report including:**

- Paper
- Power Point
- Handouts
- Completed Evaluations
- Journal Articles

## DHN 810/816                      Guidelines for NCP Case Exploration

### Competencies Fulfilled:

- 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 Websites) in the nutrition care process and model and other areas of dietetics practice.
- CRD 1.3 Justify programs, products, services and care using appropriate evidence or data.
- CRD 1.4 Evaluate emerging research for application in dietetics practice.
- CRD 2.2 Demonstrate professional writing skills in preparing professional communications.
- CRD 2.3 Design, implement and evaluate presentations to a target audience.
- CRD 2.5 Demonstrate active participation, teamwork, and contributions in group settings.
- 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.
  - 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.
  - CRD 3.1.b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.
  - 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.
  - CRD 3.1.d. Monitor and evaluate problems, etiologies, signs and symptoms and the impact of interventions on the nutrition diagnosis.
  - CRD 3.1.e. Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.

### Objectives:

- Assess the nutrition risk faced by an individual chosen
- Prepare a thorough review of the literature on this nutrition risk identifying medical and social history, present illness, diagnostic data and interventions.
- Determine what key evidence can be gathered from bodily systems to predict the progression of a nutrition related problem
- Diagnose a disease state that progressed from the risk factor identified in the patient using the appropriate PES statement
- Collect evidence using the key components of nutrition assessment and the literature to support the diagnosis
- Analyze and interpret the data you will use to guide your care plans
- Choose a plan of action for dealing with the nutritional problem
- Prepare a written report, an oral presentation including the results of the medical record, and a literature review highlighting your assessment of the patient’s illness.

**Process:**

- Design the profile of the patient using a specific disease state.
- Conduct review of literature on disease state.
  - Use recent research or review articles. (At least 5 articles published in the last 3 years.)
  - Use as many texts and references as needed.
  - Apply research to the patient profile.
  - Select best research or review article to provide to class for the presentation.
  - List references in the format of the Journal of the Academy of Nutrition and Dietetic Association. (JAND)
    - Title the reference page with the topic.
- Organize paper according to section headings, focusing on the nutrition care process and the personal involvement of each person in the group.
- Type and double-space paper.
- Use third person.
- Prepare a PowerPoint for presentation.
- Present nutrition assessment case study to class. (1/2 hour).
- Review evaluations.
- Present written case study, PowerPoint, and evaluations to instructor.

**Content Guidelines:**

Introduction/Patient Profile: (pay attention to HIPPA guidelines using no identifying indicators)

- Personal data: gender, age, marital status, ethnic/religious considerations
- Circumstances surrounding disease state
- Psycho/social/economic data: occupation, home life, education
- Medical history, particularly in relation to status of the disease
- Family medical history
- Health history:
  - General: sleep, physical activity, appetite, height/weight, weight history
  - GI system: dental or swallowing problems, digestion, elimination
  - Other problems affecting food intake i.e. substance abuse

Disease Background:

- Focus on assessment and diagnosis for this assignment. Use the literature review to help justify your assessment strategies.
- Analyze the assessment data you used to guide your care plans
  - Definition
  - Describe the disease state (Pathophysiology) with emphasis on nutritional implications
  - Nutrition assessment monitoring and evaluation indicators, (physical signs, family reports)
  - Etiology
  - Treatment (Which treatment would you select based on the findings in the literature?)
  - Action plan for nutritional intervention
  - Prediction of the patient's outcomes (Prognosis)

## Current Admission:

- Diagnosis
- Diagnostic procedures with interpretation of results
- Treatments:
  - Medical
  - Surgical
  - Therapies
  - Study medications with potential drug nutrient interactions, including OTC medications and supplements

Nutrition Care Process:

- Nutrition Assessment
  - Anthropometrics
  - Biochemical labs
  - Diet history: 24 hour recall/food frequency
    - Food shopping, preparation, meals away from home
  - Food/shopping/cooking habits
  - MNT, diet instruction, outcome
  - Evaluation of intake, current
  - Assessment of level of risk
  - Macronutrient needs
- Nutrition Diagnosis, including development of PES Statements.
- Nutrition Intervention/Care Plan
- Monitor and follow up to measure patient's response

Summary:

- Review key points.
- Personal impressions.

**Turn in project report including:**

- Paper
- Power Point
- Handouts
- Completed Evaluations
- Journal Articles

**UK DHN**  
**Medical Nutrition Therapy Case Study**  
**Presentation Evaluation Form**

Intern Name: \_\_\_\_\_ Date: \_\_\_\_\_

MNT Case Study: \_\_\_\_\_

Please rate the intern's performance for each criterion.

	<b>Criteria</b>	<b>Exceptional</b>	<b>Complete</b>	<b>Inadequate</b>	<b>Comments</b>
1.	Ability to describe patient profile and background information: <ul style="list-style-type: none"> <li>• Personal data</li> <li>• Reason for admission</li> <li>• Psycho/social/economic information</li> <li>• Medical history</li> <li>• Family history</li> <li>• Health history</li> </ul>				
2.	Skill at developing background of disease: <ul style="list-style-type: none"> <li>• Definition</li> <li>• Pathophysiology with emphasis on nutritional implications</li> <li>• Symptoms/clinical manifestations</li> <li>• Etiology</li> <li>• Treatment</li> <li>• Nutritional intervention</li> <li>• Prognosis</li> <li>• Application to patient</li> </ul>				
3.	Ability to describe factors surrounding current admission: <ul style="list-style-type: none"> <li>• Diagnosis</li> <li>• Diagnostic tests, procedures with interpretations</li> <li>• Treatments</li> <li>• Medications, OTCs, supplements</li> </ul>				

	<b>Criteria</b>	<b>Exceptional</b>	<b>Complete</b>	<b>Inadequate</b>	<b>Comments</b>
4.	<p>Application of the Nutrition Care Process:</p> <ul style="list-style-type: none"> <li>• Appropriate nutrition assessment <ul style="list-style-type: none"> <li>• Diet order</li> <li>• Anthropometrics</li> <li>• Biochemical data</li> <li>• Diet history</li> <li>• Food/shopping/cooking habits</li> <li>• Previous MNT, instruction, outcome, compliance</li> <li>• Evaluation of intake, current and PTA</li> <li>• Assessment, risk level</li> <li>• Macronutrient needs</li> </ul> </li> <li>• Determination of Nutrition Diagnosis, including development of PES Statements.</li> <li>• Development of Nutrition Intervention/Care Plan</li> <li>• Monitoring and follow up to measure patient's response</li> </ul>				
5.	Skill at focusing presentation on nutritional factors.				
6.	Ability to summarize and review key points				
7.	Overall organization of presentation				
8.	Professional content level				
9.	Use of audiovisuals				
10.	Voice: audibility, variation				
11.	Language: professional, correct				
12.	Rapport with audience				
13.	Professional appearance and poise				

Additional Comments:

<p>You are a/an            <input type="checkbox"/> Intern            <input type="checkbox"/> Community Faculty</p> <p>Case study is complete and competencies have been achieved?   <input type="checkbox"/> Yes            <input type="checkbox"/> No If <i>No</i> please comment.</p> <p>Signature/Date: _____</p>
---

**Note:**

Adapted for UK DHN Dietetics Supervised Practice from TriHealth Medical Nutrition Services Good Samaritan Hospitals, 2010

**University of Kentucky**  
**Department of Dietetics and Human Nutrition**  
**Coordinated Program & Dietetic Internship**  
**Supervised Practice Program**  
**Foodservice Systems Management**  
**DHN 812/814 Evaluation of Intern Performance**

Intern: \_\_\_\_\_

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

Evaluator: \_\_\_\_\_

\_\_\_\_\_ Midpoint \_\_\_\_\_ Final

4 EXCELLENT 3 VERY GOOD 2 SATISFACTORY 1 NEEDS IMPROVEMENT

COMPETENCIES*	PERFORMANCE	COMMENTS
<b>1. Scientific and Evidence Base of Practice: Integration of Scientific Information and Research into Practice.</b>		
<b>CRD 1.1</b> Select indicators of program quality and/or customer service and measure achievement of objectives.	4 3 2 1	
<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.	4 3 2 1	
<b>CRD 1.4</b> Evaluate emerging research for application in dietetics practice	4 3 2 1	
<b>2. Professional Practice Expectations: Beliefs, Values, Attitudes, and Behaviors for the Professional Dietitian Level of Practice.</b>		
<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	4 3 2 1	
<b>CRD 2.2</b> Demonstrate professional writing skills in preparing professional communications	4 3 2 1	
<b>CRD 2.9</b> Participate in professional and community organizations	4 3 2 1	
<b>CRD 2.11</b> Demonstrate professional attributes within various organizational cultures	4 3 2 1	
<b>CRD 2.12</b> Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration	4 3 2 1	

<b>CRD 2.13</b> Demonstrate negotiation skills	4 3 2 1	
<b>3. Clinical and Customer Services: Development and Delivery of Information, Products, and Services to Individuals, Groups, and Populations.</b>		
<b>CRD 3.3</b> Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management	4 3 2 1	
<b>CRD 3.4</b> Deliver respectful, science-based answers to consumer questions concerning emerging trends	4 3 2 1	
<b>CRD 3.5</b> Coordinate procurement, production, distribution and service of goods and services	4 3 2 1	
<b>CRD 3.6</b> 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	4 3 2 1	
<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>		
<b>CRD 4.1</b> Participate in management of human resources	4 3 2 1	
<b>CRD 4.3</b> Participate in public policy activities, including both legislative and regulatory initiatives	4 3 2 1	
<b>CRD 4.4</b> Conduct clinical and customer service quality management activities	4 3 2 1	
<b>CRD 4.5</b> Use current informatics technology to develop, store, retrieve and disseminate information and data	4 3 2 1	
<b>CRD 4.6</b> Prepare and analyze quality, financial or productivity data and develops a plan for intervention	4 3 2 1	
<b>CRD 4.7</b> Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment	4 3 2 1	
<b>CRD 4.8</b> Conduct feasibility studies for products, programs or services with consideration of costs and benefits	4 3 2 1	
<b>CRD 4.9</b> Analyze financial data to assess utilization of resources	4 3 2 1	
<b>Concentration Area 1: Food and Nutrition Management Systems</b>		
<b>CRD 3.1.e</b> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting	4 3 2 1	

<b>CRD 3.2</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats	4 3 2 1	
<b>CRD 4.2</b> Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food	4 3 2 1	
<b>CRD 4.10</b> Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies	4 3 2 1	

\*Successful completion of ACEND Competencies requires that student receive an average score greater than 2

- 4** EXCELLENT  
Consistently demonstrates skill independently at level above minimum expectations for entry-level RD
- 3** VERY GOOD  
Consistently demonstrates skill
- 2** SATISFACTORY  
Adequately progressing with skill development
- 1** NEEDS IMPROVEMENT  
Not meeting expectations



**University of Kentucky**  
**Department of Dietetics and Human Nutrition**  
**Coordinated Program & Dietetic Internship**  
**Supervised Practice Program**  
**Foodservice Systems Management**  
**DHN 812/814**  
**Affective Evaluation of Intern Performance**

Intern: \_\_\_\_\_

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

Evaluator: \_\_\_\_\_

\_\_\_\_\_ Midpoint \_\_\_\_\_ Final

Rate the intern for each attribute below using the following scale:

4 EXCELLENT 3 VERY GOOD 2 SATISFACTORY 1 NEEDS IMPROVEMENT

ATTRIBUTE	RATING
<b>Adaptability</b> Adjusts to change; ability to recognize need for change; able to plan effective courses of action; efficient use of time.	4 3 2 1
<b>Communication</b> Demonstrates good oral and written communication skills; uses professional terminology and correct forms; listens well.	4 3 2 1
<b>Attitude</b> Positive, pleasant and interested in subject matter; respects authority; self-confident, professional manner; tactful; considerate	4 3 2 1
<b>Human Relations</b> Able to work with all types of personalities; able to function as part of a multidisciplinary team.	4 3 2 1
<b>Responsibility</b> Complies with policies; good attendance; completes assignments on time; acknowledges (recognizes) weaknesses; seeks assistance when needed; industrious.	4 3 2 1

**Comments:**\_\_\_\_\_  
Intern Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Community Faculty Signature\_\_\_\_\_  
Date

Both Intern and Community Faculty Must Sign and Date Form

Name: \_\_\_\_\_  
 Program (CP/DI): \_\_\_\_\_

## Competency Statements for the Supervised Practice Pre/Post Self Assessment

Competency statements specify what every dietitian should be able to do at the beginning of his or her practice career. The competency statements build on appropriate knowledge and skills necessary for the entry-level practitioner to perform reliably at the verb level indicated. The concentration area for the Supervised Practice Program is Food and Nutrition Systems Management. You should be prepared as an entry-level dietitian, competent in these areas.

CORE COMPETENCIES	RANKING
<b>1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice</b>	
CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.	4 3 2 1 NA
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.	4 3 2 1 NA
CRD 1.3 Justify programs, products, services and care using appropriate evidence or data	4 3 2 1 NA
CRD 1.4 Evaluate emerging research for application in dietetics practice	4 3 2 1 NA
<b>2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.</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	4 3 2 1 NA
CRD 2.2 Demonstrate professional writing skills in preparing professional communications	4 3 2 1 NA
CRD 2.3 Design, implement and evaluate presentations to a target audience	4 3 2 1 NA
CRD 2.4 Use effective education and counseling skills to facilitate behavior change	4 3 2 1 NA
CRD 2.5 Demonstrate active participation, teamwork and contributions in group settings	4 3 2 1 NA

CRD 2.6 Assign appropriate patient care activities to DTRs and/or support personnel as appropriate	4	3	2	1	NA
CRD 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice	4	3	2	1	NA
CRD 2.9 Participate in professional and community organizations	4	3	2	1	NA
CRD 2.10 Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services	4	3	2	1	NA
CRD 2.11 Demonstrate professional attributes within various organizational cultures	4	3	2	1	NA
CRD 2.12 Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration	4	3	2	1	NA
CRD 2.13 Demonstrate negotiation skills	4	3	2	1	NA
<b>3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations</b>					
CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management	4	3	2	1	NA
CRD 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends	4	3	2	1	NA
CRD 3.5 Coordinate procurement, production, distribution and service of goods and services	4	3	2	1	NA
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	4	3	2	1	NA
<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>					
CRD 4.1 Participate in management of human resources	4	3	2	1	NA
CRD 4.3 Participate in public policy activities, including both legislative and regulatory initiatives	4	3	2	1	NA
CRD 4.4 Conduct clinical and customer service quality management activities	4	3	2	1	NA
CRD 4.5 Use current informatics technology to develop, store, retrieve and disseminate information and data	4	3	2	1	NA
CRD 4.6 Analyze quality, financial or productivity data and develop a plan for intervention	4	3	2	1	NA
CRD 4.7 Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment	4	3	2	1	NA
CRD 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits	4	3	2	1	NA
CRD 4.9 Analyze financial data to assess utilization of resources	4	3	2	1	NA
CRD 4.11 Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers	4	3	2	1	NA

<b>Concentration Competencies: Food and Nutrition Systems Management</b>					
CRD 1.5 Conduct research projects using appropriate research methods, ethical procedures and statistical analysis	4	3	2	1	NA
CRD 2.8 Apply leadership principles achieve desired outcomes	4	3	2	1	NA
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	4	3	2	1	NA
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	4	3	2	1	NA
CRD 3.1.b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements	4	3	2	1	NA
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	4	3	2	1	NA
CRD 3.1.d. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis	4	3	2	1	NA
CRD 3.1.e. Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting	4	3	2	1	NA
CRD 3.2 Demonstrate effective communications skills for clinical and customer services in a variety of formats	4	3	2	1	NA
CRD 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food	4	3	2	1	NA
CRD 4.10 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies	4	3	2	1	NA

## 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.

#### Narrative:

##### Guideline 14.1.b and Guideline 14.1.d

As part of the SACS (Southern Association of Colleges and Schools) accreditation process the University of Kentucky began implementing standardized program assessment procedures in 2009. Each program in the College of Agriculture was charged with developing learning outcomes to assess student learning. A primary goal of the initiative was to "Establish or strengthen ongoing program level assessment to promote student learning and curriculum improvement for all degree programs." Program assessment has allowed for yearly assessment of programs to identify what works well in our programs, and what we need to do better.

The first step in the assessment process was for each program to develop four to six Student Learning Outcomes. Following outcome development programs had to map courses to ensure that all outcomes were covered in the curriculum. In addition, the program determined how the outcomes would be assessed, how that information would be reported, and how the data and reflection would be utilized to improve the curriculum.

The Dietetics Program identified four Student Learning Outcomes:

1. Students will demonstrate knowledge of the physical, biological and social sciences as they relate to nutrition knowledge.
2. Students will apply principles of medical nutrition, foodservice systems, and community nutrition program delivery that focus on the team concept of patient care.
3. Graduates will demonstrate a working knowledge of the principles of medical nutrition, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.
4. Students will demonstrate the ability to function competently in diverse cultural and ethnic settings.

Student Learning Outcomes are assessed annually through Improvement Action Plans (IAPs). All materials are submitted online and include date, supplemental materials, and significant reflection. The IAPs from 2009-2010, 2010-2011, and 2011-2012 are in appendix 14-01 and 14-02. These IAPs have been utilized to enhance courses and program offerings. The IAP for 2012-2013 will be completed in May of 2013. Annual IAPs are reviewed by both University of Kentucky assessment office officials as well as outside reviewers. When necessary, additions are made to the IAPs to ensure quality and usefulness of the data collected.

In addition to the College assessment process, curriculum review is a continuous process in the DHN department. Coordinated program students complete self-assessments at the beginning of the supervised practice portion and then again at the end of the supervised practice portion. The scores from these self-assessments are used to evaluate the effectiveness of the education in didactic component of the program as well as in the supervised practice component of the program. If a knowledge requirement or competency receives continually low scores then the curriculum map is used to identify DHN courses where the information delivery could be strengthened. Preceptor evaluations of the CP students are also used to identify any requirements that need additional support throughout the coordinated program.

The DHN dietetics faculty committee also conducts curriculum review. The committee meets monthly and has the responsibility of reviewing all three dietetics programs, regarding course assessment, course revisions, and studying benchmarking information. Program directors for the three accredited programs in the department and other assigned faculty compose the curriculum committee. Elizabeth Combs, the academic coordinator and the CP/DI program assistant completes the committee. In the past the CP/DI program assistant has been a 20-hour graduate student in the department. However, recently this person has been hired as a full time paraprofessional to provide additional continuity in programmatic endeavors. Other faculty members who teach dietetics courses attend meetings when the discussion

includes their responsibilities. Discussions include the progress of individual students and ways to ensure students meet progression requirements. The faculty members concentrate on student progress during rotations, course work revisions, students' progress on the competencies from baseline to completion of the program, and recommendations from the advisory board.

As mentioned above, information comes in part from program evaluation survey responses by students and preceptors. One example of how this information helps to improve the curriculum involves the old standard 4.12, which states "Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers". The average rating over the last four years for this competency was 3.05, which is substantially lower than the average competency score of 3.65. After seeing a trend in lower scores, a new assignment was created for the students in DHN 816 Medical Nutrition Therapy II where the students will work more closely with the coding and billing process. Continued assessment will occur after the 2013 year to see if the students rated themselves higher on this competency after completing this assignment.

Another example of how assessment data has improved student learning is a major change that occurred in the fall semester of 2010. This change required all CP students to complete prerequisite modules before starting the supervised practice portion of the program. Assignments included laboratory assessments, review of body systems, drug nutrient interactions and practice tests on calculating formulas for parenteral nutrition. Data from 2010 and 2011 show an improvement in the base line competency self-evaluation for readiness in these areas.

The curriculum review process uses several instruments to make revisions; student self-rating of the competencies, DHN faculty evaluations, preceptor evaluations, student performance on coursework, reflections on student blogs and portfolios, and dietetics major progression requirements. A helpful tool for the curriculum review is the student learning and program outcomes assessment. The assessment results guide faculty as they plan for educational improvement.

Several curricular changes that have occurred in the last five years in regards to the review process are organized in the chart below:

<b>Course Number</b>	<b>Curriculum strengths</b>	<b>Areas for curriculum improvement</b>
DHN 212: Introductory Nutrition	Students participate in a variety of interactive assignments, including case studies. Learner-centered activities have been added to the course.	Class should focus more on teaching critical thinking skills. Electronic testing site could be imposed for online sections.
DHN 241: Food Service Sanitation	Students become ServSafe® Certified after passing the course. This course was changed to an on-line course.	
DHN 301: Dietetics Practice	Prepares students for the dietetic internship application process and exposes students to dietetics professionals and career opportunities in the field.	
DHN 302: Principles of Food Preparation	Hands-on course for students in which they are able to master basic kitchen skills.	Lab manuals for the teaching assistant and students needed to be developed and distributed for more clearly defined instructions and expectations. This is in preliminary stages and will be piloted summer 2013.
DHN 304: Experimental Foods	Labs and assignments are updated each year to stay current and continue to	Lab manuals for the teaching assistant and students needs to be

	challenge students. Students are allowed to do assignments related to current technology, for example helping create an app for KY Proud recipe evaluation.	developed and distributed for more clearly defined instructions and expectations. This is in preliminary stages and will be piloted fall 2013.
DHN 311: Nutritional Biochemistry	A course-specific notebook is created by the instructor and is updated every semester.	Due to low student test scores and evaluations, the course is being evaluated. A thorough study guide is currently being created to assist students in learning the material.
DHN 312: Nutrition and Wellness in the Life Cycle	A new instructor began teaching this class this year making the curriculum more challenging for the students and adding more case studies to prepare students for sequential courses.	
DHN 340: Institutional Purchasing	Students receive a ManageFirst® Inventory and Purchasing Certification	
DHN 342: Quantity Food Production	Sustainability, cost accounting modules and leadership activities were added to the lecture and laboratory.  Students receive a ManageFirst® Controlling Foodservice Costs Certification. Students get to experience supervisory positions in a foodservice establishment.	Could require modules to be done in class rather than prior to class to gain more from the experience. This is in preliminary stages and will be piloted spring 2013.
DHN 346: Human Resources Management for the Food and Hospitality Industries	Students receive a ManageFirst® Human Resources Management and Supervision Certification.	
DHN 403: Community Nutrition and Wellness	Public Policy debate is an exciting assignment for the students and requires collaboration and teamwork.	Groups for intervention assignment were too large and will be reduced to 2-3 in a group in the future. Will bring in more outside speakers and will do a nutrition issue discussion piece.
DHN 408G: Seminar in Food and Nutrition	Students are exposed to a literature review process of writing. Students' presentations are evaluated through meaningful peer evaluations.	Students have trouble writing about professional literature. Are exploring the need for a research-based course in the future.
DHN 510: Advanced Nutrition	Instructor uses overhead projectors to show students step-by-step processes and calculations. Students prepare a 5-page evidence-based paper and presentation as a capstone project in this course. A course notebook is updated annually to ensure accuracy and quality.	Metabolism currently has to be reviewed more than it should due to students not understanding the basics when they come in to the class.

DHN 512 Medical Nutrition Therapy I DHN 517 Medical Nutrition Therapy II	More case studies have been used recently. A take home final exam has been created that allows for application rather than just memorization of information. Students are provided online access to a program for basics of electronic medical charting. Instructor uses overhead projectors to show students step by step calculations.	Looking into using a text that has electronic options to increase student use of text. Take home final exam will need to be changed slightly to encourage getting information from reputable sources.
DHN 514 Dietetics: Counseling and Communication Theories and Applications	The newly created recitation that accompanies the lecture helps students get hands-on practice counseling acting students hired to portray varying disease states.  Students also observe and evaluate their peer's counseling sessions to provide additional exposure to the material.	Annual focus groups for student feedback and post-evaluation data will continue. Recitation class will be changed to have a better balance of practice, interviews, and reflection.

There are several curricular strengths in the CP. Students and preceptors continually rate the preparation of students in our concentration area of food and nutrition systems management as high. The department continually strives to integrate concepts into multiple courses to build upon the knowledge gained in the previous course. Faculty members take feedback seriously and are always looking for ways to improve information delivery, incorporate use of new technology or resources and improve student learning outcomes. This allows students to move from the knowledge and comprehension aspect of education to the application and analysis aspect of education.

Guideline 14.1.a

Another area of strength for the CP is the fact that it is embedded in a department within a research institution. This allows for the utilization of many resources and the ability to integrate emerging research and technology into the program. Students participate with: DHN faculty in developing research; extension faculty into converting such research into programs for the community; and disseminating research at many different forums across the Commonwealth of Kentucky. Each CP student also creates their own research project in DHN 518 and presents their research in the form of an oral presentation and research poster at the end of the supervised practice portion of the program. Students are strongly encouraged and supported to submit their research to different poster sessions at professional meetings.

DHN faculty members have broad training resources across campus. Because so many of the faculty members are registered and licensed dietitians, they stay up to date on dietetics information and practice. In addition, the DHN department regularly supports travel to professional meetings (including FNCE and KAND Annual Meeting) for all program directors and other faculty members. The faculty use information gained at these opportunities to better develop their teaching skills and updating educational methods.

Dietetics faculty members translate their research into information that is integrated into their classes. The competencies help to guide the creation of teaching and learning objectives. From these, activities are developed to provide experiences for students to gain the knowledge, and assignments test the learning. For example, in DHN 518, students were required to address childhood obesity through an assignment based on the school lunch tray. The assignment involved integrating several concepts imbedded in food and nutrition systems. The assignment required technology use, converting nutrition information into practical strategies for addressing childhood obesity, updating ideas for improving school foodservice and using the information released from the USDA MyPlate and One Great Tray.

The assignment required using graphics to position food examples on the tray, using the internet to collect food images, locating the visuals on the virtual tray; making decisions about the life cycle group for whom the tray is directed, selecting food appropriate for a specific cultural group; and choosing the foods to meet the nutrient needs of the individual.

**1 Great Tray™ Assignment**  
**DHN 518 – Evaluation of Dietetics Issues and Leadership**  
**Due: June 30, 2012**

1. Follow the link provided to read more about 1 Great Tray™ by Learning ZoneXpress:  
<http://www.prweb.com/releases/2012/4/prweb9375860.htm>
2. Build a tray for school lunch that reflects the diverse populations in school systems across the USA.

**One Great Tray Assignment Options:**

- |                                      |  |
|--------------------------------------|--|
| Jessica Reed- Italian                | Beth Oldiges- Vegetarian                 |
| Natalie Eubank- Mediterranean        | Amy Camenisch- Japanese                  |
| Hope Pitman- Heart Disease           | Sarah Rice- Brazilian                    |
| Natalie Mucker- Mexican              | Emily Smith- Diabetes (age 10-11)        |
| Lindsey Brantley- Diabetes (age 8-9) | Madison Hilgendorf- Diabetes (age 12-15) |
| Kathryn Stegman- Cincinnati style    | Bethany Borders- Gluten Free             |
| Yolanda Jackson- Ghanaian            | Kelly Kavetski- Panamanian               |
| Kate Perkins- Vietnamese             | Samantha Reisdorph- Indian               |
| Kailey Cunningham- Thai              | Cabrina Buckman- Appalachian             |
| Brian Volk- Appalachian              | Derek Straney- Haitian                   |

3. Create a visual that includes a list of foods that students can choose from as they build their lunch tray.
4. Review the USDA school lunch changes that will be enforced by July 1, 2012 and add any other educational ideas that you gained.  
<http://www.fns.usda.gov/cnd/governance/legislation/nutritionstandards.htm>
5. Design an evaluation module to accompany the use of the My One Great Tray. How will dietitians and School Food Service personnel determine that student behaviors are incorporating healthier choices on the tray?
6. Submit the assignment on DHN 518 Blackboard under assignments and in your e-portfolio by **June 30** to meet the July 1 deadline.

Name: \_\_\_\_\_ 1 Great Tray Assignment: \_\_\_\_\_

Evaluation Criteria	Unacceptable	Acceptable	Exemplary	Points	Comments
Creativity	1 Great Tray model is not appropriate for audience, is not eye-catching, and is hard to read	1 Great Tray model is appropriate for audience or eye-catching and easy to read, but not both	1 Great Tray model is eye-catching, easy to read, appropriate for audience	10	
Content	The 1 Great Tray model does not represent the assigned population group correctly. The portion sizes are	The 1 Great Tray model represents the assigned population group correctly and portion sizes are correct for the	The 1 Great Tray model represents the assigned population group giving them multiple options and correct portion sizes with examples for the audience.	20	

	incorrect for the audience.  Has not given a summary of the school lunch changes or any educational ideas	audience.  Has given a summary of the school lunch changes OR educational ideas.	Has included useful educational ideas, summary pertaining to and referencing the review of school lunch changes	10	
Reference	Has not included any text, citations, or references' page,  Has not identified himself/herself and advisors on the model	Has included references for citations provided for the assignment, referencing style is inconsistent and has errors  Has identified himself/herself and advisors on the model	Has included outside resources for research on foods of the population as well as citations provided for the assignment, referencing consistent and error free  Has identified himself/herself as a UK DHN CP/DI Intern 2012 and included advisors	8  2	
Total Points					

Guideline 14.1.c

The comparability of experiences is a continuing challenge for the coordinated program. Once students are in the supervised practice portion, their rotations are spread across the Commonwealth in many different facilities. The supervised practice courses that all students are enrolled in have well written objectives, learning activities and expectations for assignments and faculty are careful to ensure that learning needs are met regardless of the facility where the student is placed. Both the preceptor and the student receive the course syllabi with details about the assignments, the rubrics and instructions for documenting completion of the learning objectives and competencies. The assignments and course work allow students to master the competencies in these different settings. The DHN faculty member, who supervises these courses, tracks the completion of assignments, monitors student progress, reviews evaluations from preceptors and responds to any learning needs that arise.

Another way to ensure consistency of educational experiences is through DHN 518 Evaluation of Dietetic Practice. This is an overarching course that allows students to communicate daily with preceptors and each other. There is also the student listserv which serves as a tool for students to ask questions, plan activities, seek opportunities for gaining the experiences that they need and best of all, to learn from each other based on experiences gained at the different facilities. The listserv is a virtual community that keeps students connected to each other and the University during the supervised practice component of the coordinated program.

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

**4. 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**

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.

# Standard 14 Appendix

## **Developing Learning Outcomes for Program Assessment**

### **College of Agriculture, Office of Academic Programs**

### **June 2009**

All degree programs in the College are to be assessed for student learning. Of course, one reason is SACS (Southern Association of Colleges and Schools) accreditation in 2012. SACS expects that Universities will be regularly assessing their programs to ensure that students, upon completion of a degree, are able, in aggregate, to do that which we think is important. These important skills include the ability to communicate, think critically, solve problems, work well with others, be life-long learners, etc... This requirement is now mandated by the University as part of the Provost's Learning Initiative. A primary goal of the initiative is to "Establish or strengthen ongoing program level assessment to promote student learning and curriculum improvement for all degree programs." For our College, this is an opportunity to improve our degree programs. Done well, we can use assessment to identify what works well in our programs, and what we need to do better. Application of this self-knowledge will result in curricular change that matters, as well as the improved design of assessment instruments used in your courses.

The first step in doing assessment is to design student learning outcomes for your programs. Each degree program should have a collection of four to six statements about what your students will be able **to do** after graduation. With the exception of accredited programs, four to six outcomes is sufficient. After outcomes are developed, then your program will need to map your courses to ensure you are covering the outcomes, decide how you will assess those outcomes, and finally, report your assessments and use the data to improve your curriculum.

### **Defining Program Learning Outcomes for Your Program**

As you work on learning outcomes for your program(s), keep in mind the following guidelines for articulating program-level learning outcomes.

Program or degree level student learning outcomes should:

- Be student-focused
- Articulate a single measureable skill/competency/construct
- Describe an observable behavior(s) (see page 4 for examples)
  - Use "action verbs" to indicate the observable behaviors learners must perform
  - Avoid the use of "covert verbs," these actions are difficult or impossible to measure.

- Specify performance of learning
  - Ask "what do students know that they didn't know before?" **and** "what can they do that they couldn't do before?"
- Focus on broad skills developed over time
  - Not restricted to a single course or learning experience
- Demonstrate acquisition of specific disciplinary/professional knowledge and skills necessary *after* graduation
  - Ask: "What makes a graduate of the program able to function and learn in a specific discipline/profession after the degree?"
- Be MEASURABLE
  - Confirmable through evidence

Also, your program outcomes should flow logically from University level outcomes. Below are examples of program level outcomes from a few programs outside of UK. While these are examples from other universities, you may find that your program outcomes will be similar.

### **Biology Department at University of San Diego**

(<http://www.sandiego.edu/biology/outcomes.php>)

#### Program Learning Outcomes

Upon completion of the Biology Major a student should be able to:

1. demonstrate a solid understanding of basic biological principles.
2. define science and distinguish it from non-science.
3. employ the scientific method to generate new information.
4. critically evaluate scientific evidence.
5. synthesize a cogent argument in the language of science (written and oral) using graphs and equations.

### **Examples from Oklahoma State University**

([http://uat.okstate.edu/assessment/assessment\\_at\\_osu/outcomes/interactive/casnr.html](http://uat.okstate.edu/assessment/assessment_at_osu/outcomes/interactive/casnr.html))

### **BS in Agricultural Communications:**

1. Students will demonstrate knowledge of current communications practices, including effective writing, layout and design, photography, computer skills, and oral communications.
2. Students will demonstrate the ability to work in a professional communications setting through an experiential-learning environment (i.e., internship).
3. Students will demonstrate the ability to solve problems, to work independently and to work as members of a team.
4. Students will demonstrate the ability to prepare professional quality communications work as evaluated through the annual National Agricultural Communicators of Tomorrow Critique and Contest.

**BS in Plant and Soil Sciences:**

1. Students will demonstrate knowledge of core curriculum in plant and soil sciences: (i.e., nutrient management, soil and water management, pest management, and crop production and management)
2. Students will be able to find, synthesize, and interpret credible scientific information reported in a variety of sources.
3. Students will be able to effectively communicate scientific findings and issues in writing and in oral/visual presentations on technical and non-technical levels.
4. Students will demonstrate the ability to apply the scientific method to problems in plant and soil sciences.
5. Students will have attained professional skills necessary for careers associated with plant or soil sciences (including further training)
6. Students will express satisfaction with their academic preparation in plant and soil sciences, initial career and opportunity for advancement (including further training), and demonstrate a commitment to lifelong learning

## Action and Covert Verbs.

**Action Verbs.** Below is a listing of verbs associated with Bloom's Taxonomy of Learning. Strive to develop outcomes that are focused at the Application, Analysis, Synthesis and Evaluation levels where possible

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define	describe	apply	analyze	arrange	appraise
label	differentiate	calculate	appraise	assemble	assess
list	discuss	change	arrange	collect	choose
name	distinguish	complete	calculate	combine	compare
name	explain	demonstrate	categorize	compose	conclude
quote	express	examine	classify	construct	convince
recall	identify	illustrate	compare	design	decide
record	interpret	interpret	contract	formulate	estimate
relate	locate	modify	diagram	manage	evaluate
repeat	predict	operate	differentiate	modify	judge
tell	recognize	practice	distinguish	organize	measure
	report	relate	divide	plan	rank
	restate	schedule	examine	prepare	rate
	review	show	experiment	propose	recommend
	summarize	solve	relate	substitute	revise
	translate	use	select		score
			separate		select
			solve		value
			test		

**Covert Verbs.** Avoid terms/phrases that describe covert, difficult to measure, behaviors, such as:

- Know
- Familiarize
- Gain knowledge of
- Comprehend
- Study
- Cover
- Understand
- Be aware
- Learn
- Appreciate
- Become acquainted with
- Realize
- Develop the capacity to

## Program Student Learning Outcomes for College of Agriculture Degree Programs.

Please list your programs learning outcomes below and return to:  
**Associate Dean for Academic Programs, N8 Agricultural Science Bldg N. 0091**

Note that there is space here for only six outcomes. For most programs, four to six outcomes are sufficient. If your program is accredited, you will likely have more than six. Adapt form as necessary.

Program (e.g., BS in Human Nutrition):	BS in Dietetics
Learning Outcome 1:	Students will demonstrate knowledge of the physical, biological, and social sciences as they relate to nutrition knowledge.
Learning Outcome 2:	Students will apply medical nutrition therapy principles, food service systems theory, and community nutrition program delivery that focus on the team concept of patient care.
Learning Outcome 3:	Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.
Learning Outcome 4:	Students will demonstrate the ability to function competently in diverse cultural and ethnic settings.
Learning Outcome 5:	
Learning Outcome 6:	



# Student Learning Outcomes Cycle Report

## Dietetics and Human Nutrition Dietetics - Bachelor

Program Goal	Assessed in
diet.b: Apply Students will apply food service systems theory that focus on the team concept of patient care.	Dietetics Fall 2010 2010/2011 Dietetics
diet.b: Knowledge Students will demonstrate knowledge of the physical, biological and social sciences as they relate to nutrition knowledge	Dietetics Fall 2010 2010/2011 Dietetics Dietetics IAP 2011-2012
diet.b: Principles Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.	Dietetics Fall 2010 2010/2011 Dietetics Fall 2011 NFS HEHD MS Dietetics IAP 2011-2012

# Student Learning Outcomes Cycle Report

Dietetics and Human Nutrition  
 Dietetics - Bachelor Dietetics  
 Fall 2010

## Student Learning Outcome(s) Assessed

diet.b: Apply Students will apply food service systems theory that focus on the team concept of patient care.

## Assessment Methods and Tools

Identify course(s), activities, exams, etc. where data were collected: NFS 480: Dietetics Pre-Professional Practice

Term/Year of collection: Fall 2009 and Spring 2010

Briefly describe what data were collected and how collected:

At the beginning of the semester students complete a learning contract. This contract is also completed by the mentor and course instructor. Following their shadowing, students present on their experience to other students in NFS 480. Mentors complete a student evaluation form.

Criteria used for evaluating student work: The attached grading rubric is utilized for evaluation of student work in NFS 480.

## Results

20 DPD students completed NFS 480 in Fall 2009 and Spring 2010. 100% of students earned an "A" in the course.

## Interpretation of Results

Student data was collected by the Course Instructors, Dr. Margaret Cook-Newell and Mr. Stephen Perry.

## Improvement Action

Students in NFS 480 were able to successfully work with a mentor and then present a professional presentation on their experience. In the future, a list of mentors will be collected to further assess student placement opportunities.

## Reflection

This reflection is directly related to all outcomes assessed in this report:

The program assessed three learning objectives in 09-10. Faculty were asked to provide data and input related to their individual courses and programming areas. This first year of assessment provided significant insight into the process and the best assessment tools for each objective. Faculty were initially unaccustomed to reporting such specific data (e.g. final exam scores or assignment scores vs course grades). The program was able to better define assessment parameters and data collection techniques.

---

## **Attachments**

---

[NFS 480 Learning Contract.rtf](#)

[NFS 480 Mentor Evaluation.rtf](#)

---

### Student Learning Outcome(s) Assessed

diet.b: Knowledge Students will demonstrate knowledge of the physical, biological and social sciences as they relate to nutrition knowledge

### Assessment Methods and Tools

NFS 342: Quantity Food Production Assessed in Fall 2009 and Spring 2010

Conduct farm to table projects as part of disseminating dietetics student activities about 'Kentucky Proud products.

Emphasis is placed on using industry standards, equipment, and production techniques.

Content will include: working as a team; following standardized recipes; cooking, serving, and evaluating quality meals; effectively managing human resources by planning, staffing, supervising, and evaluating performance of student teams; management principles required for appropriate ordering, receiving, storing, and issuing procured items for service.

A minimum of three stations involved food service systems that focused on translating knowledge into action in the form of management and technology-based stations. Students self-reported their activities through a pre-drafted question and essay form. 17 additional stations involved other aspects of food service systems as part of a team. Each station built upon the other. The instructor evaluated student outcome based on observation, discussion and subjective evaluation of self reported answers.

### Results

41 students completed the minimum of three stations in food service systems management and the additional 17 stations. A total of 39 dietetic students were given a B or better at the end of the semester (95% of dietetic students). It was apparent from observation, discussion and completion of self reported answers of each station that the student is prepared to work within foodservice systems in dietetics as it relates to the team approach to patient care.

### Interpretation of Results

Data provided by the course instructor: Dr. Sandra Bastin, PhD, RD, LD, CCE, Extension Professor/Food and Nutrition; Bob Perry MS, Coordinator Food System Initiative

### Improvement Action

It is obvious from the growth of students throughout the semester that learning and translation of knowledge to action is occurring. Community service and research-based activities should be expanded upon in the course.

The twenty-station requirement include open ended questions and essays which along with observation by an instructor provide feedback in the form of a grade for students.

Perform managerial functions in foodservice systems. Serve as manager for one week in the Lemon Tree restaurant, NFS 342. Functions rotate in the student restaurant to work as kitchen or front of the house manager.

### Reflection

---

## **Attachments**

---

No Attachments

---

### Student Learning Outcome(s) Assessed

diet.b: Principles Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.

### Assessment Methods and Tools

Students were assessed for this outcome in NFS 403: Community Nutrition during the Spring 2010 semester

Students have to conduct a needs assessment of a specific population with a nutrition problem and develop an intervention for that population; exam tests students on knowledge of education methods, learning styles and components of a needs assessment. Evaluate research proposal from a community nutrition grant, NFS 403.

Students have a three part project in which they must collect data on a specific target population with a nutrition problem. From the data collected in the first part (needs assessment), the students then design an intervention for the target population. The third part of the project requires the students to present the intervention and have this presentation graded based upon innovation, appropriate application of information for target population, development of resource materials for presentation and evaluation of the intervention. Data collected from a rubric issued to class to document concepts outlined for outcome research in a community nutrition research grant.

Student work in class was assessed by the course instructor on parts one and two of the project. Students in the class and the course instructor evaluated the presentation based upon the rubric developed for the third part of the project. Students did not grade their own specific presentation. Student scores were averaged into one score and that was combined with course instructor score and averaged for the final score for the third part. Students responded on their evaluation of a community nutrition grant proposal were collated and scored against a rubric designed by instructors in NFS.

### Results

Thirty nine students (39) completed the three part project as a part of a team. Twenty teams provided the presentations including all 39 students (the entire class consisted of 84 total students). Thirty nine of the students completed the course with a grade of C or above. Topics addressed in the presentations include: Lack of healthy food options on campus (4 teams); importance of vitamin D for women over the age of 40; importance of breastfeeding (2 teams); importance of folic acid for college age women; nutrition options for children with cancer; obesity (4 teams in African American women, children K 5th grade; preschoolers and middle school age children); lack of physical activity in middle school; improve healthy options for meals in sorority house; importance of education for type 2 diabetes; increase awareness of impact of heart disease in Kentucky; improve knowledge base about foods and nutrition at Hope Lodge and alcohol consumption in Outcomes research on community nutrition grant based on child nutrition.

### Interpretation of Results

Data was collected by the NFS 403 course instructor Dr. Ingrid Adams.

### Improvement Action

It was evident in the presentations that the students had gained knowledge about appropriateness of topic information and the teams developed materials that were designed for the target audience. Students did miss some of the questions on the exam related to the topic of needs assessment, learning styles and education methods. However, it is believed that the students were assessed appropriately through knowledge and application methods but we will continue to evaluate the need for change. Students were able to identify and evaluate concepts in outcome research for community research programs.

---

**Reflection**

---

---

**Attachments**

---

No Attachments

---

### Student Learning Outcome(s) Assessed

diet.b: Principles Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.

### Assessment Methods and Tools

Course Assessed: NFS 515 Medical Nutrition Therapy, Fall 2009

Exams test students on knowledge and application of medical nutrition therapy. Oral presentation of a case study using application of medical nutrition therapy for an advanced disease state is a capstone assignment.

Individual exam scores were collected and averaged by the course instructor. In NFS 515, each exam is worth 125 points. Topics include nutrition care process, nutrition assessment, diabetes, cardiovascular disease, hypertension, gastrointestinal illnesses and surgeries, liver disease, enteral and parenteral nutrition, renal disease, pulmonary disease, stress, and inborn errors of metabolism. All exams are graded by the course instructor.

### Results

Thirty one out of 32 students ( 97%) in the class completed the case study presentations with a "C" or better. Thirty one out of 32 students ( 97%) in the class completed the course with a "C" or better.

Data collected from 2009-2010 academic year.

### Interpretation of Results

Data were collected by the course instructor, Dr. Lisa Gaetke.

### Improvement Action

The majority of students in NFS 515 had a good understanding of a variety of medical nutrition therapy topics. Of concern to the class is the speed at which material is covered. NFS Faculty should consider splitting medical nutrition therapy into two courses to allow more time to cover the content and to have a full year of MNT before starting a dietetic internship.

### Reflection

### Attachments

No Attachments

# Student Learning Outcomes Cycle Report

Dietetics and Human Nutrition  
 Dietetics - Bachelor  
 2010/2011 Dietetics

## Student Learning Outcome(s) Assessed

diet.b: Knowledge Students will demonstrate knowledge of the physical, biological and social sciences as they relate to nutrition knowledge

## Assessment Methods and Tools

Identify course(s), activities, exams, etc. where data were collected:

NFS 480 Dietetics Pre-Professional Practice

Information is collected throughout the course in the form of a journal kept by the student during the entirety of their experiences as well as an evaluation of the students performance by their mentor at the end of their

Students record experiences delivering nutrition information to community groups at health fairs, food

festivals, and professional meetings. Students use case studies and simulations from NFS 515 to follow up as practice sessions in NFS 480 in hospital and clinic settings.

Term/Year of collection: Fall/ Spring 2010/2011

At the beginning of the semester students complete a learning contract. This contract is also completed by the mentor and course instructor. Following their shadowing, students present on their experience to other students in NFS 480. Mentors complete a student evaluation form.

The attached grading rubric is utilized for evaluation of student work in NFS 480.

## Results

32 DPD students completed NFS 480 in Fall 2010 and Spring 2011. 29 received an A, 2 a B, and 1 a C in the course. Students in the course worked with mentors throughout the community. They worked with RD's in different settings throughout the community in roles ranging from extension to foodsystems management to clinical and community nutrition.

## Interpretation of Results

1. Briefly describe the process used to assess student data:

Evaluation of the student's performance is completed by the Mentor that the student is working with during the duration of the class. These evaluations are used to assess student's performance and the application of their knowledge throughout the varying domains of the experiences/ assignments for the duration of the class.

2. Names of individuals analyzing data and providing recommendations:

Course Instructor: Stephen D. Perry MS, RD, LD

### **Improvement Action**

Comments/recommendations for curricular and/or pedagogical improvement:

It was evident in the presentations that the students were able apply knowledge gained through their experiences of working with a professional. The wide variety of topics covered by the students and their ability to incorporate new scientific information into their knowledge base as it relates to their professional development.

Identify action plan/steps:

The dietetics faculty will continue to update lecture and supplemental materials to keep pace with this constantly changing field. Course instructors will continue to strive to provide mentors to students that improve course content to ensure learning outcomes are achieved.

Briefly describe the action plans/steps implemented. If not implemented, explain why.

Current course construction are satisfactory at this time.

Have changes been identified in student learning as a result of the action plan/steps? Explain.

### **Reflection**

This reflection is directly related to all outcomes assessed in this report.

The program again assessed three learning objectives in 10-11. Being the second year of the assessment process, we had better data collection tools and more meaningful assessment parameters. From the data collected this year we were able to develop benchmark/desired outcomes of achievement, something we had not done in 09-10. The plan provided evidence for the need for the program, and department as a whole, to better manage student enrollment and class sizes. It was clear that enrollment in the program was increasing substantially, but resources remained the same. As well, data provided evidence that the quality of all of our students was not where it should be and that a small cohort of students under-performed and had not mastered key discipline concepts. Through this data, and collection over the past couple of years, an enrollment management plan was developed for the human nutrition and dietetic programs. Students will be pre-majors before being admitted to one of the two programs after fulfilling required coursework at a pre-established GPA. The IAP process provided evidence and support for this need. Additional changes that have been made as part of the IAP include modifications to the offerings of NFS 514 and NFS 515. This spring focus groups are providing input as to how best teach NFS 514: Counseling. NFS 515: Medical Nutrition Therapy was split into two classes, NFS 512 and NFS 517, to address the need for more time on these topics. As well, taking NFS 512 in the semester prior to NFS 514 will better prepare students for the counseling experience. The program recognizes importance and value of yearly assessment, recording of data, and faculty discussion of key issues. Dietetics will continue to assess the three learning outcomes in the coming year.

### **Attachments**

No Attachments

---

---

### Student Learning Outcome(s) Assessed

diet.b: Principles Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.

### Assessment Methods and Tools

1. Identify course(s), activities, exams, etc. where data were collected:

NFS 514: Dietetics Counseling and Communication

Students have to develop an assessment guide and then implement an assessment and a medical nutrition therapy intervention with a practice client. This intervention must be research based and the information presented to the client must be appropriate. This is evaluated by review of the video-taped session by the faculty member in charge of the class.

2. Term/Year of collection:

August through December 2010

3. Briefly describe what data were collected and how collected:

Students each completed a 20- 30 minute video-taped counseling session with a practice client. Data were collected via the video taped session and converted into qualitative comments on the observation of students'.

4. Criteria used for evaluating student work:

The students were evaluated on the adequacy of the assessment, the accuracy of the information presented, and the counseling skills of the student.

### Results

100 % of students received an A on their counseling video assignment and evaluation.

### Interpretation of Results

1. Briefly describe the process used to assess student data:

Each student watched and evaluated their own counseling video. They followed an assessment sheet to score and make comments. The videos were then exchanged with another student. The student reviewed the student video and made notes throughout on the same assessment sheet.

2. Names of individuals analyzing data and providing recommendations:

Kelly H. Webber, PhD, RD, LD, Assistant Professor

### Improvement Action

Comments/recommendations for curricular and/or pedagogical improvement:

This assignment allowed the students to demonstrate their ability to develop a research based intervention and communicate that intervention effectively in a practice setting. The students were able gain practice in communicating this information as related to their field of study. These students are prepared to enter their internships, professional school, or work place where effective communication skills will be essential to their success.

Identify action plan/steps:

The course instructor will continue to work with students to promote and enhance ways for students to continue to improve their communication skills. The Department will continue to expose them to a greater variety of interventions. Oral and written communication skills will be emphasized in all required major coursework for Dietetics students.

Briefly describe the action plans/steps implemented. If not implemented, explain why.

We considered using other clients for the videos than fellow students. At the beginning of class the students were asked if they would like outside clients to use for their videos or if they would like to work with each other. The students indicated that they would like to work with each other, so other clients were not recruited. No complaints were received about this method.

### Reflection

### Attachments

No Attachments

## Student Learning Outcome(s) Assessed

diet.b: Apply Students will apply food service systems theory that focus on the team concept of patient care.

diet.b: Knowledge Students will demonstrate knowledge of the physical, biological and social sciences as they relate to nutrition knowledge

## Assessment Methods and Tools

1. Identify course(s), activities, exams, etc. where data were collected:

NFS 342: Quantity Food Production

Conduct farm to table projects as part of disseminating dietetics student activities about 'Kentucky Proud' products.

2. Term/Year of collection:

Spring Semester 2011

3. Briefly describe what data were collected and how collected:

Data collected by evaluation of station performed.

Emphasis is placed on using industry standards, equipment, and production techniques.

Content will include: working as a team; following standardized recipes; cooking, serving, and evaluating quality meals; effectively managing human resources by planning, staffing, supervising, and evaluating performance of student teams; management principles required for appropriate ordering, receiving, storing, and issuing procured items for service.

Data collected by evaluation of station performed.

Emphasis is placed on using industry standards, equipment, and production techniques.

Content will include: working as a team; following standardized recipes; cooking, serving, and evaluating quality meals; effectively managing human resources by planning, staffing, supervising, and evaluating performance of student teams; management principles required for appropriate ordering, receiving, storing, and issuing procured items for service.

4. Criteria used for evaluating student work:

A minimum of three stations involved food service systems that focused on translating knowledge into action in the form of management and technology-based stations. Students self-reported their activities through a predrafted question and essay form. 17 additional stations involved other aspects of food service systems as part of a team. Each station built upon the other. The instructor evaluated student outcome based on observation, discussion and subjective evaluation of self-reported answers.

## Results

41 students completed the minimum of three stations in food service systems management and the additional 17 stations. A total of 37 students received a grade of B or higher for work submitted throughout the semester.

It was apparent from observation, discussion and completion of self-reported answers of each station that the student is prepared to work within foodservice systems in dietetics as it relates to the team approach to patient care.

## **Interpretation of Results**

1. Briefly describe the process used to assess student data:

Observation of work by student is included in daily assessment.

The twenty station requirement includes open ended questions and essays which along with observation by an instructor provide feedback in the form of a grade for students.

Perform managerial functions in foodservice systems. Serve as manager for one week in the Lemon Tree restaurant, NFS 342. Functions rotate in the student restaurant to work as kitchen or front of the house manager.

2. Names of individuals analyzing data and providing recommendations:

Dr. Sandra Bastin, PhD, RD, LD, CCE, Extension Professor/Food and Nutrition; Bob Perry MA, Coordinator Food System Initiative

## **Improvement Action**

Comments/recommendations for curricular and/or pedagogical improvement:

Growth of students throughout the semester indicates that learning and translation of knowledge to action is occurring. Students were able to work as a team using industry standards, equipment, and production techniques following standardized recipes; cooking, serving, and evaluating quality meals for public consumption progression through the semester.

Identify action plan/steps:

Instructors will continue to work with students to seek expanded community service activities that increase the student's involvement within the community.

Course instructors will continue to work to Expand research-based activities by increasing expectations of students performance quality during presentations by students as they grow and develop throughout the semester.

Briefly describe the action plans/steps implemented. If not implemented, explain why. A minimum number of hours were required of community service projects.

Have changes been identified in student learning as a result of the action plan/steps? Explain.

### Reflection

### Attachments

No Attachments

# Student Learning Outcomes Cycle Report

Dietetics and Human Nutrition  
Dietetics - Bachelor Dietetics  
IAP 2011-2012

## Student Learning Outcome(s) Assessed

diet.b: Knowledge Students will demonstrate knowledge of the physical, biological and social sciences as they relate to nutrition knowledge

## Assessment Methods and Tools

Data was collected in Fall 2011 and Spring 2012 for NFS 480: Dietetics Pre-Professional. At the beginning of the semester students complete a learning contract. This contract is also completed by the mentor and course instructor. Following their shadowing, students present on their experience to other students in NFS 480. Mentors complete a student evaluation form. The attached mentor evaluation and final presentation grading rubric are utilized for evaluation of student work in NFS 480.

## Results

14 DPD students completed NFS 480 in Fall 2011 and 18 in Spring 2012. 100% of students earned an “A” in the course. Attached are the course syllabus, learning contract, and final presentation grading rubric. Student grades are based on completion of shadowing hours, mentor evaluation, and final presentation. The final presentation rubric clearly outlines the four main areas of assessment (Content, Basics, Organization, and Presentation) and expectations for those areas. Data were not collected on each of those individual areas of assessment. This will be an area for improvement and enhancement in 2012-2013. Faculty will document the number of students who score in each category for Content, Basics, Organization, and Presentation.

Students worked with a variety of registered dietitians representing different areas of expertise during the 2011-2012 year. Mentors for the year were:

Linda Brooks, MS, RD, CDE, Pediatric Dietitian UK Healthcare

Janet Gilligan, Med, RD, LD, CDE, Outpatient Dietitian UK Healthcare

Jill Kindy, MA, RD, CSSD, LD

Whitney Sanders, RD LD, St. Joseph Hospital

Sandra Bastin, PhD, RD, LD, CCE, University of KY

Lois Hill, MS RD LD CSR, Dialysis, Inc.

Hazel Forsythe PHD, RD, LD, CFCS

Tina Thompson, MS, RD, LD, Bluegrass Nutrition Counseling

Sarah Hall, RD, LD, CNSD, Cardinal Hill

Judy Lawson RD, LD, Club MD

Austin Dacci, RD LD, Harrison County Schools Nutrition Coordinator

Beth Loiselle, RD, LD, Good Foods Coop

Mudita Arora, MS, RD, LD, Good Samaritan Hospital

Karina Christopher, MS, RD, LD, Markey Cancer Center

Daniel Stinnett, MS, RD, LD, CDE, Central Baptist Hospital

Nicole McWhorter, MS, RD, LD, Kentucky Clinic, Dept of Pediatrics, Division of Metabolism

Willa Thomas MS, RD, LD, Bluegrass Community Hospital

## Interpretation of Results

Student data and course materials were gathered by the Director of Undergraduate Studies from the course Instructor, Dr. Margaret Cook-Newell. Of the 32 students completing the course in 2011-2012, 100% of those students earned an "A" indicating (1.) their mentors reported they successfully completed the shadowing experience and (2.) their presentations were strong in terms of content, basics, organization, and presentation style. Data were not collected on the individual areas of content, basics, organization, and presentation style, which would allow the program to further assess student areas of strength and needs improvement. Starting in Fall 2012 the course Instructor, Liz Combs, will report on the number of students fitting into each of the rubric categories and scales.

## Improvement Action

It was evident in the presentations that the students were able to apply knowledge gained through their experience with a professional. Faculty will continue to update course materials to keep pace with this constantly changing field. Course instructors will continue to strive to provide high-quality, innovative, and motivated mentors to students. Of challenge to this course is the large enrollment in the dietetics program. The enrollment management plan should address these student numbers and keep the number of students taking NFS 480 each semester to a manageable number. NFS 480 will also continue to be offered during the summer to accommodate the large numbers. In the future data will be collected on the individual areas of content, basics, organization, and presentation style of the final presentation. This will allow the program to further assess student areas of strength and needs improvement. Starting in Fall 2012 the course Instructor, Liz Combs, will report on the number of students fitting into each of the rubric categories and scales.

In addition, entry and exit surveys have been developed for all dietetic students. The entry survey will be administered to all incoming freshmen as well as to incoming transfer students. It is anticipated that the entry survey will take approximately 10-15 minutes for a student to complete. Then, at the completion of NFS/DHN 514 (capstone course taken at the end of required dietetics coursework), students will be administered an exit survey. It is anticipated that the exit survey will take approximately 30 minutes to complete as it includes (1.) content specific assessment, (2.) general skills assessment, and (3.) program-related questions. Specific questions in the survey are targeted towards specific Student Learning Outcomes and will be reported as such. Survey will be evaluated by the Director of Undergraduate Studies, Director of Didactic Program in Dietetics, and Director of the Coordinated Program in Dietetics in April, 2013. A pilot assessment is being administered in Fall 2012. The assessment instruments are in draft form at this time (October 2012) and will be finalized by December 1st - see attached.

## Reflection

## Attachments

[NFS 480 Learning Contract.rtf](#)

[NFS 480 Mentor Evaluation.rtf](#)

[NFS 480 Syllabus Spring 2012.docx](#)

[NFS 480 Final Presentation GradinRubric.docx](#)

[Entrance and exit surveys for dietetics and human nutrition- draft October 26 2012.docx](#)

---

---

**Student Learning Outcome(s) Assessed**

---

diet.b: Principles Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.

---

**Assessment Methods and Tools**

---

Data were collected from several dietetics courses during the Fall 2011 and Spring 2012 semesters - NFS 342: Quantity Food Production, NFS 403: Community Nutrition, NFS 512: Medical Nutrition Therapy I and NFS 515: Medical Nutrition Therapy, and NFS 514: Dietetics Counseling and Communication.

NFS 342: Students fill out evaluations via a course Blackboard shell for each foodservice systems stations they complete. Each stations consists of multiple choice, true/false, and short answer. In addition, a NRAEF Management First Controlling Food Costs Competency exam is given. A recipe mockup, presentation, and practicum finishes their student evaluation of experiential learning activities. These evaluations are part of their semester grade.

*Students are expected to successfully complete 20 stations in food service systems management, complete NRAEF Management First Controlling Food Costs modules and exam, and a recipe mockup, presentation, and practicum. Individual station scores, the modules and exam, and the practicum scores were collected and averaged by the course instructor. Each station was worth 50 points. Each station is assessed based on experiential learning activities during preparation and service of a three-course meal to 43 patrons. Assessment was based on answering questions concerning foodservice systems management, such as kitchen safety and sanitation, proper cooking techniques and food preparation, food cost analysis, and leadership through front of the house and back of the house management. The NRAEF modules and exam are worth 200 points and assessment was based on answering questions concerning all aspects of cost control. The practicum included planning and production processes for a large special event. The practicum was worth 200 points. Assessment was based on the creativity, accuracy, presentation, and following instructions.*

NFS 403: Students have a semester long community partner project in which they must develop an intervention or program specific to the needs of the community partner. Each group is assigned a community partner within the Fayette County area. The groups meet with their community partner to develop a needs and asset assessment, conduct a literature search relevant to the nutrition issues which links the science to the need. After the initial assessment each group presents their community partner needs and nutrition issues. The second part of the course involves utilizing health behavior theories to develop a community intervention along with an evaluation plan and development of materials to be used in the intervention. The last component of the project is a 20 minute presentation about key findings, intervention design, evaluation, and overall summary of the experience. Students also participate in 2-3 hours of volunteer time as part of their service learning experience. Lastly, students develop a policy paper debating one side of nutrition policy issue within the United States. They also participate in a policy debate. In all assignments students conduct literature searches, assessment of key dietary needs and challenges for individuals in Kentucky, the US, and around the world.

*Students are evaluated based on their presentation skills; well thought out intervention design and development; ability to apply theory to the development of the intervention; ability to apply their understanding of how to evaluate a program into an evaluation framework; linking of science to the intervention nutrition issue. See attached rubric.*

NFS 514: Students develop assessment questions and then implement an assessment and a medical nutrition therapy intervention with a practice client. This intervention must be research-based and the information presented to the client must be appropriate. This is evaluated by review of the video-taped session.

*Each student watched and evaluated their own counseling video. They followed an assessment sheet to score and make comments. The videos were then exchanged with another student. The student reviewed the student video and made notes throughout on the same assessment sheet. Students were evaluated on the adequacy of the assessment, the accuracy of the information presented, and the counseling skills of the student. See attached rubric.*

NFS 515 & 512: Exams assess knowledge and application of medical nutrition therapy. In 515, 4 exams were given during the semester and in NFS 512 4 exams were given during the semester. Exams included both multiple choice and short answer questions. Case studies assess understanding and application of medical nutrition therapy. Each student completes 12 case studies, including one capstone case study that is presented to the class.

*Individual exam scores were collected and averaged by the course instructor. In NFS 515, each exam is worth 125 points. In NFS 512, each exam is worth 100 points. Topics include nutrition care process, nutrition assessment, diabetes, cardiovascular disease, hypertension, gastrointestinal illnesses and surgeries, liver disease, enteral and parenteral nutrition, renal disease, pulmonary disease, stress, and inborn errors of metabolism. All exams are graded by the course instructor. The capstone assignment grade was assessed based on the following criteria: calculations, nutrition care process, meal plans, menus, medical record documentation, and answers to questions included within the case study. See attached rubric.*

## Results

NFS 342 : 45 dietetic students completed NFS 342 during the Fall 2011 or Spring 2012 semesters. All students completed all the stations assignments, NRAEF modules and exams, and the practicum as required for evaluation in the course. When averaged, 39 dietetic students received As and 5 dietetic students received Bs.

NFS 403: Of the 99 students 52 were dietetics students. The dietetics students have an average grade of an A and all students have earned a C or higher in the course. All students demonstrated their ability to develop an intervention as measured through the attached grading rubric. The topics covered: improving access to healthy food in corner stores; improving access to healthy foods in fast-food restaurants; increasing physical activity in adults at the YMCA; improving school lunch options at Mercer and Fayette County schools; community garden program at SeedLeaf; World Hunger school lunch program in Ghana; weight loss program at Lexington Health Department; improving access for seniors at Farmer's Market; and Nutrition education program with Fayette County Cooperative Extension SNAP-Ed program. All students conducted a literature search, assessed key health statics through the needs and assets assessments. For the 2011-2012 assessment period faculty did not record how many students scored in each category of the rubric. For the 2012-2013 assessment faculty will collect data on this for Step 4: Develop a program/intervention (see attached rubric for details).All students conducted literature search, assessed key health statics through the needs and assets assessments.

All students received an A on the policy paper and debate.

NFS 514: 100 % of students received an A on their counseling video assignment and evaluation. The attached rubric provides details on how the capstone assignment was assessed. Assessment was determined based on the categories of preparation of the counselor, opening the session, counseling skills, counselor confidence, correctness of information given, goal setting, and close of the session. For the 2011-2012 assessment period faculty did not record how many students scored in each category of the rubric. For the 2012-2013 assessment faculty will collect data in the individual areas, all of which evaluate a student's ability to succeed in a real-life situation.

NFS 515 & 512: 50 dietetic students completed NFS 515 during the Fall 2011 semester. When averaged, exam scores for individual students were as follows: 20 As, 19 Bs, 11 Cs, 0 Ds, and 0 Es. Capstone case study grades were as follows: 30 As, 20 Bs, 0 Cs, 0 Ds, and 0 Es. 42 dietetic students completed NFS 512 during the Spring 2012 semester. When averaged, exam scores for individual students were as follows: 16 As, 21 Bs, 5 Cs, 0 Ds, and 0 Es. Capstone case study grades were as follows: 32 As, 10 Bs, 0 Cs, 0 Ds, and 0 Es. The attached rubric provides details on how the clinical case study was assessed. Assessment was determined based on the categories of review of literature, assessment and nutrition diagnoses, nutritional intervention, monitoring and evaluation, and presentation/communication skills. For the 2011-2012 assessment period faculty did not record how many students scored in each category of the rubric. For the 2012-2013 assessment faculty will collect data in the individual areas, all of which evaluate a student's ability to succeed in a real-life situation.

## Interpretation of Results

Student data was gathered by the Director of Undergraduate Studies from the course Instructors, Dr. Sandra Bastin (NFS 342), Dr. Alison Gustafson (NFS 403) Dr. Kelly Webber (NFS 514), and Dr. Lisa Gaetke (NFS 515). The 2011-2012 assessment found that the majority of dietetic students demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services, and outcomes research through culminating experiences in these areas. The assessment tools are specifically selected to reflect course assignments in each of these areas. For the 2011-2012 assessment period faculty did not record how many students scored in each category of the rubrics, which is an area of improvement for 2012-2013 when faculty will collect data in the individual areas. Attached rubrics to provide evidence to how students were assessed in meeting this Student Learning Outcome.

---

## **Improvement Action**

NFS 342: Based on the assessment plan results, NRAEF modules will be improved with the implementation of videos instead of straight PowerPoints. In addition, Strengths Finder leadership in preparation for the practicum will be implemented with a small group activity.

NFS 403: Students will participate in class time to improve grades in course. Volunteer activity will be revised to meet the needs of the student and community partner. More class time will be devoted to development of intervention materials and content

NFS 515 & NFS 512: Dividing 515 (5 credits) into NFS 512 (4 credits) and 517 (3 credits) has provided for more in-depth study of disease process and application of the new Nutrition Care Process for each case study, which includes assessment, nutrition diagnostic statements, intervention strategies, goals, evaluation, and medical chart documentation of a patient. Students complete multiple case studies in the two courses, which includes more advanced topics such as cancer, metabolic disorders, neurological disorders, rheumatic diseases, and food allergies not covered in the NFS 515 course. Students take NFS 512 in the semester prior to NFS 514, better preparing them to counsel during that second semester.

NFS 514: In the spring of 2012, focus groups will be conducted with past and future NFS 514 students to assess the need and desire for changing the NFS 514 class from a lecture class to a lecture and laboratory class. Dietetic preceptors of student interns who have previously completed NFS 514 at UK will be surveyed in the spring of 2012 about the counseling skills of those student interns. The information gathered from these focus groups and surveys will be compiled and changes will be implemented to the course according to the results.

In addition, entry and exit surveys have been developed for all dietetic students. The entry survey will be administered to all incoming freshmen as well as to incoming transfer students. It is anticipated that the entry survey will take approximately 10-15 minutes for a student to complete. Then, at the completion of NFS/DHN 514 (capstone course taken at the end of required dietetics coursework), students will be administered an exit survey. It is anticipated that the exit survey will take approximately 30 minutes to complete as it includes (1.) content specific assessment, (2.) general skills assessment, and (3.) program-related questions. Specific questions in the survey are targeted towards specific Student Learning Outcomes and will be reported as such. Survey will be evaluated by the Director of Undergraduate Studies, Director of Didactic Program in Dietetics, and Director of the Coordinated Program in Dietetics in April, 2013. A pilot assessment is being administered in Fall 2012. The assessment instruments are in draft form at this time (October 2012) and will be finalized by December 1st - see attached.

## Reflection

## Attachments

[Entrance and exit surveys for dietetics and human nutrition - draft October 26 2012.docx](#)

[NFS 403 -Grading Rubric and Instructions of Intervention Project.docx](#)

[NFS 512 - Clinical Case Study Rubric.docx](#)

[NFS 514- Counseling session evaluation.docx](#)

---

## Default Question Block

What **key concepts** do you think are essential to be assessed in student learning outcomes?

---

How do these key concepts relate to the competencies for accreditation as defined by the ASCEND? What data should faculty collect for addressing these competencies?

---

How can NFS develop a SYSTEM of student assessment/evaluation [outside of pen and pencil tests] that assures ASCEND accountability of student progress as well as meet employers and NFS (College of Agriculture) requirements?

---

How do we assure that the program reflects a common professional commitment to nutrition and dietetics theories, mission, goals, focus?

---

What do you see in your practice/program that dietetics entry level professionals need most?

---

Please submit any further comments that you may have.

---

University of Kentucky, Nutrition and Food Science Department, Supervised Practice Program

## **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.

#### **Narrative:**

##### Guideline 15.1

The CP director is a full-time employee of the University of Kentucky employed as the Coordinated Program Director and Academic Coordinator of the DHN department. The director is responsible for assuring that all ACEND accreditation standards, policies and procedures are met. She is 25% teaching and program administration and 75% academic advising. The CP director's list of responsibilities is recorded in the Faculty Handbook of Policies and Procedures. The responsibilities are signed by the chair and agreed to by the CP director. The program receives strong institutional support, resources that continuously meet program needs, and support from faculty to help execute the responsibilities of the program.

The program director helps lead the monthly Dietetics Curriculum Committee meetings, which is where most development of program policies and procedures takes place. On-going curricular improvements and assessment of learning outcomes are discussed. The director takes feedback from alumni surveys, employer surveys, Preceptor surveys, and final student evaluations into consideration when suggesting modifications to policies and procedures. Once a draft of a new or modified policy or procedure is created then the draft is sent out to the advisory committee and other stakeholders for review. After those suggestions are taken into consideration then the policy or procedure is then voted on in the monthly Dietetics Curriculum Committee meetings.

To maintain program accreditation the DP Director works diligently to stay abreast of new program requirements and works with the Dietetics Curriculum Committee to incorporate these changes into the curriculum in a timely manner. The CP Director is in the process of improving data collection methods by making the process more transparent through the provision of program data to department faculty. The data to be collected on a regular basis includes outcomes that are to be evaluated during the next five-year assessment period along with indicators listed in the ACEND annual reports. Improving the data collection and reporting methods will help the department identify issues in a timely manner and develop strategies to address the issues. Furthermore, the data will be used for ACEND annual reports and to support requests for major program changes. The department administrative assistant oversees the timely submission of fees. The department administrative assistant is competent and reliable and pays annual fees in a timely manner.

The program director is fundamental to student recruitment, student advising, and evaluation and counseling. The program director meets individually with each incoming dietetics student when they declare their major. The director discusses the coordinated program, student expectations, application procedures, and selection criteria. The program director is the main academic advisor for each coordinated program student for the entirety of his or her academic experience at UK. This allows the director to meet with and counsel each CP student on a semester basis. During the bi-annual individual meetings the director reviews the student's academic progress, volunteer work logs, and answers any questions the student may have.

The program director also oversees a part-time CP/DI program assistant whose main job is to complete ACEND-related tasks. The program assistant helps maintain student records throughout the program by keeping individual files for each student in a locked filing cabinet. Student files are also electronically saved to a master hard drive. Verification statements are issued upon successful completion of all requirements for the CP Didactic and Supervised Practice Program after the BS in Dietetics, by virtue of the Senate rules at the University of Kentucky, is awarded by the faculty of the University of Kentucky and approved by the Board of Trustees. The CP director issues the CDR verification statement after the official date that the degree was awarded for students in the program.

The director uses various means to communicate with program faculty, Preceptors, and others involved with the program. The main method of communication is personal email and telephone conversation. There is a listserv that directly connects all program faculty, a separate listserv for Preceptors, and a final listserv for CP students. These listservs function as a direct

line of communication to the various groups. It also allows for conversation between group members. The program director also creates newsletters that address current topics in the department. These newsletters serve as an organized means of communication. Topics covered in the newsletters include competencies, learning outcomes, upcoming continuing education opportunities, and recent student achievements. Examples of written communications between the program director and others can be found in Appendix 15-02 – 15-05.

The CP Director is responsible for collecting learning objective data associated with core knowledge from course instructors and reporting outcomes to the committee (Standard 13). The Dietetics Curriculum Committee will take necessary action to improve the curriculum as deemed by survey results, assessment of learning objectives, and faculty input. Starting in 2013, a standardized schedule for discussing learning assessments will be established in the monthly Dietetics Curriculum Meetings. An improvement to the current assessment plan is that the student learning outcomes are measurable, which will hasten the process of the Dietetics Curriculum Committee in determining areas of improvement within the curriculum.

The new program director has been in the position since May 2012. As a permanent addition to the department, she is still learning policies and procedures, processes involving curriculum assessment, and program management procedures. The new program Director is working diligently to establish regular assessment methods and activities to create organized systems capable of collecting reliable data needed to maintain program accreditation, as well as provide students support and direction for academic success.

#### Guideline 15.2

#### **CP DIRECTOR RESPONSIBILITIES**

##### PROGRAM RESPONSIBILITIES:

The CP director will be a full-time employee in the Dietetics and Human Nutrition Department and will be “.....**responsible for assuring that all ACEND accreditation standards, policies and procedures will be met.**”

The following is a list of responsibilities:

- 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 (such as program admission, retention and completion policies)
- Maintenance of program accreditation, including timely submission of fees, reports and requests for major program changes
- Maintenance of the program’s student records, including student advising plans and verification statements; verification statements must be kept indefinitely
- Maintenance of complaints about the program received from students or others, including disposition of the complaint
- Facilitation of processes for continuous assessment of program and student learning outcomes
- Student recruitment, advisement, evaluation, and counseling
- Curriculum development
- Communication and coordination with program faculty, preceptors and others involved with the program
- Continuous internal and external review of program’s curriculum to meet the accreditation standards
- Alumni-survey development, administration, soliciting, tracking alumni
- Other advising – review transcripts of incoming students, transfer students, requests for program information
- Liaison to ACEND-continuing education on ACEND requirements, Annual Report, update and maintain student files and continuous contact with program accrediting agency
- Systematic evaluation of program achievement – Review of curriculum, syllabi, student evaluations and portfolio.
- Accreditation Reports: Periodic program reviews and evaluations – self-study, 5 year report
- Preceptor Recruitment and Training
- Student selection for program – application review, interviews, etc. and acceptance of applicants (in consultation with committee and Chair)
- Writing recommendations for scholarships, internships, jobs, etc
- Research, teaching and service to the program, the University, the Department, and community
- Committee activity, staff meetings
- Communicate effectively with community faculty, clients and program managers

- Demonstrate a commitment to professionalism, lifelong learning, ethical practice
- Marketing program through documentation, description, recruiting, etc.
- Correspondence with applicants and orientation of accepted students
- Progress and evaluation of students through the program
- Acquisition of clinical training sites (in conjunction with pertinent faculty)
- Recruitment and documentation of preceptors
- Budget development (in consultation Chair)

*Gladys S. Austin, PhD, RD, LD, CCE*

---

Signature: Department Chair

**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 *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.

# Standard 15 Appendix

## Preface

Pursuit of a college education provides an opportunity for exploration of new ideas, experimentation, self-examination, formation of new friendships, and development of ideals and directions. An academic community is a place where the free exchange of ideas and concepts can take place among faculty, staff, and students in an atmosphere that allows for debate and disagreement on contemporary issues.

In order to protect our community, certain standards of behavior are expected of all members of the University community, including students. In general, the University of Kentucky expects students to: maintain standards of personal integrity that are in harmony with the educational goals of the institution; observe national, state and local laws, as well as University regulations; and, respect the rights, privileges, and property of other people.

## Definitions

When used in this Code of Student Conduct (Code):

- a. "Advisor" means a person, including parent or spouse, invited by a Respondent or Complainant to attend any meeting or hearing in the preliminary or formal phases of the University Disciplinary Process and provide assistance or support to the Respondent or Complainant. An attorney may serve as an advisor to the Respondent or Complainant in the disciplinary process, although the attorney's participation is limited to the role of advisor as described in Article II, Sections 30 & 31 of this Code.
- b. "Business Day" means Monday through Friday, excluding Saturday and Sunday and holidays while classes are in session.
- c. "Complainant" means any person who reports or alleges that a student has violated this Code.
- d. "Conduct Officer" means any person(s) authorized under Article II, Sections 16-21, of the Code to conduct investigations that stem from allegations of Code violations, determine responsibility and set sanctions, as appropriate.
- e. "Disciplinary Hearing Officer" means any person(s) authorized by the President to conduct hearings under Article II, Sections 25-29, of the Code and impose sanctions when a violation has been committed. The Disciplinary Hearing Officers shall hear cases as a hearing panel of three (3) officers.
- f. "Faculty Member" means any person hired by the University to conduct classroom or teaching activities or who is otherwise considered by the University to be a member of its faculty.
- g. "Group" means a number of persons who are associated with each other and operate as an organization, but who have not complied with University requirements for registration as an organization.

h. "Organization" means a number of persons who have complied with University requirements for registration.

i. "Presider" means the member of a Disciplinary Hearing Officer Panel elected by the Panel members to serve as the facilitator at a disciplinary hearing.

j. "Policy" means the written rules and regulations of the University, including but not limited to, the Governing Regulations, the Administrative Regulations, the Code of Student Conduct, the Residence Halls Rules of Conduct, the Rules of the University Senate, the Human Resources Policy & Procedure, and the Business Procedures Manual.

k. "Respondent" means any student accused of violating this Code.

l. "Student" means any person who is admitted, registered, or enrolled in any University program or course, either full-time or part-time, pursuing undergraduate, graduate, or professional studies.

m. The term "may" is used in the permissive sense.

n. The term "shall" is used in the imperative sense.

o. "University" means the University of Kentucky.

p. "University Appeals Board" is the body authorized by Governing Regulation, Part XI to consider an appeal in a student disciplinary proceeding.

q. "University Community" includes any person who is a student, faculty member, staff or University Official, or any other person employed by the University. A person's status in a particular situation is generally determined by the individual's status at the time the alleged incident occurred and the capacity in which the incident occurred. Depending on the nature of the circumstances, a person may be subject to disciplinary action under more than one University regulation or policy.

r. "University Official" means any person (faculty or staff) who is employed by the University, performing assigned administrative or professional responsibilities.

s. "University Property" is defined as all property owned, operated, leased, or controlled by the University, public sidewalks and streets that are contiguous to or in the immediate vicinity of such property, and all such property leased to or operated by student and non-student organizations that are under the control and regulation of the University.

## ARTICLE I - UNIVERSITY RIGHTS OF STUDENTS

### Introduction

The University of Kentucky is an academic community in which all students, faculty, and staff share responsibility for its growth and continued welfare. As an academic community, the University strives to:

- 1) Facilitate learning, informed by scholarship and research;
- 2) Expand knowledge through research, scholarship and creative activity; and
- 3) Serve a global community by disseminating, sharing and applying knowledge.

Decisions and behavior in the community are guided by the University's core values including: integrity; academic excellence and freedom; mutual respect and human dignity; diversity of thought, culture, gender and ethnicity; shared governance; a sense of community; sensitivity to work-life concerns; and civic responsibility. As members of this community, students can expect to be afforded certain basic rights and can expect to be held accountable for certain basic responsibilities.

#### Right of Admission and Access

1. An applicant for admission to the University shall not be discriminated against because of race, color, religion, sex, marital status, sexual orientation, national origin, age or beliefs. Moreover, no otherwise qualified person with a disability will be denied admission solely because of the person's disability.
2. An applicant for, or a recipient of, University financial aid, a University grant-in-aid, or a University scholarship, shall not be discriminated against because of race, color, religion, sex, marital status, sexual orientation, national origin, age or beliefs. Moreover, no otherwise qualified person with a disability will be denied financial aid solely because of the person's disability.
3. The University may delineate the purpose for which students may use certain facilities and shall make the facilities available on a fair and equitable basis. However, the University may restrict its facilities and services when their use would interfere with normal University operations.
4. The University will use its influence to secure equal access for all students to public facilities in the local community.

#### Freedom from Discrimination/Harassment ([Discrimination/Harassment FAQs](#))

5. All students shall be free from discrimination on the basis of race, color, religion, sex, marital status, sexual orientation, national origin, age, beliefs or disability.
6. All students shall be free from sexual harassment by University faculty, staff, and students. Sexual harassment—a form of sex discrimination—includes unwelcome sexual advances, requests for sexual favors, or other verbal or physical actions of a sexual nature when submission to such conduct is made explicitly or implicitly a term or condition of the student's status in a course, program or activity; or is used as a basis for academic or other decisions affecting such student;

or when such conduct has the purpose or effect of substantially interfering with the student's academic performance, or creates an intimidating, hostile, or offensive academic environment.

### Rights within University Hearing Processes

7. A student shall be guaranteed the following rights in all proceedings of a University hearing agency:

- a. The student shall have the right to a fair and impartial hearing in all proceedings of any hearing agency.
- b. The student shall not be compelled to give testimony and refusal to do so shall not be considered evidence of responsibility for an alleged violation.
- c. The Respondent shall be informed in writing of the reasons for appearance before any hearing agency and given sufficient time to prepare for the appearance.
- d. The Respondent shall be entitled to receive, upon written request, a copy of all rules and procedures governing the hearing agency at least 72 hours prior to appearance before the agency.
- e. Both the Complainant and Respondent shall have the right to hear all evidence and question all witnesses and/or witness reports, and present witnesses and/or witness reports of the student's choice.
- f. Both the Complainant and the Respondent may choose up to two advisor(s), as outlined in Article II, Sections 30 and 31 of the Code, to assist and support in all processes of the University Disciplinary Hearing Process.
- g. The student may request that any member of a hearing agency be disqualified on the ground of personal bias.
- h. The student shall have access to the record of every hearing agency hearing in which the student is the Respondent.
- i. The Complainant has the right to choose whether to file a formal complaint. There may be circumstances, however, such as the status of the alleged assailant or the seriousness of the offense, in which the University, absent a formal complaint, must nonetheless investigate and take action to protect the Complainant or other members of the University community.
- j. In addition to pursuing administrative penalties and remedies, the Complainant maintains the right to pursue criminal charges.
- k. A Complainant has the right to change University housing and academic arrangements if such changes are reasonably available.
- l. In cases involving allegations of violence or the threat of violence, the Complainant shall be informed of the outcome -- the University's final determination and any sanction(s) -- of any institutional disciplinary proceeding. In cases not involving allegations of violence or the threat of violence, the Complainant shall be informed only of the University's final determination of whether the Respondent is "responsible" or "not responsible".

### Right to Privacy

8. A student shall be free from searches and seizures of person and possessions while on University property unless said search and seizure is conducted in accordance with state and federal laws. In cases of imminent danger or when there are reasonable grounds upon which to believe it is necessary to conduct a search immediately in order to protect life or property,

searches may be conducted in the presence of the Dean of Students or another University official acting as the Dean's authorized representative.

9. Student records will be maintained in accordance with the Family Educational Rights and Privacy Act of 1974 and the guidelines for implementation (see Part V of this publication [www.uky.edu/StudentAffairs/Code/part5.html](http://www.uky.edu/StudentAffairs/Code/part5.html)).

10. A student's disciplinary record shall be kept separate and confidential unless the student consents in writing to have it revealed. However, the Dean of Students may disclose the student's disciplinary record without the student's consent if legal compulsion or the safety of people or property is involved, or if the information is required by authorized University personnel for official use at the University. In these circumstances, only the information pertinent to the inquiry may be revealed. The Dean may also act without the student's consent to have a statement of disciplinary suspension or disciplinary expulsion entered on the student's academic record for the duration of the disciplinary sanction, which would prohibit the student from registering. Written notice of this action shall be sent to the student.

11. A student's test data and record in the Counseling Center shall be kept in the Center, separate and confidential, unless the student consents in writing to have it revealed to a designated person and/or for a designated purpose. Without such release, no information will be revealed except to an appropriate authority and then only when there is a clear and imminent danger to an individual or others, and such information will be limited to that which is directly pertinent to the reduction of that danger.

12. University Health Service medical, surgical and mental health records and information are strictly confidential and are not released to anyone without the student's knowledge and signed authorization. Student Mental Health records are maintained separately in a confidential file. If it becomes apparent in the course of treatment that the student is likely to cause injury to self or others, pertinent information to this extent may be revealed for protection of the student or others.

13. Official records and information maintained by the Dean of Students Office are treated in a confidential manner. A student has the right to view his/her own disciplinary records. Disciplinary records and the information contained therein will not be released except with the written authorization of the student, or as noted in Article I, Sections 7 & 10 of this Code.

Directory information about a student (as defined in Part V of this publication [www.uky.edu/StudentAffairs/Code/part5.html](http://www.uky.edu/StudentAffairs/Code/part5.html)) is released at the discretion of numerous University departments upon receipt of a specific request for such information.

Directory information about a student will not be released if the student has filed a request, in writing, with the Registrar of the University, stating the information is to be withheld.

14. A student's character and ability shall be evaluated only by those with personal knowledge of the student. Records containing such evaluations shall indicate when the evaluation was made, by whom, and the position of the individual. Upon a student's request to an individual faculty

member or administrator, that student should be informed of all inquiries about that student directed to the faculty member or administrator and that judgments have been or will be given.

15. If presented with a subpoena to produce information about specific students and/or campus organizations, the recipient shall immediately notify the University Legal Counsel and forward to that office a copy of the subpoena. The University Legal Counsel shall immediately notify the students or student organizations involved or use his/her best effort to do so, and forward to them a copy of the subpoena by certified mail, addressed to their last known address.

16. Information about a student's or a student organization's political or social views or beliefs that faculty, staff or administrators acquire in the course of their work as instructors, advisers, counselors or supervisors is to be kept confidential. A student may waive the protection of this section by granting express permission to the relevant faculty, staff, or administrator.

#### Right of Free Expression

17. A student has the right to engage in discussion, to exchange thought and opinion, to speak, write, or print freely on any subject, and to join associations in accordance with the guarantees of federal or state constitutions. The freedom of expression includes the right to picket or demonstrate for a cause, subject to the following conditions:

- a. the student must act in an orderly and peaceful manner;
- b. the student must not interfere in any way with the proper functioning of the University;
- c. the student must obey the University's Regulations Governing Meetings, Demonstrations, Assemblies, and Invited Speakers (See <http://www.uky.edu/Regs/files/ar/ar9-1.pdf>).

#### Right to a Free Student Press

18. Student publications must be free to deal openly, fearlessly and responsibly with issues of interest and importance to the academic community. Student publications shall avoid such practices as the use of libel, undocumented allegations, obscenity, attacks on personal integrity, deliberate deception of its readers, unnecessary harassment and innuendo, and other violations of individual rights. The editors shall have the right of editorial freedom without the prior approval of copy and will be protected against dismissal or suspension or other retribution, except for violations of University policies.

#### Right of Student Access to Meetings of Registered Student Organizations

19. The University affirms the right of all students, including members of the student press, to attend meetings of registered student organizations that receive the majority of their regular operating budgets from allocations of student fees money and/or University allocations.

Exceptions to the foregoing right include:

- a. deliberations of election boards and selection committees;
- b. proposed or pending litigation;

c. discussions or hearings that might lead to the appointment, discipline or dismissal of an individual employee, member or student.

## Grievances

20. All student grievances involving rights stated herein shall be reported to the Dean of Students within 30 business days of their occurrence. Grievances reported after this period or which otherwise come to the attention of the Dean may be acted upon according to the Dean's determination of the circumstances.

21. The Dean of Students or an authorized designee shall investigate each student grievance to determine whether it has merit. If the Dean decides that it does, the Dean shall attempt to negotiate and settle the case. If the Dean is unable to satisfy the grievance to the satisfaction of the student or when the Dean has notified the student that the grievance does not contain merit, the student has the right to appeal within 30 business days to the University Appeals Board (hereinafter referred to as the "UAB").

22. The Dean of Students shall have broad investigatory powers in the nonacademic cases and the Dean shall receive prompt and full cooperation from students, student organizations, faculty and administrators. The Dean may recommend policies or practices that should be terminated, modified, or initiated to the Student Government Association, the Senate Council, deans, department heads or other appropriate persons.

## ARTICLE II: THE UNIVERSITY DISCIPLINARY SYSTEM

### Introduction

The University is empowered by Kentucky Law K.R.S. 164.200 to establish a disciplinary system to govern the campus. The statute provides:

"The Board of Trustees may establish proper regulations for the government of the University and the physical training, military or otherwise, of the students. It may authorize the suspension and dismissal of students for neglect or violation of the regulations, or for other conduct prejudicial to the character and welfare of the University."

By this publication of the rules governing student conduct, the University recognizes that students have the right to know the circumstances and manner in which this disciplinary power will be exercised and advises students that disciplinary rules shall be enforced.

The Code does not cover decisions of the faculty of a professional school as to character, moral or ethical, required of a student for purposes of awarding a degree or certificate, or for continuation as a candidate for such degree or certificate. Similarly, the Code does not cover decisions of the University Administration that are made concerning a contractual agreement between the University and a student. Therefore, such decisions are not subject to review within the procedures established in the Code unless specifically stated within the Code.

## Authority for Student Discipline

1. Ultimate authority for student discipline is vested in the University of Kentucky Board of Trustees. Disciplinary authority may be delegated to University administrators, faculty members, committees, and organizations, as set forth in this Code, and in other appropriate policies, rules, or regulations adopted by the Board.
2. Pursuant to the provisions of K.R.S. 164.200, 164.210 and 164.220 and this Code, the Board of Trustees delegates the responsibility for student discipline to the President of the University. The President has delegated administration and oversight of this Code to the Vice President for Student Affairs (hereinafter referred to as the "VPSA"). The VPSA may delegate enforcement authority of this Code to the Office of the Dean of Students. Concerns about the administration of the Code may be brought to the Dean of Students or other University official.

## Purpose of the Disciplinary System

3. The University disciplinary process is a learning experience that can result in personal growth as well as an understanding of the responsibilities that accompany participation in an academic community. By formulating a general code of conduct and regulations, the University reaffirms for students the rights, protections, guarantees and responsibilities that are outlined in Article I of this Code.

## Interpretation of Regulations

4. The purpose of publishing disciplinary regulations is to give students general notice of behavior that is expected and behavior that is prohibited by the University. This Code is not written with the specificity of a criminal statute and is not intended to be interpreted with the specificity of a criminal statute.

## Inherent Authority

5. The disciplinary regulations outlined in this Code apply to behavior that occurs on University property, as defined in Article I, and may also apply to off-campus behavior that is prejudicial to the character and welfare of the University, as follows:
  - a. any activity sponsored, conducted or authorized by the University or a registered organization (see Article II, Sections 47 & 48);
  - b. conduct that poses a possible serious threat to the safety, security or well-being of any member of the University community;
  - c. conduct that involves academic work or the forgery, alteration, or misuse of any University document, record, key, electronic device or identification;
  - d. conduct that is considered disorderly and/or causes substantial destruction to property belonging to the University or members of the University community.

## Disciplinary Action while Criminal Charges Are Pending

6.

Disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both the criminal law and this Code (that is, if both possible violations result from the same factual situation) without regard to the pendency of civil or criminal litigation in court or criminal arrest and prosecution. Proceedings under this Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of Dean of Students. Determinations made or sanctions imposed under this Code shall not be subject to change because criminal charges arising out of the same facts giving rise to violations of University rules were dismissed, reduced, or resolved in favor or against the criminal law defendant.

## Standards of Classroom Behavior

7. The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period. Longer suspensions, or dismissal from a class due to disruptive behavior, must be preceded by a disciplinary hearing as set forth in Article II, Section 24 of this Code.

## Prohibited Conduct

8. Punishable disciplinary offenses include, but are not limited to, the following:

a. Interference, coercion or disruption that impedes, impairs or disrupts University missions, processes or functions or interferes with the rights of others. The following, while not intended to be exclusive, illustrate the offenses encompassed herein: occupation of any University building or property, or part thereof, without authorization by the University; blocking the entrance or exit of any University building or corridor or room therein; setting fire to, or by any other means, damaging any University building or property or the property of others on University premises; any possession or display of, or attempt, or threat to use firearms, explosive or other weapons upon University property without University authorization; prevention of the convening, continuation or orderly conduct of any University class or activity or of any lawful meeting or assembly upon University property; blocking normal pedestrian or vehicular traffic on University property; and failure to vacate premises when ordered to do so by a University official.

b. Use, possession, or distribution of narcotic or dangerous drugs, except as expressly permitted by law.

c. Disorderly, abusive, drunken, violent or excessively noisy behavior or expression.

d. The threat or commission of physical violence against self or other persons.

- e. The commission of acts or the implementation of programs or activities that constitute a violation of local, state or federal law.
- f. Failure to comply with directions of University officials acting in the performance of their duties.
- g. Falsifying, altering or forging any official University records or documents, employing official University documents or records for purposes of misrepresentation, or causing any official University documents or records to be falsified by means of any misrepresentation.
- h. Hazing by any action taken or situation created, intentionally or recklessly, whether on or off University premises, to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Such abusive activities and situations may include, but are not limited to the following: illegal or harmful use and/or forced consumption of food, alcohol or drugs; paddling in any form; creation of fatigue; personal servitude; physical and/or psychological shocks; wearing apparel which is conspicuous and not normally in good taste; engaging in public stunts and buffoonery; degrading or humiliating games and activities; sleep or food deprivation; any meetings which unreasonably interfere with scholastic activities; and/or any other activities which are not consistent with the regulations and policies of the University of Kentucky.
- i. Knowingly passing a worthless check or money order to the University or to a member of the University community acting in an official capacity; recurring financial over-obligation and nonpayment of debts to the University.
- j. Theft of property or services; knowingly possessing stolen property.
- k. Possessing a deadly weapon without authorization, as defined by Administrative Regulation 6:6 (Policy on Deadly Weapons).
- l. Defacing, disfiguring, damaging or destroying public or private property.
- m. Giving false testimony or other evidence at any official hearing of the University or giving false information to any faculty or staff members acting in the performance of their duties.
- n. Bribing any University employee or student officials.
- o. Harassing anyone present on University property.
- p. Providing information to individuals involved in organized gambling activities concerning intercollegiate athletics competition; or participating in any gambling activity that involves intercollegiate athletics or amateur athletics, through a bookmaker, a parlay card or any other method employed by organized gambling.
- q. Violation of conditions imposed in connection with one or more of the sanctions enumerated in Article II, Section 10 of this Code.

r. Violation of other published University regulations or policies. Such regulations or policies include, but are not limited to, policies regarding computer use, alcohol, tobacco, hazing, entry and use of University facilities as well as regulations governing student organizations and residence halls.

s. Sexual assault, stalking, and relationship violence, including threats thereof, as defined by Administrative Regulation R 6:2 (Policy On Sexual Assault, Stalking, and Relationship Violence).

t. Retaliation, either directly or indirectly through others, against any individual involved in a disciplinary complaint or proceeding.

9. Attempts to commit acts prohibited by this Code or assisting in the commission of such acts may be punished to the same extent as completed violations.

### Sanctions

10. All disciplinary sanctions imposed upon students are cumulative in nature and will be recorded in the student's disciplinary record. Sanctions that may be imposed in accordance with this Code include:

a. Disciplinary Warning: notice, oral or written, that continuation or repetition of prohibited conduct may be cause for additional disciplinary action. A student may be given a warning for infractions deemed by the hearing officer to be minor in nature.

b. Disciplinary Reprimand: a written reprimand for violation of specified regulations, including a warning that continuation or repetition of prohibited conduct may be cause for additional disciplinary action, without loss of good standing with the University. A violation of the terms of disciplinary reprimand, or subsequent misconduct after discipline, is grounds for further disciplinary action, including disciplinary probation, social suspension, disciplinary suspension, or disciplinary expulsion.

c. Disciplinary Probation: exclusion from participation in specified privileges or extracurricular institutional activities for a specified period of time. Additional sanctions or restrictions may also be imposed. A student on disciplinary probation is not in good standing with the University. A violation of the terms of disciplinary probation, or subsequent misconduct, is grounds for further disciplinary action, including social suspension, disciplinary suspension, or disciplinary expulsion.

d. Social Suspension: exclusion from University premises, as well as exclusion from participation in all privileges and extracurricular institutional activities, except for attendance in classes in which officially enrolled and defined privileges that are necessary and required for a specified period of time. Additional sanctions or restrictions may also be imposed. A violation of the terms of social suspension, or subsequent misconduct, is grounds for further disciplinary action, including disciplinary suspension or disciplinary expulsion.

e. Disciplinary Suspension: exclusion from University premises, as well as participation in all privileges or extracurricular institutional activities, for a stated period of time at the end of which

the student may apply for readmission to the University. While under disciplinary suspension, the student is not entitled to attend classes, use University facilities, participate in University activities, or be employed by the University. Special conditions may be stipulated for a student to be reinstated at the conclusion of the period of suspension. A violation of the terms of disciplinary suspension, or subsequent misconduct, is grounds for disciplinary expulsion.

f. **Disciplinary Expulsion:** permanent termination of student status, and exclusion from University premises, privileges and activities.

g. **Other Sanctions:** other sanctions or conditions may be imposed instead of or in addition to those specified in Article II, Section 11 of this Code. Examples include, but are not limited to termination of residence hall contract, restriction of access to specific areas of campus, monetary penalty, monetary reimbursement, public or community service, research projects, compulsory attendance at education programs, compulsory psychiatric/psychological evaluation and counseling, such as alcohol and drug counseling.

### Temporary Sanctions

11. Whenever there is evidence that the continued presence of a student at the University poses a substantial and immediate threat to him/herself or to others, or to the stability and continuance of normal University functions, the VPSA or authorized representative may impose such temporary sanctions as the VPSA or authorized representative considers necessary, including exclusion from campus property. The temporary sanctions shall become effective immediately without prior notice. Upon taking such action, the VPSA or authorized representative shall immediately notify the chair of the UAB (see Rules of the University Senate, Part II, Section 6.5).

12 A student may appeal the decision of the VPSA or authorized representative to the UAB (herein after referred to as the "UAB") in writing within seven (7) business days. Temporary sanctions will remain in effect during any appeal. If requested in the written appeal, a student shall be given an opportunity to appear personally before the UAB within three (3) business days in order to discuss the following issues only:

- a. the reliability of the information concerning the student's conduct, including the matter of his or her identity.
- b. whether the conduct and surrounding circumstances reasonably indicate that the continued presence of the student on University premises poses a substantial and immediate threat to himself or herself or to others or the stability and continuance of normal University functions.

A student under temporary sanction shall be given an opportunity for a prompt disciplinary hearing within the University Disciplinary System.

### No Contact Orders

13. If the Dean of Students determines that a Respondent, Complainant or other party needs to be protected from violence, the threat of violence or other menacing behaviors attributable to another party in a disciplinary proceeding, the Dean may impose a "no contact" order on the

offending party. The Dean of Students may issue "no contact" orders on multiple parties in a disciplinary proceeding if there are independent determinations that those parties must be afforded protection from acts of violence, threats of violence or other menacing behaviors.

Referrals.

14. Any person may refer a student or a student group or organization suspected of violating this Code to the Dean of Students Office.

15. Those persons referring cases are normally expected to serve as the Complainant and to present a written account of the incident, including relevant evidence to the Dean of Students Office. The Complainant may request the assistance of an advisor, as outlined in Article II, Sections 30 and 31 of this Code. In cases that are referred to the University Disciplinary System, the Dean of Students or authorized designee may serve as an additional Complainant.

16. Once an alleged violation of this Code has been referred to the Dean of Students Office, the Dean of Students shall assign a Conduct Officer to the case. If the Complainant in a case is another student, the Complainant shall be given an opportunity to indicate a preference, if any, for the gender of the Conduct Officer. The Dean of Students shall honor the Complainant's preference whenever possible. Once assigned the case, and before beginning his or her investigation, the Conduct Officer shall meet separately with both the Respondent and Complainant to explain the disciplinary policies and procedures articulated in this Code, and the rights of the Respondent and Complainant. The Respondent and Complainant may each be accompanied by an advisor whose role shall be limited as outlined in Article II, Sections 30 and 31 of this Code.

17. The Conduct Officer will gather all relevant information, including, when appropriate, conducting interviews with the Complainant, Respondent, and all witnesses, and determine whether there is sufficient support for a charge of a Code violation. If the Conduct Officer determines that information exists to support the allegation, the Dean of Students Office shall notify and charge the Respondent with a specific violation of this Code and request that the student schedule an informational meeting with the Conduct Officer.

#### The Preliminary Disciplinary Process

18. A student accused of violations of this Code will meet with the Conduct Officer who conducted the initial investigation. The procedural protections outlined in Article I, Section 7 of this Code shall be explained to the accused student during the meeting. Also, the accused student shall state whether s/he is "responsible" or "not responsible" for the alleged violation during the meeting.

19. When a student accepts responsibility for an alleged violation, the Conduct Officer shall discuss the violation with the student and outline proposed disciplinary action as defined in Article II, Section 10 of this Code.

20. When the Respondent denies the finding of responsibility or accepts responsibility but finds the proposed sanction unacceptable, the Respondent may request a review of the case by the

VPSA. The written appeal shall be submitted to the VPSA, or postmarked, if mailed to the VPSA, within seven (7) business days of the meeting with the Conduct Officer (see Sections 18 and 19 above). The VPSA or designee shall honor all such requests and agree to meet with the Respondent before making a decision.

21. When required or permitted by law, the University shall also notify the Complainant of the determination of responsibility and the proposed sanction, if any. The Conduct Officer shall explain to the Complainant that, if he or she is not satisfied with the determination of responsibility or proposed sanction, or both, the Complainant may request a review of the case by the VPSA. The written appeal shall be submitted to the VPSA, or postmarked, if mailed to the VPSA, within seven (7) business days of the notification by the University. The VPSA or designee shall honor all such requests and agree to meet with the Complainant before making a decision.

#### Review by the Vice President for Student Affairs

22. After concluding his or her review, the VPSA or designee shall meet with the student who submitted the request for the review and explain his or her determination of the appropriateness of the finding of responsibility or the proposed sanction, or both. The Respondent will always be notified of the VPSA's decision. When required or permitted by law, the University shall also notify the Complainant.

23. If a Respondent accepts the VPSA's or designee's finding of responsibility and sanction, if any, the VPSA or designee shall instruct the Dean of Students that the case is closed. If a Respondent does not accept the VPSA's or designee's finding of responsibility and sanction, if any, the VPSA or designee shall instruct the Dean of Students to forward the case to the Disciplinary Hearing Process.

24. If the VPSA or designee finds merit in a Complainant's challenge of findings and/or sanction, the case shall be forwarded to the Disciplinary Hearing Process. If the VPSA or designee finds that there is insufficient evidence to support the Complainant's challenge, the VPSA or designee shall instruct the Dean of Students that the case is closed and inform the Complainant that he or she has no further recourse within the disciplinary process of the University.

#### Referral to a Disciplinary Hearing Officer Panel

25. If the Respondent withdraws from or refuses to comply with the conditions of the preliminary disciplinary process or refuses to accept the finding of responsibility or proposed sanction, the Conduct Officer shall forward the reports and evidence concerning the case to a Panel of three (3) disciplinary hearing officers. Once the information has been forwarded to a Disciplinary Hearing Officer Panel (hereinafter referred to as the "Panel"), the Respondent has entered the Disciplinary Hearing Process. The Dean of Students Office is then responsible for furnishing testimony as requested by the Panel, keeping their records, serving as a Complainant as appropriate and aiding the student in complying with any sanction decreed by the Panel.

26. When a student fails to respond to proper notification of the meeting or fails to attend a scheduled meeting within the specified period, the Dean of Students or authorized designee may:

- a. place a hold on the student's ability to register, receive transcripts, transfer credits, be readmitted to the University, or receive the graduation diploma which certifies the degree earned until the meeting or disciplinary hearing has taken place, and;
- b. deem that the student has denied responsibility for the pending charges and refer the matter to a Panel to conduct a disciplinary hearing.

#### Interim Leave of Absence

27. When a student, as a result of a psychological, mental health or other medical conditions, poses a threat of violence directed against self, others, or University property as evidenced by verbal statements or other menacing behaviors, the Dean of Students shall be permitted to divert the student from the disciplinary system by imposing an interim leave of absence from the University. Before the student is permitted to reenroll in the university, he or she shall be required to undergo a comprehensive evaluation to assess the student's readiness to return and not pose a threat to the university community. The disciplinary proceedings in which the student was involved as a Respondent may resume upon the student's reenrollment in the university.

28. If a Respondent in a disciplinary proceeding leaves the university before his or her case is resolved, the student's disciplinary proceedings may resume upon the student's reenrollment in the university.

#### The Disciplinary Hearing Process

##### Disciplinary Hearing Officers and Members of the University Appeals Board

29. The President of the University shall annually appoint no fewer than ten (10) individuals from the faculty, staff, and retirees of the University, who shall serve as Disciplinary Hearing Officers. Disciplinary Hearing Officers, working as members of a three-person Panel, shall have sole authority to determine the issue of responsibility in those cases referred. Similarly, disciplinary hearing officers shall have sole authority to impose sanctions upon students found responsible for violations through the University Disciplinary Hearing process. The majority vote of the Panel members assigned to a case (at least 2 of the 3 Panel members) shall determine the outcome of a case. The Disciplinary Hearing Officers assigned to a case shall designate one of their Panel members to serve as the Panel Presider. The Presider shall function as the facilitator in the disciplinary hearing proceedings.

Disciplinary Hearing Officers and members of the UAB, shall complete annual training in the areas of: a) the University hearing processes and procedures; b) investigative techniques; and c) sexual misconduct and relationship violence. The training shall be coordinated by the VPSA or authorized designee.

#### Advisors

30. A Complainant and a Respondent may each be accompanied by no more than two advisors throughout the disciplinary process, including the investigation. The role of the advisors shall be limited to providing advice or support to the Complainant or Respondent. Even if accompanied by an advisor, the Complainant and Respondent shall personally respond to inquiries from the Panel, the Conduct Officer or the UAB. An advisor is not permitted to address directly the members of a Disciplinary Hearing Panel, the Conduct Officer, the UAB or any witnesses participating in a disciplinary hearing.

31. In consideration of the limited role of the advisor, and of the compelling interest of the University to expeditiously conclude the matter, a disciplinary hearing shall not, as a general practice, be delayed due to the unavailability of an advisor.

#### University Disciplinary Hearings

32. Prior to the start of a University Disciplinary Hearing, a Conduct Officer shall conduct separate meetings with the Respondent and Complainant to review the relevant policies and procedures that inform the disciplinary hearing process. The Respondent and Complainant may each be accompanied at these sessions by an advisor(s) whose role shall be limited as outlined in Article II, Sections 30 and 31 of this Code.

33. The purpose of a University Disciplinary Hearing is to provide a fair evaluation of the Respondent's responsibility for violating University regulations. Formal legal rules of evidence shall not be applied, nor shall minor deviations from prescribed procedures necessarily invalidate a decision, unless significant prejudice to Respondent, Complainant or the University may result.

34. The following procedural guidelines, along with the rights outlined in Article I, Section 7, shall be applicable in hearings conducted by a Panel :

a. The Dean of Students Office shall give the Respondent and Complainant written notice of the date, time and place of the hearing as well as the specific charge against the student. The Respondent and Complainant shall be given reasonable access to the case file, which will be retained in the Dean of Students Office.

b. A Respondent who fails to appear after proper notice shall be deemed to have denied responsibility for the alleged violation. A hearing may be conducted in the student's absence, if necessary.

c. The hearing will be closed to the public, other than the advisors, if any, designated by the Respondent and Complainant.

d. The Presider of the Panel shall exercise control over the proceedings to avoid needless consumption of time and to achieve orderly completion of the hearing. Any person, including the Respondent, who disrupts the hearing may be excluded by the Presider of the Panel after the Presider has consulted with the others members of the Panel.

e. A record of the hearing shall be made.

e. Both the Respondent and the Complainant shall have the right to call relevant and necessary witnesses. The Respondent and the Complainant (not the advisors) shall also be given an opportunity to ask relevant questions of those witnesses who testify at the hearing. Witnesses shall be excluded from all hearings, except for the period of their testimony. The Panel may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the Complainant, the Respondent, or other witnesses during the hearing by providing separate facilities, by using a visual screen, and/or by permitting participation by telephone, videophone, closed circuit television, video conferencing, videotape, audiotape, written statement, or other means, where and as determined in the sole judgment of the Panel to be reasonable and appropriate. Either party may submit the written report or statement from a witness in lieu of the witness' personal appearance at the hearing; however, in the event that a party chooses to submit written statements from witnesses, all reasonable attempts should be made to have those individuals available by telephone.

g. Witnesses shall be asked to affirm that their testimony is truthful and may be subject to charges of violating this Code by intentionally providing false information to the University.

h. All members of a Panel may ask questions of the parties and all witnesses.

i. Evidence of the sexual behavior of the Complainant of a sexual assault is inadmissible in the hearing unless such evidence clearly relates to the issue of consent between the Complainant and Respondent for the specific act(s) in question or the evidence relates to the likelihood that the act(s) in question were committed by the Respondent. Such evidence may not be proved by reputation or opinion.

j. The burden of proof shall rest on the Complainant, and the standard of proof shall be a "preponderance of the evidence" (i.e. more likely than not).

k. When a student is found responsible for a violation of the Code, the hearing shall conclude with a supplemental proceeding to determine the sanction that should be imposed. Both the Respondent and the Complainant may submit relevant evidence or make relevant statements regarding the appropriateness of a specific sanction. The past disciplinary record of the Respondent shall only be supplied to the Panel during the supplemental proceeding.

l. The Panel shall submit to the Dean of Students a written summary of its findings of fact and responsibility, and sanctions as applicable.

m. The Complainant's address and other contact information shall be redacted on any documents shared with the Respondent.

n. Notification of the Respondent's violations, penalties, and remedies shall be sent as directed by the Dean of Students, Hearing Panel, or UAB to the University officials necessary to make the penalties and remedies effective, and to other persons who might provide counseling assistance to the Respondent. Such University officials and other persons shall maintain confidentiality in accordance with the Code of Student Conduct and these guidelines. Violations of confidentiality

will be dealt with under the appropriate existing, applicable University regulation(s) or policy(s).  
 Appeals of the Panel's Decision

35. A Respondent or Complainant may file an appeal of the Panel's decision. The written appeal shall be submitted to the Chair of the UAB, or postmarked, if mailed to the Chair, within seven (7) business days of the receipt of the decision rendered by the Panel. An appeal shall be limited to the following grounds:

- a. To determine whether the disciplinary proceedings were conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the Complainant reasonable opportunity to prepare and to present information that the Code was violated, and giving the Respondent a reasonable opportunity to prepare and present a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.
- b. There is information that was unavailable at the time of the original hearing that would alter the determination of responsibility.

36. A Respondent who is found responsible by a Panel for a violation of this Code and is sanctioned with social suspension, disciplinary suspension, or expulsion may appeal in writing to the UAB (see Governing Regulation, Part XI.C) and (see Rules of the University Senate, Part II, Section 6.5). The basis of the appeal shall be limited to the severity of the sanction imposed by the Panel for the infraction for which the student was found responsible. The written appeal shall be submitted to the Chair of the UAB or postmarked, if mailed, within seven (7) business days of the receipt of the decision rendered by the Panel.

37. The Chair of the UAB and two (2) members of the UAB chosen by the Chair shall review an appeal submitted in accordance with section 35 above to determine if the appeal has merit and therefore warrants further consideration of the case by a Disciplinary Hearing Officer Panel. The two (2) individuals chosen by the UAB Chair may be current UAB members and/or individuals who have served on the UAB within the past two academic years. The decision on the merit of the appeal shall be decided by majority vote of the UAB Chair and the 2 consulted persons. An appeal shall be deemed meritorious if they concludes that:

- a. a procedural error in the conduct of the case may have affected the determination of a finding of responsibility; or,
- b. the new information was unavailable at the time of the original hearing and could have altered the determination of responsibility.

38. The Chair of the UAB shall notify the Dean of Students of the decision on the question of merit.

39. The Dean of Students shall take one of the following three courses of action:

- a. Act on the Panel's finding of responsibility and assigned sanction, if the Chair communicates that the appeal was without merit;
- b. Instruct a new Panel to reconsider the case in light of a procedural error that may have affected the determination of a finding of responsibility; or,
- c. Instruct the original Panel to resume the case in light of evidence that was both unavailable at the time of the original hearing and could have altered the determination of responsibility.

40. The Panel instructed by the Dean of Students to reconsider or resume consideration of a case (see subsections 39(b) and 39(c) above) shall:

- a. Conduct the proceedings in accordance with Section 34 of this Code.
- b. Submit to the Dean of Students a written summary of its findings of fact and responsibility, and sanctions as applicable.

41. Neither the Respondent nor Complainant in a case shall have further access to the appeals process after the Panel has acted on the case in accordance with subsections 39(b) or 39(c) above, except as is afforded the Respondent in section 36 above.

#### Appeals to the University Appeals Board

42. The UAB shall review the written findings of the Panel, the appeal of the Respondent and the submission, if any, from the Complainant and then render a prompt decision. The UAB may uphold or reduce the sanction imposed by the Panel, or modify any terms and conditions of the initial sanction. The imposition of sanctions shall be deferred during the review unless, in the discretion of the VPSA or authorized designee, the continued presence of the student on the campus poses a substantial threat to him/herself or to others, or to the stability and continuance of normal University functions.

#### Disciplinary Files and Records

43. The record of disciplinary actions shall be maintained by the Dean of Students Office.

44. The file of a student found responsible for any violations of this Code shall normally be retained as a disciplinary record for seven years following the incident or five years after the last semester enrolled, whichever is longer. If a student transfers to another institution, the record shall be shared with the new institution upon request and if released by the student.

#### Revocation of Degrees

45. The University reserves the right to revoke an awarded degree for the discovery of previously unknown fraud in receipt of the degree, or for the discovery of previously unknown serious disciplinary violations committed by a student prior to the student's graduation.

## Student Groups and Organizations

46. The registration of any student organization shall be at the discretion of a designated member of the Student Affairs staff and shall be dependent upon the completion of the required application form and compliance with the rules and additional criteria the staff member may set forth. Such criteria shall be established and published by the designated staff member and made uniform for all similar types of organizations. The designated staff member may limit an organization's registration to a fixed period. The length may be determined at the staff member's discretion.

47. A student group or organization may be charged with violations of this Code as outlined in Article II, Sections 8 and 9, whether the alleged violations occurred on or off University property.

48. A student group or an organization and its officers may be held collectively responsible when violations of the Code by those associated with the group or organization have received the consent or encouragement of the group or organization or the group's or organization's leaders or officers. In addition, individuals of a student group or organization may also be charged with a violation of this Code.

49. The officers or leaders or any identifiable spokesperson for a student group or organization may be directed by the Dean of Students or authorized representative to take appropriate action designed to prevent or end violations of this Code by the group or organization. Failure to make reasonable efforts to comply with such directive shall be considered a violation of this Code, both by the officers, leaders or spokesperson for the group or organization and by the group or organization itself.

50. No specific procedures for adjudicating the commission of violations by a student group or organization are established other than the Dean of Students may impose sanctions for group or organization misconduct up to and including revocation or denial of registration, as well as other appropriate sanctions. A student group or organization may appeal the denial or revocation of registration to the UAB as outlined in Section 42 of this Code.

## University Residential Facilities

51. The rules and regulations for University student residences are contained or provided for in the written rental agreement between the student and the University as well as in the Residence Hall Rules of Conduct.

52. A compilation of all rules established under the rental agreement and currently in effect shall be made readily available on request to all residents of the University building to which such rules apply and shall be posted in the University building to which such rules apply.

53. The Director of Residence Life or an authorized representative shall investigate alleged violations of the rules that are outlined in the rental agreement. Disposition of such cases shall be made in accordance with established and published procedures that have been approved by the

VPSA. In cases where the alleged rental agreement violation would also constitute a violation of the provisions of this Code, the Director of Residence Life shall refer the case to the Dean of Students Office.

### Financial Delinquency

54. The University expects the student to be financially responsible and not be delinquent in financial obligations to the University or to any department or division thereof, including room and board payments to registered fraternal student organizations. Such obligations shall not include fines and penalties assessed against the student other than by University officers.

55. An office or a department of the University, with previous approval of the Executive Vice President for Finance and Administration, shall notify a student twice of any unmet financial obligation owed to it exceeding \$20.00. If not paid within 60 business days, from date due, the office or department shall notify the Registrar's Office that the student is delinquent.

56. Once notified, the Registrar shall not allow the student to register, transfer credits, be readmitted to the University, or receive the graduation diploma which certifies the degree earned until the office or department declaring the delinquency notifies the Registrar that the obligation has been met or until the statute of limitations on collection applies.

57. If there is a dispute as to whether or not a student is legally liable for a financial obligation asserted by the University, and the student challenges such obligation by contacting the Office of the Executive Vice President for Finance and Administration within seven (7) business days of receipt of a notice of financial delinquency, then the sanctions of Section 56 with respect to registration shall not apply until final resolution of the dispute.

### Amendment

58. The Code of Student Conduct shall be amended only by final action of the Board of Trustees. Responsibility for proposing revisions to the Code of Student Conduct is delegated to a committee consisting of students, faculty and administrators. The exact composition and procedure of the committee shall be determined by the President of the University.

59. The Committee shall accept and review recommendations from students, faculty and administrators regarding revisions of the Code of Student Conduct. The Committee shall prepare proposed revisions and forward them to the President for approval and, after approval, for presentation to the Board of Trustees for its consideration and final approval.

60. Nothing included above shall be construed as a limitation upon the President to propose changes without reference to the Committee.

Part II: See University of Kentucky Senate Rules

## (University's Administrative Regulation II–8.3.4)

The University of Kentucky recognizes and confirms the right of all members of the University community to free expression, assembly, and advocacy. In order to facilitate the effective use and enjoyment of the facilities of the Lexington campus for the exercise of such rights and in order to minimize conflict between the form of their exercise and the rights of others in the effective use of University facilities, the following regulations are herewith established.

- A. Planned or spontaneous demonstrations, meetings, or assemblies may be conducted in those appropriate areas of the campus which are regularly available to the public, provided such demonstrations, meetings, or other assemblies:
  1. Are conducted in a lawful and orderly manner;
  2. Do not prohibit vehicular or pedestrian traffic;
  3. Do not interfere with classes, other scheduled meetings, events and ceremonies or with other educational processes of the University; and
  4. Are conducted only with specific authorization when held in (a) University buildings, or (b) University stadia or amphitheaters, or (c) residential areas of the campus, or (d) other areas available by reservation only.
- B. Reservation of appropriate University grounds, areas, facilities or other University property for the purpose of conducting a demonstration, meeting, or other assembly will be granted, subject to the restrictions contained in Section A above, to the following described University organizations, groups, and individuals:
  1. Registered student organizations, in accordance with the “Regulations Governing the Use of University Facilities by Registered Student Organizations,” on file and available at the Dean of Students Office or the office of the Director of the Student Center.
  2. Members of the University faculty and staff, for extracurricular events related to their University duties; and
  3. Official alumni groups and similar University–related organizations, and colleges, schools, departments, and other units of the University, for events directly related to their purposes and in keeping with the University’s role as a educational institution.

The individual responsible for reserving a particular facility or area, or that individual’s designee, must be present when the facility or area is being utilized pursuant to the reservation.

- C. The following designations and accompanying regulations pertain to the use of specific categories of University facilities and areas for the purpose of conducting any demonstration, meeting, or assembly. All areas must be utilized in a lawful and orderly manner, and are subject to those restrictions contained in Section A above.
  1. Designated Unrestricted Areas: No reservation is required for utilization of the designated unrestricted areas listed below. However, in unusual circumstances reservation of a designated unrestricted area may be granted by the Vice President for Student Affairs, the Lexington Campus at the Vice Chancellor’s discretion.
    - a. Free Speech Area: The Free Speech Area is located west of the Student Center and Alumni Gymnasium and bounded by those two buildings,

Administration Drive, Limestone Street, and Euclid Avenue.

The Free Speech Area is available 24 hours per day when the University is officially in session and shall be made available to organizations and groups as defined above, as well to individual members of the University community. Sound amplification will be provided upon request during established operating hours of the Student Center, subject to 30 minutes prior notice necessary for proper hook-up and adjustment. The volume and direction of sound amplification equipment is under the supervision of the Director of the Student Center.

- b. Student Center Patio: The Student Center Patio is available during the established operating hours of the Student Center and when not previously scheduled by the Student Activities Board. Sound amplification will be provided upon request, subject to 30 minutes prior notice necessary for proper hookup and adjustment. The volume and direction of sound amplification equipment is under the supervision of the Director of the Student Center.
2. Restricted Areas: The following restricted areas may be utilized on a reservation-only basis:
    - a. Indoor facilities;
    - b. Intramural fields and other recreational areas;
    - c. Stadia and amphitheaters;
    - d. Parking lots;
    - e. Residential areas of the campus; and
    - f. Administration lawn.

A list of available University facilities and the offices responsible for reserving such facilities is appended hereto. Necessary forms for completion and specific procedures and regulations regarding the use of such facilities may differ from building to building or area to area; appropriate forms may be obtained from the person designated as responsible for reserving the specific facility or area listed.

3. Prohibited Areas: No unauthorized demonstration, meeting, or other assembly shall take place within or upon the following prohibited areas:
    - a. Chandler Medical Center and its adjacent grounds, sidewalks, and parking areas,
    - b. Maxwell Place and its adjacent grounds, sidewalks, and parking areas;
    - c. All streets and driveways utilized for vehicular traffic.
- D. Use or continued use of the above areas and facilities, as well as other meeting areas and facilities not designated above, for demonstrations, meetings, or other assemblies and gatherings shall be subject to the “Rule of Reason” i.e., subject to the judgment that the manner of use of the area is what could be expected of a reasonably prudent person. Thus, the use or continued use of any such areas may be denied if, for example, the activity blocks doorways, causes noise which interferes with classroom, office or other University activity, or presents an imminent threat of physical violence or destruction of property.

The responsibility for making such a determination and decision rests with the Dean of Students or the dean's designated representative. If the dean or the dean's designated representative believes that an area or facility is being improperly used or believes the users of the area are acting imprudently, the dean shall:

1. Warn the offending group or individuals that continued misuse will not be permitted;
2. Recommend alternative locations or means of expression;
3. Instruct the offending individuals or the assembled group to vacate the area;
4. Cite individuals or groups for violation of University regulations;
5. Request assistance of law enforcement officials; or
6. Any combination of (D1), (D2), (D3), (D4), and (D5).

Failure to comply with the directions of the Dean of Students or the dean's designated representative may result in charges of violation of the Code of Student Conduct, or of other University regulations in the case of non-student members of the University community, being placed by the dean against offending parties. Those failing to comply are also reminded that they may be found in violation of the law if so determined by a law enforcement official on the scene.

- E. Where numbers in excess of 20 are involved, authorized organizations, individuals, or groups as provided under Section B above may engage in parades and marches upon University property, provided a designated representative of the sponsoring organization, individuals or group meets with the Dean of Students and the Director of Public Safety, or their authorized representatives, at least one hour prior to the commencement of the parade or march. This meeting shall be for the purpose of agreeing upon an appropriate route which will not interfere with, impede or otherwise disrupt the normal functions and processes of the University, or otherwise interfere with the rights of others in their effective use of University facilities and property.
- F. Other than that being utilized for University-authorized and scheduled academic activities or other University-sponsored activities and with the further exception of those provisions for use of sound amplification equipment in designated areas specified in Section C above, the use of amplified sound equipment except bullhorns in any area of the University campus is prohibited unless a specific, written exception has been granted by the Dean of Students Office.

#### appendix-university facilities and responsibility for reservation thereof

FACILITY	RESPONSIBLE OFFICE
Agricultural Science Auditorium	Management Operations Office
Alumni Gymnasium	Director, Campus Recreation
Amphitheatre	Director, Student Center
Buell Armory	ROTC Office

Carnahan House Conference Center	Conferences and Institutes Office
Center for the Arts	Office of the Director
Concert Hall	
Reception Room	
Recital Hall	
Chemistry–Physics Building Auditorium	Office of University Registrar
Classrooms	Office of University Registrar
College of Business and Economics Building Auditorium	Office of University Registrar
College of Law Courtroom	Dean, College of Law
Complex Commons	Assistant Director of Programming for the Office of Residence Life
Guignol Theatre	Department of Theatre
Laboratory Theatre	Department of Theatre
Medical Center Auditorium	Office of Communications
Memorial Hall and Amphitheatre	Director, Student Center
Open Areas	Director, Student Center
Parking Lots and Parking Structures	Director, Student Center
Patterson Office Tower – 1st Floor Conference Rooms	Office of University Registrar
Patterson Office Tower – 18th Floor President’s Office	Vice President for Administration
Seaton Building	Director, Campus Recreation
Soccer Field	Director, Campus Recreation
Student Center	Director, Student Center
Taylor Education Building Auditorium	Associate Dean of Education
University of Kentucky Alumni Association Facilities	
Alumni House	Director, Alumni Association
University of Kentucky Athletic Association Facilities	
Commonwealth Stadium	Director, Administrative Services
Memorial Coliseum	

## Shively Sports Center

The possession and consumption of alcoholic beverages is controlled by Kentucky statutes, city ordinances, and University regulations. All members of the University community are expected to obey these laws and regulations. The University desires to provide an environment where alcohol consumption by underage students is neither encouraged nor made available and, further, to promote alcohol education and counseling programs. Consistent with this philosophy, the University expects compliance with the following regulations.

- A. Use of alcoholic beverages on University of Kentucky property must not violate state and local laws (see Appendix).
- B. Alcoholic beverages are not permitted in classrooms, laboratories, offices, other buildings where the public has access, and all outdoor areas of the campus.
- C. Alcoholic beverages are not permitted in undergraduate housing leased from and supervised by the University. This includes residence halls, Fraternities, Sororities, and the undergraduate section of Greg Page Apartments. The intent of this regulation is the promotion and maintenance of an environment conducive to study for its residents, the vast majority of whom are under twenty-one years of age.

Violation of this regulation may result in discipline under the Student Code of Conduct or termination of the housing contract, or both.

- D. House corporations which supervise Greek chapter houses on property leased from the University are expected to establish house rules consistent with civil law and University regulations and are responsible for ensuring compliance by house residents.

Violation of the terms of the lease and University regulations could result in termination of the lease from the University.

- E. Registered student organizations are expected to comply with University regulations and with state and local laws regarding the conduct of members and guests at all times. For social occasions, student organizations also are expected to abide by University guidelines for event planning published by the Dean of Students. During social events, student officers will be held accountable for compliance by members and guests. Violation of this regulation may result in discipline of the organization under the Student Code of Conduct or termination of student organization status.
- F. Alcoholic beverages are not permitted at University of Kentucky athletic events.
- G. Alcoholic beverages may not be sold, directly or indirectly, on University property.

(For purposes of clarification, the University of Kentucky Faculty Club, Inc. and Spindletop Hall, Inc. are private corporations which lease property from the University and which hold valid alcoholic beverage license. The facilities occupied by these corporations are places wherein alcoholic beverages may be sold.)

- H. Alcoholic beverages are permitted in graduate student apartments and houses, married student housing, and non–student residential housing, provided such use does not violate any law or University regulation.
- I. Alcoholic beverages are permitted in University facilities for private events with permission of the respective Chancellor or Vice President (or the administrator’s designee), provided such use does not violate any law or University regulation. Such request should be directed to the appropriate Chancellor or Vice President (or designee).

appendix

#### Kentucky Statutes Applicable to the Use of Alcoholic Beverages

1. It is unlawful for a person to sell, give, purchase, or procure any alcoholic beverage for anyone under twenty–one years of age. (See KRS 244.080)
2. It is unlawful for a person to possess or consume alcoholic beverages when under twenty–years of age. (See KRS 244.085)
3. It is unlawful for anyone under twenty–one years of age to misrepresent his or her age for the purpose of purchasing alcoholic beverages. (See KRS 244.085)
4. It is unlawful for anyone under twenty–one years of age to use or attempt to use any false, fraudulent or altered identification card, paper, or other document to purchase any alcoholic beverage. (See KRS 244.085)
5. It is unlawful for anyone to drink or be under the influence of any alcoholic beverage in public place(s). (See KRS 244.020)
  - a. “Public place” means a place to which the public or a substantial group of persons has access and includes but is not limited to highway and transportation facilities, schools, places of amusement, parks, places of business, play–grounds, and hallways and lobbies and other portions of apartment houses and hotels not constituting rooms or apartments designed for actual residence. (See KRS 525.010)
  - b. The Attorney General has written: A state university campus is a "public place" and the school buildings located thereon are public buildings, so that the drinking of alcoholic beverages on the campus or in the buildings is a violation of laws. (OAG 74–39)
  - c. The Attorney General also has written: A dormitory room on a state university campus is not a “public place” within the definition found in KRS 525.010. (OAG 87–11)
  - d. The Attorney General has written further: It must be remembered that this opinion does not concern or affect the landlord tenant relationship between state universities and their student dormitory residents. As landlords, state universities continue to have the authority to include as a term of the dormitory room rental agreement a prohibition as to or restrictions on the consumption of alcoholic beverages within the premises leased, even though the student resident may be 21 years or older. (OAG 87–11)

recordsmaintained

Various units at the University of Kentucky maintain records relating to students which fall into the following general categories:

1. Academic records from schools previously attended,
2. Scores of results on various standardized tests and interest/attitude inventories,
3. Degrees awarded,
4. Current academic work completed,
5. Grades and other faculty evaluations,
6. Applications for admissions,
7. Applications and other data relating to financial aid,
8. Applications for employment,
9. Class rolls,
10. Letters of recommendation,
11. Academic adviser notes,
12. Attendance data,
13. Biographical and identifying information (including name, social security number, sex, marital status, date of birth, residency and citizenship status, ethnic background, academic major and military status),
14. Medical data,
15. Current student status,
16. Accounts relating to fees,
17. Academic offenses,
18. Disciplinary offenses, and
19. Counseling records

The official academic records keeper at the University of Kentucky charged with maintaining information in categories (1) through (6), (9), (13), (15), and (16) is the University Registrar. Excepting accounts related to fees, this same information is distributed by the Registrar to the deans of the Colleges for their internal academic purposes. Additionally, the deans' offices maintain category (10) and (17) records.

Records in categories (4), (5), (9) and (15) may also be duplicated at the departmental level and in some cases category (11) and (12) records are maintained by the department.

The Dean of Students' Office is responsible for maintenance of category (18) and some category (19) records. This office also maintains some records in categories (10) and (13) and occasionally may have category (15) records.

In the Community College System, the President's Office is responsible for the maintenance of records in all categories although duplicates of some records are maintained in the Office of the Vice Chancellor for the Community College System and the Office of the University Registrar.

The Office of the Controller maintains the records in category (16). Category (14) records are maintained by the Student Health Services. The Counseling and Testing Center is primarily responsible for generating and maintaining the records in categories (2) and (19) and some records which would fall into category (14).

The Placement Service maintains category (1), (3), (4), (5), (8), (10) and (15) records relating to students using the Service.

The Office of Student Financial Aid and the Controller's Office have records in category (7).

All categories of student records for students in the College of Medicine are maintained in the Office of Student Services at the Medical Center.

The Colleges of Dentistry and Pharmacy maintain all categories of student records.

Other offices, such as the Office of Veterans Affairs and the Office of the Academic Ombud have records relating to certain students but these are generally duplicates of other records maintained elsewhere or are generated by the student.

accessto records

In general, the records maintained by the University are available only to the student, to University personnel with legitimate educational interests, to other institutions where the student is seeking financial aid and as provided by Section 164.283 of the Kentucky Revised Statutes. However, information may be released by the institution to appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or other persons. Records may also be furnished in compliance with a judicial order or pursuant to a subpoena or with the consent of the student. Students may inspect and review all records pertaining to them within 45 days of making request for same, except for (1) records created or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting or assisting in a professional capacity in connection with treatment of the student (except that the student may have these records reviewed by a physician or appropriate professional designated by the student), (2) financial records of the student's parents, (3) confidential letters and recommendations put in the files prior to January 1, 1975, (4) confidential recommendations relating to admission, applications for employment, or honors, if the student has waived his right to review such records. Where a particular record cannot be reviewed by a student without revealing confidential information relating to other students, the records custodian will inform the student, upon request, of the contents of the record pertaining to that student.

cost

With the exception of official transcripts, a charge of 10 cents per page will be made for reproducing copies of students' records which may be copied. Official transcripts from the Registrar's Office will be furnished for \$3 per copy for currently enrolled students, and \$4 per copy for former students. Official transcripts from the College of Medicine will be furnished for \$2 per copy and from the College of Dentistry for \$3 per copy. Copies of official transcripts issued by any other institution will not be provided.

proceduresfor challenge

A student who believes that any record maintained by the University pertaining directly to that student is inaccurate, misleading, or otherwise violative of the right of privacy of the student as provided by Title IV of Pub. L. 90–247, as amended, and Pub. L. 93–380 as amended by Senate Joint Resolution 40 (1974) may request a hearing before a panel of three persons appointed by the President of the University. The panel may direct that appropriate action be taken to correct, explain, or expunge the record challenged. Request for hearings should be addressed to the Office of Legal Counsel, Room 2, Administration Building, University of Kentucky, Lexington, Kentucky 40506.

#### directoryinformation

The University may release information without the student’s consent where the information is classified as directory information.” The following categories of information have been designated by the University as directory information: name, address, telephone listing, e–mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational institution attended by the student. Students who do not wish such information released without their consent should notify the Student Records Office in writing.

Direct questions concerning this law and the University’s policy concerning release of academic information to the Student Records Office, 257–8729.

#### notificationrights under ferpa for postsecondary institutions

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.

Note: FERPA requires an institution to make a reasonable attempt to notify the student of the records request unless the institution states in its annual notification that it intends to forward records on request.



## DIETETICS & HUMAN NUTRITION UNIVERSITY OF KENTUCKY



### UK DHN CP DI Supervised Practice Program Newsletter January 2013

#### Thank You for Serving as a Preceptor!!!

Thank you!!! Thank you for being an important participant in the culminating experience of a dietetics student's education: the supervised practice program. If you are an experienced preceptor and have previously supervised interns, you are aware of the rewards that they can bring to your professional life. If this is your first experience serving as a preceptor for UK DHN CP DI interns, an exciting opportunity awaits you. You are critical in the shaping of their future work habits and careers. It is such a fantastic opportunity to give back and support the future of the dietetics profession.

We are grateful for the mentoring you provide to our interns. Without you there would be no supervised practice program. Our interns have been waiting several years to put their academic knowledge to the test and you provide that environment to cultivate discovery and development. We have several goals for this upcoming supervised practice year. They are to:

1. Advance the intellectual and educational development of individuals beyond the undergraduate level in preparation for entry into the dietetics profession.
2. Enhance learning of individuals by facilitating intellectual inquiry and the application of knowledge.
3. Prepare individuals to become professionally competent through experiences in food systems management, medical nutritional therapy, and community dietetics.
4. Serve the health needs of Kentuckians in both metropolitan and rural areas.

Thank you for helping us to reach these goals by meeting the needs of our students. They are very excited to start this portion of their professional career. We trust that it is a positive experience for all. Please let us know if you have any questions or concerns as the supervised practice program gets underway.

#### IMPORTANT DATES

##### January 2013

- January 7 – 11 – Monday through Friday- Students are on campus for 1 week of class sessions and lab practicals.
- January 14- Monday - Students begin their first rotation.
- January 21- Monday- Academic Holiday

##### February 2013

- February 6 - Wednesday – Students on their CN (community nutrition) rotation should complete the mid-point evaluations
- February 15- Friday- Students on their MNT (medical nutrition therapy) or FSSM (food service systems management) rotation should complete the mid-point evaluations
- February 28 – Thursday – Kentucky Diabetes Network Diabetes Day at the Capitol

## Opportunity to earn 8 Free CEU's

### Updated! FREE!

#### Dietetics Preceptor Training Program

Course Description: The Commission on Dietetic Registration is offering this program to help preceptors of dietetics students prepare for and excel in their important role.

It includes 7 modules covering:

- Preparing for Your Role as Preceptor
- Planning for Student Learning
- Facilitating Student Learning
- Assessing Student Learning
- Communicating Effectively
- Managing Your Time
- Keeping Current

Please visit: <http://www.cdrcampus.com/login/index.php>

### Send us your pictures!

As you and your dietetic intern complete amazing presentations, develop new material, or test recipes- please send us your pictures!

We would love to have a great visual representation of all the wonderful events and projects that our interns have the opportunity to complete. Please send them to our CP/DI Assistant.



## Department of Dietetics and Human Nutrition Dietetic Internship and Coordinated Program Accreditation Process 2013

The DHN Dietetic Internship and Coordinated Program are both undergoing their 10-year accreditation review in April 2013. The review includes a self-analysis, a written self-study report, and an on-site visit by ACEND reviewers. Below is information provided from ACEND's website (<http://www.eatright.org/ACEND/>). There is also a page that answers commonly asked questions about ACEND that can be found at: <http://www.eatright.org/ACEND/content.aspx?id=63>.

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) is an autonomous accrediting agency for education programs preparing students to begin careers as registered dietitians or dietetic technicians, registered. Programs meeting the accreditation standards are accredited by ACEND.

### Mission

ACEND serves the public by establishing and enforcing eligibility requirements and accreditation standards that ensure the quality and continued improvement of nutrition and dietetics education programs that reflect the evolving practice of dietetics. ACEND defines educational quality as the ability to prepare graduates with the foundation knowledge, skills and/or competencies for current dietetics practice and lifelong learning.

### Vision

ACEND-accredited programs will be valued and respected for preparing competent professionals for entry-level and beyond.

### Goals

To achieve its mission and vision, ACEND established strategic goals. ACEND will:

- Demonstrate accountability to the public through the establishment and application of market responsive, rigorous standards that require programs to document academic quality and student achievement.
- Communicate clear ACEND expectations to assist programs in meeting quality accreditation standards.
- Enhance preparation for entry-level practice by requiring program self-examination to ensure quality improvement and planning for purposeful change.
- Encourage educational innovation and diversity in order to address evolving dietetics practice.
- Continually evaluate accreditation practices in order to maintain appropriate policies and procedures that ensure fair and consistent accreditation decisions.
- Provide opportunities for professional development and educational leadership.



## DIETETICS & HUMAN NUTRITION UNIVERSITY OF KENTUCKY



### Department of Dietetics and Human Nutrition Newsletter December 2012

#### Looking for Opportunities to Study Smarter or Prepare for the GRE?

Please see the **Spring Study Smarter Seminar and GRE Prep Course dates below.**  
For more information and to register, please visit our website at  
[www.uky.edu/AE](http://www.uky.edu/AE).

#### **Spring Study Smarter Seminar Dates**

Monday January 14th 2013, 05:00  
Tuesday January 22nd 2013, 05:00  
Monday February 4th 2013, 05:00

For questions about the Study Smarter Seminars please contact Kayla Johnson,  
Study Smarter Seminar Coordinator, [kmjo235@g.uky.edu](mailto:kmjo235@g.uky.edu)

#### **GRE Verbal Prep Course Dates**

GRE Verbal Prep Course Tuesday January 15th 2013, 05:00 PM  
GRE Verbal Prep Course Saturday February 9th 2013, 09:00 AM  
GRE Verbal Prep Course Tuesday February 12th 2013, 05:00 PM  
GRE Verbal Prep Course Saturday March 30th 2013, 09:00 AM

#### **GRE Math Prep Course Dates**

GRE Math Prep Course (Meets ONCE for 4 1/2 hours)  
Saturday January 26th 2013, 09:00 AM  
GRE Math Prep Course (Meets on Jan. 29 & Feb. 5 for 2 hours 15 min)  
Tuesday January 29th 2013, 05:00 PM  
GRE Math Prep Course (Meets on Feb. 23 & March 2 for 2 hours 15 min)  
Saturday February 23rd 2013, 09:00 AM  
GRE Math Prep Course (Meets on March 19 & March 26 for 2 hours 15 min)  
Tuesday March 19th 2013, 05:00 PM

For questions about the GRE Prep Course please contact Jennifer Cook, GRE Prep  
Course Coordinator, [jcook514@gmail.com](mailto:jcook514@gmail.com)  
University of Kentucky CP Program

#### IMPORTANT DATES

#### December 2012

- December 7 - Friday - Last day of classes
- December 10-14 - Monday through Friday - Final Examinations
- December 14 - Friday - December Commencement
- December 17, 2012 - Monday - First day of class for Winter Intercession and last day to add a class for the 2012-2013 Winter Intercession
- December 25-January 1 - Tuesday through Tuesday - Academic Holidays

#### January 2013

- January 7-8 - Monday and Tuesday - Opening-of-term add/drop for registered students
- January 8 - Tuesday - Last day a student may officially drop a course or cancel registration with the University Registrar for a full refund of fees
- January 9 - Wednesday - First day of classes
- January 15 - Tuesday - Last day to add a class for the 2013 Spring Semester
- January 15 - Tuesday - Last day to officially withdraw from the University or reduce course load and receive an 80 percent refund

**IMPORTANT- Dietetics Sophomores and Transfer Students**

Interested in applying to the Coordinated Program (Option B)? Students are able to apply for this option if they are currently in their second year (sophomore) of the dietetics program. This also applies to transfer students who have not yet started the 300 level DHN courses. A minimum GPA of 2.8 is required to apply. See below for additional information.

Applications for the Coordinated Program 2015 are due by midnight on **February 15<sup>th</sup>, 2013**.

If you have questions, please contact Liz Combs at [elmars2@uky.edu](mailto:elmars2@uky.edu).

**Summer 2013 Research Opportunity**

Harvard Forest is offering an exciting summer program for up to 30 undergraduate students to collaborate with scientists conducting ecological research.

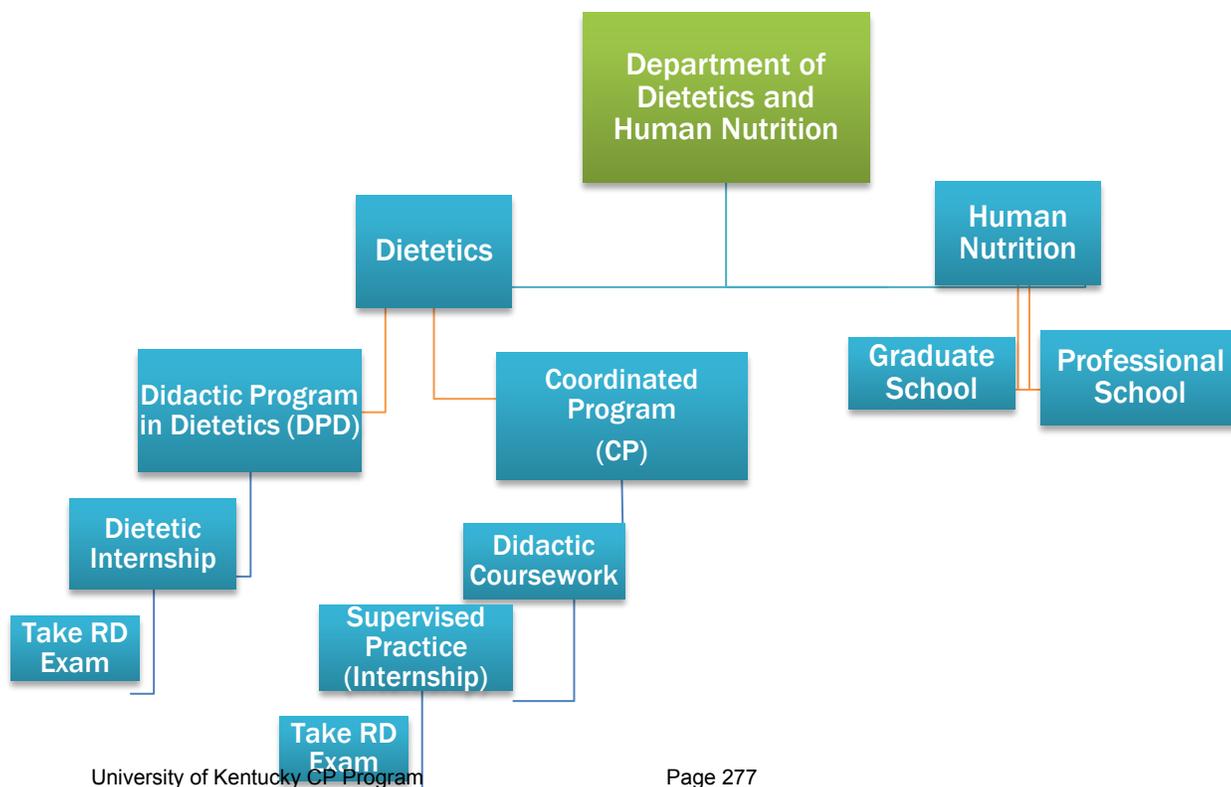
Please visit: <http://harvardforest.fas.harvard.edu>

**What Do All of the "Options" Mean for a Dietetics Major?**

**Option A is the Didactic Program in Dietetics, DPD.** A student must be a declared dietetics major in the Department of Dietetics and Human Nutrition to complete the DPD. Students must attain a grade-point average of **2.4** or above to progress into course work designated as major requirements. Successful completion of the DPD enables graduates to apply to an ACEND-accredited Dietetic Internship. Graduates of Option A may apply to any ACEND-accredited Dietetic Internship in the United States. Students must consider the highly competitive scenario in competing for acceptance into a Dietetic Internship. Upon successful completion of a Dietetic Internship students are able to take the RD exam.

**Option B is the Coordinated Program in Dietetics, CP.** The CP provides both the undergraduate coursework **and** an ACEND-accredited supervised practice component. Option B requires three semesters of didactic course work in the major requirements prior to beginning the 1,200 hour supervised practice program in the spring semester of the senior year.

The CP is a selective admission program. Admission to the University of Kentucky DHN Dietetics major does not guarantee admission to the Coordinated Program, CP. A limited number of students are admitted each year. Students are admitted during an application process in the spring semester prior to year three (junior year) of the dietetics program. Year three of the Dietetics Program is the beginning of the major course requirements (DHN 301, 311, 312). Students in the CP must successfully complete the didactic course work and supervised practice component to receive the B.S. in Dietetics. Upon successful completion of the course work and supervised practice component students are able to take the RD exam.





Department of Nutrition  
and Food Science  
203 Funkhouser Building  
Lexington, KY 40506-0054  
859 257-3800  
fax 859 257-3707  
[www.uky.edu](http://www.uky.edu)

March 1, 2012

Dear Name,

As Director of the UK NFS Coordinated Program I am pleased to offer you provisional acceptance into the 2014 Coordinated Program in Dietetics. This appointment is made with the provisions that you have successfully completed all pre-major requirements courses with a C or higher.

Coordinated Program students will be required to complete all program coursework, with the exception of the 800 level courses, which are the supervised practice courses, in three semesters. During the three semesters, students will be required to:

1. Maintain successful progress and completion of the courses of the Coordinated Program.
2. Maintain affiliate membership in the Academy of Nutrition and Dietetics, AND, Kentucky Dietetic Association, KDA, and the Bluegrass District Dietetic Association, BGDDA.
3. Maintain membership in the University of Kentucky Student Dietetic Association.
4. Attend a minimum of two Bluegrass District Dietetic Association meetings per school year, and the annual Kentucky Dietetic Association meeting during the Supervised Practice.
5. Participate in CP activities, including meetings, classes and volunteer activities.

Continuation in the CP program will be evaluated each semester on an individual basis. The students who have successfully progressed in the program will begin the supervised practice in January of 2014. The supervised practice will include rotations in foodservice systems management, medical nutrition therapy and community nutrition. Students will be expected to complete rotations statewide. Students will be eligible to participate in the May 2014 graduation ceremony, but diplomas will not be granted until conferred by the University Senate after successful completion of the supervised practice. The rotations will require registration in the first and second summer sessions during the 2013-2014 academic school year. The supervised practice commences with the end of the second summer session 2014.

After reviewing the above terms please respond in writing by March 9, 2012, regarding your decision to accept or to decline this appointment to the UK NFS Coordinated Program. Please attach as a Word document to an email or bring your letter in to 203 Funkhouser building. The NFS CP looks forward to having you in the program and wishes you well on your courses this coming fall.

Sincerely,

*Margaret E. Cook-Newell*

Margaret Ellen Cook-Newell, PhD, RD, LD, CDE, CN  
Director of Coordinated Program in Dietetics  
University of Kentucky

*An Equal Opportunity University*

On Sat, Jan 21, 2012 at 3:57 PM, Combs, Elizabeth L  
<liz.marshall@uky.edu<mailto:liz.marshall@uky.edu>> wrote:  
Hello,

It is wonderful that you are being so thorough with your application. I can certainly review your application with you this week. I am available on Monday between 1:30-5:00 or Tuesday 9:00-11:00 or 1:30-5:00. Please let me know if any of those times might work for you. Have a nice weekend.

Liz

---

From: Student  
Sent: Friday, January 20, 2012 11:23 PM  
To: Combs, Elizabeth L  
Subject: Re: CP Application Question

Hey Ms. Combs,

I hope you are having a good start to the semester! I wanted to ask you if I could meet with you to look over my CP application to ensure that I have the form filled out correctly. I know how you stressed in the meeting that it was important to have the application correctly filled out and I want to make sure everything is right! If you feel like I should ask Lila instead, because you are the director of the program that's fine too. I just thought I would ask you first, because you are my advisor. Just let me know and have a good weekend!

Thanks,  
student

On Mon, Jan 9, 2012 at 9:29 AM, Combs, Elizabeth L  
<liz.marshall@uky.edu<mailto:liz.marshall@uky.edu><mailto:liz.marshall@uky.edu<mailto:liz.marshall@uky.edu>>> wrote:

Hello,

My break was very restful; I hope you had a nice one too! As far as the application is concerned, you can read the 'hours worked' as either way- if it was a one-time experience then put 3 hours or if it was a weekly job then put 3 hours per week. The essay is mostly considered to be a cover letter. It explains the reasons behind why you want this opportunity and what you would do with your career as an RD.

Please let me know if you have ANY other questions. Thanks!

Liz Combs MS, RD, LD  
Academic Coordinator  
Nutrition and Food Science Department  
University of Kentucky

From: student  
Sent: Saturday, January 07, 2012 7:14 PM  
To: Combs, Elizabeth L  
Subject: CP Application Question

Hey Ms. Combs,

I hope you had a great Christmas break! I have been working on the CP application, but I had a few things I wanted to make sure I had completed correctly.

When the application asks for the "Hours Worked" in the Work Experience section, does it mean the total hours worked or average hours/week?

I'm also a little confused now about the essay. Is it a cover letter type of document or strictly an essay document? I have heard people calling it a cover letter, but I noticed on the application it was called an essay.

Anyways, I hope you enjoy these last couple of days before the semester starts up!

Thanks,  
student

**From:** Combs, Elizabeth L  
**To:** [Aleksevitch, Hannah M](#); [Brammell, Virginia L](#); [Dickens, Emily R](#); [Eby, Carmen H](#); [Farnsworth, Lila N](#); [Glisson, Nikki R](#); [Hall, Chelsea M](#); [Hinton, Kelsey L](#); [Johnson, Anna S](#); [Johnson, Baylee M](#); [Ludwig, Emily O](#); [Nichols, Kerstie T](#); [Papp, Amy L](#); [Saulnier, Matthew J](#)  
**Subject:** CP Meetings for Spring 2013 Semester  
**Date:** Monday, January 14, 2013 1:42:00 PM  
**Attachments:** [image003.png](#)

---

Hello All,

Welcome back! I hope that your first week of classes went well. I'm sure that many of you are excited for some of your major courses, especially medical nutrition therapy.

After looking at your schedules for the semester, I believe that the best time for our meetings will be Tuesday afternoons at 1:00 PM. The current dates for our three meetings will be:

February 12<sup>th</sup> at 1:00 PM

March 5<sup>th</sup> at 1:00 PM

April 16<sup>th</sup> at 1:00 PM

Please let me know as soon as possible if you have an academic conflict with any of these three meetings. I look forward to seeing you all soon!

Liz Combs MS, RD, LD  
Academic Coordinator and Coordinated Program Director  
Department of Dietetics and Human Nutrition  
University of Kentucky  
204 Funkhouser Building  
859-257-9209



## 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.

#### Narrative:

##### Guideline 16.1

The DHN departmental faculty consists of thirteen full-time resident faculty members, of whom three have attained the rank of full professor, three are associate professors, three are assistant professors, two are lecturers and one is a senior lecturer. Four of these faculty members are also considered to be nutrition cooperative extension specialists including, the interim department chair. Ten faculty members hold the R.D. credential, and currently twelve faculty members hold a doctoral degree. All DHN faculty members interact with the CP, either as professors, research mentors, advisors, or preceptors.

The academic coordinator, who is an RD with a Masters in Dietetics Administration and is pursuing an Ed.D in Health Promotion, also has some teaching responsibilities. All faculty members at some point interact with the learning of the CP students either as professors, Preceptors or research mentors. Faculty members are accessible to students for advising and assistance with the job search process. See the complete list of faculty who teach classes within the CP below.

The University of Kentucky is accredited by the Southern Association for the Accreditation of Colleges and Universities and all faculty members must meet the institution's criteria for appointment. Details involving UK's criteria for appointment may be found at <http://www2.ca.uky.edu/deanadmin/faculty/appointments> and may also be found in Appendix 16-01. A list of the DHN faculty who teach required courses, the courses they teach and a description of their expertise is shown below. Copies of CVs of the faculty will be available on site.

Preceptors also meet the standards for community preceptors for UK. There are 60 dietitians, 16 certified dietary managers, and two licensed nurses who serve as community faculty. Each community faculty is qualified and experienced in their specialty area. See the table below for their qualifications and areas of expertise. Based on student and alumni comments on surveys and qualifications submitted during recruitment, DHN faculty and preceptors are very knowledgeable and have expertise in the areas in which they teach/mentor. One area of strength of the program is certainly its strong, diverse pool of DHN faculty members and experienced preceptors. The preceptor evaluation form can be found in Appendix 16-02 and actual preceptor evaluations may be viewed on-site.

##### Guideline 16.2.c

DHN faculty members follow University of Kentucky's policies and procedures for conducting performance evaluations. Administrative Regulation 3:10 can be found at: <http://www.uky.edu/regs/files/ar/ar3-10.pdf>. The University of Kentucky believes that evaluation of faculty performance is of utmost importance and that evaluation is an effective means of improving performance and motivating faculty.

For the CP, DHN faculty and preceptors are annually reviewed by students at the end of the SPP. Student evaluations of courses and faculty members are integral to the University system so those evaluations also factor into the internal evaluation process. Data from the Preceptor evaluations are used to decide whether the community faculty member will continue to mentor students and determine if the experiences at the facility provide opportunities for the student to achieve the required competencies. Some formative evaluation takes place on an individual level. When issues arise, they are often related more to personality interactions than expertise. In situations where the program director feels the student's learning will be compromised, the student will be moved to another facility to continue the rotation. Whenever possible, the CP director considers the teaching style of the preceptor and the learning style of the student when placements are made. Evaluation summaries of Preceptors and facilities are available on site for review. An example of a preceptor evaluation is below. It includes an entire year of averaged scores and comments for community nutrition preceptors:

Supervisor Characteristics	Scale of 1-5 (with 5 being the highest)
Broad knowledge of particular discipline	4.818182
Interested in student's personal and professional attitude and progress	4.636364
Professional Manner	4.818182
Demonstrated ability to plan and organize	4.727273
Demonstrated ability to listen	4.818182
Demonstrated flexibility, impartiality, patience, and tolerance towards students and his/her short comings	4.727273
Communicated effectively	4.818182
Gave constructive and critical analysis of principle/theory of subject matter	4.727273
Treated student with respect and recognized the individuality of each student	4.909091
Provided student with opportunity to develop personal goals within area of study	4.545455
Provided orientation to facility	4.636364
Activities performed appropriate for level of preparation	4.727273
Level of supervision allowed for individual difference	4.818182
Provided with feedback on performance	4.545455
Allowed to express ideas and ask questions	4.818182
Personnel helpful and supportive	4.727273
Environment stimulating and conducive to learning	4.545455
Offered opportunities for personal growth	4.636364
Encouraged problem solving approach to patient care/food service management activities	4.625
Made resource material and additional information accessible to students	4.727273
Experience was challenging and rewarding	4.636364

Comments:

<p>1. How could the program better meet the needs of the students at this facility?</p> <ul style="list-style-type: none"> <li>• Intern placed here would need to be a self-starter as there is a lot of office time.</li> <li>• This rotation could be 10 weeks.</li> <li>• Focus more on CN rather than MNT. More CN activities and outreach, some days did not have much to do because preceptor was very busy.</li> <li>• Would have like to work with WIC, could arrange to spend some time with a WIC facility.</li> <li>• Could shadow coding desk workers to see more of insurance matters.</li> <li>• Could do more collaboration with community programs like the health department</li> <li>• Provide more hands on experiences, rotation met all the needs and was beneficial.</li> </ul>
---

<p>2. Strengths of the experience</p> <ul style="list-style-type: none"> <li>• Weight loss matters leadership, nutrition consults, diversity of client experience, great co-workers, networking</li> <li>• Preceptor is very involved and knowledgeable, learned to conduct motivational interviewing and deal with cultural differences</li> <li>• Preceptor felt it was important to know the</li> </ul>	<p>3. Weaknesses of the experience</p> <ul style="list-style-type: none"> <li>• There were a lot of no-show appointments</li> <li>• Would encourage doing extension during the busiest times of the year</li> <li>• Little WIC exposure or counseling follow-up</li> <li>• There are great ideas but limited funds to put together an action plan</li> </ul>
--	--

<ul style="list-style-type: none"> <li>• audience and was eager to show intern around</li> <li>• Preceptor provided assignments to further understanding of cancer</li> <li>• Preceptor gave constructive criticism and was challenging, learned a lot about extension, able to work independently</li> <li>• Welcoming environment, corporate wellness activities, research participation, learn about oral health connection, work with other professionals,</li> <li>• Got a wide variety of experiences in different federal programs, the preceptor was energetic and encouraging, developed independence, professional writing skills, and presentation skills, working with the nutrition educator to give presentations to the public.</li> </ul>	<ul style="list-style-type: none"> <li>• Would like more collaboration with other programs like WIC or extension</li> <li>• Mostly desk work, a lot of down-time</li> </ul>
---	---

4. Additional Comments
<ul style="list-style-type: none"> <li>• Intern was hired here upon completion of the internship.</li> <li>• Preceptor was very encouraging and should be used again.</li> <li>• Preceptor was very kind and professional, excellent rotation.</li> <li>• I wish everyone could have this person as a preceptor.</li> </ul>

Guideline 16.3.a

New DHN faculty, preceptors and teaching assistants are provided direct information and written information on the program. Newsletters, the program handbook, the DHN preceptor handbook, and one-on-one and group conversations are used to communicate the mission, goals and educational philosophy to program stakeholders. In addition to direct training, the CP website is also a source of information for preceptors and faculty members. New faculty members also receive one-on-one training for academic advising by the department's academic coordinator. They are also provided with an advising handbook that was created in 2011 and updated on an annual basis. The DHN Preceptor Handbook can be found in Appendix D and an example of a preceptor newsletter is located in Appendix 15-02.

Guideline 16.3.b

Preceptor recruitment happens throughout the year. When a prospective Preceptor is identified the director contacts them to discuss their willingness to serve the dietetics profession in this capacity. The prospective faculty member is then sent an invitation and an assessment that helps determine the individual's values regarding dietetic education. The next step is for the program to send information about the program and its students.

The relationship with a new preceptor frequently begins the year before they actually receive a student so communication can be established and training materials can be distributed to give the new Preceptor time to become oriented to the program requirements. Training takes many forms including written information, face-to-face meetings, and group training sponsored by AHEC. Group sessions are not well attended as community faculty are spread across the state and the transportation cost of attending these sessions continues to rise despite the fact that AHEC provides accommodations at the meeting location and most meals.

Preceptor orientation is completed by conference calls, emails and visits from DHN faculty. Orientation materials are first sent to the new community faculty and are then followed up with a call or visit. Orientation materials are also included in the Preceptor Handbook. The preceptor training link from NDEP is also circulated.

A main strength of the program is the recently created Preceptor Handbook. The handbook is a concise resource for Preceptors and their facilities to reference regarding program policies and procedures, evaluation methods, and other important issues. Also, regular preceptor newsletters that come from the program director were also recently established as an up-to-date communication method. The newsletters serve as a way to directly communicate continuing education opportunities to preceptors in a timely manner.

The program team stays in contact with preceptors in a variety of ways. Emails and letters are exchanged regularly to share information about immediate issues and any program changes. The relationship with preceptors is a close one-on-one relationship with the program and DHN faculty. Often preceptors are graduates of UK. This creates a strong identity for the program and keeps preceptors engaged with the students and the department.

Preceptor training is still considered a weak area for the CP. The program traditionally had good numbers of Preceptors attend yearly group training. However, each year results in smaller groups in attendance. Most community faculty request that training materials be sent to them or available on the web. Most facilities have worked with the program for ten years and more and have an ingrained institutional culture that understands mentoring students. Their systems have proven to be successful over the years and new staff members are integrated smoothly. So while this poses a problem for DHN Preceptor training, it does not hinder student achievement of the competencies. To address this problem, over the next two years, the CP hopes to increase preceptor participation to 90% in the CE Central Training provided by the University of Kentucky for Community Faculty. The program team is also working on developing a series of training modules for Preceptors on topic areas specific to dietetics.

The program also has a plan to develop a system to track how many preceptors have used the NDEP training link. The aim is to provide preceptors with opportunities to gain professional development. An objective is to require verification of the NDEP training as part of the requirements for preceptor orientation.

Guideline 16.1 and Guidelines 16.2.a and 16.2.b

<b>Faculty Member</b>	<b>DPD Course(s) Taught</b>	<b>Site of Terminal Degree and Areas of Interest</b>
<b>Ingrid Adams, PhD, RD, LD</b>	DHN 403 - Community Nutrition	Ph.D. Iowa State University in <i>Nutritional Sciences and Family &amp; Consumer Sciences Education</i> Designing and evaluating interventions related to weight management and physical activity, as well as critical thinking and decision making
<b>Kwaku Addo, PhD</b>	DHN 101: Human Nutrition and Wellness DHN 304: Experimental Foods DHN 591: Special Problems in Foods and Nutrition	Ph.D. Washington State University <i>Food Science &amp; Human Nutrition</i> Cereal chemistry with emphasis on new food product development, enzyme-catalyzed wheat-muscle protein interactions and Rheology
<b>Sandra Bastin, PhD, RD, LD, CCE</b>	DHN 342- Quantity Food Production	Ph.D. University of Kentucky <i>Food Science</i> Food systems from farm to table
<b>Dawn Brewer, PhD, RD, LD</b>	DHN 101-Human Nutrition and Wellness DHN 212- Introductory Nutrition DHN 301- Dietetics Practice DHN 312- Nutrition and Wellness in the Lifecycle	Ph.D. University of Georgia <i>Foods and Nutrition</i> Obesity-focused research in public health, clinical, community and basic science settings
<b>Ching Chow, PhD</b>	DHN 408G- Seminar in Food and Nutrition	Ph.D. University of Illinois, Urbana, Illinois <i>Nutritional Sciences</i> Role of nutrients in antioxidant defense.

<b>Elizabeth Combs, MS, RD, LD</b>	DHN 480- Dietetics Pre-Professional Practice DHN 800- Nutrition in the Life Cycle Practicum DHN 808-Community Nutrition II: Supervised Practice DHN 810- Medical Nutrition Therapy I: Supervised Practice DHN 812-Food Service Systems Management I: Supervised Practice DHN 814- Food Service Systems Management II: Supervised Practice DHN 816- Medical Nutrition Therapy II: Supervised Practice	M.S. University of Kentucky <i>Dietetic Administration</i> Food Security and Childhood Obesity Parenting Styles and Childhood Weight Status
<b>Hazel Forsythe, PhD, RD, LD, CFCS</b>	DHN 101 - Human Nutrition and Wellness DHN 212 - Introductory Nutrition DHN 518 - Evaluation of Dietetic Practices	Ph.D. Oklahoma State University <i>Home Economics</i> Maternal and Child Nutrition with special emphasis on children with developmental disorders including autism
<b>Lisa Gaetke, PhD, RD, LD</b>	DHN 512- Medical Nutrition Therapy 1 DHN 517- Medical Nutrition Therapy 2	Ph.D. University of Kentucky <i>Nutritional Sciences</i> Environmental contaminants
<b>Alison Gustafson, PhD, MPH, RD, LD</b>	NFS 474 - Research in Nutrition: Theory NFS 475 - Research in Nutrition: Applications NFS 403 - Community Nutrition	Ph.D. University of North Carolina at Chapel Hill <i>Nutrition Epidemiology</i> Food environment as a distal determinant in obesity among rural populations and chronic disease prevention
<b>Bernhard Hennig PhD, RD</b>	DHN 311- Nutritional Biochemistry	Ph.D. Iowa State University in <i>Nutritional Sciences</i> Utilization of tissue culture model systems in the study of nutrition and atherosclerosis, with emphasis in the role of nutrients on biochemical and molecular mechanisms of vascular endothelial cell function, injury and protection.
<b>Stephen Perry, MS, RD, LD</b>	DHN 101- Human Nutrition and Wellness DHN 241- Food Service Sanitation DHN 302- Principles of Food Preparation DHN 340- Institutional Purchasing DHN 346- Human Resource Management	M.S. University of Kentucky <i>Dietetics &amp; Hospitality Management Administration</i> Teaching and advising
<b>Tammy Stephenson PhD</b>	DHN 101- Human Nutrition and Wellness DHN 212 - Introductory Nutrition DHN 304 - Experimental Foods DHN 315 - Nutrition Issues in Physical Activity DHN 510 - Advanced Nutrition	Ph.D. University of Kentucky <i>Nutritional Sciences</i> Promoting and mentoring undergraduate research, sports nutrition, and vegetarian diets and soy foods

<b>Kelly Webber, PhD, MPH, RD, LD</b>	DHN 101- Human Nutrition and Wellness DHN 514- Dietetics: Counseling and Communication	Ph.D. The University of North Carolina at Chapel Hill <i>Nutrition</i> Motivational factors related to weight loss and maintenance in adults
---------------------------------------	---	---

<b>Community Faculty Member</b>	<b>Title</b>	<b>Facility</b>	<b>Rotation</b>
<b>J Rogers</b> <a href="mailto:j.rogers@uky.edu">j.rogers@uky.edu</a>	General Manager	UK Dining Services 19 Donovan Dr. Lexington, KY 40509-0071	FSSM
<b>Mudita Arora, MSc, MS, RD, LD</b> <a href="mailto:mudita.arora@uky.edu">mudita.arora@uky.edu</a>	Assistant Director of Patient & Clinical Services	UK Samaritan Hospital 310 S. Limestone St, Lexington, KY 40508	FSSM and MN
<b>Angie Chadwell, RD</b> <a href="mailto:achadwell@emrhc.org">achadwell@emrhc.org</a>  <b>MN- Bridgett Hagan RD, LD</b> <a href="mailto:BWheeler@emrhc.org">BWheeler@emrhc.org</a>  <b>FSSM- Mark Fluty and Mike Wilson</b> <a href="mailto:mfluty@emhealth.org">mfluty@emhealth.org</a> , <a href="mailto:mwilson@emrhc.org">mwilson@emrhc.org</a>	Clinical Dietitian  Dietary Manager	Ephraim McDowell 217 South 3rd St. Danville, KY 40422	FSSM and MN
<b>Vickie Wells RD</b> <a href="mailto:Vickie.Wells@bath.kyschools.us">Vickie.Wells@bath.kyschools.us</a>	Food Service Coordinator	Bath Co. Food Service	FSSM
<b>Jara Bauer, RD, LD</b> <a href="mailto:jbauer@hmhosp.org">jbauer@hmhosp.org</a>	Dietary Manger	Harrison Memorial Hospital 1210 Ky. Highway 36 East Cynthiana, KY 41031	FSSM and MN
<b>MN- Mary Anderson RD, LD</b> <a href="mailto:maryand@ulh.org">maryand@ulh.org</a>  <b>FSSM- J. Bryan Hagan</b> <a href="mailto:bryanHa@ULH.org">bryanHa@ULH.org</a>	Director, Clinical Nutrition Services University of Louisville Hospital  Dietary Manager	University of Louisville Hospital 530 South Jackson St. Louisville, KY 40202	FSSM and MN
<b>Cathy Gill RD, LD, CDE</b> <a href="mailto:cgill@tjsamson.org">cgill@tjsamson.org</a>	Director of Nutritional Services	T.J Samson Community Hospital 1301 North Race St. Glasgow, KY 4214	FSSM and MN
<b>Julia O. Bauscher, SNS</b> <a href="mailto:julia.bauscher@jefferson.kyschools.us">julia.bauscher@jefferson.kyschools.us</a>	Director, School and Community Nutrition Services	Jefferson Co. School and Community Nutrition Service 3001 Crittenden Dr. Louisville, KY 40209	FSSM

<b>Amanda Goldman, MS, RD, LD</b> <a href="mailto:goldmaa@sjhlex.org">goldmaa@sjhlex.org</a>  <b>Whitney Sanders RD, LD</b> <a href="mailto:sandersw@sjhlex.org">sandersw@sjhlex.org</a>	Director of Nutritional Services	St Joseph Health Care One Saint Joseph Drive Lexington, KY 40504	FSSM
<b>Rusty Pickard</b>	Dietary Assistant Director	Frankfort Regional Medical Center	FSSM
<b>Renee Waggoner, RD, LD</b> <a href="mailto:rwaggoner@lourdes-pad.org">rwaggoner@lourdes-pad.org</a>	Chief Dietitian, Clinical Services	Lourdes Hospital	FSSM and MN
<b>Sylvia Moore MS, RD</b> <a href="mailto:sylvia.moore@mercerc.kyschools.us">sylvia.moore@mercerc.kyschools.us</a>	Nutrition and Food Service Director	Mercer County School System	FSSM
<b>Amit Mehta</b> <a href="mailto:Mehta-amit@aramark.com">Mehta-amit@aramark.com</a>  <b>FSSM- Derek Helderma</b> <b>MN- Lisa Stanek RD, LD</b>	Clinical Nutrition Manager	St. Mary & Elizabeth Hospital 1850 Bluegrass Ave Louisville, KY 40215	FSSM and MN
<b>Elizabeth Menke, RD, LD</b> <a href="mailto:elizabeth.menke@kenton.kyschools.us">elizabeth.menke@kenton.kyschools.us</a>	Director, Student Nutrition Services	Kenton County Public Schools 1055 Eaton Drive Fort Wright KY	FSSM
<b>Tina Dawes</b> <a href="mailto:Christina.dawes@kindredhealthcare.com">Christina.dawes@kindredhealthcare.com</a>	Nutrition Services Manager	Winchester Rehab Center	FSSM
<b>Jodi Floyd, MS, RD, LD, CDE</b> <a href="mailto:Jodi_Floyd@bshsi.org">Jodi_Floyd@bshsi.org</a>	Manager of Clinical Dietetics	Our Lady of Bellefonte Hospital	MNT
<b>Stephanie Rizzo, RD, LD</b> <a href="mailto:srizzo@5sqa.com">srizzo@5sqa.com</a>	Dietitian	Lafayette Country Place 700 Mason Headley Lexington, KY 40504	MNT
<b>Jean H. Jones, MS, RD, LD, CDE</b> <a href="mailto:jhjones@st-claire.org">jhjones@st-claire.org</a>	Manager, Clinical Nutrition Services	St. Claire's Hospital	MNT
<b>Laura Hansen RD</b> <a href="mailto:lhansen@arh.org">lhansen@arh.org</a>	Dietitian	Appalachian Regional Medical Center	MNT
<b>Brenda Richardson MA, RD, LD, CD</b> <a href="mailto:brichardson@dietaryconsultants.com">brichardson@dietaryconsultants.com</a>	Chief Operations Officer	Dietary Consultants Inc. 229 Churchhill Drive Richmond KY 40475	MNT

<b>Amy Dennison RD, LD</b> amyl.dennison@ky.gov	Director of Nutrition Services	Hazelwood Center 1800 Bluegrass Avenue Louisville KY 40215	MNT
<b>Kathy Reynolds RD, LD</b> kathy.reynolds@hcahealthcare.com	Clinical Nutrition Manager	Frankfort Regional Medical Center	MNT
<b>Jessica Coffie MS, CN</b> jessica.coffie@commaction.org	Health and Nutrition Specialist	Community Action Council 913 Georgetown Street Lexington KY 40511	CN
<b>Janet Tietyen Mullins, Ph.D., R.D., L.D.</b> jtietyen@EMAIL.UKY.EDU	Associate Extension Professor	University of Kentucky, Department of Dietetics and Human Nutrition	CN
<b>Nancy Hiner RD, LD, CDE</b> nancyg.hiner@ky.gov	Registered Dietitian, Community Education Department	Lexington-Fayette County Health Department	CN
<b>Jackie Walters MBA, RD, LD</b> Jackie.Walters@uky.edu	Cooperative Extension Specialist	UK Extension Office	CN
<b>Julie Steber RD, LD, CDE, CLC</b> JulieM.Steber@ky.gov	Nutritionist II	Boyle County Health Center 448 S. Third St. P.O. Box 398 Danville, Kentucky 40422	CN
<b>Susan M. Lundin, RD, LD</b> smlund2@email.uky.edu	Clinic Manager	Kentucky Clinic Dentistry A-219 Kentucky Clinic Lexington, KY 40536-0284	CN
<b>Joyce Ellis, RN</b> Joyce.ellis@scott.kyschools.us	Health Services Co-Ord	Scott County Family Resource	CN
<b>Rosie Allen MS</b> rosie.allen@uky.edu	County Extension Agent for Family and Consumer Sciences	UK Gallatin Co Extension Gallatin Co. CES P.O. Box 805 Warsaw, KY 41095-0805	CN

<b>Mechelle Coble MS, RD, LD, CDE</b> <b>Mecheller.Coble@ky.gov</b>	Dietitian and Diabetes Educator	Lincoln Trail District Health Dept 108 New Glendale Road, P.O. Box 2609, Elizabethtown, KY 42702.	CN
<b>Elaine Russell MS, RD, LD</b> <b>elaine.russell@ky.gov</b>	Kentucky Department for Public Health, Obesity Prevention	KY Dept Health Promotion Obesity Prevention Program 275 Main Street HS1 E-E Frankfort 40621	CN
<b>Ingrid K. Adams PhD, RD, LD</b> <b>ingrid.adams@uky.edu</b>	Assistant Extension Professor	University of Kentucky, Department of Dietetics and Human Nutrition	CN
<b>Diane Sprowl, MEd, RD, LD</b> <b>diane.sprowl@barrenriverhealth.org</b>	Community Health Improvement Branch Director	Barren River District Health Dept 1109 State St. PO Box 1157 Bowling Green, KY 42102	CN
<b>Michelle Eckhart RD, LD</b> <b>Michelle.Eckhart@jhsmh.org</b>	Manager, Jewish Diabetes Care and Employee Health & Wellness	Jewish Diabetes Care 100 E. Liberty Street, Suite 201 Louisville KY 40202	CN
<b>Martha Perkins, MS</b> <b>Martha.perkins@uky.edu</b>	Bath County Family and Consumer Sciences Extension Agent	Bath County Extension Office 2914 East Highway 60, Owingsville, KY 40360	CN
<b>Merritt Bates Thomas RD, LD, CLC</b> <b>merritt.thomas@ky.gov</b>	Nutrition Services Coordinator	Green River District Health Dept. 1501 Breckinridge Street Owensboro, KY 42303	CN
<b>Teresa Smith MS, RD, LD</b> <b>tsmith1@bhsi.com</b>	Director, Central Baptist HealthwoRx	Central Baptist HealthwoRx 161 Lexington Green Circle	CN

		Lexington, KY 40515	
<b>Karen Bryla McNees EdD, RD</b> k.brylamcnees@uky.edu	Dietitian	UK Health and Wellness 116A Seaton Center, Lexington, KY 40506	CN
<b>Rachel Holt Miller, MS, RD, LD</b> holtrc@gmail.com	Dietitian Registered Senior	UK Markey Cancer Center 800 Rose Street Lexington KY	CN
<b>Lori Williams MS, RD, LD</b> lori.williams@louisvilleky.gov and	Nutrition Supervisor	Louisville Metro Health Dept. 400 E Gray St Louisville, KY 40202	CN
<b>Kelly Webber PhD, RD, LD</b>	Assistant Professor	University of Kentucky, Department of Dietetics and Human Nutrition	CN

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

**3. 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**

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.

# **Standard 16 Appendix**



UNIVERSITY OF  
**KENTUCKY**  
 Regulations

## Administrative Regulation 2:9

Responsible Office: Provost

Date Effective: 6/8/2010

Supersedes Version: 7/1/2008

# Lecturer Series Faculty

## Major Topics

---

[Appointment](#)

[Non-renewal of a Rolling Contract](#)

[Criteria for Appointment, Reappointment, Promotion, and Faculty Performance Review](#)

[Periodic Course Reduction](#)

[Conditions of Employment](#)

## I. Introduction

---

Lecturer Series faculty employees are professionally qualified teachers hired for a fixed term. Lecturer Series faculty employees do not have the same responsibilities and professional obligations as faculty in Regular, Special, Extension or Librarian Title Series. Lecturer Series appointments shall not be made when appointment in a tenure-eligible title series is appropriate. The Lecturer Series is comprised of two academic ranks: Lecturer and Senior Lecturer.

## II. Appointment

---

Appointment, reappointment, non-renewal of appointment, and terminal reappointment in the Lecturer Series are subject to the following conditions:

- A. The dean makes the final decision on initial appointment, reappointment, non-renewal of appointment and terminal reappointment of Lecturer Series faculty employees at the rank of Lecturer. The dean shall notify the faculty employee in writing and send a copy of the notification to the educational unit administrator (see AR 2:1-1, Appendix III).
- B. The Provost makes the final decision on initial appointment at the rank of Senior Lecturer upon recommendations of the educational unit administrator and the dean without reference to an Academic Area Advisory Committee. Prior to making a recommendation to the Provost on initial appointment at the rank of Senior Lecturer, the dean shall obtain the written advice of the college advisory committee on promotion, appointment, reappointment, and tenure (AR 2:1-1, Section VII.B). The final action of the Provost shall be communicated in writing to the dean. The dean shall notify the faculty employee in writing of the Provost's decision and send a copy of the notification to the educational unit administrator. The dean makes the final decision on reappointment, non-renewal of appointment and terminal reappointment of Lecturer Series faculty employees at the rank of Senior Lecturer. The dean shall notify

the faculty employee in writing and send a copy of the notification to the educational unit administrator (see AR 2:1-1, Appendix III).

- C. The tenured and tenure-eligible faculty of an educational unit (department, school without departments, graduate center or college without either departments or schools) that employs faculty employee(s) in the Lecturer Series, shall establish by majority vote the maximum number or percentage of Lecturer Series faculty that may be employed by the unit. The number shall be documented in the rules of the unit and shall only be changed by majority vote of the tenured and tenure-eligible faculty of the unit.
- D. Initial appointment at the rank of Lecturer or Senior Lecturer shall not exceed two (2) years. Notification of non-renewal of appointment at the end of the first year of service shall be given no later than March 1 if the appointment expires at the end of that academic year or three months in advance if the one-year appointment terminates during the academic year.
- E. After the first year of service, and until such time that a rolling contract is offered (see subsections 3 & 6 below), notification of the decision to offer a terminal reappointment shall be given to Lecturer Series faculty employees at least twelve (12) months before expiration of the appointment.
- F. Reappointment reviews shall be conducted in accordance with the policies and procedures prescribed in AR 2:1-1 and its accompanying appendices (AR 2:1-1 Appendices I & II).
- G. After the unit administrator has completed the reappointment review of a faculty employee in his or her fourth year of continuous full-time service at the rank of Lecturer, the educational unit administrator shall recommend to the dean either:
  1. An offer to the faculty employee of a 2-year rolling contract (i.e., a two-year notice before any potential termination of employment), subject to the conditions stated in Section III below; or
  2. An offer to the faculty employee of a terminal reappointment contract for a fifth and final year of employment. The dean shall make the final decision to either approve the unit administrator's recommendation and offer a terminal reappointment to the faculty employee, or to disapprove the recommendation and offer a reappointment. The dean shall notify the faculty employee in writing of the decision and send a copy of the notification to the educational unit administrator (see AR 2:1-1, Appendix III).
- H. After the unit administrator has completed the reappointment review of a faculty employee in his or her fourth year of continuous full-time service at the rank of Senior Lecturer, the educational unit administrator shall recommend to the dean either:
  1. An offer to the faculty employee of a 3-year rolling contract (i.e., a three-year notice before any potential termination of employment), subject to the conditions stated in Section III below; or
  2. An offer to the faculty employee of a terminal reappointment contract for a fifth and final year of employment. The dean shall make the final decision to either approve the unit administrator's recommendation and offer a terminal reappointment to the faculty employee, or to disapprove the recommendation and offer a reappointment. The dean shall notify the faculty employee in writing of the decision and send a copy of the notification to the educational unit administrator (see AR 2:1-1, Appendix III).
- I. The assignment period for Lecturer Series faculty employees may be on a nine-month, ten-month, eleven-month, or twelve-month basis.

### III. Non-renewal of a Rolling Contract

---

A. Lecturer Series Faculty Employees at the Rank of Lecturer

1. In the event that a faculty employee at the rank of Lecturer is assigned a composite rating of unsatisfactory on an annual faculty performance review (see AR 3:10), the unit administrator shall not recommend the renewal of the faculty employee's rolling contract. After informing the appropriate unit faculty members (see AR 2:1-1 Appendix I), the unit administrator shall recommend to the dean that the faculty employee be offered a two-year reappointment contract without the provision for a rolling contract. The dean shall make the final decision on whether the two-year reappointment includes a rolling contract. The dean shall notify the faculty employee of the final decision in writing and send a copy of the notification to the unit administrator.
2. At any time in the two-year duration of a reappointment contract without a rolling contract, but with sufficient time to ensure that the faculty employee is notified of the final decision of the dean no later than the last day of the reappointment contract, the unit administrator shall recommend to the dean one of the three actions enumerated below. The unit administrator shall consult with the appropriate faculty (see AR 2:1-1 Appendix I) and, where prescribed in Appendix I, obtain written judgments from those faculty. The recommendation of the unit administrator shall be limited to one of the following actions:
  - a. An offer to the faculty employee of a 2-year rolling contract (i.e., a two-year notice before any potential termination of employment), subject to the conditions stated in Section III.A.1 above;
  - b. An offer to the faculty employee of a terminal reappointment contract; or
  - c. An offer to the faculty employee of a reappointment contract, not to exceed two years in duration and without the provision for a rolling contract. At the end of that reappointment period, the terms of reappointment shall be limited to:
    - i. The restoration of a 2-year rolling contract (i.e., a two-year notice before any potential termination of employment), subject to the conditions stated in Section III.A.1 above; or
    - ii. The issuance of a terminal reappointment contract.

B. Lecturer Series Faculty at the Rank of Senior Lecturer

1. In the event that a faculty employee at the rank of Senior Lecturer is assigned a composite rating of unsatisfactory on a biennial faculty performance review (see AR 3:10), the unit administrator shall not recommend the renewal of the faculty employee's rolling contract. After informing the appropriate unit faculty members (see AR 2:1-1 Appendix I), the unit administrator shall recommend to the dean that the faculty employee be offered a three-year reappointment contract without the provision for a rolling contract. The dean shall make the final decision on whether the three-year reappointment includes a rolling contract. The dean shall notify the faculty employee of the final decision in writing and send a copy of the notification to the unit administrator.
2. During the reappointment period without the provision of a rolling contract, the faculty employee shall undergo an annual faculty performance review.
3. In the second or third year of the reappointment contract, and with sufficient time to ensure that the faculty employee is notified of the decision of the dean no later than the last day of the reappointment contract, the unit administrator shall recommend to the dean one of the three actions enumerated below. The administrator shall consult with the appropriate faculty members (see AR 2:1-1 Appendix I) and, where prescribed in Appendix I, obtain written judgments from those faculty. The recommendation of the unit administrator shall be limited to one of the following actions:
  - a. An offer to the faculty employee of a 3-year rolling contract (i.e., a three-year notice before any

- potential termination of employment), subject to the conditions stated in Section III.B.1,
- b. An offer to the faculty employee of a terminal reappointment contract; or
  - c. An offer to the faculty employee of a reappointment contract, not to exceed three years in duration and without the provision for a rolling contract. At the end of that reappointment period, the terms of reappointment shall be limited to:
    - i. The restoration of a 3-year rolling contract (i.e., a three-year notice before any potential termination of employment), subject to the conditions stated in Section III.B.1 above; or
    - ii. The issuance of a terminal reappointment contract.

## IV. Criteria for Appointment, Reappointment, Promotion, and Faculty Performance Review

---

- A. The Faculties of the educational units that employ full-time Lecturer Series faculty shall establish unit criteria and procedures for appointment, reappointment, nonrenewal of appointment, terminal reappointment, promotion, and faculty performance review (pursuant to GR VII.A.6). The criteria for appointment shall include an earned terminal degree appropriate to the field of assignment. Evidence of the appropriate professional experience or credentials may substitute for a terminal degree with the approval of the Provost. These unit criteria and procedures shall be submitted to the dean of the college for approval.
- B. The college policies on performance review of Lecturer Series faculty employees shall prescribe that Lecturer Series faculty employees undergo Faculty Performance Review (see AR 3:10) as follows:
  1. Lecturer Series faculty at the rank of Lecturer shall undergo Faculty Performance Review on an annual basis.
  2. Lecturer Series faculty at the rank of Senior Lecturer shall undergo Faculty Performance Review on a biennial basis, except as prescribed in Section III.B.2 above.
- C. A Lecturer Series faculty employee may be considered for promotion (without tenure) from the rank of Lecturer to the rank of Senior Lecturer at any time after five (5) years of continuous full-time service. In preparing a recommendation to the dean on a promotion case in the Lecturer Series, the educational unit administrator shall consult with the appropriate faculty employees of the unit and obtain their written judgments (see AR 2:1-1 Appendix I). Prior to making a recommendation to the Provost on a promotion case in the Lecturer Series, the dean shall provide the dossier to the college advisory committee on appointment, reappointment, promotion, and tenure (AR 2:1-1, Section VII.B), and obtain its written advice. The Provost makes the final decision on the promotion, without reference to an Area Committee. A faculty employee promoted to the rank of Senior Lecturer shall be offered a 3-year rolling contract (i.e., a 3-year notice before any potential termination of employment, subject to the conditions stated in Section III above).

## V. Periodic Course Reduction Associated with Professional Development Opportunities

---

After six (6) years of continuous service, Lecturer Series faculty employees shall be eligible to apply for a one-year course reduction, equivalent to six (6) undergraduate credit hours of teaching, to devote time for professional development in order that the quality of faculty employee's service to the University may be enhanced. The unit administrator shall review such requests from Lecturer Series faculty employees and

make recommendations to the dean. The dean shall make the final decision on recommendations for periodic course reductions for Lecturer Series faculty employees.

Normally "continuous service" is interrupted by the two-course reduction associated with the professional development opportunity identified in this regulation. That is, no service prior to the two-course reduction may be credited toward eligibility for future professional development opportunities described herein. However, in the event that it becomes necessary for an individual to postpone such professional development at the request of and/or for the benefit of the University or one of its educational units, the period of postponement shall be counted as part of the six (6) years of continuous service necessary for the individual to become eligible again for the professional development opportunity identified in this regulation. The request for and/or agreement that the professional development opportunity be postponed shall be made in writing by the unit administrator to the dean, who has final authority in this matter. The request or agreement shall specify the period of postponement and the reason for it.

## VI. Conditions of Employment

---

### A. Distribution of Effort

The annual assignment for faculty employees in the Lecturer Series shall normally be seventy-five (75) percent instruction (typically equivalent to nine (9) undergraduate credit hours of teaching per semester), with the remaining twenty-five (25) percent of the annual assignment apportioned among other assigned duties that serve the undergraduate program of the faculty employee's educational unit or college. Teaching assignments shall be limited to 100-, 200- and 300-level courses. Exceptions to these provisions may be granted by the Provost upon the written recommendation of a dean.

### B. Eligibility for Tenure, Leave, and Other Benefits

1. Lecturer Series faculty employees are not eligible for tenure, sabbatical leave or membership in the Graduate Faculty. Lecturer Series faculty employees are eligible for faculty membership with voting privileges in the college faculty and the University Senate, subject to the approval of the tenured and tenure-track members of the faculty in the college to which they have been assigned. They are also eligible for faculty membership with or without voting privileges in the educational unit to which they have been assigned, subject to the approval of the tenured and tenure-track members of the faculty in that educational unit. The extension of these privileges to Lecturer Series faculty employees shall be recorded in the respective Rules documents of the educational unit and college (GR VII).
2. Lecturer Series faculty employees are eligible to apply for positions in other faculty series. If a Lecturer is subsequently appointed in a tenure-eligible title series, time spent as a Lecturer Series faculty employee shall not count toward eligibility for sabbatical leave nor as a part of the individual's probationary period.
3. Lecturers Series faculty employees are eligible for the same University employee benefits, such as retirement, health care and life insurance plans, as other regular faculty employees. Similarly, temporary disability leave may be granted by the Provost.
4. Lecturer Series faculty employees are entitled to the right of appeal on matters of procedure, privilege and/or academic freedom that is afforded faculty employees in other faculty series, as prescribed in the Administrative Regulations (AR 2:1-1, Sections XI and XII) and as provided in the Governing Regulations (GR I.I).

## References and Related Materials

---

GR Part I, The University of Kentucky (Definition)

AR 2:1-1, Procedures for Faculty Appointment, Reappointment, Promotion and the Granting of Tenure  
AR 3:10, Tenured Faculty Review and Development Policy

## Revision History

---

AR II-1.0-1, Page II.S: 7/1/2005

AR 2:9: 7/1/2008

For questions, contact: [Office of Legal Counsel](#)



## Guidelines for Promotion to Senior Lecturer

Promotion from lecturer to senior lecturer in the College of Agriculture is directed by AR 2:9 <http://www.uky.edu/Regs/files/ar/ar2-9.pdf>, Lecturer Series Faculty.

AR 2:9 states promotion to Senior Lecturer is elective, that is, undertaken by the unit administrator in consultation with the unit faculty:

A Lecturer Series faculty employee may be considered for promotion (without tenure) from the rank of Lecturer to the rank of Senior Lecturer at any time after five (5) years of continuous full-time service. In preparing a recommendation to the dean on a promotion case in the Lecturer Series, the educational unit administrator shall consult with the appropriate faculty employees of the unit and obtain their written judgments (see AR 2:1-1 Appendix I).

Before consideration of a promotion from lecturer to senior lecturer, "The Faculties of the educational units that employ full-time Lecturer Series faculty shall establish unit criteria and procedures for appointment, reappointment, nonrenewal of appointment, terminal reappointment, promotion, and faculty performance review (pursuant to GR VII.A.6). The criteria for appointment shall include an earned terminal degree appropriate to the field of assignment. Evidence of the appropriate professional experience or credentials may substitute for a terminal degree with the approval of the Provost. These unit criteria and procedures shall be submitted to the dean of the college for approval." (AR 2:9)

In the College of Agriculture, candidates for senior lecturers must have earned a terminal degree appropriate to the field of assignment.

### Steps:

Department establishes unit criteria and procedures for appointment, promotion, etc., as outlined in AR 2:9. Dean approves.



Department chair notifies dean of intent and submits CV, as well as consults with unit faculty on the preparedness of the candidate for consideration for promotion to senior lecturer.



Chair works with candidate to prepare dossier (original in binder; copy in binder, copy—minus teaching portfolio—in manila file folder). Dossier binders supplied by Office of Assistant Dean for Academic Administration.

Dossier contents: 1. Recommendation of college dean (school director consults with dean as appropriate)  
(in this order) 2. Recommendation of department chair  
3. Recommendations of directors of centers (as appropriate)  
4. CV  
5. List of names and ranks of all faculty in the department  
6. Written opinions of departmental faculty (see AR 2:1-1 Appendix 1 for more information)  
7. Copies of merit reviews since the date of hire  
8. Description of procedural steps used within the department and how these were communicated to the lecturer  
9. Departmental lecturer evidences statement  
10. Teaching portfolio

11. Candidate's personal statement on teaching
12. Candidate's personal statement on research (as appropriate)
13. Candidate's personal statement on service (as appropriate)
14. Letters from students pertaining to candidate's instruction
15. Representative samples from articles or other creative productivity (as appropriate)
16. List of proposals submitted and grants received (as appropriate)
17. Information or materials relating to professional status, awards
18. Information or materials relating to university and public service (as appropriate)
19. All DOE agreements since date of hire (top page only)



Assistant Dean for Academic Administration



COA Appointment, Promotion, and Tenure Committee



Dean



Provost

The Provost makes the final decision on promotion to the rank of senior lecturer without reference to an Academic Area Advisory Committee. The final action of the Provost shall be communicated in writing to the dean. The dean shall notify the educational unit administrator.

For additional information about Lecturers, see:

- GR VII.A6 <http://www.uky.edu/Regs/files/gr/gr7.pdf>
- AR: 2:1-1 <http://www.uky.edu/Regs/files/ar/ar2-1-1.pdf>
- COA Web Site <http://www2.ca.uky.edu/deanadmin/faculty/appointments/lecturers>

## Supervised Practice Program

### Student Evaluation of Supervised Practice Site and Supervisors

Name of Supervisor: \_\_\_\_\_ Rotation Year: 2011  
 Rotation Site: \_\_\_\_\_  
 Rotation: \_\_\_\_\_

Directions: Please circle the appropriate rating column for each characteristic listed. If not applicable, just mark N/A

- 1-Notatall*  
*2 -Inadequate*  
*3 – Satisfact0ly*  
*4-Good*  
*5 – Outstanding*

#### Section 1: Evaluation of Supervisor

1.	Broad knowledge of paticular discipline	1	2	3	4	5	N/A
2.	Interested in student's personal and professional attitude and progress	1	2	3	4	5	N/A
3.	Professional manner	1	2	3	4	5	N/A
4.	Demonstrated ability to plan and organize	1	2	3	4	5	N/A
5.	Demonstrated ability to listen	1	2	3	4	5	N/A
6.	Demonstrated flexibility, impattiality, patience, and tolerance towards students and his/her shmi-comings	1	2	3	4	5	N/A
7.	Communicated effectively	1	2	3	4	5	N/A
8.	Gave constructive and critical analysis of principle/theory of subject matter	1	2	3	4	5	N/A
9.	Tteated student with respect and recognized the individuality of each student	1	2	3	4	5	N/A
10.	Provided student with oppmiunity to develop personal goals within area of study	1	2	3	4	5	N/A

## Section II: Supervised Practice Experience Evaluation at Site

*1-Not at all*

*2 -Inadequate*

*3 – Satisfactory*

*4-Good*

*5 – Outstanding*

1.	Provided orientation to facility	1	2	3	4	5	N/A
2.	Activities performed appropriate for level of preparation	1	2	3	4	5	N/A
3.	Level of supervision allowed for individual difference	1	2	3	4	5	N/A
4.	Provided with feedback on performance	1	2	3	4	5	N/A
5.	Allowed to express ideas and ask questions	1	2	3	4	5	N/A
6.	Personnel helpful and supportive	1	2	3	4	5	N/A
7.	Environment stimulating and conducive to learning	1	2	3	4	5	N/A
8.	Offered opportunities for professional growth	1	2	3	4	5	N/A
9.	Encouraged problem solving approach to patient care/ food service management activities	1	2	3	4	5	N/A
10.	Made resource material and additional information accessible to students	1	2	3	4	5	N/A
11.	Experience was challenging and rewarding	1	2	3	4	5	N/A



## 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.

#### Narrative:

##### Guideline 17.1.a

The Department supports the continuing competency of the CP, DI and DPD program directors and faculty members by providing funding that allows program faculty to attend local, state, and national meetings. In addition, faculty are encouraged to attend workshops to obtain continuing education credits in areas identified in their learning plans which contributes to their professional growth while enhancing the content and delivery of course material.

All faculty members are familiar and comfortable with the technology used to deliver the curriculum. The educational methodologies vary, as it is dependent upon the scope of the course, class size, and the creativity of the instructor. Ultimately, the Department strives to use the most current educational methodologies, as appropriate, to deliver the material. Experienced faculty who have participated in the program for several years are well versed in new and traditional educational methodologies. Faculty members that have an interest in learning new educational methodologies, or would like individual consultations on instructional design, practice, and assessment can obtain all of these through UK's Center for the Enhancement of Learning & Teaching. This resource is an area of strength for program faculty as these services are provided free-of-charge and expose faculty to the latest in faculty-driven innovations in teaching and learning. New faculty members can also attend workshops delivered within the New Faculty Teaching Academy Series that focused on course design, effective teaching strategies, the characteristics of UK students, and the academic culture of the campus. Many of our faculty members have attended university or college wide trainings on innovation in teaching and learning.

The technology used for the program is familiar to all faculty members in DHN. Methodologies used are fairly common and available to both DHN and Preceptors. The educational resource Blackboard is used by faculty members as an online resource in most DHN classes. There are continuous opportunities for DHN faculty to take Blackboard tutorials online and attend Blackboard classes on UK's campus to stay current with the technology. There is also support available via phone and email through UK IT Blackboard Support. The University of Kentucky upgrades Blackboard annually to provide faculty with the newest in technology in support of the classroom.

##### Guideline 17.1.b

The College's Associate Dean of Instruction and the DHN Department Chair evaluate all faculty members annually. The Department Chair then meets individually with faculty members and provides feedback that includes their teaching performance. If needed, faculty members are provided with recommendations to improve teaching strategies along with suggested training opportunities. Instructors are also evaluated each semester by students in their respective courses. If appropriate, the instructor incorporates student feedback into their course with the intention of enhancing student learning. Teaching assistants are evaluated at the end of each semester by the professor to whom they have been assigned.

Several DHN faculty members have won awards for their teaching performance and providing optimal student learning outcomes. They regularly share their experiences or information from trainings attended during monthly faculty meetings. During these faculty conversations, discussions offer insight to problems and innovative methodologies. Many of these conversations have led to changes in the department that improve student learning outcomes. Most DHN faculty score above the college mean in student evaluations. The School of HES recognizes the top 20% annually.

Faculty members are regularly incorporating new knowledge and skills to improve teaching and ultimately the student learning experience. An example is of the DHN 312 professor incorporating Academy position papers, systematic reviews, and material within the Academy's evidence analysis library into course curriculum as a means to include relevant and new knowledge into a course along with teaching students how to obtain new and relevant information important to the rapidly evolving field of dietetics.

The on-going face-to-face training provided by the Area Health Education Centers for all community faculty members who serve UK field programs and program directors is very useful. Unfortunately, community faculty members do not participate fully. The CP compensates by sending the on-line links to the DEP training program for Preceptors, the link for the Continuing Education program at the University and a module from DHN on "Effective Precepting" and "Cultural Competence". Several opportunities are provided for training but unless Preceptors choose to participate, there is no guarantee that training will occur.

There are many obstacles for face-to-face training for Preceptors. Preceptors are located all across The Commonwealth and very few employers will pay for travel expenses or time off for such training. Also, many Preceptors think they are well qualified to mentor students and do not report a need for training.

Student evaluations reinforce that Preceptors are strong, competent professionals who are well versed in their areas of expertise. In evaluating the knowledge of Preceptors, students rank highly 90% of their community faculty.

Preceptors in the field are highly qualified in their specialty but orientation and ongoing trainings are important in the ever-changing field of nutritional care and its delivery. Faculty and most Preceptors are certified or licensed in their area through the Kentucky Board of Licensure for Nutritionists and Dietitians and are required to 15 approved CEUs annually; dietary managers and the other health professionals who serve as community faculty also list their professional development units to maintain their educational updates. This serves as a nationally accepted indicator of their ability to manage the technology and various methodologies used by the program.

Beyond the fact that CP administrators have identified a need to improve training opportunities and communications, student evaluations indicate that direct precepting is an area that could be improved. As a result, the CP has begun an implementation plan for Preceptor training. The CP circulates a module for all preceptors that include the link to the NDEP preceptor training. To extend the CP communication efforts, regular preceptor newsletters and social media are sent. The recently created Preceptor Handbook also helps strengthen communication between the program and its Preceptors. By increasing communication, preceptors will be better aware of continuing education opportunities and the importance of reporting their completion back to the program director. Resumes for primary preceptors can be viewed on-site.

Faculty members are required to update and submit their curriculum vita annually. Curriculum vitas for all faculty members are available on-site. Part of their vita includes their professional development activities. Faculty who are registered dietitians or licensed dietitians participate in nationally recognized and approved CEUs. These are maintained through the CDR Professional Development Portfolio process. At this time, the Department does not have a summarized list of professional achievements accomplished by the faculty nor does the department maintain a summary of specific activities, trainings, workshops, readings or continuing education that department faculty members have participated in regarding the use of technology or educational methodology. However, DNH will gather this information for review by onsite reviewers. The CP/DI program assistant has developed a form for easy retrieval of information to be implemented annually at the end of each academic year. Compiled information will then be evaluated and stored for future reviews.

#### Guideline 17.1.c

Faculty members are familiar with ACEND standards and the purpose of program accreditation. This is accomplished through conversations and communications during faculty meetings, Dietetics Curriculum Committee meetings, and email correspondence. Program directors and faculty members have maintained an ongoing email communication regarding the accreditation process and ACEND standards. Faculty members are frequently asked by program directors to provide data or information needed to address an accreditation standard. At this time, faculty members are provided with the standard along with an explanation of what information is needed to comply with a certain standard. Utilizing this team approach to complete the accreditation process is an area of strength of the program. The team approach is used to educate faculty members about the importance of the accreditation process, ACEND standards, and ultimately the impact it has on

improving the quality of education delivered by the department. Faculty governance and transparency are both imperative to the success of the department.

DHN faculty members are well versed in accreditation competencies, standards, and requirements. These topics are included in strategic planning and many issues related to accreditation, especially student core knowledge requirements are discussed during faculty meetings. Community faculty members who have mentored UK students for several years are also well versed in the competencies and the needs of the interns they serve. The competencies are listed on each supervised practice syllabi and preceptors individually evaluate all interns on how well they have met the competencies at the midpoint and end of each rotation. The preceptor newsletter has also highlighted some topics of accreditation to help preceptors become better acquainted with the procedures.

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

#### Narrative:

**Administrative Resources:** The DHN department has two staff associates who provide administrative support for all programs. The chair allocates duties so there is a balance to how program needs are met. The senior staff associate manages the financial needs of the CP including the liability insurance payments and accreditation fee payments. In addition, the CP/DI program assistant is a graduate who has completed the coordinated program and passed the RD exam. The CP/DI program assistant maintains records and correspondences, as well as other assigned tasks.

#### Financial Resources:

Budgetary needs for the department are determined annually. The chair is responsible for accurate and efficient fiscal accountability, including a balanced budget and appropriate forecasting for future revenue streams and expenditures. Policies and procedures that affect budgeting are discussed by the faculty for general consensus. Programming needs are prioritized to provide excellence in education, research and community service, especially as it related to academic success for students.

The DHN department has two staff associates who provide administrative support for all programs. The senior staff associate manages the DI, CP, and DPD budgetary lines, including the collection of fees and oversight of administrative responsibilities of student academic records. In addition, a part-time CP/DI program assistant is responsible for some student correspondence and maintenance and storage of accreditation related files. Recently, this position has been upgraded to a fulltime DHN Paraprofessional whose duties include record maintenance and storage, electronic and mail communications, student administrative needs, site visits, and other academic activities. The DHN department employs approximately 8 FTE graduate assistants to assist in grading of didactic coursework and foods laboratory supervision; rarely is formal lecture instruction expected.

The Office of Sponsored Projects offers faculty online and personal resources to obtain and maintain research funds and other scholarly activities. OSPA sends internal and external funding opportunities to faculty per their request. Faculty are actively engaged in seeking grant funding that helps to ensure financial stability of the department, including the CP, DI, and DPD programs. In addition to salary savings from external grant funds, other large funding sources include summer school incentive funds, teaching incentive funds and income generating funds. These adequate funding streams are expected to continue in the next three years.

Adequate resources are available for CP, DI, and DPD Directors' travel for accreditation, site visits, and professional development. Academic, research, and administrative needs of the DI, CP and DPD programs will remain a priority of the department.2011-2012  
2011-2012

#### Department Funding

Teaching Salaries & Benefits	\$1,161,766
Teaching Supplies	\$67,361
Cooperative Extension Service	\$20,000
Grants Received (approximately)	\$184,007
Course Fees	\$12,520
*Other Fees	\$2,720
Total	\$1,448,374

\*liability insurance, application & review fees

**Current CP Program Budget and Expenditures**

Salaries & Benefits	\$35,348
Travel	\$2,351
Mileage	\$223
Accreditation Fee	\$1,350
Graduation	\$420
Liability Insurance	\$189
Review	\$4,876
Food	\$144

**Learning Resources:** Library resources include The William T. Young and Medical Center libraries. A Medical Center Library faculty member participates the on-campus SPP training by presenting how to access resources while off campus. In addition to other University wide resources, computer lab in the Nursing Building and with IBM computers, the Statistics Lab in 208 Erikson, and classrooms in Erikson Hall and Funkhouser buildings are available for student use. UK provides educational software and tutorials for free or at a discounted rate to faculty and students. Faculty resources include small classes and individual attention with DHN SPP faculty.

*These learning resources have been added to the Department of DHN in the past five years:*

- Smart classroom upgrades to Erikson Hall (EH) 202, 203 and Funkhouser Building (FB) 209 (see detail in facilities)
- Nutrition assessment laboratory FB 117 including BodPod (see detail in facilities)
- Improved laboratory facilities: EH 200, 201, 205A, FB 210 (see detail in facilities)
- Portfolio development template
- Improved Blackboard platform and Class Capture option
- Counseling laboratory experience was added to DHN 514 which should improve the learning experience and improve skills of students.
- Faculty mentors for DI/CP research projects which improves students’ understanding of good practice related research.
- College statistician (maybe should be in support services) for increased understanding of the practical use of statistics.
- Qualtrics Online Survey Software
- Drop Box capability to expand material sharing opportunities
- iPads for all faculty

**Facilities:** *Briefly summarize any changes that have occurred in your sponsoring institution/organization over the last 5 years related to the following resources and how they have affected the program:*

Facilities: The department has had a refurbishing/renovation plan and has created a facilities account as monies are available. In the past five years the following facilities improvement have been made:

	Previous	Change	Impact
FB 116	Under used lab space	Graduate student carrels have been added for students	Provide a location for graduate students to work while on campus. Also provides a location for undergraduates to meet with their respective TAs.
FB 117	Lab for Nutritional Sciences faculty	Nutrition Assessment laboratory for department of DHN which includes state of the art Bod Pod®	Space for students to learn nutritional assessment
FB 205	Janitor’s closet	Storage closet for DHN	Provides better storage options to improve faculty work space

FB 206 C	Old inadequate underused faculty lab space	5 additional faculty offices now in FB 206 E, F, G, H, I ,	All DHN faculty are in the same building making collaboration and communication easier for faculty and students with the one exception of the foods lab coordinator who is in EH. All offices in FB have been improved with carpet and new desks etc.
FB 208	Not DHN space	Conference room with very large computer monitor	Space for small meetings and classes.
FB 209	Basic Classroom	Smart classroom with additional chairs and tables	Provides better venue for small classes.
FB 210	Laboratory bench cabinets were rusted and rough.	All bench cabinets were cleaned and painted with electrostatic finish	Appearance upgrade provides a more conducive environment to learn.
FB 210	Junk storage room	Teaching/graduate assistants office with student carrels	Collaboration and communication easier for faculty and students
EH 204	Lemon Tree Dining Room	Upgrade by adding new carpeting, tables, chairs, and paint.	Providing a better venue for teaching front of house skills
EH 202	Classroom	New desks, chairs, and smart classroom setup	Improved functionality of space for faculty and students
EH 203	Classroom	New desks, chairs, and smart classroom setup	Improved functionality of space for faculty and students
EH 200	Foods and Nutrition Lab Contained outdated equipment.	Revamping of the laboratory including new equipment.	Provides students better foods laboratory experience particularly for DHN 342
EH 201	Foods and Nutrition Lab used inefficiently as storage and overflow space	Added tables, chairs, Centra™ system, demonstration cart	Provides students with better facilities and experience
EH 205A	Foods and Nutrition Lab space used in conjunction UK dining services	Ventilation system not to code, equipment not meeting need.	Code compliant facility with appropriate equipment that meets needs of student learning
EH and FB	Faculty offices as well as a few other spaces	Since many keys are outstanding to buildings and space, office space vulnerable to access.	Keypads were installed which allow space to be secured, recoded as needed, and determine who has entered the space increasing security.

### **Support Services:**

- One staff support person. This position helps the administrative office provide better services to both faculty and students.
- Faculty lines have increased in the past five years by the following: one regular title assistant professor, one Extension title assistant professor (only small dietetic responsibilities) and one lecturer. The two additional instructional lines allowed us to cover the 3 dietetic programs with separate directors.
- One lecturer. Typically responsible for 6 courses, DP director, and advising.
- One Extension Assistant Professor. This position has only a small amount of dietetic responsibilities.
- One department Academic Coordinator. This position advises all the freshmen, sophomores, and transfer students, providing consistent and readily available advising assistance. In addition, this position may teach a class and be the CP director.
- Assistant Director of Retention and First Year Success for HES students. This position has helped faculty and staff to provide more support to freshmen and retention.
- Lab Coordinator. The department recently hired a part time lab coordinator. This helps to ensure that the foods labs remain in order and that students have a good experience in their laboratory classes. In addition to laboratory teaching his task is to promote the development of new food enterprises, markets and products by connecting university expertise with Kentucky entrepreneurs, farmers and chefs.
- Graduate Teaching Assistants. During the past five years, there have been significant budget cuts. Funding for 5.5 full time graduate teaching assistants has remained intact until this academic year. Using money generated through summer classes, the department has been able to support the equivalent of 8 fulltime (20 hour) TAs this year. In addition, several graduate students under the supervision of faculty have the responsibility of one section each of a non-major on-line nutrition class (DHN 101) allowing the department to serve the greater university community more efficiently.
- Money from on-line summer classes has also been used to hire a full-time paraprofessional to provide a consistent CP/DI program assistance.
- A permanent fulltime technology support position has been added to the School. This position covers the three departments within the School. This position has enabled our technology needs and issues to be resolved more quickly.
- Students also receive guidance through the James W. Stuckert Career Center. The Career Center is free for students and they use many features to help students plan their futures. CareerShift is a new Wildcat CareerLink feature. CareerShift provides a very unique opportunity to job hunters--search, store and record job listings at all publically posted websites, company websites, and newspapers, get inside contact info, upload unlimited résumés to account, access anytime, 24/7 from anywhere.

### **Physical Resources**

In order to enhance the academic mission, the Division of Student Affairs collaborates with the University and beyond to create a supportive and challenging environment that provides opportunities for student learning, engagement, and success. Through the provision of high quality programs, services, and facilities, the Division promotes student development and lifelong discovery; celebrates differences; and promotes global citizenship. The Division of Student Affairs maintains the Disability Resource Center which is located in Room 2 in the Alumni Gym Building. The goal of the Disability Resource Center is to provide equal access. The Center advocates for reasonable accommodations, removal of barriers, and acceptance of different learning methods. In partnership with students, faculty, and staff, the Center's purpose is to achieve an accessible educational environment where students with disabilities have an equal opportunity to fully participate in all aspects of the university community. Students with documented physical, learning, or temporary disabilities may receive assistance and support from the Center. The space available for the program - classrooms, laboratories, offices, facilities, etc. is accessible for use by individuals with handicaps. All educational facilities on the University campus are accessible to students with physical challenges. Although the Center maintains guidelines for students with disabilities, the Department of DHN also works with these students on an individual basis to guarantee success in their educational endeavors.

## **Classrooms**

Classroom assignment requests for courses are made by the department administrative assistant and are based on class size and specific needs for the class. Most classes for DHN courses are held in classrooms in Erikson Hall and Funkhouser Building, with a few exceptions. Due to classroom scheduling conflicts some large enrollment classes, such as DHN 403, meet in the Whitehall Classroom Building, which is located in central campus.

All classroom facilities on the University campus are accessible to students with physical challenges.

## **Laboratories**

The DHN programs have access to three foods labs that are maintained for use by the department. One of the labs, Room 200, Erikson Hall, contains a full complement of commercial equipment that was restocked in the last year. The other laboratory located at 205 Erikson Hall, is shared with Dining Services, the university's self-operated dining program, from which they operate Fusion, a limited service restaurant opened week days 7:30am – 2:30pm. Also operating out of this location is the Lemon Tree Cafe which serves a three-course meal, two days a week, as part of DHN 342 Quantity Food Production. This laboratory also contains a full complement of commercial equipment. The dining room seats about 43 people.

## **Computer Laboratories**

Students have access to all computer labs on the University of Kentucky campus. One of the university labs which was located on the third floor of Erikson Hall, thus being very accessible for DHN students, has been removed. Nutrition software is available upon request in the Research Lab in room 208. Students may also use the Nursing or Business Building lab, located on this end of campus. Each lab has 30+ computers and is staffed Monday through Friday from 8:00am – 5:00 pm with extended hours on weekends.

## **Departmental Offices**

The DHN administrative office is located in 203 Funkhouser Building. This building is adjacent to Erikson Hall, where student classrooms and the main HES student services office are located. The second DHN administrative staff person is located in 212 Funkhouser..

## **Other Facilities**

The DHN Department has two areas in 209 and 208 Funkhouser, which can be reserved for faculty meetings or small classes. See explanation in table above. Each faculty member has a private office in Funkhouser that is large enough to accommodate advising meetings with students or others.

## **Equipment**

Instructional media and equipment are available for staff and student use.

- The classrooms where DHN classes meet are smart classrooms. All rooms have Internet access as well as equipment to support the use of PowerPoint slides, videos and CDs. BlackBoard and Course Capture are also available.
- Each faculty member has a personal computer with access to the Internet, the university internal network including the supercomputer and any software on the university group licenses.
- There are additional laptop computers with Internet access that are available for use by faculty, teaching assistants and foods laboratories in the Department's main office. iPads are also available. These are loaned out as needed.

- 210 Funkhouser and the graduate assistant laboratory downstairs contain computers with printers.
- Equipment to support all media types is available in both meeting areas in 209 and 208 Funkhouser, including internet access.
- 208 Erikson contains a Research Lab available upon request to all students in HES. Statistical software packages that aid in CP research management are available.
- There is access to the Academy’s Nutrition Care Manual in Department’s main office.
- Equipment and media services are available to all faculty, through the Teaching and Academic Services support Center

Replacement, modernization, and support of laboratory equipment and retained facilities are shared responsibilities of the School of HES and the department. The University maintains all campus facilities, including food laboratories. Planning for maintenance, replacement, and support for these facilities is carried out at the university administration level, at the request of departmental administration. The department furnishes any needed supplies. There are no areas of non-compliance and the program meets the standards and guidelines. The department has a well-planned maintenance schedule and summer school funds are sequestered for meeting program needs.

**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**

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 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.

#### Narrative:

##### Guideline 19.1.b and Guideline 19.1.c

The DHN-DI has affiliation agreements with all facilities used for rotations that are located off campus. On campus rotations that use multiple locations are affiliated with Dining Services. University policies supersede an affiliation agreement. The affiliation agreements have the same basic foundations. UK legal office developed the basic format for the agreements and the University Insurance staff update liability insurance amount as any change occurs. However, some organizations add clauses that are specific to their facilities as needed. An example of a basic affiliation agreement is posted below. A folder of affiliation agreements is available on site.

Affiliation agreements are renewed as needed. Some facilities prefer a two-year agreement while others request a continuing agreement with notice of discontinuation which can be requested by either the facility or DHN. When a new site is identified, DHN faculty members research the site on-line and by a face-to-face visit. Faculty members study the facility's website and gather data from credible sources. Examples of resources are number of patient beds, categories of health services provided, numbers of qualified clinical and dietary staff, Press Ganey or Joint Commission Scores and preceptor experiences with students. A major aim is to ensure that the resources are adequate and can offer the scope of experiences needed by the student to complete the competencies successfully. Two signed copies of the affiliation agreement are sent to the facility. The authorized official signs both copies and returns one for DHN files. These are saved in a locked file cabinet.

An area of improvement for the CP involves the creation of a standardized facility evaluation form for future use. In years past, the DI and CP directors informally evaluated supervised-practice facilities before placing students at that rotation site. Starting in 2013 a formal evaluation will take place either in-person or over the telephone with the prospective facility. This evaluation will be documented on a standardized form.

The facilities are staffed by qualified dietitians. The CP has approximately 60 participating preceptors, with the majority being registered dietitians. Of this group, four are men, four are dietary managers, and two are nurses. Preceptors are rotated through their service depending on the educational needs of the interns. Therefore not every preceptor mentors a student in every internship cycle.

#### SPP Facility Description

Facility	Description
<b>University of Kentucky Dining Services</b> <b>19 Donovan Dr. Lexington, KY 40509-0071</b> <b>(859)226-7024</b>	The Department of Dining Services strives to be a responsible campus partner. As a partner, we: provide a healthy, fresh and attractive dining service that is responsive to the changing desires of students, staff, faculty, and guests; encourage community development and campus involvement through communication, creative programming, and relevant facilities; operate in a fiscally viable manner while providing affordably priced food; educate the community in regards to nutrition, sustainability, and Kentucky Proud® products; create partnerships between dining services and academic programs; provide a flexible catering program

	that meets the needs of both student groups and campus groups; and provide services convenient to the campus community. Supplies 21 restaurants and 3 convenience stores located campus wide.
<b>University of Kentucky Samaritan Hospital</b> 310 S. Limestone St., Lexington, KY 40508 (859)226-7024	UK Good Samaritan Hospital is an acute-care facility with 302 licensed beds. Founded in 1888, the hospital has a long tradition of providing exceptional patient care in a community-hospital atmosphere. Its acquisition in July 2007 by UK HealthCare added the resources of a major health care system.
<b>Ephraim McDowell Hospital</b> 217 South 3rd St., Danville, KY 40422 (859) 239-1820	Ephraim McDowell Health is a comprehensive, integrated healthcare delivery system that serves more than 119,000 residents from six counties in central Kentucky. At the core of the system is Ephraim McDowell Regional Medical Center, a non-profit, 222-bed licensed hospital that was established more than a century ago. The Ephraim McDowell Health system also includes Ephraim McDowell Fort Logan Hospital in neighboring Lincoln County (Stanford).
<b>Bath County Food Service</b> 405 West Main Street, Owingsville, KY 40360 (606) 674-6314 ext. 640	Provides services to 4 Elementary, Middle and High Schools. As a school community of students, families, faculty and staff, our mission is to promote enriching educational opportunities for all learners. In this community, the “whole” child will be nurtured through relevant and positive instruction to meet each child’s highest potential. The team will work diligently to instill a lifelong love of learning throughout our school community.
<b>Harrison Memorial Hospital</b> 1210 Ky. Highway 36 East, Cynthiana, KY 41031	Currently have 20 physicians on their active medical staff and more than 50 consulting specialists. Harrison Memorial Hospital is a locally owned and controlled, not-for-profit facility. They’re licensed by the state of Kentucky to operate 61 beds, and certified by Medicare/Medicaid. They’re in good standing with the following agencies, and meet or exceed the standards for quality: <a href="#">The Joint Commission on Accreditation of Healthcare Organizations</a> , <a href="#">American Hospital Association</a> , <a href="#">Kentucky Hospital Association</a> , <a href="#">Kentucky Rural Health Association</a> .
<b>University of Louisville Hospital</b> 530 South Jackson Street, Louisville, KY 40202 502-562-3541	University of Louisville Hospital is a general medical and surgical hospital in Louisville, KY with 318 beds. The hospital had 17,280 admissions in the latest year for which data are available. It performed 5,882 annual inpatient and 8,610 outpatient surgeries. Its emergency room had 59,322 visits. University of Louisville Hospital is a teaching hospital.
<b>T.J. Samson Community Hospital</b> 1301 North Race St., Glasgow, KY 4214 270-651-4448	T.J. Samson Community Hospital is a 196-bed acute care facility, including 16 skilled-care beds. We operate within our mission by offering a variety of services to the region, including acute care; preventive testing and treatment; community outreach activities; and partnerships with local health care providers, civic

	organizations and public schools.
<b>Jefferson Co. School and Community Nutrition Service</b> 3001 Crittenden Drive, Louisville, KY 40209 502-485-3186	There are 100,000+ students, 89 elementary, 23 middle, 19 high schools, and 24 other specialized learning centers, as well as 6,400+ teachers in the JCPS systems.
<b>St Joseph Health Care</b> One Saint Joseph Drive, Lexington, KY 40504 859-313-1254	Saint Joseph and Flaget includes <a href="#">Flaget Memorial Hospital</a> , Bardstown; <a href="#">Saint Joseph London</a> ; <a href="#">Saint Joseph Martin</a> ; <a href="#">Saint Joseph Hospital</a> , <a href="#">Saint Joseph East</a> and <a href="#">The Women's Hospital at Saint Joseph East</a> , Lexington; <a href="#">Saint Joseph Berea</a> ; <a href="#">Saint Joseph Jessamine</a> and <a href="#">Saint Joseph Mount Sterling</a> . The system has 946 licensed beds and approximately 5,000 employees and 1,300 physicians on its medical staffs. Combined, the member facilities have been recognized over 20 times as being among the 100 Top Hospitals in the nation by Thomson Reuters. Interns will work at Saint Joseph Hospital, Saint Joseph East, and Saint Joseph Berea.
<b>Frankfort Regional Medical Center</b> 299 Kings Daughters Drive, Frankfort, KY 40601	Frankfort Regional Medical Center is licensed for 173 beds. The hospital is accredited by <a href="#">The Joint Commission</a> . For nearly 35 years, Frankfort Regional has built a strong reputation for outstanding cardiology, emergency, orthopedic, surgery, and women's services.
<b>Lourdes Hospital</b> 1530 Lone Oak Road, Paducah, KY 42003 270-444-2707	Lourdes serves as a regional referral center for a wide geographic region, including more than a dozen counties in western Kentucky, southern Illinois, southeast Missouri, and northwest Tennessee. We are sponsored by <a href="#">Catholic Health Partners (CHP)</a> , one of the largest not-for-profit health systems in the nation.
<b>Mercer County School System</b> 371 E. Lexington St., Harrodsburg, KY 40330 859-733-7000	Mercer County School District participates in the Federal School Lunch Program. Lunch meals are planned on a four week menu cycle. The school system uses Gordon Food Services. Federal regulations require that each school lunch served meets the USDA Nutrition Guidelines for reimbursement.
<b>Fayette County Public Schools</b> 701 East Main Street, Lexington, Kentucky 40502 (859) 381-4104	Fayette County Public Schools is composed of 34 elementary schools, 12 middle schools, five high schools, two technical centers and five other programs.
<b>St. Mary &amp; Elizabeth Hospital</b> 1850 Bluegrass Ave, Louisville, KY 40215 (502) 361-6000	Saints Mary & Elizabeth Hospital is a 331-bed primary care hospital offering advanced treatment in orthopedics, cardiology, medical imaging, surgical and emergency services, as well as having a wound healing center, sleep disorders center and has three medical plazas on campus to provide office space for a wide array of physicians representing a number of specialties.

<p><b>Kenton County Public Schools</b>  1055 Eaton Drive Fort Wright KY  859-344-8888</p>	<p>The fifth largest school district in Kentucky with 21 schools. Food Service operations are individualized by the location of the schools. The majority of schools are at different sites with a food service manager directing operations.</p>
<p><b>Winchester Center for Health and Rehabilitation</b>  200 Glenway Rd, Winchester, KY 40391  859-744-1800 ext. 520</p>	<p>Winchester Center for Health &amp; Rehabilitation provides extended-stay nursing care to 179 seniors with varying levels of disabilities in Winchester, KY. Offers Restaurant and family style as well as room service as needed. Dietary options include ethnic, gluten-free, kosher, low sugar, vegetarian, and low sodium meals.</p>
<p><b>Community Action Council</b>  913 Georgetown Street, Lexington, KY 40511  859-233-4600</p>	<p>The Council is a member of the <a href="#">Community Action Partnership</a>, a national network of more than 1,000 community action agencies across the United States that fight poverty on the local level. They are also a member of <a href="#">Community Action Kentucky</a>, the state association that represents Kentucky's 23 community action agencies.</p>
<p><b>Louisville Metro Public Health and Wellness</b>  400 East Gray Street Louisville, KY 40202  (502) 574-6520</p>	<p>The Louisville Metro Department of Public Health and Wellness operates multiple preventative health clinics throughout Louisville Metro under the Community Health Services Division. The clinics provide preventative health services and health education to community members regardless of their residency status or ability to pay. Services provided at Health Department clinics include: <a href="#">dental care</a>, <a href="#">WIC</a>, <a href="#">immunizations</a>, <a href="#">family planning</a>, <a href="#">pregnancy tests</a>, <a href="#">head lice checks</a>, <a href="#">cancer screens</a>, <a href="#">sexually transmitted infection testing</a>, <a href="#">tuberculosis testing</a>, <a href="#">diagnosis and treatment</a>, and <a href="#">well child exams</a>.</p>
<p><b>Lexington-Fayette County Health Department</b>  650 Newtown Pike Lexington, KY 40508  (859) 252-2371</p>	<p>The health department employs more than 170 individuals. The annual operating budget exceeds \$13 million. Funds originate from federal, state and local agencies, Medicare, Medicaid, contracts and other miscellaneous sources. They provide services including WIC, communicable disease control, school health, health education and counseling, nutritional education and counseling, restaurant and hotel regulations and inspections, and vector control.</p>
<p><b>University of Kentucky Extension Office</b>  1 Quality Street Suite 692, Lexington, KY 40507  859-257-2948 ext. 80320</p>	<p>The Kentucky Cooperative Extension Service is the most comprehensive outreach and engagement program at the University of Kentucky. Our mission is to make a difference in the lives of Kentucky citizens through research-based education.</p>
<p><b>Boyle County Health Center</b>  448 S. Third St.  P.O. Box 398 Danville, Kentucky 40422  859-236-2053</p>	<p>Medical Nutrition Therapy is available for those who are at risk for chronic disease such as Diabetes, Cardiovascular Disease, and Weight Loss services provided by a Registered Dietitian.</p>

<p><b>Kentucky Clinic Dentistry</b>  <b>A-219 Kentucky Clinic, Lexington, KY 40536-0284</b>  <b>859.257.3462</b></p>	<p>This is an accredited program for graduate dentists to prepare them to perform more complex treatment within the general practice of dentistry. The facility conducts and provides all specialized pediatric dental services, the outpatient health facility; this includes the provision of services for dental patients with special needs. (physical, medical and other special needs)</p>
<p><b>Scott County Family Resource</b>  <b>3233 Main St, Stamping Ground, KY 40379</b>  <b>(859)-533-3946</b></p>	<p>The family resource center was managed by Joyce Ellis until December 2012 when school funding was withdrawn. Interns conducted community nutrition programs with elementary, middle and high schools to satisfy the requirement for health and wellness.</p>
<p><b>University of Kentucky Gallatin County Extension</b>  <b>P.O. Box 805</b>  <b>Warsaw, KY 41095-0805</b>  <b>(859) 567-5481</b></p>	<p>Kentucky's two land-grant universities, the <a href="#">University of Kentucky</a> and <a href="#">Kentucky State University</a>, serve as partners in conducting educational programs through Cooperative Extension. The program delivery process involves Extension faculty, county agents, advisory council members, volunteer leaders and the general public.</p>
<p><b>Lincoln Trail District Health Department</b>  <b>108 New Glendale Road,</b>  <b>PO Box 2609, Elizabethtown, KY 42702</b>  <b>(270) 769-1601</b></p>	<p>The Lincoln Trail District consists of 6 counties including Hardin, LaRue, Marion, Meade, Washington, Breckinridge, Grayson County, and Nelson County. Some of the basic services that local health departments provide include TB (tuberculosis) control, WIC (women, infants, &amp; children program), cancer screening, family planning, immunizations, pediatric services, STD (sexually transmitted diseases) program, disease surveillance, nurse case management, and individual health education.</p>
<p><b>Kentucky Department of Health Promotion Obesity Prevention Program</b>  <b>275 Main Street HS1 E-E Frankfort 40621</b>  <b>502-564-9358 ext. 3843</b></p>	<p>The Partnership for a Fit Kentucky is a public/private partnership which supports the Kentucky Department for Public Health's Obesity Prevention Program. The focus is on promoting nutrition and physically active communities.</p>
<p><b>Barren River District Health Department</b>  <b>1109 State St.</b>  <b>PO Box 1157 Bowling Green, KY 42102</b>  <b>Phone: 270-781-8039 Ext. 157</b></p>	<p>The Barren River District includes Barren, Butler, Edmonson, Hart, Logan, Metcalfe, Simpson, and Warren Counties. The health departments provide services including immunizations, WIC program, Well child/physical exams, lead screenings, Cancer screening, family planning, STD screening, and HIV testing. At the Diabetes Center of Excellence they also offer community diabetes education program, diabetes disease management, MNT, and Diabetes coalitions.</p>
<p><b>Jewish Diabetes Care</b>  <b>100 E. Liberty Street, Suite 201 Louisville KY 40202</b>  <b>(502)540-3822</b></p>	<p>Jewish Diabetes Care offers group diabetes management classes, one-on-one dietitian counseling and community outreach that focuses on seven key behaviors to help successfully control your diabetes.</p>
<p><b>Bath County Extension Office</b>  <b>2914 East Highway 60, Owingsville, KY 40360</b>  <b>(606) 674-6396</b></p>	<p>Kentucky's two land-grant universities, the <a href="#">University of Kentucky</a> and <a href="#">Kentucky State University</a>, serve as partners in conducting educational programs through Cooperative Extension. The program delivery process</p>

	involves Extension faculty, county agents, advisory council members, volunteer leaders and the general public.
<b>Green River District Health Dept. 1501 Breckinridge Street Owensboro, KY 42303 270-852-5561</b>	Green River District includes Union, Henderson, Webster, McLean, Daviess, Ohio, and Hancock Counties. The health departments provide services including immunizations, WIC program, Well child/physical exams, lead screenings, Cancer screening, family planning, STD screening, and HIV testing.
<b>Central Baptist HealthwoRx 161 Lexington Green Circle, Ste. B-2, Lexington, KY 40503 859- 260-6457</b>	HealthwoRx Fitness & Wellness Center is designed to help people of all ages and levels of health achieve their fitness goals comfortably and safely. HealthwoRx Fitness Center is equipped with top quality strength and cardio equipment and staffed with a certified fitness staff (including exercise physiologists, certified fitness practitioners, registered dietitians, cancer exercise specialists, and nurse health educators). Additionally, we offer a wide variety of group fitness classes, specialty classes and programs that suit the individual needs of virtually everyone.
<b>University of Kentucky Health and Wellness 116A Seaton Center, Lexington, KY 40506 859 257-9355</b>	University of Kentucky employees, retirees, spouses, and sponsored dependents are eligible to participate. Programs include free health screenings, stress management, Body Shop Fitness, Weight loss matters, nutrition consults, health cooking classes, and BeH.I.P., among others.
<b>University of Kentucky Markey Cancer Center 800 Rose St., Lexington, KY 40536 859-257-4488</b>	The Markey Cancer Center was founded in 1983 and is a dedicated matrix cancer center established as an integral part of the University of Kentucky and the UK HealthCare enterprise. The clinical programs and services of the Markey Cancer Center are integrated with the UK Albert B. Chandler Hospital. The Markey Cancer Center is among the few institutions nationwide providing multidisciplinary care through Clinical Care and Research Teams (CCARTs). Major CCARTs include breast, gynecologic, gastrointestinal, head and neck, lung, brain, hematologic and genitourinary cancers.
<b>Our Lady of Bellefonte Hospital St. Christopher Drive, Ashland, KY 41101 (606) 833-3109</b>	Our Lady of Bellefonte Hospital is a 214-bed not-for-profit acute care hospital located in Ashland, Kentucky. Part of the Catholic-based Bon Secours Health System Inc., Our Lady of Bellefonte Hospital employs approximately 1,200 healthcare professionals, making the hospital the largest employer in Greenup County.
<b>Lexington Country Place 700 Mason Headley, Lexington, KY 40504 (859) 278-9080</b>	We are a rehabilitation-focused facility with skilled nursing, long-term and personal care. Our dedicated, professional staff and continuum of care provide an individualized approach to each resident's needs. Lexington Country Place has 22 personal care suites and skilled nursing accommodations for 111 residents.

<p><b>St. Claire Regional Medical Center</b>  <b>222 Medical Circle, Morehead, KY 40351</b>  <b>606-783-6701</b></p>	<p>St. Claire Regional Medical Center serves as a 159-bed regional referral center and is the largest rural hospital in northeastern Kentucky. St. Claire Regional serves as a Catholic, not-for-profit hospital. With nearly 1,400 employees, St. Claire Regional is the second-largest employer in the region.</p>
<p><b>Appalachian Regional Medical Center</b>  <b>100 Medical Center Drive, Hazard, KY 41701</b>  <b>606-439-6600</b></p>	<p>The Hazard ARH Regional Medical Center is a 308-bed, acute-care hospital with an adjacent psychiatric hospital, the <a href="#">ARH Psychiatric Center</a>, which is the designated State acute mental health facility for a 21-county region in Eastern Kentucky. Hazard ARH also features an <a href="#">Accredited Chest Pain Center</a>; Level II Nursery, <a href="#">Accredited Cancer Center</a>, <a href="#">Accredited Breast Center</a>, and is proud to be the first Eastern Kentucky hospital to join the <a href="#">UK Stroke Affiliate Network</a>.</p>
<p><b>Hazelwood Center, Residential Treatment Facility, for Mental Retardation and/or Developmental Disabilities.</b>  <b>1800 Bluegrass Avenue Louisville KY 40215</b>  <b>502-361-2301</b></p>	<p>The center is designed to provide specialized, intensive training to reduce the debilitating effects of mental retardation through skill training and behavior management. This is an intermediate care facility</p>

**Insert Rotation Type (Clinical, Community, FSSM) EDUCATION AGREEMENT**

**BETWEEN**

**University of Kentucky, College of Agriculture, School of Human Environmental Sciences,  
Department of Dietetics and Human Nutrition**

**AND**

**Facility Name**

This Clinical Education Agreement is made the Date, between the University of Kentucky, College of Agriculture, School of Human Environmental Sciences, Department of Dietetics and Human Nutrition (the “School”) and Facility Name (the “Facility”).

**Chapter 1928 -BACKGROUND**

- A. The Facility is a healthcare corporation which provides, either directly or through its hospitals and other health care facilities, medical services to individuals in need of care and is committed to participating in the education of persons seeking to enter the health care professions; and
- B. The School has a curriculum leading to a Bachelors degree in Dietetics.
- C. The clinical education and experience is a required and integral component of the curriculum.
- D. The School desires the assistance of the Facility in developing and implementing the clinical education phase of its Dietetic Internship Supervised Practice curriculum known as clinical education.
- E. The Facility recognizes its professional responsibility to provide clinical education experiences for Dietetic students, and
- F. The Facility wishes to assist the School in developing and implementing the clinical education experience for the School’s Dietetic Internship and Coordinated Program Supervised Practice students.

**Chapter 1929 -AGREEMENT**

NOW, THEREFORE, in consideration of the mutual agreements set forth herein, the School and the Facility agree as follows:

1. Mutual Responsibilities of the School and the Facility

- 1.1 The School and the Facility will establish objectives for clinical education and devise methods for implementing these objectives and evaluating their effectiveness.
- 1.2 The School and the Facility will determine the number of students to be assigned to the Facility and required to achieve the established educational objectives.
- 1.3 In accordance with applicable law, the School and the Facility will not discriminate against any of the School's student because of age, race, color, religion, sex, handicap status, veteran status, or national origin.

2. Responsibilities of School

- 2.1 The School will assume overall responsibility for developing and implementing the educational program in Dietetic Internship and Coordinated Program Supervised Practice.
- 2.2 The School will refer to the Facility only those students who are enrolled in the School's Dietetic Internship and Coordinated Program Supervised Practice curriculum and who have satisfactorily completed the academic prerequisites for clinical education experience.
- 2.3 The School will designate a person or persons to direct the clinical education programs at Facility and to act as liaison for the School, the Facility, and the student(s).
- 2.4 The School will be responsible for the determination of a student's final grade for clinical education experience(s).
- 2.5 The School will notify the Facility of its planned schedule of student assignment(s), including the dates of clinical experience(s), the name(s) of the students, and the level of academic and pre-clinical preparation of each student.
- 2.6 The School will provide the Facility with educational objectives and evaluation forms for each clinical education assignment.
- 2.7 The School will maintain communication with the Facility on matters pertinent to clinical education. Such communication may include, but not be limited to, on-site visits to the Facility, workshops, meetings, and the provision of educational materials relevant to the clinical education program.
- 2.8 The School will advise students assigned to the Facility of their responsibility for complying with: (i) the standards of the Joint Commission on Accreditation of Healthcare Organizations; (ii) all applicable federal, state and Commonwealth laws, regulations, and rules; (iii) the administrative and ethical policies of Facility and the Bylaws, Rules and Regulations of Facility's medical staff, all as may be amended from time to time. and will ensure that each such student has agreed in writing, prior to commencing his/her educational experience at the Facility under this Agreement, to be individually bound by

- all applicable terms of this Agreement, including the responsibility for complying with any physical examination requirements of the Facility and all applicable laws.
- 2.9 The School will maintain professional liability insurance for each student assigned to the Facility, with a limit of \$1, 650,000 per claim or occurrence and \$3,000,000 annual aggregate and will provide the certificate evidencing same prior to the initiation of the internship.
  - 2.10 The School reserves the right to terminate a clinical education assignment if the School determines that conditions at the Facility are detrimental to student learning.
  - 2.11 The School will enforce a request from the Facility to immediately withdraw from the clinical education program any student whom the Facility in its sole discretion requests be withdrawn for any reason, including, without limitations, any student whose performance is detrimental to patient well-being or to the achievement of the stated objectives of the clinical education assignment.
  - 2.12 The School will provide Facility with evidence that each student assigned to Facility meets Facility policy regarding fire safety and blood-borne pathogen training.
  - 2.13 The School certifies that its ability to provide services in any state, commonwealth or other jurisdiction has never been revoked, limited, suspended or otherwise restricted in any manner. The School further certifies that it, and its employees, students, independent contractors or other agents, who will perform services in the Facility pursuant to this Agreement are not currently and have never been suspended from participation in or subjected to any type of criminal or civil sanction, fine, civil money penalty, debarment or other penalty by any private or public health insurance program, including Medicare, Medicaid, Tricare or any other federal or state health insurance program.
  - 2.15 The School agrees to indemnify, defend and hold harmless the Facility (and its parents, officers, directors, members, stockholders, subsidiaries, affiliates, and agents) from and against any liability, claim, action, loss, cost, damage or expense incurred or suffered by the Facility, directly or indirectly, arising out of a breach of this Agreement or the acts or omissions of the School arising under or relating to this Agreement, including but not limited to acts or omissions of School arising under or related to: (i) any inappropriate release or misuse of Facility's Information by the School, its students, employees, agents or subcontractors; (ii) any breach of the confidentiality provisions contained in this Agreement by the School, its students, employees, agents or subcontractors; or (iii) any violation by the School, its students, employees, agents or subcontractors of any state or federal law or regulation governing the protection of protected health information.
  - 2.16 The School agrees that students and any faculty members placed at the Facility shall furnish proof of immunity against communicable diseases, including Rubella, Rubeola and Varicella Zoster. Each student and faculty shall have passed a full examination of a scope and within time periods acceptable to Facility, and each student and faculty at the time of said physical shall have had a current TB skin test performed with Purified Protein Derivative, however, if the person has not been TB tested within the previous 12

months, then the 2 step TB test must be used. Faculty and students with potential for blood and body fluid exposure will be required to furnish evidence of HBV vaccination or evidence they have been offered the HBV vaccination by their educational institution and have declined. The School also agrees that student and faculty members placed at the Facility have no disability which even after being accommodated, at the sole expense of the School, would prevent them from fulfilling their essential duties during the clinical placement.

- 2.17 The School will have in place an exposure plan to implement in case of an accidental exposure to disease. The School will educate its students and faculty about the exposure plan. The School will also be responsible for educating its students and faculty about Universal Precautions and the importance of utilizing Universal Precautions while treating patients.

### 3. Responsibilities of the Facility

- 3.1 The Facility will have ultimate responsibility for patient care at the Facility and will comply with the laws and regulations governing the practice of Dietetic Internship and Coordinated Program Supervised Practice.
- 3.2 The Facility will provide qualified staff, patients, physical facilities, clinical equipment and materials in accordance with clinical education objectives as agreed upon by the Facility and the University.
- 3.3 The Facility will provide each assigned student with a planned, supervised program of clinical experience.
- 3.4 The Facility will provide each assigned student with an orientation to the Facility, including a copy of pertinent rules and regulations of the Facility.
- 3.5 The Facility will designate one person to serve as coordinator of clinical education for the Facility and to act as liaison with the School.
- 3.6 The Facility will evaluate the performance of the assigned student(s) in writing, using forms provided or approved by the School. Evaluation materials will be forwarded or delivered to the School within two weeks of the conclusion of the clinical education assignment at the Facility, or as soon as reasonably practical.
- 3.7 The Facility will advise the School at the earliest reasonable time of any changes in its operation, policies, or personnel which may affect clinical education.
- 3.8 The Facility will advise the School at the earliest reasonable time of any serious deficiency noted in an assigned student's performance. It will then be the mutual responsibilities of the student the Facility, and the School to devise a plan by which the student may be assisted towards achieving the stated objectives of the clinical education program.

- 3.9 The Facility will provide the School with information regarding the availability of first aid and emergency care for students while on clinical education assignment on the property of the Facility. If the Facility provides first aid and/or emergency care to an assigned student, the Facility may charge the School reasonable fees for such services.
- 3.10 Facility agrees to indemnify and hold harmless the School, its agents and employees, from any liability for injuries or death to others and damaged property caused by Facility arising out of this Agreement or during the clinical education experience.

4. Responsibilities of the Student.

School agrees to ensure that each Student assigned to Facility comply with the provisions of this section.

- 4.1 The student is required to comply with all applicable policies, procedures and rules of the Facility, the School, the Facility's Code of Ethics and Code of Conduct and all applicable laws and regulations.
- 4.2 The student is required to maintain health insurance or be responsible for medical expenses incurred during a clinical education assignment.
- 4.3 The student is responsible for demonstrating professional behavior appropriate to the environment of the Facility, including protecting the confidentiality of patient information and maintaining high standards of patient care.
- 4.4 The student is required to provide proof of testing for tuberculosis within 12 months of initiation of clinical education and furnish evidence of good health if requested by the Facility, consistent with applicable law.
- 4.5 The student is required to obtain prior written approval of the Facility before publishing any material relating to the clinical education experience.
- 4.6 Each student agrees to release the Facility, its agents and employees, from any liability for any injury, death or damages to others and damages to property caused by student arising out of this Agreement or the student's acts or omissions during the clinical education experience or Facility's acts or omissions under this Agreement.
- 4.7 The Facility will ensure that each Student executes the Student Agreement contained in Attachment A to this Agreement.

5. Independent Contractor Status.

5.1 The parties acknowledge that the School and the students are independent contractors of Facility. In no event will the School or any of the students be deemed a joint venturer, partner, employee, or agent of the Facility by virtue of this Agreement. Facility has no control over the manner or method by which the School meets its obligations under this Agreement; provided, that the School's Services will be performed in a competent and efficient manner in accordance

with current professional standards and also that is in compliance with the policies of the various Church, governmental, and private organizations listed in Section 2.8. The Facility will not withhold any sums for income tax, Social Security, unemployment insurance, or any other employee withholding, nor will Facility offer the School or the students any employee benefits including, without limitation, pension benefits, worker's compensation coverage, and death and disability insurance. The School will be responsible for all employment related withholdings and benefits.

5.2 In the event the Internal Revenue Service ("IRS") or any other governmental agency shall, at any time, question or challenge the independent contractor status of the School, its students, employees or agents, the Facility and the School, upon receipt by either one of them of notice from the IRS or any other governmental agency, shall promptly notify the other party. The provisions of this Section 12.2 shall apply only to issues arising from the independent contractor relationship described herein and not to any other tax matter involving either of the parties. In the event that the IRS issues a final determination that the School, its students, employees or agents, as to Facility, do not have independent contractor status, the Facility shall have the right to terminate this Agreement in accordance with Section 7 herein.

6. Consideration.

6.1 There is no monetary consideration paid by either party to the other. Rather, the parties acknowledge that the program described in this Agreement is mutually beneficial and is the sole consideration.

6.2 The parties will cooperate in administering the program in a way to increase the benefits realized by both of them, so that the School can offer its students clinical education of high quality and Facility can have access to health care advances, can further the development of health care professions, and can recruit students for future employment.

7. Term. This Agreement shall become effective immediately and shall remain in effect for one year unless otherwise sooner terminated as hereinafter provided. At the end of said initial term, this Agreement shall be automatically renewed for one-year successive terms unless a party provides notice of termination or non-renewal at least sixty (60) days prior to the end of the term. Either party may terminate this Agreement at any time upon at least sixty (60) days written notice, provided that any student(s) currently assigned to the Facility at the time of notice of termination shall be given the opportunity to complete his/her or their clinical education assignment at the Facility, such completion not to exceed three (3) months.

8. Notice. Any written communication or notice pursuant to this Agreement shall be made to the following representatives of the respective parties at the following addresses:

For School

Dr. Hazel Forsythe  
Department of Dietetics and Human Nutrition, Dietetic Internship Director  
Dietetic Internship Supervised Practice

University of Kentucky  
204 Funkhouser Dr.  
Lexington, Ky. 40506-0054

For the Facility:

Facility Contact Person Information

## 9. Confidentiality Obligations.

### 9.1 Obligations of School.

The School will require students to maintain the confidentiality of patient information obtained during the clinical or instructional experience at the Facility. All information obtained from patients, their records or computerized data is to be held in confidence and no copies of patient records shall be made. It shall be required of students and supervising faculty that they not identify patients in papers, utilizing patient confidentiality policies and procedures of the Facility. The School shall ensure that each student of Faculty Member abides by the Facility's policies regarding Confidentiality and the use of computer systems. The School agrees to educating students on HIPPA before they are assigned to the facility. The parties will comply with the Privacy Standards of the Health Insurance Portability and Accountability Act.

### 9.2 Obligations of Facility.

The Facility agrees to keep confidential and not to use or to disclose to others, during the term of this Agreement or any time thereafter, except as expressly consented to by the School or as required by law, any trade secrets, confidential technology, proprietary information or any other matter or thing learned or acquired by the School through its association with the School that is not otherwise available to the public. The Facility shall ensure that any student, employee, subcontractor or agent to whom the Facility may disclose any Confidential information of the School is bound by the confidentiality terms and conditions of this Agreement. The Facility further agrees that, upon termination of this Agreement for any reason, it will neither take nor retain, without prior written authorization from the School and except to the extent such information has been incorporated into records of the Facility as required by law or standard business practices, any papers, fee schedules, files or other documents, or copies thereof, or other confidential information of any kind belonging to the School. In the event of a disclosure required by law, the Facility will provide School with at least two business days' written notice prior to any such disclosure. The Facility shall notify the School within two business days in writing of any use or disclosure of the School's Information outside the purposes of this Agreement of which Facility becomes aware.

### 9.3 Breach of Confidentiality.

9.3.1 Right to Terminate. Either party shall be entitled to terminate this Agreement upon seven (7) days' written notice after learning that the other party has breached the provisions of this Section.

9.3.2 Injunctive Relief. The parties acknowledge that the provisions of this Section are of particular importance for the protection and promotion of the party's existing and

future interests, and that in the event of any breach of this Section, a claim for monetary damages may not constitute an adequate remedy. The parties therefore agree that in the event of a breach or threatened breach of this Section, either party may apply to any court of competent jurisdiction for injunctive or other relief, and the other party will not object to the form of the action or to the form of relief sought in any such action.

9.4 Survival. The provisions of this Confidentiality Section will survive the termination or expiration of this Agreement.

10. Ownership of Intellectual Property. All reports and other data (including without limitation, written, printed, graphic, video and audio material contained in any computer data base or computer readable form) (hereinafter “Works of Authorship”) developed during the term of this Agreement are the property of the Facility. Works of Authorship created during the term of this Agreement are “Works for Hire”, as that term is defined in copyright law. Facility shall own all rights to any inventions, discoveries, new uses, advances on the state of art, protocols, ideas, products or other protectable rights arising from any activities within the scope of this Agreement (hereinafter “Inventions”). The School shall (and cause its subcontractors and employees to) execute all documents, provide all information, and otherwise take all actions requested by the Facility, including, without limitation, assignments of rights the School may have in such works, to secure for the Facility the ownership rights and available legal protections for all Works of Authorship or Inventions.

11. Access to Books and Records. The School shall promptly submit such records as the Facility deems to be required by the Medicare, Medicaid, and other health insurance programs. In addition, the parties agree that if the agreement between them is subject to the Medicare statutes and regulations governing access to books and records of subcontractors, the School shall retain and, for four (4) years after services are furnished by the School, shall allow the authorized representatives of the Comptroller General, the Hospital, and the Department of Health and Human Services access to this Agreement and to such books, records, and other documents of School that are necessary to verify the nature and extent of the costs of such services. In the event the School receives a request for access, the School agrees to notify the Facility immediately and to consult with the Facility regarding what response will be made to the request. This access agreement shall be effective as of date specified on the last page of this Agreement and shall continue for four (4) years after services are terminated.
12. Entire Understanding. This Agreement contains the entire understanding of the parties as to the matters contained herein, and it shall not be altered, amended or modified except by a writing executed by the duly authorized officials of both the School and the Facility.
13. Severability. If any provision of the Agreement is held to be invalid or unenforceable for any reason, this Agreement shall remain in full force and effect in accordance with its terms, disregarding such unenforceable or invalid provision.
14. Captions. The caption headings contained herein are used solely for convenience and shall not be deemed to limit or define the provisions of this Agreement.

15. No Waiver. Any failure of a party to enforce that party's rights under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any of the provisions contained herein.
16. Governing Law. This Agreement shall be governed and construed in accordance with the laws of the state of Kentucky
17. Binding Effect. This Agreement shall inure to the benefit of, and be binding upon, the parties hereto and their respective successors and permitted assigns.

FACILITY (Facility Name)

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

SCHOOL (University of Kentucky, College of Agriculture, School of Human Environmental Sciences, Department of Dietetics and Human Nutrition)

By: \_\_\_\_\_  
Name: Hazel Forsythe, PhD, RD, LD  
Title: Director Dietetic Internship

By: \_\_\_\_\_  
Name: Liz Combs, MS, RD, LD  
Title: Director Coordinated Program

**ATTACHMENT A STUDENT AGREEMENT**

I. This Student Agreement (the "Agreement") is effective the \_\_\_\_ day of \_\_\_\_\_, 20\_\_, between \_\_\_\_\_ ("Facility") and \_\_\_\_\_ ("Student"), a student currently enrolled at \_\_\_\_\_ to participate in clinical learning activities at Facility. Student agrees as follows:

**Confidentiality** Student acknowledges that as a result of the clinical learning activities, Student will have access to confidential information of the Facility, including patient health information. Student will hold confidential all patient and Facility information obtained as a participant in these activities and will not to disclose any personal, medical, related information, or any other confidential information to third parties, family members, or other students and teachers, except as permitted in this Agreement or as required by law. Student is committed to protecting and safeguarding from any oral and written disclosure all confidential patient and Facility information that Student comes in contact with. Student shall not copy surgery schedules, patient medical records, or other Facility information. Except as permitted or required by this Agreement or by law, Student will not use or disclose patient information in a manner that would violate the laws of the State of \_\_\_\_\_ or the requirements of any federal law, including, for example, the Privacy and Security Standards contained in the Health Insurance Portability and Accountability Act of 1996 (45 CFR §§ 160 through 164). Student expressly agrees to comply with state and federal law in all respects, and to implement of all necessary safeguards to prevent such disclosure. Student acknowledges that any breach of confidentiality or misuse of information will result in termination of Student's clinical activities at Facility, as well as the potential termination of the Facility's relationship with Student's school or legal action. Unauthorized disclosure may give rise to irreparable injury to the patient or the owner of the confidential information and accordingly, the patient or owner of such information may seek legal remedies against the Student.

**Compliance with Policies and Rules** While participating in clinical activities at Facility, Student will abide by all applicable Facility rules, policies, procedures and instructions, whether verbal or written, including the Bon Secours Health System Code of Conduct. Student shall review the Facility's Administrative Policy Manual which includes information regarding blood borne pathogens, hazardous chemicals, TB prevention, fire safety, electrical safety, and emergency preparedness. Student will wear appropriate attire, including an identification badge identifying him/her as a student, as requested by Facility.

**Release and Professional Liability Insurance** Student will hold harmless the Facility, its parents, officers, directors, employees, members, and any and all of their affiliates, subsidiaries, employees, agents and insurers (collectively "Facility"), from any and all liability of whatsoever nature and from injuries, sickness or other damages, physical as well as emotional, suffered by Student during participation in the clinical activities. Student acknowledges that Student is covered by Student's own (or Student's school's) professional liability insurance coverage and agrees to furnish proof of such coverage to Facility.

**Limitation** Student understands that by signing this Agreement, Student is not guaranteed participation in any clinical activities at Facility. Eligibility of participation shall be determined exclusively by Facility, in its sole discretion.

**Withdrawal of Student** Facility may require the Student to immediately withdraw from the clinical activities in the event Facility determines, in its sole discretion, that Student's conduct, demeanor or cooperation is unsatisfactory or that Student has violated Facility policies or rules, including, but not limited to, breach of confidentiality.

**Student Status** Student understands that Student is not and will not be considered an employee of Facility or any of its subsidiaries or affiliates by virtue of Student's participation in the clinical learning activities and shall not as a result of Student's participation in the clinical activities, be entitled to compensation, remuneration or benefits of any kind.

\_\_\_\_\_  
Student  
Date: \_\_\_\_\_

\_\_\_\_\_  
Facility  
Date: \_\_\_\_\_

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

## Students

### **Standard 20: Student Progression and Professionalism**

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.

#### **Narrative:**

##### Guideline 20.1.a

The CP Director also serves as the Academic Coordinator for the DHN Department. This is an area of strength of the program because the director has access to many student support services and has the advising and counseling skills to guide students in the appropriate direction. The advising scheme of the department is also advantageous to student support because all freshman, sophomore and transfer students are placed with the academic coordinator for their first several semesters. Students are required to meet with their academic advisor at least once during each semester to have their registration hold lifted. This allows all students to receive a consistent orientation to the department and the dietetics program. This also allows the academic coordinator the opportunity to build quality relationships with the students so they can be counseled properly. It is during this time that students receive information about the requirements to become a practitioner through a PowerPoint presentation (Appendix 20-01) and several documents (Appendix 20-02).

##### Guideline 20.1.b, Guideline 20.1.c, Guideline 20.1.d, Guideline 20.1.e, and Guideline 20.1.h

Students in the dietetics program apply to the CP in the spring semester of their sophomore year, which allows several individual advising meetings to take place before prospective students apply to the CP. It is during this time that students are assessed for their ability to be successful in the program and dietetics profession. If a CP student is not meeting the GPA requirement of a 3.0 or is struggling in classes, especially science courses, then the academic coordinator discusses options for academic support services and options for improving academic performance. Academic support services include University of Kentucky Student Support Services, Academic Enhancement, and many other easily accessible university tutoring sources. A comprehensive list of these programs can be found here: [http://www.uky.edu/AcademicSuccess/undergrad\\_support.html](http://www.uky.edu/AcademicSuccess/undergrad_support.html). Students also have access to this list of support services in the College of Agriculture Advising Resource Center.

If a dietetic student's GPA falls below a 3.0, they receive an academic progression letter that warns them they have fallen below the CP requirement of a 3.0 to stay in the program. If a student's GPA falls below a 3.0 for a second semester in a row, they receive an academic progression letter that states that they are not allowed to progress on in the coordinated program until their GPA is above a 3.0 cumulative. It is also at this time that other career paths are discussed with students.

The CP student receives advising on a semester basis from the CP Director. During these individualized meetings the director discusses professional behavior and areas of academic integrity. If the student or Director has any concerns, they are able to be addressed during these private meetings.

##### Guideline 20.1.f

Coordinated Program students are required to complete at least 100 hours of food and nutrition related volunteer experiences before they begin the supervised practice component in the spring of their senior year. This volunteer requirement is built into the CP so students can gain experience in the different domains of dietetics and appreciate the importance of public service.

Coordinated Program students also complete a Special Project as a cohort. The cohort chooses a group project to complete. Past projects have included a family fun night at a local YMCA and raising money to purchase lunch trays for an elementary school in Ghana. In addition to this professionalism opportunity, all CP students also take part in peer teaching opportunities. Each CP student presents two case studies of research to their peers during the supervised practice component. These activities build oral presentation skills and confidence.

Recently an expectation was added for a coordinated program student that requires attendance at two professional meetings each semester. Students keep a log of these meetings on their e-portfolio sites. CP students are also strongly encouraged to become leaders in the Student Dietetic and Nutrition Association (<http://www.ca.uky.edu/HES/index.php?p=220>). These experiences begin the process of building a professional identity that are in keeping with professional behaviors and expectations of a registered dietitian.

An integral part of the CP student's education on professionalism also takes place in DHN 301 Dietetics Practice. Throughout the course professionalism is addressed from the perspective of conduct, leadership, and defining the dietetics profession. This is done largely through guest speakers that include dietitians representing the areas of medical nutrition, community nutrition, and foodservice systems management. Each guest speaker is asked to describe their career path, current job responsibilities, expectations of a dietetic intern, and to share any advice of how students successfully transition into a competent professional. Having guest speakers describe their career path and current position demonstrates to students the vast opportunities within the dietetics profession. It also emphasizes to students that the knowledge, competency, and behavior of those in the profession is what defines and preserves the unique role of the dietitian as the nutrition expert. In addition, a representative from UK's Career Center addresses the basics of professional communication and behavior. During these lectures students learn how to develop a well-written resume and cover letter and are provided with professional interviewing advice and electronic communication etiquette.

The DHN 301 Dietetics Practice course also serves as a platform for the instructor to emphasize the importance of being involved in public service as a student and then as a professional in the field of dietetics. Through the series of lectures given by the instructor and guest speakers, students learn that serving the profession as Preceptors, mentors, committee or board members and acting as supporting alumni to their university is critical to preserving the dietetics profession. Additionally, the guest speakers themselves serve as role models to students as they are assisting the profession by volunteering their time to mentor the DHN 301 class.

#### Guideline 20.1.g

In the past year, the Department of DHN Department has sponsored focus groups to discuss ways to improve the student experience in the department and within the curriculum. Students have been candid in the strengths and the weaknesses of the program during these meetings, and their feedback has been shared with faculty members to encourage ongoing curriculum improvement. Students also complete an exit interview upon graduation, which can be found in Appendix 20-03.

CP students are also strongly encouraged to complete online surveys after the completion of the supervised practice in which they are asked for strengths and weaknesses of the program.

Future plans to increase student professionalism include the introduction of a white coat ceremony before the students begin the supervised practice portion of their education. Each student will be presented with a lab coat that has University of Kentucky and Department of Dietetics and Human Nutrition embroidered on it. They will then be encouraged to wear these coats on their rotations so they can represent the University of Kentucky CP.

**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.

# **Standard      Appendix**

**Major**

Thank you for completing the exit survey. Your comments are important to us and will help us improve the Human Nutrition Program. The survey answers that you provide are anonymous. Please complete this survey honestly.

1. What is your major?

- Human Nutrition
- Dietetics

**Block 3**

Please rate the following aspects of your education in the Department of Dietetics and Human Nutrition (DHN)/Nutrition and Food Science (NFS). Choose the response that best reflects your assessment.

	Excellent	Good	Satisfactory	Unsatisfactory	Poor
2. The overall teaching quality of DHN/NFS Faculty.	<input type="radio"/>				
3. The overall quality of academic advising by the DHN/NFS Faculty.	<input type="radio"/>				
4. The overall preparation to successfully perform in an entry-level nutrition-related position, a graduate program, or a professional program?	<input type="radio"/>				
5. What is your overall impression of your educational experiences in the DHN/NFS program?	<input type="radio"/>				
6. Extent to which program courses stimulated you to think critically (applying information, analyzing and solving problems).	<input type="radio"/>				

**Block 4**

On a scale of 1-7 (1= not at all; 7= very), how confident are you in your ability to:

	7	6	5	4	3	2	1
7. Use peer-reviewed journal articles to write a literature review on a topic related to nutrition and health.	<input type="radio"/>						
8. Present a 15 minute professional presentation on a topic related to nutrition and health.	<input type="radio"/>						
9. Work with a team to develop a community intervention program.	<input type="radio"/>						
10. Critically evaluate nutrition and health related stories in popular media, such as on the internet or on TV.	<input type="radio"/>						
11. Provide general nutrition advice to healthy children and adults.	<input type="radio"/>	<input checked="" type="radio"/>					

**Block 1**

Please answer the following multiple choice questions to the best of your ability.

12. Following the identification of a research topic, what is the first step in developing a research question?

---

- Review of the literature (sources such as, the Academy of Nutrition and Dietetics' Evidenced-based Analysis Library, peer-reviewed journal articles, evidence-based nutrition practice guidelines, or Cochrane Database of systematic review)
- Develop a research aim and hypothesis
- Discuss with professionals to identify gaps in the literature
- Conduct a needs assessment

13. When interpreting the literature related to nutrition issues what type of articles will provide a summary of the evidence and provide guidance or recommendations in policy decisions?

---

- Meta-Analysis
- Systematic Review
- Randomized control trial
- Longitudinal study

14. To promote a healthy lifestyle, the Dietary Guidelines for Americans, recommends that people  $\geq 2$  years of age \_\_\_\_.

---

- Increase saturated fat intake
- Be physically active only 1 time per week for 10 minutes
- Replace saturated fats with polyunsaturated fats
- Take a multivitamin and mineral supplement daily
- All of the above

15. Which of the following is a main reason the U.S. government created policies to improve the general health of the public through dietary approaches:

---

- Decrease the purchasing power of the poor
- Provide meals to schoolchildren and seniors
- Make recommendations for vegan diets
- Provide tax incentives to improve intake of fruits and vegetables

16. What are the four components that form the foundation of U.S. nutrition policy?

---

- Education, assistance, information, research
- Education, assistance, guidance, technology
- Education, counseling, behavior, research
- Education, counseling, research, technology

17. On a scale of 1-7 rate the overall quality of this recipe. This is an example of a \_\_\_\_\_ taste testing technique.

---

- Hedonic
- Attribute
- Objective
- Discrimination

18. Which of the following ingredients acts as a natural emulsifier in foods?

---

- Butter
- Egg Yolk
- Wheat Flour
- Milk

19. Which of the following describe glycolysis?

---

- Results in a net production of 38 ATP
- Is a non-reversible process
- Occurs in the cytoplasm of the cell
- Is an aerobic process

20. Which of the following describe bile?

---

- Necessary for the digestion of protein
- Made in the gallbladder
- Made from cholesterol
- Recycled from the colon

21. A nutrition label for a granola bar indicates the bar contains 10 grams of carbohydrate, 2 grams of fat, and 3 grams of protein. How many kcals are provided per bar?

---

- 52 kcals
- 70 kcals
- 85 kcals
- 102 kcals

22. Which nutrient(s) yield(s) energy and contain(s) a nitrogen component?

---

- Carbohydrates
- Proteins
- Lipids
- Vitamins
- All of the above

23. Carbohydrate loading is most beneficial for which type of athlete?

---

- Long-distance runner
- Sprint cyclist
- Body builder
- Baseball player

24. Paul is a 20-year old college student who cross-trains at the gym 3 or 4 days per week for 60 minutes. Paul is 6'2" tall and weighs 180 lbs. How much protein should Paul be consuming per day?

---

- 50 grams
- 65 grams
- 82 grams
- 104 grams

25. What is the leading cause of death in the United States?

---

- Cancer
- Diabetes
- Alzheimer's Disease
- Heart disease

26. The primary site for nutrient absorption in humans is the \_\_\_\_\_.
- Colon
  - Jejunum
  - Duodenum
  - Ileum
  - Stomach
27. Pam suffers from frequent heartburn as a result of abnormal functioning of her \_\_\_\_\_.
- Pyloric sphincter
  - Lower esophageal sphincter
  - Upper esophageal sphincter
  - Ileocecal sphincter
28. A deficiency in which of the following vitamins can lead to poor bone health?
- Vitamin A
  - Vitamin D
  - Vitamin E
  - Vitamin K
29. A deficiency of which of the following nutrients can lead to anemia?
- Iron
  - Folate
  - Vitamin B12
  - Folate and Vitamin B12
  - All of the above
30. When developing research aims and hypothesis what are the first steps?
- Review the literature
  - Talk to experts
  - Talk to friends
  - Think of something personal
31. What type of study design is the gold standard?
- Cross-sectional survey
  - Randomized control trial (RCT)
  - Prospective cohort
  - Retrospective cohort
32. In developing a survey what type of answers will provide robust results
- Multiple choice
  - Mutually exclusive
  - True/False
  - Likert scale

### **Overall Program Assessment and Recommendations**

Please Reflect on your program of studies and extracurricular activities as a student in the Department of Dietetics and Human Nutrition and complete the following questions. Your feedback will assist faculty in improving undergraduate nutrition education.

---

33. Please provide comments on areas that you rated as "unsatisfactory" or "poor".

---

34. Which aspects of your overall program of studies in Human Nutrition were most valuable to you, and why? (Examples may include major courses, case studies, projects/assignments, field experiences, faculty, student interactions, advisement, extracurricular activities, conferences/workshops attended, etc).

---

35. Please indicate which aspects of your education you found to be the least valuable (Examples of this may include classroom education, readings, field experiences and/or written assignments, volunteer work, paid work experiences etc).

---

36. Please indicate areas that could have been strengthened to meet the needs of your career path.

## 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.

#### Narrative:

##### Guideline 21.1.a

ACEND will review complaints from students, faculty, and preceptors that relate to a program's compliance with accreditation standards in the interest of maintaining quality in dietetics education programs. However, ACEND will not interfere in matters of admission, appointment, promotion or dismissal of faculty, staff, or students. A copy of the accreditation standards and/or ACEND's policy and procedure for submission of complaints may be obtained by contacting personnel at: The Academy for Nutrition and Dietetics, American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995.

##### Guideline 21.1.b

The official grievance policy can be found in both the CP Handbook and the DHN CP Preceptor Handbook. This information is discussed with accepted CP students during their first meeting on campus. Then students sign a form indicating they have read and understood the policy. It is understood that preceptors read and comprehend the information presented to them in the DHN CP Preceptor Handbook.

Students attending the University of Kentucky have rights, and sometimes the rights afforded to them are violated. If an incident occurs where a student believes their rights have been violated, they should first review the Senate Rules. For the exact Senate Rules covering student rights see: [see S.R. 6.1.0](#) (pdf).

If a student experiences an instance where they feel their rights have been violated, they are to first talk with the instructor or the chair of the department where the course is taught, and then contact the University of Kentucky Academic Ombud Services. The Academic Ombud services are available 8:00 am– 5:00 pm, Monday—Friday in 109 Bradley Hall. Walk in visits are welcome at any time. Call-in and e-mail inquiries are encouraged too. Often speaking with the well-qualified and helpful Ombud Office staff can solve a problem. Complete information on student rights and responsibilities can be found on the UK website: <http://www.uky.edu/StudentAffairs/Code/>.

A CP student may file a complaint regarding their Preceptor, practicum site or course content with the coordinated program director. Once additional information is obtained from the student, the director will schedule a phone call or meeting with the student and Preceptor. Minutes from the meeting and resolution action plan will be given to the student and Preceptor with an additional copy retained in the student's file within the department. At any point in time, the student may file a grievance with the University using the protocol above.

In addition to student complaints, the CP values the relationships with the preceptors, their staff and the practicum sites recognizing that each site has their own policies and protocols. If a preceptor has a complaint about a student's performance or behavior they are encouraged to contact the program director immediately. Once additional information is obtained from the preceptor, the director will schedule a phone call or meeting with the student and preceptor. Minutes from the meeting and resolution action plan will be given to the student and Preceptor with an additional copy retained in the student's file within the department. If the Preceptor feels that their concern has not been resolved, they may choose to file a complaint with the department chair or dean's office. Students are notified by the director at the beginning of the supervised practice component that they are obligated to know and follow placement policy and protocol.

The program director makes every attempt to effectively resolve conflicts to allow students to successfully complete the CP in the appropriate timeframe. All complaints are handled in a non-retaliatory and private manner between director, student, and Preceptor. As always, students may bring their concerns to the department chair or to ACEND if necessary, without fear of retaliation.

Guideline 21.1.c and Guideline 21.1.d

One area of strength of the program is that no complaints have been submitted directly to ACEND in the past 5 years regarding the program's compliance with accreditation standards. All student complaints made within the program have been handled in the manner written above and have been successfully resolved. No CP student has been unable to successfully complete the program in the desired timeframe due to grievances or other issues in the past 5 years.

**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 and 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.

#### Narrative:

##### Guideline 22.1 a - Guideline 22.1.h

Program information, including but not limited to: description, mission, goals, objectives, description of how program fits into the credentialing process, applicable cost to the student, student requirements, accreditation status (including the full name, address and phone number of ACEND), program calendar, and graduation and program completion requirements can all be found in the Coordinated Program Student Handbook and the CP Preceptor Handbook. There is also a statement on page 4 of the student handbook that states that program outcomes are available on request from the program director. Each student is given a hard copy of this handbook at a group meeting in the sophomore spring once they are accepted. The Coordinated Program Student Handbook and the Coordinated Program Preceptor Handbook are also easily accessible on the CP website: <http://www.ca.uky.edu/HES/index.php?p=768>.

The CP website also includes a PowerPoint describing the program and admission requirements ([DHN Coordinated Program Information](#)), advising materials including the suggested 4-year plan ([Suggested 4-Year Plan](#)), program requirements ([Program Requirements \(PDF\)](#)), the CP Application ([DHN Coordinated Program Application](#)), CP application checklist ([DHN Coordinated Program Checklist](#)), and tips on preparing the CP Application ([DHN Coordinated Program Application Preparation](#)). All new and prospective students are directed to the CP website for the most current materials. Documents from the website can be found in Appendix E.

The CP website, CP Student Handbook, and CP Preceptor Handbook are all reviewed on a bi-annual basis at the end of each semester by the CP Director and CP/DI Program Assistant. The handbooks are also reviewed annually by the DHN faculty at a faculty meeting at the beginning of the academic year. Also, DHN faculty, students, and preceptors are continually encouraged to provide feedback to make the program materials as user-friendly as possible.

The CP website is an area of strength for the program because all information is located in one central location. Updated bi-annually and/or as needed, the information provided is clear, consistent, and accurate. The CP application is available to all students as it allows for transparency of the application procedures. Another area of strength is the fact that all program constituents are privy to the policy and procedure information. In addition, CP students, DHN faculty and CP preceptors receive this information in the form of handbooks and newsletters, allowing for consistent access to information about the program. There are no areas of non-compliance for Standard 22 and no information is missing at this time.

**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 and 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.

#### Narrative:

##### Guideline 23.1.a – Guideline 23.1.e

Written policies and procedures that govern the CP comply with state and federal laws and regulations to ensure nondiscrimination and equal opportunity related to student recruitment and admission and protect students' rights. Institutional policies and procedures that impact CP students are available in the UK Student Bulletin. Policies and procedures, including but not limited to: withdrawal and refund of tuition and fees, scheduling and program calendar, protection of student privacy information, access to personal files, and access to student support services can all be found in the UK Student Bulletin. The bulletin is only available online and is easily accessible on the UK Registrar's website: <http://www.uky.edu/registrar/2012toc>. Bulletins for the past five years can also be referenced on the Registrar's website: <http://www.uky.edu/registrar/bulletin-course-catalog>. Students are encouraged during their 2-day University Orientation the summer before their freshman year to read the UK Bulletin in its entirety because these are the policies and procedures that impact their academic career.

To apply for the coordinated program, students must be enrolled in the Dietetics major and have a minimum cumulative GPA of 2.8 or above. The applicant must then submit an application form, three letters of recommendation, official transcripts, and a personal statement. All students that submit the required documents by the deadline are granted an interview. During the interview process an interview template is followed so all students have the opportunity to respond to the same questions. An interview rubric allows interviewers to quantify the applicant's interview score. An admission score sheet ranks students for admission to the CP program. Twelve students are accepted into the CP and two to four students are placed on the waitlist. All students are notified of their placement through letters. Application documents can be found in Appendix F.

##### Guideline 23.2.a – Guideline 23.2.l

Program policies and procedures, including but not limited to: insurance requirements, travel liability, injury or illness while on rotation, supervised practice facility procedures (drug testing, criminal background check, etc.), grievances, assessment of prior learning, formal assessment measures, retention and remediation, disciplinary and termination, graduation and program completion requirements, and verification statements can all be found in the Coordinated Program Student Handbook (Appendix C) and the CP Preceptor Handbook (Appendix D). Each student is given a hard copy of the CP Student Handbook at a group meeting in the sophomore spring semester after they have been accepted. The students are required to sign a statement that verifies that they have read and understood the policies and procedures included in the handbook. This signed document is kept in their individual student folders within the CP/DI Assistant's office. The Coordinated Program Student Handbook is also easily accessible on the Coordinated Program website: <http://www.ca.uky.edu/HES/index.php?p=768>.

Admission criteria for the program are an area of strength. The CP application along with the CP Applicant Grading Rubric is continuously available to all students, prospective students, and the public at large on the CP website (listed above). This has been a recent update to increase the transparency of the selection process. Another area of strength is that all program constituents are privy to the policy and procedure information. CP students and DHN faculty receive the CP Student Handbook and the UK Bulletin and CP preceptors receive this information in their own CP Preceptor Handbooks. This allows for all individuals to have consistent information when working with the program.

An area of improvement has been the transparency of the student selection process. As mentioned above, plans are in place to remedy this. All admission criteria and the admission rubric are now available on the program’s website. Another plan for improvement that involves the admission process to the CP impacts the student selection committee. In the past only DHN faculty sat on the selection committee. Beginning in 2013, an outside constituent that serves in the School of Human Environmental Sciences Advising Resource Center will be on the CP selection committee and take part in all selection activities.

Other plans for improvement involve creating a program handbook checklist and website checklist that would assist the program director and CP/DI program assistant during the bi-annual review process. The checklists would allow all reviewers to ensure that the materials are current and available. This would also allow for redundant content to be eliminated.

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

--

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

# CP PAR Written Plan for Ongoing Assessment of CP Learning Outcomes

Assessment Period from 2008-2013

1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice				
List the 5 Student competencies/ learning outcomes (Appendix A)	Assessment methods that will be used and expected outcomes (Criterion 2.5.1)	Didactic and/or supervised practice course in which assessment will occur (Criterion 2.5.2)	Individuals responsible for ensuring assessment occurs (Criterion 2.5.3)	Timeline for collecting formative and summative data (Criterion 2.5.4)
<p><b>CP 1.1</b> Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes</p>	<ul style="list-style-type: none"> <li>• Perform food production activities meeting nutrition guidelines and consumer satisfaction.</li> <li>• Evaluate results of food and nutrition services</li> <li>• Use outcomes to improve services and practice</li> <li>• Research project</li> <li>• Identify the service issue you would like to measure</li> <li>• Create and test a service plan that measures food and nutrition outcomes.</li> <li>• Contribute to food programs organized by the agency, paper based programming, evaluation data collection and interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> <li>• DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> <li>• DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Final report will be evaluated for appropriateness of activities and integration of information into discussion</li> <li>• Discussion in student logs and on-line listservs</li> <li>• Show measured outcomes</li> <li>• Graded research project</li> <li>• Leadership discussion on listserv               <ul style="list-style-type: none"> <li>• Weekly Log Reports</li> </ul> </li> <li>• Evaluation checklist</li> </ul>
<p><b>CP 1.2</b> Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of</p>	<ul style="list-style-type: none"> <li>• Read current journal articles concerning foodservice management issues.</li> <li>• Use journal readings and research to justify current practices.</li> <li>• Conduct outcomes research and make data available to preceptor</li> <li>• Use current reference material in the practice</li> <li>• Include research based information in your practice of the profession</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> <li>• DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Notes in log</li> <li>• Graded research project</li> <li>• Abstract from 3 recent articles on cases studying disease</li> <li>• Listserv discussions</li> </ul>

<p>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>		<ul style="list-style-type: none"> <li>• DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>		
<p><b>CP 1.3</b> Justify programs, products, services and care using appropriate evidence or data</p>	<ul style="list-style-type: none"> <li>• Execute programs developed for agency</li> <li>• Contribute to food programs organized by the agency, paper based programming, evaluation data collection and interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Observation by faculty and CBF</li> <li>• Weekly Log Reports</li> <li>• Evaluation checklist</li> </ul>
<p><b>CP 1.4</b> Evaluate emerging research for application in dietetics practice</p>	<ul style="list-style-type: none"> <li>• Read current journal articles concerning foodservice management issues.</li> <li>• Use journal readings and research to justify current practices.</li> <li>• Conduct outcomes research and make data available to preceptor</li> <li>• Use current reference material in the practice</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> <li>• DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Notes in log</li> <li>• Graded research project</li> <li>• Abstract from 3 recent articles on cases studying disease</li> </ul>
<p><b>CP 1.5</b> Conduct research projects using appropriate research methods, ethical, procedures, and statistical analysis</p>	<ul style="list-style-type: none"> <li>• 85% of the coordinated program students will complete the DHN 818 Evaluation of Dietetic Practice research project utilizing scientific approach to research and dissemination of outcomes.</li> <li>• The Research Poster will be presented at the Professional Development and Graduation Ceremony on the final day of the SPP</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 818 Evaluation of Dietetic Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> <li>• DHN faculty – each faculty is responsible for partnering with up to five students per SPP</li> </ul>	<ul style="list-style-type: none"> <li>• Research assignment is to begin in the first 10 weeks of the SPP</li> <li>• Ongoing collaboration with the DHN faculty</li> <li>• Final project due three weeks prior to end of SPP</li> <li>• Research poster presented to colleagues during the final week of the SPP</li> </ul>

				<ul style="list-style-type: none"> <li>All research posters displayed at the Professional Development and Graduation Ceremony the final day of the SPP.</li> </ul>
<b>2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.</b>				
<b>List the 14 Student competencies/ learning outcomes (Appendix A)</b>	Assessment methods that will be used and expected outcomes (Criterion 2.5.1)	Didactic and/or supervised practice course in which assessment will occur (Criterion 2.5.2)	Individuals responsible for ensuring assessment occurs (Criterion 2.5.3)	Timeline for collecting formative and summative data (Criterion 2.5.4)
<b>CP 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 ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics	<ul style="list-style-type: none"> <li>Conduct personal self-evaluations in the log to identify professional strengths.</li> <li>Plan for areas of ethical improvement.</li> <li>Maintain ethical attitudes and standards.</li> <li>Develop your personal philosophy of practice using the ADA Code of Ethics as a guide</li> <li>Observe patient confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> <li>DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> <li>DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Mid and Final Evaluation</li> <li>Log completed for entirety of rotation.</li> <li>On-line discussion</li> <li>Compare your practices with the Code of Ethics</li> </ul>
<b>CP 2.2</b> Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies)	<ul style="list-style-type: none"> <li>3-page concept paper</li> <li>Develop materials for specific groups</li> <li>Review the education materials at your facility and update them</li> <li>Review the popular literature</li> <li>Acquire translated materials for non-English speaking groups in your community</li> <li>Develop and disseminate nutrition communications</li> </ul>	<ul style="list-style-type: none"> <li>DHN812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> <li>DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Paper due at end of FSSM rotation.</li> <li>Graded educational materials</li> <li>Graded Review of Popular Media</li> </ul>

and procedures)		<ul style="list-style-type: none"> <li>• DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>		
<p><b>CP 2.3</b> Design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience</p>	<ul style="list-style-type: none"> <li>• Present in-service and evaluate effectiveness of in-service.</li> <li>• Develop other educational tools for use at that facility</li> <li>• Supervise nutritional intervention in the medical record for all patient contacts.</li> <li>• Develop materials for patients to supplement individualized diets (e.g. shopping tips, cooking hints, weight control guidelines, etc.).</li> <li>• Examine nutrition information on the chronic diseases, critique and modify</li> <li>• Supervise in-service training for community groups</li> <li>• Include staff at the community agency where you are based.</li> <li>• Read the literature on health promotion disease prevention and Healthy People 2010</li> <li>• Health Promotion Project</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> <li>• DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> <li>• DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Student completes self-evaluation; Preceptor and instructor evaluate presentation skills and effectiveness</li> <li>• Evaluate for appropriateness</li> <li>• Preceptor observation</li> <li>• Graded educational materials</li> <li>• Observation of in-service</li> <li>• Weekly Log Reports</li> <li>• Graded Health Promotion Project</li> </ul>
<p><b>CP 2.4</b> Use effective education and counseling skills to facilitate behavior change</p>	<ul style="list-style-type: none"> <li>• Nutritional care information is to be documented in the patients' medical record, perform charting.</li> <li>• Counsel patients or their significant other to determine patients' food history, preferences, eating habits, usual intakes, &amp; any other information pertinent to the health care of the patient.</li> <li>• Develop interviewing/ counseling skills to obtain the patient's/clients dietary, social, and medical history.</li> <li>• Based on diet orders, individual's present food pattern and lifestyle develop modified meal plans for patients.</li> <li>• Coordinate and plan counseling sessions</li> <li>• Develop and implement care plans with pt.</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> <li>• DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Examination of medical charts and co-sign notes by preceptor</li> <li>• PCR, hospital census, or log</li> <li>• Graded diet instruction (3) by preceptor</li> <li>• Preceptor, education materials</li> <li>• Care plans</li> <li>• Fact sheets</li> <li>• Weekly log reports</li> <li>• Examination of created materials</li> </ul>

	<ul style="list-style-type: none"> <li>• Use pre-packaged and self developed materials to educate on chronic diseases</li> <li>• Screening and assessment</li> <li>• Develop/use care plans</li> <li>• Direct service via counseling, interviews, face-to face sessions</li> <li>• Distribution and explanation of educational materials</li> </ul>			
<b>CP 2.5</b> Demonstrate active participation, teamwork and contributions in group settings	<ul style="list-style-type: none"> <li>• Read the literature on health promotion disease prevention and Healthy People 2010</li> <li>• Health Promotion Project</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Log Reports</li> <li>• Graded Health Promotion Project</li> </ul>
<b>CP 2.6</b> Assign appropriate patient care activities to DTRs and/or support personnel considering the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility	<ul style="list-style-type: none"> <li>• Supervise patient assessments and follow-up on the progress of patient's with recommendations.</li> <li>• Participate in WIC or Chronic Disease screening</li> <li>• Independently conduct screening</li> <li>• Conduct glucose screen for diabetes, cholesterol,</li> <li>• Analyze blood pressure readings, weight</li> <li>• Interview and counsel pts</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> <li>• DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• PCR or hospital form</li> <li>• Preceptor observation</li> <li>• Weekly log</li> </ul>
<b>CP 2.7</b> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice	<ul style="list-style-type: none"> <li>• Follow institution's referral protocol</li> <li>• Become familiar with the agencies protocols for referral</li> <li>• Follow protocol when necessary</li> <li>• Confer with preceptor and seek opportunities for practicing referral protocol</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> <li>• DHN 800/808 Nutrition in the Lifecycle</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Log</li> <li>• Patient Contact Record (PCR) form.</li> <li>• Complete forms for agency report</li> </ul>

		Practicum/Community Nutrition Practicum		
<b>CP 2.8</b> Demonstrate initiative by proactively developing solutions to problems.	<ul style="list-style-type: none"> <li>• Read the literature on health promotion disease prevention and Healthy People 2010</li> <li>• Health Promotion Project</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Log Reports</li> <li>• Graded Health Promotion Project</li> </ul>
<b>CP 2.9</b> Apply leadership principles effectively to achieve desired outcomes	<ul style="list-style-type: none"> <li>• Special project created to benefit organization</li> <li>• Use the computer for forecasting, inventory, production, financial and management functions.</li> <li>• Apply effective strategies for supervising personnel, resources and services</li> <li>• Participate in department meetings as possible.</li> <li>• Contribute to interdisciplinary team planning.</li> <li>• Maintain good working relationships with supervisors and employees.</li> <li>• Develop/update employee job responsibilities.</li> <li>• Study the institutions mission and vision statements.</li> <li>• Participate in strategic planning and JACHO preparation where possible</li> <li>• Read the literature on health promotion disease prevention and Healthy People 2010</li> <li>• Health Promotion Project</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> <li>• DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> <li>• DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Project completed by end of FSSM rotation</li> <li>• Written evaluation at mid and final by supervisor.</li> <li>• Observation – document procedures on Behavior Checklist</li> <li>• Weekly Log Reports</li> <li>• Graded Health Promotion Project</li> </ul>
<b>CP 2.10</b> Serve in professional and community organizations	<ul style="list-style-type: none"> <li>• Identify professional development goals.</li> <li>• Present written and oral information in a professional manner.</li> <li>• Students should attend hospital meetings,</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing journal for entirety of SPP</li> <li>• In-service completed by end of FSSM rotation</li> <li>• Log</li> </ul>

	<p>nutrition care conferences, etc.</p> <ul style="list-style-type: none"> <li>• Students should attend local dietetics or other professional meetings and are required to attend the KDA FNCE</li> <li>• Become involved in the professional and interdisciplinary activities on site</li> </ul>	<p>Practicum</p> <ul style="list-style-type: none"> <li>• DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> <li>• DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>		<ul style="list-style-type: none"> <li>• Attendance record</li> </ul>
<p><b>CP 2.11</b> Establish collaborative relationships with internal and external stakeholders, including patients, clients, care givers, physicians, nurses and other health professionals, administrative and support personnel to facilitate individual and organizational goals</p>	<ul style="list-style-type: none"> <li>• Conduct in-depth nutritional counseling to patients &amp; significant others according to diet orders, educational needs.</li> <li>• Attend at least one nutrition care conference/ medical team meeting</li> <li>• Develop discharge must patterns &amp; instruct patients, accounting for individual considerations, needs &amp; ethnic food, if appropriate</li> <li>• Study referral protocols</li> <li>• Conduct referrals</li> <li>• Evaluate nutrient intake, keep records and recommend adjustments</li> <li>• Follow referral protocols of agency</li> <li>• Develop referral protocol if necessary.</li> <li>• Catalog available community services</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> <li>• DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Graded diet instruction (3) by preceptor</li> <li>• Records in log</li> <li>• Medical Records</li> <li>• Computer analysis output</li> </ul>
<p><b>CP 2.12</b> Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and</p>	<ul style="list-style-type: none"> <li>• Special project created to benefit organization</li> <li>• Use the computer for forecasting, inventory, production, financial and management functions.</li> <li>• Apply effective strategies for supervising personnel, resources and services</li> <li>• Participate in department meetings as possible.</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Project completed by end of FSSM rotation</li> <li>• Written evaluation at mid and final by supervisor.</li> <li>• Observation – document procedures on Behavior Checklist</li> <li>• Weekly Log Reports</li> </ul>

work ethic within various organizational cultures	<ul style="list-style-type: none"> <li>• Contribute to interdisciplinary team planning.</li> <li>• Maintain good working relationships with supervisors and employees.</li> <li>• Develop/update employee job responsibilities.</li> </ul>			
<b>CP 2.13</b> Perform self assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration	<ul style="list-style-type: none"> <li>• Continue self -assessment using the Professional Behaviors Checklist.</li> <li>• Identify areas of personal strength and weakness</li> <li>• Attend conferences, professional meetings or workshops.</li> <li>• Students should attend hospital meetings, nutrition care conferences, etc.</li> <li>• Students should attend local dietetics or other professional meetings and are required to attend the KDA FNCE</li> <li>• Become involved in the professional and interdisciplinary activities on site</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> <li>• DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> <li>• DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing for entire SPP</li> <li>• Weekly Log Reports</li> <li>• Attendance record</li> </ul>
<b>CP 2.14</b> Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background	<ul style="list-style-type: none"> <li>• 3-page concept paper</li> <li>• Use the computer for forecasting, inventory, production, financial and management functions.</li> <li>• Apply effective strategies for supervising personnel, resources and services</li> <li>• Participate in department meetings as possible.</li> <li>• Contribute to interdisciplinary team planning.</li> <li>• Maintain good working relationships with supervisors and employees.</li> <li>• Develop/update employee job responsibilities.</li> <li>• Independently complete program activities at the agency</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> <li>• DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Due at end of FSSM rotation</li> <li>• Written evaluation at mid and final by supervisor</li> <li>• Observation – document procedures on Behavior Checklist</li> <li>• Weekly Log Reports</li> <li>• Observation by faculty or CBF</li> </ul>

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

List the 7 Student competencies/ learning outcomes (Appendix A)	Assessment methods that will be used and expected outcomes (Criterion 2.5.1)	Didactic and/or supervised practice course in which assessment will occur (Criterion 2.5.2)	Individuals responsible for ensuring assessment occurs (Criterion 2.5.3)	Timeline for collecting formative and summative data (Criterion 2.5.4)
<p><b>CP 3.1</b> Perform the Nutrition Care Process (a through d below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings</p> <p><b>CP 3.1.a.</b> Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered</p> <p><b>CP 3.1.b.</b> Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements</p> <p><b>CP 3.1.c.</b> Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a</p>	<ul style="list-style-type: none"> <li>• Assess those patients identified at nutritional risk and supervise analysis of risk</li> <li>• Conduct pt assessment for multi phase and complicated disorders</li> <li>• Develop and implement care plans to meet continuing health needs</li> <li>• Seek opportunities to participate in calorie counts, test diets, or observe procedures (e.g. barium swallow)</li> <li>• Learn and perform the hospital’s enteral and parenteral feeding procedures for patients</li> <li>• Calculate enteral and parenteral feedings</li> <li>• Transition patients from at least enteral feeding to oral diet</li> <li>• Develop or revise community assessment tools for chronic disease screening</li> <li>• Conduct assessment activities independently</li> <li>• SOAP a pt in the community with any of the listed chronic conditions</li> <li>• Develop care plans for clients in different settings</li> <li>• Design communication materials to circulate programs such as Wildcat Way to Wellness©</li> <li>• Serve foods, monitor intake in feeding programs</li> <li>• Examine KY Behavioral Risk for assessment baseline</li> <li>• Assess community groups at health fairs, clinics</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> <li>• DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• PCR or hospital form</li> <li>• Graded Case studies</li> <li>• Simulations</li> <li>• Records in log</li> <li>• Medical charts</li> <li>• Preceptor and faculty observation and evaluation</li> <li>• Assignment on fact sheets</li> <li>• Presentations</li> <li>• Discussion and report on listserv</li> </ul>

<p>nutrition prescription, establishing goals and selecting and managing intervention</p> <p><b>CP 3.1.d.</b> Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis</p>				
<p><b>CP 3.2</b> Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing</p>	<ul style="list-style-type: none"> <li>• Develop an in-service program for employees or other designated group.</li> <li>• Identify and analyze target market of foodservice operation.</li> <li>• Promote improved foodservice practices that maintain nutritive quality of food.</li> <li>• Use the marketing plan to execute marketing functions on site.</li> <li>• Plan, direct, lead and evaluate an in-service training program for food service personnel or other personnel in the Food and Nutrition Dept., utilizing various methods of Services education &amp; instruction (e.g. films, transparencies, handouts, demonstration, etc.).</li> <li>• Develop a pre-test and post- test for use in evaluating the in-service content, materials, etc.</li> <li>• Conduct marketing of medical nutrition therapy services</li> <li>• Conduct presentations, programs</li> <li>• Develop and distribute health intervention fact sheets</li> <li>• Review the use of popular media for presentation information.</li> <li>• Evaluate TV, magazine or newspaper</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> <li>• DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> <li>• DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based</li> <li>• UK Faculty</li> </ul>	<p>In-service to be completed by end of FSSM rotation.</p> <p>Discuss opportunities and promotions with student and site supervisor  Written lesson plan to professor  Faculty observation of in-service presentation  Completed 'Illustrated Lecture Evaluation' check sheet  Graded Popular Media Review Assignment -Marketing plan or activity at site  Promotional material developed</p>

	<ul style="list-style-type: none"> <li>report.</li> <li>Develop a presentation for popular media, radio, TV, web etc. computer presentation.</li> <li>Examine marketing strategies in the agency</li> <li>Devise a marketing activity and complete</li> </ul>			
<p><b>CP 3.3</b> Demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods</p>	<ul style="list-style-type: none"> <li>Financial Study</li> <li>Use the computer for forecasting, inventory, production, financial and management functions.</li> <li>Apply effective strategies for supervising personnel, resources and services</li> <li>Participate in department meetings as possible.</li> <li>Contribute to interdisciplinary team planning.</li> <li>Maintain good working relationships with supervisors and employees.</li> <li>Develop/update employee job responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Financial Study to be completed by end of FSSM rotation</li> <li>Written evaluation at mid and final by supervisor</li> <li>Observation – document procedures on Behavior Checklist</li> <li>Report in logs</li> </ul>
<p><b>CP 3.4</b> Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions</p>	<ul style="list-style-type: none"> <li>Develop an in-service program for employees or other designated group.</li> <li>Marketing Plan</li> <li>Execute programs developed for agency</li> </ul>	<ul style="list-style-type: none"> <li>DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> <li>DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>In-service to be completed by end of FSSM rotation</li> <li>Marketing plan due at end of FSSM rotation</li> <li>Observation by faculty and CBF</li> </ul>
<p><b>CP 3.5</b> Deliver respectful, science-based answers to</p>	<ul style="list-style-type: none"> <li>Read current journal articles concerning foodservice management issues.</li> <li>Use journal readings and research to justify</li> </ul>	<ul style="list-style-type: none"> <li>DHN 812/814 Foodservice Systems Management/Advanced</li> </ul>	<ul style="list-style-type: none"> <li>Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Medical records</li> <li>Graded diet instruction (3) by preceptor</li> </ul>

<p>consumer questions concerning emerging trends</p>	<p>current practices.</p> <ul style="list-style-type: none"> <li>• Develop interviewing/ counseling skills to obtain the patient's/client's dietary, social, and medical history.</li> <li>• Based on diet orders, individual's present food pattern and lifestyle develop modified meal plans for patients.</li> <li>• Screening and assessment.</li> <li>• Develop/use care plans</li> <li>• Direct service via counseling, interviews, face-to face sessions</li> <li>• Distribution and explanation of educational materials</li> </ul>	<p>Food Service Systems Practicum</p> <ul style="list-style-type: none"> <li>• DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> <li>• DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>		<ul style="list-style-type: none"> <li>• Preceptor, education materials</li> <li>• Weekly log report</li> <li>• Examination of material developed</li> </ul>
<p><b>CP 3.6</b> Coordinate procurement, production, distribution and service of goods and services</p>	<ul style="list-style-type: none"> <li>• Participate in forecasting of menu needs.</li> <li>• Develop food production schedules and supervises meal production.</li> <li>• Participate in physical and perpetual inventory systems.</li> <li>• Participate in food procurement system.</li> <li>• Analyze procedures used in foodservice systems, using established criteria based on cost, nutrition, quality, quantity, sanitation, safety and security.</li> <li>• Supervise the procurement and delivery system later in the rotation.</li> <li>• Make recommendations for improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Review accuracy with site supervisor</li> <li>• Discuss purchasing system with student</li> <li>• Review production schedule for accuracy.</li> <li>• Review supervisory skill with student</li> <li>• Discuss analysis with student</li> <li>• Critique recommendation</li> </ul>
<p><b>CP 3.7</b> 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>	<ul style="list-style-type: none"> <li>• Develop, test and implement use of at least one menu item.</li> <li>• Calculate the nutrient sources available on selected menu items.</li> <li>• Identify sources of nutrients for the target audience.</li> <li>• Provide training to work force on menu and recipe development, modification and formulary.</li> <li>• Develop, test and implement use of at least one menu item.</li> <li>• Calculate the nutrient sources available on selected menu items.</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> <li>• DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with preceptor</li> <li>• Report in weekly logs</li> <li>• Submit the nutrient analysis, menu or photo display</li> <li>• Review menu based on menu planning criteria</li> <li>• Discuss evaluation of menu with student</li> <li>• Meal patterns and computer analysis output</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify sources of nutrients for the target audience.</li> <li>• Participates in menu planning using established criteria and resource constraints.</li> <li>• Evaluates menus using appropriate menu planning criteria, i.e. nutrition, cost, system constraints and client acceptance.</li> <li>• Adapt standard meal patterns to patients' lifestyles.</li> <li>• Direct modification of recipes/ formulas</li> <li>• Supervise use of and train personnel on computer software to modify recipes/ formulas</li> </ul>			
--	---	--	--	--

**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>List the 12 Student competencies/learning outcomes (Appendix A)</b>	Assessment methods that will be used and expected outcomes (Criterion 2.5.1)	Didactic and/or supervised practice course in which assessment will occur (Criterion 2.5.2)	Individuals responsible for ensuring assessment occurs (Criterion 2.5.3)	Timeline for collecting formative and summative data (Criterion 2.5.4)
<p><b>CP 4.1</b> Use organizational processes and tools to manage human resources</p>	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Establish rapport with foodservice employees and other employees.</li> <li>• Practice effective communication skills.</li> <li>• Identify relationships and food and nutrition services with other dept in facility.</li> <li>• Interview administrator or dept. heads to discuss relationships, networks and collaborations.</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• At end of FSSM rotation and SPP</li> </ul>
<p><b>CP 4.2</b> Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food</p>	<ul style="list-style-type: none"> <li>• Organize an HACCP plan.</li> <li>• Monitor food safety and sanitation practices.</li> <li>• Develop educational materials</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study due at end of FSSM rotation</li> <li>• Discuss with preceptor</li> <li>• Mid and final evaluation</li> <li>• Behavior checklist</li> </ul>

<p><b>CP 4.3</b> Apply systems theory and a process approach to make decisions and maximize outcomes</p>	<ul style="list-style-type: none"> <li>Organize an HACCP plan.</li> <li>Monitor food safety and sanitation practices.</li> <li>Develop educational materials</li> <li>Participate in evaluation and management of maintenance and use of physical facilities and equipment congruent with organizational and departmental goals and policies.</li> <li>Participate in layout and design projects for new or renovated facilities, if possible, including space requirements, equipment specification, layout planning.</li> </ul>	<ul style="list-style-type: none"> <li>DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Mid and Final Evaluation</li> </ul>
<p><b>CP 4.4</b> Participate in public policy activities, including both legislative and regulatory initiatives</p>	<ul style="list-style-type: none"> <li>Attend legislative activities at the capital</li> <li>Respond to public policy issues</li> </ul>	<ul style="list-style-type: none"> <li>DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Mid and Final Evaluation</li> <li>Observation</li> <li>Photo log of redesigned units</li> </ul>
<p><b>CP 4.5</b> Conduct clinical and customer service quality management activities</p>	<ul style="list-style-type: none"> <li>3-page concept paper</li> <li>Develop client satisfaction surveys, analyze and evaluate</li> <li>Evaluate service systems and implement results</li> <li>Conduct customer satisfaction surveys as part of research project or in-service paper</li> </ul>	<ul style="list-style-type: none"> <li>DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>
<p><b>CP 4.6</b> Use current informatics technology to develop, store, retrieve and disseminate information and data</p>	<ul style="list-style-type: none"> <li>Weekly Log Reports</li> <li>Listserv Discussions</li> <li>Utilize computers and current software to communicate information, conduct record keeping, keep inventory, and enhance quality of service in food systems.</li> <li>Train self to use new equipment and technology available on site.</li> <li>Identify the technologies available</li> </ul>	<ul style="list-style-type: none"> <li>DHN812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> <li>DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Due at end of FSSM rotation</li> <li>Review log</li> <li>Examine processes in</li> <li>Developing employee/client surveys</li> <li>Mid and Final Evaluation</li> <li>Graded research project</li> <li>In-service attended by professor</li> </ul>
<p><b>CP 4.7</b> Prepare and analyze quality,</p>	<ul style="list-style-type: none"> <li>Financial Study</li> <li>Study the institutions mission and vision</li> </ul>	<ul style="list-style-type: none"> <li>DHN 812/814 Foodservice Systems</li> </ul>	<ul style="list-style-type: none"> <li>Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Mid and Final Evaluations</li> <li>Review reports in log</li> </ul>

<p>financial or productivity data and develops a plan for intervention</p>	<p>statements.</p> <ul style="list-style-type: none"> <li>• Participate in strategic planning and JACHO preparation where possible</li> </ul>	<p>Management/Advanced Food Service Systems Practicum</p> <ul style="list-style-type: none"> <li>• DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> <li>• DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>		
<p><b>CP 4.8</b> Conduct feasibility studies for products, programs or services with consideration of costs and benefits</p>	<ul style="list-style-type: none"> <li>• 3-page concept paper</li> <li>• Identify and analyze target market of foodservice operation.</li> <li>• Promote improved foodservice practices that maintain nutritive quality of food.</li> <li>• Use the marketing plan to execute marketing functions on site.</li> <li>• Participate in evaluation and management of maintenance and use of physical facilities and equipment congruent with organizational and departmental goals and policies.</li> <li>• Participate in layout and design projects for new or renovated facilities, if possible, including space requirements, equipment specification, layout planning.</li> <li>• Conduct marketing of medical nutrition therapy services</li> <li>• Examine marketing strategies in the agency</li> <li>• Devise a marketing activity and complete paper</li> </ul>	<ul style="list-style-type: none"> <li>• DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Study to be completed by end of FSSM rotation</li> <li>• Reports in log</li> </ul>
<p><b>CP 4.9</b> Obtain and analyze financial data to assess budget controls and maximize fiscal outcomes</p>	<ul style="list-style-type: none"> <li>• Financial Study</li> <li>• Assesses financial status based on approved budget and/or profit and loss statement for area of responsibility.</li> <li>• Participate in financial record keeping.</li> <li>• Understand operational budget, and</li> </ul>	<ul style="list-style-type: none"> <li>• DHN812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Due at end of FSSM rotation</li> <li>• Discuss opportunities and promotions with student and site supervisor</li> <li>• Observation</li> <li>• Photo log of redesigned units</li> </ul>

	<ul style="list-style-type: none"> <li>participate in annual budget planning.</li> <li>Compare budgets of two successive previous years.</li> <li>Report to preceptor on the data processed</li> <li>Complete PBL budget simulation.</li> <li>Learn and participate in financial data management with Clinical Nutrition Manager</li> </ul>	<ul style="list-style-type: none"> <li>DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> <li>DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>		<ul style="list-style-type: none"> <li>Assignment -Marketing plan or activity at site</li> <li>Promotional material developed</li> </ul>
<b>CP 4.10</b> Develop a business plan for a product, program or service including development of a budget, staffing needs, facility requirements, equipment and supplies.	<ul style="list-style-type: none"> <li>Assesses financial status based on approved budget and/or profit and loss statement for area of responsibility.</li> <li>Work with preceptor to develop a business or operating plan for a segment of the population/agency</li> </ul>	<ul style="list-style-type: none"> <li>DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> <li>DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Financial study to be completed by end of FSSM rotation</li> <li>Budget planning simulation from computer program.</li> <li>Reports in log</li> </ul>
<b>CP 4.11</b> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.	<ul style="list-style-type: none"> <li>Organize an HACCP plan.</li> <li>Monitor food safety and sanitation practices.</li> <li>Develop educational materials</li> <li>Document nutritional intervention in the medical record for all patient contacts.</li> <li>Record pt contacts on PCR, hospital census, or in log.</li> <li>Chart pt care</li> <li>Supervise report writing</li> <li>Coordinate assessment collection</li> <li>Formal Reporting of interventions</li> </ul>	<ul style="list-style-type: none"> <li>DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</li> <li>DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Financial study to be completed by end of FSSM rotation</li> <li>Weekly Log</li> </ul>
<b>CP 4.12</b> Participate		<ul style="list-style-type: none"> <li>DHN 812/814</li> </ul>	<ul style="list-style-type: none"> <li>Community Based Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Mid and Final Evaluation</li> </ul>

<p>in coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers</p>	<p>Learn Coding</p> <ul style="list-style-type: none"> <li>• Observe billing and coding in clinical setting</li> </ul>	<p>Foodservice Systems Management/Advanced Food Service Systems Practicum</p> <ul style="list-style-type: none"> <li>• DHN 810/816 Medical Nutrition Therapy I/Advanced Therapeutic Nutrition Practicum</li> <li>• DHN 800/808 Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</li> </ul>		<ul style="list-style-type: none"> <li>• Medical charting</li> <li>• Preceptor observation</li> <li>• Document “billable” hours in log</li> </ul>
<p><b>Name of Concentration Area 1:</b> Food and Nutrition Systems Management</p>				
<p><b>List the program-defined student competencies/ learning outcomes</b></p>	<p>Assessment methods that will be used and expected outcomes (Criterion 2.5.1)</p>	<p>Didactic and/or supervised practice course in which assessment will occur (Criterion 2.5.2)</p>	<p>Individuals responsible for ensuring assessment occurs (Criterion 2.5.3)</p>	<p>Timeline for collecting formative and summative data (Criterion 2.5.4)</p>
<p><b>CP 3.2</b> Develop and demonstrate effective communication skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing</p>	<p>90% of students using food as a central concept will communicate through media the importance of food as a priority to a healthy lifestyle</p>	<p>DHN 800/808: Nutrition in the Lifecycle Practicum/Community Nutrition Practicum</p>	<p>Community Based Faculty And UK CP Faculty</p>	<ul style="list-style-type: none"> <li>• Presentation of materials/tools utilized/developed at end of rotation and SPP</li> </ul>
<p><b>CP 4.2</b> Perform management functions related to safety, security and sanitation that effect employees, customers, patients, facilities</p>	<p>90% of students will:</p> <ul style="list-style-type: none"> <li>• State responsibilities of employees and relationships of work units.</li> <li>• Participate in employee interviews such as hiring, performance evaluation, and termination.</li> <li>• Assist with orientation training of new</li> </ul>	<p>DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</p>	<p>Community Based Faculty</p>	<ul style="list-style-type: none"> <li>• Paper due at end of FSSM rotation</li> </ul>

and food	<p>employees.</p> <ul style="list-style-type: none"> <li>• Supervises employees.</li> <li>• Participates in employee work scheduling.</li> <li>• Evaluates utilization of human resources for area of responsibility based on established criteria for cost, effectiveness and compliance with goals, objectives and regulations. Make recommendations</li> <li>• Participates/monitors control mechanism (e.g. Security, sanitation and safety inspections; energy audits, cleaning and preventive maintenance schedules) for maintenance and use of facility and equipment.</li> </ul>			
<p><b>CP 4.10</b> Develop a business plan for a product program or service including development of a budget staffing needs, facility requirements, equipment and supplies</p>	<p>90% of students will prepare a business plan</p> <ul style="list-style-type: none"> <li>• Assesses financial status based on approved budget and/or profit and loss statement for area of responsibility.</li> </ul>	<p>DHN 812/814 Foodservice Systems Management/Advanced Food Service Systems Practicum</p>	<p>Community Based Faculty</p>	<ul style="list-style-type: none"> <li>• Business plan to be presented at end of rotation and SPP</li> </ul>

# Appendix A

**NOTE: Please use the UK Core search filter located on the online course catalog page to view current offerings of UK Core courses for Spring 2013.**

**Courses listed in blue type are being offered in Spring 2013.**

## The UK Core – General Education Requirements

The University of Kentucky's general education program – the UK Core – is foundational to a university education at the University of Kentucky. A university education is more than simply learning a set of skills in a specific area in preparation for a job or career. A university education is designed to broaden the students' understanding of themselves, of the world we live in, of their role in our global society, and of the ideals and aspirations that have motivated human thought and action throughout the ages. It must help individuals effectively put into action their acquired knowledge, to provide the bases for critical thinking and problem solving, and to develop life-long learning habits.

The UK Core is composed of the equivalent of 30 credit hours in 10 course areas that address four broad learning outcomes. Depending on choice of major or courses, some students may take more than 30 credit hours to complete the UK Core.

### The UK Core Learning Outcomes

The UK Core curriculum is based on a comprehensive set of student learning outcomes that all students are expected to be able to demonstrate upon completion of a baccalaureate degree at the University of Kentucky. All UK Core courses are designed to meet one or more of the following learning outcomes:

**I. Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry. [12 credit hours]**

Students will be able to identify multiple dimensions of a good question (i.e., interesting, analytical, problematic, complex, important, genuine, researchable); determine when additional information is needed, find credible information efficiently using a variety of reference sources, and judge the quality of information as informed by rigorously developed evidence; explore multiple and complex answers to questions/issues/problems within and across the four broad knowledge areas: arts and creativity, humanities, social and behavioral sciences, and natural/ physical/mathematical sciences; evaluate theses and conclusions in light of credible evidence; explore the ethical implications of differing approaches, methodologies or conclusions; and develop potential solutions to problems based on sound evidence and reasoning. Students will take four 3-credit courses, one in each of the four broad knowledge areas defined above.

**II. Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information. [6 credit hours]**

Students will demonstrate the ability to construct intelligible messages using sound evidence and reasoning that are appropriate for different rhetorical situations (audiences and purposes) and deliver those messages effectively in written, oral, and visual form. Students will also demonstrate the ability to competently critique (analyze, interpret, and evaluate) written, oral, and visual messages conveyed in a variety of communication contexts. Students will take one 3-hour course focusing on the development of effective writing skills, and one 3-hour integrated communications course focusing on oral and visual communication skills, along with continued development of written communication skills.

**III. Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning. [6 credit hours]**

Students will (a) demonstrate how fundamental elements of mathematical, logical and statistical knowledge are applied to solve real-world problems; and (b) explain the sense in which an important source of uncertainty in many everyday decisions is addressed by statistical science, and appraise the efficacy of statistical arguments that are reported for general consumption. Students will take one 3-hour course on the application of mathematical, logical and statistical methods, and one 3-hour course devoted to a conceptual and practical understanding of statistical inferential reasoning.

**IV. Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world. [6 credit hours]**

Students will recognize historical and cultural differences arising from issues such as ethnicity, gender, language, nationality, race, religion, sexuality, and socioeconomic class; students will demonstrate a basic understanding of how these differences influence issues of social justice, both within the U.S. and globally; students will recognize and evaluate the ethical dilemmas, conflicts, and trade-offs involved in personal and collective decision making. Students will take two courses, each with a topical or regional focus. The first course will include critical analysis of diversity issues as they relate to the contemporary United States. The second will be a non-US based course that includes critical analysis of local-to-global dynamics as they relate to the contemporary world. In addition, each course must address at least 2 of these 4 topics: societal and institutional change over time; civic engagement; cross-national/comparative issues; power and resistance.

### The Curricular Framework and Relationship to the Learning Outcomes

Students must take one course from each of the areas listed below in order to complete the UK Core. A course taken to satisfy a requirement in one area of the UK Core cannot be used to satisfy a requirement in another area, even if a specific course is present in more than one area (e.g., some courses are designed to meet the learning outcomes in more than one area).

#### Course Areas by Learning Outcome

#### Credit Hours

##### Learning Outcome I: Intellectual Inquiry

The Nature of Inquiry in Arts and Creativity .....	3
The Nature of Inquiry in the Humanities .....	3
The Nature of Inquiry in the Social Sciences .....	3
The Nature of Inquiry in the Natural, Physical and Mathematical Sciences .....	3

##### Learning Outcome II: Written, Oral and Visual Communication

Composition and Communication I .....	3
Composition and Communication II .....	3

##### Learning Outcome III: Quantitative Reasoning

Quantitative Foundations .....	3
Statistical Inferential Reasoning .....	3

##### Learning Outcome IV: Citizenship

Community, Culture and Citizenship in the USA .....	3
Global Dynamics .....	3

**UK Core Credit-Hour Total\* .....** 30

*\*The UK Core is designed to provide the equivalent of 30 credit hours. Some courses in the UK Core require more than three credits, resulting in more than 30 credits in some cases.*

Please consult your advisor for a complete list of options.

## Courses listed in blue type are being offered in Spring 2013.

### I. Intellectual Inquiry in Arts and Creativity

Courses in this area are hands-on courses that allow students to engage actively with the creative process. Students will define and distinguish different approaches to creativity, demonstrate the ability to critically analyze work produced by other students, and evaluate results of their own creative endeavors. In general education, a focus on creativity adds to the vitality and relevance of learning and will translate into graduates who are better prepared to face the challenges of a dynamic society.

To fulfill the Arts and Creativity requirement, complete **one** of the following:

<b>A-E 120</b>	<b>Pathways to Creativity in the Visual Arts</b>	<b>LA 111</b>	<b>Living on the Right Side of the Brain</b>
<b>A-S 102</b>	<b>Two-Dimensional Surface</b>	<b>ME 411</b>	<b>ME Capstone Design I</b>
<b>A-S 103</b>	<b>Three-Dimensional Form</b>	<b>MNG 592</b>	<b>Mine Design Project II</b>
<b>A-S 130</b>	<b>Drawing</b>	<b>MUS 123</b>	<b>Beginning Classroom Guitar</b>
<b>A-S 200</b>	<b>Introduction to Digital Art, Space, and Time</b>	<b>MUS 200</b>	Music for Living
<b>A-S 245</b>	Introduction to Web Design	<b>PLS 240</b>	<b>Introduction to Floral Design</b>
<b>A-S 270</b>	<b>Ceramics for Non-Majors</b>	<b>TA 110</b>	<b>Theatre: An Introduction</b>
<b>A-S 280</b>	<b>Introduction to Photographic Literacy</b>	<b>TA 120</b>	<b>Creativity and the Art of Acting</b>
<b>A-S 380</b>	<b>Black &amp; White Darkroom Photography</b>	<b>TA 370</b>	<b>Staging History</b>
<b>CME 455*</b>	Chemical Engineering Product and Process Design I	<b>TAD 140</b>	<b>Introduction to Dance</b>
<b>EE 101</b>	Creativity and Design in Electrical and Computer Engineering	<b>UKC 100</b>	<b>Performing World Music</b> (sections 001-002)
<b>ENG 107</b>	<b>Writing Craft: Introduction to Imaginative Writing</b>	<b>UKC 100</b>	<b>Multimedia Sandbox</b> (sections 003-004)
<b>GEO 109</b>	<b>Digital Mapping</b>	<b>UKC 300</b>	<b>Introduction to Documentary</b>

\*Chemical Engineering students only.

### II. Intellectual Inquiry in the Humanities

These courses develop students' skills in *interpretation* and *analysis* of creations of the human intellect such as art and literature (including folklore, popular culture, film and digital media), philosophical and religious contemplation and argumentation, language systems, and historical narratives. In these courses, students gain the ability not only to analyze the works themselves but to *evaluate* competing interpretations of such works.

To fulfill the Humanities requirement, complete **one** of the following:

<b>A-H 101</b>	<b>Introduction to Visual Studies</b>	<b>GWS 201</b>	<b>Introduction to Gender and Women's Studies in the Arts and Humanities</b>
<b>A-H 105</b>	<b>Ancient Through Medieval</b>	<b>HIS 104</b>	<b>A History of Europe Through the Mid-Seventeenth Century</b>
<b>A-H 106</b>	<b>Renaissance Through Modern Art</b>	<b>HIS 105</b>	<b>A History of Europe from the Mid-Seventeenth Century to the Present</b>
<b>A-H 334</b>	Reframing Renaissance Art	<b>HIS 112</b>	The Making of Modern Kentucky
<b>AAS 264</b>	<b>Major Black Writers</b>	<b>HIS 121</b>	War and Society, 1914-1945
<b>ARC 314*</b>	History and Theory III: 20th Century and Contemporary Architecture	<b>HIS 202</b>	History of the British People to the Restoration
<b>CLA 135</b>	<b>Greek and Roman Mythology</b>	<b>HIS 203</b>	<b>History of the British People Since the Restoration</b>
<b>CLA 191</b>	<b>Christianity, Culture, and Society: A Historical Introduction</b>	<b>HIS 229</b>	The Ancient Near East and Greece to the Death of Alexander the Great
<b>CLA 229</b>	The Ancient Near East and Greece to the Death of Alexander the Great	<b>HIS 230</b>	<b>The Hellenistic World and Rome to the Death of Constantine</b>
<b>CLA 230</b>	<b>The Hellenistic World and Rome to the Death of Constantine</b>	<b>ID 161</b>	History and Theory of Interior Environments I
<b>EGR 201</b>	<b>Literature, Technology, and Culture</b>	<b>ID 162</b>	<b>History and Theory of Interior Environments II</b>
<b>ENG 191</b>	<b>Literature and the Arts of Citizenship</b>	<b>MCL 100</b>	The World of Language
<b>ENG 230</b>	<b>Introduction to Literature</b>	<b>MUS 100</b>	<b>Introduction to Music</b>
<b>ENG 234</b>	<b>Introduction to Women's Literature</b>	<b>PHI 100</b>	<b>Introduction to Philosophy: Knowledge and Reality</b>
<b>ENG 264</b>	<b>Major Black Writers</b>	<b>RUS 125</b>	Mapping Russia (Subtitle required)
<b>ENG 281</b>	<b>Introduction to Film</b>	<b>RUS 270</b>	<b>Russian Culture 900-1900</b>
<b>EPE 350</b>	Town and Gown in Fact and Fiction: Campus and Community as Local History	<b>SPA 371</b>	Latin American Cinema (Subtitle required)
<b>FR 103</b>	French Cinema	<b>SPA 372</b>	<b>Spanish Cinema (Subtitle required)</b>
<b>FR 205</b>	The French Graphic Novel	<b>TA 171</b>	<b>World Theatre I</b>
<b>FR 225</b>	<b>French Film Noir</b>	<b>TA 271</b>	World Theatre II
<b>GER 103</b>	Fairy Tales in European Context	<b>TA 273</b>	<b>World Theatre III</b>
<b>GER 105</b>	<b>German Film Today</b>	<b>TA 274</b>	World Theatre IV
		<b>UKC 310</b>	<b>History of Hip</b> (section 001)
		<b>UKC 310</b>	<b>Introduction to Writing, Rhetoric and Digital Media</b> (section 002)

\*Architecture students only.

## Courses listed in blue type are being offered in Spring 2013.

**Courses listed in blue type are being offered in Spring 2013.**

### III. Intellectual Inquiry in the Social Sciences

These courses promote an understanding of the relationships between individuals and society and how scholars have come to understand these relationships using conceptual models and processes of inquiry. Through a discipline-based study of social problems or themes, students will learn to critically evaluate the variety of social situations with which they may be confronted in their everyday lives.

To fulfill the Social Sciences Requirement, complete **one** of the following:

<b>ANT 101</b>	<b>Introduction to Anthropology</b>	<b>ECO 101</b>	<b>Contemporary Economic Issues</b>
<b>ANT 102</b>	<b>Archaeology: Mysteries and Controversies</b>	<b>GEO 172</b>	<b>Human Geography</b>
<b>CLD 102*</b>	<b>The Dynamics of Rural Social Life</b>	<b>GWS 200</b>	<b>Introduction to Gender and Women's Studies in the Social Sciences</b>
<b>COM 101</b>	<b>Introduction to Communications</b>	<b>PS 235</b>	<b>World Politics</b>
<b>COM 311</b>	<b>Taking Control of Your Health: Patient-Provider Communication</b>	<b>PSY 100</b>	<b>Introduction to Psychology</b>
<b>COM 313</b>	<b>Interpersonal Communication in Close Relationships</b>	<b>SOC 101*</b>	<b>Introduction to Sociology</b>
<b>COM 314</b>	<b>The Dark Side of Interpersonal Communication and Relationships</b>	<b>UKC 130</b>	<b>Public Health Through Popular Film</b>
<b>CPH 201</b>	<b>Introduction to Public Health</b>	<b>UKC 131</b>	<b>Sexual Health</b>

*\*Students may not receive credit for both SOC 101 and CLD 102.*

### IV. Intellectual Inquiry in the Natural, Physical and Mathematical Sciences

These courses engage students in the fundamental processes of science through the exploration of an area in science. Students will be expected to use their knowledge of scientific concepts to formulate predictions, collect and analyze data, and construct explanations for the questions posed.

To fulfill the Natural, Physical and Mathematical Sciences requirement, complete **one** of the following:

<b>ABT 120</b>	<b>Genetics and Society</b>	<b>EES 150</b>	<b>Earthquakes and Volcanoes</b>
<b>ANT 230</b>	<b>Introduction to Biological Anthropology</b>	<b>ENT 110</b>	<b>Insect Biology</b>
<b>ARC 333</b>	<b>Environmental Controls II</b>	<b>GEO 130</b>	<b>Earth's Physical Environment</b>
<b>AST 191</b>	<b>The Solar System</b>	<b>GEO 135</b>	<b>Global Climate Change</b>
<b>BIO 102</b>	<b>Human Ecology</b>	<b>PHY 120</b>	<b>How Things Work</b>
<b>BIO 103</b>	<b>Basic Ideas of Biology</b>	<b>PHY 211</b>	<b>General Physics</b>
<b>CHE 101</b>	<b>Molecular Science for Citizens</b>	<b>PHY 231**</b>	<b>General University Physics</b>
<b>CHE 105*</b>	<b>General College Chemistry I</b>	<b>PHY 241**</b>	<b>General University Physics Laboratory</b>
<b>CHE 111*</b>	<b>Laboratory to Accompany General Chemistry I</b>	<b>PLS 104</b>	<b>Plants, Soils, and People: A Science Perspective</b>
<b>EES 110</b>	<b>Endangered Planet: An Introduction to Environmental Geology</b>	<b>UKC 120</b>	<b>Physics of Energy</b>
<b>EES 120</b>	<b>Sustainable Planet: The Geology of Natural Resources</b>	<b>UKC 121</b>	<b>Disease Detectives</b>

*\*CHE 105 and 111 are paired courses. To earn UK Core credit, both courses must be completed. CHE 111 may be taken concurrently with CHE 105 or after CHE 105 has been completed. Students must sign up for them separately.*

*\*\*PHY 231 and 241 are paired courses. To earn UK Core credit, both PHY 231 and PHY 241 must be completed. They may be taken in either order and students must sign up for them separately.*

### V. Composition and Communication I

In this course, students are introduced to the process of writing, speaking, and visually representing their own ideas and the ideas of others; they also practice basic interpersonal communication skills and the ability to communicate with multiple audiences.

To fulfill the Composition and Communication I requirement, complete **one** of the following:

- score of **32** or above on the English component of the ACT\*
- score of **700** or above on SAT I Verbal\*\*
- score of **4** or **5** on the AP English Language Exam\*\*\*
- **CIS 110** **Composition and Communication I**
- **WRD 110** **Composition and Communication I**

*\*For a score of 32 or above, students receive placement in CIS/WRD 111; no credit for CIS/WRD 110 is awarded.*

*\*\*For a score of 700 or above, students receive placement in CIS/WRD 111; no credit for CIS/WRD 110 is awarded.*

*\*\*\*Students must score either 4 or 5 on the AP English Language Exam to earn course credit for CIS/WRD 110.*

**Courses listed in blue type are being offered in Spring 2013.**

**Courses listed in blue type are being offered in Spring 2013.**

## VI. Composition and Communication II

In this course, students research public controversies and work in teams to analyze and argue for a solution to these controversies in oral, written, and visual/digital forms for multiple audiences.

To fulfill the Composition and Communication II requirement, complete **one** of the following:

- **CIS 111**    **Composition and Communication II**
- **WRD 111**    **Composition and Communication II**
- **UKC 150**    **Composition and Communication II (Accelerated)**

## VII. Quantitative Foundations

These courses are concerned with the application of mathematical concepts and skills to solve real-world problems. In order to perform effectively as professionals and citizens, students must become competent in reading and using quantitative data, in understanding quantitative evidence and in applying basic quantitative skills to the solution of real-life problems.

To fulfill the Quantitative Foundations requirement, complete **one** of the following:

EES 151	Earth Dynamics	<b>MA 113</b>	<b>Calculus I</b>
EES 155	Earthquakes and Quantitative Reasoning	<b>MA 123</b>	<b>Elementary Calculus and Its Applications</b>
<b>EES 185</b>	<b>Quantifying the Bluegrass Water Supply</b>	<b>MA 137</b>	<b>Calculus I With Life Science Applications</b>
<b>MA 111</b>	<b>Introduction to Contemporary Mathematics</b>	<b>PHI 120</b>	<b>Introductory Logic</b>

**NOTE:** Students must have demonstrated basic proficiency in math skills as determined by a minimum Math ACT of 19 or the appropriate math placement test to take these courses.

## VIII. Statistical Inferential Reasoning

These courses will encourage students to evaluate claims based on statistical principles by providing an understanding of the conceptual and practical applications of statistical reasoning and thinking. Students will receive an introduction to the science of statistics, and while students will be expected to reason with statistical ideas and make sense of statistical information, computations are not the focus.

To fulfill the Statistical Inferential Reasoning requirement, complete **one** of the following:

<b>BAE 202</b>	<b>Statistical Inferences for Biosystems Engineering</b>	<b>PSY 215*</b>	<b>Experimental Psychology</b>
<b>STA 210</b>	<b>Making Sense of Uncertainty: An Introduction to Statistical Reasoning</b>	<b>PSY 216*</b>	<b>Applications of Statistics in Psychology</b>

*\*PSY 215 and 216 are paired courses and are restricted to Psychology majors and minors. To earn UK Core credit, both PSY 215 and PSY 216 must be completed. They may be taken in either order and students must sign up for them separately.*

## IX. Community, Culture and Citizenship in the USA

These courses promote a student's understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class; engage students in grappling with conflicts, compromises, and/or ethical dilemmas stemming from the complex and diverse cultural contexts of US communities; and foster effective and responsible participation in a diverse community or society in the United States.

To fulfill the Community, Culture and Citizenship in the USA requirement, complete **one** of the following:

A-H 360	Visual Culture of Politics	GEO 320	Geography of the United States and Canada
<b>AAS 235</b>	<b>Inequalities in Society</b>	<b>GRN 250</b>	<b>Aging in Today's World</b>
AAS 261	African American History 1865-Present	<b>GWS 301</b>	<b>Crossroads (Subtitle required)</b>
<b>ANT 221</b>	<b>Native People of North America</b>	<b>HIS 108</b>	<b>History of the United States Through 1876</b>
ANT 330	North American Cultures	<b>HIS 109</b>	<b>History of the United States Since 1877</b>
<b>APP 200</b>	<b>Introduction to Appalachian Studies</b>	<b>HIS 112</b>	<b>The Making of Modern Kentucky</b>
<b>CLD 360</b>	<b>Environmental Sociology</b>	HIS 261	African American History 1865-Present
<b>COM 312</b>	<b>Learning Intercultural Communication Through Media and Film</b>	<b>PHI 130</b>	<b>Introduction to Philosophy: Morality and Society</b>
<b>COM 315</b>	<b>Understanding Workplace Communication in a Diverse U.S. Society</b>	<b>PHI 335</b>	<b>The Individual and Society</b>
<b>ENG 191</b>	<b>Literature and the Arts of Citizenship</b>	<b>PS 101</b>	<b>American Government</b>
<b>EPE 301</b>	<b>Education in American Culture</b>	<b>SOC 235</b>	<b>Inequalities in Society</b>
<b>GEN 100*</b>	<b>Issues in Agriculture</b>	<b>SOC 360</b>	<b>Environmental Sociology</b>
GEO 220	U.S. Cities	SPA 208	U.S. Latino Culture and Politics
GEO 221	Immigrant America: A Geographic Perspective	TA 286	Social Action Theatre
		<b>UKC 380</b>	<b>Autobiographical Composition</b>

*\*GEN 100 is for College of Agriculture students only.*

**Courses listed in blue type are being offered in Spring 2013.**

**Courses listed in blue type are being offered in Spring 2013.**

## X. Global Dynamics

These courses equip students to participate in a diverse, multiethnic, multilingual world community. Toward this end, students consider issues of equality, ethical dilemmas, global trends, social change, and civic engagement in the context of local cultures outside the U.S.

To fulfill the Global Dynamics requirement, complete **one** of the following:

<b>A-H 104</b>	<b>African Art and Its Global Impact</b>	<b>HIS 105</b>	<b>A History of Europe From the Mid-Seventeenth Century to the Present</b>
<b>A-H 311</b>	<b>The Arts as Soft Power: The Japanese Tea Ceremony</b>	HIS 121	War and Society, 1914-1945
<b>ANT 160</b>	<b>Cultural Diversity in the Modern World</b>	<b>HIS 122</b>	<b>War and Society Since 1945</b>
ANT 222	Middle East Cultures	HIS 202	History of the British People to the Restoration
ANT 225	Culture, Environment and Global Issues	<b>HIS 203</b>	<b>History of the British People Since the Restoration</b>
<b>ANT 241</b>	<b>Origins of Old World Civilization</b>	HIS 206	History of Colonial Latin America, 1492-1810
ANT 242	Origins of New World Civilization	<b>HIS 208</b>	<b>History of the Atlantic World</b>
<b>ANT 311</b>	<b>Global Dreams and Local Realities in a “Flat” World</b>	<b>HIS 296</b>	<b>East Asia Since 1600</b>
<b>ANT 321</b>	<b>Introduction to Japanese Culture, Meiji (1868) to Present</b>	JPN 320	Introduction to Japanese Culture, Pre-Modern to 1868
ANT 329	Cultures and Societies of Eurasia and Eastern Europe: Socialism and Post-Socialist Change	<b>JPN 321</b>	<b>Introduction to Japanese Culture, Meiji (1868) to Present</b>
<b>CLD 380</b>	<b>Globalization: A Cross-Cultural Perspective</b>	JPN 351	The Japanese Experience of the Twentieth Century
<b>EGR 240</b>	<b>Global Energy Issues</b>	<b>LAS 201</b>	<b>Introduction to Latin America</b>
ENG 181	Global Literature in English	MCL 324	The City in the Twentieth-Century: Tokyo, Shanghai, Paris
<b>GEO 160</b>	<b>Lands and Peoples of the Non-Western World</b>	MUS 330	Music in the World (Subtitle required)
GEO 161	Global Inequalities	<b>PHI 343</b>	<b>Asian Philosophy</b>
<b>GEO 162</b>	<b>Introduction to Global Environmental Issues</b>	<b>PLS 103</b>	<b>Plants, Soils, and People: A Global Perspective</b>
GEO 163	Global Conflicts	<b>PS 210</b>	<b>Introduction to Comparative Politics</b>
GEO 164	iWorlds: Global Information Geographies	RUS 125	Mapping Russia (Subtitle Required)
<b>GEO 222</b>	<b>Cities of the World</b>	<b>RUS 271</b>	<b>Russian Culture 1900-Present</b>
<b>GEO 255</b>	<b>Geography of the Global Economy</b>	RUS 370	Russian Folklore (in English)
GEO 260	Geographies of Development in the Global South	<b>SAG 201</b>	<b>Cultural Perspectives on Sustainability</b>
<b>GEO 261</b>	<b>Global Dynamics of Health and Disease</b>	<b>SOC 180</b>	<b>Global Societies in Comparative Perspective</b>
GER 342	War, Peace, and Terror in Germany and Europe	<b>SOC 380</b>	<b>Globalization: A Cross-Cultural Perspective</b>
<b>GER 361</b>	<b>German Cinema</b>	<b>UKC 190</b>	<b>Introduction to African Studies</b>
<b>GWS 302</b>	<b>Gender Across the World (Subtitle required)</b>		

## Foreign Language Requirement

Foreign language is no longer explicitly required as part of the new UK General Education, the UK Core. However, foreign language proficiency is still an expectation for students who enter UK, and is still considered to be an important part of the students' educational background.

Any first-time freshman or transfer student must demonstrate that they have completed two high school credits in a single foreign language, or two semesters at the postsecondary level. A student who has not completed the high school foreign language requirement will be required to take a two-semester sequence in one foreign language at the University of Kentucky prior to graduation.

**Courses listed in blue type are being offered in Spring 2013.**

# Dietetics

## College of Agriculture and School of Human Environmental Sciences

Dietetics prepares professionals who are recognized for expertise in food and nutrition. Graduates of the University of Kentucky Dietetics Program are prepared to become Registered Dietitians to function as entry level professionals with opportunities for practice in medical nutrition therapy, community dietetics, food systems management, and/or the business of dietetics. Becoming a registered dietitian involves a combination of academic preparation, including a minimum of a baccalaureate degree, and a supervised practice component.

The UK NFS/DHN Dietetics Program offers two options to earn a bachelor's degree in dietetics. Option A is the Didactic Program in Dietetics (DPD) and Option B is the Coordinated Program in Dietetics (CP). Both options lead to the Bachelor of Science in Dietetics and fulfill the foundation knowledge and/or competencies established by the Accreditation Council for Education in Nutrition and Dietetics, ACEND, the accrediting agency for the Academy of Nutrition and Dietetics, AND. The DPD and the CP are both fully accredited by ACEND. Option B, CP, is a selective admission program to which students must apply prior to beginning the major course work in the third year of the dietetics program.

**Option A**, designated as the Didactic Program in Dietetics, DPD, focuses on the foundation knowledge requirements provided by the academic component of dietitian education. A student must be a declared dietetics major in the Department of Nutrition and Food Science to complete the DPD. Students must attain a grade-point average of **2.4** or above to progress into course work designated as major requirements.

Successful completion of the DPD curriculum enables graduates to apply to a ACEND-accredited supervised practice program, SPP, in a post-baccalaureate Dietetic Internship.

Upon successful completion of the Dietetic Internship the individual is eligible to sit for the national registry exam administered by the Commission on Dietetic Registration, CDR, the credentialing agency of the AND, which grants use of the nationally recognized credential "RD" Registered Dietitian.

Graduates of the UK NFS/DHN Option A may apply for placement in the Dietetic Internship program offered by the Department of Nutrition and Food Science, School of Human Environmental Sciences, or any other ACEND-accredited dietetic internship outside the department. Students must consider the highly competitive scenario in competing for acceptance into a Dietetic Internship.

**Option B**, designated as the Coordinated Program in Dietetics, CP, provides the foundation knowledge requirements provided by the academic component of dietitian education (see DPD above) **and** an ACEND-accredited supervised practice component. Students who have completed the pre-major requirements and are interested in the Coordinated Program to attain the academic preparation and supervised practice program through the UK NFS/DHN Dietetics Program may apply for admission to Option B, the CP. Option B requires three additional semesters of didactic course work in the major requirements prior to beginning the 1,200 hour supervised practice program. Students in the CP must successfully complete the didactic and supervised practice component to receive the B.S. in Dietetics degree.

The ACEND-accredited CP is a selective admission program. Admission to the University of Kentucky NFS/DHN Dietetics Program does not guarantee admission to the Coordinated Program, CP. A limited number of students who have completed the required preprofessional courses will be admitted on the basis of cumulative grade-point average, potential qualities for becoming a successful dietitian, leadership potential and professional involvement and commitment.

The application deadline for the UK NFS/DHN CP is February 1, prior to potential fall admission in Year Three of the Dietetics Program. Year Three of the Dietetics Program is the beginning of the Major Requirements for completion of course work. Program application materials should include an application form, a letter of professional goals and qualifications, three letters of reference, and record of academic performance.

The CP Admissions Committee considers grade-point average, letter of application, work experience, honors and extracurricular activities and letters of recommendation. Students who apply to the UK NFS/DHN CP will be granted an interview where the applicant's goals, communication skills, knowledge of the profession, and organizational and leadership skills are evaluated.

Successful CP applicants will be notified of provisional acceptance into the CP before UK's priority registration dates for the ensuing fall semester. Final acceptance depends on successful completion of the work in progress at the time of the application and throughout the remaining didactic component prior to beginning the supervised practice component of the undergraduate dietetics program.

Transfer students are urged to contact the Advising Resource Office, 112 Erikson Hall, for a preliminary evaluation of credits well in advance of the application date. Year Three of the Dietetics Program is the beginning of the Major Requirements for completion of course work. CP applicants must be a declared major in the UK NFS/DHN dietetics program or if a transfer student, indicate intent to declare dietetics as their major. Students accepted into the CP must be majors in the UK NFS/DHN dietetics program.

Successful completion of Option B, the UK NFS/DHN CP, results in the Bachelor of Science in Dietetics degree. Graduates of Option B are eligible to sit for the national registry exam administered by the Commission on Dietetic Registration, CDR, the credentialing agency of the AND, which grants use of the nationally recognized credential "RD" Registered Dietitian.

The UK NFS/DHN ACEND-accredited Dietetic Internship, DI, is offered for students who have completed a Didactic Program in Dietetics at UK or other ACEND-accredited institutions. Qualified graduates compete for a limited number of positions in the UK NFS/DHN DI. For information regarding the UK NFS/DHN Dietetic Internship, the application and/or screening procedures, please contact:

**College of Agriculture and  
School of Human Environmental Sciences  
Director, Dietetic Internship Program  
Department of Nutrition and Food Science  
203 Funkhouser Building  
University of Kentucky  
Lexington, KY 40506-0054**

– CONTINUED –

University of Kentucky is accredited by the Southern Association of Colleges and Schools Commission on Colleges. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, call 404-679-4500, or online at <http://www.sacscoc.org> for questions about the accreditation of University of Kentucky.

# Dietetics • 2

## Degree Requirements

Each student must complete the following:

1. Complete UK Core requirements.
2. Complete the School requirements listed below.
3. Complete 128 credit hours with a minimum grade-point average of 2.0.
4. Complete the required curriculum in the major program.

## School Requirements

HES 100 An Introduction to Professions in Human Environmental Sciences .....	1
FAM 352 Issues in Family Sciences .....	3
<b>Subtotal: School Required Hours .....</b>	<b>4</b>

## UK Core Requirements

See the *UK Core* section of the 2012-2013 *Undergraduate Bulletin* at: [www.uky.edu/Registrar/bulletinCurrent/ukc.pdf](http://www.uky.edu/Registrar/bulletinCurrent/ukc.pdf) for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

### I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list ..... 3

### II. Intellectual Inquiry in the Humanities

Choose one course from approved list ..... 3

### III. Intellectual Inquiry in the Social Sciences

PSY 100 Introduction to Psychology  
or  
SOC 101 Introduction to Sociology ..... 3-4

### IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

CHE 105 General College Chemistry I ..... 4  
CHE 111 Laboratory to Accompany General Chemistry I ..... 1

### V. Composition and Communication I

CIS/WRD 110 Composition and Communication I ..... 3

### VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II ..... 3

### VII. Quantitative Foundations

Choose one course from approved list ..... 3

### VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty:  
An Introduction to Statistical Reasoning ..... 3

### IX. Community, Culture and Citizenship in the USA

Choose one course from approved list ..... 3

### X. Global Dynamics

Choose one course from approved list ..... 3

**UK Core Hours .....** **32-33**

## Progression Requirements

Students must attain a grade-point average of **2.4** or above to progress into course work designated as major requirements. In addition, students must achieve a grade of **C** or better in all course work designated as major requirements.

Students must complete the following requirements:

## Premajor Requirements

## Hours

ACC 201 Financial Accounting I .....	3
BIO 152 Principles of Biology II .....	3
BIO 208 Principles of Microbiology .....	3
CHE 105 General College Chemistry I .....	4
CHE 107 General College Chemistry II .....	3
CHE 111 Laboratory to Accompany General Chemistry I .....	1
CHE 113 Laboratory to Accompany General Chemistry II .....	2
CHE 230 Organic Chemistry I or CHE 236 Survey of Organic Chemistry .....	3
CLA 131 Medical Terminology from Greek and Latin .....	3
ECO 201 Principles of Economics I .....	3
NFS/DHN 212 Introductory Nutrition .....	3
NFS/DHN 241 Food Service Sanitation .....	1
PGY 206 Elementary Physiology .....	3
PSY 100 Introduction to Psychology .....	4
SOC 101 Introduction to Sociology .....	3
STA 210 Making Sense of Uncertainty: An Introduction to Statistical Reasoning .....	3
<b>Subtotal: Premajor Hours .....</b>	<b>44</b>

## Major Requirements

## Hours

Prior to beginning the major requirements, students should indicate a choice of Option A or Option B with the Advising Resources Office, 112 Erikson Hall, and the UK NFS/DHN Dietetics Program, 203 Funkhouser. Option B is a selective admissions program.

NFS/DHN 301 Dietetics Practice .....	2
NFS/DHN 302 Principles of Food Preparation .....	3
NFS/DHN 304 Experimental Foods .....	3
NFS/DHN 311 Nutritional Biochemistry .....	3
NFS/DHN 312 Nutrition and Wellness in the Life Cycle .....	3
NFS/DHN 340 Institutional Purchasing .....	3
NFS/DHN 342 Quantity Food Production .....	4
NFS/DHN 346 Human Resources Management for the Food and Hospitality Industries or MGT 301 Business Management .....	3
NFS/DHN 403 Community Nutrition and Wellness .....	3
NFS/DHN 408G Seminar in Food and Nutrition .....	1
NFS/DHN 510 Advanced Nutrition .....	3
NFS/DHN 512 Medical Nutrition Therapy I .....	4
NFS/DHN 514 Dietetics: Counseling and Communication Theories and Applications .....	3
NFS/DHN 517 Medical Nutrition Therapy II .....	3
<b>Subtotal: Major Hours .....</b>	<b>41</b>

– CONTINUED –

## Dietetics • 3

### Option Requirements

One option must be completed concurrently with the major requirements stated above.

#### Option A – Didactic Program in Dietetics (DPD)

NFS/DHN 480 Dietetics Pre-Professional Practice ..... 1-6

**Subtotal: Option A** ..... 1-6

#### Option B – Coordinated Program in Dietetics (CP)

Option B requires the student to apply to admission to the CP after completion of premajor requirements. See Bulletin for details.

NFS/DHN 800 Nutrition in the Life Cycle: Practicum\* ..... 1

NFS/DHN 808 Community Nutrition II: Supervised Practice\* ..... 2

NFS/DHN 810 Medical Nutrition Therapy I: Supervised Practice\* ..... 5

NFS/DHN 812 Food Service Systems Management:  
Supervised Practice\* ..... 5

NFS/DHN 814 Food Service Systems Management II:  
Supervised Practice\* ..... 3

NFS/DHN 816 Medical Nutrition Therapy II: Supervised Practice\* ..... 3

NFS/DHN 518 Evaluation of Dietetic Issues and Leadership ..... 2

\*800-level course requires admission to CP.

**Subtotal: Option B** ..... 21

### Electives

Electives should be selected by the student to lead to the minimum total hours required for graduation.

**Subtotal: Minimum Elective Hours** ..... 1-13

**TOTAL HOURS: Option A** ..... 128

**TOTAL HOURS: Option B** ..... 137

Requests for applications or further information may be directed to:

**Director, Coordinated Program  
Department of Nutrition  
and Food Science  
203 Funkhouser Building  
University of Kentucky  
Lexington, KY 40506-0054**

## College of Agriculture, School of Human Environmental Sciences

---

### DHN Dietetics and Human Nutrition

---

**NOTE:** The NFS (Nutrition and Food Science) prefix will change to DHN (Dietetics and Human Nutrition) effective Spring 2013.

**\*DHN 101 HUMAN NUTRITION AND WELLNESS. (3)**

Food composition, digestion, absorption and metabolism as related to selection of nutrients essential for human life, growth, reproduction, lactation, wellness and physical activity. Not open to DHN majors except hospitality management students.

**\*DHN 212 INTRODUCTORY NUTRITION. (3)**

An elementary study of the principles of nutrition and the application of these principles to providing adequate nutrition to humans. The chemical and physiological approach to nutrition is emphasized. Prereq: CHE 105 or CHE 103 or CHE 108; plus, past or concurrent BIO 103 or BIO 148 or BIO 152 or BIO 208.

**\*DHN 241 FOOD SERVICE SANITATION. (1)**

This course covers the principles of food microbiology, important food borne diseases, standards that are enforced by regulatory agencies, and applied measures for the prevention of food borne diseases and other microbiological problems. It leads to certification from the National Restaurant Association.

**\*DHN 301 DIETETICS PRACTICE. (2)**

This course provides a study of dietetic practice including professional ethics, standards of practice, scope of practice, educational pathways, credential attainment and maintenance, competencies required for entry level practice, responsibilities as a professional. Experiences allow exploration of dietetics practice in medical nutrition therapy, food service management and delivery of nutrition services. Prereq: DHN 212 and completion of dietetics premajor requirements with a cumulative GPA of 2.4

**\*DHN 302 PRINCIPLES OF FOOD PREPARATION. (3)**

The physical and chemical principles involved in the preparation of foods and the application of these principles to control for quality outcomes. Laboratory experiences link theory to practice to ensure that the standards of safety and overall quality factors are applied to maximize nutrient retention while maintaining the acceptability and nutritional qualities of foods produced for individuals and groups. Lecture, one hour; laboratory, four hours. Prereq: DHN 241; limited to DHN and Family and Consumer Science (FSC) department majors and with permission of instructor.

**\*DHN 304 EXPERIMENTAL FOODS. (3)**

Chemical and physical properties of food and the changes resulting from processing and preparation. Experimental study of variations in ingredients and preparation methods on food quality. Design, execute and report an independent research project. Lecture, two hours; laboratory and discussion, three hours per week. Prereq: DHN 302 and CHE 236.

**\*DHN 311 NUTRITIONAL BIOCHEMISTRY. (3)**

An introductory study of the biochemical basis of nutrition-the physiochemical properties of nutrients and other essential biochemicals and their role in physiological and metabolic processes. Prereq: CHE 236; PGY 206 must be taken concurrently or prior to DHN 311.

**\*DHN 312 NUTRITION AND WELLNESS IN THE LIFE CYCLE. (3)**

A study of the physiological changes occurring in the life cycle with associated nutrient needs. The course focuses on assessment and determination of nutrition issues and nutrition education for individuals from in-utero to geriatrics. Prereq: DHN 212; limited to Dietetics and Human Nutrition majors only.

**\*DHN 315 NUTRITION ISSUES IN PHYSICAL ACTIVITY. (3)**

This course explores the special nutritional needs of a person engaged in regular physical activity. Emphasis will be placed on selecting a diet to achieve optimal performance and overall wellness. Athletic performance enhancing supplements will be examined to determine the efficacy and safety of such products. Prereq: DHN 212 and restricted to Dietetics or Human Nutrition majors.

**\*DHN 340 INSTITUTIONAL PURCHASING. (3)**

Fundamental principles and purchasing techniques for the selection of food and nonfood items in a food service system. Prereq: ECO 201 or 202; limited to Dietetics and Hospitality Management and Tourism majors only.

## College of Agriculture, School of Human Environmental Sciences

### DHN

### Dietetics and Human Nutrition

**\*DHN 342 QUANTITY FOOD PRODUCTION. (4)**

An introduction to the production and service of food in quantity, to include the application of production techniques and controls, menu planning and service. Lecture, two hours; laboratory, 4.5 hours per week. Prereq: DHN 302 or HMT 308; DHN 241; limited to Dietetics and Hospitality Management and Tourism majors.

**\*DHN 346 HUMAN RESOURCES MANAGEMENT FOR THE FOOD AND HOSPITALITY INDUSTRIES. (3)**

Exposes the student to all aspects of human resources management in the hospitality and health care industry context. Topics covered include planning, selection, placement, training, disciplining employees, labor relations and compensation. Prereq: Hospitality and Tourism major or Dietetics major.

**\*DHN 403 COMMUNITY NUTRITION AND WELLNESS. (3)**

Study of nutrition education programs on a community level. Experience is provided for presenting nutrition in health clinics, health camps, schools, state institutions, family resource centers, and corporate wellness programs. Attention is paid to special populations, including pregnant women, children, adults, the elderly, and persons with disabilities. Prereq: DHN 312.

**\*DHN 408G SEMINAR IN FOOD AND NUTRITION. (1)**

Investigation of recent research in food and nutrition. May be repeated to a maximum of three credits. Nutritional sciences graduate students may not enroll for graduate credit. Prereq: DHN 510 or consent of instructor.

**\*DHN 474 RESEARCH IN NUTRITION: THEORY. (3)**

A required course which allows the student to explore research opportunities in the health field, identify potential funding sources, review institutional review board requirements, and develop a grant proposal based on their own interests in nutrition. Prereq: Human Nutrition majors only. Senior standing. DHN 311 (may be taken concurrently with consent of instructor).

**\*DHN 475 RESEARCH IN NUTRITION: APPLICATION. (3)**

A required course which allows the student to design a research study, write a grant, prepare a comprehensive literature review, design a survey, conduct statistical analyses on collected data, and prepare a professional article and poster to present at University and regional events. Prereq: Human Nutrition majors only. Grade of C or better in DHN 474. This is a writing-intensive (W) course approved to fulfill the upper tier of the graduation writing requirement (GWR). To receive W credit for this course, you must have successfully completed the first-year writing requirement (ENG 104 or its equivalent) and have completed at least 30 hours of course work.

**\*DHN 480 DIETETICS PRE-PROFESSIONAL PRACTICE. (1-6)**

Pre-professional experiences are designed to allow students to apply knowledge and skills in assessing, planning, implementing, and evaluating nutrition care in various health delivery systems. Student experience will include opportunities to link theory and practice while developing the skills and attitudes essential to practice in the dietetics profession. Placement of experiential settings must have the approval of the appropriate Director of Dietetics in Nutrition and Food Science. A minimum of 60 supervised practice hours will constitute one semester credit hour with prior approval. May be repeated to a maximum of six credits. Prereq: Consent of instructor and senior status in the Dietetics Didactic Program.

**\*DHN 510 ADVANCED NUTRITION. (3)**

Application of biochemistry, physiology and nutrition to the understanding of the utilization and function of nutrients in the body as related to the structure, function and metabolic needs of cells/organ systems. Prereq: DHN 311 or BCH 401G or equivalent; PGY 206; Dietetics and Human Nutrition Majors or admission to DHN/NS graduate program.

**\*DHN 512 MEDICAL NUTRITION THERAPY I. (4)**

This course explores changes in nutrient metabolism related to biochemical and physiological alterations in disease conditions and application of the Nutrition Care Process. Content includes case study evaluations, medical nutrition therapies for disease conditions, and current research in the field. Prereq: DHN 311 and 312; plus, past or concurrent DHN 510. Enrollment is restricted to dietetics majors only.

## College of Agriculture, School of Human Environmental Sciences

### DHN Dietetics and Human Nutrition

#### **\*DHN 514 DIETETICS: COUNSELING AND COMMUNICATION THEORIES AND APPLICATIONS. (3)**

Counseling and communication theories are combined to study specific applications which include disease prevention, disease management and refinement of communication skills to enhance effectiveness as a practicing RD. Students will enhance their capacity to motivate others to practice healthy food behaviors. Active learners will develop a conceptual framework for future professional practice in dietetics as ethical counselors and facilitators of behavior change. Three credit hours. Prereq: DHN 312, 403, 510; must be taken concurrently with DHN 515. Enrollment is restricted to Dietetics majors.

#### **\*DHN 515 MEDICAL NUTRITION THERAPY. (5)**

This capstone course explores changes in nutrient metabolism related to biochemical, physiological, and pathophysiological alterations in disease conditions, application of the Nutritional Care Process and Model, and development of medical nutrition therapy intervention. Content includes case study evaluations, nutritional therapies for disease conditions, including enteral and total parenteral nutrition, and current research in the field. Prereq: DHN 311, 312, 403 and 510 and concurrent with DHN 514. Enrollment is limited to dietetics majors.

#### **\*DHN 516 MATERNAL AND CHILD NUTRITION. (3)**

Food selection for optimal nutrition during pregnancy and lactation and for infant and child development through preadolescence. Cultural, social, and psychological aspects of food selection and dietary patterns, as they relate to mental and physical development. Prereq: DHN 312 or consent of instructor.

#### **\*DHN 517 MEDICAL NUTRITION THERAPY II. (3)**

This course continues study of medical nutrition therapy topics, including trauma and enteral and parenteral nutrition. Content includes more advanced case study evaluations, medical nutrition therapies, and current research in the field. Prereq: DHN 512 and concurrent with DHN 514 and enrollment is limited to dietetics majors.

#### **\*DHN 518 EVALUATION OF DIETETIC ISSUES AND LEADERSHIP. (2)**

Course provides opportunities for the development of competencies, attitudes and values expected of the entry level professional. Lectures, presentation of individual case studies and research projects are conducted. Opportunities are provided for transfer of theory to practice, interpretation of research, discussion of professional literature and application of leadership and communication skills in addressing issues of professional dietetic practice. This web enhanced didactic course is taught via distance learning coupled with on campus sessions. Prereq: Admission to the Coordinated Program or Dietetic Internship.

#### **\*DHN 591 SPECIAL PROBLEMS IN FOODS AND NUTRITION. (1-3)**

Intensive work on a specific phase of the field. Senior or graduate standing. May be repeated to a maximum of six credits. Prereq: Consent of instructor.

#### **\*DHN 603 ADVANCED COMMUNITY PROGRAM DEVELOPMENT. (3)**

The course focuses on concepts and theories of program development, use of planned goals and objectives such as Healthy Communities-goals and objectives, use of data from national monitoring, survey and surveillance programs, and community assessment to guide decision making for program development. Program marketing, staffing formulas, and grant writing and grant management, cost analysis and cost effectiveness reporting, and formative and summative evaluation of community programs complete the study. Prereq: Admission to graduate program.

#### **\*DHN 607 FOOD RELATED BEHAVIORS. (3)**

This team-taught course will provide background in topics and methods in food related behaviors to students in Nutritional Sciences and other interested students. The course will follow a problem-based learning approach, and will consist of 3 out of 4 modules in any given year. The four modules will be Social and Cultural Perspectives on Food, Psychological Perspectives on Food and Food Behaviors, Challenges to Community Food Security, and International Issues in Nutrition.

#### **\*DHN 610 MARKETING IN HOSPITALITY AND DIETETICS. (3)**

This course overviews the discipline of marketing as it relates to the hospitality and dietetics professions. Special emphasis will be placed on the analysis of the marketing environment, marketing strategies and the diversity of marketing practices used by the hospitality industry and dietetics profession. This course will provide opportunities for students to develop appropriate marketing approaches in today's increasingly competitive and complex global marketplace. Prereq: MKT 300 or HMT 320 or equivalent course.

## College of Agriculture, School of Human Environmental Sciences

---

### DHN Dietetics and Human Nutrition

---

- \*DHN 620 NUTRITION AND AGING.** (2)  
Emphasis on current research in nutrition and aging, nutrition needs of the elderly and nutrition-related diseases associated with aging. Prereq: DHN 510 and 511 or equivalent. (Same as NS 620.)
- \*DHN 630 ADVANCED COMMUNITY NUTRITION.** (3)  
Study of nutrition surveys and of bases for judging community nutrition. Emphasis is placed upon economic, geographic, social and educational causes of malnutrition. Experience is given in development of nutrition programs. May be repeated to a maximum of six credits. Prereq: DHN 503. (Same as NS 630.)
- \*DHN 640 HUMAN NUTRITION: ASSESSMENT.** (3)  
Assessment of dietary, anthropometric and biochemical parameters of nutritional status in health and disease. Lecture, two hours; laboratory, three hours per week. Prereq: DHN 510, DHN 511 or equivalent. (Same as NS 640.)
- \*DHN 646 ADVANCED INFORMATION TECHNOLOGY IN THE HOSPITALITY INDUSTRY.** (3)  
This course will engage students in the latest technology used by the hospitality industry and the dietetics profession for advancement of human, material and financial resources. Strategies and applications using technology to gain competitive advantage will be investigated. Students should be able to examine the problems of technology in the hospitality and dietetics industries and to provide solutions. Students will have the opportunity to do the class completely on-line or a combination of traditional classroom and on-line teaching. Prereq: Admission to the graduate program.
- \*DHN 648 MANAGEMENT OF HOSPITALITY AND DIETETICS ORGANIZATIONS.** (3)  
This course will engage students with the theories and their application in the area of leadership and management of people, resources, finances, information and internal and external customers as they relate to dietetics, food service and hospitality professions. Prereq: Admission to graduate program, DHN 346 or equivalent course.
- \*DHN 690 ADVANCED WORK IN DIETETICS.** (3)  
Evaluation of administrative practices in dietetics. This course will examine topics related to managing dietetics services including medical nutrition therapy protocols, dietetics outcomes research, parenteral and enteral support, clinical pathways, JCAHO requirements, state and institutional policy controls, reimbursement for dietetics services, in-patient and out-patient quality management, and hospital outreach programs. Prereq: Admission to graduate program. Lecture only course.
- \*DHN 694 STRATEGIC PLANNING IN HOSPITALITY, LODGING AND TOURISM.** (3)  
This course is designed to shape students' understanding of strategic planning as it relates to hospitality, lodging, and tourism. The concepts utilized to accomplish this objective represent several discipline areas such as: organizational theory, strategic management, and the function of management. Prereq: Admission to graduate program.
- \*DHN 704 CURRENT TOPICS IN NUTRITIONAL SCIENCES.** (1)  
This course is designed to develop the student's independent thinking and critical analysis related to various nutritional sciences issues. These skills will be developed through reading assignments and group discussion related to current topics in nutrition. Prereq: Consent of instructor. (Same as CNU/NS 704.)
- \*DHN 748 MASTER'S THESIS RESEARCH.** (0)  
Half-time to full-time work on thesis. May be repeated to a maximum of six semesters. Prereq: All course work toward the degree must be completed. (Same as NS 748.)
- \*DHN 768 RESIDENCE CREDIT FOR THE MASTER'S DEGREE.** (1-6)  
May be repeated to a maximum of 12 hours. (Same as NS 768.)
- \*DHN 770 SEMINAR IN HOSPITALITY AND DIETETICS ADMINISTRATION.** (1)  
Investigation of recent research in Hospitality and Dietetics Administration. May be repeated to a maximum of three credits.
- \*DHN 772 CURRENT TOPICS IN HOSPITALITY AND DIETETICS ADMINISTRATION.** (2)  
Faculty from different disciplines will provide in-depth coverage of selected topics in Hospitality and Dietetics Administration.

## College of Agriculture, School of Human Environmental Sciences

### DHN

### Dietetics and Human Nutrition

- \*DHN 781 ADVANCED TRENDS ANALYSIS IN HOSPITALITY AND TOURISM. (3)**  
The student will investigate the major trends occurring in the hospitality, lodging, and tourism industry and develop analytical skills required to interpret them. Throughout the course, the student should be able to identify trends; their timing; the causal effects they have on organizations; the actual probability of their occurrence; and impact they will have on the organization. Prereq: Admission to graduate program.
- \*DHN 782 SPECIAL PROBLEMS. (1-6)**  
Independent advanced work on a special problem in nutritional sciences. Prereq: Consent of graduate advisor. (Same as CNU/NS 782.)
- \*DHN 784 SPECIAL PROBLEMS IN FINANCIAL MANAGEMENT. (3)**  
A current events approach to the financial and accounting decision-making process in dietetics and hospitality administration. The course will prepare advanced students in dietetics and hospitality administration to analyze and make sound financial decisions in settings relevant to the dietetics profession and the hospitality industry. Prereq: Admission to graduate program, ACC 201, ECO 201 and either FIN 300 or (DHN 340, DHN 342, and DHN 346).
- \*DHN 790 RESEARCH IN NUTRITIONAL SCIENCES. (0-6)**  
Research work involving original investigation. May be repeated to a maximum of 18 credits. Prereq: Consent of graduate advisor. (Same as CNU/NS 790.)
- \*DHN 800 NUTRITION IN THE LIFE CYCLE: PRACTICUM. (1)**  
Course content will provide an introductory supervised practice for Coordinated Program dietetic students. Experiences include nutrition services provided at various stages in the life cycle, including pregnancy, infancy, preschool, elementary and high school, and geriatric. Laboratory, three hours per week. Prereq: Admission to Coordinated Program/AP4.
- \*DHN 808 COMMUNITY NUTRITION II: SUPERVISED PRACTICE. (2)**  
Supervised practice in community nutrition. Experiences include public and private agencies/organizations that provide food and nutrition services, public policy and program development, and nutrition education for various socioeconomic groups. Prereq: Admission to UK DHN Supervised Practice Program (SPP); concurrent enrollment in DHN 800.
- \*DHN 810 MEDICAL NUTRITION THERAPY I: SUPERVISED PRACTICE. (5)**  
Supervised practice in health care facilities. Course focuses on patient assessment, diet planning, care plan implementation, and nutritional evaluation. Prereq: Admission to UK DHN Supervised Practice Program (SPP); concurrent enrollment in DHN 518 and DHN 812.
- \*DHN 812 FOOD SERVICE SYSTEMS MANAGEMENT: SUPERVISED PRACTICE. (5)**  
Supervised practice in food service management in a variety of food service operations. Experience may include participation in management functions including procurement, production, financial and human resources management, marketing, and training. Prereq: Admission to UK DHN Supervised Practice Program (SPP); concurrent enrollment in DHN 810 and DHN 518.
- \*DHN 814 FOOD SERVICE SYSTEMS MANAGEMENT II: SUPERVISED PRACTICE. (3)**  
In-depth application of food service management in a variety of food service operations. Provides variety of experience in operations, financial, and managerial aspects of food services. Experience based on performance requirements established by the Commission on Accreditation for Dietetics Education for the entry-level generalist dietitian. Prereq: Admission to UK DHN Supervised Practice Program (SPP); concurrent enrollment in DHN 518 and DHN 816.
- \*DHN 816 MEDICAL NUTRITION THERAPY II: SUPERVISED PRACTICE. (3)**  
In-depth clinical application of the principles of dietetics in a hospital setting. Focuses on the team concept of patient care. Provides a variety of dietetic practice experiences with opportunity to test and evaluate results. Experiences based on performance requirements established by the Commission on Accreditation for Dietetics Education for the entry-level generalist dietitian. Prereq: Admission to UK DHN Supervised Practice Program (SPP); concurrent enrollment in DHN 518 and DHN 814.

# Appendix B

**University of Kentucky  
Department of Dietetics and Human Nutrition**

**DHN 812  
Food Service Systems Management I: Practicum  
5 Credit Hours**

**UK DHN CP DI SPP Faculty**

Liz Combs, MS, RD, LD 9209 CP Director and Academic Coordinator	204 Funkhouser Bldg  elmars2@uky.edu	859-257-
---	--	----------

**Office Hours:** By appointment with respective faculty

**Course Description:**

Supervised practice in foodservice systems management in a variety of food service operations. Experience involves participation in management functions including procurement, production, financial and human resources management, marketing, and training.

**General Description:**

Full-time supervised practice experience as a student manager in a foodservice systems management operation. This experience provides the student with an in-depth application of service system principles in foodservice operations.

**Prerequisites:**

Admission to UK DHN Supervised Practice Program (SPP)  
Concurrent enrollment in DHN 518 and DHN 810

**Required Materials:**

Academy of Nutrition and Dietetics (A.N.D.) membership  
Foodservice Systems texts and professional literature

**Student Learning Outcomes:**

- Discover new knowledge by conducting research on a topic of the intern's choice
- Apply foodservice systems management principles in a food service system that provides a variety of experiences in operations, financial and managerial aspects
- Perform in a supervisory capacity by the completion of the rotation

### **Academic Integrity 6.3.1 Plagiarism 6.3.2 Cheating p.168**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please contact the NFS SPP faculty as soon as possible via email. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

### **University Senate Rules**

- Cheating and plagiarism are prohibited under the University Senate rules and the
- Minimum punishment for either of these offenses is an "E" in the course.

"Students' Rights and Responsibilities" handbook - <http://www.uky.edu/StudentAffairs/Code>

### **NFS 812 Nutrition in the Life Cycle: Supervised Practice Program Responsibilities**

#### **Intern Responsibilities:**

- Comply with the A.N.D. Standards of Practice and the Code of Ethics
- During the first week of rotation:

- a. Review performance competencies with CF
- b. Plan activities/experiences to meet the competencies
- c. Submit CF Contact Information Form to BlackBoard
- Mid-point:
  - a. Complete mid-point evaluation with CF
  - b. Complete mid-point self-evaluation
- Final week:
  - a. Complete final evaluation with CF
  - b. Complete final self-evaluation
- Work minimum 40 hours per week
- In case of absence call the DHN Office, 859-257-3800, and the community faculty.
- Make up absences at the convenience of the community faculty.
- Complete assignments given by the community faculty.
- Document activities in DHN 518 blog.
- Schedule Site Visit with DHN faculty.
- Follow facility policies and procedures including:
  - Parking
  - Identification
  - Dress Code

#### **Community Faculty (CF) Responsibilities:**

- Review course syllabi and competencies with intern during the first week of the rotation
- Formally evaluate intern's performance at:
  - Mid-point
  - Final
- Provide informal feedback and guidance on a regular basis

#### **DHN SPP Faculty Responsibilities:**

- Attend at least two (2) site visits per intern over the entire SPP
- Review Blog biweekly
- Assign grades as assignments are submitted

## DHN 812 Foodservice Systems Management: Supervised Practice Program Assignments

- All assignments are posted to the DHN 812/814 BlackBoard
- All assignments are to be submitted to the student's E-portfolio for reference
- Original and sensitive documents or material that is not able to be submitted electronically are to be submitted via hardcopy at the end of the rotation

1.	<b>Professional Literature</b>	<b>25 pts</b>
2.	<b>Financial Study</b>	<b>75 pts</b>
3.	<b>Marketing Plan</b>	<b>200 pts</b>
4.	<b>Foodservice Systems Management Case Study</b>	<b>200 pts</b>

### DHN 812 Grade Distribution:

Professional Literature	25 pts
Financial Study	75 pts
Marketing Plan	200 pts
<u>Case Study</u>	<u>200 pts</u>
<b>TOTAL</b>	<b>500 pts</b>

### The DHN 812 grade is also based on the following:

1. Participating in professional experiences.
2. Planning, organizing and completing assignments in a timely manner.
3. Dressing and conducting oneself in a professional manner.
5. Meeting all competencies assigned to the rotation.

### GRADE RUBRIC: DHN 812 FSSM

Students must have a minimum of a B to complete the A.N.D. ACEND competencies at a satisfactory level.

<b>A</b>	<b>B</b>	<b>C</b>	<b>E</b>
Consistently demonstrate good or excellent independent performance	Demonstrate behavior consistent with entry level performance competencies.	Performance that is below the standard for entry level practice	Unacceptable behavior or performance that is not amendable to remedial action
Receive an average of 3 to 4 on the evaluation	Achieve an 80% or better on all course assignments	Remedial actions must be taken before the student will be permitted to complete the course.	<b>Dismissal procedures may be taken</b>

DHN 812 Course Expectations:

Name: \_\_\_\_\_

ACEND Competencies	Learning Activities	Evaluation	Outcomes & Date Completed	Initial Intern & CF
<b>1. Scientific and Evidence Base of Practice:</b>				
<b>Integration of Scientific Information and Research into Practice.</b>				
<b>CRD 1.1</b> Select indicators of program quality and/or customer service and measure achievement of objectives.	<ul style="list-style-type: none"> <li>Financial Study</li> <li>HACCP</li> <li>Participate in quality assurance; and other facility reviews</li> <li>Professional literature review</li> </ul>	<ul style="list-style-type: none"> <li>Post financial study to E-portfolio</li> <li>CF/DHN SPP faculty feedback</li> <li>Blog</li> <li>CF Mid-point &amp; Final Evaluation</li> </ul>		
<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.	<ul style="list-style-type: none"> <li>Research current journal articles related to FSSM issues</li> <li>Journal readings and research to justify current practices</li> </ul>	<ul style="list-style-type: none"> <li>Present research &amp; poster</li> <li>CF/DHN SPP faculty feedback</li> <li>Blog</li> <li>CF Mid-point &amp; Final Evaluation</li> </ul>		
<b>CRD 1.4</b> Evaluate emerging research for application in dietetics practice	<ul style="list-style-type: none"> <li>Examine current research</li> <li>Include evidence-based information in the practice of the profession</li> </ul>	<ul style="list-style-type: none"> <li>CF Mid-point &amp; Final Evaluation</li> </ul>		
<b>2. Professional Practice Expectations:</b>				
<b>Beliefs, Values, Attitudes, and Behaviors for the Professional Dietitian Level of Practice.</b>				
<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	<ul style="list-style-type: none"> <li>Conduct personal self-evaluations in the blog to identify professional strengths</li> <li>Plan for areas of ethical improvement</li> <li>Maintain ethical attitudes and standards.</li> </ul>	<ul style="list-style-type: none"> <li>CF/DHN SPP faculty feedback</li> <li>CF Mid-point &amp; Final Evaluation</li> <li>Blog</li> </ul>		
<b>CRD 2.9</b> Participate in professional and community organizations University of Kentucky CP Program	<ul style="list-style-type: none"> <li>Identify professional development goals</li> <li>Present written and oral information in a</li> </ul>	<ul style="list-style-type: none"> <li>CF/DHN SPP faculty feedback</li> <li>CF Mid-point &amp;</li> </ul>		

	professional manner	Final Evaluation		
<b>CRD 2.11</b> Demonstrate professional attributes within various organizational cultures	<ul style="list-style-type: none"> <li>• Special project created to benefit organization</li> </ul>	<ul style="list-style-type: none"> <li>• Blog</li> <li>• CF Mid-point &amp; Final Evaluation</li> </ul>		
<b>CRD 2.12</b> Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration	<ul style="list-style-type: none"> <li>• Identify areas of personal strength and weakness</li> <li>• Attend conferences, professional meetings or workshops</li> <li>• Maintain professional career portfolio</li> <li>• CDR Draft Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Blog</li> <li>• CF/DHN SPP faculty feedback</li> <li>• CF Mid-point &amp; Final Evaluation</li> <li>• E-portfolio content</li> </ul>		
<b>CRD 2.13</b> Demonstrate negotiation skills	<ul style="list-style-type: none"> <li>• 3-page concept paper</li> <li>• Perform with minimal supervision functions of the agency/facility</li> </ul>	<ul style="list-style-type: none"> <li>• CF/DHN SPP faculty feedback</li> <li>• CF Mid-point &amp; Final Evaluation</li> </ul>		
<b>3. Clinical and Customer Services: Development and Delivery of Information, Products, and Services to Individuals, Groups, and Populations.</b>				
<b>CRD 3.3</b> Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management	<ul style="list-style-type: none"> <li>• Financial Study</li> <li>• Sustainability assessment</li> </ul>	<ul style="list-style-type: none"> <li>• CF/DHN SPP faculty feedback</li> <li>• CF Mid-point &amp; Final Evaluation</li> <li>• E-portfolio post</li> </ul>		
<b>CRD 3.4</b> Deliver respectful, science-based answers to consumer questions concerning emerging trends	<ul style="list-style-type: none"> <li>• Research current journal articles related to FSSM issues</li> <li>• Use journal readings and research to justify current practices</li> </ul>	<ul style="list-style-type: none"> <li>• CF/DHN SPP faculty feedback</li> <li>• CF Mid-point &amp; Final Evaluation</li> <li>• Blog</li> </ul>		
<b>CRD 3.5</b> Coordinate procurement, production, distribution and service of goods and services	<ul style="list-style-type: none"> <li>• Participate in forecasting of menu needs</li> <li>• Participate in physical and perpetual inventory systems</li> <li>• Participate in food procurement system</li> <li>• Develop food</li> </ul>	<ul style="list-style-type: none"> <li>• CF/DHN SPP faculty feedback</li> <li>• CF Mid-point &amp; Final Evaluation</li> <li>• E-portfolio post</li> </ul>		
University of Kentucky CP Program	Page 383			

	<p>production schedules and supervises meal production</p> <ul style="list-style-type: none"> <li>Analyze procedures used in foodservice systems, using established criteria based on cost, nutrition, quality, quantity, sanitation, safety and security.</li> <li>Supervise the procurement and delivery system</li> <li>Make recommendations for improvements</li> </ul>			
<b>CRD 3.6</b> 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	<ul style="list-style-type: none"> <li>Develop, test and implement use of at least 1 menu item</li> <li>Calculate the nutrient sources available on selected menu items</li> <li>Identify sources of nutrients for the target audience</li> </ul>	<ul style="list-style-type: none"> <li>CF/DHN SPP faculty feedback</li> <li>CF Mid-point &amp; Final Evaluation</li> <li>E-portfolio post</li> </ul>		
<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>				
<b>CRD 4.1</b> Participate in management of human resources	<ul style="list-style-type: none"> <li>Case Study</li> <li>Apply sustainability in management of human resources</li> </ul>	<ul style="list-style-type: none"> <li>CF/DHN SPP faculty feedback</li> <li>CF Mid-point &amp; Final Evaluation</li> <li>E-portfolio post</li> </ul>		
<b>CRD 4.3</b> Participate in public policy activities, including both legislative and regulatory initiatives	<ul style="list-style-type: none"> <li>Respond to public policy issues in health care</li> </ul>	<ul style="list-style-type: none"> <li>Blog</li> <li>DHN SPP faculty assess legislative assignment</li> <li>E-portfolio post</li> </ul>		
<b>CRD 4.4</b> Conduct clinical and customer service quality management activities	<ul style="list-style-type: none"> <li>Conduct customer satisfaction surveys as part of research project or in-service</li> </ul>	<ul style="list-style-type: none"> <li>Blog</li> <li>CF Mid-point &amp; Final Evaluation</li> <li>In-service evaluation</li> </ul>		
University of Kentucky CP Program	Page 384			

<b>CRD 4.5</b> Use current informatics technology to develop, store, retrieve and disseminate information and data	<ul style="list-style-type: none"> <li>Identify the technologies in use</li> <li>Learn how to use new technology</li> <li>Continue technology skill development</li> </ul>	<ul style="list-style-type: none"> <li>CF Mid-point &amp; Final Evaluation</li> <li>Blog on skills learned</li> </ul>		
<b>CRD 4.7</b> Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment	<ul style="list-style-type: none"> <li>Professional Literature assignment</li> </ul>	<ul style="list-style-type: none"> <li>CF/DHN SPP faculty</li> </ul>		
<b>CRD 4.9</b> Analyze financial data to assess utilization of resources	<ul style="list-style-type: none"> <li>Financial Study</li> <li>Assesses financial status based on approved budget and/or profit and loss statement for area of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>CF Mid-point &amp; Final Evaluation</li> <li>E-portfolio post</li> <li>CF/DHN SPP faculty feedback</li> </ul>		
<b>Name of Concentration Area 1:</b>				
<b>Food and Nutrition Management Systems</b>				
<b>CRD 3.2</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats	<ul style="list-style-type: none"> <li>Develop an in-service program for employees or other designated group based on needs assessment</li> <li>Prepare material for in-service</li> </ul>	<ul style="list-style-type: none"> <li>CF/DHN SPP faculty review &amp; feedback</li> <li>CF Mid-point &amp; Final Eval</li> <li>E-portfolio post</li> </ul>		
<b>CRD 4.2</b> Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food	<ul style="list-style-type: none"> <li>Develop HACCP plan for facility</li> <li>Monitor food safety and sanitation practices</li> <li>Develop educational materials</li> <li>Address sustainability issues in food systems</li> </ul>	<ul style="list-style-type: none"> <li>CF/DHN SPP faculty review &amp; feedback</li> <li>CF Mid-point &amp; Final Eval</li> <li>E-portfolio post</li> </ul>		
<b>CRD 4.10</b> Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies	<ul style="list-style-type: none"> <li>Assess financial status based on approved budget and/or profit and loss statement for area of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>CF/DHN SPP faculty review &amp; feedback</li> <li>CF Mid-point &amp; Final Eval</li> <li>E-portfolio post</li> </ul>		
<b>Concentration Competencies</b>				
<b>CRD 2.2</b> Demonstrate professional writing skills in preparing professional communications	<ul style="list-style-type: none"> <li>3-page concept paper</li> <li>In-service</li> <li>Case study</li> </ul>	<ul style="list-style-type: none"> <li>CF/DHN SPP faculty feedback</li> <li>CF Mid-point &amp; Final Evaluation</li> </ul>		
University of Kentucky CP Program	Page 385			

		<ul style="list-style-type: none"> <li>• Blog</li> </ul>		
<b>CRD 3.1.e</b> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting	<ul style="list-style-type: none"> <li>• Develop HACCP plan for facility</li> <li>• Monitor food safety and sanitation practices</li> <li>• Develop educational materials</li> </ul>	<ul style="list-style-type: none"> <li>• CF review of promotional material</li> <li>• E-portfolio</li> <li>• CF/DHN SPP faculty feedback</li> <li>• CF Mid-point &amp; Final Eval</li> </ul>		
<b>CRD 3.2</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats	<ul style="list-style-type: none"> <li>• Develop an in-service program for employees or other designated group</li> </ul>	<ul style="list-style-type: none"> <li>• CF/SPP SPP faculty feedback</li> <li>• CF Mid-point &amp; Final Evaluation</li> <li>• E-portfolio post</li> </ul>		
<b>CRD 4.2</b> Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food	<ul style="list-style-type: none"> <li>• Develop a HACCP plan</li> <li>• Monitor food safety and sanitation practices</li> </ul>	<ul style="list-style-type: none"> <li>• CF/DHN SPP faculty feedback</li> <li>• CF Mid-point &amp; Final Evaluation</li> <li>• E-portfolio post</li> </ul>		
<b>CRD 4.6</b> Prepare and analyze quality, financial or productivity data and develops a plan for intervention	<ul style="list-style-type: none"> <li>• Financial Study</li> </ul>	<ul style="list-style-type: none"> <li>• Blog</li> <li>• E-portfolio post</li> <li>• CF/DHN SPP faculty feedback</li> <li>• CF Mid-point &amp; Final Evaluation</li> </ul>		
<b>CRD 4.8</b> Conduct feasibility studies for products, programs or services with consideration of costs and benefits	<ul style="list-style-type: none"> <li>• Identify marketing strategies in the agency</li> <li>• Develop and implement a marketing activity</li> </ul>	<ul style="list-style-type: none"> <li>• CF/DHN SPP faculty review / feedback of promotional material</li> <li>• Assess marketing plan and/or activity at site</li> <li>• E-portfolio post</li> <li>• CF Mid-point &amp; Final Evaluation</li> </ul>		
<b>CRD 4.10</b> Develop a plan to provide or develop a product, program or service	<ul style="list-style-type: none"> <li>• With CF/Agency input develop a</li> </ul>	<ul style="list-style-type: none"> <li>• Blog</li> <li>• Post Business.</li> </ul>		

that includes a budget, staffing needs, equipment and supplies	business or operating plan for a segment of the population/agency	Plan to E-portfolio <ul style="list-style-type: none"><li>• CF/DHN SPP feedback</li><li>• CF Mid-point &amp; Final Eval</li></ul>		
--	---	---	--	--

DHN 312-001 (Formerly NFS) NUTRITION AND WELLNESS IN THE LIFE CYCLE  
 SYLLABUS, FALL2012  
 TR 2:00-3:15 pm  
 Whitehall Building, Room 106

Instructor: Dawn Brewer, PhD, RD, LD- Department of Dietetics and Human Nutrition  
 Office: 206 D Funkhouser  
 Phone: 859-257-1661  
 Email: [Dawn.Brewer@uky.edu](mailto:Dawn.Brewer@uky.edu)  
 (Preferred method of contact)  
 Office Hours: W: 1:00-2:30  
 F: 10:00- 11:30  
 Or by appointment

Graduate Teaching Assistant: Amy Camenisch  
 Email: [alpapp2@g.uky.edu](mailto:alpapp2@g.uky.edu)  
 Office Hours: By appointment

Required Text:



**Nutrition Through the Life Cycle, 4th Ed**

Judith E. Brown, Janet Isaacs, Bea Krinke, Ellen Lechtenberg, Maureen Murtaugh, Carolyn Sharbaugh, MS, RD, Patricia Splett, Jamie Stang, Nancy Wooldridge  
 ISBN-13:9780538733410  
 624 pages, ©2011, Published

Required Diet Analysis Software:

Diet Analysis Plus 9.0 Windows/Macintosh CD-ROM



by Wadsworth  
 Edition: 9th  
 ISBN13:  
 9780495387657  
 ISBN10: 0495387657  
 Format:  
 Publisher(s):

This is the same software that you were told to purchase in NFS 212. There is an older version of the software available on the computers in the Nursing Building if you are unable to purchase the software. The information on the printouts varies between the versions.

Course Description:

NFS/DHN 312 will cover the physiological changes occurring in the life cycle with associated nutrient needs. The course focuses on nutrient needs in-utero to geriatrics, health promotion, agency and worksite accommodations for community health, prevention education, personal care, program development and community interventions.

Course Outcomes:

With completion of this course, the student will be able to:

- (1) Identify physiologic and physical changes that occur throughout the lifecycle.

- (2) Define nutritional needs of pregnant and lactating women, infants, children, adolescents, and adults-all stages.
- (3) Describe the most common nutrition problems encountered at each stage in the lifecycle.
- (4) Describe the effect of nutrition on human development, including physical, emotional, and social wellness, and human and family relationships throughout the lifespan.
- (5) Recognize nutritional implications of the changes that occur in the life cycle within the near environment
- (6) Identify national and global nutrition issues at all stages of the lifecycle problems

Accreditation Council for Education in Nutrition and Dietetics Core Knowledge and Competencies:

KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.

CRD 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature in the nutrition care process and model and other areas of dietetics practice.

CRD 1.4: Evaluate emerging research for application in dietetics practice.

KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

CRD 2.2: Demonstrate professional writing skills in preparing professional communications.

CRD 2.5: Demonstrate active participation, teamwork and contributions in group settings.

KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

KRD 3.3: The curriculum must include education and behavior change theories and techniques.

CDR 3.3: Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.

CDR 3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends.

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.

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.

**Course Policies:**

Policies relating to excused absences, cheating/plagiarism, withdrawal, incompletes and final exams can be found in *Student Rights and Responsibilities*, under the University of Kentucky website:

<http://www.uky.edu/StudentAffairs/code> . As a student of the university, you are responsible for reading, understanding and adhering to these policies.

**Class Attendance:** Attending all classes is strongly encouraged. Attendance will be taken randomly throughout the semester. If you are absent, without a valid excuse your overall point total will be deducted by 10 points. If you are present when attendance is taken you will receive 1 bonus point for class participation. Refer to the Student Handbook S.R. 5.2.4.2- Acceptable reasons for excused absences include serious illness, illness or death of family member, University-related trips, major religious holiday (Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays) are considered to be "reasonable cause for nonattendance". Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students

claim an excused absence because of illness or death in the family. Please call my office if illness or unforeseen circumstances cause you to miss a lecture, exam or other required assignment (257-1661).

**Submission of Assignments:** Complete and submit, as directed (electronically or hard copy), all assignments by designated due dates and times. There will be a 5-point deduction in the respective assignment for each academic calendar day that it is late. No assignment will be accepted that is turned in 5 academic days after the due date. Each student must take the responsibility of knowing when assignments are due.

**Instructional Strategies:** This course will consist of lecture sessions of approximately 1 hour and 15 minutes each Tuesday and Thursday. The course content will be delivered by power point, videos, and discussions. Class participation, discussion and questions are encouraged. Students will need to use Blackboard to monitor grades and announcements, submit assignments as instructed, and access full descriptions of assignments, grading rubrics and lecture materials. Please let the Instructor know by August 29th if you are having difficulties logging on and have already contacted the Blackboard Help Desk ([BBSupport@lsv.uky.edu](mailto:BBSupport@lsv.uky.edu) or go directly to McVey Hall). Please check the website at least three (3) times per week for any announcements and grades that may have been posted.

**Academic Integrity:** The University of Kentucky does not tolerate dishonesty in any form. As students of the university, you are all responsible for adhering to these policies. Academic dishonesty includes, but is not limited to plagiarism (copying or using someone else's work as your own), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance during evaluations can result in a charge of academic dishonest. Evidence of inadvertent improper use of materials can result in a charge of academic dishonesty. Penalties for academic dishonesty vary depending on the severity of the offense and any previous offenses. The minimum penalty for a first offense is a zero on the assignment in question and a final grade reduction of one letter grade. Serious or repeat offenses will result in an E or XE grade for the course. Please familiarize yourself with the portion of UK's student code that addresses academic offenses, beginning with section 6.3.0 found at <http://www.uky.edu/studentaffairs/code/part2.html>

**Classroom Behavior:** Appropriate classroom behavior is expected of all students. This behavior includes arriving on time to class, being prepared for class, listening respectfully to instructors and guest presenters as well as fellow classmates, contributing to class discussions, abstaining from non-class related activities (such as, cell phone use, reading the paper, working on assignments for other classes, talking to classmates at inappropriate times, etc.). Electronic gadgets must be turned off during exams.

**Instructional Accommodations:** Students with disabilities are responsible for ensuring that university instructors are aware of their disabilities and required accommodations. Please see me as soon as possible to discuss accommodation policy and procedures. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Student Responsibilities & Criteria for Evaluation:**

Complete assignment descriptions will be available on Blackboard well before the assignment is due.

**Class Readings:** This course will be taught primarily as a lecture course using the required text as a guide. Therefore, reading text assignments prior to class will be important to your comprehension and application of information presented during lecture. Check Blackboard regularly for handouts that you will need to read before class and bring to class.

**Exam Policy:** All exams are to be completed on the designated date and at the designated time. You must turn off all electronic gadgets during the exam period. Each exam will be worth 100 points and will consist of multiple choice questions, matching and short-answer questions. You will have 1 hour and 15 minutes to complete exams 1 – 3 and 2 hours to complete the final exam. Make-up exams will be given in cases of excused absences only. The form and time of all make-up exams will ultimately be determined by the instructor. The final exam will be conducted as stated in the university schedule book. Please call my office if illness or unforeseen circumstances cause you to miss an exam (257-1661). Your lowest exam score from Exams 1, 2, or 3 will be dropped and will not be calculated in your final grade. Example: exam 1 = 89%, exam 2 = 80%, exam 3 = 92%; your grade will include the scores of 92% and 89%. Or exam 1 = 80%, exam 2 = 0%, exam 3 = 75%; your grade will include the scores of 80% and 75%.

**Independent Projects:** Each student will be responsible for completing an independent case study for certain life stages. A number of these case studies will require the use of the diet analysis software and this will be specifically listed in the assignment description. The case studies will be submitted as 2 grouped life stages for project 1 and project 3 and one life stage for project 2. These case studies will be submitted at three different dates during the semester (example: life stage project 1 will include pre-conception and lactation and is due Oct. 2<sup>nd</sup>). Assignment descriptions for each case study will be available on Blackboard well before the due date and each case study will be described during class (Yet another benefit to attending class!). There will be a 5-point decrease in the grade assignment for each academic calendar day that the assignment is late. No assignment will be accepted that is turned in 5 academic days after the due date. Each student must take the responsibility of knowing when assignments are due.

**Group Case Studies:** There will be FOUR group case studies throughout the semester. These are not listed on the syllabus, but I will announce when they will take place ahead of time during a prior class. Students will be assigned to groups of four. Each group will complete FOUR, in-class, assignments related to the material being covered in class. Assignments will be hand-written and turned in at the end of class. Groups are expected to participate in group discussions during the allotted class time. All members of the group who participate in the assignment will receive the same grade. Group members who fail to participate in the group assignment will automatically receive a 0 on the case study. These case studies are in-class and, therefore, class attendance is mandatory.

**Course Evaluation:**

	Possible Points
Exam1	100 pts
Exam2	100 pts
Exam3	100 pts
<b>Total Exam Points with lowest score dropped</b>	<b>200 pts</b>
Final Exam	100 pts
Group Case Studies (4 x 15 pts)	60 pts
Life Stage Project #1 (2: 45 + 40 pts)	85 pts
Life Stage Project #2 (1 x 50 pts)	50 pts
Life Stage Project #3 (2 x 45 pts)	90 pts
<b>TOTAL POINTS</b>	<b>585 pts</b>
Class Attendance Bonus Points (1 point per attendance)	TBD

The final exam will be non-comprehensive and will be given on the date assigned in the University Fall 2012 Schedule Book. If you have a total of 269 points (out of a possible 300 points) on Exams 1, 2, 3 you may opt not to take the final.

A= $\geq$ 90%	524- 585
B=80-89%	466- 523
C=70-79%	407- 465
D=60-69%	349- 406
E= $\leq$ 59%	$\leq$ 348

\*NFS/DHN 312-001 NUTRITION AND WELLNESS IN THE LIFE CYCLE  
FALL 2012 TENTATIVE COURSE SCHEDULE

DATE	TOPIC	REQUIRED READING
Aug 23	Course Overview and Introduction to Life Cycle Nutrition	
Aug. 28	Dietary Reference Intakes Preconception Nutrition, Conditions and Interventions	Chp2, DRI Handout
Aug. 30	Preconception Nutrition, Conditions and Interventions Assignment Discussion	Chp 2, 3
Sept. 4	Nutrition During Pregnancy	Chp 4
Sept. 6	Nutrition During Pregnancy-Conditions and Interventions	Chp 4,5
Sept. II	Nutrition During Pregnancy-Conditions and Interventions	Chp 5
Sept. 13	<b>EXAMI</b>	
Sept. 18	Nutrition During Lactation Assignment Discussion	Chp6

Sept. 20	Nutrition During Lactation-Conditions and Interventions	Chp 6,7
Sept. 25	Nutrition During Lactation-Conditions and Interventions Assignment Discussion	Chp7
Sept. 27	Infant Nutrition	Chp8
Oct. 2	Infant Nutrition -Conditions and Interventions <b>LIFESTAGE PROJECT #1 DUE (pre-conception and</b>	Chp 8,9
Oct. 4	Infant Nutrition- Conditions and Interventions/Activity	Chp 8,9
Oct. 9 FNCE	Weight of The Nation Video (Dr. Brewer will be attending the Foods and Nutrition Conference Expo Oct. 6-9")	
Oct. 11	Toddler and Preschooler Nutrition	Chp 10
Oct. 16	<b>EXAM2</b>	
Oct. 18	Toddler and Preschooler Nutrition-Conditions and Interventions Assignment Discussion	Chp 10, 11
Oct. 23	Child and Preadolescent Nutrition	Chp 12
Oct. 25	Child and Preadolescent Nutrition – Conditions and Interventions	Chp 12, 13
Oct. 30	Adolescent Nutrition <b>LIFESTAGE PROJECT #2 DUE</b>	Chp 14
Nov. 1	Adolescent Nutrition – Conditions and Interventions Assignment Discussion	Chp 15
Nov.6	<b>NO CLASS-ELECTION DAY</b>	
Nov.S	<b>EXAM3</b>	
Nov. 13	Adult Nutrition	Chp 16
Nov. 15	Adult Nutrition-Conditions and Interventions	Chp 16-17
Nov. 20	Adult Nutrition-Conditions and Interventions Assignment discussion	Chp 17
Nov.22	<b>NO CLASS- THANKSGIVING</b>	
Nov. 27	Older Adult Nutrition	Chp 18
Nov. 29	Older Adult Nutrition-Conditions and Interventions <b>LIFE STAGE PROJECT #3 DUE (Adolescent and</b>	Chp 18-19
Dec. 4 (dead week)	Older Adults-Conditions and Interventions	Chp 19
Dec. 6	Catch-up, Review, Course Evaluation	
Dec. 13	<b>**FINAL EXAM 1:00-3:00pm White Hall Non- Cumulative (Adult to Older Adult)</b>	

"There will be FOUR in-class group case studies worth 15 pts each. These are not currently listed in the syllabus, but they will be announced during class prior to the group case study activity. Please refer to "Group Case Study" section of the syllabus to read more about these case studies. Since it is an in-class assignment attendance is mandatory to receive credit.

\*\*Individual students are entitled to request a change in their final examination times if they have more than two finals scheduled for the same date. Should an examination date need to be changed, the course with the highest catalog number is the one to be rescheduled. If course numbers are identical, then the department whose prefix is alphabetically earlier is rescheduled. The student needing to change exam times must request this in writing at least two weeks before the last class meeting. In the case of an individual instructor's hardship, instructors may reschedule a final examination provided h/she obtain: a) the recommendation of the Department Chair AND b) the concurrence of the Dean and Registrar. All rescheduled final examinations must occur during final examinations week.

# Appendix C



**University of Kentucky**  
**Department of Dietetics and Human Nutrition**  
**Coordinated Program in Dietetics**

**STUDENT HANDBOOK**

**2012-2013**

**School of Human Environmental Sciences**

**College of Agriculture**

**Lexington, Kentucky 40506-0054**

The Coordinated Program in Dietetics at the University of Kentucky is currently granted Accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606, Phone number (800) 877-1600 or (312) 899-0040.

Revised 11/2012

## TABLE OF CONTENTS

<u>TOPIC</u>	<u>PAGE</u>
Introduction	3
Program Philosophy	3
Program Mission, Goals, and Objectives	4
CP Student Competencies	5
Knowledge, Skills, and Competencies for Entry Level Dietitian Education Programs	5-10
Curriculum	11
Curriculum Program Sequence	12
Coordinated Program Policies	
• Academic Requirements	13
• Volunteer Activities	13
• Coordinated Program Meetings	13
• Coordinated Program Student Advising	13
• Evaluation of Student Progress	14
• E-Portfolios	14
• Email Account	14
• Gmail Account	14
Coordinated Program Policies for Supervised Practice Component	
• Attendance	15
• Assignment Guidelines	15
• Grievance Policy	16
• Completion of Supervised Practice and Issuance of CDR Verification Statement	16
• Emergency Policy for Injury at Supervised Site	17
• ServSafe® Certificate	18
• Identification	18
• DHN 518	18
• Professionalism	18
• Transportation	18
• Student Employment	18
• Physical Tests and Insurance	18
• Withdrawal	19
• Intern Termination policy	19
Evaluation of Student Progress	20
Area Health Education Center - AHEC	20
Student Participation in Professional Associations	21
Expenses	22
Student Completion of Required Reading and Review of Information Signature Page	23

## INTRODUCTION

The Coordinated Program in Dietetics (CP), Option B, in the UK Department of Dietetics and Human Nutrition Program, is a combined program of academics and supervised practice experience in food and nutrition systems management dietetics. In addition to the required didactic coursework (lecture and laboratory courses), the program provides at least 1,200 hours of supervised practice necessary to meet the Knowledge Requirements and Competencies for Entry-Level Dietitians as mandated in the Eligibility Requirements and Accreditation Standards of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND). Upon successful completion of the Coordinated Program, graduates receive verification and are eligible to sit for the Commission on Dietetic Registration (CDR) national registry exam to earn the registered dietitian (RD) credential.

### Program Director and CP Faculty

#### **CP Director**

Liz Combs MS, RD, LD  
Academic Coordinator  
204 Funkhouser Building  
859-257-9209  
Elmars2@uky.edu

	<u>Room</u>	<u>Telephone</u>	<u>Email</u>
Dietetics and Human Nutrition Department Office	Funkhouser 203	859-257-3800	
Sandra Bastin, PhD, RD, LD, CCE	Funkhouser 203 A	859-257-1812	<a href="mailto:sandra.bastin@uky.edu">sandra.bastin@uky.edu</a>
Hazel Forsythe, PhD, RD, LD, CFCS	Funkhouser 202	859-257-4146	<a href="mailto:nfshazel@email.uky.edu">nfshazel@email.uky.edu</a>

### Program Philosophy

The philosophy of the Coordinated Program in Dietetics at the University of Kentucky is based on the belief that the dietitian is the food and nutrition expert and that nutrition is an important basis of the health and well-being of all humans functioning in a diverse society.

The program supports a learning environment that encourages students to use problem-solving skills, create innovations, and continue to seek new learning opportunities. The faculty will provide experiences that develop individual independence, critical thinking, initiative, creativity, maturity and self-reliance for entry into the profession. The program will provide an environment for individuals to develop professional attitudes and instill standards of ethical professional practice by working with dietitians who serve as role models. Graduates of the Coordinated Program are expected to provide quality nutritional care with concern and awareness of individual needs.

The philosophy and goals of the Coordinated Program are consistent with the high ethical standards and the philosophy and goals of the University, the College of Agriculture, the School of Human Environmental Sciences and the Dietetics and Human Nutrition Department. The Food and Nutrition Systems Management concentration is consistent with the mission and resources of the University of Kentucky in serving the needs of the Commonwealth.

**Link to UK Vision, Mission, Plans:** [www.uky.edu/Provost/strategic\\_planning/mission.htm](http://www.uky.edu/Provost/strategic_planning/mission.htm)

## Program Mission, Goals and Objectives

### Mission:

The mission of the Coordinated Program is to provide a quality undergraduate experience of education, research, and supervised practice using a comprehensive evidence-based program in food, nutrition, and management.

### Program Goal 1:

Provide opportunities for CP students to participate in and provide community-related services.

### Program Objectives for Goal 1:

- 1) All CP students will participate in at least two professional meetings each year.
- 2) All CP students will deliver two health-related services to the community during their supervised practice.
- 3) All CP students will complete 100 hours of community practice during their didactic program and document in their portfolio.

### Program Goal 2:

Attract outstanding dietetics students that are prepared for entry-level positions in the dietetics field upon graduation.

### Program Objectives for Goal 2:

- 1) All CP students will have a cumulative GPA of 3.0 or greater to be accepted into the program.
- 2) 90% of CP students will complete program/degree requirements within 150% of the program length.
- 3) 80% of CP graduates who take the CDR exam will pass on the first time.
- 4) 75% of program graduates will be employed in dietetics or related fields within 12 months of graduation.

\* All program outcomes data are available on request from the CP Director ([elmars2@uky.edu](mailto:elmars2@uky.edu))

## **CP STUDENT COMPETENCIES FOR THE DIDACTIC PORTION**

During the two years of the didactic portion of the CP, the student will meet the competencies expected of dietetics students who progress to entry-level professionals. Successful completion of the didactic and supervised practice components is required of the CP graduate.

### **Knowledge, Skills, and Competencies for Entry Level Dietitian Education Programs**

#### **1: Scientific and Evidence Base of Practice: Integration of Scientific Information and Research into Practice**

##### **Knowledge**

KRD 1.1. The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence based practice.

##### KRD 1.1.a. Learning Outcome

Students are able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.

##### KRD 1.1.b. Learning Outcome

Students are able to use current information technologies to locate and apply evidence-based guidelines and protocols, such as the AND Evidence Analysis Library, 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.

#### **2: Professional Practice Expectations: Beliefs, Values, Attitudes and Behaviors for the Professional Dietitian Level of Practice**

##### **Knowledge**

KRD 2.1. The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

##### KRD 2.1.a. Learning Outcome

Students are able to demonstrate effective and professional oral and written communication and documentation.

KRD 2.2. The curriculum must provide principles and techniques of effective counseling methods.

##### KRD 2.2.a. Learning Outcome

Students are able to demonstrate counseling techniques to facilitate behavior change.

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.

##### KRD 2.3.a. Learning Outcome

Students must be able to apply professional guidelines to a professional practice scenario.

KRD 2.3.b. Learning Outcome

Students must be able to identify and describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services

**3: Clinical and Customer Services: Development and Delivery of Information, Products and Services to Individuals, Groups and Populations**

**Knowledge**

KRD 3.1. The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care practice, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

KRD 3.1.a. Learning Outcome

Students are able to use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions.

KRD 3.2. The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

KRD 3.2.a. Learning Outcome

Students are able to develop interventions to affect change and enhance wellness in diverse individuals and groups

KRD 3.3. The curriculum must include education and behavior change theories and techniques.

KRD 3.3.a. Learning Outcome

Students are able to develop an educational session or program/educational strategy for a target population.

**4: Practice Management and Use of Resources: Strategic Application of Principles of Management and Systems in the Provision of Services to Individuals and Organizations**

**Knowledge**

KRD 4.1. The curriculum must include management and business theories and principles required to deliver programs and services.

KRD 4.1.a. Learning Outcome

Students are able to apply management theories and principles to the development of programs or services.

KRD 4.1.b. Learning Outcome

Students are able to evaluate a budget and interpret financial data.

KRD 4.1.c. Learning Outcome

Students are able to apply the principles of human resource management to different situations

KRD 4.2. The curriculum must include content related to quality management of food & nutrition services.

KRD 4.2.a. Learning Outcome

Students are able to apply safety principles related to food, personnel and consumers.

KRD 4.2.b. Learning Outcome

Students are able to analyze data for assessment and evaluate data to use in decision making

KRD 4.3. The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.

KRD 4.3.a. Learning Outcome

Students are able to explain the impact of a public policy position on dietetics practice.

KRD 4.4. The curriculum must include content related to health care systems.

KRD 4.4.a. Learning Outcome

Students are able to explain the impact of health care policy and different health care delivery systems on food and nutrition services.

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

## **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.

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.

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.

### **CP Student Competencies for the Supervised Practice Portion**

During the seven months of the supervised practice portion of the CP, the student will meet the competencies expected of dietetic interns who progress to entry-level professionals. Successful completion of the didactic and supervised practice components is required of the CP graduate.

#### **1: Scientific and Evidence Base of Practice: Integration of Scientific Information and Research into Practice**

##### **Competencies/Learning Outcomes**

Upon completion of supervised practice, graduates are able to:

- CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.
- CRD 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.
- CRD 1.3 Justify programs, products, services and care using appropriate evidence or data
- CP 1.4 Evaluate emerging research for application in dietetics practice
- CP 1.5 Conduct research projects using appropriate research methods, ethical procedures and statistical analysis

#### **2: Professional Practice Expectations: Beliefs, Values, Attitudes and Behaviors for the Professional Dietitian Level of Practice**

##### **Competencies/Learning Outcomes**

Upon completion of supervised practice, graduates are able to:

- CP 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
- CP 2.2 Demonstrate professional writing skills in preparing professional communications
- CP 2.3 Design, implement and evaluate presentations to a target audience
- CP 2.4 Use effective education and counseling skills to facilitate behavior change
- CP 2.5 Demonstrate active participation, teamwork and contributions in group settings
- CP 2.6 Assign appropriate patient care activities to DTRs and/or support personnel as appropriate
- CP 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice
- CP 2.8 Apply leadership principles effectively to achieve desired outcomes

- CP 2.9 Participate in professional and community organizations
- CP 2.10 Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services
- CP 2.11 Demonstrate professional attributes within various organizational cultures
- CP 2.12 Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration
- CP 2.13 Demonstrate negotiation skills

### **3: Clinical and Customer Services: Development and Delivery of Information, Products and Services to Individuals, Groups and Populations**

#### **Competencies/Learning Outcomes**

Upon completion of supervised practice, graduates are able to:

- CP 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
  - CP 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
  - CP 3.1.b Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements
  - CP 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
  - CP 3.1.d Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis
  - CP 3.1.e Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting
- CP 3.2 Demonstrate effective communications skills for clinical and customer services in a variety of formats
- CP 3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management
- CP 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends
- CP 3.5 Coordinate procurement, production, distribution and service of goods and services
- CP 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

#### **4: Practice Management and Use of Resources: Strategic Application of Principles of Management and Systems in the Provision of Services to Individuals and Organizations**

##### **Competencies/Learning Outcomes**

Upon completion of supervised practice, graduates are able to:

- CP 4.1 Participate in management of human resources
- CP 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food
- CP 4.3 Participate in public policy activities, including both legislative and regulatory initiatives
- CP 4.4 Conduct clinical and customer service quality management activities
- CP 4.5 Use current informatics technology to develop, store, retrieve and disseminate information and data
- CP 4.6 Analyze quality, financial or productivity data and develop a plan for intervention
- CP 4.7 Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment
- CP 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits
- CP 4.9 Analyze financial data to assess utilization of resources
- CP 4.10 Develop a plan to provide or develop a product, program or service includes a budget, staffing needs, equipment and supplies
- CP 4.11 Code and bill for dietetic/nutrition services to obtain reimbursement for services from public or private insurers

## CURRICULUM

The four-year curriculum leading to the Bachelor of Science degree in Dietetics Option B with a concentration in Food and Nutrition Systems Management consists of two phases:

1. Two years of basic pre-professional and general studies courses are taken at the University of Kentucky or other accredited colleges or universities.
  - a. Transfer students are encouraged to receive early guidance in the first semester after transfer from the Director of CP, the School of Human Environmental Sciences Advising Resource Office, and the Academic Coordinator of the DHN Department.
2. Two years of intensive professional academic and supervised practice are completed by students in the CP.
  - a. The didactic component of the program consists of three semesters beginning the fall semester of the junior year.
  - b. In the junior year of the CP, students complete the majority of their courses in a cohort that progresses sequentially to the senior year.
  - c. CP students are required to gain 100+ hours of volunteer work to accompany coursework in the junior year and the fall semester of the senior year.
  - d. Didactic teaching and supervised practice continue in the spring semester of the senior year, first summer school session, and second summer school session in the senior year.

Academics and the supervised practice provide the student with the knowledge and skills required for foodservice systems management, education, medical nutrition therapy, community nutrition, counseling, and research applicable to dietetics. During the senior year the student works toward mastery of the stated competencies essential to an entry level dietitian.

The CP does not have a policy for assessing prior learning or competence and therefore does not grant credit or supervised practice hours for prior learning or competence.

Link to major program sheet: <http://dib.uky.edu/registrar/sites/www.uky.edu/registrar/files/diet.pdf>

## COORDINATED PROGRAM IN DIETETICS PROGRAM SEQUENCE

### Junior Fall

<b>DHN 301</b>	Dietetics Practice	2
<b>DHN 302</b>	Principles of Food Preparation	3
<b>DHN 311</b>	Nutritional Biochemistry	3
<b>DHN 312</b>	Nutrition and Wellness in the Lifecycle	3
<b>ACC 201</b>	Financial Accounting	3
<b>STA 210</b>	Intro to Statistical Reasoning	<u>3</u>

**Total Credits** **17**

### Junior Spring

<b>DHN 340</b>	Institutional Purchasing	3
<b>DHN 342</b>	Quantity Food Production	4
<b>DHN 403</b>	Community Nutrition and Wellness	3
<b>DHN 510</b>	Advanced Nutrition	3
<b>DHN 512</b>	Medical Nutrition Therapy I	<u>4</u>

**Total Credits** **17**

*Students will also complete at least 100 hours of professional volunteer activities in the junior year and senior fall semester.*

### Senior Fall

<b>DHN 304</b>	Experimental Foods	3
<b>DHN 346</b>	Human Resources Management for the Food and Hospitality Industries	3
<b>DHN 408G</b>	Seminar in Food and Nutrition	1
<b>DHN 514</b>	Dietetics: Counseling and Communication: Theories and Applications	3
<b>DHN 517</b>	Medical Nutrition Therapy II	3
<b>FAM 352</b>	Issues in Family Science	<u>3</u>

**Total Credits** **15**

**Supervised Practice Program (SPP)** **Total Credits 21**

### Senior Spring

<b>DHN 810</b>	Medical Nutrition Therapy I: Supervised Practice	5
<b>DHN 812</b>	Food Service Systems Management: Supervised Practice	5
<b>DHN 518</b>	Evaluation of Dietetic Issues and Leadership	<u>2</u>

**Total Credits** **12**

### Senior Summer Session I

<b>DHN 800</b>	Nutrition in the Lifecycle: Practicum	1
<b>DHN 808</b>	Community Nutrition II: Supervised Practice	<u>2</u>

**Total Credits** **3**

### Senior Summer Session II

<b>DHN 814</b>	Food Service Systems Management: Supervised Practice	3
<b>DHN 816</b>	Medical Nutrition Therapy II: Supervised Practice	<u>3</u>

**Total Credits** **6**

## **COORDINATED PROGRAM POLICIES FOR THE DIDACTIC PORTION**

### **Academic Requirements**

Students must complete the required didactic courses and professional responsibilities before entering the supervised practice component of the Coordinated Program. During the three semesters of the didactic component, the following academic requirements will be in place:

3

1. Students must maintain a grade of B or higher in all major dietetics courses. If a student does not achieve a B, options include:
  - a. Completion of additional assignments under the direction of the faculty member who teaches the course until the student achieved an 80% competency in the material.
  - b. Withdrawal from the program.
  - c. Retaking the course, this would result in delaying the supervised practice by one year.
2. The student's academic progress is to be reviewed each semester by the program director. If the program director has a concern about a student, the CP advisory faculty will meet to review the student's progress and make recommendations.

### **Volunteer Activities**

During the junior year and continuing through the fall of the senior year, CP students will be required to participate in professional activities related to dietetics. Students must document at least 100 hours of professional activities which lead toward the fulfillment of the entry-level dietetics competencies. At the end of each semester, the student submits a volunteer worksheet that logs the activities and total hours, with a description of the experience. This information is also included in each student's e-portfolio.

Examples of activities include: volunteer with a dietetic mentor, work at health fairs, God's Pantry, etc. Paid work experience in the professional area can be substituted with permission from the CP director. The UK Student Dietetic and Nutrition Association also organizes many volunteer and service opportunities each semester.

### **Coordinated Program Meetings**

CP informational meetings occur at least three times a semester to discuss issues related to the program and volunteer activities and opportunities. These meetings also serve as an opportunity for students to receive information relating to skills they will need for the supervised practice portion.

### **Coordinated Program Student Advising**

CP students are required to meet with the program director at least once each semester to discuss progression requirements, student grades, and volunteer opportunities. This meeting also serves as academic advising and allows the advising hold to be lifted from the student's account. The meeting gives the CP student the opportunity to ask questions and discuss any concerns with the director in a one-on-one setting. CP students also have the opportunity to schedule an individual meeting with the director at any point in the program.

**Evaluation of Student Progress**

Periodic informal evaluation conferences will be held with faculty, supervised program staff and supervisor, and program director. The purpose of these conferences is to assist the student in developing as a professional. The progress of each student toward meeting the goals of the program will be evaluated by the CP Committee or Director at approximately the midpoint of each semester and supervised practice rotation. If a student is having difficulty in the program, the committee and/or the program director will recommend appropriate action, which may include additional course work or additional supervised practice. The committee also may recommend that the student discontinue in the CP, either temporarily or permanently. All evaluations will be in compliance with FERPA.

Students are expected to maintain a minimum of a B grade in all professional courses and a 3.0 overall grade point average. Additionally, students must show competence in all areas of supervised practice as indicated by the competencies. The Program Director will provide the ACEND requirements along with rotation specific evaluation forms for the students.

**E-Portfolios**

A career portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements. It is used to document experiences completed during the didactic portion of the program. It will be used later to highlight projects completed during the SPP and demonstrate accomplishments during job interviews.

The development of an electronic portfolio is required. See below regarding access by faculty/program staff to students' e-portfolios.

Organization of the portfolio is based on the AND competencies for entry-level dietitians. Additional details about e-portfolio development will be provided to the student upon admission to the program and during the DHN 301 course. Completed e-portfolios will be submitted at the beginning of the spring semester of the senior year, prior to beginning the supervised practice program.

**E-mail Account**

Each CP student must have an established UK e-mail account. Email will be used for announcements and general communication on a regular basis.

**G-mail Account**

Each CP student must have an established g-mail account. Gmail will be used for e-portfolio access. All students are to link their e-portfolio to the DHN CP/DI faculty and staff.

## COORDINATED PROGRAM POLICIES FOR THE SUPERVISED PRACTICE COMPONENT

### Attendance

The student is required to attend all classes, laboratory sessions and supervised experiences related to the program. If the student is unable to attend the assigned class or supervised experience due to illness or emergency, the student must notify the professor of the respective 800 level course and the community faculty (CF). If the student cannot reach the professor or CF, then he/she must:

1) Call the Coordinated Program Director (859-257-9209); 2) leave a message at the Dietetics and Human Nutrition Office (859-257-3800); or 3) email the CP Director [elmars2@uky.edu](mailto:elmars2@uky.edu).

Each student is responsible for completing the assigned number of supervised practice hours and the associated supervised experiences. **Students do not have "personal days" or excused absences for supervised experiences.** Arrangements for making up missed hours must be made with the program director and community faculty and will be at the convenience of the institution/agency involved. The supervised practice portion of the CP has the sole purpose of educating students through application. Students are not to be used to replace employees or simply serve as free labor. It is important to note that there may be times when students are expected work beyond normal hours which is a way for students to develop a sense of professional responsibility, especially if the work relates to patient care.

Tardiness and absenteeism will result in disciplinary action by the coordinated program director and community faculty. The coordinated program director must be notified (after approval from the community faculty has been granted) of any **scheduled absences two weeks prior** to the time of intended absence.

The CP follows the University calendar with exceptions related to the spring semester involving the supervised practice. CP seniors take a spring break that is different from the University calendar so that the second rotation is not divided by the spring break. Each student is assigned one week away from rotations, equivalent to time for spring break.

All supervised practice hours, related experiences, and assignments must be completed and evaluated by the end of the second summer session. Verification statements for program completion, which must accompany the registration eligibility application, will not be awarded by the coordinated program director until all program requirements have been successfully completed.

### Assignment Guidelines

Assignments for the DHN 800 series and DHN 518 courses in the CP will be written as directed in the guidelines for each course and published on-line via BB for the distance learning. Accepted procedures should be followed which include use of good grammar, correct spelling and proofreading. DHN 518, DHN 800/808, DHN 810/816, and DHN 812/814 all have a BlackBoard site for access to and submission of DHN DI SPP assignments. The E-Portfolio will be the site where all completed documents are to be posted. The DHN SPP End of Rotation and Hard Copy Folder (ERHCODF) is to be used for submission of original and confidential documents per instructions on the respective BB site. See the above information on E-portfolios.

## Grievance Policy

Students attending the University of Kentucky have rights, and sometimes the rights afforded to them are violated. If an incident occurs where a student believes their rights have been violated, they should first review the Senate Rules. For the exact Senate Rules covering student rights see: [see S.R. 6.1.0](#) (pdf).

If a student experiences an instance where they feel their rights have been violated, they are to first talk with the instructor or the chair of the department where the course is taught, and then contact the University of Kentucky Academic Ombud Services. The Academic Ombud services are available 8:00 am–5:00 pm, Monday—Friday in 109 Bradley Hall. Walk in visits are welcome at any time. Call-in and e-mail inquiries are encouraged too. Often speaking with the well-qualified and helpful Ombud Office staff can solve a problem, and an appointment with the Ombud is not even necessary. Complete information on interns' rights and responsibilities can be found on the UK website: [www.uky.edu/studentrightsandresponsibilities](http://www.uky.edu/studentrightsandresponsibilities)

A CP student may file a complaint regarding their preceptor, practicum site or course content with the coordinated program director. Once additional information is obtained from the student, the director will schedule a phone call or meeting with the student and preceptor. Minutes from the meeting and resolution action plan will be given to the student and preceptor with an additional copy retained in the student's file within the department. At any point in time, the student may file a grievance with the University using the protocol above.

In addition to student complaints, the CP values the relationships with the preceptors, their staff and the practicum sites recognizing that each site has their own policies and protocols. If a preceptor has a complaint about a student's performance or behavior they are encouraged to contact the program director immediately. Once additional information is obtained from the preceptor, the director will schedule a phone call or meeting with the student and preceptor. Minutes from the meeting and resolution action plan will be given to the student and preceptor with an additional copy retained in the student's file within the department. If the preceptor feels that their concern has not been resolved, they may choose to file a complaint with the department head or dean's office. Students are notified by the director at the beginning of the supervised practice component that they are obligated to know and follow placement policy and protocol.

The program director makes every attempt to effectively resolve conflicts to allow students to successfully complete the CP in the appropriate timeframe. All complaints are handled in a non-retaliatory and private manner between director, student, and preceptor. As always, students may bring their concerns to the department head without fear of retaliation.

ACEND will review complaints from students, faculty, and preceptors that relate to a program's compliance with accreditation standards in the interest of maintaining quality in dietetics education programs. However, ACEND will not interfere in matters of admission, appointment, promotion or dismissal of faculty, staff, or students. A copy of the accreditation standards and/or ACEND's policy and procedure for submission of complaints may be obtained by contacting personnel at: The Academy for Nutrition and Dietetics, American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995.

**Completion of Supervised Practice and Issuance of CDR Verification Statement**

Upon successful completion of all requirements for the CP Didactic and Supervised Practice Program, the BS in Dietetics, by virtue of the Senate rules at the University of Kentucky is awarded/conferred by the faculty of the University of Kentucky and approved by the Board of Trustees.

The CDR verification statement will be issued by the CP director with the official date that the degree was awarded/conferred. Following graduation from the CP, it will be the responsibility of each student to respond to verification requests from CDR to document eligibility to sit for the registration exam.

Link to ADA Verification Statements [www.eatright.org](http://www.eatright.org)

**University of Kentucky  
Department of Nutrition and Food Science  
Coordinated Program in Dietetics  
Supervised Practice Emergency Policy**

As a coordinated program student in a supervised practice rotation, you are expected to convey professionalism when completing your duties. With this stated, please understand that accidents can still occur at your worksite, and it is important for you to know ahead of time what to do if an accident takes place.

***IF THE ACCIDENT OF INJURY IS LIFE THREATENING:***

1. **REPORT THE ACCIDENT/INJURY TO YOUR NEAREST SITE SUPERVISOR AND SEEK EMERGENCY MEDICAL ATTENTION IMMEDIATELY**
2. As soon as possible, contact a representative from your insurance company and explain the accident/injury.
3. Contact the DHN Dietetic Internship and Coordinated Program directors.
4. Follow preceptor site rules/regulations on filing a report regarding the accident.

***IF THE ACCIDENT OF INJURY IS NOT LIFE THREATENING:***

1. Report the accident/ injury to your nearest site supervisor.
2. Warn employees around you if hazards are in the area (i.e. broken glass).
3. Contact your insurance company for authorization to seek medical attention if emergency room services are necessary.
4. Proceed to medical services if deemed necessary.
5. Contact the DHN Dietetic Internship and Coordinated Program directors.
6. Follow community-based faculty/preceptor site rules/regulations on filing a report regarding the accident.

---

**CP Student: Sign and Return to UK DHN SPP Directors**

I have read and fully understand the above DHN Coordinated Program Supervised Practice Program Emergency Policy.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**ServSafe® Certificate**

Each student must submit a copy of the National Restaurant Association, NRA, ServSafe® Certification.

**Identification**

Each student is responsible for following the rules and regulations regarding identification at the respective site placements during the supervised practice.

**DHN 518**

DHN 518 Evaluation of Dietetics Practice is a distance learning course in which students enroll on the University of Kentucky Blackboard website. Students register for DHN 518 in the spring semester of their senior year, and continue this didactic course throughout their supervised practice. Three weeks of the course are offered at the University of Kentucky through the Department of Dietetics and Human Nutrition. The final grade for this course is received at the end of the second summer session.

**Professionalism**

Students are expected to present themselves in a professional manner at all times regarding behavior and appearance. Dress code will be established by each facility. However, the student is responsible for maintaining good personal hygiene and an attractive professional appearance, which includes dresses, skirts, slacks/pants, blouses or shirts. Denim, shorts, revealing attire, etc. are not permitted. Shoes should be flat or low heeled (most clinical and food service facilities restrict the wearing of open-toed shoes, e.g. sandals). Stockings or socks must be worn. The student nametag must be worn; some facilities also require additional identification. Lab coats, if worn, must be clean and pressed.

**Transportation**

The student is responsible for his/her own transportation and parking. The University and/or supervised practice facility cannot be held liable for injuries or death that occur in travel to or from supervised practice facilities and/or university campus. Students shall be responsible for personal insurance coverage as required by state statutes.

**Student Employment**

CP students may not hold jobs during the Spring and Summer semesters of senior year since classes and supervised practice experiences (which may be located outside of Lexington) are scheduled for 40 hrs/wk (5 days, 8 hrs/day). Actual hours may vary on a weekly basis and experiences could include weekend scheduling.

**Physical Tests and Insurance**

The student shall carry professional liability insurance and evidence of such coverage shall be kept on file in the DHN office. Student liability insurance may be obtained through the University for approximately \$22.00 per year. Any accident that occurs which might involve legal liability on the part

of the student should be filed in the respective student and program files in the DHN office within five (5) days after the occurrence of the accident and with the University's insurance office.

Students are required to show evidence of medical care insurance. If a family or personal policy does not cover the student, the University has an insurance package available for students.

The student must have all of their immunizations up to date, on file in the DHN office and provide a copy of their records to all rotation sites. Additionally, students must have an annual Tuberculosis skin test and a Hepatitis B vaccination series completed before supervised practice begins as well as any additional tests that may be required by the clinical sites. Skin tests will be given free of charge for students who have paid for Student Health Services. A small fee will be charged for those who have not paid the Student Health fee, or the test may be obtained from a personal physician.

### **Withdrawal**

The Intern may withdraw at any time from the program. Withdrawal is immediate and permanent. The following steps apply:

1. The intern formally communicates to the Director his or her withdrawal and the reason for withdrawal.
2. The Internship Director communicates with the intern to discuss the decision.
3. After the discussion, the intern and Director sign and date the letter of withdrawal.

The letter is filed in the CP records.

### **Termination Policy**

Dismissal from the UK DHN CP may occur under any of the following conditions:

- A. If the student receives any "Needs Improvement" rating after formal counseling/probationary period; if the student's performance in an assignment or a rotation is found to be "unsatisfactory" (more than one unsatisfactory rating) in any three unit experiences or combination of unit experiences and projects; if the student receives an unsatisfactory rating on any assignment or rotation after repeating a failed attempt.
- B. Student fails to attend counseling sessions if recommended by the Coordinated Program Director or the student fails to correct an identified inappropriate behavior after recommended counseling sessions.
- C. Unprofessional behavior as outlined in the A.N.D. Code of Professional Practice. <http://www.eatright.org/Members/content.aspx?id=6442452672>
- D. Violation of Automatic Termination Policies as indicated in the UK Rights and Responsibilities Code Standards of Conduct. <http://www.uky.edu/StudentAffairs/Code/>
- E. Student fails to fulfill requirements outlined in the UK DHN CP Student Contract.

If a CP student is terminated from the UK DHN CP or requires a leave of absence, she or he will no longer be eligible to continue to receive financial aid, if applicable. See policy on refund of tuition/financial aid. <http://www.research.uky.edu/gs/StudentFunding/tuition.html>

### **EVALUATION OF STUDENT PROGRESS**

Periodic informal evaluation will be held with DHN SPP faculty, community faculty and/or site supervisor, and Coordinated Program Director. The purpose of the evaluation is to assist the intern in developing as a professional. The progress of each intern toward meeting the goals of the CP will be evaluated by the community faculty at the mid- and final point of each supervised practice program rotation. If an intern is having difficulty in the CP, the DHN SPP faculty and community faculty will recommend appropriate action, which may include additional course work or additional supervised practice. The faculty also may recommend that the intern discontinue in the CP, either temporarily or permanently. All evaluations protect the intern's right to privacy.

### **AREA HEALTH EDUCATION CENTER**

The University of Kentucky Area Health Education (AHEC) Program is a collaborative effort with the University of Kentucky, the University of Louisville Health Sciences Center, and eight regional centers to affect positively the distribution of health professionals throughout the Commonwealth.

Some of the goals of the center are to provide students with opportunities to learn about and explore the cultural and recreational diversity of Kentucky, and to provide experiences for students which help them learn about professional opportunities available in rural areas of Kentucky.

The AHEC office provides financial support to students who complete rotations in outlying areas of Kentucky in order to limit financial hardships as result of spending time away from the main University of Kentucky campus. They provide students with \$80 per week for housing expenses and reimburse mileage in the sum of 0.55 cents per mile for one round trip per month between Lexington and their AHEC Site. Be sure to inform the Coordinated Program Director if you are interested in participating in this program.

## STUDENT PARTICIPATION IN PROFESSIONAL ASSOCIATIONS

### Academy of Nutrition and Dietetics

[www.eatright.org](http://www.eatright.org)

Students in the Coordinated Program in Dietetics are eligible for Affiliate Membership in The Academy. Students are required to become members as soon as they are accepted into the program.

### State and Bluegrass District Dietetic Association

<http://www.bluegrasseatright.org>

Membership in the AND automatically provides state membership. Students are requested to designate Kentucky as the state affiliate while in the DHN CP. The Kentucky Academy of Nutrition and Dietetics (KAND) meets in the spring, rotating meetings within the four districts in the Commonwealth. **CP students are required to attend this meeting while in the supervised practice component of the program.**

The Bluegrass District Dietetic Association (BGDDA) meets approximately 9 times per year, (second Tuesday of each month, September through May) in Lexington.

**Students are required to attend a minimum of 2 professional meetings per year and submit a program summary as an assignment of DHN 518.**

Registration fees for meetings, seminars or workshops are the responsibility of the student.

### Student Dietetic and Nutrition Association at the University of Kentucky (UKSDNA)

Students are to become active members of UKSDNA upon entrance into the Coordinated Program and continue membership throughout the remaining semesters of school.

## Schedule of Fees

FEES 2011/2012	In-State Tuition	Out of State Tuition
Tuition Fall and Spring 2011 / 2012	UG \$4838.00 GR \$5229.00	UG \$9932.00 GR \$10,773.00
First Summer Session Per credit hour	UG \$389.00 GR \$552.00	UG \$813.00 GR \$1,168.00
Second Summer Session Per credit hour	UG \$389.00 GR \$552.00	UG \$813.00 GR \$1,168.00
Housing in the Lexington Area*		
Single	\$600- \$700	
Shared	\$350- \$500	
Board	\$250.00/ month	
Liability Insurance through UK	\$22.00	
Laboratory Coat	\$40.00	
Student Membership in the Academy of Nutrition and Dietetics**	\$50.00	
Kentucky Academy of Nutrition and Dietetics **	Included in AND membership	
Bluegrass District Dietetic Association	\$11.50	
Spring Kentucky Academy of Nutrition and Dietetics Meeting	\$165.00	

- \*Housing for rotations in specific rural areas will be funded by Kentucky Area Health Education Centers (A.H.E.C) unless students request otherwise.
- Transportation reimbursement (mileage only) will vary. One round trip per month between Lexington and the AHEC Site is provided with mileage reimbursement at 0.55 cents per mile. Room, board and living expenses may vary. A.H.E.C. off-site rotation stipends will be \$80.00 per week for rent subsidy.
- Students are responsible for their own mode of transportation.
- \*\* Membership in the Academy of Nutrition and Dietetics and the Kentucky Academy of Nutrition and Dietetics is required. Students must hold membership in a regional affiliate (BGDDA, WKDA) as well.

Link to UK tuition, fees, policies <http://www.uky.edu/Registrar/feegen.htm>

## UK DHN Coordinated Program

### Student Completion of Required Reading and Review of Information

I have completed the required reading and review of information included in the Department of Dietetics and Human Nutrition Coordinated Program Handbook. I understand that if I have questions I should ask the Coordinated Program Director for clarification or additional information.

---

**Student Signature**

---

**Date**

A completed form is to be placed in student's file in DHN main office.

# Appendix D



University of Kentucky  
Department of Dietetics and Human Nutrition  
Supervised Practice Program

**MNT Community Faculty Handbook**

Revised 1/2013

## Table of Contents

<b>Introduction</b>	<b>3</b>
<b>General Information</b>	<b>4</b>
SPP Philosophy	4
Comparison of Tracks	5
SPP Mission and Goals	5
Competencies/Student Learning Outcomes	6
SPP Schedule of Events	9
SPP Curriculum	9
<b>SPP Requirements and Responsibilities</b>	<b>10</b>
SPP Requirements	10
Intern Responsibilities	12
Community Faculty Responsibilities	14
Community Faculty Resources	14
<b>SPP Policies</b>	<b>20</b>
Intern Termination Policy	20
Grievance Policy	20
SPP Emergency Policy	21
<b>Appendices</b>	<b>22</b>
Appendix 1: Syllabi	22
Appendix 2: Course Expectations Documents	30
Appendix 3: Assignment List	38
Appendix 4: SPP Evaluation Documents	40

## Introduction

Thank you for agreeing to participate in the training of dietetic interns enrolled at the University of Kentucky Department of Dietetics and Human Nutrition, Supervised Practice Program. Your commitment and expertise are a valuable component of the success of this program. As a preceptor, you will be introducing the interns to the exciting world of dietetics and will guide them in acquiring the knowledge, skills and competence required to practice in the field of nutrition. You are the crucial link between didactic knowledge and entry-level skills. The role of a community faculty (CF) member can be both a challenging and rewarding experience. This manual has been developed for your reference with pertinent information you will need as a CF member. Please contact the program directors regarding any questions or suggestions you may have about the program.

## Program Contacts

Dietetic Internship Director-

Dr. Hazel Forsythe, RD, LD

[hazel.forsythe@uky.edu](mailto:hazel.forsythe@uky.edu)

Office: 859-257-4146

Coordinated Program Director-

Elizabeth Combs, MS, RD, LD

[elmars2@uky.edu](mailto:elmars2@uky.edu)

Office: 859-257-9209

Program Assistant-

Lila Farnsworth, RD

[ukdhn.cpd@gmail.com](mailto:ukdhn.cpd@gmail.com)

Department Chair-

Dr. Sandra Bastin, RD, LD, CCE

[Sandra.bastin@uky.edu](mailto:Sandra.bastin@uky.edu)

Administrative Office-

Hollie Anderson

203 Funkhouser Building

University of Kentucky

Lexington, KY 40506-0054

Office: 859-257-3800

Fax: 859-257-3707

## General Information

### SPP Philosophy

The philosophy of the Coordinated Program in Dietetics at the University of Kentucky is based on the belief that the dietitian is the food and nutrition expert and that nutrition is an important basis of the health and well-being of all human beings functioning in a diverse society.

The program supports a learning environment that encourages students to become active learners, use problem-solving skills, create innovations, and continue to seek new learning opportunities. We recognize that each student has individual and unique differences in levels of learning. The faculty will provide experiences that develop individual independence, critical thinking, initiative, creativity, maturity and self-reliance for entry into the profession. The program will provide an environment for individuals to develop professional attitudes and instill standards of ethical professional practice by working with dietitians who serve as role models. Graduates of the Coordinated Program are expected to provide quality nutritional care with concern and awareness of individual needs.

The philosophy and goals of the Coordinated Program are consistent with the high ethical standards and the philosophy and goals of the University, the School of Human Environmental Sciences and the Nutrition and Food Science Department. The Food and Nutrition Systems Management concentration is consistent with the mission and resources of the University of Kentucky in serving the needs of the Commonwealth.

-----

The UK DHN DI is dedicated to improving the health and well-being of all people. It is a dynamic educational program that responds to changes in the health care system, population demographics, society, technology, and the food supply.

The UK DHN DI is designed to advance the intellectual and educational development of individuals beyond the undergraduate level in preparation for entry into the dietetics profession. Learning is enhanced by providing individuals the opportunity to apply knowledge. Individuals are prepared to become professionally competent by receiving experiences in foodservice systems management, medical nutrition, and community nutrition with a concentration in food and nutrition systems management. The UK DHN DI provides opportunities for learning in both metropolitan and rural areas of Kentucky. Interns will gain new knowledge through intellectual inquiry, research, evaluation and application of knowledge to dietetic practice. The intern's individual and unique differences are considered in providing experiences, which will develop independence, initiative, creativity, maturity, critical thinking and self-reliance for entry into the profession.

The UK DHN DI will provide opportunities for individuals to develop professional attitudes and an ethical understanding of professional practice by working with dietitians who serve as role models. This

philosophy is consistent with the high ethical standards and mission of the Department, the College, and the University of Kentucky.

### Link to UK Vision, Mission, Plans and general information

[www.uky.edu/Provost/strategic\\_planning/mission.htm](http://www.uky.edu/Provost/strategic_planning/mission.htm)

### Comparison of Tracks

	Coordinated Program in Dietetics	Dietetic Internship Non-Degree Option	Dietetic Internship Degree Option	MS-
Interns Accepted	12	5	3	
Eligible Applicants	UK DPD students	Students with Verification Statement from an accredited DPD program	Students with Verification Statement from an accredited DPD program	
Application Requirements	CP Application, 3 Letters of Recommendation, and Personal Statement <a href="http://www.ca.uky.edu/HES/index.php?p=768">http://www.ca.uky.edu/HES/index.php?p=768</a> Eligible Applicants will be Interviewed.	D&D Digital matching, DICAS spring match, acceptance to UK Graduate School, GRE, Personal Statement, <a href="http://www.ca.uky.edu/HES/index.php?p=276">http://www.ca.uky.edu/HES/index.php?p=276</a>	D&D Digital matching, DICAS spring match, acceptance to UK Graduate School, GRE, Personal Statement, <a href="http://www.ca.uky.edu/HES/index.php?p=276">http://www.ca.uky.edu/HES/index.php?p=276</a>	
Credits Required	70 Undergraduate Credits	21 Graduate Credits	51 Graduate Credits	
Anticipated Time of Completion	2.5 years	7 months	2.5 years	
Upon Completion Student Receives	B.S. Dietetics and Verification Statement for Completion of the Supervised Practice	Verification Statement for Completion of the Supervised Practice	M.S. Dietetics Administration and Verification Statement for Completion of the Supervised Practice	
Program Contact	Liz Combs <a href="mailto:liz.marshall@uky.edu">liz.marshall@uky.edu</a> Office: 859-257-9209	Dr. Hazel Forsythe <a href="mailto:hazel.forsythe@uky.edu">hazel.forsythe@uky.edu</a> Office: 859-257-4147	Dr. Hazel Forsythe <a href="mailto:hazel.forsythe@uky.edu">hazel.forsythe@uky.edu</a> Office: 859-257-4147	

### SPP Mission and Goals

#### CP Mission

The mission of the Coordinated Program is to provide a quality undergraduate experience of education, research, and supervised practice using a comprehensive evidence-based program in food, nutrition, and management.

#### CP Goals

1. Provide opportunities for CP students to participate in and provide community-related services.
2. Attract outstanding dietetics students that are prepared for entry-level positions in the dietetics field upon graduation.

## DI Mission

The mission of the Dietetic Internship is to educate students through a high quality didactic and supervised practice program with evidence based knowledge that prepares students to meet or exceed high standards ethically for entry level practice as dietitians.

## DI Goals

1. Provide a post baccalaureate program of study and supervised practice in dietetics which will advance their educational and intellectual development in preparation for an entry-level position in dietetics.
2. Provide a fully a balanced and integrated accredited didactic and supervised practice program with a minimum of twelve hundred (1200) supervised practice hours through a cooperative effort between university faculty, dietetic professionals, and discipline specialists in health related occupations, and successfully complete all components of the program.

## **Competencies/Student Learning Outcomes**

### **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.

CRD 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.

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

CRD 1.4 Evaluate emerging research for application in dietetics practice

CRD 1.5 Conduct research projects using appropriate research methods, ethical procedures and statistical analysis

### **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

CRD 2.2 Demonstrate professional writing skills in preparing professional communications

CRD 2.3 Design, implement and evaluate presentations to a target audience

CRD 2.4 Use effective education and counseling skills to facilitate behavior change

CRD 2.5 Demonstrate active participation, teamwork and contributions in group settings

CRD 2.6 Assign appropriate patient care activities to DTRs and/or support personnel as appropriate

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

CRD 2.8 Apply leadership principles achieve desired outcomes

CRD 2.9 Participate in professional and community organizations

CRD 2.10 Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services

CRD 2.11 Demonstrate professional attributes within various organizational cultures

CRD 2.12 Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration

CRD 2.13 Demonstrate negotiation skills

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

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

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

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

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

CRD 3.1.d Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis

CRD 3.1.e Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting

CRD 3.2 Demonstrate effective communications skills for clinical and customer services in a variety of formats

CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management

CRD 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends

CRD 3.5 Coordinate procurement, production, distribution and service of goods and services

CRD 3.6 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals

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

CRD 4.1 Participate in management of human resources

CRD 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food

CRD 4.3 Participate in public policy activities, including both legislative and regulatory initiatives

CRD 4.4 Conduct clinical and customer service quality management activities

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

CRD 4.6 Analyze quality, financial or productivity data and develop a plan for intervention

CRD 4.7 Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment

CRD 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits

CRD 4.9 Analyze financial data to assess utilization of resources

CRD 4.10 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies

CRD 4.11 Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers

### SPP Schedule of Events

Dates	Event
January 7-11	January Session On Campus
January 14	First Day at Rotations
January 21	Holiday- Martin Luther King Jr. Day
April 17-19	KDA FNCE in Covington
May 2-3	May Session On Campus
May 27	Holiday- Memorial Day
July 4	Holiday- Independence Day
July 26	Last Day at Rotations
July 29-30	July Session On Campus
July 31	SPP Graduation Ceremony
August 1-3	Breeding RD Exam Review

\* Students will also receive a one week break during the Supervised Practice Program.

### SPP Curriculum

Supervised Practice Program (SPP) rotations are 7-10 weeks in duration. The SPP provides experiences in Medical and Community Nutrition, and Food Service Systems Management. Research and education is infused in each of these areas. The following are some examples taken from sixty plus possible rotation sites across the Commonwealth of Kentucky.

Food Service Systems Management is a ten-week rotation that includes facilities such as hospitals with patient tray lines and cafeterias, corporate campus settings, nursing facilities and independent living facilities featuring sit-down service.

Community Nutrition rotations are seven weeks long and include health departments, departments of education, cooperative extension, WIC and family resource centers. Interns have opportunities to examine food systems administration, menu planning, forecasting, nutrient analysis, staff training, product development, community education, financial management, business planning and working with children from kindergarten to twelfth grade.

Medical Nutrition rotations are ten weeks long and include rural, metropolitan and mid-size facilities.

During the Spring and Summer sessions of the SPP, interns will enroll in the following course numbers DHN 518, 800/808, 810/816, and 812/814. These courses are designed to cover a minimum of twelve hundred (1,200) hours of supervised practice required to meet the Academy of Nutrition and Dietetics requirements for successful completion of the SPP and subsequently eligibility to sit for the national registry exam administered by the Commission on Dietetic Registration (CDR). While all interns will

register for the same course numbers for each semester/session, scheduling of individual rotations in foodservice systems management, medical nutrition, and community nutrition settings will be individualized. Interns will also enroll in DHN 518. This course is offered as a hybrid on-line course with meeting times during the internship.

After successful completion of the SPP, interns will receive signed verification statements from the DHN DI Director which document eligibility to sit for the CDR national registry exam.

### Curriculum Sequence

<b>Spring Semester</b>	<b>Credits</b>
DHN 810 Therapeutic Nutrition Practicum	5
DHN 812 Foodservice Systems Practicum	5
DHN 518 Evaluation of Dietetic Practice	2
<b>TOTAL</b>	<b>12</b>

<b>Summer Session 1</b>	<b>Credits</b>
DHN 800 Nutrition in the Life Cycle Practicum	1
DHN 808 Community Nutrition Practicum	2
<b>TOTAL</b>	<b>3</b>

<b>Summer Session 2</b>	<b>Credits</b>
DHN 814 Advanced Food Service Systems	3
DHN 816 Advanced Therapeutic Practicum	3
<b>TOTAL</b>	<b>6</b>

### **SPP Requirements and Responsibilities**

#### **SPP Requirements**

#### SPP Hours

<b>Supervised Practice Areas</b>	<b>Supervised Practice Hours</b>
<b>Medical Nutrition Systems</b>	
Therapeutic Nutrition Practicum	40 hours X 7 weeks
Advanced Therapeutic Practicum	40 hours X 3 weeks
<b>Total: Medical Nutrition Practice</b>	<b>400 hours</b>

<b>Food Service Systems Management</b>	
Foodservice Systems Practicum	40 hours X 7 weeks
Advanced Food Service Systems	40 hours X 3 weeks
<b>Total: Food Service Systems Management Practice</b>	<b>400 hours</b>
<b>Community Nutrition</b>	
Nutrition in the Life Cycle Practicum	40 hours X 2 weeks
Community Nutrition Practicum	40 hours X 5 weeks
<b>Total: Community Nutrition Practice</b>	<b>280 hours</b>
<b>Practical Work Hours</b>	
Distance Learning and Practical Assignments	5 hours X 27 weeks
<b>Total: Practical Work Hours</b>	<b>135 hours</b>
<b>Class Meetings and Practical Assignments</b>	
Week One	8 hours X 5 days
Week Twenty- eight	8 hours X 3 days
<b>Total Class sessions with practice</b>	<b>64 hours</b>
<b>University of Kentucky Holidays</b>	8 hours X 3 days <b>-24hours</b>
<b>Total Dietetic Internship</b>	<b>1255 hours</b>

### Grade Rubric

Students must have a minimum of a B to complete the A.N.D.ACEND competencies at a satisfactory level.

<b>A</b>	<b>B</b>	<b>C</b>	<b>E</b>
Consistently demonstrate good or excellent independent performance	Demonstrate behavior consistent with entry level performance competencies.	Performance that is below the standard for entry level practice	Unacceptable behavior or performance that is not amendable to remedial action
Receive an average of 3 to 4 on the evaluation	Achieve an 80% or better on all course assignments	Remedial actions must be taken before the student will be permitted to complete the course.	<b>Dismissal procedures may be taken</b>

Code of Ethics- Community Faculty members and interns are expected to follow conduct according to the Academy of Nutrition and Dietetics/Commission on Dietetic Registration Code of Ethics for the Profession of Dietetics

(<http://www.eatright.org/healthprofessionals/content.aspx?id=6868#.UHSRnIHhc40>)

### **Intern Responsibilities**

Attendance- The DHN SPP intern is required to attend all classes, laboratory sessions and supervised practice experiences related to the program. If the intern is unable to attend the assigned class or supervised experience due to illness or emergency, the intern must notify the DHN SPP faculty, community faculty, and/or designated SPP site supervisor. If the intern cannot reach the DHN SPP faculty, community faculty, and/or designated SPP site supervisor, then she or he must call the DHN DI/CP Program Director, leave a message at the Department of Dietetics and Human Nutrition office 859-257-3800, or contact the DHN SPP Program Assistant at [ukdhn.cpd@gmail.com](mailto:ukdhn.cpd@gmail.com)

Each intern is responsible for completing the assigned number of SPP and didactic hours and the associated supervised experiences. Interns do not have "personal days", or excused absences for SPP experiences. Arrangements for making up missed hours due to illness must be made with the community faculty and DHN SPP faculty and will be at the convenience of the respective institution/agency involved. However, these arrangements must be completed by the end of the rotation in which missed. Rotations will not be extended. If an intern fails to complete a rotation successfully, she or he will be required to complete an additional rotation at the end of the current supervised practice program until all ACEND competencies are achieved.

Tardiness and absenteeism will result in disciplinary action by the Community Faculty and DHN DI/CP Program Director. The DI/CP Program Director must be notified (after approval from the community faculty has been granted) of any scheduled absences two weeks prior to the time of intended absence. The hours must be acquired subsequently or prior to the absence at the discretion of the Community Faculty and DHN DI/CP Program Director.

The UK DHN SPP follows the University of Kentucky calendar with several exceptions. The exceptions relate to the Spring and Summer semesters involving the supervised practice program. DHN SPP interns take a spring break that is different from the University calendar so that their particular rotation is not divided by the spring break.

All supervised practice program hours and related experiences/assignments must be completed and evaluated by July 31. The postmark deadline for submission of all assignments to the Department of Dietetics and Human Nutrition is July 31. Verification Statements for program completion, which must accompany the registration eligibility application, will not be awarded until all program requirements have been successfully completed.

Professionalism- The DHN SPP interns are expected to present themselves in a professional manner at all times regarding behavior and appearance. Community faculty members are to specify the requirements of the respective rotation. Dress code will be established by each facility. However, the intern is responsible for maintaining good personal hygiene and an attractive professional appearance, which includes dresses, skirts or slacks/pants, blouses or shirts. Denim, shorts, revealing attire, etc. are not permitted. Shoes should be flat or low heeled (most clinical and foodservice systems facilities restrict the wearing of open toed shoes, e.g. sandals). Stockings or socks must be worn. The student's name tag must be visible; some facilities also require additional identification. Lab coats, if worn, must be clean and pressed. Interns are to adhere to the standards of the ServSafe® certification and the respective site.

Transportation- The UK DHN SPP intern is responsible for her or his own transportation and parking. AHEC will provide the intern with funding for one (1) round-trip mileage to/from a rural site placement.

The University and/or supervised practice program facility cannot be held liable for injuries or death that may occur in travel to or from supervised practice facilities and/or university campus. Students shall be responsible for personal insurance coverage as required by state statutes.

Student Employment- UK DHN SPP interns may not hold jobs during the Spring and Summer semesters since classes and supervised practice experiences (which may be located outside of Lexington) are scheduled for 40 hours per week (5 days, 8 hours/day). Actual times may vary on a weekly basis, and experiences may include weekend scheduling.

Liability Insurance- Professional liability insurance shall be carried by the intern and evidence of such coverage shall be kept on file in the office of the DI Program Director. Student liability insurance may be obtained through the University for approximately \$20.00 per year. Submit checks to the DHN administrative assistant by September 30th prior to the Spring rotations. A report on any accident that occurs which might involve legal liability on the part of the intern should be filed in the DHN DI Director's office within five (5) days after the occurrence of the accident and with the University's insurance office.

Medical Insurance- Interns are required to show evidence of medical care insurance. If the intern is not covered by a family or personal policy, the University has health insurance that can be purchased by interns.

Vaccination Records- The intern will have an annual tuberculosis skin test, hepatitis B, and any additional test that may be required by the clinical sites. A list of all required tests will be mailed to you prior to the rotation. Skin tests will be given free of charge for students who have paid for Student Health Services. A small fee will be charged for those who have not paid the Student Health fee, or the test may be obtained from a personal physician. Copies of the results of the tests must be placed on file with the DHN DI Program Director and the community faculty of every site at the beginning of the rotation.

Background Check- The intern must undergo a background check from their home state. The results must be submitted to the Department of Dietetics and Human Nutrition, 203 Funkhouser Bldg., Lexington, Kentucky, 40506, before being allowed to begin the UK DHN SPP.

ServSafe® Certificate- A ServSafe® certificate is required. An intern who has not previously obtained this certification may take the Serve Safe® exam at UK prior to beginning the DHN SPP.

Portfolios/E-Portfolio- A career portfolio is a purposeful collection of intern work that exhibits the intern's efforts, progress and achievements in one or more areas. It is used to document experiences performed during the DHN SPP. It will be used later to highlight projects completed during the SPP and demonstrate accomplishments during job interviews. Organization of the portfolio is based on the A.N.D. competencies for entry-level dietitians and the sequence of courses during the DHN SPP. E-portfolio development will be addressed during the DHN SPP January Session.

E-mail Account- Each UK DHN DI intern must have an established e-mail account. Email will be used for announcements and general communication. You are to use the uky.edu email account provided by the University of Kentucky. To obtain a University of Kentucky email account, access the University main website at [www.uky.edu](http://www.uky.edu). Click on the Link Blue icon on the main web site page to access Exchange. Follow the directions posted to activate an account.

G-mail Account- Each UK DHN DI intern must have an established g-mail account. Gmail will be used for E-portfolio access. All interns are to link their E-portfolio to the DHN CP/DI faculty and staff.

### **Community Faculty Responsibilities**

- Review course syllabi and competencies with intern during the first week of the rotation
- Formally evaluate intern's performance at:
  - Mid-point
  - Final
  - Assignment Presentations
- Provide informal feedback and guidance as needed
- Ensure the intern is given at least 40 hours of work per week
- Complete surveys sent from the department to give feedback on the program and interns

### **Community Faculty Resources**

#### Important Links and References

Academy of Nutrition and Dietetics- [www.eatright.org](http://www.eatright.org)

University of Kentucky- [www.uky.edu](http://www.uky.edu)

Department of Dietetics and Human Nutrition Website- <http://www.ca.uky.edu/hes/?p=4>

Community Based Faculty Program- <http://cbf.cecentral.com/> (opportunities to receive CEUs for preceptor training conferences and events)

A newsletter will be sent to Community Faculty Members periodically throughout the internship with updates and news.

### Effective Precepting

1. **Organization** - Encourage all learners to follow the NCP format for note organization and patient presentations. In orientation require that they come prepared with the standardized language that is the core of the NCP. If necessary spend some time describing the components of the NCP format most often used in your facility. You can develop an experimental patient encounter that your learner can use to organize the information they gather about the patient. Another important reason for having a standard training form is the way in which it encourages learners to address medical complaints in a systematic fashion. Have the learner complete the form in the following manner:

- a) Develop a differential diagnosis based on the chief complaint *before* entering the patient's room.
- b) Gather historical data to reorganize the differential diagnosis.
- c) Perform a physical examination or assessment to further organize the differential diagnosis.
- d) Examine laboratory or other tests if necessary to finalize the differential diagnosis.
- e) Make a final assessment(s) of the chief complaint.
- f) Generate a plan-of-care for the assessment(s).

2. **The One-Minute Preceptor** - This approach to precepting was first described by Neher et al. It is a five-step process that assists preceptors in focusing their teaching in an organized and efficient manner. The entire process can be completed in about ten minutes either in the presence of the patient or outside of the examination room. It can be learned in a short period of time (usually 1-2 hours) and can be applied to almost any clinical encounter. Preceptors wishing to employ this approach should follow the steps below:

a) **Get a commitment** - After the learner presents a case ask them to develop a diagnosis, work-up, or therapeutic plan based on their findings. If the learner pauses after giving a presentation you can facilitate the process by asking an open-ended question such as, "What do *you* think is going on with this patient?" Try to resist offering your explanation for the findings until after the learner has made their commitment. By developing this commitment the learner not only takes an active role in patient care but also demonstrates the ability to process and interpret the information they have gathered. Errors made by the learner at this stage can be used to identify gaps in knowledge.

b) **Probe for supporting evidence** - Once the learner has stated a diagnosis, work-up, or therapeutic plan; ask them to expand upon their commitment by providing supportive evidence. This can be accomplished by asking open-ended questions such as, "What factors lead to your conclusion?" or "Why do you want to use that particular approach?" or "Why did you chose that particular intervention?" The goal of this step is to analyze the learner's clinical reasoning and identify any weaknesses that may need to be addressed.

**c) Teach general rules** - When the first two steps have been completed, any weaknesses in clinical reasoning or gaps in knowledge should be used to identify teaching points. Try to keep the teaching points general so that the learner can apply what they have learned to subsequent cases. A patient with an unclear diagnosis can be a valuable resource because they give you the opportunity to share your favorite resources with the learner e.g. textbooks, journal articles, Internet sites, colleagues.

**d) Reinforce what was right** - Timely and specific feedback has been shown to be the most effective in reinforcing positive performance. Try to avoid general statements such as “You did a good job with that last patient.” Feedback like this does not identify the areas of an encounter or presentation that were ‘good’. Instead, focus on specific areas of the encounter or presentation when giving feedback. Examples might be: “You did a good job collecting the family history on the last patient” or “Your focused physical examination covered all the areas that were necessary.”

**e) Correct mistakes** - Again, timely and specific feedback is the most effective in preventing future mistakes. Avoid being too judgmental as this can make the learner feel uncomfortable. An example might be “I think a better approach to this situation might have been to \_\_\_\_\_” If appropriate, refer to the mistake as “Not the best” instead of “Bad”.

**3. Questioning** - The following are suggestions for effective questioning:

a) Always try to ask open-ended questions. Questions that can be answered with a “Yes” or a “No” provide you with little insight into the learner’s thought process.

b) Give the learner sufficient time to respond to your questions.

c) Avoid asking multiple questions at one time.

d) Avoid ‘leading’ questions such as “I think this is a viral URI, do you?”

e) Try to think out loud so that the learner can see how an experienced practitioner approaches a problem. An example might be “At this point I ask myself which strategy would be the most appropriate based on this patient’s profile.”

f) Try not to focus questions solely on the cognitive domain. Explore affective issues by asking questions such as “How did you feel when Mr. H started crying?” or “Why do you think the patient became angry?” How could you respond when the patient refused to listen to your diet instruction?

**4. Flexibility** - Teaching and learning within a busy practice must be flexible in order to succeed. Patient flow and unexpected eventualities can put a well-prepared teaching session into disarray. You do not need to give a mini lecture on every patient or topic. In most instances a single general fact per encounter is appropriate. If you become especially busy have the learner either perform duties other than patient care (outlined in the Time Management module) or ask them to observe you passively and write down any questions they may have in their log. Use the log as a teaching tool. These observations are mini observations and can be introduced at anytime in the rotation where a learning need has to be met. Try to address these questions during breaks, lunchtime, or at the end of the day when you are not so busy.

5. **Collaboration** - Allow yourself to be taught. Learners will bring a lifetime of experiences to your clinic as well as recent/current training in an academic facility. By reversing the teacher-learner role you can foster an intellectual partnership that will enrich the rotation and give the learner an important sense of collaboration.

### Effective Feedback

Providing effective feedback is one of the most important aspects of the educational process. Although many of us have evaluated students, the task is not quite as straightforward as it may appear. Think about the following suggestions the next time you provide your student with feedback:

1. **Ground Rules** - Take time at the onset of the rotation to define your expectations for the learner. Be as detailed as possible and offer the learner the opportunity to ask questions and clarify areas of uncertainty. Give the student a deadline for when you expect them to meet for the midpoint and endpoint evaluation

2. **Frequency** - Unfortunately, the majority of student evaluations only occur at the completion of a rotation. Feedback that takes place during the rotation frequently occurs sporadically, and in some instances not at all. This is a common mistake, and one that can be the source of many problems; but this need not be the case. During orientation set aside some time at the end of each week to discuss the students performance. By providing on-going evaluation both you and the learner can identify strengths that can be encouraged and weaknesses that can be addressed.

3. **Be Specific** - Avoid using vague terms like “Good Job” and “Try harder” when giving feedback. These terms do little to identify what was ‘good’ and what needs to be improved. Try to be as specific as possible. Focus your feedback on learner behavior and performance, not on personality.

4. **Behavior Statements** - When giving feedback reinforce behaviors that you felt were strengths and offer examples of behaviors that would resolve a weakness. Examples might be, “You started your diet assessment by asking questions. I was glad to see that you did eventually remember to introduce yourself. However, the next time you meet a patient use this sequence: introduction, listening to the patient, question and answer, etc.. The reason for this sequence is \_\_\_\_\_”

5. **Positives and Negatives** - Some preceptors are uncomfortable talking to their students about negative aspects of their performance, preferring either to ignore the problem or mention it on the final evaluation. Feedback on negative performance is made more palatable if it includes examples of how improvement can be attained (see above). Another approach is to ‘sandwich’ or couple negative feedback with positive feedback (see above)

6. **Encourage Dialogue** - Feedback is more effective if it involves a dialogue between the preceptor and learner. Encourage students to evaluate their own performance and, if necessary, offer suggestions for improvement. In many cases the student’s evaluation of their performance will be more critical than your own. Whenever possible encourage the learner to evaluate your performance as a preceptor.

7. **Respect Privacy** - Most feedback can be safely offered in the presence of patients or staff members. However, some forms of feedback are better addressed in private.

## The Difficult Learner

Fortunately, the majority of teaching encounters are positive for both the teacher and the student. However, on occasion a difficult situation can arise. This module offers suggestions for dealing with these situations and is divided into 3 sections: (i) Preventing the difficult situation, (ii) Managing the difficult situation, and (iii) Miscellaneous.

**1. Preventing the Difficult Situation** - Identifying a potential problem and addressing it promptly before it can escalate is sound practice. Use the following suggestions to avoid difficult situations:

a) **Provide the student with a detailed orientation** - Spending time at the onset of the rotation to cover the course goals, objectives, and expectations is essential to get everyone on the 'same page'. Frequently, problems arise due to uncertainty over responsibilities. Be specific about what you expect of your student and if possible provide written direction. The UK student comes with a complete handbook of expectations. They should have a copy for the preceptor and copy for themselves. Study the handbook.

b) **Communication** - Encourage your student to ask questions if they are unsure of something. An open dialogue is probably the most effective tool in preventing difficult situations. This helps the student to build confidence that you are approachable and helpful.

c) **Feedback** - Regularly scheduled feedback that addresses both positive and negative aspects of the student's performance is essential to avoid problems. Too often preceptors feel uncomfortable giving negative feedback during the rotation, and save these comments for the final written evaluation. Unfortunately, this practice does not give students the opportunity to make the necessary adjustments in their behavior, attitude, etc. Negative feedback can be made more 'palatable' if it is timely, specific, focused on behavior rather than personality, and includes suggestions for improvement.

**2. Managing the Difficult Situation** - Some suggestions for what you can do if a problem cannot be avoided:

a) **Ask questions** - An open dialogue is as important in managing the difficult situation as it is in avoiding the difficult situation. Spend some time discussing the problem with the student in private. Avoid judgmental comments. Use this time to develop an understanding of the problem.

b) **Encourage the student to think about potential solutions** - Before you offer a solution to the problem, have the student make some suggestions. It is always helpful to have an alternative perspective

c) **Avoid assumptions** - Gather as much information about the problem as you can. Try to avoid drawing conclusions about a situation until you have discussed the problem with the student.

d) **Look for compromises** - Wherever possible look for a solution that represents a compromise. If a solution is non-negotiable spend some time explaining why.

**3. Miscellaneous** - Some additional suggestions for managing the difficult learner/situation:

a) **Seek support** - If a situation cannot be resolved or is repeated try to involve another party or contact the course director or Medical School. Do not look upon this as a personal failure. If you have followed the guidelines above you have afforded the student ample opportunity to correct any problem.

b) **Grading** - If a student does not deserve a passing grade you will do them no justice by assigning one. The student's final grade should be a reflection of their weekly evaluations. If a failing grade has been assigned throughout the rotation then a final grade of fail or incomplete should not be of surprise to the student. In most cases these grades will require the student to repeat a portion or all of the rotation under the supervision of the course director.

### **Documentation Guidelines Module**

The traditional practice of having students use the patient's chart to record their findings is beneficial in two ways: (i) It allows the preceptor to evaluate the student's documentation skills, and (ii) It reduces the amount of time a preceptor spends on paperwork. However, the Health Care Financing Administration (HCFA) maintains that documentation by anyone other than the professional is insufficient evidence that the services for which the patient was billed were actually provided by the dietitian. In short, you must personally document all key aspects of a patient's visit regardless of whether a student has already recorded the same information. Each clinical facility has its own rules. Make those rules clear to the student.

Although the HCFA regulations apply only to Medicare and Medicaid patients they may apply to other insurance carriers in the event of a government review of practice records. So what approach should be taken in regard to student documentation? The following are some suggestions:

1. **Consistency** - To maintain consistent documentation apply the HCFA regulations to all insurance carriers. Although certain carriers allow some level of student documentation it is easier and less confusing to have your student follow one set of regulations: (i) Students should not document within patient's charts, and (ii) Document everything yourself.
2. **Dietitian's Role** - Personally document every patient encounter just as you would in the absence of a student. Add your signature to the student's documentation if you approve.
3. **Student Role** – In the early stages of the rotation have your student record the patient information in a small notebook or on the NCP forms you provide. This practice is beneficial in 2 ways: (i) It allows you to review the student's documentation skills, and (ii) Because all the student's NCP notes are compiled in one source (instead of dispersed within individual charts) you can determine to what degree their documentation skills have improved throughout the rotation.

## SPP Policies

### Intern Termination Policy

Dismissal from the UK DHN SPP may occur under any of the following conditions:

- A. If the intern receives any “Needs Improvement” rating after formal counseling/probationary period. If the intern’s performance in an assignment or a rotation is found to be “Unsatisfactory” (more than one unsatisfactory rating) in any three unit experiences, or combination of unit experiences and projects. If the intern receives an unsatisfactory rating on any assignment or rotation after repeating a failed attempt.
- B. Intern fails to attend counseling sessions if recommended by the Internship Director or the intern fails to correct an identified inappropriate behavior after recommended counseling sessions.
- C. Unprofessional behavior as outlined in the A.N.D. Code of Professional Practice.  
<http://www.eatright.org/Members/content.aspx?id=6442452672>
- D. Violation of Automatic Termination Policies as indicated in the UK Rights and Responsibilities Code Standards of Conduct. <http://www.uky.edu/StudentAffairs/Code/>
- E. Intern fails to fulfill requirements outlined in the UK DHN SPP Intern Contract.

If an intern is terminated from the UK DHN SPP or requires a leave of absence, she or he will no longer be eligible to continue to receive financial aid, if applicable. See policy on refund of tuition/financial aid.  
<http://www.research.uky.edu/gs/StudentFunding/tuition.html>

### Grievance Policy

Academic Ombud services are available 8:00 am – 5:00 pm, Monday--Friday.

Location: 109 Bradley Hall

Telephone: 859.257-3737

Confidential FAX: 859.257-5346

E-mail address: [ombud@uky.edu](mailto:ombud@uky.edu)

Walk in visits are welcome at any time. Call-in and e-mail inquiries are encouraged too. Often speaking with the well-qualified and helpful Ombud Office staff can solve a problem, and an appointment with the Ombud is not even necessary. Complete information on interns’ rights and responsibilities can be found on the UK website [www.uky.edu/studentrightsandresponsibilities](http://www.uky.edu/studentrightsandresponsibilities)

## SPP Emergency Policy

**University of Kentucky  
Department of Dietetics and Human Nutrition  
Dietetic Internship  
Supervised Practice Program Emergency Policy**

As a dietetic internship intern in a supervised practice rotation, you are expected to convey the utmost care and attention when completing your duties. With this stated, please understand that accidents can still occur at your worksite, and it is important for you to know ahead of time what to do if an accident takes place.

*IF THE ACCIDENT OR INJURY IS LIFE THREATENING:*

1. **REPORT THE ACCIDENT/INJURY TO YOUR NEAREST SITE SUPERVISOR AND SEEK EMERGENCY MEDICAL ATTENTION IMMEDIATELY**
2. As soon as possible, contact a representative from your insurance company and explain the accident/injury.
3. Contact the DHN Dietetic Internship and Coordinated Program directors.
4. Follow community faculty site rules/regulations on filing a report regarding the accident.

*IF THE ACCIDENT OR INJURY IS **NOT** LIFE THREATENING:*

1. Report the accident/ injury to your nearest site supervisor and/or community faculty.
2. Warn employees around you if hazards are in the area (i.e. broken glass).
3. Contact your insurance company for authorization to seek medical attention if emergency room services are necessary.
4. Proceed to medical services if deemed necessary.
5. Contact the DHN Dietetic Internship and Coordinated Program directors.
6. Follow community-based faculty/community faculty site rules/regulations on filing a report regarding the accident.

---

UK DHN DI Intern: Sign and Return to UK DHN SPP Directors & Faculty

I have read and fully understand the above DHN Dietetic Intern Supervised Practice Program Emergency Policy.

---

DHN DI Intern Signature

---

Date



### **University of Kentucky Student Policies:**

#### **Academic Integrity 6.3.1 Plagiarism 6.3.2 Cheating p.168**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

#### **Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please contact the DHN SPP faculty as soon as possible via email. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**University Senate Rules**

- Cheating and plagiarism are prohibited under the University Senate rules and the minimum punishment for either of these offenses is an “E” in the course. See above for details
- "Students' Rights and Responsibilities" handbook - <http://www.uky.edu/StudentAffairs/Code>

**DHN 810 Medical Nutrition Therapy I: Supervised Practice Program Responsibilities****Intern Responsibilities:**

1. Comply with the A.N.D. Standards of Practice and the Code of Ethics.
2. During the first week of rotation:
  - a. Complete Competency Fulfillment Plan
  - b. Submit CF Information form to BlackBoard
3. Mid-point:
  - a. Complete mid-point evaluation with CF
  - b. Complete mid-point self-evaluation
4. Final week:
  - a. Complete final evaluation with CF
  - b. Complete final self-evaluation
5. Work minimum 40 hours per week.
6. In case of absence call the DHN Office at 859-257-3800 and the community faculty member
7. Make up absences at the convenience of the community faculty
8. Complete assignments given by the community faculty
9. Document activities in DHN 518 blog
10. Schedule Site Visit with DHN faculty
11. Follow facility policies and procedures including:
  - Parking
  - Identification
  - Dress Code

**Community Faculty (CF) Responsibilities:**

- Review course syllabi and competencies with intern during the first week of the rotation
- Formally evaluate intern’s performance at:
  - Mid-point
  - Final
- Provide informal feedback and guidance as needed

**DHN SPP Faculty Responsibilities:**

- Attend at least two (2) site visits per intern over the entire SPP
- Review Blog biweekly
- Assign grades as assignments are submitted

**DHN 810 Medical Nutrition Therapy I: Supervised Practice Program Assignments:**

- All assignments are to be submitted to the DHN 800/808 BlackBoard and E-portfolio
- Original and sensitive documents or material that is not able to be submitted electronically are to be submitted via hardcopy at the end of the rotation

<b>1.</b>	<b>Competency Fulfillment Plan</b>	<b>25 pts</b>
<b>2.</b>	<b>Patient Contact Record-PCR</b>	<b>75 pts</b>
<b>3.</b>	<b>In-Service</b>	<b>250 pts</b>
<b>4.</b>	<b>Educational Material</b>	<b>150 pts</b>

**The DHN 810 grade is also based on the following:**

1. Participating in professional experiences.
2. Planning, organizing and completing assignments in a timely manner.
3. Dressing and conducting oneself in a professional manner.
4. Meeting all competencies assigned to the rotation.

**DHN 810 Grade Distribution:**

Competency Fulfillment Plan	25 pts
Patient Care Record	75 pts
In-service	250 pts
<u>Educational material</u>	<u>150 pts</u>
<b>Total</b>	<b>700 pts</b>

**GRADE RUBRIC: DHN 810/816 MNT**

Students must have a minimum of a B to complete the A.N.D.ACEND competencies at a satisfactory level.

<b>A</b>	<b>B</b>	<b>C</b>	<b>E</b>
Consistently demonstrate good or excellent independent performance	Demonstrate behavior consistent with entry level performance competencies.	Performance that is below the standard for entry level practice	Unacceptable behavior or performance that is not amendable to remedial action
Receive an average of 3 to 4 on the evaluation	Achieve an 80% or better on all course assignments	Remedial actions must be taken before the student will be permitted to complete the course.	<b>Dismissal procedures may be taken</b>



Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

#### **Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please contact the DHN SPP faculty as soon as possible via email. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

#### **University Senate Rules**

- Cheating and plagiarism are prohibited under the University Senate rules and the minimum punishment for either of these offenses is an "E" in the course.
- "Students' Rights and Responsibilities" handbook - <http://www.uky.edu/StudentAffairs/Code>

## DHN 816 Medical Nutrition Therapy II: Supervised Practice Program Responsibilities

### Intern Responsibilities:

1. Comply with the A.N.D. Standards of Practice and Code of Ethics
2. During the first week of rotation:
  - a. Review performance competencies with CF
  - b. Plan activities/experiences to meet the competencies
  - c. Conduct initial self-evaluation
3. Mid-point:
  - a. Complete mid-point evaluation with CF
  - b. Complete mid-point self-evaluation
4. Final week:
  - a. Complete final evaluation with CF
  - b. Complete final self-evaluation
5. Work minimum 40 hours per week at each rotation.
6. In case of absence call the DHN Office, 859-257-3800, and the community faculty.
7. Make up absences at the convenience of the community faculty.
8. Complete assignments given by the community faculty.
9. Document activities in DHN 518 blog.
10. Schedule Site Visit with DHN faculty
11. Follow facility policies and procedures including:
  - Parking
  - Identification
  - Dress Code

### Community Faculty (CF) Responsibilities:

- Review course syllabi and competencies with intern during the first week of the rotation
- Formally evaluate intern's performance at:
  - Mid-point
  - Final
- Provide informal feedback and guidance on a regular basis

### DHN SPP Faculty Responsibilities:

- Attend at least two (2) site visits per intern over the entire SPP
- Review Blog biweekly
- Assign grades as assignments are submitted

**DHN 816 Medical Nutrition Therapy II: Supervised Practice Program Assignments:**

- All assignments are posted to the DHN 810/816 BlackBoard and E-portfolio
- Original and sensitive documents or material that is not able to be submitted electronically are to be submitted via hardcopy at the end of the rotation

<b>1. Case Study</b>	<b>200 pts</b>
<b>2. Medications</b>	<b>100 pts</b>

**The DHN 810 grade is also based on the following:**

1. Participating in professional experiences.
2. Planning, organizing and completing assignments in a timely manner.
3. Dressing and conducting oneself in a professional manner.
4. Meeting all competencies assigned to the rotation.

**DHN 816 Grade Distribution:**

Case Study	200 pts
Medications	100 pts
<b>Total</b>	<b>300 pts</b>

**GRADE RUBRIC: DHN 810/816 MNT**

Students must have a minimum of a B to complete the A.N.D.ACEND competencies at a satisfactory level.

<b>A</b>	<b>B</b>	<b>C</b>	<b>E</b>
Consistently demonstrate good or excellent independent performance	Demonstrate behavior consistent with entry level performance competencies.	Performance that is below the standard for entry level practice	Unacceptable behavior or performance that is not amendable to remedial action
Receive an average of 3 to 4 on the evaluation	Achieve an 80% or better on all course assignments	Remedial actions must be taken before the student will be permitted to complete the course.	<b>Dismissal procedures may be taken</b>

## Appendix 2: Course Expectations Documents

DHN 810/816 Expectations Document

Name: \_\_\_\_\_

ACEND Competencies	Learning Activities	Evaluation	Outcomes & Date Completed	Initial CF & Intern
<b>1. Scientific and Evidence Base of Practice: Integration of Scientific Information and Research into Practice.</b>				
<b>CRD 1.1</b> Select indicators of program quality and/or customer service and measure achievement of objectives.	<ul style="list-style-type: none"> <li>• Research project</li> <li>• NCP</li> </ul>	<ul style="list-style-type: none"> <li>• Present research and poster</li> <li>• CF / DHN SPP faculty feedback</li> <li>• Blog</li> <li>• CF Mid-point &amp; Final Evaluation</li> </ul>		
<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	<ul style="list-style-type: none"> <li>• Conduct outcomes research and make data available to CF</li> <li>• Use current reference material in the practice</li> <li>• Utilize A.N.D. evidence analysis library – EAL</li> </ul>	<ul style="list-style-type: none"> <li>• Present research and poster</li> <li>• Blog</li> <li>• CF / DHN SPP faculty feedback</li> <li>• CF Mid-point &amp; Final Evaluation</li> </ul>		
<b>CRD 1.4</b> Evaluate emerging research for application in dietetics practice	<ul style="list-style-type: none"> <li>• Conduct outcomes research and make data available to preceptor</li> <li>• Use current reference material in the practice</li> <li>• Utilize A.N.D. EAL</li> </ul>	<ul style="list-style-type: none"> <li>• Blog</li> <li>• CF review</li> <li>• CF / DHN SPP faculty feedback</li> </ul>		

<b>2. Professional Practice Expectations: Beliefs, Values, Attitudes, and Behaviors for the Professional Dietitian Level of Practice.</b>				
<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	<ul style="list-style-type: none"> <li>Develop a professional philosophy of practice using the A.N.D. Code of Ethics</li> </ul>	<ul style="list-style-type: none"> <li>Post philosophy in E-portfolio</li> <li>CF Mid-point &amp; Final Evaluation</li> </ul>		
<b>CRD 2.2</b> Demonstrate professional writing skills in preparing professional communications	<ul style="list-style-type: none"> <li>Develop materials for specific groups</li> <li>Review the education materials at facility</li> <li>Update materials</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate educational materials</li> <li>Review by CF and DHN SPP faculty</li> <li>CF Mid-point &amp; Final Evaluation</li> </ul>		
<b>CRD 2.3</b> Design, implement and evaluate presentations to a target audience	<ul style="list-style-type: none"> <li>Develop culturally sensitive materials for patients to supplement individualized diets (e.g. shopping tips, cooking hints, weight control guidelines, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Review by CF / DHN SPP faculty</li> <li>CF observe in-service and education delivery</li> <li>Evaluate educational materials</li> </ul>		
<b>CRD 2.4</b> Use effective education and counseling skills to facilitate behavior change	<ul style="list-style-type: none"> <li>Develop interviewing/ counseling skills to obtain the patient's/client's dietary, social, and medical history.</li> <li>Develop modified meal plans for patients based on diet orders, patient's food pattern and lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>Examination of medical charts and co-sign notes by CF</li> <li>PCR, hospital census, or log</li> <li>Diet instruction review</li> <li>CF Mid-point &amp; Final Evaluation</li> </ul>		

	<ul style="list-style-type: none"> <li>• Determine patient's food history, preferences, eating habits, usual intakes, &amp; any other information pertinent to the health care of the patient.</li> <li>• Document Nutrition Care Process in the patient's medical record.</li> <li>• Counsel patients or their significant other.</li> </ul>			
<b>CRD 2.6</b> Assign appropriate patient care activities to DTRs and/or support personnel as appropriate	<ul style="list-style-type: none"> <li>• Supervise patient assessments</li> <li>• Follow-up on patient's progress w/ recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• PCR or hospital form</li> <li>• CF Mid-point &amp; Final Evaluation</li> </ul>		
<b>CRD 2.7</b> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice	<ul style="list-style-type: none"> <li>• Follow institution's referral protocol</li> </ul>	<ul style="list-style-type: none"> <li>• Log</li> <li>• PCR</li> <li>• CF Mid-point &amp; Final Evaluation</li> </ul>		
<b>CRD 2.9</b> Participate in professional and community organizations	<ul style="list-style-type: none"> <li>• Attend hospital meetings, nutrition care conferences, etc.</li> <li>• Attend local dietetics or other health care professional meetings</li> <li>• Participate in K.A.N.D. FNCE</li> </ul>	<ul style="list-style-type: none"> <li>• Blog</li> <li>• Participation record</li> </ul>		
<b>CRD 2.10</b> Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services	<ul style="list-style-type: none"> <li>• Conduct in-depth nutritional counseling to patients &amp; significant others according to diet orders, educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>• CF review diet instructions</li> <li>• Blog</li> <li>• Medical Chart review by CF</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

	<ul style="list-style-type: none"> <li>Attend at least one nutrition care conference/ medical team meeting</li> <li>Develop discharge patterns &amp; instruct patients, accounting for individual considerations, needs &amp; cultural preferences</li> <li>Study referral protocols</li> <li>Conduct referrals</li> </ul>	<ul style="list-style-type: none"> <li>CF Mid-point &amp; Final Evaluation</li> </ul>		
<b>CRD 2.12</b> Perform self assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration	<ul style="list-style-type: none"> <li>Develop self-assessment goals and objectives</li> <li>Draft CDR Portfolio</li> <li>Maintain E-Portfolio for SPP</li> </ul>	<ul style="list-style-type: none"> <li>E-portfolio content</li> <li>CF Mid-point &amp; Final Evaluation</li> </ul>		
<b>3. Clinical and Customer Services: Development and Delivery of Information, Products, and Services to Individuals, Groups, and Populations.</b>				
<b>CRD 3.4</b> Deliver respectful, science-based answers to consumer questions concerning emerging trends	<ul style="list-style-type: none"> <li>Respond to consumer questions using evidence based information.</li> </ul>	<ul style="list-style-type: none"> <li>CF observation</li> <li>Blog</li> <li>CF Mid-point &amp; Final Evaluation</li> </ul>		
<b>CRD 3.6</b> 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	<ul style="list-style-type: none"> <li>Adapt standard meal patterns to patients' lifestyles.</li> <li>Direct modification of recipes/formulas for the specific health care conditions</li> </ul>	<ul style="list-style-type: none"> <li>Meal pattern and recipe/formula outcomes</li> <li>CF Mid-point &amp; Final Evaluation</li> </ul>		

<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>				
<b>CRD 4.3</b> Participate in public policy activities, including both legislative and regulatory initiatives	<ul style="list-style-type: none"> <li>Respond to public policy issues in health care</li> </ul>	<ul style="list-style-type: none"> <li>Blog</li> <li>Assess legislative assignment</li> </ul>		
<b>CRD 4.4</b> Conduct clinical and customer service quality management activities	<ul style="list-style-type: none"> <li>Conduct customer satisfaction surveys as part of research project or in-service</li> </ul>	<ul style="list-style-type: none"> <li>Blog</li> <li>In-service evaluation</li> <li>CF Mid-point &amp; Final Evaluation</li> </ul>		
<b>CRD 4.5</b> Use current informatics technology to develop, store, retrieve and disseminate information and data	<ul style="list-style-type: none"> <li>Improve technology skills by training for mastery on the facility's communication systems</li> </ul>	<ul style="list-style-type: none"> <li>Blog</li> <li>Post content to E-portfolio</li> <li>CF Mid-point &amp; Final Evaluation</li> </ul>		
<b>CRD 4.6</b> Prepare and analyze quality, financial or productivity data and develop a plan for intervention	<ul style="list-style-type: none"> <li>Study and report on the institution's mission and vision statements.</li> <li>Participate in strategic planning and JACHO preparation where feasible</li> </ul>	<ul style="list-style-type: none"> <li>Blog</li> <li>Report posted to E-portfolio</li> <li>Review and feedback CF / DHN SPP faculty</li> </ul>		
<b>CRD 4.7</b> Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment	<ul style="list-style-type: none"> <li>Evaluate and upgrade sanitation procedures</li> <li>Review sanitation of patients' trays</li> <li>Identify cleaning materials</li> <li>Review temperatures and test trays</li> </ul>	<ul style="list-style-type: none"> <li>Review</li> <li>Insert updates to current year regulations</li> <li>CF Final Evaluation</li> </ul>		
<b>CRD 4.8</b> Conduct feasibility studies for products, programs or services with consideration of costs and benefits	<ul style="list-style-type: none"> <li>Conduct marketing of medical nutrition therapy services</li> </ul>	<ul style="list-style-type: none"> <li>Observation and feedback by CF / faculty</li> </ul>		

<p><b>CRD 4.9</b> Analyze financial data to assess utilization of resources</p>	<ul style="list-style-type: none"> <li>• Participate in financial data management with Clinical Nutrition Manager/CF</li> </ul>	<ul style="list-style-type: none"> <li>• Blog</li> <li>• CF observe and review</li> </ul>		
<p><b>CRD 4.11</b> Participate in coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers</p>	<ul style="list-style-type: none"> <li>• Practice billing and coding in clinical setting</li> </ul>	<ul style="list-style-type: none"> <li>• Blog</li> <li>• CF Mid-point &amp; Final Evaluation</li> </ul>		
<b>Concentration Areas</b>				
<p><b>CRD 2.8</b> Apply leadership principles effectively to achieve desired outcomes</p>	<ul style="list-style-type: none"> <li>• Study the institutions mission and vision statements.</li> <li>• Participate in strategic planning and JACHO preparation where possible</li> </ul>	<ul style="list-style-type: none"> <li>• Blog</li> <li>• CF Mid-point &amp; Final Evaluation</li> <li>• Post mission and vision to E-portfolio</li> </ul>		
<p><b>CRD 3.1</b> 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><b>CRD 3.1.a.</b> Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered</p> <p><b>CRD 3.1.b.</b> Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements</p> <p><b>CRD 3.1.c.</b> Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis,</p>	<ul style="list-style-type: none"> <li>• Assess patients identified at nutritional risk</li> <li>• Supervise analysis of risk</li> <li>• Conduct pt assessment for multi phase and complicated disorders</li> <li>• Develop and implement care plans to meet continuing health needs</li> <li>• Seek opportunities to participate in calorie counts, test diets, or observe procedures (e.g. barium swallow)</li> <li>• Implement hospital's enteral and parenteral</li> </ul>	<ul style="list-style-type: none"> <li>• PCR or hospital form</li> <li>• CF review diet instructions</li> <li>• Simulations</li> <li>• Blog</li> <li>• Review by CF / DHN SPP faculty</li> <li>• CF Mid-point &amp; Final Evaluation</li> <li>• Medical charting</li> <li>• CF observe and review</li> <li>• Document "billable" hours in blog</li> <li>• CF Mid-point &amp; Final Evaluation</li> </ul>		

<p>formulating a nutrition prescription, establishing goals and selecting and managing intervention</p> <p><b>CRD 3.1.d.</b> Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis</p> <p><b>CRD 3.1.e</b> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting</p>	<p>feeding procedures for patients</p> <ul style="list-style-type: none"> <li>• Transition patients from at least enteral feeding to oral diet</li> <li>• Document nutritional intervention in the medical record for all patient contacts.</li> <li>• Record pt contacts on PCR, hospital census, or in facility log.</li> </ul>			
<p><b>CRD 3.2</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats</p>	<ul style="list-style-type: none"> <li>• Plan, direct, lead and evaluate an in-service training program for hospital personnel utilizing various methods of education &amp; instruction (e.g. films, transparencies, handouts, demonstration, etc.).</li> <li>• Develop a pre-test and post- test for use in evaluating the in-service content, materials, etc.</li> <li>• Conduct marketing of medical nutrition therapy services</li> </ul>	<ul style="list-style-type: none"> <li>• Written lesson plan review by CF / DHN SPP faculty</li> <li>• CF / DHN SPP faculty observation of in-service presentation</li> <li>• CF Mid-point &amp; Final Evaluation</li> <li>• Post outcomes to E-portfolio</li> </ul>		
<p><b>CRD 4.10</b> Develop a plan to provide or develop a product, program or service that includes a</p>	<ul style="list-style-type: none"> <li>• Examine formulary</li> <li>• Select new formulary</li> <li>• Add the cost of the</li> </ul>	<ul style="list-style-type: none"> <li>• Patient Contact Record</li> <li>• Case Study</li> </ul>		

budget, staffing needs equipment and supplies	formulary to the budget • Review any equipment and supplies that may be necessary for using that formulary			
---	---	--	--	--

### Appendix 3: Assignment List

#### DHN 810 and DHN 816 Supervised Practice Program Assignments

- 1) All assignments are to be submitted to the DHN 810/816 BlackBoard
- 2) All assignments are to be submitted to the student's e-portfolio for reference
- 3) Original and sensitive documents or material that is not able to be submitted electronically are to be submitted via hardcopy at the end of the rotation

#### DHN 810 Assignments

- 1. Competency Fulfillment Plan 25 pts**
  - a. Develop a schedule of planned activities for the Medical Nutrition (MN) rotation.
    - i. Design a detailed schedule to meet DHN 810/816 Competencies
    - ii. Include specifics on schedule (ex- how will you meet each competency)
  - b. Set date for MN In-Service.
    - i. Submit Site Visit Request at least two weeks prior to planned event
  - c. Set dates to complete Mid-point and Final Evaluations.
    - i. Mid-point: Preceptor and Intern
      - a. Both sign each evaluation
      - b. Fax to 859-257-3707 at mid-point of the rotation
      - c. Submit via End of Rotation Folder
    - ii. Final: Preceptor and Intern
      - a. Both sign each evaluation
      - b. Submit via the End of Rotation Folder
  - d. Submit entries to the DHN 518 Blog as you meet each competency and how it was met.
- 2. Patient Contact Record (PCR) 75 pts**
  - a. Collect records for the first three weeks of the MNT rotation using the PCR form found on BlackBoard DHN 810/816.
  - b. Document clinical activities performed throughout the day.
  - c. Document the number of hours worked and the number of "billable" hours.
  - d. Blog about experiences gained during the rotation and how they meet the competencies.
  - e. Submit via the End of Rotation Folder.
- 3. In-Service(s) 250 pts**
  - a. Conduct an in-service/nutrition education program for facility personnel.
  - b. Define target audience.
  - c. State program topic.
  - d. Develop purpose statement, objectives, and outcomes for the program.
  - e. Develop content outline in some detail.
  - f. Describe instructional tools to be used.
  - g. Develop a pre-assessment and post-evaluation tool.
  - h. Present In-Service.
  - i. Evaluate outcomes.
  - j. Document outcomes.
  - k. Post report and supporting documents to DHN 810/816 BlackBoard.

- I. Submit a Site Visit Request at least two weeks prior to the event as applicable.

**4. Educational Material** **150 pts**

- a. Develop handout/educational tool(s) for patients to supplement diet instructions.
- b. Determine purpose statement.
- c. Confer with CF for approval of content.
- d. Evaluation based on: Effectiveness, creativity, and ingenuity
- e. Educational material may be developed for use during In-Service presentation.
- f. Submit documents to the DHN 810/816 BlackBoard.

**DHN 816 Assignments**

**1. Case Study** **200 pts**

- a. Choose a patient or a disease state to research.
- b. Write and submit a Case Study on the selected patient/disease state.
- c. Present Case Study orally or electronically.
- d. Reference support articles in the style of J.A.N.D.
- e. Abstract three recent articles from professional journals pertaining to the topic and cited in your case study. Submit these abstracts and copies of the articles with the written case study. Articles must be from current literature within the past five years.
- e. Submit documents to the DHN 810/816 BlackBoard.

**2. Medications** **100 pts**

- a. Review formulary and other supplementary products.
- b. Identify medication list.
- c. Match medications with disease state.
- d. Evaluate drug-nutrient interactions.
- e. Identify costs of drugs and look at barriers present for the patient.

**The DHN 810 and DHN 816 grades are also based on the following:**

1. Participating in professional experiences.
2. Planning, organizing and completing assignments in a timely manner.
3. Dressing and conducting oneself in a professional manner.
5. Meeting all competencies assigned to the rotation.

**DHN 810 Grade Distribution**

Competency Fulfillment Plan	25 pts
Patient Contact Record	75 pts
In-Service(s)	250 pts
Educational Material	<u>150 pts</u>
<b>TOTAL</b>	<b>500 pts</b>

**DHN 816 Grade Distribution**

Case Study	200 pts
Medications	<u>100 pts</u>
<b>TOTAL</b>	<b>300 pts</b>

## Appendix 4: SPP Evaluation Documents

**University of Kentucky**  
**Department of Dietetics and Human Nutrition**  
**Coordinated Program & Dietetic Internship**  
**Supervised Practice Program**  
**Medical Nutrition Therapy**  
**DHN 810/816 Evaluation of Intern Performance**

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Midpoint \_\_\_\_\_ Final \_\_\_\_\_

4 EXCELLENT 3 VERY GOOD 2 SATISFACTORY 1 NEEDS IMPROVEMENT

COMPETENCIES*	PERFORMANCE	COMMENTS
<b>1. Scientific and Evidence Base of Practice: Integration of Scientific Information and Research into Practice.</b>		
<b>CRD 1.1</b> Select indicators of program quality and/or customer service and measure achievement of objectives.	4 3 2 1	
<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.	4 3 2 1	
<b>CRD 1.4</b> Evaluate emerging research for application in dietetics practice	4 3 2 1	
<b>2. Professional Practice Expectations: Beliefs, Values, Attitudes, and Behaviors for the Professional Dietitian Level of Practice.</b>		
<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	4 3 2 1	
<b>CRD 2.2</b> Demonstrate professional writing skills in preparing professional communications	4 3 2 1	
<b>CRD 2.3</b> Design, implement and evaluate presentations	4 3 2 1	

to a target audience		
<b>CRD 2.4</b> Use effective education and counseling skills to facilitate behavior change	4 3 2 1	
<b>CRD 2.6</b> Assign appropriate patient care activities to DTRs and/or support personnel as appropriate	4 3 2 1	
<b>CRD 2.7</b> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice	4 3 2 1	
<b>CRD 2.9</b> Participate in professional and community organizations	4 3 2 1	
<b>CRD 2.10</b> Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services	4 3 2 1	
<b>CRD 2.12</b> Perform self assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration	4 3 2 1	
<b>3. Clinical and Customer Services: Development and Delivery of Information, Products, and Services to Individuals, Groups, and Populations.</b>		
<b>CRD 3.4</b> Deliver respectful, science-based answers to consumer questions concerning emerging trends	4 3 2 1	
<b>CRD 3.6</b> 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	4 3 2 1	
<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>		
<b>CRD 4.3</b> Participate in public policy activities, including both legislative and regulatory initiatives	4 3 2 1	
<b>CRD 4.4</b> Conduct clinical and customer service quality management activities	4 3 2 1	
<b>CRD 4.5</b> Use current informatics technology to develop, store, retrieve and disseminate information and data	4 3 2 1	
<b>CRD 4.6</b> Prepare and analyze quality, financial or productivity data and develop a plan for intervention	4 3 2 1	
<b>CRD 4.7</b> Propose and use procedures as appropriate to	4 3 2 1	

the practice setting to reduce waste and protect the environment		
<b>CRD 4.8</b> Conduct feasibility studies for products, programs or services with consideration of costs and benefits	4 3 2 1	
<b>CRD 4.9</b> Analyze financial data to assess utilization of resources	4 3 2 1	
<b>CRD 4.11</b> Participate in coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers	4 3 2 1	
<b>Concentration Area: Food and Nutrition Systems Management</b>		
<b>CRD 1.5</b> Conduct research projects using appropriate research methods, ethical procedures and statistical analysis	4 3 2 1	
<b>CRD 2.8</b> Apply leadership principles effectively to achieve desired outcomes	4 3 2 1	
<b>CRD 3.1</b> 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	4 3 2 1	
<b>CRD 3.1.a.</b> Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered	4 3 2 1	
<b>CRD 3.1.b.</b> Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements	4 3 2 1	
<b>CRD 3.1.c.</b> Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention	4 3 2 1	
<b>CRD 3.1.d.</b> Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis	4 3 2 1	
<b>CRD 3.1.e</b> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting	4 3 2 1	
<b>CRD 3.2</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats	4 3 2 1	
<b>CRD 4.10</b> Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs equipment and supplies	4 3 2 1	



**University of Kentucky**  
**Department of Dietetics and Human Nutrition**  
**Coordinated Program & Dietetic Internship**  
**Supervised Practice Program**  
**Medical Nutrition Therapy**  
**DHN 810/816**  
**Affective Evaluation of Intern Performance**

Intern: \_\_\_\_\_

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

Evaluator: \_\_\_\_\_

\_\_\_\_\_ Midpoint \_\_\_\_\_ Final

Rate the intern for each attribute below using the following scale:

**4 EXCELLENT 3 VERY GOOD 2 SATISFACTORY 1 NEEDS IMPROVEMENT**

<b>ATTRIBUTE</b>	<b>RATING</b>
<b>Adaptability</b> Adjusts to change; ability to recognize need for change; able to plan effective courses of action; efficient use of time.	<b>4 3 2 1</b>
<b>Communication</b> Demonstrates good oral and written communication skills; uses professional terminology and correct forms; listens well.	<b>4 3 2 1</b>
<b>Attitude</b> Positive, pleasant and interested in subject matter; respects authority; self-confident, professional manner; tactful; considerate	<b>4 3 2 1</b>
<b>Human Relations</b> Able to work with all types of personalities; able to function as part of a multidisciplinary team.	<b>4 3 2 1</b>
<b>Responsibility</b> Complies with policies; good attendance; completes assignments on time; acknowledges (recognizes) weaknesses; seeks assistance when needed; industrious.	<b>4 3 2 1</b>

**Comments:**\_\_\_\_\_  
Intern Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Community Faculty Signature\_\_\_\_\_  
Date**Both Intern and Community Faculty Must Sign and Date Form**

**UK DHN  
Medical Nutrition Therapy Case Study  
Faculty Evaluation Form**

Intern Name: \_\_\_\_\_ Date: \_\_\_\_\_

MNT Case Study: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

Please evaluate each statement by checking the appropriate box.

		Exceptional	Adequate	Inadequate
1.	Thoroughness of medical record review			
2.	Adequacy of information obtained from patient and significant other.			
3.	Understanding of diagnosis and implications.			
4.	Content of review of literature based on solid scientific evidence.			
5.	Correct format, grammar, and flow.			
6.	Ability to analyze and interpret data and apply to current situation.			
7.	Appropriateness of assessment.			
8.	Accuracy of calculations.			
9.	Ability to determine and deliver appropriate nutrition therapy.			
10	Ability to monitor patient and provide ongoing follow-up.			
11	Degree of involvement with patient.			
12	Ability to meet deadlines.			
13	Interaction with community-based faculty.			

Comments:

MNT Case Study is complete and competencies have been met?

Yes     No

If *No*, please comment and alert DHN SPP Faculty.

**Note:**

**Adapted for UK DHN Dietetics Supervised Practice from TriHealth Medical Nutrition Services Good Samaritan Hospitals, 2010**

**UK DHN**  
**Medical Nutrition Therapy Case Study**  
**Presentation Evaluation Form**

Intern Name: \_\_\_\_\_ Date: \_\_\_\_\_

MNT Case Study: \_\_\_\_\_

Please rate the intern's performance for each criterion.

	<b>Criteria</b>	<b>Exceptional</b>	<b>Complete</b>	<b>Inadequate</b>	<b>Comments</b>
1.	Ability to describe patient profile and background information: <ul style="list-style-type: none"> <li>• Personal data</li> <li>• Reason for admission</li> <li>• Psycho/social/economic information</li> <li>• Medical history</li> <li>• Family history</li> <li>• Health history</li> </ul>				
2.	Skill at developing background of disease: <ul style="list-style-type: none"> <li>• Definition</li> <li>• Pathophysiology with emphasis on nutritional implications</li> <li>• Symptoms/clinical manifestations</li> <li>• Etiology</li> <li>• Treatment</li> <li>• Nutritional intervention</li> <li>• Prognosis</li> <li>• Application to patient</li> </ul>				
3.	Ability to describe factors surrounding current admission: <ul style="list-style-type: none"> <li>• Diagnosis</li> <li>• Diagnostic tests, procedures with interpretations</li> <li>• Treatments</li> <li>• Medications, OTCs, supplements</li> </ul>				

	<b>Criteria</b>	<b>Exceptional</b>	<b>Complete</b>	<b>Inadequate</b>	<b>Comments</b>
4.	<p>Application of the Nutrition Care Process:</p> <ul style="list-style-type: none"> <li>• Appropriate nutrition assessment <ul style="list-style-type: none"> <li>• Diet order</li> <li>• Anthropometrics</li> <li>• Biochemical data</li> <li>• Diet history</li> <li>• Food/shopping/cooking habits</li> <li>• Previous MNT, instruction, outcome, compliance</li> <li>• Evaluation of intake, current and PTA</li> <li>• Assessment, risk level</li> <li>• Macronutrient needs</li> </ul> </li> <li>• Determination of Nutrition Diagnosis, including development of PES Statements.</li> <li>• Development of Nutrition Intervention/Care Plan</li> <li>• Monitoring and follow up to measure patient's response</li> </ul>				
5.	Skill at focusing presentation on nutritional factors.				
6.	Ability to summarize and review key points				
7.	Overall organization of presentation				
8.	Professional content level				
9.	Use of audiovisuals				
10.	Voice: audibility, variation				
11.	Language: professional, correct				
12.	Rapport with audience				
13.	Professional appearance and poise				

Additional Comments:

You are a/an <input type="checkbox"/> Intern <input type="checkbox"/> Community Faculty
Case study is complete and competencies have been achieved? <input type="checkbox"/> Yes <input type="checkbox"/> No If <i>No</i> please comment.
Signature/Date: _____

**Note:**

Adapted for UK DHN Dietetics Supervised Practice from TriHealth Medical Nutrition Services Good Samaritan Hospitals, 2010

**University of Kentucky**  
**Dietetics and Human Nutrition**  
**MNT In-Service Presentation Evaluation**

INTERN \_\_\_\_\_ DATE \_\_\_\_\_

TOPIC/SUBJECT \_\_\_\_\_

The following rating scale will be used for In-service programs:

3 = Exceptional          2 = Adequate          1 = Inadequate

CRITERIA	EVALUATION OF INSERVICE PRESENTATION	RATING		
<b>I. CONTENT</b>				
1.	Well organized material, logical sequence, easy to follow.	3	2	1
2.	Appropriate level for group.	3	2	1
3.	Purpose - pertinent and clearly stated	3	2	1
<b>II. PRESENTATION OF SUBJECT</b>				
1.	Knowledge of subject matter			
	a. Exhibits knowledge of content	3	2	1
	b. Answers questions accurately	3	2	1
	c. Limited use of notes	3	2	1
2.	Delivery			
	a. Clear and easy to understand voice	3	2	1
	b. Freedom from distracting mannerisms	3	2	1
	c. Enthusiastic, interesting	3	2	1
	d. Well organized delivery	3	2	1
	e. Speaks easily	3	2	1
<b>III. VISUAL AIDS AND HAND-OUT MATERIALS</b>				
1.	Supportive to presentation	3	2	1
2.	Visible, easy to read, and well organized	3	2	1
<b>IV. EVALUATION OF PRESENTATION</b>				
1.	Appropriateness of criteria/method used to assess comprehension/effectiveness	3	2	1
2.	Overall evaluation	3	2	1

**COMMENTS:**

In-service is complete and competencies have been met.

Yes     No

**Faculty Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

If *No*, please comment and alert UK DHN SPP Faculty.

Signature/Date: \_\_\_\_\_

**Note:**

**Adapted for UK DHN Dietetics Supervised Practice from TriHealth Medical Nutrition Services Good Samaritan Hospitals, 2010**



# Appendix E

We Invite You to Join Us On a Tour of Our Facilities!

University of Kentucky  
School of Human Environmental Sciences  
Department of Nutrition and Food Science



Funkhouser Building

## Our Vision Statement

- The Department will be a leader in improving the quality of life of individuals and families in Kentucky, the region, and the nation through rigorous academic programs, state-of-the-art research, community-driven extension, and engagement opportunities.

## Our Mission

- The mission of our Department in our education, research, and service is to:
  - promote healthy lifestyles through wise, nutritionally-sound, food choices and regular physical activity;
  - enhance the well being of people through meaningful and enjoyable hospitality and tourism experiences; and
  - expand economic opportunity by generating and sharing knowledge of human nutrition, dietetics, foods, hospitality, and tourism.
- As full partners in the University of Kentucky and in every Kentucky county we:
  - facilitate lifelong learning, informed by scholarship and research;
  - expand knowledge through creative research and discovery; and
  - serve Kentuckians by sharing and applying knowledge.
- The Department shall honor, sustain and advance the land-grant heritage and mission.

**Sandra Bastin, Ph.D., R.D., L.D.**

Interim Chair,  
Nutrition and Food  
Science Department

And

Extension Professor



**Kwaku Addo, Ph.D.**

Director of Graduate  
Studies (DGS)

And

Associate Professor

[kaddo01@uky.edu](mailto:kaddo01@uky.edu)



**Hazel Forsythe, Ph.D., R.D., L.D.**

Dietetic Internship  
Director

And

Associate Professor

[nfshazel@email.uky.edu](mailto:nfshazel@email.uky.edu)



**Lila Farnsworth**

CP/DI Program Assistant  
and  
Masters Candidate



**Take a Look Around!**

**Grad Student Lab**



**Computer Resource Lab**



**Fusion Restaurant**



**Average Class Size**



For the Dietetic Administration Masters Classes there are typically 6-20 students per class

**BOD POD**

- Body composition through Air Displacement Plethysmography for research, clinical and sport applications
- Gold Standard accuracy using whole-body densitometric principles
- Excellent test-to-test repeatability
- Fat and fat-free measurements
- Fast test time (2 minutes inside BOD POD and about 5 minutes total test time)
- Safe, non-invasive, and ideally suited for frequent testing
- Flexibility in testing special populations, including young children with the Pediatric Option accessory



**Lemon Tree**

Come join dietetic and hospitality management students as they learn quantity foods production using Kentucky-grown foods through their operation of the Lemon Tree Restaurant. The Lemon Tree is located on the second floor of Erikson Hall and serves lunch each Tuesday and Thursday at noon sharp.  
<http://www.facebook.com/UKLemonTree>




**Research Opportunities**

- Faculty research is diverse covering many different nutrition related topics. Some examples include:
  - Weight Loss
  - Maternal and Child Nutrition
  - Cereal Chemistry
  - Food Safety
  - Public Policy
  - Sustainable Agriculture
  - International Hunger
  - And many more!



**Thank You for Your Interest!**

Please visit our website to find out about  
the many opportunities available to you!  
<http://www.ca.uky.edu/HES/index.php?p=4>

**If you have questions or would like to come visit in person  
you may contact us at:**  
203 Funkhouser Building  
Department of Nutrition and Food Science  
University of Kentucky  
Lexington KY 40506-0054  
Phone: (859) 257-3880

# Suggested Four Year Plan

**MAJOR: Dietetics**  
**DEGREE: B.S. in Dietetics**

**Effective FALL 2012**  
**05/22/2012**

**Entrance Requirements:** Minimum grade point average for entrance of all students into the Dietetics program is 2.4

**Progression Requirements:** Minimum grade of C in all coursework designated Major Requirements

1. MA 109 and/or sufficient ACT scores are prerequisite for Quantitative Foundations (MA 111 or MA 123), plus Chemistry and Biology.
2. Prerequisites must be successfully completed prior to taking the next class. Check the UK Bulletin for prerequisite information.
3. Some courses are only offered once a year. Plan subject to change without notice. Check with advisor for updates periodically

## Year I

<u>Fall</u>		<u>Spring</u>	
WRD 110 or CIS 110	- 3	WRD 111 or CIS 111	- 3
Quant Found-MA 111 or 123	- 3-4	CHE 107	- 3
CHE 105	- 4	CHE 113	- 2
CHE 111	- 1	BIO 152	- 3
SOC 101	- 3	Humanities	- 3
HES 100	- 1	<i>HES 100-if not taken in Fall</i>	- 1
UK 101(opt)	<u>-1</u>	CHE 197 (opt)	<u>-1</u>
	<u>15-17</u>		<u>14-16</u>

## Year II

<u>Fall</u>		<u>Spring</u>	
BIO 208	- 3	CHE 236 or 230	- 3
PGY 206	- 3	NFS 212	- 3
CLA 131	- 3	ECO 201	- 3
NFS 241	- 1	Arts & Creat Inq	- 3
PSY 100	- 4	Global Dynamics	<u>-3</u>
ACC 201	<u>-3</u>		<u>15</u>
	<u>17</u>		

Application for the  
Coordinated  
Program (Option B)  
is due FEBRUARY 1  
prior to Year III.

## Year III - Choose One Option

### Option A –Didactic Program

<u>Fall</u>		<u>Spring</u>	
NFS 301 – 2*		NFS 340 – 3**	
NFS 302 – 3		NFS 304 – 3	
NFS 311 – 3*		NFS 403 – 3**	
NFS 312 – 3*		NFS 510 – 3**	
Com, Cul, and Cit – 3		NFS 512 – 4**	
STA 210 <u>-3</u>		<u>16</u>	
<u>17</u>			

### Option B-Coordinated Program (admission required)

<u>Fall</u>		<u>Spring</u>	
NFS 301 – 2*		NFS 340 – 3**	
NFS 302 – 3		NFS 304 – 3	
NFS 311 – 3*		NFS 403 – 3**	
NFS 312 – 3*		NFS 510 – 3 *	
Com, Cul, and Cit – 3		NFS 512 – 4**	
STA 210 <u>-3</u>		<u>16</u>	
<u>17</u>			

## Year IV

<u>Fall</u>		<u>Spring</u>	
NFS 342 – 4		NFS 408G – 1	
NFS 346 – 3*		NFS 480 – 1	
NFS 514 – 3*		Electives <u>-14</u>	
NFS 517 – 3*		<u>16</u>	
FAM 352 <u>-3</u>			
<u>16</u>			

<u>Fall</u>		<u>Spring</u>	
NFS 342 – 4		NFS 810 - 5	
NFS 346 – 3*		NFS 812 - 5	
NFS 408G -1		NFS 518 <u>-2</u>	
NFS 514 – 3*		<u>12</u>	
NFS 517 – 3*		<u>Summer Clinicals</u>	
FAM 352 – 3		4-wk                      8-wk	
Electives <u>-0-2</u>		NFS 800 - 1    NFS 814 - 3	
<u>17-19</u>		NFS 808 <u>-2</u> NFS 816 <u>-3</u>	
		<u>3</u> <u>6</u>	

**OPT A TOTAL = minimum 128 Credits**

**OPT B TOTAL = minimum 128-137 credits**

NOTE: \*-Classes offered in Fall semester only. Prerequisites must be completed prior to enrollment.

\*\* -Classes offered in Spring semester only. Prerequisites must be completed prior to enrollment.

## **Coordinated Program Application Preparation Tips**

### **Spring 2013**

#### **Personal Statement**

You should spend time revising and refining your personal statement; using a word processing program will facilitate the continuous improvement of your personal statement.

A “Personal Statement” is an opportunity to “sell yourself” and to demonstrate good communication skills! Read the requirements for this carefully.

The CP Application requires you to answer the following specific questions:

1. Who- Discuss experiences that have helped to prepare you for your career.
2. What are your short-term and long-term goals?
3. What are your strengths and weaknesses or areas needing improvement?
4. What other information do you consider important for the selection decision?
5. Why do you want to enter the dietetics profession?
6. Wow- add anything else to ‘sell yourself’

You should spend time revising and refining your personal statement; using a word processing program will facilitate the continuous improvement of your personal statement.

The James W. Stuckert Career Center is available for guidance on this. However, you need to start early!

Contact information:

408 Rose Street

Lexington, KY 40506

Phone: 859 257-2746

[ukcareercenter@uky.edu](mailto:ukcareercenter@uky.edu)

#### **Quick Tips for Personal Statements**

This statement is a **very important** part of the application and is a reflection of your individuality. If written well, the personal statement can clearly and concisely reveal who you are and why you may be the “best” choice for the program.

- Be sure to highlight your achievements and leadership roles.
- Emphasize supervisory experience whether or not it is directly related to dietetics.
- Discuss **career goals/career** interests you would like to pursue (not “personal” goals”).
- Be concise in your statement and get to the point.
- Take the time to proofread for grammar and spelling. No typos!
- Be sincere.
- Enthusiasm and eagerness can set you apart. Make it memorable!

## **Résumé Tips**

You will need to develop a professional resume. The content of a typical resume includes:

- Identifying/Contact information
- Objective Statement
- Education/Training
- Work Experience
- Volunteer Activities/Experiences (including Leadership)
- Awards/Honors/Scholarships
- Presentations
- Professional memberships/affiliations
- Skills (e.g. computer, etc.)
- References

### **Quick Tips for Resumes**

- ✓ Your resume should be neat, orderly, and professional. Pay particular attention to grammar and spelling.
- ✓ Highlight your accomplishments. Include relevant work experience like summer jobs, internships, and externships. Add campus activities and community service projects, as well as club and student organization memberships.
- ✓ Match your skills and work experience to the coordinated program. Remember you are selling yourself as the best person for the job.
- ✓ Be clear. Write concise sentences with action verbs. Use verbs like: directed, managed, supervised, budgeted, established, or improved. Strong verbs give your resume added punch.
- ✓ Organize your resume with your most relevant skills and experience at the top. List your work history in reverse chronological order.
- ✓ Clearly label each section. Use bullets for each sentence, and keep your sentences short.
- ✓ Use a standard font in a size that is easy to read (like Times, Times New Roman or Palatine, for example). Be consistent with your headings and subheadings.
- ✓ Visit The Writing Center and have them review it, as well.

## **References**

The Coordinated Program application requires 3 references. The CP wants references from people who know you professionally or academically – i.e. advisors, professors, Registered Dietitians or employers. Personal letters from friends or an employer related to “household” functions (i.e. babysitting, house cleaning, etc.) are not appropriate. Choose people that really know the quality of your work, your character, work ethic, and potential as a nutrition professional, and can write you a STRONG letter!

The three letters are to come from:

1. Academic Professor (does not have to be from the DHN Department)
2. Work or volunteer supervisor
3. Person of choice (someone who knows your work, character, etc.)

Requesting a Reference Letter:

1. Provide adequate time for the person to complete the reference.
2. Give exact instructions on how to complete the reference, the deadline, and procedures.
3. Provide the writer with the appropriate forms and an explanation of the program.
4. Provide the writer with an addressed, stamped envelope if they are going to mail the letter in rather than send via email.
5. Provide the writer with a résumé or list of pertinent activities.
6. Send a thank you letter to the writer.

## Interviews

The Coordinated Program interview will be done in person. Interviews are held in late February. Each interview will last 20-25 minutes and is usually completed with a panel of 4 reviewers.

### **Preparing for the Interview**

Obtain as much information about the interview as possible. For example, research the coordinated program as much as possible and prepare answers to common interview questions. Also, create and write down questions to ask during the interview. It is very important to present yourself as a professional during the interview process.

### **Interview Day**

If the interview is in person, dress appropriately, be timely and consider bringing a portfolio. A portfolio could include a resume, writing samples, and/or education materials.

### **Quick Tips for Interviews**

- ✓ Be on time.
- ✓ Dress professionally.
- ✓ Make eye contact.
- ✓ Use a firm handshake.
- ✓ Be positive and enthusiastic.
- ✓ Listen attentively.
- ✓ Research the organization and program before the interview. Thoroughly review the program and organization websites and cover the basics: history, mission statement, location, etc.
- ✓ Practice answering common interview questions.
- ✓ Make the connection. Be able to apply your work and school experiences to the coordinated program.
- ✓ Give specific examples to illustrate your successes. Remember, you are selling yourself as the “best” candidate for the program!
- ✓ Use your research to ask pertinent questions. Don’t ask questions that can be easily answered on the program’s website.
- ✓ **Bring a portfolio.** Interviewers love to see concrete examples of your work. Prepare a sample of projects to match the specific program. It’s a good idea to make copies of your portfolio so you can leave a copy behind with the interviewer.
- ✓ Thank the interviewers for their time
- ✓ Follow-up quickly. Send a thank you letter within 24 hours of the interview.

\*Parts of this document have been adapted and are used with permission from the University of Wisconsin\*

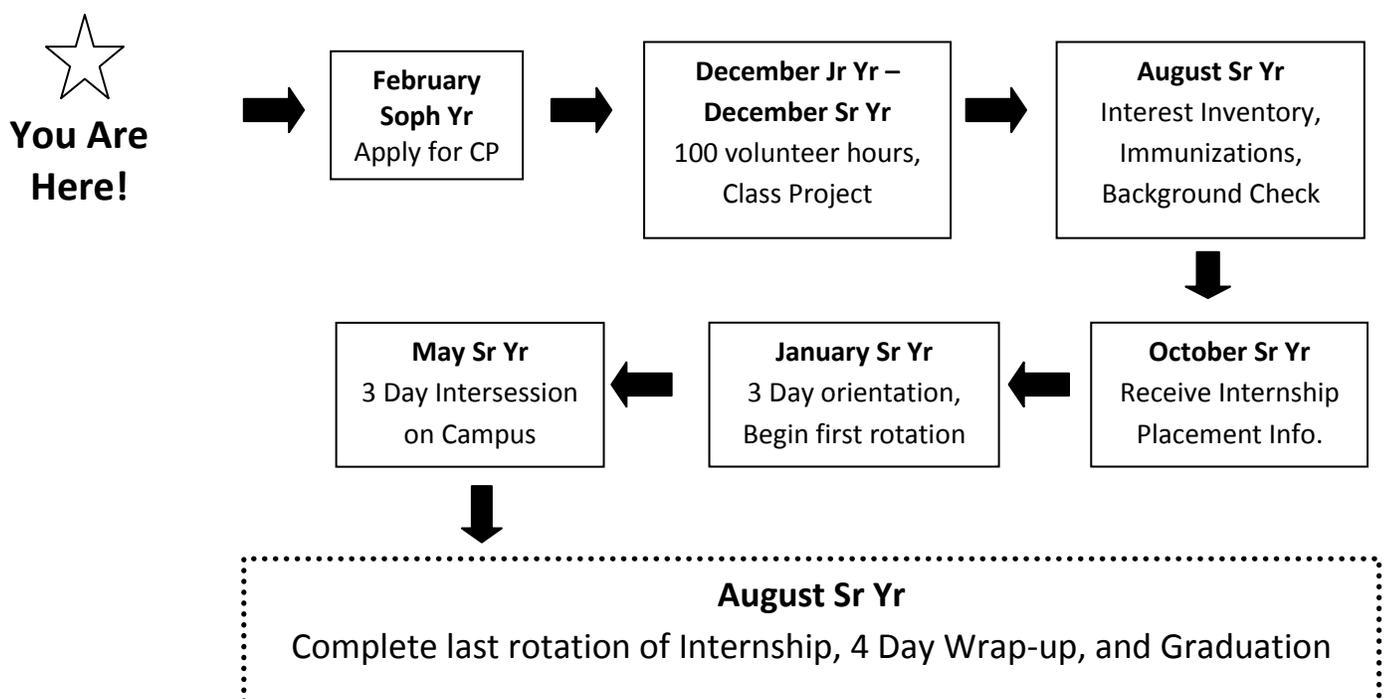
## Schedule of Fees

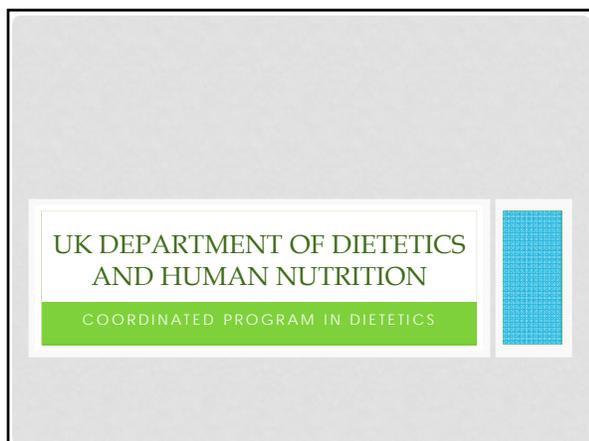
FEES 2011/2012	In-State Tuition	Out of State Tuition
Tuition Fall and Spring 2011 / 2012	UG \$4696.00 GR \$4933.00	UG \$9495.00 GR \$10163.00
First Summer Session Per credit hour	UG \$376.00 GR \$519.00	UG \$776.00 GR \$1,100.00
Second Summer Session Per credit hour	UG \$376.00 GR \$519.00	UG \$776.00 GR \$1,100.00
Housing in the Lexington Area*		
Single	\$600- \$700	
Shared	\$350- \$500	
Other Living Expenses Estimate	\$250.00/ month	
Liability Insurance through UK	\$22.00	
Laboratory Coat	\$30.00	
Student Membership in American Dietetic Association**	\$50.00	
Kentucky Dietetic Association**/ Regional Affiliate	Included in ADA membership	
Bluegrass District Dietetic Association	\$10.00	
Spring Kentucky Dietetic Association Meeting + Mileage and Expenses	\$100.00 +	

## 5 Things You Should Know Before Applying For The UK NFS Coordinated Program!

1. Must be Flexible. Seize the opportunities presented to you!
2. Will need a Gmail account and E-Portfolio. Keep all syllabi for E-Portfolio.
3. Must be a member of AND and BGDDA, will be ask to attend annual KDA meeting as well as 2 BGDDA meetings.
4. You will be enrolled as a student at UK and therefore paying tuition for the Spring semester and BOTH summer sessions!
5. It is not advised to hold a job during the internship. Working 40 hours per week as well as completing all assignments is priority.

### Timeline of Events





## UK DHN BS IN DIETETICS

- UK DHN CADE Accredited Dietetics Program
  - Option A DPD
  - Option B CPD
- Both Options lead to the BS in Dietetics
- Fulfill the ACEND Foundation Knowledge Requirements and/or Competencies

## UK DHN COORDINATED PROGRAM (CP)

- ACEND accredited, combined program of:
  1. Academics
  2. Supervised practice experience
- Meets the knowledge requirements and competencies for dietitians in the clinical, community, and food systems management domains.
- Upon successful completion of the DHN CP, students will be eligible to take the CDR registry exam to become a Registered Dietitian (RD)

## DHN CP ELIGIBILITY

- Students in the UK DHN DPD -
  - Sophomore Status or Year 2 of the DPD
  - Transfer students in the DPD who are determined to be in Year 2 of the DPD
- Students in the DHN MS in Dietetic Administration who have **not** earned a BS in Dietetics from an ACEND-accredited DPD program.
- The UK DHN CP admits 12 students per class

## DHN CP CURRICULUM

- Two academic years of basic pre-professional and general studies courses
- Two years of intensive academic, professional, and supervised practice experience
- The Didactic Component is 3 semesters:
  - Junior/Year 3                      Fall and Spring
  - Senior/Year 4                      Fall
- The Supervised Practice Program (SPP) is 3 sessions:
  - Senior/Year 4                      Spring
  - Senior/Year 4                      4-week Summer Session
  - Senior/Year 4                      8-week Summer Session

## DHN CP SUPERVISED PRACTICE ROTATIONS

- Medical Nutrition Therapy- 10 weeks
  - Hospitals
  - Long-term care facilities
  - Rehabilitation facilities
- Food Service Systems Management- 10 weeks
  - Hospitals
  - School systems
  - Long-term care facilities
- Community Nutrition- 7 weeks
  - Health departments
  - Corporate wellness
  - Outpatient clinics

## DHN CP POLICIES

- Maintain an average grade of 'B' or higher in all dietetic courses
- Accrue 100 hours of dietetic related activities during Junior Fall & Spring and Senior Fall semesters
- Full-time status is required
- Attend scheduled CP meetings
- Tuition is required for Senior Spring Semester, 4-week & 8-week Summer Sessions during the SPP

## STEPS TO THE DHN CP

THE FOLLOWING STEPS ARE DESIGNED TO ASSIST YOU IN APPLYING TO THE COORDINATED PROGRAM

### STEP 1

#### Complete UK CORE and Pre-Major Requirements

These classes are to be completed prior to Junior/Year 3, Fall Semester of the Dietetic Program

### STEP 2

#### Strive for a High GPA

The CP is a competitive admission program  
Candidates are not considered competitive unless they have at least a 3.0 on a 4.0 GPA scale

### STEP 3

#### Participate in Volunteer Activities in Dietetics

As soon as possible, start gaining experience in dietetics. These experiences will benefit you when being evaluated for acceptance into the CP.

Experience may either be paid or volunteer.

### STEP 4

#### Join and Participate in Professional Organizations

AND	<a href="http://www.eatright.org">www.eatright.org</a>
KAND	<a href="http://www.kyeatright.org">www.kyeatright.org</a>
BGDDA	<a href="http://www.bluegrasseatright.org">www.bluegrasseatright.org</a>
SDNA - UK	<a href="http://www.ca.uky.edu/HES/NFS.htm">www.ca.uky.edu/HES/NFS.htm</a>

**STEP 5****Participate in  
Extracurricular Activities**

It is important to have leadership experience to be successful in dietetics.

Gain these experiences early in your college career.

**STEP 6****Obtain an Application  
Packet**

DHN CP/DI Program Assistant:  
[ukdhn.cpd@gmail.com](mailto:ukdhn.cpd@gmail.com)

DHN CP Director  
Liz Combs MS, RD, LD  
[elmars2@uky.edu](mailto:elmars2@uky.edu)

On-line @ <http://www.ca.uky.edu/hes>

**STEP 7****Follow Application Guidelines  
Carefully**

Secure Three References:

1. Faculty (DHN or non-DHN faculty acceptable)
2. Employer or Volunteer Supervisor
3. Person of Choice

Submit a Resume and the Letter of Recommendation fact sheet to the person from whom you are requesting a reference.

**STEP 8****Write a Strong Cover Letter for  
the Application Packet**

Go through the editing process.  
Seek input from the UK Writing Center.

**STEP 9****Go Over All Requirements**

Complete all steps.  
Check all details.  
Meet all deadlines.

**EDIT! EDIT! EDIT!**

**QUESTIONS**

Please contact

DHN CP/DI Program Assistant  
[ukdhn.cpd@gmail.com](mailto:ukdhn.cpd@gmail.com)

or

Liz Combs MS, RD, LD  
Director of Coordinated Program in Dietetics  
[elmars2@uky.edu](mailto:elmars2@uky.edu)

# Appendix F

**University of Kentucky  
Department of Dietetics and Human Nutrition  
Coordinated Program in Dietetics Application**

The entire application packet is to be submitted electronically to the DHN CP/DI Program Assistant at [ukdhn.cpdi@gmail.com](mailto:ukdhn.cpdi@gmail.com) by **February 1st, 11:59 pm**.

**Students applying for admission to the CP shall:**

1. Speak with your academic advisor and run your APEX report to determine if eligible to begin the Supervised Practice Program in January of senior year.

2. Complete the following information and submit electronically by **February 1<sup>st</sup>**.

**A. Application Form** (see below)

**B. Transcript(s) through fall semester.**

- a. UK transcript can be unofficial
- b. All other institutions need to send an official transcript to:  
ATTN: DHN CP/DI Program Assistant  
203 Funkhouser Bldg  
Department of Dietetics and Human Nutrition  
University of Kentucky  
Lexington, Kentucky 40506-0054

**C. Three letters of recommendation**

The three letters are to be submitted from (1) faculty member (does not have to be from DHN Department), (2) work or volunteer supervisor, and (3) person of your choice. Please use the Waiver and Recommendation Form at the end of the application and submit letters electronically to [ukdhn.cpdi@gmail.com](mailto:ukdhn.cpdi@gmail.com) or mail to:

ATTN: DHN CP/DI Program Assistant  
203 Funkhouser Bldg  
Department of Dietetics and Human Nutrition  
University of Kentucky  
Lexington, Kentucky 40506-0054

**D. 2-Page Personal Statement *Who What Why Wow***

Describe yourself, your interest in dietetics, and your reasons for applying to the Coordinated Program. What are your professional goals? What are the unique characteristics that will make you a successful candidate in the DHN Coordinated Program and in the dietetics profession? Aim for 2 clear and concise pages.

**E. List 3 possible Friday interview times.** (see application)

- Friday February 15th
- Monday February 18th
- Tuesday February 19th

All qualified applicants will receive an interview. A maximum of twelve (12) applicants are selected each year for the Coordinated Program. Notification of status in the CP will be sent in March.

## Application for Coordinated Program in Dietetics

Department of Dietetics and Human Nutrition  
University of Kentucky

Name \_\_\_\_\_ Date \_\_\_\_\_

E-mail Address \_\_\_\_\_

Cell Phone \_\_\_\_\_

Home Phone \_\_\_\_\_

Present Address \_\_\_\_\_  
*street or PO box*

\_\_\_\_\_ *city / state* \_\_\_\_\_ *zip*

Permanent Address \_\_\_\_\_  
*street or PO box*

\_\_\_\_\_ *city / state* \_\_\_\_\_ *zip*

Major \_\_\_\_\_ Student ID \_\_\_\_\_

Minor (if applicable) \_\_\_\_\_ Current Cumulative GPA \_\_\_\_\_

**Colleges and Universities Attended:**

<i>Name</i>	<i>Major/Degree</i>	<i>Dates Attended</i>

## Interview Schedule

Provide 3 possible blocks of time for interview on these dates: Friday February 15<sup>th</sup>, Monday February 18<sup>th</sup> or Tuesday February 19<sup>th</sup>:

- 1.
- 2.
- 3.

Phone number where accessible day of interview: \_\_\_\_\_

I certify that the information that I provide in this application is true and accurate and recognize that any false or incorrect statement made herein will be grounds of my dismissal from the program.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**Extracurricular activities since high school graduation (or the last 5 years if a returning student):** List memberships in on- and off-campus organizations, other activities such as sports. Briefly describe involvement.

---

---

---

---

---

---

---

---

**Leadership experiences while at college (or the last 5 years if a returning student):** List officer positions, committee memberships, employment promotions, etc. Briefly describe key responsibilities.

---

---

---

---

**Additional Skills:** List languages other than English in which you can communicate, computer skills, certifications, etc.

---

---

**Honors and awards while at college:** List scholarships and other awards.

---

---

---

---

---

**Involvement in Dietetics:** List and briefly describe experiences with registered dietitians or other health professionals.

---

---

---

---

**Criminal Record :**

Have you ever been convicted of, or have you pleaded guilty or no contest to a felony or misdemeanor offense or have you ever received probation or deferred adjudication for a criminal charge? (NOTE: Appointment to the Coordinated Program will be dependent on successful completion of a criminal background check. Answering "Yes" will not necessarily bar you from consideration. However, false statements or material omissions will disqualify you from further consideration).

**Yes** **No**

**Work Experience:** List all paid work experience since graduating from high school (or over the last five years) beginning with the most recent. Briefly describe key responsibilities. When indicating the amount of hours, use hrs/wk. (Note: if you have professional dietetics work experience from over five years ago, you may include it.)

Name of Employer	Position Title	Start and End Dates (Month/Year)	Hours per Week
------------------	----------------	-------------------------------------	-------------------

1.

Key Responsibilities:

2.

Key Responsibilities:

3.

Key Responsibilities:

**Work Experience, continued:** Do not include in application packet if this page is blank.

Name of Employer	Position Title	Start and End Dates (Month/Year)	Hours per Week
------------------	----------------	-------------------------------------	-------------------

---

4.

Key Responsibilities:

---

5.

Key Responsibilities:

---

6.

Key Responsibilities:

**Volunteer Experience:** List extensive volunteer experience since graduating from high school (or over the last five years) beginning with the most recent. Briefly describe key responsibilities.

Name of Organization	Start and End Dates (Month/Year)	Hrs/Wk or Total Hours
----------------------	----------------------------------	-----------------------

1.

Key Responsibilities:

2.

Key Responsibilities:

3.

Key Responsibilities:

**Volunteer Experience:** Do not include in application packet if this page is blank.

Name of Organization	Start and End Dates (Month/Year)	Hrs/Wk or Total Hours
----------------------	----------------------------------	-----------------------

4.

Key Responsibilities:

5.

Key Responsibilities:

6.

Key Responsibilities:

**WAIVER and RECOMMENDATION FORM**

**Applicants please complete the following before giving the recommendation form to the reference:**

**Name:** \_\_\_\_\_ **Date of Graduation:** \_\_\_\_\_  
(Last, first, middle or maiden)

**The applicant should sign and date one of the following statements:**

- 1) I wish to have access to this letter and I understand that under the Family Education Rights to Privacy Act of 1974, 20 U.S.C.A. Par. 1323 g (a) (1) and P.L. 397 of 1978, I have the right to read this recommendation.

Applicant's Signature \_\_\_\_\_ Date \_\_\_\_\_

- 2) I wish this letter to be confidential and I hereby waive any and all access rights granted me by the above laws to this recommendation.

Applicant's Signature \_\_\_\_\_ Date \_\_\_\_\_

Please rate the applicant on the qualities you feel you can judge on the grid below. Indicate your perception of the student's readiness to function in a dietetic internship program at this time. Provide comments and your signature on next page.

Student's Name \_\_\_\_\_ Actual or Expected Date of Graduation \_\_\_\_\_

O - Outstanding; MS - More than Satisfactory; SAT - Satisfactory; NI - Needs Improvement, U - unsatisfactory

	O	MS	SAT	NI	U	Unable to Evaluate
<b>Application of Knowledge</b>	<input type="checkbox"/>					
Nutrition Content	<input type="checkbox"/>					
Medical Nutrition Therapy	<input type="checkbox"/>					
Foodservice Management	<input type="checkbox"/>					
<b>Analytical Skills/Problem Solving</b>	<input type="checkbox"/>					
<b>Conceptual Skills</b>	<input type="checkbox"/>					
<b>Communication Skills</b>	<input type="checkbox"/>					
Oral	<input type="checkbox"/>					
Written	<input type="checkbox"/>					
<b>Interpersonal Skills</b>	<input type="checkbox"/>					
Peers/Co-Workers	<input type="checkbox"/>					
Teachers/Supervisors	<input type="checkbox"/>					
<b>Leadership Potential</b>	<input type="checkbox"/>					
<b>Initiative/Motivation</b>	<input type="checkbox"/>					
<b>Punctuality</b>	<input type="checkbox"/>					
<b>Adaptability</b>	<input type="checkbox"/>					
<b>Reaction to Stress</b>	<input type="checkbox"/>					
<b>Perseverance</b>	<input type="checkbox"/>					
<b>Creativity</b>	<input type="checkbox"/>					
<b>Organizational Skills</b>	<input type="checkbox"/>					
<b>Works Independently</b>	<input type="checkbox"/>					
<b>Responsibility/Maturity</b>	<input type="checkbox"/>					
<b>Overall Potential as a Dietitian</b>	<input type="checkbox"/>					

**Relationship to Applicant:** Advisor:  Teacher:  Work Supervisor:  Other:

If Other, please indicate relationship: \_\_\_\_\_

**How long have you known applicant?** \_\_\_\_\_

**How well do you know applicant?** \_\_\_\_\_

**Do You:**

<b>Highly Recommend</b>	<b>Recommend</b>	<b>Not Recommend</b>
5 <input type="checkbox"/>	4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/>	1 <input type="checkbox"/>

**Additional Information:** Use to amplify or add to characteristics rated on previous page. (May use a separate sheet or letter.)

**Strengths:**

**Qualities that Require Further Development:**

**Name** \_\_\_\_\_

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Position** \_\_\_\_\_

**Place of Employment** \_\_\_\_\_

**Address** \_\_\_\_\_

\_\_\_\_\_

**Phone** \_\_\_\_\_ **E-mail** \_\_\_\_\_

Prepared by The American Dietetic Association and Dietetic Educators of Practitioners Practice Group for optional use by dietetics education programs (2004).

# Appendix G

**Learning Assessment Matrix (Standard 13)**  
**Ongoing Assessment of Core Knowledge for the RD in the Didactic Portion of the CP**  
**Assessment Period from 2013 to 2018**

<b>1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice</b>				
	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)
<b>Example:</b> The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.	80% of students will receive a letter grade of 'B' or above on the final case-study presentation.	MNT rotation	Preceptors	During and end of MNT rotation
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.	80% of students will receive a letter grade of "B" or above on their research assignment	DHN 301: Dietetics Practice	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on their lab reports	DHN 302: Principles of Food Preparation	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on their <i>Plate It Up! Kentucky Proud</i> recipe project (5-10 page professional paper and presentation to peers)	DHN 304: Experimental Foods	Course Instructor	End of the Semester
	Overall average exam scores will be 75% or higher	DHN 311: Nutritional Biochemistry	Course Instructor	End of the Semester
	80% of students will receive a letter grade of	DHN 312: Nutrition and Wellness in the Lifecycle	Course Instructor	End of the Semester

	<p>"B" or above on their case studies</p> <p>Overall average exam scores will be 80% or higher</p> <p>80% of students will receive a "B" or better on their Public Policy group Research project</p> <p>80% of students will receive a "B" or better on their research papers</p> <p>80% of students will receive a "B" or better on their Peer-Reviewed Article Summary</p> <p>80% of students will receive a letter grade of "B" or above on their research project (5 page professional paper and presentation to peers)</p> <p>80% of students will receive a letter grade of "B" or better on case studies using the Nutrition Care Process research in the scientific literature</p> <p>Average exam scores will be 80% or higher</p> <p>80% of students will receive a "B" or better on exams and case studies</p>	<p>DHN 312: Nutrition and Wellness in the Lifecycle</p> <p>DHN 403: Community Nutrition and Wellness</p> <p>DHN 408G: Seminar in Food and Nutrition</p> <p>DHN 480: Dietetics Pre-Professional Practice</p> <p>DHN 510: Advanced Nutrition</p> <p>DHN 512: Medical Nutrition Therapy I</p> <p>DHN 514: Dietetics Counseling and Communications</p> <p>DHN 517: Medical Nutrition Therapy II</p>	<p>Course Instructor</p>	<p>End of the Semester</p>
--	---	---	---	---

	using the Nutrition Care Process			
	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)
KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.	80% of students will receive a letter grade of "B" or above on research, cover letter, resume, portfolio assignments	DHN 301: Dietetics Practice	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on all submitted lab reports	DHN 302: Principles of Food Preparation	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on the oral and written reports associated with the Plate it Up! Kentucky Proud project	DHN 304: Experimental Foods	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on their case studies	DHN 312: Nutrition and Wellness in the Lifecycle	Course Instructor	End of the Semester
	Overall average exam scores will be 80% or higher	DHN 312: Nutrition and Wellness in the Lifecycle	Course Instructor	End of the Semester
	80% of students will receive a grade of "B" or better on their group research project	DHN 340: Institutional Purchasing	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on their	DHN 346: Human Resources Management	Course Instructor	End of the Semester

	<p>professional group presentation on Human Resource Issues</p> <p>80% of students will receive a grade of "B" or better on their Community Needs Assessment project and presentation</p> <p>80% of students will receive a "B" or better on their special topic research paper and oral presentation</p> <p>80% of students will receive a "B" or better on their Final presentation.</p> <p>80% of students will receive a "B" or better on their written case study assignments and oral presentations of a case study</p> <p>80% of students will receive a "B" or better on their teaching and self-evaluation assignments</p> <p>80% of students will receive a "B" or better on their written case study assignments</p>	<p>DHN 403: Community Nutrition and Wellness</p> <p>DHN 408G: Seminar in Food and Nutrition</p> <p>DHN 480: Dietetics Pre-Professional Practice</p> <p>DHN 512: Medical Nutrition Therapy I</p> <p>DHN 514: Dietetics Counseling and Communications</p> <p>DHN 517: Medical Nutrition Therapy II</p>	<p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p>	<p>End of the Semester</p>
KRD 2.2: The curriculum must provide principles and techniques of effective counseling methods.	80% of students will receive a "B" or better on their final counseling videos	DHN 514: Dietetics Counseling and Communications	Course Instructor	End of the Semester
KRD 2.3: The curriculum must include opportunities to	Overall average exam scores covering HACCP	DHN 241: Food Safety	Course Instructor	End of the semester

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.	material will be 93% or higher			
	100% of students will actively participate in a group activity using the Code of Ethics for the Profession of Dietetics	DHN 301: Dietetics Practice	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on their professional group presentation on Human Resource Issues	DHN 346: Human Resources Management	Course Instructor	End of the Semester
	All students will participate in the Scope of Professional Practice and Code of Ethics Round Table Discussion	DHN 480: Dietetics and Pre-Professional Practice	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or better on case studies using the Nutrition Care Process research in the scientific literature	DHN 512: Medical Nutrition Therapy I	Course Instructor	End of the Semester
	80% of students will receive a "B" or better on their nutrition education projects, counseling sessions, and understanding your client write-up projects which are tailored to the Scope of Dietetics Practice	DHN 514: Dietetics Counseling and Communications	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or better on case studies using the Nutrition	DHN 517: Medical Nutrition Therapy II	Course Instructor	End of the Semester

	Care Process research in the scientific literature			
	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)
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.	80% of students will receive a "B" or better on exams and case studies using the Nutrition Care Process	DHN 512: Medical Nutrition Therapy I	Course Instructor	End of the Semester
	80% of students will receive a "B" or better on their cumulative grades for Lab Case Studies	DHN 514: Dietetics Counseling and Communications	Course Instructor	End of the Semester
	80% of students will receive a "B" or better on exams and case studies using the Nutrition Care Process	DHN 517: Medical Nutrition Therapy II	Course Instructor	End of the Semester
KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.	80% of students will receive a "B" or better on their group case studies, individual case studies, and dietary analysis project	DHN 212: Introductory Nutrition	Course Instructor	End of the Semester
	80% of students will receive a "B" or better on their research assignment	DHN 301: Dietetics Practice	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on their lab reports	DHN 302: Principles of Food Preparation	Course Instructor	End of the Semester
	Overall average exam scores will be 80% or higher 80% of students will receive at least 750/950	DHN 312: Nutrition and Wellness in the Lifecycle DHN 342: Quantity Food Production	Course Instructor Course Instructor	End of the Semester End of the Semester

	<p>points from the Team Laboratory Experiential Learning Activities</p> <p>80% of students will receive a grade of "B" or better on their Community Intervention Project and Paper</p> <p>All students will gain at least 60 hours of shadowing experience in the dietetics and food environment and reflect upon the assignments in their daily journals</p> <p>80% of students will receive a "B" or better on case studies including a variety of disease states using the Nutrition Care Process</p> <p>80% of students will receive a "B" or better on their counseling videos, teaching and self-evaluation, and research projects</p> <p>80% of students will receive a "B" or better on case studies including a variety of disease states using the Nutrition Care Process</p>	<p>DHN 403: Community Nutrition and Wellness</p> <p>DHN 480: Dietetics Pre-Professional Practice</p> <p>DHN 512: Medical Nutrition Therapy I</p> <p>DHN 514: Dietetics Counseling and Communications</p> <p>DHN 517: Medical Nutrition Therapy II</p>	<p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p>	<p>End of the Semester</p>
KRD 3.3: The curriculum must include education and behavior change theories and techniques.	<p>80% of students will receive a letter grade of "B" or above on their case studies</p> <p>80% of students will</p>	<p>DHN 312: Nutrition and Wellness in the Lifecycle</p> <p>DHN 403: Community</p>	<p>Course Instructor</p> <p>Course Instructor</p>	<p>End of the Semester</p> <p>End of the Semester</p>

	<p>receive a grade of "B" or better on their Community Intervention Project and Paper</p> <p>80% of students will receive a "B" or better on case studies</p> <p>Overall average exam scores will be 80% or better</p> <p>80% of students will receive a "B" or better on case studies</p>	<p>Nutrition and Wellness</p> <p>DHN 512: Medical Nutrition Therapy I</p> <p>DHN 514: Dietetics Counseling and Communications</p> <p>DHN 517: Medical Nutrition Therapy II</p>	<p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p>	<p>End of the Semester</p> <p>End of the Semester</p> <p>End of the Semester</p>
	<p>Learning objective and the assessment methods that will be used (Guideline 13.1a &amp; b)</p>	<p>Rotation or class in which assessment will occur (Guideline 13.1c)</p>	<p>Individuals responsible for ensuring assessment occurs (Guideline 13.1d)</p>	<p>Timeline for collecting formative and summative data (Guideline 13.1e)</p>
<p>KRD 4.1: The curriculum must include management and business theories and principles required to deliver programs and services.</p>	<p>90% of students will obtain ManageFirst Program® Inventory and Purchasing Certification</p> <p>90% of students will obtain ManageFirst® Controlling Foodservice Costs Competency Guide Certification</p> <p>90% of students will obtain ManageFirst Program® Human Resources Management and Supervision Certification</p>	<p>DHN 340: Institutional Purchasing</p> <p>DHN 342: Quantity Food Production</p> <p>DHN 346: Human Resources Management</p>	<p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p>	<p>End of the Semester</p> <p>End of the Semester</p> <p>End of the Semester</p>
<p>KRD 4.2: The curriculum must include content related to quality management of food and nutrition services.</p>	<p>90% of students will receive a ServSafe® Food Manager Certification</p> <p>80% of students will receive a letter grade of</p>	<p>DHN 241: Food Safety</p> <p>DHN 302: Principles of Food Preparation</p>	<p>Course Instructor</p> <p>Course Instructor</p>	<p>End of the course</p> <p>End of the Semester</p>

	"B" or above on their lab reports  90% of students will obtain ManageFirst Program® Inventory and Purchasing Certification  90% of students will obtain ManageFirst® Controlling Foodservice Costs Competency Guide Certification	DHN 340: Institutional Purchasing  DHN 342: Quantity Food Production	Course Instructor  Course Instructor	End of the Semester  End of the Semester
KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.	Overall average exam scores covering HACCP material will be 93% or higher  80% of students will receive a "B" or better on their Public Policy debate	DHN 241: Food Safety  DHN 403: Community Nutrition and Wellness	Course Instructor  Course Instructor	End of the Semester  End of the Semester
KRD 4.4: The curriculum must include content related to health care systems.	90% of students will complete the required volunteer activity with a community organization  All students will participate in at least 60 hours of shadowing experience under the direct supervision of a registered dietitian	DHN 403: Community Nutrition and Wellness  DHN 480: Dietetics Pre-Professional Practice	Course Instructor and Community Organization  Course Instructor	End of the Semester  End of the Semester
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	80% of students will receive a "B" or better on case studies including a variety of disease states using the Nutrition Care Process	DHN 517: Medical Nutrition Therapy II	Course Instructor	End of the Semester
	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)

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.	80% of students will receive a letter grade of "B" or above on their <i>Plate It Up! Kentucky Proud</i> recipe development project	DHN 304: Experimental Foods	Course Instructor	End of the Semester
	80% of students will receive at least 750/950 points from the Team Laboratory Experiential Learning Activities	DHN 342: Quantity Food Production	Course Instructor	End of the Semester
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.	Average exam scores will be 80% or better	DHN 212: Introductory Nutrition	Course Instructor	End of the Semester
	Average exam scores will be 75% or better	DHN 311: Nutritional Biochemistry	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on their case studies	DHN 312: Nutrition and Wellness in the Lifecycle	Course Instructor	End of the Semester
	Overall average exam scores will be 80% or higher	DHN 312: Nutrition and Wellness in the Lifecycle	Course Instructor	End of the Semester
	Average exam scores will be 75% or better	DHN 510: Advanced Nutrition	Course Instructor	End of the Semester
	Average exam score will be 75% or better	DHN 512: Medical Nutrition Therapy I	Course Instructor	End of the Semester
Average exam score will be 75% or better	DHN 517: Medical Nutrition Therapy II	Course Instructor	End of the Semester	
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	100% of students will actively participate in at least 3 of the 4 in-class group case studies	DHN 212: Introductory Nutrition	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on their case	DHN 312: Nutrition and Wellness in the Lifecycle	Course Instructor	End of the Semester

psychology, sociology or anthropology	studies			
	Overall average exam scores will be 80% or higher	DHN 312: Nutrition and Wellness in the Lifecycle	Course Instructor	End of the Semester
	80% of students will receive a grade of "B" or better on their Community Intervention Project and Paper	DHN 403: Community Nutrition and Wellness	Course Instructor	End of the Semester
	80% of students will receive a "B" or better on case studies	DHN 512: Medical Nutrition Therapy I	Course Instructor	End of the Semester
	80% of students will receive a "B" or better on their counseling videos and exams	DHN 514: Dietetics Counseling and Communications	Course Instructor	End of the Semester
	80% of students will receive a "B" or better on case studies	DHN 517: Medical Nutrition Therapy II	Course Instructor	End of the Semester

\*Each activity listed above has a rubric to follow for grades; therefore final grades are appropriate for assessment methods.

**Learning Assessment Matrix (Standard 13)**  
**Ongoing Assessment of Core Knowledge for the RD in the Supervised Practice Portion of the Coordinated Program**  
**Assessment Period from 2013 to 2018**

<b>1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice</b>				
<b>Competency</b>	<b>Learning objective and the assessment methods that will be used (Guideline 13.1a &amp; b)</b>	<b>Rotation or class in which assessment will occur (Guideline 13.1c)</b>	<b>Individuals responsible for ensuring assessment occurs (Guideline 13.1d)</b>	<b>Timeline for collecting formative and summative data (Guideline 13.1e)</b>
1.1 Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes	<b>Introduction:</b> Identify and perform monitoring functions for patient trays, HACCP indicators, audits for quality; report results to manager and discuss areas for improvement.	DHN 518 DHN812 FSSM DHN810 MNT DHN800 CN	Preceptors	Midpoint and end of the rotation Expected student performance rubric
	<b>Application:</b> Correctly evaluate indicators, quality control measures and lab values for patients.  100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.	DHN 518 DHN 814 FSSM DHN 816 MNT DHN 808 CN	Preceptors	Midpoint and end of each rotation and Expected student performance rubric
1.2 Apply evidence based guidelines, systematic reviews and scientific literature in the nutrition care process and model and other areas of dietetics	<b>Introduction:</b> Review scientific literature and present nutrition in-services for the professionals and staff; discuss the literature and its applicability to practice.	DHN 518 DHN812 FSSM DHN810 MNT DHN800 CN	CP director Preceptors	During rotation
	<b>Application:</b> Present a major case study using the NCP and discuss application of current literature in both oral presentation and written paper.  100% of students will receive a final grade of 80% or higher on their Case Study and Research Project	DHN 518 DHN 814 FSSM DHN 816 MNT DHN 808 CN	CP director DHN faculty Preceptors	After each case study

	assignments.			
1.3 Justify programs, products, services and care using appropriate evidence or data	<b>Introduction:</b> Compare products, collect data and justify changing products or maintaining same.	DHN 518 DHN 812 FSSM	CN Preceptor	Up to midpoint
	<b>Application:</b> Evaluate an area within food service systems management.  100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.	DHN 518 DHN 814 FSSM	CN Preceptor	At the end of the rotation
1.4 Evaluate emerging research for application in dietetics practice	<b>Introduction:</b> Review scientific literature and present nutrition in-services for the professional staff; discuss the literature and its applicability to practice.	DHN 518 DHN 812 FSSM DHN 810 MNT DHN 800 CN	CP director Preceptors	Midpoint End point
	<b>Application:</b> Include emerging research in case studies using the nutrition care process, discuss in both oral presentation and written paper.  100% of students will receive a final grade of 80% or higher on the Case Study assignments and Research Project assignment.	DHN 518 DHN 814 FSSM DHN 816 MNT DHN 808 CN	CP director Preceptors	After each case study
1.5 Conduct research projects using appropriate research methods, ethical procedures and statistical analysis.	<b>Introduction:</b> Prepare a research study, work with faculty research mentor	DHN 518 DHN 810 MNT (Research project is introduced and occurs over several months; timing varies)	CP director DHN Faculty	After the research presentation
	<b>Application:</b> Conduct the research and present results to class and faculty.  100% of students will receive a final grade of 80% or higher on the Research Project assignment.	DHN 518 (Research project is conducted and occurs over several months; timing varies)	CP director DHN Faculty	After the research presentation

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

Competency	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)
2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the A.N.D. Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics	<b>Introduction:</b> Review the ADA Code of Ethics, participate in discussion and complete a reflection summary on the topic in BlackBoard.	One time discussion at the beginning of the program.	CP/DI director DHN Faculty	End of discussion
	<b>Introduction:</b> Complete a HIPAA certification to meet UK regulations, conform to HIPPA guidelines, compliance with the facility use and perform ethically during all rotations.	DHN 518 DHN 812 FSSM DHN 810 MNT DHN 800 CN	CP director DHN Faculty Preceptors	End of each rotation
	<b>Application:</b> Attend to ethics, respond to ethics scenarios, and discuss ethical issues, and observe confidentiality compliance.  100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.	DHN 518 DHN 814 FSSM DHN 816 MNT DHN 808 CN	CP director DHN Faculty Preceptors	After ethics discussion and after each rotation.
2.2 Demonstrate professional writing skills in preparing professional communications.	<b>Introduction:</b> Develop handouts for patients/clients/staff/community members. Write fact sheets, prepare bulletin boards and newsletters for clients.	DHN 518 DHN 812 FSSM DHN 810 MNT DHN 800 CN	CP director Preceptors	End of rotation
	<b>Application:</b> Complete an illustrated community nutrition presentation for different life-style groups and respond to multiple scenarios for nutrition care.	DHN 808 CN	CP director CN Preceptor	After case study presentation
	<b>Application:</b> Develop, evaluate and present lessons for designated populations with diverse cultural or educational	DHN 518 DHN 814 FSSM DHN 816 MNT DHN 808 CN	CP director Preceptors	End of rotation

	backgrounds.  100% of students will receive a final grade of 80% or higher on the Education Project assignments.			
2.3 Design, implement and evaluate presentations to a target audience.	<b>Introduction:</b> Design educational presentations for cultural diversity	DHN 518 DHN 810 MNT DHN 800 CN	CP director MNT and CN Preceptors	After presentation
	<b>Application:</b> Counsel inpatients and teach specialty classes such as diabetes, COPD, Cardiac interventions.  100% of students will receive a final grade of 80% or higher on the Patient Education assignment.	DHN 816 MNT DHN 808 CN	MNT and CN Preceptors	End of rotation
2.4 Use effective education and counseling skills to facilitate behavior change.	<b>Introduction:</b> Participate in rounds, meetings and patient care conference.	DHN 810 MNT rotations, (e.g. surgery, geriatric, oncology)	MNT Preceptor	End of rotation
	<b>Application:</b> Counsel clients.  100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.	DHN 518 DHN 816 MNT DHN 800/808 CN	MNT and CN Preceptors	End of rotation
2.5 Demonstrate active participation, teamwork and contributions in group settings.	<b>Introduction:</b> Actively participate in management meetings	DHN 518	CP Director	End of rotation
	<b>Application:</b> Collaborate with health professionals to provide for the needs of patients regarding meals and snacks.  100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.	DHN 518	CP Director	End of rotation
2.6 Assign appropriate patient care activities to DTRs and/or support personnel as appropriate.	<b>Introduction:</b> Shadowing DTR and/or support personnel to comprehend facilities procedures.	DHN 518 DHN 810 MNT DHN 800 CN	MNT and CN Preceptors	During the rotation
	<b>Application:</b>	DHN 518	MNT and CN Preceptors	End of rotation

	<p>Refer specialty patients such as heart, liver, lung, weight loss and cancer patients to diabetes, weight loss or cancer support programs or other appropriate clinic.</p> <p>100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.</p>	<p>DHN 816 MNT DHN 808 CN</p>		
<p>2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</p>	<p><b>Introduction:</b> Recommend consults for nutrition support or speech therapy evaluation for appropriate patients.</p>	<p>DHN 810 MNT DHN 800 CN</p>	<p>MNT and CN Preceptors</p>	<p>End of rotation</p>
	<p><b>Application:</b> Demonstrate problem solving skills by anticipating patient care needs and develop strategies for completing daily work.</p> <p>100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.</p>	<p>DHN 518 DHN 816 MNT DHN 808 CN</p>	<p>MNT and CN Preceptors</p>	<p>End of rotation</p>
<p>2.8 Apply leadership principles effectively to achieve desired outcomes</p>	<p><b>Introduction:</b> Participate and lead topics on discussion board</p>	<p>DHN 518 DHN 810 MNT DHN 800 CN</p>	<p>CP director MNT and CN Preceptors</p>	<p>At any point in the program</p>
	<p><b>Application:</b> Organize professional meeting on-site to demonstrate leadership functions.</p> <p>100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.</p>	<p>DHN 518 DHN 816 MNT DHN 808 CN</p>	<p>CP Director MNT and CN Preceptors</p>	<p>At any point in the program</p>
<p>2.9 Participate in professional and community organizations</p>	<p><b>Application:</b> Attend at least two professional meetings and submit a written summary.</p> <p>100% of students will receive a final grade of 80% or higher on the Professional Meeting assignment.</p>	<p>DHN 518 DHN 812/814 FSSM DHN 810/816 MNT DHN 800/808 CN</p>	<p>CP director Preceptors</p>	<p>During rotation</p>
<p>2.10 Establish collaborative</p>	<p><b>Introduction:</b></p>	<p>DHN 518</p>	<p>MNT and CN Preceptors</p>	<p>End of rotations</p>

relationships with other health professionals and support personnel to deliver effective nutrition services	Establish cooperative relationships with nurses, other health care specialties, and other interns.	DHN 810 MNT DHN 800 CN		
	<p><b>Application:</b> Demonstrate critical thinking, flexibility with schedule changes, time management and work execution skills.</p> <p>100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.</p>	DHN 518 DHN 816 MNT DHN 808 CN	MNT and CN Preceptors	End of rotations
2.11 Demonstrate professional attributes within various organizational cultures.	<p><b>Introduction:</b> Identify and practice behaviors corresponding to the Standards of Practice.</p>	DHN 518 DHN 812 FSSM DHN 808 CN	CP director FSSM and CN Preceptors	By May each year
	<p><b>Application:</b> Demonstrate professional behavior, flexibility, critical thinking, time management and customer service in agreement with the organizational culture.</p> <p>100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.</p>	DHN 518 DHN 814 FSSM DHN 808 CN	CP director FSSM and CN Preceptors	End of rotation
2.12 Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by CDR.	<p><b>Introduction:</b> Prepare a portfolio for professional development</p>	DHN 518 DHN 812 FSSM DHN 810 MNT DHN 800 CN	CP director	By May each year
	<p><b>Application:</b> Demonstrate professional growth by independently manage operations in the facility. Record experiences in professional portfolio.</p> <p>100% of students will receive a final evaluation score of 2 or higher on a 4 point scale and 100% of students will develop an e-portfolio.</p>	DHN 518 DHN 814 FSSM DHN 816 MNT DHN 808 CN	Preceptors	End of rotation
2.13 Demonstrate negotiation skills.	<p><b>Introduction:</b> Complete activity on Problem Identification and Resolution.</p>	DHN 518 DHN 812 FSSM DHN 800 CN	DHN 518 Faculty FSSM and CN Preceptors	End of rotation

	<p><b>Application:</b> Negotiate social and behavioral life-style nutrition changes with community organizations, other culture groups and persons with varying levels of intellectual functioning (cognitive disabilities).</p> <p>100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.</p>	<p>DHN 518 DHN 814 FSSM DHN 808 CN</p>	FSSM and CN Preceptors	End of rotation

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

Competency	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)
3.1 Perform the Nutrition Care Process (a through e) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.	<p><b>Introduction:</b> Identify and comprehend standardized language for NCP.</p>	<p>DHN 518 DHN 810 MNT DHN 800 CN</p>	MNT and CN Preceptors	Midpoint of rotations
	<p><b>Application:</b> Perform nutritional assessments, develop PES statements, plan and implement interventions and monitor and evaluate inpatients during clinical rotations.</p> <p>100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.</p>	<p>DHN 518 DHN 816 MNT DHN 808 CN</p>	MNT and CN Preceptors	End of rotations
3.2 Demonstrate effective communications skills for clinical and customer services in a variety of formats.	<p><b>Introduction:</b> Practice communication skills and identify counseling strategies suitable for different patients and clients.</p>	<p>DHN 518 DHN 812 FSSM DHN 810 MNT DHN 800 CN</p>	Preceptors	End of rotations
	<p><b>Application:</b> Demonstrate communication skills</p>	<p>DHN 518 DHN 814 FSSM</p>	Preceptors	End of rotations

	utilizing educational and marketing materials for target populations and evaluate a variety of resources and make recommendations based on findings.  100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.	DHN 816 MNT DHN 808 CN		
3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.	<b>Introduction:</b> Participate in health promotion initiatives, health screenings and will answer consumers' questions appropriately	DHN 518 DHN 812 FSSM	CP director FSSM Preceptor	Throughout the internship
	<b>Application:</b> Develop products, tasting sessions and program offerings for customers; include safety, sanitation and other health messages.  100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.	DHN 518 DHN 814 FSSM	FSSM Preceptor	End of rotation
3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends.	<b>Application:</b> Develop fact sheets, bulletin boards, and media presentations.  100% of students will receive a final grade of 80% or higher on the Community Education projects.	DHN 518 DHN 812/814 FSSM DHN 810/816 MNT DHN 800/808 CN	Preceptors DHN faculty CP Director	During Rotation
3.5 Coordinate procurement, production, distribution and service of goods and services.	<b>Introduction:</b> Coordinate inventory, procurement, production, distribution and service activities that support the project.	DHN 518 DHN 812 FSSM	FSSM Preceptor	End of rotation
	<b>Application:</b> Complete a project which develops and evaluates recipes and menus for affordability and acceptability.  100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.	DHN 518 DHN 814 FSSM	FSSM Preceptor	End of rotation
3.6 Develop and evaluate	<b>Introduction:</b>	DHN 518	MNT and FSSM Preceptors	End of rotation

recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.	Gather data on recipes, formula, and menus for acceptability in patient care.	DHN 812 FSSM DHN 810 MNT		
	<p><b>Application:</b> Evaluate formula, menus, and recipes for acceptability in diverse patient care.</p> <p>100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.</p>	DHN 518 DHN 814 FSSM DHN 816 MNT	MNT and FSSM Preceptors	End of Rotation

**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>Competency</b>	<b>Learning objective and the assessment methods that will be used (Guideline 13.1a &amp; b)</b>	<b>Rotation or class in which assessment will occur (Guideline 13.1c)</b>	<b>Individuals responsible for ensuring assessment occurs (Guideline 13.1d)</b>	<b>Timeline for collecting formative and summative data (Guideline 13.1e)</b>
4.1 Participate in management of human resources	<p><b>Introduction:</b> Interns will develop position descriptions for vacant positions, plan selections, and participate in interviews with manager for at least one position;</p>	DHN 518 DHN 812 FSSM	FSSM Preceptor	End of rotation
	<p><b>Application:</b> Interns will manage staffing.</p> <p>100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.</p>	DHN 518 DHN 814 FSSM	FSSM Preceptor	End of rotation
	<p><b>Application:</b> Interns will participate in decisions related to human resources issues.</p> <p>100% of students will receive an 80% or higher on their FSSM Case Study.</p>	DHN 518 DHN 814 FSSM	FSSM Preceptor	End of rotation
4.2 Perform management functions related to safety,	<p><b>Introduction:</b> Interns will conduct Environment of Care inspections</p>	DHN 518 DHN 812 FSSM	FSSM Preceptor	End of rotation

security and sanitation that affect employees, customers, patients, facilities and food.	(including safety and sanitation), Complete documentation of findings and discuss with management staff.			
	<p><b>Application:</b> Interns will perform temperature monitors, track temperatures of designated foods over time.</p> <p>100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.</p>	DHN 518 DHN 814 FSSM	FSSM Preceptor	End of rotation
	<p><b>Application:</b> Interns will supervise food production.</p> <p>100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.</p>	DHN 518 DHN 814 FSSM	FSSM Preceptor	End of rotation
4.3 Participate in public policy activities, including both legislative and regulatory initiatives.	<p><b>Introduction:</b> Interns will participate in legislative activity.</p>	DHN 518 DHN 800/808 CN DHN 810/816 MNT DHN 812/814 FSSM	DHN faculty	Second month of the internship
	<p><b>Application:</b> Write a letter to a legislator and advocate for a public policy position which affects dietetics.</p> <p>100% of students will receive an 80% or higher on their legislative assignment.</p>			
4.4 Conduct clinical and customer service quality management activities.	<p><b>Introduction:</b> Interns will participate in quality improvement activities.</p>	DHN 518 DHN 800/808 CN DHN 810/816 MNT DHN 812/814 FSSM	FSSM Preceptor	End of rotation
	<p><b>Application:</b> Complete patient satisfaction surveys, test food quality.</p> <p>100% of students will receive a final evaluation score of 2 or higher on a</p>			

	4 point scale.			
4.5 Use current informatics technology to develop, store, retrieve and disseminate information and data.	<b>Introduction:</b> Interns will review informatics systems in dietetics, utilize software across various settings and summarize information to apply communicate to peers.	DHN 518 DHN 800/808 CN DHN 810 MNT DHN 812/814 FSSM	Preceptors DHN Faculty	End of rotation
	<b>Application:</b> Interns will use the electronic medical record to obtain data for nutrition assessments.  100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.	DHN 816 MNT	MNT Preceptor	End of rotation
	<b>Application:</b> Interns will use software in the facility to manage patient care and documentation of interventions.  100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.	DHN 816 MNT	MNT Preceptor	End of rotation
	<b>Application:</b> Interns will use the internet to search for evidence based literature.  100% of students will receive an 80% or higher on their Case Studies.	DHN 518	DHN Faculty	Throughout the internship
4.6 Analyze quality, financial or productivity data and develop a plan for intervention.	<b>Introduction:</b> Interns will analyze and discuss monthly budget reports with management.	DHN 518 DHN 810 MNT DHN 812 FSSM	MNT and FSSM Preceptors	End of rotation
	<b>Application:</b> Interns will complete a financial management report.  100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.	DHN 518 DHN 816 MNT DHN 814 FSSM	MNT and FSSM Preceptors	End of rotation

<p>4.7 Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment</p>	<p><b>Introduction:</b> Interns will review waste management plans in the facility.</p> <p><b>Application:</b> Update facilities waste management plan and environment protection policies.</p> <p>100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.</p>	<p>DHN 518 DHN 810/816 MNT DHN 812/814 FSSM</p>	<p>MNT and FSSM Preceptors</p>	<p>End of rotation</p>
<p>4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.</p>	<p><b>Introduction:</b> Review facilities' past feasibility studies.</p> <p><b>Application:</b> Conduct a study on the feasibility of implementing a program or service.</p> <p>100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.</p>	<p>DHN 518 DHN 810/816 MNT DHN 800/808 CN DHN 812/814 FSSM</p>	<p>Preceptors</p>	<p>End of rotation</p>
<p>4.9 Analyze financial data to assess utilization of resources.</p>	<p><b>Introduction:</b> Interns will discuss monthly budget reports with management.</p> <p><b>Application:</b> Analyze financial data and make recommendations on resource consolidation.</p> <p>100% of students will receive an 80% or higher on the Financial Study assignment.</p>	<p>DHN 518 DHN 810/816 MNT DHN 812/814 FSSM</p>	<p>MNT and FSSM Preceptor</p>	<p>End of rotation</p>
<p>4.10 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs equipment and supplies</p>	<p><b>Introduction:</b> Interns will complete a module on business planning,</p> <p><b>Application:</b> Analyze the business model in a community agency.</p> <p>100% of students will receive an 80% or higher on the Community Agency Report assignment.</p>	<p>DHN 518 DHN 816 MNT DHN 800/808 CN DHN 812/814 FSSM</p>	<p>CP Director Preceptors DHN faculty</p>	<p>End of community rotation</p>

<p>4.11 Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers</p>	<p><b>Introduction:</b> Interns will participate in activities on coding and billing including a presentation, a discussion on reimbursement.</p> <p><b>Application:</b> Summarize and submit information on coding and billing.</p> <p>100% of students will receive a final evaluation score of 2 or higher on a 4 point scale.</p>	<p>DHN 518 DHN 810/816 MNT</p>	<p>DHN Faculty</p>	<p>End of the MNT rotation</p>
---	---	------------------------------------	--------------------	--------------------------------

**University of Kentucky**

**Didactic Programs in Dietetics Using the DP Standards**

Self-Study Report for Continued Accreditation

for

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

February 4, 2013

**Application for Accreditation Cover Pages -- ACEND 2012 Accreditation Standards  
Didactic Programs in Dietetics**

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

Self-Study Report for New Program Application –Standards (1-3)

Self-Study Report for Continued Accreditation

Self-Study Report for New Program Application –Standards (1-23)

Interim Report for Continued Accreditation

Interim Report for New Program Accreditation

Program Assessment Report for Continued Accreditation

**Date:** April 1, 2013

**Program name:** Department of Dietetics and Human Nutrition, Didactic Program in Dietetics

**Sponsoring institution:** University of Kentucky

**City:** Lexington **State:** KY

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

Baccalaureate

Master's

Certificate Program for Post-graduate Students\*

**Distance Education — (check all that apply):**

General Education Courses

One or more DPD required courses (not general education)

**Existing Didactic Program:** Enter current enrollment.

**New Didactic Program:** Enter anticipated maximum number of students.

<b>Didactic Program in Dietetics Using the DP Accreditation Standards</b>					
	3rd Year Baccalaureate Degree DPD	4th Year Baccalaureate Degree DPD	Year 1 Completing Graduate Degree DPD	Year 2 Completing Graduate Degree DPD	* Post-graduate students with a BS degree or higher & only completing DPD Requirements
Current Enrollment	<b>51</b>	<b>104</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Program Director:**

Dawn Brewer

Name

206 D Funkhouser Building

Business Address

Lecturer

Title

893611

CDR Registration Number

University of Kentucky

859-257-1661 (office)

Telephone Number

Lexington, KY 40506-0054

859-257-3707

Fax Number

Dawn.brewer@uky.edu

E-mail Address

Signature

www.uky.edu

Web Address

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

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

Dr. Sandra Bastin		203 Funkhouser Building
Name		Business Address
Interim Chair , Department of Dietetics and Human Nutrition		
Title		
859-257- 3800	<a href="mailto:sbastin@uky.edu">sbastin@uky.edu</a>	University of Kentucky
Telephone	E-mail	
Signature		Lexington, KY 40506-0054

Dr. Ann Vail		102 Erikson Hall
Name		Business Address
Director, School of Human Environmental Sciences		University of Kentucky
Title		
859-257-3887	<a href="mailto:Ann.vail@uky.edu">Ann.vail@uky.edu</a>	Lexington, KY 40506
Telephone	E-mail	
Signature		

M. Scott Smith		S-123 Ag. Science- North
Name		Business Address
Dean, College of Agriculture		University of Kentucky
Title		
859-257-4772	<a href="mailto:mssmith@uky.edu">mssmith@uky.edu</a>	Lexington, KY 40506
Telephone	E-mail	
Signature		

**Chief Executive Officer:\*\***

Timothy S. Tracy, Ph.D		101 Main Building
Name		Business Address
Interim Provost, University of Kentucky		University of Kentucky
Title		
859-257-2911	<a href="mailto:provost@email.uky.edu">provost@email.uky.edu</a>	Lexington KY 40506
Telephone	E-mail	
Signature		

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

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

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

N/A

---

Consultant Name

---

Business Address

---

Title

---

Telephone

---

E-mail

**Self Study Report on the ACEND 2012 Accreditation Standards  
Department of Dietetics and Human Nutrition, Didactic Program in Dietetics**

**TABLE OF CONTENTS**

CONTENTS	Page
<b>Program Summary Information</b>	
Executive Summary of the Program	7
Summary of the Self-Study Process	15
Program Mission, Goals and Objectives	16
Required Program Timeframes	16
Pass Rate Monitoring and Improvement	17
Overall Organization and Clarity of the Self-Study Report	20
Summary of the Evaluation of ACEND Accreditation Standards for U.S. Programs	21
<b>Eligibility for ACEND Accreditation</b>	
1. Program Characteristics and Finances	22
2. Title IV Compliance for Free-Standing Programs	51
3. Consortia	52
<b>Program Planning and Outcomes Assessment</b>	
4. Program Mission	53
5. Program Goals	55
6. Program Objectives	59
7. Program Assessment	67
8. On-going Program Improvement	79
<b>Curriculum &amp; Student Learning Objectives</b>	
9. Program Concentrations	89
10. Curricular Mapping	90
11. Learning Activities	96
12. Curriculum Length	116
13. Learning Assessment	119
14. On-going Curricular Improvement	300
<b>Program Staff and Resources</b>	
15. Responsibilities of the Program Director	341
16. Faculty and Preceptors	393
17. Continuing Professional Development	483
18. Program Resources	485
19. Supervised-Practice Facilities	491
<b>Students</b>	
20. Student Progression and Professionalism	492
21. Student Complaints	494
22. Information to Prospective Students and the Public	495
23. Policies and Procedures	497

## APPENDICES

Appendix 1-01	26
Appendix 1-02	27
Appendix 1-03	28
Appendix 1-04	41
Appendix 1-05	44
Appendix 1-06	50
Appendix 5-01	57
Appendix 13-01	123
Appendix 13-02	134
Appendix 13-03	146
Appendix 14-01	307
Appendix 14-02	339
Appendix 15-01	347
Appendix 15-02	380
Appendix 16-01	398
Appendix 16-02	406
Appendix A	499
Appendix B	516
Appendix C	662
Appendix D	684

## Program Summary Information

**Directions:** The summary information on the following sheets is used by the review team and the ACEND board to assist 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.

<b>Program Name:</b>	Department of Dietetics and Human Nutrition Didactic Program in Dietetics
<b>Sponsoring Organization:</b>	University of Kentucky
<b>Sponsor’s Accreditor or Recognition Body</b>	Southern Association of Colleges and Schools (SACS)

### Executive Summary of the Program

The Didactic Programs in Nutrition & Dietetics (DPD) is housed in the Department of Dietetics and Human Nutrition which resides administratively in the School of Human Environmental Sciences in the College of Agriculture at the University of Kentucky (UK). The University began in 1865 as the Agricultural and Mechanical College, and was named the University of Kentucky in 1916. The first women were accepted into the University in 1880 and racial integration occurred in 1949. Today, enrollment on the main campus is about 28,094 students. General statistics about the University of Kentucky are available at [http://www.uky.edu/IRPE/fast\\_facts/cds/1112geninf.html](http://www.uky.edu/IRPE/fast_facts/cds/1112geninf.html). The most recent Annual Report is available at <http://www.uky.edu/Home/AnnualReport/>.

The College of Human Environmental Sciences was re-structured July 1, 2003, as the School of Human Environmental Sciences (HES) in the College of Agriculture. The Department of Dietetics and Human Nutrition (DHN) <http://www.ca.uky.edu/hes/DHN.htm> at that time included Dietetics, Human Nutrition and Hospitality Management and Tourism. In 2010, the DHN Department was restructured and the Hospitality Management and Tourism program was merged with the Department of Merchandising Apparel and Textiles. The DHN Department was then re-named the Department of Dietetics and Human Nutrition to better reflect the majors within the Department. There are 13 full-time faculty, three lecturers, an Academic Coordinator, and a lab technician. Of the 520 current undergraduate students, there are 204 DPD students, 22 Coordinated Program (CP) students and 294 Human Nutrition students. In addition, there are 24 graduate students and 10 Dietetic Internship (DI) students. The University of Kentucky has offered a dietetics program since 1938. Currently, DHN offers three degree tracks: the BS in Dietetics, the BS in Human Nutrition and the MS in Dietetics Administration, which is a shared program with the Masters in Hospitality Administration. The DPD and CP were last accredited in 2003 and the DI in 2002.

The basis of the DPD program philosophy encompasses the belief that dietitians are the food and nutrition expert and that nutrition is an important basis of the health and well-being of all human beings functioning in a diverse society. The program supports a learning environment that encourages students to become active learners, use problem-solving skills, create innovations, and continue to seek new learning opportunities. The department recognizes that each student has individual and unique differences in levels of learning. DHN faculty provide experiences that develop independence, critical thinking, initiative, creativity, maturity and self-reliance for entry into the profession. The program provides an environment for individuals to develop professional attitudes and instills standards of ethical professional practice by working with dietitians who serve as role models. Graduates of the DPD are expected to provide quality nutritional care with concern and awareness of individual needs.

The DPD provides opportunities for individuals to develop professional attitudes and an ethical understanding of professional practice. Through excellence in academic coursework and participating in experiential learning activities through working alongside practicing dietitians, students are fulfilling their pre-professional practice course requirement. The DPD program philosophy is consistent with the high ethical standards and mission of the Department, the School, the College, and the University.

This philosophy is supported by a curriculum that aims to prepare dietetic students with a solid understanding of the Core Knowledge that is essential for providing professionally to a future supervised practice program while concurrently building dietetic skills. To accomplish this, a variety of teaching methods are used. For example, problem-based learning provides opportunities for undergraduate students to identify the problem and use their Core Knowledge and critical thinking skills to work through the problem to offer an appropriate solution. Case studies, demonstrations, and hands-on practice add to the variety of teaching and learning activities that the program has to offer. The dietetics curriculum is designed to educate students in the realm of the Core Knowledge giving them the potential to provide service to different individuals, life cycle groups, families, consumers and communities. Students are prepared to approach the competencies using evidence-based knowledge to manage the challenges of working in a diverse and global society.

**Briefly summarize any changes that have occurred in your sponsoring institution/organization over the last 5 years related to the following resources and how they have affected the program:**

**Administrative Support:** Budgetary needs for the department are determined annually. The chair is responsible for accurate and efficient fiscal accountability, including a balanced budget and appropriate forecasting for future revenue streams and expenditures. Policies and procedures that affect budgeting are discussed by the faculty for general consensus. Programming needs are prioritized to provide excellence in education, research and community service, especially as it related to academic success for students.

The DHN department has two staff associates who provide administrative support for all programs. The senior staff associate manages the DI, CP, and DPD budgetary lines, including the collection of fees and oversight of administrative responsibilities of student academic records. In addition, a part-time CP/DI program assistant is responsible for some student correspondence and maintenance and storage of accreditation related files.

Recently, this position has been upgraded to a fulltime DHN Paraprofessional whose duties include record maintenance and storage, electronic and mail communications, student administrative needs, site visits, and other academic activities. The DHN department employs approximately 8 FTE graduate assistants to assist in grading of didactic coursework and foods laboratory supervision; rarely is formal lecture instruction expected.

The Office of Sponsored Projects offers faculty online and personal resources to obtain and maintain research funds and other scholarly activities. OSPA sends internal and external funding opportunities to faculty per their request. Faculty are actively engaged in seeking grant funding that helps to ensure financial stability of the department, including the CP, DI, and DPD programs. In addition to salary savings from external grant funds, other large funding sources include summer school incentive funds, teaching incentive funds and income generating funds. These adequate funding streams are expected to continue in the next three years.

Adequate resources are available for CP, DI, and DPD Directors' travel for accreditation, site visits, and professional development. Academic, research, and administrative needs of the DI, CP and DPD programs will remain a priority of the Department.

**2011 – 2012 Department Funding**

Teaching Salaries & Benefits	\$1,161,766
Teaching Supplies	\$67,361
Cooperative Extension Service	\$20,000
Grants Received (approximately)	\$184,007
Course Fees	\$12,520
*Other Fees	\$2,720
Total	\$1,448,374

\*liability insurance, application & review fees

Current DPD Program Budget and Expenditures

Salaries & Benefits	\$71,524
Travel	\$1,179
Mileage	\$162
Accreditation Fee	\$1,350
Graduation	
*Course Expenses	\$156,244

\*302, 304, 342 lab expenses

**Curricular Changes:**

Course Number	Curriculum Changes in the Past 5 years	Rationale
DHN 212: Introductory Nutrition	<p>Online sections of the course have been added for both Fall and Spring semesters as well as for Summer I and Summer II sessions.</p> <p>Learner-centered activities, such as individual and group case studies and projects have been added to the course.</p>	<p>Due to the overwhelming popularity of the class and to accommodate students with class conflicts, it was necessary to add an online section in order to meet staffing demands. The online section of the course is restricted to 35 students in order to maintain the integrity, instructor interaction with students, and rigor of the course.</p> <p>Interactive assignments engage students and provide application of course content.</p>
DHN 241: Food Service Sanitation	DHN 241 was fully developed and approved as a distance learning course in 2011. Students complete assignments online and take the ServSafe exam in person.	The content for this course can be delivered effectively online.
DHN 301: Dietetics Practice	A new instructor began teaching the course and has added new assignments and lecture material geared towards preparing students for the dietetic Internship application process as well as exposing students to dietetics professionals and career opportunities in the field.	Student feedback suggested the course needed adjustments to meet their career needs and fill gaps in knowledge regarding the dietetics profession and the dietetic Internship.
DHN 302: Principles of Food Preparation	<p>DHN 302 was moved from a pre-major to a major course.</p> <p>An internal laboratory manual is in the development phase for piloting in Summer II 2013. The manual will be professionally designed. To supplement the student lab manual, a professional TA lab manual is also in development.</p>	<p>At the 300-level, DHN 302 is most appropriate as a major-level course. This also controls enrollment in the course.</p> <p>The previous laboratory manual for the course was not keeping up with current trends in diet and food preparation. The new manual will provide a greater emphasis on basic skill development in the kitchen as well as health trends, such as incorporating</p>

	Additional sections of the course have been added to meet the needs of the growing student population.	olive and canola oil as a fat source. The TA manual will ensure quality instruction semester-to-semester.  Increased enrollment in dietetics and human nutrition has necessitated additional sections of the course. Our cooking lab accommodates 24 students per section.
DHN 304: Experimental Foods	Added the <i>Plate It Up! Kentucky Proud</i> service learning project where students collaborate with FCS Extension to develop innovative and healthy recipes using locally grown fruits and vegetables. Recipes are tested in the state-of-the art cooking lab and assess through an external taste testing panel. Select recipes are further developed on professional recipe cards. This project is funded through the Kentucky Department of Agriculture.  The laboratory manual for the course has been updated to reflect current trends in Experimental Foods. The manual is currently is currently undergoing professional design. In addition, a professional TA manual to accompany the course is also in development. The revised laboratory manual (student) and TA manual will be piloted in Fall 2013.	This project engages students with real-world application of course content.  The laboratory manual has been provided lab-by-lab through Blackboard. A professional hardcopy laboratory manual will facilitate course management and organization. The TA manual will ensure quality instruction semester-to-semester
DHN 311: Nutritional Biochemistry	The notebook for the course is updated every semester. Additional study tools, including study guides are under development.	The fill-in-the blank notebook for the course facilitates learning. Diagrams, figures, and illustrations are included as part of the student notebook.
DHN 312: Nutrition and Wellness in the Lifecycle	A new instructor began teaching the course in Fall 2012 and incorporated case studies which included the application or interpretation of current guidelines, research, and/or recommendations. Group and independent case studies touched upon nutrition-related issues across the lifespan.	The case studies are used to introduce complex concepts or tools and require students to apply their knowledge to answer questions. The introduction of complex ideas at this level allows upper-level course instructors to build on these ideas in greater detail and complexity.
DHN 340: Institutional Purchasing	Students now receive a ManageFirst® Inventory and Purchasing Certification	Gives students opportunity to earn certifications to bolster résumés and experience.
DHN 342: Quantity Food Production	Modules addressing sustainability and cost accounting were included along	These additions give students more practical application opportunities in

	with adding leadership activities to lecture and laboratory.	food service systems management.
DHN 346: Human Resources Management for the Food and Hospitality Industries	Students now receive a ManageFirst® Human Resources Management and Supervision Certification.	Gives students opportunity to earn certifications to bolster résumés and experience.
DHN 403: Community Nutrition	DHN 403 has been taught by four instructors over the past five years. In Spring 2012 significant changes were made to the course. In particular, the group community intervention project was modified. New guest speakers and a public policy debate were added to the course.	Community nutrition is a course that should engage students in their “community”, both on and off campus. Therefore, more emphasis has been placed on community engagement activities.
DHN 408G: Seminar in Food and Nutrition	Standardized rubrics have been developed for seminar and paper assessment. Student seminars are evaluated through meaningful peer evaluations.  Two sections of DHN 408G are now offered each Fall and Spring semester. Student enrollment is capped at 24 students to maintain integrity of the course.	Standardized rubrics provide students with detailed feedback on areas of strength and areas for improvement.  Student enrollment has necessitated an additional section of DHN 408G each semester.
DHN 510: Advanced Nutrition	DHN 510 challenges students to use peer-reviewed journal articles to prepare a 5-page evidence-based paper and presentation related to a self-selected, current topic in nutrition. The project has been updated to reflect current trends in technology and nutrition.  Multiple out-of-class reading assignments have been added to the course. Students answer questions based on current peer-reviewed journal articles. These articles are updated annually. Students also complete online quizzes as review for exams.  The course notebook is updated annually to ensure accuracy and quality.	The availability of peer-reviewed journal articles online has changed the face of this project over the past five years.  Students need experience reading and interpreting peer-reviewed journal articles. Articles are topic and audience appropriate, engaging students in reading.  Course content changes annually and is reflected in the fill-in-the blank notes.
DHN 515, 512, 517: Medical Nutrition Therapy	Medical Nutrition Therapy has undergone multiple course offering changes in the past five years. Originally, the course was taught in two semesters. In an effort to reduce credit hours (per University request),	Medical Nutrition Therapy was piloted as a one semester (Spring 2008)-course to reduce credit hours for dietetics’ majors. However, after pilot testing for three years (2009 – 2011) it was determined that the course needed to

	<p>the course was changed from two (4 hours + 2 hours) to a 5 hour course. This model was piloted for two years at which time it was determined that one semester was not sufficient to teach such a large amount of content. Therefore, in Fall 2011 Medical Nutrition Therapy was again separated into two courses, MNT I - 4 hours and MNT II- 3 hours. Initial assessment indicates that the two semester, 7 credit hours, offering of the course enhances learning.</p>	<p>be taught over two semesters. Changes to the University core curriculum accommodated the extra credit hours.</p>
<p>DHN 514: Dietetics: Counseling and Communication Theories and Applications</p>	<p>A small group recitation and actor-simulated counseling sessions have been added to the course.</p>	<p>The small group recitation provides students with extensive weekly practice to promote counseling skills. Students from the Department of Theatre are hired to portray clients with varying disease states as students practice communication theories and applications. Evaluations from the first semester suggest students felt more equipped upon completion of the course.</p>

Other updates to the dietetics coursework and program include:

- ACC 201 Financial Accounting I was added as a pre-major course and the DHN 302 Principles of Food Preparation course was classified as a major-course requirement (Spring 2012).
- Individual course updates:
  - DHN 212 Introductory Nutrition – Pre-requisites updated to reflect current biology and chemistry coursework.
  - DHN 241 Food service Sanitation – The course is now offered as a distance learning course, with the final exam administered face-to-face.
  - DHN 302 Principles of Food Preparation – The course was updated from the 200- to the 300- level.
  - Nutrition Issues in Physical Activity – The course was developed as an elective option for dietetic students.

**Program Changes (e.g. new tracks, degrees, etc.):** No changes

**Learning Resources:** Library resources for DPD students include The William T. Young and Medical Center libraries. Additionally, there are other University wide resources such as, a computer lab in the Nursing Building, the Statistics Lab in 208 Erikson Hall (EH), and classrooms in Erikson Hall and Funkhouser Building (FB) are available for student use. Faculty resources include small classes and individual attention with DHN DPD faculty.

These learning resources have been added to the Department of DHN in the past five years:

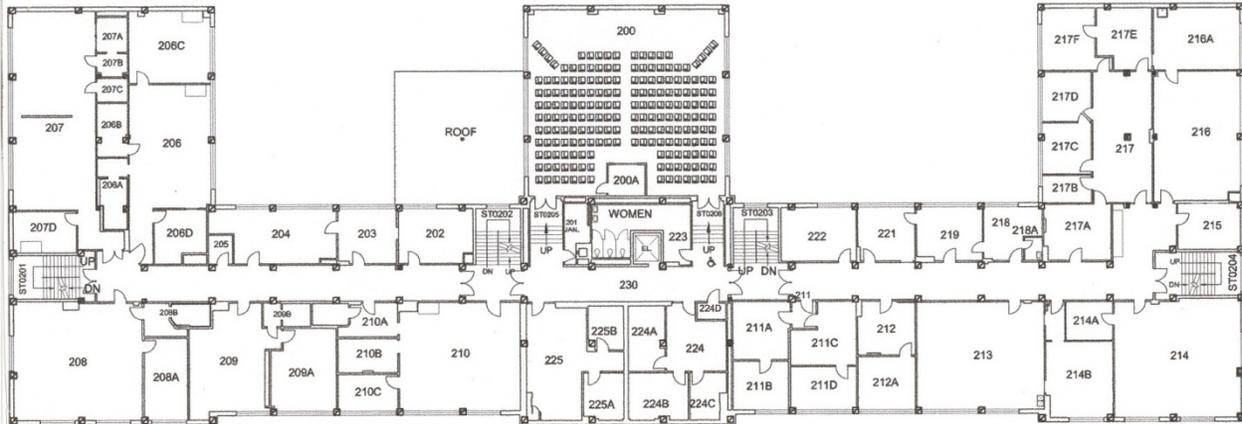
- Smart classroom upgrades to EH 202, 203 and FB 209 (further detail in facilities section)
- Nutrition assessment laboratory in FB 117 including BodPod (further detail in facilities section)
- Improved laboratory facilities: EH 200, 201, 205A, and FB 210 (further detail in facilities section)
- Portfolio development template
- Improved Blackboard platform and Class Capture option

- Counseling recitation experience added to DHN 514, which should improve the learning experience and improve skills of students.
- Faculty mentors for the DPD students wanting to pursue research interests, which improves students' understanding of good practice related research.
- College statistician for increased understanding of the practical use of statistics.
- Qualtrics Online Survey Software
- Drop Box capability to expand material sharing opportunities
- iPads for all faculty

**Facilities:** The Department has a refurbishing/renovation plan and has created a facilities account when finances are available. In the past five years, the following facility improvements have been made:

	Previous	Change	Impact
FB 116	Under used lab space	Graduate student carrels have been added for students	Provide a location for graduate students to work while on campus. Also provides a location for undergraduates to meet with their respective teaching assistants.
FB 117	Lab for DHN faculty	Nutrition Assessment laboratory for Department of DHN which includes state of the art BodPod	Space for students to learn nutritional assessment. . Also provides opportunity to partner with university athletic department.
FB 205	Janitor's closet	Storage closet for DHN	Provides better storage options to improve faculty work space.
FB 206 C	Old inadequate underused faculty lab space	5 additional faculty offices now in FB 206 E, F, G, H, I, FB 210B remodeled for permanent CPDI/DPD program assistant	All DHN faculty are in the same building making collaboration and communication easier for faculty and students with the one exception of the foods lab coordinator who is in EH. All offices in FB have been improved. with carpet and new desks etc.
FB 208	Not DHN space	Conference room with large computer monitor and teleconferencing capabilities	Space for small meetings, classes and webinars.
FB 209	Basic Classroom	Smart classroom with additional chairs and tables	Provides better venue for small classes.
FB 210	Laboratory bench cabinets were rusted and rough. New equipment and computers needed to use nutritional analysis software efficiently.	All bench cabinets were cleaned and painted with electrostatic finish. New large equipment, computer access and iPad access for DHN 304 laboratory experiences.	Appearance upgrade provides a more conducive environment to learn. Replaced outdated equipment and supplies. Purchased new computers and iPads for laboratory access.
FB 210	Junk storage room	Teaching/graduate assistants office with student carrels	Collaboration and communication easier for faculty and students.

EH 204	Lemon Tree Dining Room	Upgrade with new carpeting, tables, chairs, and paint.	Providing a better venue for teaching front of house leadership skills and improved client satisfaction.
EH 202	HES Classroom	New desks, chairs, and smart classroom setup	Improved functionality of space for faculty and students.
EH 203	HES Classroom	New desks, chairs, and smart classroom setup	Improved functionality of space for faculty and students.
EH 200	Foods Laboratory contained outdated equipment.	Re-vamping of the laboratory including new equipment and supplies, organized to industry standards.	Provides students better foods laboratory experiences particularly for DHN 302, 304 and 342.
EH 201	Foods Laboratory used inefficiently as storage and overflow space	Added tables, chairs, Centra system, demonstration cart	Provides students with better facilities and laboratory experience.
EH 205A	Foods Laboratory space used with partners in education, UK dining services	Updated Ventilation system and equipment to meet health code and student needs	Code compliant facility with appropriate equipment that meets needs of student learning
EH and FB	Faculty offices and foods laboratories	Keypads were installed because many keys are outstanding to buildings and space, office space vulnerable to access.	Allows space to be secured, recoded as needed, and determine who has entered the space increasing security.



**FUNKHOUSER BUILDING  
SECOND FLOOR PLAN**

**Support Services:**

One additional staff support was added to the department during the past five years. This position helps the administrative office provide better services to both faculty and students. Faculty lines have increased in the past five years by the following: one full-time assistant professor, one full-time Extension assistant professor with minimal dietetic responsibilities, and one lecturer. The two additional instructional lines allowed the Department to fund the three dietetic programs with separate Directors. During this five year time period, student numbers increased from 312 to 520. In order to provide more and improved advising services, an Academic Coordinator was hired to oversee advising. This position advises all freshmen and sophomores. In addition, the HES student services unit added one additional advisor to help manage the increasing enrollment within the School of HES. These staff additions enable faculty members to perform their primary responsibilities of teaching, advising upperclassmen, research and Extension/outreach. The Department recently hired a full-time professional staff member, with a culinary background and chef credentials, who serves as a part-time lab coordinator. His responsibilities ensure that the foods laboratory equipment and supplies are in good working order and kept up-to-date, which allows students to have a meaningful experience in their foods laboratory classes. During the past five years, there have been significant budget cuts. The department had been able to keep the 5.5 full time teaching assistant positions until this academic year. Teaching assistant positions were cut from the College of Agriculture budget for the 2012/2013 year. However, the Department has a new funding stream generated from online summer school courses. These additional funds supported the equivalent of 8 full-time (20 hours) teaching assistants during the 2012/2013 academic year. Additionally, these funds were used to hire a full-time paraprofessional to provide consistent DPD/CP/DI program assistance. Moreover, the Department is utilizing upperclassmen to assist in managing one section of a non-major online nutrition class (DHN 101: Nutrition and Wellness). These upperclassmen are monetarily compensated for their efforts.

**Summary of the Self-Study Process**

The self-study process of the DPD Program at UK began in the Fall semester of 2011. The process began by using the 2008 ERAs to make program changes and update objectives in faculty syllabi. The Dietetics Curriculum Committee met monthly to discuss program issues. The meeting frequency increased to twice monthly to add the self-study review to the agenda. During these meetings the committee reviewed program mission, goals, objectives and outcome measures. Curriculum changes were initiated before the self-study process and were implemented parallel to the self-study review. The goal of the curriculum changes was to adjust to Department restructuring, improve curriculum to incorporate the 2012 Accreditation Standards, and develop new progression requirements to control enrollment because of the large influx of students choosing dietetics as a major. While student enrollment has increased by 67% over the past five years, faculty numbers have remained relatively stable.

The self-study process included Dr. Sandra Bastin, Dr. Dawn Brewer, Mrs. Elizabeth Combs, MS, RD, Dr. Hazel Forsythe, Dr. Lisa Gaetke, Dr. Alison Gustafson, Dr. Janet Kurzynske, Dr. Tammy Stephenson and Dr. Kelly Webber. The advisory board had a role in giving an overview of the state of the profession and the expectations for graduates in the workforce. In addition, the Community Faculty (preceptors) and the Program Assistant, Lila Farnsworth, also contributed to the process. The Program Assistant reviewed both the website and student handbook and helped with revisions. Dr. Tammy Stephenson, the Director of Undergraduate Studies, wrote the section pertaining to curricular changes. After the self-study document was completed, it was reviewed by the Department and the Chair, the Director of the School of Human Environmental Science, the Associate Dean of Administration, and the Dean of the College of Agriculture.

This review was undertaken by the Department of Dietetics and Human Nutrition to prepare for re-accreditation of the DPD program in 2013. Individuals who participated in the process included the Dietetics Program faculty, Human Nutrition faculty, Community-based Faculty (preceptors) and administrators of the Department, School, and College.

## Program Mission, Goals and Objectives

### Mission:

The mission of the DPD is to provide a quality undergraduate experience of education, research, and service using a comprehensive evidence-based program in food, nutrition, and management that will prepare graduates to meet or exceed the high standards of entry-level dietetics professionals.

### Program Goal 1:

Advance undergraduate education to prepare dietetic students for graduate school or professional careers to have a positive impact on the community, patients and employers.

### Program Objectives for Goal 1:

- 1) Of the DPD students,  $\geq 90\%$ , will have a GPA of 2.4 or greater in Year 3 of the DPD curriculum.
- 2) There will be a  $\geq 20\%$  increase in dietetics core knowledge among DPD students as demonstrated by the entrance- and exit-survey responses.
- 3) Of the students completing the exit survey, 70% will report "satisfactory" ratings or higher regarding their perceived ability to perform successfully in a supervised practice, entry-level nutrition-related position, graduate program, or a pre-professional program.
- 4) At least 90% of students enrolled in the third year of the DPD will graduate within 150% of the time planned for completion.

### Program Goal 2:

Provide opportunities for students to develop dietetics core knowledge, and a variety of skills, values and behaviors to prepare them for entry into a dietetic Internship.

### Program Objectives for Goal 2:

- 1) At least 60% of DPD graduates will apply for a dietetic Internship within 12 months of graduation.
- 2) At least 50% of DPD graduates applying for dietetic Internships will receive a dietetic Internship within 12 months of graduation.
- 3) At least 70% of DPD graduates will receive satisfactory ratings or higher in relation to their overall dietetics knowledge and skills as reported from dietetic Internship Directors or employer survey respondents.
- 4) Over a five-year period the pass rate for the DPD graduates taking the registration examination for the first time will be at least 80%.

## Required Program Timeframes

### Program Pathway Name:

Bachelors in Dietetics Option A

Calculate the maximum program completion time in weeks or years

$$\boxed{4 \text{ years}} \times 1.5 = \boxed{6 \text{ years}}$$

Normal Program Length  Max. Program Completion

## Pass Rate Monitoring and Improvement

List years sequentially from most recent to least recent (e.g., 2011, 2010...2006)	# of Students Taking Exam	First Time Pass Rates		One-Year Pass Rates	
		One Year Window	Five-Year Window (if available)	One Year Window	Five-Year Window (if available)
Most Recent 2011	14	11/14 = 79%	85%	%	Not available. ACT does not provide the one-year pass rates with names.
2010	18	15/18 = 83%		%	
2009	24	19/24 = 79%		%	
2008	16	15/16 = 94%		%	
2007	8	6/8 = 75%		%	
Least Recent 2006	8	8/8 = 100%	85%	%	%

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

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

3. Identify factors from the areas listed below that influence your program's pass-rate. In doing so, consider the methods and the internal and external stakeholders that your program uses to evaluate the effectiveness of those areas.

### Program Curriculum:

During the first two years at the University of Kentucky, students interested in Dietetics take basic pre-major and general studies courses, under the guidance of the Academic Advisor in the Department of Dietetics and Human Nutrition. Once these courses are completed, there is progression from pre-major courses to the core dietetics curriculum. A student can enter the core dietetics curriculum by achieving a GPA of 2.4 or above after completing the pre-major requirements. Recently, the University Senate approved an increase in the GPA requirement from 2.4 to 2.8, which is planned to be enforced Fall 2013. A grade of "C" or better in the core dietetics curriculum is required to remain in the dietetics program. Dietetics courses are sequenced to build on the foundation of knowledge and skills gained at the novice level and developed progressively to the competency level expected for entry-level dietetics professionals.

The curriculum plan is developed around three main areas; Medical Nutrition, Food Service Systems Management and Community Nutrition. A research thread runs through all of these to stay within the Land Grant Mission of the University of Kentucky. The didactic curriculum was adjusted to integrate emerging scientific information into the research component of the program. Each student is required to complete research-themed projects and papers throughout their core dietetics curriculum. The courses DHN 512/517 (formerly DHN 517), Medical Nutrition Therapy I and II, serve as capstone courses that in the form of written case studies, brings together scientific theory and best practice content in the management of health and disease states while incorporating the Nutrition Care Process.

Initially, the dietetics curriculum requires each student to complete 13 credit hours of Medical Nutrition (MN), 16 credit hours of Food Service Systems Management (FSSM), and seven credit hours of Community Nutrition (CN). As the curriculum progresses the subject matter and accompanying exams and projects become more complex, allowing the student to work independently at a higher level in each focus area that encompasses subject areas

related to ethics, legislative action, basic scientific knowledge, life cycle issues, counseling, human resources and facility management, event planning, costing, and finances among others.

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

A range of teaching and learning methods are used to deliver dietetics education to students. Information is relayed through lecture, laboratory experiences, discussion, oral presentations, case studies, research papers, and counseling scenarios. The pre-major courses are in place to allow DPD students to pull together the foundational disciplines of physical, biological and social sciences to solve nutrition-related problems in their more advanced nutrition courses.

#### **Faculty and Preceptors:**

The DHN Department has seven faculty members who are responsible for one or more courses in the curriculum. In addition, the Academic Coordinator is responsible for delivering one DPD course. A newly hired lecturer replaced the previous DPD Director in May 2012. The DHN Department has two staff associates and one CP/DI program assistant with a 10-hour weekly appointment. This same program assistant has been hired as the full-time paraprofessional to assist in consistency in documenting, reporting and storage of appropriate program materials and activities. Faculty members are active in their respective professional organizations, serve on the board of the Kentucky and district Academy affiliates, serve on executive boards for Academy DPGs, including Nutrition Educators of Health Professionals, and other professional organizations such as the Kentucky Diabetes Network.

Didactic Program students are required to participate in professional activities related to dietetics. This is accomplished by mandatory participation in DHN 480: Dietetics Pre-Professional Practice. This course is designed to have students participate in professional activities under the supervision of a registered dietitian. The program is supported by approximately 20 community mentors who support students during their pre-professional practice experience. This pool of community mentors is rotated by the program depending on their availability and student interest. The Department has an excellent list of registered dietitians who enrich the pre-professional practice for students.

#### **Academic Counseling:**

Student services are managed by the College of Agriculture, academic affairs. However, the School of Human Environmental Sciences and its three departments have a specific student services unit within the School of Human Environmental Sciences. The DHN Department hired an Academic Coordinator, Mrs. Elizabeth Combs, MS, RD, LD, to manage the specific needs of the students within the Department, which is the second largest department in the College of Agriculture. The Academic Coordinator advises the freshmen and sophomore students and assists with the management of students' academic careers. Faculty members advise the juniors and seniors. The DPD students are guided through the DICAS application process and exposed to career opportunities in the field of the dietetics while enrolled in the course DHN 301: Dietetics Practice. Throughout this course various dietetic professionals serve as guest lecturers and discuss their job and their career path. Continuous support for students is provided during the dietetic curriculum concerning Internship application and job opportunities.

#### **Student Support Services:**

The HES Student Services Office assists students with scheduling classes, preparing academic paperwork, and ensuring that students are on track for graduation. The Director of Student Services for HES supports the DHN faculty by sharing campus wide information to students throughout the tenure of their degree. The Student Services Office also provides assistance with transcripts, graduation audits, and ensuring that students are administratively prepared to complete the dietetics program and graduate in a timely manner.

Students can also receive guidance through the James W. Stuckert Career Center. The Career Center services are free to students and they use many features to help students plan their careers. CareerShift is a new Wildcat CareerLink feature. CareerShift provides a very unique opportunity for students to search for job opportunities by using the database to search, store and access job listings that are available on publically posted websites,

company websites, and newspapers, obtain inside contact information, upload unlimited résumés to account, and account access at any time.

#### **Educational Resources:**

The School of HES and the DHN Department provide education and materials to enhance the quality of instruction and experiential learning opportunities. Funding is available for research, statistical assistance, and poster development provided by the Design Office. The food systems labs are high quality facilities, well stocked with the equipment and other resources needed to enhance the student experience. State-of-the-art equipment is available that meets the technology needs of the program. Students have access to internet services and to teleconferencing services throughout the Commonwealth.

#### **Program Assessment Process:**

#### **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.)**

Students are not required to meet certain criteria to enter the Dietetics program other than being admitted as a student to the University of Kentucky. The University as a whole does not set specific admissions criteria, but use a holistic approach when granting admission. After a student completes their first semester as a dietetics major they must maintain a 2.4 or above GPA to progress through the dietetics curriculum.

#### **5. Describe 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.)**

The program has a structure for progression from pre-major courses to the core dietetics curriculum. A student may enter the core dietetics curriculum by achieving a GPA of 2.4 or above after completing the pre-major requirements. Academic progress is reviewed for each student each semester by the Department's Academic Coordinator. A student whose progress is in question will be counseled by the Academic Coordinator. Recommendations may be made concerning study habits, educational and academic resources availability or the availability of tutors. Midterm course grades are required per UK policy and are reviewed by the Academic Coordinator and faculty advisors. For those students with D or E midterm grades, a follow-up by HES Academic Services is done to confirm there are no extenuating circumstances. A grade of "C" or better must be achieved in courses designated as core dietetics curriculum to remain in the dietetics program. The Academic Coordinator will also provide the student with probation letters up to twice per year if needed to alert them of their academic status. Additionally, students are aware of expectations as these are listed on their major advising sheets that are within the DPD handbook. If a student does not achieve a "C" or better, options would include retaking the course or withdrawing from the program.

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

Academic progress is reviewed for each student each semester by the Department's Academic Coordinator. A student whose progress is in question will be counseled by the Academic Coordinator or their advisor. Recommendations given may pertain to study habits, the availability of educational and academic resources, or the availability of tutors. At midterm faculty can report students who are failing. The HES Academic Services follows up to make sure there are no extenuating circumstances. A grade of "C" or better in the core dietetics curriculum is required to remain in the dietetics program. The Academic Coordinator will also provide the student with probation letters up to twice per year if needed to alert them of their academic status. Additionally, students are aware of expectations as these are listed on their major advising sheets that are within the DPD handbook. If a student does not achieve a "C" or better, options would include retaking the course or withdrawing from the program.

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

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

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

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

The addition of the Academic Coordinator working in tandem with the HES Academic Services has made it easier to identify and correct students who do not meet the requirements of a 2.4 GPA and "C" or better in dietetic core courses. Those who cannot meet these criteria can also be identified earlier to counsel them to a different major.



## 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.

#### 1. Narrative:

##### Guideline 1.1

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

The University of Kentucky (UK), Department of Dietetics and Human Nutrition (DHN), Didactic Programs in Nutrition and Dietetics (DPD) is housed in the in the School of Human Environmental Sciences (HES) of the College of Agriculture (COA). The University is located in Lexington, Kentucky and holds higher education accreditation from the Southern Association for Colleges and Schools (SACS). The ACEND Accreditation status report is in Appendix 1.01, the SACS reaffirmation letter is available in Appendix 1.02, the ACEND 2003 program report is in Appendix 1.03, and the organization charts are in Appendix 1.04.

##### 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 other dietitian education program to other programs/services.**

The DPD is fully integrated into the administrative structure of the University. The organizational charts in Appendix 1.04 show the relationship of the program to the School of Human Environmental Sciences and the College of Agriculture. The website, [www.ca.uky.edu](http://www.ca.uky.edu), shows how the college is connected to the University and how the DHN academic department fits into the College of Agriculture.

##### Guideline 1.3

**The program must have a budget to support itself.**

##### **2011 – 2012 Department Funding**

Teaching Salaries & Benefits	\$1,161,766
Teaching Supplies	\$67,361
Cooperative Extension Service	\$20,000
Grants Received (approximately)	\$184,007
Course Fees	\$12,520
*Other Fees	\$2,720
Total	\$1,448,374

\*liability insurance, application & review fees

##### **Current DPD Program Budget and Expenditures**

Salaries & Benefits	\$71,524
Travel	\$1,179
Mileage	\$162
Accreditation Fee	\$1,350
Graduation	
*Course Expenses	\$156,244

\*302, 304, 342 lab expenses

The DPD program is tightly integrated into the Department's budget. Line items in the DHN budget show how all program needs, faculty, and students are fully supported by DHN. Budgetary needs are established by the Department with input coming from faculty meetings and in the Administrative team meetings where all Department chairs in the School of HES meet to share their needs and to plan the progress of the School. The DPD program goals are considered concurrently with DI and CP goals. Each of these program goals are incorporated into activities that are included in the DHN budget. Faculty members propose ideas in faculty meetings for long-term budget needs. Short-term budget requests, such as for supplies, are sent directly to the Department chair and are met very quickly through the teaching line of the budget. The Department has a vested interest in moving students seamlessly through the DHN program toward becoming entry-level dietitians so budget needs for supplies, equipment, and faculty travel are equitably met across program tracks. The chair consolidates the requests into the line items to address targeted program needs.

Dietetics program Directors are supported by the Department to attend regional and national meetings to gather and incorporate information to support the progression of the curriculum.

#### **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.**

The DPD is a baccalaureate program. Access to the program is through the admissions process of the University of Kentucky. Prospective candidates to the program must apply to the baccalaureate program for entry and meet the University's established admissions requirements.

#### **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 DPD program offers full and part-time experiences for students. Generally, full-time students complete the baccalaureate degree in four years with a minimum total of 128 credits. Documentation is available on the School website at [www.ca.uky.edu/HES](http://www.ca.uky.edu/HES). A copy of the University catalog, which lists course requirements including prerequisites can be found in Appendix A.

#### **Guideline 1.6**

**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 employees of the sponsoring institution as defined by the institution, or a full-time employee of the sponsoring institution as defined by the institution, or a full-time employee of another reorganization that has been contracted by the sponsoring institution and**
- e. does not direct another ACEND-accredited dietetics education program.**

The current DPD Director is Dr. Dawn Brewer, MS, RD, LD who is currently credentialed as a registered dietitian by the Commission on Dietetic Registration (CDR) since 2000; has five years of professional experience post-credentialing; has been a full-time Lecturer and DPD Director since July 2012 at the University of Kentucky in the

Department of Dietetics and Human Nutrition; and does not direct another ACEND-accredited dietetics education program. See curriculum vitae and copy of CDR card Appendix 1.05 and 1.06.

The DPD curriculum includes rigorous academic and related experiences to allow students the best opportunity for successful program completion. It is supported by qualified faculty who are PhD RDs with several years of teaching and/or clinical experience. In addition, the curriculum is reviewed on a regular and consistent basis. Input from students, faculty, the advisory board, alumni and other parties who provide recommendations on regulation for curriculum issues is considered. The curriculum is revised through formal course changes and through informal changes, such as the incorporation of research principles, Nutrition Care Process, sequential learning through course progression and the addition of content that enhances the learning environment and learning outcomes. The courses are sequenced to build on the core knowledge and skills gained at the novice level that are developed progressively leading to application and competency. The GPA requirement assists in developing more competitive students.

Currently, the DPD program meets and exceeds the guidelines for Standard 1. No information is missing. The program is fully integrated into the University of Kentucky and has the support of faculty and administrators. While, there have been many threats to operational funding on campus, the DPD has not experienced any cuts to impact the number of faculty or staff, travel expenses and program expenses such as supplies and equipment.

There are no areas of non-compliance or weakness and all information has been provided for this standard. The DPD continues to improve the program beyond the standards of this guideline.

**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**

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.

# Standard 1 Appendix

**Commission on  
Accreditation for  
Dietetics Education**

the accrediting agency for the  
**eat  
right.** American Dietetic  
Association

120 South Riverside Plaza  
Suite 2000  
Chicago, Illinois 60606-6995  
800/877-1600 ext. 5400  
www.eatright.org

August 5, 2009

Margaret E. Cook-Newell, PhD, RD, LD, CN, CDE  
Director, Didactic Program in Dietetics  
University of Kentucky  
School of Human Environmental Sciences  
Department of Nutrition and Food Science  
206D Funkhouser Building  
Lexington, KY 40506-0054

Dear Dr. Cook-Newell:

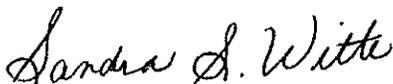
This letter is to advise you of the action of the Commission on Accreditation for Dietetics Education board regarding the Didactic Program in Dietetics at the University of Kentucky. During its July 23-24, 2009 meeting, the CADE board accepted the Program Assessment Report and continued the accreditation status of the Program. Accreditation is granted for the Didactic Program in Dietetics at the baccalaureate level.

Ongoing monitoring of program outcomes and goal achievement is an essential component of continuous quality improvement. Your efforts toward quality dietetics education are encouraged.

The next review and site visit is scheduled for **2013** in conjunction with the Coordinated Program in Dietetics and Dietetic Internship. You will receive correspondence one year in advance of the next review inviting you to apply for continued accreditation under the Eligibility Requirements and Accreditation Standards in effect at that time.

In the meantime, if major changes occur in the Program, you must submit the changes in writing to CADE for review prior to implementation. The CADE board maintains the right to require an interim report, self-study, and/or site visit as a result of these changes. Guidelines for reporting major changes are on the ADA/CADE Website at [www.eatright.org/cade](http://www.eatright.org/cade) under the Apply/Maintain Accreditation tab. Thank you for your interest in and support of dietetics education and students. If there are any questions, please call the CADE staff at 800-877-1600 ext. 5400.

Sincerely,



Sandra S. Witte, PhD, RD  
Chair  
Commission on Accreditation for Dietetics Education

SSW/jj

cc: Kumble R. Subbaswamy, PhD  
Ann Vail, PhD  
Janet S. Kurzynske, PhD RD  
Program Review Team

**Program Director Please Note:** For tracking purposes, please email J. Johnson at [jjohnson@eatright.org](mailto:jjohnson@eatright.org) when you receive this letter.



**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSION ON COLLEGES**

1866 Southern Lane • Decatur, Georgia 30033-4097

Telephone 404/679-4500 Fax 404/679-4558

[www.sacscoc.org](http://www.sacscoc.org)

October 6, 2009

Dr. Lee T. Todd, Jr.  
President  
University of Kentucky  
101 Main Building  
Lexington, KY 40506-0032

Dear Dr. Todd:

This is to certify that the University of Kentucky in Lexington, Kentucky, is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate's, Bachelor's, Master's and Doctoral degrees.

The institution was initially accredited in 1915 and was last reviewed and reaffirmed in 2002. The reaffirmation review covered the main campus and all extended sites. The institution's accreditation extends to all programs offered on the institution's main campus, those offered at all extended program sites wherever located, and via distance learning. The institution is scheduled to receive its next reaffirmation of accreditation review in 2013.

Sincerely,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.  
President

BSW:rb

## SITE VISIT/SUMMARY REPORT

### Concurrent Program Reviews



**Commission on Accreditation for  
Dietetics Education**  
**American Dietetic Association**  
120 South Riverside Plaza, Suite 2000  
CHICAGO, ILLINOIS 60606-6995  
312/899-0040 ext. 5400  
www.eatright.org

Program Title: Coordinated Program in Dietetics Program Title: Didactic Program in Dietetics

Sponsoring Institution University of Kentucky

City, State Lexington, KY

Program Director:

Name: Margaret E. Cook-Newell, MS, RD,  
CDE

Program Director:

Name: Margaret E. Cook-Newell, MS, RD, CDE

Degree Bachelor of Science  
Granted:

Degree Bachelor of Science  
Granted:

Number Currently Enrolled						Maximum Enrollment in Supervised Practice	
Didactic Program in Dietetics			Coordinated Program in Dietetics			Coordinated Program in Dietetics	
3 <sup>rd</sup> Yr.	4 <sup>th</sup> Yr.	Special	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	Special	1 <sup>st</sup> Year	2 <sup>nd</sup> Year
21	30	0	8	10	5	12	12

Date of Site Visit: October 13-14, 2003

Site Visitors: Marianne E. Borja, EdD, RD, FADA

(Lead)

Sharon M. Hunter, MS, RD

(DPD Accompanying)

Vel Rae Burkholder, MS, RD

(CP Accompanying)

Debra Krygeris, MS, RD

(CADE Staff)

**SITE VISIT REPORT**  
**University of Kentucky**  
**Didactic Program in Dietetics**  
**Coordinated Program in Dietetics**  
**October 13-14, 2003**

## **INTRODUCTION TO THE PROGRAMS**

The Didactic Program in Dietetics (DPD) and the Coordinated Program in Dietetics (CP) are located in the Nutrition and Food Science Department within the School of Human Environmental Sciences in the College of Agriculture at the University of Kentucky (UK) as of July 1, 2003. Previous to this, the programs were located within the College of Human Environmental Sciences.

The Nutrition and Food Science Department includes programs in dietetics, human nutrition, and hospitality management and tourism. The Department also has a CADE-accredited Dietetic Internship (DI). Currently the DPD has 51 students enrolled and program graduates earn a Bachelor of Science degree in Dietetics. The Commission on Accreditation for Dietetics Education (CADE) has approved the DPD since 1971. In March 2003, the DPD was granted developmental accreditation in preparation for this site visit for initial accreditation of the DPD by CADE.

CADE has accredited the CP since 1975. Students apply to the CP during the spring of their sophomore year and those accepted begin in the fall of their junior year. Currently eight first-year and ten second-year students are enrolled in the CP, including five special students from the MS in Nutritional Sciences program. CP graduates earn a Bachelor of Science degree in dietetics and are eligible to take the registration examination for dietitians. The program is seeking continued accreditation from CADE for maximum enrollment of 12 first-year and 12-second year students.

### **STANDARD ONE: PROGRAM PLANNING AND OUTCOMES ASSESSMENT**

**The dietetics education program has clearly defined a mission, goals, program outcomes, and assessment measures and implements a systematic continuous process to assess outcomes, evaluate goal achievement, and improve program effectiveness.**

---

The mission statements of DPD and CP are compatible with the mission statements of the University of Kentucky, the College of Agriculture, School of Human Environmental Sciences and the Department of Nutrition and Food Sciences. All mission statements emphasize quality undergraduate education. The mission of the DPD is to provide a quality entry-level undergraduate experience of education, research, and service using a comprehensive science-based program in food, nutrition and related research. The

mission of the CP is the same as the mission statement of the DPD with inclusion of the generalist supervised practice experience.

Discussions with the Chair of the Department, Dean of Agriculture and Dean of Instruction clearly indicated that the mission statements of the DPD and CP support the mission of the Department, College and University. Because of the recent restructuring of the School of Human Environmental Sciences into the College of Agriculture, the College and program missions are being reviewed for compatibility and to provide future direction for the College and the programs.

The program goals presented in the self-study for the CP and DPD are not broad-based program goals. Many are examples of program management plans. Broad program-specific goals define what the program is working toward and are the basis of a program's assessment plan. The DPD and CP must develop broad program goals that reflect the program's mission and resources available. On-site, the program review team noted that the Annual Review Report for the Dietetics BS programs (CP and DPD), which is prepared to address achievement of the University of Kentucky strategic plan, includes five broad program goals for both the CP and DPD programs. These goals reflect the mission of each program and the Department by addressing research, education and service. As the DPD and CP each develop broad program goals, consideration should be given to the use of the goals from the Annual Review Report as the basis of a program assessment plan for each program.

Once the DPD and CP identify broad program goals, each goal must have specific outcome measures aligned to it to assess achievement of the goal. The DPD and CP program goals presented in the Annual Review Report have established outcomes for each goal; however, a target measure or benchmark for success for some outcomes is not identified. As described above and in conjunction with all program constituencies, the DPD and CP must each develop a program assessment plan that aligns outcomes and target measures to each broad program goal. Each program must include the CADE-required outcomes of program completion rate, pass rate on the dietitian registration examination, and outcomes for all program graduates with a corresponding target measure, plus other program-defined outcome measures, in the program's assessment plan.

Review of the current DPD and CP program evaluation processes revealed that a process is currently not in place to obtain feedback from CP preceptors, DPD and CP adjunct faculty, DPD graduates and individuals outside the DPD program. For example, an Advisory Board for the CP, DPD, and DI programs meets annually and recently discussed issues related to the School restructuring and the marketplace for entry-level dietetics. The Advisory Board is made up of individuals from diverse practice settings; however, they are all related to the programs as preceptors or graduates. During interviews with the CP preceptors and DPD graduates, each expressed a desire for a formalized process to provide feedback to the programs. In addition, during an interview with a local DI program director, she indicated that University of Kentucky DPD

graduates accepted into her DI were well prepared; however, a mechanism for her to provide formal feedback to the DPD concerning graduate preparation was not available.

The DPD/CP faculty meet once per semester to review and revise each program's curriculum and to address program issues. During interviews with faculty, it appears that curriculum enhancements are made regularly; however, it is not clear what information is used as a basis for these revision decisions. Students in the DPD and CP participate in class evaluation, SWOT analysis, and baccalaureate interviews. However, it is not clear how each program uses these evaluation results for program planning and evaluation. External evaluation for the CP is conducted through use of alumni surveys and employers' surveys mailed one-year post-graduation. However, data analysis of the evaluation results was not available and how these survey results are linked to overall program planning and evaluation and assessment of program goal achievement was not clear.

As the DPD and CP develop their program assessment plans, each program must demonstrate how all program constituencies and individuals outside the program will participate in systematic, ongoing program planning, implementation and evaluation. The plan should include a timeline and identify how all constituencies will provide feedback based on the evaluation results regarding achievement of the outcome measures and therefore, the program's goals.

There was little evidence that a systematic, ongoing program evaluation process is in place for the DPD and CP. Some recent available data show that the pass rate for first time test takers on the registration examination for the DPD is 90% and the pass rate for CP graduates is 85%. The DPD graduate placement in dietetic internships for the past five years is 92.5%. Data from the CP graduates from 1999-2001 indicated that nine were employed and all of them are registered dietitians. All 2002 CP graduates who were seeking positions were successful in finding employment as dietitians and two are enrolled in graduate school at University of Kentucky. The program director reported that during informal discussions with contract foodservice companies each expressed a high degree of satisfaction with DPD graduates they had hired. The program director reports program completion rates for the DPD and CP respectively are 95% and 100%.

Interviews with the program director and DPD/CP faculty revealed several recent program changes based on feedback from student course evaluations, Advisory Board recommendations and informal preceptor feedback. These include:

- Based on DPD/CP faculty input, a one-credit hour course on the "Introduction to Dietetics" was developed to address careers in dietetics, ethics, scope of practice issues and portfolio requirements for career and professional development. Also, the Advanced Therapeutic course was extended from three credit hours to four credit hours to incorporate genetics and medical nutrition therapy reimbursement.
- As a result of DPD and CP student feedback on the condition of the labs, new facilities have been built.

- As a result of informal CP preceptor feedback, information regarding learning experiences for the supervised practice rotations became more accessible using Internet technology.
- The program director indicated that the Advisory Board offered suggestions on the progression of DPD/CP courses that were implemented.

Although each program has identified strengths and weaknesses and used them to develop program management plans, these were not identified as a result of a systematic program evaluation process. Some examples of program-identified strengths include: coordinate different majors in the department by shared courses, good course line-ups that are regularly offered, four-year sequence, wide variety of courses, high internship placement rate for the DPD, high pass rate on the dietitian registration exam for both programs, funded research in nutrition, opportunities for undergraduate research, practicums and experiential courses, program progression requirement improves quality, rising teaching evaluations, and portfolio development. Weaknesses include: many students take four and a half years to graduate, no grade point average requirement for transfer students, and the DPD is approved, but not yet accredited.

As stated, each program has developed short- and long-term management plans. However, once broad program goals are established and the program assessment plans implemented for each program, these should be reviewed to determine if they continue to be appropriate to guide program management activities toward achievement of the new broad program goals.

## **STANDARD TWO: CURRICULUM AND STUDENT LEARNING OUTCOMES**

**The dietetics education program has a planned curriculum that provides for achievement of student learning outcomes and expected competence of the graduate.**

---

The University Studies Program is used to meet many of the Foundation, Knowledge and Skills (FKS) in courses such as communications, physical and biological sciences, social sciences and research. The major courses in Food and Nutrition are used to meet the remaining FKS in the areas of food, nutrition, management, health care systems and business. The students in the CP take the same didactic courses as the DPD students. Through discussions with faculty, DPD and CP students and graduates, and review of course syllabi, objectives, projects, readings, and assignments it was confirmed that the FKS are met in the required DPD and CP courses. During interviews with the program review team, DPD and CP students were able to describe examples of how specific knowledge and skill statements were met in their required courses. Students especially noted the ability to practice the acquired knowledge through the required practicum and service learning requirements in several courses.

Through interviews with CP students, faculty, preceptors and graduates it was clear that all core and general emphasis competency statements are met in the supervised practice settings. Students and preceptors were able to verbalize examples of learning activities to meet the competency statements. Preceptors described many opportunities for students to function at the manage and supervise level in their supervised practice settings. Community preceptors described opportunities for numerous projects including development and implementation of new nutrition programs for Extension services. Clinical preceptors described opportunities for staff relief functions and expressed desire to hire CP program graduates upon program completion. In fact, many preceptors reported hiring UK CP graduates in their workplace. Review of many student portfolios also documented specific rotation projects where CP students met the competencies.

As described in Standard One, the Annual Review Report for the DPD/CP programs includes goals that reflect the mission of each program and the Department by addressing research, education and service. Once each program has developed broad program goals with outcome measures for each goal and incorporated these into a program assessment plan, the DPD and CP curriculum should be reviewed to ensure that it is consistent with the mission, goals and measurable outcomes for each program.

The DPD and CP provide all didactic requirements to meet the FKS. As described above the CP also includes supervised practice rotations to meet all core and general emphasis competencies. Along with all the required coursework for the BS degree, the curriculum for the DPD requires each student to take Dietetics Pre-Professional Practice, (NFS 480), so they have practice-related learning experiences. The students are provided a variety of experiences from which to choose while earning two credits for a total of 120 hours of practice. Positions in hospitals, food banks, and a diabetic camp are some of the choices. The students must develop a learning contract, set goals with learning outcomes for the experience, keep a journal and log the hours worked. The supervisor must verify the hours and the students assess achievement of their learning outcomes. Review of the student portfolios from these experiences showed varied experiences and responsibilities and exposure to many facets of dietetics practice.

Another example of practice-related learning for both DPD and CP students occurs in Community Nutrition and Wellness, (NFS 403). The instructor for this course described a recent community nutrition education project where students developed an awareness campaign for the Fayette County Health Department addressing soda consumption in area schools. In addition, in Quantity Food Production, (NFS 342), DPD and CP students, along with Hospitality Management majors, operate an on-campus restaurant that serves lunch several days per week and they have catered several UK functions, both on and off-campus.

The CP curriculum has a general emphasis. The competencies included in the general emphasis include three from Nutrition Therapy, three from Community, three from Foodservice Systems Management and one from Business/Entrepreneur. The program chose the general emphasis based on the fact that most positions in the area require

someone who is educated and trained as a generalist dietitian. Choice of the general emphasis is consistent with the program and Department mission.

It is clear that the DPD and CP courses build on one another in the specific tracks of medical nutrition therapy, foodservice systems management, and community. Each introductory course is followed by a more difficult course. This was verified by reviewing the course syllabi and interviews with DPD/CP students and graduates. An example is students must take ServSafe certification classes before they enroll in Quantity Food Production, (NFS 342). Another example is that students must have Introductory Nutrition (NSF 212) before Nutrition and Wellness in the Life Cycle, (NSF 312). The program review team reviewed course plans provided to all DPD/CP students and affirmed that they clearly outline the required course sequence and specific semesters courses are offered. Prerequisites are listed in the university's schedule of courses. The program director verified that the faculty monitors this closely. Transfer DPD students described some situations where it was difficult to register for courses in sequence; however, they did affirm that the program director worked with them closely to make sure they took the required prerequisites and often would make sure they were enrolled in a course that was necessary for them rather than another student with an option to take the course at another time. All transfer students agreed that advising was very important and problems could occur if students chose not to meet with their advisors before registering each semester.

The CP supervised practice rotation schedule demonstrates how the students start with simple observation and procedures that is followed by more complicated nutrition assessments and projects. This was verified by talking to the CP students, faculty and preceptors. Preceptors stated that students were prepared for supervised practice experiences. CP graduates also affirmed that they felt well prepared for each rotation and staff relief experiences.

Field trips, problem based learning, role-playing, simulations and laboratory courses were described in syllabi review for courses within the DPD/CP curriculum. Faculty and DPD/CP students verified the wide-variety of these learning experiences within the specific courses.

In the supervised practice rotations, the CP students are enrolled in Evaluation of Dietetic Practices (NFS 818). This is a distance-learning course in which students enroll on the UK Blackboard Web site. This course begins in spring semester of the senior year and continues throughout their supervised practice.

Each program has multiple methods of assessing development of communication, collaboration, problem solving, teamwork and critical thinking skills. The faculty and program director provided many examples of projects within the courses that develop these skills. Students in each course then self-assess their abilities in these areas. For example, in Quantity Food Production, (NFS 342), the students are asked do a self-assessment of their ability to work on teams and their leadership ability. In Dietetics: Counseling and Communication (NFS 314), students and their professor evaluate their

counseling and communication skills. Development of these skills throughout the programs is also evident from the documentation in the students' portfolios. In supervised practice, the preceptors complete an Affective Evaluation for each CP student that evaluates adaptability, communication including both written and oral, attitude, responsibility, leadership, teamwork and values and ethical practices.

The programs have many ways to assess development of personal and professional attitudes and values, ethical practice, and leadership and decision-making skills. For example, in Human Resources Management for the Food and Hospitality Industry, (HR 346), CP and DPD students work in small groups with students in other majors and the groups report to the entire class which aids in development of leadership and decision-making skills. In this same course, they also complete a project on stereotyping and diversity that requires each student to interact and get to know others within the class. Students self-evaluate, complete group evaluations and also have instructor evaluations of their development in these areas during this course. Ethical practices are taught throughout the curriculum starting in Introduction to Dietetics (NFS 201) and in all succeeding courses, such as Quantity Food Production (NFS 342) where ethical practices in purchasing are stressed.

The DPD and CP students take courses with nursing students, pre-med, and Hospitality Management majors. The DPD and CP students work on team projects in many courses with Family and Consumer Sciences and Hospitality students. The recent alignment of the Department into the College of Agriculture has created many possibilities for future collaboration with majors in this College. DPD and CP students are also involved in organizations on campus such as Ambassadors and Phi Upsilon Omicron. In the supervised practice setting, the CP students work with all members of the healthcare team in the facilities and are exposed to diverse individuals and groups across the lifespan. This was verified in meetings with the preceptors for the clinical, community and management practice sites. Graduates of both the DPD and CP programs also commented on the ability to work with a varied client base throughout the supervise practice program and in the required practicum and volunteer work for the DPD.

The DPD curriculum length is based on the program mission, conforms to commonly accepted practice in higher education, and is consistent with the expected student learning outcomes for each course and the program. The DPD required credits is within the accepted practice at UK and the program review team verified on-site that the program meets its student learning outcomes within these credit hours.

The CP has three additional credits for the program to meet the student learning outcomes for achievement of all core and general emphasis competency statements. This is consistent with the program mission, expected outcomes and commonly accepted practice for CP programs.

The faculty, CP students and graduates verified that the learning activities and experiences in the supervised practice relate to the planned curriculum. The curriculum for the supervised practice advances from simple procedures to more complex tasks to

meet the requirements of each competency statement. It was clear that students do not replace employees unless it was for planned supervisory experience.

The DPD uses grade point average and a formal assessment meeting with faculty for the assessment of student learning outcomes during the program. Other methods such as term papers, research papers, simulations and case studies are also used in the DPD curriculum. A DPD assessment report is completed annually for the University to assess achievement of student learning outcomes.

Assessment of student learning outcomes in the CP is done by grades, evaluation forms, projects and other activities. Evaluation forms have been developed for specific activities such as diet instructions, in-service classes, bulletin board preparation and other projects. The forms can be used to determine grades and to assess whether the students have completed the competency. In supervised practice, it appears that the practice is for student evaluations to be completed at mid-point and at the end of each rotation; however, this is not documented in the program's policies for students or preceptors. Preceptors reported involving other dietitians/staff in evaluating students' achievement of competencies. Evaluations are reviewed with the student and then forwarded to the program director. CP faculty travel to each site at least once during the rotation to assess students and also gather information on student performance at this time from the preceptors. As with the DPD, an assessment report is completed annually for the University to assess achievement of student learning outcomes.

The DPD/CP faculty review the curriculum and explore new knowledge and technology in dietetics practice to be incorporated. All faculty members are involved in professional groups that aid them in keeping abreast of current technology and new information affecting the profession. Many examples were provided during faculty interviews of incorporating new knowledge into the curriculum for various courses. Both programs use technology broadly through the curriculum. All courses are on Blackboard that allows for student chats. Smart classrooms are available on campus and many courses require Internet searches. The computer program, C-bord, is available on campus for the students to use in their management classes. It appears that curriculum review has been ongoing, but not a planned process. Once the program assessment plans are developed and utilized, it is expected that results of the systematic evaluation process will be used to guide regular review and development of the curriculum.

Introductory Nutrition (NFS 212) is offered via distance learning and traditional classroom setting for DPD and CP students. Requirements and evaluation strategies are the same for students enrolled in the traditional or distance learning option. As described earlier with sequencing in the DPD, transfer students report some difficulty registering for needed classes because of prerequisite requirements. However, the faculty advisors work closely with these students to ensure they meet the DPD requirements and complete all prerequisite courses before registration each semester.

The CP program assures that all students have similar learning experiences to meet the core and general emphasis competencies despite the many locations used through the

Commonwealth for supervised practice. Preceptors report good communication with faculty and the program director when students are in supervised practice rotations. Students also commented on frequent communication with the faculty and fellow CP students while in their supervised practice settings. Preceptors reported that if a student was unable to complete a required learning experience in their facility, this was noted in the student's log and the program director or faculty member was notified. It was then arranged that the student would have this learning experience in another site. The preceptors and faculty confirmed frequent monitoring of students' logs to ensure that all students have the opportunity to complete all learning experiences for the competencies.

### **STANDARD THREE: PROGRAM MANAGEMENT**

**Management of the dietetics education program and availability of program resources are evident in defined processes and procedures and demonstrate accountability to students and the public.**

---

There is one program director for the DPD and CP and she dedicates approximately 12% of her time to directing both programs. The program director's involvement in curriculum development, program record maintenance, policy development, student recruitment, advisement, evaluation and counseling, and program communication and coordination was verified on site for each program. For example, the program director schedules rotations for CP students, sets up DPD affiliation experiences, develops recruitment materials for each program, monitors DPD and CP student progress and evaluates adequacy of CP supervised practice sites. In addition she advises and counsels the DPD and CP students. The program director maintains a yearly calendar to organize events for the CP, anticipates DPD/CP program needs and addresses necessary program changes. She ensures that DPD/CP issues are raised at faculty meetings. In addition, she arranges for annual Advisory Committee meetings. DPD and CP students, preceptors, and graduates from both programs reported that the program director is accessible and available throughout the program.

As described in Standard One, continuous external and internal program assessment has not occurred with involvement of all program constituencies. As program assessment plans are developed for each program, the programs must implement these plans to ensure ongoing systematic program planning, implementation and evaluation.

The DPD and CP have strong administrative and financial support as evidenced on-site by the program review team. Office space, classrooms, conference rooms, laboratories, and resource and support services were satisfactory to meet the needs of the programs. Foods and Nutrition labs are undergoing renovation to provide state-of-the-art facilities for coursework and research. New small-ware equipment has been procured for the dishwashing/sanitation unit of the Quantity Foods lab. New equipment has been installed in the restaurant run by the Department. Use of technological advances has enhanced the learning experiences for students in each program. For example the supercomputer electronic exchange system provides Internet access and access to virtual instruction.

Interactive video technology has been used in various applications. It is clear that the alignment with the College of Agriculture will augment available resources for the programs and ensure support of student learning outcomes achievement for each program. In addition, there is a program assistant who provides 20 hours per week of administrative support to the programs. Other NFS faculty provide support in on-site visits to CP students in supervised practice.

There are eight full-time resident faculty, one full-time lecturer, and three nutrition cooperative extension specialists for the DPD/CP programs. Nine faculty members are registered dietitians and 12 faculty members hold a doctoral degree. Six have attained the rank of associate professor. All faculty meet the institution's criteria for appointment and evidence that they maintain currency in their area of responsibility was discussed on-site. During interviews with the program review team, it was clear that the faculty are adequately experienced/credentialed for their respective roles in each program. They displayed enthusiasm when describing their courses and DPD/CP students stated that the faculty were a strength of the programs.

The CP currently has 52 approved community-based faculty (preceptors) with nineteen in foodservice systems, seventeen for nutrition therapy and sixteen community rotations. Minimum qualifications are a Bachelor's or Master's degree, three years experience, and RD status for nutrition therapy and community nutrition settings. Certification as a Certified Dietary Manager is accepted in foodservice systems management supervised practice settings. The Scott County School District employs a nurse as the director of the Family Resource and Youth Service Center, who serves as a preceptor for CP students. All preceptors are required to provide the program director with an updated curriculum vitae and verification of continuing education annually. In addition, UK offers continuing education opportunities free of charge to all preceptors, which they commented was one of the wonderful benefits of precepting for UK CP students. The Allied Health Education Council (AHEC) also offers continuing education to preceptors twice per year. During interviews with preceptors it was clear that they value working with the CP students and enjoy the interactions. The preceptors all noted the excellent communication maintained by the program director and faculty while students were in supervised practice. They all were very clear about the learning experiences students needed to achieve the competencies and many reported providing extra learning opportunities when available to students. Their enthusiasm for working with the CP students was evident.

CP students complete a personal assessment at the beginning of the program and facilities for supervised practice are selected based on matching student needs and interests with the resources available in the supervised practice setting. Students evaluate facilities on the facility review form and completed forms were reviewed on-site. The program director indicated that if problems or concerns were identified with a facility, she would intervene with the preceptors and student to resolve the issue as appropriate. The program director or other faculty member also site visit a potential supervised practice facilities prior to the facility being accepted as a new site. Site visits also are conducted at least once while students are in rotations at a particular site.

There are various methods for obtaining and maintaining written agreements between the University and the affiliation sites. There is a document provided by the University that is signed by the University and the affiliation; there is a broad university agreement covering on-site campus operations, such as the UK Campus Cuisine and the on-site WIC program; and some sites choose to use their own legal documents. A sample agreement was provided in the self-study. An on-site audit revealed appropriate affiliation agreements on file. Affiliation agreements are reviewed and updated as needed. The program assistant works closely with the sites to ensure agreements are updated as required before students begin supervised practice.

Information about the DPD and CP can be accessed via the extensive UK Web site and the University Bulletin. Students are also provided with Handbooks for their respective program that are also accessible on the Web site. The Web site includes information on the type and description of the programs and mission, the credentialing process for dietetics practitioners, costs to students, admission and graduation requirements, program calendar, and computer matching information (DPD only). When broad program goals and measurable outcomes are developed for each program, they must be included in the Handbooks and Web site with the other required program information. Although an accreditation statement and CADE contact information is present for each program in the DPD and CP Handbooks, it should be updated to include CADE's phone number and the Web site should reflect the correct accreditation status of the DPD.

The University has policies and procedures regarding student civil rights. The statement of protection of civil rights is printed in the University Bulletin and available on the UK Web site. The program reviewers verified that student civil rights were protected during the CP selection process.

The program review team reviewed program materials to ensure that all required program policies and procedures are available for DPD/CP students. These are available in multiple places including the UK Web site, the University Bulletin and the DPD and CP Handbooks. After this review, it was determined that a formal policy needs to be developed regarding the procedures CP students are to follow if they are ill or injured during supervised practice. Once developed, this policy must be provided to enrolled CP students. In addition, a policy on formal assessment and regular reports of performance is needed to address CP students when in supervised practice. The program's current evaluation procedures should be formalized and provided to all enrolled CP students with the other required policies and procedures. In discussion with DPD and CP students, it was not clear that they were aware of all program policies and procedures. The program reviewers discussed with the program director the need for the programs to ensure that all students were aware of all program policies as they are found in multiple documents.

## SUMMARY OF FINDINGS

### Programs Strengths

1. Caring, enthusiastic program director who is responsive to student needs
2. Outstanding faculty with a strong knowledge base, expertise and commitment
3. Supportive department and college administration who are knowledgeable about the programs and recognize their contribution to the University of Kentucky
4. Confident, enthusiastic, and motivated students
5. Long-term community based preceptors who are interested and supportive of the CP program
6. DPD and CP graduates who are well-prepared for employment, internships or graduate school
7. Breadth of CP supervised practice facilities throughout the Commonwealth of Kentucky
8. State of the art campus laboratory facilities

### Synopsis of Standards Review

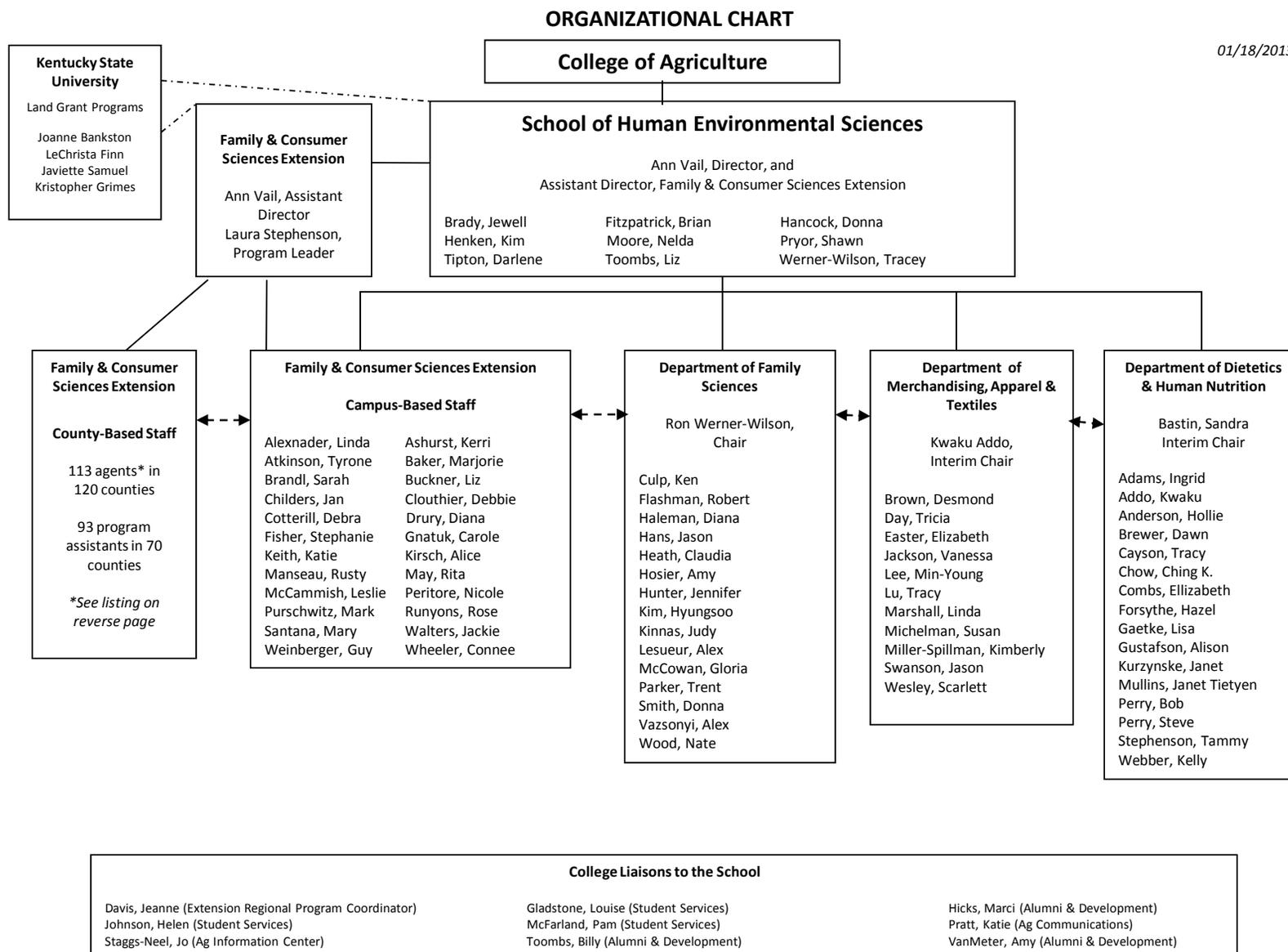
#### **Standard One: Program Planning and Outcomes Assessment**

The mission statements of DPD and CP are compatible with the mission statements of the University of Kentucky, the College of Agriculture, School of Human Environmental Sciences and the Department of Nutrition and Food Sciences. All mission statements emphasize quality undergraduate education. The DPD and CP must develop broad program goals that reflect the mission of each program and the environment in which the program exists. Once this is completed, a program assessment plan should be developed for each program that includes outcome measures aligned to each broad program goal. The outcome measures must include those required by the CADE Standards including, program completion rate, pass rate on the dietitian registration examination, and other postgraduate outcome measures for all program graduates. The program assessment plans should demonstrate how all program constituencies would be involved in ongoing systematic program planning, implementation and evaluation of program goal achievement. As the programs develop their assessment plans based on the broad program goals, each should review their current evaluation strategies to ensure the appropriate data will be collected to assess achievement of the outcome measures and thus the program goals. It is recommended that the programs review their short- and long-term management plans also to ensure that they will assist in achievement of the DPD and CP broad program goals over the next five to ten years.

#### **Standard Two: Curriculum and Student Learning Outcomes**

All Foundation Knowledge and Skills are met in the DPD and CP curriculum and the CP curriculum meets the core and selected general emphasis competencies also. The curriculums reflect the mission for each program. Once the DPD and CP have developed broad program goals and identified outcome measures for each goal, the DPD and CP curriculum should be reviewed to ensure that it is consistent with the mission, goals and

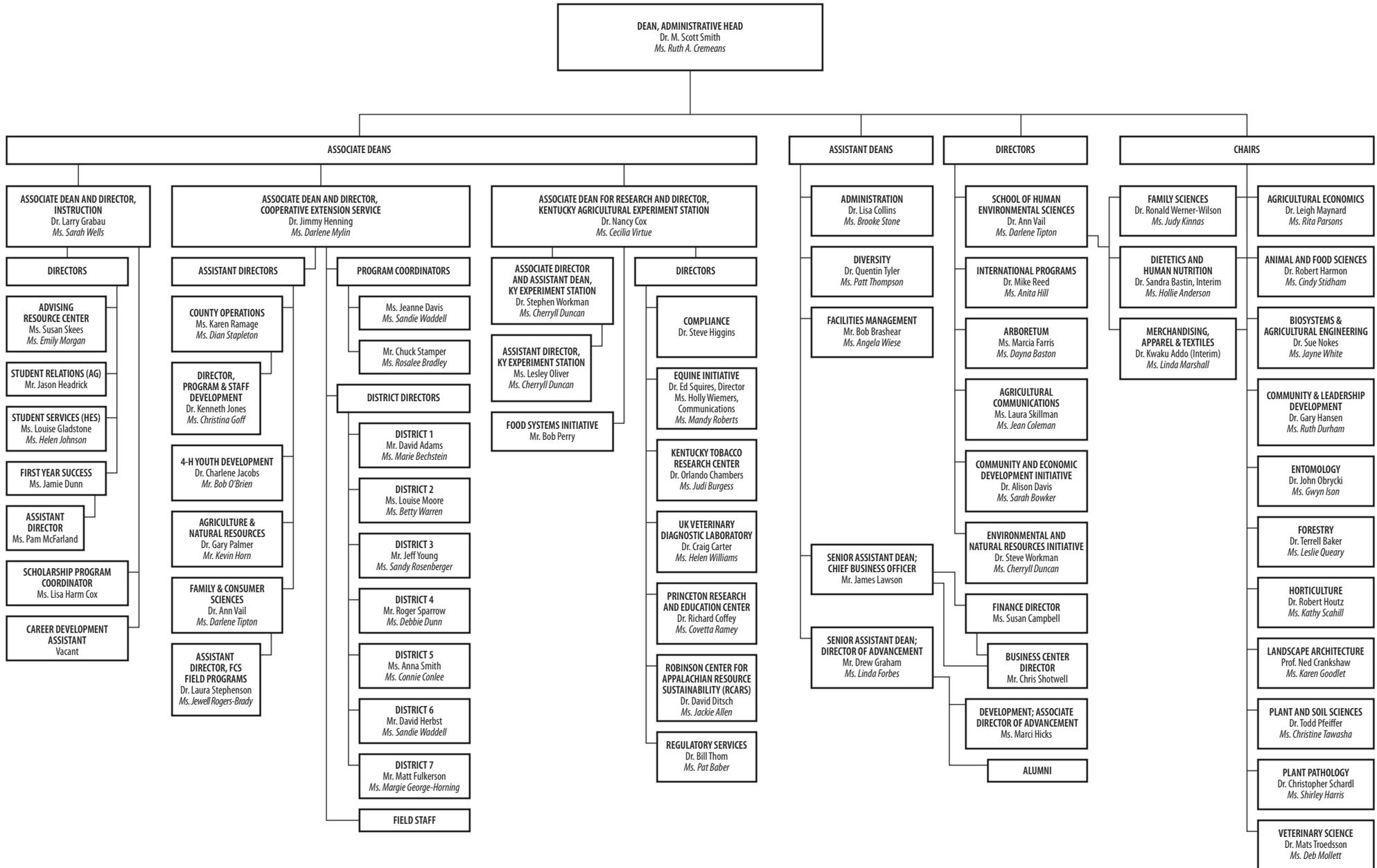
01/18/2013



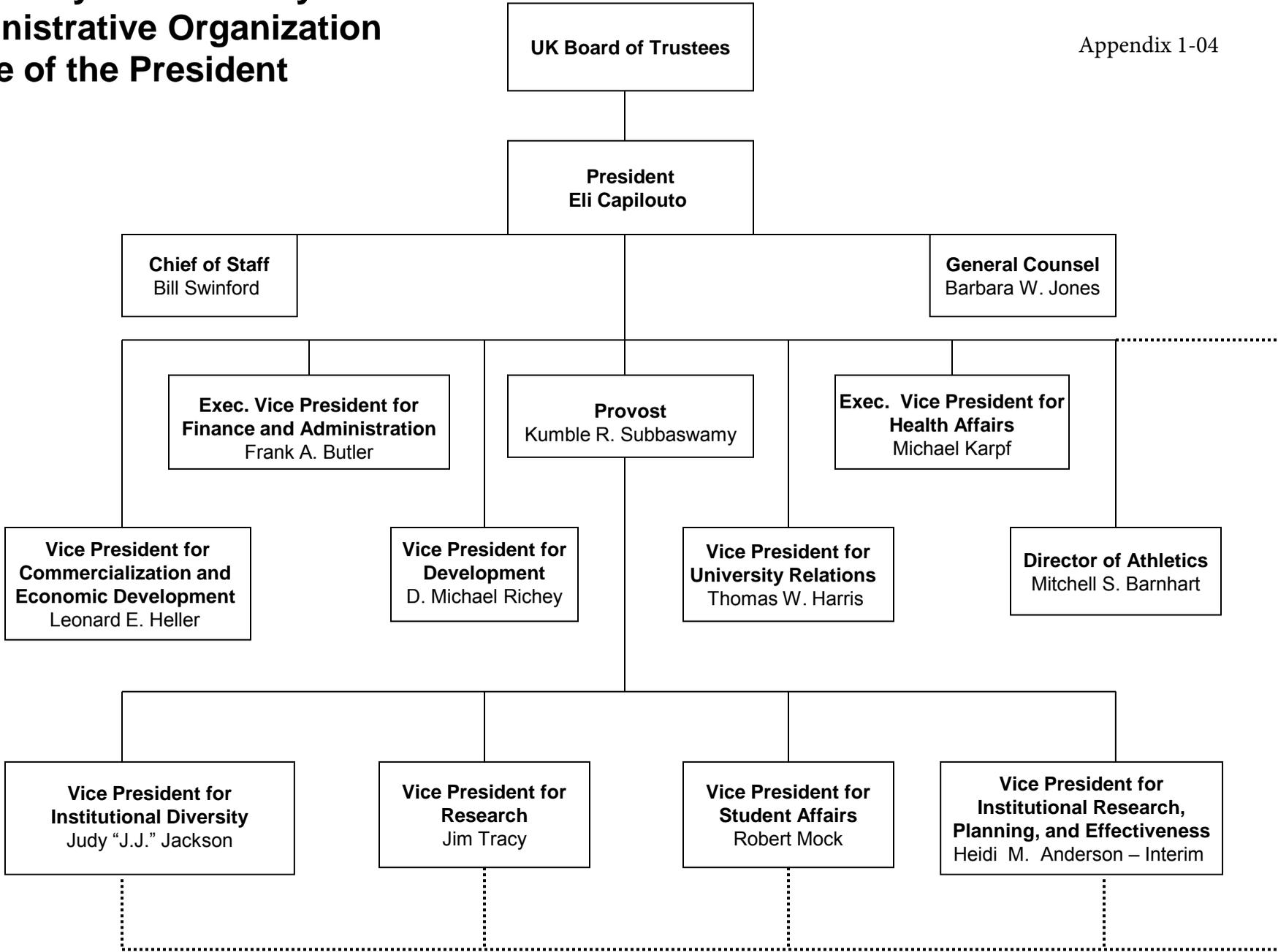
# ORGANIZATIONAL CHART

University of Kentucky • College of Agriculture

Appendix 1-04



# University of Kentucky Administrative Organization Office of the President



*Curriculum Vitae***DAWN PENN BREWER, PhD, RD, LD**


---

Professional Address:	University of Kentucky College of Agriculture School of Human Environmental Sciences Department of Dietetics & Human Nutrition
Address:	206 D Funkhouser Building, Lexington, KY, 40506
Phone (cell):	859-257-1661
Email:	<a href="mailto:dawn.brewer@uky.edu">dawn.brewer@uky.edu</a>

---

**CURRENT POSITION**

University of Kentucky, Lexington, KY

**Lecturer and Didactic Program in Dietetics (DPD) Director      July 2012 – Present**

Manage all aspects of courses including the development of the syllabus, course materials, and assignment of grades.

## "Introductory Nutrition", DHN 212 Spring 2013

The course is the introductory study of the principles of nutrition and the application of these principles to providing adequate nutrition to humans. The biochemical and physiological approaches to nutrition is emphasized.

## "Human Nutrition &amp; Wellness", DHN 101 Spring 2013

The course provides an overview of food composition, digestion, absorption and metabolism as related to selection of nutrients essential for human life, growth, reproduction, lactation, wellness, and physical activity.

## "Dietetics Pre-Professional Practice, DHN 480 Spring 2013

The course provides the opportunity for students to gain pre-professional experiences that are designed to allow students to apply knowledge and skills assessing, planning, implementing, and evaluating nutrition care delivery systems.

## "Dietetics Practice", DHN 301 Fall 2012

The course provides an overview of dietetic practice including professional ethics, standards of practice, scope of practice, educational pathways, credential attainment and maintenance, competencies required for entry level practice, responsibilities as a professional, and exploration of dietetics practice in medical nutrition therapy, food service management and delivery of nutrition services.

## "Nutrition and Wellness in the Life Cycle", DHN 312 Fall 2012

The course provides a study of physiological changes occurring in the life cycle with associated nutrient needs. The course focuses on assessment and determination of nutrition issues and nutrition education for individuals from in-utero to geriatrics.

**DPD Director**

Assess, plan, implement, and evaluate the Didactic Program in Dietetics.  
Advise, mentor, and assist student in dietetic education, internship applications, research projects, and student organization activities.

---

**ACADEMIC HISTORY**

University of Georgia, Athens, GA

**Ph.D in Foods and Nutrition****August 2009**

Dissertation "Obesity-related comorbidities, disability, physical inactivity, and food insecurity in Georgia senior centers"

Research focus:

**Community research:**

Characterized the relationship between obesity and related comorbidities, physical activity, poor physical function and food insecurity among older Georgians participating in congregate meal site programs throughout Georgia.

**Basic science research:**

Earlier research experience focused on studying the effect of serum from leptin-treated animals fed diets differing in macronutrient content, in various stages of leptin resistance on fat cell metabolism in vitro. Also, investigated the relationship among leptin, the sympathetic nervous system and changes in adipose tissue within rat models.

University of Georgia, Athens, GA

**M.S. in Foods and Nutrition**

**August 2003**

Thesis: "Effects of the phytochemicals quercetin and genistein on phase I and phase II enzyme activities"

Iowa State University, Ames, IA

**Dietetic Internship**

**June 2001**

Completed the Commission on Accreditation for Dietetics Education (CADE)

The Pennsylvania State University, University Park, PA

**B.S. Nutrition Science and Applied Dietetics**

**December 2000**

Areas of Concentration: community, clinical, food service, and basic science aspects of nutrition

---

**TEACHING EXPERIENCE**

University of Georgia, Athens, GA

**Instructor**

**June 2008 – July 2008**

"Human Nutrition and Food for Health Professionals", FDNS 3000

Managed all aspects of the nutrition course by developing the syllabus, all course materials and assigned grades for a short summer session class.

University of Georgia, Athens, GA

**Instructor**

**July 2005 – August 2005**

"Human Nutrition and Food", FDNS 2100

Managed all aspects of the nutrition course by developing the syllabus, all course materials and assigned all grades for a short summer session class.

University of Georgia, Athens, GA

**Teaching Assistant**

**August 2001 – July 2003**

"Human Nutrition and Food", FDNS 2100

Taught lectures in the absence of the instructor.

Created exams to assess students' understanding of lecture material.

Provided technical assistance to students by answering any class-related questions by email, phone or in person.

---

**RELATED WORK EXPERIENCE**

The Centers for Disease Control and Prevention (CDC), Atlanta, GA

**CDC Public Health Prevention Service (PHPS) Fellow**                      **October 2009 – July 2012**

**Assigned to West Virginia State Health Department**                      **October 2010 – July 2012**

PHPS Field Assignment Projects:

**Evaluation of The Coordinated Chronic Disease Program Integration:**

Designed a process evaluation plan, using the CDC's Evaluation Framework, to assess the transition of six chronic disease programs into a coordinated chronic disease prevention and health promotion program.

The programs include Cardiovascular Health, Comprehensive Cancer, Diabetes Prevention, Asthma Prevention, Osteoporosis and Arthritis Prevention, and the Healthy Lifestyles Program.

**Community Health Needs Assessment and Health Action Plan:**

Managed efforts to conduct a community health needs assessment, using the CHANGE tool, in a city with a population of 4,300 people.

**Osteoporosis and Arthritis Program Management**

Developed staffing, budget, and work plans to allocate the \$250,000 budget to support osteoporosis and arthritis prevention and management policy, systems, and environmental change strategies in West Virginia.

**West Virginia WISEWOMAN Program Evaluation and Other Activities:**

Developed and implemented data collection instruments to evaluate the use and effectiveness of the cardiovascular-focused lifestyle intervention, Cookin' Up Health, used by the West Virginia Well Integrated Screening and Evaluation for Women Across the Nation (WISEWOMAN) program. The surveys were designed to collect information from current participants, WISEWOMAN healthcare providers, and WISEWOMAN-eligible participants.

**CDC PHPS Training Rotation**

**April 2010 – September 2010**

National Center for Environmental Health, Division of Emergency and Environmental Health Services, Healthy Community Design Initiative, Atlanta, GA:

Proposed and drafted descriptions of evidence-based built environment indicators to include on the National Environmental Public Health Tracking Network. The indicators focused on nutrition, physical activity, housing age, crime, air pollution and injury.

**CDC PHPS Training Rotation**

**October 2009 - April 2010**

National Center for Chronic Disease Prevention and Health Promotion, Division for Heart Disease and Stroke Prevention, Atlanta, GA:

Proposed and designed a project to analyze the differences in macronutrient content of low-sodium processed foods versus their regular counterpart using the USDA nutrient database.

Designed an evaluation plan using the CDC's Evaluation Framework to evaluate the use and effectiveness of the Community Health Worker's Sourcebook, a Training Guide for Heart Disease and Stroke Prevention. Developed appropriate indicators, data collection instruments, and data analysis methods to accurately assess the evaluation questions.

Veterans Affairs Medical Center / Duke University, Durham, NC

**Clinical Research Assistant/Dietitian**

**June 2004 – June 2005**

Investigated the safety, efficacy, and compliance of VA patients following a low-carbohydrate diet versus a low-fat diet plus the drug Orlistat.

Screened and recruited patients for the study. The screening process involved explaining the purpose of the study, demonstrating how to fill out a 3-day food diary, and obtaining physical measurements such as weight, percent body fat, blood pressure, ketones, and waist circumference.

Created low-carbohydrate lesson plan handouts to teach patients the principles of the low-carbohydrate diet.

Taught veterans, in group sessions, how to follow the low-carbohydrate diet, explained the principles of the diet, and provided suggestions to overcome barriers to following the diet.

Provided input about the experimental design.

Collected and organized data.

University of Georgia, Athens, GA

**Research Technician II**

**August 2003 – May 2004**

Investigated the relationship among leptin, the sympathetic nervous system, changes in adipose tissue and other biochemical markers within male Sprague-Dawley rats.

Performed surgeries on rats, collected tissue samples, monitored their food intake and body weight.

Conducted techniques such as RNA isolation, DNA extraction, Northern blots, various serum assays and radioimmunoassays.

Assisted in the development of future experiments and interpreted data.

Prepared manuscripts for publication.

Trained graduate students and student workers in the use and operation of laboratory techniques and equipment.

The Pennsylvania State University, University Park, PA

**Laboratory Assistant**

**June 1999 – December 2000**

Conducted research in the area of iron deficiency using male Sprague-Dawley rats.

Analyzed and processed data.

Trained students how to measure serum ferritin, transferrin, hemoglobin, and hematocrit levels, and tissue iron levels using a spectrophotometer.

Assisted in the collection of tissue samples and cared for animal models.

## PUBLICATIONS

**Brewer DP**, Catlett CS, Porter KN, Lee JS, Hausman DB, Reddy S, Johnson MA (2010). Physical Limitations Contribute to Food Insecurity and the Food Insecurity-obesity Paradox in Older Adults at Senior Centers in Georgia. *Journal of Nutrition for the Elderly*; April: 29(2): 150 - 169.

**Penn DM**, Fischer JG, Lee JS, Hausman DB, and Johnson MA (2009). High BMI and Waist Circumference are Associated with a High Prevalence of Comorbidities in Older Americans Act Programs in Georgia Senior Centers. *The Journal of Nutrition, Health, and Aging*; 13:827 - 32.

Johnson MA, Park S, **Penn D**, McClelland JW, Brown K, and Adler A (2008). Nutrition Education Issues for Older Adults. *The Forum for Family and Consumer Issues*, ISSN 1540 5273; Vol 13 (3).

**Penn DM**, Jordan LC, Kelso EW, Davenport JE, and Harris RB (2006). The effects of central or peripheral leptin administration on norepinephrine turnover in defined fat depots. *American Journal of Physiology: Regulatory, Integrative, and Comparative Physiology*; 291(6): R1613-21.

**Penn DM**, Rooks CR, and Harris RBS. Leptin: A metabolic perspective. *Handbook of contemporary Neuropharmacology*. John Wiley and Sons (2007).

**Penn DM**, Rooks CR, Kelso EE, Bower RR, Bartness TJ, and Harris RB (2005), Sympathetic Denervation Does not Prevent a Reduction in Fat Pad Size of Rats or Mice Treated with Peripherally Administered Leptin. *American Journal of Physiology: Regulatory, Integrative, and Comparative Physiology* 289: R92-R102.

## PRESENTATIONS

**Penn DM**, Lee JS, Hausman DB, Fischer JG, Reddy S, and Johnson MA. Obesity and poor physical function contribute to food insecurity in older adults in Georgia senior centers. Oral presentation, Experimental Biology 2009.

**Penn DM**, and Harris RBS. The effect of leptin on adipocyte metabolism in leptin-responsive, partially leptin-resistant, and leptin-resistant animals. Abstract #71, Society for the Study of Ingestive Behavior 2007.

**Penn DM**, White J, Kelso EW, Harris RBS. Sympathetic denervation of specific white fat depots modifies size and norepinephrine content of distant intact depots. Abstract #78, Society for the Study of Ingestive Behavior. 2006

**Penn DM** and Harris RBS. Central leptin and food restriction induced fat loss in certain fat pads without the sympathetic nervous system. Abstract #129.5, Experimental Biology 2006.

**Penn DM**, Rooks CR, Kelso EE, Bower RR, Bartness TJ, and Harris RB. Denervation of one epididymal pad decreases leptin sensitivity of other fat pads in rats. Abstract #1282, Experimental Biology 2004.

Governo AC, **Penn DM**, Power JD, and Fischer JG. Genistein supplementation increases liver glutathione peroxidase activity in Sprague-Dawley rats. Abstract #3814, Experimental Biology, April 2004.

**Penn DM**, Power JD, and Fischer JG. Effects of the Phytochemicals, Quercetin and Genistein, on Phase I and Phase II Enzyme Activities.

- o Poster Presentation Abstract #693.4, Experimental Biology, April 2003.
- o Oral and Poster Presentation, Georgia Nutrition Council, March 2003.
- o Poster Presentation, Georgia Cancer Coalition, June 2002.

## INVITED PRESENTATIONS

**Brewer DP**. Knowing Just Enough To Be Healthy. Oral presentation, West Virginia Women's Health Conference, May 2011.

## HONORS and AWARDS

Recipient of the Endsley-Peifer Student Research Award, 2009

Recipient of the Dissertation Completion Award, 2008 - 2009

Recipient of the Glenn and Helen Burton Feeding the Hungry Scholarship, 2008 - 2009

Recipient of the Society for the Study of Ingestive Behavior New Investigator Travel Award, 2007

Recipient of the Achievement Rewards for College Scientists, 2006 - 2009

Recipient of the Rosabelle Carr Koelsche Scholarship, 2006 - 2007

Nominated for the Gwendolyn Brooks O'Connell Teaching Scholarship, 2006

2<sup>nd</sup> Place Winner of Georgia Nutrition Council, 2003

- o Student Oral Presentation Competition

Gamma Sigma Delta Honor Society, 2003

Kappa Omicron Nu Honor Society, 2000

Phi Upsilon Omicron Honor Society, 2000

Lambda Sigma Honor Society, 1997

## CERTIFICATIONS and SKILLS

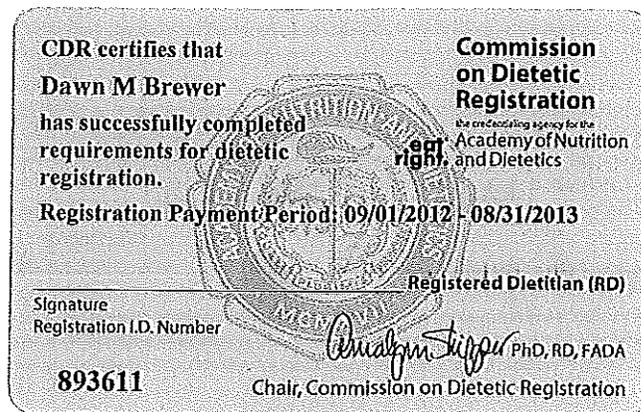
Registered Dietitian, September 2001 – present

Licensed Dietitian, August 2008 – present  
Computer Skills: Proficient in MS Word, Power point, Excel and Epi Info. Working  
knowledge of Statistical Analysis Software (SAS), Statistica Software and MS Access

---

## **PROFESSIONAL ORGANIZATIONS**

Academy of Nutrition and Dietetics, June 2012 – present  
Kentucky Academy of Nutrition and Dietetics, June 2012 – present  
Bluegrass District Dietetic Association, July 2012 - present



## **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.

**Standard 2 does not apply to the DPD program.**

## 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.

**Standard 3 does not apply to the DPD program.**

## 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. Narrative:

Mission statement of the University of Kentucky: The University of Kentucky is a public, land grant university dedicated to **improving people's lives through excellence in education, research and creative work, service, and health care.** As Kentucky's flagship institution, the University plays a critical leadership role by promoting diversity, inclusion, economic development, and **human well-being.**

Mission statement of the College of Agriculture: To promote sustainable farming and food systems, from production through consumption; **to enhance health and well-being of people and the environment in which they live;** and to expand economic opportunity by sharing the knowledge and tools for wise, innovative uses of natural resources and development of human potential. As full partners in the University of Kentucky and in every Kentucky county we: facilitate lifelong learning, informed by scholarship and research; **expand knowledge through creative research** and discovery; and **serve Kentuckians** by sharing and applying knowledge. The College shall honor, sustain and advance the land-grant heritage and mission.

Mission statement of the School of Human Environmental Sciences: Provide quality undergraduate and graduate education to prepare students for professional positions **servicing the growing needs of individuals and families; Engage in research and discovery creating knowledge for improved quality of life for individuals and families;** Enhance life-long learning for the **citizens of Kentucky to equip them with the knowledge and skills to improve the quality of life for themselves, their families, and their communities;** and expand engagement by the School of Human Environmental Sciences in improving Kentucky families, schools, communities, farms, and businesses.

The mission of the Department of Dietetics and Human Nutrition: Contribute excellence in learning, discovery, and engagement by: **promoting healthy lifestyles** through wise, nutritionally sound, food choices and regular physical activity; **enhance the well-being of people** through meaningful nutrition education, research, and service experiences; and expand economic opportunity by generating and sharing knowledge of human nutrition, dietetics, and food systems.

The mission of the DPD: is to **provide a quality undergraduate experience of education, research, and service using a comprehensive evidence-based program** in food, nutrition, and management that will prepare graduates to meet or exceed the high standards of entry-level dietetics professionals.

A strength of the DPD program is the congruency among the mission statements listed. Each mission statement includes an element of improving the lives of Kentuckians through appropriately educating students to be competent professionals in their respective fields of study. In particular, dietetic student education is guided by the Scope of Dietetics Practice at the pre-professional level. In particular the DPD program strives to build the "body of knowledge" component of the Scope of Dietetics Practice while congruently emphasizing the dynamics of the profession. Foundation of knowledge includes being able to find, interpret, and translate the evidence-based research that is continually changing the practice of dietetics. By using this approach dietetics students will be prepared for career paths leading to the RD or DTR credential.

The Department has observed that the DPD needs to continue increasing its student diversity. A diverse student population strengthens the DPD program while also growing the diversity of dietetics profession. Currently, 16%

of the student body is composed of racial/ethnic minorities including Asian, Asian American or Pacific Islander; Black or African American; Hispanic or Latino; International Student; Native Hawaiian or Pacific Islander; or Multi-racial. The College of Agriculture, where the Department is housed, participates in a number of recruiting events which includes programs that specifically target diverse audiences. The majority of recruitment efforts consist of the "See Blue Preview Nights", in which College of Agriculture faculty, staff and students visit at least 20 different cities across Kentucky to meet with potential students and family to describe the various academic programs, campus activities and student life. Students from all areas of Kentucky and other states are invited and include students of varying racial, socioeconomic, and urban/rural backgrounds. In addition, the College of Agriculture's Office of Diversity hosts "Come See for Yourself" programs that are targeted at more diverse audiences. Also, the Department has increased their visibility online by marketing the DPD program on the Department's webpage ([Department webpage](#)) and establishing a Department Facebook page ([DHN Facebook page](#)).

Another area the Department is working to improve is the quality of dietetics students. By increasing the current minimum GPA requirement of 2.4 to 2.8 in order to advance through the core dietetics curriculum, students will improve their chances of receiving quality Internships. This proposed GPA increase was recently approved by the UK Senate and will be enforced Fall 2013.

**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**

X

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

**Partially Meets**

--

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

**Does Not Meet**

--

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

## Program Planning and Outcomes Assessment

### Standard 5: Program Goals

The program must have goals that reflect its mission and are accomplished through activities conducted by the faculty, preceptors (if present) and graduates.

#### 1. Narrative:

Goal One: Advance undergraduate education to prepare dietetic students for graduate school or professional careers leading to a positive impact on the community, patients and employers.

Goal Two: Provide opportunities for students to develop dietetics core knowledge, and a variety of skills, values and behaviors to prepare them for entry into a dietetic Internship.

The goals were established to educate students in the realm of the Core Knowledge. The knowledge, skills and ethical values will prepare students to advance as dietetic professionals and encourage contributions to their community, patients, and employers. By preparing students to be competent dietetics professionals, the mission of the DPD (to provide a quality undergraduate experience of education, research, and service using a comprehensive evidence-based program in food, nutrition, and management that will prepare graduates to meet or exceed the high standards of entry-level dietetics professionals) will be met.

The goals were initially created by the Dietetics Curriculum Committee. The Committee met monthly to discuss program issues. The meeting frequency increased to twice monthly to add the self-study review to the agenda and planning for other administrative changes as they arose. The program Director proposed changes to the DPD goals to match changes in the 2012 standards and the dietetics program. The CP and DI program Directors, along with the dietetics faculty, reviewed the pre-existing goals and the new recommendations and gave input to the DPD Director. The goals were circulated to the advisory board for comments (Qualtrics Survey Appendix 5.01) and modifications were made and the goals and objectives accepted. The goals and objectives were unanimously approved at the regular faculty meeting in November 2012. The current goals still reflect the mission of the Department, College, School, and University.

The Dietetics and Human Nutrition programs are regularly reviewed by faculty to improve and strengthen degree programs. The program is in compliance with Standard 5. There are two goals based on the mission that guide the program. Input was received from several constituents so that the goals reflect opinions from a diverse group who all have knowledge of the program and the dietetics workplace. The Department continually strives to control its rapidly growing enrollment and use all resources wisely to maintain excellence in our undergraduate programs. As faculty members discuss how to consolidate resources, program elimination has been considered as an effective strategy. Instead of three programs, one DPD program and one program that includes the supervised practice is a under exploration.

**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.

# Standard 5 Appendix

## Appendix 5-01

**University of Kentucky Department of Dietetics and Human Nutrition Self Study**

Hello All,

In lieu of the ACEND accreditation full review approaching for the University of Kentucky, Department of Dietetics and Human Nutrition Didactic Program in Dietetics, Coordinated Program, and Dietetic Internship programs, we would like to take this opportunity to present and inform you of the specific goals and objectives of the individual programs. As you are all an integral part of the program and its success, we would appreciate if you would acknowledge that you have read and understand the goals and objectives laid out for the individual programs.

**UK Department of Dietetics and Human Nutrition DPD Goals****Didactic Program in Dietetics (DPD) Goals and Objectives**

Program Goal 1: Advance undergraduate education to prepare dietetic students for graduate school or professional careers to have a positive impact on the community, patients and employers.

**Goal 1 Objectives:**

- 1) Greater than or equal to 90% of DPD students will have a GPA of 2.4 or greater in Year 3 of the DPD curriculum.
- 2) On entrance and exit-surveys there will be a 20% increase in dietetics core knowledge, as demonstrated by the survey responses.
- 3) Of the students completing the exit survey, 70% will report satisfactory ratings or higher regarding their perceived preparation to perform successfully in a supervised practice, entry-level nutrition-related position, or pre-professional program.

Program Goal 2: Provide opportunities for students to develop dietetics core knowledge, and a variety of skills, values and behaviors to prepare them for entry into a dietetic internship.

**Goal 2 Objectives:**

- 1) At least 60% of the DPD graduates will apply for a dietetic internship within 12 months of graduation.
- 2) At least 50% of DPD graduates applying for dietetic internships will receive a dietetic internship within 12 months of graduation.
- 3) At least 70% of DPD graduates will receive satisfactory ratings or higher in relation to their overall dietetics knowledge and skills as reported from dietetic internship directors or employer survey respondents.

I acknowledge that I have read and understand the Didactic Program in Dietetics goals and objectives.

**UK Department of Dietetics and Human Nutrition Dietetic Internship Goals****Dietetic Internship (DI) Goals and Objectives**

Program Goal 1: Provide a post baccalaureate program of study and supervised practice in dietetics which will advance interns' educational and intellectual development in preparation for an entry-level position in dietetics.

**Goal 1 Objectives:**

- 1) Of DI program graduates, 80% will be practicing dietitians within 12 months of graduation.
- 2) One year after graduation of the DI alumni surveyed, 80% will report satisfied or very satisfied with the program.
- 3) Among DI program graduates, 33% will complete a Masters degree within 36 months of graduation from the DI.

Program Goal 2: Provide an evidence based and integrated accredited program with a minimum of twelve hundred (1200) supervised practice hours through a cooperative effort between university faculty, dietetic professionals, and discipline specialists in health related occupations.

**Goal 2 Objectives:**

- 1) At least, 80% of DI students will graduate in 150% of the time set for program completion.
- 2) DI graduates who take the registration exam will maintain a minimum of an 80% pass rate, over a five year period.
- 3) At least ninety percent (90%) of DI students will complete a research investigation of a selected area in Food and Nutrition Systems Management to disseminate evidence based knowledge through traditional and contemporary methods.

I acknowledge that I have read and understand the Dietetic Internship goals and objectives.

**UK Department of Dietetics and Human Nutrition Coordinated Program Goals**

Appendix 5-01

Coordinated Program (CP) Goals and Objectives

Program Goal 1: Provide opportunities for CP students to participate in and provide community-related services.

Goal 1 Objectives:

- 1) All CP students will participate in at least two professional meetings each year.
- 2) All CP students will deliver two health-related services to the community during their supervised practice.

Program Goal 2: Attract outstanding dietetics students that are prepared for entry-level positions in the dietetics field upon graduation.

Goal 2 Objectives:

- 1) All CP students will have a cumulative GPA of 3.0 or greater to be accepted into the program.
- 2) Of CP graduates who take the CDR exam, 80% will pass the first time.

---

I acknowledge that I have read and understand the Coordinated Program goals and objectives.

Comments and Suggestions

Please feel free to leave any comments and/or suggestions on these program goals and objectives.

University of Kentucky, Department of Dietetics and Human Nutrition Supervised Practice Program

## 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.

#### 1. Narrative:

The program has objectives that are connected to the two well-defined program goals. These objectives are used to assess achievement of the program goals. Measures for the objectives are aligned under the goal to which they are connected.

#### Goal One Objectives:

- 1) Of the DPD students,  $\geq 90\%$ , will have a GPA of 2.4 or greater in Year 3 of the DPD curriculum.
- 2) There will be a  $\geq 20\%$  increase in dietetics core knowledge among DPD students as demonstrated by the entrance- and exit-survey responses.
- 3) Of the students completing the exit survey, 70% will report "satisfactory" ratings or higher regarding their perceived ability to successfully in a supervised practice, entry-level nutrition-related position, graduate program, or a pre-professional program.
- 4) At least 90% of students enrolled in the third year of the DPD will graduate within 150% of the time planned for completion.

#### Goal Two Objectives:

- 1) At least 60% of DPD graduates will apply for a dietetic Internship within 12 months of graduation.
- 2) At least 50% of DPD graduates applying for dietetic Internships will receive a dietetic Internship within 12 months of graduation.
- 3) At least 70% of DPD graduates will receive satisfactory ratings or higher in relation to their overall dietetics knowledge and skills as reported from dietetic Internship Directors or employer survey respondents.
- 4) Over a five-year period the pass rate for the DPD graduates taking the registration examination for the first time will be at least 80%.

#### 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, five-year average is 83%, which meets it meets ACEND requirements.

First-Time Pass Rate	One-Year Pass Rate	Accreditation Action
90% or above		Meets ACEND requirements with commendation
<b>80% or above</b>		<b>Meets ACEND requirements</b>
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

This also meets our Goal 2 Objective which is, over a five-year period the pass rate for the DPD graduates taking the registration examination for the first time will be at least 80%.

**Guideline 6.2**

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

Goal 1 objective 4 includes that at least 90% of students enrolled in the third year of the DPD will graduate within 150% of the time planned for completion. The 150% was derived from tracking the number of students participating in DHN 311 Nutritional Biochemistry during the first semester of their junior year / the number of these students that graduated within six semesters of taking DHN 311 ((6 semesters / 4 semesters) \* 100% = 150%). The spring, fall, and summer semesters were each considered one semester. Over the last five years the DPD program has consistently achieved a 90% or greater graduation completion rate of 150%. Therefore, we are confident that our projection of 90% is appropriate for the DPD program.

Year	# of graduates completed program within 150% of time	total # of graduates	% of graduates completed program within 150% of time
2008	46	47	98
2009	29	30	97
2010	21	23	91
2011	29	30	97
2012	42	47	89
		<b>5-year average</b>	<b>94%</b>

**Guideline 6.3**

**Graduate Application to Supervised Practice: The program must develop an objective that states the percent of program graduates who apply to dietetic Internship programs or pathways offering supervised-practice within 12 months of graduation and a corresponding objective that states the percent of program graduates who are accepted.**

Goal 2 objective 1 addresses application to supervised practice programs: At least 60% of DPD graduates will apply for a dietetic Internship within 12 months of graduation. This objective has been met as our 5-year average application rate is 62%.

Year	# DPD Graduates	# Applying to SPP within 12 Months of Graduation	% Applied to SPP
2008	47	31	66%
2009	30	17	57%
2010	23	15	65%
2011	30	16	53%
2012	47	33	70%
		<b>5-year average</b>	<b>62%</b>

Goal 2 objective 2 addresses program graduates who are accepted to Supervised Practice Programs: At least 50% of DPD graduates applying for dietetic Internships will receive a dietetic Internship within 12 months of graduation. The DPD five-year average match rate is 56%.

Year	# of DPD Students Applied to SPP	# of DPD Students Matched to an SPP	% Matched to SPP
2008	39	24	62%
2009	24	20	83%
2010	19	9	47%
2011	24	11	46%
2012	35	15	43%
		<b>5-year average</b>	<b>56%</b>

**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.**

Goal 2 objective 3 addresses other benchmarks of performance outcomes: At least 70% of DPD graduates will receive satisfactory ratings or higher in relation to their overall dietetics knowledge and skills as reported from dietetic Internship Directors or employer survey respondents. Survey results collected over the last five years showed that 100% of dietetic Internship directors reported student preparation in the domain of medical nutrition, food service systems management, and scientific and evidenced-base practice as “satisfactory” or higher, and 89% in the domain of community nutrition. Overall, 100% of preceptors rated student preparation as “satisfactory” or higher (see tables below).

**Dietetic Internship Director Survey Results:**

**1. In the domain of Medical Nutritional, please rate student preparation in the following areas.**

	Inadequate	Satisfactory	Very Good	Excellent	N/A
Design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience	0.0%	12.0%	62.5%	25.5%	0.0%
Use effective education and counseling skills to facilitate behavior change	0.0%	25.0%	62.5%	12.5%	0.0%
Assign appropriate patient care activities to support personnel considering the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility	0.0%	25.0%	50.0%	25.0%	0.0%
Refer clients and patients to	0.0%	0.0%	75.0%	25.0%	0.0%

other professionals and services when needs are beyond individual scope of practice					
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	0.0%	28.6%	57.1%	14.3%	0.0%
Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered	0.0%	0.0%	75.0%	25.0%	0.0%
Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client Education and employee training	0.0%	12.0%	62.5%	25.5%	0.0%
Deliver respectful, science-based answers to consumer questions concerning emerging trends	0.0%	20.0%	55.0%	25.0%	0.0%

**2. In the domain of Community Nutrition, please rate student preparation in the following areas.**

	<b>Inadequate</b>	<b>Satisfactory</b>	<b>Very Good</b>	<b>Excellent</b>	<b>N/A</b>
Demonstrate active participation, teamwork and contributions in group settings	0.0%	11.1%	66.7%	22.2%	0.0%
Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health interventions	0.0	22.2%	55.6%	22.2%	0.0%
Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with	0.0%	11.1%	55.6%	33.3%	0.0%

accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics					
Demonstrate professional writing skills in preparing professional communications (such as research manuscripts, project proposals, education materials, policies and procedures)	0.0%	23.3%	43.3%	33.3%	0.0%
Design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience	11.1%	11.1%	44.4%	33.3%	0.0%
Demonstrate initiative by proactively developing solutions to problems	0.0%	11.1%	66.7%	22.2%	0.0%

**3. In the domain of Food service Systems Management, please rate student preparation in the following areas.**

	Inadequate	Satisfactory	Very Good	Excellent	N/A
Use organizational processes and tools to manage human resources	0.0%	33.3%	33.3%	33.3%	0.0%
Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food	0.0%	44.4%	22.2%	33.3%	0.0%
Conduct clinical and customer service quality management activities	0.0%	33.3%	33.3%	33.3%	0.0%
Obtain and analyze financial data to assess budget controls and maximize fiscal outcomes	0.0%	12.2%	44.4%	43.3%	0.0%
Works effectively as a team member.	0.0%	0.0%	55.6%	44.4%	0.0%
Conduct feasibility studies for	0.0%	0.0%	66.6%	43.3%	0.0%

products, programs or services with consideration of costs and benefits					
Apply systems theory and a process approach to make decisions and maximize outcomes	0.0%	33.3%	33.3%	33.3%	0.0%

**4. Scientific and Evidence Base of Practice: Integration of scientific information and research into practice.**

	Inadequate	Satisfactory	Very Good	Excellent	N/A
Apply evidence-based guidelines, systematic reviews and scientific literature in the nutrition care process and model and other areas of dietetics practice	0.0%	13.3%	33.3%	53.3%	0.0%
Evaluate emerging research for application in dietetics practice	0.0%	22.4%	44.2%	33.3%	0.0%
Ability to use the Evidence analysis library to respond to patient needs	0.0%	12.2%	44.4%	43.3%	0.0%
Use current informatics technology, research methods to develop, store, retrieve and disseminate information	0.0%	0.0%	55.6%	44.4%	0.0%

**1. Please rate overall student preparation for the Internship.**

	Inadequate	Satisfactory	Very Good	Excellent	N/A
Overall student preparation for the Internship	0.0%	12.5%	50.0%	37.5%	0.0%

COMMENTS

- UK students have been great.
- I think the current student we have from UK is much better prepared and a stronger intern than other students we had.
- I want to fill this survey with check marks all in excellent but no one is that good .
- This is my third UK intern and they score "very good" and "excellent" all the time.
- Great work experience work experience provided her with a maturity that we do not normally see
- Students from UK who come to (name withheld) are very well prepared and do quite well in our Internship program.
- This year’s intern is doing a great job in the clinical portion of the program.
- They seem confident more than many other beginning students.
- The Dietetic Intern (name withheld) was one of the best students from out of state that we have ever had.
- We really like having UK grads in our Internship.
- Content training was excellent

- Flexibility, openness to change
- This intern is a very good student but lacks confidence talking to groups. Great one on one with patients.
- Student is eager to learn, motivated and a joy to work with because she is always ready to work on the next activity!

The other objectives that were developed for the 2013 – 2018 assessment period support the achievement of the ACEND target measures because they focus on the ability of the DPD students to apply Core Knowledge. Student comprehension of the Core Knowledge is monitored through the GPA requirement, the pre/post-exit survey, student perception of being able to perform in an entry-level position, and the perception of dietetic Internship Directors or employers in the ability of DPD students to perform competently at an entry-level position.

A strength of the DPD program is that the average five-year first-time pass rate for DPD students remains steady at 83% which meets ACEND requirements. The program has met the objective of over 90% of students graduating within a 150% upon beginning their core dietetics curriculum. Approximately 60% of DPD graduates apply to a dietetic Internship within 12 months of graduation, which is on target with the benchmark set at 60%. The Department will continue to mentor DPD students to build a competitive resume while guiding them through the application process to ensure they understand the match process and how to complete the application correctly. For the first time, the DPD Director has incorporated the Internship application process into DHN 301: Dietetics Practice. DPD students are required to research dietetic Internships, complete most sections of the DICAS application, develop their resume, and write their personal statement. These assignments are designed to make students aware of how to complete the application well in advance of the deadline while learning how to make themselves competitive for their choice Internship. In addition, the DPD Director conducts information sessions for the Fall and Spring matches to ensure students understand the application process. These efforts should assist in maintaining the 60% application rate and potentially increasing it. The DPD program is on target with 56% of DPD students matching to supervised practice programs. This match rate is appropriate as it is aligned with the average national match rates. The changes that have been made to maintain the application rate will also increase the quality of submitted applications and applicants. Improving the quality of applications while increasing student awareness of how to be more competitive will help maintain and potentially increase the match rate.

The satisfaction data collected from dietetic Internship Directors revealed that UK DPD students are effectively educated in the core dietetic knowledge and are capable of applying their dietetics knowledge.

A weakness recognized by the program is the need for the consistent collection of certain program indicators. The particular objective listed under Guideline 6.4 has not been formally tracked since 2008. However, a number of DPD students participate in the University of Kentucky's Dietetic Internship, including the program assessment period of 2007 to 2012. DI program Director, Dr. Hazel Forsythe, has been collecting student performance outcome data along with employer satisfaction data that includes DPD students that have participated as a dietetic intern in UK's DI. Also, she has served as the DI Director for these DPD students and has provided her feedback in the form of a survey. The DPD Director is working to formally track this objective in an attempt to collect data from all of our DPD graduates. To do this the DPD Director has revised surveys designed for employers, alumni, and dietetic Internship Directors to evaluate the DPD students in regards to their overall dietetics knowledge and skills as applicable to their position. The surveys have been revised to include the 2012 Core Knowledge standards. The surveys will be sent to the evaluators in a timely manner post-graduation via electronic mail beginning in May 2013 to collect data pertaining to DPD students that began an internship in 2012. The surveys have been sent to the known DI directors for 2011 graduates. The DPD will report the results once DI directors have responded to the survey.

**Guideline 6.5**

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

The outcome data measuring achievement of program objectives, except for certain years as noted above, is available for ACEND reviews and is available to students, prospective students, and the public upon request.

**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**

<input type="checkbox"/>
<input checked="" 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 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, graduates, administrators, faculty, preceptors (if present) 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

**Program Assessment Matrices (Standard 7) for Dietetics Programs Using the DP Standards**  
**Assessment Period from 2007 to 2012**

**Mission of the Dietetics Program Using the DP Standards (Standard 4)**

The mission of the DPD program is to provide a quality entry-level undergraduate experience of education, research, and service using a comprehensive science based program in food, nutrition, and related research.

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

Goal 1: Advance undergraduate education to prepare dietetics students for ever-changing professional careers.

<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 (Guideline 7.1f)</b>	<b>Actual Outcome (Guideline 7.2 b)</b>
All DPD students will meet the 2.4 GPA requirement before progression into the Year 3 of the DPD.	DPD students' GPA/academic record	Cumulative GPA	DPD Director and Human Environmental Sciences Academic Services Advisor	Academic Coordinator will enforce policies that prevent students with a GPA less than 2.4 from enrolling into dietetics core curriculum classes.	Annually; at end of Year 2 in the DPD	Not Met: 99% of DPD students had a GPA of 2.4 or great before progression into Year 3 of DPD.
Ninety percent (90) % or more of students enrolled in the third year of the DHN DPD will complete the program /degree requirements within 150% of the time planned for completion.	Final transcript of DPD graduate	Final transcript of DPD graduate Track the number of students participating in DHN 311 Nutritional Biochemistry during the first semester of their junior year / the number of these students that graduated within six semesters of taking DHN 311 ((6 semesters / 4 semesters) * 100% = 150%).	DPD Director and DHN staff	To maintain this, the program will continue to advise students to follow the course sequence that is designed to allow students to graduate within 150% of time.	Annually	Met: 94% of students enrolled in the third year of the DHN DPD completed the program /degree requirements within 150% of the time planned for completion.
Over a five-year period, 60% or	Report of SPP activity	DPD graduate exit	DPD Director	The application process is	Annually	Not Met: 40%

more of DPD graduates will apply to a SPP the academic year they complete the program	and/or placement	interview DPD graduate survey	& DHN DPD faculty	embedded into DHN 301 Dietetics Practice. The DPD Director will hold 2-3 informational sessions per matching period to guide students through the application process. In addition, the DPD Director will create a listserv each semester to be in contact with those participating in the DICAS match and will hold office hours to give students another avenue to ask questions.		of DPD graduates applied to a SPP the academic year they completed the program. If this is calculated "within 12 months of graduation" then it is met at 62%
Over a five-year period 80% or more of DPD graduates applying to a SPP the academic year they complete the program will be accepted	Report of SPP outcome from graduate	DPD graduate self-report and survey reports	DPD Director & DHN staff	The DPD Director will advise students of how to complete the application process in and out of class and will provide guidance of how to be a competitive applicant. Furthermore, the indicator has been adjusted to reflect national match rates at 50% and the language of the indicator has been adjusted. The indicator now includes the phrase "will receive a dietetic Internship within 12 months of graduation" rather than "receive a dietetic Internship the academic year they graduate".	Annually	Not Met: 40% of DPD graduates that applied to an SPP the academic year they completed the program were accepted.
Over a five-year period 80% of DPD graduates not applying to or accepted into a SPP will pursue an advanced degree or reapply to a SPP	Demographic Data; DPD graduate survey; Graduate school placement; DICAS Match	DPD graduate survey Graduate school placement DICAS Match	DPD graduates; Grad school Directors; DI Director	The methods used to track this indicator will be developed and implemented to collect this information. The benchmark for this	Annually; After the respective Spring or Fall DI Match; Graduate	Missing Data: Data generated from the Director of Graduate

				indicator was adjusted from 80% to 30% which is more reflective of the current student population.	School acceptance deadlines	Studies, the DI Director, D&D Digital annual reports, and ACEND annual reports indicate that approximately 35% of this student population pursued an advanced degree or re-applied to a DI.
Over a five-year period the pass rate for the DPD graduates taking the registration examination for the first time will be at least 80%.	ADA/CDR Five year Registration Examination report	ADA/CDR Five year Registration Examination report	DPD Director and DHN staff	To maintain, the Department faculty will consider the overall pass rate, average nutrition and food service scores, and feedback from dietetic Internship Directors in an effort to identify areas of improvement in the DPD curriculum.	Yearly	Met: The pass rate for the DPD graduates taking the registration examination for the first time was > 80%.
Over a five-year period 80% of the DPD graduates will report satisfaction with the DHN DPD	DPD graduate surveys	DPD graduate satisfaction survey; DPD Alumni Correspondence	DPD Director; HES Student Services Director	The exit survey to collect this information has been developed as well as an implementation and data collection plan.	Annually	Missing data (2009 – 2011): The 2008 DPD graduate surveys 100% of respondents reported “satisfactory” or higher in regards to the DHN DPD program.

Goal 2: Expand the research and scholarly activity of dietetics students to generate new knowledge.

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)
Eighty (80)% or more of the DPD graduates will complete the capstone course DHN 514 Dietetics: Counseling and Communication Theories and Applications with a grade of B or better.	DHN 514 grades Students enrolled in the fourth year of the DPD	DHN 514 course outcome	Course instructor	The program has improved the teaching methods for this course to maintain the achievement of this indicator.	Fall semester	Met: 97% of the DPD graduates completed DHN 514 Dietetics: Counseling and Communication Theories with a "B" or better.
Over a five year period the performance and entry-level readiness of the DPD graduate will be evaluated by the dietetic Internship Director and will meet or exceed the SPP competencies with a rating of "≥3" or "satisfactory"	Survey of Internship DI Directors	Annual DI survey; Annual DPD graduate survey	DPD Director	Online survey	Annually	Missing Data (2009 – 2012): The 2008 survey revealed that 100% of the responsive dietetic Internship Directors rated the competency of DPD graduates as "satisfactory" or greater.
Over a five-year time period the mean rating of foundation knowledge and skills and/or SPP competencies that employers will rank DPD graduates in their employ will meet or exceed a rating of "≥3" or "satisfactory"	Survey of employers of DPD graduates	Annual Employer survey; Correspondence from respective employers with DPD faculty	DPD Director	Online survey	Annually	Missing Data (2009 – 2012): The 2008 survey revealed that 100% of employer respondents rated the competency of DPD graduates as "satisfactory" or greater.

**Program Assessment Matrices (Standard 7) for Dietetics Programs Using the DP Standards**  
**Assessment Period from 2013 to 2018**

**Mission of the Dietetics Program Using the DP Standards (Standard 4)**

The mission of the DPD is to provide a quality undergraduate experience of education, research, and service using a comprehensive evidence-based program in food, nutrition, and management that will prepare graduates to meet or exceed the high standards of entry-level dietetics professionals.

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

Goal 1: Advance undergraduate education to prepare dietetic students for graduate school or professional careers to have a positive impact on the community, patients and employers.

<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 Outcome (Guideline 7.2 b)</b>
Of the DPD students, $\geq 90\%$ , will have a GPA of 2.4 or greater in Year 3 of the DPD curriculum.	Student transcripts from the Registrar.	Review student transcripts.	Academic coordinator	Academic Coordinator will enforce policies that prevent students with a GPA less than 2.4 from enrolling into dietetics core curriculum classes.	Each semester	(data due in 5 yrs)
There will be a $\geq 20\%$ increase in dietetics core knowledge among DPD students as demonstrated by the entrance- and exit-survey responses.	Student entrance and exit surveys from the Department of Dietetics and Human Nutrition.	Compare entrance and exit survey responses to assess change in knowledge.	Department faculty	Faculty will adjust curriculum as needed to meet the minimum 20% increase in core knowledge.	Entrance and exit survey administered in August each year	(data due in 5 yrs)
Of the students completing the exit survey, 70% will report "satisfactory" ratings or higher regarding their perceived ability to perform successfully in a supervised practice, entry-level nutrition-related position, graduate program, or a pre-professional program.	Student exit survey (post-survey)	Review survey results annually	DPD Director and Department faculty	Department faculty will consider the feedback from the student exit survey to improve students' perceived ability to perform successfully in a post-baccalaureate program.	Exit survey will be administered in November each year	(data due in 5 yrs)
At least 90% of students enrolled in the third year of the	Class roll data and transcripts	Track the number of students participating	DPD Director	The course sequence is designed to enable the	Annually	

DPD will graduate within 150% of the time planned for completion. The spring, fall, and summer semesters were considered as individual semesters.		in DHN 311 Nutritional Biochemistry during the first semester of their junior year / the number of these students that graduated within six semesters of taking DHN 311 ((6 semesters / 4 semesters) * 100% = 150%).		students to graduate within 150% of time.		
---	--	--	--	---	--	--

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

Goal 2: Provide opportunities for students to develop dietetics core knowledge, and a variety of skills, values and behaviors to prepare them for entry into a dietetic Internship.

<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 Outcome (Guideline 7.2 b)</b>
At least 60% of DPD graduates will apply to a dietetic Internship within 12 months of graduation.	D&D Digital match data and student enrollment data from HES student advisors	D&D Digital match data will be compared to the number of DPD students eligible to apply to SPP.	DPD Director	The application process is embedded into DHN 301 Dietetics Practice course. The DPD Director will hold at least 2- 3 informational sessions per matching period to guide students through the application process. In addition, the DPD Director will create a list serve and Black Board shell each semester to be in contact with those participating in the DICAS match and will hold office hours to give students another avenue to ask questions.	August – December  Biannually	(data due in 5 yrs)
At least 50% of DPD graduates applying for dietetic Internships	Data from D&D Digital	D&D Digital match data will be compared to no-	DPD Director	DPD Director will advise students of how to complete	Biannually	(data due in 5 yrs)

will receive a dietetic Internship within 12 months of graduation.		match data.		the application process in and out of class and will provide guidance of how to be a competitive applicant.		
At least 70% of DPD graduates will receive satisfactory ratings or higher in relation to their overall dietetics knowledge and skills as reported from dietetic Internship Directors or employer survey respondents.	Survey data collected from DI Directors or employers	Review survey data annually	DPD Director and Department faculty	Department faculty will consider the feedback from the surveys to improve perceived areas of inadequacy as reported by dietetic Internship Directors or employer survey respondents.	Annually	(data due in 5 yrs)
Over a five-year period the pass rate for the DPD graduates taking the registration examination for the first time will be at least 80%.	The pass rate data is derived from five year summary report by ACT	The pass rate data will be taken directly from the five year summary report from ACT.	DPD Director and Department faculty	Department faculty will consider the overall pass rate as well as the average nutrition and food service scores along with the feedback from dietetic Internship Directors in an effort to determine areas to improve in the DPD curriculum.	Annually	

## **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.**

Most program objectives for the 2013 – 2018 evaluation periods have been transferred from the 2007 - 2012 assessment period with minor revisions. The numerical benchmarks to indicate met or unmet may have been revised to appropriately reflect the current state of the DPD program. A new objective was created to capture the increase in core knowledge among dietetics students using a pre/post-test evaluation method (Goal 1 objective 2).

**Goal 1** objective 1 remains the same, with the exception of the numerical indicator that was 100% and is now  $\geq$  90%. Of the DPD students,  $\geq$  90% will have a GPA of 2.4 or greater in Year 3 of the DPD curriculum. This objective was not met during the previous evaluation period (2007 – 2012), however with the current methods in place the program will meet the new indicator and likely exceed it. The DPD program plans to track this indicator using student transcripts that are provided by the Registrar. To ensure that the outcome is met the Academic Coordinator will review the student's academic progress each semester. If the GPA requirements are not met then the Academic Coordinator will enforce the policy that prevents students with a GPA less than 2.4 from enrolling into dietetics core curriculum classes. The students are well informed of being at risk of falling below the required GPA as the Academic Coordinator addresses any concerns about a student during these biannual advising appointments. The Academic Coordinator will also provide the student with probation letters up to twice per year if needed to alert them of their academic status. In addition, students are aware of expectations as these are listed on their major advising sheets that can be found within the DPD handbook and the UK Bulletin.

The new objective (#2) listed under Goal 1 is: there will be a  $\geq$  20% increase in dietetics core knowledge among DPD students as demonstrated by the entrance- and exit-survey responses. This was developed in an effort to capture an increase in core knowledge among Dietetic students from their first semester to their last senior year prior to graduation. This is being assessed by having students complete a pre-and post-online survey developed in Qualtrics. The surveys contain 20 questions that collectively represent the 5 cornerstones of the *Core Knowledge for the RD*. The pre-survey (entrance survey) will be administered by Department faculty during the UK 101 orientation course, which includes an audience of first year dietetic students. The post-survey (exit survey) will be administered by a Department faculty member during the DHN 514: Dietetics: Counseling and Communication Theories and Applications course, which includes an audience of senior dietetic students. The indicator is listed as a 20% increase in knowledge. Twenty percent was chosen because this method of assessing core knowledge is novel to the Department and there is no historical data to choose the benchmark. A 20% increase represents an increase of four correct answers from pre to post-surveys. The survey questions and indicator could potentially be adjusted after piloting them. The DPD Director will analyze survey results and provide Department faculty with the results. The survey results, along with other indicators of student learning, (grades, their perception of learning, feedback from employers and DI Directors...etc.) will be used to make changes to improve the dietetics curriculum and assure that the outcome will be met.

Objective 3: Of the students completing the exit survey, 70% will report "satisfactory" ratings or higher regarding their perceived ability to perform successfully in a supervised practice, entry-level nutrition-related position, graduate program, or a pre-professional program. To assess this indicator it will be included as a question in the exit survey described above in objective 2. The exit survey also asks students to comment on any questions that they rated as less than satisfactory. The DPD Director will collect the data and will report the findings to Department faculty. The Department faculty will then consider the ratings data and any feedback provided regarding why students did not feel prepared to perform successfully in a post-baccalaureate program or job. If needed, the Department will work to make changes to increase student perception of competence. The exit survey will be administered in November each year in a capstone Dietetics course during a student's senior year. Data collected from the 2012 exit survey showed that 98% of students reported "satisfactory" or higher with their

perceived ability to perform at the entry-level (n = 42). A similar objective was included in the previous past five years: over a five-year period 80% of the DPD graduates will report satisfaction with the DHN DPD. Since the new objective is not exactly the same as the previous the numerical benchmark was set at 70% rather than 80%. The new objective has been written to be more specific as it addresses if students feel prepared to perform successfully in a post-baccalaureate program. The underlying meaning of the new objective addresses if students feel they have the core knowledge to perform at a competent level rather than just general satisfaction with the Dietetics program. Student satisfaction with the DHN program, however, is being tracked using the exit survey. During the past five years there have been five different DPD Directors, which has resulted in inconsistent program management and organization. Since there is a system in place to implement the exit survey, collect, and analyze data by a stable DPD Director and a newly hired paraprofessional who will offer consistent support, the Department is confident the data will be collected each year throughout the next assessment period.

Objective 4: At least 90% of students enrolled in the third year of the DPD will graduate within 150% of the time planned for completion. This indicator remains the same from the last assessment period. To collect this data the DPD Director will use class roll data and transcripts provided by the registrar to total the number of students participating in DHN 311: Nutritional Biochemistry during the first semester of their junior year / the number of these students that graduated within six semesters of taking DHN 311 ((6 semesters / 4 semesters) \* 100% = 150%). These numbers will be calculated and recorded annually. It is anticipated that the DPD will reach 90% or above because the course sequence is designed to enable the students to graduate within 150% of time. During the 2007– 2012 assessment period this objective was met with a 5-year average of 94%. The methods of generating this average was performed as described above.

**Goal 2** Objective 1: At least 60% of DPD graduates will apply for a dietetic Internship within 12 months of graduation. A similar objective was measured in the previous assessment period: over a five-year period, 60% of DPD graduates will apply to a supervised practice program (SPP) the academic year they complete the program. This objective was not technically met because of the language of the objective. The data showed that over the five-year assessment period 40% of this student population applied to a SPP the academic year they completed their program. However, if the language of the new objective is used to include “within 12 months of graduation” the average 5-year application rate is 62%. Based on the 2012 application rate of 70%, the program feels that 60% is an appropriate benchmark for the next evaluation period. The DPD Director will track this objective using annual data provided by D&D Digital and student enrollment data from HES student advisors. The percent will be derived by dividing the number of students graduating within 12 months that participated in the match/total number of DPD graduates. To ensure that the outcome will be met the DPD Director has embedded the DICAS application process in the DHN 301: Dietetics Practice course which all DPD students are required to take during their Junior year. In addition, the DPD Director will create a list serve and BlackBoard shell each semester for students planning to participate in the DICAS match in order to provide them with instructions and advice. The DPD Director will also hold 2 – 3 informational sessions per matching period and hold office hours to guide students through the application process. By providing students with clear guidance of how to navigate the application process they should have a better understanding of the application process, along with more confidence in using DICAS, and thus be more prepared for the competitive matching process.

Objective 2: At least 50% of DPD graduates applying for dietetic Internships will receive a dietetic Internship within 12 months of graduation. This objective was transferred from the last evaluation period, but the numerical indicator has changed from 80% to 50%. Based on the last five years, only in 2009 did 83% of graduates match to a dietetic Internship. The other four years have not been above 62%. The indicator is now set at 50% which is reflective of national match averages and is aligned with the previous 5-year average of 56%. To assure that this objective is met during the next evaluation period the program has established a more realistic benchmark (50%), the DPD Director has embedded the application process in the DHN 30:1 Dietetics Practice course, which all DPD students are required to take during their Junior year. Additionally, the DPD Director has re-organized the DHN 301 course to deliver lectures that provide students with guidance of how to be a strong applicant. Students are required to complete assignments that should better prepare them to be competitive in the match process. The Department believes that the match rate will continue to reflect national averages by taking these steps and emphasizing the importance of a strong application that includes a competitive GPA, work/volunteer experience, a

passionate personal statement, and strong references. This objective will be tracked by the DPD Director each match period by recording data provided by D&D Digital. Faculty will then discuss and make additional suggestions on how to improve the match rate.

Objective 3: At least 70% of DPD graduates will receive satisfactory ratings or higher in relation to overall dietetics knowledge and skills as reported from Dietetic Internship Directors, or employer survey respondents. This objective combined two former objectives: 1) Over a five-year period the performance and entry-level readiness of the DPD graduate will be evaluated by the Dietetic Internship Director and will meet or exceed the SPP competencies with a rating of “ $\geq 3$ ” or “satisfactory” and 2) over a five-year time period the mean rating of foundation knowledge and skills and/or SPP that employers will rank DPD graduates in their employ will meet or exceed a rating of “ $\geq 3$ ” or “satisfactory”. Because both of the previous indicators are evaluating a DPD graduate as being prepared at the entry-level in the dietetics core knowledge and because the response rate for completing these surveys are usually low, the Department felt it was prudent to combine the previous objectives. The current objective will be tracked using an online survey rather than a paper survey in hopes of increasing response rate. The DPD Director will track where DPD students match to generate a list of DI Directors to send the survey to once a graduate is nearing the end of their internship. A question will be included on the Alumni Survey that will ask alumni to provide contact information for their current employer. The DI Director survey will be sent to Directors six months to a year following graduation. The employer surveys will be sent one year post-graduation. The DPD Director will collect and analyze survey results and present the summarized findings to Department faculty. Department faculty will consider the feedback from the surveys to improve perceived areas of inadequacy as reported by dietetic Internship Directors or employer survey respondents. During the previous assessment period the response from DI Directors were very positive with 100% of respondents rating the performance of DPD graduates as “satisfactory” ( $\geq 3$ ) or above. Data for the 2009 – 2012 DI Director surveys are missing along with 2007– 2012 employer survey data. During the past five years there have been five different DPD Directors, which resulted in inconsistent program management and organization. Because there is a system planned to implement these surveys, collect, and analyze data by a stable DPD Director and a newly hired paraprofessional who will offer consistent support, the Department is confident the data will be collected each year throughout the next assessment period.

Objective 4: Over a five-year period the pass rate for the DPD graduates taking the registration examination for the first time will be at least 80%. This objective is the same as the previous evaluation period, which was met with an 83% pass rate. Annually, the DPD Director will report the five-year pass rate and mean scores to Department faculty along with feedback from the dietetic Internship Director and employer surveys. These data sources will be used to identify areas of improvement in the DPD curriculum.

**Previous Goals and Objectives.** There were three objectives from the 2007 to 2012 evaluation period that are not included among the new objectives, but they will be tracked in some manner as described below. Goal 1 objective 5: over a five-year period 80% of the DPD graduates not applying to or accepted into a SPP will pursue an advanced degree or reapply to a SPP. This objective was not met as 35% of this particular student sub-population pursued an advanced degree. The data was derived from CADE annual reports, conversations with the former and present Director of Graduate Studies, and the DI Director. This information will continue to be tracked using the CADE annual reports, the Director of Graduate Studies, the DI Director, and other Department faculty. We anticipate that a benchmark of 30% is likely more appropriate if the forecasting of the new objectives is correct. For example, the program anticipates that 60% of approximately 25 DPD graduates will apply to a DI. About 8 of these students will match (~53%). The remaining 7 will potentially apply to a DI, graduate school, or an MS or PhD/RD graduate program which is approximately 28%.

Goal 1 Objective 7: over a five-year period 80% of the DPD graduates will report satisfaction with the DHN DPD. This objective was not included among the new objectives, but it will continue to be tracked. The current exit survey includes the question, “What is your overall impression of your educational experiences in the DHN program?”. The 2012 exit survey found that 98% of students reported “satisfactory” or higher with their educational experience.

The DPD Director will provide Department faculty with the results of the survey including this indicator annually. If fewer than 80% of students report not satisfied then Department faculty will consider any written feedback provided by the student in an effort to understand the problem and will take action to resolve a reasonable and appropriate complaint. Data collected from a 2008 exit survey revealed that 100% of survey respondents reported “satisfactory” or above in regards to the DPD program. Data collected from an Alumni survey distributed to 2011 graduates in January 2013 revealed that 100% of survey respondents (n=4) reported “satisfied” or better in regards to the DPD program. Data is missing for the years 2009 – 2010. The Alumni survey will be distributed to 2012 graduates within a year post graduation. During the past five years there have been five different DPD Directors, which has resulted in inconsistent program management and organization. Because there is a system in place to implement the exit survey, collect, and analyze data by a stable DPD Director and a newly hired paraprofessional who will offer consistent support, the Department is confident the data will be collected each year throughout the next assessment period.

Goal 2 objective 1: over a five-year period, 85% of the DPD graduates will have completed the capstone course DHN 514: Dietetics: Counseling and Communication Theories and Applications with a grade of B or higher. During the previous assessment period this objective was met, with 98% of DPD students achieving a B or better in this capstone course. This objective is not among the new objectives for the next five-year assessment period. However, the course instructor will continue to assign grades and the gain in the core knowledge associated with this course ( KDRs 2.2, 3.3, and 5.3) will be tracked using entrance and exit surveys described above in current Goal 1 objective 2. The DPD Director will report the results each year as the data becomes available. If the data reveals an issue with students’ understanding of the core knowledge associated with this course then Department faculty will work to improve the curriculum to bolster student learning.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include the Program Assessment Plan.

**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 checked="" 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 8: On-going Program Improvement**

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

#### **1. Narrative:**

##### **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.**

The management of the DPD program has been inconsistent over the past five years. The DPD Director position has changed five different times. Therefore, systematic and organized collection of data has not been carried out on a regular basis resulting in decreased availability of formally collected cumulative program data. However, the DPD program has been able to make program improvements based on annual data provided from ACT, D&D Digital, ACEND, UK's standardized assessment process (student learning outcomes), and informal feedback from students, faculty, preceptors and dietetic Internship Directors. The data and feedback is used by the Dietetics Curriculum Committee and Department faculty to make program changes. The committee meets monthly (sometimes weekly) and uses data and feedback to review all three dietetics programs in regards to course assessment, course revisions, and studying benchmarking information. Monthly meetings include discussions of individual student progress and methods to ensure students meet progression requirements. The committee and the Department also consider course work revisions to improve student learning, students' progress on the competencies from baseline to completion of the program, and recommendations from the advisory board. Upon the recognition of deficiencies or strengths the program works to develop strategies to improve weaknesses while maintaining strengths. Examples of program improvements using these methods include adjusting how the five hour medical nutrition therapy course was offered. DHN 515: Medical Nutrition Therapy was split into DHN 512 (4 credits) and DHN 517 (3 credits) to allow for more in-depth study of disease process and application of the new Nutrition Care Process for each case study. In addition, feedback from a student focus group was used to improve the delivery of DHN 514: Dietetics: Counseling and Communication Theories and Applications. The class is now delivered as a lecture with small-group recitation class. Lectures address counseling theories and techniques, followed by the opportunity by students to counsel "clients", role played by students from the Department of Theatre. Through these methods DPD students receive a more real life experience by conducting an actual counseling session. The students also complete a 30-minute video at the beginning of the semester and a second one at the end of the semester. This allows for the students to self-reflect upon the growth of their counseling skills throughout the span of the course. Students have provided strong, positive feedback regarding both course changes.

**Standard 8: On-going Program Improvement**  
**Program Improvement Summary Matrix Covering 2013 to 2018**

Program Components	Describe each Program Strength (ST) or Area Needing Improvement (NI)	Describe Actions to Maintain Strength or Make Improvement	Individuals or Groups Performing the Action	List the Timeframe for Actions	Resulting Data
Program Policies	<p>The program did not meet the objective that all DPD students will maintain a 2.4 GPA before progression into Year 3 of the DPD program.</p> <p style="text-align: right;"><b>ST [ ] NI [x] N/A [ ]</b></p>	<p>The program has hired an Academic Coordinator who is responsible for identifying students that fall below a 2.4 GPA requirement and does not permit them to progress through the DPD curriculum.</p> <p><b>Action for Pass Rate Improvement [ ]</b></p>	The Academic Coordinator	Each semester	(results due in 5 years)
Procedures	<p>The program met the objective of 90% (actual outcome 94%) or more of students enrolled in the third year of the DHN DPD will complete the program/degree requirements within 150% of the time planned for completion.</p> <p style="text-align: right;"><b>ST [x] NI [ ] N/A [ ]</b></p>	<p>To maintain, the program will continue to advise students to follow the course sequence that is designed to allow students to graduate within 150% of time.</p> <p><b>Action for Pass Rate Improvement [ ]</b></p>	The Academic Coordinator and Faculty members who serve as student advisors	Students are advised each semester	(results due in 5 years)
	<p>The self-study process has revealed the need for regular collection and assessment of the learning outcomes established in Standard 13.</p> <p style="text-align: right;"><b>ST [ ] NI [X] N/A [ ]</b></p>	<p>The DPD Director will collect learning outcome data from course instructors as it becomes available and report outcomes to the Dietetics Curriculum Committee.</p> <p><b>Action for Pass Rate Improvement [ ]</b></p>	DPD Director, course faculty, Dietetics Curriculum Committee	Each semester	(results due in 5 years)
	<p>The recent development of an exit survey allows for the anonymous collection of student feedback regarding strengths and weaknesses of the curriculum and the Department. Faculty members devised a strategy to provide students with class participation points upon</p>	<p>The DPD Director will collect and report survey data to Department faculty.</p> <p><b>Action for Pass Rate Improvement [ ]</b></p>	DPD Director and faculty	Annually	(results due in 5 years)

Program Components	Describe each Program Strength (ST) or Area Needing Improvement (NI)	Describe Actions to Maintain Strength or Make Improvement	Individuals or Groups Performing the Action	List the Timeframe for Actions	Resulting Data
	<p>completion of the survey, which ensures a high response rate. When appropriate, the faculty will use this feedback to improve the curriculum and other services provided by the Department.</p> <p><b>ST [ X ] NI [ ] N/A [ ]</b></p>				
	<p>The program met the indicator of 80% or more of DPD graduates will complete the capstone course DHN 514: Dietetics: Counseling and Communication Theories and Applications with a grade of "B" or better.</p> <p><b>ST[x] NI [ ] N/A [ ]</b></p>	<p>The program will improve the delivery of the course as needed to maintain the achievement of this indicator.</p> <p><b>Action for Pass Rate Improvement [ ]</b></p>	<p>DPD Director and course instructor</p>	<p>Annually</p>	<p>(results due in 5 years)</p>
	<p>A novel method to assess an increase in core knowledge will be implemented in the form of entrance and exit surveys. This is different from previous assessments that asked students to rate their understanding of the core knowledge. Instead, knowledge will be assessed by having students apply their knowledge to answer questions. The survey contains questions that pertain to all components of the Core Knowledge. The program recognizes there are limitations to this method of assessment, but is excited to see the degree of increase in Core Knowledge when students transition from pre-dietetic majors</p>	<p>The DPD Director will work with course faculty to implement the surveys. Department faculty will consider these results in the perspective of curriculum improvement.</p> <p><b>Action for Pass Rate Improvement [ ]</b></p>	<p>DPD Director and Department faculty</p>	<p>Annually</p>	<p>(results due in 5 years)</p>

Program Components	Describe each Program Strength (ST) or Area Needing Improvement (NI)	Describe Actions to Maintain Strength or Make Improvement	Individuals or Groups Performing the Action	List the Timeframe for Actions	Resulting Data
	<p>to seniors. These results will be used along with other indicators to identify curriculum strengths and weaknesses.</p> <p style="text-align: right;"><b>ST [ x ] NI [ ] N/A [ ]</b></p>				
	<p>The Academic Coordinator will continue to enforce progression requirements to enhance the academic quality of students. This will decrease the number of students that are not prepared to progress into the dietetics major. Overall, this will increase student success as students can choose a more appropriate career path early in their academic career.</p> <p style="text-align: right;"><b>ST [ x ] NI [ ] N/A [ ]</b></p>	<p>The Academic Coordinator will advise all incoming freshmen and transfer students and will meet with each student once per semester until they are upperclassmen and assigned to a faculty advisor.</p> <p style="text-align: center;"><b>Action for Pass Rate Improvement [ ]</b></p>	Academic Coordinator	Each semester	(results due in 5 years)
	<p>The Academic Coordinator will continue to advise freshmen and transfer students until they transition to upperclassmen. This provides students with consistent advising, reduces confusion, and decreases the number of scheduling mishaps. Additionally, students are better informed as to how to become an RD, the Department's progression requirements, and the importance of academic achievement in obtaining an Internship.</p> <p style="text-align: right;"><b>ST [ x ] NI [ ] N/A [ ]</b></p>	<p>The Academic Coordinator will advise all incoming freshmen and transfer students and will meet with each student once per semester until they are upperclassmen and assigned to a faculty advisor.</p> <p style="text-align: center;"><b>Action for Pass Rate Improvement [ ]</b></p>	Academic Coordinator	Each semester	(results due in 5 years)
Other Resources	The Department has improved dissemination methods of	The Academic Coordinator develops and disseminates quarterly	The Academic Coordinator, DPD	As needed	(results due in 5 years)

Program Components	Describe each Program Strength (ST) or Area Needing Improvement (NI)	Describe Actions to Maintain Strength or Make Improvement	Individuals or Groups Performing the Action	List the Timeframe for Actions	Resulting Data
	<p>providing students with information pertaining to support services, program updates, and educational resources. Dissemination methods include list serves, bulletin boards, and newsletters. The more informed students are increases the likelihood of their academic success and meeting program objectives.</p> <p style="text-align: center;"><b>ST[x ] NI [ ] N/A [ ]</b></p>	<p>newsletters that are delivered through list serves and posted on bulletin boards throughout the department. As opportunities arise, faculty notifies students through list serves and class announcements. Faculty only post announcements to the list serve that is pertinent to student learning and development.</p> <p>The Academic Coordinator, DPD Director, Director of Undergraduate Studies, and other Department faculty will continue to update students with current information as it becomes available.</p> <p><b>Action for Pass Rate Improvement [ ]</b></p>	<p>Director, Director of Undergraduate Studies, and other Department faculty</p>		
<p>Program Assessment Process</p>	<p>The program did not meet its benchmark of 80% or more of DPD graduates applying to a SPP the academic year they complete the program will be accepted.</p> <p style="text-align: center;"><b>ST[ ] NI [x ] N/A [ ]</b></p>	<p>DPD Director will advise students of how to complete the application process in and out of class and will provide guidance of how to be a competitive applicant. Furthermore, the indicator has been adjusted to reflect national match rates at 50% and the language of the indicator has been adjusted. The indicator now includes the phrase “will receive a dietetic Internship within 12 months of graduation” rather than “receive a dietetic Internship the academic year they graduate”</p> <p><b>Action for Pass Rate Improvement [ ]</b></p>	<p>DPD Director</p>	<p>Fall semester during DHN 301 and each match period</p>	<p>(results due in 5 years)</p>
	<p>40% of DPD graduates applied to a SPP the academic year they</p>	<p>The bench mark remains at 60% because the program is confident that</p>	<p>The DPD Director, DHN 301 Dietetics Practice</p>		<p>(results due in 5 years)</p>

Program Components	Describe each Program Strength (ST) or Area Needing Improvement (NI)	Describe Actions to Maintain Strength or Make Improvement	Individuals or Groups Performing the Action	List the Timeframe for Actions	Resulting Data
	<p>completed the program, which did not meet the benchmark of 60%</p> <p style="text-align: center;"><b>ST [ ] NI [x] N/A [ ]</b></p>	<p>60% of DPD graduates will apply for a dietetic Internship within 12 months of graduation, which differs from the previously used language will apply for a dietetic Internship “the year they complete the program”.</p> <p style="text-align: center;"><b>Action for Pass Rate Improvement [ ]</b></p>	<p>instructor, and faculty members who serve as student advisors</p>		
	<p>The program is missing data to determine whether 80% of DPD graduates not applying to or accepted into a SPP will pursue and advanced degree or re-apply to a SPP.</p> <p style="text-align: center;"><b>ST [ ] NI [x] N/A [ ]</b></p>	<p>The methods used to track this indicator has been developed will be implemented to collect this information. The benchmark for this indicator was adjusted from 80% to 30% which is more reflective of the current student population</p> <p style="text-align: center;"><b>Action for Pass Rate Improvement [ ]</b></p>	<p>DPD Director</p>	<p>Survey data will be collected annually</p>	<p>(results due in 5 years)</p>
	<p>The first-time pass rate indicator was met at 83% of DPD graduates accomplishing this.</p> <p style="text-align: center;"><b>ST [x] NI [ ] N/A [ ]</b></p>	<p>To maintain the Department faculty will consider the overall pass rate as well as the average nutrition and food service scores along with the feedback from dietetic Internship Directors in an effort to determine areas to improve in the DPD curriculum.</p> <p style="text-align: center;"><b>Action for Pass Rate Improvement [ ]</b></p>	<p>DPD Director and Department faculty</p>	<p>Annually</p>	<p>(results due in 5 years)</p>
	<p>The program is missing data to determine whether 80% of the DPD graduates will report satisfaction with the DHN DPD</p> <p style="text-align: center;"><b>ST [ ] NI [x] N/A [ ]</b></p>	<p>The methods used to track this indicator have been developed and will be implemented to collect information.</p>	<p>DPD Director and Department faculty</p>	<p>Survey data will be collected each semester</p>	<p>(results due in 5 years)</p>
	<p>The program is missing data regarding the readiness of the DPD graduate to perform at the entry-level as assessed by DI Directors</p> <p style="text-align: center;"><b>ST [ ] NI [x] N/A [ ]</b></p>	<p>The methods used to track this indicator will be developed and implemented to collect information.</p>	<p>DPD Director</p>	<p>Annually</p>	<p>(results due in 5 years)</p>

Program Components	Describe each Program Strength (ST) or Area Needing Improvement (NI)	Describe Actions to Maintain Strength or Make Improvement	Individuals or Groups Performing the Action	List the Timeframe for Actions	Resulting Data
	<p>The program is missing data regarding the average rating of foundation knowledge and skills and/or SPP competencies that employers rank DPD graduates as “satisfactory” or above</p> <p>ST [ ] NI [x] N/A [ ]</p>	<p>The methods used to track this indicator have been developed and will be implemented to collect information.</p>	<p>DPD Director</p>	<p>Annually</p>	<p>(results due in 5 years)</p>

## **Guideline 8.2**

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

The program did not meet the objective that all DPD students will meet the 2.4 GPA requirements before progression into Year 3 of the DPD program. To remedy this, the Department has hired an Academic Coordinator to enforce the GPA progression requirement. If the GPA requirements are not met then the Academic Coordinator will enforce the policy that prevents students with a GPA less than 2.4 from enrolling into dietetics core curriculum classes. The students are well informed of being at risk of falling below the required GPA as the Academic Coordinator addresses any concerns about a student these during biannual advising appointments. The Academic Coordinator will also provide the student with probation letters up to twice per year if needed to alert them of their academic status. In addition, students are aware of expectations as these are listed on their major advising sheets and can be found within the DPD handbook and UK Bulletin.

The current self-study process revealed the need for standardized program assessment methods as the learning outcomes developed for the 2007– 2012 evaluation period were not monitored on a regular basis. To correct this, the DPD Director will collect learning outcome data (standard 13) from course instructors as it becomes available at the end of each semester. The results will be reported to the Dietetics Curriculum Committee who will decide if further action is warranted.

The program did not meet its benchmark of 80% or more of DPD graduates applying to a SPP the academic year they complete the program will be accepted. In the last five years, it was only in 2009 that 83% of graduates matched to a DI. The other four years have not been above 62%. The indicator is now set at 50% which is reflective of national match averages and is aligned with the previous 5-year average of 56%. To assure that this objective is met during the next evaluation period the program has established a more realistic benchmark (50%), the Academic Coordinator will enforce the GPA progression requirement, the DPD Director has embedded the application process into the DHN 301: Dietetics Practice course which all DPD students are required to take during their Junior year, and the DPD Director has re-organized the DHN 301 course to deliver lectures that provide students with guidance of how to be strong applicants. Students are required to complete assignments that will assist them in getting organized and prepared to go through the match process. The Department believes that our match rate will continue to reflect national averages by taking these steps and emphasizing the importance of a strong application that includes a competitive GPA, work/volunteer experience, a passionate personal statement, and strong references. This objective will be tracked by the DPD Director each match period by recording data provided by D&D Digital.

The program did not meet the 2007 – 2012 objective of over a five-year period, 60% of DPD graduates will apply to a SPP the academic year they complete the program. This objective was technically not met most likely because of the language of the objective. The data showed that over the five-year assessment period 40% of this student population applied to a SPP the academic year they completed their program. However, if the language of the new objective is used to include “within 12 months of graduation” the average 5-year application rate is 62%. Based on the 2012 application rate of 70%, the program feels that 60% is an appropriate benchmark for the next evaluation period. The DPD Director will track this objective using annual data provided by D&D Digital and student enrollment data from HES student advisors. The percent will be derived by dividing the number of students graduating within 12 months that participated in the match/total number of DPD graduates. To ensure that the outcome will be met the DPD Director has embedded the DICAS application process in the DHN 301: Dietetics Practice course which all DPD students are required to take during their Junior year. In addition, the DPD Director will create a list serve and BlackBoard shell each semester for students planning to participate in the DICAS match in order to provide them with instructions and advice during the application period. The DPD Director will also hold 2 – 3 in-person informational sessions per matching period and office hours to guide students through the application process. By providing students with clear guidance of how to navigate through the application process they will be less intimidated by it and have an understanding of the process. In addition, enforcing the GPA progression requirement will increase the likelihood of a student being competitive in the match process therefore more students will be encouraged to participate in the match process.

The cumulative data regarding the objective: over a five-year period 80% of the DPD graduates will report satisfaction with the DHN DPD is missing. However, the data collected from the 2008 Dietetics exit survey showed that 100% of respondents reported “satisfaction” or above in respect to their overall satisfaction with the Dietetics program. Data collected from an Alumni survey distributed to 2011 graduates in January 2013 revealed that 100% of survey respondents (n=4) reported “satisfied” or better in regards to the DPD program. Data is missing for the years 2009 – 2010. The Alumni survey will be distributed to 2012 graduates within a year post graduation. In addition, the DPD Director and faculty members have developed a strategy to implement the newly developed student exit survey. On an annual basis, senior students will take the anonymous online exit survey to earn class participation points in DHN 514: Dietetics: Counseling and Communication Theories and Application. This ensures a high response rate and candid feedback. For the upcoming assessment period that indicator is not listed among the objectives, but it will still be tracked with the following question on the exit survey: “what is your overall impression of your educational experiences in the DHN program?” The 2012 exit survey found that 98% of students reported “satisfactory” or higher with their educational experience (n = 42).

The cumulative data regarding the objectives: over a five-year period the performance and entry-level readiness of the DPD graduate will be evaluated by the Dietetic Internship Director and will meet or exceed the SPP competencies with a rating of “≥3” or “satisfactory” and over a five-year time period the mean rating of foundation knowledge and skills and/or SPP that employers will rank DPD graduates in their employ will meet or exceed a rating of “≥3” or “satisfactory” is missing. However, the survey data collected from 2008 revealed that DI Directors were very positive with 100% of respondents rating the performance of DPD graduates as “satisfactory” (≥3) or above. Because both of the previous indicators are evaluating a DPD graduate as being prepared at the entry-level in their understanding of the dietetics core knowledge along with the dismal survey completion rate, the Department felt the new objective was more efficient compared to previous objectives. The new objective now reads: at least 70% of DPD graduates will receive satisfactory ratings or higher in relation to their overall dietetics knowledge and skills as reported from Dietetic Internship Directors or employer survey respondents. The current objective will be tracked using an online survey rather than a paper survey in hopes of increasing response rate. The DPD Director will track where DPD students matched to generate a list of DI Directors. A question will be included on the Alumni Survey that will ask alumni to provide contact information for their current employer. The DI Director survey will be sent to Directors six months to a year following graduation. The employer surveys will be sent one year post-graduation. The DPD Director will collect and analyze survey results and present the summarized findings to Department faculty. Department faculty will consider the feedback from the surveys to improve perceived areas of inadequacy as reported by Dietetic Internship Directors or employer survey respondents.

Cumulative data was also missing for the following objective: over a five-year period 80% of the DPD graduates not applying to or accepted into a SPP will pursue an advanced degree or re-apply to a SPP. This objective was not met as approximately 35% of this particular student sub-population pursued an advanced degree. The data was derived from CADE annual reports and conversations with the former and present Director of Graduate Studies, and the DI Director. This information will continue to be tracked using the ACEND annual reports, alumni surveys, the Director of Graduate Studies, the DI Director, and other Department faculty. We anticipate that a benchmark of 30% is more appropriate if the forecasting of the new objectives is correct. For example, the program anticipates that 60% of approximately 25 DPD graduates will apply to a DI. About 8 of these students will match (~53%). The remaining 7 will potentially apply to a DI, graduate school, or an MS or PhD/RD graduate program which is approximately 28%.

### **Guideline 8.3**

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

The DHN-DPD program is tightly integrated into the Department’s budget, which translates to the short and long-term strategies being included in the budgeting process. Line items in the DHN budget show how the program, faculty, and student needs are fully supported by DHN. Budgetary needs are established by the Department with input derived from faculty meetings and in the Administrative team meetings where all Department chairs in the School of HES meet to share their needs and to plan the progress of the School. The DPD program goals are

considered at the same level of the Dietetic Internship and the Coordinated Program goals. Each of these program goals are incorporated into activities that are included in the DHN budget. Faculty members propose ideas in faculty meetings for long-term budget needs. Short-term budget requests, such as for supplies, are sent directly to the Department chair and are met very quickly using the teaching line of the budget. The Department has a vested interest in moving students seamlessly through the program of study to become entry-level dietitians therefore budget needs for supplies, equipment, and faculty travel are equitably distributed across programs. The chair consolidates the requests into the line items to address targeted program needs.

**Guideline 8.4**

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

The University of Kentucky requires annual assessment and reflection for all degree programs. Four dietetics program goals were established in 2008 and are assessed annually. These reports are provided online and are evaluated by internal and external assessment teams for completeness. Assessment plans are submitted in May with reflection and improvement action plans submitted in January.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include the Program Improvement Summary Matrix.

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

## Curriculum and Student Learning Objectives

### **Standard 9: Program Concentrations**

In addition to the Core Knowledge and Competencies, 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.

**Standard 9 does not apply to the DPD Program.**

## Curriculum and Student Learning Objectives

### Standard 10: Curricular Mapping

The program must map its curriculum around ACEND's Core Knowledge (Appendix A) using sound educational methodology to prepare graduates to enter dietetics practice in any setting and produce optimal client or patient outcomes.

#### 1. Narrative:

##### Guideline 10.1

**a. The curriculum map must identify didactic course(s) that students will complete to meet each of the Core Knowledge, including the Support Knowledge.**

The DPD Curriculum Map demonstrates where the KRDs are met throughout the didactic curriculum (see DPD Curriculum Map below). The DPD curriculum is specifically designed to give students the opportunity to build, retain and apply their core knowledge as they progress through their coursework. Many of the dietetic courses have pre-requisites in place in an effort to allow enrollment of only those that have successfully demonstrated their understanding of the core knowledge in a preliminary course. Additionally, the Department requires that students must maintain a 2.4 GPA or above to progress into coursework designated as major requirements. Pre-requisites are in place very early on in the curriculum beginning with the pre-major course, DHN 212: Introductory Nutrition (KRDs 3.2, 3.2a, 4.2, 4.2a, 5.2, 5.3), which requires general chemistry as a pre-requisite and biology or microbiology that can be taken previously or concurrently. DHN 212 is the gateway course to the community nutrition, medical nutrition, and food service systems management pathways of the DPD curriculum (Dietetic Major Course Curriculum below). This introductory course provides an elementary study of the principles of nutrition with an emphasis on the chemical and physiological principles as it applies to nutrition. Following the completion of all pre-major course requirements students will progress into more challenging coursework at the 300-level. The 300-level courses and above are considered major courses and students are required to achieve a grade of "C" or higher in all of these courses.

The Medical Nutrition pathway of the DPD curriculum (see Dietetic Major Course Curriculum below) shows that Core Knowledge presented in DHN 212: Introductory Nutrition is reinforced and expanded upon in greater complexity and detail in DHN 311: Nutritional Biochemistry (KRDs 1.1, 5.2). DHN 311: Nutritional Biochemistry requires DHN 212 as a pre-requisite along with chemistry and physiology that can be taken previously or concurrently. These pre-requisites are in place because DHN 311 studies the biochemical basis of nutrition and the physiochemical properties of nutrients and their role in the physiological and metabolic processes.

DHN 510: Advanced Nutrition (KRDs 1.1, 5.2) requires DHN 311 as a pre-requisite because it builds on the core knowledge of nutritional biochemistry by building upon biochemistry, physiology, and nutrition knowledge and expanding learning to include the utilization and function of nutrients in the body to support organ function. Students are typically enrolled in the DHN 510: Advanced Nutrition course concurrently with DHN 512: Medical Nutrition Therapy I, which requires DHN 311: Nutritional Biochemistry and DHN 312: Nutrition & Wellness in the Lifecycle (KRDs 1.1, 1.1a, 1.1b, 2.1, 3.2, 5.2, 5.3) as pre-requisites. DHN 312 is a pre-requisite because it builds on the introductory nutrition course while concurrently preparing students for medical nutrition therapy and community nutrition courses by including the study of physiological changes and associated nutrient needs that occur in the life cycle. In addition, this course includes assessment methods to identify nutrition issues and nutrition education programs available to individuals from in-utero to geriatrics. The core knowledge obtained in DHN 212, 311, 312, and 510 is needed to successfully complete DHN 512: Medical Nutrition Therapy I (KRDs 1.1, 2.1, 2.3, 2.3a, 2.3b, 3.1, 3.1a, 3.2, 3.2a, 3.3) because this course explores the changes in nutrient metabolism related to biochemical and physiological alterations in disease conditions while applying the Nutrition Care Process. Upon successful completion of Medical Nutrition Therapy I the student is able to progress to DHN 517: Medical Nutrition Therapy II (KRDs 1.1, 2.1, 2.3, 2.3a, 2.3b, 3.1, 3.1a, 3.2, 3.2a, 3.3, 4.5, 5.2, 5.3). This capstone course explores changes in nutrient metabolism by integrating biochemical, physiological, and pathophysiological alterations in disease conditions. At this juncture in the curriculum students are prepared to take DHN 514:

Dietetics: Counseling and Communication Theories and Applications (KRDs 1.1, 1.1b, 2.1, 2.1a, 2.2, 2.2a, 2.3, 2.3a, 3.1, 3.2, 3.3, 3.3a, 5.3). This course requires students to translate their biochemical, physiological, nutrient, and medical nutrition knowledge to a counseling format that addresses disease prevention and disease management among the general public. Counseling and communication theories are combined in this course as students refine their communication skills to enhance their effectiveness as a practicing dietitian.

The courses listed under the Community Nutrition pathway (Dietetic Major Course Curriculum below) includes DHN 301 Dietetics Practice, DHN 312: Nutrition & Wellness in the Lifecycle and DHN 403: Community Nutrition & Wellness (KRDs 1.1, 1.1a, 1.1b, 2.1, 2.1a, 2.1b, 3.2, 3.3, 4.3, 4.3a, 4.4, 4.4a, 5.3). DHN 403 requires DHN 312 as a prerequisite because it builds upon nutrition education programs that are offered at the community level. While taking DHN 403, students are required to assess community resources and the needs of a target population, and develop a theoretical-based community nutrition program or intervention to meet the needs of individuals throughout the lifecycle. The final projects are presented in both oral and written formats. This project demonstrates how DHN 403, 312 and DHN 514 Dietetics: Counseling & Communication are intertwined and how DHN 312 and 514 link the Medical Nutrition pathway to the Community Nutrition pathway. Students typically enroll in DHN 301: Dietetics Practice (KRDs 1.1, 1.1a, 1.1b, 2.1, 2.1a, 2.3, 3.2) the first semester of their junior year, which is timely as this is a critical time for students to build their experiences and professional network in preparation for applying to dietetic internships. This course incorporates core knowledge by including material that addresses professional ethics, standards of practice, scope of practice, educational pathways, credential attainment and maintenance, competencies required for entry-level practice, and responsibilities as a professional. The course allows for exploration of dietetics practice in medical nutrition therapy, food service management and delivery of nutrition services.

The pre-major course, DHN 241 Food Service Sanitation (KRDs 2.3, 2.3a, 4.2, 4.2a, 4.3, 4.3a, 5.2, 5.3), is appropriately placed as the pre-requisite to DHN 302: Principles of Food Preparation (KRDs 1.1, 1.1a, 1.1b, 2.1, 2.1a, 3.2, 4.2, 4.2a, 4.2b), which is the first major course in the Food Service Systems Management pathway of the DPD curriculum (see Dietetic Major Course Curriculum below). DHN 241 covers the principles of food microbiology and regulatory agencies and policies enforced for the prevention of food borne diseases and microbiological problems. Completion of this course leads to certification from the National Restaurant Association. DHN 302 builds on DHN 241 by focusing on the physical and chemical principles involved in the preparation of foods and the application of these principles to control for quality outcomes. The laboratory portion of the class links theory to practice to ensure that the standards of safety and overall quality are preserved while maintaining the acceptability and nutritional quality of foods prepared for individuals and groups. Following the successful completion of DHN 302 students are able to enroll in DHN 304: Experimental Foods (KRDs 1.1, 2.1, 2.1a, 5.1), which also requires either completion of the pre-major course, organic chemistry, or concurrent enrollment. In DHN 304, organic chemistry is incorporated as the chemical and physical properties of food continues to be studied and expanded upon while exploring changes in food quality upon altering ingredients and preparation methods. In DHN 340 Institutional Purchasing (KRDs 2.1, 2.1b, 4.1, 4.1a, 4.2, 4.2b) the fundamental principles and purchasing techniques for the selection of food and non-food items in a food service system are emphasized in this course. The pre-major course, Principles of Economics I, is a pre-requisite to this course. Students can enroll in DHN 342: Quantity Food Production (KRDs 2.1, 2.1a, 2.1b, 2.3b, 3.2, 3.2a, 3.3a, 4.1, 4.1a, 4.1b, 4.2, 4.2a, 4.2b, 5.1) only after completing DHN 302: Principles of Food Preparation (or HMT 308) and DHN 241: Food Service Sanitation. DHN 342 follows those courses because the fundamental principles are needed to produce and serve food in quantity because DHN 342 applies production techniques and controls, menu planning, and service for quantity production. DHN 346: Human Resources Management Food & Hospitality Industry (KRDs 2.1, 2.1a, 2.1b, 2.3, 4.1, 4.1a, 4.1b, 4.1c) is the final Food service Management System course. It exposes students to all aspects of human resources management in the hospitality and health care industry context. Topics covered include planning, selection, placement, training, disciplining employees, labor relations, and compensation. Alternatively, MGT 301: Business Management can be taken. Completion of the Food Service Systems Management pathway can lead to certification in Manage First Program® Inventory and Purchasing, Controlling Food service Costs, Human Resources Management and Supervision, & ServSafe®.

The Food service Systems Management pathway, along with the other focus areas of Community Nutrition and Medical Nutrition, come together leading to the final two courses of the DPD curriculum, DHN 408G Seminar in Food and Nutrition (KRDs 1.1, 2.1, 2.1a) and DHN 480: Dietetics Pre-Professional Practice (KRDs 1.1, 2.1, 2.3, 3.2, 3.3, 4.4, 4.5). These courses are appropriately placed as senior level courses because DHN 408G investigates recent research in food and nutrition, which can encompass the major focus areas of nutrition. During DHN 480, core knowledge is applied through pre-professional experiences designed to allow students to apply knowledge and skills in assessing, planning, implementing, and evaluating nutrition care in various health delivery systems.

The course sequence of the DPD curriculum is a strength of the program because it is purposeful in building core knowledge at the introductory level before allowing students to advance onto more advanced and complex courses that further builds core knowledge. The Department strictly enforces the pre-requisite policies and GPA progression requirements. Enforcing these policies decreases the number of students advancing to higher level courses that have not learned the core knowledge at a basic level. Upon completion of the DPD curriculum graduates are prepared to function as entry-level professionals, such as an intern in a supervised practice program.

**b. The curriculum map must sequentially and logically organize the progression of courses from introductory to advanced learning activities and build on previous knowledge or experience to achieve the expected depth and breadth of knowledge by completion of the program.**

Refer to curriculum map below.

**c. The curriculum map must include course syllabi with clearly defined objectives reflecting the breadth and depth of the course content and expected student performance.**

The course syllabi can be found in Appendix B.

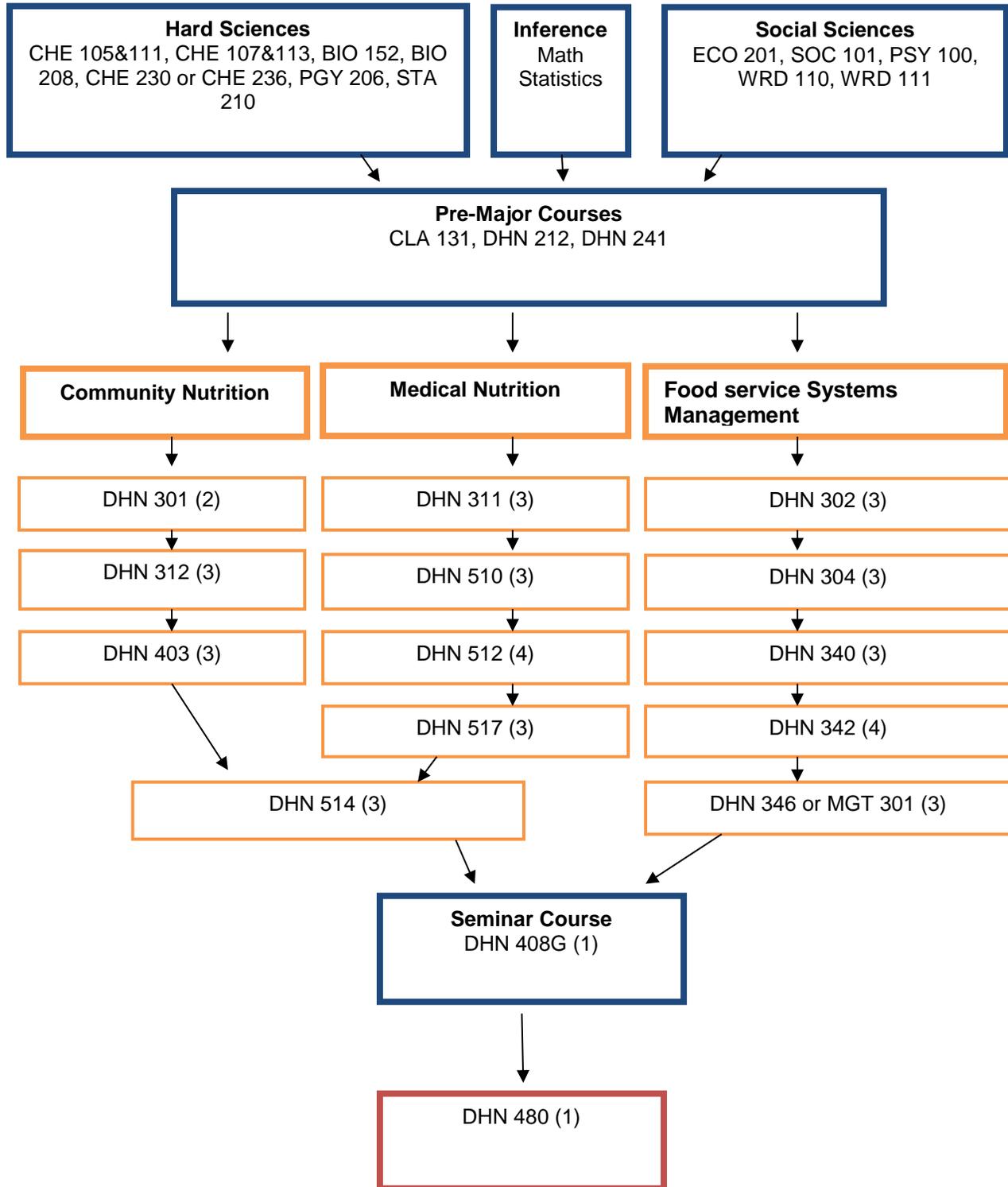
**2. Supporting documents:** DPD Curriculum Map with KRDs, Dietetic Major Course Curriculum Flow, DPD Program Sequence

**DPD Curriculum Map with 2012 KRDs**

Course	KRD 1.1	KRD 1.1a	KRD 1.1b	KRD 2.1	KRD 2.1a	KRD 2.1b	KRD 2.2	KRD 2.2a	KRD 2.3	KRD 2.3a	KRD 2.3b	KRD 3.1	KRD 3.1a	KRD 3.2	KRD 3.2a	KRD 3.3	KRD 3.3a
212														X	X		
241									X	X							
301	X	X	X	X	X				X					X			
302	X			X	X									X	X		
304	X			X	X												
311	X																
312	X	X	X	X										X		X	
340				X		X											
342				X	X	X					X			X	X	X	X
346				X	X	X			X								
403	X	X	X	X	X	X								X		X	
408G	X			X	X												
480	X			X					X					X			
510	X																
512	X			X					X	X	X	X	X	X	X	X	
514	X		X	X	X		X	X	X	X		X		X		X	X
517	X			X					X	X	X	X	X	X	X	X	

Course	KRD 4.1	KRD 4.1a	KRD 4.1b	KRD 4.1c	KRD 4.2	KRD 4.2a	KRD 4.2b	KRD 4.3	KRD 4.3a	KRD 4.4	KRD 4.4a	KRD 4.5	KRD 5.1	KRD 5.2	KRD 5.3
212														X	X
241					X	X		X	X						
301															
302					X	X	X								
304													X		
311														X	
312														X	X
340	X	X			X		X								
342	X	X	X		X	X	X						X		
346	X	X	X	X											
403								X	X	X	X				X
408G															
480										X		X			
510														X	
512														X	X
514															X
517												X		X	X

# Dietetic Major Course Curriculum



**Certifications Acquired:**  
 Manage First Program® Inventory and Purchasing, Controlling Food service Costs,  
 Human Resources Management and Supervision, & ServSafe®

**DIDACTIC PROGRAMS IN NUTRITION AND DIETETICS  
PLAN OF STUDY**

**Junior Fall**

<b>DHN 301</b>	Dietetics Practice	2
<b>DHN 302</b>	Principles of Food Preparation	3
<b>DHN 311</b>	Nutritional Biochemistry	3
<b>DHN 312</b>	Nutrition and Wellness in the Lifecycle	3
<b>ACC 201</b>	Financial Accounting	3
<b>STA 210</b>	Intro to Statistical Reasoning	3

**Total Credits 17**

**Junior Spring**

<b>DHN 304</b>	Experimental Foods	3
<b>DHN 340</b>	Institutional Purchasing	3
<b>DHN 403</b>	Community Nutrition and Wellness	3
<b>DHN 510</b>	Advanced Nutrition	3
<b>DHN 512</b>	Medical Nutrition Therapy I	4

**Total Credits 16**

**Senior Fall**

<b>DHN 342</b>	Quantity Food Production	4
<b>DHN 346</b>	Human Resources Management for the Food and Hospitality Industries	3
<b>DHN 514</b>	Dietetics: Counseling and Communication: Theories and Applications	3
<b>DHN 517</b>	Medical Nutrition Therapy II	3
<b>FAM 352</b>	Issues in Family Science	3

**Total Credits 16**

**Senior Spring**

<b>DHN 408G</b>	Seminar in Food and Nutrition	1
<b>DHN 480</b>	Dietetics Pre-Professional Practice Electives	1 - 6

**Total Credits 16**

**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**

<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.

## Curriculum and Student Learning Objectives

### Standard 11: Learning Activities–

The program’s curriculum must provide learning activities to attain all the Core Knowledge (Appendix A) defined to enter practice as a registered dietitian.

#### 1. Narrative:

The DPD curriculum allows for a wide variety of learning activities that provide students with the opportunity to achieve all of the ACEND core knowledge requirements and competencies. Course descriptions can be found here: [DHN Course Descriptions](#) and in Appendix A. Educational methods include lectures, discussion boards, videos, food labs, interactive technology, case studies that increase in complexity as student progress into upper level courses, research assignments in oral and written formats, and application of several competencies through completion of capstone projects such as counseling videos, the community intervention project, and hands-on participation in pre-professional practice. Over the past five years, the DHN Department has worked diligently to refine and restructure many of its major classes. Many changes have been implemented in response to feedback provided by current students, alumni, preceptors, advisory board members and faculty. Changes have been implemented gradually as faculty expertise and time allow. The charts below highlight how the curriculum covers the required conditions, target populations, and groups. Additionally, the charts also outline ACEND knowledge and competency requirements, which courses meet these requirements, and the associated student learning activities.

The dietetics curriculum has several unique and innovative opportunities for students to meet the knowledge requirements. One example of this involves KRD 5.1, which states “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”. DHN 304: Experimental Foods has taken an innovative approach to help students master this knowledge requirement. In collaboration with Kentucky Extension Agents; students participate in a recipe development project called “Plate It Up! Kentucky Proud”. For this assignment students collaborate with teammates to create healthy recipes that utilize products that are grown within the Commonwealth of Kentucky. At the end of the semester, a taste test takes place with a panel of three judges. The winning recipe is then provided to and marketed to the entire state through the county extension offices.

Another example of a unique and innovative opportunity for DPD students involves KRD 2.2, which states “The curriculum must provide principles and techniques of effective counseling methods”. DHN 514: Dietetics: Counseling and Communication Theories and Applications has taken an innovative approach to help students master the core knowledge through a project that involves videotaping two 30-minute counseling sessions where the student counsels a “client”. This project is original because the clients are actually UK students majoring in Theatre Arts. By collaborating with the Theatre Department, DPD students are able to experience an actual counseling session. The student also completes one of the 30-minute videos at the beginning of the semester and the second one at the end of the semester. This allows for the students to self-reflect upon the growth of their counseling skills throughout the span of the course. Students have provided very strong, positive feedback regarding both of these assignments.

The chart below (a) describes where and how the curriculum provides didactic learning for various conditions, including overweight and obesity, diabetes, cancer, cardiovascular, gastrointestinal and renal disease; the Nutrition Care Process with various populations and diverse cultures (b), including infants, children, adolescents, adults, pregnant/lactating females and the elderly; prepare students for technical practice with patients/clients with various conditions; and didactic learning for all interventions defined in the Nutrition Care Process. Medical Nutrition Therapy I and II (DHN 512/517) and Dietetics: Counseling and Communication Theories and Applications (DHN 514) prepare students for technical practice with patients or clients with various conditions. The Medical Nutrition Therapy courses have students, individually or in groups of 3-4, complete case studies using the Nutrition

Care Process format and document this in mock medical records. The case studies simulate patients across life stages and include Native Americans, Hispanics, and African Americans. Conditions include chronic obstructive pulmonary disease, liver transplant, Alzheimer’s disease, Parkinson’s disease, congestive heart failure, gestational diabetes, weight management, eating disorders, renal disease, cardiovascular diseases, cancer, and Type 1 and 2 Diabetes. The Dietetics: Counseling and Communication course prepares students for technical practice by having students translate their MNT knowledge into a counseling format that is understood by the general public and motivates people to practice healthy food behaviors appropriate to various disease conditions throughout the lifespan. The Medical Nutrition Therapy courses provide opportunity to learn components of the Nutrition Care Process through the various case studies, described above and in the charts below, under the supervision of the course instructor who is a registered dietitian. The DHN 480 Pre-Professional Practice course has the potential to provide didactic learning for selected components of the Nutrition Care Process under the supervision of a registered dietitian. The nature of the course allows students to select their mentor who has to be a registered dietitian, but they don’t necessarily work in a setting that is conducive to applying the Nutrition Care Process. Plans to improve this include strongly encouraging students to choose registered dietitians outside of the Department to increase the likelihood of students gaining hands-on experience of applying components of the Nutrition Care Process under the supervision of a registered dietitian.

The variety of learning activities provided throughout the dietetics curriculum is an area of strength. The curriculum exposes students to a variety of health conditions over the lifespan, populations, and environments by completing projects and being tested on course material. The DHN faculty members constantly revise and improve courses to improve student learning and comprehension. The progression of courses and learning activities allows for the introduction of the material, the reinforcement of information through upper-level courses, and provides the student with the knowledge needed to perform as an entry-level dietitian. The remaining learning activities associated with Guideline 11.1 c-e are listed in the below tables. Additionally, DPD students are able to meet all core knowledge requirements through the learning activities within the DPD curriculum. The learning activities associated with each KRD is listed in the table below (ACEND Requirements and Learning Activities for the Didactic Programs in Nutrition & Dietetics).

**Guideline 11.1**

**a. Learning activities must prepare students 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>Condition</b>	<b>Course</b>	<b>Examples of Learning Activities</b>
<b>Overweight Obesity</b>	DHN 212	Individual (out of class) and group (in class) case studies.
	DHN 304	Plate It Up! Kentucky Proud service learning project to promote fruit and vegetable consumption through low-calorie dishes.
	DHN 312	The relationship between nutrition and obesity/overweight across the life span was included within in-class lectures. Through an independent case study students were asked to use their nutrition knowledge to improve the weight status of an adult overweight Type 2 Diabetic through diet and lifestyle changes.

		During an in-class group case study students were required to list important lifestyle factors, living situation, and biochemical indicators that are important when assessing an obese Type 2 Diabetic older adult.
	DHN 403	Students select a chronic condition to focus on while developing an intervention to address the disease. Students research the chronic condition to understand the pathophysiology of the disease. The assignment is a paper on the condition. Then the students link behavioral strategies to the condition to help prevent or treat the state through development of an intervention or program. The assignment is to turn a paper utilizing critical thinking to link the intervention strategies with the chronic condition.
	DHN 312	The relationship between nutrition and diabetes across the life span was included within in-class lectures. Through an independent case study students were asked to use their nutrition knowledge to improve the weight status of an overweight Type 2 Diabetic through diet and lifestyle changes. During an in-class group case study students were required to list important lifestyle factors, living situation, and biochemical indicators that are important when assessing an obese older adult who is a Type 2 Diabetic.
	DHN 342	Diabetes menu planning
	DHN 510	In-class detailed instruction. Supplemental reading assignments - include specific assessment guidelines and questions.
	DHN 512, DHN 517	Simulated patients with diabetes (type 1 and 2) using carbohydrate counting.

	DHN 514	Counseling case studies
<b>Cancer</b>	DHN 312	The relationship between nutrition and cancer across the life span was included within in-class lectures.
	DHN 403	Students select a chronic condition to focus on while developing an intervention to address the disease. Students research the chronic condition to understand the pathophysiology of the disease. The assignment is a paper on the condition. Then the students link behavioral strategies to the condition to help prevent or treat the state through development of an intervention or program. The assignment is to turn a paper utilizing critical thinking to link the intervention strategies with the chronic condition.
	DHN 510	Detailed in-class instructions on the role of vitamins and minerals in cancer prevention and treatment.  Supplemental reading assignments – include specific assessment guidelines and questions.
	DHN 517	Simulated patients with cancer, including therapy for chemotherapy and radiation treatments.
<b>Cardiovascular Disease</b>	DHN 212	In-class group case study.
	DHN 312	The relationship between nutrition and cardiovascular disease across the life span was included within in-class lectures.
	DHN 403	Students select a chronic condition to focus on while developing an intervention to address the disease. Students research the chronic condition to understand the pathophysiology of the disease. The assignment is a paper on the

		condition. Then the students link behavioral strategies to the condition to help prevent or treat the state through development of an intervention or program. The assignment is to turn a paper utilizing critical thinking to link the intervention strategies with the chronic condition.
	DHN 510	In-class detailed instruction. Supplemental reading assignments – include specific assessment guidelines and questions.
	DHN 512, DHN 517	Simulated patients with cardiovascular disease using the Therapeutic Lifestyle Change diet or the DASH diet.
	DHN 514	Counseling case studies
<b>Gastrointestinal</b>	DHN 212	In-class group case study.
	DHN 312	The relationship between nutrition and certain gastrointestinal diseases across the life span was included within in-class lectures.
	DHN 342	Prepare meals for individuals with celiac or gluten intolerance.
	DHN 510	In-class detailed instruction. Supplemental reading assignments – include specific assessment guidelines and questions.
	DHN 512, DHN 517	Simulated patients with GI conditions/diseases, such as duodenal ulcer, celiac disease, Crohn’s Disease, and diverticulosis, with appropriate MNT.
	DHN 514	Counseling case studies
<b>Renal Disease</b>	DHN 512, DHN 517	Simulated patients with renal disease using renal diets.

**Guideline 11.1**

b. Learning activities must prepare students to implement the nutrition care process with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and the elderly.

<b>Group</b>	<b>Course</b>	<b>Examples of Learning Activities</b>
<b>Diverse Cultures</b>	DHN 312	In-class lectures focus on reaching at-risk populations through nutrition interventions designed to improve health outcomes across the life span.
	DHN 512, DHN 517	Individually and as a group of 3-4 students, use the nutrition care process (NCP) and document in a mock medical record using the NCP format for about six case studies in which simulated patients include Native Americans, Hispanics, and African Americans.
<b>Infants and Children</b>	DHN 312	-In-class group case study - infant Independent case study – toddler In-class group case study- pre-adolescent
	DHN 514	Counseling case studies
	DHN 517	The NCP is used with a case study that simulates a pediatric patient with inborn errors of metabolism, such as planning phenylalanine controlled diets.
<b>Adolescents</b>	DHN 312	Independent case study
	DHN 517	The NCP is used with a case study that simulates an adolescent patient with an eating disorder and appropriate MNT and role of the RD in multidisciplinary care.
<b>Pregnant/Lactating Females</b>	DHN 312	Independent case study – lactating female In-class group case study – pregnant female
	DHN 514	Counseling case studies
	DHN 517	The NCP is used with a case study that simulates a pregnant woman who develops gestational diabetes using carbohydrate counting and

		appropriate calories for weight gain.
<b>Adults</b>	DHN 312	Independent case study - Preconception Independent case study – Adult
	DHN 512, DHN 517	Individually and as a group of 3-4 students, use the nutrition care process and document in a mock medical record using the NCP format in about 15 case studies including all major disease conditions.
	DHN 514	Counseling case studies
<b>Elderly</b>	DHN 312	In-class group case study
	DHN 512, DHN 517	Individually and as a group of 3-4 students, use the nutrition care process and document in a mock medical record using the NCP format in about four case studies including such conditions as COPD, liver transplant, Alzheimer’s disease, Parkinson’s disease, and CHF with cardiac cachexia.

**Guideline 11.1**

**c. Learning activities for students 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.**

<b>Course</b>	<b>Examples of Learning Activities</b>
<b>DHN 212</b>	Small groups (3-4 students) work together to complete four in-class group case studies related to course topics.
<b>DHN 304</b>	Students work during the semester with a lab partner on all laboratory assignments. Students work with their lab partner to develop an innovative and healthy recipe for the Plate It Up! Kentucky Proud project, developing problem-solving and critical-thinking skills. Small groups (4 students) work together to develop a Plate It Up! Kentucky Proud mobile device app. Groups develop a written proposal and professional presentation.
<b>DHN 312</b>	Students are required to work together to complete in-class group case studies Students use critical thinking skills to complete independent case studies

	by applying their knowledge of a particular life stage to answer the questions.
<b>DHN 340</b>	Semester capstone group project where teams of students collaborate, perform research, define best practices and develop a institutional purchasing plan for a fictional food systems operation.
<b>DHN 346</b>	Semester capstone group project where teams of students collaborate, perform research and develop a human resources management plan for a fictional food systems operation.
<b>DHN 342</b>	Each student performs a StrengthsFinder self-assessment; 20 rotating stations in quantity foods production include self-awareness, team-work, front of the house and back of the house leadership activities which include problem solving and critical thinking.
<b>DHN 403</b>	Small groups work together to develop a community based nutrition intervention.
<b>DHN 480</b>	Students are placed in experiential settings and assigned to a mentor (registered dietitian). They must select a focus area for their pre-professional learning experience to accomplish their self-selected learning outcomes based on ACEND core knowledge. The focus areas include health promotional wellness/prevention therapy, administrative/management, therapeutic/clinical therapy, and entrepreneurial/business.
<b>DHN 510</b>	<p>Students are challenged to conduct a thorough literature review on any topic related to nutrition. They develop an evidence-based review paper based on peer-reviewed journal articles. This semester-long project challenges students to use their critical thinking skills. Before turning in a final draft of their paper students use peer-assessment to evaluate papers. Students develop a one-page informational handout and present their topic to their classmates.</p> <p>In-class group activities are incorporated within course instruction for relevant topics.</p>
<b>DHN 512, DHN 517</b>	Small groups (3-5 students) work together to develop the nutrition care process for various common health conditions and diseases and write nutrition care plans for at least five case studies and present two case studies to the class. There are about ten case studies presented in each of the two classes (Includes collaboration, teamwork, problem-solving and critical thinking skills)
<b>DHN 514</b>	Students have to self-evaluate two different video-taped counseling sessions. Students also have to teach a community group about nutrition and then write a reflective paper on the experience and their teaching abilities.

**Guideline 11.1**

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.

<b>Course</b>	<b>Examples of Educational Approaches</b>
<b>DHN 212</b>	Individual and group case studies. Two written projects. Appropriate video clips and documentaries are incorporated within standard lecture.
<b>DHN 302</b>	The principles of food preparation are taught completely in a hands-on format that allows students to apply prior knowledge about food principles.
<b>DHN 304</b>	3-hour per week laboratory with weekly written lab reports. Plate It Up! Kentucky Proud service learning project – recipe development and app proposal. Field trip to Jif/Smuckers plant. Viewing and critical discussion of <i>Forks Over Knives</i> and <i>Food Inc.</i> Optional bonus activity attending and reflecting on local farmers market. Five out-of-class assignments related to special topics and/or research articles (e.g. high fructose corn syrup, trans fats, smell and satiation)
<b>DHN 312</b>	In-class lectures, case studies, videos, and demonstrations
<b>DHN 342</b>	Lecture, mini cost control modules, reflective and knowledge based evaluations; In 20 laboratory rotations, students participate in problem based learning through preparation and service for 50; participation in Showcase for Undergraduate Research.
<b>DHN 403</b>	In two classes PBL is utilized through students breaking up into small groups. First students read and discuss a case study involving a community organization trying to solve a “need” in their community related to a nutrition issue (obesity, heart disease, diabetes). Second the students work through a series of steps in trying to help the community come up with goals, objectives, and action steps to solve this need. Third the students present to the larger group how they solved this problem. The instructor uses probes but the students lead the discussion and solving of the case study.
<b>DHN 480</b>	Student learning takes place through hands-on experiences in professional settings under the supervision of a registered dietitian who serves as the students mentor. The focus areas to choose from include health promotional wellness/prevention therapy, administrative/management, therapeutic/clinical therapy, and entrepreneurial/business.
<b>DHN 510</b>	Five out-of-class topical (e.g. digestion, obesity, metabolism) reading assignments – students read 6-10 assigned journal articles per assignment and answer questions related to those articles. Research project – students complete a literature review using peer-reviewed journal articles to support their review. Paper is submitted in draft and final form. Students develop a one-page informational handout

	<p>and present their topic in class.</p> <p>In-class games to assess learning and prepare for exams.</p> <p>Take home final exam – students develop a 1-2 page detailed professional handout summarizing of digestion, metabolism, and vitamins and minerals. The handout is laminated and serves as a useful study aid for students during their internships.</p>
<b>DHN 512, DHN 517</b>	<p>Students are assigned to small groups. Students read and discuss a case study involving a major health condition/disease. The group works together using the Nutrition Care Process to plan the MNT for the particular simulated client/patient in the case study. The group presents the case study to the class including an innovative way (e.g. song, role-playing, video) to explain the disease. A second group of students is assigned a reduced NCP for the same case study and helps evaluate the first case study presentation.</p>
<b>DHN 512, DHN 517</b>	<p>“Patient presentations” are used to help the students understand what it is like to have one of the diseases that is covered in the course. I have had a young man, who received a liver transplant, a student recovering from an eating disorder, a dietitian who works with pediatric patients with PKU and galactosemia, and a woman with diabetes describe their experiences with their specific conditions. Students have responded that these presentations have helped them gain confidence in working with “real” clients/patients.</p>
<b>DHN 514</b>	<p>This course uses laboratory simulations with actors in which students practice counseling skills. There is also an element of in-class lecture instruction in this class.</p>

**Guideline 11.1**

**e. Learning activities must include opportunities for students to participate in interdisciplinary learning activities.**

<b>Course</b>	<b>Examples of Learning Activities</b>
<b>DHN 301</b>	<p>A group activity is conducted where each group is assigned a situation and they must decide if it violates the Code of Ethics and how.</p> <p>The importance of cultural competence was discussed during an in-class lecture.</p>
<b>DHN 346</b>	<p>Students engage, discuss and collaborate on multiple assignments throughout the semester on topics including the importance of diversity in recruiting, cultural competency in development of human resource policies, gender discrimination and sexual harassment.</p>
<b>DHN 342</b>	<p>StrengthsFinder elevator speech includes personal and professional attitudes and values; Two leadership rotations in quantity food production include practice of leadership and decision making skills.</p>
<b>DHN 480</b>	<p>Students are placed in experiential settings and assigned to a mentor (registered dietitian) during their pre-professional learning experience. Students document their professional and personal experiences in daily journal entries. Students practice cultural competence, leadership, and</p>

	decision-making skills as they work to achieve their learning outcomes.
<b>DHN 517</b>	Case studies include simulations such as end of life decisions, role of the dietitian on the medical care team, patient confidentiality, feeding decisions, and families bringing favorite foods to a patient on a restricted diet. Class discussions include solving or responding to these scenarios.

**Course titles**

- DHN 212 Introductory Nutrition
- DHN 301 Dietetics Practice
- DHN 302 Principles of Food Preparation
- DHN 304 Experimental Foods
- DHN 311 Nutritional Biochemistry
- DHN 312 Nutrition and Wellness in the Life Cycle
- DHN 340 Institutional Purchasing
- DHN 342 Quantity Food Production
- DHN 346 Human Resource Management for the Food and Hospitality Industries
- DHN 403 Community Nutrition and Wellness
- DHN 408G Seminar in Food and Nutrition
- DHN 480 Dietetics Pre-Professional Practice
- DHN 510 Advanced Nutrition
- DHN 512 Medical Nutrition Therapy I
- DHN 514 Dietetics: Counseling and Communication Theories and Applications
- DHN 517 Medical Nutrition Therapy II

**ACEND Requirements and Learning Activities for the Didactic Programs in Nutrition & Dietetics**

	Learning Activities	Rotation or class in which assessment will occur
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.	80% of students will receive a letter grade of "B" or above on their research assignment	DHN 301: Dietetics Practice
	80% of students will receive a letter grade of "B" or above on their lab reports	DHN 302: Principles of Food Preparation
	80% of students will receive a letter grade of "B" or above on their <i>Plate It Up! Kentucky Proud</i> recipe project (5-10 page professional paper and presentation to peers)	DHN 304: Experimental Foods
	Overall average exam scores will be 75% or higher	DHN 311: Nutritional Biochemistry  DHN 312: Nutrition and

	<p>80% of students will receive a letter grade of "B" or above on their case studies</p> <p>Overall average exam scores will be 80% or higher</p> <p>80% of students will receive a "B" or better on their Public Policy group Research project</p> <p>80% of students will receive a "B" or better on their research papers</p> <p>80% of students will receive a "B" or better on their Peer-Reviewed Article Summary</p> <p>80% of students will receive a letter grade of "B" or above on their research project (5 page professional paper and presentation to peers)</p> <p>80% of students will receive a letter grade of "B" or better on case studies using the Nutrition Care Process research in the scientific literature</p> <p>Average exam scores will be 80% or higher</p> <p>80% of students will receive a "B" or better on exams and case studies using the Nutrition Care Process</p>	<p>Wellness in the Lifecycle</p> <p>DHN 312: Nutrition and Wellness in the Lifecycle</p> <p>DHN 403: Community Nutrition and Wellness</p> <p>DHN 408G: Seminar in Food and Nutrition</p> <p>DHN 480: Dietetics Pre-Professional Practice</p> <p>DHN 510: Advanced Nutrition</p> <p>DHN 512: Medical Nutrition Therapy I</p> <p>DHN 514: Dietetics: Counseling and Communication Theories and Applications</p> <p>DHN 517: Medical Nutrition Therapy II</p>
<p>KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.</p>	<p>80% of students will receive a letter grade of "B" or above on research, cover letter, resume, portfolio assignments</p>	<p>DHN 301: Dietetics Practice</p>

	<p>80% of students will receive a letter grade of "B" or above on all submitted lab reports</p> <p>80% of students will receive a letter grade of "B" or above on the oral and written reports associated with the Plate it Up! Kentucky Proud project</p> <p>80% of students will receive a letter grade of "B" or above on their case studies</p> <p>Overall average exam scores will be 80% or higher</p> <p>80% of students will receive a grade of "B" or better on their group research project</p> <p>80% of students will receive a letter grade of "B" or above on their professional group presentation on Human Resource Issues</p> <p>80% of students will receive a grade of "B" or better on their Community Needs Assessment project and presentation</p> <p>80% of students will receive a "B" or better on their special topic research paper and oral presentation</p> <p>80% of students will receive a "B" or better on their Final presentation.</p> <p>80% of students will</p>	<p>DHN 302: Principles of Food Preparation</p> <p>DHN 304: Experimental Foods</p> <p>DHN 312: Nutrition and Wellness in the Lifecycle</p> <p>DHN 312: Nutrition and Wellness in the Lifecycle</p> <p>DHN 340: Institutional Purchasing</p> <p>DHN 346: Human Resources Management</p> <p>DHN 403: Community Nutrition and Wellness</p> <p>DHN 408G: Seminar in Food and Nutrition</p> <p>DHN 480: Dietetics Pre-Professional Practice</p> <p>DHN 512: Medical Nutrition Therapy I</p>
--	---	---

	<p>receive a "B" or better on their written case study assignments and oral presentations of a case study</p> <p>80% of students will receive a "B" or better on their teaching and self-evaluation assignments</p> <p>80% of students will receive a "B" or better on their written case study assignments</p>	<p>DHN 514: Dietetics Counseling and Communication Theories and Applications</p> <p>DHN 517: Medical Nutrition Therapy II</p>
KRD 2.2: The curriculum must provide principles and techniques of effective counseling methods.	80% of students will receive a "B" or better on their final counseling videos	DHN 514: Dietetics Counseling and Communications
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.	<p>Overall average exam scores covering HACCP material will be 93% or higher</p> <p>100% of students will actively participate in a group activity using the Code of Ethics for the Profession of Dietetics</p> <p>80% of students will receive a letter grade of "B" or above on their professional group presentation on Human Resource Issues</p> <p>All students will participate in the Scope of Professional Practice and Code of Ethics Round Table Discussion</p> <p>80% of students will receive a letter grade of "B" or better on case studies using the Nutrition Care Process research in the scientific literature</p> <p>80% of students will receive a "B" or better on</p>	<p>DHN 241: Food Safety</p> <p>DHN 301: Dietetics Practice</p> <p>DHN 346: Human Resources Management</p> <p>DHN 480: Dietetics and Pre-Professional Practice</p> <p>DHN 512: Medical Nutrition Therapy I</p> <p>DHN 514: Dietetics Counseling and Communication Theories</p>

	<p>their nutrition education projects, counseling sessions, and understanding your client write-up projects which are tailored to the Scope of Dietetics Practice</p> <p>80% of students will receive a letter grade of "B" or better on case studies using the Nutrition Care Process research in the scientific literature</p>	<p>and Applications</p> <p>DHN 517: Medical Nutrition Therapy II</p>
<p>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.</p>	<p>80% of students will receive a "B" or better on exams and case studies using the Nutrition Care Process</p> <p>80% of students will receive a "B" or better on their cumulative grades for Lab Case Studies</p> <p>80% of students will receive a "B" or better on exams and case studies using the Nutrition Care Process</p>	<p>DHN 512: Medical Nutrition Therapy I</p> <p>DHN 514: Dietetics Counseling and Communications</p> <p>DHN 517: Medical Nutrition Therapy II</p>
<p>KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.</p>	<p>80% of students will receive a "B" or better on their group case studies, individual case studies, and dietary analysis project</p> <p>80% of students will receive a "B" or better on their research assignment</p> <p>80% of students will receive a letter grade of "B" or above on their lab reports</p> <p>Overall average exam scores will be 80% or higher</p> <p>80% of students will receive at least 750/950 points from the Team</p>	<p>DHN 212: Introductory Nutrition</p> <p>DHN 301: Dietetics Practice</p> <p>DHN 302: Principles of Food Preparation</p> <p>DHN 312: Nutrition and Wellness in the Lifecycle</p> <p>DHN 342: Quantity Food Production</p>

	<p>Laboratory Experiential Learning Activities</p> <p>80% of students will receive a grade of "B" or better on their Community Intervention Project and Paper</p> <p>All students will gain at least 60 hours of shadowing experience in the dietetics and food environment and reflect upon the assignments in their daily journals</p> <p>80% of students will receive a "B" or better on case studies including a variety of disease states using the Nutrition Care Process</p> <p>80% of students will receive a "B" or better on their counseling videos, teaching and self-evaluation, and research projects</p> <p>80% of students will receive a "B" or better on case studies including a variety of disease states using the Nutrition Care Process</p>	<p>DHN 403: Community Nutrition and Wellness</p> <p>DHN 480: Dietetics Pre-Professional Practice</p> <p>DHN 512: Medical Nutrition Therapy I</p> <p>DHN 514: Dietetics Counseling and Communication Theories and Applications</p> <p>DHN 517: Medical Nutrition Therapy II</p>
<p>KRD 3.3: The curriculum must include education and behavior change theories and techniques.</p>	<p>80% of students will receive a letter grade of "B" or above on their case studies</p> <p>80% of students will receive a grade of "B" or better on their Community Intervention Project and Paper</p> <p>80% of students will receive a "B" or better on case studies</p> <p>80% of scores will be a "B"</p>	<p>DHN 312: Nutrition and Wellness in the Lifecycle</p> <p>DHN 403: Community Nutrition and Wellness</p> <p>DHN 512: Medical Nutrition Therapy I</p> <p>DHN 514: Dietetics</p>

	<p>or better on their counseling videos, teaching and self-evaluation, and research projects</p> <p>80% of students will receive a "B" or better on case studies</p>	<p>Counseling and Communication Theories and Applications</p> <p>DHN 517: Medical Nutrition Therapy II</p>
<p>KRD 4.1: The curriculum must include management and business theories and principles required to deliver programs and services.</p>	<p>90% of students will obtain ManageFirst Program® Inventory and Purchasing Certification</p> <p>90% of students will obtain ManageFirst® Controlling Food service Costs Competency Guide Certification</p> <p>90% of students will obtain ManageFirst Program® Human Resources Management and Supervision Certification</p>	<p>DHN 340: Institutional Purchasing</p> <p>DHN 342: Quantity Food Production</p> <p>DHN 346: Human Resources Management</p>
<p>KRD 4.2: The curriculum must include content related to quality management of food and nutrition services.</p>	<p>90% of students will receive a ServSafe® Food Manager Certification</p> <p>80% of students will receive a letter grade of "B" or above on their lab reports</p> <p>90% of students will obtain ManageFirst Program® Inventory and Purchasing Certification</p> <p>90% of students will obtain ManageFirst® Controlling Food service Costs Competency Guide Certification</p>	<p>DHN 241: Food Safety</p> <p>DHN 302: Principles of Food Preparation</p> <p>DHN 340: Institutional Purchasing</p> <p>DHN 342: Quantity Food Production</p>
<p>KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.</p>	<p>Overall average exam scores covering HACCP material will be 93% or higher</p> <p>80% of students will</p>	<p>DHN 241: Food Safety</p> <p>DHN 403: Community</p>

	receive a "B" or better on their Public Policy debate	Nutrition and Wellness
KRD 4.4: The curriculum must include content related to health care systems.	90% of students will complete the required volunteer activity with a community organization  All students will participate in at least 60 hours of shadowing experience under the direct supervision of a registered dietitian	DHN 403: Community Nutrition and Wellness  DHN 480: Dietetics Pre-Professional Practice
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	80% of students will receive a "B" or better on case studies including a variety of disease states using the Nutrition Care Process	DHN 517: Medical Nutrition Therapy II
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.	80% of students will receive a letter grade of "B" or above on their <i>Plate It Up! Kentucky Proud</i> recipe development project  80% of students will receive at least 750/950 points from the Team Laboratory Experiential Learning Activities	DHN 304: Experimental Foods  DHN 342: Quantity Food Production
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.	Average exam scores will be 80% or better  Average exam scores will be 75% or better  80% of students will receive a letter grade of "B" or above on their case studies  Overall average exam scores will be 80% or higher  Average exam scores will be 75% or better  Average exam score will be 75% or better	DHN 212: Introductory Nutrition  DHN 311: Nutritional Biochemistry  DHN 312: Nutrition and Wellness in the Lifecycle  DHN 312: Nutrition and Wellness in the Lifecycle  DHN 510: Advanced Nutrition  DHN 512: Medical Nutrition Therapy I

	Average exam score will be 75% or better	DHN 517: Medical Nutrition Therapy II
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	<p>100% of students will actively participate in at least 3 of the 4 in-class group case studies</p> <p>80% of students will receive a letter grade of "B" or above on their case studies</p> <p>Overall average exam scores will be 80% or higher</p> <p>80% of students will receive a grade of "B" or better on their Community Intervention Project and Paper</p> <p>80% of students will receive a "B" or better on case studies</p> <p>80% of students will receive a "B" or better on their counseling videos and exams</p> <p>80% of students will receive a "B" or better on case studies</p>	<p>DHN 212: Introductory Nutrition</p> <p>DHN 312: Nutrition and Wellness in the Lifecycle</p> <p>DHN 312: Nutrition and Wellness in the Lifecycle</p> <p>DHN 403: Community Nutrition and Wellness</p> <p>DHN 512: Medical Nutrition Therapy I</p> <p>DHN 514: Dietetics Counseling and Communication Theories and Applications</p> <p>DHN 517: Medical Nutrition Therapy II</p>

**Guideline 11.1**

**f. Learning activities must be documented in course syllabi and supervised practice rotation descriptions with clearly defined objectives reflecting in the breadth and depth of didactic course content and expected student performance.**

Course syllabi can be found in Appendix B.

**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):

**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.

## 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.

#### 1. Narrative:

The Dietetics Programs (Options A and B) meet all University of Kentucky requirements for undergraduate major programs. Dietetics program requirements and individual coursework have all been vetted and approved by the College of Agriculture Curriculum Committee and the UK Senate Undergraduate Council prior to final approval by the University Senate. The University of Kentucky Bulletin is updated annually and provides students, faculty, and staff with specifics of all program requirements (<http://www.uky.edu/registrar/Major-Sheets/MSCurrent/agr/diet.pdf>).

The degree requirements for all dietetics students include:

1. Complete University requirements (University Studies Program prior to August 2011 (Appendix 12.01) and UK Core as of August 2011, Appendix A).
2. Complete School of Human Environmental Sciences requirements. School requirements were updated in August 2012 as recommended by the School accrediting body, the American Association of Family & Consumer Sciences.
3. Complete 128 credit hours with a minimum grade-point average of 2.0.
4. Complete the required curriculum in the major program.

The dietetics program is designed to allow students to complete their B.S. in Dietetics in four years, consistent with University goals to graduate students in a timely manner. The dietetics major does require 128 hours, while the minimum hours for undergraduate programs at the University are 120 hours. It is anticipated that pre-major requirements will be completed in 2 years (see program sequence below). Once pre-major requirements have been met the DPD student is able to complete the major requirements in 2 academic years, which is equivalent to at least 65 credit hours to obtain their bachelor's degree in dietetics. Program sequencing and course offerings are assessed annually to ensure that students have the opportunity to graduate in a timely manner. See Program Sequence below. The DPD program sequence is closely tied to the CP program to allow CP students to complete their didactic coursework in the Fall semester to then begin the supervised practice in the Spring semester of their senior year allowing for timely completion of both programs.

The DPD program length allows students to obtain 16 hours of food service systems management, 13 hours of medical nutrition, and 8 hours of community nutrition, which is aligned with the program mission of providing quality undergraduate education in the areas of food, nutrition, and management. At the conclusion of the DPD coursework students will have the following certificates: Manage First Program® Inventory and Purchasing, Controlling Food service Costs, Human Resources Management and Supervision, & ServSafe®.

The structure of the program fits into the university requirements for courses, hours of work and fee paying system. Students are protected by university policies and procedures regarding contact hours, student rights and responsibilities and holidays.

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

**DIDACTIC PROGRAMS IN NUTRITION AND DIETETICS  
PROGRAM SEQUENCE**

**Junior Fall**

<b>DHN 301</b>	Dietetics Practice	2
<b>DHN 302</b>	Principles of Food Preparation	3
<b>DHN 311</b>	Nutritional Biochemistry	3
<b>DHN 312</b>	Nutrition and Wellness in the Lifecycle	3
<b>ACC 201</b>	Financial Accounting	3
<b>STA 210</b>	Intro to Statistical Reasoning	3

**Total Credits 17**

**Junior Spring**

<b>DHN 304</b>	Experimental Foods	3
<b>DHN 340</b>	Institutional Purchasing	3
<b>DHN 403</b>	Community Nutrition and Wellness	3
<b>DHN 510</b>	Advanced Nutrition	3
<b>DHN 512</b>	Medical Nutrition Therapy I	4

**Total Credits 16**

**Senior Fall**

<b>DHN 342</b>	Quantity Food Production	4
<b>DHN 346</b>	Human Resources Management for the Food and Hospitality Industries	3
<b>DHN 514</b>	Dietetics: Counseling and Communication: Theories and Applications	3
<b>DHN 517</b>	Medical Nutrition Therapy II	3
<b>FAM 352</b>	Issues in Family Science	3

**Total Credits 16**

**Senior Spring**

<b>DHN 408G</b>	Seminar in Food and Nutrition	1
<b>DHN 480</b>	Dietetics Pre-Professional Practice Electives	1 - 6

**Total Credits 16**

**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.

# Suggested Four Year Plan

MAJOR: Dietetics

Effective FALL 2011

DEGREE: B.S. in Dietetics

**Entrance Requirements:** Minimum grade point average for entrance of all students into the Dietetics programs is 2.4

**Progression Requirements:** Minimum grade of C in all coursework designated Major Requirements

1. MA 109 and/or sufficient ACT scores are prerequisite for Quantitative Foundations (MA 111 or MA 123), plus, Chemistry and Biology.
2. Prerequisites must be successfully completed prior to taking the next class. Check the UK Bulletin for prerequisite information.
3. Some courses only offered once a year. Plan subject to change without notice. Check with advisor for updates periodically

## Year I

<u>Fall</u>		<u>Spring</u>	
ENG 104	- 3	USP (ex. PHI 120)	- 3
MA 109 or 111	- 3	CHE 107	- 3
CHE 105	- 3	CHE 113	- 2
CHE 111	- 1	USP (ex. PSY 100)	- 4 (premajor)
HES 100	- 1	USP (ex. 1 <sup>st</sup> Humanities)	<u>- 3</u>
USP (ex. SOC 101)	<u>- 3</u>		15
	14		

## Year II

<u>Fall</u>		<u>Spring</u>	
CHE 236 or 230	- 3	NFS 212	- 3
BIO 152	- 3	BIO 208	- 3
CLA 131	- 3	PGY 206	- 3
NFS 241	- 1	ECO 201	- 3
2 <sup>nd</sup> Tier Writing Req	- 3	USP (ex. Cross Cultural)	- 3
USP (ex. 2 <sup>nd</sup> Humanities)	<u>- 3</u>	Coll Req (rec FAM 252/352**) <u>- 3</u>	<u>- 3</u>
	16		18

Application for the Coordinated Program (Option B) is due FEBRUARY 1 prior to Year III.

## Year III - Choose one Option

### Option A –Didactic Program

Fall	Spring
NFS 301 – 2*	NFS 340 – 3**
NFS 302 – 3	NFS 342 – 4
NFS 311 – 3*	NFS 403 – 3**
NFS 312 – 3*	NFS 510 – 3**
ACC 201 – 3	NFS 512 – <u>4**</u>
STA 210 – <u>3</u>	17
17	

### Option B-Coordinated Program (admission required)

Fall	Spring
NFS 301 – 2*	NFS 340 – 3**
NFS 302 – 3	NFS 342 – 4
NFS 311 – 3*	NFS 403 – 3**
NFS 312 – 3*	NFS 510 – 3**
ACC 201 – 3	NFS 512 – <u>4**</u>
STA 210 – <u>3</u>	17
17	

## Year IV

Fall	Spring
NFS 304 – 3	NFS 408G- 1
NFS 346 – 3*	NFS 480 - 1
NFS 514 – 3*	HES 400 - 2
NFS 517 – 3*	Electives- <u>12</u>
Elective - <u>3</u>	16
15	

Fall	Spring
NFS 304 - 3	NFS 810 - 5
NFS 346 - 3*	NFS 812 - 5
NFS 408G - 1	NFS 818 - <u>2</u>
NFS 514 - 3*	12
NFS 517 – 3*	<u>Summer Clinicals</u>
HES 400 - <u>2</u>	4-wk                      8-wk
15	NFS 800 - 1    NFS 814 - 3
	NFS 808 - <u>2</u> NFS 816 - <u>3</u>
	3                      6

OPT A TOTAL = minimum 128 Credits

OPT B TOTAL = minimum 128 credits

NOTE: \*-Classes offered in Fall semester only. Prerequisites must be completed prior to enrollment.

\*\* -Classes offered in Spring semester only. Prerequisites must be completed prior to enrollment.

## Curriculum and Student Learning Objectives

### Standard 13: Learning Assessment –

The program must develop a process by which students are regularly evaluated on their acquisition of the knowledge and abilities necessary to attain Core Knowledge for the registered dietitian 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. 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 13.1 for the 2013 to 2018 assessment period can be found in Appendix 13.01 and the previous assessment matrix, 2007 to 2012 can be found in Appendix 13.02.

#### 1. Narrative:

#### 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.

The learning assessment plan was created by the collaboration of all DHN faculty members. Each faculty member determined their own assessment measures based on past student evaluations, comments from Dietetic Internship Director and employer surveys, discussions with alumni, and discussions with other faculty members. Starting in 2013, a standardized schedule for discussing learning assessments will be established in the monthly Dietetics Curriculum Meetings. Because these assessment methods are based on class assignments, they are reviewed individually by instructors on a bi-annual basis at the end of each semester. All dietetics students must maintain a cumulative GPA of 2.4 or above to progress on in “Major” course work. Also, all students must earn a grade of “C” or better in all courses designated as “Major Requirements”. These stipulations allow for the constant evaluation of student progress throughout the Dietetics Major. The review process involves first having the curriculum reviewed by the previously mentioned stakeholders, next recommendations are taken to the DHN Dietetics Curriculum Committee, and revisions are then submitted to the DHN faculty for approval. Major revisions are formally sent forward to the College of Agriculture Curriculum Committee and the University Senate. Changes are implemented in the semester following University Senate approval.

The methods used to assess each of the learning outcomes during the 2007 to 2012 assessment period are listed in Appendix 13.02. Since the assessment methods are based on class assignments, the outcomes are reviewed individually by instructors on a bi-annual basis at the end of each semester. The course instructor reflects upon how well the students understood the assignment, determines whether the learning outcome(s) was met that

accompanied the competency, and if needed the instructor makes adjustments to the assignment, teaching strategy, or both. In addition, course instructors were asked to reflect upon whether the learning objectives for their respective courses have been met during their tenure as the instructor. In general, faculty reported the learning outcomes associated with their course had been met while under their management. There are instances where changes in course instructors resulted in projects listed in the 2007 to 2012 matrix to be replaced with another to meet competencies, or the attainment of a particular competency was shifted to a more appropriate course. For example, in DHN 312: Nutrition and Wellness in the Lifecycle, students no longer develop a research question in relation to a lifecycle stage or present results in the form of a class presentation to meet KR 1.1b. Instead they answered lifecycle-specific questions using information technologies to locate and apply evidence-based literature such as Institute of Medicine (IOM) reports, AND position papers, systematic reviews, and the Dietary Guidelines for Americans. In DHN 301: Dietetics Practice, students no longer present a research proposal in oral and written formats to meet KR 1.1a. However, students did learn the steps of the research process and how to locate professional literature. Students were required to complete a research paper that required them to locate, interpret, and use professional literature to make an ethical evidence-based practice decision to meet KR 1.1a. In regards to KR 4.3a, students were not assigned the task of becoming involved in a public policy issue, but students were taught about a number of public policies and the impact on dietetics practice. Additionally, this objective was met in both DHN 403: Community Nutrition and Wellness and in DHN 514: Dietetics Counseling and Communication Theories and Applications. The course instructor reported that in DHN 514 a portfolio is not submitted as evidence of meeting KR 2.1a or KR 2.2. Instead, students met these objectives by submitting counseling videos and developing and giving a research presentation. The indicator listed under KR 3.2 was not met in DHN 311: Nutritional Biochemistry, which listed that 80% of students will have working knowledge of nutrient metabolism, drug-nutrient interaction, medical terminology, and pathophysiology related to nutrition care in order to develop interventions for change and enhanced wellness in diverse populations. Only 70% of dietetic students achieved a "C" or better for their final course grade. In response to poor student performance the DHN 311 course has been included in the UK Improvement Action Plan. Specific action to improve DHN 311 outcomes has included enforcing the Department's enrollment management plan to ensure that students entering DHN 311 have the skills necessary to succeed in the course. Students who under-perform in basic chemistry and introductory biology courses also tend to under-perform in DHN 311. The enrollment management plan will also control the course size which has grown exponentially over the past 10 years. A smaller class size should enhance student ability to succeed in the course with more individualized attention. A standardized review for the course is also being implemented with pilot use in Fall 2013. Finally, DHN faculty are exploring enhancements that can be made from a pedagogical standpoint.

In general, students are constantly evaluated in how well they received the learning outcomes because their GPA is monitored throughout their course work. All dietetics students must maintain a cumulative GPA of 2.4 or above to progress onto "Major" course work and all students must earn a grade of "C" or better in all courses designated as "Major Requirements". If a dietetics student is not meeting the GPA requirement then they are unable to progress further in the program. If a "C" or better is not achieved then the student has to repeat the course and earn a "C" or better before being granted a dietetics degree.

A survey assessing the DPD students' endpoint revealed self-competency ratings ranging from 3.33-4.50 on a 5-point scale on all competencies. The 2012 exit survey showed that 55% or greater of students correctly applied their core knowledge while answering 20 core knowledge-associated multiple choice questions. These questions were just piloted in fall 2012 and are being vetted. Students, preceptors and employers also provide comments to the DHN faculty that confirm that DPD students are able to competently function as entry-level professionals upon graduation.

The new learning assessment plan for 2013-2018 includes activities guided by the competencies/learning objectives. Throughout the didactic curriculum students are assessed using a wide variety of activities and assessment methods. Evaluation occurs during progression and endpoint of each class taught. These assessment measures help faculty ascertain where students may need special attention to understand a competency and alerts them that further guidance may be needed to ensure students' understanding of a particular competency. Examples of assignments and evaluation forms for assignments are found in Appendix 13.03.

The activities reported in the matrix include the assessment methods, the individuals responsible for evaluation, the courses under which the activities are reported and the timeline for data collection. The assessment methods include exams, case studies that increase in complexity as student progress into upper level courses, achievement of various certifications demonstrating student achievement of several aspects of food service systems management, completion of research assignments in oral and written formats, and application of several competencies through completion of capstone projects such as counseling videos, the community intervention project, and successful participation in pre-professional practice. An improvement to the current assessment plan is that the student learning outcomes are measurable.

The program recognizes that consistent evaluation of students' ability to meet the competencies by students, alumni, Dietetic Internship Directors, and employers are needed. Actions taken to improve this include the development of pre- and post-surveys that assess an increase in core knowledge, development of online surveys that rate the ability of students to perform the KRDs, and a system to annually distribute these surveys to Dietetic Internship Directors and employers. Alumni will also be asked to complete a survey and self-assess their ability to perform each KRD. Survey results will be shared with faculty during faculty meetings. The Dietetics Curriculum Committee will take necessary action to improve the DPD curriculum as deemed by survey results and faculty response. Also, starting in 2013 a standardized schedule for discussing learning assessments will be established in the monthly Dietetics Curriculum Meetings. An improvement to the current assessment plan is the addition of measurable of student learning outcomes that will hasten the process of determining areas of improvement within the curriculum. A strength of the current learning assessment plan is that it is a product of the collaboration among all DHN faculty members. This has increased their understanding of the new core competencies as well as stressing the importance of how the assessment outcomes can be used to improve the DPD curriculum. Another program strength is that in 2009 the College of Agriculture Office of Academic Programs started to closely monitor learning outcomes for program assessment for each degree program. A primary goal of this initiative is to establish or strengthen ongoing program level assessment to promote student learning and curricular improvements. This process has resulted in in meaningful curriculum changes and improved course assessment.

**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 Assessment* (check only one):

**Meets**

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

# **Standard 13 Appendix**

**APPENDIX**  
**Assessment Period from Learning Assessment Matrix (Standard 13)**  
**Ongoing Assessment of Core Knowledge for the RD**  
**Assessment Period from 2013 to 2018**

<b>1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice</b>				
	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)
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.	80% of students will receive a letter grade of "B" or above on their research assignment	DHN 301: Dietetics Practice	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on their lab reports	DHN 302: Principles of Food Preparation	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on their <i>Plate It Up! Kentucky Proud</i> recipe project (5-10 page professional paper and presentation to peers)	DHN 304: Experimental Foods	Course Instructor	End of the Semester
	Overall average exam scores will be 75% or higher	DHN 311: Nutritional Biochemistry	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on their case studies	DHN 312: Nutrition and Wellness in the Lifecycle	Course Instructor	End of the Semester
	Overall average exam scores will be 80% or higher	DHN 312: Nutrition and Wellness in the Lifecycle	Course Instructor	End of the Semester

	80% of students will receive a "B" or better on their Public Policy group Research project	DHN 403: Community Nutrition and Wellness	Course Instructor	End of the Semester
	80% of students will receive a "B" or better on their research papers	DHN 408G: Seminar in Food and Nutrition	Course Instructor	End of the Semester
	80% of students will receive a "B" or better on their Peer-Reviewed Article Summary	DHN 480: Dietetics Pre-Professional Practice	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on their research project (5 page professional paper and presentation to peers)	DHN 510: Advanced Nutrition	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or better on case studies using the Nutrition Care Process research in the scientific literature	DHN 512: Medical Nutrition Therapy I	Course Instructor	End of the Semester
	80% of students will receive a "B" or better on their counseling videos, teaching and self-evaluation, and research projects	DHN 514: Dietetics Counseling and Communication Theories and Applications	Course Instructor	End of the Semester
	80% of students will receive a "B" or better on exams and case studies using the Nutrition Care Process	DHN 517: Medical Nutrition Therapy II	Course Instructor	End of the Semester
	Learning objective and the assessment methods that	Rotation or class in which assessment will occur	Individuals responsible for ensuring assessment	Timeline for collecting formative and summative

	will be used (Guideline 13.1a & b)	(Guideline 13.1c)	occurs (Guideline 13.1d)	data (Guideline 13.1e)
KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.	80% of students will receive a letter grade of "B" or above on research, cover letter, resume, portfolio assignments	DHN 301: Dietetics Practice	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on all submitted lab reports	DHN 302: Principles of Food Preparation	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on the oral and written reports associated with the Plate it Up! Kentucky Proud project	DHN 304: Experimental Foods	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on their case studies	DHN 312: Nutrition and Wellness in the Lifecycle	Course Instructor	End of the Semester
	Overall average exam scores will be 80% or higher	DHN 312: Nutrition and Wellness in the Lifecycle	Course Instructor	End of the Semester
	80% of students will receive a grade of "B" or better on their group research project	DHN 340: Institutional Purchasing	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on their professional group presentation on Human Resource Issues	DHN 346: Human Resources Management	Course Instructor	End of the Semester
	80% of students will	DHN 403: Community	Course Instructor	End of the Semester

	<p>receive a grade of "B" or better on their Community Needs Assessment project and presentation</p> <p>80% of students will receive a "B" or better on their special topic research paper and oral presentation</p> <p>80% of students will receive a "B" or better on their Final presentation.</p> <p>80% of students will receive a "B" or better on their written case study assignments and oral presentations of a case study</p> <p>80% of students will receive a "B" or better on their teaching and self-evaluation assignments</p> <p>80% of students will receive a "B" or better on their written case study assignments</p>	<p>Nutrition and Wellness</p> <p>DHN 408G: Seminar in Food and Nutrition</p> <p>DHN 480: Dietetics Pre-Professional Practice</p> <p>DHN 512: Medical Nutrition Therapy I</p> <p>DHN 514: Dietetics Counseling and Communications</p> <p>DHN 517: Medical Nutrition Therapy II</p>	<p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p>	<p>End of the Semester</p>
KRD 2.2: The curriculum must provide principles and techniques of effective counseling methods.	80% of students will receive a "B" or better on their final counseling videos	DHN 514: Dietetics Counseling and Communication Theories and Applications	Course Instructor	End of the Semester
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	<p>Overall average exam scores covering HACCP material will be 93% or higher</p> <p>100% of students will actively participate in a group activity using the</p>	<p>DHN 241: Food Safety</p> <p>DHN 301: Dietetics Practice</p>	<p>Course Instructor</p> <p>Course Instructor</p>	<p>End of the semester</p> <p>End of the Semester</p>

<p>in various practice settings.</p>	<p>Code of Ethics for the Profession of Dietetics</p> <p>80% of students will receive a letter grade of "B" or above on their professional group presentation on Human Resource Issues</p> <p>All students will participate in the Scope of Professional Practice and Code of Ethics Round Table Discussion</p> <p>80% of students will receive a letter grade of "B" or better on case studies using the Nutrition Care Process research in the scientific literature</p> <p>80% of students will receive a "B" or better on their nutrition education projects, counseling sessions, and understanding your client write-up projects which are tailored to the Scope of Dietetics Practice</p> <p>80% of students will receive a letter grade of "B" or better on case studies using the Nutrition Care Process research in the scientific literature</p>	<p>DHN 346: Human Resources Management</p> <p>DHN 480: Dietetics and Pre-Professional Practice</p> <p>DHN 512: Medical Nutrition Therapy I</p> <p>DHN 514: Dietetics Counseling and Communications</p> <p>DHN 517: Medical Nutrition Therapy II</p>	<p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p>	<p>End of the Semester</p>
	<p>Learning objective and the assessment methods that will be used (Guideline 13.1a &amp; b)</p>	<p>Rotation or class in which assessment will occur (Guideline 13.1c)</p>	<p>Individuals responsible for ensuring assessment occurs (Guideline 13.1d)</p>	<p>Timeline for collecting formative and summative data (Guideline 13.1e)</p>
<p>KRD 3.1: The curriculum</p>	<p>80% of students will</p>	<p>DHN 512: Medical</p>	<p>Course Instructor</p>	<p>End of the Semester</p>

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.	receive a "B" or better on exams and case studies using the Nutrition Care Process	Nutrition Therapy I		
	80% of students will receive a "B" or better on their cumulative grades for Lab Case Studies	DHN 514: Dietetics Counseling and Communication Theories and Applications	Course Instructor	End of the Semester
	80% of students will receive a "B" or better on exams and case studies using the Nutrition Care Process	DHN 517: Medical Nutrition Therapy II	Course Instructor	End of the Semester
KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.	80% of students will receive a "B" or better on their group case studies, individual case studies, and dietary analysis project	DHN 212: Introductory Nutrition	Course Instructor	End of the Semester
	80% of students will receive a "B" or better on their research assignment	DHN 301: Dietetics Practice	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on their lab reports	DHN 302: Principles of Food Preparation	Course Instructor	End of the Semester
	Overall average exam scores will be 80% or higher	DHN 312: Nutrition and Wellness in the Lifecycle	Course Instructor	End of the Semester
	80% of students will receive at least 750/950 points from the Team Laboratory Experiential Learning Activities	DHN 342: Quantity Food Production	Course Instructor	End of the Semester
	80% of students will receive a grade of "B" or better on their Community Intervention Project and	DHN 403: Community Nutrition and Wellness	Course Instructor	End of the Semester

	<p>Paper</p> <p>All students will gain at least 60 hours of shadowing experience in the dietetics and food environment and reflect upon the assignments in their daily journals</p> <p>80% of students will receive a "B" or better on case studies including a variety of disease states using the Nutrition Care Process</p> <p>80% of students will receive a "B" or better on their counseling videos, teaching and self-evaluation, and research projects</p> <p>80% of students will receive a "B" or better on case studies including a variety of disease states using the Nutrition Care Process</p>	<p>DHN 480: Dietetics Pre-Professional Practice</p> <p>DHN 512: Medical Nutrition Therapy I</p> <p>DHN 514: Dietetics Counseling and Communications</p> <p>DHN 517: Medical Nutrition Therapy II</p>	<p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p>	<p>End of the Semester</p> <p>End of the Semester</p> <p>End of the Semester</p> <p>End of the Semester</p>
<p>KRD 3.3: The curriculum must include education and behavior change theories and techniques.</p>	<p>80% of students will receive a letter grade of "B" or above on their case studies</p> <p>80% of students will receive a grade of "B" or better on their Community Intervention Project and Paper</p> <p>80% of students will receive a "B" or better on case studies</p>	<p>DHN 312: Nutrition and Wellness in the Lifecycle</p> <p>DHN 403: Community Nutrition and Wellness</p> <p>DHN 512: Medical Nutrition Therapy I</p>	<p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p>	<p>End of the Semester</p> <p>End of the Semester</p> <p>End of the Semester</p>

	<p>80% of students will receive a "B" or better on their counseling videos, teaching and self-evaluation, and research projects</p> <p>80% of students will receive a "B" or better on case studies</p>	<p>DHN 514: Dietetics Counseling and Communication Theories and Applications</p> <p>DHN 517: Medical Nutrition Therapy II</p>	<p>Course Instructor</p> <p>Course Instructor</p>	<p>End of the Semester</p> <p>End of the Semester</p>
	<p>Learning objective and the assessment methods that will be used (Guideline 13.1a &amp; b)</p>	<p>Rotation or class in which assessment will occur (Guideline 13.1c)</p>	<p>Individuals responsible for ensuring assessment occurs (Guideline 13.1d)</p>	<p>Timeline for collecting formative and summative data (Guideline 13.1e)</p>
<p>KRD 4.1: The curriculum must include management and business theories and principles required to deliver programs and services.</p>	<p>90% of students will obtain ManageFirst Program® Inventory and Purchasing Certification</p>	<p>DHN 340: Institutional Purchasing</p>	<p>Course Instructor</p>	<p>End of the Semester</p>
	<p>90% of students will obtain ManageFirst® Controlling Food service Costs Competency Guide Certification</p>	<p>DHN 342: Quantity Food Production</p>	<p>Course Instructor</p>	<p>End of the Semester</p>
	<p>90% of students will obtain ManageFirst Program® Human Resources Management and Supervision Certification</p>	<p>DHN 346: Human Resources Management</p>	<p>Course Instructor</p>	<p>End of the Semester</p>
<p>KRD 4.2: The curriculum must include content related to quality management of food and nutrition services.</p>	<p>90% of students will receive a ServSafe® Food Manager Certification</p>	<p>DHN 241: Food Safety</p>	<p>Course Instructor</p>	<p>End of the course</p>
	<p>80% of students will receive a letter grade of "B" or above on their lab reports</p>	<p>DHN 302: Principles of Food Preparation</p>	<p>Course Instructor</p>	<p>End of the Semester</p>
	<p>90% of students will obtain ManageFirst Program® Inventory and Purchasing Certification</p>	<p>DHN 340: Institutional Purchasing</p>	<p>Course Instructor</p>	<p>End of the Semester</p>

	90% of students will obtain ManageFirst® Controlling Food service Costs Competency Guide Certification	DHN 342: Quantity Food Production	Course Instructor	End of the Semester
KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.	Overall average exam scores covering HACCP material will be 93% or higher	DHN 241: Food Safety	Course Instructor	End of the Semester
	80% of students will receive a "B" or better on their Public Policy debate	DHN 403: Community Nutrition and Wellness	Course Instructor	End of the Semester
KRD 4.4: The curriculum must include content related to health care systems.	90% of students will complete the required volunteer activity with a community organization All students will participate in at least 60 hours of shadowing experience under the direct supervision of a registered dietitian	DHN 403: Community Nutrition and Wellness	Course Instructor and Community Organization	End of the Semester
		DHN 480: Dietetics Pre-Professional Practice	Course Instructor	End of the Semester
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	80% of students will receive a "B" or better on case studies including a variety of disease states using the Nutrition Care Process	DHN 517: Medical Nutrition Therapy II	Course Instructor	End of the Semester
	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)
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	80% of students will receive a letter grade of "B" or above on their <i>Plate It Up! Kentucky Proud</i> recipe development project	DHN 304: Experimental Foods	Course Instructor	End of the Semester
	80% of students will	DHN 342: Quantity Food	Course Instructor	End of the Semester

application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.	receive at least 750/950 points from the Team Laboratory Experiential Learning Activities	Production		
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.	Average exam scores will be 80% or better	DHN 212: Introductory Nutrition	Course Instructor	End of the Semester
	Average exam scores will be 75% or better	DHN 311: Nutritional Biochemistry	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on their case studies	DHN 312: Nutrition and Wellness in the Lifecycle	Course Instructor	End of the Semester
	Overall average exam scores will be 80% or higher	DHN 312: Nutrition and Wellness in the Lifecycle	Course Instructor	End of the Semester
	Average exam scores will be 75% or better	DHN 510: Advanced Nutrition	Course Instructor	End of the Semester
	Average exam score will be 75% or better	DHN 512: Medical Nutrition Therapy I	Course Instructor	End of the Semester
	Average exam score will be 75% or better	DHN 517: Medical Nutrition Therapy II	Course Instructor	End of the Semester
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	100% of students will actively participate in at least 3 of the 4 in-class group case studies	DHN 212: Introductory Nutrition	Course Instructor	End of the Semester
	80% of students will receive a letter grade of "B" or above on their case studies	DHN 312: Nutrition and Wellness in the Lifecycle	Course Instructor	End of the Semester
	Overall average exam scores will be 80% or higher	DHN 312: Nutrition and Wellness in the Lifecycle	Course Instructor	End of the Semester
	80% of students will receive a grade of "B" or better on their Community	DHN 403: Community Nutrition and Wellness	Course Instructor	End of the Semester

	<p>Intervention Project and Paper</p> <p>80% of students will receive a "B" or better on case studies</p> <p>80% of students will receive a "B" or better on their counseling videos and exams</p> <p>80% of students will receive a "B" or better on case studies</p>	<p>DHN 512: Medical Nutrition Therapy I</p> <p>DHN 514: Dietetics Counseling and Communications</p> <p>DHN 517: Medical Nutrition Therapy II</p>	<p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p>	<p>End of the Semester</p> <p>End of the Semester</p> <p>End of the Semester</p>
--	--	--	--	--

**Assessment Period from Learning Assessment Matrix (Standard 13)  
Ongoing Assessment of Core Knowledge for the RD  
Assessment Period from 2007 to 2012**

The following matrix assess the Foundation Knowledge Learning Outcomes specified in 2008 ERAS.

<b>1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice</b>				
<b>List the 2 student learning outcomes (Appendix A)</b>	<b>Assessment methods that will be used and expected outcomes (Criterion 2.4.1)</b>	<b>Course in which assessment will occur (Criterion 2.4.2)</b>	<b>Individuals responsible for ensuring assessment occurs (Criterion 2.4.3)</b>	<b>Timeline for collecting formative and summative data (Criterion 2.4.4)</b>
<p><b>KR 1.1.</b> The curriculum must reflect the scientific basis of the dietetic profession and must include research methodology, interpretation of research literature and integration of research principles into evidence based practice.</p> <ul style="list-style-type: none"> <li><b>KR 1.1.a. L O</b> Students are able to demonstrate how to locate, interpret, evaluate and use</li> </ul>	<p>90% of students will prepare a research proposal to be presented in class utilizing the steps of the research process on</p>	<p>DHN 301 Dietetics Practice</p>	<p>Course Instructor</p>	<p>DHN 301 Fall Semester</p>

<p>professional literature to make ethical evidence-based practice decisions.</p>	<p>an issue relevant to the dietetics profession incorporating ethical evidence-based practice</p>			
	<p>85% of the students will submit and present a research project transforming research-based information into lay terms utilizing technology and written and verbal communication</p>	DHN 340 Institutional Purchasing	Course Instructor	DHN 340 Spring Semester
	<p>90% of students will document their provisions of education to consumers, clients, other professionals, and support personnel via quarterly logs to the course professor and in a power point presentation as part of the final examination for the Dietetic Pre-Professional Practice course.</p>	DHN 480 Dietetics Pre-Professional Practice	Course Instructor	DHN 480 Spring, Fall, and Summer Semesters
	<p>80% of students will be able to write a five-page literature review on any topic related to diet and health using professional peer-reviewed evidence at the B grade level or above</p>	DHN 510 Advanced Nutrition	Course Instructor	DHN 510 Spring Semester
	<p>80% of students will be able to link theory to practice by incorporating MNT knowledge to provide evidence based ethical counsel to clients in clinical or community settings as indicated in the capstone course portfolio documents</p>	DHN 514 Dietetics Counseling and Communication Theories and Applications	Course Instructor	DHN 514 Fall Semester
	<p>80% of students will be able to put into practice protocol and best practice content in the MNT management of health and disease states as evidenced by</p>	DHN 515 Medical Nutrition Therapy	Course Instructor	DHN 515 Fall Semester

	case studies and incorporation of the nutrition care process in written documentation			
<ul style="list-style-type: none"> <li><b>KR 1.1.b. LO</b></li> </ul> <p>Students are able to use current information technologies to locate and apply evidence-based guidelines and protocols; for example, the ADA Evidence Analysis Library, 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.</p>	80% of students will be able to use the MyPyramid.gov website to evaluate and plan a diet using appropriate USDA Dietary Guidelines.	DHN 212 Introductory Nutrition	Course Instructor	DHN 212 Fall and Spring Semesters
	80% of students will be able to utilize the ADA Evidence Analysis Library and other information technologies in the preparation of course assignments requiring evidence-based guidelines and protocols	DHN 301Dietetics Practice	Course Instructor	DHN 301Fall Semester
	80% of students will be able to formulate a research question/hypothesis for a research poster and PowerPoint presentation to classmates depicting and supporting ethical evidence based practice related to a specific lifecycle stage	DHN 312 Nutrition and Wellness in the Lifecycle	Course Instructor	DHN 312 Fall Semester
	85% of the students will submit and present a research project transforming research-based information into lay terms utilizing technology and written and verbal communication	DHN 340 Institutional Purchasing	Course Instructor	SDHN 340 Spring Semester
	80% of students will be able to utilize the protocols and policies of the major health organizations in the planning and proposal of programs for the community regarding nutrition programs.	DHN 403 Community Nutrition and Wellness	Course Instructor	DHN 403Spring Semester
		DHN 408G Seminar in Food and		DHN 408G Fall and Spring

	90% of students will prepare and present current knowledge and research on a topic addressing the role of a nutrient and health outcome utilizing current information technologies	Nutrition		Semester
<b>2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.</b>				
<b>List the 5 student learning outcomes (Appendix A)</b>	Assessment methods that will be used and expected outcomes (Criterion 2.4.1)	Course in which assessment will occur (Criterion 2.4.2)	Individuals responsible for ensuring assessment occurs (Criterion 2.4.3)	Timeline for collecting formative and summative data (Criterion 2.4.4)
<p><b>KR 2.1.</b>  <b>The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.</b></p> <ul style="list-style-type: none"> <li>• <b>KR 2.1.a. L O</b></li> </ul> <p>Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.</p>	<p>80% of students will be able to present content on a specific lifecycle stage to peers using current information technologies such as Web 2.0, web links, interactive video.</p> <p>80% of students will be able to evaluate nutrition education methods and materials for presentation and gain competency in the delivery and use of such tools</p> <p>90% of students will prepare and present current knowledge and research on a topic addressing the role of a nutrient and health outcome utilizing current information technologies</p>	<p>DHN 312 Nutrition and Wellness in the Lifecycle</p> <p>DHN 403 Community Nutrition and Wellness</p> <p>DHN 408G Seminar in Food and Nutrition</p>	<p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p>	<p>DHN 312 Fall Semester</p> <p>DHN 403Spring Semester</p> <p>DHN 408G Fall and Spring Semesters</p>

	<p>90% of students will interact and conduct themselves in a professional manner under the mentorship of dietetic professionals as they communicate with individuals, groups and the public while meeting the requirements for 60 hours of service as evidenced through written (journal/blog) and oral presentation</p> <p>80% of students will be able to develop and orally present an appropriate, informative handout of a current research topic related to health and diet</p> <p>90% of students will submit a portfolio which includes evaluations of knowledge, application, critical thinking and problem solving skills relevant to the domain of effective counsel and communication in the capstone course DHN 514 Dietetics Counseling and Communication Theories and Applications</p> <p>80% of the students will be able to demonstrate professional oral and written communication and documentation using current technology by giving in class presentations as well as written term papers, case studies, and discussion forums.</p>	<p>DHN 480 Dietetics Pre-professional Practice</p> <p>DHN 510 Advanced Nutrition</p> <p>DHN 514 Dietetics Counseling and Communication Theories and Applications</p> <p>DHN 515 Medical Nutrition Therapy</p>	<p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p>	<p>DHN 480 Fall, Spring and Summer Semesters</p> <p>DHN 510 Spring Semester</p> <p>DHN 514 Fall Semester</p> <p>DHN 515 Fall Semester</p>
<p>• <b>KR 2.1.b. LO</b> Students are able to demonstrate assertiveness, advocacy and negotiation skills</p>	<p>80% of the students will be able to demonstrate assertiveness, advocacy and negotiation skills when practicing counseling</p>	<p>DHN 514 Dietetics Counseling and Communication Theories and Applications</p>	<p>Course Instructor</p>	<p>DHN 514 Fall Semester</p>

appropriate to the situation.	situations as evidenced by feedback from faculty, peers and self.			
<b>KR 2.2.</b> The curriculum must provide principles and techniques of effective counseling methods.	90% of students will submit a portfolio which includes evaluations of knowledge, application, critical thinking and problem solving skills relevant to the domain of effective counsel and communication in the capstone course DHN 514 Dietetics Counseling and Communication Theories and Applications	DHN 514 Dietetics Counseling and Communication Theories and Applications	Course Instructor	DHN 514 Fall Semester
<ul style="list-style-type: none"> <li><b>KR 2.2.a. LO</b> Students are able to demonstrate counseling techniques to facilitate behavior change.</li> </ul>	<p>80% of students will be able to counsel clients on behavior modification techniques for improved nutritional intake under the guidance of the dietetic professional</p> <p>80% of the students will be able to demonstrate effective counseling techniques for behavior modification related to nutrition and health issues</p>	<p>DHN 480 Dietetics Pre-professional Practice</p> <p>DHN 514 Dietetics Counseling and Communication Theories and Applications</p>	<p>Course Instructor</p> <p>Course Instructor</p>	<p>DHN 480 Spring, Fall, and Summer Semesters</p> <p>DHN 514 Fall Semester</p>
<b>KR 2.3</b> The curriculum must include opportunities to understand governance of dietetics practice, such as the ADA Scope of Dietetics Practice Framework, the Standards of Professional Performance and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.				
<ul style="list-style-type: none"> <li><b>KR 2.3.a. LO</b> Students are able to locate,</li> </ul>	80% of students will be able to	DHN 212 Introductory Nutrition	Course Instructor	DHN 212 Fall & Spring Semester

<p>understand and apply established guidelines to a professional practice scenario.</p>	<p>use current American Heart Association and American Dietetic Association guidelines to complete a case study of an individual with heart disease describing factors that affect blood lipid levels and modifications for prevention or treatment of hyperlipidemia</p> <p>90% of students will be able to utilize the knowledge and skills garnered from the DPD curriculum to apply established guidelines/recommendations to the client/patient while</p> <p>80% of students can locate, understand, and apply guidelines when given case study assignments on disease states and lifecycle needs</p>	<p>DHN 480 Dietetics Pre-professional Practice</p> <p>DHN 515 Medical Nutrition Therapy</p>	<p>Course Instructor</p> <p>Course Instructor</p>	<p>480 Spring, Fall, and Summer Semesters</p> <p>Fall Semester</p>
<p>• <b>KR 2.3.b. L O</b> Students are able to identify and describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services.</p>	<p>85% of the students will be able to identify and describe the roles of others with whom the RD collaborates in the delivery of food and nutrition services as evidenced by inclusion in the electronic portfolio of meetings with or presentations by dietetic professionals</p> <p>90% of students will have an understanding of an appreciation for the role of the dietitian in the food service system establishment as experienced by working with dining services administrators and chefs</p>	<p>DHN 301Dietetics Practice</p> <p>DHN 342 Quantity Food Production</p>	<p>Course Instructor</p> <p>Course Instructor</p>	<p>DHN 301 Fall Semester</p> <p>DHN 342 Fall and Spring Semesters</p>

	90% of students will be able to prepare, present and discuss a report on the roles of the RD and those whom she/he encounters in the delivery of food and nutrition services as a result of 60 contact hours with a dietetics professional	DHN 480 Dietetics Pre-professional Practice	Course Instructor	DHN 480 Spring, Fall, and Summer Semesters
<b>3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations</b>				
<b>List the 3 student learning outcomes (Appendix A)</b>	Assessment methods that will be used and expected outcomes (Criterion 2.4.1)	Course in which assessment will occur (Criterion 2.4.2)	Individuals responsible for ensuring assessment occurs (Criterion 2.4.3)	Timeline for collecting formative and summative data (Criterion 2.4.4)
<p><b>KR 3.1.</b> The curriculum must reflect the nutrition care process and include the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.</p> <ul style="list-style-type: none"> <li><b>KR 3.1.a. LO</b> Students are able to use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions, including medical nutrition therapy, disease prevention and health promotion.</li> </ul>	80% of students will be able to use the nutrition care process when making decisions, identifying nutrition related problems, and evaluating the nutrition intervention through case studies and exam questions.	<p>DHN 514 Dietetics Counseling and Communication Theories and Applications</p> <p>DHN 515 Medical Nutrition Therapy</p>	Course Instructors	DHN 514 Fall Semester DHN 515 Fall Semester
<p><b>KR 3.2</b> The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.</p> <ul style="list-style-type: none"> <li><b>KR 3.2.a. LO</b> Students are able to apply knowledge of the role of environment, food and lifestyle choices to develop interventions</li> </ul>	90% of students will be able to modify a recipe to make it more health-promoting while retaining acceptable sensory characteristics as analyzed using	DHN 304 Experimental Foods	Course Instructor	DHN 304 Fall, Spring and Summer Semesters

to affect change and enhance wellness in diverse individuals and groups.	sensory and objective testing techniques.	DHN 311 Nutritional Biochemistry	Course Instructor	DHN 311 Fall Semester
	80% of students will have working knowledge of nutrient metabolism, drug-nutrient interaction, medical terminology, and pathophysiology related to nutrition care in order to develop interventions for change and enhanced wellness in diverse populations.			
	90% of students will be able to develop an intervention strategy from data gathered from nutrition assessment and research for a specific lifecycle stage	DHN 312 Nutrition and Wellness in the Lifecycle	Course Instructor	DHN 312 Fall Semester
	80% of students will be able to develop and/or conduct a community food and nutrition assessment strategy so as to develop and implement a community-based food and nutrition health promotion/disease prevention project	DHN 403 Community Nutrition and Wellness	Course Instructor	DHN 403 Spring Semester
	90% of students will be able to develop or implement interventions to affect change and enhance wellness in diverse individuals and groups under	DHN 480 Dietetics Pre-professional Practice	Course Instructor	DHN 480 C

	<p>the supervision and mentoring of the dietetic professional</p> <p>90% of the students will use their knowledge of the role of factors necessary to affect change and enhance wellness in the public or private sector to develop sound counseling and communication skills</p>	DHN 514 Dietetics Counseling and Communication Theories and Applications	Course Instructor	DHN 514 Fall Semester
<p><b>KR 3.3.</b> The curriculum must include education and behavior change theories and techniques.</p> <ul style="list-style-type: none"> <li>• <b>KR 3.3.a. LO</b> Students are able to develop an educational session or program/educational strategy for a target population.</li> </ul>	<p>85% of students will be able to develop an educational session or program/educational strategy for the individual or the community as evidenced by the education session documents and response of the target population</p> <p>90% of students will be able to develop and implement an educational session for the target population in the dietetics community in which they are placed</p> <p>90% of students will be able to develop educational sessions for all stages of the lifecycle that will meet the needs of the target population</p>	<p>DHN 403 Community Nutrition and Wellness</p> <p>DHN 480 Dietetics Preprofessional Practice</p> <p>DHN 514 Dietetics Counseling and Communication Theories and Applications</p>	<p>Course Instructor</p> <p>Course Instructor</p> <p>Course Instructor</p>	<p>DHN 403 Spring Semester</p> <p>DHN 480 Fall, Spring and Summer Semesters</p> <p>DHN 514 Fall Semester</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>				
<b>List the 7 student learning outcomes (Appendix A)</b>	Assessment methods that will be used and expected outcomes (Criterion 2.4.1)	Course in which assessment will occur (Criterion 2.4.2)	Individuals responsible for ensuring assessment occurs (Criterion 2.4.3)	Timeline for collecting formative and summative data (Criterion 2.4.4)
<b>KR 4.1.</b> The curriculum must include				

<p>management and business theories and principles required to deliver programs and services.</p> <ul style="list-style-type: none"> <li><b>KR 4.1.a. L O</b></li> </ul> <p>Students are able to apply management and business theories and principles to the development, marketing and delivery of programs or services.</p>	<p>90% of students will earn the NRAEF ManageFirst® certificate <u>Human Resources Management and Supervision</u></p>	<p>DHN 346 Human Resources Management for the Food and Hospitality Industries</p>	<p>Course Instructor</p>	<p>DHN 346 Fall Semester</p>
<ul style="list-style-type: none"> <li><b>KR 4.1.b. L O</b></li> </ul> <p>Students are able to determine costs of services or operations; prepare a budget and interpret financial data.</p>	<p>90% of students will be able to determine costs, prepare budgets, and interpret financial data and earn the NRAEF ManageFirst® certificate <u>Controlling Food service Costs</u></p>	<p>DHN 342 Quantity Food Production</p>		
<ul style="list-style-type: none"> <li><b>KR 4.1.c. L O</b></li> </ul> <p>Students are able to apply the principles of human resource management to different situations.</p>	<p>90% of students will be able to apply the principles of human resource management to different situations through the completion of the practicum hours in the Lemon Tree, student-run restaurant and various dining services venues on campus.</p>	<p>DHN 342 Quantity Food Production</p>	<p>Course Instructor</p>	<p>DHN 342 Fall and Spring Semesters</p>
	<p>90% of students will earn the NRAEF ManageFirst® certificate <u>Human Resources Management and Supervision</u></p>	<p>DHN 346 Human Resources Management for the Food and Hospitality Industries</p>	<p>Course Instructor</p>	<p>DHN 346 Fall Semester</p>
<p><b>KR 4.2.</b></p> <p>The curriculum must include content related to quality management of food and nutrition services,</p> <ul style="list-style-type: none"> <li><b>KR 4.2.a. L O</b></li> </ul> <p>Students are able to apply food safety principles related to food, personnel and consumers.</p>	<p>100% of students will hold the NRAEF ServSafe® certification</p>	<p>DHN 241 Food Safety and Sanitation</p>	<p>Course Instructor</p>	<p>DHN 241 Fall and Spring Semesters</p>
<ul style="list-style-type: none"> <li><b>KR 4.2.b. L O</b></li> </ul>				

<p>Students are able to develop outcome measures, use informatics principles and technology to collect and analyze data for assessment and evaluate data to use in decision making</p>	<p>90% of students will be able to develop outcome measures, use informatics principles and technology to collect and analyze data as evidenced by the completion of the lab project, report and evaluation in addition to the practicum hours required</p>	<p>DHN 302 Principles of Food reparation</p>	<p>Course Instructor</p>	<p>DHN 301 Fall, Spring and Summer Semesters</p>
<p><b>KR 4.3.</b> The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.</p> <ul style="list-style-type: none"> <li>• <b>KR 4.3.a. L O</b> Students are able to explain the impact of a public policy position on dietetics practice.</li> </ul>	<p>90 % of students will be able to explain the impact of a public policy position on dietetics practice by identifying issues, becoming involved in public policy issues, and developing policy positions</p>	<p>DHN 301 Dietetics Practice  DHN 403 Community Nutrition and Wellness  DHN 514 Dietetics Counseling and Communication Theories and Applications</p>	<p>Course Instructors</p>	<p>By end of respective course semesters and completion of DHN 514 Capstone Course</p>
<p><b>KR 4.4.</b> The curriculum must include content related to health care systems.</p> <ul style="list-style-type: none"> <li>• <b>KR 4.4.a. L O</b> Students are able to explain the impact of health care policy and administration, different health care delivery systems and current reimbursement issues, policies and regulations on food and nutrition services</li> </ul>	<p>90% of students will be able to explain the impact of health care policy and administration, different healthcare delivery systems and current reimbursement issues, policies, and regulations on food and nutrition services beginning with the awareness of issues and following through to application of knowledge</p>	<p>DHN 301 Dietetics Practice  DHN 403 Community Nutrition and Wellness  DHN 514 Dietetics Counseling and Communication Theories and Applications  DHN 515 Medical Nutrition Therapy</p>	<p>Course Instructors</p>	<p>By end of respective course semesters and completion of DHN 514 Dietetics Counseling and Communication Theories and Applications</p>

**DHN 212: INTRODUCTORY NUTRITION****Independent Project # 1 - Analyze Your Personal Nutrition Plan****Project Objectives:**

- (1.) To accurately and honestly keep a three-day food record.
- (2.) To be familiar with the use of computer software for dietary analysis and to recognize the limitations of computer software.
- (3.) To use your knowledge of nutrition to comprehensively critique your nutrient intake and needs.
- (4.) To use this assignment to make better food choices if you determine that your food choices are perhaps not ideal ones.

**Assignment:**

Keep a food diary of everything, I mean absolutely everything, that you eat and drink for three days. Write down portion sizes and how it was prepared (was it 3 ounces of grilled chicken or 5 ounces of fried chicken with skin). Be sure to include fluids that you consumed (water, Gatorade, Coke, Diet Coke, and yes, alcohol). Keep this diary for two week days and one weekend day. Try to pick three days when you eat a pretty "normal" diet for you, even if this means fast food three times during the day and a night out on the town! A sample food record would include:

Food Eaten	How Prepared	Amount	Where Eaten
------------	--------------	--------	-------------

You will be using Diet Analysis software to evaluate your diet. The software is available online (for a price) and at the Nursing Building (6<sup>th</sup> floor) computer lab, or may have been purchased with your textbook. Please note there are multiple versions of the software, but they are all very similar. Diet Analysis Plus 10.0 was recently published and you may have purchased it with the textbook. The computer lab has version 7.0. Use the software to analyze your three days of dietary intake. Instructions for using the Diet Analysis software are available at the computer lab and posted on Blackboard. As indicated on these instructions, students **MUST** have a valid account to use the computers and must be able to print out the required material. When using the software, be accurate with your height, weight, and activity level as these will be important in the validity of your intake needs. Enter each day separately before doing the three-day average so you can see the differences, if any, of what you consume during the week and on the weekend. Print out the Bar Graph (Intake vs Goals) and Food Pyramid for Day 1, Day 2, Day 3, and the Three-Day Average.

After you have your printouts write a short report (3-5 pages, typed in 12-font with standard margins and double-spaced) on your diet. Are you eating the required nutrients? Are you eating too little or too many calories? What percentage of your total calories are coming from carbohydrates, fats, protein, and alcohol? Are you exceeding your intake needs for fat, cholesterol, protein, or sodium? Are you meeting your vitamin needs? If not, what vitamins are low and what foods might you start including in your diet? In general, if your diet shows large

deficiencies or inconsistencies in any of your nutrients, what might you do to correct these? How would you rate your overall diet? Are you at risk for any nutrition-related disease? If so, are you watching any specific nutrient in your diet? Be specific with your answers. As part of your report I would also like for you to include your body mass index (this will be calculated for you by the software program). Indicate if you are at a healthy body weight for your height.

When you turn in your assignment you will have the following stapled together:

- (1.) 3-5 page written report
- (2.) Day One - Bar graph AND Food Guide Pyramid
- (3.) Day Two - Bar graph AND Food Guide Pyramid
- (4.) Day Three - Bar graph AND Food Guide Pyramid
- (5.) Three Day Average - Bar graph AND Food Guide Pyramid
- (6.) Food record - Typed and organized by day and meal

**Grading → Points Possible = 50**

This project will be graded 100% on content and completeness of the report and NOT ON THE FOODS THAT YOU HAVE EATEN! So, please be honest as this assignment is designed to help you see where your diet stands and if it might need a little work. Be accurate and include exact numbers and foods as part of your assignment. Significant or frequent spelling or grammatical errors will result in lost points on this assignment. In addition, points will be deducted for food records incorrectly entered into the computer software (e.g. entering in that you ate 1 pie, rather than 1 slice of pie and finding that your average daily calorie intake was 25,000 calories which would be INCREDIBLY high and inaccurate).

- |           |  |
|-----------|--|
| <u>10</u> | Accuracy - food record correctly entered into software, accurate interpretation of results   |
| <u>35</u> | Content - specific details provided, exact numbers listed, specific foods to add or limit in the diet are listed; all components to assignment attached (see above for list) |
| <u>5</u>  | Grammar - well written paper, spelling and grammar correct   |

The USDA released new Dietary Guidelines for Americans in March, 2005. These guidelines are available at the ChooseMyPlate.gov website and can be individualized based on a person's current physical health. You will be using the website to develop a meal plan for yourself. As you are completing this assignment I encourage you to try out some of the other tools that are available. There really is TONS of information there that is kind of fun to play with!

Refer to the textbook for more information about the USDA Dietary Guidelines. Note that as of June 2011 the picture accompanying the guidelines is of a plate, rather than a pyramid. We now have Choose My Plate, instead of My Pyramid. The concepts and food groups are still the same.

- (1.) Go to the website and enter in your personal information (*box to the right – I want to... “Get a personalized plan”*). The computer will then tell you specific recommendations for calorie and food group needs. Develop a table with your specific guidelines. For example, part of your table would read:

20-year old female with moderate physical activity

Calories	2200 kcal
Grains	7 ounces
Vegetables	3 cups

- (2.) Now, based on what you learn in Step 1, you need to plan a *one-day diet* for yourself. Write out what foods you will need to eat to stay within your dietary guidelines. This IS NOT necessarily what you are currently eating, but what you SHOULD eat. It will be very difficult to get all of the numbers exactly correct, but try to do your best. Choose foods that you like and that you would be willing to eat. Also, be realistic in choosing foods that you actually have access to. The goal of this project is for you to learn more about your diet and to help you to be a healthier person.

Food	Amount	Where fits in Guidelines	Calories
Cheerios	1 cup	1 oz whole grains	130
Skim milk	1 cup	1 cup milk	80
Strawberries	½ cup	½ cup fruit	20

- (3.) Lastly, total up the calories AND number of servings you get from the different food groups and compare these with what you should be getting. How close are you to your recommended levels (you should be relatively close, within 200 kcals and ½ cup/oz for each food group)? For example, part of your table would read:

20-year old female with moderate physical activity

	GOAL	ACTUAL
Calories	2200 kcal	2120 kcal
Grains	7 ounces	6 ½ ounces
Vegetables	3 cups	4 cups

If you are way off for the calories or one of the food groups please describe that as part of your answer for this question. This might be the case if you are trying to lose (or gain) weight or if you have a reason why you cannot eat a lot of fruit.

*This assignment must be typed using standard font and margins.*

**Grading → Points Possible = 25**

*The assignment will be graded based on completeness, accuracy, and organization.*

*Question 1: 3 pts*

*Question 2: 17 pts*

*Question 3: 5 pts*

**Rubric DHN 301 Assignment 2 – DICAS Application (DPD) or Employment/Graduate School Application (40 pts)**

Application Sections (20 pts)	100% of the application sections were completed according to instructions (20)	95-99% of the application sections were completed according to instructions (15-19)	90 – 94% of the application sections were completed according to instructions (10 - 14)	< 90% of the application sections were completed according to instructions (0)
DPD Director Information (5 pts)	Name, title, email, phone number were correctly listed (5)	1 point deduction for each criteria that was incorrect or missing (name, title, email, or phone number) (0 - 4)		
References (5 pts)	3 references listed with contact information (name, title, email, phone number) (5)  Without all contact information (4)	2 references listed with all contact information listed (4)  Without all contact information (3)	1 references listed with contact information (2)  Without all contact information (1)	0 references listed (0)
Writing Style (10 pts)	No evident spelling, grammatical, word choice, sentence structure, capitalization or punctuation errors (10)	At least 2 spelling, grammatical, word choice, sentence structure, capitalization and punctuation errors (7)	At least 3 spelling, grammatical, word choice, sentence structure, capitalization and punctuation errors (5)	More than 3 spelling, grammatical, word choice, sentence structure, capitalization and punctuation errors (0)

## DHN 301 Assignment 2 – DICAS Application (DPD) or Employment/Graduate School Application (CP) (40 pts)

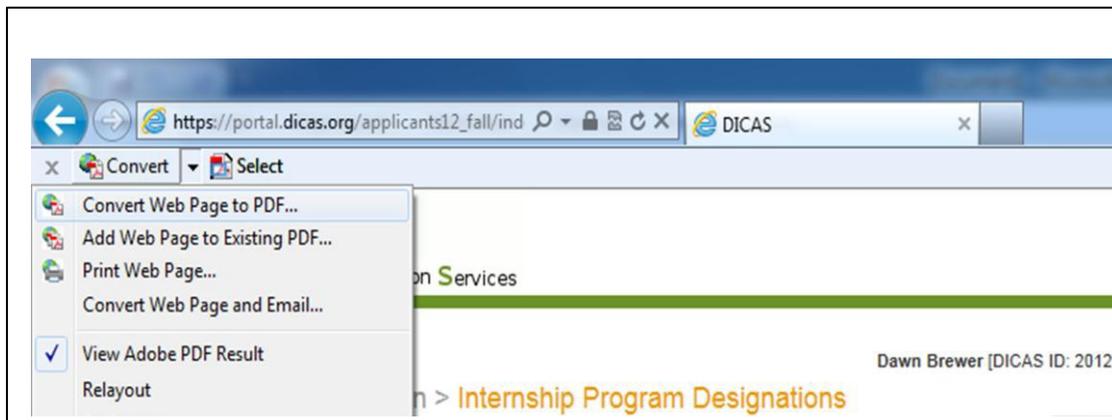
Please submit a hard copy during class labeled as: DHN 301 Fall 2011 Assignment 2 Application

**Due Date: September 24, 2012**

### DICAS Application (DPD Students)

DPD students are to open an account on DICAS (<https://portal.dicas.org/>), complete your profile and complete each section of the application EXCEPT the Reference and DPD Director Sections (\*\*skip these sections\*\* If you complete them an email will automatically be generated and sent to these people). **\*DO NOT SUBMIT YOUR APPLICATION TO DICAS\*** You will only submit your application to DICAS when you are participating in the match process and ready to apply to your internships.

To Print: On the left menu bar select “View Application (Unformatted)”. Convert your application to a PDF document. Click on the drop-down box next to “Convert” located on the top left-hand side of your screen. Select “Convert Web Page to PDF”. Save this document, print, and submit during class. Once the application is converted to a PDF the formatting will be off and information will not be appropriately aligned in each section. The DPD Director and Reference sections should be blank!



### Graduate School or Job Application (CP Students)

Complete one graduate school or job application, but do not submit it to the organization. Print out the application and submit a hard copy during class.

### Supplemental Questions (All DHN 301 Students)

All DHN 301 students are to submit answers to the following:

1. List the names, title and contact information of 3 references that you would have a DI director, graduate school or employer contact.
2. List the name and contact information of the DPD director at the University of Kentucky.

## Iron Chef 302! Rules and Guidelines

The purpose of this lab is to combine all the knowledge gained during this past semester and demonstrate an applied knowledge of food science principles and preparation. This is in essence a lab final where you and your team will be coordinating the preparation of a starter, entrée, and dessert with no direct supervision /help from either the professor or the teaching assistant. What this means is your group will go through all the steps from ordering to preparation. Your group will be expected to complete certain criteria in order to make this lab successful.

### Guidelines:

1. Become familiar with the ingredients that are currently available in lab.
2. Find a recipe that utilizes no less than 2 ingredients currently in the lab.
3. Scale the recipe accordingly to serve 4 people (this will yield enough food for not only the judges to score but also for the class to evaluate as well).
4. Construct a grocery list of items needed and their proper amount and send the list to your TA by the date scheduled (if recipes are sent in place of a grocery list your items will not be purchased).
5. Your recipe must not have a preparation time of longer than 1 ½ hour (this will allow for proper clean up).
6. Each section will be divided into 2 teams.
7. Each team is expected to have a cohesive theme to the meal they will be serving.
8. Each team is expected to prepare the following: 1 starter/appetizer, 1 entrée, and 1 dessert.
9. One group will prepare the starter, another group will prepare the entrée, and the last group will prepare the dessert.
10. It is expected that each group prepare their dish in a timely fashion, and to serve the dish at its desirable temperature. (i.e. serve hot foods hot, and serve cold foods cold) because of this each group may come to lab at different times to insure the quality of your product. You will not be penalized for coming in after 9am, however keep in mind time can affect your product and an unfinished product will result in a score of 0.
11. Dishes will be served by one member of each group in the following sequence:
  - a. team 1's starter, team 2's starter
  - b. team 1's entrée, team 2's entrée
  - c. team 1's dessert, team 2's dessert
12. Be prepared to answer questions from the judges about your particular dish, therefore it is imperative that each group's chosen representative have a thorough knowledge of the product.
13. Each group will serve and clear their dish from the table.
14. After the judges have completed the judging of one dish they the next dish may begin to be served .
15. Each group will be expected complete their cleaning assignments as per normal lab protocol.

This Lab may appear to be a huge undertaking, however if your group and team follow the above guidelines it should go off without any problems. In this next section, I will make a few suggestions that might help make this lab run smoothly.

Suggestions:

1. Play to your strengths. For example if you are not comfortable making a dessert do not voluntarily do so.
2. Read through your recipe several times to ensure a thorough knowledge of your product.
3. Once your product is being prepared, it would be in your best interest to begin bussing your dishing and cleaning your work area due to the limited time constraints.
4. Be prepared to answer any questions about your product. These questions can range from basic food preparation to such thing as leavening agents, phospholipids, etc.
5. This cannot be stressed enough, be aware of your time. This includes the time it takes to prepare the food, time it takes to serve the food, time it takes to clean up, the time it is going to take the judges to evaluate, etc.

Now that everything has been laid out for your group I will go over the grading criteria

1. Unlike labs in the past, it is imperative that you have a dish to present. As mentioned above if you do not present a dish you will receive a grade of zero.
2. Unlike past labs, your group will be graded in class by either the professor or the TA.
3. The judges will be examining the following:
  - a. Appearance
  - b. Aroma
  - c. Flavor
  - d. Texture
  - e. Taste

Of your submissions good luck and play smart!

### Strategies and Serving Times

1. There are three judges, so your team will need to present three three servings of each food item, one serving on a plate for each judge.
2. Each Judge will be **TASTING** each dish and **NOT** eating the full meal. So you do not have to load each plate to capacity. If you do it will only go to waste.
3. You may need to think about the serving temperature of each item that you present to ensure that it is served at the optimum temperature. The serving times will be as follows for the day labs:

10:12am: Team 1 Starter

10:19am: Team 2 Starter

10:25am: Team 2 Entree'

10: 31am Team 1 Entree'

10: 37am Team 1 Desert

10: 44am Team 2 Desert

Serving times for the evening labs will be as follows:

6:12pm Team 1 Starter

6:19pm Team 2 Starter

6:25pm Team 2 Entree'

6:31 pm Team 1 Entree'

6:37pm Team 1 Dessert

6:44pm Team 2 Desert

Let the competition begin: Hajime!

**Life stage: Adult (45 pts)**

Mrs. Lady has unfortunately developed Type 2 Diabetes. She is 44 years of age, 5'5", and weighs 170 lbs. Her activity level is low active.

1. Calculate Mrs. Lady's energy needs to maintain her current weight using the following equations: Mifflin-St Jeor, IOM, and Harris Benedict. Show your work. (6 pts)
2. Based on her height and weight, what would be an appropriate target weight range for her to achieve normal weight status? (2 pts)
- 3a. If you were to design a weight loss plan for Mrs. Lady to lose 1 pound a week what would her daily calorie intake and physical activity goals be to achieve this weight loss? The daily calorie goals should be the number of calories she will consume each day to lose weight and the physical activity goals should be based on how many calories she will burn each day. Base your caloric adjustments on the Mifflin-St Jeor calculation from question 1. (2 pts)
- 3b. About how long will it take Mrs. Lady to reach the upper end of her normal-weight status goal (you calculated the range in question 2)? Show your work of how you came up with this number. (1 pt)
- 4a. From the Therapeutic Lifestyles Changes document, state which risk category a diabetic is considered? What is her LDL goal and what are the dietary and physical activity recommendations associated with this category? (TLC document: [http://www.nhlbi.nih.gov/health/public/heart/cholesterol\\_tlc.pdf](http://www.nhlbi.nih.gov/health/public/heart/cholesterol_tlc.pdf)) (4 pts)
- 4b. Which has a greater impact on raising blood cholesterol, consumption of saturated fats or dietary cholesterol, and why? (4 pts)
5. Below is a sample menu and a one-day diet analysis of Mrs. Lady's current diet. Describe 6 nutritional issues and give 6 specific recommendations of how to improve each issue by making adjustments to the foods that she eats. Keep the TLC recommendations in mind. (6 pts)

<b>Breakfast</b>		
Reduced Fat Milk, 2%	4.0 fl. oz.	61 kCal
GENERAL MILLS TOTAL Raisin Bran Cereal	0.5 c.	80 kCal
Orange Juice, Frozen Concentrate	0.5 c.	223 kCal
<b>Lunch</b>		
Italian Salad Dressing	1.0 T.	43 kCal
Mixed Vegetables, Frozen, Boiled, Drained	1.0 c.	118 kCal
Beef Round Tip, Select, Separable Lean and Fat, 1/4" Fat, Roasted	6.0 oz.	383 kCal
Lettuce Salad with Tomatoes and Carrots, No Dressing	1.0 c.	12 kCal
Scalloped Potatoes	0.5 c.	108 kCal
Brown Gravy, Dry	1.0 T.	22 kCal
Cheesecake, commercial	1.0 item	183 kCal
<b>Dinner</b>		
Mozzarella Cheese, Part Skim Milk	0.5 c.	142 kCal
Spaghetti and Meat Balls with Tomato Sauce, Canned	1.5 c.	390 kCal
Mixed Vegetables, Frozen, Boiled, Drained	0.5 c.	59 kCal
<b>Snacks</b>		
RUFFLES Cheddar & Sour Cream Flavored Potato Chips	4.0 oz.	640 kCal

energy	2463.86 kcal
Kilocalories	255.63 g
Carbohydrate	108.87 g
Fat, Total	109.92 g
Protein(g/kg/day)	
fat	
Saturated Fat	30.16 g
Monounsaturated Fat	49.09 g
Polyunsaturated Fat	21.67 g
Cholesterol	254.5 mg
efa	
Omega-6 Linoleic	8.82 g
Omega-3 Linolenic	0.78 g
carbs	
Dietary Fiber, Total	26.86 g
Sugar, Total	81.68 g
other	
Water	1.04 L
Alcohol	0 g
vitamins	
Thiamin	2.14 mg
Riboflavin	2.78 mg
Niacin	27.72 mg
Vitamin B6	3.12 mg
Vitamin B12	8.94 mcg
Folate (DFE)	673.42 mcg
Vitamin C	267.4 mg
Vitamin D (ug)	2.49 mcg
Vitamin A (RAE)	1069.93 mcg
Vitamin A (IU)	15587.53 IU
alpha-tocopherol (Vit E)	10.07 mg
minerals	
Calcium	1390.63 mg
Iron	24.52 mg
Magnesium	338.26 mg
Potassium	4743.41 mg
Zinc	24.4 mg
Sodium	4478.39 mg

**6a.** Using the University of Arkansas' Meal Exchange handout, convert the table below into a menu appropriate for an obese diabetic who is trying to lose weight. ([http://www.uaex.edu/Other\\_Areas/publications/PDF/FSHED-86.pdf](http://www.uaex.edu/Other_Areas/publications/PDF/FSHED-86.pdf)). Your menu should list each food, the serving size, and the number and type of exchange. You must use only the exchanges listed in the table and you need to use all of them. (9 pts)

**6b.** How many grams of each macronutrient is provided by the exchange table below and what is the percent breakdown of the macronutrients? How many total calories are provided by this menu? Is the macronutrient breakdown, total calories, and the variety and type of exchanges appropriate for a diabetic that is trying to lose weight, why or why not? (You can answer 8b by just using the table below without using the menu that you created) (6 pts)

Food List	Carbs (grams)	Protein (grams)	Fat (grams)
<b>Carbohydrate Group</b>			
Starch	105	14 (2g per exchange)	7 (1g per exchange)
Fruit	30	--	--
Milk			
Fat-free, low-fat%	24	16	2 (1g per exchange)
Other carbohydrates	15	0	5
Vegetables	15	6	--
<b>Meat/Meat Substitute Group</b>			
Very lean	--		
Lean	--	28	8 (2g per exchange)
Medium-fat	--	7	5 g
<b>Fats</b>	--	--	10
<b>Free-Foods</b>	10	--	--

Example

	# and Type of Exchange	Carbs (grams)	Protein (grams)	Fat (grams)	Calories
<b>Breakfast</b>					
1 cup Honey Nut Cheerios cereal	2 starch	30 g	4 g	2	154
1/2 c skim milk	0.5 milk	6	4	0.5	44.5
<b>TOTAL</b>					

**7.** From what you have learned in class explain, from a metabolic perspective, how does obesity increase the risk of developing cardiovascular disease? Limit your response to 5 – 10 sentences. (4 pts)

## Rubric: Adult Life Stage (45 pts)

1. Calculating energy needs (6)	Used the correct equations and physical activity (PA) coefficients, displayed calculations, correct energy estimates were calculated (6 pts)	Used the correct equations and PA coefficients, displayed calculations, energy calculations were incorrect for one or more equations (-0.5 per each incorrect calculation)	The equations or PA coefficients were incorrect, displayed calculations, energy calculations were incorrect (- 1pt per equation)	DID NOT SHOW CALCULATIONS (0 pts)
2. Target weight range (2 pts)	Listed the correct target range (2)	The target range listed was incorrect (1)	Did not list a target range (0)	Left blank (0)
3a. Weight-loss plan (2 pts)	Correctly listed diet and physical activity daily calorie deficit plan (2 pts)	Correctly listed diet or physical activity daily calorie deficit plan (1 pt)	Did not list a correct calorie deficit plan for diet or physical activity (0)	Left blank (0)
3b. Weight-loss time (1 pt)	Correctly listed the length of time to reach target weight (1 pt)	Did not list the correct length of time to reach target weight (0.5 pt)	Did not show work (0 pt)	Left blank (0)
4a. TLC category, goals, recommendations (4pts)	Correctly listed risk-category, LDL goal, the dietary recommendations, and the physical activity recommendations	Incorrectly listed one of the following: risk-category, LDL goal, the dietary recommendations, or the physical activity recommendations (-1 pt each)	Left blank (0)	
4b. Dietary cholesterol vs. saturated fat (4 pts)	Correctly explained which fat had the greatest impact on raising blood cholesterol (4 pts)	Correct fat was chosen, but reasoning was not appropriate (3 pts)	Incorrect fat was chosen (0 pts)	Left blank (0 pts)
5. Diet recommendations (6 pts)	Correctly listed 6 nutrition issues and 6 specific suggestions to improve menu.	Did not correctly address one or more of the following criteria: 6 correct nutrition issues identified, 6 specific suggestions to improve menu or correct nutrition-related issue (0.5 pts per criteria)		
6a. Exchange menu (9 pts)	Correctly used all of the exchanges and listed food and serving size, # and type of exchange, grams of each macronutrient, and calories (9 pts)	Did not correctly address one of the following criteria: used all of the exchanges and listed food and serving sizes, # and type of exchanges, grams of each macronutrient, and calories (1.5 pts each criteria)		
6b. Macronutrient breakdown of exchange menu (6 pts)	Correctly listed the gram quantity of each macronutrient provided	Did not correctly address one of the following criteria:		

	by the menu, the percent breakdown of each macronutrient, total calories, and answered correctly the appropriateness of menu.	listed the gram quantity of each macronutrient provided by the menu ( <b>0.5 pt per macronutrient</b> ), the percent breakdown of each macronutrient ( <b>0.5 pt per macronutrient %</b> ), total calories ( <b>1 pt</b> ), and provided appropriate reason to support answer ( <b>2 pt</b> ).		
7. Obesity and metabolism (5 pts)	Discussed at least 4 correct metabolic mechanisms of how obesity increases the risk of cardiovascular diseases.	4 correct mechanisms were not appropriately described (-0.5 pt per each mechanism)		

This year students in NFS 304 will be participating in a service learning project with Family & Consumer Science Education extension agents in Kentucky. This project will allow students to test and modify recipes featuring Kentucky grown produce/commodities that will be developed into Extension agent resources for Farmer's market, workshops, podcasts, and video vignettes. The products developed will be featured as Kentucky Proud products. Our goal this semester is to create **FAMILY FRIENDLY** recipes.

This project provides an amazing opportunity for students for several reasons:

1. You get to work with fresh, locally-grown, produce.
2. You will become familiar with what products are grown in Kentucky and how they can be incorporated into a healthy menu.
3. You will modify a recipe to make it more health-promoting. We spend lots of time in class talking about things that Americans and Kentuckians could do to improve their diet, but this is a chance to make a change to a product and to apply your learning.
4. You will apply what you are learning in the classroom and in laboratory to this project. You will be testing the original and modified products using subjective and objective analysis techniques that we have discussed in class.
5. Your recipe will BE PUBLISHED and have a lasting impact on the health and education of Kentuckians – how great is that!

#### *What is the final goal of the project?*

FCS Extension needs a recipe that has passed a taste test and been determined to be a healthy part of a menu to use in cooking schools, farmers market demonstrations, etc. At the end of the semester we will need to provide FCS Extension with a document containing:

- original and modified recipe
- nutrient analysis (preferably in the form of a nutrition label) for both original and modified
- preparation time : goal is 30 minutes or less
- baking/cook time
- specific instructions for making the recipe
- serving size and number of servings
- menu suggestions to make a healthy meal
- Goal is 5-7 ingredients – use of prepackaged items is ok as long as there is nutritionally sound reason for using (ie whipped topping would not be a healthy ingredient)

#### *How should the recipes be modified? What are the FCS Extension agents looking for (in their words)?*

The final recipe database will need to be developed to focus on general consumer use with fresh ideas combined with great flavor, ease of preparation/moderate to minimum preparation time and general health benefit essential. We cannot overemphasize that the recipe must 'show' fresh appeal, anticipated great taste but not overwhelm the consumer (be viewed as too gourmet) as far as ingredients and preparation. Our goal is to promote increased access to locally grown and produced commodities and recognition of 'Kentucky Proud' branding, as a valued option for the best food preparation possible for Kentucky families!

#### *Where do you start on this project?*

Recipes have been collected from FCS Extension agents throughout the state. The full recipes are available for you to take a look at on Blackboard and also in lab. You will be working with your laboratory partner on this project. The first thing that you and your partner need to do is select a recipe that you would like to modify. You can either use one of

the FCS Extension agent provided recipes OR a recipe you find on your own (e.g. online, cookbook). Note that if you are using a non-FCS recipe you MUST show that to your TA ahead of time and MUST include a full disclosure of where the recipe was found. For copyright purposes you MUST change AT LEAST 3 ITEMS from the original recipe. Using the guidelines described above think about how you would like to modify that recipe. What component of the recipes could be changed, added, or eliminated to improve the quality of the product? How are your modifications specifically going to make that product healthier? Recipes will be assigned on a first-come, first-served, basis during your first laboratory session. Just let your TA know which recipe you would like to modify.

You will then need to turn in a worksheet describing the recipe you have chosen and the modifications you will make. The worksheet is attached and also provided on Blackboard. Please use the exact formatting provided and your worksheet must be typed. Your TA and I will review your recipe modification worksheet and provide you with feedback as you start to prepare the Preliminary Plan for your project. This too will follow specific guidelines provided on Blackboard.

### [Key Dates](#)

Sept 5 <sup>th</sup> /7 <sup>th</sup>	Recipe modification worksheet due in lab
Sept 19 <sup>th</sup> /21 <sup>st</sup>	Preliminary plan due in lab
Sept 24 <sup>th</sup> /26 <sup>th</sup>	Shopping list for recipe project due (submitted online)
Oct 3 <sup>rd</sup> /5 <sup>th</sup>	Recipe testing Day 1: prepare BOTH the original and modified versions
Oct 10 <sup>th</sup> /12 <sup>th</sup>	Recipe testing Day 2: prepare BOTH the original and modified versions
Oct 17 <sup>th</sup> /19 <sup>th</sup>	Recipe testing Day 3: prepare BOTH the original and modified versions
	<i>NOTE: FCS Extension agents across the state will be coming to lab to taste-test your products 😊</i>
Nov 28 <sup>th</sup> /30 <sup>th</sup>	Research project final paper due and group presentations in lab



## Results and Discussion

This should be the **focal point** of your project. Use tables and graphs to present your data. Be specific with numbers (averages, ranges, st. devs). You should also describe your data in paragraph form. This means you will have the tables and graphs, but describe them to us in written form as part of the Results. Also, describe any changes you made to the recipe week-to-week. The discussion tells the reader if the results are what you expected and also what they mean. Use peer-reviewed journal articles as examples of how the Results & Discussion are presented.

### Nutrition Information for Original and Revised Products

Copy and paste the Nutrition Label for both the original and modified product. Label which is which and put them side by side.

### Menu Ideas and Family Focus

Develop THREE separate meal plans where your recipe would be appropriate. Basically, what would you serve at the same meal? Be creative and think Kentucky! List out the meal/snack and what else would be eaten.

What makes this recipe family-friendly? Be specific about how children can be involved in the preparation of the recipe. Why specifically are children going to like this recipe?

## Works Cited

List the articles you cited by number as they appeared in your paper.

## PRESENTATION

You will speak for 6-7 minutes about your project. You will organize the talk like the paper, but emphasize the Results section. You should use Powerpoint and include mostly tables and graphics representing your results. This is where you would want to insert pictures of you and/or your products in lab. Also, include key points from the nutrition information and menu planning ideas. You will be graded on your speaking style so remember to use all of those skills you learned in Communications class in your talk.

## DHN 340 TEAM SEMESTER RESEARCH PROJECT

### Scope of the Project:

Your group is the management team responsible for developing a new purchasing plan for a commercial food service operation that feeds a minimum of 1000 people in a one week purchasing cycle.

### The Task:

1. Plan, research and develop a 5-day (M-F), lunch menu for the establishment. This must be more than a "sports bar" type menu. For this project, you will turn in a proposal, a written paper and give a 10-15 minute presentation to the class describing your operation.

### Questions to think about:

- Who are your customers? College students? A lunch crowd of lawyers, judges and staff around our court houses downtown? Business people around Beaumont Center? Lunch shoppers at the mall? Are your customer's patients in a long term care or acute care medical facility?
  - **You can serve any customer base that you might envision.**
- What is the skill level of your employees?
- How will your operation serve the customer?
  - What type of service are you providing? Full service, fast service, walk up service, delivery, catering, fast casual?
    - Your team gets to decide who and how your facility will serve your customers.

### Proposal:

(In outline form) Write the above information into a Word document. The proposal must include the following:

- Group Number
  - Name of team leader
  - Name of person that is responsible for each part of the project.
  - List the date each person is responsible for turning in their part of the project to the Team Leader.
  - **Submit the proposal electronically to the link in the week 12 folder for preliminary approval before the end of week 12.**
2. Conduct research for your paper (and for your presentation) that gives some background information for the sector of the industry in which your facility operates. The paper and presentation must include:
    - Current trends in your segment of the industry.
      - Is this segment of the industry growing, shrinking or is it stable?
        - What changes or evolutions have occurred in the segment of the industry that you have chosen during the last 5 - 10 years?
    - Give a brief description of your target customer
      - What are their sources of revenue and how do they spend their money?

- If necessary, review and describe any special local, state or federal regulations under which your facility may operate (i.e. minimum age of servers for serving alcohol or any special certifications that may be required of your staff).
3. Create standardized recipes for at least five different meals/ meal parts that your team has chosen for the facility to prepare.
- You should identify the number of customers you expect for each day and the popularity index for each menu item.
  - Standardize each recipe to meet the popularity index for each item/meal part (how many times a week your team expects the facility to serve each item listed on the menu).
    - Food for Fifty is a good starting place for recipes of this type, but you are free to use appropriately scaled recipes from any source you wish. Remember that you are serving at least 1000 patrons/week.
4. Create specifications for each item on your menu. Be sure to include specifications for all **meat, fish, fresh and frozen produce, bread, drinks, etc.** that you expect your staff to prepare **and** use.
- Determine the purchasing and procurement procedures for the operation that you have developed. Be thorough in your approach as **this should be the focus of your paper and presentation**, along with your menu items, recipes and specifications.
  - Include any other pertinent descriptive information necessary for the operation of your facility. These can be mentioned in your presentation though these should not be the focus of your work.

For help with this project you might want to seek the input from someone who is responsible for purchasing at a real operation that is similar to the one that you have developed in your project.

5. **Remember that this is a TEAM assignment and all** members of the team **must** be represented in the final paper and presentation.
6. **An (Electronic) Copy of your group's paper and presentation is due to be turned in (through Blackboard) on the date of your team's presentation.**
- This paper represents 30% of your grade and should reflect a quality effort as future food systems management professionals. Please be thorough.
  - **Consult me at any time in the progress of your project development for input or suggestions.**

## **PROJECT/ PRESENTATION EVALUATION CRITERIA**

### **EVALUATION OF PROJECT (Paper and Presentation):**

1. Ample evidence presented of team input (20)
2. Menu appropriate for identified patrons/ staff (5)
3. Recipes are practical for the operation and accurate for the projected customer count (10)
4. All specifications are accurate and complete (10)
5. All fresh and frozen produce specifications are complete (15)
6. Research into background of your chosen segment is thorough and complete (10)
7. All pertinent regulations identified and discussed as necessary (15)
8. Description of procurement procedures realistic and accurate (10)
9. Report turned in and presented on time (5)
10. Your presentation should be 10-15 minutes in length.

### **Supporting Criteria:**

1. Topic selected by the students reflects the interest of the students in the Hospitality & Dietetics Industries (e.g. hotels, restaurants, cafeterias, hospitals, long term care facilities, catering operations, concessionaires, contract feeders, school food service, etc.)
2. The project reflects a blend of research, personal insight and realistic operation expectations.
3. The paper/ presentation contain the appropriate amount of information to encompass the analysis and rationale for the chosen type of facility with an appropriate menu, standardized recipes, and specifications for each menu item, including needed fresh and frozen foods to be ordered. (This should be the focus of your paper/presentation)
4. Your presentation should be at least 10-12 minutes in length.
5. Language, dress, spelling and syntax should be correct and appropriate for your paper/ presentation. (edit! Edit! EDIT!) The paper should be written in one voice, it should not be a choppy difficult read. Your presentation should be seamless even though it is made of many parts.
6. Your team should be professionally dressed and use appropriate language/verbiage/syntax in your presentation.

**Strengths Finder Elevator Speech Rubric****Objectives****Discover and apply criteria of good speech writing****Practice writing memorable and impacting phrases, especially as it relates to leadership strengths****Demonstrate rhetorical flexibility during a one to two minute presentation****Improve skills of critical evaluation of both your elevator speech and someone else's speech**

25 points	15 points	10 points	5 points	0 points
500 words typed personally written speech.	More than 500 words typed		Less than 500 words typed	
Demonstrate rhetorical flexibility in front of class interactively with instructor.			Did not use rhetorical flexibility (held written copy)	Did not present speech
			Answer the question, what do I want and how can I get it?	Did not answer the question, what do I want and how can I get it?
			Include a hook or opening pitch	Did not include a hook or opening pitch
	Use at least 2 strengths		Use at least 1 strength	Did not include any strengths
			1 to 2 minutes in length	Less than 1 minute or longer than 2½ minutes in length
			Include an ending request	Did not include an ending request
			Professional appearance and grammar	Unprofessional appearance and grammar
		Shows enthusiasm	Shows some enthusiasm	Shows no enthusiasm

**Total \_\_\_\_\_/100**

**ACEND Learning Goals**

CRD 2.8 Apply leadership skills to achieve desired outcomes.

CRD 2.11 Demonstrate professional attributes within various organizational cultures.

(Tip: Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.)

**ACEND Learning Outcomes**

KR 2.1.a Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.

KR 2.1.b. Students are able to demonstrate assertiveness, advocacy and negotiation skills appropriate to the situation.

## **DHN 346 Semester Project Paper/Presentation Guidelines**

### Written Paper

#### Content

Clearly defined well thought out and written, easy to follow  
Use numbering or bullets to make paper look professional and easy to read  
Double space, font: Times New Roman, size: 12  
Include page numbers

#### Format:

1. Cover page:  
Course number: NFS 346  
Time: Fall 20XX  
Instructor Name: Stephen D. Perry  
Title of your paper  
List first & last name of group members (alphabetically)
2. Background Information:  
History of issue or opportunity as it relates to the industry. How it ( the issue) developed, what others have done to try to either solve it or capitalize on it.
3. Discussion:  
Describe what your plan is, why it is needed, how it will be implemented and how it will benefit the organization. (Reduce costs, increase profits, etc.)
4. Conclusion:  
Putting it all together; this section should draw all of the salient points of the paper together in one section. The conclusions drawn should be supported by your research.
5. References (At least 10 in paper):  
References should be in the industry standard APA or AMA (JADA) Format

### Important points for paper

- Topic: should be clear.
- Research: should be in-depth
- Your findings should be provided on the issue and solution
- Text book cannot be counted as an article. If you use the text it must be appropriately referenced

Presentation:

1. Delivery methods – PPT, Video & Audio- professional & concise
2. Power Point Slides: Title Slide: title of your topic, names of members, date, course-number
3. Attitude: Professional, Positive, Confident and Knowledgeable
4. Time: 15 minutes of presentation as a group, including questions
5. Dress: Professional

What to turn in: All material will be turned in *Electronically!*

1. E- copy of Paper Submit to BlackBoard (due on the date of your presentation)
2. E-copy of PPT: Submit to Blackboard (due on the date of your presentation)  
Submit these to the link in Blackboard at the same time!

**Topics:**

Choose a Human Resource Issue from the following list (only 1 topic per team):

1. Socially responsible business practices with emphasis on employees/employee relations
2. Ethical practice and ethics training
3. Downsizing and layoffs
4. Bonuses and incentives to increase performance (Careful: this is not Benefits)
5. Diversity
6. Employee Assistance Programs (EAPs)
7. Gender discrimination
8. Employee development (Careful: this is not training)
9. Productivity improvements
10. Employee performance evaluations
11. Disabled workers
12. Team work and group dynamics

**Group Grading Scale**

Total: 150 points

**Paper: (60 points)**

Topic: clearly defined (10)

Research: Article: at least 2 articles per person (20)

Your own opinion should be provided on the issue and solution (20)

Format follows the guidelines (10)

**PPT: (20 points)**

Professional, clear (10)

Format professional & follows guidelines (10)

**Presentation (20 points)**

Should be a professional presentation & follow guidelines (20 points): unprofessional behaviors, such as chewing gum, chatting with others, etc, will result in reduction of points.

**Team Member Evaluation (50 points)**

I will ask you to fill out a team member evaluation for everybody. If anyone is found not contributing as much as other team members, his/her group project will be evaluated separately from others.

Instructions Community Intervention Project Paper and Grading Rubric

- Select a group of 2-3 people.
- Follow the steps below for each assignment
- Pay careful attention to the grading rubric for how points will be assigned

**Step 1. Decide on population/community – Due January 17**

Pick a population or community that you think is interesting

Brain storm with each other about populations or communities

Here are suggestions:

- Aging/Elderly
- Pregnant women
- Adolescents
- Preschool children
- College students
- American Indian Tribe
- Men who do not seek healthcare
- Women wanting to lose weight
- Adults with Type 2 diabetes
- Cancer Survivors
- Heart Disease patients
- Rural communities
- Early Adolescents (age 10-13)
- Preschool children
- Day Care Centers
- Schools

Turn in your group names, e-mail addresses, and your population/community either via e-mail or in class on due date – Jan 17<sup>th</sup>.

**Step 2. Assets/Needs Assessment – Due Jan 31**

Step 1. Please read the article and information on how to conduct an assets/needs assessment

Step 2. Based on in class discussion conduct your own assets/needs assessment for the population you have chosen.

Step 3. Read pg 19-23 on how to perform an assessment. Your group will be conducting an assessment based on existing data. On page 22 read the paragraph on existing data. From tables 2.2 and 2.3 use these web resources to gather your information about your community. Your group needs to turn in the following:

1. Paragraph on demographic information about the population you have selected (5 points).

Here are some example websites to get basic information

- a. <http://www.cdc.gov/heartdisease/statistics.htm>
- b. <http://www.cdc.gov/cancer/dcpc/data/demographics.htm>
- c. <http://www.americanpregnancy.org/main/statistics.html>
- d. [http://www.aoa.gov/aoaroot/aging\\_statistics/index.aspx](http://www.aoa.gov/aoaroot/aging_statistics/index.aspx)
- e. <http://nces.ed.gov/fastfacts/display.asp?id=98>
- f. <http://social.jrank.org/pages/525/Preschool.html>

Hint\* go to google and type “demographics” and then the population of interest

2. Paragraph on the nutritional needs of the selected population (10 points)

- a. Cdc.gov
- b. <http://www.ncbi.nlm.nih.gov/pubmed/>
- c. [www.eatright.org](http://www.eatright.org) (Academy Nutrition and Dietetics evidence library)
- d. <http://www.cochrane.org/cochrane-reviews>
- e. <https://riskfactor.cancer.gov/mfe>
- f. Text books from previous courses
- g. Lecture material

3. Provide a summary paragraph about what the information provides you. What are the strengths of the community (assets) and what are the needs. (5 points)

	<b>Cites references</b>	<b>Critical Thinking</b>	<b>Grammar/Writing Style</b>
<b>Demographic Information</b>	2-3 references cited correctly 2 points	References and thoughts are relevant to population selected 2 points	No spelling errors, no fragmented sentences, no use of personal pronouns 1 points
<b>Nutritional Needs</b>	5 references cited correctly 5 points	Discusses nutritional needs based on peer reviewed journals which are relevant to population selected	No spelling errors, no fragmented sentences, no use of personal pronouns 2 points

		3 points	
<b>Summary Paragraph</b>	N/A	Summarizes information from demographic and nutritional needs and links to the next section 3 points	No spelling errors, no fragmented sentences, no use of personal pronouns 2 points

**Step 3. Nutrition Issues in Population – Due Feb 19**

Based on the population that your group has selected you need to do an in-depth analyses of the nutrition issues this group faces.

Step 1. Who is the population? You should already be familiar with what is the population you are working with.

Step 2. Go to pubmed and other academic resources to find out the nutritional issues most relevant to this population. If you have pregnant women research what are the most pressing nutritional concerns for pregnant women. You should have some of this information from your previous courses as well.

\*Use the above websites for nutrition information for nutrition issues as well. You need to do into a deeper analyses but those websites are a good place to start.

Step 3. Narrow your issues down to 2-3, purely based on what you have read and what you find interesting.

Step 4. Write a 1 page paper based on the following outline

1. The most significant nutrition issues are (5 points)
2. The research thus far has found the following (5 points)
3. The gap in the research is this (5 points)
4. Therefore our aim is to develop a program/intervention to help find out the following (5 points)

	<b>References</b>	<b>Researched current trends</b>	<b>Critical Thinking</b>	<b>Grammar/Style</b>
<b>Significant Issues</b>	2-3 cited correctly 1 point	Highlights what current thinking finds 2 points		No spelling, grammar, punctuation, use of personal pronouns 1 point
<b>Summarize research findings thus far</b>	5 cited correctly 4 points	Uses summary sentences to synthesize points 3 points		1 point
<b>Gap in research</b>	1 cited correctly 1 point	Highlights what is missing, what is still needed in programs to help the population 2 points		1 point
<b>Aim of program</b>	N/A		Summarizes what has been learned	1 point

			and identifies what is needed for interventions and program to address the needs of the population 3 points	
--	--	--	--	--

Turn the paper in with all names at the top either via e-mail or in class on due date – Feb 19<sup>th</sup>

**Step 4. Develop a program/intervention – Due Mar 19**

The two pages you have written up to this point are the background and significance. Now comes the fun part! What you are going to do with these community members? What are the activities and how are we going to evaluate the program to know it worked?

Step 1. Get creative. Based on the information gathered what is a program or intervention that this community or population could use based on their nutrition issue?

At the beginning of this section please the top of your paper should have the following:

Write out the Program Goal: \_\_\_\_\_

Write out 3 objectives of the program:

- 1.
- 2.
- 3.

**(This part has been done in class and needs to be at the top of your paper)**

Step 2. Write out the intervention/program components. This section is about 2-3 pages.

- a. Who is the target audience
- b. When will the program be delivered
- c. Where is the setting of the program
- d. What are all the different components of the program
  - a. List of activities
  - b. Examples of activities
  - c. Educational material used
  - d. Lectures or face-to-face meetings with curriculum
  - e. Nutritional/Physical activity classes

Hint\* read the papers on BB, look at previous examples, pay attention to guest lectures

- e. Provide at least one educational material that your grouped developed (See Chapter 14 for steps on how to develop and educational material)
  - a. An educational brochure
  - b. A lesson plan on a nutrition or physical activity topic
  - c. Etc...

Utilize BB papers to see examples of what details are provided in an intervention design/program.

	<b>Creativity of program/intervention (25 points scale 0-25)</b>	<b>Details of intervention/program (50 points scale 0-50)</b>	<b>Educational Materials) (25 points scale 0-25)</b>
Low Score 0-8 points	Recreates what is already out there	Briefly describes setting, target audience, and activities with population (0-15 points)	Uses one image, does not utilize a creative approach, not well thought out in targeting the population
Medium Score 9-17 points	Uses some new approaches but does not tailor approach for the population	Goes into detail about what the activities are, when they will be done, where it will take place, provides examples of some of the activities (16-35 points)	Uses several images, uses some creativity with targeting population, creates one new idea with material
High Score 18-25 points	Creates new ideas, tailors activity to fit the population, uses references to justify approach	Provides extensive detail on activities, provides references for justification of certain activities based in science, activities fit the population, provides complete examples of all activities (36-50 points)	Thinks “outside the box” perhaps an App, Commercial, interactive game, utilizes current media outlets or tailors educational material to fit the population

**Step 5. Evaluation of Intervention/Program – Due Mar 26<sup>th</sup>**

Step 1. Decide what your outcome is. Look at the beginning of your paper to refer to your goal.

- Do you want to see people eat more fruits and vegetables?
- Do you want women to lose weight?
- Do you want men to see their physician more?

Step 2. Refer back to the lecture on measures and decide what information you will collect at the beginning of your program and what information you will collect at the end.

Step 3. Develop or find a survey you will use to assess if your program was effective. Or come up with another approach, such as focus groups, or food frequency questionnaire, or 24-hr recall to determine if your program was effective.

\*will need to go to the literature to find what others have done and what you could use to determine if your program was effective.

Step 4. Write up how you are going to collect this information, provide the tool you are going to use to determine if your program was effective.

	<b><u>20 points total</u></b>
<b>Outcome is clearly stated</b>	5 points
<b>Method to evaluate outcomes matches the outcome of interest</b>	10 points
<b>Information on how the measures will be collected is provided</b>	5 points

**Final Paper (Due April 26<sup>th</sup>) and Presentation– (April)**

Based on the revisions made through the semester turn in the final paper to me on or before April 26<sup>th</sup>.  
The final paper needs to include all of the steps above with revisions.

	<b>Final Paper and Presentation of Intervention Program (100 paper and 50 presentation)</b>
Assets/Needs is revised (10 points)	
Nutrition Issues is revised (10 points)	
Intervention details and paper are revised (50 points)	
Evaluation of program is relevant to the proposed project (10 points)	
Presentation – slides are well developed, everyone participates, the material is presented in a understandable flow (50 points)	

NFS 510: ADVANCED NUTRITIONRESEARCH PROJECT

Name: \_\_\_\_\_

Grade: \_\_\_\_\_ (100)

Written: \_\_\_\_\_/80

Content \_\_\_\_\_/35

Organization \_\_\_\_\_/15

References \_\_\_\_\_/15

Writing Style \_\_\_\_\_/15

Oral: \_\_\_\_\_/10

Content \_\_\_\_\_/5

Speaking \_\_\_\_\_/5

Handout: \_\_\_\_\_/10

Content \_\_\_\_\_/5

Organization \_\_\_\_\_/3

Creativity \_\_\_\_\_/2

**Project Objectives:**

- (1.) To encourage students to choose a topic that they find stimulating, important, and relevant to research.
- (2.) To familiarize students with the use of Medline and library resources to search for and collect scientific research articles.
- (3.) To review how to read and interpret a scientific article.
- (4.) To prepare a written and brief oral review of the student's chosen topic and to do this in a manner that is clear, concise, well-written, and well-researched.

**Project Description:**

This project includes completing a 5-page written paper, informational handout, and brief oral presentation. Students will choose one nutrient or food component and will research how it can affect human health. Students are expected to cite at least five recent references (2007-2013) from professional scientific journals. Two of the references may be review articles or Academy of Nutrition & Dietetics position papers (highly recommend you use if there is one related to your topic), but three of the references **MUST** present original research findings. We will discuss how to find, read, and interpret scientific research articles on February 8<sup>th</sup> so please do not worry if you are not familiar with the use of Medline and other library resources.

Examples of research project topics:

Vitamin D and calcium intake and risk of dental caries  
Soy isoflavones in the prevention of heart disease  
Folate and risk for Alzheimer's disease

Students must choose their topics early and must discuss the topic with Instructor by February 8<sup>th</sup>. No two students can research the same topic. As such, topics will be assigned on a first-come, first-serve basis.

**Written Summary:**

Students will summarize their research findings in a 5-page review paper (maximum length is 6 pages, not including references). The project must be typed, double-spaced using 12-font characters, and have standard margins. A literature cited page must be included at the end of the document (not included in the 5-pages). It is expected that the paper will be well-organized and will include detailed information, at a level appropriate for a 500-level University course. Points will be deducted for major or frequent spelling and grammatical errors. Papers are due at the time a student orally presents their topic.

**Informational Handout and Oral Presentation:**

Students will present their findings to the class in a brief 2-minute presentation. Students will prepare a one-page handout to distribute to their classmates. The informational handout should be geared for

junior and senior dietetic and human nutrition students. As such, basic information on a nutrient or disease state does not need to be included. Instead, focus on the professional research that you did and summarize the findings from your research. As well, include practical advice for how this material could be used in your future careers. For example, if eating chocolate helps to reduce risk for heart disease you would want to include (1.) how much chocolate (2.) how often does it need to be eaten (3.) what type of chocolate, etc.

Presentation dates and times will be assigned by the Instructor on or before April 1<sup>st</sup>. A presentation schedule will be provided to students. Students will be evaluated on their preparation, organization, speaking style, and ability to answer questions. As time is VERY limited for presentations, students who speak beyond 2 minutes will be asked to finish up their talk immediately. So, please practice your talk and be sure that it is just about 2 minutes ☺

### Grading:

This project counts for 100 points towards the student's total class points. The written summary is worth 80 points, the informational handout is worth 10 points, and the oral presentation is worth 10 points. There will be a 10-point decrease in the grade assignment for each calendar day late. No assignments will be accepted that are over 7 calendar days late and there will be ABSOLUTELY NO exceptions to this rule.

### Important Dates:

January 11 <sup>th</sup>	Project discussed in class.
February 8 <sup>th</sup>	Lecture on how to find, read, and interpret scientific articles.
February 8 <sup>th</sup>	Topics due.
March 22 <sup>nd</sup>	Outline of paper due - 2 pages maximum. At the bottom of your outline please provide the Instructor with a list of three "good" and three "bad" dates for your oral presentation.
April 1 <sup>st</sup>	Schedule of presentation dates and order provided to students.
April 15 <sup>th</sup> -26 <sup>th</sup>	Class presentations -papers are due in class the day that you are presenting.

### IMPORTANT WHEN CHOOSING A TOPIC:

*Policy of the Department of Dietetics & Human Nutrition on student self-selection of topics for assignments, papers, and research projects.*

*For many classes you take as part of your major requirements in the Department of Dietetics & Human Nutrition you will have the opportunity to choose your own topic for an assignment, paper, or research project. Faculty encourage students to choose a topic based on their own interests. To promote student learning it is the policy of the Department that a different topic must be chosen for each class/assignment. This will allow you the chance to critically investigate and evaluate a wider range of issues relevant to our field. Please talk with your Instructor about any questions you have about this policy.*

22/25

Counseling Session Evaluation Form *NFS/DHN514 Final Counseling Video*

Name of Student Counselor:	<i>Nov. 2012</i>		
Date	[REDACTED]		
	5 - 6 Improvement Needed 7 - 8 Satisfactory 9 - 10 Well Done		
The student:	5 - 6	7 - 8	9 - 10
1) identifies self by name			<input checked="" type="checkbox"/>
2) establishes rapport with client <i>jumped right in at beginning</i>			
3) identifies purpose of session and explains reason for diet modification		<input checked="" type="checkbox"/>	
4) evaluates client's knowledge of condition, if appropriate			<input checked="" type="checkbox"/>
5) gears session to level of client's understanding		<input checked="" type="checkbox"/>	
6) exhibits understanding of diet in relation to medical condition			<input checked="" type="checkbox"/>
7) maintains eye contact			<input checked="" type="checkbox"/>
8) refers to information gained from the 24-hour recall and diet history			<input checked="" type="checkbox"/>
9) individualizes diet instruction to client's needs (including nutritional; medical; social, i.e., living situation; and, economic).		<input checked="" type="checkbox"/>	
10) encourages client to help in development of the diet		<input checked="" type="checkbox"/>	
11) listens to client's comments and relates them to diet counseling		<input checked="" type="checkbox"/>	
12) identifies potential problems client may have in following the diet	<input checked="" type="checkbox"/>		
13) offers realistic suggestions to the client		<input checked="" type="checkbox"/>	
14) frequently evaluates client's understanding of the diet information provided		<input checked="" type="checkbox"/>	
15) asks open ended questions effectively		<input checked="" type="checkbox"/>	

Comments:

- asked if she had attempted wt. loss before - good.
- gave her options: focus on diet or exercise - good
- for Odsba - refer her to their nutrition info online
- Praised some of her usual intake / affirmations
- good to let client do more of the talking, more reflection + open questions could help
- in state good at end - good

DHN 301

## DICAS Application for Erin Gibson (20122225009)

### Biographical Data

Title: Ms.

First Name: Erin

Last Name: Gibson

Middle Name: Mackenzie

Suffix:

Email Address: erin.gibson@uky.edu

User Name: emgi223

Contact Information

## Contact Address

Street: 241 Forest Park Road

Street2:

City: Lexington

State/Province: Kentucky

Zip Code: 40503

Country/Territory: United States

## Phone and Email

Home Phone:

Work Phone:

Cell Phone: 6062339552

Preferred Phone: Cell

Phone # To be reached on DICAS Match Day: 6062339552

Fax:

Primary Email Address: erin.gibson@uky.edu

Secondary Email Address:

## Permanent Address

Street: 100 Craig St

Street2:

City: Hazard

State/Province: Kentucky

Zip Code: 41701

Country/Territory: United States

Personal Information

## Citizenship

Citizenship Status: U.S. Citizen

Country of Citizenship: United States

Hold a Visa: No

Visa Issue Date:

Visa Type:

Visa #:

City of Visa:

Visa Current:

Visa Permit Work:

Veteran:

## General

Fluent Language:

Materials Alias: No  
Alias First Name:  
Alias Last Name:  
Nickname: Erin Gibson  
Background Information  
Has disciplinary action, in writing, of any sort ever been taken against you?: No  
Please Elaborate:

Are there any complaints pending against you?: No  
Please Elaborate:

Has there ever been a decision in a civil suit rendered against you?: No  
Please Elaborate:

Have you ever been put on probation, suspended, terminated, or asked to resign?: No  
Please Elaborate:

Have you ever reneged on a DICAS internship match without prior approval from DICAS and the internship site?:  
No  
Please Elaborate:

Have you ever been convicted of a crime?: No  
Please Elaborate:

Have you ever been convicted of a felony?: No  
Please Elaborate:

College(s) Attended  
**HAZARD COMMUNITY AND TECHNICAL COLLEGE**  
Indicate whether graduate or undergraduate program: Undergraduate  
Attendance Dates: August, 2009 - June, 2010  
Degree: None  
Major:  
Degree Status:  
Date Earned/Anticipated:  
Second Major or Minor:  
Attempted Credits: 15.00  
Grade Points: 54.00  
GPA: 3.60

**UNIVERSITY OF KENTUCKY**  
Indicate whether graduate or undergraduate program:  
Attendance Dates: August, 2010 - September, 2012  
Degree: BS - Bachelor of Science  
Major: Dietetics  
Degree Status: Degree Planned  
Date Earned/Anticipated: May 2014  
Second Major or Minor: N/A  
Attempted Credits: 57.00  
Grade Points: 161.00  
GPA: 2.82

**EASTERN KENTUCKY UNIVERSITY**  
Indicate whether graduate or undergraduate program:  
Attendance Dates: May, 2012 - June, 2012  
Degree: None  
Major:

Degree Status:  
 Date Earned/Anticipated:  
 Second Major or Minor:  
 Attempted Credits: 3.00  
 Grade Points: 6.00  
 GPA: 2.00  
 Coursework

## Completed Academic Courses

### Kentucky - HAZARD COMMUNITY AND TECHNICAL COLLEGE

#### Session Information 1 : 2010 Summer Quarter (Freshman)

Course	Subject	Type	Credits	Actual Grade	DICAS Grade	Numeric Grade	Classification	Repeated?
MEDICAL TERMINOLOGY - AHS 115	DPD Professional Courses	Lecture Only	3.00	A	A	4.0	Distance Learning	No

### Kentucky - UNIVERSITY OF KENTUCKY

#### Session Information 1 : 2010 Fall Semester (Freshman)

Course	Subject	Type	Credits	Actual Grade	DICAS Grade	Numeric Grade	Classification	Repeated?
GEN COLLEGE CHEMISTRY I - CHE 105	DPD Science Courses	Lecture Only	3.00	C	C	2.0	Not Applicable	Yes
GENERAL CHEMISTRY LAB I - CHE 111	DPD Science Courses	Lab Only	1.00	B	B	3.0	Not Applicable	No
INTRO TO PSYCHOLOGY - PSY 100	DPD Professional Courses	Lecture Only	4.00	B	B	3.0	Not Applicable	No

#### Session Information 2 : 2011 Spring Semester (Sophomore)

Course	Subject	Type	Credits	Actual Grade	DICAS Grade	Numeric Grade	Classification	Repeated?
PRIN HUMAN ANATOMY - ANA 209	DPD Science Courses	Lecture Only	3.00	C	C	2.0	Not Applicable	No
PRINCIPLES OF ECO I - ECO 201	DPD Professional Courses	Lecture Only	3.00	C	C	2.0	Not Applicable	No
GEN COLLEGE CHEMISTRY I - CHE 105	DPD Science Courses	Lecture Only	3.00	C	C	2.0	Not Applicable	No

#### Session Information 3 : 2011 Fall Semester (Sophomore)

Course	Subject	Type	Credits	Actual Grade	DICAS Grade	Numeric Grade	Classification	Repeated?
INTRODUCTORY	DPD	Lecture					Not	

NUTRITION - NFS 212	Professional Courses	Only						Applicable	
GENERAL CHEMISTRY LAB II - CHE 113	DPD Science Courses	Lab Only	2.00	B	B	3.0		Not Applicable	No
PRIN of BIOLOGY II - BIO 152	DPD Science Courses	Lecture Only	3.00	D	D	1.0		Not Applicable	No
FOOD SERVICE SANITATION - NFS 241	DPD Professional Courses	Lecture Only	1.00	B	B	3.0		Not Applicable	No
GEN COLLEGE CHEMISTRY II - CHE 107	DPD Science Courses	Lecture Only	3.00	C	C	2.0		Not Applicable	No

**Session Information 4 : 2012 Spring Semester (Junior)**

Course	Subject	Type	Credits	Actual Grade	DICAS Grade	Numeric Grade	Classification	Repeated?
INTRO TO STATISTICAL REASONING - STA 210	DPD Professional Courses	Lecture Only	3.00	A	A	4.0	Not Applicable	No
INTRO TO SOCIOLOGY - SOC 101	DPD Professional Courses	Lecture Only	3.00	B	B	3.0	Not Applicable	No
ELEM PHYSIOLOGY - PGY 206	DPD Science Courses	Lecture Only	3.00	C	C	2.0	Not Applicable	No

**Kentucky - EASTERN KENTUCKY UNIVERSITY****Session Information 1 : 2012 Summer Quarter (Junior)**

Course	Subject	Type	Credits	Actual Grade	DICAS Grade	Numeric Grade	Classification	Repeated?
ORGANIC CHEMISTRY I - CHE 361	DPD Science Courses	Lecture Only	3.00	C	C	2.0	Not Applicable	No

**Planned/In Progress Academic Courses****Kentucky - UNIVERSITY OF KENTUCKY****Term Information 1 : 2012 Fall Semester (Junior)**

Course	Subject	Type	Credits	Classification	Repeated?
FINANCIAL ACCOUNTING I - ACC 201	DPD Professional Courses	Lecture Only	3.00	Incomplete	No
PRINCIPLES OF FOOD PREPARATION - NFS 302	DPD Professional Courses	Lab and Lecture Combined	3.00	Incomplete	No
NUTRITIONAL BIOCHEMISTRY -	DPD Science	Lecture Only	3.00	Incomplete	No

NFS 311	Courses				
NUTRITION AND WELLNESS IN THE LIFE CYCLE - NFS 312	DPD Professional Courses	Lecture Only	3.00	Incomplete	No
DIETETICS PRACTICE - NFS 301	DPD Professional Courses	Lecture Only	2.00	Incomplete	No

## Tests

**GRE****TOEFL**

Summary of Dietetic Program Director

Status: Not Submitted

## Awards, Experience &amp; Volunteer Activities

**HONORS AND AWARDS**

Organization/Award Name:4-H Gold Honor

Date Received:June/2010

Description of Award:Created a service project at the nursing home, helping residents start a garden by assisting them with planting vegetables. The residents were able to water and take care of the garden; using the vegetables for eating.

**CERTIFICATIONS**

Type of Certification:ServSafe Certification

Certifying Organization:National Restaurant Assoc

Date:10/19/2016

**WORK EXPERIENCE**

Employer Name:Mountain Clinic Pharmacy

Title:Pharmacy Tech

Date:July/2010 - August/2010

Num of Weeks:5

Hours/Week:35

Supervisor Name:Brooks Webb

Supervisor Title:Pharmacist

Supervisor Phone:(606) 436-0045

Supervisor Email:brooks.webb@facebook.com

Key Responsibilities:

Identifying medication, counting medication, customer service.

Employer Name:Leather INC.

Title:Sales Associate

Date:January/2012 - Present

Num of Weeks:28

Hours/Week:20

Supervisor Name:Kimberly Clark

Supervisor Title:Owner/Manager

Supervisor Phone:8592731382

Supervisor Email:leatherinc@google.com

Key Responsibilities:

Helping customers find what they are looking for. Explaining products to customers. Completing customers transactions using the cash register.

**VOLUNTEER EXPERIENCE**

Employer Name:Step By Step, Inc

Title:Room Helper

Date:September/2010 - November/2010

Num of Weeks:4

Hours/Week:3

Supervisor Name:Susan Freeman

Supvevisor Title:Executive Director/Co Founder

Supervisor Phone:(859) 258-7837

Supvevisor Email:sbslex@aol.com

Key Responsibilities:

Served meals to children. Taught kids rules, manners, and bible lessons.

**Personal Statements**

**Resume**

No resume found.

**References**

**Application Certification**

I certify that all the information and statements I have provided in this application are correct and complete. I certify that, as required, I have read all application instructions, identified all sources of information related to my college attendance and credits, and noted all actions by a university or other institution. I certify that the essay(s) submitted with this application is/are my original works. I further certify that all any information submitted on my behalf, including letters of recommendation, is authentic. I have read and understand all notices contained in the application and the DICAS web page informing me of my obligation to provide true and complete answers to all questions. Yes

I understand that withholding pertinent information or giving false information on this application will be cause for denial of admission to a internship site participating in DICAS, withdrawal of any offer of admission, cancellation of registration, expulsion from such school after I have been admitted, or revocation of my degree. I understand that I have an ongoing obligation to inform the Admissions Office of any changed circumstances within 30 days of my first notice of such events. Yes

I have read and understand the DICAS Application Deadline Policy and the DICAS Refund Policy. I understand that DICAS is acting as an agent of the institutions to which I have applied and does not participate in the admission decisions. Yes

I give my permission to officials at all institutions that I have attended to release information requested by any internship site to which I have applied. I understand that my application and materials submitted with my application become the property of the school(s) of public health, or any other health professions association to which I have applied. I allow the release of my application materials to persons within the internship sites to which I have applied. I understand that all information furnished in conjunction with this application will be treated confidentially and will be disclosed only to officials having a legitimate educational interest. Yes

I realize that the institution reserves the right to withdraw an offer of admission if I fail to maintain satisfactory scholastic standing for work in progress or if final records fail to show completion of courses and/or degrees required for admission. Yes

Designations

missing - 1

**References**

Dr. Donna Smith PhD  
Associate Professor &  
Director of Undergraduate Studies  
(859) 257-7733  
donnarsmith@uky.edu

Kimberly Clark  
Boss/Owner of Leather Inc.  
(859) 273-1382  
Kim@shopleatherinc.com

Brooks Webb  
Former boss/ Pharmacist  
(606)436-0045  
brooks.webb@facebook.com

**DPD Director**

Dawn Brewer, PhD, RD, LD  
DPD Director *Director*  
(859)257-1661  
Dawn.Brewer@uky.edu

**Rubric DHN 301 Assignment 2 – DICAS Application (DPD) or Employment/Graduate School Application (40 pts)**

<p>Application Sections (20 pts)</p> <p>19 - missing program designations</p>	<p>100% of the application sections were completed according to instructions (20)</p>	<p>95-99% of the application sections were completed according to instructions (15-19)</p>	<p>90 – 94% of the application sections were completed according to instructions (10 - 14)</p>	<p>&lt; 90% of the application sections were completed according to instructions (0)</p>
<p>DPD Director Information (5 pts)</p> <p>5</p>	<p>Name, title, email, phone number were correctly listed (5)</p>	<p>1 point deduction for each criteria that was incorrect or missing (name, title, email, or phone number) (0 - 4)</p>		
<p>References (5 pts)</p> <p>5</p>	<p>3 references listed with contact information (name, title, email, phone number) (5)</p> <p>Without all contact information (4)</p>	<p>2 references listed with all contact information listed (4)</p> <p>Without all contact information (3)</p>	<p>1 references listed with contact information (2)</p> <p>Without all contact information (1)</p>	<p>0 references listed (0)</p>
<p>Writing Style (10 pts)</p> <p>10</p>	<p>No evident spelling, grammatical, word choice, sentence structure, capitalization or punctuation errors (10)</p>	<p>At least 2 spelling, grammatical, word choice, sentence structure, capitalization and punctuation errors (7)</p>	<p>At least 3 spelling, grammatical, word choice, sentence structure, capitalization and punctuation errors (5)</p>	<p>More than 3 spelling, grammatical, word choice, sentence structure, capitalization and punctuation errors (0)</p>

DHN 312

Chelsea Brown

Adult Case Study

11/26/12

1) 170 lbs/ 2.2= 77.27 kg 65 inches \*2.54 cm= 165.1 cm 44 years old

65 inches/36 inches= 1.81 m

**IOM:**

EER= 354- (6.91\*44 years)+ 1.12 \* [(9.36\*77.27 kg)+(726\*1.81 m)]

EER=2,331.74 kcals/day  $\sim 2000 - 0.5$

**Mifflin-St. Jeor :**

REE=(10\*77.27 kg) + (6.25\*165.1 cm) - (5\* 44 years) -161

REE=1,423.575

EE= 1,423.575\*1.2= 1,708.29 kcals/day

**Harris Benedict Equation:**

BMR=655+ (9.6\*77.27 kg)+ (1.8\*165.1 cm) -(4.7\*44 years)

BMR=1,487.172

EE= 1,487.172 \* 1.375= 2,044.86 kcals/day

2) Based on Mrs. Lady's height and weight the appropriate target weight range for her to be in the normal range is 115-145 lbs.

3) A) Mrs. Lady should consume around 1,458 kcals per day which is 250 kcals less than normal, 1,708. She should also burn 250 kcals per day by doing more physical activity than she normally would do. This will help Mrs. Lady lose one pound per week.

B) Mrs. Lady will need to lose at least 25 pounds in order to get in the normal range which according to the diet plan will take 25 weeks or roughly a little more than 6 months.

Current weight-upper end goal weight= 170 lbs-145 lbs= 25 pounds

- 4) A) Diabetics are considered to be in the highest risk group, category I, for developing heart diseases. The goal for LDL level as a category I risk is less than 100 mg/dL. Dietary recommendations for this level are to lower saturated fat intake to less than seven percent, limit your intake of trans fats, decrease dietary cholesterol to less than 200 mg, limit diet to 25-35% from total fat, increase plant sterols and stanols, increase soluble fiber, only intake enough calories to maintain or achieve a healthy weight, and get at least 30 minutes of moderate-intensity physical activity. You should try to increase your intake of whole grains, fruits, and vegetables. For a diabetic losing weight will lessen the need for insulin. A cholesterol lowering drug might be needed as well in addition to the TLC program.
- B) Consumption of saturated fats has a greater impact on raising blood cholesterol levels because it increases blood lipid profile and decreases LDL receptor activity. While dietary cholesterol stops the production of cholesterol through de novo synthesis.
- 5) 1) Mrs. Lady needs to reduce her amount of kcal/day intake; according to the menu she is taking in about 1,000 kcals/day more than she should based on her diet plan. She could change this by choosing to eat more fruits and vegetables that are good sources of energy, vitamins, and minerals but do not have a lot of kcals.
- 2) Mrs. Lady also needs to reduce her amount of fat intake; according to the menu 40% of her diet is coming from fat. And based of the TLC plan fat should be in the range of 25-35%. One example of change in her diet that would help decrease the amount of fat she is taking in would be to replace her snack choice of chips to celery, carrots, or another raw vegetable. By decreasing her fat intake her calorie intake will also decrease.
- 3) Mrs. Lady needs to decrease she saturated fat intake. Currently she is taking in 30 grams and at the appropriate calorie intake, around 1,458 kcals/day, she should not be taking in more than 10

grams. She can improve this again by making better snack choices or by making a better dessert choice, such as switching a piece of cheesecake for yogurt with fruit.

4) Right now Mrs. Lady is ingesting over 250 mg/dL which according to the TLC plan is in the high category. Mrs. Lady should try to decrease the cholesterol intake to the desirable level, less than 200 mg/dL. A lot of Mrs. Lady's dietary cholesterol comes from her choice of chips as a snack and her choice of cheesecake as a dessert. By making better choices in this area she will not only be improving her cholesterol levels but also saturated fat and therefore total fat.

5) Mrs. Lady's dietary fiber is at a good level at 27 grams but by increasing her soluble fiber be at least 5-10 grams a day will help her lower her LDL cholesterol. She can do this by replacing white or processed carbohydrates with whole grains, such as whole grain pasta. Other sources of soluble fiber are legumes, fruit, broccoli and other vegetables.

6) In the article it says that no one should intake more than 2,300 mg of sodium in a day and according to Mrs. Lady's menu she took in almost double at 4,478 mg. Mrs. Lady can change her intake of sodium by watching how she cooks her food and by watching the amount of sodium she adds to her food. Main sources of sodium in her diet are salad dressing, roast beef, scalloped potatoes, and chips. I have already discussed why she should replace the chips but another way she could reduce sodium intake would be to replace the scalloped potatoes with a baked potato and not add and salt to it.

6) A)

	# and type of exchange	Carbs (grams)	Protein (grams)	Fat (grams)	Calories
<b>Breakfast</b>					
One whole grain bagel	2 starch	30 g	4 g	2 g	154
Two tbsp fat free cream cheese	2 free	10 g	-	-	40

One small banana	1 fruit	15 g	-	-	60
One cup of skim milk	1 fat free milk exchange	12 g	8 g	1 g	89
<b>Lunch</b>					
2 cups of salad greens	2 vegetable	10 g	4 g	-	56
2 oz free salmon	2 lean meat	-	14 g	4 g	92
1 hard boiled egg	1 medium "fat"	-	7 g	5 g	73
8 whole wheat crackers	2 starch	30 g	4 g	2 g	154
<b>Dinner</b>					
2 oz sirloin	2 lean meat	-	14 g	4 g	92
½ cup cooked broccoli	1 vegetable	5 g	2 g	-	28
2 tsp of olive oil	2 fat	-	-	10 g	90
6 oz medium baked potato	2 starch	30 g	4 g	2 g	154
1 cup nonfat fruit flavored yogurt w/ aspartame	1 fat free milk	12 g	8 g	1 g	89
<b>Snacks</b>					
1 small apple, 2"	1 fruit	15 g	-	-	60
Granola bar	1 other	15 g	-	5 g	105
3 cups popcorn	1 starch	15 g	2 g	1 g	77
<b>Total</b>		<b>199 g</b>	<b>71 g</b>	<b>37 g</b>	<b>1,413 kcals</b>

B) The exchange table shows that 199 grams of carbohydrates, 71 grams of protein, and 37 grams of fats are needed. The total calories of the menu provided are 1,413 kcals. This means that

carbohydrates provide 56% of calories, protein provide 20%, and fats provide 24%. With the recommended adult macronutrient as 20-35% fat, 45-65% carbohydrate, and 10-35% protein.

Mrs. Lady is in the correct ballpark for her macronutrients and her calorie intake is a little bit less than I calculated in 3A but it is still close enough. Based on these statements I would say that the menu is appropriate for a diabetic trying to lose weight.

- 7) An increase in visceral fat can increase the risk of developing insulin resistance which can then produce mixed signals to metabolize glucose, proteins, and fats. Insulin resistance can contribute to high blood pressure and dyslipidemia, increase of glucose in blood, which increase risk of cardiovascular diseases as well. When someone has insulin resistance their LDL receptors decrease expression and therefore leading to an increase in blood lipid concentrations. Obesity increases fluid retention putting stress on the kidneys; but the kidneys are not the only organ that is affected by insulin resistance, the pancreas also struggles to keep up with the increased need of insulin. Insulin resistance can also lead to type 2 diabetes which cause them to become dyslipidemic; their triglycerides are high, their HDL cholesterol is low, and LDL cholesterol are high. Type 2 diabetes can cause an immune response, atherogenic, of inflammation and oxidative stress. It also causes blood clotting and increased glycosylated hemoglobin. Insulin resistance is not the only way to get type 2 diabetes; it can also be caused by fat tissue, obesity. This all shows that obesity, type 2 diabetes, and cardiovascular disease are all interrelated. *good answers.*

1. Calculating energy needs (6)  5.5	Used the correct equations and physical activity (PA) coefficients, displayed calculations, correct energy estimates were calculated (6 pts)	Used the correct equations and PA coefficients, displayed calculations, energy calculations were incorrect for one or more equations (-0.5 per each incorrect calculation)	The equations or PA coefficients were incorrect, displayed calculations, energy calculations were incorrect (- 1pt per equation)	DID NOT SHOW CALCULATIONS (0 pts)
2. Target weight range (2 pts)	Listed the correct target range (2)	The target range listed was incorrect (1)	Did not list a target range (0)	Left blank (0)
3a. Weight-loss plan (2 pts)	Correctly listed diet and physical activity daily calorie deficit plan (2 pts)	Correctly listed diet or physical activity daily calorie deficit plan (1 pt)	Did not list a correct calorie deficit plan for diet or physical activity (0)	Left blank (0)
3b. Weight-loss time (1 pt)	Correctly listed the length of time to reach target weight (1 pt)	Did not list the correct length of time to reach target weight (0.5 pt)	Did not show work (0 pt)	Left blank (0)
4a. TLC category, goals, recommendations (4pts)  3.5	Correctly listed risk-category, LDL goal, the dietary recommendations, and the physical activity recommendations	Incorrectly listed one of the following: risk-category, LDL goal, the dietary recommendations, or the physical activity recommendations (-1 pt each)	Left blank (0)	
4b. Dietary cholesterol vs. saturated fat (4 pts)	Correctly explained which fat had the greatest impact on raising blood cholesterol (4 pts)	Correct fat was chosen, but reasoning was not appropriate (3 pts)	Incorrect fat was chosen (0 pts)	Left blank (0 pts)
5. Diet recommendations (6 pts)	Correctly listed 6 nutrition issues and 6 specific suggestions to improve menu.	Did not correctly address one or more of the following criteria: 6 correct nutrition issues identified, 6 specific suggestions to improve menu or correct nutrition-related issue (0.5 pts per criteria)		
6a. Exchange menu (9 pts)	Correctly used all of the exchanges and listed food and serving size, # and type of exchange, grams of each macronutrient, and calories (9 pts)	Did not correctly address one of the following criteria: used all of the exchanges and listed food and serving sizes, # and type of exchanges, grams of each macronutrient, and calories (1.5 pts each criteria)		
6b. Macronutrient breakdown of exchange menu (6 pts)	Correctly listed the gram quantity of each macronutrient provided by the menu, the percent breakdown of each macronutrient, total calories, and answered correctly the appropriateness of menu.	Did not correctly address one of the following criteria: listed the gram quantity of each macronutrient provided by the menu (0.5 pt per macronutrient), the percent breakdown of each macronutrient (0.5 pt per macronutrient %), total calories (1 pt), and provided appropriate reason to support answer (2 pt).		
7. Obesity and metabolism (5 pts)	Discussed at least 4 correct metabolic mechanisms of how obesity increases the risk of cardiovascular diseases.	4 correct mechanisms were not appropriately described (-0.5 pt per each mechanism)		

22/25

Counseling Session Evaluation Form NFS/DHN574 Final Counseling Video

Name of Student Counselor:	Nov. 2012		
Date	[Redacted]		
	5 - 6 Improvement Needed 7 - 8 Satisfactory 9 - 10 Well Done		
The student:	5 - 6	7 - 8	9 - 10
1) identifies self by name			✓
2) establishes rapport with client			
3) identifies purpose of session and explains reason for diet modification		✓	
4) evaluates client's knowledge of condition, if appropriate			✓
5) gears session to level of client's understanding		✓	
6) exhibits understanding of diet in relation to medical condition			✓
7) maintains eye contact			✓
8) refers to information gained from the 24-hour recall and diet history			✓
9) individualizes diet instruction to client's needs (including nutritional; medical; social, i.e., living situation; and, economic).		✓	
10) encourages client to help in development of the diet		✓	
11) listens to client's comments and relates them to diet counseling		✓	
12) identifies potential problems client may have in following the diet	✓		
13) offers realistic suggestions to the client		✓	
14) frequently evaluates client's understanding of the diet information provided		✓	
15) asks open ended questions effectively		✓	

Comments:

- asked if she had attempted wt. loss before - good.
- gave her options: focus on diet or exercise - good
- for Odsba - refer her to their nutrition info online
- praised some of her usual intake / affirmations
- would like to let client do more of the talking, more reflection + open questions could help
- more reflective good at end - good

## DHN 517 CASE STUDY PRESENTATIONS

### I. Guidelines for case study presentations (100 pts):

- A. Presentation should be 30-35 minutes.
- B. If using Power-point slides to present information PLEASE enlarge type.
- C. Email a copy of the presentation to the professor preferably before the presentation.
- D. Presentation should include:
  1. Oral discussion of the case study that includes the condition/disease, pathophysiology, medical diagnoses, relevance of nutrition, etc. PLEASE USE some technique(s) to explain and help us remember the information. Be creative. Do more than showing a video clip.
  2. Present the Nutrition Care Plan for the client/patient (**please use codes for Nutrition Diagnosis (PES statement) and Nutrition Intervention**), see Appendices 6-7 in Krause)
    - a. Nutrition Assessment (only report important data for the client/patient)
      - Food and nutrition-related history
      - Anthropometric measurements (IBW, %IBW, BMI, energy and protein needs)
      - Biochemical data, medical tests, and procedures
      - Nutrition-focused physical exam findings
      - Client's nutrition history
    - b. Nutrition Diagnosis - PES statement (1 or more as needed) Use specific problem(s) and codes from the NCP handouts
    - c. Nutrition Intervention
      - Nutrition Prescription:
      - Interventions (choose 2 and use codes)
        - Food/Nutrient Delivery
        - Nutrition Education
        - Nutrition Counseling
        - Coordination of Nutrition Care
      - Goals (choose 2)
    - d. Nutrition Monitoring and Evaluation (choose two to monitor)
      - Food and nutrition-related history
      - Anthropometric measurements
      - Biochemical data, medical tests, and procedures
      - Nutrition-focused physical exam findings
  3. Answers to assigned questions.

### II. Nutrition Care Plan (NCP) assignment (50 pts) – each student, individually, in the assigned group should be ready to comment on and turn in a written copy of these parts of the NCP for your assigned case study:

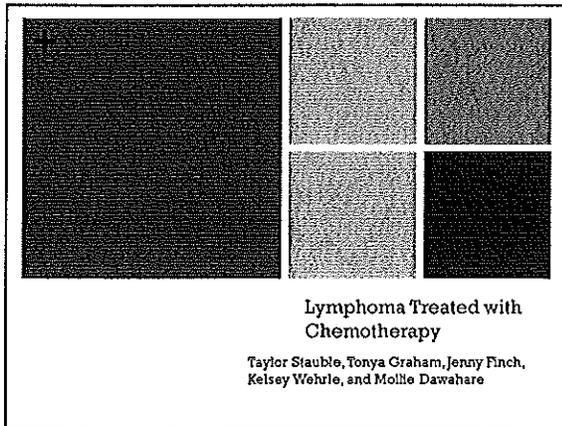
1. Nutrition Assessment - Anthropometric measurements (IBW, %IBW, BMI, energy and protein needs)
2. Nutrition Diagnosis – one PES statement
3. Nutrition Intervention - Nutrition Prescription, one Nutrition Intervention, and one Goal

**Clinical Case Study Presentation Evaluation**

<b>Name</b>	<b>Title</b>	<b>Date:</b>
<b>Review of Literature</b>		<b>5 Exceeds</b> Very detailed
<b>Pathophysiology of disease/disorder</b>		<b>3-Met Goals</b> Competent
<b>Relevance of nutrition in this disorder/disease</b>		<b>1- Unsat.</b> Large amts missing
<b>Innovative technique to explain</b>		<b>Comments or suggestions</b>
<b>Assessment and Nutrition Diagnoses</b>		
<b>General information about patient complete</b>		
<b>Medications: reason for use; interactions</b>		
<b>Food and nutrition-related Hx: diet analyzed</b>		
<b>Anthropometric, correct calculations: IBW, % IBW, BMI, energy and pro needs</b>		
<b>Biochemical/lab data: altered and relevance</b>		
<b>P-E-S statement</b>		
<b>Nutritional Intervention</b>		
<b>Nutrition prescription</b>		
<b>Interventions</b>		
<b>Goal (s)</b>		
<b>Monitoring and Evaluation</b>		
<b>Progress: Intake, Clinical, Behavioral/Environmental</b>		
<b>Presentation/Communication skills</b>		
<b>Little use of notes/slides</b>		
<b>Organized: follows a comprehensive sequence</b>		
<b>Professional appearance</b>		
<b>Uses correct grammar, pronunciation of terms</b>		
<b>Creative, neatly prepared audio-visuals</b>		
<b>Able to discuss and answer questions</b>		
<b>TOTAL POINTS</b>		
<b>Points/ Total Points Possible (100)</b>		
<b>= %</b>		

**Comments:**

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



### + Pathophysiology

- Lymphoma is a group of cancers that affect the cells that play a role in the immune system and primarily represents cells involved in the lymphatic system of the body
- Cancer of the immune system (also Leukemia's and myelomas)
- Lymph nodes filter the lymph (fluid that contains white blood cells called lymphocytes), which may carry bacteria, viruses, or other microbes
- Lymphocytes recognize infectious organisms and abnormal cells and destroy them

Two major subtypes of lymphocytes:

- B lymphocytes- Produce antibodies
- T lymphocytes- when activated, can kill pathogens directly

### + Question One:

Which type of cancer is lymphoma?

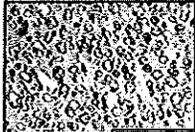
- Cancer of the lymphatic system
  - Part of the immune system
- Types of Lymphoma
  - Hodgkin disease
  - Non-Hodgkin Lymphoma

### + Check it out...

- **WATCH ME @**
- <http://www.youtube.com/watch?v=saYsSfsBObw>

### + Cancer...

- ...occurs when normal cells undergo a transformation whereby they grow and multiply uncontrollably
- Lymphoma is a malignant transformation of either B or T cells or their subtypes
- Abnormal lymphocytes travel from one lymph node to the next, and sometimes to remote organs, via the lymphatic system
- While lymphomas are often confined to lymph nodes and other lymphatic tissue, they can spread to other types of tissue almost anywhere in the body
- One of two major categories: Hodgkin's Lymphoma (previously called Hodgkin's disease) and all other lymphomas (non-Hodgkin's lymphomas).
- Non-Hodgkin's lymphoma is far more common than Hodgkin's lymphoma


← B Cell


T Cell →

### + Causes/Symptoms/ Diagnosis

<ul style="list-style-type: none"> <li>■ Exact cause is unknown</li> <li>■ Increasing age</li> <li>■ Infections (HIV, hepatitis B, C)</li> <li>■ Compromised immune systems (Autoimmune dz, HIV, immunosuppressant therapy)</li> <li>■ Exposure to toxic chemicals (farm work, hair dye)</li> <li>■ Genetics</li> <li>■ Painless swelling in the neck, under the arm, or in the groin</li> </ul>	<ul style="list-style-type: none"> <li>■ Enlarged spleen</li> <li>■ Fatigue, weight loss, fevers</li> <li>■ Blood tests</li> <li>■ Biopsy</li> <li>■ CT scan, MRI scan</li> <li>■ Bone marrow examination</li> <li>■ Organ function tests</li> <li>■ Staging</li> </ul>
--	---

## + Treatment

### Conventional methods:

- antineoplastic therapy (e.g. chemotherapy, biologic therapy, antiangiogenic agents, or hormonal agents)
- Radiation therapy
- Surgery (alone or in combination with other therapies)
- Hematopoietic cell transplantation (HCT)



## + Factors that affect treatment:

- Tumor burden
- Rate of tumor growth
- Drug resistance
- Comorbid diseases
- Age, performance status, support system, bone marrow reserve, overall general health

### Goals of treatment:

CURE  
CONTROL  
PALLIATE

## + Body systems affected

- Enlarged spleen
- The enlarged lymph node sometimes causes other symptoms by pressing against a vein or lymphatic vessel (swelling of an arm or leg), a nerve (pain, numbness, or tingling), or the stomach (early feeling of fullness)
- As lymphoma cells spread, they can get into the bone marrow, causing infections and anemia
- Lymphoma cells can get into the small intestine, causing gastrointestinal distress and weight loss
- Make skin itchy and blotchy.

## + Nutrition and Lymphoma

- Energy needs to maintain body weight and prevent weight loss
- Additional protein- repair and rebuild tissues affected by cancer therapy and maintain healthy immune system
- HCT: 1.6-2 g/kg/day
- Moderate stress- 1.2-1.6 g/kg/day
- Fluid- adequate hydration and electrolyte balance, prevent dehydration and hypovolemia
- Vitamins and minerals- Dx = supplements may enhance immune system but will not reverse or prevent disease, recommendation depends on pt. eating patterns and side effects
- Avoid dietary/antioxidant supplements during treatment

## + Research

### Supplement use:

- Controversy regarding antioxidant dietary supplements during treatment
- Vitamins A, C, E, B-Carotene, Zinc, Selenium
- Inhibit or enhance the antitumor effects of radiation therapy and chemotherapy
- May have some potential for reducing treatment dose-limiting toxicities
- Encourage foods with antioxidants: fruits, vegetables, and whole grains
- Use nutrition for health-promoting phytonutrients, vitamins, and minerals

## + Question Six:

Describe the major factors that may impact the nutritional status of the cancer patient.

- |                    |                 |                       |
|--------------------|-----------------|-----------------------|
| ■ Anorexia         | ■ Nausea        | ■ Ingestion           |
| ■ Stomach pains    | ■ Vomiting      | ■ Digestion           |
| ■ Mouth sores      | ■ Constipation  | ■ Absorption          |
| ■ Sensitive gums   | ■ Diarrhea      | ■ Dry mouth           |
| ■ Irritated throat | ■ Taste changes | ■ Dysphasia           |
| ■ Tooth decay      | ■ Early satiety | ■ Lactose Intolerance |

**+ Question Twenty-two:**

Identify each of the drugs that the patient is prescribed, and note the possible nutritional side effects of each. In general, what might you tell this patient to expect from receiving her chemotherapy?

**Expectations from Chemotherapy:**  
Anemia, Appetite Changes, Bleeding Problems, Constipation, Diarrhea, Fatigue, Hair Loss, Infection, Memory Changes, Mouth and Throat Changes, Nausea and Vomiting, Nerve Changes, Pain, Sexual and Fertility Changes, Skin and Nail Changes, Swelling, Urination Changes

*Treat the Cancer!*

Drug	Possible Nutritional Side Effects
Cyclophosphamide	Works by slowing or stopping the growth of cancer cells in your body. Drink plenty of fluids while you are using this medication. Drink plenty of fluids while you are using this medication, nausea, vomiting, loss of appetite or weight, abdominal pain, diarrhea
Doxorubicin	Works by slowing or stopping the growth of cancer cells in the body Unless otherwise informed, continue your normal diet, nausea, vomiting, sores in the mouth and throat, weight loss, loss of appetite, weight gain, stomach pain, diarrhea
Vincristine	Interferes with the growth of cancer cells, which are eventually destroyed. Can cause constipation, drink plenty of fluids, severe stomach pain, nausea or vomiting
Prednisone	Treats other conditions by reducing swelling and redness and by changing the way the immune system works. Low-salt, high potassium or high calcium diet, eating grapefruit or drink grapefruit juice, upset stomach, vomiting, pain in the stomach

**+ Medications:**

Medication	Food-Medicine Interaction
Dimetapp - 2 up OTC	Cold/Allergy medicine
Tylenol - 400 mg, OTC	Analgesic; antipyretic; may take without regard to food; food slightly delays absorption of SR form
Prednisone	Corticosteroid; anti-inflammatory; immunosuppressant; oral or parenteral; take with food to decrease GI effects; dissolve ODT on tongue with or without liquid
Cyclophosphamide	Antineoplastic; alkylating agent; oral or parenteral; take on empty stomach; if GI distress occurs, may take with meals in divided doses
Doxorubicin	Antineoplastic; antitumor antibiotic; parenteral only; insure adequate fluid intake/hydration
Vincristine	Antineoplastic; vinca alkaloid; parenteral only; insure adequate fluid intake/hydration

**+ Question Twenty-nine:**

What is the microbial or low-bacterial diet? Why may Gracie need to follow foods safety guidelines during immunosuppression?

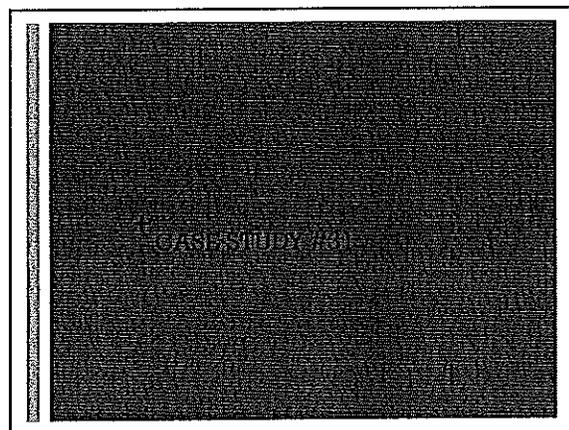
- Microbes are tiny living organisms, such as bacteria and fungi, found in foods and liquids. In most processed foods (e.g. canned foods, cooked foods) microbes have been eliminated, reducing the risk of food-borne illness. These "low microbial" foods are safer to eat than raw, fresh or unprocessed foods (e.g. untreated fresh fruits and vegetables, raw or undercooked meats or tap water) which - if not handled properly - have a greater potential for causing infection and food-borne illness.
- When your immune system is weakened, it may not be able to rid the body of the bacteria found in some foods.
- Increased risk of developing a food-related infections when decreased immune function. This diet helps you avoid specific foods that are more likely to contain infection-causing organisms while maximizing healthy food choices

**+ Patient: Gracie Lou Freebush (alias name) ( and besides wanting world peace...)**

Demographic Information: Personal and Social History

- Age: 21
- Education: College Sophomore Student at Midwest University
- Lives with: Mom, Dad, & 3 younger brothers
- Methodist
- White/Caucasian

Protect confidentiality rights ->



### Medical History

- No past significant medical history until the past 2-3 months.
- She complained, "I don't seem to have ever gotten over the flu that I had. I still have a fever sometimes, and the cough won't go away."
- Feeling of "run down" and tired, fevers are recurrent and high (causing excess sweating) especially at night.
- Lack of appetite - due to fullness feeling (often associated with non-Hodgkin's lymphoma)
- Her family physician referred her on to a dietician.
- Had a Tonsillectomy @ age 6
- Has taken some OTC cough medicine and Tylenol to help reduce suppress cough and reduce fever.
- Not a smoker
- And no family history-related diseases

### + Anthropometrics:

**IBW:**  
5' = 100lb  
5" x 6in. = 30lb  
100+30 = 130lb

**BMI:**  
66" x 2.54cm = 167.64cm  
120lb → 2.2kg = 64.84kg  
64.84kg/1.68m<sup>2</sup> = 18.92 normal

**% IBW:**  
120lb/130lb x 100 = 92.3%

### + Anthropometrics:

Mittin St. Jones (moderate stress: 1.2-1.8 injury factor)

$(10 \times 95) + (3.25 \times 1) - (5 \times 4) - 161$   
 $(10 \times 64.50) + (2.25 \times 107.64) - (5 \times 21) - 161$   
 $= 846.4 + 1,541.75 - 105 - 161$   
 $= 1,242.15 \times 1.3 (1.7) \times 1.3 (1.7)$   
 $= 2242.8 \rightarrow 2250 \text{ kcal/day}$

Protein Needs: (moderate stress: 1.2-1.8 g 2p/1.90)

1.2g x 64.84kg = 85.8kg  
 1.8g x 64.84kg = 81.81g  
 ~55.8-81.8g protein/day

### + Lab Data:

Lab	Normal	Actual	Ref
Albumin	3.5-5 g/dL	3.3 g/dL	L
Total Protein	6-8 g/dL	6.6 g/dL	L
Bilirubin	< 0.3 U/L	0.8 U/L	H
WBC	4.8-11.8 x 10 <sup>3</sup> /mm	12.0 x 10 <sup>3</sup> /mm	H
Rel% <sub>neut</sub>	0.8-2.8 %	2.9 %	H
Ferritin	20-120 mg/mL	19 mg/mL	L

### + Physical Exam Findings:

- General appearance:** Patient is a thin, pale young woman who appears tired.
- Vitals:** Temp 100.8 F, BP 85/70 mm Hg, HR 88 bpm, RR 18 bpm
- Heart:** Regular rate and rhythm, no gallops or rubs, point of maximal impulse at the 5th intercostal space in the mid-clavicular line
- HEENT:**
  - Head: Normocephalic
  - Eyes: Extraocular movements intact; wears glasses for myopia; fundi grossly normal bilaterally
  - Ears: Tympanic membranes normal
  - Nose: Dry mucous membranes without lesions
  - Throat: Slightly dry mucous membranes without exudates or lesions; no normal lymph nodes
- Genitalia:** Normal without lesions
- Neurologic:** Alert and oriented; cranial nerves II-XII grossly intact; strength 5/5 throughout; sensation to light touch intact; normal gait; and normal reflexes
- Extremities:** Normal muscular tone with normal ROM, nontender
- Skin:** Warm and dry without lesions
- Chest/Lungs:** Respiratory are shallow; dullness present to percussion
- Peripheral vascular:** Pulse +2 bilaterally; warm and nontender
- Abdomen:** Normal active bowel sounds; soft and nontender; without masses or organomegaly

### + Question Two:

Which symptoms found in Ms. Mitchell's history and physical are consistent with the classic signs of lymphoma?

- Swollen, painless lymph nodes in the neck, armpits, stomach or groin
- Unexplained weight loss
- Fever for no known reason
- Drenching night sweats
- Coughing, trouble breathing or chest pain
- Weakness and tiredness that don't go away
- Pain, swelling or a feeling of fullness in the abdomen, chest or bones for no known reason
- Skin rash or itchy skin

### + Behavioral/Environmental Progress

- Behavior and Surroundings
  - Patient has become progressively more of a home body
  - Hanging out with friends less
  - Sleeping more
- Grades suffering
  - Missing classes
  - Forgetting about assignments

### + Intake Progress

- Appetite decreased, starting 2 to 3 months ago
- No nausea, vomiting, constipation or diarrhea

Differences in Consumption		
Meal of the Day	Usual Dietary Intake	24-hour recall
Breakfast	Cold cereal, toast or doughnut, skim milk, juice	1 slice dry toast, plain hot tea
Lunch	(In college cafeteria) Sandwich or salad, frozen yogurt, chips or pretzels, soda	¼ c ice cream, ¼ c fruit cocktail, few bites of other foods on tray
Dinner	Meat (eats only chicken and fish), 1-2 vegetables including a salad, iced tea or skim milk	Few bites of chicken (1 oz), 2 tbsp mashed potatoes, ¼ c jell-O, plain hot tea
Snack	Popcorn, occasionally pizza, soda, juice, iced tea	

### + Nutrition-Related History: 24-Hour Recall

Meal:	Food:	Approx. kcal:	Approx. PRO (g):
AM	1 slice dry toast	132	4
	Plain hot tea	-	-
Lunch	¼ cup ice cream	146	3
	¼ cup fruit cocktail	38	-
	Few bites of other foods on tray	-	-
Dinner:	Few bites of chicken (1 oz)	35	7
	2T mashed potatoes	30	-
	¼ cup jell-O	80	2
	Plain hot tea	-	-
<b>Total:</b>		<b>460 kcal</b>	<b>16 g</b>

### + Medical Procedures:

A chemotherapy regimen of cyclophosphamide, doxorubicin, vincristine, and prednisone (CHOP) is prescribed. Prednisone will be administered orally on the first 6 days of each 21-day cycle, and the other chemotherapeutic medications will be given intravenously on the first day of the cycle. Radiotherapy is planned to start 3 weeks after the third cycle of CHOP.

### + Question Four:

Ms. Mitchell's medical plan indicates that she will have both chemotherapy and radiation therapy. Describe how each of these therapy modalities work to treat malignant cells.

#### Chemotherapy

- Drug treatment that uses powerful chemical to kill fast-growing cells in your body
- Can eliminate cancer cells at sites great distances from the original cancer.
- Treats the whole body system.
- Administered through a vein, injected into a body cavity or delivered orally in the form of a pill
- Includes drugs to fight cancer plus drugs to help support completion of the cancer treatment.

#### Radiation Therapy

- Uses high energy radiation to shrink tumors and kill cancer cells by damaging their DNA
- Treatment may come from outside the body or from radioactive material placed in the body near tumor cells (brachytherapy) or injected into the bloodstream
- Can be used before, during and after surgery

### + Question Five:

Radiation and chemotherapy may also affect healthy tissues ...

- a) What other cells in the body may be affected by either or both of these treatments?
- b) What symptoms may the patient experience as a result of the destruction of these cells?

- a) Hair, skin and blood cells, as well as reproductive function
  - Others depend on the part of the body receiving radiation
- b) Can cause headaches, muscle pains, stomach pains, temporary nerve damage, mouth sores, sensitive gums, irritated throat, tooth decay, nausea, vomiting, loss of appetite, constipation, diarrhea, kidney/bladder problems, anemia, fatigue, paleness, shortness of breath, fast heartbeat, blood clotting issues, dysphasia

### + Question Eight:

In question 8, you listed the specific symptoms that a patient may experience from chemotherapy and radiation therapy. For each, describe the nutrition therapy recommendations that would be appropriate to assist in treatment of that symptom.

- **Headaches, muscle pains, stomach pains, temporary nerve damage:** Reduce fat, sugar, alcohol and/or salt
- **Mouth sores, sensitive gums, irritated throat, tooth decay, stomach pains:** Avoid irritating foods such as citrus and tomato based foods
- **Nausea, vomiting, loss of appetite, constipation, diarrhea:** Stay hydrated, eat lots of fruits and vegetables, whole grain breads and cereals, Eat when you have the biggest appetite
- **Kidney/bladder problems, anemia, fatigue, paleness, shortness of breath, fast heartbeat, blood clotting issues:** Consume plenty of protein and calories, eat the foods you can
- **Dysphasia:** Consume thicker liquids such as milkshakes or semisolid foods like mashed potatoes and gravy

### + Diagnosis:

- Stage II diffuse large B-cell lymphoma with mediastinal disease and positive lymph nodes.
- Bone marrow and other organs show no indication of disease.

### + Question Three:

Ms. Mitchell's diagnosis stated that she had Stage II lymphoma. What does Stage II mean, and how does her physical examination support this?

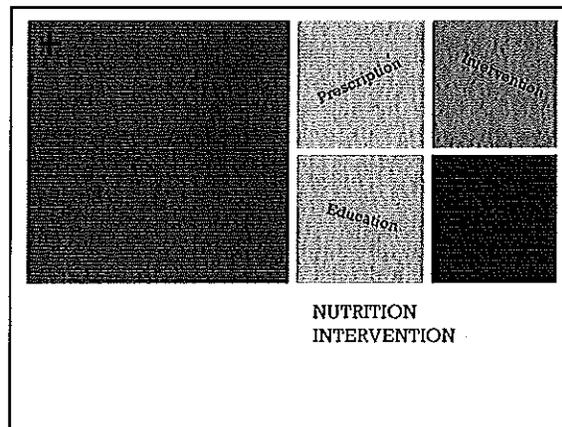
- **Stage II:** Cancer is found in two or more lymph node groups above or below the diaphragm
  - Present on both sides of the diaphragm
- Cancer found in multiple lymph nodes in her throat

### + PES Statements:

- Impaired nutrient utilization (NC-2.1) related to Stage II lymphoma as evidenced by increased protein and energy requirements needed during chemotherapy treatments.
- Inadequate energy intake (NI-1.4) related to not eating enough calories per day as evidenced by approximately 400-500kcal as a usual intake via 24 hour recall.
- Increased nutrient needs (NI-5.1) related to RMR greater than usual caloric intake as evidenced by increased protein and energy requirements during chemotherapy treatments.

### + Discharge plans

- Discharged for outpatient therapy on hospital day five
  - Chest X-ray indicated possible mass
    - Chest CT
    - MRI
    - Bone Marrow biopsy
    - Biopsy of suspect lymph nodes
  - Chemotherapy and radiation therapy course determined
  - Chemotherapy regimen of cyclophosphamide, doxorubicin, vincristine, and prednisone
    - Prednisone will be administered orally on the first five days of each 21-day cycle.
    - Other medications will be given intravenously on the first day of the cycle.
  - Radiotherapy is planned to start three weeks after the third cycle of prednisone



**+ Step 1:  
Nutrition Prescription and  
Intervention**

**Abtinnin Prescription**

- Regular diet high in calories and protein, 2260 kcal and 65-81 grams protein
- Recommend general/healthful diet (ND-1.1) and to modify distribution, type, or amount of food and nutrients within meals or at specified times (ND-1.2)

**+ Question Seven:**

You have read that most cancer patients require additional energy and protein. Explain the rationale for this. Is this true for every cancer patient?

- Cancer changes the body's metabolism and usually causes you to lose your appetite.
  - Need more calories to maintain current weight and lean body mass
- Effects body's ability to break down CHO, PRO and FAT
- Attempt to prevent weight loss while fighting cancer
- Diet high in protein to prevent muscle wasting
- Type and degree of nutrient deficiencies differ (Varying degree of energy/protein increase)
  - Where cancer occurs
  - Severity at time of diagnosis
  - Symptoms
  - Treatment type
  - Side effects of treatment
  - Affects ability to eat and tolerate food and nutrients

**+ Step 2:  
Nutrition Education**

- Purpose of the nutrition education (E-1.1) is to educate the patient on common side effects from chemotherapy and/or radiation
  - Nausea/vomiting- sip on cool or room temperature clear liquids in small amounts, avoid high fat, greasy, spicy, or overly sweet foods, avoid foods with strong odors, eat bland, soft, easy-to-digest foods on scheduled treatment days
  - Diarrhea- consume plenty of liquids; decrease intake of high fiber foods such as nuts, raw fruits and vegetables, whole-grain breads and cereal, avoid sugar alcohol-containing foods, BRAT
  - Altered taste acuity-increased use of flavorings and seasonings, good oral hygiene, use plastic spoons if metallic tastes are a problem, try cooler foods rather than hot
  - Meat aversions-elimination of red meats or substitution of alternative meats
  - Mucositis- daily oral care; bland liquids and soft solids are better tolerated, avoid strong-flavored, or spicy foods

**+ Question Twenty-four:**

How would you advise this patient and her parents regarding adherence to an "anti-cancer" diet? What steps would you suggest for them as they research and make appropriate decisions for care? Why may cancer patients be especially vulnerable to nutrition and medical quackery?

- Consume what patient enjoys eating; during chemotherapy and radiation, avoid favorite foods; consume foods with a high moisture content; use seasonings, spices and plastic spoons; foods are better tolerated in the morning; serve at preferred temperature.
- Consult physician and stay in contact with dietitian to ensure consumption of a well balanced diet that can be tolerated.
- Willing to try anything to find a cure.

**+ Step 3:  
Nutrition Counseling**

- **Nutritional Counseling:** Social support (C-2.6) from family and friends
- **Coordination of care:** Collaboration with other providers (RC-1.3) to monitor lab values and status



**+ Step 4:  
Nutrition Goals**

- Combat anorexia and other treatment side effects. Consume a diet high in calories and protein to promote anabolism

## + References

- Mahan, L. Kathleen, Sylvia Escott-Stump and Janice L. Raymond. *Krause's Food and the Nutrition Care Process*. 13<sup>th</sup> edition. St. Louis, MO: Elsevier, 2012. Print.
- Hoffman, B. (3, 2002). *Diet guidelines for immunosuppressed patients*. Retrieved from <http://www.seattlecca.org/client/documents/practical-emotional-support\HSC-Diet-Immunosuppressed-Patients-032808.pdf>
- William, J. (2000). *William jarvis*. Retrieved from <http://www.ncahf.org/articles/c-d/caquackery.html>

Caitlin Mahon  
Group #5

## NCP for Lymphoma

### Nutrition Assessment:

• IBW:

$$5' = 100 \text{ lbs} + 4 \text{ in. (5 lbs.)} = 130 \text{ lbs.}$$

• % IBW

$$\frac{120}{130} \times 100 = 92.3\% \text{ IBW} \quad \checkmark$$

• BMI: 19.4 (low normal weight)

• Energy needs:

~~REE = 1000~~

$$120 \text{ lbs} \times \frac{1 \text{ Kg}}{2.2 \text{ lbs}} = 54.5 \text{ Kg}$$

$$5'6'' = 66 \text{ in} \times \frac{2.54 \text{ cm}}{1 \text{ in}} = 168 \text{ cm.}$$

$$\begin{aligned} \text{REE} &= (10 \times 55 \text{ Kg}) + (6.25 \times 168 \text{ cm}) - (5 \times 21) - 161 \\ &= 550 + 1050 - 105 - 161 \end{aligned}$$

$$= 1334 \times 1.3 \text{ AF} \times 1.2 \text{ IF} = 2081 \approx 2100 \text{ Kcal} \quad \checkmark$$

• Protein Needs:

$$1.2 \text{ gm/Kg} \times 55 \text{ Kg} = 66 \text{ grams protein}$$

### Nutrition Diagnosis:

Inadequate protein-energy intake (NI-5.3) related to cancer diagnosis as evidenced by % IBW of 92.3%.

### Nutrition Intervention:

• Prescription: 2100 Kcal diet w/ 66 gms protein

• Intervention:

- Nutrition Education: Nutrition relationship to health/disease (E-1.4)

- Meal & Snack: Modify distribution, type, or amount of food

& nutrients w/in meals &

(ND-1.2)

## Wildcats Chicken

### Background

Wildcats Chicken is located on South Limestone in Lexington, KY which is close to the University of Kentucky main campus. The target customer is mostly University of Kentucky (UK) students. Also, we expect to serve a small amount of customers other than students such as UK employees and local people who live or work around downtown Lexington. The majority of UK students' sources of revenue include scholarships, grants, loans or their parents' income. Due to their rather limited budget, students seem to be more attracted to cheap, inexpensive restaurants within walking distance to campus. Students also seem to have very busy academic schedules during the semester and therefore require something quick and convenient especially during exam weeks. Our location to campus, as well as our proximity to Lexington "nightlife" such as many of the popular bars, makes it even more convenient for late night eating as we plan to be open until 3 AM. Wildcats Chicken provides quick, affordable, and convenient service thus, satisfies students' needs. We do expect some number of local residents and UK employees in addition to students. These people do not have the same limited budget as our student customers therefore they are not as restricted to where they can choose to eat. Their reasons for choosing Wildcats Chicken is largely based on quickness and convenience, since most of them will be looking for a quick meal during their lunch breaks. Their purchasing trend tends to be quite consistent over the year in contrast to student purchasing trends, which both contribute to our overall customer count.

The current trend of the business is stable throughout the semester, decreasing over semester breaks and increasing again once the next semester begins. Over a year, there appears to be consistent fluctuations in relation to these semester breaks. This is due to the majority of students going “home” or leaving campus during semester breaks. However, some employees, international students, and local people do stay around. Historical usage data shows a rather consistent customer count from year to year. In order to balance out this fluctuation in business, some evolution has been done where the hours or number of workers are reduced for every semester break based on business trend expectations. Inventory and ordering quantities will also be adjusted to reflect these trends.

As for employee qualifications, the General Manager and Managers are required to have ServSafe certification in order to be sufficiently qualified and to keep good business reputations. They will be certified with ServSafe Food Protection Manager Certification with accreditation by American National Standards Institute (ANSI)-Conference for Food Protection (CFP). They should be knowledgeable in food safety research, FDA Food Code, and food sanitation in order to create trustworthy food service premise. Qualified managers will be able to provide on the job training to all employees as well as supervising employee actions on the premise.

## **Procurement Procedures**

### **Vendors and Ordering**

Wildcats Chicken will purchase from just a few vendors and try to follow the one stop shopping to reduce the amount of ordering costs from having several different suppliers. One stop shopping will help to reduce paperwork for ordering and receiving along with having fewer deliveries. With our fast food restaurant being located near campus it will be a high traffic area

and there will be many students walking, therefore less deliveries will benefit the safety and efficiency to our customers. The main vendor for our business will be Gordon Food Service (GFS) where all products will be purchased except beverages. The Bluegrass Coca-Cola Bottling Company will provide the entire Coca-Cola brand beverages offered at Wildcats Chicken. Considering each of these suppliers are located in the same city as our fast food restaurant, this offers a more convenient way to keep plenty of supplies on hand. Gordon Food Service has a market center where our staff could drive and get our products if running low before the next shipment arrives.

### **Ordering Process**

The general manager will perform all purchasing duties for Wildcats Chicken. Our establishment is a small independently family owned business and doesn't require multiple buyers from specific departments or areas of the restaurant to keep track of needed products. The buyer will fill out a purchase order for the vendor weekly to determine the order size that is needed each week and the requested delivery date and time. Wildcats Chicken will use a "purchase order draft" when placing each order by attaching a check to cover the cost of the ordered items. This method works well for this small of an establishment with a limited menu because similar items are ordered nearly the same each week. By the general manager (buyer) evaluating previous events held on or near the University of Kentucky campus, she will be able to predict the amount of some products. Since our target customers are students and many go back home during breaks and the summer months, the buyer will need to accommodate the amount of products ordered during those time periods and vice versa during other high volume events.

## **Delivery and Receiving**

Each purchase order will include a specific date and time that will be set with each of the vendors for each week. The only employees allowed to accept deliveries will be the manager on duty. Gordon Food Service will deliver the products ordered every Monday morning at 9:00 a.m. Wildcats Chicken will not be open until 11 a.m. so this gives plenty of time to unload, check quantity and quality, and store the products. Bluegrass Coca-Cola and Bottling Company will deliver weekly on Tuesday mornings at 9:00 a.m. Mondays and Tuesdays are the least busy days for the restaurant and will involve less traffic and people when drivers are trying to park near the delivery side door. Each driver of the supplier must have a copy of the purchase order or invoice with them upon delivery to compare to the invoice of the buyer and all products must be delivered in a temperature controlled truck. The manager on duty must inspect all packaging and products delivered by checking quantity, temperature, and if time allowed quality. The receiver is required to reject if products not of proper value or as requested on the invoice. Some items may be substituted, but only as listed in specifications to ensure the proper quality and price for each item. For example Tyson grilled chicken breast may be substituted for Purdue chicken breast because they are of similar quality and price.

## **Storage**

After receiving the products from the suppliers all frozen and cold items will be immediately transported to freezers and refrigerators. All frozen foods will be stored in freezers at 0-10 degrees Fahrenheit. Refrigerated products will be stored in refrigerators at 41 degrees Fahrenheit or less. Dry storage products will be appropriately stored on labeled shelving at room temperature. All inventories will follow the "First in First out Method" while in storage and

when receiving new shipments. Storage areas will be monitored daily and physical inventory count will be conducted at the end of every week by the general manager to prevent pilferage and spoilage.

## **Menu Items**

### **Main Items**

Grilled Chicken Sandwich with lettuce, tomato, pickles, mayonnaise on a whole wheat bun

Crispy Chicken Sandwich with lettuce, tomato, pickles, mayonnaise on a whole wheat bun

Chicken Fingers (3 per serving)

Fried Chicken Breast

Grilled Chicken Wrap with lettuce, tomato, pickles, mayonnaise in a whole wheat tortilla

### **Sides**

Potato Wedges

Mashed Potatoes

Green Beans

Corn on the Cob

Biscuit

### **Drinks**

Coke

Diet Coke

Sprite

Sweet Tea

## **Popularity Index of Menu Items**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Total</b>	
People Served Per Day	<b>150</b>	<b>150</b>	<b>200</b>	<b>250</b>	<b>250</b>	<b>1000</b>	Popularity Index
<b>Entrees</b>							
Grilled Chicken Sandwich	50	50	70	80	90	340	34.0%
Crispy Chicken Sandwich	50	50	80	100	90	370	37.0%
Chicken Fingers	20	20	30	50	40	160	16.0%
Fried Chicken Breast	15	10	10	10	15	60	6.0%
Grilled Chicken Wrap	15	20	10	10	15	70	7.0%
<b>Sides</b>							
Potato Wedges	90	80	100	120	110	500	50.0%
Mashed Potatoes	30	40	60	70	80	280	28.0%
Green Beans	10	10	15	25	20	80	8.0%
Corn on the Cob	10	10	10	15	20	65	6.5%
Biscuit	10	10	15	20	20	75	7.5%
<b>Drinks</b>							
Coke	50	50	75	85	85	345	34.5%
Diet Coke	30	30	35	40	40	175	17.5%
Sprite	20	20	15	25	25	105	10.5%
Sweet Tea	50	50	75	100	100	375	37.5%

### Standardized Recipes

## Main Items

### **Grilled chicken sandwich**

90, Tyson 5 oz grilled chicken breasts cooked to an internal temperature of 165 °F. Ninety slices of Fresh Express Iceberg Lettuce (one on each), 90 slices of Sunset Produce Slicing Tomato (one on each), 270 Pleasant Valley Kosher Dill Chips (three on each), 90 Tbsp of Best Foods Real Mayonnaise (one on each), all on 90 Franklin Street Bakery whole wheat buns.

### **Crispy Chicken Sandwich**

100, Tyson 5 oz breaded boneless skinless chicken breasts deep fried in 350 °F oil until the internal temperature reaches 165 degrees F. 100 slices of Fresh Express Iceberg Lettuce (one on each), 100 slices of Sunset Produce Slicing Tomato (one on each), 300 small slices of Pleasant Valley Kosher Dill Chips pickle (three on each), 150 Tbsp of Best Foods Real Mayonnaise (1.5 on each), and 100 Franklin Street Bakery whole wheat buns.

### **Chicken Fingers**

150 (three each), Tyson 2 oz breaded Chicken Tenderloins, deep fried in 350 °F oil until the internal temperature reaches 165 degrees F.

### **Fried chicken breast**

15, Tyson 6 oz Southern Fried Chicken Breasts, deep fried in 350 °F oil until the internal temperature reaches 165 degrees F.

### **Grilled Chicken Wrap**

20, Tyson 1 oz Grilled Chicken Breast Strips, cooked to an internal temperature of 165 °F. 30 slices of Fresh Express Iceberg Lettuce that will be diced (1.5 slices each), 60 slices of Sunset Produce Slicing Tomato (three each), 80 small slices of pickle (four each), and 20 Tbsp of Best Foods Real Mayonnaise (one each) all wrapped in 20, 8 inch Azteca Tortilla Flour Ultra Grain Shells.

## Sides

### **Biscuit**

Cook 20 Frozen, pre-sliced individual ready to bake Pillsbury biscuits, in an oven temperature of 350 °F for about 15 minutes or until a light golden brown. When done these biscuits will be placed under a heating lamp until ordered.

### **Green beans**

Bring the green beans to a boil for about 1-2 minutes. There will be 25 servings made; each serving will be about 1.5 oz. Only about four servings should be made at a time to give the beans a fresher taste.

**Corn on the cob**

20 pieces of Green Giant Corn on the Cob Nibblers will be boiled in water for 5-7 minutes. Only cook a few at a time to keep fresh as possible.

**Mashed potato**

80 oz of Ore-Ida Buttery Mashed Potatoes (one once per serving) coked 5 oz at a time. This should be cooked on a stove at medium temperature for 5-10 minutes. One-third cup of milk should be added to the pre cooked potatoes.

**Potato wedges**

480 Ore-Ida Savory Wedges (4 per serving) cooked in an oven at 350 °F for 10-15 minutes or until a crisp brown on the outside.

**Menu Item Specifications****Grilled Chicken Breast**

**Intended use:** Grilled Chicken Sandwich

**Exact Name:** Boneless Skinless Chicken Breasts

**Brand Name:** Tyson

**Supplier:** GFS Foods

**Item #:** 60025

**Quality:** US Grade A

**Size:** 5-6 oz breasts

**Processing Method:** Individually Quick Frozen (IQF)

**Market Form:** Raw, frozen, boneless, skinless

**Package Size:** 100 count case

**Packaging Procedure:** Slab Packed

**Type of Package:** Sealed plastic bag, 25 per bag, 4 bags per box, freezer safe packaging

**Temperature Requirement:** 0-10 degrees F

**Acceptable Substitutes:** Purdue brand chicken or equivalent quality supplied by GFS

**Breaded Chicken Breast**

**Intended use:** Crispy Chicken Sandwich

**Exact Name:** Breaded Boneless Skinless Chicken Breast

**Brand Name:** Tyson

**Supplier:** GFS Foods

**Item #:** 60029

**Quality:** US Grade A

**Size:** 5-6 oz breasts

**Processing Method:** Individually Quick Frozen (IQF)  
**Market Form:** Fully cooked, breaded, frozen, boneless, skinless  
**Package Size:** 100 count case  
**Packaging Procedure:** Slab Packed  
**Type of Package:** Sealed plastic bag, 25 per bag, 4 bags per box, freezer safe packaging  
**Temperature Requirement:** 0-10 degrees F  
**Acceptable Substitutes:** Purdue brand chicken or equivalent quality supplied by GFS

### **Chicken Tenderloins**

**Intended use:** Chicken Fingers Meal  
**Exact Name:** Breaded Chicken Tenderloins  
**Brand Name:** Tyson  
**Supplier:** GFS Foods  
**Item #:** 60120  
**Quality:** US Grade A  
**Size:** 2 oz per tenderloin  
**Processing Method:** Individually Quick Frozen (IQF)  
**Market Form:** Fully cooked, breaded, frozen, boneless, skinless  
**Package Size:** 250 count case  
**Packaging Procedure:** Slab Packed  
**Type of Package:** Sealed plastic bags, 50 per bag, 5 bags per box, freezer safe packaging  
**Temperature Requirement:** 0-10 degrees F  
**Acceptable Substitutes:** Purdue brand chicken or equivalent quality supplied by GFS

### **Fried Chicken**

**Intended use:** Fried Chicken Breast Meal  
**Exact Name:** Southern Fried Chicken Breast  
**Brand Name:** Tyson  
**Supplier:** GFS Foods  
**Item #:** 60035  
**Quality:** US Grade A  
**Size:** 6 oz breasts  
**Processing Method:** Individually Quick Frozen (IQF)  
**Market Form:** Fully cooked, breaded, frozen, whole breast  
**Package Size:** 100 count case  
**Packaging Procedure:** Slab Packed  
**Type of Package:** Sealed plastic bag, 25 per bag, 4 bags per box, freezer safe packaging  
**Temperature Requirement:** 0-10 degrees F  
**Acceptable Substitutes:** Purdue brand chicken or equivalent quality supplied by GFS

### **Grilled Chicken**

**Intended use:** Grilled Chicken Wrap  
**Exact Name:** Grilled Chicken Breast Strips

**Brand Name:** Tyson  
**Supplier:** GFS Foods  
**Item #:** 60021  
**Quality:** US Grade A  
**Size:** 1 oz strips  
**Processing Method:** Individually Quick Frozen (IQF)  
**Market Form:** Fully cooked, frozen, 1 inch by 4 inch strips  
**Package Size:** 20 lb case  
**Packaging Procedure:** Slab Packed  
**Type of Package:** Sealed plastic bag, 5 lb per bag, 4 bags per box, freezer safe packaging  
**Temperature Requirement:** 0-10 degrees F  
**Acceptable Substitutes:** Purdue brand chicken or equivalent quality supplied by GFS

### **Tortilla Shells**

**Intended use:** Grilled Chicken Wrap  
**Exact Name:** Flour Tortilla Ultra Grain Shell  
**Brand Name:** Azteca  
**Supplier:** GFS Foods  
**Item #:** 40165  
**Size:** 8 inch round  
**Processing Method:** Fresh, refrigerated  
**Market Form:** whole wheat, 8 inch diameter, round  
**Package Size:** 100 count box  
**Packaging Procedure:** Layered  
**Type of Package:** Sealed plastic bags, 10 shells per bag, 10 bags per box, refrigerated packaging  
**Temperature Requirement:** 41 degrees F or lower, do not allow to freeze  
**Acceptable Substitutes:** Any brand of equivalent or better quality supplied by GFS. Must be of equal or lesser price.

### **Biscuits**

**Intended use:** Side item  
**Exact Name:** Home Style Buttermilk Biscuits  
**Brand Name:** Pillsbury  
**Supplier:** GFS Foods  
**Item #:** 40115  
**Size:** 3 inch diameter, 1.5 inch height  
**Processing Method:** Frozen until ready to use  
**Market Form:** Frozen, pre-sliced into individual biscuits, ready to bake  
**Package Size:** 100 count box  
**Packaging Procedure:** Layered  
**Type of Package:** Sealed plastic bag, 25 biscuits per bag, 4 bags per box, freezer safe packaging  
**Temperature Requirement:** 0-10 degrees F  
**Acceptable Substitutes:** Any brand of equivalent or better quality supplied by GFS. Must be of equal or lesser price.

### **Whole Wheat Buns**

**Intended use:** Grilled Chicken Sandwich and Crispy Chicken Sandwich

**Exact Name:** Whole Wheat Burger Bun

**Brand Name:** Franklin Street Bakery

**Supplier:** GFS Foods

**Item #:** 40045

**Size:** 5 inch diameter, 2.25 inch height

**Processing Method:** Frozen until ready to use

**Market Form:** 5 inch round, pre-sliced, whole wheat

**Package Size:** 150 count box

**Packaging Procedure:** Layered

**Type of Package:** Sealed plastic bag, 25 buns per bag, 6 bags per box, freezer safe packaging

**Temperature Requirement:** 0-10 degrees F

**Acceptable Substitutes:** Any brand of equivalent or better quality supplied by GFS. Must be of equal or lesser price.

### **Potato Wedges**

**Intended use:** Side Item

**Exact Name:** Savory Wedges

**Brand Name:** Ore-Ida

**Supplier:** GFS Foods

**Item #:** 50012

**Quality:** US Grade A

**Size:** Medium length

**Processing Method:** Frozen

**Market Form:** Skin on, sliced in wedge form, ready to deep fry

**Package Size:** 30 lb case

**Packaging Procedure:** Slab Packed

**Type of Package:** Sealed plastic bag, 5 lb per bag, 6 bags per box, freezer safe packaging

**Temperature Requirement:** 0 degrees F

**Acceptable Substitutes:** Any brand of equivalent or better quality supplied by GFS. Must be of equal or lesser price.

### **Mashed Potatoes**

**Intended use:** Side Item

**Exact Name:** Buttery Mashed Potatoes

**Brand Name:** Ore-Ida

**Supplier:** GFS Foods

**Item #:** 50015

**Quality:** US Grade A

**Processing Method:** Frozen

**Market Form:** Pre-cooked, mashed, butter seasoned

**Package Size:** 30 lb case

**Packaging Procedure:** Layered

**Type of Package:** Sealed plastic bag, 6 lb per bag, 5 bags per box, freezer safe packaging

**Temperature Requirement:** 0 degrees F

**Acceptable Substitutes:** Any brand of equivalent or better quality supplied by GFS. Must be of equal or lesser price.

### **Green Beans**

**Intended use:** Side Item

**Exact Name:** Cut Green Beans

**Brand Name:** Green Giant

**Supplier:** GFS Foods

**Item #:** 50120

**Quality:** US Grade A

**Processing Method:** Canned

**Type:** Round

**Color:** Green

**Style:** Cut, 1 inch length or longer

**Package Size:** No. 10 can

**Packaging Procedure:** Layered

**Type of Package:** Individual cans, 4 cans per box

**Temperature Requirement:** Room temperature, 65-75 degrees F

**Acceptable Substitutes:** Any brand of equivalent or better quality supplied by GFS. Must be of equal or lesser price.

### **Corn Cob**

**Intended use:** Side Item

**Exact Name:** Corn on the Cob Nibblers

**Brand Name:** Green Giant

**Supplier:** GFS Foods

**Item #:** 50135

**Quality:** US Grade A or US Fancy

**Processing Method:** Frozen

**Length:** Short

**Color:** Golden (yellow)

**Style:** Trimmed

**Package Size:** 96 ears per case

**Packaging Procedure:** Layered

**Type of Package:** Styrofoam sealed in freezer safe plastic wrap, 12 ears per pack, 8 packs per box, freezer safe packaging

**Temperature Requirement:** 0-10 degrees F

**Acceptable Substitutes:** Any brand of equivalent or better quality supplied by GFS. Must be of equal or lesser price.

### **Pickles**

**Intended use:** Ingredient for Grilled/Crispy Chicken Sandwich and Grilled Chicken Wrap

**Exact Name:** Kosher Dill Chips

**Brand Name:** Pleasant Valley

**Supplier:** GFS Foods

**Item #:** 51160

**Processing Method:** Canned, pickled

**Market Form:** 3/16 inch thick, crinkle cut, kosher dill

**Style:** Round

**Size:** 1 gallon

**Package Size:** 4 count box

**Packaging Procedure:** Single layer

**Type of Package:** Plastic jars, 4 jars per box

**Temperature Requirement:** Room temperature until opened (65-75 degrees F), then 41 degrees F or less, do not freeze

**Acceptable Substitutes:** Any brand of equivalent or better quality supplied by GFS. Must be of equal or lesser price.

### **Mayonnaise**

**Intended use:** Ingredient for Grilled/Crispy Chicken Sandwich and Grilled Chicken Wrap

**Exact Name:** Real Mayonnaise

**Brand Name:** Best Foods

**Supplier:** GFS Foods

**Item #:** 51120

**Size:** No. 10 container, 114 oz

**Type of container:** Pour, store, and pump jug

**Package Size:** 4 count box

**Packaging Procedure:** Single layered

**Type of Package:** Plastic jugs, 4 jugs per box

**Temperature Requirement:** Room temperature until opened (65-75 degrees F), then 41 degrees F or less, do not freeze

**Acceptable Substitutes:** Any brand of equivalent or better quality supplied by GFS. Must be of equal or lesser price.

### **Ketchup**

**Intended use:** Condiment

**Exact Name:** Tomato Ketchup

**Brand Name:** Heinz

**Supplier:** GFS Foods

**Item #:** 10022

**Size:** No. 10 container, 114 oz

**Type of container:** Pour, store, and pump jug

**Package Size:** 4 count box

**Packaging Procedure:** Single layered

**Type of Package:** Plastic jugs, 4 jugs per box

**Temperature Requirement:** Room temperature until opened (65-75 degrees F), then 41 degrees F or less, do not freeze

**Acceptable Substitutes:** Any brand of equivalent or better quality supplied by GFS. Must be of equal or lesser price.

### **Tomato**

**Intended use:** Ingredient for Grilled/Crispy Chicken Sandwich and Grilled Chicken Wrap

**Exact Name:** Slicing Tomato

**Brand Name:** Sunset Produce

**Supplier:** GFS Foods

**Item #:** 40045

**Quality:** US Grade No. 1

**Processing Method:** Fresh Produce, unrefrigerated

**Color:** Red

**Market Form:** Whole, ready to serve

**Degree of ripeness:** Fully Ripened

**Package Size:** 30 count

**Packaging Procedure:** Single layer, 5 x 6 arrangement

**Type of Package:** Cardboard box

**Temperature Requirement:** Room temperature, 65-75 degrees F

**Acceptable Substitutes:** Any brand of equivalent or better quality supplied by GFS. Must be of equal or lesser price.

### **Lettuce**

**Intended use:** Ingredient for Grilled/Crispy Chicken Sandwich and Grilled Chicken Wrap

**Exact Name:** Iceberg Lettuce

**Brand Name:** Fresh Express

**Supplier:** GFS Foods

**Item #:** 40060

**Quality:** US Grade No. 1

**Processing Method:** Fresh Produce, refrigerated

**Market Form:** Whole heads

**Degree of ripeness:** Fully Ripened

**Package Size:** 8 count

**Packaging Procedure:** Single layer, 4 x 4 arrangement

**Type of Package:** Refrigerated package

**Temperature Requirement:** 41 degrees F or less, do not freeze

**Acceptable Substitutes:** Any brand of equivalent or better quality supplied by GFS. Must be of equal or lesser price.

### **Sweet Tea**

**Intended use:** Drinks

**Exact Name:** Fresh Brewed Iced Tea – Southern Sweet Tea  
**Brand Name:** Lipton  
**Supplier:** Unilever Food Solutions  
**Item #:** 206  
**Size:** 3 gallon bag  
**Processing Method:** Brewed, refrigerated  
**Market Form:** Brewed, pre-sweetened, ready to serve  
**Package Size:** 2 count  
**Packaging Procedure:** Layered  
**Type of Package:** 3 gallon bags, 2 bags per box, refrigerated packaging  
**Temperature Requirement:** Refrigerated, 41 degrees F or less, do not freeze  
**Acceptable Substitutes:** No substitutions allowed

### Regular Soda

**Intended use:** Drinks  
**Exact Name:** Coca-Cola Fountain Syrup  
**Brand Name:** Coca-Cola  
**Supplier:** Blue Grass Coca-Cola Bottling Company  
**Size:** 5 gallon  
**Market Form:** Syrup, unrefrigerated  
**Package Size:** 1 count  
**Packaging Procedure:** 5 gallon bag in box  
**Type of Package:** Cardboard  
**Temperature Requirement:** 40-77 degrees F  
**Acceptable Substitutes:** No substitutions allowed

### Diet Soda

**Intended use:** Drinks  
**Exact Name:** Diet Coke Fountain Syrup  
**Brand Name:** Coca-Cola  
**Supplier:** Blue Grass Coca-Cola Bottling Company  
**Size:** 5 gallon  
**Market Form:** Syrup, unrefrigerated  
**Package Size:** 1 count  
**Packaging Procedure:** 5 gallon bag in box  
**Type of Package:** Cardboard  
**Temperature Requirement:** 40-77 degrees F  
**Acceptable Substitutes:** No substitutions allowed

### Sprite

**Intended use:** Drinks  
**Exact Name:** Sprite Fountain Syrup  
**Brand Name:** Coca-Cola

**Supplier:** Blue Grass Coca-Cola Bottling Company

**Size:** 5 gallon

**Market Form:** Syrup, unrefrigerated

**Package Size:** 1 count

**Packaging Procedure:** 5 gallon bag in box

**Type of Package:** Cardboard

**Temperature Requirement:** 40-77 degrees F

**Acceptable Substitutes:** No substitutions allowed

Reference:

<http://www.servsafe.com/manager/food-safety-training-and-certification>

ServSafe Manager. Copyright 2012@National Restaurant Assosiation Educational Foundation.



# The Green Truck Co

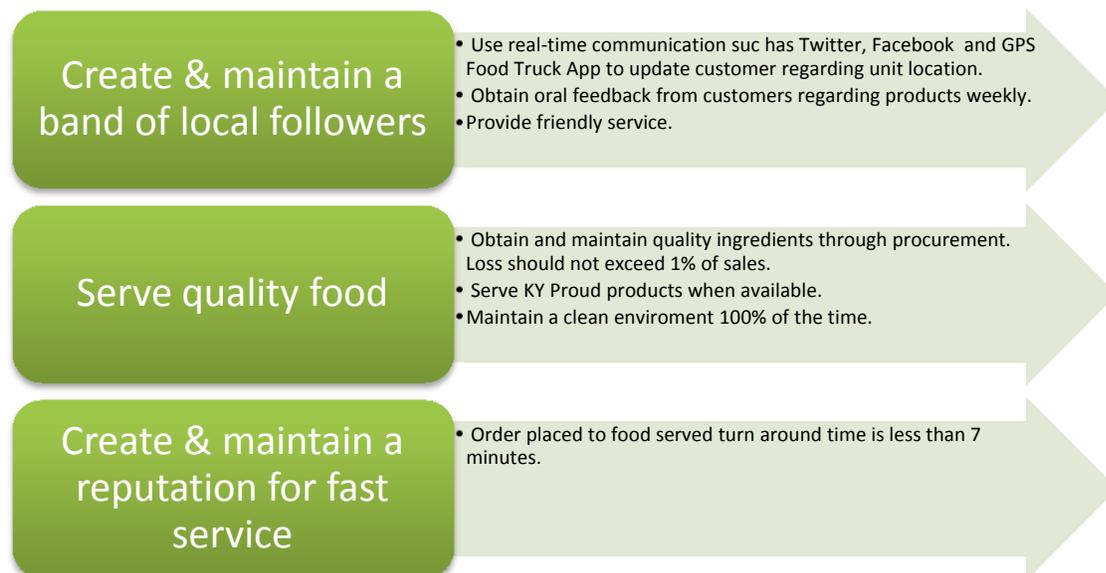
April 24, 2012

## I. Business Description & Vision

### Mission

Provide fast, quality, local street food to the downtown business population of Lexington.

### Business Goals & Objectives:



### Evolution of Food Trucks

The concept of food trucks has been around since WWII with the inception of the mobile military canteens. In the 1980's grease trucks began to populate college campuses to provide fast, cheap food. In the recent past food trucks have been featured on shows such as Top Chef. Today, The National Restaurant Association identified food trucks as one of the top trends of 2011. What is the appeal of food trucks in the present?

Consumers have turned to food truck companies as a viable alternative to sit-down restaurants. Food trucks save Americans time and money, which accounts for their growing popularity during an economic downturn. Increasing demand for food trucks has encouraged entrepreneurs to open more of these businesses, and there are currently 3 million food trucks in operation in the United States. Moreover, entrepreneurs are increasingly likely to start food truck businesses due to their low startup and overhead costs in comparison with many other businesses. Perhaps the most important factor influencing the upward trend in the food truck business is advancement in technology: new cleaning products, freezers, ovens, and grills make the job less labor intensive than in the past.

According to the IBIS, no single operator holds a monopoly in this market. Therefore, it is a haven for small businesses as well as for large franchises (e.g. EVOL, Johnny Rockets, and Sprinkles Cupcakes) that decide to open food trucks as a way of expanding their customer base. The versatility of food trucks has permitted the entry of Niche Trucks into the market. Niche trucks serve a wide variety of foods and

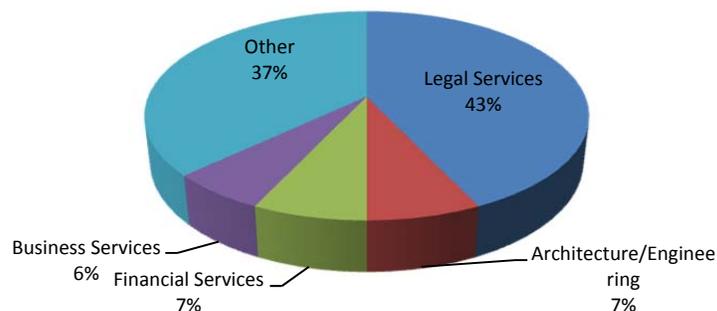
cater to particular customer. For example: sweet trucks serving on desserts, gourmet mobile bistros serving lobster and steak, and organic food trucks. Although only a fraction of food trucks are gourmet/niche, those that are gourmet (e.g. Great Balls on Tires) have outperformed those that are not. Gourmet, quirky or greasy, one thing food trucks all have in common is that 90% of their customers do not want “sit down” foods but instead prefer “ready-to-eat” foods that can be consumed on the go.

## II. Definition of Market & Sales Strategy

### Target Market Statistics

- 67% of the downtown workforce in Lexington is office based.
- 557 Office based businesses as of Summer 2011
- Largest number of office users downtown include: legal services (242), architecture/engineering (41), financial services (40), and business services (33).

**% of Offices by Users**



- Downtown Lexington boasts 110 restaurants & bars with amenities such as patio seating, and live music.
- 62% of the food and beverage venues in downtown Lexington are classified as quick service.

### General Profile of Target Customer - Lexington

- Median Age = 33
- 14.5 % of the pop in Lexington > 25 years has a graduate or professional degree
- 32.2 % are never married/ 49.4% are now married
- Median household income for KY \$41,576
- Average salary by occupation:
  - Associate Attorney: \$72,000
  - Architect: \$84,000
  - Engineer: \$69,000
  - Realtor: \$79,000
  - Finance: \$53,000

The Green Truck Co. targets two groups of customers in downtown Lexington, KY: the walk-up customer and the local-foods customer. The walk-up customer—including legal aides, hourly hotel and bank employees, construction workers, and administrative assistants—will have a limited lunch break. In this

respect, they resemble the local foods customer—including lawyers, financiers, managers, and upper-middle-class business professionals. Many of the latter have jobs where they charge clients by the hour, so they buy into the idea that “time is money,” and they don’t want to waste time by taking a long lunch. In order to succeed with both groups of customers, The Green Truck Co. will need to provide fast service.

We at the Green Truck Co. must set our price-points to match each target group’s willingness to pay. Neither group will be willing to pay \$10, the price they would for a sit-down meal. Mintzer recommends that food truck businesses across the nation should set their lunch meal prices “under \$10.” In Lexington, though, the average inexpensive sit-down meal is even less; it is \$7.75, averaged across 119 Lexington restaurants (March 2012). Based on this research, we recommend setting our total meal costs at less than \$7.75. Because we have two very different groups of customers, we will have two different price-points. The local foods customer is willing to pay more than the ordinary walk-up customer in order to support Kentucky agriculture and receive fresh produce. The Kentucky Proud items on our menu will therefore have the higher price point of \$6.49 (or less). This compares favorably when compared to local sit-down restaurants, such as Ramsey’s, that serve Kentucky Proud foods for an average menu price of \$8.95. When advising those who wish to start food truck businesses, Mintzer believes that many customers are “looking for creative and healthy choices.” By incorporating Kentucky Proud local produce into our lunch menu, The Green Truck Co. will meet the local foods customer’s demands, at the price that they expect to pay in Lexington at a walk-up food service.

In addition to “creative choices,” our menu will also include the “standard fare” that Mintzer advises food truck businesses to include on their menu. This “standard fare” will appeal to our second customer base, the ordinary walk-up customer who expects to pay ordinary food truck prices. In downtown Lexington, other walk-up businesses such as Sam’s Hot Dog Stand charge under \$4/entrée and under \$1.50 for a fountain drink. We, as a food truck rather than a food stand business, will have slightly higher prices that we set at a competitive \$4.50/entrée.

### III. Products & Services

#### Menu

- Wraps:
  - o Turkey Avocado Wrap
  - o Chicken Caesar Wrap
  - o Grilled Veggie Wrap
  - o Tomato Basil Chicken Wrap
  - o Spicy Beef Wrap
- Side Items:
  - o Caesar Salad
  - o Garden Salad
  - o Fruit Cup
- Dessert Items:
  - o Chocolate Chip Cookie
  - o Chocolate Brownie
  - o Mini Apple Pie

- Mini Blackberry Pie
- Drinks:
  - Ale-8
  - Coke
  - Water

**Popularity Index**

Wrap	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Turkey Avocado	75	25	25	75	60	260
Chicken Caesar	75	25	25	75	60	260
Grilled Veggie	20	21	22	20	43	126
Tomato Basil	30	21	21	30	52	154
Spicy Beef	50	20	20	50	60	200
<b>Total</b>	<b>250</b>	<b>112</b>	<b>113</b>	<b>250</b>	<b>275</b>	<b>1000</b>

Side Items	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Caesar Salad	50	21	23	50	68	212
Garden Salad	75	35	33	75	70	288
Fruit Cup	50	20	30	50	40	190
<b>Total</b>	<b>175</b>	<b>76</b>	<b>86</b>	<b>175</b>	<b>178</b>	<b>690</b>

Dessert Items	Monday	Tuesday	Wednesday	Thursday	Friday	Total
CC Cookie	60	30	25	60	80	255
Brownie	60	30	25	60	80	255
Apple Pie	50	18	12	50	45	175
Blackberry Pie	30	14	10	30	20	104
<b>Total</b>	<b>200</b>	<b>92</b>	<b>72</b>	<b>200</b>	<b>225</b>	<b>789</b>

Drinks	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Coca Cola	100	41	40	100	100	381
Ale 8	75	36	38	75	80	304
Bottled Water	75	35	35	75	95	315
<b>Total</b>	<b>250</b>	<b>112</b>	<b>113</b>	<b>250</b>	<b>275</b>	<b>1000</b>

**Food Specifications****Entrée Food Specifications**

## 1. Tortillas

Intended Use: to serve as wrap basics

Exact Name: Soft flour tortillas

Size: 12 inches diameter

Brand: Tia Rosas

Preservation: Must be delivered refrigerated

Package Size: 30 tortillas per package, need 18 packages per delivery

## 2. Mayonnaise

Intended Use: Spread on wraps

Exact Name: Kraft Mayo Real Mayonnaise, Hellmann's Real Mayonnaise an acceptable alternative

Size: 1 gallon jar

Brand: : Kraft Mayo Real Mayonnaise, Hellmann's Real Mayonnaise an acceptable alternative

Preservation: Doesn't have to be refrigerated when delivered, Upon opening must be refrigerated at least 40°F

Packaging Size: 1-1 gallon tub

3. Sliced Deli Turkey

Intended Use: Served in wraps

Exact Name: Turkey Breast Whole

Size: 15 lbs.

Brand: Preferred from Cackling Knobs Farm, acceptable alternative from Earth's Promise Farm, acceptable alternative from Elmwood Stock Farm, Sam's Club an acceptable alternative

Preservation: must be delivered at -10°F

Package Size: 9, 15 lbs. turkeys per order

4. Tomato

Intended Use: Thinly sliced and placed on wrap

Exact Name: Bright red whole tomato (species does not matter)

Size: 1 medium tomato

Brand: Preferred from Cackling Knobs Farm, acceptable alternative from Earth's Promise Farm, acceptable alternative from Elmwood Stock Farm, Sam's Club an acceptable alternative

Preservation: Must be delivered between 34-36°F

Package Size: At least 20 tomatoes per delivery

5. Shredded Cheddar Cheese

Intended Use: Served on wraps

Exact Name: Shredded Cheddar Cheese

Size: 5lb. bag

Brand: Bakers & Chefs Shredded Cheddar Cheese

Preservation: Must be delivered at 34-36°F

Package Size: 1 5lb. bag of cheese

6. Avocado

Intended Use: Chopped and served on wraps

Exact Name: Avocado

Size: 5 ct. bag

Brand: Sam's Club

Preservation: Must be delivered between 34-36°F

Package Size: 2 5ct. bag per delivery

7. Grated Parmesan Cheese

Intended Use: Spread on wrap or served on salad

Exact Name: Grated Parmesan Cheese

Size: 4.5 lb. container

Brand: Argitoni Shredded Parmesan Cheese

Preservation: doesn't have to be refrigerated upon delivery

Package Size: 1 4.5 lb. container per delivery when needed

8. Ground Pepper

- Intended Use: garnish on dishes  
Exact Name: Ground Black Pepper  
Size: 18 oz. container  
Brand: Tone's Ground Black Pepper  
Preservation: No refrigeration needed  
Package Size: 1 18 oz. container when needed
9. Chicken Breast  
Intended Use: Cooked with salt and pepper and used in wrap  
Exact Name: Trimmed Whole Chicken Breast  
Size: 0.5 lbs. per breast, 15 lbs. per bag  
Brand: Back in the Woods Farm (when available), Cackling Knobs Farm an alternative, Earth's Promise Farm an acceptable alternative, Sam's Club an acceptable alternative  
Preservation: Must be delivered frozen at -10°F  
Packaging Size: Should be in bags including 15 lbs. of chicken breast
10. Romaine Lettuce  
Intended Use: Chopped and used in wraps  
Exact Name: Romaine Lettuce  
Size: 1 bunch  
Brand: Earth's Promise (when available), Elmwood Stock Farm an acceptable alternative, Forever Farm an acceptable alternative, Sam's Club an acceptable alternative  
Preservation: Delivered between 34-36°F  
Packaging Size: 5 bunches per delivery
11. Balsamic Vinegar  
Intended Use: Sauce for wraps  
Exact Name: Balsamic Vinegar  
Size: 1 L bottle  
Brand: Colavita Aged Balsamic Vinegar, Member's Mark Balsamic Vinegar of Modena an acceptable alternative  
Preservation: No refrigeration needed  
Packaging Size: 1 L bottle per delivery when needed
12. Basil  
Intended Use: Served on wraps  
Exact Name: Basil (fresh)  
Size: 1 bunch  
Brand: Earth's Promise Farm (when available), Elmwood Stock Farm an acceptable alternative, Sam's Club an acceptable alternative  
Preservation: Must be delivered between 34-36°F  
Packaging Size: 2-3 bunches per delivery
13. Olive Oil  
Intended Use: Served on wraps  
Exact Name: Olive oil  
Size: 5 L bottle  
Brand: Pompeian Chef-Size Classic Olive Oil, Members Mark Olive Oil an acceptable alternative  
Preservation: No refrigeration needed  
Packaging size: 1 5 L bottle per delivery when needed
14. Thyme  
Intended Use: Served on wraps

Exact Name: Thyme (fresh sprigs)  
 Size: 1 bunch of sprigs  
 Brand: Earth's Promise Farm (when available), Horn Family Farm and Greenhouse an acceptable alternative, Sam's Club an acceptable alternative  
 Preservation: no preservation needed  
 Packaging size: 2-3 bunches per delivery

## 15. Salt

Intended Use: garnish on wraps  
 Exact Name: Iodized Salt  
 Size: 4 lb. box  
 Brand: Morton Iodized Salt  
 Preservation: no refrigeration needed  
 Packaging Size: 1 4lb. box per delivery when needed

## 16. Zucchini

Intended Use: Chopped, grilled, and served on wraps  
 Exact Name: Zucchini  
 Size: 5-8 in. stalk  
 Brand: Elmwood Stock Farm (when available), Forever Farm an acceptable alternative, Sam's Club an acceptable alternative  
 Preservation: Must be delivered at 34-36°F  
 Packaging Size: 30 zucchinis per delivery

## 17. Sweet Red Peppers

Intended Use: Chopped, grilled, and served on wraps  
 Exact Name: Sweet Red Peppers  
 Size: 1 pepper  
 Brand: Elmwood Stock Farm (when available), Abigail's an acceptable alternative, Sam's Club an acceptable alternative  
 Preservation: Must be delivered at 34-36°F  
 Packaging Size: 15 peppers per delivery

## 18. Red Onion

Intended Use: Chopped, grilled, and served on wraps  
 Exact Name: Red Onion  
 Size: 1 medium sized onion  
 Brand: Elmwood Stock Farm (when available), Forever Farm an acceptable alternative, Sam's Club an acceptable alternative  
 Preservation: Must be delivered at 34-36°F  
 Packaging Size: 15 onions per delivery

## 19. Mushrooms

Intended Use: Grilled, chopped, and served on wraps  
 Exact Name: Mushrooms (species does not matter)  
 Size: 1 quart of mushrooms  
 Brand: Brooks Hill Farm (when available), Irie Hills Farm an acceptable alternative, Berea College Farm an acceptable alternative, Sam's Club an acceptable alternative  
 Preservation: Must be delivered at 34-36°F  
 Packaging Size: 8 quarts per delivery

## 20. Sugar Snap Peas

Intended Use: Chopped, served on a wrap  
 Exact Name: Sugar Snap Peas

Size: 1 lb. of peas  
Brand: Elmwood Stock Farm (when available), Goose Creek Berries an alternative, Sam's Club an alternative  
Preservation: Must be delivered at 34-36°F  
Packaging size: 2 lb. per delivery

21. Crumbled Feta Cheese

Intended Use: Crumbled and served on wraps  
Exact Name: Feta Cheese  
Size: 1 lb. chunk  
Brand: Greek Isle Feta Chunk Cheese  
Preservation: must be delivered at 34-36°F  
Packaging size: 1 1 lb. chunk per delivery when needed

22. Sundried Tomatoes

Intended Use: Served on wraps  
Exact Name: Sundried tomatoes  
Size: 34.6 oz. jar  
Brand: Terra Verde Sun Dried Tomatoes  
Preservation: No refrigeration needed when delivered  
Packaging Size: 1 jar per delivery

23. Pesto

Intended Use: Served on wraps  
Exact Name: Pesto sauce  
Size: 22 oz. jar  
Brand: Artisan Fresh Pesto  
Preservation: No refrigeration needed when delivered  
Packaging Size: One jar per delivery

24. Beef

Intended Use: Gilled and served on wraps  
Exact Name: Beef top sirloin  
Size: 1 lb. slabs  
Brand: Elmwood Stock Farm (when available), Back in the Woods Farm an acceptable alternative, Sam's Club an acceptable alternative  
Preservation: Delivered frozen at -10°F  
Package Size: 25 1 lb. slabs per delivery

25. Chili Powder

Intended Use: Flavor for grilling beef and serving on wraps  
Exact Name: Chili Powder  
Size: 5.5 lb. container  
Brand: Tone's Dark Chili Powder  
Preservation: No refrigeration needed  
Package Size: 1 5.5 lb. container per delivery when needed

26. Dried Oregano

Intended Use: Flavor for grilling beef and serving on wraps  
Exact Name: Dried oregano spice  
Size: 40 oz. containers  
Brand: Irie Hills Farm, LLC (when available), Back in the Woods Farm an acceptable alternative, Sam's Club an acceptable alternative  
Preservation: No refrigeration needed

Package Size: 1 40 oz. container per delivery

27. Ground Cumin

Intended Use: Flavor for grilling beef and serving on wraps

Exact Name: Ground Cumin

Size: 16 oz. container

Brand: Badia Ground Cumin

Preservation: No refrigeration needed

Package size: 1 16 oz. container per delivery as needed

28. Horseradish sauce

Intended Use: Sauce on beef wraps

Exact Name: Creamy horseradish sauce

Size: 32 oz. container

Brand: Heinz Premium Horseradish Sauce

Preservation: No refrigeration needed upon delivery

Package Size: 1 32 oz. container per delivery

### Standardized Recipes

#### Turkey Avocado Wrap

- 260 tortilla wraps
- 87 tablespoons mayonnaise
- 520 ounces sliced turkey breast
- 346 thin slices of tomato
- 65 cups shredded cheddar cheese
- 8 avocados, peeled and thinly sliced

#### Chicken Caesar Wrap

- 260 tortilla wraps
- 65 cups creamy Caesar salad dressing
- 65 tsp. black pepper
- 520 ounces cooked chicken breast
- 260 cups torn romaine

#### Grilled Veggie Wrap

- 126 tortilla wraps
- 252 tablespoons balsamic vinegar
- 126 teaspoons fresh basil
- 126 teaspoons olive oil
- 126 teaspoons thyme
- 16 teaspoons salt
- 16 teaspoons pepper
- 63 zucchini, cut lengthwise into ¼ slices and grilled
- 8 sweet red peppers, slice thinly lengthwise
- 3 medium red onions, sliced lengthwise
- 16 ounces whole fresh mushrooms
- 16 ounces fresh sugar snap peas
- 31.5 cups feta cheese

**Tomato Basil Pesto Chicken Wraps**

- 154 tortilla wraps
- 36.4 oz. sundried tomatoes
- 154 tablespoons olive oil
- 19.25 teaspoons salt
- 19.25 teaspoons black pepper
- 154 cups romaine lettuce
- 154 tablespoons pesto sauce

**Spicy Beef Wrap**

- 200 tortilla wraps
- 400 ounces sliced beef
- 200 teaspoons chili powder
- 200 teaspoons dried oregano
- 100 teaspoons ground cumin
- 200 teaspoons prepared horseradish sauce
- 200 cups romaine lettuce
- 50 medium red onions, sliced
- 50 tomatoes, chopped

**Side Items**

## 1. Mixed fruit

Intended use: Side item

Exact Name: Dole Mixed Fruit

Size: 4 oz

Brand: Dole

Preservation: prepackaged cups with easy open lids

Package size/type: 1-2 10 by 8 layer case; 125 per order

## 2. Romaine Lettuce

Intended use: Garden &amp; Caesar salad

Exact Name: Romaine Lettuce

Brand: Kentucky proud or equivalent

Size: 16 oz. head size preferred

Color: mid green leaves to pale green at base; inner leaves pale yellowish green

Package size/type: 7 cases containing 6 individually wrapped heads

Point of Origin: Lexington, KY

## 3. Carrots

Intended use: Garden Salad

Exact name: Carrots

Brand: Kentucky proud or equivalent

Size: 100-150 mm length

Color: mid to bright orange

Package size type: case containing 50 carrots separate from other goods

Point of origin: Lexington, KY

4. Tomato

Intended use: garden salad

Exact name: Cherry Tomato

Brand: Kentucky proud or equivalent

Size: 20-25 mm diameter

Color: mid to bright red

Package size/type: case containing 50 tomatoes separate from other goods

Point of origin: Lexington, KY

5. Red cabbage

Intended use: garden salad

Exact name: red cabbage

Brand: Kentucky proud or equivalent

Size: 600-1000 g head weight

Color: Dark red to purple colored heads, white or cream colors in the hearts.

Package size/ type: 1 case of 6 individually wrapped heads

Point of origin: Lexington, KY

6. Croutons

Intended use: Side item

Exact name: Burry Croutons-Seasoned homestyle

Size: 2.25 lb

Brand: Burry foodservice

Package size/type: 10 by 8 layer case

7. Ranch Dressing

Intended use: Garden salad side item

Exact name: Kraft Ranch Dressing

Size: 1.5 oz

Brand: Kraft

Package size/type: individually sealed serving pouch; 2-3 cases of 60

Caesar Dressing

Intended use: Caesar Salad side item

Exact Name: Kraft Creamy Caesar Dressing

Size: 1.5 oz

Brand: Kraft

Package size/ type: individually sealed serving pouch; 2-3 cases of 60

**Dessert**

Chocolate chip cookies, brownies, apple and blackberry individual pies.

All desserts are homemade from Brown's Bakery in Lexington. The bakery is on Versailles Rd, just five minutes from downtown.

1. Chocolate chip cookies

Intended Use: Serve as dessert

Exact name: Chocolate chip cookie

Size: 4 inch diameter

Brand: Brown's Bakery

Preservation: Cookies will be wrapped in plastic wrap to keep fresh and will be discarded after seven days

Package size/ type: Cookies will be individually wrapped in plastic wrap. Will be transported to food truck in a box containing 150 cookies.

Point of origin: Lexington Kentucky

2. Chocolate brownies

Intended Use: Serve as dessert

Exact name: brownie

Size: 4 inch diameter

Brand: Brown's Bakery

Preservation: Brownies will be wrapped in plastic wrap to keep fresh and will be discarded after seven days

Package size/ type: Brownies will be individually wrapped in plastic wrap. Will be transported to food truck in a box containing 150 brownies.

Point of origin: Lexington Kentucky

3. Individual mini pies

Intended Use: Serve as dessert

Exact name: mini apple pie

Size: 4 inch diameter

Brand: Brown's Bakery

Preservation: Pies will be wrapped in plastic wrap to keep fresh and will be discarded after seven days

Package size/ type: Pies will be individually wrapped in plastic wrap, will be transported to food truck in a box containing 100 pies.

Point of origin: Lexington Kentucky

4. Individual mini pies

Intended Use: Serve as dessert

Exact name: mini blackberry pie

Size: 4 inch diameter

Brand: Brown's Bakery

Preservation: Pies will be wrapped in plastic wrap to keep fresh and will be discarded after seven days

Package size/ type: Pies will be individually wrapped in plastic wrap, will be transported to food truck in a box containing 50 pies.

Point of origin: Lexington Kentucky

## Drinks

Ale 8, bottled water, and canned soda

Ale 8 is local soda company in Winchester Ky and coca cola has a plant in Lexington Ky

1. Ale 8

Intended Use: Serve as drink

Exact name: Ale 8 one

Size: 12 oz cans

Brand: Ale 8 one

Preservation: Cans will be chilled in a cooler.

Package size/ type: 24 cans per pack. 10 packs

Point of origin: Winchester Kentucky

2. Bottled water

Intended Use: Serve as drink

Exact name: Desani water

Size: 16 oz bottles

Brand: Coca cola

Preservation: Will be chilled in a cooler

Package size/ type: 24 bottles per pack. 10 packs

Point of origin: Lexington Kentucky

3. Soda

Intended Use: Serve as a drink

Exact name: coca cola

Size: 12 oz cans

Brand: Coca Cola

Preservation: Will be chilled in a cooler

Package size/ type: 32 cans in a pack. 10

Point of origin: Lexington Kentucky

## FFE Specifications

1. Concession Trailer

Intended Use: To provide storage for food and non-food products. To be able to meet the needs of all food preparation. Lastly, to allow for service to be conducted to the customers from inside the trailer.

Company Name: Concession Nation Inc.

Location of Company: Ft. Lauderdale, FL

Product Name: Xtreme Concession Trailer

Cost: \$47,990.00

Size: 8'x 24'

Color: Green

Equipped with:

- 8' W 24' L x 7' H, "Torflex" suspension
- Tandem 4" drop axles (12,000 LBS GVW) w/ radial tires 16" Aluminum Wheels
- Electric brakes w/ breakaway switch & battery.
- Outside trailer skin made of baked aluminum (no rivets).
- 2 5/16" Ball Coupler Hitch w/ 12 V 7 Blade trailer plug connector.
- Two Scissors Jacks for stability, plus a jack on tongue.
- FIVE awnings 64x40 w/ sliding windows, SCREENS and 16" Lighted marquees with Lights
- FIVE STAINLESS STEEL counters outside, below windows.
- 125 A Breaker box, 110V, Commercial outlets, 220 V inlet for exterior power source.
- Insulated Aluminum interior, no screws, washable.
- Passenger entrance door with screen and step.
- Diamond plated metal floor cover with drain for easy cleaning.
- 15,00 BTU roof mounted air conditioner.
- EIGHT 4' fluorescent lights.
- 3 compt sink 16x14 w/ drain boards (NSF) handwasher (NSF), faucet and cutting board.
- Heavy-duty water system (NSF) plumbing with automatic water pump.
- 43 G fresh water, and 50 G waste water tank.
- 8.0 GPH capacity instant water heater, soap and towel dispenser.
- K Class category fire extinguisher and ABC fire extinguisher.
- Wire shelf for storage.
- Propane lines with shut off valves and a 100 lbs top fill tank w/ MONITOR Gauge.
- 9' Stainless Steel Exhaust Hood.
- Rwo High speed Congrifugal up blast Exhaust Fan w/ speed control.
- 48" griddle (NSF) LP
- Two 40 LBS DEEP FRYERS (NSF) LP.
- Two holes STEAM TABLE (NSF)
- 24 cu ft REFRIGERATOR, Stainless inside and outside (NSF)
- 24 cu ft FREEZER, Stainless Steel inside and outside (NSF)
- 48X24 Stainless steel Cabinet w/doors, under the window for storage.
- 27" SANDWICH PREP unit 8 pans "Turbo Air" all stainless steel (NSF)
- ICE MAKER 175 LBS per day. (NSF)
- FIRE SUPPRESSING SYSTEM.
- Three Stainless steel WORK TABLES Double shelves 36" (NSF)
- 10,000 W Gasoline GENERATOR .

## 2. Decomposable Plates

Intended Use: Microwavable. Recyclable. Sturdy enough to serve customers their food on.

Supplier Name: Sam's Club

Brand Name: Chinet  
 Product Name: Classic Paper Plate  
 Cost: \$74.88  
 Size: 6" diameter  
 Color: White  
 Shipping Material: Cardboard Box  
 Box Count: 1,000 plates

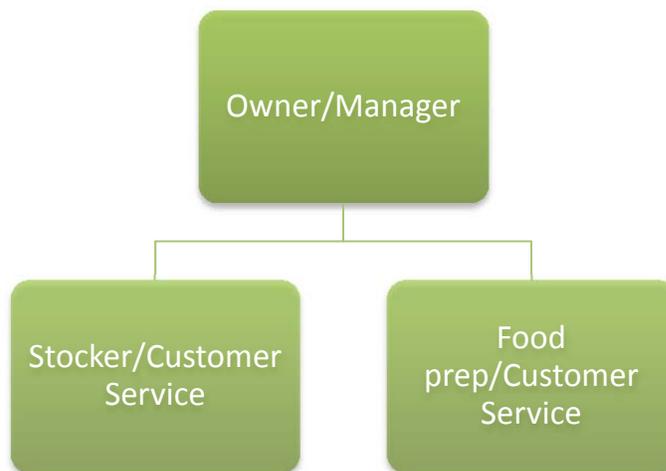
3. Recycling Bin:

Intended Use: For customers/public to throw away recyclable material. Also includes cigarette tray on top.

Supplier Name: Sam's Club  
 Brand Name: Commercial Zone  
 Model #: 73300199  
 Cost: \$208.62  
 Size: 38 1/2" H x 18 1/2" W x 18 1/2" D (38 Gallon)  
 Weight: 22lbs  
 Trash Bag Size : 39 Gallon  
 Color: Green  
 Shipping Material: Cardboard Box  
 Quantity: One Bin  
 Note: Ships in 2 cartons(boxes)

**IV. Organization & Management**

**Organizational Chart**



**Federal, State & Local Regulations & Permits**

Mobile Food Unit

1. Permits

- a. Mobile Food Unit Permit - This permit is valid statewide. Food hygiene inspection and plumbing inspection are required. Plumbing inspection requires cooperation with a master plumber to draw up a riser diagram. (\$120 annually)
  - b. Vendor I.D. – One vendor I.D. per truck is required. A background check is performed. (\$50 annually)
  - c. Vendor Permit – This permit is valid for the county in which the vendor will operate. (\$200 annually)
2. Restrictions & Requirements
- a. May not remain at one location longer than 14 consecutive days and cannot return to the same location for 30 days.
  - b. Each mobile unit must be licensed separately and renewed annually.
  - c. Each unit must submit locations to conduct business.
  - d. Licenses & permits must be displayed on the vehicle.
  - e. Signs not allowed other than those attached to the vehicle.
  - f. Lighting used must be attached to the vehicle; no strobe or flashing lights.
  - g. All vehicles must be equipped with at least one 2A-40 BC fire extinguisher.
  - h. Locations must be left litter free at the end of each use period.
  - i. Must be at least 100ft from any occupied residence on a residential property.
  - j. Must not be within 150ft of the entrance to any open business featuring similar products for sale unless approved in writing by the business owner.
  - k. Must be located at least 20ft from any intersections or driveway.
  - l. Bathrooms must be accessible in the area of the unit.

#### Employees

1. Employees in charge:
  - a. Must be 18 years or older
  - b. No criminal conviction within last 10 years
  - c. Possess an acceptable driving record within the last 10 years
2. Foodservice manager/employee is required to be on duty when open for business
  - a. Completion of the Certified Food Service Manager course.
  - b. ServSafe, Prometric and the National Registry of Certified Food Professionals certificates are acceptable substitutes for the manger course.

#### Equipment Requirements

1. 3 compartment sink
2. Hand sinks
3. Hot & cold water under pressure
4. Waste-tank 50% or larger than fresh water tank.
5. Screening or air curtains to prevent flying insects from entering unit.
6. Refrigeration unit registering 41°F or below.

7. Sanitizer – Bleach water should equal 50-200ppm, QUAT water should equal 200-400 ppm.
8. Test strips to test sanitizer residual.
9. Hair restraints
10. Metal stem thermometer to check internal temperature of food.
11. Thermometer in each refrigerated unit, cooler included.
12. All vehicles equipped with at least one 2A-40 BC fire extinguisher.

## V. Operations

### Procurement

#### Assessing

All food products are to be bought locally to support local agriculture (With the exception of out of seasoned products being purchased a local grocery stores.)

#### Selecting

When selecting the products for the Green Truck Co. we want to keep in mind that we value our customers and we want to serve them with good quality. Quality is reputable and that's something we want to instill into our customers and take pride of.

#### Ordering

1. Ordering is to be done by phone/fax with a purchase order with what is wanted, when it is wanted, and what the product's AP cost is.
2. It is very important to remember to keep a copy of the purchase order.
3. Ordering may be done on either of the pick-up days (Monday or Wednesday), if not both days depending on how supply is running.
4. In instances where supply is running lower than expected ordering may be done by phone, email, or fax. This depending on what is more convenient to the supplier.

#### Receiving

1. Given that business is out of a concession trailer there is no receiving. Everything is to be picked up by the Green Truck Co.
2. All pick-ups will be done by a truck hitched to the concession trailer.
3. There will be two pick-up rounds during the week, Monday and Wednesday mornings.
4. These pick-up rounds are to obtain any products needed from any of our suppliers.

#### Storing & Issuing

1. Perishables Products
  - a. These products must be properly placed in the right storage upon pick-up to refrain from quick spoilage and to maintain freshness.
  - b. When storing perishable products we want to keep them at the proper temperature:
    - Meat: -Fresh/Ready to Use Meat: 35-40°F
    - -Frozen Meat: -10°F or lower
    - Dairy: 34-36°F
    - Produce: 34-36°F
    - Eggs: 34-45°F (no greater than 45°)

- Exceptions: bananas, potatoes, onions (may be left unrefrigerated)

2. Nonperishable Products

- a. These products are to be put in the storage cabinets of the concession truck upon pick-up.

Additional Information

A certified kitchen space will be rented for prep dish clean-up and other activities unable to be performed on the mobile unit. Small storage space is included in the rent. All storage areas meet state, local, and federal requirements for food storage.

The Green Truck Co will purchase supplies through Sam's Club, Brown's Bakery, Coca Cola, and the KY Proud Distributor.

### Bibliography

*Associate Attorney Salary in Lexington, KY.* Retrieved March 29, 2012, from <http://www.indeed.com/salary/q-Associate-Attorney-l-Lexington,-KY.html>

*City Data for Lexington-Fayette, Kentucky.* Retrieved April 20, 2012, from <http://www.city-data.com/city/Lexington-Fayette-Kentucky.html>

*Cost of Living in Lexington KY, US: Prices in Lexington: Restaurants.* Retrieved April 1, 2012, from [http://www.numbeo.com/cost-of-living/city\\_result.jsp?country=United+States&city=Lexington%2C+KY](http://www.numbeo.com/cost-of-living/city_result.jsp?country=United+States&city=Lexington%2C+KY)

*Downtown Lexington, KY: Market Inventory.* Retrieved March 30, 2012, from [http://www.lexingtondda.com/assets/LDDA\\_market\\_inventory\\_11\\_14.pdf](http://www.lexingtondda.com/assets/LDDA_market_inventory_11_14.pdf)

*Louisville KY Quick facts.* Retrieved March 23, 2012, from <http://www.louisvilleky.gov/Business/foodtrucks/quickfacts.htm>

*Louisville KY Process for Applying and Obtaining Permits.* Retrieved March 30, 2012, from <http://www.louisvilleky.gov/Business/foodtrucks/permits.htm>

*Louisville KY Food Serv Managers Certification.* Retrieved April 14, 2012, from <http://www.louisvilleky.gov/Health/Environmental/FoodHygiene/FSMgrCert.htm>

Mintzer, R (2011). *Start Your Own Food Truck Business.* NYC, NY: Entrepreneur Press.

*Mobile Food Unit Vendor Resources.* Retrieved April 3, 2012, from <http://www.louisvilleky.gov/Business/foodtrucks/>

*U.S. Census Bureau.* Retrieved April 21, 2012, from <http://quickfacts.census.gov/qfd/states/21000.html>

NFS 346  
Fall 2012  
Stephen D. Perry

---

Productivity In the Food Service Industry

11/29/2012

**Contents**

Introduction..... 2

Scientific Studies of Productivity ..... 3

Leadership and Productivity ..... 5

Work Environment and Productivity ..... 6

Technology and Productivity ..... 8

Human Resources Effect on Productivity ..... 9

Industry Best Practices..... 10

Conclusion ..... 11

References..... 12

## Introduction

Productivity in the workplace is one area of human resources that is vital to any business including restaurants or any foodservice establishment. These types of businesses thrive on their human resources, which allows them to serve their customers with the utmost diligence they have to offer. The factors that go into this type of service are cost containment, budget control, and improvements in efficiency (Assaf, Jossiassen, 2011). Along with this idea, to be a successful manager or owner in the foodservice industry one must continuously have suitable productivity in their establishment. This is made evident by the fact that in the past 23 years productivity increased in 45 of the 50 industries including that of the foodservice industry, but as of 2011 this productivity increase has ceased. In addition, in the same time period unit labor cost dropped in 16 of those same industries. As of 2011, not only has the productivity increased stopped but also the output and hours both grew by 3.4% (Bureau of Labor Statistics, 2012).

Productivity in the foodservice industry has not always been viewed the same way that it is currently viewed. Past experiences proved to have a more “dogmatic” view of employees, whereas the company would try and quickly address the issue, so the employee would continue making the company money. However, in a more recent era, the company invests much time and effort into their employees in ways to keep their happiness and ultimately increase their productivity. The thought process behind this principle can be looked at like; a happy employee, is a successful employee. The “hygiene factors” of productivity involves many things like fair benefits, pay-grades, sanitized and well organized working environments, and other factors that many of us have experience in our current place of employment (Ripley, 1999).

Discussed in this paper are the factors that contribute to the positive effect on morale and productivity in the workplace. The discussion is over the three main factors that were found to

affect the moral of the employees and what this morale had on the overall productivity. In addition, the role of leadership is discussed and how this can affect the employees, the commitment made by the organization, and the level of satisfaction employees have with their jobs. Furthermore, the work environment and how it has the number one impact on employees and their performance was examined with a study performed by Cocci et al included. Also, the impact that technology has on productivity was examined, which showed the importance of staying up-to-date with the most current technology. Lastly, the impact that human resources as a whole was discussed and how this could directly impact an establishment if the wrong practices are put in place for this area of the business.

### **Scientific Studies of Productivity**

In a study completed by the International Academy for Design and Health three factors were identified that contribute to positive effect on morale and productivity in both individual work and group work. These three factors are physical comfort, psychological comfort and functional comfort (Visher 2003). The factors have been studied in depth to determine how they affect performance in the work place. First is physical comfort, which determines health and safety. Many physical comforts are controlled by the law. Frederick Herzberg studied the effects of environment and motivation (Visher 2003). He concluded the physical environment when appropriate to the work did not affect motivation in workers (Visher 2003). However when the physical setting was not appropriate to work environment, and health and safety were affected, there was a demotivational influence on workers (Visher 2003). This shows that physical comfort is something that is expected from workers, when it is done right it goes unnoticed and does not affect productivity, however if the comfort is not there workers will not stay motivated.

The second factor is psychological comfort. This comfort is the sense of territory and privacy. This study found that when individuals had a sense of privacy and their own workspace, the employee had a sense of status and a sense of control (Visher 2003). A private workspace made workers feel more important and made them more productive. It was also shown that when people were moved out of a private workspace and into open space they tended to judge their environment more negatively (Visher 2003). This was found at a greater impact in the senior staff, compared to those in the lower levels.

The third factor affecting productivity is functional comfort. Functional comfort affects a workplace designed to support task performance is harder to judge. The study goes on to say that a workspace must “facilitate a wide variety of tasks without itself becoming complex and costly to build” (Visher 2003). This is the aspect of the environment that is very specific to each workplace and job. The environment must support the worker to be the most productive and it is the duty of the company to determine those factors.

There are many ways to bring about employee productivity, but it takes a collaborative combination of things to produce superior productivity within the work place. An alternative study, documented in the ‘International Journal of Academic Research’ in 2011, discussed how to have effective employee productivity within the workplace. The methods the researchers shared also presented how to increase employee productivity. The team of researchers concluded from their findings that it takes five major components to construct outstanding employee productivity. The five components they came up with were: employee monitoring, benefit system, team structure, computerization, and human resource practices.

The researcher's discussion of the components concluded that monitoring is mainly performed by supervisors through continuous observation of staff and procedures. Benefit systems should be in tact to influence positive employee behavior and attitudes. Most companies' job and duties are intertwined so it is important to possess teamwork skills. Teamwork also helps motivate employees which results in increase employee productivity. The technology innovation and computerization of systems and procedures requires employers and employees to possess technological skill to maximize productivity. Making sure employees are trained and knowledgeable in all equipment and system procedures is essential to productivity as well. Lastly Human Resource efforts are the ground structure of productivity. Qualifying applicants by looking for self-motivation and excitability ensures that staff will be more easily motivated and therefore productive.

### **Leadership and Productivity**

Leadership is a very important component of increasing productivity in the food service industry. Leadership practices directly impacts productivity, organizational commitment, and job satisfaction (Chiok, 2001). Every team needs leadership, food systems teams are no exceptions. Leadership provides guidance, vision, and direction for other employees (Chiok, 2001). Without guidance and motivation employees can get lazy and not do their job the way it needs to be done. When the job is not done properly or quick enough customers and clients will not be satisfied with the operation and the operation will start losing money.

To avoid poor productivity, leadership needs to be increased. This can be done by implementing a leadership development program within the operation (Chiok, 2001). This program can train employees to be better leaders and help them feel more comfortable in the

leadership position. This program could also offer incentives to managers/supervisors when productivity is increased or when it consistently meets its quota. Another incentive to help increase productivity is to allow the Manager/Supervisor (leader) the authority to give incentives to the lower employees who have consistently done their job well and increased productivity.

### **Work Environment and Productivity**

According to David Ripley, the environment has the greatest effect on employee performance, measuring anywhere between two-thirds and four-fifths. Studies show that a clean work environment, ergonomic designs, and can improve work productivity. When the work environment is not clean it lowers employee morale and sends a message to the employees and customers that the operation accepts laziness, which is not the case. Clean work environment can boost the employee morale, makes the employees feel more comfortable, and increase productivity.

To avoid a dirty work environment and increase productivity a cleaning schedule could be implemented. With a schedule in place those who did not clean or did a poor job of cleaning can be held responsible. Those who consistently do a good job of cleaning their area can be rewarded. If employees follow the schedule and keep a clean work environment there should be a boost in moral and an increase in productivity.

Although keeping the environment clean and sanitized, it doesn't exactly fit the individuals' needs. Because so many people have different behaviors and deal with many personal issues on a day-to-day basis, a company needs to determine how to dig a bit deeper. Some of the skills and programs used in today's working world are individual counseling, fitness programs, daycares, and other employee assistance (Ripley, 1999). These programs are designed

to aid the employees in managing their private lives. By participating in these activities, the employees are able to better organize their thoughts and stay focused while at work (Ripley, 1999).

In a study done by *Cocci et al.* an investigation of ergonomic design of foodservice tables and the effects of productivity was done. They hypothesized that individuals will be more productive when a worktable height is adjusted to match individuals' elbow height. The reason for this is that workers will have a reduction in injuries and discomfort if tables are adjusted to be at their specific height. "1 million people each year report taking time away from work to treat and recover from musculoskeletal pain or loss of function due to overexertion or repetitive motion either in the low back or upper extremities." (Cocci 2005). The second hypothesis was if individuals could work with ergonomically correct work surfaces, employees will report lower levels of pain.

In the study, they used a total of 60 students, 30 assigned to a control group and 30 assigned to the experimental group. The students participated for 40 minutes in a research kitchen to cut potatoes. The control group had a maintained table height of 34 inches and the experimental group had adjusted table heights to their specific elbow heights. The participants self-reported pain on a scale from 0 = no pain to 6 = worst pain. The results found that the experimental group cut more potatoes than the control making them more productive. There were no significant differences in pain between the two sample groups.

This study supports the use of ergonomically designed tables in food production to support productivity. The use of the tables to reduce pain needs more research, perhaps in a study longer than 40 minutes. In a restaurant design, it is more efficient to use adjustable tables to

increase productivity and in the long run make employees happier by reducing their pain while working at their workstation.

Many companies are also focusing on which is becoming a popular practice among corporations, sustainability. In the article by David Schatsky, he stated that sustainability has helped connect employees in the company's goals and mission. This new practice has also helped with employee retention and also recruiting in new prospective employees. Schatsky shared statistics that he found in a journal that companies practicing sustainability increased productivity 16% to 21%, than companies who didn't. With their high use to products and equipment and the high volume of customer/consumers they have passing through the industry, companies within the food industry are starting to adopt the sustainability values. Overall it's proven that employees like to be apart and are more engages in companies that have suitable practices.

### **Technology and Productivity**

In the food service industry it is important to stay up to date on the most current information technology (IT) to promote and provide the company's product in the best way. In order to be successful this may entail revamping the business website to be user friendly, upgrade software programs for restaurant managers, or add new registers for cashiers to more quickly select customer menu options (Napolean, 2000) The importance of the information technologies implemented is having a long term plan to create a positive technological change in the restaurant environment. A successful IT worker system can have potential to increase profits in the business by drawing in more customers and faster transactions.

The main purpose of upgrading technology is in all reality to somehow increase profits in the business over long term planning. However, with the proper investment of an IT worker system employee training must be implemented along with any upgrade in the technology. Recent studies have found that training improves the experience level of the workers and can increase their output in the work force from the upgrade (Napolean, 2000). In order for the business to gain full capability of the information technology upgrade employees must be trained early in the planning, so management will play a major role in the training process. Poor management can decrease effective training methods then leading to higher costs because employees are incapable of using the IT system correctly. IT upgrades can increase profits in the business, but accurate and useful training must be implemented beforehand.

### **Human Resources Effect on Productivity**

Human resources must focus on quality characteristics when hiring management teams for a restaurant, however in order to perform this difficult task human resources must be fully trained and qualified in the workforce to hire these individuals. Human resources develop and maintain future economic potential, prevent and solve employment problems, and develop a quality of work life to make employment a desirable personal and social situation. These are all crucial variables which determine whether the organization is moderately effective or very effective (Harish, 1983). Human resource departments must be highly skilled, high level of education, many years of experience, or equivalent in these categories. A human resource specialist must then develop a great deal of knowledge for the company to effectively interoperate all the qualities and benefits to future employers. The human resources department is responsible for finding and creating quality and an increased professionalism of managers in the restaurant who then are able to relate and teach other employees (Harish, 1983). Highly

educated and trained human resource departments in an industry can improve the status of an overall company by increasing employee morale and increasing productivity.

A restaurant typically has several employees based on its size, a few assistant managers or supervisors, one general manager, and a human resource manager in charge of specific restaurant chains in the industry who all collaborate and work together to increase productivity and growth for the company. Several studies have been performed in restaurants to question managers and other employees on the amount of training that they were supposed to be given and what they actually received. In one case seventy-five percent of employees reported to having five days or less of training and at most other reported having no more than seven days of training (Harish, 1983). No one can be expected to learn and maintain all of the skills that were taught to them in five to seven days. It is somewhat impossible to develop enough knowledge and skill of a fast food restaurant especially for employees who have never worked in that fast paced environment before. Employees should feel comfortable to talk with their managers if they feel they have not received enough training and should not be thrown into a stressful setting without guidance (Harish, 1983). Many employees may feel over stressed and feel unable to complete the tasks given, so they may end up doing it their own way to get the job done. Management in all areas of the restaurant must cooperate together and work as a team with their employees to increase job satisfaction and growth for the company.

### **Industry Best Practices**

If our group were to open our own restaurant the practices we would be sure to implement the following procedures and methods to increase productivity within our staff.

- We would ensure that our restaurant was a clean, safe, and non-cluttered environment.

- Ergonomic tables will be used in our kitchen to ensure our kitchen staff is most efficient.
- Leadership development would be a focal point in our training of our supervisors and managers.
- Engage in sustainability practices at our restaurant to ensure that our staff is proud of our efforts and wants to be a part of our larger mission to help protect our world.
- Have an easy-to-use point of sale system that will help our staff and kitchen communicate clearly and efficiently.
- Focus on developing a qualification system within the HR department to ensure that they are actively recruiting self-motivated and easily excitable people who will be easy to motivate which leads to productivity.
- Work to ensure a consistent and efficient training program for all staff so that the systems in place lead to productivity.

## **Conclusion**

After reviewing these articles, it is concluded that improving productivity is a topic that is on the mind of every successful manager. A manager should be conscious of these things when deciding on the hiring process, or when a decrease in productivity is measurably noticed. Productivity is proven to advance when good leadership, adequate environmental factors and improving technology is implemented in the workplace. Alexander J. Field explains this by stating, improved measures in technology directly increases output. An example of this is having a ditch-digger move dirt into a pile; the pile would be much larger if they were using heavy machinery, thus promoting technology (Field, 2012).

In conclusion, the food industry has come a far distance in how business is operated. With the use of technology and exquisite training, employees are better understood; having many of their needs met. This will lead to a happier employee and thus a more successful and productive employee. In turn, a productive employee can only improve the overall effectiveness and ultimately successfulness of the business. Furthermore, when productivity is not paid attention to it can lead to decreased output and an overall loss in company growth. Ultimately making productivity a vital component from the company's perspective, as well as the employees.

## References

- Assaf, A., Jossiassen, A. (2011). Time-varying production efficiency in the health care foodservice industry: A Bayesian Method. *Journal of Business Research*. JBR-07182; No of Pages 9. [http://www.academia.edu/373033/Time-varying\\_Production\\_Efficiency\\_in\\_the\\_Health\\_Care\\_Foodservice\\_Industry\\_A\\_Bayesian\\_Method](http://www.academia.edu/373033/Time-varying_Production_Efficiency_in_the_Health_Care_Foodservice_Industry_A_Bayesian_Method)
- Chiok Foong Loke, J. (2001, July 9). Leadership behaviours: effects on job satisfaction, productivity and organizational commitment. *Journal of Nursing Management*, 4, 191-204.
- Cocci, S., Bordi, P., & NAMASIVAYAM, K. (2005). An investigation of ergonomic design and Productivity and Costs by Industry: Wholesale Trade, Retail Trade, and Food Services and Drinking Places Industries, 2011. (2012, August 30). Bureau of Labor Statistics. *United States Department of Labor*. <http://www.bls.gov/news.release/prin1.nr0.htm>

- Field, A. J. (2008). *The Concise Encyclopedia of Economics: Productivity*. Retrieved November 26, 2012, from Library Economics Liberty:  
<http://www.econlib.org/library/Enc/Productivity.html>
- Harish, J. (1983). Management of human resources and productivity. *Journal of Business Ethics*, 2(4), 273-289  
[http://download.springer.com/static/pdf/509/art%253A10.1007%252FBF00383186.pdf?auth66=1353417135\\_584dc4976d1547535496765062db543d&ext=.pdf](http://download.springer.com/static/pdf/509/art%253A10.1007%252FBF00383186.pdf?auth66=1353417135_584dc4976d1547535496765062db543d&ext=.pdf)
- Napolean, K. (2000). Sequential investment in information technology and worker skill to improve performance in service operations. *Proceedings of the Eleventh Annual Conference of the Production and Operations Management Society*, 1-4. Retrieved from [www.pomsmeetings.org/Meeting2000/TD5B4.doc](http://www.pomsmeetings.org/Meeting2000/TD5B4.doc)
- Productivity improvements in foodservice production tables. *School of Hospitality Management The Pennsylvania State University University*, Retrieved from <http://www.aseanfood.info/Articles/11020977.pdf>
- Ripley, David., Ph.D (1999, May). *Improving Employee Performance: Moving Beyond Traditional HRM Responses*. Retrieved November 25, 2012, from docs.google.com  
<http://www.ispi.org/pdf/suggestedReading/Ripley.pdf>
- Stamford, V. (2009, December 2). Does a Clean Workplace Mean Better Productivity? Absolutely!, *Ezinearticles*, 6, 33-35
- Visher, J. (2003). *Designing the work environment for worker health and productivity*. Retrieved from <http://www.designandhealth.com/uploaded/documents/Publications/Papers/Jacqueline-Vischer-WCDH-2003.pdf>

# Fall 2012

## Ethics in Health & Wellness Resorts

Group Members:

Course: NFS 346-001

Professor: Stephen D. Perry

# The Impact of Ethics on a Health and Wellness Resort

---

## Opening Statement and Goal of Paper

What are some characteristics that generally describe hospitality and healthcare individuals? Most people would probably say kind, compassionate, people person, well educated and enthusiastic. If these things are true, why do we have so many issues with stealing, gossip and harassment in many of our hospitality and healthcare businesses? The goal of group six's research was to explore the history of ethics in the hospitality industry (particularly Health and Wellness Resorts), understand the role of hospitality and dietitian's in the industry, create and describe our ethics code, describe the importance of ethics training & practice and explain how ethical practices can improve how our company is operated.

## So what is ethics?

By definition, it is considered a branch of philosophy that deals with questions about a person's morality and values (Joseph, 2000). Ethical dilemmas occur when a person has to choose between what is right and wrong or good and bad (Joseph, 2000). Ethics consists of honesty, loyalty, doing the right thing and staying committed to what you believe in (Joseph, 2000). So why are these things important in hospitality and healthcare?

## Why is ethics important?

Being ethical and ensuring there is an ethics code in place is important in ensuring a company treats their employees and customers in a moral fashion (NRAE Manage First, 2012). The ethics of our government officials is one of the key components that prompted our nation to see all races and ethnicities as equal, give freedom to slaves and give women equal opportunities with men. Without these components, our country would not be as established and prosperous as it is now, in the 21<sup>st</sup> century.

## History of Ethics in Society

Ethics has a multitude of views among different civilizations and is a philosophy that is continually being explored. Many historical poems such as the Epic of Gilgamesh, the Illiad and Eddas all picture the values and morals of strong leaders of there respective time periods (MacIntyre, 1967). They illustrate heroes as those with great valor, success, hate for people different from themselves and desire for revenge-- characteristics that are generally not described as moral according to today's standards (MacIntyre, 1967). In addition, the gods in these stories are described in ways to cast fear rather than to be ethical and moral entities (MacIntyre, 1967). Righteous values and stories were usually depicted in less popular stories written for those in lower classes of society (Schuman, 1954). They advised being kind to please the gods or to help the common man (Schuman, 1954). Many ancient religions also promoted the idea of the golden rule: do not do to others what you do not want done to yourself (MacIntyre, 1967). In Ancient Greek, Socrates, Aristotle, Epicureans and Stoics all emphasized the idea that it is better to suffer injustice than to commit injustice (Schuman, 1954). They believed that evil damaged the soul and that the purpose of life was to fight for happiness, prosperity, success, courage, justice, prudence and temperance (Schuman, 1954). From historic poems to historic philosophers to the present, we continue to redefine and change our view on what is moral. It was stories like these that helped our forefathers understand what it meant to be ethical and what was not considered ethical when establishing their own practices and organizations.

## History of Health and Wellness Resorts

Health and Wellness resorts have been around for a long time, some dating back to pre-historic times in the form of hot and cold springs (MacIntyre, 1967). Many people would travel

to these locations in hopes that their effects would cure ailments or reduce stress. Some of the earliest known spas were located in Rome in the 14<sup>th</sup> century, which sparked interest for the oasis in Greece and later England, France, Czech Republic and Belgium (MacIntyre, 1967). It wasn't until 1596 that Dr. Timothy Bright coined the name "spa" for medical resorts (MacIntyre, 1967). At this time, visiting a spa was a common practice for people around the world that supposedly resulted in both physical and spiritual purification (MacIntyre, 1967).

### **Development of Ethical Practice**

As ethical practices have progressed from Ancient Greeks and Romans, different religions such as Christianity, Natural Law Ethics, Kantian Ethics, and Utilitarianism to ideas in the Twenty-First Century (MacIntyre, 1967), there have been a lot of changes in the way people conduct themselves and the way businesses are run. With these changes, companies in the United States are constantly working on their ethics code to ensure that they are fair to all and sound morally in order to help workers make correct decisions in their workplace.

### **Role of Dietitians and Hospitality Management**

Health and wellness facilities are found all over the world, with some of most esteemed resorts being located in California. The role of dietitians at wellness centers is usually focused on a clinical setting with one-on-one patient time. This way, instructors are able to teach individuals according to his & her own needs and desires (Rafner, 2011). A lot of places we researched have their services broken down into packages with varying prices. Specifically, at the California Health and Longevity Institute, there is a team of Registered Dietitians that specialize in different areas to make sure their clients receive the best care possible (Rafner, 2011). We used this institute as a model for our own practice by having a vast team of physicians, dietitians, therapists, exercise physiologists and massage technicians in order to provide the best and most

versatile care we can to our customers. Those in hospitality management roles will run the resort as far as management and most of the staff. They will be in control of how most of the main aspects of the organization are run and will be critical in establishing the company as one of the top health and wellness resorts in the country.

### **Why we chose to incorporate Ethics and Health & Wellness**

As a group, we believed that working for an ethical company was one of our own personal goals and one of the most important aspects of hospitality based companies today. Therefore, our group decided to come up with our own health & wellness facility and discuss how ethics would be implemented within it. We chose this setting because we thought it would be a great way to converge our majors: dietetics and hospitality management.

### **Unethical Behavior and its impacts**

Unethical behavior, on the other hand, is defined as behavior that violates rules that are established to maintain the fairness and morality of a situation or organization (NRAE Manage First, 2012). There are numerous reasons why people act or conduct themselves in an unethical manner. Some of these include greed, environment, hope of career advancement and ignorance. Of these factors, greed is believed to be the main cause of unethical behavior, with the main fuel for greed is personal or financial gain (Hoyk, 2009). Another factor is the environment. An employee will often behave in an unethical manner if his employer condones or exhibits the behavior. In career advancement, if an individual finds a sly way to get ahead in a company by making him or herself look better at the cost of another employee or taking advantage of another employee's findings, this is considered an unethical behavior. Finally, ignorance is a concern when employees do not have a clear understanding of ethical conflicts. Because of this, it is vital

that managers make sure that personnel have a clear understanding of the ethics code, the orientation handbook and specific examples of both ethical & unethical behavior (Hoyk, 2009).

### **Solution to Unethical Behavior**

To try to solve the issue of unethical behavior, we have to be able to combat the ideas listed that explain why unethical behavior occurs. To tackle greed and hope for career advancement, we will make it clear in our interviews, orientation and throughout employment that gluttonous behaviors will not be tolerated. We will give numerous opportunities to move up in the company through internal recruiting, give pay increases quarterly and give rewards & incentives according to effort & achievement in the company. We will create an environment that supports community, working hard and treating others the way you want to be treated. We will have extremely high standards set for our employees and managers, we will entrust our managers to be leaders in the company by way of action, behavior and example. Finally, we will ensure that all workers understand our code of ethics by way of examination during orientation and then every year after employment has begun. This way, we are confident employees understand why we choose to follow certain morals and have multiple opportunities to ask questions and better understand our ethical standpoint.

### **Making our own ethics code**

When making a plan for our company in regards to the ethics code that is in place, we examined the ethics code of a couple similar companies that have been considered ethical according to others in the industry, current employees and the Ethisphere Institute (Mitchell, 2012). The Ethisphere Institute is “ a leading international think-tank dedicated to the creation, advancement and sharing of best practices in business ethics, cooperate social responsibility, anti-corruption and sustainability” (Mitchell, 2012). Annually, they announce the world’s most

ethical companies. These organizations show leadership in promoting ethical business standards according to nominations and investigations of the companies (Mitchell, 2012). When creating our plan, we examined a couple organizations that have an outstanding ethics code according to Ethisphere and used them as a basis for figuring out what we wanted ours to state.

### **The Hippocratic Oath: (Modern Version)**

The medical profession calls him the “father of Medicine”. It is fitting that the original medicine was food and service, the two most important components of our business model (Lasagna, 1964).

“I swear to fulfill, to the best of my ability and judgment, this covenant:

I will respect the hard-won scientific gains of those physicians in whose steps I walk, and gladly share such knowledge as is mine with those who are to follow.

I will apply, for the benefit of the sick, all measures [that] are required, avoiding those twin traps of overtreatment and therapeutic nihilism.

I will remember that there is art to medicine as well as science, and that warmth, sympathy, and understanding may outweigh the surgeon's knife or the chemist's drug.

I will not be ashamed to say "I know not," nor will I fail to call in my colleagues when the skills of another are needed for a patient's recovery.

I will respect the privacy of my patients, for their problems are not disclosed to me that the world may know. Most especially must I tread with care in matters of life and death. If it is given me to save a life, all thanks. But it may also be within my power to take a life; this awesome

responsibility must be faced with great humbleness and awareness of my own frailty. Above all, I must not play at God.

I will remember that I do not treat a fever chart, a cancerous growth, but a sick human being, whose illness may affect the person's family and economic stability. My responsibility includes these related problems, if I am to care adequately for the sick.

I will prevent disease whenever I can, for prevention is preferable to cure.

I will remember that I remain a member of society, with special obligations to all my fellow human beings, those sound of mind and body as well as the infirm.

If I do not violate this oath, may I enjoy life and art, respected while I live and remembered with affection thereafter. May I always act so as to preserve the finest traditions of my calling and may I long experience the joy of healing those who seek my help.

### **Six common Ethics Ideas that Transcend Cultures**

1. Trustworthiness – honesty and integrity
2. Respect for others – having consideration for others.
3. Responsibility –accountability, self-discipline, reflection
4. Fairness – keeping a fair and open-mind.
5. Caring- kindness, compassion. Also offering aid and being forgiving.
6. Citizenship –cooperation and involvement. Neighborliness.

(Joseph, 2000)

## **The Belmont Report**

The Belmont Report was created to protect research subjects and also used in the National Institute of Health's Regulations and Ethical Guidelines. These three principals have become the bases for the norm of ethical judgment in the U.S. (Nnakwe, 2012).

1. Respect for Persons - Two ethical convictions:
  - a. That people should be treated as individuals capable of making their own decisions about their personal welfare. Also referred to as autonomy.
  - b. That those with a limited decision making capacity, i.e. children, should be protected.
2. Beneficence- The idea that one is obligated to provide for another's well-being. This involves two ideas.
  - a. "Do no harm".
  - b. To provide as much good and as little harm that is within your ability.
3. Justice- The idea of fairness. That if there is some harm and some benefit, they will be given equally and fairly based on merit or contribution.

## **The Academy's Code of Ethics**

The principles that The Academy of Nutrition and Dietetics base their Code of Ethics on is very similar to those found above in the Belmont Report (Nnakwe, 2012).

1. Autonomy
2. Normaleficence
3. Beneficence
4. Justice

## What our Ethics Code consists of...

### Plan for our Health and Wellness Resort: Ethics Code

Commitment to providing our clients with trained, qualified personnel that uphold our philosophy and mission.

To provide health services and information that is safe, up-to-date and based on the best ethical practices in our combined industries.

Providing an enriched environment for our employees and a sense of family, that includes the support of other team members and opportunities to contribute to ideas and program development.

Providing quarterly Ethics and leadership training for all employees.

Embracing Fair Wage practices.

Developing incentive programs for our employees, such as discounts for family members, bonuses and time off.

Practicing sustainability and following a green business model.

Acquiring and maintaining a green certification for our café from the Green Restaurant.

A commitment to community and community projects.

### The Purpose and Function of our Ethics Program

We hope to affect how people think and address ethical issues that arise on the job. The goal is to provide identical training, resources and education on ethics in order to create a uniform understanding of our vision as an ethical organization. We want to create a community that employees feel comfortable coming to management with ethical dilemmas & questions and feel confident in the fact that our staff will be able to aid them in finding the best solution. Our ethics code should act as basic guidelines to give employees the tools needed to take both precautions and risks that will benefit our company. We want our guidelines to assist employees not just at work, but in their home lives as well by making them more productive and helping them take ethical and healthy risks. We strive to give our employees the chance to come to decisions on their own, rather than going to management with every decision. We give them the policies and guidelines, and trust that we have trained and guided our employees in such a way that they will be able to come up with sound decisions on their own. This way, both managers

and staff will have more time, energy and a deeper passion for the job they are doing. Employees will feel like they have more power in the company and managers will be able to delegate jobs while actually managing their team. We want our employees to be able to go home from work every day knowing that they did a good job at work, helped others, made people happy and did the right thing. We want to change the attitude of those in the hospitality and healthcare industry from believing that you have to be conniving & sly to succeed in the industry to believing they can be just & moral individuals and be successful.

### **Benefits of our Ethics Code**

This plan, if proven effective, will provide our company with many benefits. It will aid in recruiting and retaining top-quality employees, help create a more productive work environment and build the company's reputation with customers, the community and other organizations we work with (Nnakwe, 2012). It will help in maintaining the trust of customers and employees, will aid in starting conversations regarding ethical issues and dilemmas, provide both guidance and resources for employees that found themselves making difficult decisions and will help the efforts of the staff become more align with the organizations mission and vision (Kato, 2007). It will also help in reducing the cost for our company in lawsuits and mediations. It will hopefully increase profits by encouraging employees to be more productive, as well as reducing turnover because both employees and customers are satisfied with the services.

### **Relationships impacted by Ethics Code**

The plan should also affect many of the typical relationships in a hospitality business. It should promote equality, kindness and community among management, employees and customers (Valenti, 2002). We believe that this will create a workplace that is positive and enjoyable for all those involved in our company.

## **Mission and Vision Statement**

After determining our ethics code, how it was going to be implemented and why it is important, we determined our vision statement, mission statement and determined the type of company we wanted to invest in. Our vision statement is to create and sustain a healthy culture that educates, motivates and empowers customers to adopt and maintain healthy lifestyle behaviors while having the opportunity to relax and revitalize in our resort oasis. We wanted to come up with something that would communicate both the purpose and values of the company by providing potential customers a glimpse into the company (2012). The mission statement for the company is to provide our customers with integrated and comprehensive health and wellness programs and services to support a healthy and productive environment where individuals have the opportunity to detoxify themselves from the outside world. Our hope is that our members will take the healthy lifestyle behaviors we showcase home with them and incorporate them into their everyday lives. The mission statement defines our purpose and objectives and helps the leadership identify our success (2012).

## **Services provided by our Health and Wellness Institution**

Our health and wellness resort will provide a wide variety of services to promote overall well being. When customers first arrive at the resort and check in, they will meet with one of our physicians for a health consultation and assessment. This way, doctors will be able to determine where individuals are on the nutrition and physical activity scale. From here, hospitality employees can analyze customer's information and place each person in individualized workout and diet path. After given specific treatment plans from Dietitians and Exercise Physiologists, customers will be given control over his and her own schedules. There are spa services, pools and saunas, fitness facilities, massage therapists and psychologists that customers have access to 24-hours a day. The only requirements are that customers eat three meals a day, get some form

of physical activity every day and try to follow the diet plan they established with help from the dietitian. There are also many health and wellness sessions available for patients to take including cooking classes, group nutrition, meditation, addiction seminars, weight management instructional meetings, drawing, painting, sculpting, stress management, and multiple physical activity courses such as yoga, pilates and boot camp.

### **New Trends in Ethics**

Many companies in recent years have begun to realize that sustainability is not only ethical and socially responsible, but that it can be profitable as well (Rodale, 2012). So much so that recognition for being on these types of companies has been more and more an incentive for other companies to follow suit (Rodale, 2012). As a result, all of our cooking courses, restaurants and cafes are sustainability based. We have our own garden, buy food locally and try to get most of our food from organic producers. We believe that it is our responsibility as consumers to promote our community's agriculture and treat all animals in an ethical way.

The Green Restaurant Association, GPA, started in 1990 and helps restaurants, like our café, learn how to run more sustainably through various programs, incentive and reward programs and recognition (Rodale, 2012). The benefits are numerous including publicity and reduction in overhead costs (Rodale, 2012). This trend is not only good for business; it's good for society as a whole.

### **Relevance and importance of ethical practice and training in our resort:**

How our code will reduce cost, increase profits, reduce turnover, improve customer satisfaction, and make workplace more enjoyable & positive according to The Green Restaurant Association (Rodale, 2012):

1. **Publicity.** This is a prestigious Award and Certification and will bring significant attention and media coverage.
2. **Cost efficiency.** The GRA reports that they help their restaurants cut costs by reducing waste, cutting down on water usage and saving energy through their sustainable practices. Restaurants save even more by having these services provided for free by being a participant in the program.
3. **Raises employee morale and increases productivity.** More people today are concerned with social and environmental issues. Employees feel they are making a difference by working for a company that is bringing about change.
4. **Increase in customer Loyalty and a larger new customer base.** When people hear about the restaurant due to media attention, or because they are specifically searching for green restaurants, they want to try it out. People also feel like they are contributing to sustainability by eating at green restaurants; a practice referred to as Sustainable consumption.
5. **Staying ahead of legislation,**
6. **Being socially responsible and creating a healthier environment.**

### **Desires for the Program**

After being at our resort for one week, as recommended, the wellness program hopes to improve employees' satisfaction with life and their outlook on health, reduce absenteeism from work or school, lower musculoskeletal injuries, decrease unnecessary emergency room visits, decrease or contain healthcare costs, improve dietary habits of employees and reduce health risk factors. With each class attended, nutritious meal selected and health lifestyle choice made,

customers will get points that can be cashed in for prizes at the end of their stay, such as workout clothing, admittance to special classes and extra days at the resort.

## Summary and Conclusion

Spas and resorts have been around for centuries, dating back to the famous ancient Greek and Roman empires. The original intent for them was to give people a place to cure their ailments. As time has past and through the industrial revolution, people became more accustomed to traveling, especially to places where they could really ‘get away.’ Resorts, spas, and springs were good places for soldiers to go to heal and eventually for middle and upper class citizens to go to feel more replenished.

Our resort was developed around the concepts of health and wellness. We want to help others feel less like their health is a burden to keep up with and more motivated to want it to be a part of their everyday lives. People come to us to decompress and relax and we have a plethora of opportunities for them to get away from the stress of life including art, physical fitness and outdoor sessions. However, we also want to use our talents as dieticians and foodservice operators to help our clients learn how to take care of themselves so everyday life can feel like the time they spend at our resort. We have sessions on cooking, stress and weight management, addiction, and nutrition to help our customers first realize what they need and then to help them manage their desires and gain fulfillment through overall well-being.

Ethics comes into play with our business practice. Our purpose from the very beginning is to help others. We are a health and wellness resort, so of course we have a very strong ethics program. From a customer standpoint, we want our staff to be professional and respectful because our clients deserve the best. Our services are safe and up-to-date to protect our customer. Our resort has a sense of community and family, we want our customers to feel 100%

comfortable so they can learn from each other as well as teach one another. From an employee standpoint, we provide ethics and leadership training on a yearly basis so our employees have knowledge of how to treat customers and what is unacceptable in our operation. We strive to be a sustainable, green operation in every aspect of the company. To implement all of the above ethical standards are to be the best we can be. We want our customers to truly feel like they have improved themselves when they leave us. Motivation and empowerment will be their driving force in achieving health and we hope to be their resourceful guides and instructors on the path of wellness.

## References:

- Hoyk, R., & Hersey, P. (2009). The root causes of unethical behavior. *Graziadio Business Review*, 12(2), Retrieved from <http://gbr.pepperdine.edu/2010/08/the-root-causes-of-unethical-behavior/>
- MacIntyre, A. (1967). A short history of ethics. *Macmillan*.
- Mitchell, J. (2012). Ethisphere institute unveils 2012 world's most ethical companies. *Ethisphere*, Retrieved from <http://ethisphere.com/ethisphere-institute-unveils-2012-worlds-most-ethical-companies/>
- Joseph, J. (2000). Ethics in the workplace. *The Center for Association Leadership*, Retrieved from <http://www.asaecenter.org/Resources/articledetail.cfm?ItemNumber=13073>
- Kato, S. L. (2007). *Foundations of family and consumer sciences*. (1st ed., Vol. Chapter 13, pp. 282-289).
- Lasagna, L. (1964). *Hippocratic oath*. Retrieved from <http://www.pbs.org/wgbh/nova/body/hippocratic-oath-today.html>
- Nnakwe, N. E. (2012). *Community nutrition, planning health promotion and disease prevention*. (2nd ed., pp. 120-127).
- NRAE Manage First. (2012). *Human resources: Management and supervision*. Prentice Hall.
- Rafner, D. (2011). Examples of business ethics in the workplace. *Demand Media*, Retrieved from <http://smallbusiness.chron.com/examples-business-ethics-workplace-10830.html>

- Rodale, M. (2012). How to green a restaurant. *Huffington Post*, Retrieved from [http://www.huffingtonpost.com/maria-rodale/how-to-green-a-restaurant\\_b\\_1679065.html](http://www.huffingtonpost.com/maria-rodale/how-to-green-a-restaurant_b_1679065.html)
- Schuman, H. (1954). Project muse. *Journal of the History of Medicine and Allied Sciences*.
- Valenti, C. (2002). Are ethics in the workplace disappearing?. *ABC News*, Retrieved from <http://abcnews.go.com/Business/story?id=87351>
- (2012). Regulations and ethical guidelines. *National Institute of Health*, Retrieved from [http://grants.nih.gov/grants/policy/hs/ethical\\_guidelines.htm](http://grants.nih.gov/grants/policy/hs/ethical_guidelines.htm)

MICROSOFT

# Workers with Disabilities

---

Their Roles in both the Foodservice and Hospitality Industries

Project Team 2

11/27/2012

[Type the abstract of the document here. The abstract is typically a short summary of the contents of the document. Type the abstract of the document here. The abstract is typically a short summary of the contents of the document.]

## **Introduction**

As an employer it is important to create a workplace that gives everyone an equal opportunity to be able to apply, work, and be successful in the workplace without being discriminated against. Most employers in America today are affected by the Americans with Disabilities Act. The statute protects both current employees and job applicants from discrimination by employers on the basis of a disability. However, the ADA does not require employers to protect individuals with disabilities who are otherwise unqualified because they lack job-related education requirements, skills, or legally mandated certifications. The ADA also doesn't protect those who are less qualified than other job seekers, or people with disabilities who are unable to perform the essential functions of the jobs for which they hold or apply (Coolbridge, 2000).

As a first step toward compliance with the ADA, employers should review the job descriptions of positions in their organizations and ensure that all of the essential functions of the position are identified. Employers should then ensure that all of the qualification standards used to judge job seekers relate both to the job under consideration and only to the essential functions of that job (Coolbridge, 2000).

## **Background**

According to *The U.S. Equal Employment Opportunity Commission*, "Title I of the Americans with Disabilities Act of 1990 prohibits private employers, state and local governments, employment agencies and labor unions from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions, and privileges of employment". The ADA covers employers with 15 or more employees, and it also applies to employment agencies and to labor organizations (Facts About the Americans with Disabilities Act, 2008). According to the *U.S. Department of Education*, Employers must reasonably accommodate the disabilities of qualified applicants or employees, unless an undue hardship would result. Employers may not discriminate against a qualified applicant or employee because of the known disability of an individual with whom the applicant or employee is known to have a relationship or association (Americans with Disabilities Act, 2006).

The Equal Employment Opportunity Commission holds the responsibility of administering and enforcing the ADA. A worker with a disability may file a complaint of

discrimination with the EEOC, or the commission itself may file a charge in cases where it sees discrimination but no complaint has been filed. If the commission determines that discrimination does not exist, the claim will be dismissed. If the commission determines that there is reasonable cause to believe discrimination has occurred, it will attempt to resolve the problem through conciliation efforts. If these efforts fail, the commission itself may bring a civil action against the respondent, unless the respondent is a government, governmental agency, or political subdivision (Coolbridge, 2000).

### **Americans with Disabilities Act**

Title 42, Chapter 126 of the United States Code states that “physical or mental disabilities in no way diminish a person’s right to fully participate in all aspects of society, yet many people with physical or mental disabilities have been precluded from doing so because of discrimination; others who have a record of a disability or are regarded as having a disability also have been subjected to discrimination” (U.S. Department of Justice). The Americans with Disabilities Act of 1990 (ADA) was created due to the overwhelming number of disabled Americans who were being discriminated against because of their disability. According to Title 42, Chapter 126 of the United States Code the ADA was enacted to “provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities and provide broad coverage” (U.S. Department of Justice). In order to be protected by the ADA, an individual must have a physical or mental impairment that substantially limits one or more major life activities; a record of such an impairment; or being regarded as having such an impairment (U.S. Department of Justice).

### **Workers with Disabilities in the Food Service Industry**

The foodservice industry is labor intensive and can be both physically and mentally demanding, requiring individuals that are able to perform at the highest level with minimal accommodations. For this reason, the ADA is a major issue for foodservice employers. Also, since the foodservice industry is extremely large and food handlers are a known source of food contamination and foodborne-disease outbreaks, many guidelines have been set forth by the ADA in regards to the health and safety of consumers. As such, the ADA guidelines in the foodservice industry are rather complicated and must encompass a variety of different aspects. Since food service and dietetics include a wide variety of different jobs, the ADA has established

many different requirements for ensuring food safety, customer satisfaction, and employee safety.

The ADA requires employers in the restaurant business to provide reasonable accommodation to a qualified person with a disability unless to do so would be an undue hardship. Examples of undue hardship involves anything that disrupts the business, creates a significant expense, or requires the employer to change the basic nature of its business. Within the foodservice industry, especially restaurants and clubs, the atmosphere is very important because it helps to develop the specific environment or mood of the establishment.

For example, if an individual applies for a wait staff position at a nightclub but has a vision impairment that makes it difficult for her to see in dim lighting, she may request that the nightclub be brightly lit. However, the employer can show that doing this poses an undue hardship to their business due to the fact that bright lights would damage the atmosphere of the club and make it difficult for patrons to see the stage shows.

On the other hand, if an individual applies for a job but has a large scar or other visually appalling feature, but is qualified for the job in every other way, the employer cannot base his hiring on speculation that customers or other employees will be fearful or prejudiced towards this person. Speculation such as this is insufficient proof of undue hardship.

Another aspect that is important to consider in the foodservice industry is the health and safety of the employees and food being prepared and served. Under the ADA, an employer may refuse to hire or may terminate a person who would pose a direct threat to the health or safety of himself or others in the workplace.

An example of this would be if a catering company hired a driver with narcolepsy. The employer witnesses the employee falling asleep on the job and becomes concerned that he may fall asleep while driving, thus causing an accident and hurting himself or others. This would represent a direct threat. If the employer can prove that driving poses a significant risk of harm to the employee, they may consider whether there is a reasonable accommodation that would eliminate or reduce the risk. Otherwise, choosing not to hire the individual would be legal under the ADA.

Although not directly related to foodservice, but related to the case mentioned above, *Echazabal vs. Chevron USA* gives a slightly different view of this topic. In 2002, the US Supreme Court ruled that employers do not have to hire a person with a disability if they believe

that person's health or safety would be put at risk by performing the job. In this instance, a 56 year old man applied for several maintenance jobs in which he was well qualified. After offering him the job and requiring a medical examination, Chevron withdrew the offer due to the fact that his physical examinations showed that he had hepatitis C, a chronic liver disease. Chevron stated that working around the chemicals and toxins in the maintenance area would cause further damage to his liver, so he was fired. Furthermore, Chevron argued that employers should be able to keep people out of jobs where they could become injured or killed. However, according to the ADA, protection is only offered to employers when the disabled worker poses a direct threat to the health or safety of other individuals. As such, they may not shut disabled individuals out of jobs that may put their own safety at risk.

Relating this back to the narcolepsy case, the employer would be able to restrict a delivery job to this individual based on the fear that he would hurt himself. However, they could restrict him due to the fact that having him drive on the roads would pose a threat to other individuals driving on the roads around him.

Another aspect to consider is an employee with a disease that may be transmissible through food. Since food safety is a huge concern in this industry, the FDA has developed a Food Code that addresses the issue of employee health for those employees who work around food. The main intention of this code is to protect the public from diseases transmissible through food. The ADA prohibits asking questions about diseases during the job interview, however once a conditional job offer is made, the employer may ask about diseases transmissible through food. This includes the requirement for the potential employee to obtain a medical exam.

Expanding on the idea of food-related diseases, the ADA prohibits employers from disclosing the name of an employee who may have caused exposure to a food-related disease; all medical information is confidential. However, a supervisor does have the right to inform other employees that an exposure may have occurred so they can take the necessary steps to safeguard both themselves and the public. This means that information can be shared regarding the general issue at hand, but personal information may not be shared.

### **Workers with Disabilities in the Hospitality Industry**

According to the *Cornell HR Review*, the number of disabled workers in the hospitality industry is currently expected to grow at a faster rate than disabled workers employed in other industries. Factors contributing to this rate growth are that in the upcoming years, more of the

available workforce will have disabilities, and the hospitality industry will be facing a talent shortage due to the baby boomer generation retiring, and high turnover rates. With these factors in mind, it is important to consider people with disabilities an important source of labor. The *Cornell HR Review's* authors, Joseph and Donnelly, say, "Disability inclusiveness will be a key strategy many companies should focus on when preparing for upcoming workforce changes" (Joseph & Donnelly).

There are a number of ways that managers in the hospitality industry can improve the employment process for disabled workers. Managers should first start with recruitment. *The Cornell HR Review* recommends including disabled workers in corporate diversity plans, which holds upper management responsible for committing to hire workers with disabilities. HR managers can also work with employment agencies that help disabled individuals find work. Actively recruiting workers with disabilities creates a more diverse workforce and properly utilizes more of the entire available workforce (Joseph & Donnelly).

Once employees are hired, there are a number of things management can do to make the work environment better for disabled and non-disabled employees. One fear that many companies have before hiring disabled workers is that the accommodations they will need to make for employees will be costly. In an article from *Medical Daily* on hiring disabled workers in the hospitality industry, author Christine Hsu, offers a solution to this issue. She says there are tax credits companies can take advantage of that "compensate for accommodation costs and productivity difference to encourage companies to employ people with disabilities" (Hsu). Another suggestion Hsu offers for making disability employment easier is to implement disability awareness training for staff members. Such training teaches staff members how to better understand their co-workers without judging their performance ability based on misconceptions. It also helps all co-workers to feel more comfortable around one another by creating a friendlier, understanding environment.

Improving disability employment in the hospitality industry can be done if managers make the effort to understand their employee's needs, and view their disabled employees as assets rather than obstacles. Many of the fears companies have of hiring disabled workers come from misconceptions and lack of research. Implementing certain hiring processes and creating a more accepting work environment are the keys to bettering the employment process for disabled workers.

**Conclusion**

Workers with disabilities have been an increasingly important group of people in the workplace in both the foodservice and hospitality industries. Thanks to the Americans with Disabilities Act of 1990, people with disabilities can avoid discrimination when applying and working in a job setting. Furthermore, the ADA makes it possible for workers with disabilities to be reasonably accommodated at their place of work. In addition to the workers with disabilities, the employers are also protected by this act by being able to declare undue hardship if the proposed reasonable accommodations would prove to detriment the company's value or profit.

**Sources Used (for paper *and* PowerPoint)**

- "Americans with Disabilities Act (ADA)." *U.S. Department of Education*. N.p., APR 2006. Web. <<http://www2.ed.gov/about/offices/list/ocr/docs/hq9805.html>>.
- Coolbridge T. The Americans with Disabilities Act. *FBI Law Enforcement Bulletin*. September 2000; 69(9):26. Available from: Academic Search Premier, Ipswich, MA.
- "Disability Resources: Americans with Disabilities Act." United States Department of Labor. Web. 2012. <<http://www.dol.gov/dol/topic/disability/ada.htm>>.
- "Echazabal v. Chevron: Court Says ADA Does Not Require Companies to Hire Those with Health Risks." *The Center for An Accessible Society*. N.p., n.d. Web. 26 Nov. 2012. <<http://www.accessiblesociety.org/topics/ada/echazabal1.htm>>.
- "Facts About the Americans with Disabilities Act." *The U.S. Equal Employment Opportunity Commission*. N.p., SEP 2008. <<http://www.eeoc.gov/facts/fs-ada.html>>.
- "How to Comply with the Americans with Disabilities Act: A Guide for Restaurants and Other Food Service Employers." *The U.S. Equal Employment Opportunity Commission*. N.p., n.d. Web. 26 Nov. 2012. <[http://www.eeoc.gov/facts/restaurant\\_guide.html](http://www.eeoc.gov/facts/restaurant_guide.html)>.
- Hsu, Christine. (2012). US Hospitality Industry Often Unwilling to Hire Disabled Workers. *Medical Daily*. <<http://www.medicaldaily.com/articles/8928/20120126/disabilities-disability-training-awareness-training-prejudice-stereotype-misconception-survey.htm>>.
- Joseph, Jeffrey & Donnelly, Kelly. (2012). Disability Employment in the Hospitality Industry: Human Resources Considerations. *Cornell HR Review*. <<http://www.cornellhrreview.org/disability-employment-in-the-hospitality-industry-human-resources-considerations/>>.
- Sikora, Vincent A. *The ADA and The Food Code: Collision?* Volume 66, Number 5. Pgs 53-56. The United States Department of Justice. *Americans with Disabilities Act of 1990, As amended*, 25 March 2009. Web. 11 Nov. 2012.

NFS 510 Research Project  
April 18, 2012

### Important Existing Drug-Food Interactions

In today's society, where disease is rapidly becoming more prevalent and causing a domino effect, it is not surprising that many Americans are on a handful of medications at one time. In a cross-sectional study completed in 2011, it was found that, out of the 1100 older adults included in the study, the prevalence of polypharmacy among the participants was 43.4%, with 51.1% of those participants using five or more medications [1]. It was also found that the level of polypharmacy increases with advancing age due to older adults having or developing more chronic medical conditions.

When it comes to drug interactions, whether it is with another drug or a certain food or ingredient, these occurrences are more common than most people are probably aware of. According to the Food and Drug Administration (FDA), adverse drug reactions (ADRs) are the fourth leading cause of death ahead of pulmonary disease, diabetes, AIDS, pneumonia, accidents, and automobile deaths and are also one of the leading causes of morbidity and mortality in health care. Nearly 100,000 deaths occur annually from medical errors with an estimate of 7,000 of these deaths being due to ADRs. There are over two million serious ADRs each year [2].

A drug-food interaction can occur when the food one eats affects the ingredients in a medication one is taking, preventing the medicine from working the way it should. This type of interaction does not only happen with prescription medications, but can also occur with over-the-counter medications such as antacids, vitamins, and iron supplements. Some drug-food interactions that occur with prescription medications include grapefruit juice with Statins, dairy products and antacids with antibiotics such as Cipro and Tetracycline, foods or drinks containing

tyramine (beer, wine, avocados, and some cheeses and processed meats) with antidepressants (MAO inhibitors), and alcohol with an antibiotic called Metronidazole.

One of the main or most well-known drug-food interactions within the field of pharmacy is grapefruit juice with the drug family called Statins. Statins are prescription medications used to help control cholesterol levels and the amount of fatty substances present through lowering the amount of LDL cholesterol and triglycerides in the blood [3]. Grapefruit juice does not only interact with this family of drugs, but also with a wide variety of medications. The grapefruit juice interaction is so big or widespread that many references give grapefruit juice its very own category due to the number of drugs it interacts with and its potential to increase the adverse reaction of many medications. Some of the medications that grapefruit juice interacts with in addition to the Statins include Amlodipine (Norvasc), Diltiazem (Cardizem, Tiazac), Verapamil, Carbamazepine (Tegretol), Carvedilol (Coreg), Amiodarone (Cordarone), Buspirone (Buspar), and Triazolam (Halcion) [4].

According to Clinical Pharmacology, the grapefruit juice and Statin family drug interaction is considered a level 2 interaction meaning it is a major interaction. When large quantities of grapefruit juice are consumed with Simvastatin, one of the drugs within the Statin family, the patient has an increased risk of myopathy, a disease of the muscle tissue. The main issue with grapefruit juice is that it contains compounds that inhibit the CYP3A4 isozyme, a drug-metabolizing enzyme, in the wall of the gut. Coadministration of Lovastatin, another drug of the statin family, and grapefruit juice increases the peak serum concentrations and the AUC of lovastatin due to an increased amount of the drug absorbed. AUC stands for “area under the curve” which is used in pharmacokinetics for estimating the bioavailability of a drug. This same effect may occur on the serum concentration of Simvastatin and other Statin drugs which are

CYP3A4 substrates. Therefore, grapefruit juice should be excluded or reduced in the diet of those patients taking Statin medications due to the fact that grapefruit juice inhibits CYP3A4 [5].

One study completed on the effects of grapefruit juice on these Statin medications included patients who were receiving extended treatment of Atorvastatin, in doses of either 10, 20, or 40 mg per day, and also received 300 milliliters of grapefruit juice per day for an overall time period of 90 days. The study was separated into two cohorts: the first cohort, which included 60 patients, continued on their current dose of Atorvastatin and the second cohort reduced their daily dose of Atorvastatin by 50%. Serum atorvastatin, lipid profile, liver functions, and creatine phosphokinase (CPK) were measured at baseline and at 30, 60, and 90 days after the start of the grapefruit juice consumption. In both of the cohorts, there were no adverse effects on liver function or CPK. However, in the first cohort where current daily doses of Atorvastatin were given, co-ingestion of grapefruit juice significantly elevated serum atorvastatin by 19% to 26% compared with baseline. Changes in lipid profile were negligible relative to the baseline. In the second cohort where a 50% decrease in daily Atorvastatin was given, serum atorvastatin declined by 12% to 25% compared to baseline. A small, but significant unfavorable effect in serum lipid profile was also found in this second cohort. This study concluded that reduction of atorvastatin dosage when moderate amounts of grapefruit juice are co-ingested does not appear to be necessary [6]. Therefore, this study goes to show that grapefruit juice does have an impact on Statin medication when the two are co-administered since it is shown that it increased serum levels. However, there is not a big difference in elevation of serum levels between the two dosages, but the lower dose of atorvastatin had a lower percent increase. The amount of grapefruit juice consumed determines the intensity of the effect. Most experts believe that you won't increase the risk of adverse effects by consuming up

to 8 ounces of grapefruit juice or one-half of a grapefruit per day and it is therefore probably safe to consume the fruit in moderation [7].

In addition to the Statin family, a study was also conducted to examine the effects of grapefruit juice consumption on the hypotensive effect and plasma concentrations of Amlodipine and Nifedipine, calcium channel blockers that treat high blood pressure and chest pain. This study was a case study completed on a 50 year old male with hypertension. The male consumed one grapefruit before taking his antihypertensive drug in addition to also drinking 500 milliliters of grapefruit juice along with the drug. Over a certain period of time, his blood pressure was measured through the use of a blood pressure monitor. At the end of this monitoring period, it was found that a single consumption of grapefruit juice had no effect on plasma Amlodipine concentration, but rapidly increased plasma Nifedipine concentration and decreased blood pressure for a short amount of time. The actual fruit consumed before the medicine was taken had no effect on either drug. This case study concluded that when a patient is on Nifedipine, it should be a concern if that patient consumes a relatively large amount of grapefruit juice due to it causing a rapid decrease in blood pressure [8].

Another significant drug-food interaction within the pharmacy field is that between antibiotics and dairy products and antacids. The antibiotics included in this interaction include Ciprofloxacin (Cipro), Levaquin (Levofloxacin), and Tetracycline. Some minor interactions occur with some other drugs within the Cycline family as well. Ciprofloxacin and Levofloxacin are part of a family of synthetic broad-spectrum antibiotics called quinolones [9]. According to Clinical Pharmacology, the interaction between Ciprofloxacin and Levofloxacin is a level 2 interaction meaning it is a major one. The mechanism behind this interaction is that many dairy foods and antacids contain calcium which reduces the absorption of these antibiotics. The

absorption of these antibiotics will be significantly reduced by compounds that contain aluminum salts, calcium salts (calcium carbonate), and magnesium salts due to the quinolone antimicrobials having the ability to readily chelate, or combine, with divalent or trivalent cations that are present in these types of compounds. Once these chelation interactions occur between the compounds in foods and the antibiotics, insoluble compounds are formed and the ability of the antibiotic to be absorbed decreases causing the antibiotic to be less effective. Therefore, clinicians and pharmacists should warn or inform their patients to take any of these types of antibiotics one hour before or two hours after a meal containing dairy foods or after taking an antacid [5].

One study conducted by Wallace et al. examined this interaction between quinolones and foods or supplements fortified with or containing large amounts of multivalent ions. Specifically, the study looked at situations when the two are co-administered. Before this study took place, however, a previous study showed that twelve ounces of calcium-fortified orange juice significantly decreased the bioequivalence of a dose of ciprofloxacin. This discovery led to this study by Wallace et al. examined sixteen healthy individuals to see if twelve ounces of orange juice with and without calcium fortification would exhibit the same chelation interaction with single doses of levofloxacin. The results of this study found that both types of juice decreased levofloxacin peak plasma concentration ( $C_{max}$ ) values by 14% to 18% and prolonged the time to reach peak plasma concentration ( $t_{max}$ ) values by approximately 50%, with calcium-fortified orange juice decreasing  $C_{max}$  enough to lose bioequivalence as compared to the control arm at 89%. From this study it can be concluded that due to the small, insignificant change in overall exposure, levofloxacin and components of the orange juices competed for intestinal transport mechanisms such as P-glycoprotein and organic anion-transporting polypeptides, which resulted

in the discovered interaction [10]. Therefore, it can be concluded that foods and supplements fortified with or containing calcium or other compounds composed of multivalent ions do have an impact on the absorption of antibiotics, specifically quinolones, but just differ in the mechanism in which they interfere with absorption.

In conclusion, it was found that grapefruit juice does interact with the mechanism of action and the effectiveness of Statin medications, but its impact is dependent on the amount of grapefruit juice consumed. In addition, the absorption of antibiotics belonging to the quinolone family is affected and disturbed by the co-consumption of dairy foods and antacids, but the mechanism may vary depending on the type of food. It is vitally important that drug-food interactions continue to be studied and explored in hopes to decrease the amount of adverse reactions and deaths occurring within the United States.

## References

1. Heuberger RA, Caudell K. Polypharmacy and nutritional status in older adults: a cross-sectional study. 2011 *Drugs Aging* Vol 28(4):315-23.
2. U.S. Food and Drug Administration. Preventable adverse drug reactions: a focus on drug interactions. 2009 Retrieved from:  
[http://www.fda.gov/drugs/developmentapprovalprocess/developmentresources/druginteractionslabeling/ucm110632.htm#ADRs: Prevalence and Incidence](http://www.fda.gov/drugs/developmentapprovalprocess/developmentresources/druginteractionslabeling/ucm110632.htm#ADRs:PrevalenceandIncidence)
3. U.S. National Library of Medicine. Simvastatin. 2012. Retrieved from:  
<http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0000911/>
4. Lutheran Health Network (Dupont Hospital). Possible food & drug interactions. 2012. Retrieved from: <http://www.theduponthospital.com/interior.php?t=304>
5. Elsevier. Drug interaction report for healthcare professionals: Simvastatin and grapefruit juice. 2012 *Clinical Pharmacology*. Retrieved from: <http://www.clinicalpharmacology-ip.com/Forms/Common/print.aspx?rep=inte&cpnum=...>
6. Reddy P et al. Serum concentrations and clinical effects of atorvastatin in patients taking grapefruit juice daily. 2011 *British Journal of Clinical Pharmacology* Vol 72(3):434-441.
7. Robb-Nicholson C. By the way, doctor. Is it okay to drink grapefruit juice, as long as I don't take my statin at the same time? 2010 *Harvard Women's Health Watch* Vol 18(2); 8.
8. Nakagawa K, Goto T. Effects of ingestion of grapefruit juice or grapefruit on the hypotensive effect and plasma concentrations of dihydropyridine calcium antagonists (amlodipine and nifedipine): a case study. 2010 *Clin Exp Hypertens* Vol 32(2):71-5.
9. Micromedex, Multum C, Kluwer W. Quinolones. 2012. Retrieved from:  
<http://www.drugs.com/drug-class/quinolones.html>
10. Wallace AW, Victory JM, Amsden GW. Lack of bioequivalence when levofloxacin and calcium-fortified orange juice are coadministered to healthy volunteers. 2003 *Journal of Clinical Pharmacology* Vol 43(5):539-44.

## GLUTAMINE AND ARGININE IN THE CRITICALLY ILL

It's Saturday night, the Cats and Cards are playing basketball. You and your friends are heading down to Rupp Arena to watch the big game. You are discussing by how many points the Cats are going to win while there is a car heading right towards you. Bam!!! The next thing you know, some guy in a white coat is standing over your bed and talking about how you need glutamine and arginine to help you recover. You have just been introduced to the field of pharmaconutrition. Pharmaconutrition, initially started with Alexander's work with arginine, omega 3 fatty acids, Vitamins A and C, and zinc, developed from the discovery that immune function is impaired in situations of stress, such as trauma, surgery, burns, shock, sepsis – situations that preclude a stay in the ICU. A large number of clinical trials have been performed showing a decrease in complications of infection, a decrease in ventilation days, reduced time in the ICU, and a decrease in mortality. Patients with underlying sepsis have shown negative effects. Glutamine and arginine are two specific amino acids whose roles have been investigated as pharmaconutrition, immune nutrients given separate from calories and protein (1).

Considered non essential amino acids, glutamine and arginine are both depleted during trauma, major surgery, burns, sepsis and other times of catabolic stress and become conditional essential amino acids (2, 7). Found in abundance in the blood, glutamine supports rapidly proliferating cells such as lymphocytes and enterocytes, and transports nitrogen and ammonia to the kidneys. Some of the positive effects of glutamine are improving wound healing, reducing atrophy of the gastrointestinal tract, especially during total parenteral nutrition (TPN) (2) and decreasing infection rates. Arginine has also been shown to have similar

effects, (6) but in the 1990's clinical trials investigating the inhibition of nitric oxide synthase enzymes were terminated after showing negative effects. Arginine is the only amino acid substrate that can produce nitric oxide while sepsis also increases arginine antagonists (7).

In a randomized, double blind study performed in France by Dechelotte, et al, 114 ICU patients were admitted to 16 hospitals with diagnoses including multiple trauma (gastrointestinal resections), complicated surgery (peritonitis), and pancreatitis. The study was conducted to investigate glutamine and its role in decreasing complications, ie wound and bacterial infections in critically ill patients. The patients received TPN for at least 5 days and were randomly assigned to isocaloric (37 kcal/kg body weight/day) and isonitrogenic (.035 g nitrogen/kg body weight/day) TPN solution with either alanyl glutamine (58) or alanine and proline (56) included in the TPN solution. The alanyl glutamine group had a significantly lower nosocomial infection rate of 41% vs 61%, secondary to a reduction in pneumonia. Each glutamine group - trauma, surgery and pancreatitis had a decreased incidence of complications compared to the control group leading to decreased days (2 vs 5) a patient was on the ventilator. The length of hospital or ICU stay was the same for both groups (2)

One of the population groups extensively investigated with glutamine is burn patients. In a review by Windle, there have been nine published randomized control trials investigating glutamine or glutamine dipeptide. Of the nine trials, six studies showed improved wound healing rates and decreased morbidity with length of stay reduced by 15 days. As in previous studies, Garret found a decrease in pseudomonas bacteremia and Wischmeyer found a reduction in gram negative infection. Five of the studies showed a reduction in the length of stay. It was unclear whether glutamine reduced mortality. This review concluded that burn

patients would benefit from glutamine supplementation up to a safe level of 0.57 gm/kg body weight/ day and continued supplementation for 2-3 weeks after a burn.(3)

A Canadian study was conducted to determine the safety of high doses of glutamine plus high doses of antioxidants. The study consisted of 5 groups of patients, a control group that received no glutamine or selenium, while groups 2, 3, and 5 received increasing doses of glutamine and selenium, which also included zinc, beta carotene, and vitamins E and C. The study showed a greater preservation of glutathione levels, a reduction of oxidative stress, and an increase in mitochondrial function as the levels of glutamine increased. Positive effects were achieved with 0.35g/kg/day IV glutamine, plus 30 gm enterally, 500 micrograms of selenium IV and 300 micrograms enterally, 20 mg zinc, 10 micrograms of beta carotene, 500 mg of vitamin E and 1500 mg of vitamin C all provided enterally and this regimen was considered safe (4).

A small pilot study including only 20 patients was conducted to study gastrointestinal tolerance and the safety of enteral glutamine during shock resuscitation in severely injured trauma patients. The patients received .5 gm/kg/day of glutamine within the first 24 hours of admission and continued for 10 days while being fed an immune enhancing tube feed with a target of 25 kcal/kg /day. A control group of was fed the same tube feed supplemented with whey powder. The glutamine fed patients had fewer instances of high nasogastric output, abdominal distention, and tolerated the regimen well. ICU days were equal in both groups (5)

While glutamine has been shown to improve outcomes in critically ill patients and has been shown to have no adverse effects, the same is not true with arginine. It is well accepted that arginine has a positive effect on immune function following surgery and promotes wound

healing (6). Arginine has been studied extensively in a number of patient populations and shows benefit in colon surgery, pancreatic cancer, and trauma, but has not shown benefit in critically ill medical patients. In the late 1990's, several trials using tube feeding formulas with arginine during critical illness had poor clinical outcomes and the trials were terminated and arginine has been avoided during sepsis (7).

A 2006-2008 study that was conducted at the University of Rochester Medical Center examined 109 patients with severe sepsis or septic shock. Blood samples were collected at 48 hours and at 3-5 days after determining that a patient was septic to measure arginine, citrulline, ornithine, and "endogenous inhibitors" levels (8). Plasma levels of arginine are severely decreased during sepsis which leads to decreased nitric oxide and citrulline production, and decreased immune response. Sepsis increased the levels of arginine antagonists, dimethylarginines, which have been shown to impact ICU mortality (7). Of the 109 patients in the trial, 11 were surgical patients and 98 were medical patients with comparison to 50 control patients. Less plasma arginine, citrulline, and ornithine and increased levels of dimethylarginine antagonists were detected in the septic patients. The ratio of arginine to dimethylarginine was increased in control subjects compared to septic patients. The patients that did not survive (31) had similar amino acids concentrations as the ones who did survive, but the patients that died had higher dimethylarginine levels. The decreased ratio of arginine to dimethylarginine was shown to be a good predictor of mortality. The study concluded that arginine levels increase as the patient recovers and suggested that "interventions that increase systemic arginine availability without exogenous arginine supplementation" should be investigated. Dimethylarginine antagonists are increased during oxidative stress by a decrease

in the enzymes that destroy and clear them from the body. Antioxidant therapy has been shown to reverse these effects (8).

In a recent review article by Drover, et al, was published in 2011 by the American College of Surgeons on the perioperative use of arginine. Of infections that are developed in the hospital, 54% are in high risk surgical patients. The catabolic stress in surgical patients increases immune dysfunction and that dysfunction is more increased in malnourished patients. This current review was to evaluate various randomized control trials that investigated the use of enteral arginine supplements prior to elective surgery. Thirty five studies were reviewed using arginine supplementally or in tube feed form pre or post op surgery against a group of control patients that received enteral tube feeds without arginine. Infectious complications were decreased in the arginine supplemented patients, along with a decreased hospital length of stay. Mortality was similar in both groups. Seven trials used arginine supplements prior to surgery and those patients had the greatest improvement in all outcomes. Many of the trials used a specific enteral product that included omega 3 fatty acids and nucleotides which the reviewers speculated that these particular nutrients in combination produced positive effects. The reviewers concluded that arginine, omega 3 fatty acid and nucleotide formulas are beneficial to reduce poor outcomes in elective surgical patients (9).

How do investigational studies translate into clinical practice? In June 2011, a position paper by the American Society of Enteral and Parenteral Nutrition (ASPEN) recognized that certain groups of patients could benefit from parenteral supplementation of glutamine and that the Food and Drug Administration should approve parenteral dipeptide solutions for use in the US.

This has not occurred and in the US, glutamine and arginine are supplemented using enteral formulas (5).

Clinical Practice Guidelines for Enriched Enteral Formula were published in 2009 in collaboration with the Canadian Clinical Practice Group (CCPG), European Society for Parental and Enteral Nutrition, and ASPEN. For glutamine, there were no recommendations for elective surgery or sepsis from all three groups and only ASPEN recommended possible benefit for general surgical patients. All groups showed benefit in trauma and burn patients. For arginine, CCPG showed no benefit for elective surgery while ESPEN and ASPEN showed benefit, ESPEN and CCPG showed no benefit, ESPEN had no recommendation and ASPEN showed benefit for general surgery patients. For sepsis, all three showed harm, while ESPEN and ASPEN did show possible benefit also. Both ASPEN and ESPEN showed benefit in trauma and burns, CCPG had no recommendation. (1)

As a result of the positive outcomes in these studies, several products and enteral feedings have been developed. Juven (7 gm each of arginine and glutamine), Arginaid (4.5 gm arginine), (11) and Glutasolve (15 gm glutamine) (12) are fruit flavored powders for wound healing and promoting immune function. Enteral feedings such as Diabetisource AC, Impact, Impact AR, Impact Glutamine (11) and Pivot 1.5 (12) contain arginine and/or glutamine used in the hospital setting.

As a result of many studies, glutamine is widely used in critically ill patients, including burn patients to promote wound healing, improve gut mucosa, and promote immune response. Arginine has shown promise in surgery and trauma patients both pre and post operatively, but needs more study in patients with medical sepsis.

## References

1. Mizock, B: Immunonutrition and critical illness: An update. *Nutrition* 2010; 26: 701-707
2. Dechelotte, P; Hassellman, M; Cynober, L; Allouchiche, B; et al: L-alanyl-L-glutamine dipeptide-supplemented total parenteral nutrition reduce infectious complications and glucose intolerance in critically ill patients: The French controlled, randomized, double blind, multicenter study. *Critical Care Medicine* 2006; 34: 598-604
3. Windle, M: Glutamine Supplementation in Critical Illness: Evidence, Recommendations, and Implications for Clinical Practice in Burn Care. *Journal of Burn Care and Research* 2006; 27: 764-772
4. Heyland, D; Dhaliwalm, D; Day, A; Drover, J; Cote, H; Wichmeyer, P: Optimizing the Dose of Glutamine Dipeptides and Antioxidants in Critically Ill Patients: A Phase 1 Dose-Finding Study. *Journal of Parenteral and Enteral Nutrition* 2007; 31: 109-118
5. McQuiggan, M; Kozar, R; Sailors, M; Ahn, C; et al: Enteral Glutamine During Active Shock Resuscitation Is Safe and Enhances Tolerance of Enteral Feeding. *Journal of Parenteral and Enteral Nutrition* 2008; 32: 28-35
6. Popovic, P; Zeh III, H; and Ochoa, J: Arginine and Immunity. *The Journal of Nutrition* 2007; 137: 1681S-1686S.
7. Preiser, J; Luiking, Y; Deutz, N: Arginine and sepsis: A question of the right balance? *Critical Care Medicine* 2011; 39: 1569-1570
8. Gouch, M; Morgan, M; Mack, C; Darling, D; et al: The ratio of arginine to dimethylarginines is reduced and predicts outcome in patients with severe sepsis. *Critical Care Medicine* 2011; 39: 1351-1358

9. Drover, J; Dhaliwal, R; Weitzel, L; Wischmeyer, P; Ochoa, J; Heyland, D: Perioperative Use of Arginine-supplemented Diets: A Systematic Review of the Evidence. *Journal of the American College of Surgeons* 2011; 212: 385-399
10. Vanek, V; Matarese, L; Robinson, M; Sacks, G; et al: A.S.P.E.N. Position Paper: Parenteral Nutrition Glutamine Supplementation. *Nutrition in Clinical Practice* published online 22 June 2011.  
<http://ncp.sagepub.com/content/early/2011/06/22/0884533611410975.citation>
11. 2012 Abbott Nutrition Pocket Guide. Abbott Laboratories, 2012
12. Nestle HealthCare Nutrition Product Guide. Winter 2012, Nestle Nutrition, 2012

## 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.

### 1. Narrative:

#### Guideline 14.1

- a. Individuals conducting curriculum review should be aware of new knowledge and technology impacting dietetics practice and update the curriculum accordingly.
  - b. Curriculum review should use results of the student learning and program outcomes assessment processes to determine strengths and areas for improvement.
  - c. Curriculum review should include assessment of comparability of educational experiences and consistency of learning outcomes when different courses, delivery methods (such as distance education) or supervised practice sites are used to accomplish the same educational objectives.
  - d. Curriculum review should result in actions to maintain or improve student learning.
- 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.
  - What is the schedule for reviewing the curriculum?
  - Who are the 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.
  - How is information about new knowledge and technology impacting dietetics practice obtained and integrated in the curriculum?
  - How is comparability of educational experiences and consistency of learning outcomes assessed and maintained?
  - Describe overall curriculum strengths and areas for improvement based on cumulative assessment of student learning outcomes and program outcomes.

As part of the SACS (Southern Association of Colleges and Schools) accreditation process the University of Kentucky began implementing standardized program assessment procedures in 2009. Each program in the College of Agriculture was charged with developing learning outcomes to assess student learning. A primary goal of the initiative was to "Establish or strengthen ongoing program level assessment to promote student learning and curriculum improvement for all degree programs." Program assessment has allowed for yearly assessment of programs to identify what works well in our programs, and what we need to do better.

The first step in the assessment process was for each program to develop four to six Student Learning Outcomes. Following outcome development programs had to map courses to ensure that all outcomes were addressed in the curriculum. In addition, the program determined how the outcomes would be assessed, how that information would be reported, and how the data and reflection would be utilized to improve the curriculum. Student Learning Outcomes are assessed annually through Improvement Action Plans (IAPs). All materials are submitted online and include date, supplemental materials, and significant reflection. The IAPs from Fall 2010, 2010-2011, and 2011-2012 are in Appendix 14.01. These IAPs have been utilized to enhance courses and program offerings. The IAP for 2012-2013 will be completed in May of 2013. Annual IAPs are reviewed by both University of Kentucky assessment office officials as well as outside reviewers. When necessary, additions are made to the IAPs to ensure quality and usefulness of the data collected.

Curriculum review is also conducted by the DHN dietetics faculty committee. The committee meets monthly and has the responsibility of reviewing all three dietetics programs in regards to course assessment, course revisions, and studying benchmarking information. Program Directors for the three accredited programs in the Department

and other assigned faculty compose the curriculum committee. Drs. Webber, Kurzynske, Forsythe, Brewer are the faculty representatives. Elizabeth Combs, the Academic Coordinator, CP/DI/DPD Program Assistant complete the committee. In the past, the program assistant has been a 20-hour graduate student in the department. However, recently this person has been hired as a full-time paraprofessional to provide additional continuity in programmatic endeavors. Other faculty members who teach dietetics courses attend meetings when the discussion includes their responsibilities. Discussions include the progress of individual students and ways to ensure students meet progression requirements. The faculty members concentrate on student progress, course work revisions, students' comprehension of the KRDs from baseline to completion of the program, and recommendations from the advisory board. Department faculty were asked to complete a Qualtrics Survey that asked questions to ensure the curriculum meets the 2012 ACEND standards (Appendix 14.02).

**a. Individuals conducting curriculum review should be aware of new knowledge and technology impacting dietetics practice and update the curriculum accordingly.**

DHN faculty members have broad training resources across campus. Because so many of the faculty members are registered and licensed dietitians, they stay up to date on dietetics information and practice. In addition, the DHN Department regularly supports travel to professional meetings (including FNCE and KAND Annual Meetings) for all of the program Directors and faculty members. The faculty use information gained from these opportunities to better develop their teaching skills and update educational methods.

Additionally, dietetics faculty members translate their research into information that can be integrated into their classes to increase student knowledge. The DPD core knowledge is used to guide the creation of teaching and learning objectives to ensure that the delivery of the dietetics curriculum is appropriate and based on the most current guidance. Then to meet these established objectives, activities are developed to provide learning for students to gain the knowledge while assignments and tests are used to assess learning. An example of integrating technology and recent nutrition information occurs in DHN 304: Experimental Foods in which student develop a *Plate It Up! Kentucky Proud* mobile device App to promote fruit and vegetable consumption.

**b. Curriculum review should use results of the student learning and program outcomes assessment processes to determine strengths and areas for improvement.**

The Dietetics Program identified four Student Learning Outcomes to promote student learning and curriculum improvement:

1. Students will demonstrate knowledge of the physical, biological and social sciences as they relate to nutrition knowledge.
2. Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, food service systems, community nutrition services and outcomes research through culminating experiences in these areas.
3. Students will apply medical nutrition therapy principles of medical nutrition therapy, food service systems, and community nutrition program delivery that focus on the team concept of patient care.
4. Students will demonstrate the ability to function competently in diverse cultural and ethnic settings.

The following are examples of overall curricular strengths and areas for improvement based on student learning objectives and program objectives. The 2011 – 2012 IAP assessed the outcome that students will demonstrate knowledge of the physical, biological and social sciences as they relate to nutrition knowledge and graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, food service systems, community nutrition services and outcomes research through culminating experiences in these areas. The IAP identified a program strength of students having the ability to demonstrate their knowledge of the physical, biological, and social sciences as they relate to nutrition knowledge. The evaluation of students by their mentors in DHN 480: Dietetics Pre-Professional Practice course revealed that 100% of students were able to appropriately apply their nutrition knowledge as required in their pre-professional practice setting.

As evidenced by the successful completion of a variety of assignments and exams, the IAP found that the majority of dietetic students demonstrated a working knowledge of the principles of medical nutrition therapy, food service systems, community nutrition services and outcomes research through culminating experiences in these areas. The data for this student learning outcome was collected from a combination of upper level courses focused in the core areas of medical nutrition, community nutrition, and food service systems including DHN 512: Medical Nutrition Therapy I, DHN 512: Medical Nutrition Therapy II, DHN 403: Community Nutrition, DHN 342: Quantity Food Production, and DHN 514: Dietetics Counseling and Communication Theories and Applications. Each course, however, identified strategies to further improve student learning and outcomes. In DHN 342 the course instructor identified that the delivery of the NRAEF modules could be improved by using videos instead of straight power points to improve student learning. In addition, the Strengths Finder exercise was implemented as a small group activity to prepare students for the practicum. The course changes resulted in better grades in the modules and students were able to practice and discuss their leadership strengths in the context of dietetics. Students are encouraged to use these strengths in personal statements and job interviews. In DHN 403, increasing student engagement was identified as an area to improve to increase student learning. A planned action to accomplish this in Spring 2013 will involve devoting more class time to developing intervention material and content. To improve learning outcomes in the medical nutrition therapy courses, the five credit hour DHN 515 course was split into DHN 512 (4 credits) and DHN 517 (3 credits) to allow for more in-depth study of disease process and application of the new Nutrition Care Process for each case study. Student feedback revealed a need for increased credit hours to cover more medical nutrition therapy subject areas in greater detail. The curriculum changes have resulted in a better understanding of the scientific knowledge and clinical information needed to apply the Nutrition Care Process in clinical practice. Realistic case studies, which were developed by the instructor and required as a textbook, are now included in both courses. Student feedback has been especially positive regarding the opportunity to practice clinical skills in the mock cases studies, which has built their confidence to perform successfully in a supervised practice program. To improve the delivery of DHN 514 a focus group consisting of past and future DHN 514 students was conducted in Spring 2012 to assess the need and desire for changing the DHN 514 class from a lecture class to a lecture and laboratory class. The information gathered from these focus groups led to major changes in the curriculum. The course has taken an innovative approach to help students master the principles and techniques involved in providing effective counseling through a project that involves videotaping two 30-minute counseling sessions where the student counsels a "client". The "clients" are UK students majoring in Theatre Arts. By collaborating with the Theatre department, DPD students are able to get a more realistic feel for an actual counseling session. The student also completes one of the 30-minute videos at the beginning of the semester and the second one at the end of the semester. This allows for the students to self-reflect upon the growth of their counseling skills throughout the span of the course. Students have provided very strong, positive feedback regarding both of these assignments.

The 2010 – 2011 program assessment focused on student outcomes: students will demonstrate knowledge of the physical, biological, and social sciences as they relate to nutrition knowledge; graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, food service systems, community nutrition services and outcomes research through culminating experiences in these areas; and students will apply Food service systems theory that focus on the team concept of patient care. The program assessment revealed that the quality of all students was not consistent in that there was a small cohort of students that under-performed and did not master key discipline concepts. A factor influencing this outcome was the substantial increase in student enrollment without concurrent increases in resources. To address this, an admissions policy was developed for the dietetics and human nutrition programs. Students will be pre-majors before being admitted to the dietetics or human nutrition programs after fulfilling required coursework at a pre-established GPA of 2.8. This admissions policy should increase the quality of dietetics students that progress into the major coursework. The Department anticipates University approval of this admissions policy in winter/spring 2013.

The Fall 2010 program assessment focused on the outcome: students will apply Food service systems theory that focus on the team concept of patient care and graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, food service systems, community nutrition services and outcomes research through culminating experiences in these areas. The program assessment revealed that similar to 2011-2012 IAP, students in DHN 480 were able to successfully work with a mentor and then present a professional presentation on their

experience. DHN 515: Medical Nutrition Therapy course was used to assess the learning outcome of graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, food service systems, community nutrition services and outcomes research through culminating experiences in these areas. The assessment revealed that the majority of students in NFS 515 had a good understanding of a variety of medical nutrition therapy topics. Of concern to the class was the speed at which material was covered. DHN faculty considered this feedback that resulted in splitting the course into two courses, which yielded positive feedback as discussed above.

**c. Curriculum review should include assessment of comparability of educational experiences and consistency of learning outcomes when different courses, delivery methods (such as distance education) or supervised practice sites are used to accomplish the same educational objectives.**

The comparability of experiences is a continuing challenge for DHN 480: Dietetics Pre-Professional Practice. Student learning takes place through hands-on experiences in professional settings under the supervision of a registered dietitian who serves as the student’s mentor. Students are responsible for selecting their mentor, but the course instructor has to approve their selection prior to the student starting at their site. The student is also responsible for developing a learning contract that involves identifying goals and learning outcomes (KRDs) that they hope to accomplish during their pre-professional practice. The learning contract has to be approved by the course instructor and the workplace mentor. The learning outcomes may vary across students depending on the learning outcomes they chose to focus on, the quality of their mentor and learning opportunities provided by the site. Standardization to the process includes having students select a concentration from four options: Health Promotional Wellness/Prevention Therapy, Administrative/Management, Therapeutic/Clinical Therapy, and Entrepreneurial/Business. Student feedback is encouraged and used to determine future placements at current sites. Their feedback regarding the quality of a particular site and mentor to foster the achievement of learning outcomes is considered. Assessment of this course has revealed that in general students are meeting their goals and achieving their chosen learning outcomes through their individualized experiences. Although the accomplishments of learning outcomes may vary across students this is appropriate because student interests vary and this course gives them the opportunity to explore their interests in a hands-on experience. DHN 212: Introductory Nutrition is offered both online and face-to-face. The Faculty teaching face-to-face and distance learning sections of DHN 212 collaborate to ensure comparability of educational experiences. Case studies and projects are consistent with both sections of delivery. In addition, course policies and grading distribution is consistent.

**d. Curriculum review should result in actions to maintain or improve student learning.**

The table below demonstrates curricular strengths and areas identified for improvement within the past five years.

Course Number	Curriculum strengths	Areas for curriculum improvement
DHN 212: Introductory Nutrition	Students perform group and independent case studies as well as discussion boards. Exposure to online materials and coursework.	Class should focus more on teaching critical thinking skills. Electronic testing site could be imposed for online sections
DHN 301: Dietetics Practice	Prepares students for the dietetic Internship application process. Exposes students to dietetics professionals and career opportunities in the field.	
DHN 302: Principles of Food Preparation	Hands on course for students in which they are able to get some basic kitchen skills.	Lab manuals for the teaching assistant and students needs to be developed and distributed for more clearly defined instructions and expectations.
DHN 304: Experimental Foods	Labs and assignments are updated each year to stay current and continue to challenge students. Students are	Lab manuals for the teaching assistant and students needs to be developed and distributed for more clearly

	allowed to do assignments related to current technology for example helping create an app for KY Proud	defined instructions and expectations.
DHN 311: Nutritional Biochemistry		Due to low student test scores and evaluations, a new professor is being considered. A review practicum is being created to better prepare students for exams.
DHN 312: Nutrition and Wellness in the Life Cycle	A new instructor began teaching this class this year making the curriculum more challenging for the students, and adding case studies that incorporate current guidelines, research, and/or recommendations. Group and independent case studies touch upon nutrition-related issues across the lifespan.	
DHN 340: Institutional Purchasing	Receive a ManageFirst® Inventory and Purchasing Certification	
DHN 342: Quantity Food Production	Receive a ManageFirst® Controlling Food service Costs Certification. Students get to experience supervisory positions in a food service establishment. Asked questions regarding reflection and consequences to improve critical thinking skills.	Could require modules to be done in class rather than prior to gain more from them.
DHN 346: Human Resources Management for the Food and Hospitality Industries	Receive a ManageFirst® Human Resources Management and Supervision Certification	
DHN 403 Community Nutrition and Wellness	Public Policy debate is an exciting assignment for the students and requires collaboration and group activities.	Groups for Intervention assignment were too large and will be reduced to 2-3 in a group in the future. Will bring in more outside speakers and will do a nutrition issue discussion piece.
DHN 408G Seminar in Food and Nutrition	Students are exposed to literature review process of writing.	Students should have learned to write using literature before this point in their education.
DHN 480 Pre-Professional Practice	Students work with dietitians to gain hands-on dietetics experience.	
DHN 510 Advanced Nutrition	Review sheets and sample questions given prior to the exam to clarify student expectations. vitamin and mineral application to nutrition and metabolism. Instructor uses overhead projectors to show students step by step processes and calculations. Students enjoy the final take home exam and it cements the concepts from the class.	Metabolism is currently having to be reviewed more than it should due to students not understanding the basics when they come in to the class.
DHN 512 Medical Nutrition Therapy I DHN 517 Medical Nutrition Therapy II	More case studies have been used and a take home final exam that allows for more application than just	Look into using a text that has electronic options to increase student use of text. Take home final exam will

	memorization of information. Provides students access to online program for basics of electronic medical charting. Instructor uses overhead projectors to show students step by step calculations.	need to be changed slightly to encourage getting information from reputable sources.
DHN 514 Dietetics: Counseling and Communication Theories and Applications	The newly created lab class that accompanies the lecture helps students get hands on practice counseling acting students hired to portray varying disease states.	Will do focus groups again this year to get student feedback and post-evaluation data. Will change lab class to have a better balance of practice, interviews, and reflection.

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

**4. 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**

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.

# **Standard 14 Appendix**

## **Developing Learning Outcomes for Program Assessment**

### **College of Agriculture, Office of Academic Programs**

### **June 2009**

All degree programs in the College are to be assessed for student learning. Of course, one reason is SACS (Southern Association of Colleges and Schools) accreditation in 2012. SACS expects that Universities will be regularly assessing their programs to ensure that students, upon completion of a degree, are able, in aggregate, to do that which we think is important. These important skills include the ability to communicate, think critically, solve problems, work well with others, be life-long learners, etc... This requirement is now mandated by the University as part of the Provost's Learning Initiative. A primary goal of the initiative is to "Establish or strengthen ongoing program level assessment to promote student learning and curriculum improvement for all degree programs." For our College, this is an opportunity to improve our degree programs. Done well, we can use assessment to identify what works well in our programs, and what we need to do better. Application of this self-knowledge will result in curricular change that matters, as well as the improved design of assessment instruments used in your courses.

The first step in doing assessment is to design student learning outcomes for your programs. Each degree program should have a collection of four to six statements about what your students will be able **to do** after graduation. With the exception of accredited programs, four to six outcomes is sufficient. After outcomes are developed, then your program will need to map your courses to ensure you are covering the outcomes, decide how you will assess those outcomes, and finally, report your assessments and use the data to improve your curriculum.

### **Defining Program Learning Outcomes for Your Program**

As you work on learning outcomes for your program(s), keep in mind the following guidelines for articulating program-level learning outcomes.

Program or degree level student learning outcomes should:

- Be student-focused
- Articulate a single measurable skill/competency/construct
- Describe an observable behavior(s) (see page 4 for examples)
  - Use "action verbs" to indicate the observable behaviors learners must perform
  - Avoid the use of "covert verbs," these actions are difficult or impossible to measure.

- Specify performance of learning
  - Ask "what do students know that they didn't know before?" **and** "what can they do that they couldn't do before?"
- Focus on broad skills developed over time
  - Not restricted to a single course or learning experience
- Demonstrate acquisition of specific disciplinary/professional knowledge and skills necessary *after* graduation
  - Ask: "What makes a graduate of the program able to function and learn in a specific discipline/profession after the degree?"
- Be MEASURABLE
  - Confirmable through evidence

Also, your program outcomes should flow logically from University level outcomes. Below are examples of program level outcomes from a few programs outside of UK. While these are examples from other universities, you may find that your program outcomes will be similar.

### **Biology Department at University of San Diego**

(<http://www.sandiego.edu/biology/outcomes.php>)

#### Program Learning Outcomes

Upon completion of the Biology Major a student should be able to:

1. demonstrate a solid understanding of basic biological principles.
2. define science and distinguish it from non-science.
3. employ the scientific method to generate new information.
4. critically evaluate scientific evidence.
5. synthesize a cogent argument in the language of science (written and oral) using graphs and equations.

### **Examples from Oklahoma State University**

([http://uat.okstate.edu/assessment/assessment\\_at\\_osu/outcomes/interactive/casnr.html](http://uat.okstate.edu/assessment/assessment_at_osu/outcomes/interactive/casnr.html))

#### **BS in Agricultural Communications:**

1. Students will demonstrate knowledge of current communications practices, including effective writing, layout and design, photography, computer skills, and oral communications.
2. Students will demonstrate the ability to work in a professional communications setting through an experiential-learning environment (i.e., internship).
3. Students will demonstrate the ability to solve problems, to work independently and to work as members of a team.
4. Students will demonstrate the ability to prepare professional quality communications work as evaluated through the annual National Agricultural Communicators of Tomorrow Critique and Contest.

**BS in Plant and Soil Sciences:**

1. Students will demonstrate knowledge of core curriculum in plant and soil sciences: (i.e., nutrient management, soil and water management, pest management, and crop production and management)
2. Students will be able to find, synthesize, and interpret credible scientific information reported in a variety of sources.
3. Students will be able to effectively communicate scientific findings and issues in writing and in oral/visual presentations on technical and non-technical levels.
4. Students will demonstrate the ability to apply the scientific method to problems in plant and soil sciences.
5. Students will have attained professional skills necessary for careers associated with plant or soil sciences (including further training)
6. Students will express satisfaction with their academic preparation in plant and soil sciences, initial career and opportunity for advancement (including further training), and demonstrate a commitment to lifelong learning

## Action and Covert Verbs.

**Action Verbs.** Below is a listing of verbs associated with Bloom's Taxonomy of Learning. Strive to develop outcomes that are focused at the Application, Analysis, Synthesis and Evaluation levels where possible

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define	describe	apply	analyze	arrange	appraise
label	differentiate	calculate	appraise	assemble	assess
list	discuss	change	arrange	collect	choose
name	distinguish	complete	calculate	combine	compare
name	explain	demonstrate	categorize	compose	conclude
quote	express	examine	classify	construct	convince
recall	identify	illustrate	compare	design	decide
record	interpret	interpret	contract	formulate	estimate
relate	locate	modify	diagram	manage	evaluate
repeat	predict	operate	differentiate	modify	judge
tell	recognize	practice	distinguish	organize	measure
	report	relate	divide	plan	rank
	restate	schedule	examine	prepare	rate
	review	show	experiment	propose	recommend
	summarize	solve	relate	substitute	revise
	translate	use	select		score
			separate		select
			solve		value
			test		

**Covert Verbs.** Avoid terms/phrases that describe covert, difficult to measure, behaviors, such as:

- Know
- Familiarize
- Gain knowledge of
- Comprehend
- Study
- Cover
- Understand
- Be aware
- Learn
- Appreciate
- Become acquainted with
- Realize
- Develop the capacity to

## Program Student Learning Outcomes for College of Agriculture Degree Programs.

Please list your programs learning outcomes below and return to:  
**Associate Dean for Academic Programs, N8 Agricultural Science Bldg N. 0091**

Note that there is space here for only six outcomes. For most programs, four to six outcomes are sufficient. If your program is accredited, you will likely have more than six. Adapt form as necessary.

Program (e.g., BS in Human Nutrition):	BS in Dietetics
Learning Outcome 1:	Students will demonstrate knowledge of the physical, biological, and social sciences as they relate to nutrition knowledge.
Learning Outcome 2:	Students will apply medical nutrition therapy principles, food service systems theory, and community nutrition program delivery that focus on the team concept of patient care.
Learning Outcome 3:	Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.
Learning Outcome 4:	Students will demonstrate the ability to function competently in diverse cultural and ethnic settings.
Learning Outcome 5:	
Learning Outcome 6:	

**Dietetics and Human Nutrition  
Dietetics - Bachelor**

Program Goal	Assessed in
diet.b: Apply Students will apply food service systems theory that focus on the team concept of patient care.	Dietetics Fall 2010 2010/2011 Dietetics
diet.b: Knowledge Students will demonstrate knowledge of the physical, biological and social sciences as they relate to nutrition knowledge	Dietetics Fall 2010 2010/2011 Dietetics Dietetics IAP 2011-2012
diet.b: Principles Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.	Dietetics Fall 2010 2010/2011 Dietetics Fall 2011 NFS HEHD MS Dietetics IAP 2011-2012

### **Student Learning Outcome(s) Assessed**

diet.b: Apply Students will apply food service systems theory that focus on the team concept of patient care.

### **Assessment Methods and Tools**

Identify course(s), activities, exams, etc. where data were collected: NFS 480: Dietetics Pre-Professional Practice

Term/Year of collection: Fall 2009 and Spring 2010

Briefly describe what data were collected and how collected:

At the beginning of the semester students complete a learning contract. This contract is also completed by the mentor and course instructor. Following their shadowing, students present on their experience to other students in NFS 480. Mentors complete a student evaluation form.

Criteria used for evaluating student work: The attached grading rubric is utilized for evaluation of student work in NFS 480.

### **Results**

20 DPD students completed NFS 480 in Fall 2009 and Spring 2010. 100% of students earned an "A" in the course.

### **Interpretation of Results**

Student data was collected by the Course Instructors, Dr. Margaret Cook-Newell and Mr. Stephen Perry.

### **Improvement Action**

Students in NFS 480 were able to successfully work with a mentor and then present a professional presentation on their experience. In the future, a list of mentors will be collected to further assess student placement opportunities.

### **Reflection**

This reflection is directly related to all outcomes assessed in this report:

Appendix 14-01

The program assessed three learning objectives in 09-10. Faculty were asked to provide data and input related to their individual courses and programming areas. This first year of assessment provided significant insight into the process and the best assessment tools for each objective. Faculty were initially unaccustomed to reporting such specific data (e.g. final exam scores or assignment scores vs course grades). The program was able to better define assessment parameters and data collection techniques.

---

## **Attachments**

---

[NFS 480 Learning Contract.rtf](#)

[NFS 480 Mentor Evaluation.rtf](#)

---

## Student Learning Outcome(s) Assessed

Appendix 14-01

diet.b: Knowledge Students will demonstrate knowledge of the physical, biological and social sciences as they relate to nutrition knowledge

## Assessment Methods and Tools

NFS 342: Quantity Food Production Assessed in Fall 2009 and Spring 2010

Conduct farm to table projects as part of disseminating dietetics student activities about 'Kentucky Proud products.

Emphasis is placed on using industry standards, equipment, and production techniques.

Content will include: working as a team; following standardized recipes; cooking, serving, and evaluating quality meals; effectively managing human resources by planning, staffing, supervising, and evaluating performance of student teams; management principles required for appropriate ordering, receiving, storing, and issuing procured items for service.

A minimum of three stations involved food service systems that focused on translating knowledge into action in the form of management and technology-based stations. Students self-reported their activities through a pre-drafted question and essay form. 17 additional stations involved other aspects of food service systems as part of a team. Each station built upon the other. The instructor evaluated student outcome based on observation, discussion and subjective evaluation of self reported answers.

## Results

41 students completed the minimum of three stations in food service systems management and the additional 17 stations. A total of 39 dietetic students were given a B or better at the end of the semester (95% of dietetic students). It was apparent from observation, discussion and completion of self reported answers of each station that the student is prepared to work within foodservice systems in dietetics as it relates to the team approach to patient care.

## Interpretation of Results

Data provided by the course instructor: Dr. Sandra Bastin, PhD, RD, LD, CCE, Extension Professor/Food and Nutrition; Bob Perry MS, Coordinator Food System Initiative

## Improvement Action

It is obvious from the growth of students throughout the semester that learning and translation of knowledge to action is occurring. Community service and research-based activities should be expanded upon in the course.

The twenty-station requirement include open ended questions and essays which along with observation by an instructor provide feedback in the form of a grade for students. Perform managerial functions in foodservice systems. Serve as manager for one week in the Lemon Tree restaurant, NFS 342. Functions rotate in the student restaurant to work as kitchen or front of the house manager.

## Reflection

---

**Attachments**

---

No Attachments

---

## Student Learning Outcome(s) Assessed

Appendix 14-01

diet.b: Principles Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.

## Assessment Methods and Tools

Students were assessed for this outcome in NFS 403: Community Nutrition during the Spring 2010 semester

Students have to conduct a needs assessment of a specific population with a nutrition problem and develop an intervention for that population; exam tests students on knowledge of education methods, learning styles and components of a needs assessment. Evaluate research proposal from a community nutrition grant, NFS 403.

Students have a three part project in which they must collect data on a specific target population with a nutrition problem. From the data collected in the first part (needs assessment), the students then design an intervention for the target population. The third part of the project requires the students to present the intervention and have this presentation graded based upon innovation, appropriate application of information for target population, development of resource materials for presentation and evaluation of the intervention. Data collected from a rubric issued to class to document concepts outlined for outcome research in a community nutrition research grant.

Student work in class was assessed by the course instructor on parts one and two of the project. Students in the class and the course instructor evaluated the presentation based upon the rubric developed for the third part of the project. Students did not grade their own specific presentation. Student scores were averaged into one score and that was combined with course instructor score and averaged for the final score for the third part. Students' responses on their evaluation of a community nutrition grant proposal were collated and scored against a rubric designed by instructors in NFS.

## Results

Thirty nine students (39) completed the three part project as a part of a team. Twenty teams provided the presentations including all 39 students (the entire class consisted of 84 total students). Thirty nine of the students completed the course with a grade of C or above. Topics addressed in the presentations include: Lack of healthy food options on campus (4 teams); importance of vitamin D for women over the age of 40; importance of breastfeeding (2 teams); importance of folic acid for college age women; nutrition options for children with cancer; obesity (4 teams in African American women, children K-5th grade; preschoolers and middle school age children); lack of physical activity in middle school; improve healthy options for meals in sorority house; importance of education for type 2 diabetes; increase awareness of impact of heart disease in Kentucky; improve knowledge base about foods and nutrition at Hope Lodge and alcohol consumption in Outcomes research on community nutrition grant based on child nutrition.

## Interpretation of Results

Data was collected by the NFS 403 course instructor Dr. Ingrid Adams.

## Improvement Action

It was evident in the presentations that the students had gained knowledge about appropriateness of topic information and the teams developed materials that were aligned to the target audience. Students did miss some of the questions on the exam related to the topic of needs assessment, learning styles and education methods. However, it is believed that the students were assessed appropriately through knowledge and application methods but we will continue to evaluate the need for change. Students were able to identify and evaluate concepts in outcome research for community research programs.

---

### **Reflection**

---

### **Attachments**

---

No Attachments

---

## Student Learning Outcome(s) Assessed

Appendix 14-01

diet.b: Principles Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.

## Assessment Methods and Tools

Course Assessed: NFS 515 Medical Nutrition Therapy, Fall 2009

Exams test students on knowledge and application of medical nutrition therapy. Oral presentation of a case study using application of medical nutrition therapy for an advanced disease state is a capstone assignment.

Individual exam scores were collected and averaged by the course instructor. In NFS 515, each exam is worth 125 points. Topics include nutrition care process, nutrition assessment, diabetes, cardiovascular disease, hypertension, gastrointestinal illnesses and surgeries, liver disease, enteral and parenteral nutrition, renal disease, pulmonary disease, stress, and inborn errors of metabolism. All exams are graded by the course instructor.

## Results

Thirty one out of 32 students ( 97%) in the class completed the case study presentations with a "C" or better. Thirty one out of 32 students ( 97%) in the class completed the course with a "C" or better.

Data collected from 2009-2010 academic year.

## Interpretation of Results

Data were collected by the course instructor, Dr. Lisa Gaetke.

## Improvement Action

The majority of students in NFS 515 had a good understanding of a variety of medical nutrition therapy topics. Of concern to the class is the speed at which material is covered. NFS Faculty should consider splitting medical nutrition therapy into two courses to allow more time to cover the content and to have a full year of MNT before starting a dietetic internship.

## Reflection

## Attachments

No Attachments

### **Student Learning Outcome(s) Assessed**

diet.b: Knowledge Students will demonstrate knowledge of the physical, biological and social sciences as they relate to nutrition knowledge

### **Assessment Methods and Tools**

Identify course(s), activities, exams, etc. where data were collected:

NFS 480 Dietetics Pre-Professional Practice

Information is collected throughout the course in the form of a journal kept by the student during the entirety of their experiences as well as an evaluation of the students performance by their mentor at the end of their

Students record experiences delivering nutrition information to community groups at health fairs, food

festivals, and professional meetings. Students use case studies and simulations from NFS 515 to follow up as practice sessions in NFS 480 in hospital and clinic settings.

Term/Year of collection: Fall/ Spring 2010/2011

At the beginning of the semester students complete a learning contract. This contract is also completed by the mentor and course instructor. Following their shadowing, students present on their experience to other students in NFS 480. Mentors complete a student evaluation form.

The attached grading rubric is utilized for evaluation of student work in NFS 480.

### **Results**

32 DPD students completed NFS 480 in Fall 2010 and Spring 2011. 29 received an A, 2 a B, and 1 a C in the course. Students in the course worked with mentors throughout the community. They worked with RD's in different settings throughout the community in roles ranging from extension to foodsystems management to clinical and community nutrition.

### **Interpretation of Results**

1. Briefly describe the process used to assess student data:

Evaluation of the student's performance is completed by the Mentor that the student is working with during the duration of the class. These evaluations are used to assess student's performance and the application of their knowledge throughout the varying domains of the experiences/ assignments for the duration of the class.

2. Names of individuals analyzing data and providing recommendations:

Course Instructor: Stephen D. Perry MS, RD, LD

### **Improvement Action**

Comments/recommendations for curricular and/or pedagogical improvement:

It was evident in the presentations that the students were able apply knowledge gained through their experiences of working with a professional. The wide variety of topics covered by the students and their ability to incorporate new scientific information into their knowledge base as it relates to their professional development.

Identify action plan/steps:

The dietetics faculty will continue to update lecture and supplemental materials to keep pace with this constantly changing field. Course instructors will continue to strive to provide mentors to students that improve course content to ensure learning outcomes are achieved.

Briefly describe the action plans/steps implemented. If not implemented, explain why.

Current course construction are satisfactory at this time.

Have changes been identified in student learning as a result of the action plan/steps? Explain.

### **Reflection**

The program again assessed three learning objectives in 10-11. Being the second year of the assessment process, we had better data collection tools and more meaningful assessment parameters. From the data collected this year we were able to develop benchmark/desired outcomes of achievement, something we had not done in 09-10. The plan provided evidence for the need for the program, and department as a whole, to better manage student enrollment and class sizes. It was clear that enrollment in the program was increasing substantially, but resources remained the same. As well, data provided evidence that the quality of all of our students was not where it should be and that a small cohort of students under-performed and had not mastered key discipline concepts. Through this data, and collection over the past couple of years, an enrollment management plan was developed for the human nutrition and dietetic programs. Students will be pre-majors before being admitted to one of the two programs after fulfilling required coursework at a pre-established GPA. The IAP process provided evidence and support for this need. Additional changes that have been made as part of the IAP include modifications to the offerings of NFS 514 and NFS 515. This spring focus groups are providing input as to how best teach NFS 514: Counseling. NFS 515: Medical Nutrition Therapy was split into two classes, NFS 512 and NFS 517, to address the need for more time on these topics. As well, taking NFS 512 in the semester prior to NFS 514 will better prepare students for the counseling experience. The program recognizes importance and value of yearly assessment, recording of data, and faculty discussion of key issues. Dietetics will continue to assess the three learning outcomes in the coming year.

### **Attachments**

No Attachments

## Student Learning Outcome(s) Assessed

diet.b: Principles Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.

## Assessment Methods and Tools

1. Identify course(s), activities, exams, etc. where data were collected:

NFS 514: Dietetics Counseling and Communication

Students have to develop an assessment guide and then implement an assessment and a medical nutrition therapy intervention with a practice client. This intervention must be research based and the information presented to the client must be appropriate. This is evaluated by review of the video-taped session by the faculty member in charge of the class.

2. Term/Year of collection:

August through December 2010

3. Briefly describe what data were collected and how collected:

Students each completed a 20- 30 minute video-taped counseling session with a practice client. Data were collected via the video taped session and converted into qualitative comments on the observation of students'.

4. Criteria used for evaluating student work:

The students were evaluated on the adequacy of the assessment, the accuracy of the information presented, and the counseling skills of the student.

## Results

100 % of students received an A on their counseling video assignment and evaluation.

## Interpretation of Results

1. Briefly describe the process used to assess student data:

Each student watched and evaluated their own counseling video. They followed an assessment sheet to score and make comments. The videos were then exchanged with another student. The student reviewed the student video and made notes throughout on the same assessment sheet.

2. Names of individuals analyzing data and providing recommendations:

Kelly H. Webber, PhD, RD, LD, Assistant Professor

## Improvement Action

Comments/recommendations for curricular and/or pedagogical improvement:

This assignment allowed the students to demonstrate their ability to develop a research based intervention and communicate that intervention effectively in a practice setting. The students were able gain practice in communicating this information as related to their field of study. These students are prepared to enter their internships, professional school, or work place where effective communication skills will be essential to their success.

Identify action plan/steps:

The course instructor will continue to work with students to promote and enhance ways for students to continue to improve their communication skills. The Department will continue to expose them to a greater variety of interventions. Oral and written communication skills will be emphasized in all required major coursework for Dietetics students.

Briefly describe the action plans/steps implemented. If not implemented, explain why.

We considered using other clients for the videos than fellow students. At the beginning of class the students were asked if they would like outside clients to use for their videos or if they would like to work with each other. The students indicated that they would like to work with each other, so other clients were not recruited. No complaints were received about this method.

### Reflection

### Attachments

No Attachments

diet.b: Apply Students will apply food service systems theory that focus on the team concept of patient care.

diet.b: Knowledge Students will demonstrate knowledge of the physical, biological and social sciences as they relate to nutrition knowledge

**Assessment Methods and Tools**

1. Identify course(s), activities, exams, etc. where data were collected:

NFS 342: Quantity Food Production

Conduct farm to table projects as part of disseminating dietetics student activities about 'Kentucky Proud' products.

2. Term/Year of collection:

Spring Semester 2011

3. Briefly describe what data were collected and how collected:

Data collected by evaluation of station performed.

Emphasis is placed on using industry standards, equipment, and production techniques.

Content will include: working as a team; following standardized recipes; cooking, serving, and evaluating quality meals; effectively managing human resources by planning, staffing, supervising, and evaluating performance of student teams; management principles required for appropriate ordering, receiving, storing, and issuing procured items for service.

Data collected by evaluation of station performed.

Emphasis is placed on using industry standards, equipment, and production techniques.

Content will include: working as a team; following standardized recipes; cooking, serving, and evaluating quality meals; effectively managing human resources by planning, staffing, supervising, and evaluating performance of student teams; management principles required for appropriate ordering, receiving, storing, and issuing procured items for service.

4. Criteria used for evaluating student work:

A minimum of three stations involved food service systems that focused on translating knowledge into action in the form of management and technology-based stations. Students self-reported their activities through a predrafted question and essay form. 17 additional stations involved other aspects of food service systems as part of a team. Each station built upon the other. The instructor evaluated student outcome based on observation, discussion and subjective evaluation of self-reported answers.

**Results**

41 students completed the minimum of three stations in food service systems management and the additional 17 stations. A total of 37 students received a grade of B or higher for work submitted throughout the semester.

It was apparent from observation, discussion and completion of self-reported answers of each station that the student is prepared to work within foodservice systems in dietetics as it relates to the team approach to patient care.

## **Interpretation of Results**

1. Briefly describe the process used to assess student data:

Observation of work by student is included in daily assessment.

The twenty station requirement includes open ended questions and essays which along with observation by an instructor provide feedback in the form of a grade for students.

Perform managerial functions in foodservice systems. Serve as manager for one week in the Lemon Tree restaurant, NFS 342. Functions rotate in the student restaurant to work as kitchen or front of the house manager.

2. Names of individuals analyzing data and providing recommendations:

Dr. Sandra Bastin, PhD, RD, LD, CCE, Extension Professor/Food and Nutrition; Bob Perry MA, Coordinator Food System Initiative

## **Improvement Action**

Comments/recommendations for curricular and/or pedagogical improvement:

Growth of students throughout the semester indicates that learning and translation of knowledge to action is occurring. Students were able to work as a team using industry standards, equipment, and production techniques following standardized recipes; cooking, serving, and evaluating quality meals for public consumption progression through the semester.

Identify action plan/steps:

Instructors will continue to work with students to seek expanded community service activities that increase the student's involvement within the community.

Course instructors will continue to work to Expand research-based activities by increasing expectations of students performance quality during presentations by students as they grow and develop throughout the semester.

Briefly describe the action plans/steps implemented. If not implemented, explain why. A minimum number of hours were required of community service projects.

Have changes been identified in student learning as a result of the action plan/steps? Explain.

**Reflection**

**Attachments**

No Attachments

**Student Learning Outcome(s) Assessed**

diet.b: Knowledge Students will demonstrate knowledge of the physical, biological and social sciences as they relate to nutrition knowledge

**Assessment Methods and Tools**

Data was collected in Fall 2011 and Spring 2012 for **NFS 480: Dietetics Pre-Professional**. At the beginning of the semester students complete a learning contract. This contract is also completed by the mentor and course instructor. Following their shadowing, students present on their experience to other students in NFS 480. Mentors complete a student evaluation form. The attached mentor evaluation and final presentation grading rubric are utilized for evaluation of student work in NFS 480.

**Results**

14 DPD students completed NFS 480 in Fall 2011 and 18 in Spring 2012. 100% of students earned an “A” in the course. Attached are the course syllabus, learning contract, and final presentation grading rubric. Student grades are based on completion of shadowing hours, mentor evaluation, and final presentation. The final presentation rubric clearly outlines the four main areas of assessment (Content, Basics, Organization, and Presentation) and expectations for those areas. Data were not collected on each of those individual areas of assessment. This will be an area for improvement and enhancement in 2012-2013. Faculty will document the number of students who score in each category for Content, Basics, Organization, and Presentation.

Students worked with a variety of registered dietitians representing different areas of expertise during the 2011-2012 year. Mentors for the year were:

Linda Brooks, MS, RD, CDE, Pediatric Dietitian UK Healthcare

Janet Gilligan, Med, RD, LD, CDE, Outpatient Dietitian UK Healthcare

Jill Kindy, MA, RD, CSSD, LD

Whitney Sanders, RD LD, St. Joseph Hospital

Sandra Bastin, PhD, RD, LD, CCE, University of KY

Lois Hill, MS RD LD CSR, Dialysis, Inc.

Hazel Forsythe PHD, RD, LD, CFCS

Tina Thompson, MS, RD, LD, Bluegrass Nutrition Counseling

Sarah Hall, RD, LD, CNSD, Cardinal Hill

Judy Lawson RD, LD, Club MD

Austin Dacci, RD LD, Harrison County Schools Nutrition Coordinator

Beth Loiselle, RD, LD, Good Foods Coop

Mudita Arora, MS, RD, LD, Good Samaritan Hospital

Karina Christopher, MS, RD, LD, Markey Cancer Center

Daniel Stinnett, MS, RD, LD, CDE, Central Baptist Hospital

Nicole McWhorter, MS, RD, LD, Kentucky Clinic, Dept of Pediatrics, Division of Metabolism

Willa Thomas MS, RD, LD, Bluegrass Community Hospital

## Interpretation of Results

Student data and course materials were gathered by the Director of Undergraduate Studies from the course Instructor, Dr. Margaret Cook-Newell. Of the 32 students completing the course in 2011-2012, 100% of those students earned an "A" indicating (1.) their mentors reported they successfully completed the shadowing experience and (2.) their presentations were strong in terms of content, basics, organization, and presentation style. Data were not collected on the individual areas of content, basics, organization, and presentation style, which would allow the program to further assess student areas of strength and needs improvement. Starting in Fall 2012 the course Instructor, Liz Combs, will report on the number of students fitting into each of the rubric categories and scales.

## Improvement Action

It was evident in the presentations that the students were able to apply knowledge gained through their experience with a professional. Faculty will continue to update course materials to keep pace with this constantly changing field. Course instructors will continue to strive to provide high-quality, innovative, and motivated mentors to students. Of challenge to this course is the large enrollment in the dietetics program. The enrollment management plan should address these student numbers and keep the number of students taking NFS 480 each semester to a manageable number. NFS 480 will also continue to be offered during the summer to accommodate the large numbers. In the future data will be collected on the individual areas of content, basics, organization, and presentation style of the final presentation. This will allow the program to further assess student areas of strength and needs improvement. Starting in Fall 2012 the course Instructor, Liz Combs, will report on the number of students fitting into each of the rubric categories and scales.

In addition, entry and exit surveys have been developed for all dietetic students. The entry survey will be administered to all incoming freshmen as well as to incoming transfer students. It is anticipated that the entry survey will take approximately 10-15 minutes for a student to complete. Then, at the completion of NFS/DHN 514 (capstone course taken at the end of required dietetics coursework), students will be administered an exit survey. It is anticipated that the exit survey will take approximately 30 minutes to complete as it includes (1.) content specific assessment, (2.) general skills assessment, and (3.) program-related questions. Specific questions in the survey are targeted towards specific Student Learning Outcomes and will be reported as such. Survey will be evaluated by the Director of Undergraduate Studies, Director of Didactic Program in Dietetics, and Director of the Coordinated Program in Dietetics in April, 2013. A pilot assessment is being administered in Fall 2012. The assessment instruments are in draft form at this time (October 2012) and will be finalized by December 1st - see attached.

## Reflection

## Attachments

[NFS 480 Learning Contract.rtf](#)

[NFS 480 Mentor Evaluation.rtf](#)

[NFS 480 Syllabus Spring 2012.docx](#)

[NFS 480 Final Presentation GradinRubric.docx](#)

[Entrance and exit surveys for dietetics and human nutrition- draft October 26 2012.docx](#)

---

---

**Student Learning Outcome(s) Assessed**

---

diet.b: Principles Graduates will demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services and outcomes research through culminating experiences in these areas.

---

**Assessment Methods and Tools**

---

Data were collected from several dietetics courses during the Fall 2011 and Spring 2012 semesters - NFS 342: Quantity Food Production, NFS 403: Community Nutrition, NFS 512: Medical Nutrition Therapy I and NFS 515: Medical Nutrition Therapy, and NFS 514: Dietetics Counseling and Communication.

NFS 342: Students fill out evaluations via a course Blackboard shell for each foodservice systems stations they complete. Each stations consists of multiple choice, true/false, and short answer. In addition, a NRAEF Management First Controlling Food Costs Competency exam is given. A recipe mockup, presentation, and practicum finishes their student evaluation of experiential learning activities. These evaluations are part of their semester grade.

*Students are expected to successfully complete 20 stations in food service systems management, complete NRAEF Management First Controlling Food Costs modules and exam, and a recipe mockup, presentation, and practicum. Individual station scores, the modules and exam, and the practicum scores were collected and averaged by the course instructor. Each station was worth 50 points. Each station is assessed based on experiential learning activities during preparation and service of a three-course meal to 43 patrons. Assessment was based on answering questions concerning foodservice systems management, such as kitchen safety and sanitation, proper cooking techniques and food preparation, food cost analysis, and leadership through front of the house and back of the house management. The NRAEF modules and exam are worth 200 points and assessment was based on answering questions concerning all aspects of cost control. The practicum included planning and production processes for a large special event. The practicum was worth 200 points. Assessment was based on the creativity, accuracy, presentation, and following instructions.*

NFS 403: Students have a semester long community partner project in which they must develop an intervention or program specific to the needs of the community partner. Each group is assigned a community partner within the Fayette County area. The groups meet with their community partner to develop a needs and asset assessment, conduct a literature search relevant to the nutrition issues which links the science to the need. After the initial assessment each group presents their community partner needs and nutrition issues. The second part of the course involves utilizing health behavior theories to develop a community intervention along with an evaluation plan and development of materials to be used in the intervention. The last component of the project is a 20 minute presentation about key findings, intervention design, evaluation, and overall summary of the experience. Students also participate in 2-3 hours of volunteer time as part of their service learning experience. Lastly, students develop a policy paper debating one side of nutrition policy issue within the United States. They also participate in a policy debate. In all assignments students conduct literature searches, assessment of key dietary needs and challenges for individuals in Kentucky, the US, and around the world.

*Students are evaluated based on their presentation skills; well thought out intervention design and development; ability to apply theory to the development of the intervention; ability to apply their understanding of how to evaluate a program into an evaluation framework; linking of science to the intervention nutrition issue. See attached rubric.*

NFS 514: Students develop assessment questions and then implement an assessment and a medical nutrition therapy intervention with a practice client. This intervention must be research-based and the information presented to the client must be appropriate. This is evaluated by review of the video-taped session.

*Each student watched and evaluated their own counseling video. They followed an assessment sheet to score and make comments. The videos were then exchanged with another student. The student reviewed the student video and made notes throughout on the same assessment sheet. Students were evaluated on the adequacy of the assessment, the accuracy of the information presented, and the counseling skills of the student. See attached rubric.*

NFS 515 & 512: Exams assess knowledge and application of medical nutrition therapy. In 515, 4 exams were given during the semester and in NFS 512 4 exams were given during the semester. Exams included both multiple choice and short answer questions. Case studies assess understanding and application of medical nutrition therapy. Each student completes 12 case studies, including one capstone case study that is presented to the class.

*Individual exam scores were collected and averaged by the course instructor. In NFS 515, each exam is worth 125 points. In NFS 512, each exam is worth 100 points. Topics include nutrition care process, nutrition assessment, diabetes, cardiovascular disease, hypertension, gastrointestinal illnesses and surgeries, liver disease, enteral and parenteral nutrition, renal disease, pulmonary disease, stress, and inborn errors of metabolism. All exams are graded by the course instructor. The capstone assignment grade was assessed based on the following criteria: calculations, nutrition care process, meal plans, menus, medical record documentation, and answers to questions included within the case study. See attached rubric.*

## Results

NFS 342 : 45 dietetic students completed NFS 342 during the Fall 2011 or Spring 2012 semesters. All students completed all the stations assignments, NRAEF modules and exams, and the practicum as required for evaluation in the course. When averaged, 39 dietetic students received As and 5 dietetic students received Bs.

NFS 403: Of the 99 students 52 were dietetics students. The dietetics students have an average grade of an A and all students have earned a C or higher in the course. All students demonstrated their ability to develop an intervention as measured through the attached grading rubric. The topics covered: improving access to healthy food in corner stores; improving access to healthy foods in fast-food restaurants; increasing physical activity in adults at the YMCA; improving school lunch options at Mercer and Fayette County schools; community garden program at SeedLeaf; World Hunger school lunch program in Ghana; weight loss program at Lexington Health Department; improving access for seniors at Farmer's Market; and Nutrition education program with Fayette County Cooperative Extension SNAP-Ed program. All students conducted a literature search, assessed key health statics through the needs and assets assessments. For the 2011-2012 assessment period faculty did not record how many students scored in each category of the rubric. For the 2012-2013 assessment faculty will collect data on this for Step 4: Develop a program/intervention (see attached rubric for details).All students conducted literature search, assessed key health statics through the needs and assets assessments.

All students received an A on the policy paper and debate.

NFS 514: 100 % of students received an A on their counseling video assignment and evaluation. The attached rubric provides details on how the capstone assignment was assessed. Assessment was determined based on the categories of preparation of the counselor, opening the session, counseling skills, counselor confidence, correctness of information given, goal setting, and close of the session. For the 2011-2012 assessment period faculty did not record how many students scored in each category of the rubric. For the 2012-2013 assessment faculty will collect data in the individual areas, all of which evaluate a student's ability to succeed in a real-life situation.

NFS 515 & 512: 50 dietetic students completed NFS 515 during the Fall 2011 semester. When averaged, exam scores for individual students were as follows: 20 As, 19 Bs, 11 Cs, 0 Ds, and 0 Es. Capstone case study grades were as follows: 30 As, 20 Bs, 0 Cs, 0 Ds, and 0 Es. 42 dietetic students completed NFS 512 during the Spring 2012 semester. When averaged, exam scores for individual students were as follows: 16 As, 21 Bs, 5 Cs, 0 Ds, and 0 Es. Capstone case study grades were as follows: 32 As, 10 Bs, 0 Cs, 0 Ds, and 0 Es. The attached rubric provides details on how the clinical case study was assessed. Assessment was determined based on the categories of review of literature, assessment and nutrition diagnoses, nutritional intervention, monitoring and evaluation, and presentation/communication skills. For the 2011-2012 assessment period faculty did not record how many students scored in each category of the rubric. For the 2012-2013 assessment faculty will collect data in the individual areas, all of which evaluate a student's ability to succeed in a real-life situation.

## Interpretation of Results

Student data was gathered by the Director of Undergraduate Studies from the course Instructors, Dr. Sandra Bastin (NFS 342), Dr. Alison Gustafson (NFS 403) Dr. Kelly Webber (NFS 514), and Dr. Lisa Gaetke (NFS 515). The 2011-2012 assessment found that the majority of dietetic students demonstrate a working knowledge of the principles of medical nutrition therapy, foodservice systems, community nutrition services, and outcomes research through culminating experiences in these areas. The assessment tools are specifically selected to reflect course assignments in each of these areas. For the 2011-2012 assessment period faculty did not record how many students scored in each category of the rubrics, which is an area of improvement for 2012-2013 when faculty will collect data in the individual areas. Attached rubrics to provide evidence to how students were assessed in meeting this Student Learning Outcome.

---

## **Improvement Action**

NFS 342: Based on the assessment plan results, NRAEF modules will be improved with the implementation of videos instead of straight PowerPoints. In addition, Strengths Finder leadership in preparation for the practicum will be implemented with a small group activity.

NFS 403: Students will participate in class time to improve grades in course. Volunteer activity will be revised to meet the needs of the student and community partner. More class time will be devoted to development of intervention materials and content

NFS 515 & NFS 512: Dividing 515 (5 credits) into NFS 512 (4 credits) and 517 (3 credits) has provided for more in-depth study of disease process and application of the new Nutrition Care Process for each case study, which includes assessment, nutrition diagnostic statements, intervention strategies, goals, evaluation, and medical chart documentation of a patient. Students complete multiple case studies in the two courses, which includes more advanced topics such as cancer, metabolic disorders, neurological disorders, rheumatic diseases, and food allergies not covered in the NFS 515 course. Students take NFS 512 in the semester prior to NFS 514, better preparing them to counsel during that second semester.

NFS 514: In the spring of 2012, focus groups will be conducted with past and future NFS 514 students to assess the need and desire for changing the NFS 514 class from a lecture class to a lecture and laboratory class. Dietetic preceptors of student interns who have previously completed NFS 514 at UK will be surveyed in the spring of 2012 about the counseling skills of those student interns. The information gathered from these focus groups and surveys will be compiled and changes will be implemented to the course according to the results.

In addition, entry and exit surveys have been developed for all dietetic students. The entry survey will be administered to all incoming freshmen as well as to incoming transfer students. It is anticipated that the entry survey will take approximately 10-15 minutes for a student to complete. Then, at the completion of NFS/DHN 514 (capstone course taken at the end of required dietetics coursework), students will be administered an exit survey. It is anticipated that the exit survey will take approximately 30 minutes to complete as it includes (1.) content specific assessment, (2.) general skills assessment, and (3.) program-related questions. Specific questions in the survey are targeted towards specific Student Learning Outcomes and will be reported as such. Survey will be evaluated by the Director of Undergraduate Studies, Director of Didactic Program in Dietetics, and Director of the Coordinated Program in Dietetics in April, 2013. A pilot assessment is being administered in Fall 2012. The assessment instruments are in draft form at this time (October 2012) and will be finalized by December 1st - see attached.

## Reflection

## Attachments

[Entrance and exit surveys for dietetics and human nutrition - draft October 26 2012.docx](#)



## Qualtrics Survey Software- Advisory Board Survey

What **key concepts** do you think are essential to be assessed in student learning outcomes?

---

How do these key concepts relate to the competencies for accreditation as defined by the ACEND? What data should faculty collect for addressing these competencies?

---

How can NFS develop a SYSTEM of student assessment/evaluation [outside of pen and pencil tests] that assures ACEND accountability of student progress as well as meet employers and NFS (College of Agriculture) requirements?

---

How do we assure that the program reflects a common professional commitment to nutrition and dietetics theories, mission, goals, focus?

---

What do you see in your practice/program that dietetics entry level professionals need most?

---

Please submit any further comments that you may have.

---

University of Kentucky, Nutrition and Food Science Department, Supervised Practice Program

## 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.

#### 1. Narrative:

##### 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 (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 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 (if present) and others involved with the program
- h. Facilitation of processes for continuous assessment of program and student learning outcomes

The DPD Director is a full-time employee of the University of Kentucky employed as the DPD Program Director and Lecturer in the DHN Department. The division of effort is 20% program administration and 80% instruction. The program receives strong institutional support, resources that continuously meet program needs, and support from faculty to help execute the responsibilities of the program. The time allocated to program management is determined by the needs of the DPD program. The intensity of program management fluctuates depending on the needs of students during the match periods and with meeting deadlines established to prepare for ACEND’s ten-year program review. The program Director’s position description can be found below.

The program Director participates in monthly Dietetics Curriculum Committee meetings which is where the development of most program policies and procedures takes place. These meetings are also where on-going curricular improvements and assessment of learning outcomes are discussed. The Director considers feedback from alumni surveys, employer surveys, preceptor surveys, and final student evaluations when suggesting modifications to policies and procedures. Once a draft of a new or modified policy or procedure is created then the draft is sent out to the advisory committee and other stakeholders for review. After those suggestions are taken

into consideration the policy or procedure is then voted on in the monthly Dietetics Curriculum Committee meetings.

The program Director is fundamental to student recruitment advising, and evaluation, and counseling. The program Director is the instructor for DHN 301: Dietetics Practice, which focuses on professionalism and preparing students to participate in the supervised practice program matching process. Throughout the semester the DPD Director is able to evaluate students through class assignments and counsel them during individual appointments, office hours or through email. During these interactions the Director discusses the process of applying to dietetic internships, characteristics of a strong applicant, and application procedures.

To maintain program accreditation the DPD Director works diligently to stay abreast of new program requirements and works with the Dietetics Curriculum Committee to incorporate these changes into the DPD curriculum in a timely manner. The DPD Director is in the process of improving data collection methods by making the process more transparent through the provision of program data to Department faculty. The data to be collected on a regular basis includes student learning outcomes that will be evaluated during the next five-year assessment period along with indicators listed in the ACEND annual reports. Improving the data collection and reporting methods will help the Department identify issues in a timely manner and develop strategies to address the issues. Furthermore, the data will be used for ACEND annual reports and to support requests for major program changes. The Department administrative assistant oversees the timely submission of fees. The Department administrative assistant is competent and reliable and pays annual fees in a timely manner.

The Director only issues a verification statement upon the student's successful completion of all DPD program requirements and after the BS in Dietetics, by virtue of the Senate rules at the University of Kentucky, is awarded/conferred by the faculty of the University of Kentucky and approved by the Board of Trustees. Before granting the verification statement, the DPD Director uses a checklist to review each student's transcript to ensure all DPD classes were completed with a "C" or above and the 2.4 GPA requirement was met. Once these have been confirmed the DPD Director completes a verification statement for each graduate, saves an electronic copy of the signed PDF verification statement, signs 6 verification statements per student, and places one signed verification statement with a checklist in a locked filing cabinet. Graduates are emailed instructions of when to use their original copies and how to obtain their original copies from the Department.

Student advising plans are maintained by the Department and students are provided with their advising plans. Upon entering the dietetics major as freshmen or transfer students they meet individually with the Academic Coordinator. At this time a four-year progression plan is created, provided to the student, and placed in the Departmental student file. As the student progresses they continue to meet with the Academic Coordinator at least once per semester to discuss their progression. Once a student is considered an upper classman they are placed with a faculty advisor with whom they meet with on a semester basis. During the semester before their planned graduation, the student meets individually with a college advisor in HES Academic Services to confirm that all requirements have been met and an application for graduation has been filed.

The DPD Director is a member of the Dietetics Curriculum Committee. The committee meets monthly and has the responsibility of reviewing all three dietetics programs which includes course assessment, course revisions, and studying benchmarking information. The DPD Director is also responsible for collecting and reporting student learning outcomes from courses taught when requested by the Director of Undergraduate Studies.

Students attending the University of Kentucky have rights, and sometimes the rights afforded to them are violated. If an incident occurs where a student believes their rights have been violated, they should first review the Senate Rules. For the exact Senate Rules covering student rights see: [see S.R. 6.1.0](#) (pdf) (Appendix 15.01). If a student experiences an instance where they feel their rights have been violated, they are to first talk with the instructor or the chair of the Department where the course is taught, and then contact the University of Kentucky Academic Ombud Services. At the University of Kentucky, the Office of Academic Ombud Services is responsible for assisting students and instructors in working through and resolving academic-related problems and conflicts. Their primary

focus is to ensure fair policies, processes, and procedures that are equitably implemented. Thus, they are a neutral party working as an advocate for fairness and equity.

As documented in Standard 14, the program Director reviews the curriculum along with the other DHN dietetics faculty members. In addition, the DPD Director works with the Director of Undergraduate Studies to collect data pertaining to student learning outcomes.

The program Director uses various means to communicate with program faculty and others involved with the program. The main method of communication is personal email and telephone conversation. There is a list serve that directly connects all program faculty, a list serve for all dietetic students, and the Director develops a listserv each match period composed of students preparing to participate in the DICAS match. These list serves function as a direct line of communication to the various groups. It also allows for conversation between group members. The program Director also maintains a bulletin board that includes student opportunities in the Department, across the University and throughout the US, general guidelines pertaining to the match process, and information about AND student membership and opportunities. Examples of email communications can be found Appendix 15.02.

The DPD Director is responsible for collecting learning objective data associated with core knowledge from course instructors and reporting outcomes to the committee (Standard 13). The Dietetics Curriculum Committee will take necessary action to improve the DPD curriculum as deemed by survey results, assessment of learning objectives, and faculty input. Starting in 2013, a standardized schedule for discussing learning assessments will be established in the monthly Dietetics Curriculum Meetings. An improvement to the current assessment plan is that the student learning outcomes are measurable, which will hasten the process of the Dietetics Curriculum Committee in determining areas of improvement within the curriculum.

The new program Director has been in the position since July 2012. As a permanent addition to the Department, the Director is still learning policies and procedures, processes involving curriculum assessment, and program management procedures. The new program Director is working diligently to establish regular assessment methods and activities to create organized systems capable of collecting reliable data needed to maintain program accreditation, as well as provide students support and direction for academic success.

**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.

**DIDACTIC PROGRAM DIRECTOR**  
Position Description

**QUALIFICATIONS**

**Education**

The DPD Director must hold a doctoral degree in foods, nutrition or closely related discipline and be a Registered Dietitian with active registration by the Commission on Dietetic Registration.

**Experience**

It is expected that the DPD Director will have a minimum of 3-5 years professional work experience in dietetics in addition to college/university level teaching experience. Demonstrated professional leadership in health promotion and/or disease prevention and/or Food service management is an asset.

**POSITION SUMMARY**

The responsibilities of the DP Director include the assessment, planning, implementation and evaluation of the DPD. In addition, the program Director will be expected to teach in foods and nutrition courses offered through the Department, engage in scholarly and professional dietetics activities and make professional contributions to the department and university communities.

**RESPONSIBILITIES**

**Policy Development**

The DPD Director is responsible for all policies related to the successful and effective delivery of the DPD including maintaining and updating compliance with standards of ACEND. The DPD Director oversees the development and implementation of long-term (five year) and short-term (annual) management plans for the DPD.

**Student recruitment, advisement, evaluation and counseling**

The DPD Director coordinates and participates in outreach activities to recruit potential students both on and off campus. This includes supporting institutional and departmental recruitment efforts including major's fairs, transfer orientations, group and individual program information sessions, and email correspondence with interested students. In addition, the DPD Director will provide input into the design and development of written and web-based information to recruit and retain students at the program and departmental level.

Advising and counseling including group, individual, and email-based advising is an important task of the DPD Director. Students in the DPD program will be given instruction, guidance and materials needed for the process of applying for supervised practice programs. Letters of recommendation for students applying to supervised practice programs will be provided as requested. Guidance on alternate career options in nutrition and foods or related fields will also be provided.

The DPD Director participates in evaluation of students in the DPD including individual evaluation of transcripts, performance in enrolled classes, appropriateness of prerequisites and transfer classes, and general progress in the DPD.

**Program Record Maintenance**

The Director is responsible for the organized maintenance of all student and program records required at the departmental, institutional and professional (ACEND) level including student databases, verification/intents forms, transcripts, assessment data, annual, five and ten-year reports, and records of student complaints and resolutions.

### Curriculum Development

In collaboration with other faculty teaching courses in the DPD, the DPD Director is responsible for coordination of curriculum development and maintenance. Ensuring currency and compliance of the DPD curriculum with updated ACEND Foundation Knowledge and Skills and coordinating an annual review of the curriculum is the responsibility of the Director.

### Program Communication and Coordination

The DPD Director is responsible for written and verbal communication related to the DPD. This includes ongoing communication and liaison with ACEND, regular meetings with teaching faculty, departmental chairperson, current and prospective students, submission of required annual, 5 and 10 year reports to ACEND and special correspondence as required including coordination of onsite accreditation visits by members of ACEND. The Director also oversees the development and maintenance of informational materials for new and prospective students.

### Continuous internal and external program evaluation

The DPD Director is responsible for internal evaluation of the program by implementing DPD goals, ensuring that outcomes assessment measurements are utilized, and directing the use of the evaluation outcomes to make required changes in the DPD.

External evaluation of the program including alumni surveys of program effectiveness, tracking of graduate student progress, and assessment of student competence in the field is overseen by the DPD Director. In addition, the DPD Director serves as the chairperson of an advisory committee that meets at periodic intervals to coordinate formal feedback from external and internal reviewers.

### Departmental and institutional representation

The DPD Director shall attend regular area meetings of Dietetic Educators of Practitioners and other relevant meetings or workshops to update knowledge related to the direction of the DPD as well as network and represent the department and the institution.

**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

<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.

# Standard 15 Appendix

## Preface

Pursuit of a college education provides an opportunity for exploration of new ideas, experimentation, self-examination, formation of new friendships, and development of ideals and directions. An academic community is a place where the free exchange of ideas and concepts can take place among faculty, staff, and students in an atmosphere that allows for debate and disagreement on contemporary issues.

In order to protect our community, certain standards of behavior are expected of all members of the University community, including students. In general, the University of Kentucky expects students to: maintain standards of personal integrity that are in harmony with the educational goals of the institution; observe national, state and local laws, as well as University regulations; and, respect the rights, privileges, and property of other people.

## Definitions

When used in this Code of Student Conduct (Code):

- a. "Advisor" means a person, including parent or spouse, invited by a Respondent or Complainant to attend any meeting or hearing in the preliminary or formal phases of the University Disciplinary Process and provide assistance or support to the Respondent or Complainant. An attorney may serve as an advisor to the Respondent or Complainant in the disciplinary process, although the attorney's participation is limited to the role of advisor as described in Article II, Sections 30 & 31 of this Code.
- b. "Business Day" means Monday through Friday, excluding Saturday and Sunday and holidays while classes are in session.
- c. "Complainant" means any person who reports or alleges that a student has violated this Code.
- d. "Conduct Officer" means any person(s) authorized under Article II, Sections 16-21, of the Code to conduct investigations that stem from allegations of Code violations, determine responsibility and set sanctions, as appropriate.
- e. "Disciplinary Hearing Officer" means any person(s) authorized by the President to conduct hearings under Article II, Sections 25-29, of the Code and impose sanctions when a violation has been committed. The Disciplinary Hearing Officers shall hear cases as a hearing panel of three (3) officers.
- f. "Faculty Member" means any person hired by the University to conduct classroom or teaching activities or who is otherwise considered by the University to be a member of its faculty.
- g. "Group" means a number of persons who are associated with each other and operate as an organization, but who have not complied with University requirements for registration as an organization.

h. "Organization" means a number of persons who have complied with University requirements for registration.

i. "Presider" means the member of a Disciplinary Hearing Officer Panel elected by the Panel members to serve as the facilitator at a disciplinary hearing.

j. "Policy" means the written rules and regulations of the University, including but not limited to, the Governing Regulations, the Administrative Regulations, the Code of Student Conduct, the Residence Halls Rules of Conduct, the Rules of the University Senate, the Human Resources Policy & Procedure, and the Business Procedures Manual.

k. "Respondent" means any student accused of violating this Code.

l. "Student" means any person who is admitted, registered, or enrolled in any University program or course, either full-time or part-time, pursuing undergraduate, graduate, or professional studies.

m. The term "may" is used in the permissive sense.

n. The term "shall" is used in the imperative sense.

o. "University" means the University of Kentucky.

p. "University Appeals Board" is the body authorized by Governing Regulation, Part XI to consider an appeal in a student disciplinary proceeding.

q. "University Community" includes any person who is a student, faculty member, staff or University Official, or any other person employed by the University. A person's status in a particular situation is generally determined by the individual's status at the time the alleged incident occurred and the capacity in which the incident occurred. Depending on the nature of the circumstances, a person may be subject to disciplinary action under more than one University regulation or policy.

r. "University Official" means any person (faculty or staff) who is employed by the University, performing assigned administrative or professional responsibilities.

s. "University Property" is defined as all property owned, operated, leased, or controlled by the University, public sidewalks and streets that are contiguous to or in the immediate vicinity of such property, and all such property leased to or operated by student and non-student organizations that are under the control and regulation of the University.

## ARTICLE I - UNIVERSITY RIGHTS OF STUDENTS

### Introduction

The University of Kentucky is an academic community in which all students, faculty, and staff share responsibility for its growth and continued welfare. As an academic community, the University strives to:

- 1) Facilitate learning, informed by scholarship and research;
- 2) Expand knowledge through research, scholarship and creative activity; and
- 3) Serve a global community by disseminating, sharing and applying knowledge.

Decisions and behavior in the community are guided by the University's core values including: integrity; academic excellence and freedom; mutual respect and human dignity; diversity of thought, culture, gender and ethnicity; shared governance; a sense of community; sensitivity to work-life concerns; and civic responsibility. As members of this community, students can expect to be afforded certain basic rights and can expect to be held accountable for certain basic responsibilities.

#### Right of Admission and Access

1. An applicant for admission to the University shall not be discriminated against because of race, color, religion, sex, marital status, sexual orientation, national origin, age or beliefs. Moreover, no otherwise qualified person with a disability will be denied admission solely because of the person's disability.
2. An applicant for, or a recipient of, University financial aid, a University grant-in-aid, or a University scholarship, shall not be discriminated against because of race, color, religion, sex, marital status, sexual orientation, national origin, age or beliefs. Moreover, no otherwise qualified person with a disability will be denied financial aid solely because of the person's disability.
3. The University may delineate the purpose for which students may use certain facilities and shall make the facilities available on a fair and equitable basis. However, the University may restrict its facilities and services when their use would interfere with normal University operations.
4. The University will use its influence to secure equal access for all students to public facilities in the local community.

#### Freedom from Discrimination/Harassment ([Discrimination/Harassment FAQs](#))

5. All students shall be free from discrimination on the basis of race, color, religion, sex, marital status, sexual orientation, national origin, age, beliefs or disability.
6. All students shall be free from sexual harassment by University faculty, staff, and students. Sexual harassment—a form of sex discrimination—includes unwelcome sexual advances, requests for sexual favors, or other verbal or physical actions of a sexual nature when submission to such conduct is made explicitly or implicitly a term or condition of the student's status in a course, program or activity; or is used as a basis for academic or other decisions affecting such student;

or when such conduct has the purpose or effect of substantially interfering with the student's academic performance, or creates an intimidating, hostile, or offensive academic environment.

### Rights within University Hearing Processes

7. A student shall be guaranteed the following rights in all proceedings of a University hearing agency:

- a. The student shall have the right to a fair and impartial hearing in all proceedings of any hearing agency.
- b. The student shall not be compelled to give testimony and refusal to do so shall not be considered evidence of responsibility for an alleged violation.
- c. The Respondent shall be informed in writing of the reasons for appearance before any hearing agency and given sufficient time to prepare for the appearance.
- d. The Respondent shall be entitled to receive, upon written request, a copy of all rules and procedures governing the hearing agency at least 72 hours prior to appearance before the agency.
- e. Both the Complainant and Respondent shall have the right to hear all evidence and question all witnesses and/or witness reports, and present witnesses and/or witness reports of the student's choice.
- f. Both the Complainant and the Respondent may choose up to two advisor(s), as outlined in Article II, Sections 30 and 31 of the Code, to assist and support in all processes of the University Disciplinary Hearing Process.
- g. The student may request that any member of a hearing agency be disqualified on the ground of personal bias.
- h. The student shall have access to the record of every hearing agency hearing in which the student is the Respondent.
- i. The Complainant has the right to choose whether to file a formal complaint. There may be circumstances, however, such as the status of the alleged assailant or the seriousness of the offense, in which the University, absent a formal complaint, must nonetheless investigate and take action to protect the Complainant or other members of the University community.
- j. In addition to pursuing administrative penalties and remedies, the Complainant maintains the right to pursue criminal charges.
- k. A Complainant has the right to change University housing and academic arrangements if such changes are reasonably available.
- l. In cases involving allegations of violence or the threat of violence, the Complainant shall be informed of the outcome -- the University's final determination and any sanction(s) -- of any institutional disciplinary proceeding. In cases not involving allegations of violence or the threat of violence, the Complainant shall be informed only of the University's final determination of whether the Respondent is "responsible" or "not responsible".

### Right to Privacy

8. A student shall be free from searches and seizures of person and possessions while on University property unless said search and seizure is conducted in accordance with state and federal laws. In cases of imminent danger or when there are reasonable grounds upon which to believe it is necessary to conduct a search immediately in order to protect life or property,

searches may be conducted in the presence of the Dean of Students or another University official acting as the Dean's authorized representative.

9. Student records will be maintained in accordance with the Family Educational Rights and Privacy Act of 1974 and the guidelines for implementation (see Part V of this publication [www.uky.edu/StudentAffairs/Code/part5.html](http://www.uky.edu/StudentAffairs/Code/part5.html)).

10. A student's disciplinary record shall be kept separate and confidential unless the student consents in writing to have it revealed. However, the Dean of Students may disclose the student's disciplinary record without the student's consent if legal compulsion or the safety of people or property is involved, or if the information is required by authorized University personnel for official use at the University. In these circumstances, only the information pertinent to the inquiry may be revealed. The Dean may also act without the student's consent to have a statement of disciplinary suspension or disciplinary expulsion entered on the student's academic record for the duration of the disciplinary sanction, which would prohibit the student from registering. Written notice of this action shall be sent to the student.

11. A student's test data and record in the Counseling Center shall be kept in the Center, separate and confidential, unless the student consents in writing to have it revealed to a designated person and/or for a designated purpose. Without such release, no information will be revealed except to an appropriate authority and then only when there is a clear and imminent danger to an individual or others, and such information will be limited to that which is directly pertinent to the reduction of that danger.

12. University Health Service medical, surgical and mental health records and information are strictly confidential and are not released to anyone without the student's knowledge and signed authorization. Student Mental Health records are maintained separately in a confidential file. If it becomes apparent in the course of treatment that the student is likely to cause injury to self or others, pertinent information to this extent may be revealed for protection of the student or others.

13. Official records and information maintained by the Dean of Students Office are treated in a confidential manner. A student has the right to view his/her own disciplinary records. Disciplinary records and the information contained therein will not be released except with the written authorization of the student, or as noted in Article I, Sections 7 & 10 of this Code.

Directory information about a student (as defined in Part V of this publication [www.uky.edu/StudentAffairs/Code/part5.html](http://www.uky.edu/StudentAffairs/Code/part5.html)) is released at the discretion of numerous University departments upon receipt of a specific request for such information.

Directory information about a student will not be released if the student has filed a request, in writing, with the Registrar of the University, stating the information is to be withheld.

14. A student's character and ability shall be evaluated only by those with personal knowledge of the student. Records containing such evaluations shall indicate when the evaluation was made, by whom, and the position of the individual. Upon a student's request to an individual faculty

member or administrator, that student should be informed of all inquiries about that student directed to the faculty member or administrator and that judgments have been or will be given.

15. If presented with a subpoena to produce information about specific students and/or campus organizations, the recipient shall immediately notify the University Legal Counsel and forward to that office a copy of the subpoena. The University Legal Counsel shall immediately notify the students or student organizations involved or use his/her best effort to do so, and forward to them a copy of the subpoena by certified mail, addressed to their last known address.

16. Information about a student's or a student organization's political or social views or beliefs that faculty, staff or administrators acquire in the course of their work as instructors, advisers, counselors or supervisors is to be kept confidential. A student may waive the protection of this section by granting express permission to the relevant faculty, staff, or administrator.

#### Right of Free Expression

17. A student has the right to engage in discussion, to exchange thought and opinion, to speak, write, or print freely on any subject, and to join associations in accordance with the guarantees of federal or state constitutions. The freedom of expression includes the right to picket or demonstrate for a cause, subject to the following conditions:

- a. the student must act in an orderly and peaceful manner;
- b. the student must not interfere in any way with the proper functioning of the University;
- c. the student must obey the University's Regulations Governing Meetings, Demonstrations, Assemblies, and Invited Speakers (See <http://www.uky.edu/Regs/files/ar/ar9-1.pdf>).

#### Right to a Free Student Press

18. Student publications must be free to deal openly, fearlessly and responsibly with issues of interest and importance to the academic community. Student publications shall avoid such practices as the use of libel, undocumented allegations, obscenity, attacks on personal integrity, deliberate deception of its readers, unnecessary harassment and innuendo, and other violations of individual rights. The editors shall have the right of editorial freedom without the prior approval of copy and will be protected against dismissal or suspension or other retribution, except for violations of University policies.

#### Right of Student Access to Meetings of Registered Student Organizations

19. The University affirms the right of all students, including members of the student press, to attend meetings of registered student organizations that receive the majority of their regular operating budgets from allocations of student fees money and/or University allocations.

Exceptions to the foregoing right include:

- a. deliberations of election boards and selection committees;
- b. proposed or pending litigation;

c. discussions or hearings that might lead to the appointment, discipline or dismissal of an individual employee, member or student.

## Grievances

20. All student grievances involving rights stated herein shall be reported to the Dean of Students within 30 business days of their occurrence. Grievances reported after this period or which otherwise come to the attention of the Dean may be acted upon according to the Dean's determination of the circumstances.

21. The Dean of Students or an authorized designee shall investigate each student grievance to determine whether it has merit. If the Dean decides that it does, the Dean shall attempt to negotiate and settle the case. If the Dean is unable to satisfy the grievance to the satisfaction of the student or when the Dean has notified the student that the grievance does not contain merit, the student has the right to appeal within 30 business days to the University Appeals Board (hereinafter referred to as the "UAB").

22. The Dean of Students shall have broad investigatory powers in the nonacademic cases and the Dean shall receive prompt and full cooperation from students, student organizations, faculty and administrators. The Dean may recommend policies or practices that should be terminated, modified, or initiated to the Student Government Association, the Senate Council, deans, department heads or other appropriate persons.

## ARTICLE II: THE UNIVERSITY DISCIPLINARY SYSTEM

### Introduction

The University is empowered by Kentucky Law K.R.S. 164.200 to establish a disciplinary system to govern the campus. The statute provides:

"The Board of Trustees may establish proper regulations for the government of the University and the physical training, military or otherwise, of the students. It may authorize the suspension and dismissal of students for neglect or violation of the regulations, or for other conduct prejudicial to the character and welfare of the University."

By this publication of the rules governing student conduct, the University recognizes that students have the right to know the circumstances and manner in which this disciplinary power will be exercised and advises students that disciplinary rules shall be enforced.

The Code does not cover decisions of the faculty of a professional school as to character, moral or ethical, required of a student for purposes of awarding a degree or certificate, or for continuation as a candidate for such degree or certificate. Similarly, the Code does not cover decisions of the University Administration that are made concerning a contractual agreement between the University and a student. Therefore, such decisions are not subject to review within the procedures established in the Code unless specifically stated within the Code.

## Authority for Student Discipline

1. Ultimate authority for student discipline is vested in the University of Kentucky Board of Trustees. Disciplinary authority may be delegated to University administrators, faculty members, committees, and organizations, as set forth in this Code, and in other appropriate policies, rules, or regulations adopted by the Board.
2. Pursuant to the provisions of K.R.S. 164.200, 164.210 and 164.220 and this Code, the Board of Trustees delegates the responsibility for student discipline to the President of the University. The President has delegated administration and oversight of this Code to the Vice President for Student Affairs (hereinafter referred to as the "VPSA"). The VPSA may delegate enforcement authority of this Code to the Office of the Dean of Students. Concerns about the administration of the Code may be brought to the Dean of Students or other University official.

## Purpose of the Disciplinary System

3. The University disciplinary process is a learning experience that can result in personal growth as well as an understanding of the responsibilities that accompany participation in an academic community. By formulating a general code of conduct and regulations, the University reaffirms for students the rights, protections, guarantees and responsibilities that are outlined in Article I of this Code.

## Interpretation of Regulations

4. The purpose of publishing disciplinary regulations is to give students general notice of behavior that is expected and behavior that is prohibited by the University. This Code is not written with the specificity of a criminal statute and is not intended to be interpreted with the specificity of a criminal statute.

## Inherent Authority

5. The disciplinary regulations outlined in this Code apply to behavior that occurs on University property, as defined in Article I, and may also apply to off-campus behavior that is prejudicial to the character and welfare of the University, as follows:
  - a. any activity sponsored, conducted or authorized by the University or a registered organization (see Article II, Sections 47 & 48);
  - b. conduct that poses a possible serious threat to the safety, security or well-being of any member of the University community;
  - c. conduct that involves academic work or the forgery, alteration, or misuse of any University document, record, key, electronic device or identification;
  - d. conduct that is considered disorderly and/or causes substantial destruction to property belonging to the University or members of the University community.

## Disciplinary Action while Criminal Charges Are Pending

6.

Disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both the criminal law and this Code (that is, if both possible violations result from the same factual situation) without regard to the pendency of civil or criminal litigation in court or criminal arrest and prosecution. Proceedings under this Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of Dean of Students. Determinations made or sanctions imposed under this Code shall not be subject to change because criminal charges arising out of the same facts giving rise to violations of University rules were dismissed, reduced, or resolved in favor or against the criminal law defendant.

## Standards of Classroom Behavior

7. The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period. Longer suspensions, or dismissal from a class due to disruptive behavior, must be preceded by a disciplinary hearing as set forth in Article II, Section 24 of this Code.

## Prohibited Conduct

8. Punishable disciplinary offenses include, but are not limited to, the following:

a. Interference, coercion or disruption that impedes, impairs or disrupts University missions, processes or functions or interferes with the rights of others. The following, while not intended to be exclusive, illustrate the offenses encompassed herein: occupation of any University building or property, or part thereof, without authorization by the University; blocking the entrance or exit of any University building or corridor or room therein; setting fire to, or by any other means, damaging any University building or property or the property of others on University premises; any possession or display of, or attempt, or threat to use firearms, explosive or other weapons upon University property without University authorization; prevention of the convening, continuation or orderly conduct of any University class or activity or of any lawful meeting or assembly upon University property; blocking normal pedestrian or vehicular traffic on University property; and failure to vacate premises when ordered to do so by a University official.

b. Use, possession, or distribution of narcotic or dangerous drugs, except as expressly permitted by law.

c. Disorderly, abusive, drunken, violent or excessively noisy behavior or expression.

d. The threat or commission of physical violence against self or other persons.

- e. The commission of acts or the implementation of programs or activities that constitute a violation of local, state or federal law.
- f. Failure to comply with directions of University officials acting in the performance of their duties.
- g. Falsifying, altering or forging any official University records or documents, employing official University documents or records for purposes of misrepresentation, or causing any official University documents or records to be falsified by means of any misrepresentation.
- h. Hazing by any action taken or situation created, intentionally or recklessly, whether on or off University premises, to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Such abusive activities and situations may include, but are not limited to the following: illegal or harmful use and/or forced consumption of food, alcohol or drugs; paddling in any form; creation of fatigue; personal servitude; physical and/or psychological shocks; wearing apparel which is conspicuous and not normally in good taste; engaging in public stunts and buffoonery; degrading or humiliating games and activities; sleep or food deprivation; any meetings which unreasonably interfere with scholastic activities; and/or any other activities which are not consistent with the regulations and policies of the University of Kentucky.
- i. Knowingly passing a worthless check or money order to the University or to a member of the University community acting in an official capacity; recurring financial over-obligation and nonpayment of debts to the University.
- j. Theft of property or services; knowingly possessing stolen property.
- k. Possessing a deadly weapon without authorization, as defined by Administrative Regulation 6:6 (Policy on Deadly Weapons).
- l. Defacing, disfiguring, damaging or destroying public or private property.
- m. Giving false testimony or other evidence at any official hearing of the University or giving false information to any faculty or staff members acting in the performance of their duties.
- n. Bribing any University employee or student officials.
- o. Harassing anyone present on University property.
- p. Providing information to individuals involved in organized gambling activities concerning intercollegiate athletics competition; or participating in any gambling activity that involves intercollegiate athletics or amateur athletics, through a bookmaker, a parlay card or any other method employed by organized gambling.
- q. Violation of conditions imposed in connection with one or more of the sanctions enumerated in Article II, Section 10 of this Code.

r. Violation of other published University regulations or policies. Such regulations or policies include, but are not limited to, policies regarding computer use, alcohol, tobacco, hazing, entry and use of University facilities as well as regulations governing student organizations and residence halls.

s. Sexual assault, stalking, and relationship violence, including threats thereof, as defined by Administrative Regulation R 6:2 (Policy On Sexual Assault, Stalking, and Relationship Violence).

t. Retaliation, either directly or indirectly through others, against any individual involved in a disciplinary complaint or proceeding.

9. Attempts to commit acts prohibited by this Code or assisting in the commission of such acts may be punished to the same extent as completed violations.

### Sanctions

10. All disciplinary sanctions imposed upon students are cumulative in nature and will be recorded in the student's disciplinary record. Sanctions that may be imposed in accordance with this Code include:

a. Disciplinary Warning: notice, oral or written, that continuation or repetition of prohibited conduct may be cause for additional disciplinary action. A student may be given a warning for infractions deemed by the hearing officer to be minor in nature.

b. Disciplinary Reprimand: a written reprimand for violation of specified regulations, including a warning that continuation or repetition of prohibited conduct may be cause for additional disciplinary action, without loss of good standing with the University. A violation of the terms of disciplinary reprimand, or subsequent misconduct after discipline, is grounds for further disciplinary action, including disciplinary probation, social suspension, disciplinary suspension, or disciplinary expulsion.

c. Disciplinary Probation: exclusion from participation in specified privileges or extracurricular institutional activities for a specified period of time. Additional sanctions or restrictions may also be imposed. A student on disciplinary probation is not in good standing with the University. A violation of the terms of disciplinary probation, or subsequent misconduct, is grounds for further disciplinary action, including social suspension, disciplinary suspension, or disciplinary expulsion.

d. Social Suspension: exclusion from University premises, as well as exclusion from participation in all privileges and extracurricular institutional activities, except for attendance in classes in which officially enrolled and defined privileges that are necessary and required for a specified period of time. Additional sanctions or restrictions may also be imposed. A violation of the terms of social suspension, or subsequent misconduct, is grounds for further disciplinary action, including disciplinary suspension or disciplinary expulsion.

e. Disciplinary Suspension: exclusion from University premises, as well as participation in all privileges or extracurricular institutional activities, for a stated period of time at the end of which

the student may apply for readmission to the University. While under disciplinary suspension, the student is not entitled to attend classes, use University facilities, participate in University activities, or be employed by the University. Special conditions may be stipulated for a student to be reinstated at the conclusion of the period of suspension. A violation of the terms of disciplinary suspension, or subsequent misconduct, is grounds for disciplinary expulsion.

f. **Disciplinary Expulsion:** permanent termination of student status, and exclusion from University premises, privileges and activities.

g. **Other Sanctions:** other sanctions or conditions may be imposed instead of or in addition to those specified in Article II, Section 11 of this Code. Examples include, but are not limited to termination of residence hall contract, restriction of access to specific areas of campus, monetary penalty, monetary reimbursement, public or community service, research projects, compulsory attendance at education programs, compulsory psychiatric/psychological evaluation and counseling, such as alcohol and drug counseling.

### Temporary Sanctions

11. Whenever there is evidence that the continued presence of a student at the University poses a substantial and immediate threat to him/herself or to others, or to the stability and continuance of normal University functions, the VPSA or authorized representative may impose such temporary sanctions as the VPSA or authorized representative considers necessary, including exclusion from campus property. The temporary sanctions shall become effective immediately without prior notice. Upon taking such action, the VPSA or authorized representative shall immediately notify the chair of the UAB (see Rules of the University Senate, Part II, Section 6.5).

12 A student may appeal the decision of the VPSA or authorized representative to the UAB (herein after referred to as the "UAB") in writing within seven (7) business days. Temporary sanctions will remain in effect during any appeal. If requested in the written appeal, a student shall be given an opportunity to appear personally before the UAB within three (3) business days in order to discuss the following issues only:

- a. the reliability of the information concerning the student's conduct, including the matter of his or her identity.
- b. whether the conduct and surrounding circumstances reasonably indicate that the continued presence of the student on University premises poses a substantial and immediate threat to himself or herself or to others or the stability and continuance of normal University functions.

A student under temporary sanction shall be given an opportunity for a prompt disciplinary hearing within the University Disciplinary System.

### No Contact Orders

13. If the Dean of Students determines that a Respondent, Complainant or other party needs to be protected from violence, the threat of violence or other menacing behaviors attributable to another party in a disciplinary proceeding, the Dean may impose a "no contact" order on the

offending party. The Dean of Students may issue "no contact" orders on multiple parties in a disciplinary proceeding if there are independent determinations that those parties must be afforded protection from acts of violence, threats of violence or other menacing behaviors.

Referrals.

14. Any person may refer a student or a student group or organization suspected of violating this Code to the Dean of Students Office.

15. Those persons referring cases are normally expected to serve as the Complainant and to present a written account of the incident, including relevant evidence to the Dean of Students Office. The Complainant may request the assistance of an advisor, as outlined in Article II, Sections 30 and 31 of this Code. In cases that are referred to the University Disciplinary System, the Dean of Students or authorized designee may serve as an additional Complainant.

16. Once an alleged violation of this Code has been referred to the Dean of Students Office, the Dean of Students shall assign a Conduct Officer to the case. If the Complainant in a case is another student, the Complainant shall be given an opportunity to indicate a preference, if any, for the gender of the Conduct Officer. The Dean of Students shall honor the Complainant's preference whenever possible. Once assigned the case, and before beginning his or her investigation, the Conduct Officer shall meet separately with both the Respondent and Complainant to explain the disciplinary policies and procedures articulated in this Code, and the rights of the Respondent and Complainant. The Respondent and Complainant may each be accompanied by an advisor whose role shall be limited as outlined in Article II, Sections 30 and 31 of this Code.

17. The Conduct Officer will gather all relevant information, including, when appropriate, conducting interviews with the Complainant, Respondent, and all witnesses, and determine whether there is sufficient support for a charge of a Code violation. If the Conduct Officer determines that information exists to support the allegation, the Dean of Students Office shall notify and charge the Respondent with a specific violation of this Code and request that the student schedule an informational meeting with the Conduct Officer.

#### The Preliminary Disciplinary Process

18. A student accused of violations of this Code will meet with the Conduct Officer who conducted the initial investigation. The procedural protections outlined in Article I, Section 7 of this Code shall be explained to the accused student during the meeting. Also, the accused student shall state whether s/he is "responsible" or "not responsible" for the alleged violation during the meeting.

19. When a student accepts responsibility for an alleged violation, the Conduct Officer shall discuss the violation with the student and outline proposed disciplinary action as defined in Article II, Section 10 of this Code.

20. When the Respondent denies the finding of responsibility or accepts responsibility but finds the proposed sanction unacceptable, the Respondent may request a review of the case by the

VPSA. The written appeal shall be submitted to the VPSA, or postmarked, if mailed to the VPSA, within seven (7) business days of the meeting with the Conduct Officer (see Sections 18 and 19 above). The VPSA or designee shall honor all such requests and agree to meet with the Respondent before making a decision.

21. When required or permitted by law, the University shall also notify the Complainant of the determination of responsibility and the proposed sanction, if any. The Conduct Officer shall explain to the Complainant that, if he or she is not satisfied with the determination of responsibility or proposed sanction, or both, the Complainant may request a review of the case by the VPSA. The written appeal shall be submitted to the VPSA, or postmarked, if mailed to the VPSA, within seven (7) business days of the notification by the University. The VPSA or designee shall honor all such requests and agree to meet with the Complainant before making a decision.

#### Review by the Vice President for Student Affairs

22. After concluding his or her review, the VPSA or designee shall meet with the student who submitted the request for the review and explain his or her determination of the appropriateness of the finding of responsibility or the proposed sanction, or both. The Respondent will always be notified of the VPSA's decision. When required or permitted by law, the University shall also notify the Complainant.

23. If a Respondent accepts the VPSA's or designee's finding of responsibility and sanction, if any, the VPSA or designee shall instruct the Dean of Students that the case is closed. If a Respondent does not accept the VPSA's or designee's finding of responsibility and sanction, if any, the VPSA or designee shall instruct the Dean of Students to forward the case to the Disciplinary Hearing Process.

24. If the VPSA or designee finds merit in a Complainant's challenge of findings and/or sanction, the case shall be forwarded to the Disciplinary Hearing Process. If the VPSA or designee finds that there is insufficient evidence to support the Complainant's challenge, the VPSA or designee shall instruct the Dean of Students that the case is closed and inform the Complainant that he or she has no further recourse within the disciplinary process of the University.

#### Referral to a Disciplinary Hearing Officer Panel

25. If the Respondent withdraws from or refuses to comply with the conditions of the preliminary disciplinary process or refuses to accept the finding of responsibility or proposed sanction, the Conduct Officer shall forward the reports and evidence concerning the case to a Panel of three (3) disciplinary hearing officers. Once the information has been forwarded to a Disciplinary Hearing Officer Panel (hereinafter referred to as the "Panel"), the Respondent has entered the Disciplinary Hearing Process. The Dean of Students Office is then responsible for furnishing testimony as requested by the Panel, keeping their records, serving as a Complainant as appropriate and aiding the student in complying with any sanction decreed by the Panel.

26. When a student fails to respond to proper notification of the meeting or fails to attend a scheduled meeting within the specified period, the Dean of Students or authorized designee may:

- a. place a hold on the student's ability to register, receive transcripts, transfer credits, be readmitted to the University, or receive the graduation diploma which certifies the degree earned until the meeting or disciplinary hearing has taken place, and;
- b. deem that the student has denied responsibility for the pending charges and refer the matter to a Panel to conduct a disciplinary hearing.

#### Interim Leave of Absence

27. When a student, as a result of a psychological, mental health or other medical conditions, poses a threat of violence directed against self, others, or University property as evidenced by verbal statements or other menacing behaviors, the Dean of Students shall be permitted to divert the student from the disciplinary system by imposing an interim leave of absence from the University. Before the student is permitted to reenroll in the university, he or she shall be required to undergo a comprehensive evaluation to assess the student's readiness to return and not pose a threat to the university community. The disciplinary proceedings in which the student was involved as a Respondent may resume upon the student's reenrollment in the university.

28. If a Respondent in a disciplinary proceeding leaves the university before his or her case is resolved, the student's disciplinary proceedings may resume upon the student's reenrollment in the university.

#### The Disciplinary Hearing Process

##### Disciplinary Hearing Officers and Members of the University Appeals Board

29. The President of the University shall annually appoint no fewer than ten (10) individuals from the faculty, staff, and retirees of the University, who shall serve as Disciplinary Hearing Officers. Disciplinary Hearing Officers, working as members of a three-person Panel, shall have sole authority to determine the issue of responsibility in those cases referred. Similarly, disciplinary hearing officers shall have sole authority to impose sanctions upon students found responsible for violations through the University Disciplinary Hearing process. The majority vote of the Panel members assigned to a case (at least 2 of the 3 Panel members) shall determine the outcome of a case. The Disciplinary Hearing Officers assigned to a case shall designate one of their Panel members to serve as the Panel Presider. The Presider shall function as the facilitator in the disciplinary hearing proceedings.

Disciplinary Hearing Officers and members of the UAB, shall complete annual training in the areas of: a) the University hearing processes and procedures; b) investigative techniques; and c) sexual misconduct and relationship violence. The training shall be coordinated by the VPSA or authorized designee.

#### Advisors

30. A Complainant and a Respondent may each be accompanied by no more than two advisors throughout the disciplinary process, including the investigation. The role of the advisors shall be limited to providing advice or support to the Complainant or Respondent. Even if accompanied by an advisor, the Complainant and Respondent shall personally respond to inquiries from the Panel, the Conduct Officer or the UAB. An advisor is not permitted to address directly the members of a Disciplinary Hearing Panel, the Conduct Officer, the UAB or any witnesses participating in a disciplinary hearing.

31. In consideration of the limited role of the advisor, and of the compelling interest of the University to expeditiously conclude the matter, a disciplinary hearing shall not, as a general practice, be delayed due to the unavailability of an advisor.

#### University Disciplinary Hearings

32. Prior to the start of a University Disciplinary Hearing, a Conduct Officer shall conduct separate meetings with the Respondent and Complainant to review the relevant policies and procedures that inform the disciplinary hearing process. The Respondent and Complainant may each be accompanied at these sessions by an advisor(s) whose role shall be limited as outlined in Article II, Sections 30 and 31 of this Code.

33. The purpose of a University Disciplinary Hearing is to provide a fair evaluation of the Respondent's responsibility for violating University regulations. Formal legal rules of evidence shall not be applied, nor shall minor deviations from prescribed procedures necessarily invalidate a decision, unless significant prejudice to Respondent, Complainant or the University may result.

34. The following procedural guidelines, along with the rights outlined in Article I, Section 7, shall be applicable in hearings conducted by a Panel :

a. The Dean of Students Office shall give the Respondent and Complainant written notice of the date, time and place of the hearing as well as the specific charge against the student. The Respondent and Complainant shall be given reasonable access to the case file, which will be retained in the Dean of Students Office.

b. A Respondent who fails to appear after proper notice shall be deemed to have denied responsibility for the alleged violation. A hearing may be conducted in the student's absence, if necessary.

c. The hearing will be closed to the public, other than the advisors, if any, designated by the Respondent and Complainant.

d. The Presider of the Panel shall exercise control over the proceedings to avoid needless consumption of time and to achieve orderly completion of the hearing. Any person, including the Respondent, who disrupts the hearing may be excluded by the Presider of the Panel after the Presider has consulted with the others members of the Panel.

e. A record of the hearing shall be made.

e. Both the Respondent and the Complainant shall have the right to call relevant and necessary witnesses. The Respondent and the Complainant (not the advisors) shall also be given an opportunity to ask relevant questions of those witnesses who testify at the hearing. Witnesses shall be excluded from all hearings, except for the period of their testimony. The Panel may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the Complainant, the Respondent, or other witnesses during the hearing by providing separate facilities, by using a visual screen, and/or by permitting participation by telephone, videophone, closed circuit television, video conferencing, videotape, audiotape, written statement, or other means, where and as determined in the sole judgment of the Panel to be reasonable and appropriate. Either party may submit the written report or statement from a witness in lieu of the witness' personal appearance at the hearing; however, in the event that a party chooses to submit written statements from witnesses, all reasonable attempts should be made to have those individuals available by telephone.

g. Witnesses shall be asked to affirm that their testimony is truthful and may be subject to charges of violating this Code by intentionally providing false information to the University.

h. All members of a Panel may ask questions of the parties and all witnesses.

i. Evidence of the sexual behavior of the Complainant of a sexual assault is inadmissible in the hearing unless such evidence clearly relates to the issue of consent between the Complainant and Respondent for the specific act(s) in question or the evidence relates to the likelihood that the act(s) in question were committed by the Respondent. Such evidence may not be proved by reputation or opinion.

j. The burden of proof shall rest on the Complainant, and the standard of proof shall be a "preponderance of the evidence" (i.e. more likely than not).

k. When a student is found responsible for a violation of the Code, the hearing shall conclude with a supplemental proceeding to determine the sanction that should be imposed. Both the Respondent and the Complainant may submit relevant evidence or make relevant statements regarding the appropriateness of a specific sanction. The past disciplinary record of the Respondent shall only be supplied to the Panel during the supplemental proceeding.

l. The Panel shall submit to the Dean of Students a written summary of its findings of fact and responsibility, and sanctions as applicable.

m. The Complainant's address and other contact information shall be redacted on any documents shared with the Respondent.

n. Notification of the Respondent's violations, penalties, and remedies shall be sent as directed by the Dean of Students, Hearing Panel, or UAB to the University officials necessary to make the penalties and remedies effective, and to other persons who might provide counseling assistance to the Respondent. Such University officials and other persons shall maintain confidentiality in accordance with the Code of Student Conduct and these guidelines. Violations of confidentiality

will be dealt with under the appropriate existing, applicable University regulation(s) or policy(s).  
 Appeals of the Panel's Decision

35. A Respondent or Complainant may file an appeal of the Panel's decision. The written appeal shall be submitted to the Chair of the UAB, or postmarked, if mailed to the Chair, within seven (7) business days of the receipt of the decision rendered by the Panel. An appeal shall be limited to the following grounds:

- a. To determine whether the disciplinary proceedings were conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the Complainant reasonable opportunity to prepare and to present information that the Code was violated, and giving the Respondent a reasonable opportunity to prepare and present a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.
- b. There is information that was unavailable at the time of the original hearing that would alter the determination of responsibility.

36. A Respondent who is found responsible by a Panel for a violation of this Code and is sanctioned with social suspension, disciplinary suspension, or expulsion may appeal in writing to the UAB (see Governing Regulation, Part XI.C) and (see Rules of the University Senate, Part II, Section 6.5). The basis of the appeal shall be limited to the severity of the sanction imposed by the Panel for the infraction for which the student was found responsible. The written appeal shall be submitted to the Chair of the UAB or postmarked, if mailed, within seven (7) business days of the receipt of the decision rendered by the Panel.

37. The Chair of the UAB and two (2) members of the UAB chosen by the Chair shall review an appeal submitted in accordance with section 35 above to determine if the appeal has merit and therefore warrants further consideration of the case by a Disciplinary Hearing Officer Panel. The two (2) individuals chosen by the UAB Chair may be current UAB members and/or individuals who have served on the UAB within the past two academic years. The decision on the merit of the appeal shall be decided by majority vote of the UAB Chair and the 2 consulted persons. An appeal shall be deemed meritorious if they concludes that:

- a. a procedural error in the conduct of the case may have affected the determination of a finding of responsibility; or,
- b. the new information was unavailable at the time of the original hearing and could have altered the determination of responsibility.

38. The Chair of the UAB shall notify the Dean of Students of the decision on the question of merit.

39. The Dean of Students shall take one of the following three courses of action:

- a. Act on the Panel's finding of responsibility and assigned sanction, if the Chair communicates that the appeal was without merit;
- b. Instruct a new Panel to reconsider the case in light of a procedural error that may have affected the determination of a finding of responsibility; or,
- c. Instruct the original Panel to resume the case in light of evidence that was both unavailable at the time of the original hearing and could have altered the determination of responsibility.

40. The Panel instructed by the Dean of Students to reconsider or resume consideration of a case (see subsections 39(b) and 39(c) above) shall:

- a. Conduct the proceedings in accordance with Section 34 of this Code.
- b. Submit to the Dean of Students a written summary of its findings of fact and responsibility, and sanctions as applicable.

41. Neither the Respondent nor Complainant in a case shall have further access to the appeals process after the Panel has acted on the case in accordance with subsections 39(b) or 39(c) above, except as is afforded the Respondent in section 36 above.

#### Appeals to the University Appeals Board

42. The UAB shall review the written findings of the Panel, the appeal of the Respondent and the submission, if any, from the Complainant and then render a prompt decision. The UAB may uphold or reduce the sanction imposed by the Panel, or modify any terms and conditions of the initial sanction. The imposition of sanctions shall be deferred during the review unless, in the discretion of the VPSA or authorized designee, the continued presence of the student on the campus poses a substantial threat to him/herself or to others, or to the stability and continuance of normal University functions.

#### Disciplinary Files and Records

43. The record of disciplinary actions shall be maintained by the Dean of Students Office.

44. The file of a student found responsible for any violations of this Code shall normally be retained as a disciplinary record for seven years following the incident or five years after the last semester enrolled, whichever is longer. If a student transfers to another institution, the record shall be shared with the new institution upon request and if released by the student.

#### Revocation of Degrees

45. The University reserves the right to revoke an awarded degree for the discovery of previously unknown fraud in receipt of the degree, or for the discovery of previously unknown serious disciplinary violations committed by a student prior to the student's graduation.

## Student Groups and Organizations

46. The registration of any student organization shall be at the discretion of a designated member of the Student Affairs staff and shall be dependent upon the completion of the required application form and compliance with the rules and additional criteria the staff member may set forth. Such criteria shall be established and published by the designated staff member and made uniform for all similar types of organizations. The designated staff member may limit an organization's registration to a fixed period. The length may be determined at the staff member's discretion.

47. A student group or organization may be charged with violations of this Code as outlined in Article II, Sections 8 and 9, whether the alleged violations occurred on or off University property.

48. A student group or an organization and its officers may be held collectively responsible when violations of the Code by those associated with the group or organization have received the consent or encouragement of the group or organization or the group's or organization's leaders or officers. In addition, individuals of a student group or organization may also be charged with a violation of this Code.

49. The officers or leaders or any identifiable spokesperson for a student group or organization may be directed by the Dean of Students or authorized representative to take appropriate action designed to prevent or end violations of this Code by the group or organization. Failure to make reasonable efforts to comply with such directive shall be considered a violation of this Code, both by the officers, leaders or spokesperson for the group or organization and by the group or organization itself.

50. No specific procedures for adjudicating the commission of violations by a student group or organization are established other than the Dean of Students may impose sanctions for group or organization misconduct up to and including revocation or denial of registration, as well as other appropriate sanctions. A student group or organization may appeal the denial or revocation of registration to the UAB as outlined in Section 42 of this Code.

## University Residential Facilities

51. The rules and regulations for University student residences are contained or provided for in the written rental agreement between the student and the University as well as in the Residence Hall Rules of Conduct.

52. A compilation of all rules established under the rental agreement and currently in effect shall be made readily available on request to all residents of the University building to which such rules apply and shall be posted in the University building to which such rules apply.

53. The Director of Residence Life or an authorized representative shall investigate alleged violations of the rules that are outlined in the rental agreement. Disposition of such cases shall be made in accordance with established and published procedures that have been approved by the

VPSA. In cases where the alleged rental agreement violation would also constitute a violation of the provisions of this Code, the Director of Residence Life shall refer the case to the Dean of Students Office.

### Financial Delinquency

54. The University expects the student to be financially responsible and not be delinquent in financial obligations to the University or to any department or division thereof, including room and board payments to registered fraternal student organizations. Such obligations shall not include fines and penalties assessed against the student other than by University officers.

55. An office or a department of the University, with previous approval of the Executive Vice President for Finance and Administration, shall notify a student twice of any unmet financial obligation owed to it exceeding \$20.00. If not paid within 60 business days, from date due, the office or department shall notify the Registrar's Office that the student is delinquent.

56. Once notified, the Registrar shall not allow the student to register, transfer credits, be readmitted to the University, or receive the graduation diploma which certifies the degree earned until the office or department declaring the delinquency notifies the Registrar that the obligation has been met or until the statute of limitations on collection applies.

57. If there is a dispute as to whether or not a student is legally liable for a financial obligation asserted by the University, and the student challenges such obligation by contacting the Office of the Executive Vice President for Finance and Administration within seven (7) business days of receipt of a notice of financial delinquency, then the sanctions of Section 56 with respect to registration shall not apply until final resolution of the dispute.

### Amendment

58. The Code of Student Conduct shall be amended only by final action of the Board of Trustees. Responsibility for proposing revisions to the Code of Student Conduct is delegated to a committee consisting of students, faculty and administrators. The exact composition and procedure of the committee shall be determined by the President of the University.

59. The Committee shall accept and review recommendations from students, faculty and administrators regarding revisions of the Code of Student Conduct. The Committee shall prepare proposed revisions and forward them to the President for approval and, after approval, for presentation to the Board of Trustees for its consideration and final approval.

60. Nothing included above shall be construed as a limitation upon the President to propose changes without reference to the Committee.

Part II: See University of Kentucky Senate Rules

## (University's Administrative Regulation II–8.3.4)

The University of Kentucky recognizes and confirms the right of all members of the University community to free expression, assembly, and advocacy. In order to facilitate the effective use and enjoyment of the facilities of the Lexington campus for the exercise of such rights and in order to minimize conflict between the form of their exercise and the rights of others in the effective use of University facilities, the following regulations are herewith established.

- A. Planned or spontaneous demonstrations, meetings, or assemblies may be conducted in those appropriate areas of the campus which are regularly available to the public, provided such demonstrations, meetings, or other assemblies:
  - 1. Are conducted in a lawful and orderly manner;
  - 2. Do not prohibit vehicular or pedestrian traffic;
  - 3. Do not interfere with classes, other scheduled meetings, events and ceremonies or with other educational processes of the University; and
  - 4. Are conducted only with specific authorization when held in (a) University buildings, or (b) University stadia or amphitheaters, or (c) residential areas of the campus, or (d) other areas available by reservation only.
- B. Reservation of appropriate University grounds, areas, facilities or other University property for the purpose of conducting a demonstration, meeting, or other assembly will be granted, subject to the restrictions contained in Section A above, to the following described University organizations, groups, and individuals:
  - 1. Registered student organizations, in accordance with the “Regulations Governing the Use of University Facilities by Registered Student Organizations,” on file and available at the Dean of Students Office or the office of the Director of the Student Center.
  - 2. Members of the University faculty and staff, for extracurricular events related to their University duties; and
  - 3. Official alumni groups and similar University–related organizations, and colleges, schools, departments, and other units of the University, for events directly related to their purposes and in keeping with the University’s role as a educational institution.

The individual responsible for reserving a particular facility or area, or that individual’s designee, must be present when the facility or area is being utilized pursuant to the reservation.

- C. The following designations and accompanying regulations pertain to the use of specific categories of University facilities and areas for the purpose of conducting any demonstration, meeting, or assembly. All areas must be utilized in a lawful and orderly manner, and are subject to those restrictions contained in Section A above.
  - 1. Designated Unrestricted Areas: No reservation is required for utilization of the designated unrestricted areas listed below. However, in unusual circumstances reservation of a designated unrestricted area may be granted by the Vice President for Student Affairs, the Lexington Campus at the Vice Chancellor’s discretion.
    - a. Free Speech Area: The Free Speech Area is located west of the Student Center and Alumni Gymnasium and bounded by those two buildings,

Administration Drive, Limestone Street, and Euclid Avenue.

The Free Speech Area is available 24 hours per day when the University is officially in session and shall be made available to organizations and groups as defined above, as well to individual members of the University community. Sound amplification will be provided upon request during established operating hours of the Student Center, subject to 30 minutes prior notice necessary for proper hook-up and adjustment. The volume and direction of sound amplification equipment is under the supervision of the Director of the Student Center.

- b. Student Center Patio: The Student Center Patio is available during the established operating hours of the Student Center and when not previously scheduled by the Student Activities Board. Sound amplification will be provided upon request, subject to 30 minutes prior notice necessary for proper hookup and adjustment. The volume and direction of sound amplification equipment is under the supervision of the Director of the Student Center.
2. Restricted Areas: The following restricted areas may be utilized on a reservation-only basis:
    - a. Indoor facilities;
    - b. Intramural fields and other recreational areas;
    - c. Stadia and amphitheaters;
    - d. Parking lots;
    - e. Residential areas of the campus; and
    - f. Administration lawn.

A list of available University facilities and the offices responsible for reserving such facilities is appended hereto. Necessary forms for completion and specific procedures and regulations regarding the use of such facilities may differ from building to building or area to area; appropriate forms may be obtained from the person designated as responsible for reserving the specific facility or area listed.

3. Prohibited Areas: No unauthorized demonstration, meeting, or other assembly shall take place within or upon the following prohibited areas:
    - a. Chandler Medical Center and its adjacent grounds, sidewalks, and parking areas,
    - b. Maxwell Place and its adjacent grounds, sidewalks, and parking areas;
    - c. All streets and driveways utilized for vehicular traffic.
- D. Use or continued use of the above areas and facilities, as well as other meeting areas and facilities not designated above, for demonstrations, meetings, or other assemblies and gatherings shall be subject to the “Rule of Reason” i.e., subject to the judgment that the manner of use of the area is what could be expected of a reasonably prudent person. Thus, the use or continued use of any such areas may be denied if, for example, the activity blocks doorways, causes noise which interferes with classroom, office or other University activity, or presents an imminent threat of physical violence or destruction of property.

The responsibility for making such a determination and decision rests with the Dean of Students or the dean's designated representative. If the dean or the dean's designated representative believes that an area or facility is being improperly used or believes the users of the area are acting imprudently, the dean shall:

1. Warn the offending group or individuals that continued misuse will not be permitted;
2. Recommend alternative locations or means of expression;
3. Instruct the offending individuals or the assembled group to vacate the area;
4. Cite individuals or groups for violation of University regulations;
5. Request assistance of law enforcement officials; or
6. Any combination of (D1), (D2), (D3), (D4), and (D5).

Failure to comply with the directions of the Dean of Students or the dean's designated representative may result in charges of violation of the Code of Student Conduct, or of other University regulations in the case of non-student members of the University community, being placed by the dean against offending parties. Those failing to comply are also reminded that they may be found in violation of the law if so determined by a law enforcement official on the scene.

- E. Where numbers in excess of 20 are involved, authorized organizations, individuals, or groups as provided under Section B above may engage in parades and marches upon University property, provided a designated representative of the sponsoring organization, individuals or group meets with the Dean of Students and the Director of Public Safety, or their authorized representatives, at least one hour prior to the commencement of the parade or march. This meeting shall be for the purpose of agreeing upon an appropriate route which will not interfere with, impede or otherwise disrupt the normal functions and processes of the University, or otherwise interfere with the rights of others in their effective use of University facilities and property.
- F. Other than that being utilized for University-authorized and scheduled academic activities or other University-sponsored activities and with the further exception of those provisions for use of sound amplification equipment in designated areas specified in Section C above, the use of amplified sound equipment except bullhorns in any area of the University campus is prohibited unless a specific, written exception has been granted by the Dean of Students Office.

#### appendix-university facilities and responsibility for reservation thereof

FACILITY	RESPONSIBLE OFFICE
Agricultural Science Auditorium	Management Operations Office
Alumni Gymnasium	Director, Campus Recreation
Amphitheatre	Director, Student Center
Buell Armory	ROTC Office

Carnahan House Conference Center	Conferences and Institutes Office
Center for the Arts	Office of the Director
Concert Hall	
Reception Room	
Recital Hall	
Chemistry–Physics Building Auditorium	Office of University Registrar
Classrooms	Office of University Registrar
College of Business and Economics Building Auditorium	Office of University Registrar
College of Law Courtroom	Dean, College of Law
Complex Commons	Assistant Director of Programming for the Office of Residence Life
Guignol Theatre	Department of Theatre
Laboratory Theatre	Department of Theatre
Medical Center Auditorium	Office of Communications
Memorial Hall and Amphitheatre	Director, Student Center
Open Areas	Director, Student Center
Parking Lots and Parking Structures	Director, Student Center
Patterson Office Tower – 1st Floor Conference Rooms	Office of University Registrar
Patterson Office Tower – 18th Floor President’s Office	Vice President for Administration
Seaton Building	Director, Campus Recreation
Soccer Field	Director, Campus Recreation
Student Center	Director, Student Center
Taylor Education Building Auditorium	Associate Dean of Education
University of Kentucky Alumni Association Facilities	
Alumni House	Director, Alumni Association
University of Kentucky Athletic Association Facilities	
Commonwealth Stadium	Director, Administrative Services
Memorial Coliseum	

## Shively Sports Center

The possession and consumption of alcoholic beverages is controlled by Kentucky statutes, city ordinances, and University regulations. All members of the University community are expected to obey these laws and regulations. The University desires to provide an environment where alcohol consumption by underage students is neither encouraged nor made available and, further, to promote alcohol education and counseling programs. Consistent with this philosophy, the University expects compliance with the following regulations.

- A. Use of alcoholic beverages on University of Kentucky property must not violate state and local laws (see Appendix).
- B. Alcoholic beverages are not permitted in classrooms, laboratories, offices, other buildings where the public has access, and all outdoor areas of the campus.
- C. Alcoholic beverages are not permitted in undergraduate housing leased from and supervised by the University. This includes residence halls, Fraternities, Sororities, and the undergraduate section of Greg Page Apartments. The intent of this regulation is the promotion and maintenance of an environment conducive to study for its residents, the vast majority of whom are under twenty-one years of age.

Violation of this regulation may result in discipline under the Student Code of Conduct or termination of the housing contract, or both.

- D. House corporations which supervise Greek chapter houses on property leased from the University are expected to establish house rules consistent with civil law and University regulations and are responsible for ensuring compliance by house residents.

Violation of the terms of the lease and University regulations could result in termination of the lease from the University.

- E. Registered student organizations are expected to comply with University regulations and with state and local laws regarding the conduct of members and guests at all times. For social occasions, student organizations also are expected to abide by University guidelines for event planning published by the Dean of Students. During social events, student officers will be held accountable for compliance by members and guests. Violation of this regulation may result in discipline of the organization under the Student Code of Conduct or termination of student organization status.
- F. Alcoholic beverages are not permitted at University of Kentucky athletic events.
- G. Alcoholic beverages may not be sold, directly or indirectly, on University property.

(For purposes of clarification, the University of Kentucky Faculty Club, Inc. and Spindletop Hall, Inc. are private corporations which lease property from the University and which hold valid alcoholic beverage license. The facilities occupied by these corporations are places wherein alcoholic beverages may be sold.)

- H. Alcoholic beverages are permitted in graduate student apartments and houses, married student housing, and non–student residential housing, provided such use does not violate any law or University regulation.
- I. Alcoholic beverages are permitted in University facilities for private events with permission of the respective Chancellor or Vice President (or the administrator’s designee), provided such use does not violate any law or University regulation. Such request should be directed to the appropriate Chancellor or Vice President (or designee).

appendix

#### Kentucky Statutes Applicable to the Use of Alcoholic Beverages

1. It is unlawful for a person to sell, give, purchase, or procure any alcoholic beverage for anyone under twenty–one years of age. (See KRS 244.080)
2. It is unlawful for a person to possess or consume alcoholic beverages when under twenty–years of age. (See KRS 244.085)
3. It is unlawful for anyone under twenty–one years of age to misrepresent his or her age for the purpose of purchasing alcoholic beverages. (See KRS 244.085)
4. It is unlawful for anyone under twenty–one years of age to use or attempt to use any false, fraudulent or altered identification card, paper, or other document to purchase any alcoholic beverage. (See KRS 244.085)
5. It is unlawful for anyone to drink or be under the influence of any alcoholic beverage in public place(s). (See KRS 244.020)
  - a. “Public place” means a place to which the public or a substantial group of persons has access and includes but is not limited to highway and transportation facilities, schools, places of amusement, parks, places of business, play–grounds, and hallways and lobbies and other portions of apartment houses and hotels not constituting rooms or apartments designed for actual residence. (See KRS 525.010)
  - b. The Attorney General has written: A state university campus is a "public place" and the school buildings located thereon are public buildings, so that the drinking of alcoholic beverages on the campus or in the buildings is a violation of laws. (OAG 74–39)
  - c. The Attorney General also has written: A dormitory room on a state university campus is not a “public place” within the definition found in KRS 525.010. (OAG 87–11)
  - d. The Attorney General has written further: It must be remembered that this opinion does not concern or affect the landlord tenant relationship between state universities and their student dormitory residents. As landlords, state universities continue to have the authority to include as a term of the dormitory room rental agreement a prohibition as to or restrictions on the consumption of alcoholic beverages within the premises leased, even though the student resident may be 21 years or older. (OAG 87–11)

recordsmaintained

Various units at the University of Kentucky maintain records relating to students which fall into the following general categories:

1. Academic records from schools previously attended,
2. Scores of results on various standardized tests and interest/attitude inventories,
3. Degrees awarded,
4. Current academic work completed,
5. Grades and other faculty evaluations,
6. Applications for admissions,
7. Applications and other data relating to financial aid,
8. Applications for employment,
9. Class rolls,
10. Letters of recommendation,
11. Academic adviser notes,
12. Attendance data,
13. Biographical and identifying information (including name, social security number, sex, marital status, date of birth, residency and citizenship status, ethnic background, academic major and military status),
14. Medical data,
15. Current student status,
16. Accounts relating to fees,
17. Academic offenses,
18. Disciplinary offenses, and
19. Counseling records

The official academic records keeper at the University of Kentucky charged with maintaining information in categories (1) through (6), (9), (13), (15), and (16) is the University Registrar. Excepting accounts related to fees, this same information is distributed by the Registrar to the deans of the Colleges for their internal academic purposes. Additionally, the deans' offices maintain category (10) and (17) records.

Records in categories (4), (5), (9) and (15) may also be duplicated at the departmental level and in some cases category (11) and (12) records are maintained by the department.

The Dean of Students' Office is responsible for maintenance of category (18) and some category (19) records. This office also maintains some records in categories (10) and (13) and occasionally may have category (15) records.

In the Community College System, the President's Office is responsible for the maintenance of records in all categories although duplicates of some records are maintained in the Office of the Vice Chancellor for the Community College System and the Office of the University Registrar.

The Office of the Controller maintains the records in category (16). Category (14) records are maintained by the Student Health Services. The Counseling and Testing Center is primarily responsible for generating and maintaining the records in categories (2) and (19) and some records which would fall into category (14).

The Placement Service maintains category (1), (3), (4), (5), (8), (10) and (15) records relating to students using the Service.

The Office of Student Financial Aid and the Controller's Office have records in category (7).

All categories of student records for students in the College of Medicine are maintained in the Office of Student Services at the Medical Center.

The Colleges of Dentistry and Pharmacy maintain all categories of student records.

Other offices, such as the Office of Veterans Affairs and the Office of the Academic Ombud have records relating to certain students but these are generally duplicates of other records maintained elsewhere or are generated by the student.

accessto records

In general, the records maintained by the University are available only to the student, to University personnel with legitimate educational interests, to other institutions where the student is seeking financial aid and as provided by Section 164.283 of the Kentucky Revised Statutes. However, information may be released by the institution to appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or other persons. Records may also be furnished in compliance with a judicial order or pursuant to a subpoena or with the consent of the student. Students may inspect and review all records pertaining to them within 45 days of making request for same, except for (1) records created or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting or assisting in a professional capacity in connection with treatment of the student (except that the student may have these records reviewed by a physician or appropriate professional designated by the student), (2) financial records of the student's parents, (3) confidential letters and recommendations put in the files prior to January 1, 1975, (4) confidential recommendations relating to admission, applications for employment, or honors, if the student has waived his right to review such records. Where a particular record cannot be reviewed by a student without revealing confidential information relating to other students, the records custodian will inform the student, upon request, of the contents of the record pertaining to that student.

cost

With the exception of official transcripts, a charge of 10 cents per page will be made for reproducing copies of students' records which may be copied. Official transcripts from the Registrar's Office will be furnished for \$3 per copy for currently enrolled students, and \$4 per copy for former students. Official transcripts from the College of Medicine will be furnished for \$2 per copy and from the College of Dentistry for \$3 per copy. Copies of official transcripts issued by any other institution will not be provided.

proceduresfor challenge

A student who believes that any record maintained by the University pertaining directly to that student is inaccurate, misleading, or otherwise violative of the right of privacy of the student as provided by Title IV of Pub. L. 90–247, as amended, and Pub. L. 93–380 as amended by Senate Joint Resolution 40 (1974) may request a hearing before a panel of three persons appointed by the President of the University. The panel may direct that appropriate action be taken to correct, explain, or expunge the record challenged. Request for hearings should be addressed to the Office of Legal Counsel, Room 2, Administration Building, University of Kentucky, Lexington, Kentucky 40506.

#### directoryinformation

The University may release information without the student’s consent where the information is classified as directory information.” The following categories of information have been designated by the University as directory information: name, address, telephone listing, e–mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational institution attended by the student. Students who do not wish such information released without their consent should notify the Student Records Office in writing.

Direct questions concerning this law and the University’s policy concerning release of academic information to the Student Records Office, 257–8729.

#### notificationrights under ferpa for postsecondary institutions

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.

Note: FERPA requires an institution to make a reasonable attempt to notify the student of the records request unless the institution states in its annual notification that it intends to forward records on request.

Dear UK Dietetics Graduate,

I am contacting you today to ask that you please complete the survey by clicking on the link below. The University of Kentucky's Department of Dietetics and Human Nutrition (formerly Nutrition and Food Science) needs your feedback to identify the strengths and areas of improvement of the Dietetics Program. As a Department, we would very much appreciate your feedback! Please let me know if you have any problems accessing or completing the survey.

[https://uky.qualtrics.com/SE/?SID=SV\\_9pHpYHwbIThDqI](https://uky.qualtrics.com/SE/?SID=SV_9pHpYHwbIThDqI)

Thank you for taking time out of your busy day to complete this survey.

Dawn Brewer, PhD, RD, LD  
Lecturer and DPD Director  
University of Kentucky  
Department of Dietetics & Human Nutrition  
206 D Funkhouser Building  
Lexington, KY 40506  
[Dawn.brewer@uky.edu](mailto:Dawn.brewer@uky.edu)  
Office: 859-257-1661  
Fax: 859-257-3707

Subject: Congratulations graduates!

Message Application DTRPathway3.pdf (889 KB)

cdmet.org\_PDFs\_DTRE Mis-Use - Updated 4-09.pdf (193 KB)

Hello Fall 2012 Graduates,

First congratulations on your recent graduation from UK's Department of DHN!!!! I know it has been a long road and now you are all moving onto the next chapter of your lives. How exciting! For those of you interested in obtaining the certification to become a Diet Technician Registered (DTR) please read on. For those that are not, good luck and you will be hearing from me once I have your verification statements ready for you to pick up. However, **if you are applying to DICAS and are not on my listserv for the Spring 2013 DICAS Match and you want to be a part of this listserv then please let me know.**

For DTR folks:

**Let me know as soon as possible that you are planning to fill out the DTR applications so I can submit your name to AND.**

To become a DTR you have to fill out an 2 applications, fill out a survey within one of these applications, order and send to me an official copy of your transcripts, and you will need your verification statement (I'll get that part done). You will need to sign the application forms in BLUE ink. If you cannot bring these to me you can always mail them to me or you can scan them in color and email them to me. These forms and information about the DTR can be found at the following website: <http://www.cdmet.org/programdirector/newpathwayiii.cfm>

I have also attached the forms. It is within the "Registration Eligibility Application...." That the Exam Candidate Survey Questions is found. Be sure to click on this link and answer the questions otherwise your application will be incomplete.

Please let me know if you have any questions.

Thanks,

Dr. Brewer

Dawn Brewer, PhD, RD, LD  
Lecturer and DPD Director  
University of Kentucky  
Department of Dietetics & Human Nutrition  
206 D Funkhouser Building  
Lexington, KY 40506  
[Dawn.brewer@uky.edu](mailto:Dawn.brewer@uky.edu)  
Office: 859-257-1661  
Fax: 859-257-3707

Hi ,

I heard back from the UK dietitian and she said she would be willing to talk with you. I suggest that you try to arrange an “informational interview” (as we learned in 301) with her. Maybe you could acquire some of your 480 credits with her. Her email is . She works within the health promotion team at UK’s student health center. She also mentioned the name as someone who works in the field of eating disorders. Good luck!

Dr. Brewer

**Sent:** Thursday, September 20, 2012 12:09 PM  
**To:** Brewer, Dawn  
**Subject:** RE: career path to specialize in eating disorders

Hello Dawn - welcome to UK!

Yes, I am happy to talk with this student!

FYI - A few other good eating disorders resources, in the community, are at the Kentucky Center for Eating and Weight Disorders, and at Bluegrass Nutrition Counseling.

Thanks,

---

**From:** Brewer, Dawn  
**Sent:** Wednesday, September 19, 2012 1:04 PM  
**To:**  
**Subject:** career path to specialize in eating disorders

Hi ,

My name is Dawn Brewer and I am the new DPD director in the Department of Dietetics and Human Nutrition. I am teaching the Dietetics Practice class which means I get a lot of questions about career

paths and such. Today, I talked to a student that would like to focus on eating disorders once she becomes a dietitian. She has no idea how to go about doing this and I don't either. Therefore, I did a little digging and discovered that you are the person that would most likely know. Would it be okay if I shared your information with this student so she could either email you with questions or set-up a time to speak to you to learn more about career opportunities as well as how she can bolster her resume to take her career in the path of eating disorders?

Thank you for your help and for your time,

Dawn

Dawn Brewer, PhD, RD, LD

Lecturer and DPD Director

University of Kentucky

Department of Dietetics & Human Nutrition

206 D Funkhouser Building

Lexington, KY 40506

[Dawn.brewer@uky.edu](mailto:Dawn.brewer@uky.edu)

Office: 859-257-1661

Fax: 859-257-3707

Guest speaker for NFS 301 - Message (HTML)

File Message

Ignore X Reply Reply Forward Meeting  
 All IM More

Recommendatio... To Manager  
 Team E-mail Done  
 Reply & Delete Create New

Move OneNote  
 Actions

Mark Categorize Follow  
 Unread Tags Up

Translate Related  
 Select

Delete Respond Quick Steps Move Tags Editing Zoom

From: Brewer, Dawn  
 To: Carroll, Reba L  
 Cc:  
 Subject: Guest speaker for NFS 301

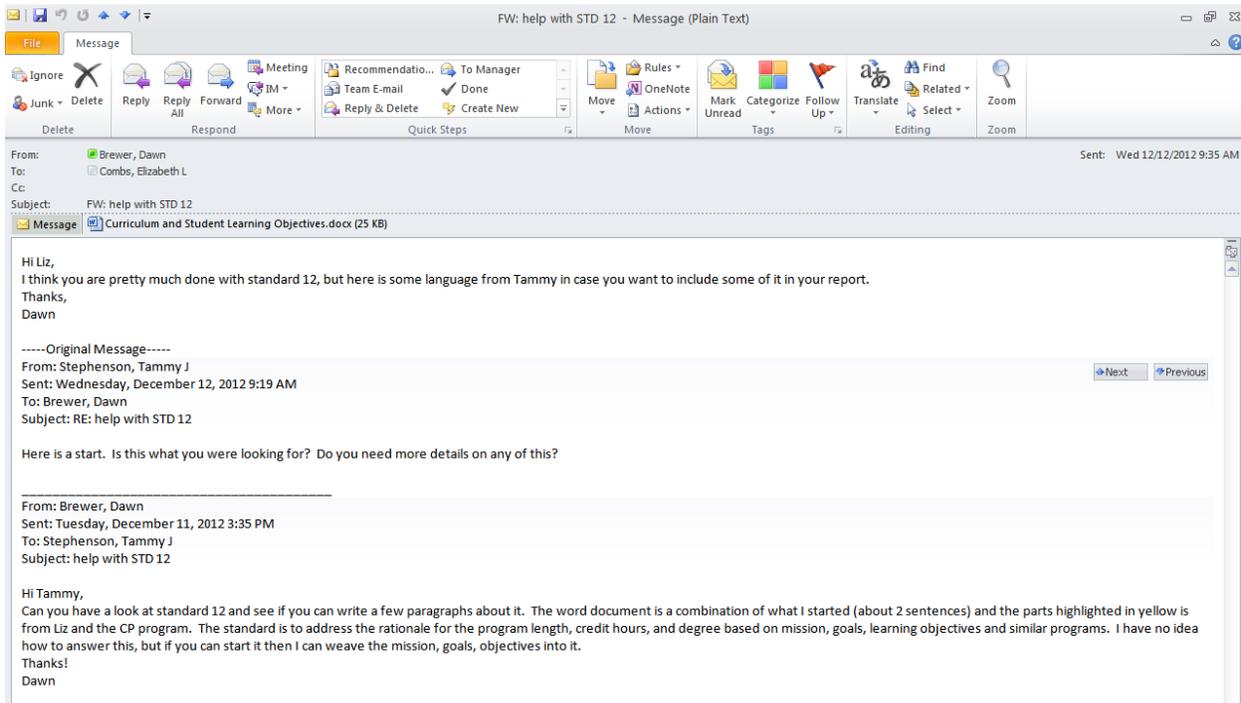
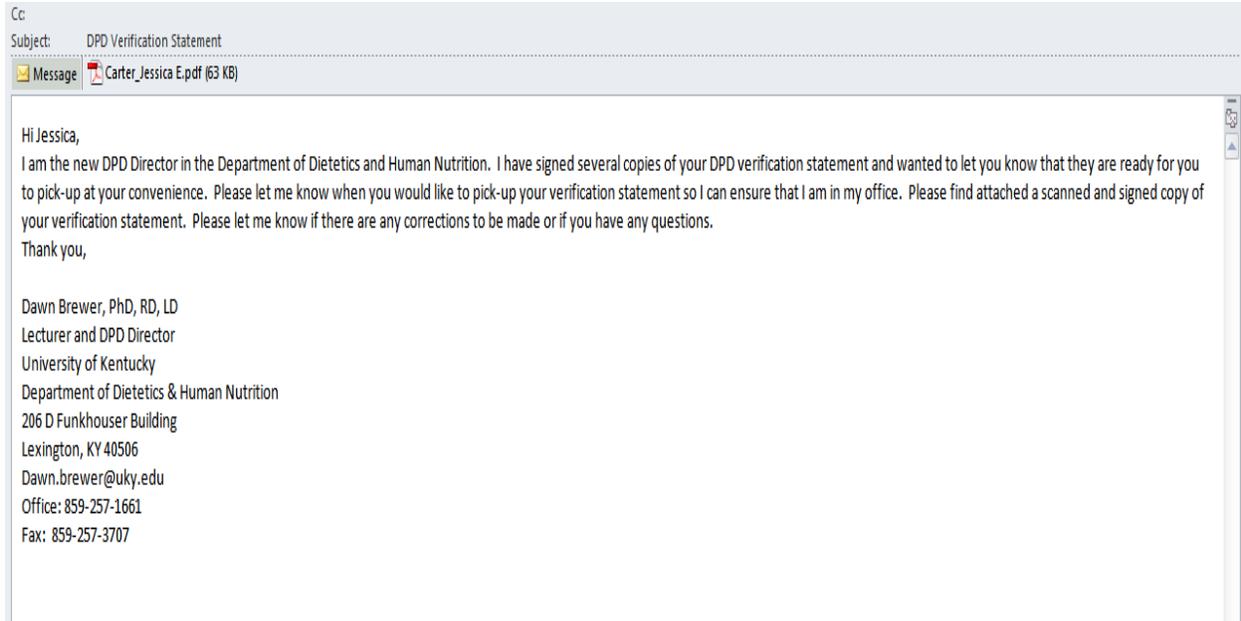
Sent: Thu 8/2/2012 10:34 AM

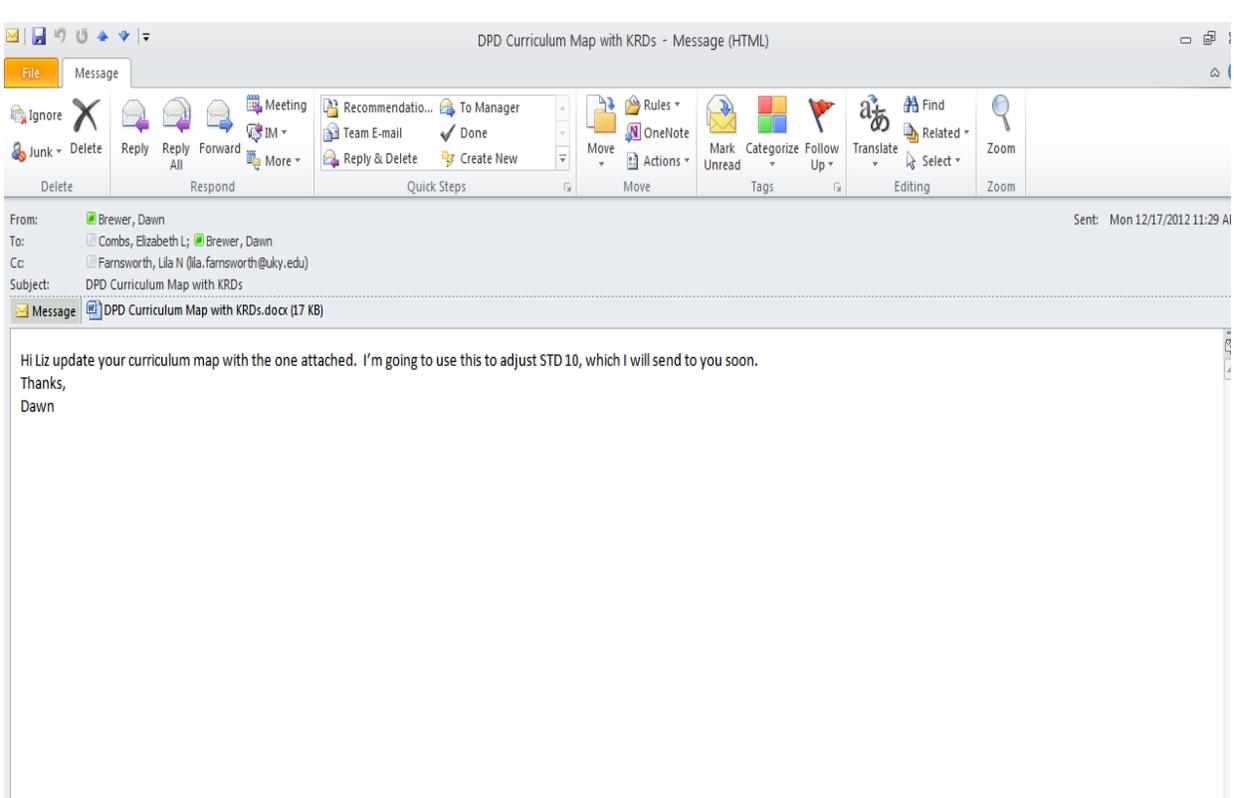
Hi Reba,

We spoke on the phone about two weeks ago about the potential of having you come and speak to my class about professional correspondence, writing a resume, cover letter/personal statement, and professional interviewing. I am still working on my syllabus to see if there is space for the professional interviewing, but would you be willing to talk to my class about resumes, cover letters, and professional correspondence on Monday September 17<sup>th</sup>? Class is from 4:00 – 5:50pm in 203 Erikson Hall. I believe you said you would be able to fill the entire class time (1 hour 40 min with a break), is this correct? Would it still be possible to have the students sign up for a group session to have their resumes critiqued by the Career Center? Currently, I have it listed in my syllabus that in order for a student to receive 25pts I will be informed by the Career Center that the student had their resume critiqued on or by December 3<sup>rd</sup>. Does this seem reasonable to you?

Thank you for your help,  
 Dawn

Dawn Brewer, PhD, RD, LD  
 University of Kentucky  
 Department of Dietetics & Human Nutrition  
 206 D Funkhouser Building  
 Lexington, KY 40506  
[Dawn.brewer@uky.edu](mailto:Dawn.brewer@uky.edu)  
 Office: 859-257-1661  
 Fax: 859-257-3707





Attention Seniors and Juniors participating in Spring 2013 DICAS Match - Message (HTML)

File Message

Ignore X Reply Reply All Forward Meeting IM More

Junk Delete Reply Reply All Forward Meeting IM More

Delete Respond

Recommendatio... To Manager

Team E-mail Done

Reply & Delete Create New

Quick Steps

Move OneNote

Move Actions

Mark Unread

Categorize Follow Up

Tags

Translate

Find Related Select

Zoom

Zoom

This message was sent with High importance.

From: Brewer, Dawn Sent: Fri 11/9/2012 10:07 AM

To: DHN-DIETETICS-1@sv.uky.edu

Cc:

Subject: Attention Seniors and Juniors participating in Spring 2013 DICAS Match

Hello Senior and Junior Dietetics Major,  
 I would like to create a listserv of email addresses of those planning to participate in the Spring 2013 DICAS Match. You have to participate in this matching process in order to apply to a dietetic internship. This is a competitive process and it is critical that you understand how to fill out the DICAS application and how to rank your internships through D&D Digital.

*\*Juniors graduating in December 2013 that are planning to apply to the University of Kentucky's Dietetics and Human Nutrition Dietetic Internship (this is our department) in hopes of earning a spot among the January 2014 University of Kentucky's Dietetic Internship Class should participate in the Spring 2013 DICAS Match.\**

If you would like to be a part of this list serv, which will allow me to communicate with you during the application process, then please send an email to Dr. Brewer ([dawn.brewer@uky.edu](mailto:dawn.brewer@uky.edu)) and tell me that you would like to be added to the list serv.

I plan to hold an informational session in early December to talk about the overall process. Once I get a list of email addresses generated then I will send out potential dates.

Thanks,  
 Dr. Brewer

Dietetic Internship Open Houses in the US - Message (HTML)

File Message

Ignore X Reply Reply All Forward Meeting IM More

Junk Delete Reply Reply All Forward Meeting IM More

Delete Respond

Recommendatio... To Manager

Team E-mail Done

Reply & Delete Create New

Quick Steps

Move OneNote

Move Actions

Mark Unread

Categorize Follow Up

Tags

Translate

Find Related Select

Zoom

Zoom

From: Brewer, Dawn Sent: Thu 10/11/2012 5:31 PM

To: DHN-DIETETICS-1@sv.uky.edu

Cc:

Subject: Dietetic Internship Open Houses in the US

Hello All,  
 Below is a link to a list of information pertaining to dietetic internship open houses that are offered throughout the US. If at all possible, make an effort to attend the open houses of your top dietetic internship choices.

<http://www.indiana.edu/~nutrvmg/DIopenhouses.htm>

Thanks,

Dawn Brewer, PhD, RD, LD  
 Lecturer and DPD Director  
 University of Kentucky  
 Department of Dietetics & Human Nutrition  
 206 D Funkhouser Building  
 Lexington, KY 40506  
[Dawn.brewer@uky.edu](mailto:Dawn.brewer@uky.edu)  
 Office: 859-257-1661  
 Fax: 859-257-3707

RE: Intern July Session Presentations - Message (HTML)

File Message

Ignore X Reply Reply All Forward Meeting IM More

Junk Delete Reply Reply All Forward More

Delete Respond Quick Steps

Recommendatio... To Manager

Team E-mail Done

Reply & Delete Create New

Move OneNote

Rules

Move Actions

Mark Unread

Categorize Tags

Follow Up

Translate

Find Related Select

Zoom

Zoom

From: Brewer, Dawn Sent: Thu 7/26/2012 4:38 PM

To: Farnsworth, Lila N

Cc:

Subject: RE: Intern July Session Presentations

Hi Lila,  
If it's not too late sign me up for 1230 to 130 on Monday.  
Thanks,  
Dawn

**From:** [Infarn2@g.uky.edu](mailto:Infarn2@g.uky.edu) [mailto:[Infarn2@g.uky.edu](mailto:Infarn2@g.uky.edu)] **On Behalf Of** Farnsworth, Lila N  
**Sent:** Tuesday, July 24, 2012 11:13 AM  
**To:** Webber, Kelly H; Kurzynske, Janet S; Mullins, Janet Tietyen; Gustafson, Alison; Adams, Ingrid K; Brewer, Dawn; Bastin, Sandra P  
**Cc:** Combs, Elizabeth L; Forsythe, Hazel E  
**Subject:** Intern July Session Presentations

Good Afternoon,

As many of you may be aware the CP and DI Internship Class of 2012 will be on campus July 30-31st, next Monday and Tuesday, giving case study and research project presentations to their peers. We would love to have faculty attend and evaluate presentations if you are available for a block of time on either of those days. We believe that the interns will benefit from evaluations by staff who have done research and use any constructive criticism in future presentations when they are out in the field as RDs. Attached is the agenda, please email me and let me know if and when you are available!

Thank you

--  
Lila Farnsworth RD  
NFS CP/DI Program Assistant  
[Infarn2@g.uky.edu](mailto:Infarn2@g.uky.edu)  
Department of Nutrition and Food Science  
University of Kentucky  
203 Funkhouser Bldg.  
Lexington KY 40506-0054

RE: Self Study items needed by January 31st - Message (HTML)

File Message

Ignore X Reply Reply All Forward Meeting IM More

Recommendatio... To Manager

Team E-mail Done

Reply & Delete Create New

Move OneNote

Mark Unread

Categorize Follow Up

Translate Related Select

Zoom

Delete Respond Quick Steps Move Actions Tags Editing Zoom

From: Brewer, Dawn Sent: Fri 1/18/2013 10:54 AM

To: Farnsworth, Lila N

Cc:

Subject: RE: Self Study items needed by January 31st

Message Adult case study BB.pdf (203 KB) DHN 301 Assignment 2 DICAS Appl.pdf (218 KB) Rubric Assignment 2 Application DHN 301.pdf (160 KB)

Hi Lila,  
Attached is a case study from 312 with a rubric and an assignment from 301 and its rubric. I put left over student assignments in your mailbox for the 312 case study and the 301 assignment. Let me know if you have any questions.  
Thanks,  
Dawn

**From:** [Infarn2@g.uky.edu](mailto:Infarn2@g.uky.edu) [mailto:[Infarn2@g.uky.edu](mailto:Infarn2@g.uky.edu)] **On Behalf Of** Farnsworth, Lila N  
**Sent:** Thursday, January 17, 2013 3:18 PM  
**To:** Brewer, Dawn; Gustafson, Alison; Perry, Stephen; Gaetke, Lisa M; Webber, Kelly H; Stephenson, Tammy J; Forsythe, Hazel E; Combs, Elizabeth L; Addo, Kwaku; Bastin, Sandra P  
**Subject:** Self Study items needed by January 31st

Good Afternoon,

We are collecting rubrics for assignments from the major didactic courses and need your help. Please send one rubric, and if available completed student assignment for each course you teach. We would like for you to choose an assignment you feel is the capstone and/or most creative for the course. Any completed student assignments given to me will have identifying information blacked out. These can be ones pulled off BlackBoard or left behind and never picked up. We would greatly appreciate it if these items could be sent to me before January 31st either by email or turned in to my mailbox in the copy room, so that they can be included in the Self Study documentation for the DPD and CP programs. Thank you for your assistance! Please email me with any questions you may have about this.

Sincerely,  
Lila

--  
Lila Farnsworth, RD  
CP/DI Program Assistant  
[Infarn2@g.uky.edu](mailto:Infarn2@g.uky.edu)  
Department of Dietetics and Human Nutrition  
University of Kentucky  
203 Funkhouser Bldg.  
Lexington KY 40506-0054  
<https://sites.google.com/site/uknfsdieteticinternship/>

The screenshot shows an email client window titled "RE: UK DPD students in DI - Message (HTML)". The window has a menu bar with "File" and "Message". Below the menu bar is a ribbon with various actions: Ignore, Junk, Delete, Reply, Reply All, Forward, Meeting, More, Recommendation..., To Manager, Done, Team E-mail, Reply & Delete, Create New, Move, OneNote, Actions, Mark Unread, Categorize, Follow Up, Translate, Find, Related, Select, and Zoom. The email header shows: From: Brewer, Dawn; To: Farnsworth, Lila N; Cc: ; Subject: RE: UK DPD students in DI. The email body contains the following text:

Can you tell me how many DP UK students that participated in the internship for each year in the range 2008 – 2012. Thanks!

**From:** [Infarn2@g.uky.edu](mailto:Infarn2@g.uky.edu) [mailto:Infarn2@g.uky.edu] **On Behalf Of** Farnsworth, Lila N  
**Sent:** Monday, November 12, 2012 11:23 AM  
**To:** Brewer, Dawn  
**Subject:** Re: UK DPD students in DI

Hello Dawn,

That is correct however there is no certain number that are accepted into the DI from UK. It is up to the matching system. However, usually UK students put us as their number 1 choice which increases their likelihood of being placed here. Also we can more adequately rate the UK students on the faculty evaluations of DICAS applicants since we know their quality of work, etc.

Sincerely,  
Lila

RE: DPD handbook - Message (HTML)

File Message

Ignore X Reply Reply Forward Meeting IM More

Recommendatio... To Manager

Team E-mail Done

Reply & Delete Create New

Move OneNote

Mark Categorize Follow Unread Tags Up

Translate Related Select

Zoom

From: Brewer, Dawn Sent: Wed 1/23/2013 8:37 AM

To: Forsythe, Hazel E

Cc:

Subject: RE: DPD handbook

Thanks for taking a look and for the changes!

---

**From:** Forsythe, Hazel E Next Last  
**Sent:** Tuesday, January 22, 2013 10:18 PM  
**To:** Brewer, Dawn  
**Subject:** DPD handbook

Dawn:  
 Only small changes needed. Looks good.  
 hwf

Hazel Forsythe, PhD., RD., LD.  
 Associate Professor and Director Dietetic Internship  
 Department Nutrition and Food Science  
 202 Funkhouser Building  
 Lexington, KY 40506-0054  
 Ph: 859-257-4146  
 Fax: 859-257-3707  
[nfshazel@email.uky.edu](mailto:nfshazel@email.uky.edu)  
[www.ca.uky.edu/HES/NFS/forsythe.htm](http://www.ca.uky.edu/HES/NFS/forsythe.htm)

Expiration of DPD coursework? - Message (HTML)

File Message

Ignore X Reply Reply All Forward Meeting IM More

Junk Delete

Recommendatio... To Manager

Team E-mail Done

Reply & Delete Create New

Move OneNote

Rules

Mark Unread

Categorize Follow Up

Translate

Find Related Select

Zoom

Delete Respond Quick Steps Move Tags Editing Zoom

From: Brewer, Dawn Sent: Tue 8/28/2012 8:19 AM

To: Forsythe, Hazel E (hazel.forsythe@uky.edu)

Cc:

Subject: Expiration of DPD coursework?

Hi Hazel,

I think we talked about this before, but does the DPD coursework ever expire? Or is it just a recommendation to go onto a DI by 5 years post-graduation? I have a student that wants to graduate with her dietetics degree, go to pharmacy school, and then go onto a DI. Is this possible without having to repeat courses?

Thanks,

Dawn

Dawn Brewer, PhD, RD, LD  
 Lecturer and DPD Director  
 University of Kentucky  
 Department of Dietetics & Human Nutrition  
 206 D Funkhouser Building  
 Lexington, KY 40506  
[Dawn.brewer@uky.edu](mailto:Dawn.brewer@uky.edu)  
 Office: 859-257-1661  
 Fax: 859-257-3707

GRE scores - Message (HTML)

File Message

Ignore X Reply Reply All Forward Meeting IM More

Junk Delete

Recommendatio... To Manager

Team E-mail Done

Reply & Delete Create New

Move OneNote

Rules

Mark Unread

Categorize Follow Up

Translate

Find Related Select

Zoom

Delete Respond Quick Steps Move Tags Editing Zoom

From: Brewer, Dawn Sent: Thu 12/13/2012 11:04 AM

To: Gaetke, Lisa M

Cc:

Subject: GRE scores

Hi Lisa,

I have a student wondering what a good GRE score is these days. It is on a different scoring system from when I took it so I have no idea what they mean. She has a 150 quantitative, 156 verbal. Any thoughts? She is just wanting to know for graduate school in general are these average, above average?

Thanks!

Dawn

Dawn Brewer, PhD, RD, LD  
 Lecturer and DPD Director  
 University of Kentucky  
 Department of Dietetics & Human Nutrition  
 206 D Funkhouser Building  
 Lexington, KY 40506  
[Dawn.brewer@uky.edu](mailto:Dawn.brewer@uky.edu)  
 Office: 859-257-1661  
 Fax: 859-257-3707

Hi Louise,

xxxx and xxxxx.

Thanks,

Dawn

**From:** Gladstone, Louise  
**Sent:** Wednesday, January 02, 2013 10:37 AM  
**To:** Brewer, Dawn  
**Subject:** RE: students cleared?

Hi, Dawn - I am just starting the clearing process. Who is needing verification?

Louise Gladstone ([lgladstn@uky.edu](mailto:lgladstn@uky.edu))

Director, HES Advising Resource Center

112 Erikson Hall

College of Agriculture, Univ of Kentucky

Lexington, KY 40506-0050

859/257-2855 FAX: 859/257-4095

Statement of Confidentiality-- This message (and any attachment) is intended only for the recipient and may contain confidential and/or privileged material. If you have received this message in error, please contact the sender and delete this message immediately.

**From:** Brewer, Dawn  
**Sent:** Wednesday, January 02, 2013 9:14 AM  
**To:** Gladstone, Louise  
**Subject:** students cleared?

Hi Louise,

I have a couple of students that need their verification statement by Thursday and I was wondering if they have been officially cleared as graduates at this point? Thanks for your help and I hope you had a nice break.

Dawn

Dawn Brewer, PhD, RD, LD

Lecturer and DPD Director

University of Kentucky

Department of Dietetics & Human Nutrition

206 D Funkhouser Building

Lexington, KY 40506

[Dawn.brewer@uky.edu](mailto:Dawn.brewer@uky.edu)

Office: 859-257-1661

Fax: 859-257-3707

RE: List of DPD graduates - Message (HTML)

File Message

Ignore X Meeting Recommendation... To Manager  
 Junk Delete Reply Reply Forward IM Team E-mail Done  
 Delete Respond Quick Steps Move Move OneNote Mark Categorize Follow Translate Find  
 Select Zoom

From: Brewer, Dawn Sent: Wed 8/22/2012 8:09 PM  
 To: Gladstone, Louise  
 Cc:  
 Subject: RE: List of DPD graduates

Thank you so much! I know you are swamped and I really appreciate this. You managed to get a good chunk of it done!  
 Thanks again :)

---

**From:** Gladstone, Louise  
**Sent:** Wednesday, August 22, 2012 7:05 PM  
**To:** Brewer, Dawn  
**Subject:** RE: List of DPD graduates

Hi, Dawn - Attached is report of grads from May 2006 through May 2012. Sorry for the delay!

Louise Gladstone ([lgladstn@uky.edu](mailto:lgladstn@uky.edu))  
 Director, HES Advising Resource Center  
 112 Erikson Hall  
 College of Agriculture, Univ of Kentucky  
 Lexington, KY 40506-0050  
 859/257-2855 FAX: 859/257-4095

Statement of Confidentiality-- This message (and any attachment) is intended only for the recipient and may contain confidential and/or privileged material. If you have received this message in error, please contact the sender and delete this message immediately.

---

**From:** Brewer, Dawn  
**Sent:** Wednesday, August 22, 2012 3:38 PM  
**To:** Gladstone, Louise  
**Cc:** Forsythe, Hazel E; Farnsworth, Lila N  
**Subject:** List of DPD graduates

Hey Louise,  
 I know you are incredibly busy right know, but would it be possible for you to send the list of graduated dietetic students from the years that you have already put together. We figured we could get started on that while waiting for the rest.  
 Thanks!  
 Dawn

## Program Staff and Resources

### Standard 16: Faculty and Preceptors

The program must have a sufficient number of qualified faculty and preceptors (if needed) to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice.

#### 1. Narrative:

##### **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.**

The DHN Departmental faculty consists of thirteen full-time resident faculty, of which four have attained the rank of full professor, three associate professors, three assistant professors, two lecturers and one senior lecturer. Four of these faculty members are also considered to be nutrition cooperative extension specialists, including the interim Department chair. Nine faculty members hold the RD credential, and 12 of the 13 faculty members hold a doctoral degree. The academic coordinator, who is an RD with a Masters in Dietetics Administration, also has some teaching responsibilities within the DPD curriculum. All faculty members at some point interact with the learning of DPD program students either as professors, advisors, research mentors, or as mentors for the DHN 480 Pre-Professional Practice. Faculty members are also accessible to students for advising and assistance with applying to supervised practice programs or searching for employment. The faculty qualifications and respective courses taught are listed in the table below.

##### **Guideline 16.2**

**a. Program faculty, including the program Director, must meet the college/university's criteria for appointment.**

**b. Preceptors (if present) must be credentialed or licensed as appropriate to meet state and federal regulations for the area in which they are supervising students.**

**c. The program must have a process for the periodic review of the effectiveness of faculty and preceptors (if present).**

The University of Kentucky is accredited by the Southern Association for the Accreditation of Colleges and Universities and all faculty members must meet the institution's criteria for appointment (Appendix 16.01). A list of the DHN faculty who teach required courses, the courses they teach, and a description of their expertise is shown below. A strength of the program is the diversified knowledge and expertise of DHN faculty. The curriculum vitae of each faculty member demonstrate how their diverse experiences culminate resulting in an enriched dietetics education for students. Faculty members are fortunate to have the opportunity to teach courses they have a strong interest in and/or have research or employment experiences. This adds to the breadth of the curriculum and enhances the academic experience for students. Copies of CVs of the faculty will be available on site.

DHN faculty follows the University's policies and procedures for conducting performance evaluations. Administrative Regulation 3:10 can be found at: <http://www.uky.edu/regs/files/ar/ar3-10.pdf>. The University of Kentucky believes that evaluation of faculty performance is of utmost importance and that evaluation is an effective means of improving performance and motivating faculty. The Department follows the University's policies and procedures for appointing faculty members: <http://www.uky.edu/regs/files/ar/ar2-1-1.pdf> (Appendix 16.01).

**Guideline 16.3**

**a. New faculty members, instructors, and teaching assistants must be provided an orientation to the mission, goals, values, and educational philosophy of the dietetics program**

**b. Preceptors (if present) must be provided orientation to the supervised practice objectives and professional competencies before assuming responsibilities**

New DHN faculty, instructors, and teaching assistants are provided information about the dietetics program in both written and oral formats. The DPD program handbook (Appendix C), DHN advising booklet (Appendix 16.02), one-on-one and group conversations are used to communicate the mission, goals and educational philosophy to program stakeholders. The DPD website is also a source of information for stakeholders.

A main strength of the program is the strong support of seasoned faculty members in orienting new faculty members to their position. The current DPD Director is a recent hire and has, in some fashion, received assistance with performing all aspects of the job from the Interim Chair and faculty members. This type of support allows for a seamless transition in the delivery of the DPD curriculum. In addition, the strong rapport among faculty members, including the Dietetics Curriculum Committee, fosters communication resulting in early identification of program, course, or student issues and discussion to resolve problems.

**2. Directions:** Be sure to specifically include information regarding faculty qualifications and faculty orientation materials.

**Faculty Qualifications and Courses Taught**

Faculty Member	DPD Course(s) Taught	Site of Terminal Degree and Areas of Interest
Ingrid Adams PhD, RD, LD	DHN 403 - Community Nutrition	Ph.D. Iowa State University in Nutritional Sciences and Family & Consumer Sciences Education Designing and evaluating interventions related to weight management and physical activity, as well as critical thinking and decision making
Kwaku Addo, PhD	DHN 101: Human Nutrition and Wellness DHN 304: Experimental Foods DHN 591: Special Problems in Foods and Nutrition	Ph.D. Washington State University Food Science & Human Nutrition Cereal chemistry with emphasis on new food product development, enzyme-catalyzed wheat-muscle protein interactions and Rheology
Sandra Bastin, PhD, RD, LD, CCE	DHN 342- Quantity Food Production	Ph.D. University of Kentucky Food Science Food systems from farm to table
Dawn Brewer, PhD, RD, LD	DHN 101-Human Nutrition and Wellness DHN 212- Introductory Nutrition DHN 301- Dietetics Practice DHN 312- Nutrition and Wellness in the Lifecycle	Ph.D. University of Georgia Foods and Nutrition Obesity-focused research in public health, clinical, community and basic science settings
Ching Chow, PhD	DHN 408G- Seminar in Food and Nutrition	Ph.D. University of Illinois, Urbana, Illinois Nutritional Sciences Role of nutrients in antioxidant defense.
Elizabeth Combs, MS, RD, LD	DHN 480- Dietetics Pre-Professional Practice DHN 800- Nutrition in the Life Cycle Practicum DHN 808-Community Nutrition II:	M.S. University of Kentucky Dietetic Administration Advising students

	Supervised Practice DHN 810- Medical Nutrition Therapy I: Supervised Practice DHN 812-Food Service Systems Management I: Supervised Practice DHN 814- Food Service Systems Management II: Supervised Practice DHN 816- Medical Nutrition Therapy II: Supervised Practice	
Hazel Forsythe, PhD, RD, LD, CFCS	DHN 101 - Human Nutrition and Wellness DHN 212 - Introductory Nutrition DHN 518 - Evaluation of Dietetic Practices	Ph.D. Oklahoma State University Home Economics Maternal and Child Nutrition with special emphasis on children with developmental disorders including autism
Lisa Gaetke, PhD, RD, LD	DHN 512- Medical Nutrition Therapy 1 DHN 517- Medical Nutrition Therapy 2	Ph.D. University of Kentucky Nutritional Sciences Environmental contaminants
Alison Gustafson, PhD, MPH, RD, LD	NFS 474 - Research in Nutrition: Theory NFS 475 - Research in Nutrition: Applications NFS 403 - Community Nutrition	Ph.D. University of North Carolina at Chapel Hill Nutrition Epidemiology Food environment as a distal determinant in obesity among rural populations and chronic disease prevention
Bernhard Hennig PhD, RD	DHN 311- Nutritional Biochemistry	Ph.D. Iowa State University in Nutritional Sciences Utilization of tissue culture model systems in the study of nutrition and atherosclerosis, with emphasis in the role of nutrients on biochemical and molecular mechanisms of vascular endothelial cell function, injury and protection.
Stephen Perry, MS, RD, LD	DHN 101- Human Nutrition and Wellness DHN 241- Food Service Sanitation DHN 302- Principles of Food Preparation DHN 340- Institutional Purchasing DHN 346- Human Resource Management	M.S. University of Kentucky Dietetics & Hospitality Management Administration Teaching and advising
Tammy Stephenson PhD	DHN 101- Human Nutrition and Wellness DHN 212 - Introductory Nutrition DHN 304 - Experimental Foods DHN 315 - Nutrition Issues in Physical Activity DHN 510 - Advanced Nutrition	Ph.D. University of Kentucky Nutritional Sciences Promoting and mentoring undergraduate research, sports nutrition, and vegetarian diets and soy foods
Kelly Webber, PhD, MPH, RD, LD	DHN 101- Human Nutrition and Wellness DHN 514- Dietetics Counseling and Communication Theories and Applications 408G – Seminar in Foods and Nutrition	Ph.D. The University of North Carolina at Chapel Hill Nutrition Motivational factors related to weight loss and maintenance in adults

**3. 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**

--

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.

# **Standard 16 Appendix**



UNIVERSITY OF  
**KENTUCKY**  
 Regulations

## Administrative Regulation 2:9

Responsible Office: Provost

Date Effective: 6/8/2010

Supersedes Version: 7/1/2008

# Lecturer Series Faculty

## Major Topics

---

[Appointment](#)

[Non-renewal of a Rolling Contract](#)

[Criteria for Appointment, Reappointment, Promotion, and Faculty Performance Review](#)

[Periodic Course Reduction](#)

[Conditions of Employment](#)

## I. Introduction

---

Lecturer Series faculty employees are professionally qualified teachers hired for a fixed term. Lecturer Series faculty employees do not have the same responsibilities and professional obligations as faculty in Regular, Special, Extension or Librarian Title Series. Lecturer Series appointments shall not be made when appointment in a tenure-eligible title series is appropriate. The Lecturer Series is comprised of two academic ranks: Lecturer and Senior Lecturer.

## II. Appointment

---

Appointment, reappointment, non-renewal of appointment, and terminal reappointment in the Lecturer Series are subject to the following conditions:

- A. The dean makes the final decision on initial appointment, reappointment, non-renewal of appointment and terminal reappointment of Lecturer Series faculty employees at the rank of Lecturer. The dean shall notify the faculty employee in writing and send a copy of the notification to the educational unit administrator (see AR 2:1-1, Appendix III).
- B. The Provost makes the final decision on initial appointment at the rank of Senior Lecturer upon recommendations of the educational unit administrator and the dean without reference to an Academic Area Advisory Committee. Prior to making a recommendation to the Provost on initial appointment at the rank of Senior Lecturer, the dean shall obtain the written advice of the college advisory committee on promotion, appointment, reappointment, and tenure (AR 2:1-1, Section VII.B). The final action of the Provost shall be communicated in writing to the dean. The dean shall notify the faculty employee in writing of the Provost's decision and send a copy of the notification to the educational unit administrator. The dean makes the final decision on reappointment, non-renewal of appointment and terminal reappointment of Lecturer Series faculty employees at the rank of Senior Lecturer. The dean shall notify

the faculty employee in writing and send a copy of the notification to the educational unit administrator (see AR 2:1-1, Appendix III).

- C. The tenured and tenure-eligible faculty of an educational unit (department, school without departments, graduate center or college without either departments or schools) that employs faculty employee(s) in the Lecturer Series, shall establish by majority vote the maximum number or percentage of Lecturer Series faculty that may be employed by the unit. The number shall be documented in the rules of the unit and shall only be changed by majority vote of the tenured and tenure-eligible faculty of the unit.
- D. Initial appointment at the rank of Lecturer or Senior Lecturer shall not exceed two (2) years. Notification of non-renewal of appointment at the end of the first year of service shall be given no later than March 1 if the appointment expires at the end of that academic year or three months in advance if the one-year appointment terminates during the academic year.
- E. After the first year of service, and until such time that a rolling contract is offered (see subsections 3 & 6 below), notification of the decision to offer a terminal reappointment shall be given to Lecturer Series faculty employees at least twelve (12) months before expiration of the appointment.
- F. Reappointment reviews shall be conducted in accordance with the policies and procedures prescribed in AR 2:1-1 and its accompanying appendices (AR 2:1-1 Appendices I & II).
- G. After the unit administrator has completed the reappointment review of a faculty employee in his or her fourth year of continuous full-time service at the rank of Lecturer, the educational unit administrator shall recommend to the dean either:
  - 1. An offer to the faculty employee of a 2-year rolling contract (i.e., a two-year notice before any potential termination of employment), subject to the conditions stated in Section III below; or
  - 2. An offer to the faculty employee of a terminal reappointment contract for a fifth and final year of employment. The dean shall make the final decision to either approve the unit administrator's recommendation and offer a terminal reappointment to the faculty employee, or to disapprove the recommendation and offer a reappointment. The dean shall notify the faculty employee in writing of the decision and send a copy of the notification to the educational unit administrator (see AR 2:1-1, Appendix III).
- H. After the unit administrator has completed the reappointment review of a faculty employee in his or her fourth year of continuous full-time service at the rank of Senior Lecturer, the educational unit administrator shall recommend to the dean either:
  - 1. An offer to the faculty employee of a 3-year rolling contract (i.e., a three-year notice before any potential termination of employment), subject to the conditions stated in Section III below; or
  - 2. An offer to the faculty employee of a terminal reappointment contract for a fifth and final year of employment. The dean shall make the final decision to either approve the unit administrator's recommendation and offer a terminal reappointment to the faculty employee, or to disapprove the recommendation and offer a reappointment. The dean shall notify the faculty employee in writing of the decision and send a copy of the notification to the educational unit administrator (see AR 2:1-1, Appendix III).
- I. The assignment period for Lecturer Series faculty employees may be on a nine-month, ten-month, eleven-month, or twelve-month basis.

### III. Non-renewal of a Rolling Contract

---

A. Lecturer Series Faculty Employees at the Rank of Lecturer

1. In the event that a faculty employee at the rank of Lecturer is assigned a composite rating of unsatisfactory on an annual faculty performance review (see AR 3:10), the unit administrator shall not recommend the renewal of the faculty employee's rolling contract. After informing the appropriate unit faculty members (see AR 2:1-1 Appendix I), the unit administrator shall recommend to the dean that the faculty employee be offered a two-year reappointment contract without the provision for a rolling contract. The dean shall make the final decision on whether the two-year reappointment includes a rolling contract. The dean shall notify the faculty employee of the final decision in writing and send a copy of the notification to the unit administrator.
2. At any time in the two-year duration of a reappointment contract without a rolling contract, but with sufficient time to ensure that the faculty employee is notified of the final decision of the dean no later than the last day of the reappointment contract, the unit administrator shall recommend to the dean one of the three actions enumerated below. The unit administrator shall consult with the appropriate faculty (see AR 2:1-1 Appendix I) and, where prescribed in Appendix I, obtain written judgments from those faculty. The recommendation of the unit administrator shall be limited to one of the following actions:
  - a. An offer to the faculty employee of a 2-year rolling contract (i.e., a two-year notice before any potential termination of employment), subject to the conditions stated in Section III.A.1 above;
  - b. An offer to the faculty employee of a terminal reappointment contract; or
  - c. An offer to the faculty employee of a reappointment contract, not to exceed two years in duration and without the provision for a rolling contract. At the end of that reappointment period, the terms of reappointment shall be limited to:
    - i. The restoration of a 2-year rolling contract (i.e., a two-year notice before any potential termination of employment), subject to the conditions stated in Section III.A.1 above; or
    - ii. The issuance of a terminal reappointment contract.

B. Lecturer Series Faculty at the Rank of Senior Lecturer

1. In the event that a faculty employee at the rank of Senior Lecturer is assigned a composite rating of unsatisfactory on a biennial faculty performance review (see AR 3:10), the unit administrator shall not recommend the renewal of the faculty employee's rolling contract. After informing the appropriate unit faculty members (see AR 2:1-1 Appendix I), the unit administrator shall recommend to the dean that the faculty employee be offered a three-year reappointment contract without the provision for a rolling contract. The dean shall make the final decision on whether the three-year reappointment includes a rolling contract. The dean shall notify the faculty employee of the final decision in writing and send a copy of the notification to the unit administrator.
2. During the reappointment period without the provision of a rolling contract, the faculty employee shall undergo an annual faculty performance review.
3. In the second or third year of the reappointment contract, and with sufficient time to ensure that the faculty employee is notified of the decision of the dean no later than the last day of the reappointment contract, the unit administrator shall recommend to the dean one of the three actions enumerated below. The administrator shall consult with the appropriate faculty members (see AR 2:1-1 Appendix I) and, where prescribed in Appendix I, obtain written judgments from those faculty. The recommendation of the unit administrator shall be limited to one of the following actions:
  - a. An offer to the faculty employee of a 3-year rolling contract (i.e., a three-year notice before any

potential termination of employment), subject to the conditions stated in Section III.B.1,

- b. An offer to the faculty employee of a terminal reappointment contract; or
- c. An offer to the faculty employee of a reappointment contract, not to exceed three years in duration and without the provision for a rolling contract. At the end of that reappointment period, the terms of reappointment shall be limited to:
  - i. The restoration of a 3-year rolling contract (i.e., a three-year notice before any potential termination of employment), subject to the conditions stated in Section III.B.1 above; or
  - ii. The issuance of a terminal reappointment contract.

## IV. Criteria for Appointment, Reappointment, Promotion, and Faculty Performance Review

---

- A. The Faculties of the educational units that employ full-time Lecturer Series faculty shall establish unit criteria and procedures for appointment, reappointment, nonrenewal of appointment, terminal reappointment, promotion, and faculty performance review (pursuant to GR VII.A.6). The criteria for appointment shall include an earned terminal degree appropriate to the field of assignment. Evidence of the appropriate professional experience or credentials may substitute for a terminal degree with the approval of the Provost. These unit criteria and procedures shall be submitted to the dean of the college for approval.
- B. The college policies on performance review of Lecturer Series faculty employees shall prescribe that Lecturer Series faculty employees undergo Faculty Performance Review (see AR 3:10) as follows:
  - 1. Lecturer Series faculty at the rank of Lecturer shall undergo Faculty Performance Review on an annual basis.
  - 2. Lecturer Series faculty at the rank of Senior Lecturer shall undergo Faculty Performance Review on a biennial basis, except as prescribed in Section III.B.2 above.
- C. A Lecturer Series faculty employee may be considered for promotion (without tenure) from the rank of Lecturer to the rank of Senior Lecturer at any time after five (5) years of continuous full-time service. In preparing a recommendation to the dean on a promotion case in the Lecturer Series, the educational unit administrator shall consult with the appropriate faculty employees of the unit and obtain their written judgments (see AR 2:1-1 Appendix I). Prior to making a recommendation to the Provost on a promotion case in the Lecturer Series, the dean shall provide the dossier to the college advisory committee on appointment, reappointment, promotion, and tenure (AR 2:1-1, Section VII.B), and obtain its written advice. The Provost makes the final decision on the promotion, without reference to an Area Committee. A faculty employee promoted to the rank of Senior Lecturer shall be offered a 3-year rolling contract (i.e., a 3-year notice before any potential termination of employment, subject to the conditions stated in Section III above).

## V. Periodic Course Reduction Associated with Professional Development Opportunities

---

After six (6) years of continuous service, Lecturer Series faculty employees shall be eligible to apply for a one-year course reduction, equivalent to six (6) undergraduate credit hours of teaching, to devote time for professional development in order that the quality of faculty employee's service to the University may be enhanced. The unit administrator shall review such requests from Lecturer Series faculty employees and

make recommendations to the dean. The dean shall make the final decision on recommendations for periodic course reductions for Lecturer Series faculty employees.

Normally "continuous service" is interrupted by the two-course reduction associated with the professional development opportunity identified in this regulation. That is, no service prior to the two-course reduction may be credited toward eligibility for future professional development opportunities described herein. However, in the event that it becomes necessary for an individual to postpone such professional development at the request of and/or for the benefit of the University or one of its educational units, the period of postponement shall be counted as part of the six (6) years of continuous service necessary for the individual to become eligible again for the professional development opportunity identified in this regulation. The request for and/or agreement that the professional development opportunity be postponed shall be made in writing by the unit administrator to the dean, who has final authority in this matter. The request or agreement shall specify the period of postponement and the reason for it.

## VI. Conditions of Employment

---

### A. Distribution of Effort

The annual assignment for faculty employees in the Lecturer Series shall normally be seventy-five (75) percent instruction (typically equivalent to nine (9) undergraduate credit hours of teaching per semester), with the remaining twenty-five (25) percent of the annual assignment apportioned among other assigned duties that serve the undergraduate program of the faculty employee's educational unit or college. Teaching assignments shall be limited to 100-, 200- and 300-level courses. Exceptions to these provisions may be granted by the Provost upon the written recommendation of a dean.

### B. Eligibility for Tenure, Leave, and Other Benefits

1. Lecturer Series faculty employees are not eligible for tenure, sabbatical leave or membership in the Graduate Faculty. Lecturer Series faculty employees are eligible for faculty membership with voting privileges in the college faculty and the University Senate, subject to the approval of the tenured and tenure-track members of the faculty in the college to which they have been assigned. They are also eligible for faculty membership with or without voting privileges in the educational unit to which they have been assigned, subject to the approval of the tenured and tenure-track members of the faculty in that educational unit. The extension of these privileges to Lecturer Series faculty employees shall be recorded in the respective Rules documents of the educational unit and college (GR VII).
2. Lecturer Series faculty employees are eligible to apply for positions in other faculty series. If a Lecturer is subsequently appointed in a tenure-eligible title series, time spent as a Lecturer Series faculty employee shall not count toward eligibility for sabbatical leave nor as a part of the individual's probationary period.
3. Lecturers Series faculty employees are eligible for the same University employee benefits, such as retirement, health care and life insurance plans, as other regular faculty employees. Similarly, temporary disability leave may be granted by the Provost.
4. Lecturer Series faculty employees are entitled to the right of appeal on matters of procedure, privilege and/or academic freedom that is afforded faculty employees in other faculty series, as prescribed in the Administrative Regulations (AR 2:1-1, Sections XI and XII) and as provided in the Governing Regulations (GR I.I).

## References and Related Materials

---

GR Part I, The University of Kentucky (Definition)

AR 2:1-1, Procedures for Faculty Appointment, Reappointment, Promotion and the Granting of Tenure  
AR 3:10, Tenured Faculty Review and Development Policy

## Revision History

---

AR II-1.0-1, Page II.S: 7/1/2005

AR 2:9: 7/1/2008

For questions, contact: [Office of Legal Counsel](#)



## Guidelines for Promotion to Senior Lecturer

Promotion from lecturer to senior lecturer in the College of Agriculture is directed by AR 2:9 <http://www.uky.edu/Regs/files/ar/ar2-9.pdf>, Lecturer Series Faculty.

AR 2:9 states promotion to Senior Lecturer is elective, that is, undertaken by the unit administrator in consultation with the unit faculty:

A Lecturer Series faculty employee may be considered for promotion (without tenure) from the rank of Lecturer to the rank of Senior Lecturer at any time after five (5) years of continuous full-time service. In preparing a recommendation to the dean on a promotion case in the Lecturer Series, the educational unit administrator shall consult with the appropriate faculty employees of the unit and obtain their written judgments (see AR 2:1-1 Appendix I).

Before consideration of a promotion from lecturer to senior lecturer, “The Faculties of the educational units that employ full-time Lecturer Series faculty shall establish unit criteria and procedures for appointment, reappointment, nonrenewal of appointment, terminal reappointment, promotion, and faculty performance review (pursuant to GR VII.A.6). The criteria for appointment shall include an earned terminal degree appropriate to the field of assignment. Evidence of the appropriate professional experience or credentials may substitute for a terminal degree with the approval of the Provost. These unit criteria and procedures shall be submitted to the dean of the college for approval.” (AR 2:9)

In the College of Agriculture, candidates for senior lecturers must have earned a terminal degree appropriate to the field of assignment.

### Steps:

Department establishes unit criteria and procedures for appointment, promotion, etc., as outlined in AR 2:9. Dean approves.



Department chair notifies dean of intent and submits CV, as well as consults with unit faculty on the preparedness of the candidate for consideration for promotion to senior lecturer.



Chair works with candidate to prepare dossier (original in binder; copy in binder, copy—minus teaching portfolio—in manila file folder). Dossier binders supplied by Office of Assistant Dean for Academic Administration.

Dossier contents: 1. Recommendation of college dean (school director consults with dean as appropriate)  
(in this order) 2. Recommendation of department chair  
3. Recommendations of directors of centers (as appropriate)  
4. CV  
5. List of names and ranks of all faculty in the department  
6. Written opinions of departmental faculty (see AR 2:1-1 Appendix 1 for more information)  
7. Copies of merit reviews since the date of hire  
8. Description of procedural steps used within the department and how these were communicated to the lecturer  
9. Departmental lecturer evidences statement  
10. Teaching portfolio

11. Candidate's personal statement on teaching
12. Candidate's personal statement on research (as appropriate)
13. Candidate's personal statement on service (as appropriate)
14. Letters from students pertaining to candidate's instruction
15. Representative samples from articles or other creative productivity (as appropriate)
16. List of proposals submitted and grants received (as appropriate)
17. Information or materials relating to professional status, awards
18. Information or materials relating to university and public service (as appropriate)
19. All DOE agreements since date of hire (top page only)



Assistant Dean for Academic Administration



COA Appointment, Promotion, and Tenure Committee



Dean



Provost

The Provost makes the final decision on promotion to the rank of senior lecturer without reference to an Academic Area Advisory Committee. The final action of the Provost shall be communicated in writing to the dean. The dean shall notify the educational unit administrator.

For additional information about Lecturers, see:

- GR VII.A6 <http://www.uky.edu/Regs/files/gr/gr7.pdf>
- AR: 2:1-1 <http://www.uky.edu/Regs/files/ar/ar2-1-1.pdf>
- COA Web Site <http://www2.ca.uky.edu/deanadmin/faculty/appointments/lecturers>

**THE DEPARTMENT  
OF NUTRITION &  
FOOD SCIENCE**

*first*

**FOCUS  
INNOVATION  
RESPECT  
SUCCESS  
TEAMWORK**

**NFS**  
NUTRITION & FOOD SCIENCE  
UNIVERSITY OF KENTUCKY

# Dietetics Advising Handbook

1. General Advising Information
  - a. University of Kentucky Academic Advising Syllabus
  - b. Dietetics Advising Directions to Students
2. Program Requirements and Materials
  - a. Dietetics Major Requirements
  - b. Degree Requirement Worksheet- UK CORE
  - c. Suggested Four Year Plan- UK CORE
  - d. Degree Requirement Worksheet- USP
  - e. Suggested Four Year Plan- USP
  - f. Individual Planning Worksheet
  - g. NFS Course Descriptions
  - h. BS in Dietetics Major Course Offerings
  - i. Professional Support Courses and Electives
  - j. Transfer Equivalency Guide
  - k. Dietetics Graduation Survey
3. Professional School Supplemental Advising Materials
  - a. Pre-med Advising Materials
  - b. Pre-PA Advising Materials
  - c. Masters of Science Degree in Hospitality and Dietetics Administration Guidelines
  - d. Masters of Science Degree in Clinical Nutrition Guidelines
  - e. UK Coordinated Program Outline
  - f. UK Dietetic Internship Program Outline
  - g. Regional Dietetic Internship Outline
  - h. Dietetic Internship Success Resources
4. Additional Resources
  - a. Scholarship Opportunities
  - b. Mathematics Placement
  - c. A&S 100/300 Course Equivalents
  - d. Composition and Communication Reference Guide

## Undergraduate Studies Academic Advising Syllabus

The goal of Academic Advising at the University of Kentucky is that students will recognize their personal skills, strengths, weaknesses, and interests and relate them to their academic goals. Students will learn to accept overall responsibility for their education. With assistance from the advisor, the student will:

- Satisfy key requirements according to published deadlines within the University academic calendar
- Formulate and clarify goals related to academic and career choices
- Develop an academic plan based on those goals
- Recognize the link between co-curricular activities and academic experiences
  - Use campus resources as needed including but not limited to:
    - APEX
    - The Stuckert Career Center
    - UK Counseling Center
    - The Study
- Identify and schedule appropriate internships/shadowing/work experiences which complement formal class work to achieve overall academic and career goals.

Academic Advising is a collaborative effort between student and advisor, both having responsibilities.

### ***Students are responsible for:***

- Knowing the requirements of their particular academic program; selecting courses that meet those requirements in an appropriate time frame; and monitoring their progress toward graduation;
- Consulting with appropriate advisors designated to handle the kind of questions or concerns they have;
- Scheduling and keeping academic advising appointments in a timely manner throughout their academic career, so as to avoid seeking advising only during busy registration periods; and
- Being prepared for advising sessions.

### ***Advisors are responsible for:***

- Helping students clarify their options, goals and potential, and understand themselves better;
- Helping students understand the nature and purpose of a college education;
- Maintaining confidentiality per University and Federal guidelines;
- Providing accurate information about educational options, requirements, policies and procedures, and
- Helping students plan their educational program and monitor and evaluate their educational progress.

## Dietetics Advising Information

Please check myUK and look for emails from the College of Agriculture about when to sign up for advising appointments. Freshman and sophomores will meet with Liz Combs, Academic Coordinator. Juniors and seniors will meet with their assigned faculty advisor. You should sign up for an advising appointment online. Instructions for scheduling an appointment and general advising information can be found at:

<http://www2.ca.uky.edu/academics/Advising>

Please **bring** the following items to your advising appointment:

- Dietetics Major Requirements
- Dietetics 4-year plan
- Recent Transcript (you can find this at myUK)
- An APEX printout (you can find this at myUK)
- Tentative schedule for the next semester

Having all of the above when you come to your appointment will save time for questions and additional information you need from us!

### FACULTY ADVISOR OFFICE LOCATIONS:

Dr. Cook-Newell	Room 206D Funkhouser Building
Dr. Forsythe	Room 202 Funkhouser Building
Dr. Gaetke	Room 119 Funkhouser Building
Dr. Gustafson	Room 206G Funkhouser Building
Steve Perry	Room 206E Funkhouser Building
Dr. Webber	Room 212A Funkhouser Building
Liz Combs	Room 204 Funkhouser Building



## Dietetics

College of Agriculture  
and School of Human  
Environmental Sciences

Dietetics prepares professionals who are recognized for expertise in food and nutrition. Graduates of the University of Kentucky Dietetics Program are prepared to become Registered Dietitians to function as entry level professionals with opportunities for practice in medical nutrition therapy, community dietetics, food systems management, and/or the business of dietetics. Becoming a registered dietitian involves a combination of academic preparation, including a minimum of a baccalaureate degree, and a supervised practice component.

The UK NFS Dietetics Program offers two options to earn a bachelor's degree in dietetics. Option A is the Didactic Program in Dietetics (DPD) and Option B is the Coordinated Program in Dietetics (CP). Both options lead to the Bachelor of Science in Dietetics and fulfill the foundation knowledge and/or competencies established by the Commission on Accreditation for Dietetics Education, CADE, the accrediting agency for American Dietetic Association, ADA. The DPD and the CP are both fully accredited by CADE. Option B, CP, is a selective admission program to which students must apply prior to beginning the major course work in the third year of the dietetics program.

**Option A**, designated as the Didactic Program in Dietetics, DPD, focuses on the foundation knowledge requirements provided by the academic component of dietitian education. A student must be a declared dietetics major in the Department of Nutrition and Food Science to complete the DPD. Students must attain a grade-point average of 2.4 or above to progress into course work designated as major requirements.

Successful completion of the DPD curriculum enables graduates to apply to a CADE-accredited supervised practice program, SPP, in a post-baccalaureate Dietetic Internship.

Upon successful completion of the Dietetic Internship the individual is eligible to sit for the national registry exam administered by the Commission on Dietetic Registration, CDR, the credentialing agency of the ADA, which grants use of the nationally recognized credential "RD" Registered Dietitian.

Graduates of the UK NFS Option A may apply for placement in the Dietetic Internship program offered by the Department of Nutrition and Food Science, School of Human Environmental Sciences, or any other CADE-accredited dietetic internship outside the department. Students must consider the highly competitive scenario in competing for acceptance into a Dietetic Internship.

**Option B**, designated as the Coordinated Program in Dietetics, CP, provides the foundation knowledge requirements provided by the academic component of dietitian education (see DPD above) and a CADE-accredited supervised practice component. Students who have completed the pre-major requirements and are interested in the Coordinated Program to attain the academic preparation and supervised practice program through the UK NFS Dietetics Program may apply for admission to Option B, the CP. Option B requires three additional semesters of didactic course work in the major requirements prior to beginning the 1,200 hour supervised practice program. Students in the CP must successfully complete the didactic and supervised practice component to receive the B.S. in Dietetics degree.

The CADE-accredited CP is a selective admission program. Admission to the University of Kentucky NFS Dietetics Program does not guarantee admission to the Coordinated Program, CP. A limited number of students who have completed the required preprofessional courses will be admitted on the basis of cumulative grade-point average, potential qualities for becoming a successful dietitian, leadership potential and professional involvement and commitment.

The application deadline for the UK NFS CP is February 1, prior to potential fall admission in Year Three of the Dietetics Program. Year Three of the Dietetics Program is the beginning of the Major Requirements for completion of course work. Program application materials should include an application form, a letter of professional goals and qualifications, three letters of reference, and record of academic performance.

The CP Admissions Committee considers grade-point average, letter of application, work experience, honors and extracurricular activities and letters of recommendation. Students who apply to the UK NFS CP will be granted an interview where the applicant's goals, communication skills, knowledge of the profession, and organizational and leadership skills are evaluated.

Successful CP applicants will be notified of provisional acceptance into the CP before UK's priority registration dates for the ensuing fall semester. Final acceptance depends on successful completion of the work in progress at the time of the application and throughout the remaining didactic component prior to beginning the supervised practice component of the undergraduate dietetics program.

Transfer students are urged to contact the Advising Resource Office, 112 Erikson Hall, for a preliminary evaluation of credits well in advance of the application date. Year Three of the Dietetics Program is the beginning of the Major Requirements for completion of course work. CP applicants must be a declared major in the UK NFS dietetics program or if a transfer student, indicate intent to declare dietetics as their major. Students accepted into the CP must be majors in the UK NFS dietetics program.

Successful completion of Option B, the UK NFS CP, results in the Bachelor of Science in Dietetics degree. Graduates of Option B are eligible to sit for the national registry exam administered by the Commission on Dietetic Registration, CDR, the credentialing agency of the ADA, which grants use of the nationally recognized credential "RD" Registered Dietitian.

The UK NFS CADE-accredited Dietetic Internship, DI, is offered for students who have completed a Didactic Program in Dietetics at UK or other CADE-accredited institutions. Qualified graduates compete for a limited number of positions in the UK NFS DI. For information regarding the UK NFS Dietetic Internship, the application and/or screening procedures, please contact:

College of Agriculture and School of Human Environmental  
Sciences

Director, Dietetic Internship Program  
Department of Nutrition and Food Science  
203 Funkhouser Building  
University of Kentucky  
Lexington, KY 40506-0054

### Degree Requirements

Each student must complete the following:

1. Complete UK Core requirements.
2. Complete the School requirements listed below.
3. Complete 128 credit hours with a minimum grade-point average of 2.0.
4. Complete the required curriculum in the major program.

—CONTINUED—

The University of Kentucky is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award undergraduate, graduate, and professional degrees.

## Dietetics • 2

### School Requirements

HES 100 An Introduction to Professions in Human Environmental Sciences .....	1
HES 400 Concepts in Human Environmental Sciences: Integration and Application .....	2
One course in Human Environmental Sciences, outside the student's major prefix .....	3
<b>Subtotal: School Required Hours</b> .....	<b>6</b>

### UK Core Requirements

See the *UK Core* section of the *2011-2012 Undergraduate Bulletin* at [www.uky.edu/Registrar/bulletinCurrent/ukc.pdf](http://www.uky.edu/Registrar/bulletinCurrent/ukc.pdf) for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

<b>I. Intellectual Inquiry in Arts and Creativity</b>	
Choose one course from approved list .....	3
<b>II. Intellectual Inquiry in the Humanities</b>	
Choose one course from approved list .....	3
<b>III. Intellectual Inquiry in the Social Sciences</b>	
PSY 100 Introduction to Psychology or	
SOC 101 Introduction to Sociology .....	3-4
<b>IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences</b>	
CHE 105 General College Chemistry I .....	3
CHE 111 Laboratory to Accompany General Chemistry I .....	1
<b>V. Composition and Communication I</b>	
CISAWRD 110 Composition and Communication I .....	3
<b>VI. Composition and Communication II</b>	
CISAWRD 111 Composition and Communication II .....	3
<b>VII. Quantitative Foundations</b>	
Choose one course from approved list .....	3
<b>VIII. Statistical Inferential Reasoning</b>	
STA 210 Making Sense of Uncertainty: An Introduction to Statistical Reasoning .....	3
<b>IX. Community, Culture and Citizenship in the USA</b>	
Choose one course from approved list .....	3
<b>X. Global Dynamics</b>	
Choose one course from approved list .....	3
<b>UK Core Hours</b> .....	<b>31-32</b>

### Progression Requirements

Students must attain a grade-point average of 2.4 or above to progress into course work designated as major requirements. In addition, students must achieve a grade of C or better in all course work designated as major requirements.

Students must complete the following requirements:

Premajor Requirements	Hours
BIO 152 Principles of Biology II .....	3
BIO 208 Principles of Microbiology .....	3
CHE 105 General College Chemistry I .....	3
CHE 107 General College Chemistry II .....	3
CHE 111 Laboratory to Accompany General Chemistry I .....	1
CHE 113 Laboratory to Accompany General Chemistry II .....	2
CHE 230 Organic Chemistry I or	
CHE 236 Survey of Organic Chemistry .....	3
CLA 131 Medical Terminology from Greek and Latin .....	3
ECO 201 Principles of Economics I .....	3
NFS 212 Introductory Nutrition .....	3
NFS 241 Food Service Sanitation .....	1
NFS 302 Principles of Food Preparation .....	3
PGY 206 Elementary Physiology .....	3
PSY 100 Introduction to Psychology .....	4
SOC 101 Introduction to Sociology .....	3
STA 210 Making Sense of Uncertainty: An Introduction to Statistical Reasoning .....	3
<b>Subtotal: Premajor Hours</b> .....	<b>44</b>

Major Requirements	Hours
Prior to beginning the major requirements, students should indicate a choice of Option A or Option B with the Advising Resources Office, 112 Erikson Hall, and the UK NFS Dietetics Program, 203 Funkhouser. Option B is a selective admissions program.	
ACC 201 Financial Accounting I .....	3
NFS 301 Dietetics Practice .....	2
NFS 304 Experimental Foods .....	3
NFS 311 Nutritional Biochemistry .....	3
NFS 312 Nutrition and Wellness in the Life Cycle .....	3
NFS 340 Institutional Purchasing .....	3
NFS 342 Quantity Food Production .....	4
NFS 346 Human Resources Management for the Food and Hospitality Industries or	
MGT 301 Business Management .....	3
NFS 403 Community Nutrition and Wellness .....	3
NFS 408G Seminar in Food and Nutrition .....	1
NFS 510 Advanced Nutrition .....	3
NFS 512 Medical Nutrition Therapy I .....	4
NFS 514 Dietetics: Counseling and Communication Theories and Applications .....	3
NFS 517 Medical Nutrition Therapy II .....	3
<b>Subtotal: Major Hours</b> .....	<b>41</b>

-CONTINUED-

## Dietetics • 3

### Option Requirements

One option must be completed concurrently with the major requirements stated above.

#### Option A – Didactic Program in Dietetics (DPD)

NFS 480 Dietetics Pre-Professional Practice ..... 1-6

**Subtotal: Option A** ..... 1-6

#### Option B – Coordinated Program in Dietetics (CP)

Option B requires the student to apply to admission to the CP after completion of premajor requirements. See Bulletin for details.

NFS 800 Nutrition in the Life Cycle: Practicum\* ..... 1

NFS 808 Community Nutrition II: Supervised Practice\* ..... 2

NFS 810 Medical Nutrition Therapy I: Supervised Practice\* ..... 5

NFS 812 Food Service Systems Management: Supervised Practice\* ..... 5

NFS 814 Food Service Systems Management II: Supervised Practice\* ..... 3

NFS 816 Medical Nutrition Therapy II: Supervised Practice\* ..... 3

NFS 518 Evaluation of Dietetic Issues and Leadership ..... 2

\*800-level course requires admission to CP.

**Subtotal: Option B** ..... 21

### Electives

Electives should be selected by the student to lead to the minimum total hours required for graduation.

**Subtotal: Minimum Elective Hours** ..... 1-13

**TOTAL HOURS: Option A** ..... 128

**TOTAL HOURS: Option B** ..... 137

Requests for applications or further information may be directed to:

**Director, Coordinated Program**  
**Department of Nutrition**  
**and Food Science**  
**203 Funkhouser Building**  
**University of Kentucky**  
**Lexington, KY 40506-0054**

**University of Kentucky**  
**College of Agriculture and School of Human Environmental Sciences**  
**Degree Requirement Worksheet**  
**Dietetics Major 2011-2012**

*Note: This is a worksheet only. Content has not been verified by the registrar.*

Name:	
Optional Additional Major(s):	Optional Minor(s):

**Part I: School Requirements**

Course Number and Title	Hours	Taken
HES 100 An Introduction to Professions in Human Environmental Sciences	1	
HES 400 Concepts in Human Environmental Sciences: Integration and Application	2	
One Course in HES outside of major (MAT or FAM)	3	

**Part II: UK CORE Requirement**

Requirement	Course Number & Title	Hours	Taken
I. Intellectual Inquiry in Arts and Creativity	Choose one course from approved list	3	
II. Intellectual Inquiry in the Humanities	Choose one course from approved list	3	
III. Intellectual Inquiry in the Social Sciences	PSY 100 Introduction to Psychology	4	
IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences	CHE 105 General College Chemistry I	3	
	CHE 111 Lab to Accompany General College Chemistry I	1	
V. Composition and Communication I	CIS/WRD 110 Composition and Communication I	3	
VI. Composition and Communication II	CIS/WRD 111 Composition and Communication II	3	
VII. Quantitative Foundations	MA 123 Elementary Calculus and Its Applications	3-4	
	Or MA 113 Calculus I		
VIII. Statistical Inferential Reasoning	STA 210 Making Sense of Uncertainty: An Introduction to Statistical Reasoning	3	
IX. Community, Culture, and Citizenship in the USA	Choose one course from approved list	3	
X. Global Dynamics	Choose one course from approved list	3	

**Part III: Premajor Requirements**

Course Number and Title	Hours	Taken
BIO 152 Principles of Biology II	3	
BIO 208 Principles of Microbiology	3	
CHE 105 General College Chemistry I	3	
CHE 107 General College Chemistry II	3	
CHE 111 Laboratory to Accompany General Chemistry I	1	
CHE 113 Laboratory to Accompany General Chemistry II	2	
CHE 230 Organic Chemistry I or CHE 236 Survey of Organic Chemistry	3	
CLA 131 Medical Terminology from Greek and Latin	3	
ECO 201 Principles of Economics I	3	
NFS 212 Introductory Nutrition	3	
NFS 241 Food Service Sanitation	1	
NFS 302 Principles of Food Preparation	3	
PGY 206 Elementary Physiology	3	
PSY 100 Introduction to Psychology	4	
SOC 101 Introduction to Sociology	3	
STA 210 Making Sense of Uncertainty: An Introduction to Statistical Reasoning	3	

**Part III: Major Requirements** \*Minimum grade of C in major requirements

Course Number and Title	Course Offerings	Hours	Taken
ACC 201 Financial Accounting I	Fall, Spring, Summer	3	
NFS 301 Dietetics Practice	Fall	2	
NFS 304 Experimental Foods	Fall, Spring	3	
NFS 311 Nutritional Biochemistry	Fall	3	
NFS 312 Nutrition and Wellness in the Lifecycle	Fall	3	
NFS 340 Institutional Purchasing	Spring	3	
NFS 342 Quantity Food Production	Fall, Spring	4	
NFS 346 Human Resource Management for the Food Industry (or MGT 301)	Spring	3	
NFS 403 Community Nutrition and Wellness	Spring	3	
NFS 408G Seminar in Food and Nutrition	Fall, Spring	1	
NFS 510 Advanced Nutrition	Spring	3	
NFS 512 Medical Nutrition Therapy I	Spring	4	
NFS 514 Dietetics: Counseling and Communication Theories and Application	Fall	3	
NFS 517 Medical Nutrition Therapy II	Fall	3	

**Part IV: Option A or Option B**

Option A- Didactic Program in Dietetics (DPD)	Hours	Taken
NFS 480 Dietetics Pre-Professional Practice	1-6	
Option B- Coordinated Program in Dietetics (CP) *Requires admission to program	Hours	Taken
NFS 800 Nutrition in the Life Cycle Practicum	1	
NFS 808 Community Nutrition II: Supervised Practice	2	
NFS 810 Medical Nutrition Therapy I: Supervised Practice	5	
NFS 812 Food Service Systems Management I: Supervised Practice	5	
NFS 814 Food Service Systems Management II: Supervised Practice	3	
NFS 816 Medical Nutrition Therapy II: Supervised Practice	3	
NFS 518 Evaluation of Dietetics Issues and Leadership	2	

# Suggested Four Year Plan

Appendix 16-02

**MAJOR: Dietetics**  
**DEGREE: B.S. in Dietetics**

**Effective FALL 2011**

**Entrance Requirements:** Minimum grade point average for entrance of all students into the Dietetics programs is 2.4

**Progression Requirements:** Minimum grade of C in all coursework designated Major Requirements

1. MA 109 and/or sufficient ACT scores are prerequisite for Quantitative Foundations (MA 111 or MA 123), plus, Chemistry and Biology.
2. Prerequisites must be successfully completed prior to taking the next class. Check the UK Bulletin for prerequisite information.
3. Some courses only offered once a year. Plan subject to change without notice. Check with advisor for updates periodically

## Year I

<u>Fall</u>		<u>Spring</u>	
WRD 110 or CIS 110	- 3	WRD 111 or CIS 111	- 3
Quant Found-MA 111 or 123	- 3	CHE 105	- 3
CHE 107	- 3	CHE 113	- 2
CHE 111	- 1	BIO 152	- 3
SOC 101 or PSY 100	- 3 or 4	Humanities	- 3
UK 101(opt)or HES 100	- 1	HES 100 <sup>if not taken in Fall</sup>	- 1
CHE 195 (opt)	<u>-1</u>	CHE 197 (opt)	<u>-1</u>
	15-16		15

## Year II

<u>Fall</u>		<u>Spring</u>	
BIO 208	- 3	CHE 236 or 230	- 3
PGY 206	- 3	NFS 212	- 3
CLA 131	- 3	ECO 201	- 3
NFS 241	- 1	Arts & Creat Inq	- 3
PSY 100 or SOC 101	-4 or 3	Global Dynamics	- 3
US Citizenship	<u>-3</u>	Coll Req (rec FAM 252/352**)- <u>3</u>	<u>-3</u>
	17 -16		18

Application for the  
Coordinated  
Program (Option B)  
is due FEBRUARY 1  
prior to Year III.

## Year III - Choose one Option

### Option A - Didactic Program

<u>Fall</u>		<u>Spring</u>	
NFS 301 - 2*		NFS 340 - 3**	
NFS 302 - 3		NFS 304 - 3	
NFS 311 - 3*		NFS 403 - 3**	
NFS 312 - 3*		NFS 510 - 3**	
ACC 201 - 3		NFS 512 - 4**	
STA 210 - <u>3</u>			16
	17		

### Option B - Coordinated Program (admission required)

<u>Fall</u>		<u>Spring</u>	
NFS 301 - 2*		NFS 340 - 3**	
NFS 302 - 3		NFS 304 - 3	
NFS 311 - 3*		NFS 403 - 3**	
NFS 312 - 3*		NFS 510 - 3**	
ACC 201 - 3		NFS 512 - 4**	
STA 210 - <u>3</u>			16
	17		

## Year IV

<u>Fall</u>		<u>Spring</u>	
NFS 342 - 4		NFS 408G - 1	
NFS 346 - 3*		NFS 480 - 1	
NFS 514 - 3*		HES 400 - 2	
NFS 517 - 3*		Electives- <u>10</u>	
Electives- <u>2</u>			14
	15		

<u>Fall</u>		<u>Spring</u>	
NFS 342 - 4		NFS 810 - 5	
NFS 346 - 3*		NFS 812 - 5	
NFS 408G - 1		NFS 818 - <u>2</u>	
NFS 514 - 3*			12
NFS 517 - 3*		<u>Summer Clinicals</u>	
HES 400 - <u>2</u>		4-wk	8-wk
	16	NFS 800 - 1	NFS 814 - 3
		NFS 808 - <u>2</u>	NFS 816 - <u>3</u>
			3
			6

**OPT A TOTAL = minimum 128 Credits**

**OPT B TOTAL = minimum 128 credits**

NOTE: \*-Classes offered in Fall semester only. Prerequisites must be completed prior to enrollment.

\*\*Classes offered in Spring semester only. Prerequisites must be completed prior to enrollment.

**University of Kentucky**  
**College of Agriculture and School of Human Environmental Sciences**  
**Degree Requirement Worksheet**  
**Dietetics Major 2011-2012**

Appendix 16-02

*Note: This is a worksheet only. Content has not been verified by the registrar.*

Name:	
Optional Additional Major(s):	Optional Minor(s):

**Part I: School Requirements**

Course Number and Title	Hours	Taken
HES 100 An Introduction to Professions in Human Environmental Sciences	1	
HES 400 Concepts in Human Environmental Sciences: Integration and Application	2	
One Course in HES outside of major (MAT or FAM)	3	

**Part II: University Studies Program Requirements**

Requirement	Course Number & Title	Hours	Taken
I. Math	MA 123 or MA 113	3-4	
II. Foreign Language	Minimum of 2 years same language from high school	-	
III. Inference	MA 123 or MA 113	4	
IV. University Writing	ACT ≥ 32 OR ENG 104 OR HON 101 & HON 102 2 <sup>nd</sup> Tier Writing Requirement- NFS 475	Varies	
V. Oral Communication	COM 181, 252, or 287	3	
VI. Natural Sciences	CHE 105 and CHE 107	3	
VII. Social Sciences	PSY 100 Select 3 more hours from approved list	7	
VIII. Humanities	Select 6 hours from approved list	6	
IX. Cross-Cultural	Select 3 hours from approved list	3	
X. USP Electives	Select 3 hours outside of major	3	

**Part III: Premajor Requirements**

Course Number and Title	Hours	Taken
BIO 152 Principles of Biology II	3	
BIO 208 Principles of Microbiology	3	
CHE 105 General College Chemistry I	3	
CHE 107 General College Chemistry II	3	
CHE 111 Laboratory to Accompany General Chemistry I	1	
CHE 113 Laboratory to Accompany General Chemistry II	2	
CHE 230 Organic Chemistry I or CHE 236 Survey of Organic Chemistry	3	
CLA 131 Medical Terminology from Greek and Latin	3	
ECO 201 Principles of Economics I	3	
NFS 212 Introductory Nutrition	3	
NFS 241 Food Service Sanitation	1	
NFS 302 Principles of Food Preparation	3	
PGY 206 Elementary Physiology	3	
PSY 100 Introduction to Psychology	4	
SOC 101 Introduction to Sociology	3	
STA 210 Making Sense of Uncertainty: An Introduction to Statistical Reasoning	3	

**Part III: Major Requirements** \*Minimum grade of C in major requirements

Course Number and Title	Course Offerings	Hours	Taken
ACC 201 Financial Accounting I	Fall, Spring, Summer	3	
NFS 301 Dietetics Practice	Fall	2	
NFS 304 Experimental Foods	Fall, Spring	3	
NFS 311 Nutritional Biochemistry	Fall	3	
NFS 312 Nutrition and Wellness in the Lifecycle	Fall	3	
NFS 340 Institutional Purchasing	Spring	3	
NFS 342 Quantity Food Production	Fall, Spring	4	
NFS 346 Human Resource Management for the Food Industry (or MGT 301)	Spring	3	
NFS 403 Community Nutrition and Wellness	Spring	3	
NFS 408G Seminar in Food and Nutrition	Fall, Spring	1	
NFS 510 Advanced Nutrition	Spring	3	
NFS 512 Medical Nutrition Therapy I	Spring	4	
NFS 514 Dietetics: Counseling and Communication Theories and Application	Fall	3	
NFS 517 Medical Nutrition Therapy II	Fall	3	

**Part IV: Option A or Option B**

Option A- Didactic Program in Dietetics (DPD)	Hours	Taken
NFS 480 Dietetics Pre-Professional Practice	1-6	
Option B- Coordinated Program in Dietetics (CP) *Requires admission to program	Hours	Taken
NFS 800 Nutrition in the Life Cycle Practicum	1	
NFS 808 Community Nutrition II: Supervised Practice	2	
NFS 810 Medical Nutrition Therapy I: Supervised Practice	5	
NFS 812 Food Service Systems Management I: Supervised Practice	5	
NFS 814 Food Service Systems Management II: Supervised Practice	3	
NFS 816 Medical Nutrition Therapy II: Supervised Practice	3	
NFS 518 Evaluation of Dietetics Issues and Leadership	2	

## Suggested Four Year Plan- USP

**MAJOR: Dietetics**

**Effective FALL 2011**

**DEGREE: B.S. in Dietetics**

**Entrance Requirements:** Minimum grade point average for entrance of all students into the Dietetics programs is 2.4

**Progression Requirements:** Minimum grade of C in all coursework designated Major Requirements

1. MA 109 and/or sufficient ACT scores are prerequisite for Quantitative Foundations (MA 111 or MA 123), plus, Chemistry and Biology.
2. Prerequisites must be successfully completed prior to taking the next class. Check the UK Bulletin for prerequisite information.
3. Some courses only offered once a year. Plan subject to change without notice. Check with advisor for updates periodically

### Year I

<u>Fall</u>		<u>Spring</u>	
ENG 104	- 3	USP (ex. PHI 120)	- 3
MA 109 or 111	- 3	CHE 107	- 3
CHE 105	- 3	CHE 113	- 2
CHE 111	- 1	USP (ex. PSY 100)	- 4 (premajor)
HES 100	- 1	USP (ex. 1 <sup>st</sup> Humanities)	<u>- 3</u>
USP (ex. SOC 101)	<u>- 3</u>		15
	14		

### Year II

<u>Fall</u>		<u>Spring</u>	
CHE 236 or 230	- 3	NFS 212	- 3
BIO 152	- 3	BIO 208	- 3
CLA 131	- 3	PGY 206	- 3
NFS 241	- 1	ECO 201	- 3
2 <sup>nd</sup> Tier Writing Req	- 3	USP (ex. Cross Cultural)	- 3
USP (ex. 2 <sup>nd</sup> Humanities)	<u>- 3</u>	Coll Req (rec FAM 252/352**) - 3	<u>- 3</u>
	16		18

Application for the  
Coordinated  
Program (Option B)  
is due FEBRUARY 1  
prior to Year III.

### Year III - Choose one Option

#### Option A - Didactic Program

Fall	Spring
NFS 301 - 2*	NFS 340 - 3**
NFS 302 - 3	NFS 342 - 4
NFS 311 - 3*	NFS 403 - 3**
NFS 312 - 3*	NFS 510 - 3**
ACC 201 - 3	Elective <u>- 3</u>
STA 210 - <u>3</u>	16
17	

#### Option B - Coordinated Program (admission required)

Fall	Spring
NFS 301 - 2*	NFS 340 - 3**
NFS 302 - 3	NFS 342 - 4
NFS 311 - 3*	NFS 403 - 3**
NFS 312 - 3*	NFS 510 - 3**
ACC 201 - 3	Elective <u>- 3</u>
STA 210 - <u>3</u>	16
17	

### Year IV

Fall	Spring
NFS 304 - 3	NFS 408G - 1
NFS 346 - 3*	NFS 480 - 1
NFS 514 - 3*	HES 400 - 2
NFS 515 - 5*	Electives <u>- 12</u>
Elective - <u>1</u>	16
15	

Fall	Spring
NFS 304 - 3	NFS 810 - 5
NFS 346 - 3*	NFS 812 - 5
NFS 408G - 1	NFS 818 - <u>2</u>
NFS 514 - 3*	12
NFS 515 - 5*	<u>Summer Clinicals</u>
HES 400 - <u>2</u>	4-wk                      8-wk
17	NFS 800 - 1    NFS 814 - 3
	NFS 808 - <u>2</u> NFS 816 - <u>3</u>
	3                                      6

**OPT A TOTAL = minimum 128 Credits**

**OPT B TOTAL = minimum 128 credits**

NOTE: \*-Classes offered in Fall semester only. Prerequisites must be completed prior to enrollment.

\*\* -Classes offered in Spring semester only. Prerequisites must be completed prior to enrollment.

# Individual Course Plan

STUDENT NAME \_\_\_\_\_

DATE UPDATED: \_\_\_\_\_

FALL \_\_\_\_\_

SPRING \_\_\_\_\_

SUMMER \_\_\_\_\_

## **College of Agriculture, School of Human Environmental Sciences**

### **NFS**

### **Nutrition and Food Science**

- NFS 101 HUMAN NUTRITION AND WELLNESS. (3)**  
Food composition, digestion, absorption and metabolism as related to selection of nutrients essential for human life, growth, reproduction, lactation, wellness and physical activity. Not open to NFS majors except hospitality management students.
- NFS 212 INTRODUCTORY NUTRITION. (3)**  
An elementary study of the principles of nutrition and the application of these principles to providing adequate nutrition to humans. The chemical and physiological approach to nutrition is emphasized. Prereq: BIO 152; CHE 105 or 107. May be taken concurrently.
- NFS 241 FOOD SERVICE SANITATION. (1)**  
This course covers the principles of food microbiology, important food borne diseases, standards that are enforced by regulatory agencies, and applied measures for the prevention of food borne diseases and other microbiological problems. It leads to certification from the National Restaurant Association.
- NFS 301 DIETETICS PRACTICE. (2)**  
This course provides a study of dietetic practice including professional ethics, standards of practice, scope of practice, educational pathways, credential attainment and maintenance, competencies required for entry level practice, responsibilities as a professional. Experiences allow exploration of dietetics practice in medical nutrition therapy, food service management and delivery of nutrition services. Prereq: NFS 212 and completion of dietetics premajor requirements with a cumulative GPA of 2.4
- NFS 302 PRINCIPLES OF FOOD PREPARATION. (3)**  
The physical and chemical principles involved in the preparation of foods and the application of these principles to control for quality outcomes. Laboratory experiences link theory to practice to ensure that the standards of safety and overall quality factors are applied to maximize nutrient retention while maintaining the acceptability and nutritional qualities of foods produced for individuals and groups. Lecture, one hour; laboratory, four hours. Prereq: NFS 241; limited to NFS and Family and Consumer Science (FSC) department majors and with permission of instructor.
- NFS 304 EXPERIMENTAL FOODS. (3)**  
Chemical and physical properties of food and the changes resulting from processing and preparation. Experimental study of variations in ingredients and preparation methods on food quality. Design, execute and report an independent research project. Lecture, two hours; laboratory and discussion, three hours per week. Prereq: NFS 302 and CHE 236.
- NFS 311 NUTRITIONAL BIOCHEMISTRY. (3)**  
An introductory study of the biochemical basis of nutrition-the physiochemical properties of nutrients and other essential biochemicals and their role in physiological and metabolic processes. Prereq: CHE 236; PGY 206 must be taken concurrently or prior to NFS 311.
- NFS 312 NUTRITION AND WELLNESS IN THE LIFE CYCLE. (3)**  
A study of the physiological changes occurring in the life cycle with associated nutrient needs. The course focuses on assessment and determination of nutrition issues and nutrition education for individuals from in-utero to geriatrics. Prereq: NFS 212; limited to Dietetics and Human Nutrition majors only.
- NFS 315 NUTRITION ISSUES IN PHYSICAL ACTIVITY. (3)**  
This course explores the special nutritional needs of a person engaged in regular physical activity. Emphasis will be placed on selecting a diet to achieve optimal performance and overall wellness. Athletic performance enhancing supplements will be examined to determine the efficacy and safety of such products. Prereq: NFS 212 and restricted to Dietetics or Human Nutrition majors.
- NFS 340 INSTITUTIONAL PURCHASING. (3)**  
Fundamental principles and purchasing techniques for the selection of food and nonfood items in a food service system. Prereq: ECO 201 or 202; limited to Dietetics and Hospitality Management and Tourism majors only.
- NFS 342 QUANTITY FOOD PRODUCTION. (4)**  
An introduction to the production and service of food in quantity, to include the application of production techniques and controls, menu planning and service. Lecture, two hours; laboratory, 4.5 hours per week. Prereq: NFS 302 or HMT 308; NFS 241; limited to Dietetics and Hospitality Management and Tourism majors.

## **College of Agriculture, School of Human Environmental Sciences**

### **NFS**

### **Nutrition and Food Science**

- NFS 346 HUMAN RESOURCES MANAGEMENT FOR THE FOOD AND HOSPITALITY INDUSTRIES. (3)**  
Exposes the student to all aspects of human resources management in the hospitality and health care industry context. Topics covered include planning, selection, placement, training, disciplining employees, labor relations and compensation. Prereq: Hospitality and Tourism major or Dietetics major.
- NFS 403 COMMUNITY NUTRITION AND WELLNESS. (3)**  
Study of nutrition education programs on a community level. Experience is provided for presenting nutrition in health clinics, health camps, schools, state institutions, family resource centers, and corporate wellness programs. Attention is paid to special populations, including pregnant women, children, adults, the elderly, and persons with disabilities. Prereq: NFS 312.
- NFS 408G SEMINAR IN FOOD AND NUTRITION. (1)**  
Investigation of recent research in food and nutrition. May be repeated to a maximum of three credits. Nutritional sciences graduate students may not enroll for graduate credit. Prereq: NFS 510 or consent of instructor.
- NFS 474 RESEARCH IN NUTRITION: THEORY. (3)**  
A required course which allows the student to explore research opportunities in the health field, identify potential funding sources, review institutional review board requirements, and develop a grant proposal based on their own interests in nutrition. Prereq: Human Nutrition majors only. Senior standing. NFS 311 (may be taken concurrently with consent of instructor).
- NFS 475 RESEARCH IN NUTRITION: APPLICATION. (3)**  
A required course which allows the student to design a research study, write a grant, prepare a comprehensive literature review, design a survey, conduct statistical analyses on collected data, and prepare a professional article and poster to present at University and regional events. Prereq: Human Nutrition majors only. Grade of C or better in NFS 474. This is a writing-intensive (W) course approved to fulfill the upper tier of the graduation writing requirement (GWR). To receive W credit for this course, you must have successfully completed the first-year writing requirement (ENG 104 or its equivalent) and have completed at least 30 hours of course work.
- NFS 480 DIETETICS PRE-PROFESSIONAL PRACTICE. (1-6)**  
Pre-professional experiences are designed to allow students to apply knowledge and skills in assessing, planning, implementing, and evaluating nutrition care in various health delivery systems. Student experience will include opportunities to link theory and practice while developing the skills and attitudes essential to practice in the dietetics profession. Placement of experiential settings must have the approval of the appropriate Director of Dietetics in Nutrition and Food Science. A minimum of 60 supervised practice hours will constitute one semester credit hour with prior approval. May be repeated to a maximum of six credits. Prereq: Consent of instructor and senior status in the Dietetics Didactic Program.
- NFS 510 ADVANCED NUTRITION. (3)**  
Application of biochemistry, physiology and nutrition to the understanding of the utilization and function of nutrients in the body as related to the structure, function and metabolic needs of cells/organ systems. Prereq: NFS 311 or BCH 401G or equivalent; PGY 206; Dietetics and Human Nutrition Majors or admission to NFS/NS graduate program.
- #NFS 512 MEDICAL NUTRITION THERAPY I. (4)**  
This course explores changes in nutrient metabolism related to biochemical and physiological alterations in disease conditions and application of the Nutrition Care Process. Content includes case study evaluations, medical nutrition therapies for disease conditions, and current research in the field. Prereq: NFS 311, 312, 403, 510 or concurrent with NFS 510 and enrollment is limited to dietetics majors.
- NFS 514 DIETETICS: COUNSELING AND COMMUNICATION THEORIES AND APPLICATIONS. (3)**  
Counseling and communication theories are combined to study specific applications which include disease prevention, disease management and refinement of communication skills to enhance effectiveness as a practicing RD. Students will enhance their capacity to motivate others to practice healthy food behaviors. Active learners will develop a conceptual framework for future professional practice in dietetics as ethical counselors and facilitators of behavior change. Three credit hours. Prereq: NFS 312, 403, 510; must be taken concurrently with NFS 515. Enrollment is restricted to Dietetics majors.

**College of Agriculture, School of Human Environmental Sciences**

**NFS****Nutrition and Food Science****NFS 515 MEDICAL NUTRITION THERAPY.****(5)**

This capstone course explores changes in nutrient metabolism related to biochemical, physiological, and pathophysiological alterations in disease conditions, application of the Nutritional Care Process and Model, and development of medical nutrition therapy intervention. Content includes case study evaluations, nutritional therapies for disease conditions, including enteral and total parenteral nutrition, and current research in the field. Prereq: NFS 311, 312, 403 and 510 and concurrent with NFS 514. Enrollment is limited to dietetics majors.

**NFS 516 MATERNAL AND CHILD NUTRITION.****(3)**

Food selection for optimal nutrition during pregnancy and lactation and for infant and child development through preadolescence. Cultural, social, and psychological aspects of food selection and dietary patterns, as they relate to mental and physical development. Prereq: NFS 312 or consent of instructor.

**NFS 517 MEDICAL NUTRITION THERAPY II.****(3)**

This course continues study of medical nutrition therapy topics, including trauma and enteral and parenteral nutrition. Content includes more advanced case study evaluations, medical nutrition therapies, and current research in the field. Prereq: NFS 512 and concurrent with NFS 514 and enrollment is limited to dietetics majors.

**NFS 518 EVALUATION OF DIETETIC ISSUES AND LEADERSHIP.****(2)**

Course provides opportunities for the development of competencies, attitudes and values expected of the entry level professional. Lectures, presentation of individual case studies and research projects are conducted. Opportunities are provided for transfer of theory to practice, interpretation of research, discussion of professional literature and application of leadership and communication skills in addressing issues of professional dietetic practice. This web enhanced didactic course is taught via distance learning coupled with on campus sessions. Prereq: Admission to the Coordinated Program or Dietetic Internship.

**NFS 591 SPECIAL PROBLEMS IN FOODS AND NUTRITION.****(1-3)**

Intensive work on a specific phase of the field. Senior or graduate standing. May be repeated to a maximum of six credits. Prereq: Consent of instructor.

**NFS 603 ADVANCED COMMUNITY PROGRAM DEVELOPMENT.****(3)**

The course focuses on concepts and theories of program development, use of planned goals and objectives such as Healthy Communities-goals and objectives, use of data from national monitoring, survey and surveillance programs, and community assessment to guide decision making for program development. Program marketing, staffing formulas, and grant writing and grant management, cost analysis and cost effectiveness reporting, and formative and summative evaluation of community programs complete the study. Prereq: Admission to graduate program.

**NFS 607 FOOD RELATED BEHAVIORS.****(3)**

This team-taught course will provide background in topics and methods in food related behaviors to students in Nutritional Sciences and other interested students. The course will follow a problem-based learning approach, and will consist of 3 out of 4 modules in any given year. The four modules will be Social and Cultural Perspectives on Food, Psychological Perspectives on Food and Food Behaviors, Challenges to Community Food Security, and International Issues in Nutrition.

**NFS 610 MARKETING IN HOSPITALITY AND DIETETICS.****(3)**

This course overviews the discipline of marketing as it relates to the hospitality and dietetics professions. Special emphasis will be placed on the analysis of the marketing environment, marketing strategies and the diversity of marketing practices used by the hospitality industry and dietetics profession. This course will provide opportunities for students to develop appropriate marketing approaches in today's increasingly competitive and complex global marketplace. Prereq: MKT 300 or HMT 320 or equivalent course.

**NFS 620 NUTRITION AND AGING.****(2)**

Emphasis on current research in nutrition and aging, nutrition needs of the elderly and nutrition-related diseases associated with aging. Prereq: NFS 510 and 511 or equivalent. (Same as NS 620.)

**College of Agriculture, School of Human Environmental Sciences**

**NFS****Nutrition and Food Science**

- NFS 630 ADVANCED COMMUNITY NUTRITION.** (3)  
Study of nutrition surveys and of bases for judging community nutrition. Emphasis is placed upon economic, geographic, social and educational causes of malnutrition. Experience is given in development of nutrition programs. May be repeated to a maximum of six credits. Prereq: NFS 503. (Same as NS 630.)
- NFS 640 HUMAN NUTRITION: ASSESSMENT.** (3)  
Assessment of dietary, anthropometric and biochemical parameters of nutritional status in health and disease. Lecture, two hours; laboratory, three hours per week. Prereq: NFS 510, NFS 511 or equivalent. (Same as NS 640.)
- NFS 646 ADVANCED INFORMATION TECHNOLOGY IN THE HOSPITALITY INDUSTRY.** (3)  
This course will engage students in the latest technology used by the hospitality industry and the dietetics profession for advancement of human, material and financial resources. Strategies and applications using technology to gain competitive advantage will be investigated. Students should be able to examine the problems of technology in the hospitality and dietetics industries and to provide solutions. Students will have the opportunity to do the class completely on-line or a combination of traditional classroom and on-line teaching. Prereq: Admission to the graduate program.
- NFS 648 MANAGEMENT OF HOSPITALITY AND DIETETICS ORGANIZATIONS.** (3)  
This course will engage students with the theories and their application in the area of leadership and management of people, resources, finances, information and internal and external customers as they relate to dietetics, food service and hospitality professions. Prereq: Admission to graduate program, NFS 346 or equivalent course.
- NFS 690 ADVANCED WORK IN DIETETICS.** (3)  
Evaluation of administrative practices in dietetics. This course will examine topics related to managing dietetics services including medical nutrition therapy protocols, dietetics outcomes research, parenteral and enteral support, clinical pathways, JCAHO requirements, state and institutional policy controls, reimbursement for dietetics services, in-patient and out-patient quality management, and hospital outreach programs. Prereq: Admission to graduate program. Lecture only course.
- NFS 694 STRATEGIC PLANNING IN HOSPITALITY, LODGING AND TOURISM.** (3)  
This course is designed to shape students' understanding of strategic planning as it relates to hospitality, lodging, and tourism. The concepts utilized to accomplish this objective represent several discipline areas such as: organizational theory, strategic management, and the function of management. Prereq: Admission to graduate program.
- NFS 704 CURRENT TOPICS IN NUTRITIONAL SCIENCES.** (1)  
This course is designed to develop the student's independent thinking and critical analysis related to various nutritional sciences issues. These skills will be developed through reading assignments and group discussion related to current topics in nutrition. Prereq: Consent of instructor. (Same as CNU/NS 704.)
- NFS 748 MASTER'S THESIS RESEARCH.** (0)  
Half-time to full-time work on thesis. May be repeated to a maximum of six semesters. Prereq: All course work toward the degree must be completed. (Same as NS 748.)
- NFS 768 RESIDENCE CREDIT FOR THE MASTER'S DEGREE.** (1-6)  
May be repeated to a maximum of 12 hours. (Same as NS 768.)
- NFS 770 SEMINAR IN HOSPITALITY AND DIETETICS ADMINISTRATION.** (1)  
Investigation of recent research in Hospitality and Dietetics Administration. May be repeated to a maximum of three credits.
- NFS 772 CURRENT TOPICS IN HOSPITALITY AND DIETETICS ADMINISTRATION.** (2)  
Faculty from different disciplines will provide in-depth coverage of selected topics in Hospitality and Dietetics Administration.
- NFS 781 ADVANCED TRENDS ANALYSIS IN HOSPITALITY AND TOURISM.** (3)  
The student will investigate the major trends occurring in the hospitality, lodging, and tourism industry and develop analytical skills required to interpret them. Throughout the course, the student should be able to identify trends; their timing; the causal effects they have on organizations; the actual probability of their occurrence; and impact they will have on the organization. Prereq: Admission to graduate program.

**College of Agriculture, School of Human Environmental Sciences**

**NFS****Nutrition and Food Science****NFS 782 SPECIAL PROBLEMS.****(1-6)**

Independent advanced work on a special problem in nutritional sciences. Prereq: Consent of graduate advisor. (Same as CNU/NS 782.)

**NFS 784 SPECIAL PROBLEMS IN FINANCIAL MANAGEMENT.****(3)**

A current events approach to the financial and accounting decision-making process in dietetics and hospitality administration. The course will prepare advanced students in dietetics and hospitality administration to analyze and make sound financial decisions in settings relevant to the dietetics profession and the hospitality industry. Prereq: Admission to graduate program, ACC 201, ECO 201 and either FIN 300 or (NFS 340, NFS 342, and NFS 346).

**NFS 790 RESEARCH IN NUTRITIONAL SCIENCES.****(0-6)**

Research work involving original investigation. May be repeated to a maximum of 18 credits. Prereq: Consent of graduate advisor. (Same as CNU/NS 790.)

**NFS 800 NUTRITION IN THE LIFE CYCLE: PRACTICUM.****(1)**

Course content will provide an introductory supervised practice for Coordinated Program dietetic students. Experiences include nutrition services provided at various stages in the life cycle, including pregnancy, infancy, preschool, elementary and high school, and geriatric. Laboratory. three hours per week. Prereq: Admission to Coordinated Program/AP4.

**NFS 808 COMMUNITY NUTRITION II: SUPERVISED PRACTICE.****(2)**

Supervised practice in community nutrition. Experiences include public and private agencies/organizations that provide food and nutrition services, public policy and program development, and nutrition education for various socioeconomic groups. Prereq: Admission to UK NFS Supervised Practice Program (SPP); concurrent enrollment in NFS 800.

**NFS 810 MEDICAL NUTRITION THERAPY I: SUPERVISED PRACTICE.****(5)**

Supervised practice in health care facilities. Course focuses on patient assessment, diet planning, care plan implementation, and nutritional evaluation. Prereq: Admission to UK NFS Supervised Practice Program (SPP); concurrent enrollment in NFS 518 and NFS 812.

**NFS 812 FOOD SERVICE SYSTEMS MANAGEMENT: SUPERVISED PRACTICE.****(5)**

Supervised practice in food service management in a variety of food service operations. Experience may include participation in management functions including procurement, production, financial and human resources management, marketing, and training. Prereq: Admission to UK NFS Supervised Practice Program (SPP); concurrent enrollment in NFS 810 and NFS 518.

**NFS 814 FOOD SERVICE SYSTEMS MANAGEMENT II: SUPERVISED PRACTICE.****(3)**

In-depth application of food service management in a variety of food service operations. Provides variety of experience in operations, financial, and managerial aspects of food services. Experience based on performance requirements established by the Commission on Accreditation for Dietetics Education for the entry-level generalist dietitian. Prereq: Admission to UK NFS Supervised Practice Program (SPP); concurrent enrollment in NFS 518 and NFS 816.

**NFS 816 MEDICAL NUTRITION THERAPY II: SUPERVISED PRACTICE.****(3)**

In-depth clinical application of the principles of dietetics in a hospital setting. Focuses on the team concept of patient care. Provides a variety of dietetic practice experiences with opportunity to test and evaluate results. Experiences based on performance requirements established by the Commission on Accreditation for Dietetics Education for the entry-level generalist dietitian. Prereq: Admission to UK NFS Supervised Practice Program (SPP); concurrent enrollment in NFS 518 and NFS 814.

## DIETETICS MAJOR COURSE OFFERINGS

School of Human Environmental Sciences, College of Agriculture, University of Kentucky

Course	Credits	Summer	Fall	Spring	Pre-Requisites
NFS 212: Introductory Nutrition	3	YES (online 8 week)	YES (online and lecture)	YES (online and lecture)	BIO 152 or BIO 148 CHE 105 (may take concurrently)
NFS 241: Food Service Sanitation	1	YES (online 8 week)	YES (proposed to be online)	YES (proposed to be online)	
NFS 302: Principles of Food Preparation	3 (lab)	YES (8 week)	YES	YES	NFS 241
NFS 304: Experimental Foods	3 (lab)	NO	YES	YES	NFS 302; CHE 230 or 236 (may take concurrently)
NFS 311: Nutritional Biochemistry	3	NO	YES	NO	NFS 212; CHE 230 or 236;
NFS 312: Nutrition & Wellness in the Lifecycle	3	NO	YES	NO	PGY 206 (may take concurrently)
NFS 340: Institutional Purchasing	3	NO	NO	YES	NFS 212 ECO 201
NFS 342: Quantity Food Production	4 (lab)	NO	YES	YES	NFS 302 or HMT 308 NFS241
NFS 346: Human Resource Management Food & Hospitality Industry	3	NO	YES	NO	DPD and HMT Majors

Course	Credits	Summer	Fall	Spring	Pre-Requisites
NFS 403: Community Nutrition & Wellness	3	NO	NO	YES	NFS 312
NFS 408G: Seminar in Nutrition & Food Science	1	NO	YES	YES	Senior standing in Dietetics major NFS 510 (may take concurrently)
NFS 480: Dietetics Pre-Professional Practice	1-6	YES	YES	YES	Dietetics Senior Status or Consent of Instructor
NFS 510: Advanced Nutrition	3	NO	NO	YES	NFS 311 or BCH 401G
NFS 512: Medical Nutrition Therapy I	4	NO	NO	YES	NFS 311, 312, 403 May take it concurrently with NFS 510
NFS 514: Dietetics: Counseling & Communication	3	NO	YES	NO	NFS 312, NFS 403, and NFS 510 May take it concurrently with NFS 515
NFS 517: Medical Nutrition Therapy II	3	NO	YES	NO	NFS 512 Concurrent enrollment with NFS 514
HES 100: Introduction to Professions in HES	1	YES	YES	YES	Take first semester in HES
HES 400: Integration & Applications of HES	2	NO	YES	YES	Senior standing in HUNU major HES 100

If you have any questions about this course offering schedule or the Dietetics major please contact your advisor.

## Professional Support Courses and Electives

All students in the College of Agriculture must take 45 hours of coursework at the 300-level or above. The Human Nutrition major automatically requires 30 hours toward this requirement. Therefore, you must take 15 hours of additional coursework at the 300-level or above. Any University of Kentucky course (or course equivalent from another University) can be taken to meet this requirement. Elective courses still need to be taken to meet the minimum 120 hours for the major.

### Suggested Courses:

- ✓ NFS 516- Maternal & Child Nutrition (3 hours)
- ✓ NFS 408G- Seminar in Nutrition & Food Science (1 hour is required, can be taken for 2 additional semesters at 1 hour each)
- ✓ PGY 412G- Principles of Human Physiology; can be taken instead of or in addition to PGY 206 (4 hours)
- ✓ PHI 305- Health Care Ethics (3 hours)

### Nutrition and Food Science

#### **NFS 408G SEMINAR IN FOOD AND NUTRITION. (1)**

Investigation of recent research in food and nutrition. May be repeated to a maximum of three credits. Nutritional sciences graduate students may not enroll for graduate credit. Prereq: NFS 510 or consent of instructor.

#### **NFS 516 MATERNAL AND CHILD NUTRITION. (3)**

Food selection for optimal nutrition during pregnancy and lactation and for infant and child development through preadolescence. Cultural, social, and psychological aspects of food selection and dietary patterns, as they relate to mental and physical development. Prereq: NFS 312 or consent of instructor.

### Arts and Sciences

#### **A&S 350 PERSONAL STRENGTHS AND YOUR CAREER DEVELOPMENT. (3)**

This course is designed to introduce students to the fundamentals of planning and organizing career development strategies. Emphasis is placed on identification of individual goals, assessment of talents/strengths and values, exploration of career options, analysis of the job market, effective use of employment search tools (e.g., résumés, cover letters, and interviewing), and management of career pathways. Stresses the value of the arts and sciences degree in the labor market and develops job search skills that will be useful throughout life. Prereq: 30+ credits or higher.

### **Biology** \*You may consider getting a minor in Biology, this requires 21 credit hours of work in BIO\*

#### **BIO 304 PRINCIPLES OF GENETICS. (4)**

A study of the physical and chemical aspects of the genetic material and their relationship to the expression and inheritance of the phenotype. Lecture, three hours; laboratory, three hours per week. Prereq: BIO 148, BIO 152, BIO 155, CHE 107, CHE 113.

#### **BIO 308 GENERAL MICROBIOLOGY. (3)**

Fundamental concepts of microbiology. The nutrition, physiology, genetics, molecular biology of microorganisms, and their roles in nature and in infection and immunity will be studied. Prereq: BIO 150, 151, 152, and 153 (or equivalent courses); CHE 230; and BIO 315 or BIO 304.

#### **BIO 315 INTRODUCTION TO CELL BIOLOGY. (4)**

The structure and function of cells will be considered. Emphasis will be placed on the ultrastructure of cell organelles in plants and animals as a framework for understanding the compartmentalized nature of cell activity. Lecture, three hours; laboratory three hours/weekly. Prereq: BIO 303 and BIO 304. Coreq: CHE 230 or equivalent. Or consent of instructor.

#### **BIO 325 ECOLOGY. (4)**

This course introduces the scientific study of relationship between organisms and their environment. The course is structured around levels of organization – from physiological ecology to individuals, populations, communities, ecosystems, landscapes, regions, and the biosphere. Students will be expected to develop a solid knowledge base and understanding of key concepts and issues in contemporary ecology; to become familiar with how ecological understanding is attained by researchers; and to see how ecological knowledge and methods can be used to address important societal problems. Lecture, three hours per week; laboratory, an average of three hours per week. Prereq: BIO 150-153 or equivalent introductory biology sequence; and BIO 304 or equivalent genetics course; or consent of instructor.

**BIO 340 COMPARATIVE ANATOMY. (5)**

Comparative study of the anatomy of vertebrates with emphasis on evolutionary change, adaptive and functional significance of structural organization and basic concepts of the comparative approach. Laboratory studies on representative vertebrates involving dissections, models, and demonstrations. Lecture, three hours; laboratory, four hours per week. Prereq: BIO 150, 151, 152, 153 or BIO 104, 105 or equivalent course in animal biology.

**BIO 350 ANIMAL PHYSIOLOGY. (4)**

An introduction to the basic principles of animal physiology. An elementary discussion of the major vertebrate organ systems including nutrition, metabolism, respiration, circulation, excretion, muscle contraction, peripheral and central nervous system, and endocrine function emphasizing homeostasis. Lecture, three hours; laboratory, three hours. Prereq: BIO 150-153 or equivalent introductory biology sequence, BIO 315, CHE 105, CHE 107.

**BIO 351 PLANT KINGDOM. (3)**

An evolutionary survey of the morphology, taxonomy, life histories and biological relationships of all plant groups comprising the plant kingdom. Lecture, two hours; laboratory, two hours. Prereq: An introductory course in biology.

**BIO 361 ECOLOGY OF THE KENTUCKY FLORA AND VEGETATION. (3)**

An overview of the physiography, geology, soils, hydrology, climate (paleo and recent), vegetation (paleo and recent), floras (including floristic relationships), archaeobotany, and agriculture of Kentucky. Lecture, two hours; laboratory, two hours per week. Prereq: One year of introductory Biology or consent of instructor.

**BIO 375 BEHAVIORAL ECOLOGY AND SOCIOBIOLOGY. (3)**

This course will explore the selective forces influencing animal behavior, such as foraging, predator avoidance, mate choice, parental care, and social interaction. Specific phenomena to be explored include the evolution of optimal foraging and search images, extravagant male characteristics, female preferences, conflicts between the sexes, infanticide, parent-offspring conflict, dominance hierarchies, optimal group size, altruism, and eusociality. The study of these behaviors integrates ideas and approaches from ecology, genetics, physiology, and psychology. Students will be encouraged to read outside material, to think carefully, logically, and critically about ideas, and to ask questions and defend their views in class. Prereq: A year of introductory biology (BIO 150/152).

**BIO 395 RESEARCH IN BIOLOGY. (1-3)**

An independent research project in an area of biology under the direction of a faculty mentor. The research may be conducted in the School of Biological Sciences or in other biological units on campus. A research contract signed by the student and the faculty research mentor must be approved by the Director of Undergraduate Studies in Biology. May be repeated to a maximum of 12 credits, but a maximum of only 6 credits may be used to satisfy the requirements of a BS or BA in Biology. Prereq: BIO 150, 151, 152, and 153. Completion of at least one of the Biology core courses (Cell Biology, Genetics, Physiology, Ecology) is strongly recommended.

**Minor in Biological Sciences (2011-2012 Bulletin)**

A minimum of 21 semester hours is required for the minor in biological sciences, to be distributed as follows:

**Premior Requirements**

BIO 148 Introductory Biology I .....	3
BIO 152 Principles of Biology II .....	3
BIO 155 Laboratory for Introductory Biology I .....	1

**Minor Requirements**

BIO 303 Introduction to Evolution .....	4
BIO 304 Principles of Genetics .....	4

**Minor Electives**

Approved BIO or other courses at the 200 level or above. Up to 3 hours of BIO 395, Research in Biology, may be counted here.

**Minor in Biological Sciences (2010-2011 Bulletin)**

A minimum of 21 semester hours is required for the minor in biological sciences, to be distributed as follows:

**Premior Requirements**

BIO 150 Principles of Biology I .....	3
BIO 151 Principles of Biology Laboratory I .....	2
BIO 152 Principles of Biology II .....	3
BIO 153 Principles of Biology Laboratory II .....	2

**Minor Requirements**

Two courses from the following list:

BIO 304 Principles of Genetics .....	4
BIO 315 Introduction to Cell Biology .....	3
BIO 325 Introductory Ecology .....	4

\*BIO 350 Animal Physiology

or

BIO 430G Plant Physiology .....	3-4
---------------------------------	-----

\*Biology minors with strong interests in plants may substitute BIO 430G for BIO 350 with advisor's approval.

**Minor Electives**

Approved BIO or other courses at the 200 level or higher. Up to three hours of BIO 395, Research in Biology, may be counted here.

**Biochemistry****BCH 401G FUNDAMENTALS OF BIOCHEMISTRY. (3)**

Descriptive chemistry of amino acids and proteins, carbohydrates, lipids, and nucleic acids. Discussion of structure and function; metabolism and bioenergetics; and biological information flow. At the undergraduate level, understanding is demonstrated through hour examinations; at the graduate level, understanding is demonstrated through hour examinations and a brief paper. Lecture, three hours; one optional conference. Prereq: CHE 107, CHE 236 and BIO 152 or equivalent.

**Clinical Nutrition****CNU 501 NUTRACEUTICALS AND FUNCTIONAL FOODS IN HEALTH AND DISEASE PREVENTION. (2)**

The course will cover the classification, brief history and the impact of nutraceuticals and functional foods on health and disease. An example of nutraceuticals to be covered in the course include isoprenoids, isoflavones, flavanoids, carotenoids, lycopene, garlic, omega 3 fatty acids, sphingolipids, vitamin E and antioxidants, S-adenosyl-L-methionine, CLA, creatine, herbal products in foods and lipoic acid. Prereq: Undergraduate organic chemistry and/or biochemistry.

**CNU 502 OBESITY C2C: CELL TO COMMUNITY (Subtitle required). (2)**

This course will provide an overview of the obesity epidemic from an applied clinical as well as public health perspective. Topics to be covered include etiology, pathophysiology, evaluation, treatment, management, and prevention of obesity throughout the lifecycle.

**Communication****COM 311 TAKING CONTROL OF YOUR HEALTH: PATIENT/PROVIDER COMMUNICATION. (3)****COM 312 LEARNING INTERCULTURAL COMMUNICATION THROUGH MEDIA AND FILM. (3)****COM 313 INTERPERSONAL COMMUNICATION IN CLOSE RELATIONSHIPS. (3)****COM 314 THE DARK SIDE OF INTERPERSONAL COMMUNICATION AND RELATIONSHIPS. (3)****COM 315 EFFECTIVE BUSINESS COMMUNICATION FOR SURVIVAL AND SUCCESS IN A DIVERSE SOCIETY. (3)****Experiential Education**

Students should consider doing an internship in their field study. Visit the Stuckert Career Center for internship advice and course details.

**EXP 396 EXPERIENTIAL EDUCATION. (1-12)**

A community-based or field-based learning experience under the supervision of a faculty member. May be repeated to a maximum of 30 credits. Pass/fail with departmental permission required for letter grade. Prereq: Completion of Experiential Education Learning Contract and submission of contract to Career Center prior to course registration.

**Food Science****FSC 306 INTRODUCTION TO FOOD PROCESSING. (4)**

Commercial processing of foods including theory and use of heat exchangers, separators, freezers, air and vacuum dryers, evaporators, membrane separation, electro dialysis, emulsion formers, extruders, and irradiators. Physico-chemical changes in osmotic pressure, vapor pressure, pH surface tension, viscosity, emulsification and colloidal dispersions in processed foods will be discussed. Processing of waste streams will also be discussed. Prereq: CHE 105, CHE 107, CHE 236.

**FSC 434G FOOD CHEMISTRY. (4)**

Chemical and physical properties of proteins, lipids, carbohydrates, pigments and food additives as they relate to food processing and food preservation. Lecture, three hours; laboratory, two hours. Prereq: BCH 401G or consent of instructor.

**FSC 530 FOOD MICROBIOLOGY. (5)**

Study of procedures for the enumeration and identification of foodborne microorganisms important in the food industry. Principles for controlling contamination and growth of microorganisms during production, processing, handling and distribution of food products. Lecture, three hours; laboratory, four hours. Prereq: BIO 108 and BIO 109 or equivalent.

**Kinesiology and Health Promotion****KHP 300 PSYCHOLOGY AND SOCIOLOGY OF PHYSICAL EDUCATION AND SPORT. (3)**

A survey course in the social science foundation of sport. Study of the sociological and psychological concepts which are relevant in understanding of sport in this country and the world. After the successful completion of this course, the student should be able to define, discuss, and identify the basic social and psychological factors which are related to the pursuit of movement through sport.

**KHP 415 BIOMECHANICS OF HUMAN MOVEMENT. (4)**

The application of mechanical principles in the study of the internal and external forces acting on the human body and the effects produced by those forces. Prereq: ANA 209, PGY 206, MA 109 or above, or equivalents or consent of instructor.

**KHP 420G PHYSIOLOGY OF EXERCISE. (3)**

An in-depth study of the immediate and long-term effects of exercise on the human organism. Lecture, two hours; laboratory, two hours. Prereq: ANA 209, PGY 206 or equivalent. Junior, senior or graduate standing.

**Philosophy****PHI 305 HEALTH CARE ETHICS. (3)**

A consideration of the ethical issues and difficult choices generated or made acute by advances in biology, technology, and medicine. Typical issues include: informed consent, healer-patient relationships, truth telling, confidentiality, problem of birth defects, abortion, placebos and health, allocation of scarce medical resources, genetic research and experimentation, cost containment in health care, accountability of health care professionals, care of the dying, and death.

**PHI 361 BIOLOGY AND SOCIETY. (3)**

A study of the implications of biology for understanding and changing society. Emphasis is on sociobiology and the value of viewing social behavior as a product of adaptive evolution by natural selection. Representative philosophical issues include biological constraints on human nature and society, genetic engineering, reductionism, the scientific method, and bioethics. Prereq: A college course in biology or consent of instructor.

**PHI 380 DEATH, DYING AND THE QUALITY OF LIFE. (3)**

A philosophical and interdisciplinary investigation of a cluster of prominent issues about the meaning of life and death, caring for dying persons, and the quality of life of the terminally ill. Among topics included are: death definitions and criteria; allowing to die vs. killing; euthanasia and suicide; life prolongation, ethics of care of the terminally ill; and rights of the dying.

**Physiology****PGY 412G PRINCIPLES OF HUMAN PHYSIOLOGY LECTURES. (4)**

Intermediate level human physiology course emphasizing applied concepts. Prereq: One year biology or PGY 206.

**PGY 502 PRINCIPLES OF SYSTEMS, CELLULAR AND MOLECULAR PHYSIOLOGY. (5)**

Advanced survey of major mammalian physiological systems at the systems, cellular and molecular level; lectures, assigned reading, advanced texts or monographs, demonstrations and problem oriented study questions. Prereq: One year each, physics, general chemistry; PGY 206 or its equivalent. (Same as BIO 502.)

**Psychology****PSY 331 THE PSYCHOLOGY OF ADJUSTMENT. (3)**

The individual's psychological adjustment to society is analyzed from a mental health perspective. The course provides a general orientation to the normal-abnormal continuum of behavior, including individual, social, and cultural determinants of behavior. Prereq: PSY 100 or equivalent. Not open to students who have had CH 520.

**PSY 344 SOCIAL PSYCHOLOGY. (3)**

Theoretical and empirical analysis of individual behavior in the social setting with particular emphasis on social learning, motivation, and the measurement, formation, and changing of social attitudes. (Note: Not open for graduate credit to graduate students in Psychology and Sociology.) Credit is not given to students who already have credit for PSY 314. Prereq: PSY 100 or equivalent.

**Public Health****CPH 365 SPECIAL TOPICS IN PUBLIC HEALTH (Subtitle required). (3)**

This course provides focused coverage within domains of public health, including: Health Behavior; Epidemiology; Gerontology; Environmental Health; Health Services Management, and Biostatistics. A central goal of these special topics courses is to provide a public health context to material in a way that promotes applicability to undergraduate majors university-wide.

**CPH 535 DATABASES AND SAS PROGRAMMING. (3)**

Students will learn how to construct and maintain databases with applications to public health. They will also learn how to program in SAS, the leading statistical analysis system. SAS skills include report writing, MACRO writing, and Programming using SAS Intranet. Lecture, two hours; laboratory, two hours per week. Prereq: STA 291 or equivalent.

**CPH 601 ENVIRONMENTAL HEALTH. (3)**

An introduction to the theory and practice of assessing, correcting, controlling, and preventing environmental health hazards that may adversely affect the health of current and future generations. Prereq: Undergraduate chemistry and biology, or permission of instructor.

## Degree Planner (APEX)

### What is Degree Planner (APEX)?

The University of Kentucky offers a degree audit reporting system for students known as Degree Planner (APEX). Degree Planner (APEX) compares a student's academic work, at any point in the student's academic career, with the requirements of UK's academic majors and minors, and prepares a comprehensive report detailing the progress toward meeting those requirements. The system also provides the flexibility for students and advisors to run "what-if" audits so that students can review the requirements if they are interested in changing their major or adding a minor.

### How do I access Degree Planner (APEX)?

You can access Degree Planner (APEX) and view tutorials on how it operates and its functions through myUK at: <https://myuk.uky.edu/irj/porta>

### Why should I use Degree Planner (APEX)?

Use Degree Planner (APEX) to help you keep up with your progress toward meeting all your degree requirements. You should discuss your degree audit with your academic advisor on a regular basis.

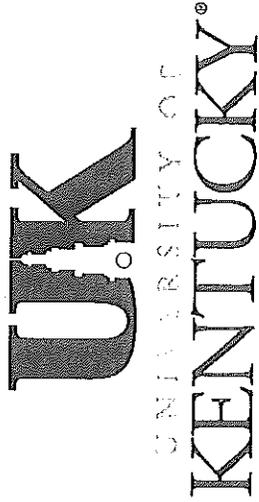
## Contact Us

University of Kentucky  
Transfer Equivalency Office  
10 Funkhouser Building  
Lexington, KY 40506-0054

Barbara Palmquist  
Transfer Equivalency Coordinator  
859/257-9532  
[bjpalm0@uky.edu](mailto:bjpalm0@uky.edu)

Andrew Iten  
Transfer Equivalency Officer  
859/257-0570  
[ajiten2@email.uky.edu](mailto:ajiten2@email.uky.edu)

Elizabeth Campbell  
Transfer Equivalency Officer  
859/257-6309  
[Elizabeth.campbell@uky.edu](mailto:Elizabeth.campbell@uky.edu)



# Transfer Equivalency Guide

see blue.



## Welcome to the University of Kentucky

This guide has been prepared to help you navigate the transfer equivalency process.

Once you are accepted to the University of Kentucky, the Transfer Equivalency Office will begin to evaluate your course work to let you know how it will transfer to UK. Courses from accredited institutions will appear on your official UK transcript along with the UK course equivalency. If a specific course equivalency is not listed, you may see one of the following codes:

**GEED** – course has been equated as general education credit for which there is no direct equivalency at UK. Your college will determine how GEED credit will count toward fulfilling your degree requirements.

**GEED1** – through **GEED4** – -- course has been equated as general education credit at a specific level but not in a department.

**SOC1** – -- through **SOC4** – -- course has been equated as general credit at a level in a department.

**GEEDTECH** – course has been equated as general education credit technical course

**NEEDEVAL** – course is being evaluated by a UK faculty member.

**NEEDEDESC** – the Transfer Equivalency Office is not able to locate an official course description. Please provide an official course description to our office so that the course may be evaluated by a UK faculty member.

**NEEDSYLL** – the UK faculty member evaluating the course requires a course syllabus to determine equivalency. Please provide the course syllabus to our office.

How your course will apply toward your UK degree requirements will be determined by your academic college. We have over 400,000 courses already evaluated. To review course equivalencies currently established from your institution, visit: [www.iris.uky.edu/TransferEquivalency](http://www.iris.uky.edu/TransferEquivalency) and select your institution from the alphabetical listing. If you don't find your institution listed, contact our office to determine if your credits will be accepted.

## FAQ

**How long does the transfer equivalency process take?**

From the time you are admitted to the University of Kentucky, your courses should be equated within three weeks. If your courses have not been equated within three weeks, please call our office (see back page).

**What if I have courses on my transcript marked as NEEDEVAL, NEEDESC, or NEEDSYLL and it has been longer than three weeks?**

We make every effort to update your record in a timely manner. Please contact our office for assistance.

**Are all of my transferred credits automatically applied toward my UK degree requirements?**

No. Your academic college will determine how your transfer credits will apply toward your UK degree requirements. Contact your academic advisor with questions.

**Will all my credits be accepted by UK?**

Non-remedial courses at the 100-level or higher earned at accredited institutions will be transferred to UK. Please note that credits earned at community colleges may not exceed 67 hours total.

**I am a current UK student and would like to take a course at another institution and transfer it back to UK. How do I know if the credit will transfer?**

First, log on to our Web site at: [www.iris.uky.edu/TransferEquivalency/](http://www.iris.uky.edu/TransferEquivalency/) to determine if the course has already been equated to a UK course. If an equivalency exists, then, before enrolling at another institution, it is a good idea to speak to your academic advisor to insure that the course will transfer and fulfill your UK degree requirements. If you decide to take the course at another institution, you must apply to that institution as a visiting student. Once you have completed the course, you must have that institution send an official transcript to UK (see address below) so that the credit may be applied to your UK record. If the course you wish to take has not been equated to a UK course, please send the full course title, course prefix, and course number, along with the full name of the institution, to our office. We will get the official course description and have it evaluated by a UK faculty member so that an equivalency will be established prior to your enrollment in the course. Send the official transcript or course information to:

Office of Undergraduate Admission  
100 Funkhouser Building  
University of Kentucky  
Lexington, KY 40506-0054

see blue.

# Dietetics Graduation Survey

Student  
Name:

Graduation  
Date:

## Permanent Contact information

Email

Phone

Mailing  
Address

*Street*

*City*

*State*

*Zip Code*

**What are your plans immediately following graduation?  
Please complete the blanks below.**

**Work**

Where:

What will you be doing:

When will you start:

Permanent or Temporary:

## Dietetic Internship or Graduate School

Where:

What field:

When will you start:

Are you in the application process?

**Undecided**

**What is your five year professional plan?**

In the future, would you consider being a preceptor to a UK student at your professional work?  
YES or NO

## Pre-Medicine Student Advising

### **Services Provided:**

- A list of required prerequisite courses for medical, dental, optometry and podiatry schools
- Information for osteopathy and chiropractic schools
- Help planning the schedule of pre-professional courses with the requirements of your major
- Suggestions for additional courses outside the prerequisites
- Connections to the student organizations, volunteer work and medical-related experiences
- Information on ways to prepare for and when to take admission tests
- Information regarding the application process

### **Pre-Med Advisors: 109 Miller Hall**

- Lesli Hall, (859) 257-7137, A-H
- John Hurak, (859) 257-4036, I-R
- Kathy Hestand, (859) 257-1525, S-Z

### **Informational Meetings**

**Introductory meetings** are held in September and October for new students on campus and students who recently developed a pre-professional interest. Meeting details are announced on the premed listserv; directions on how to join the pre-med listserv are below under Pre-Professional Listserv.

**General meetings** are held in September and October for students who are preparing to apply to professional school the next application cycle. Meeting details are announced on the premed listserv; directions on how to join the pre-med listserv are below under Pre-Professional Listserv.

The next **Applicant Information Sessions** will take place in Spring 2012. Details will be posted soon. Please consult a Pre-Med advisor with any questions you have in the present.

### **Individual Appointments**

Students are encouraged to attend an informational meeting prior to scheduling an individual appointment. Individual pre-professional advising appointments are available from September to May with the exception of the priority registration windows. To prepare for your pre-professional advising appointment read all the information provided on our website for your specific program of interest prior to your advising appointment. Use the links in the additional information section.

### **Pre-Med Listserv**

Stay informed by joining the pre-med listserv. Undergraduate Studies posts meeting information, announcements, research, employment, and volunteer opportunities for UK's pre-medical, pre-dental, pre-optometry and pre-podiatry students. Subscribe to the listserv by emailing a message to [listserv@lsv.uky.edu](mailto:listserv@lsv.uky.edu). In the body of the text type: SUBSCRIBE PRE-MED-L. To unsubscribe type UNSUBSCRIBE PRE-MED-L in the body of the text.

## **Basic Medical School Requirements**

*The medical profession* needs individuals from a variety of backgrounds with diverse interests and talents. While the philosophies and goals vary among the nation's medical schools, all recognize the importance of a broad education--one with a strong foundation in the sciences blended with the social sciences and the humanities.

A thorough understanding of the sciences basic to medicine is necessary for the entering medical student. In order to achieve a minimum level of understanding, medical schools generally require the following:

- General Biology - one year
- General Chemistry - one year
- Organic Chemistry - one year
- Physics - one year
  - (All should include laboratory experience)

While only a few medical schools actually require a specific mathematics sequence, all value competence in mathematics and many require or strongly recommend mathematics courses. Mathematics courses provide the foundation for understanding rigorous courses in chemistry, physics, and biology.

The following is an outline of professional requirements. It does not include major, college, or university requirements.

### **SUGGESTED SEQUENCING OF PRE-MEDICAL REQUIREMENTS:**

#### **First Semester:**

- CHE 105 General Chemistry I (Prerequisite: Refer to current University of Kentucky Bulletin.)
- CHE 111 General Chemistry I Lab
- Mathematics as needed

#### **Second Semester:**

- CHE 107 General Chemistry II
- CHE 113 General Chemistry II Lab
- BIO 150 Principles of Biology I
- BIO 151 Principles of Biology Lab I
- Additional Mathematics as needed

Note: Completion of First Year Writing Requirement (ENG 104 may be taken either semester, first semester preferred)

#### **Third Semester:**

- CHE 230 Organic Chemistry I
- CHE 231 Organic Chemistry Lab I
- BIO 152 Principles of Biology II
- BIO 153 Principles of Biology Lab II

#### **Fourth Semester:**

- CHE 232 Organic Chemistry II
- CHE 233 Organic Chemistry Lab II

Note: Completion of Graduation Writing Requirement - 200 level intensive writing level course  
University of Kentucky DPD Program

**Fifth Semester:**

- PHY 211 General Physics I
- or
- PHY 231 General University Physics I
- PHY 241 General University Physics Lab I

**Sixth Semester:**

- PHY 213 General Physics II
- or
- PHY 232 General University Physics II
- PHY 242 General University Physics Lab II
- MCAT - Recommended this semester. Suggested additional preparation: basic science courses such as cell biology, genetics, microbiology, physiology, or biochemistry.

Some medical schools have additional requirements beyond the courses listed above. It is important that you reference the **Official Guide to Medical School Admission Requirements (MSAR)** and the specific medical school for admissions requirements.

**Pre-Med Timeline****Freshman Year**

- Subscribe to the Pre-Med-Listserve.
- Begin taking the basic requirements for admission to pre-professional school, as well as courses that will satisfy UkCore requirements for graduation. Get to know your professors by using their office hours and letting them know you - you will later need letters of recommendation from them!
- Attend the introductory group meeting for freshmen pre-professional students. Meetings usually occur in September and October. Details are posted to the Pre-Med Listserve.
- Some of the best things you can do now to prepare for the MCAT, DAT, or OAT are to attend class, develop good study habits, study hard, and read in a broad variety of subject areas. Expect to study about 20-25 hours a week. You will need A's and B's to be a competitive applicant. If you need help with study skills contact the Study
- Take advantage of review sessions and tutoring offered by the departments, residence halls, and other campus resources. Or, if necessary, inquire at the Study or ask a teacher or your advisor about getting a tutor.
- Attend meetings of pre-professional student organizations to hear from practicing physicians or dentists, deans of admissions, medical or dental students and others, and to become involved in community service projects.
- Meet with lower-division pre-professional advisors Lesli Hall, (students with last name A-M) 108B Miller Hall, (859) 257-7137 and Kathy Héstand (students with last name N-Z) 107C Miller Hall, (859) 257-1525, to discuss your pre-professional plans. Please note: pre-professional advisors are not available for appointments during spring and fall priority registration.
- Watch your credit rating! Be aware that professional schools will ask for a credit report on you, so be very, very careful with credit cards, loans, etc., during college.
- In your second semester begin volunteer work in service organizations and/or medical settings.

## Sophomore Year

- If you recently developed a pre-professional interest attend the introductory group meeting for freshmen pre-professional students. Meetings usually occur in September and October. Details are posted to the Pre-Med Listserve.
- Continue taking the pre-professional science courses as well as those toward your degree.
- If you have not declared your major, be sure you do so by the spring of your sophomore year. Once you declare, your primary advisor will be a faculty member in your major department. Kathy Hestand or Lesli Hall continue as your pre-professional advisor.
- Continue to develop relationships with your faculty. You will need letters of recommendation.
- Become involved in student organizations on campus. Try to obtain a leadership position.
- Continue volunteer work in service organizations and/or medical settings.
- Put together a list of professional schools where you might apply, and begin to research them.
- Start planning to cover application costs.
- Meet with a pre-professional advisor to discuss how things are going.
- Look into internships or opportunities for research for the summer or next fall.

## Junior Year

- In the fall attend the general group meeting for students preparing to apply to a professional program to learn about Admissions Test, Application Procedures, and Letters of Recommendation. Meetings usually occur in September and October. Details are posted to the Pre-Med Listserve.
- After you have attended the introductory group meeting, meet with upper-division pre-professional advisors Danita Turpin (students with last name A-M), 107F Miller Hall, (859) 257-8707, or John Hurak (students with last name N-Z), 108G Miller Hall, (859) 257-4036, to discuss your application. Please note: pre-professional advisors are not available for appointments during spring and fall priority registration.
- for admission (and for subjects covered by the MCAT, DAT, or OAT) during the year. Plan a lighter course load for the semester you plan on taking the professional admission test to allow for exam preparation.
- Continue volunteer work in service organizations and/or medical settings.
- Read the information on **Admission Test and Application Procedures** for the professional program you are considering. Begin serious preparation for the professional school admission test (MCAT, DAT, OAT) in December-January. Consult with your pre-professional advisor about ways to prepare.
- Plan to take at least one full-length practice admission test before you take the official one.
- Look into internships or opportunities for research for the summer or next fall.
- Develop a plan if you do not get into the professional school the first time. Graduate programs, employment, other careers are a few options to consider.
- If you are considering applying through the Early Decision Program, please discuss it with your pre-professional advisor and the admissions officer at the professional school itself.
- Register online for the admission test. Consult the web sites for each test and be sure to observe registration deadlines.
- Take the admission test (MCAT, DAT, OAT) in spring or summer. Be sure to release your scores!
- Dates and times for the **Applicant Information Sessions** will be posted to the Listserve.
- Compile a resume to give to your faculty evaluators. This should include your GPA, major, campus activities, community service, medical-related experience, honors and awards, paid work, and a statement on why you desire to become a health care professional.
- Request letters of recommendation. Most schools require a minimum of two letters from science faculty and one additional letter. Please refer to each school for specific guidelines. Provide each person with a copy of your transcript, your resume, and set a time for each person to interview you.
- In May, visit the **centralized application website** and become familiar with navigating important information applicant recourses.
  - Each centralized application varies on specific requirements. The applications (AMCAS, ACOMAS, AADSAS, AACPMAS) also vary in their instructions about supplementary material, e.g. what goes directly to the school vs. what goes directly to the centralized application center.

- Print out and review the application instruction book, use the application worksheet so that you are familiar with the questions that will appear on the application, and calculate your science GPA (average of biology, chemistry, physics, and math grades).
- After you have read ALL instructions, register and set up a primary application account online.
- Fill out and complete the centralized application and send all requested supplementary material, such as all official transcripts.
- Individual professional schools to which you applied will send secondary applications. Complete and return those applications directly to the schools as soon as possible.

### Senior Year

- Interviews will begin in the fall semester and continue well into the spring semester. Be prepared to travel for interviews.
- Soon after January 1, you should apply for financial aid for professional school.
- Please let the Pre-Professional Advising office know the results of your application and feedback from interviews.
- Reopen a file for letters of recommendation if you're not accepted by April

### The Competitive Applicant

*Competition* for admission to professional schools is very intense. Currently, only about one-third of those who apply to medical school gain admission--even though the majority of those rejected would, by common agreement, be able to successfully complete medical school, and could make competent and dedicated physicians.

Professional school admissions committees certainly consider grades and admission test scores, but they also give serious consideration to many other factors. What does the competitive applicant "look like"? This is the average profile for students who have been admitted:

Professional School	Cumulative GPA	Science GPA (Biology, Chemistry, Physics, Math)	Entrance Exam/Score
Allopathic Medicine	3.7	3.6	MCAT/30
Osteopathic Medicine	3.5	3.4	MCAT/26
Podiatry	3.3	3.1	MCAT/22
Dentistry	3.4	3.2	DAT/18
Optometry	3.3	N/A	OAT/323

Other factors considered by admission committees:

- demonstrated leadership
- exposure to the profession in patient-care settings
- involvement in service work to benefit the community
- independent study or research
- strong, well-written letters of evaluation from faculty
- a clear, authentic answer to why the student wants to pursue the profession
- strong interpersonal communication skills evident in the interview

## **Medical School Admission and Application Procedures**

### **Application Service**

The American Medical College Application Service (AMCAS) and The American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS)

Students apply to medical schools through AMCAS for allopathic medical schools and AACOMAS for osteopathic medical schools. Centralized applications simplify the process by requiring applicants to submit only one set of application materials. There are a few U.S. schools that do not participate in a centralized application (you apply to those schools directly).

The AMCAS or AACOMAS application is available on the website around May each year. The earliest the completed AMCAS can be sent in is June 1. Applying early (between June 1 and July 15 or so) means that your application will get to the medical schools early for their consideration. In any case, be sure you send it in before the application deadlines at the schools where you're applying.

Application Fee Assistance is available. Students may apply for waivers through The Association of American Medical Colleges (AAMC) or AACOMAS Fee Assistance Program (FAP) but be aware that application deadlines come early. Refer to the application website for more information.

### **MCAT**

The MCAT is the required entrance exam for medical school. It aids medical schools in identifying medical school candidates who are broadly educated in the social sciences and humanities as well as the sciences. The MCAT "assesses mastery of basic concepts in biology, chemistry and physics; facility with scientific problem solving and critical thinking; and writing skills." (MCAT Student Manual, p. 1).

There are four sections on the exam: Verbal Reasoning (passages from many different disciplines--85 minutes); Physical Sciences (physics and general chemistry--100 minutes); Writing Sample (60 minutes); and Biological Sciences (biology and organic chemistry--100 minutes). Each section, excluding the Writing Sample, is scored on a scale of 1 (lowest) to 15 (highest).

The MCAT is taken when you have completed, or have in progress, all the premed prerequisite courses (general chemistry, organic chemistry, biology and physics). Administration of the MCAT transitioned from a paper and pencil test to computer based test in 2007. Registration for the MCAT is only done online. For registration and administration dates visit the MCAT website.

Preparation for the exam can be in a number of ways. There are professional preparatory courses, prep books, and software available. The Association of American Medical Colleges (AAMC) sells several full-length practice exams. Becoming familiar with the exam itself is very important to a student's success. An individual's method of preparation should consider your learning style, organizational ability, self-discipline, and finances. MCAT preparation varies from one individual to another.

All podiatric medical schools use the MCAT as the standard admission test, however some podiatric medical schools will accept other professional school admissions tests like the (DAT, OAT, PCAT, and GRE). Please check with individual podiatry schools.

### **WHERE TO APPLY**

Because medical and other state funded education is heavily taxpayer supported, public medical, dental and other professional schools give a high percentage of their slots to residents of their home state. Your best odds will be to apply to the public-supported schools of your state of residence. Kentuckians will want to apply to the University of Kentucky and the University of Louisville medical schools. Medical school applicants whose official state of residence is elsewhere

would apply to the public schools in that state. In addition, you may apply to private medical schools, and perhaps to public medical schools in other states (knowing that competition is keen for out-of-state slots). Use the MSAR book and information gained from web sites, to determine the instate/out-of-state admits, and the average GPA and MCAT scores for students admitted to various schools. Consider location, programs, tuition, and where you think you will likely practice once you complete your education.

### **APPLICATION ESSAYS**

If required, essays are very important parts of your application to professional school. Take time to think carefully about whom you are and what experiences have shaped your life. How have you come to this point of seeking a career in medicine? The essays that you write should be so much "you" that no one else could have written any portion of them. Admissions officers want to learn more of who you are. In addition to careful attention to content, please be sure that your essay is error-free. Have someone proof your essay to ensure that spelling and grammar are correct.

### **TRANSCRIPTS**

In most cases, official copies of your transcript(s) need to be sent directly to centralized application, unless otherwise noted. Make sure to check the application instructions. Transcripts can be requested from the Registrar's Office. A transcript from each and every post-secondary school you have attended must be submitted. Besides your UK transcript, be sure to request official ones from any community college or 4-year institution where you attempted or earned credit; any college from which you earned credit while in high school; correspondence programs; summer programs; military education; etc. You will need personal copies of your transcripts for use in completing the academic portion of your application. Review them carefully to be certain that all coursework and grades are recorded accurately.

## Physician Assistant Admission Criteria

*Admission to the PA program involves a 3-step application and an in-person interview for the best-qualified candidates. You must apply to Centralized Application Service for Physician Assistants (CASPA) UK Graduate School College of Health Sciences. Applications for admission to the PA program are due August 1st, 2012 and classes will begin in January 2013.*

*The UK PA program is moving toward rolling admissions for the 2012 admissions cycle. Applicants are encouraged to apply as early in the cycle as possible.*

### Graduate Record Exam (GRE)

For GRE scores, we use the Verbal and Quantitative sections for our initial comparison. We may also consider the Writing score in our evaluation of your qualifications. We now require a minimum of 900 for the combined Verbal and Quantitative sections. See the **FAQ page** for a longer discussion of the scores. All GRE scores still must be no more than 5 years old.

Please note that we accept **ONLY the GRE** for our program. We do not accept any substitutes (e.g. the MCAT).

### Bachelor's Degree

Bachelor's degree from an accredited college with minimum GPA of 3.0 on a 4.0 scale.

### Academic Performance

Applicants with a GPA of less than 3.0, but other strengths may also be considered, and should contact the program to discuss their other qualifications. Please be aware that applicants will need other significant strengths to ameliorate the effect of lower GPA. Examples may be:

- More than 20 hours of graduate level work with a high GPA
- The Graduate GPA (rather than undergraduate) will be used for applicants with a graduate degree
- Applicants with more than 20 hours of graduate level work with a high GPA may be considered at the discretion of the PA program
- An academic record that shows excellent grades recently, with a GPA that may be lowered by poor grades in the remote past
- Very high GRE scores and outstanding clinical experience

## Prerequisite Courses

The prerequisites are as stated in the **Graduate School Bulletin**, which is the official source. Briefly, the prerequisites for the 2012 cycle for the PA class entering in January 2013 are:

Prerequisite Courses	Requirements	UK Course Equivalencies
General Chemistry & Lab	2 semesters + labs (8-10 hrs)	CHE 105/111, CHE 107/113
Organic Chemistry & Lab	1 semester + labs (4-6 hrs)	CHS 230/231 or CHE 232/233
Human Anatomy or Comparative/Vertebrate Anatomy*,** Human Anatomy / Physiology I	1 semester (3 hrs) 1 semester (4 hrs)	ANA 209
Human Physiology or Comparative/Vertebrate Physiology*,** Human Anatomy / Physiology II	1 semester (3 hrs) 1 semester (4 hrs)	PHY 206
General Animal Biology & Lab	1 semester + lab (4-5 hrs)	BIO 150/151 or BIO 152/153 Beginning 2011: BIO 148 or 152/155
Microbiology & Lab**	1 semester + lab (4-5 hrs)	BIO 208/209 or BIO 308/209
Statistics	1 semester (3 hrs)	STA 291/ PSY 215 or Higher
Psychology	1 semester (3 hrs)	PSY 100
Developmental Psychology	1 semester (3 hrs)	PSY 223
Anthropology or Sociology	1 semester (3 hrs)	SOC 101 or ANT 101
Medical Terminology	1 semester (3 hrs)	CLA 131

\*Anatomy and physiology courses must be from a biology, anatomy or physiology department.

\*\*Must be taken within 5 years of entering program or those who work directly in these fields may request an exception to age of course (Anatomy, Physiology, Dev. Psychology, Microbiology)

You may determine course equivalency with the University of Kentucky courses listed above by going to <http://www.uky.edu/degreeaudit/CAS/>.

Currently we have several prerequisite courses are under review. Several courses will likely be added (e.g. Genetics 304, Biochemistry 401G and removing several courses ( PSY 100, SOC/ANT 101, Chem 105/107/111 and Chem 230/231) will be removed for the April 2013 application cycle.

## Health Care Experience

A minimum requirement of 1000hrs of direct patient contact- at least 500 hours must be in medical discipline such as CNA, EMT, CRNA, CMA, Medical Tech, hospice volunteer, etc. We will accept hours as a (Pharmacy Tech, Dental Tech, Physical Therapist Tech, Athletic Trainer), However these hours can occur in a limited capacity with 500hrs maximum.

You must have 50 hours of shadowing a clinical Physician Assistant. We prefer that you shadow a PA in a primary care facility covering one of the specialties: family medicine, internal medicine, pediatrics and/or women's health, emergency medicine).

**Applications:**

1. CASPA: Application cycle will be from April 15th til August 1st, and December 1st til March 1st
2. Graduate School : at the time you submit your application to CASP
3. PA Supplemental : concurrent with the CASPA cycles

- All three applications must be completed and on file to be considered for the PA program.

**Letters of Recommendation**

- a) Three letters of recommendation are required
- b) Please make sure that the people that you get to write your recommendation letters know you well. They will have to answer questions about you.

**Other Requirements**

- a) Admission essay
- b) Certification in Basic Life Support
- c) Compliance with the Technical Standards established by the College of Health Sciences for the College
- d) Compliance with the Technical Standards established by the PA program

NOTICE: Although every effort is made to ensure that this material is accurate and up to date, it is provided for the convenience of the user and should not be considered the official version. The official version of this material is available at the UK Graduate School site. Specific information about the PA program is at the UK Graduate School PA program site. The user is advised to refer to and rely upon the official version of this material when making significant decisions or judgments.

**Technical Standards**

All students matriculating into the PA program are required to be able to meet certain Technical Standards. [Click here to view these Technical Standards](#). If you have questions concerning standards please contact the **Office of Student Affairs**.

**Questions?**

If you have thoroughly reviewed the content on this site, including the **Frequently Asked Questions**, and have additional questions concerning the application process, pre-requisite courses, or anything else regarding admissions, please contact Corrie Scott, College of Health Sciences Academic Advisor, at [cyscott@uky.edu](mailto:cyscott@uky.edu).

## Physician Assistant Studies Application Procedure

We currently use **CASPA** (Centralized Application Service for Physician Assistants) as one of the aspects of the application process. The application process consists of a 3-step, starting with an application to CASPA, to the UK Graduate School, and to the College of Health Sciences.

When you apply, you will be asked to choose to apply either to the Lexington campus site or the **Morehead campus site** for our program.

### Application Timeline for 2012

- *Mid-April*: **CASPA portal** open and applications accepted from April 2012-August 1, 2012 and December 2012-March 1, 2013
- Deadline for January 2013 class is August 1st, 2012
- *Mid-April*: College of Health Sciences application information packet is downloadable here:
- *Mid-April*: College of Health Sciences online application is available here:
- The UK Graduate School application is available any time at **THIS LINK**.
- We are moving towards rolling admissions process. All applicants are encouraged to apply early in the first designation cycle.
- Interviews will occur throughout the Fall semester of the best qualified candidates.
- *January*: Start of classes for new PA class (first week of January, with Gross Anatomy starting a week before the official University start of classes)

### GRE SCORES

When requesting GRE scores, please indicate the program code for the University of Kentucky (CODE: R1837). Scores will automatically be mailed to the correct address.

### INTERVIEWS

Interviews are generally scheduled for mid-August. If granted an interview, applicants will be notified approximately 2-3 weeks prior to their assigned date. A new class begins each January.

### APPLICATION FEES

Application fees will apply for CASPA (starting at \$160, see the **CASPA fee schedule**), the Graduate School (\$50) and the College of Health Sciences (\$60).

Please watch this page for updates and any additional application procedures.

*NOTICE: This procedure for application to the UK PA program is the official version. Should it need to be updated, a new version with a date specifying its effectiveness will be produced and posted with links back to this prior version. Although other printed or electronic copies of this document may exist, the user is advised to refer to and rely upon this official version of this material when making significant decisions or judgments.*

## What is a Physician Assistant?

Physician Assistants (PA) are certified by the National Commission on Certification of Physician Assistants (NCCPA) – a mark of professional accomplishment – and state-licensed. They are health professionals who practice medicine as members of a team with their supervising physicians. PAs deliver a broad range of medical and surgical services to diverse populations in rural and urban settings. As part of their comprehensive responsibilities, PAs conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive health care, assist in surgery, and prescribe medications. PAs promote quality, cost effective medical care to all members of society.

## About the Program

Graduates of the Physician Assistant Studies program are awarded a Master of Science degree in Physician Assistant Studies after completing the 29-month curriculum. Graduates are eligible to take the Physician Assistant National Certifying Examination and upon successful completion, are then eligible for state certification/licensure to practice as a certified Physician Assistant.

The Physician Assistant Studies Program at UK was initiated in 1973 and is one of two Physician Assistant programs in the Commonwealth of Kentucky. It is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), which is recognized by the Council for Higher Education Accreditation (CHEA).

In 1996, the program was extended to include instruction at Morehead State University. Now, 10 dedicated faculty members, two based at Morehead State University, and eight based in Lexington, provide instruction. Each year, 40 students are admitted to the Lexington campus, and 16 to Morehead State site.

The PA program also offers international opportunities for its students including some who choose to do their clerkship rotations in various countries including Kenya, Swaziland and England. There are also other opportunities within the college to travel internationally on short term trips to Ecuador and Mexico, with other partnerships developing as well.

## Prerequisites

- ⇒ 4-year college degree
- ⇒ One semester each of the following prerequisite courses with a C grade or better:
  - General Chemistry I with lab
  - General Chemistry II with lab
  - Organic Chemistry with lab (Pre-med or Chemistry major level)
  - Developmental Psychology
  - Microbiology (lab recommended)<sup>2</sup>
  - Human Physiology<sup>2</sup>
  - Human Anatomy<sup>2</sup>
  - Statistics
  - Medical Terminology
  - General Psychology
  - Sociology/Anthropology
  - Biology/Zoology with lab Not Biology for non-majors

- ⇒ Applicants must obtain a minimum of 1,000 hours of direct patient contact care before enrolling in the PA program. Further, applicants must also observe a primary care PA for a minimum of 50 hours.
- ⇒ Minimum GRE score of 900, preferred greater than 1,000.

### Notes:

1. Pre-requisite courses are under review. Several courses will likely be added (e.g. Genetics 304, Biochemistry 401G, Abnormal Psychology 533 and some other courses will be removed for the 2013 application cycle.
2. For detailed information on pre-requisites and course equivalencies see our website.

## Admission

Admission to the PA program involves a 3-step application and an in-person interview for the best-qualified candidates. You must apply to the Centralized Application Service for Physician Assistants (CASPA), the UK Graduate School and the College of Health Sciences. Applications for admission to the PA program are due August 1st, 2012 and classes will begin in January 2013.

The UK PA program is moving toward rolling admissions for the 2012 admissions cycle. Applicants are encouraged to apply as early in the cycle as possible. Please refer to PA admissions information found at <http://www.mc.uky.edu/PA/app.html>.



## Want more information?

Visit the Physician Assistant Studies website for updates and contact information for program faculty and staff.

[www.mc.uky.edu/pa](http://www.mc.uky.edu/pa)

## Physician Assistant Studies Frequently Asked Questions

Periodically, General PA Information Sessions will be held at our Lexington campus in the College of Health Sciences Building, 900 S. Limestone, Lexington, KY. We also are holding less frequent PA information sessions at our Morehead campus.

### What is the difference between a PA and an NP?

This is a huge question. The short answer is that in many situations, you couldn't tell the difference between the two, based on how they practice. PAs and NPs are often used interchangeably.

Key differences are that:

1. a NP must first be a nurse, PAs come from many backgrounds, including nursing;
2. the medical model in PA training differs from the nursing model, and is the same approach as used for MDs;
3. all PAs are trained in general medicine, with internal medicine, family practice, surgery, OB/GYN, pediatrics, psychiatry, etc., whereas NPs are all trained as specialists (e.g. adult, peds, OB/GYN, etc.);
4. details of licensing are different in different states, with the Nursing Board overseeing NPs and the state Board of Medical Licensure overseeing PAs;
5. all PAs have a required MD in a supervisory role, while NPs need to have a "collaborating physician" in most states, but may practice independently;
6. in general, PA students have more hours of supervised clinical practice in their training than do NPs. Although there are differences among NP programs in this regard, PA programs are pretty well standardized with a year of clinical rotations at approximately 40-50 hr/wk;
7. currently, almost all NP degrees are Master's level or higher. Although a few PA programs offer less than a Master's degree, the majority of programs have moved to the graduate level for degrees.
8. Physician Assistant certification is based on proof of competency, as demonstrated by passing the national certification exam (see the NCCPA site for more information). The AANP site for NPs states that "Most NPs are nationally certified in their specialty area" (see their FAQ). The AANP position on NP education can be found [HERE](#).

There are other differences, many hotly debated, but these are the big ones. Some of our best PA students are nurses, because of their great backgrounds.

### What are the prerequisites?

Prerequisite Courses	Requirements	UK Course Equivalencies
General Chemistry & Lab	2 semesters + labs (8-10 hrs)	CHE 105/111, CHE 107/113
Organic Chemistry & Lab	1 semester + labs (8-10 hrs)	CHS 230/231 or CHE 232/233
Human Anatomy or Comparative/Vertebrate Anatomy*, ** Human Anatomy / Physiology I	1 semester (3 hrs) 1 semester (4 hrs)	ANA 209
Human Physiology or Comparative/Vertebrate Physiology*, ** Human Anatomy / Physiology II	1 semester (3 hrs) 1 semester (4 hrs)	PHY 206
General Animal Biology & Lab	1 semester + lab (4-5 hrs)	BIO 150/151 or BIO 152/153 Beginning 2011: BIO 148 or 152/155
Microbiology & Lab**	1 semester + lab (4-5 hrs)	BIO 208/209 or BIO 308/209
Statistics	1 semester (3 hrs)	STA 291, PSY 215 or Higher

Psychology	1 semester (3 hrs)	PSY 100
Developmental Psychology**	1 semester (3 hrs)	PSY 223
Anthropology or Sociology	1 semester (3 hrs)	SOC 101 or ANT 101
Medical Terminology	1 semester (2-3 hrs)	CLA 131

The prerequisites are as stated in the **Graduate School Bulletin**, which is the official source. Briefly, the prerequisites are:

- 4-Year college degree
- Applicants must obtain a minimum of 1,000 hours of direct patient contact care before enrolling in the PA program. Further, applicants must also observe a primary care PA for a minimum of 50 hours. *Explained in details below*
- Minimum GRE score of 900, preferred greater than 1,000.
- A "C" or better grade in the following prerequisite courses

*\*Anatomy and physiology courses must be from a biology, anatomy or physiology department.*

*\*\*Must be taken within 5 years of entering program or those who work directly in these fields may request an exception to age of course. (Anatomy, Physiology, Dev. Psychology, Microbiology)*

*\*You may determine course equivalency with the University of Kentucky courses listed above by going to <http://www.uky.edu/degreeaudit/CAS/>.*

#### **NEW PREREQUISITE COURSES!!!!**

Currently we have several prerequisite courses are under review. Several courses will likely be added (e.g. Genetics 304, Biochemistry 401G, Abnormal Psychology 533 and some other courses (PSY 100, SOC/ANT 101) will be removed for the April 2013 application cycle.

*Will you accept the MCAT as a substitute for the GRE?*

No. We accept ONLY the GRE. No other exam will substitute for it.

*Will my Chemistry (or Biology, Anthropology, etc.) course count as a prerequisite?*

All sciences courses should be those generally taken by students declared as pre-medicine majors. The course equivalency website can help you evaluate your courses for meeting the prerequisite course requirements. If your course is not listed but you feel that a completed course may satisfy the prerequisite requirements, you will need to submit a syllabus for that course to the College of Health Science, Office of Student Affairs for further evaluation

*My institution offers a combined Anatomy/Physiology course. Do I have to take separate courses in Anatomy and Physiology?*

You may either take separate courses in Anatomy and Physiology, or you can substitute 2 semesters of a combined Anatomy/Physiology course.

*I have courses in Comparative Vertebrate Anatomy and Comparative Physiology. Do I need to take Human Anatomy and Physiology also?*

We usually accept upper level physiology and anatomy courses in lieu of the lower level human counterparts. Please check with us to be sure for your particular courses.

*My institution offers a 1 credit hour Medical Terminology course for medical assistants, etc. and a 3 credit hour course for pre med and allied health. Which one should I take?*

Take the more advanced course. Usually, the 1 credit hour courses that are offered are inadequate for PA practice. Only 2 credit hour courses or more will be accepted.

Generally yes. However, with start rolling admissions in April of 2012, applicants can conditionally be accepted with up to (2) outstanding prerequisites. These courses MUST be completed prior to beginning the program.

*I am already at UK. Can I take some of the courses in your curriculum before I am accepted to PA school, so I can get them out of the way?*

No, All courses that are part of the PA program should be taken once admitted to the program. If a course has been taken and completed before admission to the PA program ( ex., PGY 412G), it will need to be repeated once you matriculate into the program.

*In August 2011, the GRE exam will be revised? How will this affect me if I have already taken the exam?*

**First, all GRE scores must be from within the past 5 years**

For those who have taken the GRE before August 2011, we will be looking for a minimum combined score of 900 points on verbal and quantitative sections. Please note that the class average for GRE scores is generally around 1140. This number may be adjusted in the future, and may be subject to "special circumstances" (e.g. see Admission Criteria).

For those who have taken the Revised GRE after August 2011.

- **Verbal Reasoning** scores will be reported on a new 130 – 170 score scale, in 1-point increments (versus 200 – 800 in 10-point increments).
- **Quantitative Reasoning** scores will be reported on a new 130 – 170 score scale, in 1-point increments (versus 200 – 800 in 10-point increments).
- **Analytical Writing** scores will continue to be reported on the same 0 – 6 score level, in half-point increments.
- Taken from GRE website. [http://www.ets.org/gre/revised\\_general/scores/](http://www.ets.org/gre/revised_general/scores/)

**The minimum score will be around 200 point. Final score conversions will be updated in November**

**UK Graduate School GRE Institution Code is 183**

Check the **GRE site** for their information on the exam, and on interpreting GRE scores in general.

### **Recommended Pre-PA Undergraduate Majors**

We don't have, or endorse, a Pre-PA undergraduate program or a specific major, because we feel that medical providers should be well-rounded people. To that end, we think that taking students from non-science backgrounds is a good thing, although we have quite a few Biology majors in our classes. The answer from here regarding what undergraduate major you should have is "Whatever you want, as long as you have the prerequisites." It is more difficult to get our prerequisites included in a Music degree than a Biology degree, so that's probably why we have more Biology than Music majors applying to the program. However, it is not necessary, from our viewpoint, to have the prerequisites count toward your degree. You may have to get them done after you graduate.

It is also good, of course, to start acquiring your some direct medical experience. That can be obtained during your undergraduate years, or after you graduate. I would say that it is better to graduate and work a year or 2 before applying to PA school than to apply straight out of undergraduate status. Maturity is one of the things we look for. However, we do have quite a few PA students who came straight from undergrad.

As far as what courses to take in preparation first, there are our prerequisites; second, you would also benefit from taking some higher level science courses to prove to yourself (and us) that you can do well in demanding courses. Our curriculum is extremely demanding, and many students fresh from undergrad have never had such a hard semester in their lives as they undertake their first semester in PA school.

**How do I apply?**

See our page on application information on this web site. Keep in mind that you must apply both to CASPA and the UK Graduate School as well as through the PA program. The PA program application is a downloadable packet available on our application information page during the application window. Once the UK Graduate School has its required information, it will send your files to our program.

**When do I apply?**

Our application window generally runs from April 15 to August 1st and December 1st to March 1st of each year. Check our home page and the application information link there.

***I've applied, but I haven't heard anything about interviews. When will I know whether I am being considered?***

We usually interview for our next class in mid to late August. We collect information right up to the interview date, so notification is by email shortly before interviews. We hope to improve this response time in the future. If you have applied, and want to be sure we have received all that you have submitted, please contact us using the form at the bottom of this page.

**Applicant Requirements*****How do I qualify to apply to your program?***

-- See our page on admission criteria on this web site.

**Technical Standards**

In order to study as a physician assistant student as well as to practice as a certified physician assistant it is vital that individuals meet certain minimum capabilities for observation, communication, sensory and motor function and coordination, intellectual capabilities and behavioral attributes. These minimum capabilities are described in the program's **Technical Standards**.

**Developmental Psychology**

My institution doesn't have a course in Developmental Psychology. Is there another course(s) that can substitute for Developmental Psychology?

The following discussion was provided by Dr. Gerry Gairola of the UK PA program.

First, some college and universities have courses specifically designated as developmental psychology and obviously they would meet the requirement. Some college developmental courses will focus on only child and adolescent development, which is fine as many of the foundations for our entire development are established during this period. However, if you can get a course that covers the entire lifespan it would be preferable. Also look in departments, other than psychology for developmental courses, such as sociology, anthropology, social work, education, early childhood development, etc. The content will probably be similar in many of these courses but the application may differ.

Second, for a course not specifically designated as developmental psychology, you should review the syllabus or course description for the course and/or speak with the instructor regarding the content. The instructor should be able to help you determine whether it will have enough basic developmental psychology for someone going into medicine.

In your review/discussion you should look for the following content to determine whether the course would meet some of the content normally included in developmental psychology and which is especially relevant to clinical practice:

- Theories of Development (e.g., Piaget, Erikson, Freud, etc.)
- Perception, Attention, and Memory
- Attachment Behavior
- Cognitive Development
- Language Development

- Psychosexual Development
- Affect Development
- Moral Development
- Psychosocial Development
- Family Development

If a course covers at least six of these topics, then it would be considered acceptable in meeting developmental psychology prerequisite course requirement. Be sure to save your syllabus and send it when you apply to the program if you are requesting that a non-developmental course be considered for substitution.

### **Prerequisite Worksheet and Detailed Information**

*What is the order of courses in the curriculum?*

The Course of Study The current curriculum and course of study may be found in the University of Kentucky bulletin. Please refer to this website for updated information. <http://www.research.uky.edu/gs/CurrentStudents/bulletin.html>

### **What is the Master's Project?**

A component of the Physician Assistant Master's program is the completion of a Master's Project. The project begins in the first fall semester and is completed in the following spring semester, culminating in a written paper and an oral presentation. Students will receive additional details regarding the Master's Project in the first summer semester.

### **What is the Morehead campus?**

Our program maintains a campus at Morehead State University in Morehead, KY, with some of our faculty based there. The Morehead campus is still the University of Kentucky PA program, and the curriculum is the same on both campuses. The purpose of the Morehead site is to enhance access to medical care for the people in rural areas of Eastern Kentucky and Appalachia, with most of the students there coming from the local region. The Morehead campus admits only 16 students a year (compared to 40 for the Lexington campus). You can see a [Morehead campus map](#) from this site.

*Are all the courses in Morehead by video line? Are the faculty the same?*

The faculty for lectures are the same people, and the lectures occur in real time, rather than being recorded, so students on the other end of the video link can ask questions, etc. Currently, the direction is probably 60% from Lexington to Morehead and the rest is in the other direction. For lab courses, faculty on site will be the instructors. Rarely, the video connection does lead to some minor problems with communication, but email and telephone contacts help to minimize that issue. Generally, the Morehead students find the mode of learning to be excellent.

*How do I apply to the Morehead campus?*

There is a place on the application form for you to indicate that you are interested in the Morehead campus. You will be able to indicate your interest in one, or the other campus. We no longer accept applications for an either/or campus choice. Please note that in order to apply to the Morehead campus, applicants must either be from a rural area or have a strong interest in the practice of rural medicine. If you have any questions specifically about the Morehead campus, please attend one of our Morehead Information Sessions, or call/email Julia Flannery at 606-783-2636.

### **What is the tuition? Is out of state tuition higher than for KY residents?**

The current tuition rates and information concerning tuition is keep current and can be accessed through the UK Office of the Registrar website. . <http://www.uky.edu/Registrar/feesgen.htm>

- Medical equipment, textbooks, lab coats, lab fees, student health add approximately \$4000
- CPR and ACLS training, professional meeting registration, certification exam preparation, etc. will cost about \$400.
- Graduation fees and PA board exam fees will be about \$600.

So, what is the total?

Around \$34,000 for the entire 29 month curriculum and taking the board exam (keeping in mind the probable inflation of tuition in the future). This is always subject to change.

Can I work while in the PA program?

The Physician Assistant program has a rigorous and demanding curriculum that will require students to be in fully attentive to their responsibilities as a graduate student in this program. Therefore we, as program, highly recommend that you refrain from any outside employment.

Do you require medical experience before application?

A minimum requirement of 1000hrs of direct patient contact- at least 500 hours must be in medical discipline such as CNA, EMT, CRNA, CMA, Medical Tech, hospice volunteer, etc. We will accept hours as a (Pharmacy Tech, Dental Tech, Physical Therapist Tech, Athletic Trainer), However these hours can occur in a limited capacity with 500hrs maximum.

*You must have 50 hours of shadowing a clinical Physician Assistant. We prefer that you shadow a PA in a primary care facility covering one of the specialties: family medicine, internal medicine, pediatrics and/or women's health, emergency medicine).*

Direct patient care means taking vitals, bandaging, patient care procedures, injections, "blood pressure check, bedpan duty, phlebotomy, ADL's (adult daily living) physical examinations and any other care in which the person 'lays hands on the patient(www.hhs.gov/nvpo/meetings/jun2005/Wlantiviral.ppt).

How many applications do you receive?

How many students do you enroll?

How many applicants do you interview?

Our numbers of applicants vary, and we do not share those numbers. Our class size is set at 40 slots on our Lexington campus and 16 slots on our campus at Morehead, Kentucky. We interview a number greater than the number of available slots because there are inevitably some applicants who either reject an offer of a slot, or whom we reject. The actual numbers vary from year to year.

What is your average GRE and GPA for accepted students?

For the past years (since we have been a Master's program), our average bachelor's degree GPA and key GPA has been approximately 3.4. Average GREs for the same period have been between 1050 and 1200 for combined Verbal and Quantitative sections.

What is your first-time pass rate for graduating students taking the PANCE?

Our overall first-time pass rate from 1999 through 2005 has averaged 92.1%, compared with a national average for all programs of 90.6%. Our pass rates for those years, compared with the national pass rates, are shown in the table below:

Year	UK First-time %	National First-time %
2003	84%	89%
2004	90%	90%
2005	91%	91%
2006	93%	92%
2007	94%	93%
2008	90%	94%
2009	93%	92%
2010	83%	94%

I was invited for an interview this year, and I thought it went well, but I didn't get in. What was wrong?

Our applicants, since we have begun the Master's program, have been exceptionally well qualified, so many very well qualified applicants have been turned down. In most cases, these people were not turned down because of any inadequacies. On the contrary, nearly everyone we interviewed would make a fine PA/PA student, and we wish we could have accepted them all. We use GPA, GRE and interview scores to stratify our applicants and decide on our class for the next year.

How can I be a better candidate next year?

In many cases, simply reapplying is likely to be enough. However, we cannot predict with any confidence how good the next crop of applicants will be. It is possible that we will have yet another group of incredible applicants next year.

To make yourself a better candidate, take a look at your qualifications. Is your GPA significantly lower than the average? Likewise for your GREs (see above for past numbers)? Do you have good clinical experience (i.e. hands-on), and can you broaden your experience? Sometimes getting more clinical background with different types of patient populations will enhance your qualifications significantly.

Think about how you came across in the interview. We are looking for people who are passionate about becoming a PA and caring for patients. Did you give that impression?

How can I improve my GPA? My GRE score?

Because of the way we use GPA data, you really cannot improve your GPA without obtaining a graduate degree, or at least accumulating a large number of graduate hours with a good graduate GPA. If you do have a large number of graduate hours (e.g. 20+ hours), make sure we become aware of your successful efforts at graduate study.

Since you may not be able to increase your GPA score, you will need to increase your scores in other areas (i.e. GRE and interview).

Retaking GREs will not make you smarter, but it is likely to increase your score, and thus your numerical qualifications. Perhaps the applicants who made the cut this year retook their GREs and got higher scores.

*How can I improve my interview?*

Your interview score is based on our perceptions of your clinical experience, your knowledge of the PA profession, your motivation for becoming a PA, your academic ability, your ability to be a compassionate medical provider, and multiple other areas.

If you are indeed the compassionate, committed person that we are looking for, be sure that the correct impression comes across in the interview.

Probably one of the most important attributes for a PA student is *maturity*. How can you convince us of your ability to handle the curriculum and your future clinical responsibility as a mature adult?

*How do I reapply?*

Application is made through CASPA with separate applications submitted to both the University of Kentucky Graduate School and College of Health Sciences.

Reapplication through CASPA and the College of Health Sciences must be done as it was the first time. See our **application information page** for current details.

Reapplication through the UK Graduate School is simplified. You simply have to "update" your application, at no extra charge to you. Go to the **UK Graduate School page** for further information. Keep in mind that applications are kept on file for 1 year only, so this updating procedure works only if you applied in the previous year.

*I am a University of Kentucky student. Is there a student group of "Pre-PA's"?*

There is indeed a UKPPASSA, which stands for University of Kentucky Pre Physician Assistant Studies Student Association. They are an active group and they welcome new members. You can visit the group website at <http://ukprepa.wordpress.com>.

**PA/PharmD Dual Degree Option.**

The Physician Assistant Program and the College of Pharmacy offer a Dual Degree options for students currently admitted in the PharmD program. Each Program has independent prerequisite courses that must be satisfied. Students are required to meet with their advisor in the College of Pharmacy and also PA faculty advisor, **Dr. Gerry Gairola** on a continual basis if considering the dual degree option.

*NOTICE: Although every effort is made to ensure that this material is accurate and up to date, It is provided for the convenience of the user and should not be considered the official version. The official version of this material is available at the UK Graduate School site. Specific information about the PA program is at the UK Graduate School PA program site. The user is advised to refer to and rely upon the official version of this material when making significant decisions or judgments.*

## MS in Hospitality and Dietetic Administration

Courses in the hospitality management are designed to build a background of industry and academic knowledge of hospitality and tourism, give technological expertise for functioning in a diverse and changing workplace, develop leadership skills, enhance intrapersonal attributes, and analyze strategic issues and trends in tourism and hospitality and lodging industry. Courses in dietetics administration are designed to examine leadership and administrative concepts, provide instruction on theories and concepts in institutional organization, and administer a current events approach to the financial decision making and reimbursement process in dietetics. Graduate students may complete undergraduate courses in the University of Kentucky's accredited Dietetic Program in Dietetics. In addition, graduate students may apply for either the Coordinated Program (CP) or the Dietetic Internship (DI).

The Didactic Program, the Coordinated Program and the Dietetic Internship in the Department of Nutrition and Food Science at the University of Kentucky are currently granted Accreditation by the Commission on Accreditation for Dietetics Education (CADE) 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606, Phone number (800) 877-1600 or (312) 899-0040.

### Description

The graduate curriculum available within the Department of Nutrition and Food Science leads to the Master of Science (M.S.) degree. The graduate program offers two emphases: Hospitality Administration and Dietetic Administration.

### Courses are designed to:

- Examine leadership and administrative concepts
- Provide instruction on theories and concepts in institutional organization
- Administer a current events approach to the financial decision making and reimbursement process in dietetics
- Advance the basic knowledge of clinical foundations in dietetics

### Admission Requirements

In addition to general admission requirements as stipulated by the Graduate School, the applicant must meet the following criteria:

- A B.S. Degree in Hospitality Management or Dietetics/Nutrition from an accredited institution. Registered Dietitian (R.D.) eligibility preferred but not required for Dietetic Administration option.
- A minimum grade point average of 3.0 on a 4.0 scale, or a total of 1,000 or more on the verbal and quantitative portions of the Graduate Record Examination (GRE). Students with a grade point of 2.8 may be accepted conditionally to the graduate program with the expectation they will increase that GPA before moving to full graduate status.
- Have a Test of English as a Foreign Language (TOEFL) score of 240 or better if an international student.

Official transcripts and GRE/TOEFL scores must be sent directly to the Graduate School (351 Patterson Office Tower, University of Kentucky, Lexington, KY 40506-0027), along with a completed application. Application forms can be found at <http://www.research.uky.edu/gs/ProspectiveStudents/Admission.html>

In addition, the applicant must submit a statement of purpose letter and have three letters of recommendation sent to the Director of Graduate Studies for Nutrition and Food Science.

NOTE: You can apply for the Dietetic Internship while working towards your degree. However, you may need to take some undergraduate courses to meet the accreditation standards for a dietetics degree.

**Application / Deadlines**

Applications are accepted all year but applicants requesting a graduate assistantship should apply by February 15th for the following fall semester and September 1st for the following spring semester.

Foreign applications should reach the Graduate School at least six (6) months prior to the beginning of the semester the applicants intends to begin graduate study or February 1st for the fall semester and June 15th for the spring semester.

**For additional information:**

Contact: Dr. Kwaku Addo

Director of Graduate Studies

Department of Nutrition and Food Science

210 Funkhouser Bldg.

Lexington, Kentucky 40506—0054

Office: 859-257-3800

Fax: 859-257-3707

E-mail: [kaddo01@uky.edu](mailto:kaddo01@uky.edu)

## Graduate Center for Nutritional Sciences

### MS in Nutrition Sciences

#### M.S. Program

The Masters of Science Program in Nutritional Sciences provides students with multidisciplinary training while enabling them to focus on areas in which they are particularly interested. The M.S. program prepares students for a number of careers in health care, academia, education, wellness and other nutrition-related fields.

Students can choose either a thesis option (Plan A) or non-thesis option (Plan B) option. Students interested in the thesis option may pursue research projects with nationally known faculty active in a number of basic and clinical research areas.

Both Plan A and B require satisfactory completion of all required course work and passing an oral comprehensive exam, as outlined in detail in the M.S. Handbook. Course work and research require two to three years to complete.

The M.S. Program offers the following emphasis areas:

**Clinical Nutrition.** Courses focus on nutrition support; pediatric nutrition; nutrition and diabetes, renal disease and cardiovascular disease; and drug nutrient interactions. This emphasis area is designed for students with a baccalaureate degree in dietetics or nutrition.

**Molecular and Biochemical Nutrition.** Courses focus on molecular and biochemical approaches to nutrition in areas such as receptor and gene regulation and the alteration of regulatory biochemical pathways.

**Community Nutrition.** The focus is on economic, geographic, social and educational nutrition intervention, e.g. how to effectively assess specific populations and differences between clinical and community approaches to health.

**Wellness/Sports Nutrition.** Disease prevention, nutrient utilization and exercise and behavior intervention strategies for lifestyle management are the focus of courses taught in this area. This emphasis area is designed for students with a baccalaureate degree in an allied health field.

#### M.S. Application

##### Requirements

Applicants must meet the following requirements for admission to the University of Kentucky Graduate School and the Graduate Center for Nutritional Sciences:

1. A baccalaureate degree from a fully accredited institution of higher learning.
2. A minimum undergraduate grade point average of 2.9 and 3.0 on all graduate work.
3. An average GRE score on the verbal, quantitative and analytical sections greater than the 30th percentile.
4. For international applicants, a minimum score of 550 on the paper-based TOEFL (maximum 667) and a minimum score of 213 on the computer-based TOEFL (maximum 300); all applicants must demonstrate proficiency in verbal and written English.
5. Admission for the M.S. in Nutritional Sciences with Clinical Nutrition Emphasis is limited to those with a B.S. in Dietetics or Nutrition.

## Process

Applicants for the M.S. program are required to:

1. Apply for admission to the Graduate School by completing the Application Form
2. Apply for admission to the Graduate Center for Nutritional Sciences by sending hardcopy versions of the following documents to the Director of Graduate Studies:
  - a. A brief essay, no longer than two single-spaced pages, describing long-term career goals and how the M.S. Program in Nutritional Sciences would advance these goals.
  - b. Three letters of recommendation.
  - c. Curriculum vitae.
  - d. A copy of all official transcripts.
  - e. Optional: Research Assistantship Application Form (see below).

## Research Assistantships

Applicants who have been accepted into the M.S. program and have elected the thesis option (Plan A) also can apply for a Research Assistantship with individual faculty. Interested applicants should submit with their other application materials a completed Research Assistantship Application Form to the Center's Director of Graduate Studies by the application deadline listed below.

## Deadlines

**Application deadlines for Graduate School admission:**

- Domestic
  - 30 days before the beginning of each semester
- International
  - February 1 for Fall admission
  - June 15 for Spring admission
  - October 31 for Summer admission

**Application deadlines for the Graduate Center for Nutritional Sciences:**

- March 15 for Fall admission
- October 1 for Spring admission

For further information, contact the Administrative Contact for Students or the Director of Graduate Studies.

# UK Coordinated Program Information

## INTRODUCTION

The Coordinated Program in Dietetics, Option B, in the UK Department of Nutrition and Food Science Dietetics Program, is a combined program of academics and supervised practice experience in food and nutrition systems management dietetics. In addition to the academic coursework, the program provides a supervised practice to meet professional competence in the food service systems management, medical nutrition therapy, and community domains of dietetics. Upon successful completion of the Coordinated Program, graduates are eligible to sit for the Commission on Dietetic Registration (CDR) national registry exam to earn the registered dietitian (RD) credential.

## PROGRAM PHILOSOPHY

The philosophy of the Coordinated Program in Dietetics at the University of Kentucky is based on the belief that the dietitian is the food and nutrition expert and that nutrition is an important basis of the health and well-being of all human beings functioning in a diverse society.

The program supports a learning environment that encourages students to become active learners, use problem-solving skills, create innovations, and continue to seek new learning opportunities. We recognize that each student has individual and unique differences in levels of learning. The faculty will provide experiences that develop individual independence, critical thinking, initiative, creativity, maturity and self-reliance for entry into the profession. The program will provide an environment for individuals to develop professional attitudes and instill standards of ethical professional practice by working with dietitians who serve as role models. Graduates of the Coordinated Program are expected to provide quality nutritional care with concern and awareness of individual needs.

The philosophy and goals of the Coordinated Program are consistent with the high ethical standards and the philosophy and goals of the University, the School of Human Environmental Sciences and the Nutrition and Food Science Department. The Food and Nutrition Systems Management concentration is consistent with the mission and resources of the University of Kentucky in serving the needs of the Commonwealth.

## PROGRAM GOALS

The Coordinated Program (CP) in Dietetics prepares students to function in entry level positions in hospitals, primary and long term care facilities, school and university food service, food systems operations, public health departments, health promotion and wellness agencies.

The Goals of the Coordinated Program Didactic Component are:

### **Goal One: Enhance the Dietetics program's visibility at the local, state, and national level.**

Outcome Measures:

- 1) Student participation in attendance and presentations at local, state and national meetings.
- 2) Develop relationships between community based faculty (CBF), food and nutrition professionals and the community
- 3) Track inquiries to the CP on a local, state and national level

### **Goal Two: Attract and graduate outstanding Dietetics students.**

Outcome Measures:

- 1) Minimum GPA for admission to program
- 2) Minimum of a B grade in critical courses
- 3) Attract incoming freshmen at or above University requirements
- 4) Achieve and exceed progression requirements for transfer students
- 5) Maintain a minimum of 80% pass rate of CP graduates who take the CDR exam after completion of the supervised practice.

**Goal Three: Discover, share, and apply foundation knowledge and skills and competencies**

## Outcome Measures:

- 1) Development of student learning portfolio
- 2) Expand use of technology in the classroom and supervised practice
- 3) Participation in dietetics professional and legislative activities
- 4) Compile data base of supervised practice and employers' feedback

**Goal Four: Expand diversity of thought, culture, gender, and ethnicity.**

## Outcome Measures:

- 1) Incorporate diversity in the CP student body
- 2) Develop culturally competent CP graduates
- 3) Present a wide range of knowledge and activities related to different cultures, gender, and ethnicity
- 4) Incorporate global issues in portfolios

**Goal Five: Elevate the quality of life for Kentuckians and beyond**

## Outcome Measures:

- 1) Data collection on strategies for delivering health related services to Kentuckians and other relevant populations
- 2) Seek solutions to local, state, national, and international health related issues

**CURRICULUM**

The four-year curriculum leading to the Bachelor of Science degree in Dietetics with a concentration in Food and Nutrition Systems Management consists of two phases:

1. Two years of basic pre-professional and general studies courses are taken at the University of Kentucky or other accredited colleges or universities. See Program Major Sheets for pre-major course requirements <http://www.uky.edu/Registrar/Major-Sheets/MSCurrent/agr/diet.pdf>.
  - a. The transfer student is encouraged to receive early guidance in the first semester after transfer from the Director of CP, the School of Human Environmental Sciences Student Services Office, and the faculty of the Department of Nutrition and Food Science.
2. Two years of intensive professional academic and supervised practice study are coordinated for students in the program. The didactic component of the program consists of three semesters beginning the fall semester of the junior academic standing.
  - a. In the junior year of the CP, students complete credit hours in a cohort that progresses sequentially to the senior year.
  - b. Practicum experiences accompany coursework in the junior and the fall semester of the senior years of the CP.
  - c. Didactic teaching and supervised practice continue in the spring semester, first summer school session, and second summer school session in the senior year of the Coordinated Program.

Academics and the supervised practice provide the student with knowledge and skills required for foodservice systems management, education, medical nutrition therapy, community nutrition, counseling and communication, and research applicable to dietetics. During the senior year the student works toward mastery of the stated competencies essential to an entry level dietitian.

**COORDINATED PROGRAM POLICIES**

## Academic Requirements

Students must complete the required didactic courses and professional responsibilities before entering the supervised practice component of the Coordinated Program. During the one and one half semesters of the didactic component, the following academic requirements will be in place:

1. Students must maintain a "B" or higher in all dietetics courses. If a student does not achieve a B, options would include:
  - a. Completion of additional assignments under the direction of the faculty member who teaches the course until the student achieved an 80% competency in the material.
  - b. Withdrawal from the program.
  - c. Retaking the course, which would most likely result in delaying the supervised practice by one year.
2. The student's academic progress is to be reviewed each semester by the program director. If the program director has a concern about a student, the CP advisory faculty will meet to review the student's progress and make recommendations.

## Volunteer Activities

During the junior fall and spring semesters and continuing through the fall of the senior year, CP students will be required to participate in professional activities related to nutrition/dietetics. Students must show evidence of 100 hours of professional activities which lead toward the fulfillment of the entry-level dietetics competencies completed by the fall semester of the senior year. At the end of each semester, the student should submit a log of activities and total hours, with a description of the experience compiled in a portfolio. Portfolios will be developed during the junior and senior didactic component of the CP and submitted prior to beginning the supervised practice in the spring of the senior year.

Examples of activities include: volunteer with a dietetic mentor, work at health fair, God's Pantry, etc. Paid work experience in the professional area can be substituted with permission from the CP director. The department offers structured volunteer activities with the Florence Crittenden Home, the Fayette County School District, foodservice systems management with the University of Kentucky Dining Services and experiences at other community agencies.

## Coordinated Program Meetings

The Coordinated Program students will meet at least twice during the semester with faculty and mentors to discuss issues related to the program, volunteer or professional activities and opportunities. Students will also be required to attend programs or workshops relating to skills they will need for the supervised practice.

## Portfolios

A career portfolio is a purposeful collection of student work that exhibits the student's efforts, progress and achievements in one or more areas. It is used to document experiences you have already completed that do not need to be repeated during the SPP. It will be used later to highlight projects completed during the SPP and demonstrate accomplishments during job interviews.

The development of an electronic portfolio is required. See below regarding access by faculty/program staff to students' e-portfolios.

Organization of the portfolio is based on the ADA competencies for entry-level dietitians. Additional details about portfolio development will be provided to the student upon admission to the program. Completed portfolios will be submitted at the beginning of the spring semester of the senior year, prior to beginning the supervised practice program.

## E-mail Account

Each CP student must have an established e-mail account. Email will be used for announcements and general communication. You may use your private email account or a uky.edu email account provided by the University of Kentucky. To obtain a University of Kentucky email account, access the University main website at [www.uky.edu](http://www.uky.edu). Click on the Link Blue Icon on the main web site page to access Exchange. Follow the directions posted to activate an account.

## G-mail Account

Each CP student must have an established g-mail account. Gmail will be used for e-portfolio access. All students are to link their e-portfolio to the NFS CP/DI faculty and staff.

## COORDINATED PROGRAM POLICIES FOR SUPERVISED PRACTICE COMPONENT

### Attendance

The student is required to attend all classes, laboratory sessions and supervised experiences related to the program. If the student is unable to attend the assigned class or supervised experience due to illness or emergency, the student must notify the professor of the respective 800 level course and/or community based faculty (CBF). If the student cannot reach the professor or CBF, then he/she must: 1) call the Coordinated Program Director (859-257-1661); 2) leave a message at the Nutrition and Food Science Office (859-257-3800); and 3) email the CP Director [mecook0@email.uky.edu](mailto:mecook0@email.uky.edu).

Each student is responsible for completing the assigned number of supervised practice hours and the associated supervised experiences. Students do not have "personal days" or excused absences for supervised experiences. Arrangements for making up missed hours must be made with the program director and community based faculty and will be at the convenience of the instructor and the convenience of the institution/agency involved. Each student is assigned one week away from rotations, equivalent to time for spring break.

Tardiness and absenteeism will result in disciplinary action by the coordinated program director and community based faculty. The coordinated program director must be notified (after approval from the community based faculty has been granted) of any scheduled absences two weeks prior to the time of intended absence.

The CP follows the University calendar with exceptions related to the spring semester involving the supervised practice. CP seniors take a spring break that is different from the University calendar so that the second rotation is not divided by the spring break.

All supervised practice hours and related experiences and assignments must be completed and evaluated by July 31. Verification statements for program completion, which must accompany the registration eligibility application, will not be awarded by the coordinated program director until all program requirements have been successfully completed.

### Completion of Supervised Practice and Issuance of CDR Verification Statement

Upon successful completion of all requirements for the CP Didactic and Supervised Practice Program the BS in Dietetics Degree, by virtue of the Senate rules at the University of Kentucky is awarded/conferred by the faculty of the University of Kentucky and approved by the Board of Trustees. The CDR verification statement will be issued by the CP director with the official date that the degree was awarded/conferred.

#### Schedule of Fees FEES: 2011/2012

	In-State Tuition	Out of State Tuition
Tuition Fall and Spring 2011 / 2012	UG \$4696.00	UG \$9495.00
	GR \$4933.00	GR \$10163.00
First Summer Session	Per credit hour	Per credit hour
	UG \$376.00	UG \$776.00
	GR \$519.00	GR \$1,100.00
Second Summer Session	Per credit hour	Per credit hour
	UG \$376.00	UG \$776.00
	GR \$519.00	GR \$1,100.00
<b>Housing in the Lexington Area*</b>		
Single	\$600- \$700	
Shared	\$350- \$500	
Board	\$250.00/ month	
Liability Insurance through UK	\$22.00	
Laboratory Coat	\$40.00	
Student Membership in American Dietetic Association**	\$50.00	
Kentucky Dietetic Association**	Included in ADA membership	
Bluegrass District Dietetic Association	\$10.00	
Spring Kentucky Dietetic Association Meeting	\$165.00	

- \*Housing for rotations in specific rural areas will be funded by Kentucky Area Health Education Centers (A.H.E.C) unless students request otherwise.
- Transportation reimbursement (mileage only) will vary. One round trip per month between Lexington and the AHEC Site is provided with mileage reimbursement at 0.55 cents per mile. Room, board and living expenses may vary. A.H.E.C. off-site rotation stipends will be \$80.00 per week for rent subsidy.
- Students are responsible for their own mode of transportation.
- \*\* Membership in the American Dietetic Association and the Kentucky Dietetic Association is required. Students must hold membership in a regional affiliate (BGDDA, WKDA) as well.

## ServSafe® Certificate

Each student must submit a copy of the National Restaurant Association, NRA, ServSafe® Certification.

## Identification

Each student is responsible for following the rules and regulations regarding Identification at the respective site placements during the supervised practice.

## NFS 518

NFS 518 Evaluation of Dietetics Practice is a distance learning course in which students enroll on the University of Kentucky Blackboard website. Students register for NFS 518 in the spring semester of their senior year, and continue this didactic course throughout their supervised practice. Three weeks of the course are offered at the University of Kentucky through the Department of Nutrition and Food Science. The final grade for this course is received at the end of the second summer session.

## Professionalism

Students are expected to present themselves in a professional manner at all times regarding behavior and appearance. Dress code will be established by each facility. However, the student is responsible for maintaining good personal hygiene and an attractive professional appearance, which includes dresses, skirts, slacks/pants, blouses or shirts. Denim, shorts, revealing attire, etc. are not permitted. Shoes should be flat or low heeled (most clinical and food service facilities restrict the wearing of open-toed shoes, e.g. sandals). Stockings or socks must be worn. The student nametag must be worn; some facilities also require additional identification. Lab coats, if worn, must be clean and pressed.

## Transportation

The student is responsible for his/her own transportation and parking. The University and/or supervised practice facility cannot be held liable for injuries or death that occur in travel to or from supervised practice facilities and/or university campus. Students shall be responsible for personal insurance coverage as required by state statutes.

## Student Employment

CP students may not hold jobs during the Spring and Summer semesters of senior year since classes and supervised practice experiences (which may be located outside of Lexington) are scheduled for 40 hrs/wk (5 days, 8 hrs/day). Actual hours may vary on a weekly basis, and experiences include weekend scheduling.

## Physical Tests and Insurance

The student shall carry professional liability insurance and evidence of such coverage shall be kept on file in the Coordinated Program office. Student liability insurance may be obtained through the University for approximately \$22.00 per year. Any accident that occurs which might involve legal liability on the part of the student should be filed in the respective student and program files in the CP office within five (5) days after the occurrence of the accident and with the University's insurance office.

Students are required to show evidence of medical care insurance, e.g. Blue Cross-Blue Shield. If a family or personal policy does not cover the student, the University has an insurance package through MEGA Health available for students.

The student must have all of their immunizations up to date, on file in the CP office, 206 Funkhouser Bldg., and provide a copy of their records to all rotation sites. Additionally, students must have an annual Tuberculosis skin test and a Hepatitis B vaccination series completed before supervised practice begins as well as any additional tests that may be required by the clinical sites. Skin tests will be given free of charge for students who have paid for Student Health Services. A small fee will be charged for those who have not paid the Student Health fee, or the test may be obtained from a personal physician.

## AREA HEALTH EDUCATION CENTER

The University of Kentucky Area Health Education (AHEC) Program is a collaborative effort with the University of Kentucky, the University of Louisville Health Sciences Center, and eight regional centers to affect positively the distribution of health professionals throughout the Commonwealth.

Some of the goals of the center are to provide students with opportunities to learn about and explore the cultural and recreational diversity of Kentucky, and to provide experiences for students which help them learn about professional opportunities available in rural areas of Kentucky.

The AHEC office provides financial support to students who complete rotations in outlying areas of Kentucky in order to limit financial hardships as a result of spending time away from the main University of Kentucky campus. They provide students with \$80 per week for housing expenses and  
University of Kentucky DPD Program Page 462

reimburse mileage in the sum of 0.55 cents per mile for one round trip per month between Lexington and their AHEC Site. Be sure to inform the Coordinated Program Director if you are interested in participating in this program.

## GENERAL RULES FOR SPECIFIC ASSIGNMENTS

Assignments for classes in the CP will be written as directed in the guidelines for each course. Accepted procedures should be followed which include use of good grammar, correct spelling and proofreading. Late assignments will be penalized by receiving a lower grade. Although individual instructors may modify the due dates, it is suggested that for each day late the grade for the assignment be decreased by 5%.

## STUDENT PARTICIPATION IN PROFESSIONAL ASSOCIATIONS

American Dietetic Association [www.eatright.org](http://www.eatright.org)

Students in the Coordinated Program in Dietetics are eligible for Affiliate Membership in the American Dietetic Association. Fees provide for a subscription to the Journal of the American Dietetic Association. Students are required to become members as soon as they are accepted into the program.

State and Bluegrass District Dietetic Association <http://www.bluegrasseatright.org>

Membership in the ADA automatically gives state membership. Students are requested to designate Kentucky as the state affiliate while in the NFS Dietetics Program. The Kentucky Dietetic Association (KDA) meets in the spring, rotating meetings within the four districts in the Commonwealth. CP students are required to attend this meeting while in the supervised practice component of the program.

The Bluegrass District Dietetic Association (BGDDA) meets approximately 7 times per year, (second Tuesday of each month, September through May) in Lexington. Western District Affiliate meetings are also held. Students are required to attend a minimum of 3 District Affiliate meetings per year and submit a program summary as an assignment of NFS 518. Membership application forms are available from the Program Director or online at

Registration fees for meetings, seminars or workshops may be waived or reduced for students.

Student Dietetic Association at the University of Kentucky SDA - UK

Students are to become active members of UKSDA upon entrance into the Coordinated Program and continue membership throughout the remaining semesters of school.

## EVALUATION OF STUDENT PROGRESS

Periodic informal evaluation conferences will be held with faculty, supervised program staff and supervisor, and program director. The purpose of these conferences is to assist the student in developing as a professional. The progress of each student toward meeting the goals of the program will be evaluated by the CP Committee or Director at approximately the midpoint of each semester or supervised practice. If a student is having difficulty in the program, the committee and/or the program director will recommend appropriate action, which may include additional course work or additional supervised practice. The committee also may recommend that the student discontinue in the CP, either temporarily or permanently. All evaluations will be in compliance with FERPA.

Students are expected to maintain a minimum of a B grade in all professional courses and a 3.0 overall grade point average. Additionally, students must show competence in all areas of supervised practice as indicated by the competencies. The Program Director will provide the CADE requirements along with rotation specific evaluation forms for the students.

## FOLLOWING PROGRAM COMPLETION

Following graduation from the CP, it will be the responsibility of each student to respond to verification requests from CDR to document eligibility to sit for the registration exam. The Verification Statement will be issued by the CP Director after the BS degree, by virtue of the Senate rules at the University of Kentucky, is awarded/conferred by the faculty of the University of Kentucky and approved by the Board of Trustees.

## RESOURCES

Resources for the Coordinated Program include Young, King, and Medical Center libraries, a computer lab in Erikson with IBM computers and available classrooms in Erikson Hall and Funkhouser Building. Faculty resources include small classes and individual attention with CP faculty.

## UK Dietetic Internship Information

### Dietetic Internship

"The Dietetic Internship at the University of Kentucky is currently accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association, 216 W. Jackson Blvd., Chicago, IL 60606-6995, 312/899-4876."

### The Dietetic Internship

The Dietetic Internship (DI) is administered in the Department of Nutrition and Food Science. The DI provides the students with educational opportunities designed with a Food and Nutrition Systems Management concentrations. Experiences for entry-level practice include medical nutrition therapy, food service systems management, and community nutrition through a minimum of twelve hundred four (1204) hours of supervised practice and didactic course work.

### Registration eligibility requires:

1. Successful completion of the supervised practice program during clinical, community and foodservice management rotations within Lexington, Louisville and other locations across the Commonwealth of Kentucky.
2. Demonstrated competency in areas of didactic instruction.

### The DI Philosophy

The Dietetic Internship is dedicated to improving the health and well-being of all people. It is a dynamic educational program that responds to changes in the health care system, population demographics, society, technology, and the food supply. Individuals are prepared to become professionally competent by providing Nutrition and Food Systems Management experiences in foodservice systems management, medical nutrition therapy, and community dietetics. The DI provides opportunities for learning in both metropolitan and rural areas of Kentucky. Students will gain new knowledge through intellectual inquiry, evaluation and application of knowledge to dietetic practice. The student's individual and unique differences are considered in providing experiences, which will develop independence, initiative, creativity, maturity, critical thinking and self-reliance for entry into the profession. Successful completion of the DI program enables the applicant to receive a verification statement. The statement documents eligibility to sit for the registration examination for dietitians.

### Academic Requirements

The Dietetic Internship (DI) provides intellectual and educational development through supervised practice and didactic education. The seven month long program provides students with competencies necessary to practice as entry-level dietitians. The University of Kentucky's NFS DI is designed to provide flexibility to students by offering two separate pathways:

1. The first pathway is the Dietetic Internship. During the Spring and two Summer sessions, the DI student will enroll in a total of 21 credit hours in order to complete the minimum required twelve hundred four (1,204) hours of supervised practice to achieve the competencies.
2. The second pathway allows the DI student the opportunity to work on a Master's degree. DI students can enroll in graduate credit hours during the Fall semester prior to their supervised practice program (SPP) and complete the degree at the end of the internship. Graduate credit

cannot be earned on field courses (800 level). The graduate credit hours apply toward requirements or electives for the Nutrition and Food Science Master's Degree Program in Hospitality and Dietetics Administration. Students are encouraged to continue progress to the M.S. degree upon completion of the DI.

SPP includes experiences in metropolitan and rural health care settings, school, university, and hospital foodservice systems, industry and government programs, and business and private consultative service. After successful completion of the DI, the student will receive a signed CADE verification form that confirms eligibility to sit for the CDR national registry exam to earn the RD credential.

**For more information contact:**

Dr. Hazel Forsythe, DI Director  
Department of Nutrition and Food Science  
204 Funkhouser Bldg.  
Lexington, Kentucky 40506-0054  
Office: 859-257-3800  
Fax: 859-257-3707

### **SUPERVISED PRACTICE**

Supervised practice will be provided in Lexington, Louisville, other selected locations and rural hospitals in western, northeastern and South Eastern Kentucky. The Area Health Education Center (AHEC) supports\* students in rural and low income areas. These experiences will provide diversity in size and types of organizations where dietitians practice. Students are expected to rotate through these areas and also live in the community where they are working. These rotations will vary from 2 to 10 weeks.

AHEC will provide housing, food allowances, and some mileage reimbursement while students are placed in these rural areas.

NFS 518 is taught as a distance education course and with blocks of in-class time at the beginning, mid and endpoint of the Supervised Practice. Students are expected to make On-line contact at least twice weekly for the duration of the internship.

### **PROGRAM REQUIREMENTS/STUDENT RESPONSIBILITIES**

#### **Attendance**

The student is required to attend all classes, laboratory sessions and supervised practice experiences related to the program. If unable to attend the assigned class or supervised experience due to illness or emergency use the following strategies: notify the professor, clinical instructor, or designated site supervisor. call the Program Director and leave a message at the Nutrition and Food Science office 257-3800.

Each student is responsible for completing the assigned number of supervised practice and didactic hours and the associated supervised experiences. Students do not have "personal days", or excused absences for supervised practice experiences. Missed hours must be made up with the site supervisor and clinical instructor, and will be at the convenience of the institution/agency involved. Arrangements must be completed by the end of that rotation. Rotations will not be extended.

Tardiness and absenteeism will result in disciplinary action by the Program Director and site supervisor. The Program Director must be notified (after approval from the site supervisor has been granted) of any scheduled absences two weeks prior to the time of intended absence. The hours must be acquired subsequently or prior to the absence at the discretion of the Program Director and site supervisor. A student will be required to follow an additional rotation at the end of the current supervised practice if he or she fails to complete a rotation successfully. Rotations will be repeated until competency is achieved.

**Verification Statements**

All supervised practice hours and related experiences/assignments must be completed and evaluated by July 31. The postmark deadline for submission of all assignments to the Department of Nutrition and Food Science is July 31. Verification Statements for program completion, which must accompany the registration eligibility application, will not be awarded until all program requirements have been successfully completed.

**Professionalism**

Students are expected to present themselves in a professional manner at all times regarding behavior and appearance.

Dress code will be established by each facility. However, the student is responsible for maintaining good personal hygiene and an attractive professional appearance, which includes dresses, skirts or slacks/pants, blouses or shirts. Denim, shorts, revealing attire, etc. are not permitted. Shoes should be flat or low heeled (most clinical and foodservice facilities restrict the wearing of open-toed shoes, e.g. sandals). Stockings or socks must be worn. The student's name tag must be visible; some facilities also require additional identification. Lab coats, if worn, must be clean and pressed.

**Transportation**

The student is responsible for his or her own transportation and parking. AHEC will provide the student with funding for one (1) round-trip mileage to/from a rural site placement.

The University and/or supervised practice facility cannot be held liable for injuries or death that occur in travel to or from supervised practice facilities and/or university campus. Students shall be responsible for personal insurance coverage as required by state statutes.

**Student Employment**

DI students may not hold jobs during the Spring and Summer semesters since classes and supervised practice experiences (which may be located outside of Lexington) are scheduled for 40 hours per week (5 days, 8 hours/day). Actual times may vary on a weekly basis, and experiences may include weekend scheduling.

**Physical Tests and Insurance**

Professional liability insurance shall be carried by the student and evidence of such coverage shall be kept on file in the office of the Program Director. Student liability insurance may be obtained through the University for approximately \$20.00 per year. Submit checks to the NFS administrative assistant by September 30th prior to the Spring rotations.

**Serve Safe Certificate:**

A Serve-Safe® certificate is required. A student who has not previously obtained this certification may take the exit exam at UK to qualify.

**Electronic Requirements**

- establish a University of Kentucky E-mail account. The University provides, at no cost, an E-mail account for each student.
- have computer access at their rotation sites.
- make plans to access the electronic course NFS 518 throughout their supervised practice.

**GENERAL RULES FOR SPECIFIC ASSIGNMENTS**

Assignments for classes in the DI will be written as directed in the guidelines for each course and published on-line for distance learning access. Accepted procedures should be followed which include use of good grammar, correct spelling and proofreading. Late assignments will be penalized by receiving a lower grade. Although individual instructors may modify the due dates, it is suggested that for each day late the grade for the assignment be decreased by 5%.

## LEARNING RESOURCES

Library resources for the DI Program include The William T. Young and Medical Center libraries. In addition to other University wide resources, a computer lab in Erikson Hall with IBM computers, the Statistics Lab in 208 Erikson, and classrooms in Erikson Hall and Funkhouser buildings are available for student use. Faculty resources include small classes and individual attention with DI faculty.

## STUDENT PARTICIPATION IN PROFESSIONAL ASSOCIATIONS

### American Dietetic Association

Students in the DI Program in Dietetics must have an Affiliate Membership in the American Dietetic Association. Fees provide for a subscription to the Journal of the American Dietetic Association. Students must become members before they are accepted into the program.

### State and Bluegrass District Dietetic Association

Membership in the ADA automatically gives state membership. The Kentucky Dietetic Association meets in the Spring (usually scheduled the last Thursday and Friday in April), rotating meetings within the four districts in the Commonwealth. **This meeting is mandatory for DI students.** Please plan your budget carefully to include this cost (approximately \$150.00).

The Bluegrass District Dietetic Association (BGDDA) meets approximately 7 times per year, (second Tuesday of each month, September through May). Students are required to attend a minimum of 2 meetings per year. Membership application forms are available from the Program Director. Registration fees for meetings, seminars or workshops for BGDDA are sometimes waived or reduced for students.

## EVALUATION OF STUDENT PROGRESS

Periodic informal evaluation conferences will be held with faculty, supervised practice staff and supervisor, and Program Director. The progress of each student toward meeting the goals of the program will be evaluated by the DI Committee or Program Director at the mid-point of each semester or supervised practice rotation. If a student is having difficulty in the program, the committee and/or Program Director will recommend appropriate action, which may include additional course work or additional supervised practice. The committee also may recommend that the student discontinue the DI Program, either temporarily or permanently. All evaluations will carefully protect the student's right to privacy.

Students are expected to maintain a minimum of a B grade in all professional courses and a 2.8 overall grade point average. Additionally, students in the MS program must maintain a G.P.A. of 3.0 or higher. Students must prove competence in all areas of supervised practice as indicated by the Competency Statements for medical nutrition therapy, community nutrition, and foodservice management. The Program Director will provide the Competency Statements along with rotation specific evaluation forms for the students.

## FOLLOWING PROGRAM COMPLETION

Active membership in the American Dietetic Association indicates status as a professional dietitian. Successful completion of the DI Program satisfies the requirements for active membership in the American Dietetic Association. The Program Director will provide an application for active membership upon program completion. Membership in ADA and registration as an R.D. (Registered Dietitian) are not synonymous. In other words, you can be one without the other. However, the current requirements for active ADA membership and eligibility to take the exam are the same. Upon completion of the DI Program, the student will be given the necessary forms to apply to take the registration examination.

Following graduation from the program, it will be the responsibility of each student to obtain a final transcript verifying date of graduation and highest degree earned. Each student must be prepared to follow the American Dietetic Association guidelines for completion of membership requirements and registration eligibility. Upon confirmation of membership, a membership number, final application for the computerized registration test, and notice of examination sites and dates will be sent to each graduate.

## Regional Dietetic Internship Information

\*All information gathered from [www.eatright.org](http://www.eatright.org) or [www.allaccessinternships.com](http://www.allaccessinternships.com).  
Please contact each internship directly to get the most accurate information. \*

1. **Appalachian State University**
  - a. Boone, North Carolina
  - b. 10 interns
  - c. 21 months in length, starts in August
  - d. MS and DI combined
  - e. Tuition (non-resident): \$17,878 plus other fees
  - f. Contact Person: Sarah Jordan, PhD, RD, Department Chair at 828-262-8619
  
2. **East Tennessee State University**
  - a. Johnson City, Tennessee
  - b. 8 interns
  - c. Starts in July
  - d. 2 years in length
  - e. MS and DI combined
  - f. Tuition (non-resident): \$47,405 plus other fees
  - g. Contact Person: Michelle Lee, RD, Director at (423) 439-7535 or leem12@etsu.edu
  
3. **Eastern Kentucky University**
  - a. Richmond, Kentucky
  - b. 16 interns
  - c. Starts in August
  - d. 20 months in length
  - e. MS and DI combined
  - f. Emphasis in Community
  - g. Tuition (resident): \$4,800.00 (non-resident): \$9,600.00
  - h. Contact Person: Erin Eliassen, MS, RD, Director at (859) 622-2286 or erin.eliasen@eku.edu
  
4. **Good Samaritan Hospital**
  - a. Cincinnati, OH
  - b. 6 Interns
  - c. Starts in September
  - d. 43 weeks in length
  - e. Emphasis in Nutrition Services in Acute Care
  - f. Tuition and Fees were not provided
  - g. Contact Person: Jackene M. Laverty at 513-862-1983 or Jackene\_Laverty@trihealth.com
  
5. **Lenior Rhyne University, Solmaz Institute Dietetic Internship**
  - a. Hickory, North Carolina
  - b. 20 interns total, 10 are distance learning spots and 10 are in person
  - c. Earn 18 credits towards your MPH
  - d. Starts in August
  - e. Approximately \$11,000 for tuition
  - f. Contact Person: Allison Loyd, Supervised Practice Coordinator, at (828) 328-7453 or [allison.loyd@lr.edu](mailto:allison.loyd@lr.edu)

**6. Lipscomb University**

- a. Nashville, Tennessee
- b. 12 interns
- c. Complete 14 hours of graduate credit
- d. Starts in August
- e. 10 months in length
- f. Internship Fee (includes FNCE meeting (registration, airfare, hotel,) the TDA meeting, NDDA membership, and an RD Exam review course): \$3,000.00
- g. Tuition: \$4,200.00
- h. Contact Person: Anne Lowery, Director at (615) 966-5746 or [anne.lowery@lipscomb.edu](mailto:anne.lowery@lipscomb.edu)

**7. Murray State University**

- a. Murray, KY
- b. 12 interns
- c. Complete 12 hours of graduate credit
- d. Starts in August
- e. 9 months in length
- f. Tuition: Internship Fee: \$135.00, tuition for residents of KY, IL, IN, MO, TN: \$3,393.00, tuition (non-resident): \$20,065.
- g. Contact Person: Lori Crouch, MS, RD, LD, Interim Internship Director at (270) 809-3964 or [lori.crouch@murraystate.edu](mailto:lori.crouch@murraystate.edu)

**8. National Healthcare Corporation**

- a. Murfreesboro, Tennessee
- b. 6 interns
- c. 10 months in length
- d. Emphasis of geriatric care
- e. Tuition (non-resident) for 3 hour: \$2,800 plus other fees
- f. Look highly upon previous paid work experience
- g. Contact Person: Patty T. Poe, EdD, RD, LDN, Director at (615) 890-2020 ext. 1830 or [ppoe@nhccare.com](mailto:ppoe@nhccare.com)

**9. The Christ Hospital**

- a. Cincinnati, OH
- b. 5 Interns
- c. Begins in September
- d. 11 months in length
- e. Tuition and Fees: Entrance Fee \$350
- f. Stipend: \$5,060
- g. Contact Person: Susan Dvorak, RD, LD, M.Ed., Director at (216) 368-6626 or [dvoraksv@healthall.com](mailto:dvoraksv@healthall.com)

**10. University of Kentucky**

- a. Lexington, Kentucky
- b. 8 interns
- c. Begins in January
- d. 7 months in length
- e. Could combine MS/DI, which is 20 months in length
- f. Tuition: Resident = \$10,899 Non Resident = \$23,100
- g. Contact Person: Dr. Hazel W Forsythe RD LD, Director at (859)257-3800 or [nfshazel@email.uky.edu](mailto:nfshazel@email.uky.edu)

**11. University of Kentucky Hospital Chandler Medical Center**

- a. Lexington, KY
- b. 6 interns
- c. Begins in August
- d. 43 weeks
- e. Tuition or Fees: Parking: \$232.00, Health Insurance: \$708.00
- f. Financial Aid Stipend: \$5,300
- g. Emphasis is Clinical Nutrition
- h. Contact Person: Beverly Lenahan, MS, RD, LD, Director at (859) 323-5154 or bsvivi0@uky.edu

**12. University of Southern Mississippi**

- a. Hattiesburg, Mississippi
- b. 16 interns, 8 are open nationwide
- c. Starts in June
- d. ½ of MS is completed during the internship
- e. Emphasis of health promotion
- f. Tuition (non-resident) \$14,208 plus other fees
- g. Contact person: Elaine F. Molaison, PhD, RD, Director at (601) 266-6548 or elaine.molaison@usm.edu

**13. University of Tennessee- Knoxville**

- a. Knoxville, Tennessee
- b. 10 interns
- c. MS and DI combined, could also do MS/MPH and DI combined
- d. Early application deadline
- e. Starts in August
- f. 2 years in length
- g. Tuition (non-resident): \$53,459 plus other fees, most students get assistantships
- h. Contact Person: Karen Wetherall MS, RD, LDN, Director at (865) 974-6256 or [kbalnick@utk.edu](mailto:kbalnick@utk.edu)

**14. University of Tennessee- Martin**

- a. Martin, Tennessee
- b. 8 interns
- c. Receive 12 hours of graduate credit online
- d. Starts in August
- e. 10 months in length
- f. Tuition information not provided
- g. Contact Person: Lori Littleton, MS, RD, Director at (731) 881-7100 or loril@utm.edu

**15. Vanderbilt University**

- a. Nashville, Tennessee
- b. 16 interns
- c. Starts in August
- d. 11 months in length
- e. Emphasis of disease management and health promotion
- f. Tuition: \$6,800.00 plus other fees
- g. Contact Person: Elizabeth W. Robinson, M.Ed, RD, LDN, Director at (615) 343-9538 or [elizabeth.w.robinson@vanderbilt.edu](mailto:elizabeth.w.robinson@vanderbilt.edu)

## Suggestions to Improve Your Chances at Getting a Dietetic-Internship Position

Student-Guidance Document

August 1, 2009



Competition for Dietetic Internships is extremely fierce<sup>1</sup>, so if you are an existing student or are considering applying to a dietetics program to become a Registered Dietitian, try to get as much information as possible to improve your chances at getting the internship experiences required to sit for the RD exam:

- The first place to go for a wealth of information is your DPD program director and DPD faculty. They are on the front line, helping students decide where to apply, navigate the application process, and deal with computer matching.
- We encourage you to learn about as many DI programs as you can to understand what is available and to refine your area of interest. Some DI programs schedule open houses for students, so be sure to ask them if this is an option.

CADE staff members are also available to answer your questions, so we are providing the following list of suggestions based on our experience with students and programs.

### Prospective Students

If you intend to become a Registered Dietitian, but have not enrolled in a program, you may choose from one of two pathways to get an education to be eligible to sit for the RD exam. You may either enroll in 1) a Coordinated Program (CP) or 2) a Didactic Program in Dietetics and then apply for an Dietetic Internship position (DPD+DI):

- CP      A CP integrates classroom learning and internships experiences within one program. If you graduate successfully from a CP program, you will be eligible to sit for the Registered-Dietitian exam or Dietetic-Technician-Registered exam without having to apply to a separate Dietetic-Internship or Dietetic-Technician Program.
- DPD+DI      The Didactic Program in Dietetics (DPD) portion of the pathway consists of in-class instruction while the Dietetic Internship (DI) portion consists of supervised-practice experiences in real-life work settings. The majority of students who go through a DPD+DI pathway apply for a Dietetic-Internship position through a competitive, on-line matching process. During the first round of the April 2009 matching process, approximately 50% of students who applied for a Dietetic-Internship position did not get one. So, if you are considering applying to a Didactic Program in Dietetics, ask whether the program has placement agreements such as "pre-select matching" that will provide you with a Dietetic Internship position as long as you maintain the Didactic Program in Dietetics' requirements. If not, you will be required to compete for a Dietetic-Internship placement through the on-line matching process.

<sup>1</sup> See [http://www.eatright.org/internship\\_availability](http://www.eatright.org/internship_availability) for more information.

### Current DPD Students

In the April 2009 match, twice as many students applied for Internship positions as there were positions available. So, it's critical that you do everything possible to make your qualifications and application stand out from the others:

- GPA**            **Make sure that your GPA is above the minimum required by the internship**, the higher the better. Although GPA is not the only factor considered by directors, it is one of the most highly weighted. A GPA of 3.0 (B) is often listed as the minimum considered by most DI programs; however, remember that this is only a minimum. So, if given a choice between a 3.0 or a 3.8 GPA, chances are that the applicant with 3.8 GPA will be selected.
- If your GPA is not competitive (i.e., low or close to the minimum required), consider retaking courses to bring it up to the highest possible level.
  - If your GPA is below what is required by the internship, it is very unlikely that you will be given a placement.
- GRE**            Check to see if the program that you are applying to requires a Graduate Record Exam (GRE) score. If so, you must take the GRE. The same advice applies to GRE scores as does to GPAs. **Make sure that your GRE score is above the minimum required by the internship.** A score that is just at the minimum will get your application reviewed, but your chances of being accepted are much better if your score is well above the minimum.
- If your GRE score is not competitive (i.e., low or close to the minimum required), consider retaking the GRE to bring it up to the highest possible level.
  - If you haven't taken the GRE exam or your score is less than what is required by the internship, it is very unlikely that your application will be reviewed.
- References**    **Make sure that your letters of recommendation and references are from individuals who really know the quality of your work and your character**, and are willing to put positive recommendations in writing and say them to others. Vague or mediocre letters of recommendation are clues to Internship programs that either your work or character is not good or that the person who wrote the letter of recommendation does not know you well.
- Always do your best work, and always cultivate good relationships with your advisors, teachers, employers, peers, patients, clients and students.
  - Ask for letters of recommendation from people who know that you do high-quality work, have a strong study and work ethic, and behave in a professional and ethical manner.
  - Make sure that that people who are writing letters of recommendation or serving as references are doing so, because they truly believe in you, not because they feel obligated to do so.
  - Make sure that the people you ask to write a letter of recommendation or serve as a reference are considered by others to be honest and professional.
  - Never ask for a letter of recommendation or a reference from someone for whom you have done poor or mediocre work or with whom you have been in trouble.

**Communication** Pay attention to how you communicate, whether verbally or written, because this conveys much about your sense of organization and attention to detail.

- First and foremost, give yourself enough time to write good cover letters. Unlike GPA, your letters are among the few things that you can change during senior year! Personalize your messages. Avoid using a generic cover letter or one that is the same for every application that you submit. Carefully read the directions on what each internship program wants included in the letter. Study the internship where you plan to apply, and make sure that your cover letter and application documents highlight your strengths and experience that directly relate to the internship.
- Ask others who know dietetics to proofread your writing and seriously consider their comments. When possible, let documents sit as long as possible before making changes to enable you to revise them with a fresh perspective.
- Make sure that any documents submitted for your application (letters, CV, publications, writing samples, and other documents) are flawless. Use standard conventions for spelling, grammar and punctuation. Make sure that all printed documents are neatly prepared on clean, high-quality paper.
- Communicate thoughtfully, honestly and politely whether in writing or verbally.
- Speak well of your DPD program and your experiences. Disparaging remarks or gossip about advisors, teachers, employers, peers, patients, clients and students is unprofessional.
- Always keep your writing professional, cordial, and factual. Under no circumstances should you ever write or communicate in a tone that could be construed as derisive or complaining.

**Stand Out** There are many things that you can do as a student to **make your application stand out from the others** that will not only improve your chances of getting admitted into an internship, but also propel you in your career as a Registered Dietitian.

- Volunteer and provide community service, especially in areas related to health and nutrition. If possible, volunteer at a facility that serves as a practice site for an internship program, so that preceptors and the program director can become familiar with your abilities.
- Get practical, paid work experiences, especially in areas related to your desired area(s) of practice. If possible, seek employment at a facility that serves as a practice site for an internship program, so that preceptors and the program director can become familiar with your abilities.
- Become actively involved in professional organizations, such as college dietetics clubs; and district-, state- and national-dietetics associations; especially at the leadership level.
- Publish and present any relevant research, projects or work that you have done in journals and at conferences or in poster sessions.

- Up the Odds** Along with implementing the recommendations above, you can also **increase your chances at getting an internship** by making sure that you do the following.
- Apply to Internship locations that receive a lower ratio of applicants to the number of available positions. This information may be available by contacting the Internship directly, or by reviewing the *Applicant Guide to Supervised Practice* (available for purchase at <http://www.depdpg.org>).
  - Apply to several Internship programs and do not limit yourself to only one geographic region when searching for programs.
  - Read the program's Website information or contact the program director well in advance of preparing your application to determine what qualifications and documentation you need to make your application the most competitive.
  - Research the requirements for each internship and make sure that you are qualified before you apply. Do not apply to an internship if your GPA or GRE score is lower than the internship requirements; if you don't have all the required experiences and documentation; or if you cannot afford the tuition, relocation or local living expenses.

**AVOID** Although many decisions and experiences can increase your chances of getting accepted into an internship, a few may actually jeopardize your chances and negatively affect your entire professional future!

- Avoid posting embarrassing or unsavory personal information or photographs on the Internet. Such information may be seen as an indicator of poor professional judgment.
- Avoid criminal behavior. A criminal record may make you ineligible to work in many health-care facilities and prevent you from completing your education.
- Never misrepresent or falsify information regarding your education, work experiences, or credentials. If you are discovered doing this, you could ruin your professional reputation and jeopardize your career.

### **Unmatched Applicants**

Regardless of the shortage of Internship sites, failed matches for any Dietetic Internship usually occur as a result of two conditions:

- 1) The applicant was qualified, but the qualifications of other applicants were ranked higher
- 2) The applicant was not qualified, because of insufficient preparation or documentation

In some cases, a different internship with more positions, fewer applicants, or different entry requirements might have selected an applicant who was not accepted elsewhere. However, the chances of being accepted may increase if the applicant takes steps to improve her or his qualifications and documentation using the suggestions for **Current DPD Students** in the section above and also follows the recommendations listed below:

Reapplying Computer matching occurs in April and November of each year. A second round match occurs a few days after the April and November matches if any unmatched internship positions remain.

- To participate in another computer-matching process, look through CADE's directory of internships at <http://www.eatright.org/CADE-DI> to see which internships are participating in the month when you plan to reapply (April or November); then register with D&D Digital.
- To participate in second round match, check the D & D Digital Web site to view the list of internship programs that still have openings; then contact the program directors at the internships to see if you can submit an application.

Improvements You can also **increase your chances at getting an internship** by using the suggestions for **Current DPD Students** in the section above and by following the recommendations listed below:

- Talk with the program director of programs where you submitted an application to get suggestions for making future applications more competitive.
- Consider seeking employment in a food-and-nutrition department at a facility that serves as a practice site for an internship program, so that preceptors and the program director can become familiar with your abilities
- Repeat classes to achieve higher grades in those dietetics courses or supporting courses that may be contributing to a less competitive GPA.
- Improve your GRE score by taking the examination again.
- Begin a graduate degree before reapplying for the internship placement.
- Obtain certifications and credentials that are related to your work, such as the Dietetic Technician Registered (DTR). Changes in eligibility requirements for the Dietetic Technician Registered exam now allow DPD graduates to sit for the DTR exam. To increase your chances of passing the exam, you should consider getting supervised-practice hours toward the DTR through an accredited Dietetic Technician Program that is specifically designed for DPD graduates who would like to become certified as DTRs. If one is not in your area, you may want to consider a distance Dietetic Technician Program. For more information, please visit <http://www.eatright.org/CADE-DTP>.

**If you have questions about the information presented in this document, please contact CADE:**

Commission on Accreditation for Dietetics Education  
 American Dietetic Association  
 120 South Riverside Plaza, Suite 2000  
 Chicago, IL 60606-6995

Phone: 800/877-1600 X 5400

Fax: 312/899-4817

Email: [cade@eatright.org](mailto:cade@eatright.org)

Web: <http://www.eatright.org/cade>

### Student Tips for Success during Supervised Practice

Progressive Steps Through Supervised Practice	Do	Don't
Self-Assessment: Acceptance of Placement	<ol style="list-style-type: none"> <li>1. Analyze your interests, values &amp; goals &amp; be certain your faculty advisor is fully aware of them.</li> <li>2. Despite temporary placement &amp; student status, regard yourself as a professional &amp; a member of the staff.</li> <li>3. Prepare yourself to expect &amp; accept that problems &amp; frustrations will occur.</li> <li>4. When problems occur, be patient &amp; pleasant; cope with problems with an attitude toward solution &amp; negotiation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not act as if you know all the answers. Remember, as a student, you are placed in the agency for a learning experience.</li> <li>2. Do not let yourself become involved in internal conflicts</li> </ol>
Routine Office Matters	<ol style="list-style-type: none"> <li>1. Be sure to find out where you are to work—office, desk space, chair, telephone, etc. so you know your operational base.</li> <li>2. Be aware of office practices regarding dress, protocol, office hours and flexibility, holidays. Follow rules set for regular staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not expect any special treatment.</li> </ol>
Orientation	<ol style="list-style-type: none"> <li>1. Request &amp; read information you need regarding the organizational structure, names of key people, office policies &amp; procedures to facilitate your orientation.</li> <li>2. Determine what information you may need which has already been compiled. Find out who is knowledgeable in your own office and others.</li> <li>3. Become familiar with the entire agency so you can see where you fit.</li> </ol> <p>Review:</p> <ol style="list-style-type: none"> <li>a. Annual reports, program plans, program descriptions, etc.</li> <li>b. Budget documents</li> <li>c. Organization charts</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not take too long to familiarize yourself with the agency, staff, etc.</li> <li>2. Do not let yourself "take sides" in office politics.</li> <li>3. Do not be critical of the nutrition staff if documents &amp; plans do not follow the format learned in school. The format &amp; procedures for such documents as plans, budgets, etc. are usually dictated by the agency or a higher governmental entity.</li> </ol>
Integrating into the New Environment	<ol style="list-style-type: none"> <li>1. Initially, learn to fit in by being formal toward everyone. Then gradually, depending upon the climate, establish friendships or at least pleasant working relationships with other employees.</li> <li>2. Learn quickly, the people who facilitate the work-flow.</li> <li>3. Attempt to gain an appreciation for the clerical and secondary functions of the agency, for they are the building blocks of the primary mission. A finished project can be delayed, altered, or expedited depending upon the inclination of the clerical staff!</li> <li>4. Develop a list of persons to know in your working environment so when you need to contact them, you have their phone numbers. You may want to include other information, e.g., the context of your meeting, the date, the person's position, etc.</li> <li>5. In order to become involved with the process of management, make an effort to attend meetings, be included on reading lists, and in other day-to-day management activities.</li> <li>6. Record events that occur to assist with preparation of your documentation for the competencies (keep a daily journal of what you are doing and learning).</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not become so assertive as to threaten other employees; however, appear competent enough to establish a basis for receiving favorable recommendations.</li> <li>2. Do not exercise authority. However, do be ready to offer suggestions.</li> <li>3. Do not become "pigeon-holed", but attempt to expand your knowledge by contacting program managers in other divisions to gain insight into the organization as a whole. Contacting managers in other agency units or other agencies should always be coordinated through your preceptor.</li> </ol>

Continued on next page

Prog Steps...(cont.)	Do	Don't
Establishing the Task(s) & Assignments	<ol style="list-style-type: none"> <li>1. Establish the expectations, limitations, and directions of the competencies with your preceptor at the beginning of your rotation.</li> <li>2. Evaluate your assignments in terms of the amount of time available during your rotation.</li> <li>3. If occasionally asked to perform routine work, remain pleasant and complete the tasks. However, if a majority of your assignments constitute busywork, speak with your preceptor. If necessary, inform the Dietetic Internship Program director and ask for assistance.</li> <li>4. Plan carefully around the time available to you so time limitations will not be a problem. Draw a time line so you and your supervisor will be able to realize the time required for an assignment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not hesitate to contact the internship director if the experiences are not in line with the competencies.</li> <li>2. If you feel a task is irrelevant, do not accept the task without asking questions about its relevance. However, do not ask questions in such a way as to be offensive.</li> <li>3. Do not allow yourself to be overloaded with tasks no other staff member will do.</li> <li>4. Once you have learned a procedure or task, do not be tempted to repeat it. Your mission is to move on and gain as much varied experience as possible.</li> <li>5. Do not pretend you performed a certain type of task when, in fact, you have not; do not refrain from asking questions until you understand the task at hand.</li> <li>6. If you leave an unfinished product, do not leave it in such a condition that no one else would be able to continue working with it.</li> </ol>
Developing Student/Preceptor Rapport	<ol style="list-style-type: none"> <li>1. Establish a good working relationship so you will be able to talk freely about what you are receiving or lacking from the experience.</li> <li>2. Assure your field advisor you have a desire to learn and you are putting forth all efforts to make the experience worthwhile.</li> <li>3. If you suffer from "lack of guidance", remedy the situation by either approaching your preceptor or dietetic internship director. However, it is necessary to respect the preceptor's extensive responsibilities and to be as understanding of his/her work schedule as he/she is of yours.</li> <li>4. You should be innovative and not expect constant supervision. Be positive and demonstrate initiative.</li> <li>5. With respect to your preceptor, remember he/she is responsible for your relations with other sections &amp; departments. Make contacts pleasant, productive, and quick—not wanting to be the cause of any negative feelings between you and others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not fail to have regularly-scheduled meetings with your field advisor so you can acquire feedback.</li> </ol>
Vital Elements of Successful Experience	<ol style="list-style-type: none"> <li>1. Do make the most of your situation. Gain as much experience and knowledge as possible, and at the same time make a meaningful contribution to the agency.</li> <li>2. Follow through on whatever job you undertake; deadlines are important and should be strictly adhered to.</li> <li>3. As a student, be aware that educational training is an important tool to be used in the working world. The classroom theories are helpful, but there are exceptions and situations that require flexibility and experience when putting book-learning to work in the "real world."</li> <li>4. Develop and maintain careful, quality work habits.</li> <li>5. Since staff may be busy, schedule meetings with individuals several days in advance.</li> <li>6. Take advantage of training workshops offered inside and outside of the organization.</li> <li>7. Keep a positive attitude and remember that new ideas take a long time to implement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not become discouraged when your prepared reports go through a refining process when reviewed by staff. Remember, they are the experts and know what will get the job done. Your job is to gain experience and knowledge while keeping an open mind</li> <li>2. Do not refrain from contributing.</li> <li>3. Do not be defensive when you make mistakes. Mark it off as par for the course and continue on. Remember you are there to develop your talents and skills.</li> <li>4. Do not allow yourself to become involved in issues which came to friction before you came on board, nor become involved in office politics (be an impartial observer).</li> </ol>
Future Direction	<ol style="list-style-type: none"> <li>1. Be aware of the possibility you may discover a change in your career objectives based upon your experiences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not expect to be an expert upon completion of your supervised experiences. But do realize you will be "practice-ready" as an entry level dietitian.</li> </ol>

Adapted from Koehler, Cortus T.: The Intern and the Internship from Beginning to End, Teaching Pol. Sci., pp. 329-335, April, 1980.

## Upperclass and Transfer Scholarships

Upperclass and Transfer Student Scholarship Applications for the 2012-2013 academic year will be available by January 15, 2012. The deadline for submitting your application is April 1, 2012.

Upperclass and transfer scholarships are awarded on the basis of the student's overall grade point average, writing ability and leadership potential. The scholarship application gives a good overview of each applicant's development in those areas.

Transfer students who are entering in the Fall semester may apply for scholarships using the Upperclass and Transfer Student application. Be sure to meet the April 1 deadline for consideration. Students entering in the Spring will not normally be considered for scholarships by the College.

### Eligibility for Upperclass and Transfer Student Scholarships

Each application will be reviewed by the College of Agriculture Scholarship Committee. The committee will decide if a scholarship will be awarded and if so, the amount of the award. Recipients will be notified of any award offer in June.

The College of Agriculture offers dozens of specific scholarships. Unless otherwise notified by your department or the Office of Academic Programs, one application serves for all agriculture scholarships available to upperclass students.

All recipients of any UK College of Agriculture scholarship(s) must be full time agriculture majors at the UK main campus during all semesters to which the scholarships apply, and may be required to attend the College of Agriculture Scholarship Luncheon.

Applicants must have a minimum cumulative GPA of 2.50 at the end of the spring semester in which they apply for consideration for a scholarship.

The application must be submitted no later than April 1.

### How to Apply

Applicants for Upperclass and Transfer Student College of Agriculture scholarships must complete and submit the following application no later than April 1.

If you have any questions, please contact Lisa Slone Cox, Scholarship Program Coordinator, at 859-257-3469 or lharm@uky.edu.

### Duration of Scholarship

Agriculture scholarships are awarded for one academic year, in two equal amounts, for the fall and spring semesters. Students may re-apply for Upperclass scholarships in the spring of each year. Transfer students who plan to enroll in the fall are also eligible.

## Mathematics Placement

Placement in introductory mathematics courses at the University of Kentucky.

To place students in introductory mathematics courses, we rely on placement exams and the mathematics sub-score on the ACT or SAT examination.

All students who will need to take a mathematics course should take the placement examination as this will provide additional information to help the student and advisor to decide on the student's first mathematics course.

We will offer two examinations. An algebra placement test for students who are likely to enroll in MA 108R, MA 111, MA 109, or MA 110 and a Calculus Placement test for students who are considering MA 123 or MA 113. Students with a Math ACT of 22 (math SAT of 500) and below should take the Algebra placement examination. This examination will give a recommendation for one or more of the courses MA 108R, MA 111, MA 109, MA 112, and MA 110. We do not recommend that students with ACT of 22 or below take MA 123 or MA 113. Students with ACT of 23 (or SAT of 510) and above should take the Calculus placement examination. These students are well qualified for MA 109 and may enroll in this course without regard to their placement score. The test will give a placement recommendation for MA 110, MA 123 or MA 113. Students in the academic readiness program may take a COMPASS test to earn placement into MA 111.

Students will be able to use a calculator on the exam and we will follow the ACT calculator guidelines which may be found at <http://www.actstudent.org/faq/answers/calculator.html>

	<i>Algebra placement test</i>	<i>Calculus placement test</i>	<i>Math ACT</i>	<i>Math SAT</i>
MA 108R			18 or below	450 or below
MA 111	45 or above		19 or above	460 or above
MA 109	60 or above		21 or above	510 or above
MA 112	60 or above		21 or above	510 or above
MA 110	80 or above	50 or above	23 or above	540 or above
MA 123	NA	60 or above	26 or above	600 or above
MA 113	NA	75 or above	27 or above	620 or above

This document is intended to provide a convenient summary of placement information in the Bulletin. However, the University Bulletin is the official document and if there are contradictions between what appears in this document and the Bulletin, we will follow the policy in the Bulletin. Please contact Russell Brown, [russell.brown@uky.edu](mailto:russell.brown@uky.edu) if you have questions.

## A&S 100/300 Course Equivalents

Course/Semester	Equivalent
A&S 100 sections 1-4 Fall 2009	Satisfies the requirements for BIO 150, BIO 151, and BIO 153
A&S 100 sections 1,2,4 or 6 Fall 2010	Satisfies the requirements for BIO 150, BIO 151, and BIO 153
A&S 100 section 006 Spring 2010	Satisfies the requirement for BIO 152
A&S 100 Sections 001 or 002 Spring 2011	Satisfies the requirement for BIO 150
A&S 100 sections 3-17 Spring 2011	Satisfies the requirements for BIO 151 and BIO 153

## Composition and Communication Reference Guide

Scenario	Outcome
ENG 101+ 102 and COM Class	DONE with C&C
ENG 102 and COM Class	Done with C&C
ENG 104 and COM Class	Done with C&C
ENG 104 Only	Take WRD 111 or CIS 111
ENG 102 Only	Take WRD 111 or CIS 111
ENG 101 and 102	Take WRD 111 or CIS 111
ENG 101 Only	Take WRD 111 or CIS 111
ENG 101 and COM Class	Take WRD 111 or CIS 111
COM Class Only	Take WRD 111 or CIS 111

- ❖ COM Classes include 181, 252, 281, or TA 225. Transfer students from a Kentucky institution who are GETAFULL (fully certified) or GETACOMM (GETA Communication) meet the C&C requirement.

## Program Staff and Resources

### Standard 17: Continuing Professional Development

Program faculty, including the program Director and preceptors (if present), must show evidence of continued competency appropriate to teaching responsibilities, through professional work experience, graduate education, continuing education, research or other activities leading to professional growth and the advancement of their profession.

#### 1. Narrative:

##### **Guideline 17.1**

**a. All faculty members should receive on-going training to become proficient in the use of the program's technology and educational methodologies.**

**b. All faculty members, including preceptors (if present), instructors, and teaching assistants should receive on-going training based on evaluation by the program Director and feedback from students.**

All faculty members are familiar and comfortable with the technology used to deliver the DPD curriculum. The educational methodologies vary, as it is dependent upon the scope of the course, class size, and the creativity of the instructor. Ultimately, the Department strives to use the most current educational methodologies, as appropriate, to deliver the DPD curriculum. Experienced faculty who have participated in the program for several years are well versed in new and traditional educational methodologies. Faculty members that have an interest in learning new educational methodologies, or would like individual consultations on instructional design, practice, and assessment can obtain all of these through UK's Center for the Enhancement of Learning & Teaching (CELT). Descriptions of education-and-training workshop topics or agendas and information pertaining to teaching-and-learning support provided by the institution can be found within CELT's website:

<http://www.uky.edu/celt/overview.php> and is available for onsite review. CELT provides educational development resources and services to UK instructors.

The availability of CELT's services is an area of strength for program faculty as these services are provided free-of-charge and expose faculty to the latest in faculty-driven innovations in teaching and learning. The DPD Director has attended a number of workshops delivered within the New Faculty Teaching Academy Series that focused on course design, effective teaching strategies, the characteristics of UK students, and the academic culture of the campus. The Department supports the continuing competency of the DPD program Director and faculty members by providing funding that allows program faculty to attend local, state, and national meetings and workshops to obtain continuing education credits in areas identified in their learning plans which contributes to their professional growth while enhancing the content and delivery of course material.

The College of Agriculture's Associate Dean of Instruction and the DHN Department Chair evaluate all faculty members annually. The Department Chair then meets individually with faculty members and provides feedback that includes their teaching performance. If needed, faculty members are provided with recommendations to improve teaching strategies along with suggested training opportunities. Instructors are also evaluated each semester by students in their respective courses. If appropriate, the instructor incorporates student feedback into their course with the intention of enhancing student learning. Teaching assistants are evaluated by the professor to which they have been assigned at the end of each semester.

Several DHN faculty have won awards for their teaching performance and providing optimal student learning outcomes. They regularly share their experiences or information from trainings attended during monthly faculty meetings. During these faculty conversations, discussions offer insight to problems and innovative methodologies. Many of these conversations have led to changes in the department that improve student learning outcomes. Most DHN faculty score above the college mean in student evaluations. The top 20% are annually recognized by the School of HES.

**Guideline 17.1**

**c. All faculty members, including preceptors (if present), should be familiar with the purpose of ACEND’s accreditation process and intent of the standards.**

Faculty members are familiar with ACEND standards and the purpose of program accreditation. This is accomplished through conversations and communications during faculty meetings, Dietetics Curriculum Committee meetings, and email correspondence. Program directors and faculty members have maintained an ongoing email communication regarding the accreditation process and ACEND standards. Faculty members are frequently asked by program Directors to provide data or information needed to address an accreditation standard. At this time, faculty members are provided with the standard along with an explanation of what information is needed to comply with a certain standard. Utilizing this team approach to complete the accreditation process is a strength of the program. The team approach also helps educate faculty members about the importance of the accreditation process, ACEND standards, and ultimately the impact it has on improving the quality of education delivered by the Department. Faculty governance and transparency are both imperative to the success of the department.

Faculty members are regularly incorporating new knowledge and skills to improve teaching and ultimately the student learning experience. An example, the DPD Director incorporates AND position papers, systematic reviews, and material within AND’s evidence analysis library into course curriculum as a means to include relevant and new knowledge into a course along with teaching students how to obtain new and relevant information important to the rapidly evolving field of dietetics.

Faculty are required to update and submit their curriculum vita annually. Part of their vita includes their professional development activities. Faculty who are registered dietitians or licensed dietitians participate in nationally recognized and approved CEUs. These are maintained through the CDR Professional Development Portfolio process. At this time, the Department does not have a summarized list of professional achievements accomplished by the faculty nor does the department maintain a summary of specific activities, trainings, workshops, or continuing education that Department faculty members have participated in regarding the use of technology or educational methodology. However, the Department will gather this information for review by onsite reviewers.

**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 type="checkbox"/>
<input checked="" 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 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. Narrative:

**Administrative Support:** Budgetary needs for the department are determined annually. The chair is responsible for accurate and efficient fiscal accountability, including a balanced budget and appropriate forecasting for future revenue streams and expenditures. Policies and procedures that affect budgeting are discussed by the faculty for general consensus. Programming needs are prioritized to provide excellence in education, research and community service, especially as it related to academic success for students.

The DHN department has two staff associates who provide administrative support for all programs. The senior staff associate manages the DI, CP, and DPD budgetary lines, including the collection of fees and oversight of administrative responsibilities of student academic records. In addition, a part-time CP/DI program assistant is responsible for some student correspondence and maintenance and storage of accreditation related files. Recently, this position has been upgraded to a fulltime DHN Paraprofessional whose duties include record maintenance and storage, electronic and mail communications, student administrative needs, site visits, and other academic activities. The DHN department employs approximately 8 FTE graduate assistants to assist in grading of didactic coursework and foods laboratory supervision; rarely is formal lecture instruction expected.

The Office of Sponsored Projects offers faculty online and personal resources to obtain and maintain research funds and other scholarly activities. OSPA sends internal and external funding opportunities to faculty per their request. Faculty are actively engaged in seeking grant funding that helps to ensure financial stability of the department, including the CP, DI, and DPD programs. In addition to salary savings from external grant funds, other large funding sources include summer school incentive funds, teaching incentive funds and income generating funds. These adequate funding streams are expected to continue in the next three years.

Adequate resources are available for CP, DI, and DPD Directors' travel for accreditation, site visits, and professional development. Academic, research, and administrative needs of the DI, CP and DPD programs will remain a priority of the Department.

#### 2011 – 2012 Department Funding

Teaching Salaries & Benefits	\$1,161,766
Teaching Supplies	\$67,361
Cooperative Extension Service	\$20,000
Grants Received (approximately)	\$184,007
Course Fees	\$12,520
*Other Fees	\$2,720
Total	\$1,448,374

\*liability insurance, application & review fees

#### Current DPD Program Budget and Expenditures

Salaries & Benefits	\$71,524
Travel	\$1,179
Mileage	\$162
Accreditation Fee	\$1,350
Graduation	
*Course Expenses	\$156,244

\*302, 304, 342 lab expenses

**Learning Resources:** Library resources for DPD students include The William T. Young and Medical Center libraries. Additionally, there are other University wide resources such as, a computer lab in the Nursing Building, the Statistics Lab in 208 Erikson, and classrooms in Erikson Hall (EH) and Funkhouser Building (FB) are available for student use. UK provides educational software and tutorials for free or at a discounted rate to faculty and students. Faculty resources include small classes and individual attention with DHN DPD faculty.

These learning resources have been added to the Department of DHN in the past five years:

- Smart classroom upgrades to EH 202, 203 and FB 209 (further detail in facilities section)
- Nutrition assessment laboratory in FB 117 including the BodPod (further detail in facilities section)
- Improved laboratory facilities: EH 200, 201, 205A, FB 210 (further detail in facilities section)
- Portfolio development template
- Improved Blackboard platform and Class Capture option
- Counseling laboratory experience to DHN 514 which should improve the learning experience and improve skills of students.
- Faculty mentors for the DPD students wanting to pursue research interests, which improves students' understanding of good practice related research.
- College statistician (maybe should be in support services) for increased understanding of the practical use of statistics.
- Qualtrics Online Survey Software
- Drop Box capability to expand material sharing opportunities
- iPads for all faculty

**Facilities:** The department has had a refurbishing/renovation plan and has created a facilities account as monies are available. In the past five years the following facilities improvement have been made:

	Previous	Change	Impact
FB 116	Under used lab space	Graduate student carrels have been added for students	Provide a location for graduate students to work while on campus. Also provides a location for undergraduates to meet with their respective TAs.
FB 117	Lab for Nutritional Sciences faculty	Nutrition Assessment laboratory for department of DHN which includes state of the art BodPod	Space for students to learn nutritional assessment
FB 205	Janitor's closet	Storage closet for DHN	Provides better storage options to improve faculty work space
FB 206 C	Old inadequate underused faculty lab space	5 additional faculty offices now in FB 206 E, F, G, H, I,	All DHN faculty are in the same building making collaboration and communication easier for faculty and students with the one exception of the foods lab coordinator who is in EH. All offices in FB have been improved with carpet and new desks etc.
FB 208	Not DHN space	Conference room with very	Space for small meetings and

		large computer monitor	classes.
FB 209	Basic Classroom	Smart classroom with additional chairs and tables	Provides better venue for small classes.
FB 210	Laboratory bench cabinets were rusted and rough.	All bench cabinets were cleaned and painted with electrostatic finish	Appearance upgrade provides a more conducive environment to learn.
FB 210	Junk storage room	Teaching/graduate assistants office with student carrels	Collaboration and communication easier for faculty and students
EH 204	Lemon Tree Dining Room	Upgrade by adding new carpeting, tables, chairs, and paint.	Providing a better venue for teaching front of house skills
EH 202	Classroom	New desks, chairs, and smart classroom setup	Improved functionality of space for faculty and students
EH 203	Classroom	New desks, chairs, and smart classroom setup	Improved functionality of space for faculty and students
EH 200	Foods and Nutrition Lab Contained outdated equipment.	Revamping of the laboratory including new equipment.	Provides students better foods laboratory experience particularly for DHN 342
EH 201	Foods and Nutrition Lab used inefficiently as storage and overflow space	Added tables, chairs, Centra system, demonstration cart	Provides students with better facilities and experience
EH 205A	Foods and Nutrition Lab space used in conjunction UK dining services	Ventilation system not to code, equipment not meeting need.	Code compliant facility with appropriate equipment that meets needs of student learning
EH and FB	Faculty offices as well as a few other spaces	Since many keys are outstanding to buildings and space, office space vulnerable to access.	Keypads were installed which allow space to be secured, recoded as needed, and determine who has entered the space increasing security.

**Support Services:**

- One staff support person. This position helps the administrative office provide better services to both faculty and students.
- One lecturer. Typically responsible for 6 courses, DPD director, and advising.
- One Extension Assistant Professor. This position has only a small amount of dietetic responsibilities.
- One department Academic Coordinator. This position advises all the freshmen, sophomores, and transfer students, providing consistent and readily available advising assistance. In addition, this position may teach a class and be the CP director.
- Assistant Director of Retention and First Year Success for HES students. This position has helped faculty and staff to provide more support to freshmen and retention.
- Lab Coordinator. The department recently hired a part time lab coordinator. This helps to ensure that the foods labs remain in order and that students have a good experience in their laboratory classes. In addition to laboratory teaching his task is to promote the development of new food enterprises, markets and products by connecting university expertise with Kentucky entrepreneurs, farmers and chefs.

- Graduate Teaching Assistants. During the past five years, there have been significant budget cuts. Funding for 5.5 full time graduate teaching assistants has remained intact until this academic year. Using money generated through summer classes, the department has been able to support the equivalent of 8 fulltime (20 hour) TAs this year. In addition, several graduate students under the supervision of faculty have the responsibility of one section each of a non-major on-line nutrition class (DHN 101) allowing the department to serve the greater university community more efficiently.
- A permanent fulltime technology support position has been added to the School. This position covers the three departments within the School. This position has enabled our technology needs and issues to be resolved more quickly.
- Students also receive guidance through the James W. Stuckert Career Center. The Career Center is free for students and they use many features to help students plan their futures. CareerShift is a new Wildcat CareerLink feature. CareerShift provides a very unique opportunity to job hunters--search, store and record job listings at all publically posted websites, company websites, and newspapers, get inside contact info, upload unlimited résumés to account, access anytime, 24/7 from anywhere.

### **Physical Resources**

The space available for the program - classrooms, laboratories, offices, facilities, etc. is accessible for use by individuals with handicaps. In order to enhance the academic mission, the Division of Student Affairs collaborates with the University and beyond to create a supportive and challenging environment that provides opportunities for student learning, engagement, and success. Through the provision of high quality programs, services, and facilities, the Division promotes student development and lifelong discovery; celebrates differences; and promotes global citizenship. The Division of Student Affairs maintains the Disability Resource Center which is located in Room 2 in the Alumni Gym Building. The goal of the Disability Resource Center is to provide equal access. The Center advocates for reasonable accommodations, removal of barriers, and acceptance of different learning methods. In partnership with students, faculty, and staff, the Center's purpose is to achieve an accessible educational environment where students with disabilities have an equal opportunity to fully participate in all aspects of the university community. Students with documented physical, learning, or temporary disabilities may receive assistance and support from the Center. All educational facilities on the University campus are accessible to students with physical challenges. Although the Center maintains guidelines for students with disabilities, the Department of DHN also works with these students on an individual basis to guarantee success in their educational endeavors.

### **Classrooms**

Classroom assignment requests for courses are made by the Department administrative assistant, and are based on class size and specific needs for the class. Most classes for DHN courses are held in classrooms in Erikson Hall and Funkhouser Building, with a few exceptions.

All classroom facilities on the University campus are accessible to students with physical challenges.

### **Laboratories**

The DHN programs have access to three foods labs that are maintained for use by the Department. One of the labs, Room 200, Erikson Hall, contains a full complement of commercial equipment which was restocked in the last year. The other laboratory located at 205 Erikson Hall, is shared with Campus Cuisine, the university's self-operated dining program, from which they operate a limited service deli, Fusion, which serves the campus daily from 7:30am - 2:30pm. Also operating out of this location is the Lemon Tree Café which serves a three course meal, two days a week, as part of DHN 342 Quantity Food Production.. This laboratory also contains a full complement of commercial equipment. The dining room seats about 43 people by reservation.

### **Computer Laboratories**

Students have access to all computer labs on the University of Kentucky campus. One of the university labs, which was located on the third floor of Erikson Hall, thus being very accessible for DHN students has been removed. Nutrition software is available upon request in the Research Lab in room 208. Students may also use the Nursing or Business Building lab, located on this end of campus. Each lab has 30+ computers and is staffed Monday through Friday from 8:00am – 5:00 pm with extended hours on weekends.

### **Departmental Offices**

The DHN administrative office is located in 203 Funkhouser Building. This building is adjacent to Erikson Hall, where student classrooms and the main HES student services office is located. The second DHN administrative staff person is located in 212 Funkhouser Building.

### **Other Facilities**

The DHN Department has two areas in Funkhouser, rooms 209 and 208, which can be reserved for faculty meetings or small classes. See explanation in table above. Each faculty member has a private office in Funkhouser that is large enough to accommodate advising meetings with students or others.

### **Equipment**

Instructional media and equipment are available for staff and student use.

- The classrooms where DHN classes meet are smart classrooms. All rooms have Internet access as well as equipment to support the use of PowerPoint slides, videos and CDs. BlackBoard and Class Capture are also available.
- Each faculty member has a personal computer with access to the Internet, the university internal network including the supercomputer and any software on the university group licenses.
- There are additional laptop computers with Internet access that are available for use by faculty, teaching assistants and foods laboratories in the Department's main office. iPads are also available. These are loaned out as needed.
- 210 Funkhouser and the graduate assistant laboratory downstairs contain computers with printers.
- Equipment to support all media types is available in both meeting areas in 209 and 208 Funkhouser, including internet access.
- 208 Erikson contains a Research Lab available upon request to all students in HES. Statistical software packages that aid in CP research management are available.
- Equipment and media services are available to all faculty, through the Teaching and Academic Services support Center

Maintenance, replacement, modernization, and support of laboratory equipment and retained facilities are shared responsibilities of the School of HES and the department.

The following resources have been identified as areas of strength. All campus facilities, including food laboratories, are maintained by the university. Planning for maintenance, replacement, and support for these facilities is carried out at the university administration level, at the request of departmental administration. Supplies are furnished by the department. The program is above and beyond the standard guidelines due to having a well-planned maintenance schedule and sequestering summer school funds to meet program needs.

**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**

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 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 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

**Standard 19 does not apply to the DPD program.**

## Students

### **Standard 20: Student Progression & Professionalization**

**The program must have systems to maximize the likelihood that all students who are accepted into the program will successfully complete it with the knowledge, skills and professional values required for practice.**

#### **1. Narrative:**

##### **Guideline 20.1**

- a. Prospective students 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 should be assessed for their ability to be successful in the program and dietetics profession.**
- c. The program's system of monitoring student performance should provide for the early detection of academic difficulty.**
- d. The program should have progression policies that take into consideration professional behavior and academic integrity.**
- e. Students must have access to remedial instruction such as through tutorial support.**
- f. Students 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 with minimal chances of success in the program should be counseled into career paths that are appropriate to their ability.**

The Academic Coordinator for the Department of Dietetics and Human Nutrition provides prospective students with information pertaining to the requirements to become a practitioner, the academic education requirements, and the process involved to obtain placement in a supervised practice program that upon successful completion leads to the opportunity to sit for the credentialing exam. Information regarding viable routes to supervise practice programs is available on DHN's website and in the DPD program handbook. The advisement provided by the Academic Coordinator is a strength of the program because all prospective students receive consistent advisement from the same person, which reduces confusion and miscommunication. The advising scheme of the Department is also advantageous to student support because all freshman, sophomore and transfer students are placed with the Academic Coordinator for their first several semesters. This allows all students to receive a consistent orientation to the Department and the dietetics program. This also allows the Academic Coordinator the opportunity to build quality relationships with the students so they can be counseled properly. It is during this time that students receive information about the requirements to become a practitioner through a PowerPoint presentation (available on site to review) and several handouts (available on site to review).

Students are required to meet with their academic advisor at least once during each semester to have their registration hold lifted. Student performance is monitored the Academic Coordinator to ensure the early detection of academic difficulty. If a dietetics student's GPA falls below 2.4 they receive an academic progression letter warning them of the DPD requirement of a 2.4 GPA to stay in the program. If a student's GPA falls below a 2.4 for a second semester in a row they receive an academic progression letter that states that they are not allowed to progress further in the dietetics program until their GPA is at or above a cumulative GPA of 2.4. Faculty may identify students who are having difficulty at midterm and the HES Academic Affairs will follow-up concerning other issues.

The progression requirements currently in place within the DPD curriculum requires that a DPD student achieve a cumulative 2.4 GPA before progressing into their major course requirements. Once a student is enrolled in major courses they must maintain their 2.4 or higher GPA and achieve a grade of “C” or higher in all major coursework. If these requirements are not met the student is not permitted to progress through the DPD curriculum and instead has to repeat the course(s) or is counseled to consider other academic pursuits.

The Academic Coordinator for the Department of Dietetics and Human Nutrition monitors student performance and in the event that a DPD student is not meeting the GPA requirement of a 2.4 or is struggling in classes, especially science courses, the Academic Coordinator discusses options for academic support services and options for improving academic performance. Academic support services include University of Kentucky Student Support Services, Academic Enhancement, and many other programs. A comprehensive list of these programs can be found here: [http://www.uky.edu/AcademicSuccess/undergrad\\_support.html](http://www.uky.edu/AcademicSuccess/undergrad_support.html). Students also have access to this list of support services in the College of Agriculture Advising Resource Center.

Educating students about professional behaviors and expectations of service to the profession occurs in DHN 301: Dietetics Practice. Throughout the course, professionalism is addressed from the perspective of conduct, leadership, and defining the dietetics profession. This is done largely through guest speakers that include dietitians representing the areas of medical nutrition, community nutrition, and food service management. Each guest speaker is asked to describe their career path, current job responsibilities, expectations of a dietetic intern, and to share any advice of how students successfully transition into a competent professional. Having guest speakers describe their career path and current position demonstrates to students the vast opportunities within the dietetics profession along with emphasizing to students that the knowledge, competency, and behavior of those in the profession is what defines and preserves the unique role of the dietitian as the nutrition expert. In addition, the basics of professional communication and behavior are addressed by a representative from UK’s Career Center. During these lectures students learn how to develop a well written resume and cover letter and are provided with professional interviewing advice and electronic communication etiquette.

The DHN 301: Dietetics Practice course also serves as a platform for the instructor to emphasize the importance of being involved in public service as a student and then as a professional in the field of dietetics. Through the series of lectures given by the instructor and guest speakers, students learn that serving the profession as preceptors, mentors, committee or board members and alumni is critical to preserving the dietetics profession. Additionally, the guest speakers themselves serve as role models to students as they are assisting the profession by volunteering their time to mentor the DHN 301 class.

In the past year, the DHN Department completed focus groups to discuss ways to improve the student experience in the Department and the curriculum. Students have been candid in the strengths and the weaknesses of the program during these meetings, and their feedback has been shared with faculty members to encourage ongoing curriculum improvement. Students also complete an exit interview upon graduation that gives them an opportunity to share perceptions of the DPD curriculum and also program strengths.

**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**

<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.

## Students

### Standard 21: Student Complaints

The program or sponsoring institution must produce and make available to students 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.

#### 1. Narrative:

##### Guideline 21.1

- a. Students should be advised to submit complaints directly to ACEND only after all other options with the program and institution have been exhausted.
- b. The program or sponsoring institution must provide information about the complaint policy to students upon entry into the program.
- c. The program or sponsoring institution must maintain a chronological record of student complaints related to the ACEND accreditation standards, including the resolution of complaints for a period of five years.
- d. The program or sponsoring institution must allow inspection of complaint records during on-site evaluation visits by ACEND.

Students attending the University of Kentucky have rights, and sometimes the rights afforded to them are violated. If an incident occurs where a student believes their rights have been violated, they should first review the Senate Rules. For the exact Senate Rules covering student rights see: [see S.R. 6.1.0](#) (pdf) and is available for on-site review.

If a student experiences an instance where they feel their rights have been violated, they are to first talk with the instructor or the chair of the Department where the course is taught and then contact the University of Kentucky Academic Ombud Services. The Academic Ombud services are available 8:00 am– 5:00 pm, Monday—Friday in 109 Bradley Hall. Walk-in visits are welcome at any time. Call-in and e-mail inquiries are encouraged too. Often speaking with the well-qualified and helpful Ombud Office staff can solve a problem. Complete information on students' rights and responsibilities can be found on the UK website: <http://www.uky.edu/StudentAffairs/Code/>. If these methods have not resolved the matter then the DPD Director advises student to submit their complaints directly to ACEND. The official grievance policy can be found in the DPD handbook which is available online to all dietetics students. Students are advised to review the DPD handbook upon enrollment in the dietetics program.

A strength of the program is that no complaints have been submitted directly to ACEND in the past 5 years regarding the program's compliance with accreditation standards. All student complaints made within the program have been handled in the manner written above and have been successfully resolved.

**2. Directions:** Be sure to specifically include the complaint policy (link within narrative).

**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

<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.

## 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 and the public at large. All information about the program specified below must be readily available to prospective students 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.

#### **1. Narrative:**

##### **Guideline 22.1**

Information about the program must include at least the following:

- a. Description of the program, including mission, goals and objectives that will be monitored for program effectiveness
- b. A statement that program outcomes data are available on request.
- c. Description of how the program fits into the credentialing process to be a registered dietitian and state certification/licensure for dietitians, if applicable
- d. Cost to student, such as estimated expenses for travel, housing, books, liability insurance, medical exams, uniforms and other program-specific costs, in addition to application fees and tuition
- e. Accreditation status, including the full name, address, and phone number of ACEND
- f. Admission requirements for all pathways and options for which the program is accredited
- g. Academic and program calendar or schedule
- h. Graduation and program completion requirements for all pathways and options for which the program is accredited

Program information, including but not limited to: description, mission, goals, objectives, description of how the program fits into the credentialing process, applicable costs to the student, student requirements, accreditation status (including the full name, address and phone number of ACEND), program calendar, and graduation and program completion requirements can all be found in the Didactic Programs in Nutrition & Dietetics Program Student Handbook (Appendix C). There is also a statement in the student handbook that states that program outcomes are available on request from the program Director. The student handbook is easily accessible on the Dietetics Program website: <http://www.ca.uky.edu/HES/index.php?p=767>.

The DPD website also includes a PowerPoint describing the dietetics program ([Information on the Didactic Program](#)), advising materials including the suggested 4-year plan ([Suggested 4-Year Plan –UK Core](#)), and program requirements ([Program Requirements](#)) are all available in Appendix D). The academic calendar and graduation completion requirements required for the dietetics degree can be found on the University's website ([Academic Calendar](#)). The DPD program does not have admission criteria.

The DPD Director has plans in place to review the DPD website and DPD Student Handbook on a biannual basis at the end of each semester. The handbook is also reviewed annually by the DHN faculty at a faculty meeting at the beginning of the academic year. Also, DHN faculty and students are continually encouraged to provide feedback to make the program materials as user-friendly as possible. The DPD Director also plans to develop materials explaining the process of applying to supervised practice programs and to make these materials available on the website for students to obtain.

**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 and are consistent with current institutional practice. Additional policies and procedures specific to the program and supervised practice component must be provided to students on a timely basis in a program handbook.

#### 1. Narrative:

##### 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:

- a. **Withdrawal and refund of tuition and fees**
- b. **Scheduling and program calendar, including vacation and holidays**
- c. **Protection of privacy of student information**
- d. **Access to personal files**
- e. **Access to student support services, including health services, counseling and testing and financial aid resources**

Written policies and procedures that govern the DHN Didactic Program comply with state and federal laws and regulations to ensure nondiscrimination and equal opportunity related to student recruitment and admission and protect students' rights. Institutional policies and procedures that impact DPD students are available in the University of Kentucky Student Bulletin. Policies and procedures, including but not limited to: withdrawal and refund of tuition and fees, scheduling and program calendar, protection of student privacy information, access to personal files, and access to student support services can all be found in the University of Kentucky Student Bulletin. The bulletin is only available online and is easily accessible on the University of Kentucky Registrar's website: <http://www.uky.edu/registrar/2012toc>. Bulletins for the past five years can also be referenced on the Registrar's website: <http://www.uky.edu/registrar/bulletin-course-catalog>. Students are encouraged during their 2-day University Orientation the summer before their freshman year to read the UK Bulletin in its entirety because these are the policies and procedures that impact their academic career. Currently, standard criteria are not in place for admission to the dietetics program. If students meet University admission criteria then they are eligible to declare dietetics as a major. Dietetic students are informed of the location of the DPD Student Handbook during the first advising conference with the Academic Advisor.

##### Guideline 23.2

The following policies and procedures specific to dietetics programs must be provided to students, 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 to replace employees**
- f. **Filing and handling complaints from students and preceptors (if present) 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**

Program policies and procedures, including but not limited to: filing and handling student complaints, credit hours and progression requirements, assessment procedures of student learning and performance, program retention and remediation procedures, and disciplinary/termination procedures are located in the DPD Student Handbook (Appendix C). The handbook is published online and is available to all DPD students. The policies a – g do not apply to DPD students. One common example of policies and procedures being equitably applied is enforcing the pre-requisite policy for a course such as DHN 311: Nutritional Biochemistry before taking the course DHN 510: Advanced Nutrition. If a student does not have the pre-requisites for the course, they are not eligible to enroll in the course.

**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**

--

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

# Appendix A

**NOTE: Please use the UK Core search filter located on the online course catalog page to view current offerings of UK Core courses for Spring 2013.**

**Courses listed in blue type are being offered in Spring 2013.**

## The UK Core – General Education Requirements

The University of Kentucky's general education program – the UK Core – is foundational to a university education at the University of Kentucky. A university education is more than simply learning a set of skills in a specific area in preparation for a job or career. A university education is designed to broaden the students' understanding of themselves, of the world we live in, of their role in our global society, and of the ideals and aspirations that have motivated human thought and action throughout the ages. It must help individuals effectively put into action their acquired knowledge, to provide the bases for critical thinking and problem solving, and to develop life-long learning habits.

The UK Core is composed of the equivalent of 30 credit hours in 10 course areas that address four broad learning outcomes. Depending on choice of major or courses, some students may take more than 30 credit hours to complete the UK Core.

### The UK Core Learning Outcomes

The UK Core curriculum is based on a comprehensive set of student learning outcomes that all students are expected to be able to demonstrate upon completion of a baccalaureate degree at the University of Kentucky. All UK Core courses are designed to meet one or more of the following learning outcomes:

**I. Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry. [12 credit hours]**

Students will be able to identify multiple dimensions of a good question (i.e., interesting, analytical, problematic, complex, important, genuine, researchable); determine when additional information is needed, find credible information efficiently using a variety of reference sources, and judge the quality of information as informed by rigorously developed evidence; explore multiple and complex answers to questions/issues/problems within and across the four broad knowledge areas: arts and creativity, humanities, social and behavioral sciences, and natural/ physical/mathematical sciences; evaluate theses and conclusions in light of credible evidence; explore the ethical implications of differing approaches, methodologies or conclusions; and develop potential solutions to problems based on sound evidence and reasoning. Students will take four 3-credit courses, one in each of the four broad knowledge areas defined above.

**II. Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information. [6 credit hours]**

Students will demonstrate the ability to construct intelligible messages using sound evidence and reasoning that are appropriate for different rhetorical situations (audiences and purposes) and deliver those messages effectively in written, oral, and visual form. Students will also demonstrate the ability to competently critique (analyze, interpret, and evaluate) written, oral, and visual messages conveyed in a variety of communication contexts. Students will take one 3-hour course focusing on the development of effective writing skills, and one 3-hour integrated communications course focusing on oral and visual communication skills, along with continued development of written communication skills.

**III. Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning. [6 credit hours]**

Students will (a) demonstrate how fundamental elements of mathematical, logical and statistical knowledge are applied to solve real-world problems; and (b) explain the sense in which an important source of uncertainty in many everyday decisions is addressed by statistical science, and appraise the efficacy of statistical arguments that are reported for general consumption. Students will take one 3-hour course on the application of mathematical, logical and statistical methods, and one 3-hour course devoted to a conceptual and practical understanding of statistical inferential reasoning.

**IV. Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world. [6 credit hours]**

Students will recognize historical and cultural differences arising from issues such as ethnicity, gender, language, nationality, race, religion, sexuality, and socioeconomic class; students will demonstrate a basic understanding of how these differences influence issues of social justice, both within the U.S. and globally; students will recognize and evaluate the ethical dilemmas, conflicts, and trade-offs involved in personal and collective decision making. Students will take two courses, each with a topical or regional focus. The first course will include critical analysis of diversity issues as they relate to the contemporary United States. The second will be a non-US based course that includes critical analysis of local-to-global dynamics as they relate to the contemporary world. In addition, each course must address at least 2 of these 4 topics: societal and institutional change over time; civic engagement; cross-national/comparative issues; power and resistance.

### The Curricular Framework and Relationship to the Learning Outcomes

Students must take one course from each of the areas listed below in order to complete the UK Core. A course taken to satisfy a requirement in one area of the UK Core cannot be used to satisfy a requirement in another area, even if a specific course is present in more than one area (e.g., some courses are designed to meet the learning outcomes in more than one area).

#### Course Areas by Learning Outcome

#### Credit Hours

##### Learning Outcome I: Intellectual Inquiry

The Nature of Inquiry in Arts and Creativity .....	3
The Nature of Inquiry in the Humanities .....	3
The Nature of Inquiry in the Social Sciences .....	3
The Nature of Inquiry in the Natural, Physical and Mathematical Sciences .....	3

##### Learning Outcome II: Written, Oral and Visual Communication

Composition and Communication I .....	3
Composition and Communication II .....	3

##### Learning Outcome III: Quantitative Reasoning

Quantitative Foundations .....	3
Statistical Inferential Reasoning .....	3

##### Learning Outcome IV: Citizenship

Community, Culture and Citizenship in the USA .....	3
Global Dynamics .....	3

**UK Core Credit-Hour Total\* ..... 30**

*\*The UK Core is designed to provide the equivalent of 30 credit hours. Some courses in the UK Core require more than three credits, resulting in more than 30 credits in some cases.*

Please consult your advisor for a complete list of options.

## Courses listed in blue type are being offered in Spring 2013.

### I. Intellectual Inquiry in Arts and Creativity

Courses in this area are hands-on courses that allow students to engage actively with the creative process. Students will define and distinguish different approaches to creativity, demonstrate the ability to critically analyze work produced by other students, and evaluate results of their own creative endeavors. In general education, a focus on creativity adds to the vitality and relevance of learning and will translate into graduates who are better prepared to face the challenges of a dynamic society.

To fulfill the Arts and Creativity requirement, complete **one** of the following:

<b>A-E 120</b>	<b>Pathways to Creativity in the Visual Arts</b>	<b>LA 111</b>	<b>Living on the Right Side of the Brain</b>
<b>A-S 102</b>	<b>Two-Dimensional Surface</b>	<b>ME 411</b>	<b>ME Capstone Design I</b>
<b>A-S 103</b>	<b>Three-Dimensional Form</b>	<b>MNG 592</b>	<b>Mine Design Project II</b>
<b>A-S 130</b>	<b>Drawing</b>	<b>MUS 123</b>	<b>Beginning Classroom Guitar</b>
<b>A-S 200</b>	<b>Introduction to Digital Art, Space, and Time</b>	<b>MUS 200</b>	Music for Living
<b>A-S 245</b>	Introduction to Web Design	<b>PLS 240</b>	<b>Introduction to Floral Design</b>
<b>A-S 270</b>	<b>Ceramics for Non-Majors</b>	<b>TA 110</b>	<b>Theatre: An Introduction</b>
<b>A-S 280</b>	<b>Introduction to Photographic Literacy</b>	<b>TA 120</b>	<b>Creativity and the Art of Acting</b>
<b>A-S 380</b>	<b>Black &amp; White Darkroom Photography</b>	<b>TA 370</b>	<b>Staging History</b>
<b>CME 455*</b>	Chemical Engineering Product and Process Design I	<b>TAD 140</b>	<b>Introduction to Dance</b>
<b>EE 101</b>	Creativity and Design in Electrical and Computer Engineering	<b>UKC 100</b>	<b>Performing World Music</b> (sections 001-002)
<b>ENG 107</b>	<b>Writing Craft: Introduction to Imaginative Writing</b>	<b>UKC 100</b>	<b>Multimedia Sandbox</b> (sections 003-004)
<b>GEO 109</b>	<b>Digital Mapping</b>	<b>UKC 300</b>	<b>Introduction to Documentary</b>

\*Chemical Engineering students only.

### II. Intellectual Inquiry in the Humanities

These courses develop students' skills in *interpretation* and *analysis* of creations of the human intellect such as art and literature (including folklore, popular culture, film and digital media), philosophical and religious contemplation and argumentation, language systems, and historical narratives. In these courses, students gain the ability not only to analyze the works themselves but to *evaluate* competing interpretations of such works.

To fulfill the Humanities requirement, complete **one** of the following:

<b>A-H 101</b>	<b>Introduction to Visual Studies</b>	<b>GWS 201</b>	<b>Introduction to Gender and Women's Studies in the Arts and Humanities</b>
<b>A-H 105</b>	<b>Ancient Through Medieval</b>	<b>HIS 104</b>	<b>A History of Europe Through the Mid-Seventeenth Century</b>
<b>A-H 106</b>	<b>Renaissance Through Modern Art</b>	<b>HIS 105</b>	<b>A History of Europe from the Mid-Seventeenth Century to the Present</b>
<b>A-H 334</b>	Reframing Renaissance Art	<b>HIS 112</b>	The Making of Modern Kentucky
<b>AAS 264</b>	<b>Major Black Writers</b>	<b>HIS 121</b>	War and Society, 1914-1945
<b>ARC 314*</b>	History and Theory III: 20th Century and Contemporary Architecture	<b>HIS 202</b>	History of the British People to the Restoration
<b>CLA 135</b>	<b>Greek and Roman Mythology</b>	<b>HIS 203</b>	<b>History of the British People Since the Restoration</b>
<b>CLA 191</b>	<b>Christianity, Culture, and Society: A Historical Introduction</b>	<b>HIS 229</b>	The Ancient Near East and Greece to the Death of Alexander the Great
<b>CLA 229</b>	The Ancient Near East and Greece to the Death of Alexander the Great	<b>HIS 230</b>	<b>The Hellenistic World and Rome to the Death of Constantine</b>
<b>CLA 230</b>	<b>The Hellenistic World and Rome to the Death of Constantine</b>	<b>ID 161</b>	History and Theory of Interior Environments I
<b>EGR 201</b>	<b>Literature, Technology, and Culture</b>	<b>ID 162</b>	<b>History and Theory of Interior Environments II</b>
<b>ENG 191</b>	<b>Literature and the Arts of Citizenship</b>	<b>MCL 100</b>	The World of Language
<b>ENG 230</b>	<b>Introduction to Literature</b>	<b>MUS 100</b>	<b>Introduction to Music</b>
<b>ENG 234</b>	<b>Introduction to Women's Literature</b>	<b>PHI 100</b>	<b>Introduction to Philosophy: Knowledge and Reality</b>
<b>ENG 264</b>	<b>Major Black Writers</b>	<b>RUS 125</b>	Mapping Russia (Subtitle required)
<b>ENG 281</b>	<b>Introduction to Film</b>	<b>RUS 270</b>	<b>Russian Culture 900-1900</b>
<b>EPE 350</b>	Town and Gown in Fact and Fiction: Campus and Community as Local History	<b>SPA 371</b>	Latin American Cinema (Subtitle required)
<b>FR 103</b>	French Cinema	<b>SPA 372</b>	<b>Spanish Cinema (Subtitle required)</b>
<b>FR 205</b>	The French Graphic Novel	<b>TA 171</b>	<b>World Theatre I</b>
<b>FR 225</b>	<b>French Film Noir</b>	<b>TA 271</b>	World Theatre II
<b>GER 103</b>	Fairy Tales in European Context	<b>TA 273</b>	<b>World Theatre III</b>
<b>GER 105</b>	<b>German Film Today</b>	<b>TA 274</b>	World Theatre IV
		<b>UKC 310</b>	<b>History of Hip</b> (section 001)
		<b>UKC 310</b>	<b>Introduction to Writing, Rhetoric and Digital Media</b> (section 002)

\*Architecture students only.

## Courses listed in blue type are being offered in Spring 2013.

**Courses listed in blue type are being offered in Spring 2013.**

### III. Intellectual Inquiry in the Social Sciences

These courses promote an understanding of the relationships between individuals and society and how scholars have come to understand these relationships using conceptual models and processes of inquiry. Through a discipline-based study of social problems or themes, students will learn to critically evaluate the variety of social situations with which they may be confronted in their everyday lives.

To fulfill the Social Sciences Requirement, complete **one** of the following:

<b>ANT 101</b>	<b>Introduction to Anthropology</b>	<b>ECO 101</b>	<b>Contemporary Economic Issues</b>
<b>ANT 102</b>	<b>Archaeology: Mysteries and Controversies</b>	<b>GEO 172</b>	<b>Human Geography</b>
<b>CLD 102*</b>	<b>The Dynamics of Rural Social Life</b>	<b>GWS 200</b>	<b>Introduction to Gender and Women's Studies in the Social Sciences</b>
<b>COM 101</b>	<b>Introduction to Communications</b>	<b>PS 235</b>	<b>World Politics</b>
<b>COM 311</b>	<b>Taking Control of Your Health: Patient-Provider Communication</b>	<b>PSY 100</b>	<b>Introduction to Psychology</b>
<b>COM 313</b>	<b>Interpersonal Communication in Close Relationships</b>	<b>SOC 101*</b>	<b>Introduction to Sociology</b>
<b>COM 314</b>	<b>The Dark Side of Interpersonal Communication and Relationships</b>	<b>UKC 130</b>	<b>Public Health Through Popular Film</b>
<b>CPH 201</b>	<b>Introduction to Public Health</b>	<b>UKC 131</b>	<b>Sexual Health</b>

*\*Students may not receive credit for both SOC 101 and CLD 102.*

### IV. Intellectual Inquiry in the Natural, Physical and Mathematical Sciences

These courses engage students in the fundamental processes of science through the exploration of an area in science. Students will be expected to use their knowledge of scientific concepts to formulate predictions, collect and analyze data, and construct explanations for the questions posed.

To fulfill the Natural, Physical and Mathematical Sciences requirement, complete **one** of the following:

<b>ABT 120</b>	<b>Genetics and Society</b>	<b>EES 150</b>	<b>Earthquakes and Volcanoes</b>
<b>ANT 230</b>	<b>Introduction to Biological Anthropology</b>	<b>ENT 110</b>	<b>Insect Biology</b>
<b>ARC 333</b>	<b>Environmental Controls II</b>	<b>GEO 130</b>	<b>Earth's Physical Environment</b>
<b>AST 191</b>	<b>The Solar System</b>	<b>GEO 135</b>	<b>Global Climate Change</b>
<b>BIO 102</b>	<b>Human Ecology</b>	<b>PHY 120</b>	<b>How Things Work</b>
<b>BIO 103</b>	<b>Basic Ideas of Biology</b>	<b>PHY 211</b>	<b>General Physics</b>
<b>CHE 101</b>	<b>Molecular Science for Citizens</b>	<b>PHY 231**</b>	<b>General University Physics</b>
<b>CHE 105*</b>	<b>General College Chemistry I</b>	<b>PHY 241**</b>	<b>General University Physics Laboratory</b>
<b>CHE 111*</b>	<b>Laboratory to Accompany General Chemistry I</b>	<b>PLS 104</b>	<b>Plants, Soils, and People: A Science Perspective</b>
<b>EES 110</b>	<b>Endangered Planet: An Introduction to Environmental Geology</b>	<b>UKC 120</b>	<b>Physics of Energy</b>
<b>EES 120</b>	<b>Sustainable Planet: The Geology of Natural Resources</b>	<b>UKC 121</b>	<b>Disease Detectives</b>

*\*CHE 105 and 111 are paired courses. To earn UK Core credit, both courses must be completed. CHE 111 may be taken concurrently with CHE 105 or after CHE 105 has been completed. Students must sign up for them separately.*

*\*\*PHY 231 and 241 are paired courses. To earn UK Core credit, both PHY 231 and PHY 241 must be completed. They may be taken in either order and students must sign up for them separately.*

### V. Composition and Communication I

In this course, students are introduced to the process of writing, speaking, and visually representing their own ideas and the ideas of others; they also practice basic interpersonal communication skills and the ability to communicate with multiple audiences.

To fulfill the Composition and Communication I requirement, complete **one** of the following:

- score of **32** or above on the English component of the ACT\*
- score of **700** or above on SAT I Verbal\*\*
- score of **4** or **5** on the AP English Language Exam\*\*\*
- **CIS 110**    **Composition and Communication I**
- **WRD 110**    **Composition and Communication I**

*\*For a score of **32 or above**, students receive placement in CIS/WRD 111; no credit for CIS/WRD 110 is awarded.*

*\*\*For a score of **700 or above**, students receive placement in CIS/WRD 111; no credit for CIS/WRD 110 is awarded.*

*\*\*\*Students must score either **4** or **5** on the AP English Language Exam to earn course credit for CIS/WRD 110.*

**Courses listed in blue type are being offered in Spring 2013.**

## VI. Composition and Communication II

In this course, students research public controversies and work in teams to analyze and argue for a solution to these controversies in oral, written, and visual/digital forms for multiple audiences.

To fulfill the Composition and Communication II requirement, complete **one** of the following:

- **CIS 111**    **Composition and Communication II**
- **WRD 111**    **Composition and Communication II**
- **UKC 150**    **Composition and Communication II (Accelerated)**

## VII. Quantitative Foundations

These courses are concerned with the application of mathematical concepts and skills to solve real-world problems. In order to perform effectively as professionals and citizens, students must become competent in reading and using quantitative data, in understanding quantitative evidence and in applying basic quantitative skills to the solution of real-life problems.

To fulfill the Quantitative Foundations requirement, complete **one** of the following:

EES 151	Earth Dynamics	<b>MA 113</b>	<b>Calculus I</b>
EES 155	Earthquakes and Quantitative Reasoning	<b>MA 123</b>	<b>Elementary Calculus and Its Applications</b>
<b>EES 185</b>	<b>Quantifying the Bluegrass Water Supply</b>	<b>MA 137</b>	<b>Calculus I With Life Science Applications</b>
<b>MA 111</b>	<b>Introduction to Contemporary Mathematics</b>	<b>PHI 120</b>	<b>Introductory Logic</b>

**NOTE:** Students must have demonstrated basic proficiency in math skills as determined by a minimum Math ACT of 19 or the appropriate math placement test to take these courses.

## VIII. Statistical Inferential Reasoning

These courses will encourage students to evaluate claims based on statistical principles by providing an understanding of the conceptual and practical applications of statistical reasoning and thinking. Students will receive an introduction to the science of statistics, and while students will be expected to reason with statistical ideas and make sense of statistical information, computations are not the focus.

To fulfill the Statistical Inferential Reasoning requirement, complete **one** of the following:

<b>BAE 202</b>	<b>Statistical Inferences for Biosystems Engineering</b>	<b>PSY 215*</b>	<b>Experimental Psychology</b>
<b>STA 210</b>	<b>Making Sense of Uncertainty: An Introduction to Statistical Reasoning</b>	<b>PSY 216*</b>	<b>Applications of Statistics in Psychology</b>

*\*PSY 215 and 216 are paired courses and are restricted to Psychology majors and minors. To earn UK Core credit, both PSY 215 and PSY 216 must be completed. They may be taken in either order and students must sign up for them separately.*

## IX. Community, Culture and Citizenship in the USA

These courses promote a student's understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class; engage students in grappling with conflicts, compromises, and/or ethical dilemmas stemming from the complex and diverse cultural contexts of US communities; and foster effective and responsible participation in a diverse community or society in the United States.

To fulfill the Community, Culture and Citizenship in the USA requirement, complete **one** of the following:

A-H 360	Visual Culture of Politics	GEO 320	Geography of the United States and Canada
<b>AAS 235</b>	<b>Inequalities in Society</b>	<b>GRN 250</b>	<b>Aging in Today's World</b>
AAS 261	African American History 1865-Present	<b>GWS 301</b>	<b>Crossroads (Subtitle required)</b>
<b>ANT 221</b>	<b>Native People of North America</b>	<b>HIS 108</b>	<b>History of the United States Through 1876</b>
ANT 330	North American Cultures	<b>HIS 109</b>	<b>History of the United States Since 1877</b>
<b>APP 200</b>	<b>Introduction to Appalachian Studies</b>	<b>HIS 112</b>	<b>The Making of Modern Kentucky</b>
<b>CLD 360</b>	<b>Environmental Sociology</b>	HIS 261	African American History 1865-Present
<b>COM 312</b>	<b>Learning Intercultural Communication Through Media and Film</b>	<b>PHI 130</b>	<b>Introduction to Philosophy: Morality and Society</b>
<b>COM 315</b>	<b>Understanding Workplace Communication in a Diverse U.S. Society</b>	<b>PHI 335</b>	<b>The Individual and Society</b>
<b>ENG 191</b>	<b>Literature and the Arts of Citizenship</b>	<b>PS 101</b>	<b>American Government</b>
<b>EPE 301</b>	<b>Education in American Culture</b>	<b>SOC 235</b>	<b>Inequalities in Society</b>
<b>GEN 100*</b>	<b>Issues in Agriculture</b>	<b>SOC 360</b>	<b>Environmental Sociology</b>
GEO 220	U.S. Cities	SPA 208	U.S. Latino Culture and Politics
GEO 221	Immigrant America: A Geographic Perspective	TA 286	Social Action Theatre
		<b>UKC 380</b>	<b>Autobiographical Composition</b>

*\*GEN 100 is for College of Agriculture students only.*

**Courses listed in blue type are being offered in Spring 2013.**

**Courses listed in blue type are being offered in Spring 2013.**

## X. Global Dynamics

These courses equip students to participate in a diverse, multiethnic, multilingual world community. Toward this end, students consider issues of equality, ethical dilemmas, global trends, social change, and civic engagement in the context of local cultures outside the U.S.

To fulfill the Global Dynamics requirement, complete **one** of the following:

<b>A-H 104</b>	<b>African Art and Its Global Impact</b>	<b>HIS 105</b>	<b>A History of Europe From the Mid-Seventeenth Century to the Present</b>
<b>A-H 311</b>	<b>The Arts as Soft Power: The Japanese Tea Ceremony</b>	HIS 121	War and Society, 1914-1945
<b>ANT 160</b>	<b>Cultural Diversity in the Modern World</b>	<b>HIS 122</b>	<b>War and Society Since 1945</b>
ANT 222	Middle East Cultures	HIS 202	History of the British People to the Restoration
ANT 225	Culture, Environment and Global Issues	<b>HIS 203</b>	<b>History of the British People Since the Restoration</b>
<b>ANT 241</b>	<b>Origins of Old World Civilization</b>	HIS 206	History of Colonial Latin America, 1492-1810
ANT 242	Origins of New World Civilization	<b>HIS 208</b>	<b>History of the Atlantic World</b>
<b>ANT 311</b>	<b>Global Dreams and Local Realities in a "Flat" World</b>	<b>HIS 296</b>	<b>East Asia Since 1600</b>
<b>ANT 321</b>	<b>Introduction to Japanese Culture, Meiji (1868) to Present</b>	JPN 320	Introduction to Japanese Culture, Pre-Modern to 1868
ANT 329	Cultures and Societies of Eurasia and Eastern Europe: Socialism and Post-Socialist Change	<b>JPN 321</b>	<b>Introduction to Japanese Culture, Meiji (1868) to Present</b>
<b>CLD 380</b>	<b>Globalization: A Cross-Cultural Perspective</b>	JPN 351	The Japanese Experience of the Twentieth Century
<b>EGR 240</b>	<b>Global Energy Issues</b>	<b>LAS 201</b>	<b>Introduction to Latin America</b>
ENG 181	Global Literature in English	MCL 324	The City in the Twentieth-Century: Tokyo, Shanghai, Paris
<b>GEO 160</b>	<b>Lands and Peoples of the Non-Western World</b>	MUS 330	Music in the World (Subtitle required)
GEO 161	Global Inequalities	<b>PHI 343</b>	<b>Asian Philosophy</b>
<b>GEO 162</b>	<b>Introduction to Global Environmental Issues</b>	<b>PLS 103</b>	<b>Plants, Soils, and People: A Global Perspective</b>
GEO 163	Global Conflicts	<b>PS 210</b>	<b>Introduction to Comparative Politics</b>
GEO 164	iWorlds: Global Information Geographies	RUS 125	Mapping Russia (Subtitle Required)
<b>GEO 222</b>	<b>Cities of the World</b>	<b>RUS 271</b>	<b>Russian Culture 1900-Present</b>
<b>GEO 255</b>	<b>Geography of the Global Economy</b>	RUS 370	Russian Folklore (in English)
GEO 260	Geographies of Development in the Global South	<b>SAG 201</b>	<b>Cultural Perspectives on Sustainability</b>
<b>GEO 261</b>	<b>Global Dynamics of Health and Disease</b>	<b>SOC 180</b>	<b>Global Societies in Comparative Perspective</b>
GER 342	War, Peace, and Terror in Germany and Europe	<b>SOC 380</b>	<b>Globalization: A Cross-Cultural Perspective</b>
<b>GER 361</b>	<b>German Cinema</b>	<b>UKC 190</b>	<b>Introduction to African Studies</b>
<b>GWS 302</b>	<b>Gender Across the World (Subtitle required)</b>		

## Foreign Language Requirement

Foreign language is no longer explicitly required as part of the new UK General Education, the UK Core. However, foreign language proficiency is still an expectation for students who enter UK, and is still considered to be an important part of the students' educational background.

Any first-time freshman or transfer student must demonstrate that they have completed two high school credits in a single foreign language, or two semesters at the postsecondary level. A student who has not completed the high school foreign language requirement will be required to take a two-semester sequence in one foreign language at the University of Kentucky prior to graduation.

**Courses listed in blue type are being offered in Spring 2013.**

## HOW TO USE THIS BULLETIN

The information in this bulletin is current at the time of publication. If you are pursuing a degree, you are obligated to fulfill the requirements as they are listed in the bulletin for the semester in which you enroll in that program.

If the requirements change after you have enrolled in the program, you have the option of fulfilling either the old or new requirements. If you elect to fulfill the old requirements and find that necessary courses have been eliminated or substantially revised, you may substitute other courses with the approval of the dean of the college. If the revision is required by an external accreditation certification body, and this body submits a written statement to the University that the accreditation of a program or certification of its graduates is in jeopardy unless students fulfill the new requirements, the option of fulfilling the old requirements shall not apply.

If your study in the program or the University is interrupted for more than two semesters, your college dean will decide which program requirements must be fulfilled.

Find out more about the University of Kentucky at: [www.uky.edu](http://www.uky.edu).

Information about the Kentucky Community & Technical College System is available at: [www.kctcs.edu/](http://www.kctcs.edu/).

## COMPLIANCE WITH REGULATIONS

The University of Kentucky is committed to a policy of providing educational opportunities to all qualified students regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, age, veteran status, or physical or mental disability. Compliance with Title IX of the Educational Amendments of 1972, which prohibits sex discrimination, and with Title VI of the Civil Rights Act of 1964 is coordinated by the Office of Institutional Equity and Equal Opportunity, 13 Main Building, University of Kentucky, Lexington, KY 40506-0032, (859) 257-8927.

Efforts to comply with the laws and regulations applicable to people with disabilities are also coordinated by the Office of Institutional Equity and Equal Opportunity, as required by Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

Questions concerning compliance with regulations may be directed to UK's Office of Institutional Equity and Equal Opportunity, or to the Director of the Office for Civil Rights, U.S. Department of Education, Washington, D.C.

Qualified students with disabilities should contact the associate dean and director of the Disability Resource Center at (859) 257-2754 to request reasonable accommodation.

The University is in compliance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendment of 1989. Questions may be directed to the Vice President for Student Affairs or the Office of the Associate Vice President for Human Resources.

Questions about admission to the University should be directed to the appropriate admissions office.

## OAK RIDGE ASSOCIATED UNIVERSITIES (ORAU)

Since 1946, students and faculty of the University of Kentucky have benefited from its membership in Oak Ridge Associated Universities (ORAU). ORAU is a consortium of 100 colleges and universities and a contractor for the U.S. Department of Energy (DOE) located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship, and research appointments; and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education (ORISE), the DOE facility that ORAU operates, undergraduates, graduates, postgraduates, as well as faculty enjoy access to a multitude of opportunities for study and research. Students can participate in programs covering a wide variety of disciplines including business, earth sciences, epidemiology, engineering, physics, geological sciences, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry, and mathematics. Appointment and program length range from one month to four years. Many of these programs are especially designed to increase the numbers of underrepresented minority students pursuing degrees in science- and engineering-related disciplines. A comprehensive listing of these programs and other opportunities, their disciplines, and details on locations and benefits can be found in the *ORISE Catalog of Education and Training Programs*, which is available at [www.ornl.gov/orise/educ.htm](http://www.ornl.gov/orise/educ.htm), or by calling either of the contacts below.

ORAU's Office of Partnership Development seeks opportunities for partnerships and alliances among ORAU's members, private industry, and major federal facilities. Activities include faculty development programs, such as the Ralph E. Powe Junior Faculty Enhancement Awards, the Visiting Industrial Scholars Program, consortium research funding initiatives, faculty research and support programs as well as services to chief research officers.

For more information about ORAU and its programs, contact:

James W. Tracy  
Vice President for Research  
ORAU Councilor for University of Kentucky

Monnie E. Champion  
ORAU Corporate Secretary (865-576-3306); or  
Visit the ORAU Home Page at: [www.ornl.gov](http://www.ornl.gov)

## STATEMENT OF VISION, MISSION AND VALUES

### Adopted by the University Board of Trustees

The University of Kentucky Board of Trustees adopted the following amended Vision, Mission and Values Statement on January 23, 2007, and modified it on March 27, 2012.

#### 1. VISION

The University of Kentucky will be one of the nation's 20 best public research universities.

#### 2. MISSION

The University of Kentucky is a public, land grant university dedicated to improving people's lives through excellence in education, research and creative work, service and health care. As Kentucky's flagship institution, the University plays a critical leadership role by promoting diversity, inclusion, economic development and human well-being.

The University of Kentucky:

- Facilitates learning, informed by scholarship and research;
- Expands knowledge through research, scholarship and creative activity; and
- Serves a global community by disseminating, sharing and applying knowledge.

The University, as the flagship institution, plays a critical leadership role for the Commonwealth by contributing to the economic development and quality of life within Kentucky's borders and beyond. The University nurtures a diverse community characterized by fairness and equal opportunity.

#### 3. VALUES

The University of Kentucky is guided by its core values:

- Integrity;
- Excellence;
- Mutual respect and human dignity;
- Diversity and inclusion;
- Academic freedom;
- Personal and institutional responsibility and accountability;
- Shared governance;
- A sense of community;
- Work-life sensitivity;
- Civic engagement; and
- Social responsibility.

**University of Kentucky is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, call 404-679-4500, or online at [www.sacscoc.org](http://www.sacscoc.org) for questions about the accreditation of University of Kentucky.**

*An Equal Opportunity University*

**NOTIFICATION OF RIGHTS UNDER FERPA FOR POSTSECONDARY INSTITUTIONS**[www.uky.edu/Registrar/ferpa.html](http://www.uky.edu/Registrar/ferpa.html)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- (1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- (2) The right to request the amendment of the student's education records that the student believes is inaccurate. Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll. [Note: FERPA requires an institution to make a reasonable attempt to notify the student of the records request unless the institution states in its annual notification that it intends to forward records on request.]

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of Kentucky to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.

The University may release information without the student's consent where the information is classified as "Directory information." The following categories of information have been designated by the University as directory information: name, address, telephone listing, e-mail address, photograph, place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, full-time/part-time status\*, and the most recent previous educational institution attended by the student.

Direct questions concerning this law and the University's policy concerning release of academic information to the Student Records Office, (859) 257-7157. Students who do not wish such information released without their consent should notify the Student Records Office in writing. For complete information on (1) adding and removing a privacy flag to prevent the release of directory information; (2) the definition of education records; (3) the types of directory information that may be made available without the student's consent; and (4) the annual FERPA notification deadline for prevention of release of directory information, please visit: [www.uky.edu/Registrar/ferpa.htm](http://www.uky.edu/Registrar/ferpa.htm).

\*For a description of full-time and part-time status, see Notes 1 and 2 under "Tuition and Fees" on page 27.

**ANNUAL DISCLOSURE STATEMENT**

**Student Right-to-Know Act (P.L. 101-542)**  
**University of Kentucky**  
**2012-2013**

Section 103 of the Student Right-to-Know and Campus Security Act of 1990 (Public Law 101-542) as amended by the Higher Education Technical Amendments of 1991 (Public Law 102-26) requires public disclosure of relevant graduation rate information for students enrolled in colleges and universities receiving federal financial assistance annually beginning July 1, 1993. The following statement is the University of Kentucky's official disclosure statement in accordance with the requirements of P.L. 101-542 Section 103 for the 2012-2013 academic year.

**Graduation Rate of Entering Freshmen**

The graduation rate for all students entering the University of Kentucky as first-time freshmen during the 2005-2006 academic year\* was **59.2 percent**. This graduation rate represents the percentage of students entering the University of Kentucky as first-time (i.e., new) full-time degree-seeking freshmen during the 2005 Summer and Fall terms who subsequently were awarded baccalaureate degrees by the University of Kentucky within six calendar years (i.e., through August 2011). This rate was calculated under definitions and procedures established by the National Collegiate Athletic Association (NCAA), and reported to the NCAA on the University's 2011 Graduation Rate Disclosure Form in March 2012.

Final regulations and guidelines for the calculation, reporting, and disclosure of graduation rate information required under the Student Right-to-Know Act have not yet been issued by the Department of Education. Definitions of the entering student cohort in the Department of Education's **proposed** regulations (*Federal Register*, July 10, 1992) and the NCAA Graduation Rate Disclosure Form differ slightly. However, the University has determined that the graduation rate information in the annual NCAA report is substantially comparable to the information required under the Student Right-to-Know Act, and is reporting that information at this time pending release of final federal regulations.

March 2012

\*The information to be disclosed by July 1 of each year is "the graduation rate for the most recent cohort of entering students that all have had an opportunity to complete or graduate from their respective programs" in the specified completion period (which for the University of Kentucky is six years). The most recent entering cohort meeting this requirement is the 2005-2006 freshman class.

# Dietetics

## College of Agriculture and School of Human Environmental Sciences

Dietetics prepares professionals who are recognized for expertise in food and nutrition. Graduates of the University of Kentucky Dietetics Program are prepared to become Registered Dietitians to function as entry level professionals with opportunities for practice in medical nutrition therapy, community dietetics, food systems management, and/or the business of dietetics. Becoming a registered dietitian involves a combination of academic preparation, including a minimum of a baccalaureate degree, and a supervised practice component.

The UK NFS/DHN Dietetics Program offers two options to earn a bachelor's degree in dietetics. Option A is the Didactic Program in Dietetics (DPD) and Option B is the Coordinated Program in Dietetics (CP). Both options lead to the Bachelor of Science in Dietetics and fulfill the foundation knowledge and/or competencies established by the Accreditation Council for Education in Nutrition and Dietetics, ACEND, the accrediting agency for the Academy of Nutrition and Dietetics, AND. The DPD and the CP are both fully accredited by ACEND. Option B, CP, is a selective admission program to which students must apply prior to beginning the major course work in the third year of the dietetics program.

**Option A**, designated as the Didactic Program in Dietetics, DPD, focuses on the foundation knowledge requirements provided by the academic component of dietitian education. A student must be a declared dietetics major in the Department of Nutrition and Food Science to complete the DPD. Students must attain a grade-point average of **2.4** or above to progress into course work designated as major requirements.

Successful completion of the DPD curriculum enables graduates to apply to a ACEND-accredited supervised practice program, SPP, in a post-baccalaureate Dietetic Internship.

Upon successful completion of the Dietetic Internship the individual is eligible to sit for the national registry exam administered by the Commission on Dietetic Registration, CDR, the credentialing agency of the AND, which grants use of the nationally recognized credential "RD" Registered Dietitian.

Graduates of the UK NFS/DHN Option A may apply for placement in the Dietetic Internship program offered by the Department of Nutrition and Food Science, School of Human Environmental Sciences, or any other ACEND-accredited dietetic internship outside the department. Students must consider the highly competitive scenario in competing for acceptance into a Dietetic Internship.

**Option B**, designated as the Coordinated Program in Dietetics, CP, provides the foundation knowledge requirements provided by the academic component of dietitian education (see DPD above) **and** an ACEND-accredited supervised practice component. Students who have completed the pre-major requirements and are interested in the Coordinated Program to attain the academic preparation and supervised practice program through the UK NFS/DHN Dietetics Program may apply for admission to Option B, the CP. Option B requires three additional semesters of didactic course work in the major requirements prior to beginning the 1,200 hour supervised practice program. Students in the CP must successfully complete the didactic and supervised practice component to receive the B.S. in Dietetics degree.

The ACEND-accredited CP is a selective admission program. Admission to the University of Kentucky NFS/DHN Dietetics Program does not guarantee admission to the Coordinated Program, CP. A limited number of students who have completed the required preprofessional courses will be admitted on the basis of cumulative grade-point average, potential qualities for becoming a successful dietitian, leadership potential and professional involvement and commitment.

The application deadline for the UK NFS/DHN CP is February 1, prior to potential fall admission in Year Three of the Dietetics Program. Year Three of the Dietetics Program is the beginning of the Major Requirements for completion of course work. Program application materials should include an application form, a letter of professional goals and qualifications, three letters of reference, and record of academic performance.

The CP Admissions Committee considers grade-point average, letter of application, work experience, honors and extracurricular activities and letters of recommendation. Students who apply to the UK NFS/DHN CP will be granted an interview where the applicant's goals, communication skills, knowledge of the profession, and organizational and leadership skills are evaluated.

Successful CP applicants will be notified of provisional acceptance into the CP before UK's priority registration dates for the ensuing fall semester. Final acceptance depends on successful completion of the work in progress at the time of the application and throughout the remaining didactic component prior to beginning the supervised practice component of the undergraduate dietetics program.

Transfer students are urged to contact the Advising Resource Office, 112 Erikson Hall, for a preliminary evaluation of credits well in advance of the application date. Year Three of the Dietetics Program is the beginning of the Major Requirements for completion of course work. CP applicants must be a declared major in the UK NFS/DHN dietetics program or if a transfer student, indicate intent to declare dietetics as their major. Students accepted into the CP must be majors in the UK NFS/DHN dietetics program.

Successful completion of Option B, the UK NFS/DHN CP, results in the Bachelor of Science in Dietetics degree. Graduates of Option B are eligible to sit for the national registry exam administered by the Commission on Dietetic Registration, CDR, the credentialing agency of the AND, which grants use of the nationally recognized credential "RD" Registered Dietitian.

The UK NFS/DHN ACEND-accredited Dietetic Internship, DI, is offered for students who have completed a Didactic Program in Dietetics at UK or other ACEND-accredited institutions. Qualified graduates compete for a limited number of positions in the UK NFS/DHN DI. For information regarding the UK NFS/DHN Dietetic Internship, the application and/or screening procedures, please contact:

**College of Agriculture and  
School of Human Environmental Sciences  
Director, Dietetic Internship Program  
Department of Nutrition and Food Science  
203 Funkhouser Building  
University of Kentucky  
Lexington, KY 40506-0054**

– CONTINUED –

University of Kentucky is accredited by the Southern Association of Colleges and Schools Commission on Colleges. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, call 404-679-4500, or online at <http://www.sacscoc.org> for questions about the accreditation of University of Kentucky.

# Dietetics • 2

## Degree Requirements

Each student must complete the following:

1. Complete UK Core requirements.
2. Complete the School requirements listed below.
3. Complete 128 credit hours with a minimum grade-point average of 2.0.
4. Complete the required curriculum in the major program.

## School Requirements

HES 100 An Introduction to Professions in Human Environmental Sciences .....	1
FAM 352 Issues in Family Sciences .....	3
<b>Subtotal: School Required Hours</b> .....	<b>4</b>

## UK Core Requirements

See the *UK Core* section of the 2012-2013 *Undergraduate Bulletin* at: [www.uky.edu/Registrar/bulletinCurrent/ukc.pdf](http://www.uky.edu/Registrar/bulletinCurrent/ukc.pdf) for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

### I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list ..... 3

### II. Intellectual Inquiry in the Humanities

Choose one course from approved list ..... 3

### III. Intellectual Inquiry in the Social Sciences

PSY 100 Introduction to Psychology  
or  
SOC 101 Introduction to Sociology ..... 3-4

### IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

CHE 105 General College Chemistry I ..... 4  
CHE 111 Laboratory to Accompany General Chemistry I ..... 1

### V. Composition and Communication I

CIS/WRD 110 Composition and Communication I ..... 3

### VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II ..... 3

### VII. Quantitative Foundations

Choose one course from approved list ..... 3

### VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty:  
An Introduction to Statistical Reasoning ..... 3

### IX. Community, Culture and Citizenship in the USA

Choose one course from approved list ..... 3

### X. Global Dynamics

Choose one course from approved list ..... 3

**UK Core Hours** ..... **32-33**

## Progression Requirements

Students must attain a grade-point average of **2.4** or above to progress into course work designated as major requirements. In addition, students must achieve a grade of **C** or better in all course work designated as major requirements.

Students must complete the following requirements:

## Premajor Requirements

## Hours

ACC 201 Financial Accounting I .....	3
BIO 152 Principles of Biology II .....	3
BIO 208 Principles of Microbiology .....	3
CHE 105 General College Chemistry I .....	4
CHE 107 General College Chemistry II .....	3
CHE 111 Laboratory to Accompany General Chemistry I .....	1
CHE 113 Laboratory to Accompany General Chemistry II .....	2
CHE 230 Organic Chemistry I or CHE 236 Survey of Organic Chemistry .....	3
CLA 131 Medical Terminology from Greek and Latin .....	3
ECO 201 Principles of Economics I .....	3
NFS/DHN 212 Introductory Nutrition .....	3
NFS/DHN 241 Food Service Sanitation .....	1
PGY 206 Elementary Physiology .....	3
PSY 100 Introduction to Psychology .....	4
SOC 101 Introduction to Sociology .....	3
STA 210 Making Sense of Uncertainty: An Introduction to Statistical Reasoning .....	3
<b>Subtotal: Premajor Hours</b> .....	<b>44</b>

## Major Requirements

## Hours

Prior to beginning the major requirements, students should indicate a choice of Option A or Option B with the Advising Resources Office, 112 Erikson Hall, and the UK NFS/DHN Dietetics Program, 203 Funkhouser. Option B is a selective admissions program.

NFS/DHN 301 Dietetics Practice .....	2
NFS/DHN 302 Principles of Food Preparation .....	3
NFS/DHN 304 Experimental Foods .....	3
NFS/DHN 311 Nutritional Biochemistry .....	3
NFS/DHN 312 Nutrition and Wellness in the Life Cycle .....	3
NFS/DHN 340 Institutional Purchasing .....	3
NFS/DHN 342 Quantity Food Production .....	4
NFS/DHN 346 Human Resources Management for the Food and Hospitality Industries or MGT 301 Business Management .....	3
NFS/DHN 403 Community Nutrition and Wellness .....	3
NFS/DHN 408G Seminar in Food and Nutrition .....	1
NFS/DHN 510 Advanced Nutrition .....	3
NFS/DHN 512 Medical Nutrition Therapy I .....	4
NFS/DHN 514 Dietetics: Counseling and Communication Theories and Applications .....	3
NFS/DHN 517 Medical Nutrition Therapy II .....	3
<b>Subtotal: Major Hours</b> .....	<b>41</b>

– CONTINUED –

## Dietetics • 3

### Option Requirements

One option must be completed concurrently with the major requirements stated above.

#### Option A – Didactic Program in Dietetics (DPD)

NFS/DHN 480 Dietetics Pre-Professional Practice ..... 1-6

**Subtotal: Option A** ..... 1-6

#### Option B – Coordinated Program in Dietetics (CP)

Option B requires the student to apply to admission to the CP after completion of premajor requirements. See Bulletin for details.

NFS/DHN 800 Nutrition in the Life Cycle: Practicum\* ..... 1

NFS/DHN 808 Community Nutrition II: Supervised Practice\* ..... 2

NFS/DHN 810 Medical Nutrition Therapy I: Supervised Practice\* ..... 5

NFS/DHN 812 Food Service Systems Management:  
Supervised Practice\* ..... 5

NFS/DHN 814 Food Service Systems Management II:  
Supervised Practice\* ..... 3

NFS/DHN 816 Medical Nutrition Therapy II: Supervised Practice\* ..... 3

NFS/DHN 518 Evaluation of Dietetic Issues and Leadership ..... 2

\*800-level course requires admission to CP.

**Subtotal: Option B** ..... 21

### Electives

Electives should be selected by the student to lead to the minimum total hours required for graduation.

**Subtotal: Minimum Elective Hours** ..... 1-13

**TOTAL HOURS: Option A** ..... 128

**TOTAL HOURS: Option B** ..... 137

Requests for applications or further information may be directed to:

**Director, Coordinated Program  
Department of Nutrition  
and Food Science  
203 Funkhouser Building  
University of Kentucky  
Lexington, KY 40506-0054**

## College of Agriculture, School of Human Environmental Sciences

### DHN

### Dietetics and Human Nutrition

**NOTE:** The NFS (Nutrition and Food Science) prefix will change to DHN (Dietetics and Human Nutrition) effective Spring 2013.

**\*DHN 101 HUMAN NUTRITION AND WELLNESS. (3)**

Food composition, digestion, absorption and metabolism as related to selection of nutrients essential for human life, growth, reproduction, lactation, wellness and physical activity. Not open to DHN majors except hospitality management students.

**\*DHN 212 INTRODUCTORY NUTRITION. (3)**

An elementary study of the principles of nutrition and the application of these principles to providing adequate nutrition to humans. The chemical and physiological approach to nutrition is emphasized. Prereq: CHE 105 or CHE 103 or CHE 108; plus, past or concurrent BIO 103 or BIO 148 or BIO 152 or BIO 208.

**\*DHN 241 FOOD SERVICE SANITATION. (1)**

This course covers the principles of food microbiology, important food borne diseases, standards that are enforced by regulatory agencies, and applied measures for the prevention of food borne diseases and other microbiological problems. It leads to certification from the National Restaurant Association.

**\*DHN 301 DIETETICS PRACTICE. (2)**

This course provides a study of dietetic practice including professional ethics, standards of practice, scope of practice, educational pathways, credential attainment and maintenance, competencies required for entry level practice, responsibilities as a professional. Experiences allow exploration of dietetics practice in medical nutrition therapy, food service management and delivery of nutrition services. Prereq: DHN 212 and completion of dietetics premajor requirements with a cumulative GPA of 2.4

**\*DHN 302 PRINCIPLES OF FOOD PREPARATION. (3)**

The physical and chemical principles involved in the preparation of foods and the application of these principles to control for quality outcomes. Laboratory experiences link theory to practice to ensure that the standards of safety and overall quality factors are applied to maximize nutrient retention while maintaining the acceptability and nutritional qualities of foods produced for individuals and groups. Lecture, one hour; laboratory, four hours. Prereq: DHN 241; limited to DHN and Family and Consumer Science (FSC) department majors and with permission of instructor.

**\*DHN 304 EXPERIMENTAL FOODS. (3)**

Chemical and physical properties of food and the changes resulting from processing and preparation. Experimental study of variations in ingredients and preparation methods on food quality. Design, execute and report an independent research project. Lecture, two hours; laboratory and discussion, three hours per week. Prereq: DHN 302 and CHE 236.

**\*DHN 311 NUTRITIONAL BIOCHEMISTRY. (3)**

An introductory study of the biochemical basis of nutrition-the physiochemical properties of nutrients and other essential biochemicals and their role in physiological and metabolic processes. Prereq: CHE 236; PGY 206 must be taken concurrently or prior to DHN 311.

**\*DHN 312 NUTRITION AND WELLNESS IN THE LIFE CYCLE. (3)**

A study of the physiological changes occurring in the life cycle with associated nutrient needs. The course focuses on assessment and determination of nutrition issues and nutrition education for individuals from in-utero to geriatrics. Prereq: DHN 212; limited to Dietetics and Human Nutrition majors only.

**\*DHN 315 NUTRITION ISSUES IN PHYSICAL ACTIVITY. (3)**

This course explores the special nutritional needs of a person engaged in regular physical activity. Emphasis will be placed on selecting a diet to achieve optimal performance and overall wellness. Athletic performance enhancing supplements will be examined to determine the efficacy and safety of such products. Prereq: DHN 212 and restricted to Dietetics or Human Nutrition majors.

**\*DHN 340 INSTITUTIONAL PURCHASING. (3)**

Fundamental principles and purchasing techniques for the selection of food and nonfood items in a food service system. Prereq: ECO 201 or 202; limited to Dietetics and Hospitality Management and Tourism majors only.

## College of Agriculture, School of Human Environmental Sciences

---

### DHN Dietetics and Human Nutrition

---

- \*DHN 342 QUANTITY FOOD PRODUCTION. (4)**  
An introduction to the production and service of food in quantity, to include the application of production techniques and controls, menu planning and service. Lecture, two hours; laboratory, 4.5 hours per week. Prereq: DHN 302 or HMT 308; DHN 241; limited to Dietetics and Hospitality Management and Tourism majors.
- \*DHN 346 HUMAN RESOURCES MANAGEMENT FOR THE FOOD AND HOSPITALITY INDUSTRIES. (3)**  
Exposes the student to all aspects of human resources management in the hospitality and health care industry context. Topics covered include planning, selection, placement, training, disciplining employees, labor relations and compensation. Prereq: Hospitality and Tourism major or Dietetics major.
- \*DHN 403 COMMUNITY NUTRITION AND WELLNESS. (3)**  
Study of nutrition education programs on a community level. Experience is provided for presenting nutrition in health clinics, health camps, schools, state institutions, family resource centers, and corporate wellness programs. Attention is paid to special populations, including pregnant women, children, adults, the elderly, and persons with disabilities. Prereq: DHN 312.
- \*DHN 408G SEMINAR IN FOOD AND NUTRITION. (1)**  
Investigation of recent research in food and nutrition. May be repeated to a maximum of three credits. Nutritional sciences graduate students may not enroll for graduate credit. Prereq: DHN 510 or consent of instructor.
- \*DHN 474 RESEARCH IN NUTRITION: THEORY. (3)**  
A required course which allows the student to explore research opportunities in the health field, identify potential funding sources, review institutional review board requirements, and develop a grant proposal based on their own interests in nutrition. Prereq: Human Nutrition majors only. Senior standing. DHN 311 (may be taken concurrently with consent of instructor).
- \*DHN 475 RESEARCH IN NUTRITION: APPLICATION. (3)**  
A required course which allows the student to design a research study, write a grant, prepare a comprehensive literature review, design a survey, conduct statistical analyses on collected data, and prepare a professional article and poster to present at University and regional events. Prereq: Human Nutrition majors only. Grade of C or better in DHN 474. This is a writing-intensive (W) course approved to fulfill the upper tier of the graduation writing requirement (GWR). To receive W credit for this course, you must have successfully completed the first-year writing requirement (ENG 104 or its equivalent) and have completed at least 30 hours of course work.
- \*DHN 480 DIETETICS PRE-PROFESSIONAL PRACTICE. (1-6)**  
Pre-professional experiences are designed to allow students to apply knowledge and skills in assessing, planning, implementing, and evaluating nutrition care in various health delivery systems. Student experience will include opportunities to link theory and practice while developing the skills and attitudes essential to practice in the dietetics profession. Placement of experiential settings must have the approval of the appropriate Director of Dietetics in Nutrition and Food Science. A minimum of 60 supervised practice hours will constitute one semester credit hour with prior approval. May be repeated to a maximum of six credits. Prereq: Consent of instructor and senior status in the Dietetics Didactic Program.
- \*DHN 510 ADVANCED NUTRITION. (3)**  
Application of biochemistry, physiology and nutrition to the understanding of the utilization and function of nutrients in the body as related to the structure, function and metabolic needs of cells/organ systems. Prereq: DHN 311 or BCH 401G or equivalent; PGY 206; Dietetics and Human Nutrition Majors or admission to DHN/NS graduate program.
- \*DHN 512 MEDICAL NUTRITION THERAPY I. (4)**  
This course explores changes in nutrient metabolism related to biochemical and physiological alterations in disease conditions and application of the Nutrition Care Process. Content includes case study evaluations, medical nutrition therapies for disease conditions, and current research in the field. Prereq: DHN 311 and 312; plus, past or concurrent DHN 510. Enrollment is restricted to dietetics majors only.

## College of Agriculture, School of Human Environmental Sciences

### DHN

### Dietetics and Human Nutrition

#### **\*DHN 514 DIETETICS: COUNSELING AND COMMUNICATION THEORIES AND APPLICATIONS. (3)**

Counseling and communication theories are combined to study specific applications which include disease prevention, disease management and refinement of communication skills to enhance effectiveness as a practicing RD. Students will enhance their capacity to motivate others to practice healthy food behaviors. Active learners will develop a conceptual framework for future professional practice in dietetics as ethical counselors and facilitators of behavior change. Three credit hours. Prereq: DHN 312, 403, 510; must be taken concurrently with DHN 515. Enrollment is restricted to Dietetics majors.

#### **\*DHN 515 MEDICAL NUTRITION THERAPY. (5)**

This capstone course explores changes in nutrient metabolism related to biochemical, physiological, and pathophysiological alterations in disease conditions, application of the Nutritional Care Process and Model, and development of medical nutrition therapy intervention. Content includes case study evaluations, nutritional therapies for disease conditions, including enteral and total parenteral nutrition, and current research in the field. Prereq: DHN 311, 312, 403 and 510 and concurrent with DHN 514. Enrollment is limited to dietetics majors.

#### **\*DHN 516 MATERNAL AND CHILD NUTRITION. (3)**

Food selection for optimal nutrition during pregnancy and lactation and for infant and child development through preadolescence. Cultural, social, and psychological aspects of food selection and dietary patterns, as they relate to mental and physical development. Prereq: DHN 312 or consent of instructor.

#### **\*DHN 517 MEDICAL NUTRITION THERAPY II. (3)**

This course continues study of medical nutrition therapy topics, including trauma and enteral and parenteral nutrition. Content includes more advanced case study evaluations, medical nutrition therapies, and current research in the field. Prereq: DHN 512 and concurrent with DHN 514 and enrollment is limited to dietetics majors.

#### **\*DHN 518 EVALUATION OF DIETETIC ISSUES AND LEADERSHIP. (2)**

Course provides opportunities for the development of competencies, attitudes and values expected of the entry level professional. Lectures, presentation of individual case studies and research projects are conducted. Opportunities are provided for transfer of theory to practice, interpretation of research, discussion of professional literature and application of leadership and communication skills in addressing issues of professional dietetic practice. This web enhanced didactic course is taught via distance learning coupled with on campus sessions. Prereq: Admission to the Coordinated Program or Dietetic Internship.

#### **\*DHN 591 SPECIAL PROBLEMS IN FOODS AND NUTRITION. (1-3)**

Intensive work on a specific phase of the field. Senior or graduate standing. May be repeated to a maximum of six credits. Prereq: Consent of instructor.

#### **\*DHN 603 ADVANCED COMMUNITY PROGRAM DEVELOPMENT. (3)**

The course focuses on concepts and theories of program development, use of planned goals and objectives such as Healthy Communities-goals and objectives, use of data from national monitoring, survey and surveillance programs, and community assessment to guide decision making for program development. Program marketing, staffing formulas, and grant writing and grant management, cost analysis and cost effectiveness reporting, and formative and summative evaluation of community programs complete the study. Prereq: Admission to graduate program.

#### **\*DHN 607 FOOD RELATED BEHAVIORS. (3)**

This team-taught course will provide background in topics and methods in food related behaviors to students in Nutritional Sciences and other interested students. The course will follow a problem-based learning approach, and will consist of 3 out of 4 modules in any given year. The four modules will be Social and Cultural Perspectives on Food, Psychological Perspectives on Food and Food Behaviors, Challenges to Community Food Security, and International Issues in Nutrition.

#### **\*DHN 610 MARKETING IN HOSPITALITY AND DIETETICS. (3)**

This course overviews the discipline of marketing as it relates to the hospitality and dietetics professions. Special emphasis will be placed on the analysis of the marketing environment, marketing strategies and the diversity of marketing practices used by the hospitality industry and dietetics profession. This course will provide opportunities for students to develop appropriate marketing approaches in today's increasingly competitive and complex global marketplace. Prereq: MKT 300 or HMT 320 or equivalent course.

## College of Agriculture, School of Human Environmental Sciences

---

### DHN Dietetics and Human Nutrition

---

- \*DHN 620 NUTRITION AND AGING. (2)**  
 Emphasis on current research in nutrition and aging, nutrition needs of the elderly and nutrition-related diseases associated with aging. Prereq: DHN 510 and 511 or equivalent. (Same as NS 620.)
- \*DHN 630 ADVANCED COMMUNITY NUTRITION. (3)**  
 Study of nutrition surveys and of bases for judging community nutrition. Emphasis is placed upon economic, geographic, social and educational causes of malnutrition. Experience is given in development of nutrition programs. May be repeated to a maximum of six credits. Prereq: DHN 503. (Same as NS 630.)
- \*DHN 640 HUMAN NUTRITION: ASSESSMENT. (3)**  
 Assessment of dietary, anthropometric and biochemical parameters of nutritional status in health and disease. Lecture, two hours; laboratory, three hours per week. Prereq: DHN 510, DHN 511 or equivalent. (Same as NS 640.)
- \*DHN 646 ADVANCED INFORMATION TECHNOLOGY IN THE HOSPITALITY INDUSTRY. (3)**  
 This course will engage students in the latest technology used by the hospitality industry and the dietetics profession for advancement of human, material and financial resources. Strategies and applications using technology to gain competitive advantage will be investigated. Students should be able to examine the problems of technology in the hospitality and dietetics industries and to provide solutions. Students will have the opportunity to do the class completely on-line or a combination of traditional classroom and on-line teaching. Prereq: Admission to the graduate program.
- \*DHN 648 MANAGEMENT OF HOSPITALITY AND DIETETICS ORGANIZATIONS. (3)**  
 This course will engage students with the theories and their application in the area of leadership and management of people, resources, finances, information and internal and external customers as they relate to dietetics, food service and hospitality professions. Prereq: Admission to graduate program, DHN 346 or equivalent course.
- \*DHN 690 ADVANCED WORK IN DIETETICS. (3)**  
 Evaluation of administrative practices in dietetics. This course will examine topics related to managing dietetics services including medical nutrition therapy protocols, dietetics outcomes research, parenteral and enteral support, clinical pathways, JCAHO requirements, state and institutional policy controls, reimbursement for dietetics services, in-patient and out-patient quality management, and hospital outreach programs. Prereq: Admission to graduate program. Lecture only course.
- \*DHN 694 STRATEGIC PLANNING IN HOSPITALITY, LODGING AND TOURISM. (3)**  
 This course is designed to shape students' understanding of strategic planning as it relates to hospitality, lodging, and tourism. The concepts utilized to accomplish this objective represent several discipline areas such as: organizational theory, strategic management, and the function of management. Prereq: Admission to graduate program.
- \*DHN 704 CURRENT TOPICS IN NUTRITIONAL SCIENCES. (1)**  
 This course is designed to develop the student's independent thinking and critical analysis related to various nutritional sciences issues. These skills will be developed through reading assignments and group discussion related to current topics in nutrition. Prereq: Consent of instructor. (Same as CNU/NS 704.)
- \*DHN 748 MASTER'S THESIS RESEARCH. (0)**  
 Half-time to full-time work on thesis. May be repeated to a maximum of six semesters. Prereq: All course work toward the degree must be completed. (Same as NS 748.)
- \*DHN 768 RESIDENCE CREDIT FOR THE MASTER'S DEGREE. (1-6)**  
 May be repeated to a maximum of 12 hours. (Same as NS 768.)
- \*DHN 770 SEMINAR IN HOSPITALITY AND DIETETICS ADMINISTRATION. (1)**  
 Investigation of recent research in Hospitality and Dietetics Administration. May be repeated to a maximum of three credits.
- \*DHN 772 CURRENT TOPICS IN HOSPITALITY AND DIETETICS ADMINISTRATION. (2)**  
 Faculty from different disciplines will provide in-depth coverage of selected topics in Hospitality and Dietetics Administration.

## College of Agriculture, School of Human Environmental Sciences

### DHN

### Dietetics and Human Nutrition

- \*DHN 781 ADVANCED TRENDS ANALYSIS IN HOSPITALITY AND TOURISM. (3)**  
The student will investigate the major trends occurring in the hospitality, lodging, and tourism industry and develop analytical skills required to interpret them. Throughout the course, the student should be able to identify trends; their timing; the causal effects they have on organizations; the actual probability of their occurrence; and impact they will have on the organization. Prereq: Admission to graduate program.
- \*DHN 782 SPECIAL PROBLEMS. (1-6)**  
Independent advanced work on a special problem in nutritional sciences. Prereq: Consent of graduate advisor. (Same as CNU/NS 782.)
- \*DHN 784 SPECIAL PROBLEMS IN FINANCIAL MANAGEMENT. (3)**  
A current events approach to the financial and accounting decision-making process in dietetics and hospitality administration. The course will prepare advanced students in dietetics and hospitality administration to analyze and make sound financial decisions in settings relevant to the dietetics profession and the hospitality industry. Prereq: Admission to graduate program, ACC 201, ECO 201 and either FIN 300 or (DHN 340, DHN 342, and DHN 346).
- \*DHN 790 RESEARCH IN NUTRITIONAL SCIENCES. (0-6)**  
Research work involving original investigation. May be repeated to a maximum of 18 credits. Prereq: Consent of graduate advisor. (Same as CNU/NS 790.)
- \*DHN 800 NUTRITION IN THE LIFE CYCLE: PRACTICUM. (1)**  
Course content will provide an introductory supervised practice for Coordinated Program dietetic students. Experiences include nutrition services provided at various stages in the life cycle, including pregnancy, infancy, preschool, elementary and high school, and geriatric. Laboratory, three hours per week. Prereq: Admission to Coordinated Program/AP4.
- \*DHN 808 COMMUNITY NUTRITION II: SUPERVISED PRACTICE. (2)**  
Supervised practice in community nutrition. Experiences include public and private agencies/organizations that provide food and nutrition services, public policy and program development, and nutrition education for various socioeconomic groups. Prereq: Admission to UK DHN Supervised Practice Program (SPP); concurrent enrollment in DHN 800.
- \*DHN 810 MEDICAL NUTRITION THERAPY I: SUPERVISED PRACTICE. (5)**  
Supervised practice in health care facilities. Course focuses on patient assessment, diet planning, care plan implementation, and nutritional evaluation. Prereq: Admission to UK DHN Supervised Practice Program (SPP); concurrent enrollment in DHN 518 and DHN 812.
- \*DHN 812 FOOD SERVICE SYSTEMS MANAGEMENT: SUPERVISED PRACTICE. (5)**  
Supervised practice in food service management in a variety of food service operations. Experience may include participation in management functions including procurement, production, financial and human resources management, marketing, and training. Prereq: Admission to UK DHN Supervised Practice Program (SPP); concurrent enrollment in DHN 810 and DHN 518.
- \*DHN 814 FOOD SERVICE SYSTEMS MANAGEMENT II: SUPERVISED PRACTICE. (3)**  
In-depth application of food service management in a variety of food service operations. Provides variety of experience in operations, financial, and managerial aspects of food services. Experience based on performance requirements established by the Commission on Accreditation for Dietetics Education for the entry-level generalist dietitian. Prereq: Admission to UK DHN Supervised Practice Program (SPP); concurrent enrollment in DHN 518 and DHN 816.
- \*DHN 816 MEDICAL NUTRITION THERAPY II: SUPERVISED PRACTICE. (3)**  
In-depth clinical application of the principles of dietetics in a hospital setting. Focuses on the team concept of patient care. Provides a variety of dietetic practice experiences with opportunity to test and evaluate results. Experiences based on performance requirements established by the Commission on Accreditation for Dietetics Education for the entry-level generalist dietitian. Prereq: Admission to UK DHN Supervised Practice Program (SPP); concurrent enrollment in DHN 518 and DHN 814.

# Appendix B

**Course:** NFS 241 FOOD SERVICE SANITATION  
 Hybrid Online Course with Paper Final Exam

**Prerequisites:** None

**Text:**

**SERVSAFE COURSE BOOK W/PEN&FOODSAFE PREP PK, 5/E NRA**

**National Restaurant Association**

ISBN-10: 0132488078

ISBN-13: 9780132488075

Publisher: Prentice Hall

Copyright: 2011

Format: National Bundle

This includes the ServSafe 5/E course book, the pen and pencil test, & the access code for Pearson Learning.

**Instructor:** Stephen D. Perry MS, RD, LD  
 206 E Funkhouser Bldg ph: 257-7796  
**Email:** [sdperr2@email.uky.edu](mailto:sdperr2@email.uky.edu) (preferred contact method)  
 Emails will be answered within 48 hours of accessing the message

**Office Hours:**

Friday 1:00-2:00 pm or by appointment.

*Virtual Office Hours:* The instructor may be contacted directly during the phone number listed above or via email. Students can expect an email response with 48 hours of receipt of the message.

**Course Description:**

This course covers the principles of food microbiology, important food borne diseases, standards that are enforced by regulatory agencies, and applied measures for the prevention of food borne diseases and other microbiological problems. It leads to certification from the National Restaurant Association.

**Student Learning Outcomes:**

- Upon completion of this course, the student will be able to:
- State how to provide safe food
- Identify preventive actions for the four basic types of microbial contaminant
- Describe preventive actions for each basic type of microbial contaminant
- Identify the principles necessary for the flow of food through the operation
- Develop a HACCP plan
- Identify the principles involved in maintaining a sanitary facility
- State the difference between cleaning and sanitizing
- Develop an integrated pest management (IPM) program

- Identify the principles and procedures needed to comply with food-safety regulations
- State the components of an employee food-safety training program
- Pass the NRAEF ServSafe® Food Protection Manager Certification Examination

### **Commission on Accreditation of Dietetic Education -CADE- Foundation Knowledge and Skills**

This course contributes to the following foundation knowledge and skills for entry-level dietitians:

Upon completion of the course, the student will:

- (1) Have knowledge of food safety and sanitation as it relates to foodservice systems management
- (2) Have knowledge of food and non-food procurement food safety issues
- (3) Have knowledge of food production systems and the related food safety issues
- (4) Have knowledge of food and nutrition laws/regulations/policies as relates to FSSM
- (5) Have basic knowledge of microbiology and how it relates to food borne illnesses

### **Accreditation – UK and CADE:**

The University is accredited by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS). This has been re-affirmed at about 10-year intervals since 1915. The most recent reaffirmation was December, 2002. In addition, several degree programs and individual units are accredited by agencies appropriate to specific professions or fields. The Lexington Community College is separately and individually accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The UK NFS DPD is accredited by the Commission on Accreditation of Dietetics Education, Chicago, IL, thru 2013.

### **Evaluation/Grading**

#### **Weekly Assignments & Exams 1&2**

Weekly Assignments:	150 points	
Exam 1	100 points	
Exam 2	130 points	<b>40% of total points</b>

<b>Final NRAEF Certification Exam:</b>	<u>608 points</u>	<b>60% of total points</b>
<b>Total</b>	<b>988 points</b>	<b>100%</b>

**This course uses an alternate grading scale as described below:**

#### **Grading Scale**

100- 96	<b>A</b>
93- 87	<b>B</b>
80- 86	<b>C</b>
79- 75	<b>D</b>
Below 75	<b>E</b>

**Failure to pass the NRAEF Certification Exam final will result in failure of the course.**

**The ServSafe® Certificate is required for NFS 302, 342 and the Dietetics Supervised Practice Program/ Dietetic Internship.**

**Technical Requirements:**

The content of this course is delivered electronically. Students must have access to a computer with an internet connection utilizing a PC computer running Windows XP, Vista or Windows 7 or a Mac computer with the currently supported OS. Current updated versions of Internet Explorer 7 or higher *and* Firefox or Safari browsers.

**Technical Issue Resolution:**

Technical issues with Blackboard are to be resolved through the Teaching and Academic Support Center (<http://www.uky.edu/TASC/index.php>) and the Information Technology Center (<http://www.uky.edu/TASC/index.php>).

Technical issues with Pearson Online Learning is to be resolved through their online support center: <http://247pearsoned.custhelp.com/>

**Course Policies:**

**Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Verification of Absences:**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Midterm Grade Statement:**

Undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.

**Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online) <http://www.uky.edu/StudentAffairs/Code/part2.html> states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Academic Accommodations:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, (email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

### **Distance Learning Library Services**

Information on Distance Learning Library Services (<http://libraries.uky.edu/DLLS>)

- Carla Cantagallo, Distance Learning Librarian Ph (859)-257-0500, ext 2171
- Email [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
- DL Interlibrary Loan Service: <http://libraries.uky.edu/ILL>

### **Penalties**

Penalties for an academic offense are listed in the Student Rights and Responsibilities. However, the minimum penalty for such an offense is a grade of E for the assignment.

### **General Class Policies**

1. Students are to stay on track each week for their assignments and know their responsibilities for each week by:

Accessing Blackboard **AND** the Pearson Learning website.

#### **Blackboard:**

- Daily checking the Announcements for the course in Blackboard (Bb)
  - Read the assigned material in the text each week as listed in the course schedule.
  - Regularly check the appropriate weekly assignment folder using the Course Documents link in Bb. Links to all assignments will be found there.
  - Perform all assignments for each chapter each week before the due date as listed in course schedule. Students are to perform all work individually.
2. Students will be assessed through assignments and chapter quizzes located at the Pearson Learning website <http://pegasus2.pearsoned.com/Pegasus/frmLogin.aspx?s=3> and through assignments found using Blackboard.

**Pearson Learning: <http://pegasus2.pearsoned.com/Pegasus/frmLogin.aspx?s=3>**

Each week students are expected to view the material and perform/complete any assigned tasks for the relevant material by:

1. Read the appropriate chapter in the Text.
2. View the material from the "Study Material Content"
3. Begin/ complete the individual "Chapter Plan" for each chapter.
4. Complete the appropriate "Pre-test for the assigned material.
5. Completing the appropriate "Post-test" for the material before the weekly deadline.

3. **The final exam date is set for WEDNESDAY MARCH 7, 5:30 – 7:30pm**

**Rm 200 Funkhouser Building**

- All students must take the final exam in person on UK's campus at this time. If you know of a conflict on that date please inform the Instructor within 2 weeks from the start of the semester.
- **A Paper/Pencil NRAEF Serv-Safe Exam Answer Sheet must be presented before final exam will be distributed to the student. No exceptions.**
- The NRAEF Paper/Pencil Exam Answer Sheet is available with purchase of the course text *ServSafe® CourseBook with Paper/Pencil Answer Sheet Update with 2009 FDA Food Code, 5/E, 2011.*
- **Online vouchers will not be accepted for this course or the final exam.**

4. All work must be submitted on time. Late work will not be accepted.
5. The course syllabus provides a general plan for the course. Adjustments may be necessary and are at the discretion of the instructor.
6. Instructions on submission of course materials will be posted to BB. Correct submission of course material will be factored when evaluating submitted materials. See BB Course Information for details.

**NFS 241 Topic Schedule**

<b>Week 1</b> 1/11	Introduction to the Class Blackboard Online course support material  Pearson Learning/FoodSafety Prep  The Food Safety Challenge	Read Syllabus Become Familiar with the Blackboard Course Shell Pearson Learning Online   Unit 1 Chapters 1 & 2
<b>Week 2</b> 1/18	The Food Safety Challenge Pearson Learning Post Tests for Chapters 1-4 must be completed by 1/24 by 11:59 pm Unit 1 Exam 1/25 5:30-7:20	Unit 1 Chapters 3 & 4

- Week 3**  
1/25 **Unit 1 Test in Blackboard 5:30-7:20pm** Unit 1 Chapters 1-4  
Begin Unit 2  
The Flow of Food through the Operation Unit 2 Chapters 5-7  
Pearson Learning Post Test Chapters 5-10 must be completed  
1/31 by 11:59 pm
- Week 4**  
2/1 The Flow of Food through the Operation Unit 2 Chapters 8-9  
Pearson Learning Post Test Chapters 5-10 must be completed  
2/14 by 11:59 pm
- Week 5**  
2/8 HACCP Unit 2 Chapter 10  
Pearson Learning Post Test Chapters 5-10 must be completed  
2/14 by 11:59 pm
- Week 6**  
2/15 **Unit 2 Test in Blackboard 2/15 5:30- 7:20pm** Unit 2 Chapters 5-10  
Begin Unit 3  
Sanitary Facilities and Pest Management Unit 3 Chapters 11 -13  
Pearson Learning Post Test Chapters 11-15 must be completed  
2/29 by 11:59 pm
- Week 7**  
2/22 Sanitation Management Unit 4 Chapters 14 & 15  
Pearson Learning Post Test Chapters 11-15 must be completed  
2/29 by 11:59 pm
- Week 8**  
2/29 **Review Material for Final Posted to Bb Units 1-4**  
**Practice Final Exam Available** Pearson Learning  
**Post Test Chapters 11-15 must be completed 2/29 by 11:59 pm**  
Pearson Learning
- Week 9**  
3/7 **\*FINAL Exam\* 200 Funkhouser Building**  
**5:30-7:20 pm** Units 1-4  
\* The final exam will be held on UK's campus in Funkhouser Bldg Rm. 200 at 5:30pm. All students are responsible for making any necessary arrangements to be on campus to take the final.

### Important Dates

- 1/24 **Exam 1 Last day to submit Pearson Learning for Unit 1**  
2/15 **Exam 2 Last day to submit Pearson Learning for Unit 2**  
2/29 **Last day to submit Pearson Learning for Units 3&4 Practice Test Available to Prepare for Final (Pearson Learning)**

**WEDNESDAY MARCH 7 5:30 -- 7:30pm Rm 200Funkhouser Building**

**EXAM WILL NOT BE GIVEN IF STUDENT DOES NOT HAVE THE NRAEF  
PAPER/PENCIL EXAM ANSWER SHEET.**

**DHN (formerly NFS) 301-001 DIETETICS PRACTICE SYLLABUS, FALL 2012**  
**Department of Dietetics & Human Nutrition**  
**Mon 4:00pm-5:50pm, Erikson Hall 203**

Appendix B-01

**Instructor:** Dawn Brewer, PhD, RD, LD - Department of Dietetics & Human Nutrition  
**Office:** 206 D Funkhouser Bldg DHN Office 203 Funkhouser Bldg  
**Phone:** 859-257-1661 DHN Office 859-257-3800  
**Email:** [dawn.brewer@uky.edu](mailto:dawn.brewer@uky.edu)  
(Preferred method of contact. Somewhere in the subject line please include DHN 301)

**Office Hours:** W: 1:00 – 2:30  
F: 10:00 – 11:30  
Or by appointment

**TA:** Amy Camenisch, DHN 301 Graduate TA  
**Email:** [alpapp2@g.uky.edu](mailto:alpapp2@g.uky.edu)  
**Office Hours:** By appointment

**Mandatory Membership in:**

Academy of Nutrition and Dietetics (AND), \$50.00 student membership fee  
<http://www.eatright.org/About/Content.aspx?id=9997&terms=student+membership>

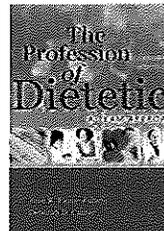
Blue Grass District Dietetics Association (BGDDA), \$11.50 student membership fee  
<http://www.bluegrasseatright.org/bgddahome.html>

Membership and participation in University of Kentucky Student Dietetic and Nutrition Association (UKSDNA) is strongly encouraged.

<http://www.ca.uky.edu/hes/index.php?p=220>

**Optional Textbook:**

- *The Profession of Dietetics A Team Approach 4th Ed*
- Payne-Palacio & Canter
- ISBN-13: 9780763790066
- Paperback 244 pages © 2011
- [www.jbpub.com](http://www.jbpub.com)



**Optional Portfolio Materials:**

Professional Dietetic Career Portfolio Bundle Pack - package includes:  
Book: *Creating Your Career Portfolio At-A-Glance Guide for Dietitians*  
<http://learnovation.com>

**Course Description:**

This course provides a study of dietetic practice including professional ethics, standards of practice, scope of practice, credential attainment and maintenance, competencies required for entry level practice, responsibilities as a professional. Lectures and assignments will provide exploration of dietetics practice in medical nutrition therapy, food service management and delivery of nutrition services, and dietetics in general.

**Course Outcomes:**

Upon completion of this course, the student will be able to:

1. Identify and practice the Code of Professional Ethics and Responsibilities of the Academy of Nutrition and Dietetics (AND), formerly the American Dietetic Association (ADA).

2. Complete the AND Application process for a Supervised Practice Program (SPP) appointment with all the supporting materials specified by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), formerly known as the Commission on Accreditation for Dietetics Education (CADE). Appendix B-01
3. Prepare a dietetics career portfolio – electronic copy.
4. Evaluate research in nutrition and related fields and relate current research issues to dietetics practice utilizing evidence-based practice.

**Accreditation Council for Education in Nutrition and Dietetics Core Knowledge and Competencies:**

KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.

CRD 1.4: Evaluate emerging research for application in dietetics practice.

KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

CRD 2.2: Demonstrate professional writing skills in preparing professional communications.

CRD 2.9: Participate in professional and community organizations.

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.

KRD 2.3: The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.

CRD 2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics.

CRD 2.2: Demonstrate professional writing skills in preparing professional communications.

KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

CDR 3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends.

**Course Policies:**

Policies relating to excused absences, cheating/plagiarism, withdrawal, incompletes and final exams can be found in *Student Rights and Responsibilities*, under the University of Kentucky website:

<http://www.uky.edu/StudentAffairs/code>. As a student of the university, you are responsible for reading, understanding and adhering to these policies.

**Class Attendance:** Attending all classes is strongly encouraged. Attendance will be taken for each class that has a guest lecturer (guest lecture appearances are tentatively listed in the syllabus and are subject to change). If you are absent, without a valid excuse your overall point total will be deducted by 10 points. Refer to the Student Handbook S.R. 5.2.4.2 – Acceptable reasons for excused absences include serious illness, illness or death of family member, University-related trips, major religious holiday (Students are responsible for notifying the instructor **in writing** of anticipated absences due to their observance of such holidays) are considered to be “reasonable cause for nonattendance”. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. If you are present when attendance is taken you will receive 1 point for class participation. Being present each time attendance is taken will result in 1 bonus point being added to your overall total score.

**Submission of Assignments:** Complete and submit, as directed (electronically or hard copy), all assignments by designated due dates and times. There will be a 5-point deduction in the respective assignment for each academic calendar day that it is late. No assignment will be accepted that is turned in 5 academic days after the due date. Each student must take the responsibility of knowing when assignments are due.

**Instructional Strategies:** This course will consist of lecture sessions of approximately 1 hour and 50 minutes each Monday. The course content will be delivered by handouts, power point, discussions and guest lecturers. Class participation, discussion and questions are encouraged. Students will need to use

Blackboard to monitor grades and announcements, submit assignments as instructed, and access full descriptions of assignments, grading rubrics and lecture materials. Please let the Instructor know by August 29<sup>th</sup> if you are having difficulties logging on and have already contacted the Blackboard Help Desk (BBSupport@lsv.uky.edu or go directly to McVey Hall). Appendix B-01

**Academic Integrity:** The University of Kentucky does not tolerate dishonesty in any form. As students of the university, you are all responsible for adhering to these policies. Academic dishonesty includes, but is not limited to plagiarism (copying or using someone else's work as your own), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance during evaluations can result in a charge of academic dishonesty. Evidence of inadvertent improper use of materials can result in a charge of academic dishonesty. Penalties for academic dishonesty vary depending on the severity of the offense and any previous offenses. The minimum penalty for a first offense is a zero on the assignment in question and a final grade reduction of one letter grade. Serious or repeat offenses will result in an E or XE grade for the course. Please familiarize yourself with the portion of UK's student code that addresses academic offenses, beginning with section 6.3.0 found at <http://www.uky.edu/studentaffairs/code/part2.html>.

**Classroom Behavior:** Appropriate classroom behavior is expected of all students. This behavior includes arriving on time to class, being prepared for class, listening respectfully to instructors and guest presenters as well as fellow classmates, contributing to class discussions, abstaining from non-class related activities (such as, cell phone use, reading the paper, working on assignments for other classes, talking to classmates at inappropriate times, etc.).

**Instructional Accommodations:** Students with disabilities are responsible for ensuring that university instructors are aware of their disabilities and required accommodations. Please see me as soon as possible to discuss accommodation policy and procedures. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Student Responsibilities and Assignments:**

Complete assignment descriptions can be found on Blackboard. Each student will be responsible for independently competing all assignments according to the due date and instructions, joining the Academy of Nutrition and Dietetics (AND) and the Blue Grass District Dietetics Association (BGDDA), and attending classes when there are guest lecturers, although attendance to all classes is strongly encouraged.

Assignment 1: Internship, Employment, or Graduate School Search	25 pts
Assignment 2: DICAS, Employment, or Graduate School Application	40 pts
Assignment 3: Resume	50 pts
Assignment 4: Personal Statement or Cover Letter	50 pts
Assignment 5: Research Assignment	65 pts
Assignment 6: Electronic Portfolio	170 pts
A. Class Participation 1: Proof of Membership in Professional Organizations	50 pts
B. Class Participation 2: Attendance (see "class attendance" above)	11 pts
<b>Total Points</b>	<b>461</b>

**Bonus Points:**

I. Attendance: students that attend all classes with guest speakers will receive 1 bonus point added to their total score.

On Professional Meetings students can attend 1 BGDDA meeting OR 2 UKSDNA for

- 5 points (a maximum of 5 bonus pts can be earned by attending professional meetings). You must tell Dr. Brewer that you plan to attend and you must sign the attendance sheet at the respective meeting.
3. Participate in a practice interview at the Career Center for 10 points (You will need to have a letter signed by the Career Center. See Dr. Brewer to obtain a letter to have signed).

**Grade Distribution:**

A = ≥ 90%	412-461 pts
B = 80-89%	367-411 pts
C = 70-79%	321-366 pts
D = 60-69%	275-320 pts
E = ≤ 59%	≤ 274 pts

Total Points = \_\_\_\_\_ ÷ 460 = \_\_\_\_\_ course grade

“T” and “W” grades: please refer to the policy in the UK Catalog, UK Fall Schedule of Classes, and the Student Rights and Responsibilities (Part II, Section 1.3.4).

\*DHN 301 is a required course for students in the Didactic Program in Dietetics (DPD, Option A) and the Coordinated Program in Dietetics (CP, Option B). CP students are required to earn a course letter grade of “B” or higher, and DPD students a “C” or higher.

**DHN 301 Fall 2012 Tentative Course Schedule, 203 Erikson Hall, Monday 4:00 – 5:50**

Date	Class	Presenter/Guest Speaker	Assignment Due/ Suggested Readings
8/27	Class Overview History of the Profession Trends in the Profession Career Opportunities as a Dietitian Internship Opportunities Progression of Coursework		Chapter 1: The Profession is Born
9/3	<b>LABOR DAY (NO CLASS)</b>		
9/10	Building the experience section of your resume (Volunteer Opportunities, Professional Organizations..etc)  Introduction to the Matching Process, DICAS/D&D Digital Applications	Mollie Dawahare, UK dietetics student	Chapter 2: The Dietetics Profession
9/17	Professional correspondence, writing a resume, cover letter/personal statement	Reba Carroll- Career Center	Chapter 4: Beginning Your Path to Success in Dietetics  <b>DUE: Proof of membership and Internship Search Assignment 1 (DPD)/Job or graduate school search (CP)</b>
9/24	Success in the Dietetic Internship  Alumni and Professional Responsibilities	Teresa Lee	Chapter 3: Joining Together the Team Approach Chapter 8: The Major Professional Organizations <b>DUE: Assignment 2 DICAS Application (DPD), Job or graduate school application (CP)</b>

	Overview of Epidemiology and Evaluation		Appendix B-01
10/01	Setting up the Dietetics Electronic Portfolio		Chapter 5: Dietetics Evaluation and Training <b>DUE: Assignment 3 Resume Part I</b>
10/08	Resume Critique Professional interviewing (Dr. Brewer will be attending FNCE) <b>BRING A COPY of YOUR RESUME to CLASS</b>	Reba Carroll - Career Center	<b>Due: Assignment 3 Resume Part II</b>
10/15	<b>*REPORT to WILLIAM T. YOUNG LIBRARY ROOM B-108C</b> Introduction to UK Libraries and Literature Searches	Jo Staggs-Neel - Reference Librarian & HES Academic Liaison	<b>DUE: Assignment 4 Personal statement or Cover letter</b>
10/22	Student perspective of DICAS match and applying to UK's DI Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics FNCE debrief	Lauren Brinkman – UK MS DI student	
10/29	Research in Dietetics Undergraduate Research Opportunities	Dr. Gustafson Evie Russell - Office of Undergraduate Research	
11/05	Entrepreneurship, Leadership and Success in the Dietetic Profession	Carolyn Breeding RD, LD And/or Brenda Richardson MA, RD, LD, CD	Chapter 6: The Supervised Practice Experience
11/12	Professional Experience of a Food System Service Management Dietitian	Michelle Coker, MBA, RD, LD Fayette County Public Schools	Chapter 7: Credentialing <b>DUE: Assignment 5 Research Assignment</b>
11/19	Graduate School Opportunities	Dr. Gaetke- Director of DHN Graduate Studies	Chapter 9: Trends, Predictions and Your Future
11/26	Professional Experience of a Community Dietitian	Jackie Walters, MBA, RD, LD UK Extension	Chapter 10: Crossing the Bridge from Student to Professional <b>DUE: Assignment 6 Electronic dietetic portfolio</b>
12/03 (Dead Week)	Professional Experience of a Clinical Dietitian -Course Evaluation	Whitney Sanders, RD, Master's Candidate, Clinical Nutrition Manager St. Joseph Hospital	
12/10-12/14	Final Exam Week	NO FINAL EXAM	

**\*Special Instructions for class on 10/15/2012:** Report to William T. Young Library, room B-108C for class. Room B-108C can accommodate large classes but it is not equipped with computers. Students will either need to bring their own laptops or they can check out a laptop in AV Services. Students who need to check out a laptop should arrive 15 minutes before class with their student ID (preferably already activated to use as their library card). Students who have their own laptop should register it beforehand at <https://www.uky.edu/wireless/> (It can take up to 24 hours to register your laptop). And finally, please come with fully charged batteries. There are a limited number of electrical outlets around the walls.

**NFS 302 - PRINCIPLES OF FOOD PREPARATION**  
**3 credit hours**

**Prerequisites:** NFS and FCSE Majors, NFS 241

**Place/Date/Time** Slone Research Building Rm 303 Lecture; Lab: EH 200

F	All sections	Lecture 10:00 – 10:50 a.m.
M	Sec 001	Lab 9:00 – 10:50 p.m.
W	Sec 002	Lab 9:00 – 10:50 p.m.
R	Sec 003	Lab 5:30- 7:30 p.m.

**Instructor:** Stephen D. Perry MS, RD, LD

**Office:** 214 Erikson Hall

**Phone:** (859) 257-7796

**E-Mail:** [sdperr2@email.uky.edu](mailto:sdperr2@email.uky.edu)

Email will be answered within 48 hours of accessing the message.

**Office Hours:** Friday 1:00 - 2:00 pm or by appointment.

**TA:** Amanda Ireland

**Email:** [anir222@email.uky.edu](mailto:anir222@email.uky.edu)

**Required Texts:**

*Introductory Foods 13<sup>th</sup> Edition* Bennion and Scheule; Prentice Hall

*Introductory Foods A Laboratory Manual* Sixth Edition Morr Irmeter

**Supplemental Texts and Websites:** You may find information from the following sources useful:

- Food for Fifty, 12<sup>th</sup> Ed.; Mary Holt; Prentice Hall 2005
- On Cooking, 4<sup>th</sup> Ed.; S.R. Labensky & A.M. Hause; 2007
- [www.foodnetwork.com](http://www.foodnetwork.com)

**Course Description:**

The physical and chemical principles involved in the preparation of foods and the application of these principles to control for quality outcomes. Laboratory experiences link theory to practice to ensure that the standards of safety and overall quality factors are applied to maximize nutrient retention while maintaining the acceptability and nutritional qualities of foods produced for individuals and groups. Lecture, one hour; laboratory, four hours. Prerequisites: NFS 241; limited to NFS and Family and Consumer Science (FSC) department majors and with permission of instructor.

The study of the science of food will include the physical and chemical properties of food and the application of scientific principles to obtain quality outcomes in food preparation. Laboratory experiences link theory to practice to introduce standards of safety and overall quality factors while maximizing nutrient retention in foods and producing foods culturally acceptable to individuals and groups.

The student should be prepared for the study of food science study an emphasis on food composition, the physical and chemical properties which affect preparation and quality outcomes, colloidal systems, nutrition, and the microbiological aspects of food preparation.

Food evaluation according to quality standards and preparation techniques to retain nutrients is emphasized. Microwave cookery, ratios of ingredients in recipes, recipe formulations, food preservation, and food presentation are all integrated during the actual preparation of food products by the student as well as the diversity of foods will be explored and examined.

### **Student Learning Outcomes:**

Upon completion of the course, the student will have been exposed to foundation knowledge skills pertaining to C.A.D.E Knowledge Requirements (KR) 1.1, 2.1a, 3.2, 4.1.b, and 4.2.a. Support Knowledge (SK) 5.1, and 5.2. Proficiency will be demonstrated by the knowledge and demonstrated uses of:

1. Skills essential in the selection, preparation and service of nutritious, economical, and acceptable food to persons of differing beliefs and values.
2. Applied scientific theories of chemistry, physics, and nutrition in the preparation of foods.
3. Knowledge of quality characteristics of various foods and food products and the techniques and ingredients that produce them.
4. Developed habits in food preparation that produce a safe, quality food and conservation of the use of foods and resources.
5. Participate in the supervised practices of a variety of foods to learn the what, why, and how of food preparation, and the many functions of food.
6. Identify, monitor, and document the use of resources required for preparation of quality foods.
7. Develop culinary and food skills expected of entry-level dietitians.

### **Foundation Knowledge and Skills:**

This course contributes to the following support knowledge requirements and skills for entry-level dietitians by focusing on the interplay of the ingredients of food, nutrition and food management. Upon the completion of this course, the student will have demonstrated foundation knowledge in the uses of:

- (1) Applied sensory evaluation of food
- (2) Knowledge of functions of ingredients in food
- (3) Basic food preparation and presentation
- (4) Modify recipes/ formulas for different populations/ product needs
- (5) Food safety and sanitation
- (6) Culinary techniques
- (7) The promotion of pleasurable eating
- (8) The role of food in promotion of a healthy lifestyle
- (9) Socio-cultural and ethnic food consumption issues & trends for various consumers

- (10) Biotechnology
- (11) Food delivery systems
- (12) Food and non-food procurement
- (13) Food production systems
- (14) Environmental issues related to food
- (15) Calculate & interpret nutrient composition of foods
- (16) Food technology

**Course Evaluation:**

Exams: 3 Exams @ 60pts each	180 pts
Final Exam (Cumulative) (if necessary)	500 pts
Pre-Lab Quizzes, Terminology, other assignments up to:	100 pts*
Lab Reports & Lab Performance            10 pts per lab report	120 pts
Iron Chef 302!	100 pts
Final Lab Cleaning	<u>200pts</u>
	<b>*Total: 1300 pts*</b>

*\* Point total may vary due to availability of assignments, quizzes etc. The instructor reserves the right to decrease but not increase the points necessary to receive a particular grade for the course.*

**Distribution of Laboratory Performance Points:**

- ***Interest, attitude, participation*** – This includes prompt arrival, being prepared, having read and the completion of assignments prior to class, Completion of all lab projects. (2 pts)
- ***Improvement in skills-*** Use of correct methods, work habits and efficiency. This includes work habits and work area sanitation and organization. (1 pt)
- ***Dress and Personal Sanitation*** – Lab coat/apron and hair covering. The student is responsible for obtaining the appropriate lab coat or apron. Hair coverings will be provided by the department. Hands and nails must be clean at all times. *Jewelry other than wedding bands may not to be worn.* (2 pts)
- ***Total of above (5 points)***
- ***Written Lab Report (5 points)***

**Written lab reports and assignments:**

All lab reports are to be turned in electronically through Blackboard. Assignments will not be accepted by any other means unless prior permission is given by the instructor.

\*Lab Reports are due to be turned in to the TA before the beginning of the next lab session unless otherwise specified. Late work for unexcused absences will NOT be accepted.

The final grade will be affected in proportion to the number of unexcused absences/tardiness from lab. The lab grade will be affected in proportion to the number of times the student does not have the proper attire, i.e., apron or lab coat or is not on time. Inappropriate dress will cause the student to miss lab (see below for missed lab

information). Missing the final lab cleaning session will result in the reduction of your final grade by one letter grade.

Grading Distribution: A: 90% and above; B: 80-89%; C: 70-79%; D: 65-69%; E<64

#### **Instructional Strategies:**

*Class Attendance is Expected:* This course will consist of one lecture session each week lasting approximately 50 minutes given on Friday. Students will report to lecture having prepared for class by reading *in advance* the required material. In addition there will be a group session each Monday and Wednesday before each lab session. Labs will be held during the assigned days and times each averaging approximately 1 ½ hours in length.

Course content will be delivered by lecture, power point, video resources and any other available means Students may have up to four assignments each week. These can include assigned readings, videos; any assignment due prior to lecture; any assignment due prior to lab; and a lab report for each lab activity.

The lab component of the course will be hands on; with applied knowledge opportunities.

#### **Student Responsibilities and Criteria for Evaluation:**

##### **Class Readings:**

Reading text assignments or accessing assigned web sites for both the lecture and lab sections is essential to the successful completion of this course. Students are expected to report to lecture having completed all the required readings and assignments for that session. All assignments are due at the beginning of the assigned session. Reading and homework assignments will be posted on BlackBoard and/ or given in class.

##### **Lab Assignments:**

Lab experiences will be facilitated by having *read and completed all assigned material prior to the beginning of the assigned lab and reporting to lab on time.* It is my belief that being prepared for lab will allow the student to complete the lab activities in an efficient and expeditious manner; just as not being prepared will add time to your experiments and detract from the overall lab experience.

##### **Exam Policy:**

Students must be present for all exams at the time scheduled. Exams may consist of a combination of multiple choice, matching, true/false, and short answer questions as well as essay type questions. Students will have 50 minutes to complete all regularly scheduled exams. Make-up exams will only be given for absences *excused prior to (at least 24 hours)* to the exam.

Documentation for such absences must be submitted by the student to the instructor. In the case of an unforeseen illness or accident please call the instructor's office (number listed above) *and* email both the instructor and the TA (listed above) as soon as you realize you will not be able to make the exam. You may also leave a message with the Department of Nutrition and Food Science at 257-3800. Please follow up these phone

calls with an email. If you have questions concerning exam grading please submit your question in writing to the instructor no later than one week after the exams are returned.

Exams will cover both lecture *and* laboratory materials and laboratory experiences. Dates of exams are included on the course schedule. Make-up exams will be scheduled at the *convenience of the instructor*. Students who have earned a grade of "A" (90% or greater) after the third exam will be exempt from the final exam. However the grade must be full "A", and not a "B" (89% and below) that could be rounded up to an "A".

#### **Lab Policy:**

Attendance in lab is *required*. Due to the specificity and time involved there will be no make-up labs. **Students who have three or more unexcused lab absences during the semester will fail the lab portion of the course.**

Students with university approved excused absences can make up missed lab time by performing practicum hours at the Fusion Restaurant located on the second floor of Erikson Hall . PRIOR approval from the instructor is necessary for the practicum hours to count toward missed lab time.

This will not result in a lab grade but allows students to make-up time lost from not being able to conduct experiments, and submit a lab report. Students are reminded that reports submitted for missed experiments are examples of unacceptable work, and will not be graded.

Students are required to read and abide by the Lab Rules and Regulations, the "Points to remember" which will be posted in the "Course Information" folder on Black Board.

#### **Personal dress requirements for the lab include:**

- Clean, long lab coats or bibbed aprons
- Closed-toe shoes
- Hair nets or hair restraint- No hats!
- Sleeved shirts that sufficiently cover the torso, neck to hips
- Long pants

#### **Mid-term Grade:**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

#### **Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later

than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

#### **Verification of Absences:**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

#### **Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must

carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Scholastic Dishonesty:**

Scholastic Dishonesty is not tolerated. Forms of scholastic dishonesty include but are not limited to: Plagiarism, utilization of unauthorized materials during academic evaluations and giving or receiving unauthorized assistance during evaluations. Even evidence of inadvertent improper use of materials can result in a charge of academic dishonesty.

Penalties for academic dishonesty vary depending on the severity of the offense and any previous offenses. The minimum penalty for a first offense is a zero on the assignment in question, depending on the severity of the infraction. An assignment of extra course work, a course grade reduction or the assignment of an E or XE grade for the course may also be imposed. For more information, see Part II, section 6.3.0 of "The Code of Student Conduct" which can be viewed online at <http://www.uky.edu/Ombud> There you will find a paper "Plagiarism: What is it?" and an online tutorial entitled "How to avoid Plagiarism."

**Accreditation – UK and CADE:**

The University is accredited by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS). This has been re-affirmed at about 10-year intervals since 1915. The most recent reaffirmation was December, 2009. In addition, several degree programs and individual units are accredited by agencies appropriate to specific professions or fields. The NFS, DPD is accredited by the Commission on Accreditation of Dietetics Education, Chicago, IL.

**NFS 304**  
**EXPERIMENTAL FOODS**  
**Lecture: MW 9:00-9:50, Erikson Hall Room 308**  
**Laboratory: F (001) 9:00-11:50 W (002) 2:00 - 4:40**  
**Funkhouser 210/Erikson Hall 200**

**COURSE SYLLABUS – Spring 2012**

**Instructor:** Kwaku Addo, PhD  
**Office:** 210D Funkhouser Building  
**Mailbox:** 209 Funkhouser Building  
**Office Phone:** 859-257-7784  
**Department Phone:** 859-257-3800  
**Office Hours:** Wednesday 10:00-11:00 or by appointment  
**E-Mail:** [kaddo01@uky.edu](mailto:kaddo01@uky.edu)

**Teaching Assistant:** Lindsey Mayes  
**Office Hours:** TBA  
**E-Mail:** [lmaye3@g.uky.edu](mailto:lmaye3@g.uky.edu)

*Lindsey will be responsible for the laboratory component of the class. She will be grading all laboratory reports and assignments. Please address any laboratory questions or concerns directly to Lindsey.*

**COURSE DESCRIPTION** (3 credit hours)

Chemical and physical properties of food and the changes resulting from processing and preparation. Experimental study of variations in ingredients and preparation methods on food quality. Design, execute and report on an independent research project. Lecture 2 hours; Laboratory and Discussion 3 hours per week. Prereq. NFS-204 and CHE-236.

**STUDENT LEARNING OUTCOMES**

Upon the completion of this course students will be able:

1. To identify the chemical components in foods in terms of their structure, reactions and interactions.
2. To study the chemical, physical, and biological changes in food constituents as a result of heating, alterations in pH, processing, and storage.
3. To relate the localization of chemical constituents in foods to their function and aesthetic qualities.
4. To understand the role of constituents added to processed foods.
5. To become familiar with equipment and methods used to evaluate foods.
6. To become familiar with computer-based food analysis.
7. To be able to design, execute, and report on an independent research project.
8. To become familiar with food science research published in recent journals.

## **2008 Foundation Knowledge and Competencies – Dietitian Education**

- KR 2.1a. Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.
- SK 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.

### **SUGGESTED REFERENCE**

McWilliams M. Foods: Experimental Perspectives, Sixth Edition. Pearson-Prentice Hall Publishing, Ohio, 2008. ISBN #978-0-13-156853-2

### **OTHER REFERENCES**

1. THE FOOD CHEMISTRY LABORATORY. Connie Weaver, CRC Press, Boca Raton, 1996. Available at Kennedy/UK Book Stores.
2. Bennion, M., & Scheule, B. 2000. Introductory Foods
3. Murano, P.S. 2003. Understanding Food Science & Technology

### **REQUIRED LABORATORY MATERIALS**

1. Per University of Kentucky Laboratory Safety regulations, a washable white uniform or laboratory coat **must** be worn during laboratory sessions. Students are required to wear their lab coats starting the second week of lab. Any student who does not have a lab coat will NOT be allowed to participate in the session and will NOT be able to make up the laboratory.
2. Hair nets (coverings) are required during food preparation and evaluation. Hair nets will be provided to students and do not need to be purchased.
3. Closed toe shoes and long pants are required during laboratory sessions.

### **INSTRUCTIONAL STRATEGIES**

This course will consist of lecture sessions of approximately 50 minutes each given Monday and Wednesday in 308 Erikson Hall. The course content will be delivered by lecture, power point, overheads, group work and films/videotapes. Questions pertaining to the clarity of lecture material are welcomed, and encouraged!

Students will need to access Blackboard 8.0 (<http://www.elearning.uky.edu>) for use of the NFS 304 course website. The website will be a key source of communication during the semester. Please check the website at least three times per week for any announcements and grades that may be posted. As well, use the website for links to important course documents and assignments. The external links are carefully chosen to help you when completing work in this course. Please let the Instructor know by January 20<sup>th</sup> if you are

having difficulties logging on and have already contacted the Blackboard Help Desk ([BBSupport@lsv.uky.edu](mailto:BBSupport@lsv.uky.edu) or go directly to McVey Hall).

Laboratory sessions will be held once per week on **Wednesdays and Fridays in Funkhouser Rooms 209 and 210. Sessions begin at 9:00 a.m. and continue until 11:50 a.m. for the Friday lab and 2:00 p.m. until 4:50 p.m. for the Wednesday lab.** Students are expected to come to lab prepared. Laboratory instructions and discussion will be posted on Blackboard. These lab sessions are an opportunity for the student to apply what they are learning in the class.

## **DESCRIPTION OF COURSE ACTIVITIES AND ASSIGNMENTS**

### **Exams**

There will be 3 exams given during the class period and a fourth cumulative final exam during finals week. All exams are to be completed on the designated date and at the designated time. Make-up exams will only be given for absences excused by the Instructor prior to the scheduled exam or on presentation of a signed doctor's note explaining serious illness at the time of the scheduled exam. The form and time of all make-up exams will ultimately be determined by the Instructor. If you have questions concerning exam grading please submit your question in writing to the Instructor no later than one week after the exams are returned. Exams will consist of both, multiple choice and true/false questions as well as short answer questions. All exams will be returned as quickly as possible.

### **In Class Quizzes**

Students will be responsible for completing 3 unannounced quizzes. These quizzes will have multiple choice and/or true-false questions and will serve as excellent tools for studying for each of the exams. NO make-up quizzes will be given. Each quiz will be worth 20 points.

### **Reading Assignments**

Students will be responsible for reading several supplementary articles from both professional and other sources throughout the course of the semester. Specific articles and assignments will be posted on Blackboard. Two assignments will be completed during the semester. Students must type answers to all of the questions and turn those in to the Instructor on the day that they are due. NO late assignments will be accepted. Each assignment is worth 20 points. Assignments will be graded on completeness and accuracy.

### **Kentucky Proud Project**

This year students in NFS 304 will be participating in a service learning project with Family & Consumer Science Education extension agents in Kentucky. This project will allow students to test and modify recipes featuring Kentucky grown produce/commodities that will be developed into Extension agent resources for Farmer's market, workshops, podcasts, and video vignettes. The recipes developed will be featured as Kentucky Proud products. More details of the project will be provided in a separate document during the first or second week of the semester. Additional instructions for completing the assignment will also be posted online.

### Laboratory Performance

The laboratory sessions allow students to apply the knowledge they are learning in lecture and through assignments. You are expected to come to lab prepared. Six written laboratory reports will be completed. These must be turned in at the beginning of class on the day that they are due. NO late laboratory reports will be accepted. More details about the laboratory experience and expectations will be provided during the first laboratory session.

### COURSE EVALUATION: GRADING SYSTEM

	POINTS
Exams (4 @ 100 )	400
Quizzes (3 @ 20)	60
Reading assignments (2 @ 20)	40
Laboratory Performance:	
Formal Reports (6 at 25 points)	150
Work habits, Sanitation	30
Individual Projects:	
Preliminary Plan	40
Laboratory Effort	30
Oral Report	50
Written Report	100
<b>GRAND TOTAL OF POINTS</b>	<b>900</b>

### Grading Distribution:

Total Points Earned	Percentage Earned	Grade
806 - 900	90 - 100 %	A
716 - 805	80 - 89 %	B
626 - 715	70 - 79 %	C
536 - 625	60 - 69 %	D
< 536	below 60 %	E

## STUDENT RESPONSIBILITIES AND CRITERIA FOR EVALUATION

### Attendance Policy

Students are required to attend all lectures and laboratory sessions and are responsible for all material presented in class. Students must submit documentation for all excused absences. Please call my office if illness or unforeseen circumstances cause you to miss class, an exam, or other required assignment. Make-up exams and assignments will be given in case of excused absences only.

What happens if you miss lecture? Students who miss three or more lecture sessions with unexcused absences will be contacted by the Instructor to discuss the absences. After three absences each subsequent absence will result in a 1% decrease in the overall grade in the course (out of 100% possible, NOT points). So, if your final grade out of the 900 class points is a 90% and you miss 5 class periods your final grade in the course would be deducted to an 88%.

**Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.**

What happens if you miss lab? The lab experience is an essential component to the learning process in this class. As such, attendance is expected. Students who miss lab with an unexcused absence will have 30 points deducted from their final point total in the class (so, you would lose 30 out of 900 points). They will NOT be allowed to complete the laboratory report for the missed session. Lab make-ups are difficult for this course so please make every effort to be in class on time.

### Excused Absences

Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family.

Reasons for excused absences:

1. Serious illness
2. Illness or death of family member
3. University-related trips
4. Major religious holidays
5. Other circumstances you find to be "reasonable cause for nonattendance"

## Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

**Part II of Student Rights and Responsibilities** (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

## NFS 304 SPRING 2012 TENTATIVE LECTURE SCHEDULE

Date	Class Topic	Reading (McWilliams)
Jan 11	Course Overview  What is Food Experimentation?	Chs. 1 & 2
Jan 18, 23 & 25	Food Evaluation  MARTIN LUTHER KING JR. HOLIDAY NO CLASS - Jan. 16 <sup>th</sup>	Chs. 3 & 4
Jan 30	Physical & Chemical Properties of Foods	Chs 5 & 6
Feb 01	EXAM # 1 (topics covered to date)	
Feb 06, 08 & 13	Physical & Chemical Properties of Foods Contd.	Chs 5 & 6
Feb 15, 20, & 22	Food Lipids	Chs 11 & 12
Feb 27, 29	Food Proteins	Ch. 13
March 05	Food Carbohydrates	Chs. 7, 8 & 9
March 07	EXAM # 2 (topics covered to date)	
March 19, 21, 26	Food Carbohydrates contd.	Chs. 7,8 & 9
March 28 & April 02	Fiber & Plant Foods	Ch 10
April 04 & 09	Cereals, Wheat Flour & Gluten	Ch 17 & 18
April 11	Meat & Meat Products	Ch. 14
April 16	EXAM # 3 (topics covered to date)	

April 18 & 23	Meat & Meat Products contd.	Chs 14 & 15
	Milk & Milk Products	
April 25	Review/Catch-up	
May 03 - 10:30AM	FINAL EXAM	CUMULATIVE

## NFS 304 - SPRING 2012 TENTATIVE LABORATORY SCHEDULE

*Section 001: Friday 9-11:50*

DATE	TITLE
Jan 20	SELECTION OF LAB PARTNERS/LAB REPORTS /KY PROUD PROJECT HOW TO USE EXCEL IN NFS 304/LAB SAFTEY
Jan 27	SENSORY EVALUATION SELECTION OF KY PROUD RECIPES
Feb 3	NO LAB
Feb 10	OBJECTIVE EVALUATION PRELIMINARY PLANS DUE BY EMAIL TO TA
Feb 17	SHOPPING LIST FOR RECIPE PROJECT DUE BY EMAIL TO TA
Feb 17	KING CORN DOCUMENTARY
Feb 24	KY PROUD RECIPE TESTING DAY 1
March 2	KY PROUD RECIPE TESTING DAY 2
March 9	KY PROUD RECIPE TESTING DAY 3
March 16	SPRING BREAK
March 23	PHYSICAL & CHEMICAL PROPERTIES OF FOODS
March 30	LIPIDS
April 6	AMINO ACIDS & PROTEINS
April 13	FRUITS AND VEGETABLES
April 20	NO LAB - WORK ON PROJECT REPORT
April 27	PRESENTATIONS OF SPECIAL PROJECT

## NFS 304 - SPRING 2011 TENTATIVE LABORATORY SCHEDULE

*Section 002: Wednesday 9-11:50*

DATE	TITLE
Jan 18	SELECTION OF LAB PARTNERS/LAB REPORTS /KY PROUD PROJECT HOW TO USE EXCEL IN NFS 304/LAB SAFTEY
Jan 25	SENSORY EVALUATION SELECTION OF KY PROUD RECIPES
Feb 1	NO LAB
Feb 8	OBJECTIVE EVALUATION PRELIMINARY PLANS DUE BY EMAIL TO TA
Feb 15	SHOPPING LIST FOR RECIPE PROJECT DUE BY EMAIL TO TA
Feb 15	KING CORN DOCUMENTARY
Feb 22	KY PROUD RECIPE TESTING DAY 1
Feb 29	KY PROUD RECIPE TESTING DAY 2
March 7	KY PROUD RECIPE TESTING DAY 3
March 14	SPRING BREAK
March 21	PHYSICAL & CHEMICAL PROPERTIES OF FOODS
March 28	LIPIDS
April 4	AMINO ACIDS & PROTEINS
April 11	FRUITS AND VEGETABLES
April 18	NO LAB - WORK ON PROJECT REPORT
April 25	PRESENTATIONS OF SPECIAL PROJECT

## **NFS 304 Laboratory Safety**

1. Locate eye wash station and shower in lab.
2. Locate the fire extinguisher and other fire protection equipment.
3. Wear gloves and lab coats (and eye protection when needed) always. Do not wear contact lenses in the lab unless you are wearing protective goggles.
4. No Horseplay in the lab, as this can be dangerous.
5. Keep laboratory neat. Wipe out spills immediately and put chemicals and equipment away after use, to avoid accidents.
6. Always pour acid into water and NOT water into acid.
7. Always properly support glassware and discard broken and chipped glass in a properly marked "glass only" dust bin.
8. Never point a tube or flask toward another person or yourself.
9. If chemicals get in your eyes, immediately wash eyes with large volumes of water for 15 minutes.
10. For acid spills, use sodium bicarbonate following water.
11. For alkali spills, wash with water following diluted acetic acid.
12. Label all chemicals with name, concentration, and date.
13. DO NOT pipette by mouth.
14. Use fume hood when working with toxic, caustic or flammable materials, as well as chemicals with strong, pungent odors.
15. No Smoking, Eating, or Drinking in the lab.
16. If you are unsure about the use of any chemicals or equipment, please ask for assistance.

**NFS 304 - EXPERIMENTAL FOODS**

Lecture: MW 11:00-11:50 am, Erikson Hall Room 203

Laboratory: Section 001: Friday 9-11:50 am, Funkhouser Rooms 209 &amp; 210

Section 002: Wednesday 2-4:50 pm, Funkhouser Rooms 209 &amp; 210

**COURSE SYLLABUS - FALL 2011**

**Instructor:** Tammy J. Stephenson, PhD  
**Office:** 121 Funkhouser Building  
**Mailbox:** 203 Funkhouser Building  
**Office Hours:** Monday 12-12:45, Wednesday 10-10:45, or by appointment  
**Office Phone:** 859-257-2353  
**E-Mail:** [Tjhann00@uky.edu](mailto:Tjhann00@uky.edu) (the best way to reach me)

**Teaching Assistant:** Lindsey Mayes      LindseyM1024@uky.edu  
**Office Hours:** TBD in Room 210 Funkhouser Bldg

*Ms. Mayes will be responsible for the laboratory component of the class. She will be grading all laboratory reports and assignments. Please address any laboratory questions or concerns directly to Ms. Mayes.*

**COURSE DESCRIPTION** (3 credit hours)

Chemical and physical properties of food and the changes resulting from processing and preparation. Experimental study of variations in ingredients and preparation methods on food quality. Design, execute and report on an independent research project. Lecture 2 hours; Laboratory and Discussion 3 hours per week. Prereq. NFS-204 and CHE-236.

**COURSE OBJECTIVES**

Upon the completion of this course students will be able:

1. To identify the chemical components in foods in terms of their structure, reactions and interactions.
2. To study the chemical, physical, and biological changes in food constituents as a result of heating, alterations in pH, processing, and storage.
3. To relate the localization of chemical constituents in foods to their function and aesthetic qualities.
4. To understand the role of constituents added to processed foods.
5. To become familiar with equipment and methods used to evaluate foods.
6. To become familiar with computer-based food analysis.
7. To be able to design, execute, and report on an independent research project.
8. To become familiar with food science research published in recent journals.

## 2009 Foundation Knowledge and Competencies - Dietitian Education

- SK 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.

### Suggested Reference

McWilliams M. Foods: Experimental Perspectives, Sixth Edition. Pearson-Prentice Hall Publishing, Ohio, 2008. ISBN #978-0-13-156853-2

*You will also need to access the course website on Blackboard to view important announcements and assignments. Laboratory materials will all be posted online. You will need to access these and print off appropriate materials BEFORE class. Please plan on checking the website at least three times per week to ensure that you are not missing anything!*

### Required Laboratory Materials

1. Per University of Kentucky Laboratory Safety regulations, a washable white uniform or laboratory coat must be worn during laboratory sessions. Students are required to wear their lab coats starting the second week of lab. Any student who does not have a lab coat will NOT be allowed to participate in the session and will NOT be able to make up the laboratory.
2. Hair nets (coverings) are required during food preparation and evaluation. Hair nets will be provided to students and do not need to be purchased.
3. Closed toe shoes and long pants are required during laboratory sessions.

### Instructional Strategies

This course will consist of lecture sessions of approximately 50 minutes each given Monday and Wednesday and three hour lab sessions on Wednesday afternoons OR Friday mornings. The course content will be delivered by handouts, power point, independent assignments, group work, and films/video tapes. Questions pertaining to the clarity of the lecture material are welcomed, and encouraged.

Students will need to access Blackboard for use of the NFS 304 course website. The website will be a key source of communication during the semester. Please check the website at least three times per week for any announcements and grades that may be posted. As well, use the website for links to important course documents and assignments. The external links are carefully chosen to help you when completing work in this course. Please let the Instructor know by September 2<sup>nd</sup> if you are having difficulties logging on and have already contacted the Blackboard Help Desk ([BBSupport@lsv.uky.edu](mailto:BBSupport@lsv.uky.edu) or go directly to McVey Hall).

## Student Responsibilities & Criteria for Evaluation

**Exam Policy:** Students must be present for all exams at the times scheduled. Each exam will be worth 100 points and will consist of both multiple choice and/or matching questions and short-answer questions. Students will have exactly 50 minutes to complete all regularly scheduled exams and 2 hours to complete the final exam. Make-up exams may only be given for absences excused within 7 days of the exam. Students must submit documentation for such absences. Please e-mail me if illness or unforeseen circumstances cause you to miss an exam. If you have questions concerning exam grading please submit your question in writing to the Instructor no later than one week after the exams are returned.

**Quiz Policy:** Two unannounced quizzes will be given in lecture during the semester. These quizzes are designed to assess your understanding of the course material. Quizzes are given at the beginning of the class and are worth 15 points each. Use these quizzes as a guide when studying for the course exams. NO make-up quizzes will be given.

**Reading Assignments:** Students will complete five independent reading assignments relating to topics covered in class. All assignments and relevant online resources are posted on Blackboard. Assignments must be typed and are due at the beginning of class on the day that they are due. NO late assignments will be accepted.

**Kentucky Proud Project:** Students in NFS 304 will be participating in a service learning project with Family & Consumer Science Education extension agents in Kentucky. This project has been funded for three years by the Kentucky Department of Agriculture. The project will allow students to test and modify recipes featuring Kentucky grown produce/commodities that will be developed into Extension agent resources for Farmer's markets, workshops, podcasts, and video vignettes. The products developed will be featured as Kentucky Proud products. Details of this project and assignment specifics will be provided in class.

**Laboratory:** Students will meet in lab once a week for three hours. The lab sessions are an extension of what is being taught in lecture. Note that a TA is responsible for all lab sessions and lab-specific assignments (excluding Kentucky Proud project assignments). Attendance in lab is MANDATORY. Failure to attend lab session will result in a 10% point decrease in your final grade for the course (out of 100% points possible in the class). Make-up lab sessions will only be allowed for absences excused within 7 days of the original. Students must submit documentation for such excused absences. Please e-mail both the course instructor AND TA if illness or unforeseen circumstances cause you to miss lab. If you know you will have to miss lab for an excused absence and you know ahead of time discuss that with the TA as you may be able to attend the alternative laboratory session for the week. Labs in this class are extremely difficult to make up so please make all efforts to be in your lab session.

<u>Course Evaluation</u>	<u>Points Possible = 900</u>
Exams (4 @ 100 )	400
Quizzes (2 @ 15)	30
Reading assignments (5 @ 10)	50
Laboratory Performance:	
Formal reports and quizzes, work habits, and sanitation	220
Kentucky Proud Project:	
Preliminary Plan	25
Laboratory Effort	25
Oral Report	50
Written Report	100

Grading Distribution:

<u>Total Points Earned</u>	<u>Percentage Earned</u>	<u>Grade</u>
806 - 900	90 - 100 %	A
716 - 805	80 - 89 %	B
626 - 715	70 - 79 %	C
536 - 625	60 - 69 %	D
< 536	below 60 %	E

*"I" and "W" grades: Please see policy in UK Catalog, UK Fall Schedule of Classes, and the Student Rights and Responsibilities (Part II, Section 1.3.4)*

Academic Dishonesty

Scholastic dishonesty is not tolerated. Forms of scholastic dishonesty include, but are not limited to: plagiarism (copying or using someone else's work as your own - intellectual theft), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance during evaluations. Even evidence of inadvertent improper use of materials can result in a charge of academic dishonesty. Penalties for academic dishonesty vary depending on the severity of the offense and any previous offenses. The minimum penalty for a first offense is a zero on the assignment in question and a final grade reduction of one letter grade. Serious or repeat offenses will result in an E or XE grade for the course. For more information, see Part II, Section 6.3.0 of "The Code of Student Conduct" which can be viewed online at <http://www.uky.edu/StudentAffairs/Code/part2.html>. You may also want to visit the Academic Ombud's website: <http://www.uky.edu/Ombud>. There you will find a paper "Plagiarism: What is it?" and an online tutorial entitled "How to avoid plagiarism."

Excused Absences (from the UK Handbook)

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

1. Serious illness
2. Illness or death of family member
3. University-related trips
4. Major religious holidays
5. Other circumstances you find to be "reasonable cause for nonattendance"

Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family.

## NFS 304 Laboratory Safety

1. Locate eye wash station and shower in the hallway just outside the lab.
2. Locate the fire extinguisher and other fire protection equipment.
3. Wear gloves, closed toe shoes, long pants and lab coats (and eye protection when needed) always. Do not wear contact lenses in the lab unless you are wearing protective goggles.
4. No Horseplay in the lab, as this can be dangerous.
5. Keep laboratory neat. Wipe up spills immediately and put chemicals and equipment away after use, to avoid accidents.
6. Always pour acid into water and NOT water into acid.
7. Always properly support glassware and discard broken and chipped glass in a properly marked "glass only" dust bin.
8. Never point a tube or flask toward another person or yourself.
9. If chemicals get in your eyes, immediately wash eyes with large volumes of water for 15 minutes.
10. For acid spills, use sodium bicarbonate following water.
11. For alkali spills, wash with water following diluted acetic acid.
12. Label all chemicals with name, concentration, and date.
13. DO NOT pipette by mouth.
14. Use fume hood when working with toxic, caustic or flammable materials, as well as chemicals with strong, pungent odors.
15. No Smoking, Eating, or Drinking in the lab.
16. If you are unsure about the use of any chemicals or equipment, please ask for assistance.

## NFS 304 FALL 2011 TENTATIVE LECTURE SCHEDULE

Date	Class Topic	Reading (McWilliams)	Assignments DUE
Aug. 24	Course Overview <i>NOTE: Your lab starts TODAY or FRIDAY.</i>	Article - Nutrition symbols	Look at materials on Blackboard by Friday.
Aug. 29	Discussion of Plate It Up, Kentucky Proud recipe modification project. Guest Speaker - Janet Johnson, Chair of Plate It Up Committee		
Aug. 31	What is food experimentation?	Chs 1 & 2	
Sept. 7, 12	How do we evaluate foods? Subjective & objective techniques.  NO CLASS - Sept. 5 <sup>th</sup>	Article - Aroma & satiation Chs 3 & 4	Assignment # 1 - DUE Sept. 7 <sup>th</sup> Research Topics - due in LAB on Sept. 7 <sup>th</sup> or 9 <sup>th</sup>
Sept. 14	GMOs - Taking a look at both sides of the story	Online Readings	Assignment # 2 - DUE Sept. 14 <sup>th</sup>
Sept. 19	Physical & chemical properties of the foods we eat	Chs 5 & 6	
Sept. 21	EXAM # 1 (topics covered to date)		Research Project preliminary plan - due in LAB Sept. 21 <sup>st</sup> or 23 <sup>rd</sup>
Sept. 28 Oct. 3	Physical & chemical properties of the foods we eat <i>No Class Sept. 26<sup>th</sup> - Dr. Stephenson and Ms. Mayes will be in San Diego at ADA Annual Meeting Sept. 24-27</i>	Article - Trends in food safety Chs 5 & 6	
Oct. 5, 10	Why are fats important in foods and beverages? Ever tried a fat-free muffin???	Online Readings Chs 11 & 12	
Oct. 12	World Food Day is Oct. 16 <sup>th</sup> The importance of Plumpynut in fighting hunger		
Oct. 17, 19	Fats - continued Trans fats in the American diet	Online Readings Chs 11 & 12	Assignment # 3 - DUE Oct. 19 <sup>th</sup>
Oct. 24	EXAM # 2 (topics covered Sept. 21 <sup>st</sup> - Oct. 19 <sup>th</sup> )		
Oct. 26, 31 Nov. 2	Food proteins Celiac disease & gluten free eating	Article - Gluten free diet Ch 13	Assignment # 4 - DUE Nov. 2 <sup>nd</sup>
Nov. 7, 9, 14, 16	Everything about carbs - starches maillard browning, sugars.	Online Readings Chs 7, 8, 9	Assignment # 5 DUE Nov. 16 <sup>th</sup>

	Corn and HFCS is EVERYWHERE		
Nov. 21	EXAM # 3 (topics covered Oct. 26 <sup>th</sup> - Nov. 16 <sup>th</sup> )		
Nov. 23	NO CLASS - Happy Turkey Day!		
Nov. 28, 30	Why are there so many different types of flour? Baking applications.	Chs 17 & 18	Research Project final papers due & presentations in LAB class.
Dec. 5, 7	Catch-up time!!!!		
Dec. 16 @ 1:00	FINAL EXAM (cumulative)		

**NFS 304 - EXPERIMENTAL FOODS**

Lecture: MW 11:00-11:50 am, Erikson Hall Room 203

Laboratory: Section 001: Friday 9-11:50 am, Funkhouser Rooms 209 &amp; 210

Section 002: Wednesday 2-4:50 pm, Funkhouser Rooms 209 &amp; 210

**COURSE SYLLABUS - FALL 2012**

**Instructor:** Tammy J. Stephenson, PhD  
**Office:** 121 Funkhouser Building  
**Mailbox:** 203 Funkhouser Building  
**Office Hours:** Monday 12-12:45, Wednesday 10-10:45, or by appointment  
**Office Phone:** 859-257-2353  
**E-Mail:** [Tammy.Stephenson@uky.edu](mailto:Tammy.Stephenson@uky.edu) (the best way to reach me)

**Teaching Assistants:** Lindsey Mayes [LindseyM1024@uky.edu](mailto:LindseyM1024@uky.edu)  
 Sarah Perkins [Sqperk2@q.uky.edu](mailto:Sqperk2@q.uky.edu)  
**Office Hours:** TBD in Room 210 Funkhouser Bldg

*Ms. Mayes will be responsible for the laboratory component of the class. She will be grading all laboratory reports and assignments. Please address any laboratory questions or concerns directly to Ms. Mayes.*

**COURSE DESCRIPTION** (3 credit hours)

Chemical and physical properties of food and the changes resulting from processing and preparation. Experimental study of variations in ingredients and preparation methods on food quality. Design, execute and report on an independent research project. Lecture 2 hours; Laboratory and Discussion 3 hours per week. Prereq. NFS-204 and CHE-236/CHE-230.

**COURSE OBJECTIVES**

Upon the completion of this course students will be able:

1. To identify the chemical components in foods in terms of their structure, reactions and interactions.
2. To study the chemical, physical, and biological changes in food constituents as a result of heating, alterations in pH, processing, and storage.
3. To relate the localization of chemical constituents in foods to their function and aesthetic qualities.
4. To understand the role of constituents added to processed foods.
5. To become familiar with equipment and methods used to evaluate foods.
6. To become familiar with computer-based food analysis.
7. To be able to design, execute, and report on an independent research project.
8. To become familiar with food science research published in recent journals.

## 2012 Core Knowledge & Competencies – Dietitian Education

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

*CRD 1.5: Conduct projects using appropriate research methods, ethical procedures and data analysis.*

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

*CRD 2.2: Demonstrate professional writing skills in preparing professional communications*

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

*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*

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

*CRD 4.7: Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment*

### Suggested Reference

McWilliams M. Foods: Experimental Perspectives, Sixth Edition. Pearson-Prentice Hall Publishing, Ohio, 2008. ISBN #978-0-13-156853-2

*You will also need to access the course website on Blackboard to view important announcements and assignments. Laboratory materials will all be posted online. You will need to access these and print off appropriate materials BEFORE class. Please plan on checking the website at least three times per week to ensure that you are not missing anything!*

### Required Laboratory Materials

1. Per University of Kentucky Laboratory Safety regulations, a washable white uniform or laboratory coat **must** be worn during laboratory sessions. Students are required to wear their lab coats starting the second week of lab. Any student who does not have a lab coat will NOT be allowed to participate in the session and will NOT be able to make up the laboratory.
2. Hair nets (coverings) are required during food preparation and evaluation. Hair nets will be provided to students and do not need to be purchased.
3. Closed toe shoes and long pants are required during laboratory sessions.

### Instructional Strategies

This course will consist of lecture sessions of approximately 50 minutes each given Monday and Wednesday and three hour lab sessions on Wednesday afternoons OR Friday mornings. The course content will be delivered by handouts, power point, independent assignments, group work, and films/video tapes. Questions pertaining to the clarity of the lecture material are welcomed, and encouraged.

Students will need to access Blackboard for use of the NFS 304 course website. The website will be a key source of communication during the semester. Please check the website at least three times per week for any announcements and grades that may be posted. As well, use the website for links to important course documents and assignments. The external links are carefully chosen to help you when completing work in this course. Please let the Instructor know by August 29<sup>th</sup> if you are having difficulties logging on and have already contacted the Blackboard Help Desk ([BBSupport@lsv.uky.edu](mailto:BBSupport@lsv.uky.edu) or go directly to McVey Hall).

### Student Responsibilities & Criteria for Evaluation

**Exam Policy:** Students must be present for all exams at the times scheduled. Each exam will be worth 100 points and will consist of both multiple choice and/or matching questions and short-answer questions. Students will have exactly 50 minutes to complete all regularly scheduled exams and 2 hours to complete the final exam. Make-up exams may only be given for absences excused within 7 days of the exam. Students must submit documentation for such absences. Please e-mail me if illness or unforeseen circumstances cause you to miss an exam. If you have questions concerning exam grading please submit your question in writing to the Instructor no later than one week after the exams are returned.

**Quiz Policy:** Three unannounced quizzes will be given in lecture during the semester. Your scores on TWO of these quizzes will count towards your final grade in the course (i.e. the lowest grade is dropped). These quizzes are designed to assess your understanding of the course material. Quizzes are given at the beginning of the class and are worth 15 points each. Use these quizzes as a guide when studying for the course exams. NO make-up quizzes will be given.

**Reading Assignments:** Students will complete five independent reading assignments relating to topics covered in class. All assignments and relevant online resources are posted on Blackboard. Assignments must be typed and are due at the beginning of class on the day that they are due. NO late assignments will be accepted.

**Plate It Up, Kentucky Proud Recipe Modification Project:** Students in NFS 304 will be participating in a service learning project with Family & Consumer Science Education extension agents in Kentucky. This project has been funded for three years by the Kentucky Department of Agriculture. The project will allow students to test and modify recipes featuring Kentucky grown produce/commodities that will be developed into Extension agent resources for Farmer's markets, workshops, podcasts, and video vignettes. The products developed will be featured as Kentucky Proud products. Details of this project and assignment specifics will be provided in class.

Submitted project components will include:	Selection of a recipe proposal
	Preliminary plan
	Final project: oral and written report

NO late assignments will be accepted.

**Plate It Up, Kentucky Proud App Project:** In conjunction with the PIUKP recipe modification project students will be developing innovative mobile device app proposals related to the project. The app proposals will be reviewed by project leaders for possible use! The goal of the app is to provide consumers with usable and engaging materials/activities to ultimately promote fruit and vegetable

intake. Details of the project will be provided in class. NO late assignments will be accepted.

**Laboratory:** Students will meet in lab once a week for three hours. The lab sessions are an extension of what is being taught in lecture. Note that a TA is responsible for all lab sessions and lab-specific assignments (excluding Kentucky Proud project assignments). Attendance in lab is **MANDATORY**. Failure to attend lab session will result in a 30 point decrease in your final point total for the course (out of 965 points possible in the class). Make-up lab sessions will only be allowed for absences excused within 7 days of the original. Students must submit documentation for such excused absences. Please e-mail both the course instructor AND TA if illness or unforeseen circumstances cause you to miss lab. If you know you will have to miss lab for an excused absence and you know ahead of time discuss that with the TA as you may be able to attend the alternative laboratory session for the week. Labs in this class are extremely difficult to make up so please make all efforts to be in your lab session.

<u>Course Evaluation</u>	<u>Points Possible = 965</u>
Exams (3 @ 100)	300
Quizzes (2 @ 15)	30
Reading assignments (5 @ 10)	50
Laboratory Performance:	
Lab reports, presentations, discussion, and work habits	240
Plate It Up Kentucky Proud App Project:	
Preliminary paper and presentation	25
PIUKP App proposal and presentation	100
Plate It Up Kentucky Proud Recipe Project:	
Selection of a recipe proposal	15
Preliminary plan	25
Laboratory effort	30
Oral report	50
Written report	100

*Grading Distribution:*

<u>Total Points Earned</u>	<u>Percentage Earned</u>	<u>Grade</u>
863-965	90 - 100 %	A
767-862	80 - 89 %	B
670-766	70 - 79 %	C
574 - 669	60 - 69 %	D
< 574	below 60 %	E

*"I" and "W" grades: Please see policy in UK Catalog, UK Fall Schedule of Classes, and the Student Rights and Responsibilities (Part II, Section 1.3.4)*

Midterm grades will be posted in mid-October per UK policy.

**Academic Dishonesty**

Scholastic dishonesty is not tolerated. Forms of scholastic dishonesty include, but are not limited to: plagiarism (copying or using someone else's work as your own - intellectual theft), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance

during evaluations. Even evidence of inadvertent improper use of materials can result in a charge of academic dishonesty.

Penalties for academic dishonesty vary depending on the severity of the offense and any previous offenses. The minimum penalty for a first offense is a zero on the assignment in question and a final grade reduction of one letter grade. Serious or repeat offenses will result in an E or XE grade for the course.

For more information, see Part II, Section 6.3.0 of "The Code of Student Conduct" which can be viewed online at <http://www.uky.edu/StudentAffairs/Code/part2.html>. You may also want to visit the Academic Ombud's website: <http://www.uky.edu/Ombud>. There you will find a paper "Plagiarism: What is it?" and an online tutorial entitled "How to avoid plagiarism."

### **Excused Absences (from the UK Handbook)**

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

1. Serious illness
2. Illness or death of family member
3. University-related trips
4. Major religious holidays
5. Other circumstances you find to be "reasonable cause for nonattendance"

Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family.

### **Policy on academic accommodations due to disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

## NFS 304 FALL 2012 TENTATIVE LECTURE SCHEDULE

Date	Class Topic	Reading McWilliams	Assignments DUE
Aug. 22	Course Overview <i>NOTE: Your lab starts TODAY or FRIDAY.</i>	Article - Nutrition symbols	Look at materials on Blackboard by Friday.
Aug. 27	Discussion of Plate It Up, Kentucky Proud recipe modification project. Guest Speaker - Janet Johnson, PIUKP Chair		
Aug. 29	What is food experimentation?	Chs 1 & 2	
Sept. 5, 10	How do we evaluate foods? Subjective & objective techniques.  NO CLASS - Sept. 3rd	Article - Aroma & satiation Chs 3 & 4	Assignment # 1 - due Sept. 9 <sup>th</sup> Research topics -due in LAB on Sept. 5 <sup>th</sup> or 7 <sup>th</sup>
Sept. 12	GMOs - Taking a look at both sides of the story	Online Readings	Assignment # 2 - due Sept. 12 <sup>th</sup>
Sept. 17, 19, 24	Physical & chemical properties of the foods we eat	Chs 5 & 6 Article - Trends in food safety	Research Project preliminary plan - due in LAB Sept. 19 <sup>th</sup> or 21 <sup>st</sup>
Sept. 26 Oct. 1	Why are fats important in foods and beverages? Ever tried a fat-free muffin???	Online Readings Chs 11 & 12	
Oct. 3	EXAM 1 (material covered to date)		
Oct. 8, 10	Recipe and food related apps. What is currently available and where could we go with a Plate It Up, Kentucky Proud app? <i>No class on Oct. 8<sup>th</sup> - groups can use this time to meet and prepare for the presentations on the 10<sup>th</sup>. Dr. Stephenson will be at the AND annual FNCE meeting Oct. 6-9.</i>		Group Presentation of App ideas on Oct. 10 <sup>th</sup>
Oct. 15	World Food Day is Oct. 16 <sup>th</sup> The importance of Plumpynut in fighting hunger		
Oct. 17, 22	Fats - continued Trans fats in the American diet	Online Readings Chs 11 & 12	Assignment # 3 - due Oct. 17 <sup>th</sup>
Oct. 24, 29, 31	Food proteins Celiac disease & gluten free eating	Article - Gluten free diet Ch 13	Assignment # 4 - due Oct. 24 <sup>th</sup>
Nov. 5, 7, 12, 14	Everything about carbs - starches maillard browning, sugars. Corn and HFCS is EVERYWHERE	Online Readings Chs 7, 8, 9	Assignment # 5 - due Nov. 14 <sup>th</sup>
Nov. 19	EXAM # 2 (topics covered Oct. 1 <sup>st</sup> - Nov. 14 <sup>th</sup> )		
Nov. 26, 28	Fruits, veggies, and plant pigments		Research Project final papers due & presentations in LAB.
Dec. 3, 5	App time! App proposals for PIUKP.		App project proposal due & presentations in LECTURE class.
Dec. 12 @ 10:30	FINAL EXAM (cumulative)		

## NFS 304 Laboratory Safety

1. Locate eye wash station and shower in the hallway just outside the lab.
2. Locate the fire extinguisher and other fire protection equipment.
3. Wear gloves, closed toe shoes, long pants and lab coats (and eye protection when needed) always. Do not wear contact lenses in the lab unless you are wearing protective goggles.
4. No Horseplay in the lab, as this can be dangerous.
5. Keep laboratory neat. Wipe up spills immediately and put chemicals and equipment away after use, to avoid accidents.
6. Always pour acid into water and NOT water into acid.
7. Always properly support glassware and discard broken and chipped glass in a properly marked "glass only" dust bin.
8. Never point a tube or flask toward another person or yourself.
9. If chemicals get in your eyes, immediately wash eyes with large volumes of water for 15 minutes.
10. For acid spills, use sodium bicarbonate following water.
11. For alkali spills, wash with water following diluted acetic acid.
12. Label all chemicals with name, concentration, and date.
13. DO NOT pipette by mouth.
14. Use fume hood when working with toxic, caustic or flammable materials, as well as chemicals with strong, pungent odors.
15. No Smoking, Eating, or Drinking in the lab.
16. If you are unsure about the use of any chemicals or equipment, please ask for assistance.

**NFS 311 - Nutritional Biochemistry**  
**Fall, 2011**  
**Lectures - TR 3:30 - 4:45 p.m., FB 200**

Bernhard Hennig, Ph.D., R.D.

Office Hours: Tuesday and Thursday 4:45 p.m. (other times by appointment)

Office: 501 Wethington Health Sciences Bldg.

Telephone: 323-4933 ext. 81343

E-mail: bhennig@uky.edu

Objectives:

Students will be able to:

1. Provide the biochemical background necessary to understand nutrition.
2. Understand the physiochemical properties of nutrients and other essential biochemicals and their role in physiological and metabolic processes.
3. Discuss cases of health-related problems to illustrate biochemical aspects of nutrition.

Prerequisites for this course are at least one semester of organic chemistry and one semester of physiology. If a student lacks appropriate knowledge in organic chemistry and physiology, it is the responsibility of the student to communicate with the instructor or TA and get help when needed.

Performance Knowledge Requirements:

This course contributes to certain CADA foundation knowledge skills for entry-level dietitians. Upon completion of this course, the student will have:

1. basic knowledge about negotiation techniques (A.1.1) — 2.1.b
2. working knowledge of interpersonal communication skills (A.2.1.)
3. demonstrated use of current information technology (A.3.5.)
4. working knowledge of organic chemistry (B.2.1.)
5. working knowledge of biochemistry (B.2.2.)
6. working knowledge of physiology (B.2.3.)
7. working knowledge of microbiology (B.2.4.)
8. working knowledge of nutrient metabolism (B.2.5.)
9. working knowledge of pathophysiology related to nutrition care (B.2.6.)
10. working knowledge of fluid and electrolyte requirements (B.2.7.)
11. working knowledge of pharmacology: nutrient-nutrient and drug-nutrient interaction (B.2.8.)
12. demonstrated ability to interpret medical terminology (B.3.1.)
13. demonstrated ability to interpret laboratory parameters relating to nutrition (B.3.2.)
14. basic knowledge of research methodologies (D.1.1.)
15. basic knowledge of outcomes based research (D.1.3.)
16. working knowledge of scientific method (D.2.1.)

17. demonstrated ability to interpret current research (D.3.1.)
18. working knowledge of environmental issues related to food (E.2.8.)
19. working knowledge of the role of food in promotion of healthy lifestyle (E.2.9.)
20. working knowledge of the influence of age, growth, and normal development on nutrition requirement (F.2.1.)
21. working knowledge of nutrition and metabolism (F.2.2.)
22. working knowledge of health promotion and disease prevention theories and guidelines (F.2.6.)

Texts:

Biochemistry Manual (purchase Manual from Johnny Print, 547 S. Limestone Street); and Murray, Bender, Kennelly, Rodwell, Weil.. Harper's Illustrated Biochemistry, McGraw-Hill (28th edition)

Reference Books:

Stryer. Biochemistry, W.H. Freeman & Company (any edition).  
 Lehninger. Principles of Biochemistry, W.H. Freeman & Company (any edition).  
 Linder. Nutritional Biochemistry and Metabolism, Elsevier (any edition).  
 Montgomery, Conway, Spector. Biochemistry: A Case-Oriented Approach. C.V. Mosby company, (any edition).  
 Gropper, Smith, Groff. Advanced Nutrition and Human Metabolism. Thomson, Wadsworth, (any edition).

Grading System:

During the semester, three 1 hour examinations and four 15 minute quizzes will be given. Examination dates or times are subject to change. The lowest quiz score will be dropped. Thus 3 out of 4 quizzes will be included in the final grade. The final examination will be comprehensive. Make-up examinations are not planned, however, exceptions will be considered upon a valid written excuse for missing an hourly examination. Except in case of acute illness, any individual request to change a quiz or exam date must be approved by the instructor at the beginning of the semester or within the first 2 weeks of classes. In case of acute illness, any communication with the instructor less than 4 hours before or any time after any quiz or examination will result in a zero (failing) grade in that quiz or exam. During a quiz or exam, students are not allowed to sit next to each other (class must spread out). Although students are encouraged to study and learn together, no form of academic dishonesty will be tolerated. Please refer to "Student Rights and Responsibilities" for possible sanctions.

<u>Grade</u>	<u>Points</u>	<u>Grading Scale</u>
Each quiz - 20 pts	60 pts	450 - 500 = A
Each hourly exam - 100 pts	300 pts	400 - 449 = B
Final Exam - 140 pts	140 pts	350 - 399 = C
		300 - 349 = D
	Total: 500 pts	

**CLASS SCHEDULE**

<u>DATE</u>	<u>SUBJECT</u>
Week 1	Introduction
Weeks 1,2	Acids, Bases, Buffers
9/8	<b>QUIZ 1</b>
Weeks 2-4	Sugars Carbohydrate Metabolism Glycolysis, Gluconeogenesis
9/22	<b>QUIZ 2</b>
Weeks, 5,6 Week 7	TCA Cycle (Krebs Cycle) Energetics, Oxidative Phosphorylation
10/6	<b>EXAM I</b>
Weeks 7-9	Fatty Acids, Lipoproteins Lipid Metabolism
10/20	<b>QUIZ 3</b>
Weeks 9,10	Steroid Metabolism
11/10	<b>EXAM II</b>
Weeks 10,11	Amino Acids, Peptides Proteins, Structure and Function
Weeks 11, 12	Enzymes, Kinetics
11/17	<b>QUIZ 4</b>
Weeks 12,13 Weeks 13-15	Amino Acid Metabolism Vitamins, Coenzymes Minerals
12/1	<b>EXAM III</b>
Week 16	Hormonal Regulation of Metabolism Control of Cellular Metabolism
12/16 (Friday)	<b>FINAL EXAM - 3:30 pm</b>



### **Commission on Accreditation for Dietetics Education Foundation Knowledge**

This course contributes to the following CADE foundation knowledge requirements:

Upon completion of the course, the student will be able to:

- (1) Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions
- (2) Use current information technologies to locate and apply evidence-based guidelines and protocols
- (3) Demonstrate effective and professional oral and written communication and use of current technologies when communicating with individuals, groups, and the public
- (4) Apply knowledge of the role of the environment, food and lifestyle choices to develop interventions to affect change and enhance wellness in diverse individuals and groups
- (5) Develop an educational session or program/educational strategy for a target population
- (6) Apply safety principles related to food, personnel and consumers
- (7) Develop outcome measure, use informatics principles and technology to collect and analyze data for assessment and evaluate data to use in decision making

### **Accreditation – UK and CADE:**

The University is accredited by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS). This has been re-affirmed at about 10-year intervals since 1915. The most recent reaffirmation was December, 2002. In addition, several degree programs and individual units are accredited by agencies appropriate to specific professions or fields. The Lexington Community College is separately and individually accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The NFS DPD and CPD are accredited by the Commission on Accreditation of Dietetics Education, Chicago, IL, through 2013.

### **Course Policies:**

Policies relating to excused absences, cheating/plagiarism, withdrawal, incompletes and final exams can be found in *Student Rights and Responsibilities*, located on the University of Kentucky website: <http://www.uky.edu/StudentAffairs/code>. *As students and faculty at the University of Kentucky, we are all responsible for reading, understanding and adhering to these policies.* The University of Kentucky does not tolerate dishonesty in any form (and neither do I). As students and faculty of the University of Kentucky, we are all responsible for adhering to these policies.

**Instructional Strategies:**

This course will consist of:

- Interactive lecture sessions 2-3:15 pm T R
- Course content that will be delivered by lecture, power point, video resources, and course activities/assignments
- Application of Lifecycle Stage nutritional needs through personal assessment of nutrition status

Questions pertaining to the clarity of the lecture material are welcomed and encouraged.

Students will need access to Blackboard 9.0 (<http://elearning.uky.edu/>) for use of the NFS 312 F11 BB.

Black Board will be a key source of communication during the semester.

Please check the website at least three (3) times per week for any announcements and grades that may have been posted.

Please let the TA and Instructor know by September 2, 2011, if you are having difficulties logging on and have already contacted the Blackboard Help Desk ([BBsupport@lsv.uky.edu](mailto:BBsupport@lsv.uky.edu)).

Students may also access the textbook website at <http://www.cengage.com>. This website has useful study and just-for-fun tools.

**Student Responsibilities and Criteria for Evaluation:****Class Readings:**

This course will be taught as a lecture course with interactive experiences using the required text as a guide. As such, reading text assignments prior to class will be important to your comprehension and application of information presented during lecture.

Note: Any student with a disability who is taking this course and needs classroom or exam accommodations should contact the Disability Resource Center, 257-2754, Room 2 Alumni Gym, [jkarnes@uky.edu](mailto:jkarnes@uky.edu), and please notify the Instructor and TA, as well.

**Exam Policy:**

- ✓ Students must be present for the Exam 1, Exam 2, and Exam 3 at the times scheduled. See NFS 312 F11 Course Schedule document for dates.
- ✓ Each exam will be worth 100 points and will include multiple choice and matching questions as well as short-answer questions.
- ✓ Students will have 1 hour and 15 minutes to complete Exam 1 and Exam 2.
- ✓ Students will have 2 hours to complete Exam 3.
- ✓ All exams will be in-house in FB 200 unless prior arrangements are made with the course faculty.
- ✓ Make-up exams may only be given for absences excused within 7 days of the exam. Documentation for such absences must be submitted by the student to the course faculty.
- ✓ Please email and call the Instructor and Teaching Assistant if illness or unforeseen circumstances cause you to miss an exam.
- ✓ If you have questions concerning exam grading please submit your question in writing to the course faculty no later than one week after the exams are returned.
- ✓ Dates of exams are included on the course outline.
- ✓ Make-up exams will be scheduled at the discretion of the course faculty and as defined in the UK Students Rights and Responsibilities Document. Please, see Senate Rule 5.2.4.2 regarding "appropriate verification" of an excused absence.

**Course Evaluation:**

3 Exams (100 pts each)	300 pts	50%
3 Review Quizzes	75 pts	10%
Assignments	100 pts	30%
<u>Class Participation</u>	<u>25 pts</u>	<u>10%</u>
Total Possible Points	500 pts	100%

**Grading Distribution:**

A	450-500	90-100%
B	449-400	80-89%
C	350-399	70-79%
D	300-349	60-69%
E	<300	60%

### **Student Responsibilities and Assignments:**

- ✓ There will be a 5-point deduction in the respective assignment for each academic calendar day late.
- ✓ No assignment will be accepted that is turned in 5 academic days after the due date.
- ✓ BB will be set so documents will be able to be submitted online
- ✓ Each student must take responsibility of knowing when assignments are due.

### **Attendance and Class Participations:      Class Participation Credit Option - CPCO**

- Students are expected to attend and participate in class on a regular basis.
- If you are not able to attend class—with the exception of the scheduled exam dates— you have the option to complete a module related to the content of the class missed in order to receive full participation credit. (See above for details regarding exam requirements.)
- To qualify for the CPCO you are required to notify the TA and Instructor prior to missing the respective class session.
- Students requesting the CPCO will be allowed to complete the course-relevant activity online to maintain full class participation credit.

Credit for Class Participation -5% of the final grade- will result from assigned/posted activities relevant to the course content throughout the semester. Class participation credit will be recorded by the TA and compiled at the end of the semester. Attendance in class and completion of the assigned activities will earn the student the necessary class participation credit.

“I” and “W” grades: Please see policy in UK Catalog, UK Fall Schedule of Classes and the Student Rights and Responsibilities (Part II, Section 1.3.4)

In keeping with UK Senate Rule 5.1.0.1 all students will be provided with a Mid-term Evaluation of their course performance based on the above criteria by October 18, 2010, which is the last day to withdraw from the University or reduce course load.

The following chart will assist you in keeping track of NFS 312 course progress.

<u>Exams</u>	<u>300 Total</u>
Exam #1	<u>  /100</u>
Exam #2	<u>  /100</u>
Exam #3	<u>  /100</u>
<u>Review Quizzes (Online)</u>	<u>75 Total</u>
Exam #1 Review Quiz	<u>  /25</u>
Exam #2 Review Quiz	<u>  /25</u>
Exam #3 Review Quiz	<u>  /25</u>
<u>Assignments</u>	<u>100 Total</u>
Lifecycle Stage 1 Assessment	<u>  /35</u>
Lifecycle Stage 2 Assessment	<u>  /35</u>
Anemia Lifecycle Stages	<u>  /30</u>
<u>Class Participation</u>	<u>25 Total</u>
5 @ 5pts each	<u>  /25</u>
TOTAL	<u>  /500</u>

**DHN 312-001 (Formerly NFS) NUTRITION AND WELLNESS IN THE LIFE CYCLE  
SYLLABUS, FALL 2012  
TR 2:00 – 3:15 pm  
Whitehall Building, Room 106**

**Instructor:** Dawn Brewer, PhD, RD, LD – Department of Dietetics and Human Nutrition  
**Office:** 206 D Funkhouser  
**Phone:** 859-257-1661  
**Email:** [Dawn.Brewer@uky.edu](mailto:Dawn.Brewer@uky.edu)  
 (Preferred method of contact)  
**Office Hours:** W: 1:00 – 2:30  
 F: 10:00 – 11:30  
 Or by appointment

**Graduate Teaching Assistant:** Amy Camenisch  
**Email:** [alpapp2@g.uky.edu](mailto:alpapp2@g.uky.edu)  
**Office Hours:** By appointment

**Required Text:**



**Nutrition Through the Life Cycle, 4th Edition**

Judith E. Brown | Janet Isaacs | Bea Krinke | Ellen Lechtenberg | Maureen Murtaugh | Carolyn Sharbaugh, M.S., R.D. | Patricia Spied | Jamie Stang | Nancy Woodbridge

ISBN-13: 9780538733410

624 Pages | © 2011 | Published

**Required Diet Analysis Software:**

Diet Analysis Plus 9.0 Windows/Macintosh CD-ROM



by Wadsworth

Edition: 9th

ISBN13:

9780495387657

ISBN10: 0495387657

Format:

Publisher(s):

This is the same software that you were told to purchase in NFS 212. There is an older version of the software available on the computers in the Nursing Building if you are unable to purchase the software. The information on the printouts varies between the versions.

**Course Description:**

NFS/DHN 312 will cover the physiological changes occurring in the life cycle with associated nutrient needs. The course focuses on nutrient needs in-utero to geriatrics, health promotion, agency and worksite accommodations for community health, prevention education, personal care, program development and community interventions.

**Course Outcomes:**

With completion of this course, the student will be able to:

- (1) Identify physiologic and physical changes that occur throughout the lifecycle.

- (2) Define nutritional needs of pregnant and lactating women, infants, children, adolescents, and adults - all stages.
- (3) Describe the most common nutrition problems encountered at each stage in the lifecycle.
- (4) Describe the effect of nutrition on human development, including physical, emotional, and social wellness, and human and family relationships throughout the lifespan.
- (5) Recognize nutritional implications of the changes that occur in the life cycle within the near environment
- (6) Identify national and global nutrition issues at all stages of the lifecycle problems

**Accreditation Council for Education in Nutrition and Dietetics Core Knowledge and Competencies:**

KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.

CRD 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature in the nutrition care process and model and other areas of dietetics practice.

CRD 1.4: Evaluate emerging research for application in dietetics practice.

KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

CRD 2.2: Demonstrate professional writing skills in preparing professional communications.

CRD 2.5: Demonstrate active participation, teamwork and contributions in group settings.

KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

KRD 3.3: The curriculum must include education and behavior change theories and techniques.

CDR 3.3: Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.

CDR 3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends.

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.

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.

**Course Policies:**

Policies relating to excused absences, cheating/plagiarism, withdrawal, incompletes and final exams can be found in *Student Rights and Responsibilities*, under the University of Kentucky website:

<http://www.uky.edu/StudentAffairs/code>. As a student of the university, you are responsible for reading, understanding and adhering to these policies.

**Class Attendance:** Attending all classes is strongly encouraged. Attendance will be taken randomly throughout the semester. If you are absent, without a valid excuse your overall point total will be deducted by 10 points. If you are present when attendance is taken you will receive 1 bonus point for class participation. Refer to the Student Handbook S.R. 5.2.4.2 – Acceptable reasons for excused absences include serious illness, illness or death of family member, University-related trips, major religious holiday (Students are responsible for notifying the instructor **in writing** of anticipated absences due to their observance of such holidays) are considered to be “reasonable cause for nonattendance”. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students

claim an excused absence because of illness or death in the family. Please call my office if illness or unforeseen circumstances cause you to miss a lecture, exam or other required assignment (257-1661).

**Submission of Assignments:** Complete and submit, as directed (electronically or hard copy), all assignments by designated due dates and times. There will be a 5-point deduction in the respective assignment for each academic calendar day that it is late. No assignment will be accepted that is turned in 5 academic days after the due date. Each student must take the responsibility of knowing when assignments are due.

**Instructional Strategies:** This course will consist of lecture sessions of approximately 1 hour and 15 minutes each Tuesday and Thursday. The course content will be delivered by power point, videos, and discussions. Class participation, discussion and questions are encouraged. Students will need to use Blackboard to monitor grades and announcements, submit assignments as instructed, and access full descriptions of assignments, grading rubrics and lecture materials. Please let the Instructor know by August 29<sup>th</sup> if you are having difficulties logging on and have already contacted the Blackboard Help Desk ([BBsupport@lsv.uky.edu](mailto:BBsupport@lsv.uky.edu) or go directly to McVey Hall). Please check the website at least three (3) times per week for any announcements and grades that may have been posted.

**Academic Integrity:** The University of Kentucky does not tolerate dishonesty in any form. As students of the university, you are all responsible for adhering to these policies. Academic dishonesty includes, but is not limited to plagiarism (copying or using someone else's work as your own), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance during evaluations can result in a charge of academic dishonesty. Evidence of inadvertent improper use of materials can result in a charge of academic dishonesty. Penalties for academic dishonesty vary depending on the severity of the offense and any previous offenses. The minimum penalty for a first offense is a zero on the assignment in question and a final grade reduction of one letter grade. Serious or repeat offenses will result in an E or XE grade for the course. Please familiarize yourself with the portion of UK's student code that addresses academic offenses, beginning with section 6.3.0 found at <http://www.uky.edu/studentaffairs/code/part2.html>.

**Classroom Behavior:** Appropriate classroom behavior is expected of all students. This behavior includes arriving on time to class, being prepared for class, listening respectfully to instructors and guest presenters as well as fellow classmates, contributing to class discussions, abstaining from non-class related activities (such as, cell phone use, reading the paper, working on assignments for other classes, talking to classmates at inappropriate times, etc.). Electronic gadgets must be turned off during exams.

**Instructional Accommodations:** Students with disabilities are responsible for ensuring that university instructors are aware of their disabilities and required accommodations. Please see me as soon as possible to discuss accommodation policy and procedures. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Student Responsibilities & Criteria for Evaluation:**

Complete assignment descriptions will be available on Blackboard well before the assignment is due.

**Class Readings:** This course will be taught primarily as a lecture course using the required text as a guide. Therefore, reading text assignments prior to class will be important to your comprehension and application of information presented during lecture. Check Blackboard regularly for handouts that you will need to read before class and bring to class.

**Exam Policy:** All exams are to be completed on the designated date and at the designated time. You must turn off all electronic gadgets during the exam period. Each exam will be worth 100 points and will consist of multiple choice questions, matching and short-answer questions. You will have 1 hour and 15 minutes to complete exams 1 – 3 and 2 hours to complete the final exam. **Make-up exams will be given in cases of excused absences only.** The form and time of all make-up exams will ultimately be determined by the instructor. The final exam will be conducted as stated in the university schedule book. Please call my office if illness or unforeseen circumstances cause you to miss an exam (257-1661). Your lowest exam score from Exams 1, 2, or 3 will be dropped and will not be calculated in your final grade. Example: exam 1 = 89%, exam 2 = 80%, exam 3 = 92%; your grade will include the scores of 92% and 89%. Or exam 1 = 80%, exam 2 = 0%, exam 3 = 75%; your grade will include the scores of 80% and 75%.

**Independent Projects:** Each student will be responsible for completing an independent case study for certain life stages. A number of these case studies will require the use of the diet analysis software and this will be specifically listed in the assignment description. The case studies will be submitted as 2 grouped life stages for project 1 and project 3 and one life stage for project 2. These case studies will be submitted at three different dates during the semester (example: life stage project 1 will include pre-conception and lactation and is due Oct. 2<sup>nd</sup>). Assignment descriptions for each case study will be available on Blackboard well before the due date and each case study will be described during class (Yet another benefit to attending class!). There will be a 5-point decrease in the grade assignment for each academic calendar day that the assignment is late. No assignment will be accepted that is turned in 5 academic days after the due date. Each student must take the responsibility of knowing when assignments are due.

**Group Case Studies:** There will be FOUR group case studies throughout the semester. These are not listed on the syllabus, but I will announce when they will take place ahead of time during a prior class. Students will be assigned to groups of four. Each group will complete FOUR, in-class, assignments related to the material being covered in class. Assignments will be hand-written and turned in at the end of class. Groups are expected to participate in group discussions during the allotted class time. All members of the group who participate in the assignment will receive the same grade. Group members who fail to participate in the group assignment will automatically receive a 0 on the case study. These case studies are in-class and, therefore, class attendance is mandatory.

**Course Evaluation:**

	Possible Points
Exam 1	100 pts
Exam 2	100 pts
Exam 3	100 pts
<b>Total Exam Points with lowest score dropped</b>	<b>200 pts</b>
Final Exam	100 pts
Group Case Studies (4 x 15 pts)	60 pts
Life Stage Project #1 (2: 45 + 40 pts)	85 pts
Life Stage Project #2 (1 x 50 pts)	50 pts
Life Stage Project #3 (2 x 45 pts)	90 pts
<b>TOTAL POINTS</b>	<b>585 pts</b>
Class Attendance Bonus Points (1 point per attendance)	TBD

The final exam will be non-comprehensive and will be given on the date assigned in the University Fall 2012 Schedule Book. If you have a total of 269 points (out of a possible 300 points) on Exams 1, 2, 3 you may opt not to take the final.

A = $\geq 90\%$	524 - 585
B = 80 – 89%	466 - 523
C = 70 – 79%	407 - 465
D = 60 – 69%	349 - 406
E = $\leq 59\%$	$\leq 348$

**\*NFS/DHN 312-001 NUTRITION AND WELLNESS IN THE LIFE CYCLE  
FALL 2012 TENTATIVE COURSE SCHEDULE**

DATE	TOPIC	REQUIRED READING
Aug 23	Course Overview and Introduction to Life Cycle Nutrition	
Aug. 28	Dietary Reference Intakes Preconception Nutrition, Conditions and Interventions	Chp 2, DRI Handout
Aug. 30	Preconception Nutrition, Conditions and Interventions Assignment Discussion	Chp 2, 3
Sept. 4	Nutrition During Pregnancy	Chp 4
Sept. 6	Nutrition During Pregnancy – Conditions and Interventions	Chp 4,5
Sept. 11	Nutrition During Pregnancy – Conditions and Interventions	Chp 5
<b>Sept. 13</b>	<b>EXAM 1</b>	
Sept. 18	Nutrition During Lactation Assignment Discussion	Chp 6

Sept. 20	Nutrition During Lactation – Conditions and Interventions	Chp 6,7
Sept. 25	Nutrition During Lactation – Conditions and Interventions Assignment Discussion	Chp 7
Sept. 27	Infant Nutrition	Chp 8
<b>Oct. 2</b>	Infant Nutrition –Conditions and Interventions <b>LIFESTAGE PROJECT #1 DUE (pre-conception and lactation)</b>	Chp 8,9
Oct. 4	Infant Nutrition- Conditions and Interventions/Activity	Chp 8,9
Oct. 9 FNCE	Weight of The Nation Video (Dr. Brewer will be attending the Foods and Nutrition Conference Expo Oct. 6 – 9 <sup>th</sup> )	
Oct. 11	Toddler and Preschooler Nutrition	Chp 10
<b>Oct. 16</b>	<b>EXAM 2</b>	
Oct. 18	Toddler and Preschooler Nutrition – Conditions and Interventions Assignment Discussion	Chp 10, 11
Oct. 23	Child and Preadolescent Nutrition	Chp 12
Oct. 25	Child and Preadolescent Nutrition – Conditions and Interventions	Chp 12, 13
<b>Oct. 30</b>	Adolescent Nutrition <b>LIFESTAGE PROJECT #2 DUE (Toddler/Preschooler)</b>	Chp 14
Nov. 1	Adolescent Nutrition – Conditions and Interventions Assignment Discussion	Chp 15
Nov. 6	<b>NO CLASS – ELECTION DAY</b>	
<b>Nov. 8</b>	<b>EXAM 3</b>	
Nov. 13	Adult Nutrition	Chp 16
Nov. 15	Adult Nutrition – Conditions and Interventions	Chp 16 -17
Nov. 20	Adult Nutrition – Conditions and Interventions Assignment discussion	Chp 17
Nov. 22	<b>NO CLASS - THANKSGIVING</b>	
Nov. 27	Older Adult Nutrition	Chp 18
<b>Nov. 29</b>	Older Adult Nutrition-Conditions and Interventions <b>LIFE STAGE PROJECT #3 DUE (Adolescent and Adult)</b>	Chp 18-19
Dec. 4 (dead week)	Older Adults – Conditions and Interventions	Chp 19
Dec. 6	Catch-up, Review, Course Evaluation	
<b>Dec. 13</b>	<b>**FINAL EXAM 1:00 – 3:00pm White Hall Non-Cumulative (Adult to Older Adult)</b>	

\*There will be FOUR in-class group case studies worth 15 pts each. These are not currently listed in the syllabus, but they will be announced during class prior to the group case study activity. Please refer to “Group Case Study” section of the syllabus to read more about these case studies. Since it is an in-class assignment attendance is mandatory to receive credit.

\*\*Individual students are entitled to request a change in their final examination times if they have more than two finals scheduled for the same date. Should an examination date need to be changed, the course with the highest catalog number is the one to be rescheduled. If course numbers are identical, then the department whose prefix is alphabetically earlier is rescheduled. The student needing to change exam times must request this in writing at least two weeks before the last class meeting. In the case of an individual instructor's hardship, instructors may reschedule a final examination provided h/she obtain: a) the recommendation of the Department Chair AND b) the concurrence of the Dean and Registrar. All rescheduled final examinations must occur during final examinations week.

NFS 340-001  
INSTITUTIONAL PURCHASING

**Place/Date/Time:** EH 203 T- R 3:30 - 4:45 pm

3 Credit Hours

**INSTRUCTOR:**

Stephen D. Perry MS, RD, LD

206 E Funkhouser

Phone No: 257-7796

Email: [sdperr2@email.uky.edu](mailto:sdperr2@email.uky.edu)

Email will usually be answered within 48 hours of accessing the message.

Office Hours: Friday 1:00-2:00 or by appointment

**PREREQUISITES:** ECO 201 or 202; Dietetics and Hospitality Management and Tourism majors only.

**REQUIRED TEXTS:**

Feinstein, Andrew Hale, & John M. Stefanelli (2008). Purchasing: Selection and Procurement for the Hospitality Industry, 8<sup>th</sup> ed. New York: John Wiley & Sons, Inc.

NRAEF Manage First (2007). Inventory and Purchasing Competency Guide. Person Prentice Hall Upper Saddle River, NJ.

\*\*\*\*\*The Manage First Exam Answer Sheet is required for the Mid Term Exam NO EXCEPTIONS\*\*\*\*\*

**COURSE DESCRIPTION:**

Fundamental principles and purchasing techniques for the selection of food and nonfood items in a food service system.

Managerial principles of purchasing food, beverage, and nonfood items essential to institutional and hospitality management are included in this course. Emphasis is placed on strategic selection and procurement considerations based on factors internal and external to the organization. Content will include technological applications in purchasing, forces influencing decision making in the supply chain, standards of product identification, specification writing, value analysis, and the management principles required for the appropriate ordering, receiving, storing, and issuing of procured items.

**Student Learning Outcomes:**

The student will acquire knowledge of the principles and procedures of selection and procurement activities as related to the health and hospitality industries.

As a result of successfully completing this course, the student will be able to:

1. Describe the process of procurement.
2. Identify the interaction of the marketplace, food buyer, and food service.
3. Discuss the federal and state market regulations which influence institutional purchasing.
4. Discuss the relationship of the buyer to the structure of the organization.
5. List the characteristics and responsibilities of the purchasing agent/procurement officer.
6. Utilize knowledge of food buying mechanics including the selection of foods and suppliers, the various purchasing systems and legal considerations of procurement.
7. Formulate food specifications including a total food systems approach.
8. Evaluate food suitability according to set standards, including ethnic diversity.
9. Determine optimal quality to buy, optimal purchase price, optimal payment policy and selection of the optimal supplier.
10. Discuss the function, organization and controls utilized in a receiving system.
11. Plan for the effective management of a food storage area.
12. Utilize internal control systems effectively.
13. Discuss present and potential uses of technology in the industry/
14. Recognize and practice ethical behavior.
15. Discuss procurement of contracts for maintenance and service.
16. Discuss the relationship between procurement theory and the reality observations from classroom and field experiences

#### **ADA Foundation Knowledge and Skill Requirements:**

INSTITUTIONAL PURCHASING contributes to the following ADA foundation knowledge and skills requirements for the Didactic Program in Dietetics. Upon completion of this course, the student will:

1. Have knowledge of lay and technical writing.
2. Have knowledge of interpersonal communication skills.
3. Have knowledge of interviewing techniques.
4. Have knowledge of concepts of human and group dynamics.
5. Have demonstrated the ability to use current information technologies.
6. Have demonstrated the ability to work effectively as a team member.
7. Have knowledge of public policy development.
8. Have knowledge of socio-cultural and ethnic food consumption issues and trends.
9. Have knowledge of food safety and sanitation.
10. Have knowledge of food delivery systems.
11. Have knowledge of food and nonfood procurement.
12. Have knowledge of local, state, and national food security policy.
13. Have knowledge of environmental issues related to food.
14. Have knowledge of food and nutrition laws/regulations/policies.

15. Have demonstrated the ability to determine recipe/formula proportions and modifications for volume food production.
16. Have knowledge of facility management.
17. Have knowledge of human resource management, including labor relations.
18. Have knowledge of financial management, including accounting principles.

### Items Needed for Class:

Texts, Paper, pencil, calculator

Be prepared for active learning with a positive, respectful, professional, participatory attitude. Other items as requested

### Course Evaluation:

Exams: 2 Exams (1,3) @ 60pts each	120 pts
Mid-Term Exam	100 pts
In class assignments, Discussion Board, etc. up to	200 pts*
Semester Group Project	<u>150 pts</u>
	*Total: 570 pts*

*\* Point total may vary due to availability of assignments, quizzes etc. The instructor reserves the right to decrease but not increase the points necessary to receive a particular grade for the course.*

Grading Distribution: **A: 90% and above; B: 80-89%; C: 70-79%; D: 65-69%; E<64**

### Mid-term Grade:

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

### GENERAL CLASS POLICIES

1. Class Attendance is *Expected*. You will gain access to information not available in the text by attending class.
2. Students are to be prepared for discussions and activities by completing all reading assignments before attending lecture.
3. Attendance is **Expected**. Make-up quizzes and exams will not be given for an unexcused absence. Be sure to speak with me if you have extenuating circumstance. Remember though that just because we have communicated will not necessarily excuse your absence as excused absences come only through official university channels.
4. Neither the University of Kentucky nor I will tolerate academic dishonesty. Academic dishonesty is an intentional misrepresentation to gain undeserved advantage by cheating, plagiarism, or unauthorized possession of exams. Don't.

### Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

#### **Verification of Absences:**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

#### **Instructional Strategies:**

Students will report to lecture having prepared for class by reading in advance the required material. Course content will be delivered by lecture, power point, video resources and other available means. Students may have several assignments due in a week. These can include assigned readings, videos; or any assignment due prior to lecture.

#### **Student Responsibilities and Criteria for Evaluation:**

##### **Class Readings:**

Reading text assignments or accessing assigned web sites for both the lecture and lab sections is essential to the successful completion of this course. Students are expected to report to lecture having completed all the required readings and assignments for that session, all assignments are due at the beginning of the session. Reading and homework assignments will be posted on Black Board and/ or given in class.

##### **Exam Policy:**

Students must be present for all exams at the scheduled time. Exams may consist of a combination of multiple choice, matching, true/false, and short answer questions as well as essay type questions. Students will have 60 minutes to complete all regularly scheduled exams. Make-up exams may only be given for absences excused prior (at least 24 hours) to the exam with documentation for said absence must be submitted by the student to the instructor. In the case of an unforeseen illness or accident please call the instructor's office (number listed above) and email both the instructor and the TA (listed above) as soon as you realize you will not be able to make the exam. You may also leave a message with the Department of Nutrition and Food Science at 257-3800. Please follow up these phone calls with an email. If you have questions concerning exam grading please submit your question in writing to the instructor no later than one week after the exams are returned. Dates of exams are included on the course schedule.

**Make-up exams will be scheduled at the convenience of the instructor.**

**Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Accreditation - UK and CADE:**

The University is accredited by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS). This has been re-affirmed at about 10-year intervals since 1915. The most recent reaffirmation was December, 2002. In addition, several degree programs and individual units are accredited by agencies appropriate to specific professions or fields. The Lexington Community College is separately and individually accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The NFS, DPD is accredited by the Commission on Accreditation of Dietetics Education, Chicago, IL.

## NFS 342 Quantity Food Production

Fall 2010 Lecture in 203 Erikson Hall on Tuesday and Thursday from 8:00 to 9:15 am  
Lab in 204 Erikson Hall on Tuesday and Thursday from 9:30 am to 1:50 pm

### Course Instructors

Dr. Sandra Bastin, RD, LD, CCE

Professor/Extension Food and Nutrition Specialist

Office Location 206E Funkhouser

Office Phone 257-1812

Campus Email [sbastin@uky.edu](mailto:sbastin@uky.edu)

Office Hours\* Monday/Wednesday 10:00 to 12:00 or by mutual arrangements

\*Office hours are available for student questions, comments, and/or discussions.

Chef Bob Perry, MA

Coordinator Food Systems Initiative

Office Location 210 Erikson Hall

Office Phone 257-8890

Campus Email [bob.perry@uky.edu](mailto:bob.perry@uky.edu)

### Diversity Acknowledgement

The University of Kentucky is committed to a policy of providing opportunities to people regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, age, veteran status, or physical or mental disability.

### Course Description

Quantity food production and management principles of preparing and serving nutritious, safe, and quality meals essential to institutional and restaurant settings are included in this course. Emphasis is placed on using industry standards, equipment, and production techniques. Content will include: working as a team \* following standardized recipes \* cooking, serving, and evaluating quality meals in quantity \* following food safety and sanitation methods \* effectively managing human resources by planning, staffing, supervising, and evaluating performance of student teams \* management principles required for appropriate ordering, receiving, storing, and issuing procured items for service.

### Required Texts and Supplies

•NRAEF ManageFirst™ (2007). **Controlling Foodservice Costs Competency Guide**, NJ: Pearson Prentice Hall, ISBN 0-13-228336-0. **No on-line exams please.**

•10" or larger Chef Knife and Paring Knife

### Required Daily Class Supplies

•Lecture and Laboratory Attendance is Required

•Paper and Pencil only ~ No cell phones, Sudoku or crossword puzzles, romance novels, etc.

•Uniform, including polished shoes, hat, and other requested items ~ NO jewelry (except for watch or wedding bands), nail polish, shorts, open-toed shoes, or heavy perfumes

•Competency Guide as Indicated in Course Outline Schedule

•Other Items as Requested

\*Coming unprepared or disrespectful attitude may result in your removal from the class.

*In addition, it is your responsibility to have a clear understanding of the **Student Handbook of Rights and Responsibilities**, academic dishonesty, and University policy regarding makeup exams, as well as how to act as a professional.*

### Course Objectives

The student will acquire knowledge of the principles and procedures of quality, quantity food preparation and service in a nutritious and safe manner as related to the dietetic and hospitality industries.

The student will be able to:

1. List the characteristics and responsibilities of human resource management, including the essential nature of individual competence and ethics.
2. Identify the interactions involved in human resource management.
3. Describe the importance of facility management.
4. Use and clean equipment and utensils in a safe and proper manner.
5. Discuss marketing theory and technique.
6. Explain how trends in nutrition and health affect our food selections.
7. Evaluate food suitability, according to set standards, including local foods and ethnic diversity.
8. Describe how to monitor and maintain quality, in the front of the house and in the back of the house.
9. Describe the relationship between standards and controlling costs.
10. Calculate food cost and food cost percentage.
11. Develop a food production chart.
12. Explain the effect that cost and sales have on food cost percentage.
13. Explain how the menu serves as a food cost control mechanism.
14. Explain the importance of portion control to food cost and how training, monitoring, and follow-through in portion control affect the bottom line.
15. Explain why a standardized recipe is important to cost control and product consistency.
16. Explain the characteristics of quality for each major food category, including meats, poultry, and seafood; stocks, soups, and sauces; fruits, vegetables, and cereals; pantry products; bakery products; dairy products; and eggs.
17. Use correct cooking principles, methods, and trends for each major food category, including meats, poultry, and seafood; stocks, soups, and sauces; fruits, vegetables, and cereals; pantry products; bakery products; dairy products; and eggs.
18. Describe processes that can add quality to food during preparation and cooking, including correct receiving, storing, and repurposing.
19. Describe ways to maintain quality during holding, cooling, reheating, and serving.
20. Explain how to select accompaniments and garnishes.
21. Compare and contrast planning and production processes for banquets, buffets, and full-service meals.

Objectives of this course contribute to the standards required by the Commission on Accreditation of Dietetic Education and American Dietetic Association.

### Course Grade System

Student grades will be determined by adding the total number of points (out of a possible 1500) and calculating a percentage as follows:

A =	90 – 100%	1350 – 1500 points
B =	80 – 89	1200 – 1349
C =	70 – 79	1050 – 1199
D =	60 – 69	900 – 1049
F =	0 – 59	0 – 899

### Course Evaluation

To attain the objectives of NFS 342, the student must:

- attend class on time and be prepared to listen and participate (Please come prepared to class!);
- successfully pass the NRAEF ManageFirst™ Controlling Foodservice Costs Certificate Exam;
- successfully complete Laboratory Experiential Learning Activities and report through Blackboard; &
- successfully complete Curriculum Projects and Presentations.

### **Team Laboratory Experiential Learning Activities (950 points)**

Together Everyone Accomplishes More! experiential learning activities will allow you to demonstrate creativity and active learning. Each team of two will rotate through each activity. To obtain full credit, you must be on time, be in proper uniform, complete your assignments, and report comments through Blackboard by midnight the night of your assignment (minus 5 for late work). There are no makeup days for absences to Lemon Tree Lab, regardless of the excuse. Being tardy to class is minus 5 points; tardy to lab is minus 5 points. If you think we're tough, wait till you get a boss.

#### Back of the House (500 points)

- First Course
- Main Dish
- Sides
- Breads
- Desserts
- Dishwasher
- Product Development
- Food Stylist (Upload photos to Facebook)
- Menu Nutritional Analysis/Procurement
- Trattoria Erikson Deli w/Dave Moore @ [damoore@uky.edu](mailto:damoore@uky.edu)

#### Front of the House (150 points)

- Service Staff Training DVD
- Service Staff I/Napkin Folding and Table Set-Up
- Service Staff II/Theme and Table Decoration

#### Human Resources (300 points)

- Back of the House Manager/Production Manager/Expediter
- Front of the House Manager/Maitre d'
- Restaurant Critic (Upload review to Facebook)
- Community Service Activity (3 hour minimum)
- Celebration Marketing Activity, printed out and due November 4
- Professionalism, Attendance, and Homework (Daily)

### **Curriculum Projects and Presentations (450 points)**

Project activity will allow you to see a wide-variety of foodservice alternatives. Projects are subject to change without notice.

- Beverage Service Review (50 points), printed out and due October 5
- Community Service Presentation (50 points) Individual presentation TBA
- Professional Day (50 points)
- Celebration Luncheon (100 points)
- Sanitation Practicum (200 points)

### **Certificate Exam (100 points)**

In the front of your NRAEF ManageFirst™ Controlling Foodservice Costs Competency Guide is an Examination Answer Sheet. The examination answer sheet is due on September 7. The Certificate Exam will be given on October 21 @ 9:00 am in 202 Erikson. If you as a student have special needs for exam taking, please let me know now. **Failure to acquire an examination answer sheet by purchasing the required text will result in an incomplete for the course.**

## Course Outline

The topics for each class session and corresponding reading assignments are included in the following outline. The sequence of topics may change at the instructor's discretion.

Month	Date	Day	Topic	Competency Guide Chapter	
Aug	26	R	Team Building/Bio/Table Service/Quality Standards		
	31	T	Knife Skills/Garnishing (PP)/Tools/Equipment		
Sept	2	R	Farmers Market/Safety/Sanitation/Herbs and Sauté Skills		
	7	T	Cost Control/ <b>Answer Sheet Due</b> /Lemon Tree Begins	1`	
	9	R	Calculating Food Cost and Percentage	2`	
	14	T	Mise en Place/Standardized Recipes/Portion Control	3`	
	16	R	Controlling Food Cost in Food Production	7`	
	21	T	Cost Control and the Menu	4`	
	23	R	Controlling Food Costs in Purchasing	5`	
	28	T	Controlling Food Costs in Storage and Issuing	6`	
	30	R	Controlling Food Cost in Service/Financial Resources	8`	
	Oct	5 <sup>^</sup>	T	Controlling Labor Costs/ <b>Beverage Review Due</b>	9`
7 <sup>*</sup>		R	Food Systems and Local Foods		
12		T	Principles of Cooking/Flavors		
14 <sup>^</sup>		R	Certificate Exam Review		
19 <sup>^</sup>		T	Certificate Exam Review		
21 <sup>^</sup>		R	<b>No Lemon Tree Service - Certificate Exam @ 9:00 am</b>		
26 <sup>^</sup>		T	Marketing Trends		
28		R	Nutrition in the Kitchen		
Nov		2	T	Human Resources/Management Principles	
		4	R	Leadership/Goals/ <b>Celebration Marketing Due</b>	
	9 <sup>*</sup>	T	Organizations		
	11	R	Buffet Planning and Production Processes		
	16	T	Profit and Loss		
	18	R	No Lecture - <b>Celebration Luncheon Presented</b>		
	23	T	No Lecture - <b>No Lemon Tree Service</b>		
	25	R	UK Holiday		
	30	T	<b>Community Service Presentations</b>		
	Dec	2	R	<b>Community Service Presentations</b>	
7		T	Facility Management/Evaluation		
9		R	<b>Sanitation Practicum</b>		
16		R	8:00 am Final Exam Scheduled		

\*Dr. Bastin Unavailable/^Chef Bob Unavailable

### Bring your competency guide for in-class homework:

Chapter 1` → Cost Cutting Practice & Review Your Learning; Chapter 2` → Figuring Food Cost & How to Figure Food Cost Percentages; Chapter 3` → Converting a Standardized Recipe to a Recipe Cost Card & Review Your Learning; Chapter 4` → Using Formulas to Figure Menu Selling Prices & Review Your Learning; Chapter 5` → Calculating Par Stock Amount to Order & Calculating the Amount to Purchase in Catering Services; Chapter 6` → Inventory Request & Review Your Learning; Chapter 7` → Converting a Recipe & Calculating Recipe Yield; Chapter 8` → Figuring the Daily Sales Report & Review Your Learning; Chapter 9` → Forecasting Positions for the Master Schedule & Review Your Learning

Please bring this form with you the first day of class but wait to fill it out.

- 1. Name
- 2. Birthdate
- 3. Hometown and State
- 4. Career Plans
  
- 5. Hobbies
  
- 6. Level of Cooking Skills
- 7. Are you excited about Lemon Tree?
- 8. Can I expect regular class attendance?
- 9. If you work, where do you work?



- 10. Tell Me About Your Family
  
- 11. Who do you most admire?
  
- 12. Do you have food allergies or food preferences? To what?
  
- 13. Do you have religious preferences when handling food? Please explain.
  
- 14. Write a short biography (about 5 sentences) for use during the Service Staff rotation.

I have read the Course Syllabus in its entirety and understand my rights and responsibilities of participation in NFS 342 Quantity Food Production/Lemon Tree. I hereby promise to put forth my best effort in

- getting to lecture and lab on-time,
- following kitchen sanitation rules,
- being prepared and serious about my assignments,
- being respectful of my instructors, teaching assistants, and team mates,
- being prepared for lab with hairnet and appropriate uniform before entering the kitchen,
- preparing blackboard station assignments and other assignments on time, and
- having fun, without being disruptive.

Signed \_\_\_\_\_ on this date \_\_\_\_\_ and witnessed by \_\_\_\_\_.

Please fill out the following form and bring with you the first day of class.



Authorization of Use

- General Use
- Specific Project: \_\_\_\_\_

I, (*print full name*) \_\_\_\_\_ (\*) hereby grant permission to the University of Kentucky and its affiliates and subsidiaries, including but not limited to the UK Alumni Association, UK Athletics Association and UK Research Foundation, to interview, photograph and/or videotape me, or my minor child, and/or to supervise any others who may do the interview, photography and/or videotaping and/or to use and/or permit others to use information from the aforementioned interview and/or the aforementioned images in educational and promotional activities for the following without compensation:

- ✓ University Educational Publications/Videos
- ✓ University Electronics Publishing (e.g. World Wide Web)
- ✓ University Promotion/Advertising
- ✓ Local/regional/national news media (w/permission of the University of Kentucky)

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

Witness: \_\_\_\_\_ Date: \_\_\_\_\_  
*Signature*

**Name and mailing address (please print)**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

E-mail: \_\_\_\_\_

Phone: \_\_\_\_\_

**\*If the individual to be interviewed, photographed and/or videotaped is under the age of 18, please indicate your relationship or authority to consent:** \_\_\_\_\_

Signature of Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

## DHN 342 Quantity Food Production

Spring 2013 Lecture in 203 Erikson Hall on Tuesday and Thursday from 8:00 to 9:15 am  
Lab in 200 Erikson Hall on Tuesday and Thursday from 9:30 am to 1:45 pm

### Instructors:

Sandra Bastin, PhD, RD, LD, CCE

Extension Professor/Interim Department Chair

Office Address: 203A Funkhouser

Email: [sbastin@uky.edu](mailto:sbastin@uky.edu)

Office Phone: 257-1812

Office Hours: By mutual arrangements

Available for student questions, comments, and/or discussions

Bob Perry, MA – Foods Lab Coordinator

Office Address: 210 Erikson Hall

Email: [bob.perry@uky.edu](mailto:bob.perry@uky.edu)

Office Phone: 257-1692

Crystal West & Laura Tincher - Graduate Assistants

Office Address: 204 Funkhouser

Email: [crystal.west@uky.edu](mailto:crystal.west@uky.edu) or [Laura.tincher@uky.edu](mailto:Laura.tincher@uky.edu)

Office Phone: 257-3800

Office Hours: By mutual arrangements

### Course Description:

Quantity food production and management principles of preparing and serving nutritious, safe, and quality meals essential to institutional and restaurant settings are included in this course. Emphasis is placed on using industry standards, equipment, and production techniques. Content will include: working as a team \* following standardized recipes \* cooking, serving, and evaluating quality meals in quantity \* following food safety and sanitation methods \* effectively managing human resources by planning, staffing, supervising, and evaluating performance of student teams \* management principles required for appropriate ordering, receiving, storing, and issuing procured items for service. \* cooking, serving, and evaluating quality meals in quantity \* following food safety and sanitation methods \* effectively managing human resources by planning, staffing, supervising, and evaluating performance of student teams \* management principles required for appropriate ordering, receiving, storing, and issuing procured items for service.

### Student Learning Outcomes:

The student will acquire knowledge of the principles and procedures of quality, quantity food preparation and service in a nutritious and safe manner as related to the dietetic and hospitality industries.

After completing this course, the student will be able to:

1. List the characteristics and responsibilities of human resource management, including the essential nature of individual competence and ethics.
2. Identify the interactions involved in human resource management.
3. Describe the importance of facility management.
4. Use and clean equipment and utensils in a safe and proper manner.
5. Discuss marketing theory and technique.
6. Explain how trends in nutrition and health affect our food selections.

7. Evaluate food suitability, according to set standards, including local foods and ethnic diversity.
8. Describe how to monitor and maintain quality, in the front of the house and in the back of the house.
9. Describe the relationship between standards and controlling costs.
10. Calculate food cost and food cost percentage.
11. Develop a food production chart.
12. Explain the effect that cost and sales have on food cost percentage.
13. Explain how the menu serves as a food cost control mechanism.
14. Explain the importance of portion control to food cost and how training, monitoring, and follow-through in portion control affect the bottom line.
15. Explain why a standardized recipe is important to cost control and product consistency.
16. Explain the characteristics of quality for each major food category, including meats, poultry, and seafood; stocks, soups, and sauces; fruits, vegetables, and cereals; pantry products; bakery products; dairy products; and eggs.
17. Use correct cooking principles, methods, and trends for each major food category, including meats, poultry, and seafood; stocks, soups, and sauces; fruits, vegetables, and cereals; pantry products; bakery products; dairy products; and eggs.
18. Describe processes that can add quality to food during preparation and cooking, including correct receiving, storing, and repurposing.
19. Describe ways to maintain quality during holding, cooling, reheating, and serving.
20. Explain how to select accompaniments and garnishes.
21. Compare and contrast planning and production processes for banquets, buffets, and full-service meals.

### Course Objectives:

Objectives of this course contribute to the standards required by the Accreditation Council for Education of Nutrition and Dietetics.

### Required Materials:

- NRAEF ManageFirst™ (2012). **Controlling Foodservice Costs Competency Guide**, NJ: Pearson Prentice Hall, ISBN 0-13-978-0132175272. **No on-line exams please. Purchase new only!**
- Tom Rath (2007). **Strengths Finder 2.0** Gallup Press, ISBN: 978-1595620156. **Purchase new only!** <http://www.amazon.com/dp/159562015X/ref=nosim/?tag=thegalluporganiz>

### Required Daily Class Supplies:

- Paper and pencil only ~ No cell phones, Sudoku or crossword puzzles, romance novels, etc.
- Uniform, including polished shoes, hat, and other requested items ~ NO jewelry (except for watch or wedding bands), nail polish, shorts, open-toed shoes, or heavy perfumes
- Other items as requested

### Course Evaluation:

To attain the objectives of DHN 342, the student must:

- attend class on time and be prepared to listen and participate (Please come prepared to class!);
- successfully pass the NRAEF ManageFirst™ Controlling Foodservice Costs Certificate Exam;
- successfully complete Laboratory Experiential Learning Activities and report through Blackboard;
- successfully complete Curriculum Projects and Presentations; and
- successfully complete Leadership Small Group Reflection.

**Course Assignments:****Team Laboratory Experiential Learning Activities (900 points)**

Together Everyone Accomplishes More! Experiential learning activities will allow you to demonstrate creativity and active learning. Each team of two will rotate through each activity. To obtain full credit, you must be on time, be in proper uniform, complete your assignments, and report comments through Blackboard by midnight the night of your assignment (minus 5 for late work). There are no makeup days for absences to Lemon Tree Lab, regardless of the excuse. Being tardy to class is minus 5 points; tardy to lab is minus 5 points. If you think we're tough, wait till you get a boss.

**Back of the House (450 points)**

- First Course
- Main Dish
- Sides
- Dishwasher
- Breads
- Desserts
- Product Development
- Fusion Deli w/Dave Moore @ [damoore@uky.edu](mailto:damoore@uky.edu)
- Back of the House Manager/Production Manager/Safety and Sanitation Manager/Expediter

**Front of the House (150 points)**

- Service Staff I/Napkin Folding and Table Set-Up
- Service Staff II/Theme and Table Decoration
- Front of the House Manager/Maitre d'

**Human Resources and Marketing (300 points)**

- Restaurant Critic (Upload review to Facebook within 48 hours)
- Food Stylist/Nutrition Analysis/Procurement (Upload photos to Facebook day of service)
- StrengthsFinder 2.0 Themes (Due February 21)
- First Day Release, Biography and Lecture Attendance
- Knife Skills and Dough Skills
- Elevator Speech and Leadership Small Group Reflection (Due on assigned speech day)

**Curriculum Projects and Presentations (500 points)**

Project activity will allow you to see a wide-variety of foodservice alternatives. Projects are subject to change without notice. **Failure to participate in any Practicum will result in an incomplete for the course. It is your responsibility to be available to present your recipe during the Showcase Practicum.**

- NRAEF Cost Control Modules Chapter 1–10 (10 chapters x 20 points each = 200 points total)
- Beverage Service Review (50 points) due February 5 via email to [laura.tincher@uky.edu](mailto:laura.tincher@uky.edu).
- Recipe Mockup and Presentation - Printed recipe due; prepared recipe shared with class during lecture on April 2 (Come prepared to share by 8:30; 50 points)
- Showcase Practicum on April 24 at the Student Center Grand Ballroom 1-6 pm (100 points)
- Sanitation Practicum (100 points)

**Certificate Exam (100 points)**

In the front of your NRAEF ManageFirst™ Controlling Foodservice Costs Competency Guide is an Examination Answer Sheet. The examination answer sheet is due on January 22. The Certificate Exam will be given on March 7 @ 8:30 am in the Lemon Tree Dining Room. **Failure to acquire an examination answer sheet by purchasing the required text will result in failure of the course.**

**Course Grading:**

Student grades will be determined by adding the total number of points (out of a possible 1500) and calculating a percentage as follows:

A =	90 – 100%	1350 – 1500 points
B =	80 – 89	1200 – 1349
C =	70 – 79	1050 – 1199
D =	60 – 69	900 – 1049
F =	0 – 59	0 – 899

**Final Exam Information:**

The Showcase Practicum on April 24 at the Grand Ballroom plus the Sanitation Practicum (for all students) on April 25 in Erikson will serve as the Final Exam.

**Mid-term Grade:**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

**Course Policies:**

**Submission of Assignments:** Please see the Course Blackboard for a full description of evaluations for Team Laboratory Experiential Learning Activities and Curriculum Projects and Presentations.

**Attendance Policy:**

**Lecture and laboratory attendance is required.**

**Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Verification of Absences:**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student

**Rights and Responsibilities.** Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

#### **Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

#### **Other Policies:**

It is your responsibility to have a clear understanding of the Student Handbook of Rights and Responsibilities, academic dishonesty, and University policy regarding makeup exams, as well as how to act as a professional. Coming unprepared or disrespectful attitude may result in your removal from the class.

**Tentative Course Schedule:**

The topics for each class session and corresponding reading assignments are included in the following outline. The sequence of topics may change at the instructor's discretion.

Month	Date	Day	Topic	Lecture Time	
Jan	10	R	Team Building/Quality Standards/Napkin Folding/Table Service	8:00 – 10:30	
	15	T	Knife Skills/Recipes/Menus/Tools/Equipment/Terminology	A-L 8:30 – 12	
	17	R	Dough Skills/Safety/Sanitation/Herbs/Sauté Skills/Sauces	M-W 8:30 – 12	
	22	T	Characteristics of Quality/Sustainability/Answer Sheet Due	8:30 – 12	
	24*	R	<b>NRAEF Chapter 1 Module Due</b>	8:30 – 9:20	
	29*	T	<b>NRAEF Chapter 2 Module Due</b>	8:30 – 9:20	
	31*	R	<b>NRAEF Chapter 3 Module Due</b>	8:30 – 9:20	
	Feb	5*	T	<b>NRAEF Chapter 4 Module Due/Beverage Review Due</b>	8:30 – 9:20
		7*	R	<b>NRAEF Chapter 5 Module Due</b>	8:30 – 9:20
		12*	T	<b>NRAEF Chapter 6 Module Due</b>	8:30 – 9:20
14*		R	<b>NRAEF Chapter 7 Module Due</b>	8:30 – 9:20	
19*		T	<b>NRAEF Chapter 8 Module Due</b>	8:30 – 9:20	
21*		R	<b>NRAEF Chapter 9 Module Due/StrengthFinders Themes Due</b>	8:30 – 9:20	
26*		T	<b>NRAEF Chapter 10 Module Due</b>	8:30 – 9:20	
28		R	No Lemon Tree Service - NRAEF Certification Review	8:30 – 9:20	
Mar		5	T	No Lemon Tree Service - NRAEF Certification Review	8:30 – 9:20
		7	R	No Lemon Tree Service – <b>Certificate Exam</b>	8:30 – 10:00
	12	T	No Lemon Tree Service – Spring Break		
	14	R	No Lemon Tree Service – Spring Break		
	19*	T	Elevator Speeches – All HMT Majors	8:30 – 9:20	
	21*	R	Elevator Speeches – Dietetics A-F	8:30 – 9:20	
	26*	T	Elevator Speeches – Dietetics G-H	8:30 – 9:20	
	28*	R	Elevator Speeches – Dietetics J-M	8:30 – 9:20	
Apr	2	T	<b>Prepared Recipes Due/Leadership/Organizational Structure</b>	8:30 – 10:30	
	4	R	Goal Setting/Decision Making	8:30 – 10:30	
	9*	T	Elevator Speeches – Dietetics P-W	8:30 – 9:20	
	11*	R	Communication/Critical Thinking	8:30 – 9:20	
	16*	T	Kitchen Layout and Facilities Management/Trends	8:30 – 9:20	
	18	R	Foodservice Trends/Buffer Planning & Production	8:30 – 9:20	
	23	T	Showcase Preparation	8:30 – 12:30	
	24	W	<b>Showcase Practicum</b>	1:00 – 6:00 pm	
	25	R	Leadership Reflection	8:30 – 9:20	
	30	T	<b>Sanitation Practicum</b>	9 – 10:30	

\*Denotes Lemon Tree Service - 9:30 – 1:45

**Diversity Acknowledgement:**

The University of Kentucky is committed to a policy of providing opportunities to people regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, age, veteran status, or physical or mental disability.

1. Name
2. Hometown and State
3. Birth Date
4. Specific Career Plans

*Please keep this area  
free for your picture.*

*Do not answer until the  
first day of class.*

5. Hobbies

6. Level of Cooking Skills
7. Are you excited about Lemon Tree?
8. Can I expect regular class attendance?
9. If you work, where do you work?

10. List the members of your family and what you admire most about each of them.

11. Name three people you would like to have over for dinner (alive or dead).

12. Do you have food allergies or food preferences? To what?

13. Do you have religious preferences when handling food? Please explain.

14. Write a short biography (about 5 sentences) for use during the Service Staff rotation.

I have read the Course Syllabus in its entirety and understand my rights and responsibilities of participation in DHN 342 Quantity Food Production/Lemon Tree. I hereby promise to put forth my best effort in

- getting to lecture and lab on-time,
- following kitchen safety and sanitation rules,
- being prepared and serious about my assignments,
- being respectful of my instructors, teaching assistants, and team mates,
- being prepared for lab with hairnet and appropriate uniform before entering the kitchen,
- preparing blackboard station assignments and other assignments on time, and
- having fun, without being disruptive.

Signed \_\_\_\_\_ on this date \_\_\_\_\_ .



Authorization of Use

- General Use
- Specific Project: \_\_\_\_\_

I, (*print full name*) \_\_\_\_\_ (\*) hereby grant permission to the University of Kentucky and its affiliates and subsidiaries, including but not limited to the UK Alumni Association, UK Athletics Association and UK Research Foundation, to interview, photograph and/or videotape me, or my minor child, and/or to supervise any others who may do the interview, photography and/or videotaping and/or to use and/or permit others to use information from the aforementioned interview and/or the aforementioned images in educational and promotional activities for the following without compensation:

- ✓ University Educational Publications/Videos
- ✓ University Electronics Publishing (e.g. World Wide Web)
- ✓ University Promotion/Advertising
- ✓ Local/regional/national news media (w/permission of the University of Kentucky)

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

Witness: \_\_\_\_\_ Date: \_\_\_\_\_  
*Signature*

*Name and mailing address (please print)*

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

E-mail: \_\_\_\_\_

Phone: \_\_\_\_\_

*\*If the individual to be interviewed, photographed and/or videotaped is under the age of 18, please indicate your relationship or authority to consent: \_\_\_\_\_*

Signature of Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

# SYLLABUS

## NFS 346: Human Resources Management for the Food and Hospitality Industries

EH- 203 Tuesdays & Thursdays ~ 2:00– 3:15 p.m.

**Instructor:** Steve Perry MS, RD, LD  
**Office:** 214 Erikson Hall  
**Office Phone:** 859.257. 7796  
**E-mail Address:** [sdperr2@email.uky.edu](mailto:sdperr2@email.uky.edu)  
**Office Hours:** M-W 11:00 am-12:00 p.m. or by appointment

**Teaching Associate:** Joseph Higgins [jahigg2@email.uky.edu](mailto:jahigg2@email.uky.edu)

### Required Texts:

1. NRAEF ManageFirst. (2007). Human Resources Management and Supervision. Prentice Hall, Upper Saddle River, NJ.
2. Woods, Robert H. (2006). Managing Hospitality Human Resources (4<sup>th</sup> Edition). Lansing, MI. Educational Institute of the American Hotel & Motel Association.

### Course Description:

NFS 346 exposes the student to all aspects of human resources management in the hospitality and health care industry context. Topics covered include planning, selection, placement, training, disciplining employees, labor relations and compensation.

Prerequisites: Hospitality Management and Tourism or Dietetics Major

### Certification:

Upon completion of this course and successfully passing the exam, students will be certified by the National Restaurant Association Education Foundation (NRAEF) Manage First Program in Human Resources Management and Supervision.

### Accreditation:

The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The School of Human Environmental Sciences is accredited by the Council of Accreditation of the American Association of Family and Consumer Sciences. This accreditation is granted for ten years and expires in 2008. This course is also accredited by the American Dietetics Association.

**Instructional Accommodations:**

Students with disabilities are responsible for ensuring the University instructor is aware of their disabilities and required accommodations at the start of the semester. Students must provide the instructor evidence that they have met with the Disability Resource Center by providing that office's support documentation about their disability and required accommodations.

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. Explain the functions of human resources management as they relate to dietetics and hospitality industry organizations.
2. Understand federal and state employment laws and their application in food, dietetics, healthcare and hospitality industries.
3. Apply the principles and practices of good human resources management through organizational planning, selection, development, utilization, evaluation and retention of an effective and satisfied workforce in the food, healthcare and hospitality industry.
4. Understand issues surrounding a variety of human resources areas, including cultural diversity, sexual harassment and various types of discrimination in the workplace.
5. Explain management's responsibility for a sound workplace with regards to the safety, health and discipline of employees.
6. Be able to effectively utilize critical thinking and team management skills when problem solving and making decisions in the area of human resources in food and hospitality industry settings.

**ADA Foundation Knowledge and Skills Requirements:**

This course contributes to the following foundation knowledge and skills for a didactic program in dietetics. (Source: American Dietetic Association, CADE Accreditation Handbook, 2002)

Upon completion of the course, the student will have knowledge of:

1. Communications –
  - Negotiation techniques
  - Lay and technical writing
  - Interpersonal communication skills
  - Counseling theory and methods
  - Interviewing techniques
  - Education theory and techniques
  - Concepts of human and group dynamics
  - Public speaking
  - Educational materials development
3. Social Sciences:
  - Public policy development
  - Psychology
7. Management:
  - Organizational change theory
  - Management theories

- Human resources management, including labor relations
- Information management
- Diversity issues

Upon completion of the course, the student will have demonstrated the ability to:

1. Communications:

- Use oral and written communication in presenting an educational session for a group
- Document appropriately a variety of activities
- Use current information technologies
- Work effectively as a team member

**Student Outcomes and Assessment Measures:**

Upon completion of the course, a student will be able to:

1. Understand their own personality and different personalities and characteristics of other individuals in the workforce by taking and applying the Myers-Briggs Assessment Tool.
2. Identify and model different methods and techniques for communication and management of people in the dietetics and hospitality industry having completed in-class activities and homework assignments.
3. Understand the leadership characteristics of others and effectively apply that knowledge to your own leadership skills and abilities by a) discussing current and past leaders' characteristics and b) evaluating your own leadership characteristics and others during in class discussions/activities.
4. Identify key human resource issues in today's workplace and the effect they have on the dietetics and hospitality industry through textbook and ManageFirst readings, outside resources/readings, class assignments (including an assignment on sexual harassment and job descriptions/interviewing), class discussions, and the semester capstone project.
5. Apply knowledge of diversity issues in the workplace and "best practices" in the area of diversity through class discussion, readings and the semester capstone project.
6. Apply teamwork while working as a team on a relevant human resources issue that is applicable to the dietetics and hospitality industry and preparing and presenting it to the class through the semester capstone project.

**Blackboard:**

Most elements of this course will be available through Blackboard (Bb). All Bb correspondence will go to your UK e-mail address (uky.edu). *Students should not depend on instructor reminders to stay up-to-date with course content and assignments; students are required to review and stay up-to-date with materials on Bb.*

**Instructional Strategies:**

This course will consist of a combination of lectures and individual/group discussions and activities. Occasional guest lecturers will be invited to provide students their insight into different aspects of human resources management. Class activities and assignments will provide students the opportunity to simulate programs/practices occurring in the hospitality and dietetics industries. The classroom climate is intended to be **participatory**. Students are *expected* to attend class, be

prepared by reading and doing assignments prior to class, and actively participate in classroom discussions/activities to increase learning and teamwork.

### **Students Responsibilities and Criteria for Evaluation:**

**Class Readings:** Reading ManageFirst and the optional text *before attending class is important* and will enhance your ability to comprehend and apply the information covered in class.

**Class Participation:** Active class participation is a key element for your success in this course. Actively participating in class allows you to learn how to express your ideas and opinions on the subject being discussed and helps you comprehend the course materials. Attending class will not be factored into a student's grade unless it becomes excessive. *Missing numerous class activities, habitual lateness, or missing more than two classes in a semester will result in a deduction of points to a student's final grade.*

**Graded Projects/ Assignments:** A portion of the student's grade is based on assignments/projects. Students are responsible for completing and turning in class assignments and group projects on time. The assignments will be utilized in classroom and group discussions on the day they are due. A major capstone project at the end of the semester will *include a paper and presentation*. Details for each class assignment and project are provided through Blackboard. It is the responsibility of the student to know when assignments are due. All projects/assignments must be word processed unless otherwise indicated by the instructor. In the event a student is late turning in an assignment, points will be deducted for each day it is late (at a rate of 10 points for each day that it is late). *Assignments will not be accepted two weeks after the due date.*

**Practice Quizzes:** Almost every week there will be a "practice quiz" over that week's readings from the textbooks. Practice quizzes are quick and are timed. They are available through Blackboard after the material is covered in class. The quiz can only be taken during its open window on Blackboard (usually during a 24 hour window after the lecture).

**Exams:** Students knowledge of the subject and ability to apply it to real settings will be tested using multiple choice and short essay questions. Students must be present for all exams at their scheduled time. *Make-up exams will only be given for excused absences (must provide documentation to support the reason for missing the exam).* Tests missed due to an unexcused absence will receive a zero grade. Please notify me if illness or emergency causes you to miss an exam. A test missed due to an excused absence will be given at a time chosen by the instructor. If you have a question about exam grading, please see the instructor no later than one week after the exam.

**Final Exam:** The final exam will be the NRAEF certification exam. The exam will be taken during the university-scheduled time for this course. Students scoring at least 75% will receive documented certification from NRAEF in Human Resources Management and Supervision in January 2010.

**Semester Project:** Details and instructions for the end of semester capstone project developed, written and presented as a Team will be provided on Blackboard. The written portion of the project must be turned in on the day it is due (see Class Schedule). Dates for team presentations are also listed in the schedule. The Semester Project covers a broad range of HR issues and includes two major parts: a team-prepared written document and oral presentation.

**Academic Dishonesty:** The University of Kentucky does not tolerate dishonesty in any form. Please read, understand and adhere to the Student Rights and Responsibilities document located on the University of Kentucky website: <http://www.uky.edu/StudentAffairs/Code/part1.html>.

**Class Policies:** The following policies relate specifically to this class:

1. **Cheating, plagiarism:** Cheating on tests, unauthorized possession of exams, plagiarism of any assignment *including* not properly crediting references on assignments may result in an "E" for that assignment.
2. **Penalty for late assignments:** Late assignments will lose 10% for each day they are late. Assignments will not be counted if turned in after two weeks of their due date. *Students are responsible for knowing assignment due dates.*
3. **Cell phone and pagers:** All cell phones/pagers must be turned off during class time.
4. **Passing this course requires the completion of all exams and assignments and successful passing of the certification exam.**
5. **For continual learning, it is mandatory that students attend class when classmates are presenting their semester project; each day you miss capstone project presentations when it is not your day to present will result in a deduction of 25 points to your semester project presentation grade.**

**Grade Distribution:**

2 Exams [100 points each]	200
Final Exam Certification Exam (Cumulative)	300
Major Semester Project [50% Written, 50% Oral]	300
Graded Assignments:	150
Sexual Harassment Essay [50]	
Job Description and Interviewing [50]	
Personality Assessment [50]	
	<b>Total: 950</b>

**Grading Scale:**

100 – 90	A
89 – 80	B
79 – 70	C
69 – 60	D
Below 60	E

**NFS 403- Section 401 – Community Nutrition and Wellness**  
**Funkhouser Building - Room 200**  
**Monday and Wednesday 5:30-6:45 pm**  
**COURSE SYLLABUS – Spring 2012**

**Instructor:** Alison Gustafson, PhD, MPH, RD  
**Office:** 206GFunkhouser  
**Mailbox:** 206G Funkhouser Building  
**Office Hours:** M/W 9:30-10:30  
**Office Phone:** 859-257-1309  
**E-Mail:** [alison.gustafson@uky.edu](mailto:alison.gustafson@uky.edu)

**Course Description:** Study of nutrition education programs on a community level. Experience is provided for presenting nutrition in health clinics, health camps, schools, state institutions, family resource centers, and corporate wellness programs. Attention is paid to special populations, including pregnant women, children, adults, the elderly, and persons with disabilities. Prereq: NFS 312.

In addition to the course description the purpose of this course as listed in the University bulletin is to help students respond to the critical issues surrounding nutrition for persons living in the community using current technologies, evidence based decision making, and collaborative interactions with diverse groups and cultures.

**Required Text:**

Nnakwe, Nweze Eunice. (2009). *Community Nutrition: Planning Health Promotion and Disease Prevention*. Jones and Bartlett Publishers.

**Other Readings may be given during the semester.**

**Accreditation – UK and CADE:**

The University is accredited by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS). This has been re-affirmed at about 10-year intervals since 1915. The most recent reaffirmation was December, 2009. In addition, several degree programs and individual units are accredited by agencies appropriate to specific professions or fields. The NFS, DPD is accredited by the Commission on Accreditation of Dietetics Education, Chicago, IL.

**Course Overview:** The experiences in NFS 403 will provide students with a framework and opportunities for gathering information, identifying and solving community nutrition problems, and reaching vulnerable populations. Students will be required to assess community resources and the needs of a target population and develop a theoretical based community nutrition program or intervention to meet the needs of individuals throughout the lifecycle. In addition, time will be allocated for students to think critically about issues relating to American eating trends; cultural, ethnic, racial, and generational diversity; hunger and food insecurity, grant writing, and public policy.

**Course Objectives:** The student will:

1. Use critical thinking strategies and methods to examine the roles, responsibilities, and challenges of nutrition professionals as they interact and serve individuals in communities
2. Identify nutritional problems within a community as they relate to pregnant women, children, adults, the elderly, and persons with disabilities as well as understanding the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention (KRD 3.3 and 3.2)
3. Use the logic models incorporated with education and behavior change theories and techniques to design, implement, and evaluate community nutrition interventions programs based on the needs of a target population (KRD 3.2 and 3.3)
4. Analyze a grant proposal and identify its strengths and weaknesses (HR 4.1b, SP 4.7)
5. Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based decisions. (KRD 1.1)
6. Use current information technologies to locate and apply evidence-based guidelines and protocols; for example, the ADA Evidence Analysis Library, Cochran Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Websites. (KRD 1.1b)
7. Demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.(KRD 2.1)
8. Comprehend the fundamentals of public policy by explaining the impact of a public health policy decision on health care delivery systems, policy and regulations for community programs and food and nutrition services professional practice. (KRD 4.3)
9. Comprehend the fundamentals of community nutrition and public health as it relates to the current health care system (KRD 4.4)
10. Demonstrate the multidisciplinary nature of community nutrition with such disciplines as sociology, anthropology, psychology through effective intervention development (KRD 5.3)
11. Practice assertiveness, advocacy and negotiation skills appropriate to the situation (KR 2.1b)

**Instructional Accommodations:** Students with disabilities are responsible for ensuring the University instructor is aware of their disabilities and required accommodations. Students must provide the instructor evidence that they have met with the Disability Resource Center and provide that office support documentation about their disability and required accommodations.

**Student Responsibilities and Criteria for Evaluation:**

**Attendance:** Regular class attendance is required. Class activities and content will be on the exams.

**Projects/Assignments:** Students are responsible for completing class assignments and projects on time. All written projects must be provided as a Word document and spelled checked. All written Word documents will use standard one-inch margins (1"). All presentations must include audiovisuals; i.e., PowerPoint or transparencies. In the event a student is late turning in an assignment, **five** points will be deducted for each day it is late and the assignment will **not be accepted beyond 5 days after the due date**. In-class activities/presentations cannot be made up if missed due to an unexcused absence. All papers must be spell checked and proof read before submitting. Five points will be deducted for papers that have not been checked and proofread before submitting.

The community intervention project and grant writing project require that students work together as a team to conduct the needs assessment and develop and deliver the intervention in the community. You will be evaluated by the members of your group based on your contribution to the project. Your grade in the project will reflect your participation.

**Class Participation:** Active class participation is a key element for your success in this course. Actively participating in class allows you to learn how to express your ideas and opinions on the subject being discussed.

**Academic Dishonesty:** The University of Kentucky does not tolerate dishonesty in any form. Academic dishonesty is an intentional misrepresentation to gain undeserved advantage by cheating, plagiarism, or unauthorized possession of exams. Please read, understand and adhere to the Student Rights and Responsibilities document located on the University of Kentucky website: [www.uky.edu/StudentAffairs/Code/](http://www.uky.edu/StudentAffairs/Code/).

**5.2.4.1 Attendance and Completion of Assignments**

For each course in which the student is enrolled, the student shall be expected to carry out all required work including laboratories and studios, and to take all examinations at the class period designated by the instructor.

Each instructor shall determine his/her policy regarding completion of assigned work, attendance in class, absences at announced or unannounced examinations, and excused absences in excess of one-fifth of class contact hours (see Rule 5.2.4.2 below). This policy shall be presented in writing to each class at its first or second meeting. Students' failure to comply with the announced policy may result in appropriate reductions in grade as determined by the Instructor of Record. [US: 11/11/85; US 2/9/87]

**5.2.4.2 Excused Absences [US: 11/11/85; 2/9/87; 4/12/04]**

A student shall not be penalized for an excused absence. The following are defined as excused absences:

- A.** Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification.
- B.** The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediately family is defined as spouse or child

or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and grandchild or grandparent

**C.** Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. When feasible, the student must notify the Instructor of Record **prior** to the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors of Record may request formal notification from appropriate university personnel to document the student's participation in such trips.

**D.** Major Religious Holidays. Students are responsible for notifying the Instructor of Record **in writing** of anticipated absences due to their observance of such holidays no later than the last day for adding a class.

**E.** Any other circumstances which the Instructor of Record finds reasonable cause for absence. [US: 4/23/90]

Students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred. [US: 11/10/85 and RC: 11/20/87]

If attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. [US: 2/9/87; RC: 11/20/87]

\* If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student's grade on the basis of the remaining requirements. [RC: 8/20/87]

**Please note that any assignment you turn in may be submitted to Turnitin for plagiarism comparison.**

*Class Policies:* The following policies relate specifically to this class: 1. Cheating on tests, unauthorized possession of exams, or plagiarism of any assignment will result in the minimum punishment of an "E" in the course. 2. All cell phones/pagers must be turned off during class time. 3. Do not use your laptop during the class. 4. The instructor will give the cue as to when the class is over and students can leave. 5. Topics in the course outline may change at the professor's discretion.

#### **Grading Distribution:**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>Fail</b>
<b>%</b>	90-100%	80-89%	70-79%	60-69%	Below 60%
<b>Points</b>	450-405	404-360	359 - 315	314-270	269 and below

#### **Course Activities:**

In this course you will have to complete the following assignments. There is a grading rubric for each of the assignments. The rubrics are provided to let you know what is

expected of you in the assignments and to improve the quality of your work. It is important to follow the rubric for each of the assignments.

## **A. Community Intervention Project and Paper**

### **Rationale for the assignment (Why are you doing this assignment?)**

It is important for dietitians, nutritionists, and other health care professionals to understand services offered by different community agencies and to have direct knowledge about the clientele that seeks such services. This assignment fulfills the CADE requirement. This assignment also meets the objectives: 2, 3, 5, and 6

**Assignment guidelines. This assignment consists of several parts that your group will work on through the semester**

### **Part 1. Meet with community member**

In the first week of class I will assign you to a group of 6-8 classmates and to a community partner. The community partner has agreed to work with you during the semester at developing a community based program/intervention. Within the first week of class you need to set up a time with your partner organization to have an informational meeting about the organization.

10 points – I will verify that you have met with your organization

### **Part 2. Conduct an assets/needs assessment of community that your organization serves**

Based on readings (Chp 1 and 2) and in class discussion your team will develop a 1 page paper on the needs and assets of the community that your organization serves. See more details on Black Board for what is required on the Instructions for Intervention handout. Meets the needs of objective #2.

20 points – one page paper on the needs and assets

### **Part 3. Nutrition Issues in populations**

Based on readings (Chp 8-11) and in class discussions you will need to present a 10 minute presentation on the nutrition issues relevant to the population that your community serves. See more details on Black Board for what is required on the Instructions for Intervention handout. Meets the needs of objective #2 and #5.

20 points – 10 minute presentation to class and about 1-2 page paper. Each person needs to present for about 2 minutes.

### **Part 4. Develop a program/intervention based on Part 1, 2, and 3**

Based on readings (Chp 12 and 14), in class discussions, discussing what your community partner needs, and the previous work you have done you will now develop an intervention/program that can be delivered to the community members. See Black Board for what is required. Meets the needs of objectives 3, 5, and 6.

100 points – 5 pages on intervention components, target audience, tools used in the intervention such as educational material developed

**Part 5. Volunteer activity with organization**

Your team will need to volunteer your time with your community partner organization.  
Meets objective #9

1. Make arrangement to volunteer for a total of 10 hours (at least 2 hours each person).
2. When you do your volunteer activity have the supervisor sign the documentation of volunteer activity form. This is the only way you will be given credit for the assignment. Note: A form must be signed for each organization or agency where you volunteer
3. Documentation of participation must be handed in with your paper

50 points

**Part 6. Paper and Presentation**

1. In a 5-7 page paper you will need to put together the material you have developed above. Meets objective #7. The paper should include:
  - a. Assets/Needs
  - b. Nutrition Issues
  - c. The intervention components/details
  - d. Theory
  - e. Evaluation steps of program
  - f. Summary of experience with community partner
  - g. Report on your volunteer community activities.

100 points – based on revisions and feedback from all the above components

2. Class presentation of the experience. All group members will present their work at the end of the semester in a 10-15 presentation. Details are available on Black Board. Meets objective # 7

50 points

**Total Points: 350 points**

**B. Public Policy Debate**

You will be assigned into groups and will need to research the topic that has been assigned to you. In class each side will have 10 minutes to present their side of policy. There will be 10 minutes for questions and answers. A 2 page paper is due related to your side of public policy. More details of the assignment are found in Black Board. Meets objective # 6 and #8

100 points - 50 points on presentation and 50 points from paper

**Class Assignment/Exam calendar**

Assignment/Exam	Date due	Number/points per assignment	Notes
Community Partner	Jan 31	10 points	

meeting			
Assets/Needs paper	Feb 7	20 points	
Nutrition Issues paper	Feb 21	20 points	
Intervention Design/Components	March 27	100 points	
Public Policy paper	April 10	50 points	
Public Policy Debate	Mar/Apr	50 points	
Volunteer Community Agency	April 24	50 points	
Final Paper from community project	April 30	100 points	
Final Presentation	Apr 9-16	50 points	
<b>Total</b>		<b>450 points</b>	

**Course Calendar:**

Date	Unit	Assignment/Exam	Readings
January 11	Introduction/Overview Opportunities in Community Nutrition		Nweze Chapter 1
January 16	NO CLASS School Holiday		
January 18	Community Needs/Assets		Nweze Chapter 2
January 23	Nutrition Monitoring		Nweze Chapter 4
January 25	Work session community needs/assets	Read over example on Black Board under assignments/ intervention materials/needs-assets.	Reading on Black Board Pp 19-23 in Nweze
January 30	Nutrition Issues in Specific Populations		Nweze Chapter 8
February 1	Nutrition Issues in Specific Populations		Nweze Chapter 9
February 6	Nutrition Issues in Specific Populations		Nweze Chapter 10
February 8	Nutrition Issues Preparation in class	<b>Come to class prepared to talk</b>	
February 13	Nutrition Issues Presentation	4 groups will present	
February 15	Nutrition Issues Presentations	4 groups will present	

February 20	Nutrition Issues Presentations	4 groups will present	
February 22	Socioecological framework/Theory Development	You will chose a theory for your paper	Nweze Chapter 12
February 27	Intervention Design and Development		Nweze Chapter 14
February 29	Intervention Design and Development	In-class work and discussion	
March 5	Intervention Evaluation	In-class work and discussion	Black Board Readings
March 7	Intervention Evaluation	In-class work and discussion	
March 12-16	<b>Spring Break- Be safe</b>		
March 19	Nutrition and Policy		Nweze Chapter 6
March 21	Nutrition and Policy		Readings on Black Board
March 26	Public Policy Debate	5 groups will present (50 points)	
March 28	Public Policy Debate	5 groups will present (50 points)	
April 2	Review of paper		
April 4	Review of paper		
April 9	Presentations of Final Projects	4 groups will present (50 points)	
April 11	Presentations of Final Projects	4 groups will present (50 points)	
April 16	Presentations of Final Projects	4 groups will present (50 points)	
April 18	No Class use time to volunteer		
April 23	Last Day course meets	Class Evaluations	
April 30	<b>TURN IN FINAL PAPER</b>		



NFS 408G-002  
Seminar in Food and Nutrition

**Time:** Wednesdays, 1-1:50pm  
**Location:** Funkhouser Bldg. 209  
**Instructor:** Kelly H. Webber, PhD, MS, MPH, RD, LD  
**Office:** 212A Funkhouser Building  
**Mailbox:** 206 Funkhouser Building  
**Office Hours:** Tuesdays 2-3 pm or by appointment  
**Office Phone:** 257-4351  
**E-Mail:** [kelly.webber@uky.edu](mailto:kelly.webber@uky.edu) (the best way to reach me)

**Required Text:** There are no required texts for this course.

**Course Description:**

Investigation of recent research in food and nutrition. May be repeated to a maximum of three credits. Nutritional sciences graduate students may not enroll for graduate credit.

**Prerequisites:**

Prereq: NFS 510 or consent of instructor.

**Student Learning Outcomes:**

After completing this course, the student will be able to:

1. Conduct thorough literature review searches on nutrition related topics
2. Apply scientific principles to the evaluation of research articles
3. Prepare effective scientific presentations

**Description of Course Activities and Assignments**

This is a seminar course, and therefore students will be expected to present seminar presentations to their classmates. This will allow students to develop their literature review and presentation skills.

**Course Assignments**

1 class presentation	100 pts.
1 6-10 page paper	100 pts.
1 outside speaker summary	25 pts.
Evaluations of classmates (20)	100 pts.

**Summary Description of Course Assignments**

1. One time during the semester, each student will be expected to give a 15 minute presentation, based on sound scientific information obtained from referred journals, on a topic related to nutrition.
2. Students are required to turn in a 6-10 page, double-spaced, paper on the topic

of their class presentation. This paper will be due one week after the class presentation. The paper should be organized with a title page first and then the body of the paper. The paper should include an introduction to the topic, current research findings on the topic, summary of the findings, conclusions, and references. The APA style should be used when citing references in the body of the paper and in preparing the reference section.

3. Each student is required to attend one outside seminar and submit a brief report of that seminar. The summary should include the seminar title, date, name of speaker, and location. The summary should be 150-200 words and is due in class on April 25<sup>th</sup>.

Students are expected to attend all classes and participate in the discussion. During each class period students will be expected to turn in an evaluation of the speakers for that day. A form will be provided for the evaluations.

*Policy of the Department of Nutrition & Food Science on student self-selection of topics for assignments, papers, and research projects*

*For many classes you take as part of your major requirements in the Department of Nutrition & Food Science you will have the opportunity to choose your own topic for an assignment, paper, or research project. Faculty encourage students to choose a topic based on their own interests. To promote student learning it is the policy of the Department that a different topic must be chosen for each class/assignment. This will allow you the chance to critically investigate and evaluate a wider range of issues relevant to our field. Please talk with your Instructor about any questions you have about this policy.*

**Grading scale:**

90 - 100% = A

80-89% = B

70-79% = C

60-69% = D

Below 60% = E

**Final Exam Information**

There will be no final exam for this course.

**Mid-term Grade**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

**Course Policies:**

**Submission of Assignments:**

All assignments are due in-class on the due date. They must be handed to Dr. Webber and will not be accepted outside of class or electronically.

**Attendance Policy.**

Attendance in this class is mandatory. Students will evaluate the speakers for each day and if not present they will not be able to complete the evaluations and turn in the evaluation forms for credit. If student's have an excused absence from class they will be given an alternative assignment to make up for the missed presentation evaluations.

**Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Verification of Absences:**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as

explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**NFS 408G-002**  
**Spring 2012 Tentative Class Schedule**

<b>DATE</b>	<b>CLASS TOPIC</b>	<b>READINGS</b>
January 11	Course Overview and Discussion and Selection of Presentation Topics	
18	Library resources, literature searches, and preparation of presentations	TBD
25	Overview of Research/Scientific Literature	TBD
February 1	Student led discussion	TBD
8	Student led discussion	TBD
15	Outside seminar* no class	TBD
22	Student led discussion	TBD
29	Student led discussion	TBD
March 7	Student led discussion	TBD
14	Student led discussion	TBD
21	Student led discussion	TBD
28	Student led discussion	TBD
April 4	Student led discussion	TBD
11	Student led discussion	TBD
18	Student led discussion	TBD
25	Student led discussion	TBD



**Required Reading:**

1. *Academy of Nutrition and Dietetics (A.N.D.) Standards of Practice*
2. *Academy of Nutrition and Dietetics (A.N.D) Code of Ethics*
3. Professional Journals such as *JAND., JAMA, NEJM, IN*, etc.
4. Selected position papers from A.N.D.

**Recommended Web Sites**

1. [www.eatright.org](http://www.eatright.org)

**ACCREDITATION – UK and ACEND:**

The University is accredited by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS). This has been re-affirmed at about 10-year intervals since 1915. The most recent reaffirmation was December, 2002. In addition, several degree programs and individual units are accredited by agencies appropriate to specific professions or fields. The Lexington Community College is separately and individually accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The DHN DPD is accredited by the Accreditation Council for Education in Nutrition and Dietetics, ACEND, Chicago, IL.

**COURSE POLICIES**

Policies relating to excused absences, cheating/plagiarism, withdrawal, incompletes and final exams can be found in *Student Rights and Responsibilities*, located on the University of Kentucky website: <http://www.uky.edu/StudentAffairs/code>. *As students and faculty at the University of Kentucky, we are all responsible for reading, understanding and adhering to these policies.*

**ACADEMIC INTEGRITY 6.3.1 Plagiarism & 6.3.2 Cheating p.168**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

#### **ACCOMMODATIONS DUE TO DISABILITY:**

If you have a documented disability that requires academic accommodations, please contact the instructor as soon as possible via email. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

#### **Policy on late assignments:**

For work that is turned in after the due date, 5% of the grade will be deducted each day it is late from the final grade. **ALL MISSED WORK MUST BE COMPLETED WITHIN ONE WEEK FROM THE ORIGINAL DUE DATE** or it will NOT be accepted.

#### **Technology**

Please refer to this syllabus on a regular basis for class dates, assignment info, etc. The use of BlackBoard will be employed in this course for the dissemination of course materials such as syllabus, handouts, course notes, and assignments. Therefore, you **MUST** have access to a computer to partake in this course and need to check the Blackboard on-line learning website for this course on a regular basis (at least weekly) for class announcements, discussion forums, etc.

#### **Cell Phones & Laptops**

Respect your class time and fellow classmates by turning off and not using pagers, cell-phones, PDAs, etc. If you are using your cell phone in class, you will be asked to leave and your participation/attendance grade for that day will suffer. Using cell phones during class is disrespectful to the professor and fellow students. Laptops are to be used during class for class purposes only. If students are abusing this right, they will be asked to put their laptop away and refrain from using it in the future.

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

**KRD 1.1**

The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.

**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.

**KRD 2.2**

The curriculum must provide principles and techniques of effective counseling methods.

**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 the interdisciplinary relationships in various practice settings.

**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.

**KRD 3.2**

The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

**KRD 3.3**

The curriculum must include education and behavior change theories and techniques.

**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.

**KRD 4.2**

The curriculum must include content related to quality management of food and nutrition services.

**KRD 4.3**

The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.

**KRD 4.4**

The curriculum must include content related to health care systems.

**KRD 4.5**

The curriculum must include content related to coding and billing dietetics/nutrition services to obtain reimbursement for services from public or private insurers.

## NFS 480 Assignments

Please see detailed descriptions and grading rubrics for each assignment on BlackBoard. All assignments are to be submitted to BlackBoard on or before midnight on their due dates.

### Policy on late assignments:

For work that is turned in after the due date, 5% of the grade will be deducted each day it is late from the final grade. ALL MISSED WORK MUST BE COMPLETED WITHIN ONE WEEK FROM THE ORIGINAL DUE DATE or it will NOT be accepted.

1. **A.N.D. Position Paper Abstract and Summary- due September 17<sup>th</sup>**  
2 pages, double-spaced (not including the abstract)
2. **Professional Journal Article Abstract and Summary- due September 24<sup>th</sup>**  
2 pages, double-spaced (not including the abstract)
3. **Learning Packet- due October 1<sup>st</sup>**
  1. Learning contract- signed by mentor, student, and course instructor
  2. Mentor's contact information, RD status and A.N.D. documentation, and résumé
  3. Student self-assessment
4. **Daily Journal Entries- due on November 12<sup>th</sup>, 19<sup>th</sup>, 26<sup>th</sup> or December 3<sup>rd</sup>**  
Journal entries should contain details of your experiences along with assessments of progress towards your goals.
5. **Final PowerPoint and Oral Presentation- due November 12<sup>th</sup>, 19<sup>th</sup>, 26<sup>th</sup>, or December 3<sup>rd</sup>**

### NFS 480 Fall 2012 Important Dates and Activities: Erikson Hall 202

Monday September 10 <sup>th</sup> :	First Class Meeting
Monday September 17 <sup>th</sup> :	Second Class Meeting
Monday November 12 <sup>th</sup> :	NFS 480 Experience Presentations
Monday November 19 <sup>th</sup> :	NFS 480 Experience Presentations
Monday November 26 <sup>th</sup> :	NFS 480 Experience Presentations
Monday December 3 <sup>rd</sup> :	NFS 480 Experience Presentations

### NFS 480 EVALUATION RUBRIC FOR STUDENTS

1. A.N.D. Position Paper Abstract and Summary	20 _____
2. Professional Journal Article Abstract and Summary	20 _____
3. Learning Packet	100 _____
4. Daily Journal Entries	30 _____
5. Evaluation of Practicum Performance	30 _____
6. Final PowerPoint Presentation	100 _____
<b>TOTAL POINTS</b>	<b>300 _____</b>

The grading system for this class is based on the standard university grading system:

90% -100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
< 60%	E



11. Identify and describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services.

### **ACEND Knowledge Requirements for Entry-Level Dietitians**

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

##### **KRD 1.1**

The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.

#### **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.

##### **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 the interdisciplinary relationships in various practice settings.

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

##### **KRD 3.2**

The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

#### **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 4.4**

The curriculum must include content related to health care systems.

##### **KRD 4.5**

The curriculum must include content related to coding and billing dietetics/nutrition services to obtain reimbursement for services from public or private insurers.

### **INSTRUCTIONAL STRATEGIES**

This course consists of six in-class meetings and 60 hours of pre-professional practice at a community site. BlackBoard will be used for dissemination of course materials such as syllabus, handouts, course notes, and assignments. Please refer to Blackboard on a regular basis for class dates, assignment info, etc. You **MUST** have access to a computer to partake in this course and need to check the Blackboard on-line learning website for this course on a regular basis (at least weekly) for class announcements, discussion forums, etc. Please let the Instructor know by January 14<sup>th</sup> if you are having difficulties logging on and have already contacted the Blackboard Help Desk ([BBsupport@lsv.uky.edu](mailto:BBsupport@lsv.uky.edu) or go directly to McVey Hall).

**Required Reading:**

1. *Academy of Nutrition and Dietetics (A.N.D.) Standards of Practice*
2. *Academy of Nutrition and Dietetics (A.N.D.) Code of Ethics*
3. Selected position papers from A.N.D.

**Recommended Web Sites:**

[www.eatright.org](http://www.eatright.org)

**ACCREDITATION – UK and ACEND:**

The University is accredited by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS). This has been re-affirmed at about 10-year intervals since 1915. The most recent reaffirmation was December, 2002. In addition, several degree programs and individual units are accredited by agencies appropriate to specific professions or fields. The Lexington Community College is separately and individually accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The DHN DPD is accredited by the Accreditation Council for Education in Nutrition and Dietetics, ACEND, Chicago, IL.

**STUDENT RESPONSIBILITIES AND EVALUATION CRITERIA****DHN 480 Assignments**

Please see detailed descriptions and grading rubrics for each assignment on BlackBoard. All assignments are submitted to BlackBoard on or before 11:59pm on their due dates.

1. **AND Position Paper Abstract and Summary- due January 25<sup>th</sup>**  
2 pages, double-spaced (not including the abstract)
2. **Learning Contract- due February 8<sup>th</sup>**
  1. Learning contract- completed and signed by mentor, student, and course instructor
  2. Mentor's contact information, RD status, and résumé
3. **Lesson Plan Outline - due March 1<sup>st</sup>**  
Choose a nutrition-related topic and design a lesson plan for a chosen target audience. See BlackBoard for further detail.
4. **Daily Journal Entries- due on due March 29<sup>th</sup>, April 5<sup>th</sup>, 12<sup>th</sup>, or 26<sup>th</sup>**  
Journal entries should contain details of your experiences along with assessments of progress towards your goals. See BlackBoard for more details.
5. **Final PowerPoint Oral Presentation (a) and Practicum Evaluation (b)- due March 29<sup>th</sup>, April 5<sup>th</sup>, 12<sup>th</sup>, or 26<sup>th</sup>.** See Blackboard for further details.

**DHN 480 Spring 2013 Important Dates and Activities: Erikson Hall 202**

Friday January 11 <sup>th</sup> :	First Class Meeting
Friday January 25 <sup>th</sup> :	Second Class Meeting
Friday March 29 <sup>th</sup> :	DHN 480 Experience Presentations
Friday April 5 <sup>th</sup> :	DHN 480 Experience Presentations
Friday April 12 <sup>th</sup> :	DHN 480 Experience Presentations
Friday April 26 <sup>th</sup> :	DHN 480 Experience Presentations

**Policy on late assignments:**

For work that is turned in after the due date, 5 points will be deducted each day it is late from the final grade. ALL MISSED WORK MUST BE COMPLETED WITHIN 5 ACADEMIC DAYS FROM THE ORIGINAL DUE DATE or it will NOT be accepted.

**DHN 480 EVALUATION RUBRIC FOR STUDENTS**

1. AND Position Paper Abstract and Summary	20 ____
2. Learning Contract	100 ____
3. Lesson Plan Outline and Supplemental Material	55 ____
4. Daily Journal Entries	30 ____
5. Evaluation of Practicum Performance	30 ____
6. Final PowerPoint Presentation	100 ____
<b>TOTAL POINTS</b>	<b>335 ____</b>

The grading system for this class is based on the standard university grading system:

90% -100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
< 60%	E

Midterm grades will be posted per UK policy.

**COURSE POLICIES**

Policies relating to excused absences, cheating/plagiarism, withdrawal, incompletes and final exams can be found in *Student Rights and Responsibilities*, located on the University of Kentucky website: <http://www.uky.edu/StudentAffairs/code>. *As students and faculty at the University of Kentucky, we are all responsible for reading, understanding and adhering to these policies.*

**Late Assignments:**

For work that is turned in after the due date, 5 points will be deducted each day it is late from the final grade. ALL MISSED WORK MUST BE COMPLETED WITHIN 5 ACADEMIC DAYS FROM THE ORIGINAL DUE DATE or it will NOT be accepted.

**Class Attendance:**

Attending all classes is required. If you are absent, without a valid excuse your overall point total will be deducted by 10 points. Acceptable reasons for excused absences include:

**Excused Absences (from the UK Handbook)**

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

1. Serious illness
2. Illness or death of family member
3. University-related trips
4. Major religious holidays (Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays are considered to be "reasonable cause for nonattendance").

Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification"

when students claim an excused absence because of illness or death in the family. Please call my office (257-1661) or email me (Dawn.Brewer@uky.edu) if illness or unforeseen circumstances cause you to miss class or other required assignment.

### **Academic Dishonesty:**

Scholastic dishonesty is not tolerated. Forms of scholastic dishonesty include, but are not limited to: plagiarism (copying or using someone else's work as your own – intellectual theft), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance during evaluations. Even evidence of inadvertent improper use of materials can result in a charge of academic dishonesty.

Penalties for academic dishonesty vary depending on the severity of the offense and any previous offenses. The minimum penalty for a first offense is a zero on the assignment in question and a final grade reduction of one letter grade. Serious or repeat offenses will result in an E or XE grade for the course.

For more information, see Part II, Section 6.3.0 of "The Code of Student Conduct" which can be viewed online at <http://www.uky.edu/StudentAffairs/Code/part2.html>. You may also want to visit the Academic Ombud's website: <http://www.uky.edu/Ombud>. There you will find a paper "Plagiarism: What is it?" and an online tutorial entitled "How to avoid plagiarism."

### **Academic integrity 6.3.1 plagiarism & 6.3.2 cheating p.168:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate

acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

#### **Accommodations Due to Disability:**

If you have a documented disability that requires academic accommodations, please contact the instructor as soon as possible via email. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

#### **Cell Phones & Laptops**

Respect your class time and fellow classmates by turning off and not using pagers, cell-phones, PDAs, etc. If you are using your cell phone in class, you will be asked to leave and your participation/attendance grade for that day will suffer. Using cell phones during class is disrespectful to the professor and fellow students. Laptops are to be used during class for class purposes only. If students are abusing this right, they will be asked to put their laptop away and refrain from using it in the future.

**NFS 510 ADVANCED NUTRITION**  
**Chemistry & Physics Building Room 153**  
**MWF 12:00 - 12:50 p.m.**  
**COURSE SYLLABUS: SPRING 2012**

**Instructor:** Tammy J. Stephenson, PhD  
**Office:** 121 Funkhouser Building  
**Mailbox:** 209 Funkhouser Building  
**Office Hours:** Monday & Wednesday 10:30-11:30 a.m., or by appointment  
**Office Phone:** 257-2353  
**E-Mail:** [tjhann00@uky.edu](mailto:tjhann00@uky.edu) (the best way to reach me)

**Teaching Assistant:** Adrienne Glodt ([adrienne.glodt@uky.edu](mailto:adrienne.glodt@uky.edu))

**Office Hours:** Wednesday 1-2 or by appointment  
**Office:** Room 118 Funkhouser Building  
 Adrienne will be helping with the grading and upkeep of Blackboard for the class. Please direct any questions about your online quizzes, reading assignments, or grade postings directly to Adrienne.

**Prerequisites**

NFS 311, BCH 408G or consent of the instructor. Students are expected to have a working knowledge of biochemistry and physiology. Understanding of intermediate pathways of metabolism, including carbohydrate, lipid, and protein anabolism and catabolism, is expected. Basic knowledge of nutrient chemistry is desirable.

**Recommended Text**

Gropper SS, Smith JL, and Groff. Advanced Nutrition & Human Metabolism (Fifth Edition) Wadsworth Thomson (Cengage) Learning, 2008.

**Required Course Packet**

Course Notes. Available at Johnny Print, S. Limestone Street.

**Course Description**

Advanced Nutrition is the application of biochemistry and physiology to the understanding of the utilization, function, and requirements of nutrients in relationship to nutrition care. The course will enable the student to view nutrition as the integrating science through which life processes occur at the cellular, organ, and multisystem level operation of the organism. Examples will be presented to better relate the printed text with current nutritional practice.

**Learning Outcomes**

Upon completion of this course, the student will be able to:

- (1.) Understand why biochemistry is important in the study of nutrition.
- (2.) Describe in detail the digestion and absorption of nutrients, including macronutrients, vitamins, minerals, and alcohol.
- (3.) Describe digestive disorders, such as inflammatory bowel disease and gastric reflux, and nutrition and lifestyle modifications to treat these given conditions.
- (4.) Explain the importance of metabolic pathways in wellness and be familiar with how metabolism is altered during disease.
- (5.) Systematically describe the metabolism of carbohydrates, proteins, and fats and how these metabolic pathways are inter-related.
- (6.) Describe all water- and fat-soluble vitamins in detail, including their structure, function, role in metabolism, deficiency and toxicity symptoms, and food sources.
- (7.) Research a specific aspect of nutrition using Medline and library resources and write a scientific review of this topic.
- (8.) Present an oral scientific review of a specific aspect of nutrition.

**2008 Foundation Knowledge and Competencies - Dietitian Education**

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

KR 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.

**5. Support Knowledge: knowledge underlying the requirements specified above.**

SK 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.

**Instructional Strategies**

This course will consist of lecture sessions of approximately 50 minutes each given Monday, Wednesday, and Friday. The course content will be delivered by lecture, power point, overheads, and films/videotapes. Guest lecturers may be invited to present some course material. Questions pertaining to the clarity of lecture material are welcomed, and encouraged!

Students will also be using Blackboard to access important course information and to complete online quizzes and assignments. It is expected that students check Blackboard at least three times per week to check for any announcements or any new information that may have been posted.

## STUDENT RESPONSIBILITIES & CRITERIA FOR EVALUATION

**Attendance:** Students are required to attend all lectures and are responsible for all material presented in class. Students must submit documentation for all excused absences. Please call my office at 257-2353 if illness or unforeseen circumstances cause you to miss an exam or other required assignment. Make-up exams will be given in case of excused absences only.

### Excused Absences (from the UK Handbook)

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

1. Serious illness
2. Illness or death of family member
3. University-related trips
4. Major religious holidays
5. Other circumstances you find to be "reasonable cause for nonattendance"

Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family.

**Online Quizzes:** Students will be responsible for completing 5 online quizzes using Blackboard. These quizzes will have 10 multiple choice and/or true-false questions and will serve as excellent tools for studying for each of the exams. NO late quizzes will be accepted. To take the quizzes you will need to access Blackboard using a UK computer that is directly connected to the internet (i.e. not a laptop using wireless). Do not hit the "Back" key when you are taking the quiz. The quizzes will be timed and must be taken during the allotted period. Each quiz will be worth 10 points (1 point per question).

**Reading Assignments:** Students will be responsible for reading several supplementary articles from both professional and other sources throughout the course of the semester. Specific articles are listed in the course calendar. Some of the articles are provided in the course packet while others must be accessed online. You will be able to access the full articles from the journals as a UK student through [www.uky.edu/libraries](http://www.uky.edu/libraries). Instructions on accessing the articles are provided on Blackboard. Students are responsible for reading all assignments and completing supplemental questions. Six supplemental reading assignments/questions will be posted on Blackboard. Students must type answers to all of the questions and turn those in to the Instructor on the day that they are due. NO late assignments will be accepted. Each assignment is worth 10 points. Of the six assignments only the highest five scores will be included in the final grade for the class (as such, you can earn a possible 50 points, no more). Assignments will be graded on completeness and accuracy. In addition, students are expected to participate in class discussion related to the articles. Failure to participate will result in point(s) deduction from the assignment.

**Exams:** There will be 3 exams given during the 50 minute class period and a fourth take-home exam collected during finals week. The final exam is cumulative. All exams are to be completed on the designated date and at the designated time. Make-up exams will only be given for absences excused by the Instructor prior to the scheduled exam or on presentation of a signed doctor's note explaining serious illness at the time of the scheduled exam. The form and time of all make-up exams will ultimately be determined by the Instructor. If you have questions concerning exam grading please submit your question in writing to the Instructor no later than one week after the exams are returned. Exams will consist of both multiple choice and true/false questions as well as short answer questions. All exams will be returned as quickly as possible, but keep in mind that this class is very large and, therefore, it will take time to grade the short answer questions.

**Research Project:** Each student will be responsible for researching one nutrient or food component and describing how that nutrient or component can affect human health. Undergraduate students will write a 5-page summary of their topic, will prepare a one-page informational handout, and will present a 2-minute oral presentation to the class. Graduate students will write a 10-page summary of their topic, will prepare a one-page informational handout and will present a 2-minute presentation to the class. There will be a 10-point decrease in the grade assignment for each calendar day late. No assignments will be accepted that are over 7 calendar days late and there will be absolutely no exceptions to this rule. Details of this project will be presented in class January 13<sup>th</sup>.

*Policy of the Department of Nutrition & Food Science on student self-selection of topics for assignments, papers, and research projects*

*For many classes you take as part of your major requirements in the Department of Nutrition & Food Science you will have the opportunity to choose your own topic for an assignment, paper, or research project. Faculty encourage students to choose a topic based on their own interests. To promote student learning it is the policy of the Department that a different topic must be chosen for each class/assignment. This will allow you the chance to critically investigate and evaluate a wider range of issues relevant to our field. Please talk with your Instructor about any questions you have about this policy.*

<b>Grades:</b>	Exams (100 points each)	400 pts
	Online Quizzes (10 points each)	50 pts
	Reading Assignments (10 points each)	50 pts
	Research Project	100 pts
	<i>Total Possible Points</i>	<i>= 600 pts</i>

A = 90 - 100 %      C = 70 - 79 %

B = 80 - 89 %      D = 60 - 69 %

"I" and "W" grades: Please see policy in UK Catalog, UK Spring Schedule of Classes, and the Student Rights and Responsibilities (Part II, Section 1.3.4).

*Midterm grades will be posted in mid-March per UK policy.*

## Academic Dishonesty

Scholastic dishonesty is not tolerated. Forms of scholastic dishonesty include, but are not limited to: plagiarism (copying or using someone else's work as your own - intellectual theft), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance during evaluations. Even evidence of inadvertent improper use of materials can result in a charge of academic dishonesty.

Penalties for academic dishonesty vary depending on the severity of the offense and any previous offenses. The minimum penalty for a first offense is a zero on the assignment in question and a final grade reduction of one letter grade. Serious or repeat offenses will result in an E or XE grade for the course.

For more information, see Part II, Section 6.3.0 of "The Code of Student Conduct" which can be viewed online at <http://www.uky.edu/StudentAffairs/Code/part2.html>. You may also want to visit the Academic Ombud's website: <http://www.uky.edu/Ombud>. There you will find a paper "Plagiarism: What is it?" and an online tutorial entitled "How to avoid plagiarism."

## Policy on academic accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

## Graduate Students

Our accreditation association and policy of the Graduate School require that there be different assignments and grading criteria for undergraduate students and graduate students in 400G and 500-level courses. For this reason, you will find differences in course requirements and/or grading criteria in this class, posted on the syllabus

**NFS 510 ADVANCED NUTRITION**  
**Tentative Class Schedule - SPRING 2012**

DATE	CLASS TOPIC	ASSIGNMENT	READING
January 11	Course overview Description of research project		Article - Obtaining/using copyrighted content Article - Food packaging & youth Article - Setting table Healthy Plate Article - Soda, HFCS, and obesity Article - Diet, violence, and prison Article - ADA hot topic - Stevia ** Article - ADA hot topic - functional bever ** Article - Weight gain prevention in college * Article - Transition of HS to college * Article - Boldly go where no food has gone *
13,18	Why is biochemistry important in nutrition? Discussion of Research Project (13 <sup>th</sup> ) <i>NO CLASS - MLK Day (January 16<sup>th</sup>)</i>	READING: Due Jan. 18 <sup>th</sup>	Article - Wearable electronic system Article - Young adults eating away home * Article - Hyperinsul. in college students * Article - Gourmet coffee consumption * Article - Motivation for PA * Article - Diet pills in college students * Article - Obesity 2 vs 4 year colleges * Article - Alcoholic energy drinks *
20-30 February 1	The digestive system	ONLINE QUIZ: January 31 <sup>st</sup>  READING: Due January 27 <sup>th</sup>	Chapter 2 Article - Cow's milk & child's health Article - Celiac disease * Article - Intestinal microbiota & obesity * Article - Peanut allergy * Article - Natural history of gallstone dx * Article - Update on IBS * Article - U of MI students with Chron's *
February 3,6	Energy transformation and balance	READING: Due February 3 <sup>rd</sup>	Chapter 3 Article - Normal weight obese syndrome Article - Physical activity and obesity Article - Pregnancy after bariatric surgery * Article - Breastfeeding and BMI * Article - Brown fat and obesity *
8	<b>EXAM # 1 (material covered through Feb. 6<sup>th</sup>)</b>		
10	How to find, read, and interpret scientific articles Overview of metabolism - the big picture	Research Topics Due - Post on Discussion Board of Blackboard	
13-27	Metabolism {a lot of material!}	ONLINE QUIZ: February 20 <sup>th</sup>  READING: Due February 22 <sup>nd</sup>	Chapters 4, 6, 8 Harvard newsletter - Omega-3s Article - Nutrition & depression Article - Probiotics and prebiotics in dietetics practice** Article - Prostate cancer risk * Article - Cocoa & serum lipids * Article - Insulin pumps in young children * Article - Managing diabetic ketoacidosis * Article - n-3 FA and periodontal disease *

March	29 2,5	Vitamins	ONLINE QUIZ: March 2 <sup>nd</sup>  Reading due after Spring Break	Chapters 9 and 10 Article - ADA position paper - nutrient supplementation ** Article - Vitamin E and prostate cancer * Article - Folate, B12, HC & depression * Article - Liver damage from OTC suppl * Article - Vitamin D deficiency in adults * Article - Vitamin C and common cold *
	7	EXAM # 2 (material covered through Mar 5 <sup>th</sup> )		
	9-16	Spring Break - Have fun ☺		
March	19-30	Vitamins Continued	ONLINE QUIZ: March 29 <sup>th</sup>  READING: Due March 26 <sup>th</sup>  Research project outlines due: March 23 <sup>rd</sup>	
April	2-11	Minerals	ONLINE QUIZ: April 9 <sup>th</sup>  READING: Due April 6 <sup>th</sup>	Chapters 11 and 12 Letter - Chromium and Type 2 DM Article - Selenium and diabetes Article - Selenium and prostate cancer Article - Gender differences osteo health * Article - Calcium intake in elderly * Article - Parent/child training to increase bone density * Article - Zinc and common cold *
	13	EXAM # 3 (material covered through Apr 11 <sup>th</sup> )		
	16-27	Class Presentations (17 students per day)	Final exam distributed on April 20 <sup>th</sup>	
May	2	FINAL EXAM DUE (must be turned in by 1:00 pm to Instructor mailbox)		

\* Article citation provided on Blackboard. Must access the article using UK Library System.

\*\* Article available online at ADA's website at [www.eatright.org](http://www.eatright.org).

For HOT TOPICS: Choose "For the Public". Choose "Hot Topics" in blue box to the right/middle. Choose "View All Hot Topics".

For POSITION PAPERS: Same as for Hot Topics. Green box will be on left with a "Position Paper" link.

% Written projects are due on the day of your oral presentation. Please bring 95 copies of your handout with you to class on the day of your presentation.

**NFS 512**  
**MEDICAL NUTRITION THERAPY 1**  
**4 Credit Hours**  
**COURSE SYLLABUS - SPRING 20\_\_**

**Instructor:** Lisa Gaetke, PhD, RD, LD  
**Office:** 119 Funkhouser Building  
**Phone:** (859) 257-1031  
**FAX:** (859) 257-3707  
**Email:** lgaetke@email.uky.edu  
**TA:** TBA  
**Lecture:** MW 9:00-10:50 am, Erikson Hall (EH), Room 203  
**Office Hrs:** Mon. 1:00 pm-2:30 pm (or by appointment)

**Required Text:**

1. Mahan LK and S. Escott-Stump: *Krause's Food & Nutrition Therapy*. 12<sup>th</sup> edition, Saunders Elsevier, Philadelphia, PA, 2008.

**References:**

1. Pronsky, Zaneta: *Powers & Moore's Food Medication Interactions*. 15th edition, Food-Medications Interactions, Pottstown, PA, 2008.
2. Tilkian SM, MB Conover, and AG Tilkian *Clinical & Nursing, Implications of Laboratory Tests*, 5th edition, Mosby-Year Book, Inc. St. Louis, MO, 1995.
3. Nelms M, K Sucher, and S Long: *Nutrition Therapy and Pathophysiology*. Thomson Brooks/Cole, Belmont, CA, 2007.
4. Shils ME, M Shike, AC Ross, B Caballero, and RJ Cousins: *Modern Nutrition in Health and Disease*. 10th edition, Lippincott Williams & Wilkins, Philadelphia, 2005.

**Course Description:**

This course explores changes in nutrient metabolism related to biochemical and physiological alterations in disease conditions and application of the Nutrition Care Process. Content includes case study evaluations, medical nutrition therapies for disease conditions, and current research in the field.

**Prerequisites:** NFS 311, 312, 403, 510 or concurrent with NFS 510. Enrollment is limited to dietetics majors.

**Course Objective:**

Upon completion of this course, students will have proficient knowledge and understanding of medical nutrition therapy, so that they will be well prepared for an American Dietetic Association (ADA) internship, supervised practice program, and the Registered Dietitian (RD) credentialing exam.

**Student Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Apply knowledge of human physiology and pathophysiology, biochemistry, and normal nutrition to determine nutrition implications and interventions for various disease states.
2. Apply knowledge of food composition to analyze and formulate medical nutrition therapy.
3. Apply the Nutrition Care Process, including nutrition assessment, nutrition diagnosis, nutrition intervention and monitoring and evaluation for individuals with various disease states.
4. Discuss the delivery of food and nutrition services in health care systems.
5. Identify research journals and apply current research information to dietetic practice.

**Foundation Knowledge and Competencies – Dietitian Education:****1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice.**

KR 1.1. The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence based practice.

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

KR 2.1. The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

KR 2.3 The curriculum must include opportunities to understand governance of dietetic practice, such as the ADA Scope of Dietetics Practice Framework, the Standards of Professional Performance, and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in practice settings.

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

KR 3.1. The curriculum must reflect the nutrition care process and include the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

KR 3.2 The curriculum must include the role of the environment, food, nutrition, and lifestyle choices in health promotion and disease prevention.

KR 3.3. The curriculum must include education and behavior change theories and techniques.

**5. Support Knowledge: knowledge underlying the requirements specified above.**

SK 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.

SK 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.

**SACS Accreditation**

Our accreditation association and policy of the Graduate School require that there be different assignments and grading criteria for undergraduate students and graduate students in 400G and 500-level courses. For that reason, you will find differences in course requirements and/or grading criteria in this class, posted in this syllabus.

## Student Responsibilities and Outcomes Assessment Measures

The course will be taught primarily as a lecture course using the above texts as a basis. Thus, reading text assignments prior to class will be important to your comprehension and application of course material.

### Undergraduate and Graduate students will be responsible for:

#### I. Class Activities

Assigned readings - including contributions to discussions.

Case Study - group presentation of a case study including calculations, nutritional care plan, meal plans, menus, and answers to questions included with the case study.

Case Studies - individual answers to calculations, nutritional care plan, meal plans, menus, and answers to questions included with the case study.

#### II. Exams

Non-cumulative - 4 exams of 100 points each  
- 4th exam given on final exam date

#### III. Grades

Case study presentation:	1 at 40 points	40	(8%)
Classroom participation		10	(2%)
Unannounced points from case studies		50	(10%)
Exams:	4 at 100 points each	<u>400</u>	(80%, each 20%)
TOTAL POINTS POSSIBLE		500	

#### IV. Graduate students will also be responsible for

Written paper - on a current topic discussing new medical nutrition therapy for one of the diseases discussed in class. Includes a case study with new medical nutrition therapy incorporated - 150 points

TOTAL POINTS POSSIBLE	650
-----------------------	-----

#### V. Grading Scales

<u>Undergraduate</u>	<u>Graduate</u>
A = 90% + (448-500 pts.)	A = 90% + (582-650 pts.)
B = 80-89% (398-447 pts.)	B = 80-89% (517-581 pts.)
C = 70-79% (348-397 pts.)	C = 70-79% (452-516 pts.)
D = 60-69% (298-347 pts.)	

#### VI. Attendance

Students are required to attend all class sessions, and are responsible for all material presented in class, on Blackboard for NFS 511, and in assigned readings in the required textbooks. Students must submit documentation for all absences. Attendance will be taken into consideration when determining borderline grades.

You are required to call my office if illness or unforeseen circumstances cause you to

miss a lecture (257-1031), or the NFS office if you are unable to reach me (257-3800).

**Make-up exams will be given in cases of documented excused absences only.**

### **VII. Class Activities**

All class assignment deadlines are to be met on the days stated in the syllabus. Assignments will be collected at the beginning of class on that date unless you have an excused absence. **NO late assignments will be accepted. Case studies and assignments must be turned in as a hard copy.** Case study assignments (completed individually) will not be accepted after presentation of the case study in class. For other assignments, there will be a 20% decrease in the assignment grade for each calendar day late, and they will not be accepted beyond 5 calendar days after the due date.

Any word processing on assignments should be enlarged print (24 + pt. type) for presentations, 12 pt. type (which is the print size of this syllabus) for all other assignments, except calculations may be handwritten.

### **VIII. Instructional Strategies**

This course will consist of lecture sessions of approximately 2½ hours each Monday and Wednesday. The course content will be delivered by lecture, power point, overheads, and films/videotapes. Students will also be using Blackboard to access important course information and handouts. It is expected that students will check Blackboard at least three times per week for any announcements or any new information that may have been posted.

### **IX. Exams**

The exams will cover the main aspects of the course presented before each exam. All exams except the final will be administered at class time. All exams are to be completed on the designated date and at the designated time.

**Make-up exams will be given in case of excused absences only.**

The form and time of all make-up exams will ultimately be determined by the instructor. The final exam will be conducted as stated in the university schedule book.

### **X. Academic Dishonesty**

Cheating and plagiarism are prohibited under the University Senate rules and the minimum punishment for either of these offenses is an "E" in the course. Academic dishonesty in any form will not be tolerated.

### **XI. Instructional Accommodations:**

Students with documented disabilities that require academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754)) for coordination of campus disability services available to students with disabilities.

**NFS 511 TENTATIVE LECTURE SCHEDULE**

<b>DATE</b>	<b>TOPIC</b>	<b>READING*</b>	<b>CASE STUDY PRESENTATION</b>
	Intro to Medical Nutrition Therapy		
	Nutrition Care Process	ME 17	
	Nutrition Assessment	ME 14-15	<b>*Sign up for case study groups</b>
	Drug-Food Interactions	ME 16	Nutrition Assessment
	CAM, Dietary Supplements	ME 18	
	Anemia	ME 31	Anemia
	Obesity	ME 21	Obesity/Wt Mgmt
	Obesity/Wt Mgmt		
	<b>Exam #1 (1/00-2/00)</b>		
	Eating Disorders	ME 22	
	Diabetes Mellitus (DM)	ME 30	
	DM		DM assignment
	Cardiovascular Dz (CVD)	ME 32	
	CVD		Cardiovascular Disease
	Hypertension (HTN)	ME 33	Hypertension
	(Midterm Evaluation to date)		
	<b>Exam #2 (2/00-3/00)</b>		
	GI Disease	ME 26,27	
	GI Disease		GI Disease
	GI Surgery		
	Enteral Nutrition	p. 506-516	
	<b>SPRING BREAK</b>		
	Liver Disease	ME 28	Enteral Nutrition
	Gallbladder/Pancreas Disease		Liver Disease
	<b>Exam #3 (3/00-4/00)</b>		
	Parenteral Nutrition	p. 516-529	
	Renal Disease	ME 36	
	Renal Disease		Parenteral assignment
	Renal Disease		Renal Disease
	Pulmonary Disease	ME 35	
	Pulmonary Disease/Review		Pulmonary Disease

**00/00/20\_\_ FINAL EXAM (4/10-4/26) (Friday, May \_\_ at 8:00 am, EH 203)**

\*ME = Mahan & Escott-Stump

**NFS 514 – Dietetics: Counseling and Communication  
COURSE SYLLABUS – Fall 2012**

**Lecture: Mon./Wed. 10-10:50am (Erikson Hall Room 308)  
Lab: Monday (FB room 209) or Wednesday (EH room 202) 3-5pm**

**Instructor:** Kelly H. Webber, PhD, MS, MPH, RD, LD  
**Office:** 212A Funkhouser Building  
**Mailbox:** 206 Funkhouser Building  
**Office Hours:** Mondays 1-2pm or by appointment  
**Office Phone:** 257-4351  
**E-Mail:** [kelly.webber@uky.edu](mailto:kelly.webber@uky.edu) (the best way to reach me)  
**Teaching Assistant:** Amanda Ireland  
**Contact information:** [Amanda.Ireland802@uky.edu](mailto:Amanda.Ireland802@uky.edu)

**Required Text:**

Counseling and Education Skills for Dietetics Professionals, 5<sup>th</sup> edition, authors: Holli, Maillet, Beto, and Calabrese; publisher: Lippincott Williams & Wilkins.

**Course Description:**

Counseling and communication theories are combined to study specific applications which include disease prevention, disease management and refinement of communication skills to enhance effectiveness as a practicing RD. Students will enhance their capacity to motivate others to practice healthy food behaviors. Active learners will develop a conceptual framework for future professional practice in dietetics as ethical counselors and facilitators of behavior change.

**Prerequisites:** NFS 312, 403, 510, 512; must be taken concurrently with NFS 517.

**Course Objectives:**

Upon completion of this course students will be able to:

1. Discuss the role of environment, culture, and personal preference on food choices.
2. Compare and contrast various health behavior theories.
3. Identify the stage of change for client's nutrition related behaviors.
4. Practice and discuss ethical considerations in health care practice.
5. Demonstrate counseling skills for individuals of various backgrounds.
6. Evaluate the effectiveness of counseling strategies in various situations.
7. Present research based answers to client's nutrition related questions.

CADE Foundation Knowledge Addressed:

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

KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.

CRD 1.2: Learning Outcome

Apply evidence-based guidelines, systematic reviews and scientific literature in the nutrition care process and model and other areas of dietetics practice

CRD 1.4: Learning Outcome

Evaluate emerging research for application in dietetics practice

**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. KR 2.1.a. Learning Outcome

Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.

KRD 2.2: The curriculum must provide principles and techniques of effective counseling methods.

KRD 2.3: The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.

CRD 2.3: Learning Outcome

Design, implement and evaluate presentations to a target audience

CRD 2.4: Learning Outcome

Use effective education and counseling skills to facilitate behavior change

**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.

KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

KRD 3.3: The curriculum must include education and behavior change theories and techniques.

CRD 3.1.c: Learning Outcome

Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention

CRD 3.2: Learning Outcome:

Demonstrate effective communications skills for clinical and customer services in a variety of formats.

CRD 3.4: Learning Outcome:

Deliver respectful, science-based answers to consumer questions concerning emerging trends

**5. Support Knowledge: knowledge underlying the requirements specified above.**

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

**Course Assignments/ Basis of Student Evaluation (undergraduates only):**

**440 Points Possible**

15 pts.: Lesson plan and objectives

15 pts.: Teaching and self-evaluation

20 pts.: Understanding your client write-up

100 pts.: (10) Case study lab assignments

40 pts.: (2) Practice counseling sessions in laboratory  
 150 pts.: Quizzes (15 quizzes at 10 pts. each)  
 25 pts.: First counseling video  
 10 pts.: Self-evaluation of first counseling video  
 25 pts.: Final counseling video  
 10 pts.: Self-evaluation of final counseling video  
 10 pts.: Evaluation of peer final counseling video  
 20 pts.: Research presentation

**Graduate students will be expected to complete one additional research paper for 100 pts.**

### **Summary Description of Course Assignments**

All assignments will be explained in detail in class, however, below is a brief description of each.

#### **Lesson Plan and Objectives (15 Points)**

Each student will develop a lesson plan (as described in class) that includes a descriptive outline of a nutrition-related group education session which they plan to teach (see below). The lesson plan will include class objectives, a detailed lesson outline, and the planned evaluation method.

#### **Teaching and Self-evaluation (15 Points)**

This assignment is a continuation of the above assignment. Students will find a group to whom they may deliver a nutrition education session. The student will then prepare the lesson as described above and deliver the lesson to the group within the first half of the semester. See page 10 for a list of possible venues. An evaluation of the class and what was learned by the actual students should also be included. The student will turn in the lesson plan, student evaluations, and a self-evaluation of the teaching experience.

#### **Understanding Your Client Write-up (20 pts.)**

In order to better relate to our clients and patients it is important that you understand some of the barriers and challenges they face in adhering to your advice. To help you better understand your clients point of view, **choose one of the following diets and follow it for one week.** Write a 2-page paper about your experience. What did you learn? Were you able to follow the diet perfectly? What barriers did you face? How might you help your clients overcome those barriers?

- a. Follow a diet of 1500 mg of sodium or less per day.
- b. Follow a 1200 kcal/day weight loss diet (1500 kcal/day for males).
- c. Follow a gluten free diet.
- d. Follow the DASH diet.

#### **Case study lab assignments (100 pts.)**

Students will meet in 10 weekly lab sessions. Each lab session will include case study homework that must be completed ahead of time and will be discussed in lab. The case study information will be given and followed by 2-5 in depth questions. These case studies will serve as the basis for the counseling practice during the lab sessions. There will be 10 case study assignments given at a value of 10 points each.

#### **Practice Counseling Sessions (2 x 20 pts. each)**

During the lab sessions, group members will play the part of counselor twice during the semester. The student who plays the part of counselor will be evaluated by her/his group members, the TA, and Dr. Webber on their counseling skills. This evaluation will count for a possible 20 points.

#### **Quizzes (150 points total; 10 pts. for each quiz)**

Students will be given short quizzes at the beginning of class on 15 separate occasions on reading assignments

and lecture material. This will take the place of standard exams. Students must be present in class to complete the quizzes. Those not present in class on quiz days and with a university approved excuse will receive an alternate assignment.

#### **First Counseling Video and evaluation (35 pts.)**

Early in the semester students will videotape themselves counseling someone on a health related issue. This video will be evaluated by the course instructor (25 pts.) and by the student (10 pts.).

#### **Capstone Project (3 parts = 45 points)**

The final counseling video (25 pts.), self-evaluation of the counseling video (10 pts.), and evaluation of a classmate's counseling video (10 pts.) all constitute the capstone project for this course. More information about the capstone project can be found on pp. 8-9 of the syllabus.

**A note on the taped counseling videos:** Students may tape the videos using a webcam, ipad, personal video camera, or the departmental video camera. The TA, Amanda Ireland, will aid in coordinating the scheduling of actors/actresses to play the part of patients for the videos and the use of the departmental camera (if needed). Students will need to create individual YouTube accounts, if they do not have one already. The videos should be uploaded to those accounts and permission for viewing given to Dr. Webber, the TA, and all of the other class members. The videos do not have to be shared with the world. ☺ The final video will be evaluated by another classmate, in addition to Dr. Webber, so it is necessary that all students can view the others videos.

#### **Research Presentation (20 points)**

Students will give a short research presentation to the class on a hot topic in nutrition. The topic must be pre-approved by Dr. Webber. Students will pick two research articles on the topic and summarize the information for the class as you would for a client. The summary should include the population studied (animal, human, gender, etc.), the main results, the study limitations, and to whom you could apply these results and how. Students should prepare a client handout on the topic and a 5-10 minute oral presentation (without slides).

**All assignments must be handed in in-class the day that they are due. There will be a five point deduction for every calendar day the assignment is late. Arrangements must be made with the instructor for turning in late assignments. Assignments placed in the instructor's mailbox without prior arrangement will not be graded.**

	Grading scale for undergraduates:	Grading scale for graduate students:
A	90-100%	92-100%
B	80-89%	83-91%
C	70-79%	72-82%
D	60-69%	
E	Below 60%	Below 72%

#### **Final Exam Information**

There will be no final examination for this course.

#### **Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

#### **Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you

must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

### Attendance Policy

Class lecture attendance is not mandatory, however laboratory attendance is mandatory. Students who miss a laboratory period will not be able to turn in the lab assignment without a valid university approved excuse.

**Excused Absences:** S.R. 5.2.4.2: The following are acceptable reasons for excused absences:

- a. Serious illness
- b. illness or death of family member;
- c. University-related trips;
- d. major religious holidays;
- e. other circumstances you find to be "reasonable cause for nonattendance".

### Academic Dishonesty

Cheating, plagiarism, or unauthorized possession of an exam is prohibited under the University Senate rules. The University of Kentucky does not tolerate dishonesty in any form. Please read a copy of the Student Rights and Responsibilities which is available at the Admissions Office in Funkhouser Building or on the internet at [www.uky.edu/Ombud](http://www.uky.edu/Ombud).

### NFS 514 Dietetics Communication and Counseling Tentative Lab Course Schedule

Week of:	CLASS TOPIC
8/27 & 29	Introduction to the lab/ ground rules
9/03 & 05	NO LAB- Holiday
9/10 & 12	Lab 1
9/17 & 19	Lab 2
9/24 & 26	Lab 3
10/01 & 03	Lab 4
10/08 & 10	NO LAB- community teaching assignment
10/15 & 17	Lab 5
10/22 & 24	Lab 6
10/29 & 31	Lab 7
11/05 & 07	Lab 8
11/12 & 14	Lab 9
11/19 & 21	NO LAB- Holiday
11/26 & 28	Lab 10
12/03 & 05	Lessons learned/ wrap-up research presentations

**NFS 514 Dietetics Communication and Counseling  
Tentative Lecture Course Schedule**

<b>DATE</b>	<b>CLASS TOPIC</b>	<b>Notes</b>	<b>Assignments Due</b>
8/22	Course/Syllabus overview; Getting to know each other		
8/27	Basic communication skills		
8/29	Planning and Evaluating Learning		
9/05	Planning and Evaluating Learning	Helen Moseley, guest	
9/10	Planning and Evaluating Learning		First counseling video posted to YouTube and self-evaluation of video
9/12	Teaching a Nutrition Class	Heather Leger, guest	Lesson Plan and Objectives
9/17	Health Behavior Theories		
9/19	HBT- designing a health promo program	Beth Willett, guest	
9/24	HBT- social marketing	Anita Courtney, guest	
9/26	Individual Counseling	Monica Fowler, guest	
10/01	Introduction to individual counseling, understanding your client		Understanding your client write-up
10/03	Counseling Skills	Karen McNees, guest	
10/08	NO CLASS- FNCE		
10/10	Counseling Skills- Motivational Interviewing		
10/15	Counseling Skills- Motivational Interviewing		Teaching and Self-Evaluation
10/17	Counseling Skills- Motivational Interviewing		
10/22	Counseling Skills- Cultural Competency	ESL students, guests	
10/24	Counseling Skills- Motivational Interviewing		
10/29	Counseling Skills- dealing with resistance and self-disclosure		
10/31	Counseling Skills- cognitive behavioral therapy		
11/05	Counseling- children and adolescents	Liz Combs	
11/07	Counseling- family dynamics	Liz Combs	
11/12	Counseling Skills- leading groups		
11/14	Counseling wrap up		Second counseling video posted to YouTube and self-evaluation of video
11/19	Ethics and coding		Evaluation of one peer video
11/26	Understanding Research		
11/28	Understanding Research		
12/03	Research Presentations (20)		This will spill over to the lab sections.
12/05	Research Presentations (20)		This will spill over to the lab sections.

**ASSIGNED READINGS**  
(articles and selections on Blackboard)

DATE	CLASS TOPIC	Readings
8/22	Course/Syllabus overview; Getting to know each other	Syllabus
8/27	Basic communication skills	ch. 2 Active Listening Tip Sheet Snetselaar pp. 69-76 (on blackboard)
8/29	Plan/Eval Learning	Textbook Ch. 11 (all) Textbook Ch. 12 (pp. 260-275 only)
9/05	Plan/Eval Learning	
9/10	Plan/Eval Learning	Working memory and the design of health materials. Wilson and Wolf, 2009.
9/12	Teaching Nutrition Class	
9/17	Health Behavior Theories	Noar Health Educator's Guide 2005
9/19	HBT- designing a health promo program	
9/24	HBT- social marketing	Social marketing FL obesity program
9/26	Individual Counseling	Textbook Ch. 3
10/01	Understanding your client	Following a calorie restricted diet... Cotugna 2010 A longitudinal evaluation of childhood maltreatment. Shinn 2012 Obesity, diets, and social inequalities. Drewnoski 2009
10/03	Counseling Skills	What is normal eating?_WMDPG
10/08	NO CLASS- FNCE	
10/10	Counseling Skills- Motivational Interviewing	Introduction to the special series on MI and psychotherapy. <i>J Clin Psych.</i> 2009 Facilitating optimal motivation and psychological well-being across life's domains. Deci and Ryan. 2007.
10/15	Counseling Skills- MI	MI and SDT Markland 2005
10/17	Counseling Skills- MI	The theory of physical activity maintenance. Nigg et al. 2008.
10/22	Counseling Skills- Cultural Competency	The effect of marriage on weight gain...Shafer 2010
10/24	Counseling Skills- MI	Facilitating dietary change. Rosal 2001
10/29	Counseling Skills- dealing with resistance and self-disclosure	Counseling for behavior change_WMDPG
10/31	Counseling Skills- cognitive behavioral therapy	WMPG Newsletter Winter 09 (pp. 7-10 only)
11/05	Counseling- children and adolescents	Strategies for counseling adolescents. Madeline Sigman-Grant. 2002, supplement to <i>J Am Diet Assoc.</i> The effects of multisystemic therapy... Ellis 2010
11/07	Counseling- family	Dietary Change: What Are the Roles of Significant Others? Paisley 2008

	dynamics	
11/12	Counseling Skills- leading groups	Textbook Ch. 13
11/14	Counseling wrap up	Nutrition-Counseling-Common-Mistakes.pdf
11/19	Ethics	Code of ethics 2009, <i>J Am Diet Assoc.</i>
11/26	Understanding Research	Dissecting-Research-Articles.pdf  Publishing Nutrition Research  ADA Research Article "Why"
11/28	Understanding Research	

### NFS 514 Dietetics: Counseling and Communication

#### Capstone Project

The overall goal is to produce a counseling video of you delivering research-based information to an individual client in an effective manner.

#### Before you begin the project:

Select from the following list which nutrition related issue you will address.

#### Possible Topics:

*Adults with one of the following conditions:*

Crohn's or colitis

Renal Disease

Diabetes, type 1 or 2

Liver Disease

Pancreatitis

Gallbladder removal

Overweight or obesity

#### Assessment Questions:

Develop a set of questions that you will use to assess your client. These questions may include:

- demographics,
- pertinent nutrition related questions (current and past dietary habits)

- anthropometrics,
- personal history,
- social history,
- health history,
- nutrition services and materials available in their community,
- food management planning,
- financial resources allocated for family or individual meals,
- kitchen resources in the household,

Develop a form for recording this information. This form should include a place to put all of the information that is collected, should be easy to read and write on, and should flow naturally with the order in which you will ask questions.

#### **Counseling Video:**

**Make a video tape of yourself** conducting an assessment and counseling session.

This session should last **15-20 minutes**.

**Self-evaluation:** Evaluate your videotaped counseling session based on the instructions below.

1. Use the evaluation criteria provided by the instructor.
2. Examine the strengths and weaknesses of your counseling abilities.
3. Make suggestions for changes that might have improved the counseling session.

#### **Classmate video evaluation:**

Evaluate the video tape developed by a classmate based on the instructions below.

1. Use the evaluation criteria provided by the instructor.
2. Examine the strengths and weaknesses of the counseling skills demonstrated.
3. Make suggestions for changes that might have improved the counseling session.

### **Possible Venues for Delivering a Nutrition Education Session**

Refuge Medical Clinic, <http://www.refugeministriesky.org/>

Southland Christian Church ministries

MASH house, <http://www.metrogrouphomes.com/>

Church youth group

Preschool classroom

Home school group

Mom's group

High school sports team

Small group bible study

UK student groups

Senior adult group (congregate nutrition site or retirement community)

**NFS 515**  
**MEDICAL NUTRITION THERAPY**  
**5 Credit Hours**  
**COURSE SYLLABUS - FALL 2011**

**Instructor:** Lisa Gaetke, PhD, RD, LD  
**Office:** 119 Funkhouser Building  
**Phone:** (859) 257-1031  
**FAX:** (859) 257-3707  
**Email:** [lgaetke@email.uky.edu](mailto:lgaetke@email.uky.edu)

**Lecture:** MW 8:30-10:50 am, Erikson Hall (EH), Room 203  
**Office Hrs:** Mon. 1:00 pm-2:30 pm (or by appointment)

**Required Text:**

1. Mahan, Escott-Stump & Raymond: *Krause's Food & Nutrition Care Process*. 13<sup>th</sup> edition, Saunders Elsevier, Philadelphia, PA, 2011.

**References:**

1. Pronsky, Zaneta: *Powers & Moore's Food Medication Interactions*. 15th edition, Food-Medications Interactions, Pottstown, PA, 2010.
2. Tilkian SM, MB Conover, and AG Tilkian *Clinical & Nursing, Implications of Laboratory Tests*, 5th edition, Mosby-Year Book, Inc. St. Louis, MO, 1995.
3. Nelms M, K Sucher, and S Long: *Nutrition Therapy and Pathophysiology*. Thomson Brooks/Cole, Belmont, CA, 2007.
4. Shils ME, M Shike, AC Ross, B Caballero, and RJ Cousins: *Modern Nutrition in Health and Disease*. 10th edition, Lippincott Williams & Wilkins, Philadelphia, 2005.

**Course Description:**

This course explores changes in nutrient metabolism related to biochemical and physiological alterations in disease and trauma conditions and the intervention strategies of medical nutrition therapy. Content includes case study evaluations, nutritional therapies for disease conditions, including enteral and total parenteral nutrition, and current research in the field.

**Prerequisites:** NFS 311, NFS 312, NFS 403, and NFS 510 and concurrent with NFS 514. Enrollment is limited to Dietetics majors.

**Course Objective:**

Upon completion of this course, students will have proficient knowledge and understanding of medical nutrition therapy so they will be well prepared for an American Dietetic Association (ADA) internship, supervised practice program, and Registered Dietitian (RD) credentialing exam.

**Student Outcomes:**

Upon completion of this course, students will be able to:

1. Apply knowledge of human physiology and pathophysiology, biochemistry, and normal nutrition to determine nutrition implications and interventions for various disease states.
2. Apply knowledge of food composition to analyze and formulate therapeutic diets and menus.
3. Apply principles of nutrition assessment, planning, intervention, and evaluation in order to develop nutrition care plans based on dietary intake, biochemical data and anthropometric measurements.
4. Apply knowledge of therapeutic nutrition to cases with multiple diagnoses.
5. Discuss the delivery of food and nutrition services in health care systems.
6. Devise nutritional intervention for patients with extraordinary nutritional needs.
7. Identify research journals and apply current research information to dietetic practice.

**Foundation Knowledge and Competencies – Dietitian Education:****1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice.**

KR 1.1. The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence based practice.

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

KR 2.1. The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

KR 2.3 The curriculum must include opportunities to understand governance of dietetic practice, such as the ADA Scope of Dietetics Practice Framework, the Standards of Professional Performance, and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in practice settings.

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

KR 3.1. The curriculum must reflect the nutrition care process and include the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

KR 3.2 The curriculum must include the role of the environment, food, nutrition, and lifestyle choices in health promotion and disease prevention.

KR 3.3. The curriculum must include education and behavior change theories and techniques.

**5. Support Knowledge: knowledge underlying the requirements specified above.**

SK 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.

SK 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.

**SACS Accreditation**

Our accreditation association and policy of the Graduate School require that there be different assignments and grading criteria for undergraduate students and graduate students in 400G and 500-level courses. For that reason, you will find differences in course requirements and/or grading criteria in this class, posted on the syllabus.

**Undergraduate and Graduate students will be responsible for:**

**I. Class Activities**

Assigned readings - including contributions to discussions.

Case Study - group presentation of a case study including calculations, nutritional care plan, meal plans, menus, and answers to questions included with the case study.

Class assignments and Case Studies - individual answers to assignments, calculations, nutrition care plan, meal plans, menus, and answers to questions included with the case study.

**II. Exams**

Non-cumulative - 4 exams of 125 points each  
- 4th exam given on final exam date

**III. Grades**

Case study presentation:	1 at 100 points	100
Unannounced points from class assignments and case studies		100
(May include 20 points for contributions to class discussions)		
Exams:	4 at 125 points each	500
TOTAL POINTS POSSIBLE		700

**IV. Graduate students will also be responsible for**

Written paper - on current topic in therapeutic nutrition discussing new medical nutrition therapy for one of the diseases discussed in class. Includes a case study with new therapy incorporated and answers to case study - 200 points

TOTAL POINTS POSSIBLE 900

**V. Grading Scales**

<u>Undergraduate</u>		<u>Graduate</u>	
A = 90% +	(627-700 pts.)	A = 90% +	(806-900 pts.)
B = 80-89%	(557-626 pts.)	B = 80-89%	(716-805 pts.)
C = 70-79%	(487-556 pts.)	C = 70-79%	(626-715 pts.)
D = 60-69%	(417-486 pts.)	D = 60-69%	(536-625 pts.)

**VI. Attendance**

Students are required to attend all class sessions, and are responsible for all material presented in class, on Blackboard for NFS 515, and in assigned readings in the required textbook. Attendance and contributions to class discussions will be taken into consideration when determining borderline grades.

You are required to call my office if illness or unforeseen circumstances cause you to miss a lecture (257-1031), or call the NFS department office if you are unable to reach me (257-3800).

**Make-up exams will be given in cases of documented excused absences only.**

**VII. Class Activities**

All class assignment deadlines are to be met on the days assigned. Assignments will be collected at the beginning of class on that date unless you have an excused absence. **NO late assignments will be accepted. Case studies and assignments must be turned in as a hard copy.** Case study assignments

(completed individually) will not be accepted after presentation of the case study in class. For other assignments, there will be a 20% decrease in the assignment grade for each calendar day late, and they will not be accepted beyond 5 calendar days after the due date.

Any word processing on assignments should be enlarged print (24 + pt. type) for presentations, 12 pt. type (which is the print size of this syllabus) for all other assignments, except calculations may be handwritten.

### **VIII. Instructional Strategies**

This course will consist of lecture sessions of approximately 2 ½ hours each Monday and Wednesday. The course content will be delivered by lecture, power point, overheads, and films/videotapes. Guest lecturers may be invited to present some course material.

Students will also be using Blackboard to access important course information and handouts. It is expected that students will check Blackboard at least three times per week for any announcements or any new information that may have been posted.

### **IX. Exams**

The exams will cover the main aspects of the course presented before each exam. All exams except the final will be administered at class time. All exams are to be completed on the designated date and at the designated time.

**Make-up exams will be given in case of excused absences only.**

The form and time of all make-up exams will ultimately be determined by the instructor. The final exam will be conducted as stated in the university schedule book. The final exam is not cumulative.

### **X. Academic Integrity**

Scholastic dishonesty is not tolerated. Forms of scholastic dishonesty include, but are not limited to: plagiarism (copying or using someone else's work as your own – intellectual theft), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance during evaluations. Even evidence of inadvertent improper use of materials can result in a charge of academic dishonesty.

Penalties for academic dishonesty vary depending on the severity of the offense and any previous offenses. The minimum penalty for a first offense is a zero on the assignment in question. Depending on the severity of the infraction, an assignment of extra coursework, a course grade reduction, or the assignment of an E or XE grade for the course may also be imposed.

For more information, see Part II, Section 6.3.0 of "The Code of Student Conduct" which can be viewed online at <http://www.uky.edu/StudentAffairs/Code/part2.html>. You may also want to visit the Academic Ombud's website: <http://www.uky.edu/Ombud>. There you will find a paper "Plagiarism: What is it?" and an online tutorial entitled "How to avoid plagiarism."

### **XI. Instructional Accommodations:**

Students with disabilities are responsible for ensuring that University instructors are aware of their disabilities and required accommodations. Students must provide instructors evidence that they have met with the Disability Resource Center by providing that office's support documentation about their disability and required accommodations.

### NFS 515 TENTATIVE LECTURE SCHEDULE

DATE	TOPIC	READING*	CASE STUDY ASSIGNMENTS#
8/24	Intro/Nutrition Care Process (NCP)	MER 11	
8/29	NCP/Nutrition Assessment	MER 4,8	
8/31	Drug/Food/Nutrient Interactions	MER 9	
9/5	<b>NO CLASS</b> , Labor Day		
9/7	CAM, Dietary Supplements	MER 13	Nutr. Assessment case study
9/12	Obesity/Weight management	MER 22	
9/14	Wt mgmt/Eating Disorders	MER 23	Wt mgmt case study
<b>9/19</b>	<b>Exam #1 (8/24-9/14)</b>		
9/21	Diabetes Mellitus (DM)	MER 31	
9/26	DM		
9/28	Cardiovascular Disease (CVD)	MER 34, p 743-758	DM case study
10/3	CVD/ Hypertension (HTN)	MER 34, p 758-769	
10/5	HTN		
10/10	GI Disease	MER 28,29	CVD/HTN case study
10/12	GI Disease		GI case study
<b>10/17</b>	<b>Exam #2 (9/21-10/12)</b>		
10/19	GI Surgery	MER 29, p 637-641	
10/24	Liver Disease	MER 30, p 645-663	
10/26	Gallbladder, Pancreas Dz	MER 30, p 663-673	Liver Dz case study
10/31	Enteral Nutrition	MER 14, p 306-314	
11/2	Pulmonary Disease	MER 35	EN case study
11/7	Pulmonary Disease		Pulmonary case study
<b>11/9</b>	<b>Exam #3 (10/19-11/7)</b>		
11/14	Renal Disease	MER 36	
11/16	Renal Disease		
11/21	Renal Disease		Kidney Dz case study
11/23	<b>NO CLASS</b> , Thanksgiving		
11/28	Parenteral Nutrition	MER 14, p 314-323	
11/30	Stress/critical care	MER 39	PN case study
12/5	Stress		Stress case study
12/7	Pediatrics/Inborn Errors of Metabolism	MER 44	Case study

**12/14/2011 FINAL EXAM (11/14-12/7) (Wednesday, December 14 at 1:00 pm, EH 203)**

\*MER = Mahan, Escott-Stump & Raymond

## CASE STUDY PRESENTATIONS

This will be a small group (~ 3-5 students) assignment. Case studies based on various disease states discussed in class will come from professor. It is expected that **all students** will complete the case study by the assigned date (see tentative schedule). On the assigned date, the group will be responsible for presenting/discussing the case study. Class assignments will be collected for credit on a random basis **before** the case study is presented in class.

Guidelines for case study presentations:

1. Presentation should be 30-35 minutes.
2. Presentation should include:
  - a. Oral discussion of case study that uses some technique(s) to explain case study, increase our understanding of the disease, and help us remember the information (disease, symptoms, biochemical tests used to diagnose, etc). Be creative. Please do more than just showing a video clip.
  - b. Present information based on the Medical Record form.
  - c. Calculations for IBW, %IBW, energy (Mifflin St. Jeor, Harris Benedict and adjusted BW if needed, AF, IF) and protein needs (as figured in class).
  - d. Include the 4 components of the Nutrition Care Process including nutrition assessment, nutrition diagnosis in PES format, nutrition intervention, and nutrition monitoring and evaluation.
  - e. Answers to assigned questions.
3. If using Powerpoint slides or overhead transparencies to present information PLEASE enlarge type.
4. Email a copy of the presentation to the professor and provide a written copy. Calculations may be hand written, the rest should be typed/word processed. Due on day of oral presentation.

**DHN/NFS 517**  
**MEDICAL NUTRITION THERAPY 2**  
**3 credits**  
**COURSE SYLLABUS - FALL, 2012**

**Instructor:** Lisa Gaetke, PhD, RD, LD  
**Office:** 119 Funkhouser Building  
**Phone:** (859) 257-1031  
**FAX:** (859) 257-3707  
**Email:** lgaetke@email.uky.edu  
**Lecture:** MW 8:00 (8:30) - 9:50 am, Erikson Hall (EH), Room 203  
**Office Hrs:** Mon. 1:00 pm - 2:30 pm (or by appointment)  
**TA:** Laura Tincher (Laura.Tincher@uky.edu)  
**TA Office Hrs:** Monday afternoon, by appointment

**Required Text:**

1. Nelms MN, S. Long S, and K. Lacy: *Medical Nutrition Therapy, A Case Study Approach* (3rd edition), Wadsworth, Cengage Learning, 2009.
2. (from NFS 512) Mahan, Escott-Stump & Raymond: *Krause's Food & Nutrition Care Process*. 13<sup>th</sup> edition, Saunders Elsevier, St. Louis, MO, 2012.

**References:**

1. Pronsky, Zaneta: *Powers & Moore's Food Medication Interactions*. 15th edition, Food-Medications Interactions, Pottstown, PA, 2010.
2. Tilkian SM, MB Conover, and AG Tilkian *Clinical & Nursing, Implications of Laboratory Tests*, 5th edition, Mosby-Year Book, Inc. St. Louis, MO, 1995.
3. Nelms M, K Sucher, and S Long: *Nutrition Therapy and Pathophysiology*. Thomson Brooks/Cole, Belmont, CA, 2007.
4. Shils ME, M Shike, AC Ross, B Caballero, and RJ Cousins: *Modern Nutrition in Health and Disease*. 10th edition, Lippincott Williams & Wilkins, Philadelphia, 2005.

**Course Description:**

This course continues study of medical nutrition therapy topics, including trauma and enteral and parenteral nutrition. Content includes more advanced case study evaluations, medical nutrition therapies, and current research in the field.

**Prerequisites:** DHN/NFS 512 and concurrent with DHN/NFS 514 and enrollment is limited to dietetics majors.

**Course Objectives:** Upon completion of this course, students will have proficient knowledge and understanding of advanced issues in medical nutrition therapy, so that they will be well prepared for an American Dietetic Association (ADA) internship, supervised practice program, and the Registered Dietitian (RD) credentialing exam.

**Student Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Apply knowledge of human physiology and pathophysiology, biochemistry, and normal nutrition to determine nutrition implications and interventions for more advanced disease states.
2. Apply knowledge of food composition to analyze and formulate medical nutrition therapy.
3. Apply the Nutrition Care Process, including nutrition assessment, nutrition diagnosis, nutrition intervention and monitoring and evaluation for individuals with more advanced disease states.
4. Apply knowledge of medical nutrition therapy to cases with multiple diagnoses.
5. Devise medical nutrition therapy for patients with extraordinary nutritional needs.
6. Identify research journals and apply current research information to medical nutrition therapies.

**2012 Core Foundation Knowledge and Competencies – Dietitian Education:****1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice.**

KRD: 1.1. The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence based practice.

**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.

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.

**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.

KRD: 3.2. The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

KRD: 3.3. The curriculum must include education and behavior change theories and techniques.

**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: 4.4: The curriculum must include content related to health care systems.

KRD: 4.5: The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers

**5. Support Knowledge: knowledge underlying the requirements specified above.**

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.

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.

### SACS Accreditation

Our accreditation association and policy of the Graduate School require that there be different assignments and grading criteria for undergraduate students and graduate students in 400G and 500-level courses. For that reason, you will find differences in course requirements and/or grading criteria in this class, posted in this syllabus.

### Student Responsibilities and Outcomes Assessment Measures

The course will be taught using lectures, class activities, and case study presentations. Reading text assignments prior to class will be important to your comprehension and application of course material. Outside references will be needed for completing case study presentations.

### Undergraduate and Graduate students will be responsible for:

#### I. Class Activities

Assigned readings - including contributions to class discussions.

Case Study presentation - group oral presentation of a case study. More guidelines provided in class. Written copy of presentation (can be transparencies used in presentation) due after oral presentation.

Case study Nutrition/Medical Record note of a case study – based on Nutrition Record handout

Assignments from case studies, classroom participation, medical chart notes, other - due dates given in class

#### II. Exams

Non-cumulative - 3 exams at 100 points each

- 3rd exam will be the final (may be take-home final)

#### III. Grades

Case study presentation:	1 at 100 points	100
Case study Nutrition/Medical Record note:	1 at 50 pts	50
Assignments from case studies, participation		50
Exams:	3 at 100 points each	<u>300</u>

TOTAL POINTS POSSIBLE 500

#### IV. Graduate students will also be responsible for:

Written case study - chose one of the diseases or conditions from class discussions and write a new case study complete with labs, questions on the disease (as in the case study textbook), and answers. 100 points

TOTAL POINTS POSSIBLE 600

#### V. Grading Scales

##### Undergraduate

A = 90% +  
B = 80-89%  
C = 70-79%  
D = 60-69%

##### Graduate

A = 90% +  
B = 80-89%  
C = 70-79%

“I” and “W” grades: Please see policy in UK Catalog, UK Schedule of Classes, and the Student Rights and Responsibilities (Part II, Section 1.3.4). Midterm grades will be posted in mid-March per UK policy.

## VI. Attendance

Students are required to attend all class sessions, and are responsible for all material presented in class, on Blackboard for NFS/DHN 517, and in assigned readings in the required textbook. Students must submit documentation for all absences. Attendance will be taken into consideration when determining borderline grades.

Please call my office if illness or unforeseen circumstances cause you to miss a lecture, exam or other required assignment (257-1031), or the DHN office if you are unable to reach me (257-3800). **Make-up exams will be given in cases of documented excused absences only.** S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: 1) serious illness, 2) illness or death of family member, 3) University-related trips, 4) major religious holidays, and 5) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

## VII. Class Activities

All class assignment deadlines are to be met on the days stated in the syllabus. Assignments will be collected at the beginning of class on that date unless you have an excused absence. **NO late assignments will be accepted. Case studies and assignments must be turned in as a hard copy.** Case study assignments (completed individually) related to the case study being presented will not be accepted after presentation of the case study in class. For other assignments, there will be a 20% decrease in the assignment grade for each calendar day late, and they will not be accepted beyond 7 calendar days after the due date.

Any word processing on assignments should be enlarged print (24 + pt. type) for presentations, 12 pt. type (which is the print size of this syllabus) for all other assignments, except calculations may be handwritten.

## VIII. Policy of the Department of Dietetics and Human Nutrition on student self-selection of topics for assignments, papers, and research projects

For many classes you take as part of your major requirements in the Department of Dietetics and Human Nutrition you will have the opportunity to choose your own topic for an assignment, paper, or research project. To promote student learning it is the policy of the Department that a different topic must be chosen for each class/assignment. This will allow you the chance to critically investigate and evaluate a wider range of issues relevant to our field.

## **IX. Instructional Strategies**

This course will consist of class sessions of approximately 1½ hours each Monday and Wednesday. The course content will be delivered by lecture, power point, overheads, and films/videotapes. Guest lecturers may be invited to present some course material.

Students will also be using Blackboard to access important course information and handouts. It is expected that students will check Blackboard at least three times per week for any announcements or any new information that may have been posted.

## **X. Instructor's Policy on Use of Laptops and Other Electronic Devices**

The classroom use of laptop computers, netbooks, tablets, smartphones, and other electronic devices can distract the user and nearby students and otherwise negatively impact class discussions and individual student performance. Therefore, students may not use such devices during class without the prior written permission of the instructor.

## **XI. Exams**

The exams will cover the main aspects of the course presented before each exam. All exams except the final will be administered at class time. All exams are to be completed on the designated date and at the designated time.

**Make-up exams will be given in case of excused absences only.**

The form and time of all make-up exams will ultimately be determined by the instructor. The final exam will be conducted as stated in the university schedule book.

## **XII. Academic Dishonesty**

Scholastic dishonesty is not tolerated. Forms of scholastic dishonesty include, but are not limited to: plagiarism (copying or using someone else's work as your own – intellectual theft), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance during evaluations. Even evidence of inadvertent improper use of materials can result in a charge of academic dishonesty.

Penalties for academic dishonesty vary depending on the severity of the offense and any previous offenses. The minimum penalty for a first offense is a zero on the assignment in question and a final grade reduction of one letter grade. Serious or repeat offenses will result in an E or XE grade for the course.

For more information, see Part II, Section 6.3.0 of “The Code of Student Conduct” which can be viewed online at <http://www.uky.edu/StudentAffairs/Code/part2.html>. You may also want to visit the Academic Ombud's website: <http://www.uky.edu/Ombud>. There you will find a paper “Plagiarism: What is it?” and an online tutorial entitled “How to avoid plagiarism.”

## **XIII. Instructional Accommodations:**

Students with documented disabilities that require academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

## DHN/NFS 517 TENTATIVE SCHEDULE

DATE	TOPIC	READING*
8/22	Introduction	
8/27	NCP/Medical Record	(Review MER 11)
8/29	Nutrition Assessment	(Review MER 4,8)
<b>9/3</b>	<b>Labor Day, NO CLASS</b>	
9/5	MNT protocols, CAM	
9/10	Nutrigenomics	
9/12	Advanced Enteral/Parenteral Nutrition	
9/17	Stress/critical care	MER 39 p 884-893
9/19	Stress	
9/24	<b>Exam #1 (8/22-9/19)</b>	
9/26	GI Surgery	MER 29, p 637-641
10/1	Parenteral Nutrition	
10/3	Thermal injury	
10/8	TBA	
10/10	Eating Disorders (CS #4)	
10/15	Cancer	MER 37
10/17	Cancer	
10/22	Liver, transplant	
10/24	Neurologic Disorders	MER 41
10/29	Diabetes (Sarah Hall)	
10/31	Pediatrics/Inborn Errors of Metabolism	MER 44
11/5	<b>Exam #2 (9/26-10/31)</b>	
11/7	Thermal Injury	MER 39, p 893-896
11/12	Case study presentations	
11/14	Case study presentations	
11/19	Case study presentations	
<b>11/21</b>	<b>Thanksgiving, NO CLASS</b>	
11/26	Case study presentations	
11/28	Case study presentations	
12/3	Case study presentations	
12/5	Case study presentations, Review	
<b>12/14/2012</b>	<b>FINAL EXAM (Friday, December 14 at 8:00 am, EH 203)</b>	

\*MER = Mahan, Escott-Stump & Raymond

Sent to Kelly – July 23

**DHN 517 TENTATIVE SCHEDULE**

<b>DATE</b>	<b>TOPIC</b>	<b>READING*</b>	<b>CASE STUDY PRESENTATION#</b>
8/22	Introduction		
8/27	NCP/Medical Record		
8/29	Nutrition Assessment		
<b>9/3</b>	<b>Labor Day, NO CLASS</b>		
9/5	MNT protocols		
9/10	Diabetes		Polypharmacy
9/12	Advanced Enteral/Parenteral Nutrition		Diabetes
9/17	Stress/critical care	MER 39	
9/19	Stress		Trauma
9/24	<b>Exam #1 (8/22-9/19)</b>		
9/26	GI Surgery	MER 29, p 637-641	
10/1	Cancer	MER 37	
10/3	Cancer		Crohn's Disease
10/8	HIV	MER 38	Cancer
10/10	Neurologic Disorders	MER 41	AIDS
10/15	Neurologic Disorders		
10/17	Pediatrics/Inborn	MER 44	Alzheimer's Disease
	Errors of Metabolism		
10/22	Inborn Errors of Metabolism		
10/24	Patient presentation		PKU
10/29	<b>Exam #2 (9/26-10/24)</b>		
10/31	Thermal Injury	MER 39	
11/5	Liver, Pancreatitis		
11/7	Rheumatic Disease		
11/12	Sports/Eating Disorders		
11/14	Case study presentations		CHF
11/19	Case study presentations		Polycystic Ovarian Syndrome
<b>11/21</b>	<b>Thanksgiving, NO CLASS</b>		
11/26	Case study presentations		Thermal Injury
11/28	Case study presentations		Renal transplant
12/3	Case study presentations		Closed Head Injury
12/5	Case study presentations, Review		
<b>12/00/2012</b>	<b>FINAL EXAM</b>		

\*MER = Mahan, Escott-Stump &amp; Raymond

# = Nelms et al.: *Medical Nutrition Therapy, A Case Study Approach*

# Appendix C

**University of Kentucky**  
**Department of Dietetics and Human Nutrition**  
**Didactic Programs in Nutrition & Dietetics**

**STUDENT HANDBOOK**

**School of Human Environmental Sciences**

**College of Agriculture**

**Lexington, Kentucky 40506-0054**

The Didactic Program in Dietetics at the University of Kentucky is currently granted Accreditation by the Council for Education in Nutrition and Dietetics (ACEND), 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606, Phone number (800) 877-1600 or (312) 899-0040.

**Revised 01/13**

## TABLE OF CONTENTS

<u>TOPIC</u>	<u>PAGE</u>
Introduction	3
Program Philosophy	3
Program Goals and Objectives	4
Knowledge, Skills, and Competencies for Dietetics Programs	5
Curriculum	8
Program Sequence	10
Didactic Program Policies	12
• Academic Requirements	12
• Volunteer Activities	12
• Professional Associations	12
• Evaluation of Progress	13
• Electronic mail/Gmail Account	13
• Scholarships	13
• Student Grievances	14
• Verification Statements	14
• Resources	15
• Insurance	15
• Emergency Policy	15
Dietetics as Your Major	17
• The Registered Dietitian	17
Employment Opportunities	18
• Reasons for Becoming and RD	18
Steps Involved in Becoming a Registered Dietitian	18
• Applying for Supervised Practice (Internship) Programs in Dietetics:	18
Schedule of Fees	21

## INTRODUCTION

The Didactic Program in Dietetics (DPD) provides the academic curriculum that meets standards for dietetics education. Completion of the didactic curriculum provides “eligibility” to apply for a supervised practice experience (dietetic internship) which is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). When choosing a DPD program, students must consider the highly competitive scenario in acquiring acceptance into a dietetic internship program. Successful completion of the Didactic Program enhances the advantage for acceptance to a dietetic internship. A competitive applicant to a dietetic internship will have a grade point average (GPA)  $\geq 3.2$  and have a combination of volunteer and work experience in the core areas of dietetics; clinical, community, and foodservice management. Completion of the dietetic internship assures eligibility to write the national registration examination of the Commission of Dietetic Registration that grants use of the nationally recognized credential, Registered Dietitian (RD). The DPD Program office is located in room 203 Funkhouser Building on the University of Kentucky campus. The DPD Director is Dawn Brewer, PhD, RD, LD whose office is located in 206D Funkhouser Building.

## PROGRAM PHILOSOPHY

The philosophy of the Didactic Program in Dietetics at the University of Kentucky (UK) is based on the belief that the dietitian is the food and nutrition expert and that nutrition is an important basis of the health and well-being of all human beings functioning in a diverse society.

The program supports a learning environment that encourages students to become active learners, use problem-solving skills, create innovations, and continue to seek new learning opportunities. We recognize that each student has individual and unique differences in levels of learning. The faculty will provide experiences that develop individual independence, critical thinking, initiative, creativity, maturity and self-reliance for entry into the profession. The program will provide an environment for individuals to develop professional attitudes and instill standards of ethical professional practice by working with dietitians who serve as role models. Graduates of the Didactic Program are expected to provide quality nutritional care with concern and awareness of individual needs.

- ***The mission of the DPD is to provide a quality undergraduate experience of education, research, and service using a comprehensive evidence-based program in food, nutrition, and management that will prepare graduates to meet or exceed the high standards of entry-level dietetics professionals.***

The philosophy and goals of the Didactic Program are consistent with the high ethical standards and the philosophy and goals of the University, the School of Human Environmental Sciences and the Department of Dietetics and Human Nutrition.

Link to Vision, Mission, Plans and general information

[www.uky.edu/Provost/strategic\\_planning/mission.htm](http://www.uky.edu/Provost/strategic_planning/mission.htm)

Link to the Academy of Nutrition of Dietetics which includes information pertaining to the dietetics profession and the Code of Ethics: [www.eatright.org](http://www.eatright.org)

## PROGRAM GOALS

The Didactic Program in Nutrition and Dietetics (DP) prepares students to function in entry-level positions in hospitals, primary and long term care facilities, school and university food service, food systems operations, public health departments, health promotion and wellness agencies. Annual program outcome data is available upon request.

### The Goals of the Didactic Program are:

**Goal One: Advance undergraduate education to prepare dietetic students for graduate school or professional careers to have a positive impact on the community, patients and employers.**

#### **Outcome Measures:**

- 1) **Of the DP students,  $\geq 90\%$ , will have a GPA of 2.4 or greater in Year 3 of the DP curriculum.**
- 2) **There will be a  $\geq 20\%$  increase in dietetics core knowledge among DP students as demonstrated by the entrance- and exit-survey responses.**
- 3) **Of the students completing the exit survey, 70% will report “satisfactory” ratings or higher regarding their perceived ability to perform successfully in a supervised practice, entry-level nutrition-related position, graduate program, or a pre-professional program.**
- 4) **At least 90% of students enrolled in the third year of the DP will graduate within 150% of the time planned for completion.**

**Goal Two: Provide opportunities for students to develop dietetics core knowledge, and a variety of skills, values and behaviors to prepare them for entry into a dietetic internship.**

#### **Outcome Measures:**

- 1) **At least 60% of DP graduates will apply for a dietetic internship within 12 months of graduation.**
- 2) **At least 50% of DP graduates applying for dietetic internships will receive a dietetic internship within 12 months of graduation.**
- 3) **At least 70% of DP graduates will receive satisfactory ratings or higher in relation to their overall dietetics knowledge and skills as reported from dietetic internship directors, graduate professors, or employer survey respondents.**
- 4) **Over a five-year period the pass rate for the DP graduates taking the registration examination for the first time will be at least 80%.**

## **DPD CORE KNOWLEDGE**

During the four years of the DPD, the students will engage in learning experiences that satisfy the standards to acquire the core knowledge established by ACEND and integrate this knowledge into mastery of the knowledge requirements. A graduate of the DPD program will possess:

### **Core Knowledge for the Didactic Program in Dietetics:**

#### **Core Knowledge for Didactic Curriculum Content**

#### **1: Scientific and Evidence-Based Practice: Integration of Scientific Information and Research into Practice**

##### **Core Knowledge Requirement**

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.

##### a. Learning Outcome

Students must be able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.

##### b. Learning Outcome

Students must be able to use current information technologies to locate and apply evidence-based guidelines and protocols; for example, the AND Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, and National Guideline Clearinghouse Web sites.

#### **2: Professional Practice Expectations: Beliefs, Values, Attitudes and Behaviors for the Professional Dietitian Level of Practice**

##### **Core Knowledge Requirement**

KRD 2.1. The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

a. Learning Outcome

Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.

b. Learning Outcome

Students are able to demonstrate assertiveness, advocacy and negotiation skills appropriate to the situation.

KRD 2.2. The curriculum must provide principles and techniques of effective counseling methods.

a. Learning Outcome

Students are able to demonstrate counseling techniques to facilitate behavior change.

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.

a. Learning Outcome

Students are able to locate, understand and apply established guidelines to a professional practice scenario.

b. Learning Outcome

Students are able to identify and describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services.

### **3: Clinical and Customer Services: Development and Delivery of Information, Products and Services to Individuals, Groups and Populations**

#### **Core Knowledge Requirement**

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.

a. Learning Outcome

Students are able to use the Nutrition Care Process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions.

KRD 3.2. The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

a. Learning Outcome

Students must be able to develop interventions that affect change and enhance wellness in diverse individuals and groups.

KR 3.3. The curriculum must include education and behavior change theories and techniques.

a. Learning Outcome

Students must be able to develop an educational session or program/educational strategy for a target population.

#### **4: Practice Management and Use of Resources: Strategic Application of Principles of Management and Systems in the Provision of Services to Individuals and Organizations**

##### **Core Knowledge Requirement**

KRD 4.1. The curriculum must include management and business theories and principles required to deliver programs and services.

a. Learning Outcome

Students must be able to apply management theories to the development of programs or services.

b. Learning Outcome

Students must be able to evaluate a budget and interpret financial data.

KRD 4.2. The curriculum must include content related to quality management of food & nutrition services.

a. Learning Outcome

Students must be able to apply safety principles related to food, personnel and consumers.

b. Learning Outcome

Students are able to develop outcome measures, use informatics principles and technology to collect and analyze data for assessment and evaluate data to use in decision making.

KRD 4.3. The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.

a. Learning Outcome

Students are able to explain the impact of a public policy position on dietetics practice.

KRD 4.4. The curriculum must include content related to health care systems.

a. Learning Outcome

Students must be able to explain the impact of health care policy and different care delivery systems on food and nutrition services.

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.

## CURRICULUM

The four-year curriculum leading to the Bachelor of Science degree in Dietetics consists of two phases:

1. Two years of basic pre-professional and general studies courses are taken at the University of Kentucky or other accredited colleges or universities.  
See Program Major Sheets for pre-major course requirements:  
<http://www.uky.edu/registrar/Major-Sheets/MSCurrent/agr/diet.pdf>
  - a. The transfer student is encouraged to receive early guidance in the first semester from the Director of the Didactic Program in Dietetics (DPD), the School of Human Environmental Sciences Student Services Office, and the faculty of the Department of Dietetics and Human Nutrition.
2. The program has a structure for progression from pre-major courses to the core dietetics curriculum. A student can enter the core dietetics curriculum by achieving a GPA of 2.4 or above after completing the pre-major requirements to progress into

coursework of the major requirements. A grade of “C” or better in the core courses of the dietetics curriculum is required to remain in the dietetics program.

**Rationale for progression requirements:**

The courses are sequenced to build on the core knowledge and skills gained at the novice level and developed progressively to the competent level. A verification statement is given to each student upon completion of their didactic coursework requirements. The program is rigorous to give students the best possible chance for success. Grades above a 2.4 grade point average (GPA) help students to be more competitive. However, a GPA requirement of 2.8 will be enforced in Fall 2013. The program aims for at least 96% of the students to complete the program of study within four to six semesters of starting their core curriculum.

## Suggested Four Year Plan

2012 MAJOR: Dietetics

Effective FALL

DEGREE: B.S. in Dietetics

06/11/2012

### Program Sequence:

**Entrance Requirements:** Minimum grade point average for entrance of all students into the Dietetics program is 2.4

**Progression Requirements:** Minimum grade of C in all coursework designated Major Requirements

1. Sufficient ACT/SAT scores and/or Math Placement scores and/or MA 109 are prerequisite to Quantitative Foundations, plus Chemistry and Biology.
2. Prerequisites must be successfully completed prior to taking the next class. Check the UK Bulletin for prerequisite information.
3. Some courses are only offered once a year. Plan subject to change without notice. Check with advisor for updates periodically

### Year I

<u>Fall</u>		<u>Spring</u>	
WRD 110 or CIS 110	- 3	WRD 111 or CIS 111	- 3
Quant Found-MA 111 or 123	- 3-4	CHE 107	- 3
CHE 105	- 4	CHE 113	- 2
CHE 111	- 1	BIO 152	- 3
SOC 101	- 3	Global Dynamics	- 3
HES 100	- 1	<i>HES 100-if not taken in Fall</i>	- 1
UK 101(opt)	- 1	CHE 197 (opt)	- 1
	<u>15-17</u>		<u>14-16</u>

### Year II

<u>Fall</u>		<u>Spring</u>	
BIO 208	- 3	CHE 236 or 230	- 3
PGY 206	- 3	NFS 212	- 3
CLA 131	- 3	ECO 201	- 3
NFS 241	- 1	Arts & Creat Inq	- 3
PSY 100	- 4	Humanities/2 <sup>nd</sup> Tier	
		Writing	- 3
ACC 201	- 3		<u>15</u>
	<u>17</u>		

Application for the  
Coordinated  
Program (Option  
B) is due  
FEBRUARY 1

### Year III - Choose One Option

#### Option A –Didactic Program

Fall	Spring
NFS 301 – 2*	NFS 340 – 3**
NFS 302 – 3	NFS 304 – 3
NFS 311 – 3*	NFS 403 – 3**
NFS 312 – 3*	NFS 510 – 3**
Com, Cul, and Cit – 3	NFS 512 – 4**
STA 210 <u>-3</u>	<u>16</u>
17	

#### Option B-Coordinated Program (admission required)

Fall	Spring
NFS 301 – 2*	NFS340 – 3**
NFS 302 – 3	NFS 304 – 3
NFS 311 – 3*	NFS 403 – 3**
NFS 312 – 3*	NFS 510 – 3 *
Com, Cul, and Cit – 3	NFS 512 – 4**
STA 210 <u>-3</u>	<u>16</u>
17	

### Year IV

Fall	Spring
NFS 342 – 4	NFS 408G – 1
NFS 346 – 3*	NFS 480 – 1
NFS 514 – 3*	Electives <u>-14</u>
NFS 517 – 3*	<u>16</u>
FAM 352 <u>-3</u>	
16	

Fall	Spring
NFS 342 – 4	NFS 810 - 5
NFS 346 – 3*	NFS 812 - 5
NFS 408G –1	NFS 518 <u>-2</u>
NFS 514 – 3*	<u>12</u>
NFS 517 – 3*	<u>Summer Clinicals</u>
FAM 352 – 3	4-wk                      8-wk
Electives <u>-0-2</u>	NFS 800 - 1    NFS 814 - 3
<u>17-19</u>	NFS 808 <u>-2</u> NFS 816 <u>-3</u>
	<u>3</u> <u>6</u>

OPT A TOTAL = minimum 128 Credits

OPT B TOTAL = minimum 128-137 credits

NOTE: \*-Classes offered in Fall semester only. Prerequisites must be completed prior to enrollment.

\*\*-.Classes offered in Spring semester only. Prerequisites must be completed prior to enrollment.

#### Coordinated Program:

As indicated above, students may apply to the Coordinated Program (CP) (Option B) the second semester of their sophomore year. Completion of the CP results in a BS degree in Dietetics and eligibility to take the CDR registry exam to become a Registered Dietitian. The CP program admits 12 students per class. The CP consists of two years of intensive academic, professional, and supervised practice experience. The didactic component is three semesters and the supervised practice program is completed in three sessions; Spring semester, four week Summer session, and an eight week Summer session. Admission to the CP is competitive and involves an application process that includes an interview. More details pertaining to the CP application program can be found within the [CP website](#).

## DIDACTIC PROGRAM POLICIES

### **Academic Requirements:**

Students must complete the required didactic courses and professional responsibilities before becoming eligible to enter the internship match process.

1. Students must maintain a “C” or higher in all dietetics courses. If a student does not achieve a C, options would include:
  - a. Retake the course. However, this will disrupt course sequence and delay graduation.
  - b. Withdrawal from the program.
2. The student’s academic progress is reviewed each semester by the Department’s Academic Coordinator. If the Academic Coordinator has a concern about a student, the Dietetics faculty will meet with the student to review the student’s progress and make recommendations.

### **Volunteer Activities:**

Didactic Program students are required to participate in professional activities related to nutrition/dietetics. Students must take DHN 480, a practicum course, to participate in professional activities under the supervision of an RD. Also, it is recommended that students show evidence of other professional activities through volunteer service. Examples of activities include: volunteer with a dietetic mentor, feed a hospitalized patient, work at a community agency, serve at a health fair, volunteer at a food bank such as God's Pantry, etc.

### **Professional Associations:**

#### **Academy of Nutrition and Dietetics (AND)**

Dietetic students are eligible for affiliate membership in the Academy of Nutrition and Dietetics. Fees provide for a subscription to the Journal of the Academy of Nutrition and Dietetics. Students are encouraged to become affiliate members by fall of the first year of the DPD program.

#### **State and Bluegrass Academy of Nutrition and Dietetics**

Membership in the AND (<http://www.eatright.org/>) automatically grants membership to the Kentucky Academy of Nutrition and Dietetics who holds its annual meeting in the spring of each year (<http://www.kyeatright.org/>).

Students are also encouraged to join the Bluegrass Academy of Nutrition and Dietetics (BGAND), which meets approximately 9 times per year, (second Tuesday of each month,

September through May). Membership application forms are available from the BGAND website (<http://www.bluegrasseatright.org/>). Registration fees for meetings, seminars or workshops are often waived or reduced for students.

#### **Student Dietetic and Nutrition Association (SDNA)**

The University of Kentucky Student Dietetic and Nutrition Association patterns its organizational structure on that of the AND. Members of the board are elected and serve for the same time periods as designated in bylaws developed by the student committee. A goal of the SDNA is to engage in service activities that support the mission of the AND, the College of Agriculture, the School of Human Environmental Sciences, and the Department of DHN.

#### **Evaluation of Student Progress:**

Periodic informal evaluation conferences will be held with the appropriate academic advisor to assist the student in developing as a dietetic professional. At the end of each academic semester, the academic advisor will evaluate the progress of each student toward meeting the goals of the program. The student's right to privacy is carefully protected during the evaluation process.

Students enrolled in the Dietetics Program are expected to achieve a grade of a "C" or higher in all DPD core classes while maintaining an overall GPA of 2.4 or higher. Additionally, students must demonstrate competence in all areas of the didactic curriculum as indicated by the AND Core Knowledge for the RD.

#### **Electronic-mail (Email)/ G-mail Account:**

Each DPD student must have an established University email account. Email will be used for announcements and general communication. You may link your University of Kentucky email to a private email account. To obtain a University of Kentucky email account, access the following website: <http://www.uky.edu/ukit/help/email/guides>, and follow the directions to activate an account.

#### **Scholarships:**

The Academy of Nutrition and Dietetics offers scholarships to encourage eligible students to enter the field of dietetics. Student members of the AND, may apply for scholarships. Scholarships are also available for students participating in dietetic internships and graduate studies. The School of Human Environmental Sciences (HES) and the Department of DHN offer several scholarships to support student education and professional travel. A student can contact AND's Education and Accreditation Team (800/877-1600, ext. 5400 or [education@eatright.org](mailto:education@eatright.org)) for AND scholarship information. At UK, contact Louise Gladstone in the HES student affairs office at 103 Erikson Hall, phone 859-257-2588, email [lgladstn@uky.edu](mailto:lgladstn@uky.edu). In the Department of DHN, contact the Department Chair at 859-257-3800.

**Student Grievances:**

Students have the ability to file a complaint directly through the DPD Director which activates a six-step process if needed. After a complaint is received by the DPD Director then:

Step 1: Complaint is investigated.

Step 2: Student receives a request for a meeting with the DPD Director.

Step 3: Student receives a letter stating the complaint and the students' rights and responsibilities.

Step 4: Student reports to DPD Director on the complaint

Step 5: Student, Director, and complainant develop a resolution plan

Step 6: Department Chair and HES Director are notified of the complaint, resolution plan and follow-up

In addition, if students have a grievance related to an academic issue they can contact the Office of Academic Ombud Services. At the University of Kentucky, the Office of Academic Ombud Services is responsible for assisting students and instructors in working through and resolving academic-related problems and conflicts. The primary focus is to ensure fair policies, processes, and procedures that are equitably implemented. Thus, the Ombud office provides a neutral party working as an advocate for fairness and equity.

Academic Ombud services are available 8:00 am – 5:00 pm, Monday--Friday.

Location: 109 Bradley Hall

Telephone: 859.257-3737

Confidential FAX: 859.257-5346

Email address: [ombud@uky.edu](mailto:ombud@uky.edu)

Website: <http://www.uky.edu/Ombud/>

Walk in visits are welcome at any time. Call-in and e-mail inquiries are also encouraged. Often Complete the information on students' rights and responsibilities, which can be found at the following website: <http://www.uky.edu/StudentAffairs/Code/#>

**Verification Statements:**

Upon successful completion of the didactic program in dietetics, the DPD program director will issue to the student a verification statement indicating that the student has completed all coursework requirements for a didactic degree in dietetics as dictated by the ACEND accrediting body. Copies of these forms should be submitted along with applications to dietetic internships, to AND as a part of the application to achieve active membership status, and may be requested by employers or graduate schools programs.

If you apply to a dietetic internship program(s) before your coursework is officially completed, you can request a Declaration of Intent form from the DPD program director. This form serves

as a substitute for the verification form. The Declaration of Intent lists the coursework that the student is in the process of completing to fulfill didactic program requirements. A final verification form will be awarded as previously described and should be submitted to the dietetic internship director if you accept an internship.

### **Resources:**

Resources for the DPD Program include William T. Young and Medical Center libraries, computer labs throughout campus (<http://www.uky.edu/ukit/labs/lab-information>), Food Systems labs, and smart classrooms in Erikson Hall and Funkhouser Building.

### **Insurance**

Professional liability insurance shall be carried by the student while enrolled in DHN 480: Dietetics Pre-Professional Practice and evidence of such coverage shall be kept on file in the office of the DPD Program Director. Student liability insurance may be obtained through the University for approximately \$30.00 per year. Submit checks to the DHN administrative assistant by the second week of the semester, which is prior to commencing pre-professional practice at a site. A report on any accident that occurs that potentially involves legal liability on the part of the intern should be filed in the DHN DPD Director's office within five (5) days after the occurrence of the accident and with the University's insurance office.

### **Emergency Policy**

As a student enrolled in DHN 480: Dietetics Pre-Professional Practice, you are expected to convey the utmost care and attention when completing your duties. With this stated, please understand that accidents can still occur at your volunteer site, and it is important for you to know ahead of time what to do if an accident takes place.

*IF THE ACCIDENT OR INJURY IS LIFE THREATENING:*

1. **REPORT THE ACCIDENT/INJURY TO YOUR NEAREST SITE SUPERVISOR AND SEEK EMERGENCY MEDICAL ATTENTION IMMEDIATELY**
2. As soon as possible, contact a representative from your insurance company and explain the accident/injury.
3. Contact the DPD Director.
4. Follow community faculty site rules/regulations on filing a report regarding the accident.

*IF THE ACCIDENT OR INJURY IS **NOT** LIFE THREATENING:*

1. Report the accident/ injury to your nearest site supervisor and/or community faculty.
2. Warn employees around you if hazards are in the area (i.e. broken glass).
3. Contact your insurance company for authorization to seek medical attention if emergency room services are necessary.
4. Proceed to medical services if deemed necessary.
5. Contact the DPD Director.
6. Follow community-based faculty/community faculty site rules/regulations on filing a report regarding the accident.

---

**UK DHN 480 Student: Sign and Return to UK DHN DPD Director**

I have read and fully understand the above DHN Dietetic Intern Supervised Practice Program Emergency Policy.

---

DHN 480 Student Signature

---

Date

## DIETETICS AS YOUR CHOSEN MAJOR

As a recipient of this handbook, you have chosen the field of dietetics to be your undergraduate major course of study at the University of Kentucky. What does this choice mean for you once your studies are over? The following section of this handbook is designed to answer some of the questions that new graduates from a DPD program often have such as: What is a dietitian? What employment opportunities are available for RD's? Why should I become an RD? What are the steps involved in becoming an RD? How do I apply to an internship? What do you do if you do not receive an internship slot?

### **The Registered Dietitian (RD):**

RDs are food and nutrition experts who have met the following criteria to earn the RD credential:

- Completed a minimum of a bachelor's degree at a US regionally accredited university or college and course work approved by ACEND.
- Completed an ACEND-accredited supervised practice program at a healthcare facility, community agency, or a foodservice corporation, or combined with undergraduate or graduate studies. Typically, the length of an internship program ranges from six to twelve months. The Dietetic Internship program through the Department of DHN at the University of Kentucky runs from January until July.
- Passed a national examination administered by the Commission on Dietetic Registration (CDR).
- Complete continuing professional educational requirements to maintain registration.

Some RDs hold additional certifications in specialized areas of practice, such as pediatric or renal nutrition, nutrition support, and diabetes education. These certifications are awarded through CDR, the credentialing agency for AND, and/or other medical and nutrition organizations and are recognized within the profession, but are not required. In addition to RD credentialing, many states have regulatory laws for dietitians and nutrition practitioners. Frequently these state requirements are met through the same education and training required to become an RD.

Some states require RDs to be licensed before they can practice. In Kentucky and the surrounding states, Licensure is available. The credential is known as "Licensed Dietitian" (LD),

which signifies to other health professionals and consumers and consumers that the individuals providing nutritional care meet the standards of the state in which they practice. Licensure must be renewed every year. In KY a non-dietitian with an MS in nutrition or dietetics can be certified and use the initials CN Certified Nutritionist. Go to <http://bdn.ky.gov/Pages/default.aspx> for further information.

For more information regarding the career path to become a RD please visit the AND website: <http://www.eatright.org/BecomeanRDorDTR/>

## **EMPLOYMENT OPPORTUNITIES FOR RDS**

Registered dietitians work in a wide variety of employment settings, including health care, business and industry, public health, education, research, and private practice. Examples of employment opportunities include: Clinical nutritionist as part of a hospital or other health care team, Food Service Systems Manager, Sports Nutrition or Wellness Program Coordinator, Food and Nutrition Consumer Affair Spokesperson, Community or Public Health Nutritionist, Nutrition Research Coordinator, Food and Nutrition Program Development and many more!

### **Reasons for Becoming an RD:**

Becoming a registered dietitian is a competitive advantage in securing an employment position. Many work environments, particularly those in medical and health care settings, require that an individual be credentialed as an RD.

## **STEPS INVOLVED IN BECOMING AN RD:**

As a didactic student at the University of Kentucky, you have already completed the first step of the process, which is enrollment in an ACEND-accredited program. While you are in your didactic program, you must achieve good grades in your classes, become active in the SDNA and other University organizations and activities as your schedule allows. Think about volunteering some of your time in a nutrition or dietetics setting or organization, and start researching dietetic internship opportunities early! Students should start looking at potential internship programs no later than their junior year in order to be ready for the application process their senior year. Once a student is accepted into a dietetic internship program, they will complete at least 1200 hours of supervised practice experience. Upon successful completion of internship requirements, students will be eligible to sit for the national dietetic registration examination. Approximately 83% of our dietetic students pass the dietetic registration exam upon their first attempt.

### **Applying for Supervised Practice (Internship) Programs in Dietetics:**

Application for a Dietetic Internship will usually be done towards the end of the junior year or beginning of the last semester of the senior year with the intent to begin the internship the following year. Similar to national averages, approximately 50% of University of Kentucky's dietetic students match to supervised practice programs.

The following resources will be the students' best sources for up-to-date information regarding application to dietetic internships. Students should always defer to individual Dietetic Internship program's website content for current application policies and procedures.

- Academy of Nutrition and Dietetics <http://www.eatright.org>
- D & D Digital [www.dndigital.com](http://www.dndigital.com)
- Dietetic Internship Centralized Application System (DICAS) <https://portal.dicas.org/>

During the second semester of the junior year, DPD students are asked to self-enroll in the Blackboard Dietetics Internship site ([DIA-NC-201199: Dietetic Internship Application Information](#)). This resource provides extensive information on the process of:

- Applying for Dietetic Internships using the DICAS system and extensive information about what DICAS is and how it works.
- Information about D&D Digital and the matching process as well as the DICAS application system is included on this site. The DPD Director maintains the Blackboard site with input from other DPD faculty.

#### Application Steps:

Step 1: The DPD director sends an email through the Department's dietetic student list serve to notify juniors and seniors of the opportunity to participate in the internship matching process and explains who should be participating in the next match. The DPD director then creates a DICAS list serve and establishes dates to conduct meetings for DPD students to assist with their internship application process. You can also self-enroll into the Blackboard site to obtain more information about the matching process.

#### Step 2:

Select up to three programs. Base selections on your future plans (Type of program - hospital, public health, or graduate school credits, length of program, number of students accepted, cost, start/end dates, and location). Use the following website to learn about dietetic internship programs (<http://www.eatright.org/BecomeanRDorDTR/content.aspx?id=8473>). Then assess your competitiveness including: your GPA, volunteer/work experiences, letters of reference. For letters of reference you should ask people who know you well, and prepare your statement of goals/reasons for applying.

**Step 3:**

Contact the programs that you are interested in and request information. Ask any questions that you may have that are not answered on their website. Your letter/email can be short, but project a professional image because programs may remember you. If possible, arrange a site visit or plan to visit while the program is holding its open house. Site visits and program inquiries should be completed towards the end of your junior year or beginning of your senior year.

**Step 4:**

Research and evaluate the programs. Rank them according to your priorities. Select up to 3 programs. Draft your personal statement for the application. You can seek help and have your letter edited at UK's Writing Center for grammar and style and then by others you trust for content and professionalism. UK's Stuckert Student Career Center can also review your personal statement.

**Step 6:**

Satisfy the pre-requisites for the dietetic internship programs. If the program you are applying to requires you to submit GRE scores, schedule your test appointment early! Test centers grant GRE test appointments on a first come – first serve basis.

**Step 7:**

Follow a program's application guidelines carefully. Secure the required number of letters of reference. Be sure to provide your reference writers with a resume and unofficial transcripts to the people from whom you are requesting a reference. This helps them write a good letter of recommendation. Give them plenty of advance notice.

**Step 8:**

Finalize the personal statement. Edit and re-edit. Re-check application requirements. Provide telephone numbers/email where you can be reached on the Appointment Date.

**Step 9:**

Request required forms from DPD program director through DICAS:

Declaration of Intent (for classes you have left until graduation)

Verification of Completion of Approved DPD (form if you have graduated)

Request your official transcripts from the registrar. Do this in a timely manner to ensure DICAS receives your transcripts 10 days prior to the application deadline.

**Step 10:**

DICAS and the D&D Digital Match System:

Most Dietetic Internships (DI) select applicants for appointments through a matching process. All DI Applicants Must Complete a 2-step Process:

1. Apply to internships through [DICAS](#) and pay a fee
2. Prioritize internships with D&D Digital for [DI Matching](#) and pay a fee

You must register and pay the fee charged by D&D Digital to be able to list your priorities for internship programs to be entered into the match process.

Each Dietetic Internship program that you are interested in must receive your application **and** must be on your prioritized list of Internships for matching!

Most Internships will participate in an online [Dietetic Internship Centralized Application System \(DICAS\)](#) to receive your application. For applications to Internships that DO NOT participate in DICAS, the application should be sent directly to the DI program director of the chosen program or should be sent as directed on the DI program's website.

For internships that do not participate in DICAS. Submit applications to schools based on **the program's deadline** and mail by certified mail (return receipt requested). For additional information, contact the Director of the Dietetic Internship program that you are interested in.

## SCHEDULE OF FEES

Link to UK tuition, fees and policies: <http://www.uky.edu/Registrar/feesgen.htm>

# Appendix D

## The Route to the RD Credential

University of Kentucky  
Department of Nutrition and Food Science  
Dietetics Program

### NFS DPD Option A

[www.ca.uky.edu/HES](http://www.ca.uky.edu/HES)

- › Offers a 4-year CADE Accredited Curriculum
- › Results in the BS in Dietetics – CADE Verification Statement required for acceptance into a DI
- › Prepares students to apply to CADE Accredited Supervised Practice Program / Dietetic Internship
- › Must attain a GPA of 2.4/4.0 to progress into major coursework
- › Contact Information
  - Steve Perry, MS, RD, LD, DPD Director

### Route to the RD Terminology

[www.ca.uky.edu/HES](http://www.ca.uky.edu/HES)

- › RD Registered Dietitian
- › DPD Didactic Program in Dietetics
- › CPD Coordinated Program in Dietetics
- › MS Master of Science
- › DI Dietetic Internship
- › SPP Supervised Practice Program
- › CADE Commission on Accreditation for Dietetics Education
- › Links [www.eatright.org](http://www.eatright.org)

### NFS CPD Option B

[www.ca.uky.edu/HES](http://www.ca.uky.edu/HES)

- › Offers a 3.5-year CADE Accredited Didactic Component plus the minimum of 1200 hr SPP
- › Results in the BS in Dietetics upon completion of the SPP
- › Selective admission program to which dietetic students apply prior to beginning the major course work in the Year 3 of the dietetics program
- › NFS DPD majors are eligible to apply in Spring semester of the DPD Sophomore/ Year 2

### UK NFS Routes to the RD

[www.ca.uky.edu/HES](http://www.ca.uky.edu/HES)

- › UK NFS DPD BS in Dietetics w/o SPP
- › UK NFS CPD BS in Dietetics w/ SPP
- › UK NFS DI SPP only  
SPP + MS

Note: SPP and DI are used interchangeably in the UK NFS Dietetic Program. The DI is the supervised practice program to which individuals apply after graduation from an accredited DPD.

### NFS CPD Option B cont.

[www.ca.uky.edu/HES](http://www.ca.uky.edu/HES)

- › Prepare for Application Process FR & SOPH years
  - GPA 2.8/4.0 or higher
  - Letter of Application
  - Work Experience - Paid or Volunteer
  - Honors
  - Extracurricular Activities
  - Three (3) Letters of Recommendation
- › Apply Spring Semester SOPH/YR 2 DPD  
February 1<sup>st</sup> deadline

**NFS CPD Option B** cont. KOS7

[www.ca.uky.edu/HES](http://www.ca.uky.edu/HES)

- ▶ CP JR/YR 3 & SR/YR 4 Required Semesters
  - JR/YR 3 – F & SP SR/YR 4 – SP Didactic
  - SR/YR 4 – SP, SM1 4-WK, & SM2 8-WK SPP
- ▶ BS in Dietetics – August of SR/YR 4 and after completion of the SPP

**NFS DI** cont. link to appl

- ▶ NFS DI Application Process
  1. Entrance Requirements
  2. Application Deadline **February 15**
  3. Schedule/Timeline
  4. Fees/Tuition
  5. Applications/Downloadable Materials
  6. Links (i.e. NFS ADA, D & D, DICAS, UK Grad School)
  7. Contact Information  
Dr. Hazel Forsythe, RD, LD, CFCS, DI Director  
204 Funkhouser Bldg

**NFS CPD Option B** cont. KOS8

[www.ca.uky.edu/HES](http://www.ca.uky.edu/HES)

- ▶ NFS CP
  1. Entrance Requirements
  2. Application Deadline **February 1<sup>st</sup>**
  3. Schedule/Timeline
  4. Tuition/Interviews
  5. Applications/Downloadable Materials
  6. Contact Information  
Dr. Cook-Newell, RD, LD, CDE, CN, CP Director  
Shirre Smith, NFS Staff, 204 Funkhouser Bldg. or  
uknfs.cpd@gmail.com

**NFS Graduate Program** KOS1

- ▶ MS in Hospitality and Dietetic Administration
- ▶ MS and DI Option See NFS DI Application
- ▶ University Scholars Program
  - NFS DPD
  - NFS CPD
- ▶ Contact information
  - Dr. Hazel Forsythe, RD, LD, CFCS, DGS

**NFS DI** [www.ca.uky.edu/HES](http://www.ca.uky.edu/HES)

- ▶ Offers a 7 month 1200+ hr CADE Accredited DI
- ▶ Accredited DPD graduates are eligible to apply
- ▶ Single Pathway SPP w/o MS 7 months
- ▶ Dual Pathway SPP w/ MS SPP + 2 years
- ▶ JR & SR semesters Prepare for Application Process
- ▶ Apply Spring Senior/ Year 4
  - Prior to or upon DPD graduation
  - DI Application February 15 deadline
  - UK Graduate School Fall Semester SR/YR 4

**NFS Graduate Program** cont.

- ▶ M.S. In Hospitality and Dietetic Administration
- ▶ Applying to Graduate School
  1. Deadlines
  2. Schedule/Timeline
  3. Fees/Tuition
  4. Applications/Downloadable Materials
  5. Links (i.e. NFS UK Grad School)
  6. Contact Information  
Dr. Hazel Forsythe, RD, LD, CFCS DGS

## Internships and Scholarships

› Information on Internships and Scholarships

- American Dietetic Association
- USDA
- D.C. Internships
- Specific Scholarships for NFS, HES, & UK College of Agriculture Students

## NFS Links

- |  |                 |
|--|-----------------|
| › <a href="http://www.ca.uky.edu/HES">www.ca.uky.edu/HES</a>               | NFS             |
| › <a href="http://www.eatright.org">www.eatright.org</a>                   | ADA             |
| › <a href="http://www.bluegrasseatright.org">www.bluegrasseatright.org</a> | BGDDA           |
| › <a href="http://www.dnndigital.com">www.dnndigital.com</a>               | DI Match        |
| › <a href="https://portal.dicas.org/">https://portal.dicas.org/</a>        | Online DI Appl. |

## Getting Involved

› College of Agriculture Ambassadors

- › Professional Clubs at UK
  - SDA Student Dietetic Association
  - KAFCS Kentucky Association of Family and Consumer Sciences
- › Professional Organizations
  - American Dietetic Association
  - Kentucky Dietetic Association
  - Bluegrass District Dietetic Association

## Links

› Frequently asked questions and answers can be found at:

American Dietetic Association  
[www.eatright.org](http://www.eatright.org)

## Suggested Four Year Plan

**MAJOR: Dietetics**  
**DEGREE: B.S. in Dietetics**

**Effective FALL 2012**  
**05/22/2012**

**Entrance Requirements:** Minimum grade point average for entrance of all students into the Dietetics program is 2.4

**Progression Requirements:** Minimum grade of C in all coursework designated Major Requirements

1. MA 109 and/or sufficient ACT scores are prerequisite for Quantitative Foundations (MA 111 or MA 123), plus Chemistry and Biology.
2. Prerequisites must be successfully completed prior to taking the next class. Check the UK Bulletin for prerequisite information.
3. Some courses are only offered once a year. Plan subject to change without notice. Check with advisor for updates periodically

### Year I

<u>Fall</u>	<u>Spring</u>
WRD 110 or CIS 110 - 3	WRD 111 or CIS 111 - 3
Quant Found-MA 111 or 123 - 3-4	CHE 107 - 3
CHE 105 - 4	CHE 113 - 2
CHE 111 - 1	BIO 152 - 3
SOC 101 - 3	Humanities - 3
HES 100 - 1	<i>HES 100-if not taken in Fall</i> - 1
UK 101(opt) <u>-1</u>	CHE 197 (opt) <u>-1</u>
15-17	14-16

### Year II

<u>Fall</u>	<u>Spring</u>
BIO 208 - 3	CHE 236 or 230 - 3
PGY 206 - 3	NFS 212 - 3
CLA 131 - 3	ECO 201 - 3
NFS 241 - 1	Arts & Creat Inq - 3
PSY 100 - 4	Global Dynamics <u>-3</u>
ACC 201 <u>-3</u>	15
17	

Application for the  
Coordinated  
Program (Option B)  
is due FEBRUARY 1  
prior to Year III.

### Year III - Choose One Option

#### Option A –Didactic Program

Fall	Spring
NFS 301 – 2*	NFS 340 – 3**
NFS 302 – 3	NFS 304 – 3
NFS 311 – 3*	NFS 403 – 3**
NFS 312 – 3*	NFS 510 – 3**
Com, Cul, and Cit – 3	NFS 512 – <u>4**</u>
STA 210 <u>-3</u>	16
17	

#### Option B-Coordinated Program (admission required)

Fall	Spring
NFS 301 – 2*	NFS 340 – 3**
NFS 302 – 3	NFS 304 – 3
NFS 311 – 3*	NFS 403 – 3**
NFS 312 – 3*	NFS 510 – 3 *
Com, Cul, and Cit – 3	NFS 512 – <u>4**</u>
STA 210 <u>-3</u>	16
17	

### Year IV

Fall	Spring
NFS 342 – 4	NFS 408G – 1
NFS 346 – 3*	NFS 480 – 1
NFS 514 – 3*	Electives <u>-14</u>
NFS 517 – 3*	16
FAM 352 <u>-3</u>	
16	

Fall	Spring
NFS 342 – 4	NFS 810 - 5
NFS 346 – 3*	NFS 812 - 5
NFS 408G – 1	NFS 518 <u>-2</u>
NFS 514 – 3*	12
NFS 517 – 3*	<u>Summer Clinicals</u>
FAM 352 – 3	4-wk                      8-wk
Electives <u>-0-2</u>	NFS 800 - 1    NFS 814 - 3
17-19	NFS 808 <u>-2</u> NFS 816 <u>-3</u>
	3                              6

**OPT A TOTAL = minimum 128 Credits**

**OPT B TOTAL = minimum 128-137 credits**

NOTE: \*-Classes offered in Fall semester only. Prerequisites must be completed prior to enrollment.

\*\* -Classes offered in Spring semester only. Prerequisites must be completed prior to enrollment.

University of Kentucky DPD Program

# Dietetics

## College of Agriculture and School of Human Environmental Sciences

Dietetics prepares professionals who are recognized for expertise in food and nutrition. Graduates of the University of Kentucky Dietetics Program are prepared to become Registered Dietitians to function as entry level professionals with opportunities for practice in medical nutrition therapy, community dietetics, food systems management, and/or the business of dietetics. Becoming a registered dietitian involves a combination of academic preparation, including a minimum of a baccalaureate degree, and a supervised practice component.

The UK NFS/DHN Dietetics Program offers two options to earn a bachelor's degree in dietetics. Option A is the Didactic Program in Dietetics (DPD) and Option B is the Coordinated Program in Dietetics (CP). Both options lead to the Bachelor of Science in Dietetics and fulfill the foundation knowledge and/or competencies established by the Accreditation Council for Education in Nutrition and Dietetics, ACEND, the accrediting agency for the Academy of Nutrition and Dietetics, AND. The DPD and the CP are both fully accredited by ACEND. Option B, CP, is a selective admission program to which students must apply prior to beginning the major course work in the third year of the dietetics program.

**Option A**, designated as the Didactic Program in Dietetics, DPD, focuses on the foundation knowledge requirements provided by the academic component of dietitian education. A student must be a declared dietetics major in the Department of Nutrition and Food Science to complete the DPD. Students must attain a grade-point average of **2.4** or above to progress into course work designated as major requirements.

Successful completion of the DPD curriculum enables graduates to apply to a ACEND-accredited supervised practice program, SPP, in a post-baccalaureate Dietetic Internship.

Upon successful completion of the Dietetic Internship the individual is eligible to sit for the national registry exam administered by the Commission on Dietetic Registration, CDR, the credentialing agency of the AND, which grants use of the nationally recognized credential "RD" Registered Dietitian.

Graduates of the UK NFS/DHN Option A may apply for placement in the Dietetic Internship program offered by the Department of Nutrition and Food Science, School of Human Environmental Sciences, or any other ACEND-accredited dietetic internship outside the department. Students must consider the highly competitive scenario in competing for acceptance into a Dietetic Internship.

**Option B**, designated as the Coordinated Program in Dietetics, CP, provides the foundation knowledge requirements provided by the academic component of dietitian education (see DPD above) **and** an ACEND-accredited supervised practice component. Students who have completed the pre-major requirements and are interested in the Coordinated Program to attain the academic preparation and supervised practice program through the UK NFS/DHN Dietetics Program may apply for admission to Option B, the CP. Option B requires three additional semesters of didactic course work in the major requirements prior to beginning the 1,200 hour supervised practice program. Students in the CP must successfully complete the didactic and supervised practice component to receive the B.S. in Dietetics degree.

The ACEND-accredited CP is a selective admission program. Admission to the University of Kentucky NFS/DHN Dietetics Program does not guarantee admission to the Coordinated Program, CP. A limited number of students who have completed the required preprofessional courses will be admitted on the basis of cumulative grade-point average, potential qualities for becoming a successful dietitian, leadership potential and professional involvement and commitment.

The application deadline for the UK NFS/DHN CP is February 1, prior to potential fall admission in Year Three of the Dietetics Program. Year Three of the Dietetics Program is the beginning of the Major Requirements for completion of course work. Program application materials should include an application form, a letter of professional goals and qualifications, three letters of reference, and record of academic performance.

The CP Admissions Committee considers grade-point average, letter of application, work experience, honors and extracurricular activities and letters of recommendation. Students who apply to the UK NFS/DHN CP will be granted an interview where the applicant's goals, communication skills, knowledge of the profession, and organizational and leadership skills are evaluated.

Successful CP applicants will be notified of provisional acceptance into the CP before UK's priority registration dates for the ensuing fall semester. Final acceptance depends on successful completion of the work in progress at the time of the application and throughout the remaining didactic component prior to beginning the supervised practice component of the undergraduate dietetics program.

Transfer students are urged to contact the Advising Resource Office, 112 Erikson Hall, for a preliminary evaluation of credits well in advance of the application date. Year Three of the Dietetics Program is the beginning of the Major Requirements for completion of course work. CP applicants must be a declared major in the UK NFS/DHN dietetics program or if a transfer student, indicate intent to declare dietetics as their major. Students accepted into the CP must be majors in the UK NFS/DHN dietetics program.

Successful completion of Option B, the UK NFS/DHN CP, results in the Bachelor of Science in Dietetics degree. Graduates of Option B are eligible to sit for the national registry exam administered by the Commission on Dietetic Registration, CDR, the credentialing agency of the AND, which grants use of the nationally recognized credential "RD" Registered Dietitian.

The UK NFS/DHN ACEND-accredited Dietetic Internship, DI, is offered for students who have completed a Didactic Program in Dietetics at UK or other ACEND-accredited institutions. Qualified graduates compete for a limited number of positions in the UK NFS/DHN DI. For information regarding the UK NFS/DHN Dietetic Internship, the application and/or screening procedures, please contact:

**College of Agriculture and  
School of Human Environmental Sciences  
Director, Dietetic Internship Program  
Department of Nutrition and Food Science  
203 Funkhouser Building  
University of Kentucky  
Lexington, KY 40506-0054**

–CONTINUED–

University of Kentucky is accredited by the Southern Association of Colleges and Schools Commission on Colleges. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, call 404-679-4500, or online at <http://www.sacscoc.org> for questions about the accreditation of University of Kentucky.

# Dietetics • 2

## Degree Requirements

Each student must complete the following:

1. Complete UK Core requirements.
2. Complete the School requirements listed below.
3. Complete 128 credit hours with a minimum grade-point average of 2.0.
4. Complete the required curriculum in the major program.

## School Requirements

HES 100 An Introduction to Professions in Human Environmental Sciences .....	1
FAM 352 Issues in Family Sciences .....	3
<b>Subtotal: School Required Hours .....</b>	<b>4</b>

## UK Core Requirements

See the *UK Core* section of the 2012-2013 *Undergraduate Bulletin* at: [www.uky.edu/Registrar/bulletinCurrent/ukc.pdf](http://www.uky.edu/Registrar/bulletinCurrent/ukc.pdf) for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

### I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list ..... 3

### II. Intellectual Inquiry in the Humanities

Choose one course from approved list ..... 3

### III. Intellectual Inquiry in the Social Sciences

PSY 100 Introduction to Psychology  
or  
SOC 101 Introduction to Sociology ..... 3-4

### IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

CHE 105 General College Chemistry I ..... 4  
CHE 111 Laboratory to Accompany General Chemistry I ..... 1

### V. Composition and Communication I

CIS/WRD 110 Composition and Communication I ..... 3

### VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II ..... 3

### VII. Quantitative Foundations

Choose one course from approved list ..... 3

### VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty:  
An Introduction to Statistical Reasoning ..... 3

### IX. Community, Culture and Citizenship in the USA

Choose one course from approved list ..... 3

### X. Global Dynamics

Choose one course from approved list ..... 3

**UK Core Hours .....** **32-33**

## Progression Requirements

Students must attain a grade-point average of **2.4** or above to progress into course work designated as major requirements. In addition, students must achieve a grade of **C** or better in all course work designated as major requirements.

Students must complete the following requirements:

## Premajor Requirements

## Hours

ACC 201 Financial Accounting I .....	3
BIO 152 Principles of Biology II .....	3
BIO 208 Principles of Microbiology .....	3
CHE 105 General College Chemistry I .....	4
CHE 107 General College Chemistry II .....	3
CHE 111 Laboratory to Accompany General Chemistry I .....	1
CHE 113 Laboratory to Accompany General Chemistry II .....	2
CHE 230 Organic Chemistry I or CHE 236 Survey of Organic Chemistry .....	3
CLA 131 Medical Terminology from Greek and Latin .....	3
ECO 201 Principles of Economics I .....	3
NFS/DHN 212 Introductory Nutrition .....	3
NFS/DHN 241 Food Service Sanitation .....	1
PGY 206 Elementary Physiology .....	3
PSY 100 Introduction to Psychology .....	4
SOC 101 Introduction to Sociology .....	3
STA 210 Making Sense of Uncertainty: An Introduction to Statistical Reasoning .....	3
<b>Subtotal: Premajor Hours .....</b>	<b>44</b>

## Major Requirements

## Hours

Prior to beginning the major requirements, students should indicate a choice of Option A or Option B with the Advising Resources Office, 112 Erikson Hall, and the UK NFS/DHN Dietetics Program, 203 Funkhouser. Option B is a selective admissions program.

NFS/DHN 301 Dietetics Practice .....	2
NFS/DHN 302 Principles of Food Preparation .....	3
NFS/DHN 304 Experimental Foods .....	3
NFS/DHN 311 Nutritional Biochemistry .....	3
NFS/DHN 312 Nutrition and Wellness in the Life Cycle .....	3
NFS/DHN 340 Institutional Purchasing .....	3
NFS/DHN 342 Quantity Food Production .....	4
NFS/DHN 346 Human Resources Management for the Food and Hospitality Industries or MGT 301 Business Management .....	3
NFS/DHN 403 Community Nutrition and Wellness .....	3
NFS/DHN 408G Seminar in Food and Nutrition .....	1
NFS/DHN 510 Advanced Nutrition .....	3
NFS/DHN 512 Medical Nutrition Therapy I .....	4
NFS/DHN 514 Dietetics: Counseling and Communication Theories and Applications .....	3
NFS/DHN 517 Medical Nutrition Therapy II .....	3
<b>Subtotal: Major Hours .....</b>	<b>41</b>

–CONTINUED–

## Dietetics • 3

### Option Requirements

One option must be completed concurrently with the major requirements stated above.

#### Option A – Didactic Program in Dietetics (DPD)

NFS/DHN 480 Dietetics Pre-Professional Practice ..... 1-6

**Subtotal: Option A ..... 1-6**

#### Option B – Coordinated Program in Dietetics (CP)

Option B requires the student to apply to admission to the CP after completion of premajor requirements. See Bulletin for details.

NFS/DHN 800 Nutrition in the Life Cycle: Practicum\* ..... 1

NFS/DHN 808 Community Nutrition II: Supervised Practice\* ..... 2

NFS/DHN 810 Medical Nutrition Therapy I: Supervised Practice\* ..... 5

NFS/DHN 812 Food Service Systems Management:

Supervised Practice\* ..... 5

NFS/DHN 814 Food Service Systems Management II:

Supervised Practice\* ..... 3

NFS/DHN 816 Medical Nutrition Therapy II: Supervised Practice\* ..... 3

NFS/DHN 518 Evaluation of Dietetic Issues and Leadership ..... 2

\*800-level course requires admission to CP.

**Subtotal: Option B ..... 21**

### Electives

Electives should be selected by the student to lead to the minimum total hours required for graduation.

**Subtotal: Minimum Elective Hours ..... 1-13**

**TOTAL HOURS: Option A ..... 128**

**TOTAL HOURS: Option B ..... 137**

Requests for applications or further information may be directed to:

**Director, Coordinated Program  
Department of Nutrition  
and Food Science  
203 Funkhouser Building  
University of Kentucky  
Lexington, KY 40506-0054**

**Department of Dietetics and Human Nutrition**

**College of Agriculture, Food, and Environment**

**External Program Review Committee Report**

**DEPARTMENT OF DIETETICS AND HUMAN NUTRITION**

**2013 Periodic Program Review Report**

**April 28-30, 2013**

College of Agriculture, Food and Environment  
University of Kentucky

**Programs Reviewed:**

B.S. in Human Nutrition  
M.S. in Dietetics Administration  
Research  
Extension

**Review Committee:**

Robert Harmon - Committee Chair, Animal and Food Sciences  
Janet Tietyen Mullins - DHN faculty member  
Alison Gustafson - DHN faculty member  
Lindsey Mayes - DHN graduate student  
Whitney Sanders - NFS/DHN alumnus  
Natalie Taul - Cooperative Extension  
Charles Santerre - Purdue University, external reviewer

## **DIETETICS AND HUMAN NUTRITION PROGRAM REVIEW EXECUTIVE SUMMARY**

The Department of Dietetics and Human Nutrition (DHN) is composed of 12 faculty members (including 2 lecturers), an academic coordinator, a program coordinator, and support staff who participate in the academic programs in the department. In addition, support is provided from the Advising Resource Center in HES. The chair has provided steady leadership that is moving the department in a positive direction with forward-looking vision. Interviews with undergraduate and graduate students, faculty, and FCS Extension agents resulted in predominantly positive feedback on the department's programs along with some excellent suggestions on areas of improvement in the future.

The department excels at undergraduate education and compassion for students. Both undergraduate and graduate students have a thirst for research experiences, are engaged in the classroom, and would like to have more opportunities for research exposure. Given the increased value of research held by dietetics and nutrition accrediting bodies, ways to enhance the research experience become increasingly important. With a student to faculty ratio of 53 to 1 and the highest number of student credit hours taught in the College, significant effort goes into instruction, perhaps at the expense of the research enterprise. Improvements in the department that seem to be making a difference (or will in the future) include the hiring of an academic coordinator, realignment of the department (name change) with the Hospitality Management (HMT) program being transferred to another department, and a planned enrollment management strategy. Collectively these efforts should reduce the advising load on faculty and potentially allow more time for research or Extension activity. However, these efforts alone will not address all the challenges that a large instructional program present. Although the research component of the department shows some promise with the junior level faculty having significant research appointments and a passion for research demonstrated by the students, only 1.8 FTE's in research among active faculty do not provide the critical mass needed to grow. The department needs to find ways to enhance its research enterprise in order to increase its publication productivity and its grantsmanship. Further, faculty consensus needs to be reached on future direction of the research program in light of departmental realignment. There is a definite need for more faculty FTE's in order to accommodate the instruction load, build the research program, and provide needed Extension FTE's that have been redirected with the current chair's appointment.

A survey of FCS agents indicates that the food and nutrition Extension programs are in demand and are highly regarded. A real strength in the department is the community nutrition program as evidenced by Extension agent engagement and grant activity. With only 2.8 FTE's in Extension (and that number decreasing), faculty have done a good job of developing curricula for use across the state. However, the curricular review process seems to be slow at times and there is a need to update and modernize some existing publications. Due to the limited number of Extension personnel, it is highly suggested that increased use of electronic technology (Lync, Connect, etc.) be considered for periodic communication and updates by DHN specialists with FCS agents to discuss hot topics, deliver programs or to field questions.

Lastly, the physical facilities for DHN are in desperate need of repair or upgrade with addition of key equipment (see report) so both the instruction and research programs can advance.

**Primary Recommendations:**

- Solidify Chair position as permanent appointment
- To grow the research enterprise and meet teaching demands, additional faculty are needed who will in turn support further development of the graduate program; suggest two FTE instruction, one FTE for research and one FTE for Extension:
  - Junior faculty member (epidemiology).
  - Mid-level faculty nutrition, exercise, obesity research.
  - Junior faculty for grad and undergrad medical nutrition therapy courses with recent field experience
- Review and update graduate program, including the course offerings
- Department needs to come to consensus on the direction of the research enterprise
- DHN should use technology to communicate with FCS Agents for updates, discussion of consumer trends, and informational needs
- Some older Extension materials need to be more professional looking and have content updated; could use undergraduate students, graduate students, and FCS Agents to support this work
- With College input, need to develop a plan to repair/upgrade ageing facilities and replace critical pieces of equipment.

## External Review Committee Observations

### B.S. in Human Nutrition

#### *Strengths*

The review team found that the Department of Dietetics and Human Nutrition (DHN) excels in undergraduate education and compassion for students. A number of recent improvements have benefited the undergraduate programs including a Department name change, dedicated leadership, the hiring of an academic advisor, and revision of several undergraduate courses.

The Department currently has a heavy emphasis on instruction, which is to be applauded and continued. The Department has seen a dramatic increase in undergraduate enrollment over the past five years – 23% from 2007-2008 to 2011-2012. Undergraduate enrollment is the highest of any program in the College; of which over half are Human Nutrition majors. This is potentially due to the popularity of the major for those students planning to enter a professional program after graduation. Pre-professional students (Medicine, Dentistry, Pharmacy, Physical Therapy, and Physician Assistant) need a heavy science background, which is provided by this major, while also providing an interesting and applicable knowledge base. In addition, the Department is at the top of the College for student credit hours generated with nearly 3 times more than the average for the College and up to 10 times more than a third of the other Departments. This can be attributed to the popularity of Human Nutrition as an elective, as well as the need for this course by majors outside of the Department. In order to address the high volume of undergraduate students, the Department will be implementing an enrollment management program starting in Fall 2014. This program is expected to reduce enrollment by 15-25% or 40-50 individuals.

In addition to having high numbers, students value the education they receive as well as the commitment with which it is delivered by faculty and staff as reflected in the interviews with students. The faculty also pride themselves on the effort and dedication that they each illustrate in support of instruction. This dedication to instruction is evidenced by the Department earning equal or higher Quality of Instruction averages than the University and College every semester from Fall 2008 through Fall 2010. Additionally, many of the students that visited with the review team stated that they chose this major based on the relationship that they had developed with faculty and staff.

Undergraduate programming is strong in advising. The total enrollment per faculty headcount is currently 53 to 1 or 2 ½ times more than any other department in the College. The recent hiring of an academic coordinator was completed to address this ratio and has had a dramatic impact on the department. This position advises all underclassmen (freshmen and sophomores) as well as transfer students; this amounted to approximately 280 students last year. The creation of this position has resulted in reducing the advising load of faculty, as well as providing a consistent message and familiar face to underclassmen. Upperclassmen (juniors and seniors) are advised by faculty in the department. Faculty who advise students appear to

be committed to career advising as evidenced by the students' feeling that their advisors were prepared to help them plan for the future, especially in terms of professional degrees. Finally, students are provided with and value opportunities to gain experience in the field of research. All Human Nutrition students conduct their own research project in DHN 474 and 475. In the past two years, students have presented this work at both the University's Showcase for Undergraduate Research, as well as at international conferences. Ultimately, it appears to the review team that faculty and staff are passionate about undergraduate education and students are engaged in their educational experience.

### *Areas for improvement*

The increase in undergraduate enrollment has created a number of issues that will need to be addressed in the future. According to the self-study, many of the capstone courses have 100-120 students in them; this results in overcrowding of lecture and lab space as well as in limiting the options for instruction methodology. The large student-to-faculty ratio also causes faculty to spend more time on advising and instruction, leaving less time for research and Extension efforts. Therefore, resources to fund additional faculty are required if the growth in undergraduate students described above continues. Attention to facility and equipment needs will also be required to address the student volumes.

Although an enrollment management strategy is soon to be implemented, a student with a GPA below 3.0 at the junior level should continue to be advised about other degree options or about future career and education options with the Human Nutrition degree. The Department should monitor those students who are ineligible to advance and thus eliminated by the program in order to evaluate what types of students are being impacted by the change.

Those students majoring in Human Nutrition with whom the review team met noted that they all found out about the program by word of mouth. These students were originally advised by undergraduate university advisors to major in a basic science (e.g., chemistry or biology). The team believes that the Department should formally capitalize on such a marketable major for pre-professional students, starting with informing the undergraduate university advisors about how well the program lends itself to the pre-professional students.

As mentioned previously, Human Nutrition students were pleased with the quality of their education and the curriculum; the only areas in which they would prefer to have additional education include counseling techniques and medical nutrition therapy. In addition, it was noted that undergraduate students had an appreciation and enthusiasm for research. Therefore, these students will benefit from the addition of faculty positions because there will, hopefully, be additional opportunities to become involved in research.

Finally, the Department currently provides exit surveys to seniors during class. After graduation, the Department does not contact students for further information about their success. Therefore, the review team recommends that the Department develop and distribute a post-graduate survey to assess student outcomes at regular intervals following graduation.

This will not only provide the Department with valuable information, but could help generate guest lecturers, advisory board members, and potentially donations for equipment and renovations to facilities.

*Committee Suggestions:*

- Develop and implement a faculty hiring strategy that maintains an excellent undergraduate program while complementing research and extension missions
- Continue to purchase equipment and upgrade facilities to address undergraduate volumes
- Advise juniors with a GPA below 3.0 about other degree options or future career and education options
- Monitor impact of enrollment management on student population
- Capitalize on Human Nutrition degree as a pre-professional option within the University, as well as outside
- Consider adding topics of counseling and medical nutrition therapy to Human Nutrition curriculum
- Document the placement and success of program graduates.

**M.S. in Dietetic Administration**

*Strengths:*

While reviewing the DHN Master of Science program, it was overwhelmingly evident that graduate students feel supported by the faculty and staff. Students expressed that instructors take a sincere interest in ensuring that each student succeeds on both a personal and professional level. A major strength of the graduate program is the small size and intimate feel.

Graduate students enjoy learning about administrative responsibilities of dietetic professionals, as they feel this will give them a competitive edge when applying for jobs in the future. As well, students are happy that the Dietetic Administration program and Hospitality Administration program have separated.

Most graduate students receive some funding by working as a half- or full-time teaching assistant or research assistant. However, many students would like to be full-time to receive additional funding to reduce the financial burden of obtaining a Master of Science degree. Graduate students reported that the leadership, communication, and problem-solving skills that they acquire by working as graduate assistants are just as important, if not more so, than formal course instruction.

### *Areas for Improvement:*

One major weakness of the graduate program is the limited number of faculty that can teach graduate-level courses. As a result, each faculty member must serve as a research mentor for several graduate students. Thus, faculty members are stretched very thin, which is a disadvantage for both students and faculty.

In addition, students do not feel as though they have been properly instructed on some course content. For example, students do not feel adequately prepared to take on administrative responsibilities in a future career. Students expressed they would like to have guest speakers who are clinical nutrition managers and dietetic business professionals so that they can better understand potential career paths. It is apparent that some graduate-level courses need to be reevaluated in terms of both instruction and content. Graduate students may benefit from a medical nutrition therapy graduate-level course.

### *Committee Suggestions:*

- Additional graduate-level faculty are needed to teach courses and serve as research mentors for graduate students
- Students may benefit from a graduate-level medical nutrition therapy course
- Reevaluate graduate-level business courses to better prepare graduate students as dietetic administration professionals
- Provide more funding to graduate students to enable them to work as research assistants or teaching assistants.

## **Research**

### *Strengths*

Currently within the Department there are 1.8 FTE devoted to research. With the limited time devoted to research, a concerted effort has been made among faculty to develop grantsmanship and focus on federal competitive grants. The department has several grants from USDA and NIH which have focused on community nutrition, built environment, and interventions among vulnerable populations. Total funds from 2011-2012 were \$184,007 direct and \$3,631,019 collaborative. Additionally, refereed articles and chapters per research FTE were 4.97 in 2011-2012, which was the second highest in the college. However absolute numbers of publications and grant funds rank much lower. Given, the limited mentorship, devoted faculty time, and high student volume within the department, the research success is to be commended. Lastly, the undergraduate and graduate students are vested in the research process and are expressing an increased desire to gain experience in both primary and secondary research methods.

Currently, in DHN 474 and 475 all Human Nutrition students conduct primary data collection, develop a research brief suitable for publication, and produce a research poster. In the past two years, students have presented this work at international conferences (Obesity Society, International Society for Behavioral Nutrition and Physical Activity, and Society for Behavioral Medicine). The innovative nature of the faculty in developing an on-line research course which allows students hands-on experience has broadened the reach with which students are experiencing research. Lastly, the faculty have begun to encourage and mentor graduate students to turn their thesis into peer-reviewed journal articles, which is enhancing the rigor and experience of current graduate students. Overall, given the size and current student load, the faculty have been moving forward with improving research rigor and enterprise. Yet, there is substantial improvement that can be made.

### *Areas for improvement*

To grow the research enterprise, faculty are needed which will in turn support further development of the graduate program. As stated above, the department currently has 1.8 research FTE among active faculty. In order for the department to meet the needs and growing interest of students, to be an active department within the University of Kentucky, and to meet professional growth and development of faculty members, a concentrated effort at hiring tenure-track research faculty is needed. The department currently has a heavy emphasis on instruction, which is to be applauded and continued. However, the concentration of meeting student demands has precluded faculty from growing the research program. At the same time, the faculty need to come to consensus on the direction or overall agenda of the research enterprise to attract talent to the department. Additionally, the current department is lacking key mentors for junior faculty. There is a gap between junior and senior faculty, with few associate professors conducting research. This gap limits the ability for junior faculty to collaborate within the department.

### *Committee Suggestions:*

Based on the motivation and talent of the department, along with the student interest in research, a concerted effort is needed to grow the research enterprise. Faculty lines devoted to instruction and research appear to be the next best step at improving the research program within the department. The committee suggests:

- Two FTE instruction, one FTE for research and one FTE for Extension
  - Junior faculty member (epidemiology)
  - Mid-level faculty nutrition, exercise, obesity research
  - Junior faculty for grad and undergrad medical nutrition therapy courses with recent field experience

## **Extension and Outreach Programs**

### *Strengths*

The community nutrition program is one of the department's strengths, as evidenced by Extension Agent engagement and grants related to this area. Food and nutrition Extension programs are held in high regard by Family and Consumer Sciences (FCS) agents based on survey responses (30) and feedback from agent representatives for Kentucky's 120 counties. The majority of survey respondents stated these programs meet or exceed expectations (87%) and the FCS Extension website contains information needed (73%).

The capacity of DHN Extension faculty providing curricula, programs, videos, fact sheets, and other support is to be commended and, overall, DHN Specialists are doing a good job with available resources. In Kentucky Extension, the Diet, Nutrition, and Healthy Lifestyles program area comprised 24% (1.7 million) of state Extension contacts in 2012. These programs have been supported recently by 2.8 FTE's as Extension faculty in DHN. This program area is second only to the Competitive Agriculture program emphasis, comprising 26% (1.9 million) of state Extension contacts for the same year. The great demand for Kentucky Extension programs in food and nutrition is such that current faculty and staff cannot meet high priority needs in the state. Kentucky is one of the least healthy states in the nation with a higher than average prevalence of diabetes, obesity, and poverty. Strengths of the food and nutrition Extension program included a dedicated faculty and the following programs:

#### Plate It Up, Kentucky Proud

The Plate it Up featured program provides a unique way to experience Kentucky's freshest locally grown produce through easy, healthy, and affordable ideas for serving delicious meals. Demonstration scripts provide information to families on nutrition, selection, preparation, and preservation for Kentucky specialty crops which are featured in the recipes. A total of 88 counties participated in 2012. This program is made possible by a partnership with Kentucky Department of Agriculture. In 2012, 10,000 consumers indicated plans to increase fruit and vegetable consumption after participating in the program.

#### Taking Ownership of Your Diabetes

Poorly controlled diabetes often results in a number of health complications, including heart disease, stroke, high blood pressure, kidney disease, and blindness, to name a few. In 2012, a total of 42 Kentucky counties utilized the "Taking Ownership of Your Diabetes" curriculum to help improve the quality of life for 2,100 Kentuckians.

#### Weight - The Reality Series

Since program introduction in 2004, this curriculum for adult weight management has reached over 10,000 Kentuckians helping approximately 1/3 of program participants to lose at least 5% of initial body weight. Approximately 2/3 of Kentucky adults are overweight or obese.

Home-Based Microprocessing

This program is an on-line workshop to certify home-based microprocessors to sell their approved items. House Bill 391 and Farmers Market Legislation allow Kentucky farmers who grow and harvest produce to process value-added products and sell them from designated farmers markets, certified roadside stands, and the processor’s farm. There are two processing categories in HB 391, Home-based Processor and Home-based Microprocessor. To qualify under either program, the final product must contain a primary or predominant ingredient which is a fruit, vegetable, nut, or herb that is grown by the farmer in Kentucky.

*Areas of Improvement*

There is a continued demand for curricula to foster behavioral, environmental, and policy changes and publications/information releases to address timely topics of interest to consumers. Program planning, implementation, evaluation, and reporting tools are outstanding. The work of graphic artists and editors has greatly improved the appearance of Extension materials. However, there is a need for some older publications to be updated and given a more current appearance, and the internal review process is sometimes rather slow, in part, due to the demand on faculty time. Consumer information releases (16 per faculty member each year) and the FCS publication process (peer-review) are valuable resources for Agents.

There is a need for an additional Extension faculty position (1 FTE) and a staff position (Extension Associate) to support Extension Food and Nutrition programs. Because several successful grant applications were funded for FY 2013, there will be a decrease in the 2.8 FTEs available for Extension by 0.63 FTE. The table below illustrates recent changes in DOE’s for DHN Extension faculty.

Approximate 2012 DOE Distribution                      FY 2013 DOE Distribution

	Instruction	Research	Extension	Sponsored Activities	Instruction	Research	Extension	Sponsored Activities	2012-13 Difference Extension FTEs
Adams*	---	---	<b>100</b>	---	---	---	<b>75</b>	25	<b>-0.25</b>
Bastin**	24	---	<b>29</b>	47	24	---	<b>29</b>	47	<b>0</b>
Kurzynske	20.75	---	<b>68.05</b>	11.2	20	---	<b>45</b>	35	<b>-0.23</b>
Mullins	7.5	---	<b>80</b>	12.5	10	---	<b>65</b>		<b>-0.15</b>
								TOTAL 2012-13 Decrease Extension FTEs	<b>-0.63</b>

\* will teach one course in FY 2014

\*\* became Interim Department Chair in FY 2011 decreasing Extension by ≤ 0.3 FTE

Greater use could be made of electronic resources to deliver regular agent updates and to provide an opportunity to discuss resources needed based on consumer requests. Specific recommendations include use of Adobe Connect for updates and availability of video resources like those for Home-Based Microprocessing. Collaboration with specialists in other states could be leveraged to provide additional programs. Collaboration among research faculty and SNAP-Ed/EFNEP programs could generate impact data and refereed articles. Development and delivery of these requested resources would be possible with an additional staff FTE as an Extension Associate.

## **Facilities**

### *Areas of Improvement and Committee Suggestions*

Physical facilities for DHN are aging and are negatively impacting programs; concurrently, increasing numbers of students place additional demands on the facilities. Ongoing water leaks from the second floor kitchen area of Erikson Hall into the first floor administrative offices require repairs and maintenance. Location of a child-care facility, former bench laboratories, and some faculty offices in the limited space in Erikson Hall and Funkhouser Building places further strain on limited resources.

There is a need to upgrade a graduate student common area from former bench lab facilities. Further, graduate students need access to laptop and desktop computers with nutrient analysis and statistical software. These laptop computers would also support 45-75 undergraduate research projects annually. Approximately 150 students per year currently use outdated equipment for an experimental foods course. Equipment needs include a texture analyzer (\$7,000), Volumeter (\$250), and Polytron (\$2,500), in addition to the computers.

**Department of Dietetics and Human Nutrition**  
**Program Review**  
**Implementation Plan**

**March 1, 2014**

# UK Program Review Implementation Plan

This **required** form is described as Appendix A in AR II-I.0.6.

College/Unit: CAFE/Dietetics and Human Nutrition

Date: March 1, 2014

Recommendation/ Suggestion	Source I/E/H*	Accept/ Reject*	Unit Response (resulting goal or objective)	Actions (including needed resources)	Time Line
<b>Solidify Chair position as permanent appointment.</b>	E	A	The Interim Chair became permanent for a six year appointment July 1, 2013.	DHN faculty, CAFE administration and interim chair agreed upon a permanent six year appointment beginning July 1, 2013.	6/1/13
<b>To allow more time for successful extramural support, provide budget flexibility associated with salary savings, encourage junior faculty support for promotion and tenure, encourage mid-level faculty to seek promotion, and provide funding for graduate students, additional faculty are needed (the suggestion was 2 FTE instruction, one FTE research and one FTE Extension).</b>	E/I	A	Currently the Department of Dietetics and Human Nutrition (DHN) has over 550 students enrolled in two majors. In addition, DHN has three Directors of the Dietetic Program as required by ACEND, our professional accrediting body. Successful completion of the Didactic Program in Dietetics (DPD) allows students to apply for an internship, which is required to sit for the Registered Dietitian (RD) exam. In addition, the department supports a Coordinated Program in Dietetics (CP) and a Dietetic Internship (DI). The CP includes the internship as part of the Dietetics degree. The DPD, CP and DI must all follow ACEND best-practice standards to meet student learning outcomes for continued accreditation. The Dietetics major (DPD), CP and DI were all reaccredited by ACEND in 2013. The Human Nutrition major is accredited by the American Association of Family and Consumer Sciences	The Department of Dietetics and Human Nutrition proposes the following hiring plan to be supported by the College of Agriculture, Food and Environment:  By August 15, 2014, hire a twelve-month Lecturer with MS/RD to teach in the undergraduate dietetics and human nutrition majors. This faculty member would also fill the Director of Dietetic Internship to allow the present faculty to return to her international research and pursue full professor status while strengthening the department and offering quality graduate student research opportunities. (A 12-month Academic Coordinator, with advising, instruction and DI Director responsibilities might also meet this need.) Twelve	8/15/14

			<p>(AAFCS) through the School of Human Environmental Sciences (HES).</p> <p>With a 53 to 1 faculty to student ratio, and the highest number of student credit hours taught in the College, significant effort goes into instruction. DHN faculty have a commitment to student success as exhibited by the many teaching awards in the department and therefore have gone above and beyond in teaching all required courses. Additional faculty lines would enable us to fill the holes in providing quality academic courses, reduce the advising load on faculty and potentially allow more time for research or Extension activity. A 1.8 FTE in research does not provide enough time to internally collaborate or network for external partners. Presently, two junior faculty are poised to receive NIH and USDA AFRI funding, adding an additional burden on all DHN faculty when it comes to instruction. Additional faculty will enhance our research enterprise and increase our scholarly publications and grantsmanship.</p>	<p>month is critical to prevent summer overloads from present nine-month faculty. Funding from CAFE.</p> <p>Hire a twelve-month Extension Associate with MS/ RD credentials by January 1, 2015 to assist Specialists in submitting and revising publications and curricula, manage the flow of program development, serve as a central resource for Extension Agent questions about food, nutrition, and health, provide in-service professional development training support and assist in Extension program evaluation, data collection and analysis, and preparation of reports and manuscripts. Funding from CAFE.</p> <p>Hire a twelve-month, tenure-track Assistant Professor with PhD/RD credentials by July 1, 2015, with a 40/60 Instruction/Research DOE to assist in our newly developed graduate program and enhance research in obesity, weight management, and health disparities. Funding from CAFE.</p>	<p>1/1/15</p> <p>6/1/15</p>
<b>Review and update graduate program, including course</b>	E	A	In fall 2011, the Hospitality, Management and Tourism (HMT) major was transferred to the Department of Retailing and Tourism	DHN faculty unanimously approved the curriculum for a new graduate program, MS in Nutrition and Food Systems,	1/1/14 Implementa-

<b>offerings.</b>			Management (RTM) causing a need to separate the MS degree of Hospitality and Dietetic Administration into two distinct programs in two different departments.	including new course offerings. The program that will replace the current MS, along with the RTM new graduate program proposal, has been approved by the CAFE Curriculum Committee and is at the Senate Subcommittee.	tion: 1/1/15
<b>Department needs to come to consensus on the direction of the research enterprise.</b>	E	A	At a DHN Faculty Conversation, we discussed current faculty strengths and future faculty needs. We are a strong community nutrition team which encompasses research areas of collaboration.	DHN faculty have a community nutrition background and have designed the new MS in Nutrition and Food Systems, along with two new undergraduate courses, around these strengths. Obesity and weight management, health disparities, food systems and food accessibility allow the possibilities of strong collaborations within and outside the department. A new hire will strengthen the behavioral component of this arena.	Ongoing
<b>DHN should use technology to communicate with FCS Agents for updates, discussion of consumer trends, and informational needs.</b>	E	A	DHN faculty have discussed an increase in the use of technology to improve communications with CES Agents, with a focus on FCS Agents, throughout the state.	DHN faculty have used technology to disseminate education materials in the form of web sites, publications, and distance learning programming. The new Extension Associate can strengthen and enhance this endeavor.	Ongoing Ramp up 1/1/15
<b>Some older Extension materials need to be more professional looking and content updated; could use undergraduate students, graduate students, and FCS Agents</b>	E	A	DHN hired a student to assist in updating publication content.	Student will continue to update publications as needed until an Extension Associate is hired to take over this activity. HES will support the changing of new headers and footers.	1/1/14

<b>to support this work.</b>					
<b>With College input, need to develop a plan to repair/upgrade ageing facilities and replace critical pieces of equipment.</b>	E	A	Foods laboratories, Lemon Tree Café, BodPod Research Laboratory, graduate student space, and NIH/NIFA space for grant activities need continual upgrades to provide best practice student learning outcomes and quality research and scholarly activities.	Discuss needs with CAFE administration and identify priority needs and resource availability. State funds have been requested to move forward to assist in this endeavor.	CAFE discussion by 6/30/14
<b>Promote a team environment by empowering positive leadership from mid-level and junior faculty and students, practice open communication, and develop a policy to provide a student-oriented and collegial environment</b>	I	A	Monthly faculty conversations, professional development opportunities, and open door policy for students and faculty will promote a team environment.	High expectations for faculty and students have set the stage for open communication. The environment has changed in the last several years due to strong leadership and opportunities for meaningful professional development for both faculty and students. A look at the DHN webpage or each "Year in Review" shows numerous awards due to hard work and collaboration.	Ongoing
<b>Enhance program management and advising activities and opportunities through collaborative efforts of faculty and the newly hired Academic Coordinator. The Academic Coordinator and DUS will be responsible for implementing enrollment management efforts, pending UK approval. Student advising and retention of high quality students will be improved</b>	I	A	The DHN management enrollment plan will assist students in being more competitive for their future careers by meeting specific student learning outcomes and maintaining a minimum 2.8 GPA.	The management enrollment plan has been approved by the UK Senate and will be implemented in Fall 2014. Although DHN expects our students to be better prepared for their futures, the growth in numbers of both the Dietetics and Human Nutrition degrees may not be sufficient to improve our teacher to student ratio. Additional faculty are imperative for DHN to continue our excellence in FIRST instruction and outreach and allow us to grow our research enterprise.	Fall 2014