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Note: additional information for students that is applicable to all dietetics majors is available in the Department’s *Student General Information Handbook*. 
History of Coordinated Program in Dietetics at Buffalo State

The Coordinated Undergraduate Program in Dietetics (CPD) at Buffalo State, SUNY began in the fall of 1971. Funding had been obtained through a five-year grant from the Allied Health and Manpower Division, National Institutes of Health, for the program's implementation. Buffalo State was one of six Institutions of Higher Education nationally to develop such an educational endeavor. It was the first to utilize a variety of health care facilities within a community as key clinical sites for student learning.

Subsequent special improvement grants for the years 1975-77 and 1977-80 were obtained from NIH to support the on-going development and evaluation of the program. Initially eight students were admitted to the program. Over a five-year period a gradual increase to 16 students was accomplished.

The design of the Coordinated Dietetic Program is built on the concept of an integrated curriculum where the educational environment is expanded to include hospitals, long-term care facilities and community agencies. The goal of the program is to provide the student with opportunities to apply knowledge and acquire the skills necessary for an entry level dietitian. To accomplish this program goal, there is a need for the coordination of learning opportunities and supervision and evaluation of student performance in a variety of clinical settings. Additional clinical sites are utilized for individualized student experiences throughout the program. In order to maximize student learning and make best use of clinical experiences available, the program restricts the number of students in the program, therefore, screening for admission is necessary. To facilitate learning, a staff of three clinical instructors and a coordinator teach courses, plan, supervise and evaluate the student learning experiences.

The Coordinated Program in Dietetics has been placed on probationary status by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of is currently granted accreditation by the Commission on Accreditation for Dietetics Education of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (312)899-0040 ext 5400. [http://www.eatright.org/ACEND](http://www.eatright.org/ACEND). For an explanation of probationary status, consult the director of the dietetics program.
Verification Statement

The signed verification statement documents that an individual has completed the requirements of a dietetics education program accredited or approved by ACEND and been cleared by the Registrar. It is essential to the ACEND dietetics education, CDR registration eligibility, and A.N.D. Active membership process.

For students earning their baccalaureate degree, verification statements should be issued when the student has completed ACEND-accredited Coordinated Program requirements (core knowledge and competencies for the RD) and the registrar has cleared the student for graduation, which indicates that all degree requirements also have been completed.

For students who have previously completed a baccalaureate degree, a verification statement can be given upon completion of Coordinated Program requirements (core knowledge and competencies for the RD).

CPD students upon successful completion of all academic (core knowledge) and supervised practice (competencies) requirements are given multiple original signature verification statements for use in applying for jobs, A.N.D. membership, future certification or licensure applications, and personal record.

For more information about verification statements, link to (http://www.eatright.org/ACEND/content.aspx?id=66) for a fact sheet on "FAQs about Verification Statements".

Dietetics and Nutrition Department – Mission Statement (May 16, 2000)

The Dietetics and Nutrition Department is dedicated to excellence in teaching and scholarship to serve the multi-dimensional needs of a diverse community.

We are committed to facilitating the intellectual, personal, professional growth and lifelong learning of students, faculty and staff.

Our ultimate goal is to prepare graduates to exercise leadership in meeting the challenges of an evolving community and work place.
**CPD Philosophy**

Dietetics is a major component of comprehensive health care. The Coordinated Program in Dietetics is designed to promote a continuous educative process, permitting creative and critical participation by the student.

A plan for progression of learning allows the student to build on knowledge, understanding and skills, as the individual demonstrates various levels of competency toward attainment of stated student outcomes.

The college and field experiences are integral parts of the educational environment. Guided field experiences dovetail with theory to provide opportunity for application of learning. The student is encouraged to become self-evaluative and self-directive by completion of the program.

College faculty, clinical instructors and students share the responsibility for achieving the outcomes of the program.

**CPD Mission Statement**

_The program is dedicated to providing quality education that prepares the student for competent practice and current and future roles in the dietetic profession._

_The program is committed to facilitating the intellectual, personal and professional growth and lifelong learning of students._

_The program is committed to developing critical thinking, problem solving and leadership skills to prepare students for the challenges of an evolving diverse community and work place._

_The program is committed to providing for the integration of theory with the application of learning through a sequence of supervised practice experiences that encourages student self-evaluation and self-direction._
CPD Program Goals

The goals for the Coordinated Program in Dietetics serve as the focus for curriculum development and basis for program and student evaluation.

I. Prepare graduates to successfully perform in entry-level dietetics positions

II. Prepare graduates who successfully obtain jobs in the dietetics field and/or enter graduate school

III. Prepare graduates who are committed to lifelong learning

IV. Serve as a resource for the community providing nutrition services via student/faculty participation

V. Satisfy student needs, institutional (college and supervised practice sites) needs and requirements, and professional requirements (CADE)

Program Outcomes

1. Ninety percent of graduates will rate their performance (on a one year post graduation survey) at least 3 on a 1 to 5 scale

2. Ninety percent of employers will rate graduates performance at least a 3 on a 1 to 5 scale on a one-year post graduation survey

3. Ninety percent of graduates who are first-time test takers will pass the registration examination within one year after graduation

4. Ninety percent of graduates who begin the CPD will complete it.

5. Seventy-five percent of graduates will have jobs in the field and/or entered graduate school within one year of graduation

6. Seventy-five percent of graduates will report participation in continuing education activities, pursuing practice certification, or pursuing graduate credit or additional degrees when surveyed one year after graduation

7. All students will complete a professional development portfolio that meets 90% of the pre-determined criteria developed by faculty

8. Five community requests for food and nutrition information will be received per academic year

9. Two incidences of student participation in community activities and one incidence per faculty member of faculty participation in community activities will be reported

10. One hundred percent of the students will meet minimum Department standards established for the achievement of A.N.D. Core Knowledge and Competencies, Program Emphasis competencies and professional development

11. Ninety percent of seniors will rate how well the Program met their needs related to accomplishing the A.N.D. Core Knowledge and Competencies, and Program Emphasis competencies via exit evaluation surveys at least a 3 on a scale of 1 to 5
Program Outcomes - continued

12. Eighty percent of graduates will rate their experience at the College via a College Alumni Survey and/or SUNY Student Satisfaction Survey at least a 3 on a scale of 1 to 5
13. Ninety percent of students will rate instructors as being competent and meeting their needs on supervised practice instructor evaluations
14. Eighty-five percent of students will respond with more positive than negative responses on end of the semester course evaluation survey form
15. Eighty-five percent of supervised practice site personnel will report positive experiences with students and faculty on surveys completed at least annually
16. Positive feedback on Program participation in Departmental student outcome assessment initiatives from responsible College personnel
17. Majority of Advisory Board and supervised practice site personnel will indicate that Program curriculum and experiences are consistent with what they see as the needs of the profession and employees
Brief Description of the CPD Experience

Semester I

In the first semester the focus of Nutritional Care A is centered on introduction to acute and long term care, community nutrition, nutrition education, and food service experiences that apply the knowledge and skills learned in NFS 102 Introduction to Nutrition, NFS 419 Introduction to Clinical Practice, NFS 401 Medical Nutritional Therapy I, NFS 315 and 316 Life Cycle and Community I and II, and NFS 311 Applied Management in Dietetics III. In addition, some of the competencies of the Nutrition Communication emphasis are incorporated, i.e. developing evidence-based messages using a variety of media to educate consumers such as blogging and “one minute” messages.

The experiences allow for the development of basic interviewing, nutrition education, presentation, food service management skills, use of medical nutritional therapy and nutrition care process knowledge, skills and tools, and media skills. Individual and group teaching assignments allow the student to develop skills in applying nutrition knowledge to various age groups, food/project management and group skills. Students begin learning about various community agencies/organizations providing food and nutrition services. Professional development of the student is emphasized throughout the course.

Semester II

As the students learn more about medical nutritional therapy in the classroom, supervised practice at acute care settings two half-days per week often parallel and reinforce this knowledge. Reviewing medical records/electronic medical records and visiting patients gives students first-hand experiences that case studies in a text cannot equal. Diet histories from patients are obtained in the hospitals and are used by students, along with information from the medical records, to assess patients and write nutritional care plans with specific goals. Although the plans do include ways of implementing the goals, as well as ways to evaluate the success of the care plan, the students do limited implementation until proficient skill levels are attained. The emphasis is on identifying and obtaining the necessary care rather than implementing the plan, this process allows students to gain experience while working with hospital patients (adults and children) and medical records. A small portion of the semester is spent in a clinic setting providing nutrition counseling to selected patients. Additionally, students write an article on a nutrition or health related topic for the Department newsletter and/or College newspaper.

Summer (Between Junior and Senior Year)

The student applies knowledge and principles of food systems management in a health care facility. Emphasis is on the operational aspects of food service production and clinical services, continuous quality improvement and food service management roles and responsibilities.
Semester III

This semester builds upon on knowledge and skills learned in previous semesters. Students are given responsibility for accomplishing the entire nutritional care process for selected patients/clients within the time allowed and facility policies. Students learn how to coordinate the implementation and evaluation of nutritional care with other members of the health care team (i.e. nurses, physicians, social workers, etc.). While still under the supervision of their clinical instructor, the students often work closely with facility dietitians and diet technicians regarding specific patients. Their nutritional care notes are reviewed, co-signed by a dietitian, and put into the medical records. The students deal with a wide variety of patients, instruct on all types of modified diets, and become familiar with resources available for referral. In addition, experiences in counseling, community nutrition, nutrition communication, and specialty practice are provided in a variety of settings. Students create a media kit (media fact sheet/background, pitch letter for media, press release, public service announcement, and consumer information sheet) as part of the nutrition communication emphasis. Supervised practice takes place two days a week (16 hours/week).

Semester IV

The second semester in the senior year is divided into three rotations to complete the requirements in NFS 448 Nutritional Care D, NFS449 Nutritional Care E, NFS 450 Senior Practicum in Dietetics, and NFS 451 Specialty Practice.

NFS 448 is focused on acute patient care. Students will be in the hospital 5 days a week for a minimum for 40 hours per week over a four - five week period. The purpose of this rotation is to provide total nutritional care for increasing numbers of patients, refining and developing clinical management skills, continued learning and application of medical nutrition therapy and assuming the responsibilities of an entry level dietitian.

NFS 450 Senior Practicum allows the student to function in a professional role for 40 hours a week, over a four - five week period. The student and a faculty advisor select and develop goals for an area of dietetic practice to meet the student's learning needs and/or interest. The practicum provides an opportunity for students to gain a greater depth and breadth of experience and refine skills for independent functioning in dietetic practice. Students function under the supervision of a registered dietitian or facility staff designee who evaluates their professional performance.

The third rotation during this semester exposes students to nutritional care in a long-term facility (NFS 449). Students learn the differences between acute and chronic care, and how the various departments (i.e. physical therapy, occupational therapy) work together as a team in providing care. Opportunity to do teaching of adult day care or child day care clients is part of this rotation.

A portion of the third rotation provides opportunities for students to work on skills and knowledge needed for areas of specialty practice (NFS 451). The major activities include completing a community nutrition program plan and a business plan, creating a script for a video either MNT related or food demonstration, and participating in a radio and/or TV program.
Depending on student needs, additional clinical/community experiences may be planned. Students during this rotation also prepare a seminar presented to classmates on one of the campus days scheduled during the semester.

At the completion of all experiences, the student will be able to function as an entry-level dietitian.

**Program Emphasis:**

The Coordinated Program Nutrition has developed a new emphasis, Nutrition Communication, to meet the latest ACEND accreditation standards. The goal and competencies associated with this emphasis are:

**Goal:**
Communicate nutrition knowledge in a variety of settings at different levels from individuals to professionals to the general public utilizing traditional and mass media tools.

**Competencies:**
- Demonstrate how to apply evidence-based practice in working with the media.
  Outcome(s):
  - Create a media kit (media fact sheet/background, pitch letter for media, press release, public service announcement, and consumer information sheet
  - Create a script for a video either MNT related or food demonstration
  - Participate in a radio and/or TV program
- Create and launch a nutrition education piece to a mass media outlet.
  Outcome(s):
  - Develop and upload blog entries related to nutrition issues
  - Develop “one minute” messages for a targeted audience
  - Develop a streaming video or YouTube presentation
- Write an article based on the critique of a health or nutrition related topic.
  Outcome:
  - Write an article on a nutrition or health related topic for the Department newsletter and/or College newspaper
Policies for the Coordinated Dietetic Program

A. Attendance/Participation

When students are scheduled for supervised experiences off campus they will be required to take evening classes after 6:00 p.m. During the last semester of the senior year, evening classes should not be taken unless special permission is given by academic advisor. The same policy applies to working. Students are encouraged to limit working to less than 20 hours/week and whenever possible to limit working during the last semester.

Students have the responsibility to personally notify their clinical instructor(s) if they will be late or absent from the clinical area during their scheduled rotation. Any arrangements for changing clinical days, hours or assignments must be approved in advance by the clinical instructor. A student who is persistently late or absent from the clinical area may be dismissed from the program. Being persistently late is defined as arriving five minutes later than scheduled time more than once a week.

In both clinical and didactic courses any student who does not complete assignments on time, shows little effort to participate in classes, post-conferences or discussion groups and is absent more than two times from NFS classes/clinical experiences for reasons other than illness can be dismissed from the program. These absences and tardiness will negatively affect the course grade.

Students have the responsibility to complete clinical assignments within the time allotted at clinical sites. Students unable to complete their assignments on time will review their time management skills with the clinical instructor. If significant improvement by the student is not demonstrated within a time frame decided on by the clinical instructor and student, a warning will be issued to the student. After two warnings the Coordinated Program faculty will decide whether the student is given the option to continue in the program or will be required to repeat the course the following year.

Students found using supervised experience time for assignments other than those assigned for the supervised experience will be issued a warning. Further disciplinary action will be taken if this behavior is continued after the warning.

The program follows the College’s policy regarding students unable to attend class because of religious beliefs. The policy is available at [www.buffalostate.edu/academicaffairs/x568.xml](http://www.buffalostate.edu/academicaffairs/x568.xml). Students who need this consideration in supervised practice courses are required to make their clinical instructor aware so that appropriate accommodation can be made.
B. Clinical Evaluation

Each clinical course (Nutritional Care A, B, C, D, E, Specialty Practice and Senior Practicum) will be graded on an S (Satisfactory) and U (Unsatisfactory) basis. Nutritional Care B & C have multiple rotations which all must be passed with an S to attain a final S grade for the course; any unsatisfactory or conditional evaluations on specific objectives must be changed to a satisfactory by the end of the semester.

At the beginning of each rotation, the student will meet with the clinical instructor to discuss the evaluation of the previous clinical rotation and the student's written personal objectives. Each clinical instructor will provide on-going feedback regarding student performance on a continual basis during the clinical rotation. Students are expected to assume the responsibility for initiating opportunities to discuss their performance with the clinical instructor, or the program coordinator, any time they feel it is necessary.

The student and the instructor at the end of each clinical rotation will complete a formal written and oral evaluation of a student’s performance. Nutritional Care A and B will also contain a written and oral mid-term evaluation. If at any time during the clinical rotation a student's performance is deemed unsatisfactory, a warning will be issued and the student will be required to meet with the instructor and the program director. During this meeting, the faculty and the student will establish a plan of action to assist the student in the improvement of his/her performance. The student will be on probation until the end of the clinical rotation. If the student's performance remains unsatisfactory he/she will be given permission to repeat the clinical rotation upon the recommendation of the clinical faculty within the following academic year, or be dismissed from the program.

C. Grade Requirements for Program

To continue in the program, a student is required to:

a. attain satisfactory cumulative final evaluation in each clinical rotation.
b. attain a minimum grade of "C" in each NFS course.
c. maintain a minimum cumulative average of "C".
d. demonstrate consistent improvement in professional development based on formative evaluation of professional characteristics in each clinical rotation.

D. Program Dismal

The Program follows the College’s policies and procedure for academic dismal and academic misconduct. In addition, students who do not meet the stated grade criteria above may be:

1. dismissed from the Program
2. placed on Program probation for one semester and allowed to continue if the conditions for the probation are met

Students dismissed from the Program may appeal the decision per College guidelines. Furthermore, students dismissed from the Program may have the option of completing the degree requirements for the Didactic Program.
Students have the right and are expected to seek assistance as needed.

D. **Dress Code**

Professional attire in the clinical area consists of a clean white lab coat worn over business attire.

Business attire for women is defined as dresses, skirts and dress pants, and blouses. Stretch or casual pants, for example, jeans, corduroy, leggings, "city" shorts, denim skirts, and skorts, are not acceptable. Closed shoes (no clogs, boots, or sandals) as well as appropriate hosiery and a name tag are also required. Light make-up and a small amount of jewelry may be worn if desired. Earrings must be studs.

Business attire for men is defined as dress pants, shirts, and ties. Closed shoes (no clogs, boots, or sandals) as well as appropriate hosiery and a name tag are also required. Casual pants such as jeans and corduroy are not acceptable.

Students who are not considered to be properly attired by the clinical instructor or supervising dietitian will be dismissed from the clinical area and required to make up the lost time. Facilities and the program have developed dress codes to promote safety, present a professional appearance to clients and staff, and meet regulations; therefore, the dress codes are to be followed.

E. **Malpractice Insurance**

Students are required to purchase a one-year liability coverage plan for the senior year clinical experiences effective the first day of classes of the fall senior semester. Student Professional Liability insurance is available from Marsh (www.proliability.com) or Healthcare Providers Service Organization (HPSO) (www.hpso.com). Proof of the policy is to be submitted to the program director the first week of classes of the third semester. A photocopy of the policy cover page will satisfy the proof requirement.

**Clinical Sites:** The program has an affiliation contract with all supervised practice sites where students provide patient/client care as required by College policy. For sites that are not considered clinical/health care sites, the program has non-clinical affiliation contracts as required by College policy. In the clinical contracts, the following language is included: The University shall maintain during the term of this Agreement general and professional liability insurance, in amounts not less than $3,000,000 for bodily injury and property damage combined single limit; and the Hospital is to be additionally named insured under such liability policy or policies. The persons insured under such policy or policies shall be the students of the State University of New York with respect to liability arising out of their participation in the clinical training program carried out under this Agreement. The University’s faculty members are covered by the defense and indemnification provisions of section 17 of the Public Officers Law with respect to liability arising out of their participation in the clinical program carried out under this Agreement. The University agrees to notify the Hospital in writing no less than ten (10) days prior to the cancellation, modification, or non-renewal of any insurance coverage. Notwithstanding the foregoing, the Hospital shall remain liable for direct damages resulting from its negligence.
F. Health Requirements

Prior to participating in the Coordinated Program each student must have a physical examination, a health history and immunization records on file at the Weigel Student Health Services or with their physician. The student must have their healthcare provider complete a copy of the health data summary. This form is to be given to the program director as proof of this requirement.

**Immunizations required** are Rubella, Measles, Mumps, and Tuberculin Testing (PPD). Hepatitis B screening is required and the Hepatitis B vaccine is optional although recommended. Meningococcal meningitis immunization is determined by NYS law and College health policy.

Additionally, students are encouraged to have the flu shot since the New York State Department of Health has required the flu shot or wearing surgical masks the last two years.

Furthermore, the health requirements are subject to change given to requirements of the New York State Department of Health or clinical sites.

**A health data summary form must be completed each year and show evidence that the student has had a physical examination within the last twelve months and a tuberculin test (PPD) to meet the current New York State Health Code.**

College Health Policy

All students must be in compliance with New York State law regarding immunizations. Measles, mumps, and rubella immunizations are provided at no charge at the center for those students who need vaccinations. Students must be in compliance to register for classes. New York State Public Law and SUNY Buffalo State also requires that all students enrolled complete and return the Meningitis Information Response Form to Weigel Health Center. The form is available at [www.buffalostate.edu/weigel](http://www.buffalostate.edu/weigel).

All full-time students (12 credit hours or more) are required to have health insurance. Students with their own health coverage must submit proof of insurance by completing an insurance waiver [online] by stated deadlines. Students who have not completed waivers will be automatically enrolled in and charged for the SUNY Buffalo State Plan. Students who lose their existing insurance coverage at any time after completing the waiver are NOT automatically enrolled in the student health insurance plan. Once waived, students must request enrollment to be covered under the college’s student health insurance plan. Part-time students are not automatically enrolled but may apply for coverage.

International students must purchase SUNY international health insurance or have comparable coverage.

Additional information about College immunization requirements and health insurance is available in the College Catalog.
G. Transportation/Travel

All students are responsible for arranging their travel to and from the clinical site. A minimum number of clinical hours are required each semester. Therefore, all absences from supervised practice will be rescheduled or alternate learning experiences arranged based on individual student needs, by the clinical instructor as needed during the semester.

Most of the facilities where the "Nutritional Care" (supervised practice) takes place are accessible by public transportation. Many students have shared rides with each other in the past; however, this neither commits those owning cars to provide rides for others nor guarantees those without cars a ride. Owners of cars are responsible for travel liability for themselves and riders in their car. Students using public transportation assume personal responsibility for their safety. Instructor and fellow students can usually provide advice about parking at different facilities. Sites vary as to fees for parking; some are free and others charge.

H. Pagers, Telephones and Electronic Devices

In order to maintain a learning atmosphere, protect individual privacy, and avoid disruption of classroom and clinical settings, pagers and telephones are not permitted unless they can be set to vibration mode only. Some clinical sites may completely prohibit cell phones. Students will be made aware of the site policy during orientation sessions. Any misuse of pagers and telephones will result in the pager and/or telephone being banned from the classroom and clinical site. Repeated misuse can result in disciplinary action affecting the course grade.

On campus, any pages or calls may be returned at designated breaks or after class. If someone needs to reach a student in case of emergency, the following is the established procedure: students can be reached through the College Public Safety Office or through the Department Office (878-5913).

Clinical Sites: any pages or calls may be returned at designated breaks, during lunch, or after clinic. If someone needs to reach a student in case of emergency, the following is the established procedure: students can be reached through the clinical instructor or a designated person on the clinical staff. Clinical instructors will make students aware of specific communication protocols that have been established to facilitate communication with students and clinical staff.

Electronic devices

On campus, policies regarding electronic devices such as laptops, tablets, clickers and smart phones with internet access are made by a department or by individual instructors based on preferred teaching methods.

Clinic Sites: Clinical sites determine institution policies regarding electronic devices. Students should not assume that personal electronic devices will be allowed in clinical sites. In some sites, the site is providing personal computers to each for use at the site to facilitate access to electronic medical records. Other sites provide access to electronic medical records by providing
electronic passwords and access to site computers in patient care areas and/or other designated areas.

I. Access to Student Files

The program and the Nutrition and Dietetics Department follow the College’s policies regarding access to student records. The College policies are based on Federal Education Rights and Privacy Act (FERPA). Information and the procedures related to accessing student records available online at www.buffalostate.edu/academicaffairs/x571.xml.

J. Student Grievances

If a student has a grievance or conflict regarding an academic or supervised practice course, the student should first consult the course instructor. If a solution cannot be found, the student should consult the program director. If there is no resolution to the problem, the complaint should be submitted in writing to the Dietetics and Nutrition Department chair. Throughout the grievance or conflict, the College procedures for student grievances will be followed. The procedures are available to students in the Undergraduate Catalog (http://catalog.buffalostate.edu/undergraduate/student-complaints-grievances-and appeals.htm) or online at the academic affairs web site www.buffalostate.edu/academicaffairs/x570.xml.

K. Injury or Illness While in a Facility

If a student becomes ill or suffers an injury while at a clinical site, the student should contact the clinical instructor or preceptor immediately. Depending on the situation, the student may be sent home for the day and/or treated at the clinical site consistent with the affiliation contracts and the facility’s policies.

Relevant statements in the affiliation contracts include:

- **In case of a student or faculty emergency illness or injury during the clinical fieldwork experience, Hospital will provide emergency care to students or faculty at the student’s or faculty member’s own expense. In the event that care or treatment is required beyond the emergency, the student or faculty member shall be responsible for arranging such care or treatment and for all associated costs.**

- **The University agrees that it shall secure Workers’ Compensation Insurance for the benefit of all faculty members and other University employees required to be insured by Worker’s Compensation Insurance and shall maintain such coverage throughout the duration of this Agreement. For the purposes of Workers’ Compensation Insurance, no student or faculty member is to be considered an employee, servant, or agent of the Hospital.**
L. Drug screening and Background checks

Students should be aware that some supervised sites require drug screening or background checks. The program complies with the institution’s requirements. Currently, the sites will do the screening and checking with no charge to students. However, students should be prepared for this service if required although every effort will be made to minimize the cost.

M. Outside Employment While In the Program

The affiliation contracts prohibit students from being paid for the time that they spend clinical sites as part of supervised, unless there is a law or regulation that applies. The exceptions are primarily in non-healthcare sites. The following statement is part of clinical affiliation contracts:

*Except as set forth in paragraph 5 of this Agreement, students and faculty members shall not be deemed to be employees, servants or agents of the Hospital, but shall be considered invitees. Neither party shall pay the other any compensation or benefits pursuant to this Agreement. The parties acknowledge that the Hospital is not providing any insurance, professional or otherwise, covering any students or faculty members.*

Some students have found it difficult to combine working part-time with their busy schedule in the CPD program, especially after the first semester of the junior year. Others have been able to coordinate the two with organizing and planning of their schedules. Students should consider their own abilities as well as financial needs in deciding whether or not they will be able to handle working while in the program. It is important to note that the student needs to arrange work hours around clinical hours, which cannot be altered. Students are strongly advised not to work during the last semester of the senior year when they have 40 hours a week schedules in health care facilities.

Working in food service operations has given some students a better understanding of the food production and management aspect of dietetics. Other students with jobs at local hospitals and nursing homes as diet technicians found that these experiences were helpful because they had more exposure to patient care, menu selection, use of special products, and different nutritional services departments. Whenever, possible work experience is encouraged during the summers.

N. Security of Online Testing

The College has developed policies and procedures to assure that the student taking the exam/assessment is the student who is enrolled in the course. Each student has an unique username and password. In addition, Blackboard has controls that allows faculty to set access and time limits for testing. The program follows the College policy.

O. Transfer Credit, Course Waivers

Academic courses: The Department has stated policies for the following:

1. Course credit
   - The Department follows the College policies and procedures regarding transfer credit
• Some courses which are pre-approved by the Dietetics and Nutrition (DN) Department are evaluated by the College and students receive credit automatically. For other courses the Department reserves the right to accept transfer credit hours in fulfillment of their own major requirements.

• To receive equivalency credit for other Department courses:
  • student must submit the “Request for Dietetic and Nutrition Department Course Equivalency Transfer Credit form” (CH 207), course syllabus and textbook used from the time the course was taken, and College Catalog description from the time the course was taken; the form is available in the DN Department office or from DN faculty.
  • submissions may be made any time; however, if the transfer credit is for a course that is being offered in the current semester, the request should be submitted no later than the first week of the semester.
  • students who are requesting transfer credit for a course during the same semester that the course is being offered, have two options:
    1. Register for the course knowing that the student may withdraw from the course if transfer credit is granted after Department decision is made.
       • Course withdrawal within the official schedule adjustment period gives full refund of tuition if the student is part-time; otherwise amount of tuition refund is determined by the Registrar’s Office.
       • Full-time students (enrolled in at least 12 credits), should be aware that if they withdraw from a course and their semester credit hour enrollment remains at or above 12 credits, there is no refund or financial penalty. However, if withdrawing from a course drops the semester credit hours below 12, there may be a tuition adjustment and/or financial aid adjustment that may negatively affect the student.
    2. Wait for the Department decision but realize that if the decision is negative and the student then registers for the course, there is a late registration fee assessed and/or the student may need to wait until the course is offered again. In some cases this may impact progression through the curriculum and graduation date.

• Transfer credit requests are reviewed by the DN faculty to determine whether or not a course fulfills a major requirement.
  • decisions are made on a case by case basis based on submitted material, consultation with faculty responsible for the course and department faculty consensus.
  • Specific review criteria are:
    1. recency which varies depending on the course
    2. course content – based on course syllabus submitted and text book used from the time the course was taken
    3. College Catalog description of course from the time the course was taken
    4. Decisions based on the review may be one of the following:
      5. Transfer credit granted
6. Required to take the course

2. Alternate Methods of Earning Course Credit

Students may request course challenge and/or Advanced Placement Examinations following College procedures. See College catalog for more information.

The student will be notified of the decision. A copy of the form with the decision will be placed in the student’s folder and adjustments made to the student’s audit sheet if appropriate.

3. Evaluation of transfer credit for additional courses from other departments:

When a student requests equivalency credit for other department courses the college requests the specified department to evaluate the course. Students are required to complete the request form available at the Registrar’s Office. When the concerned department chairperson approves a course equivalency, the Admissions Office makes the appropriate change on the audit sheet.

4. Course Waivers

Course waivers are given by the Dietetics and Nutrition Department on an individualized basis. The student has to submit a written petition to the department requesting a course waiver. The decision for course waivers is made by the Dietetics and Nutrition faculty. If granted, the Department will make appropriate changes to the student’s audit sheet.

Supervised Practice Courses:
Transfer credit is granted for the credits based on College transfer policies; however, since the supervised courses are not equivalent to Buffalo State’s courses, the program does not accept the courses as part of the 1200 hour supervised practice requirement. If a student believes that they have equivalent knowledge and skills based on prior experience, the student may ask for a review. If they have the equivalent knowledge and skills as determined by course syllabi and observation, the program’s policy is to discuss with the student alternative experiences within the course objectives that build on current knowledge and skills. In this way, we acknowledge the student’s abilities but maintain the program’s requirements. Experience in these situations has shown that often students do not have the same depth and/or breadth of experiences, the policy allows the faculty to individualize the student’s experience within program parameters.

**Library Resources**

Most CPD students have found it necessary to explore resources other than Butler Library for papers, coursework and additional information while working in the various hospitals. They have found the Health Sciences Library at the University of Buffalo (UB), public libraries, and the libraries located in hospitals to be helpful to them, as well as HUBNET. Buffalo State students can sign out books at UB or request particular books be sent to Buffalo State for them to sign out through interlibrary loan. One must have a Buffalo and Erie County Library card to sign
out books at the public libraries. Policies regarding CPD students' use of hospital libraries vary. Clinical Instructor will inform students of library policies during orientation to clinical site.

**Scholarships**

In addition to the scholarships available to all students in college, students in Dietetics have several other scholarships for which they may apply such Yvonne Williams Scholarship or the Sara Manning Scholarship. Many students from Buffalo State have received scholarships from the organizations listed below. The criteria for scholarships may be based on academic performance and financial need, but students should investigate eligibility requirements because qualifications and availability vary greatly. For more information, students should watch for announcements and/or see their advisor and/or the Financial Aid Office.

Organizations awarding scholarships to students in the field of Dietetics:

- Academy of Nutrition and Dietetics
- Phi Upsilon Omicron

**Loan Fund Sponsored By WNYDA**

Emergency monies for dietetic majors are designated for tuition and books. Students interested in the loan fund are to contact their advisor for further information.

**Additional Experiences**

Opportunities for independent studies or special projects are available to students. Students can also participate in the College’s Undergraduate Research Program. Often these experiences can be useful in exploring an area of special interest. If students are interested in either of these options, they are encouraged to discuss this matter with their academic advisor.

Additionally, information about experiences sponsored by other schools or organizations is often received by faculty members. Faculty make the students aware of these experiences and information is posted on Department bulletin boards.

**Memberships in Professional Organizations**

**Academy of Nutrition and Dietetics:** Students may apply for student membership in the Academy. The cost of membership may change at any time; therefore, students need to check bulletin boards and the Academy’s web site for specific information about fees. This entitles the member to receive a copy of the Journal of the Academy of Nutrition and Dietetics (monthly) and access to member only benefits on the professional web site. Membership application forms are available from your department advisor or online at [www.eatright.org](http://www.eatright.org).

Seniors are required to join the Academy since NFS 430 requires students to access to the Academy’s Evidence Analysis Library to complete course assignments.
THE WESTERN NEW YORK DIETETIC ASSOCIATION (WNYDA):  The WNYDA is a local affiliate of the New York State Dietetic Association and the Academy of Nutrition and Dietetics. At activities sponsored by the WNYDA (i.e. meetings, lectures, workshops, etc.), students have a chance to meet dietitians from various settings in the community. Programs are held to promote nutritional knowledge of both the general public as well as professionals in the field of nutrition. A special rate for annual membership is available for students. Newsletters keep members informed of upcoming events, announcements, job openings, etc.

SOCIETY FOR NUTRITION EDUCATION (SNE):  Student membership in this society is available. As a member, you will receive the Journal of Nutrition Education (quarterly), the Communicator (quarterly newsletter), and the SNE nutrition education resource catalog.

ERIE/NIAGARA COUNTY NUTRITION COMMITTEE:  Student membership in this group is available. The goal of this Committee is "to improve the nutritional status, interpret and promote understanding of nutritional needs of the people of Erie/Niagara County, New York. A special rate for annual membership is available for students.

Areas of Dietetic Practice

Registered dietitians practice in many different settings, such as, acute care hospitals, long-term care facilities, corporate food management systems, wellness centers and private practice. For a better understanding of the profession of dietetics the following is recommended:


Additional resources about the dietetics profession can be found on the A.N.D. web site, through journal articles, Dietetic Practice Group (DPG) publications and other A.N.D. publications.
Resumes

Below are some suggestions that may be used when CPD students begin writing resumes:

- Attend a Resume Clinic on campus given by the Career Development Center in Grover Cleveland Hall.

- Consider using the Resume Referral Service offered by the Career Development Center. They will send a copy of your resume to employers calling for possible candidates with a degree in Dietetics.

- Utilize information provided in the “Student Portfolio Packet”.

- Ask one of the clinical instructors or coordinator to look over your resume and make any suggestions for improvement.

- Supervised Practice, if detailed, should be included under the Education category, rather than the Employment category.

- Supervised Practice amounts to a total of at least 1200 hours in the CPD program.

The Registration Process and Exam

In order to become a Registered Dietitian, a student completing the CPD program must pay a registration fee and pass the registration examination. Specific information about registration and membership in the Academy of Nutrition and Dietetics will be given to seniors in the last semester of the program. Discussion of the exam and the process occurs in earlier semesters or at student request. The registration exam is computerized and offered year round at designated sites. Exam candidates must make their own appointment. Study guides for the exam and various review workshops are available.

After becoming a Registered Dietitian, one must design and complete a "Professional Development Portfolio" every five years in order to maintain registration (as well as paying an annual registration fee). Explanation of this portfolio development process will be discussed during the senior year.
Professional Practice Guidelines

Professional practice is guided by the A.N.D. Code of Ethics, Scope of Dietetic Practice Framework, Standards of Practice in Nutritional Care and Standards of Professional Performance. Specific information about these resources is included in coursework and discussed in seminars throughout the program. The A.N.D. Code of Ethics and the Standards of Professional Practice are included in this handbook for reference. All of these guides can be accessed on the A.N.D. web site.

Code of Ethics for the Profession of Dietetics

Preamble

The American Dietetic Association (ADA) and its credentialing agency, the Commission on Dietetic Registration (CDR), believe it is in the best interest of the profession and the public it serves that a Code of Ethics in place that provides guidance to dietetic practitioners in their professional practice and conduct. Dietetic practitioners have voluntarily adopted a Code of Ethics to reflect the values and ethical principles guiding the dietetics profession and to set forth commitments and obligations of the dietetic practitioner to public, clients, the profession, colleagues, and other professionals. The current Code of Ethics was approved by the ADA Board of Directors, House of Delegates and the Commission on Dietetic Registration.

The Ethics Code applies in its entirety to members of ADA who are Registered Dietitians (RDs) or Dietetic Technicians, Registered (DTRs). Except for sections solely dealing with the credential, the Code applies to all members of The American Dietetic Association who are not RDs or DTRs. Except for aspects solely dealing with membership, the Code applies to all RDs and DTRs who are not members of ADA. All individuals to whom the Code applies are referred to as "dietetics practitioners" and all such individuals who are RDs and DTRs shall be known as “credentialed practitioners”. By accepting membership in ADA and/or accepting and maintaining CDR credentials, all members of ADA and credentialed dietetics practitioners agree to abide by the Code.

Principles

Fundamental Principles

1. The dietetic practitioner conducts himself/herself with honesty, integrity, and fairness.
2. The dietetic practitioner supports and promotes high standards of professional practice. The dietetics practitioner accepts the obligation to protect clients, the public, and the profession by upholding the Code of Ethics for the Profession of Dietetics and by reporting perceived violations of the Code through the processes established by ADA and its credentialing agency CDR.

Responsibilities to the Public

3. The dietetic practitioner considers the health, safety, and welfare of the public at all times.
4. The dietetic practitioner complies with all laws and regulations applicable or related to the profession or to the practitioner’s ethical obligations as described in this Code.
5. The dietetic practitioner provides professional services with objectivity and with respect for the unique needs and values of individuals.
6. The dietetics practitioner does not engage in false or misleading practices or communications.
7. The dietetic practitioner withdraws from professional practice when unable to fulfil his or her professional duties and responsibilities to clients and others.

Responsibilities to Clients
8. The dietetic practitioner recognizes and exercises professional judgment within the limits of his her qualifications and collaborates with others, seeks counsel, or makes referrals as appropriate.
9. The dietetic practitioner treats clients and patients with respect and consideration.
10. The dietetic practitioner protects confidential information and makes full disclosure about any limitations on his or her ability to guarantee full confidentiality.
11. The dietetic practitioner, in dealing with and providing services to clients and others, complies with the same principles set forth above in “Responsibilities to the Public” (Principles #3-7).

Responsibilities to the Profession
12. The dietetic practitioner practices dietetics based on evidence-based principles and current information.
13. The dietetic practitioner presents reliable and substantiated information and interprets controversial information without personal bias, recognizing that legitimate differences of opinion exist.
14. The dietetic practitioner assumes life-long responsibility and accountability for personal competence in practice, consistent with accepted professional standards, continually striving to increase professional knowledge and skills and to apply them to practice.
15. The dietetic practitioner is alert to the occurrence of a real or potential conflict of interest and takes appropriate action whenever a conflict arises.
16. The dietetic practitioner permits the use of his or her name for the purpose of certifying that dietetics services have been rendered only if he or she has provided or supervised the provision of those services.
17. The dietetic practitioner accurately presents professional qualifications and credentials.
18. The dietetic practitioner does not invite, accept, or offer gifts, monetary incentives, or other considerations that affect or reasonably give appearance of affecting his/her professional judgment.

Responsibilities to Colleagues and Other Professionals
19. The dietetic practitioner demonstrates respect for the values, rights, knowledge, and skills of colleagues and other professionals.

ADA STANDARDS OF PROFESSIONAL PRACTICE

Unlike regulatory standards, such as Joint Commission, the Standards of Professional Practice refer to the performance of individual dietetics professionals regardless of the setting, project, case, or situation. The Standards of Professional Practice are defined statements of a dietetics professional's responsibility for providing services in all areas of practice. They describe the minimum level of performance expected of dietetic technicians, registered, and registered dietitians. The Standards in their entirety including rationale, indicators, and examples of outcomes can be found in the ADA Quality Management Committee, ADA Revised 2008 Standards of Practice for RDs/DTRs in Nutrition Care; Standards of Professional Performance, Journal of American Dietetic Association September 2008, 108(9): 1538-1542.

The following are the six Standards of Professional Practice:

Standard 1: Provision of Services
Provides quality service based on client expectations and needs

Standard 2: Application of Research
Effectively applies, participates in, or generates research to enhance practice

Standard 3: Communication and Application of Knowledge
Uses resources effectively and efficiently in education of dietetics practitioners

Standard 5: Quality in Practice
Systematically evaluates the quality and effectiveness of practice and revises practice as needed to incorporate the results of evaluation

Standard 6: Continued Competence and Professional Accountability
Engages in lifelong self-development to improve knowledge and enhance Professional competence
Overview of Dietetics Education Today

**DIETITIAN EDUCATION**

**DIDACTIC PROGRAM IN DIETETICS**
- General Education: Required by Institution
  - Courses that meet DPD requirements may be applied to general education requirements, at the discretion of the institution
- Professional Program
  - Courses that incorporate the foundation knowledge and skills for entry to the supervised practice component

**DIETETIC INTERNSHIP PROGRAM**
- Professional competencies for entry-level dietetics practice
- Emphasis or Concentration: One or more in addition to the basic competencies

**COORDINATED PROGRAM IN DIETETICS**
- General Education: Required by Institution
  - Courses that meet CP requirements may be applied to general education requirements, at the discretion of the institution
- Professional Program
  - Courses that incorporate the foundation knowledge and skills for entry to the supervised practice component
- Supervised Practice Component
  - Professional competencies for entry-level practice as a dietitian
  - Emphasis or Concentration: One or more in addition to the basic competencies

**DIETETIC TECHNICIAN EDUCATION**

**DIETETIC TECHNICIAN PROGRAM**
- General Education: Required by Institution
  - Courses that meet DT requirements may be applied to general education requirements for the Associate degree, at the discretion of the institution
- Professional Program
  - Courses that incorporate the foundation knowledge for entry to the supervised practice component
- Supervised Practice Component
  - Competencies for entry-level practice as a dietetic technician

**FIG 1. Schematic for Dietetics Education**

Figure 1ACEND Policy and Procedure Manual pg 73
2012 ACEND Core Knowledge and Competencies for Dietetic Education Programs

Domain 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. (Note: Examples of evidence-based guidelines and protocols include the Academy’s Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites.)

CRD 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives. (Note: Outcomes may include clinical, programmatic, quality, productivity, economic or other outcomes in wellness, management, sports, clinical settings, etc.)

CRD 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy’s Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice

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

CRD 1.4: Evaluate emerging research for application in dietetics practice

CRD 1.5: Conduct projects using appropriate research methods, ethical procedures and data analysis

Domain 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. (Note: Students must be 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. (Note: Students must be 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.

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  
(Note: Examples include research manuscripts, project proposals, education materials, policies and procedures)

CRD 2.3: Design, implement and evaluate presentations to a target audience (Note: A quality presentation considers life experiences, cultural diversity and educational background of the target audience.)

CRD 2.4: Use effective education and counseling skills to facilitate behavior change

CRD 2.5: Demonstrate active participation, teamwork and contributions in group settings

CRD 2.6: Assign patient care activities to DTRs and/or support personnel as appropriate (Note: In completing the task, students/interns should consider the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility.)

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

CRD 2.8: Apply leadership skills to achieve desired outcomes

CRD 2.9: Participate in professional and community organizations

CRD 2.10: Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services (Note: Other health professional include physicians, nurses, pharmacists, etc.)

CRD 2.11: Demonstrate professional attributes within various organizational cultures (Note: Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.)

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

CRD 2.13: Demonstrate negotiation skills (Note: Demonstrating negotiating skills includes showing assertiveness when needed, while respecting the life experiences, cultural diversity and educational background of the other parties.)

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

KRD 3.1: The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation. (Note: Students must be able to use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions.)

KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention. (Note: Students must be able to develop interventions to affect change and enhance wellness in diverse individuals and groups.)

KRD 3.3: The curriculum must include education and behavior change theories and techniques. (Note: Students must be able to develop an educational session or program/educational strategy for a target population.)
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 (Note: Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.)
CRD 3.3: Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management (Note: Students/interns should consider health messages and interventions that integrate the consumer’s desire for taste, convenience and economy with the need for nutrition, food safety.)
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 (Note: Students/interns should demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.)
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

Domain 4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations

KRD 4.1: The curriculum must include management and business theories and principles required to deliver programs and services.
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. (Note: Students must be 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. (Note: Students must be 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
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.

Domain 5: Support Knowledge: knowledge underlying the requirements specified above.

KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.
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.
**Program Emphasis**

The core competencies ensure that everyone enrolled in a CPD has learning experiences reflecting the *breadth* of dietetics practice. The core provides the broad base of diverse experiences necessary for the future career mobility illustrated in the model for dietetics practice.

All dietitian-education supervised practice programs must offer at least one emphasis area. The emphasis areas are not intended to prepare specialists or advanced level practitioners as defined for credentialing purposes. Competencies for each emphasis area build on the core competencies and are designed to begin to develop the *depth* necessary for future proficiency in that area of dietetics practice.

The current program emphasis is Nutrition Communication. The competencies associated with the emphasis are:

- Demonstrate how to apply evidence-based practice in working with the media
- Create and launch a nutrition education piece to a mass media outlet
- Write an article based on the critique of a nutrition or health related topic

**Program Revision**

The curriculum for the Dietetics major is reviewed on a continuous basis to assure that the curriculum meets accreditation standards, reflects current and future practice, and meets the needs of students. With the review of the curriculum to meet 2012 ACEND Standards of Education, the curriculum was revised and the program emphasis was changed.

Implementation of changes is being phased in to minimize any potential negative impact without jeopardizing preparation for practice as has been the practice with past revisions and program changes. Student meetings will be held periodically to apprise students of the changes and implementation schedule. Students are encouraged to talk with advisors and/or program directors if they have curriculum questions.

Communication is the key as always, so faculty and students need to keep the communication lines open to avoid unnecessary stress and rumors.