

TO: Randy Smith, Vice Provost for Academic Programs  
FROM: Jennifer Schlueter, Faculty Fellow for Curriculum, Graduate School  
DATE: 17 May 2018  
RE: Proposal to create a new Master in Dietetics and Nutrition (MDN)

The Division of Health Sciences, Medical Dietetics, and Injury Biomechanics in the College of Medicine in collaboration with the Department of Human Sciences, Human Nutrition program in the College of Education and Human Ecology is proposing a Master of Dietetics and Nutrition (MDN) professional degree. This program will eventually bring with it the discontinuation of the current Coordinated Graduate Program in Medical Dietetics, the Undergraduate Coordinated Program in Medical Dietetics, and the Dietetic Internships in Medical Dietetics and Human Nutrition. Primary motivation for this new MDN is changes within the profession itself and recommendations for levels of training from the Academy of Nutrition and Dietetics and the Accreditation Council for Education in Nutrition and Dietetics.

The proposal was received by the Graduate School on 4 December 2017. It was reviewed by the combined GS/CAA Curriculum subcommittee, chaired by Faculty Fellow Jennifer Schlueter, on 25 January 2018, and returned to proposers for revision that same day. Revisions were received on 2 February 2018 and reviewed by the subcommittee on 5 April 2018. Final small revisions were received on 17 April 2018, and forwarded to the Graduate Council for their review that same day. The proposal was reviewed and approved at the Graduate Council in May 2018 by electronic vote.



## Memo

April 23, 2018

To: Randy Smith, Vice Provost of Academic Programs  
Katie Reed, Executive Assistant

CC: Andrew Zircher, Director of Assessment and Curriculum  
Danielle Brown, Curriculum Development Specialist

From: Bryan Warnick, Associate Dean of Academic Affairs

**RE: NEW PROFESSIONAL DEGREE PROPOSAL, MASTER OF DIETETICS AND NUTRITION,  
DEPARTMENT OF HUMAN SCIENCES**

The faculty and administration of the College of Education and Human Ecology (EHE) have approved a proposal from the Department of Human Sciences in collaboration with the School of Health and Rehabilitation Sciences (SHRS) to create a new graduate professional degree in dietetics and nutrition. The proposed degree program will require students to complete 61 semester hours over 5 semesters and is designed to prepare students for leadership roles in the health care industry.

The proposal was approved by the EHE Curriculum Committee on April 19, 2018 and received unanimous support. I am writing to request review of this proposal by the Council on Academic Affairs. If there are any questions, please contact me at [warnick.11@osu.edu](mailto:warnick.11@osu.edu) or Danielle Brown at [brown.2199@osu.edu](mailto:brown.2199@osu.edu).



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4/17/2018

RE: Master of Dietetics and Nutrition Program Proposal  
Response to GS/CAA curriculum subcommittee

Thank you for your feedback provided on April 16, 2018. I have responded to each of the queries below.

1. The response to question two provoked an additional query from the committee: can you clarify what is meant by, "This process has allowed for dissemination of the new information." The new MDN program cannot be formally advertised until ODHE approval is received.

*This sentence was meant to infer that the proposal was disseminated to faculty in the respective current programs for feedback prior to resubmission to the subcommittee. The information has not been disseminated outside of Ohio State.*

2. On page 8 of the proposal: can you distinguish between the roles of the Graduate Advisory Committee and the Graduate Studies Committee?

*The Graduate Advisory committee would oversee the specific curriculum, admissions and overall management concerns of the MDN dietetics program. This committee is led by the co-directors. The Graduate Studies committee that is mentioned on pages 27 and 37 of the program proposal refers to the graduate committee that serves the entire School of Health and Rehabilitation Sciences for all graduate programs.*

3. The electives list on page 16 of the proposal does not include the edits articulated by Dr. Bisesi for the Public Health courses. Per his email (page 43 of the PDF we viewed), the elective courses should be: PUBHBIO 6211, PUBHEPI 6410 (not PUBHEPI 6430 and PUBHEPI 7410), PUBHEPI 8411, PUBHHBP 6515. The courses on the sample curriculum do not match this list, and also use erroneous codes—PH is not the code for Public Health). Also, in the sample curriculum, PUBHBIO 6210 is listed as PUBHLTH 6210.

*This has been corrected.*

4. One last question emerged: has any consideration been given to incorporating the capstone project as part of the coursework within the MDN degree? Why or why not?

*During this program design process, we were simply following the model for the majority of Master degrees at the university and our current graduate dietetic*



*programs in SHRS. Currently thesis hours are used to distinguish the research portion of the degree. Certainly, the capstone could be connected to the culminating supervised practice MDN 6589 and actually could serve as a competency measure for the degree. This will be brought back to the respective programs for consideration.*

Sincerely,

Marcia Nahikian-Nelms, PhD, RDN, LD, FAND  
Professor, Clinical  
Director, Academic Affairs



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April 3, 2018

Jennifer Schlueter, PhD  
Faculty Fellow, Curriculum, Graduate School  
GS/CAA Subcommittee

Dear Dr. Schlueter;

Please find responses to the GS/CAA Subcommittee from your January 25, 2018 meeting. Over the previous two months, the proposal has been reviewed and edited several times by the faculty. I have included with this email a copy of the revised program proposal that includes those edits.

Thank you for your review and consideration of this policy.

Sincerely,

Marcia Nahikian-Nelms, PhD, RDN, LD, FAND  
Professor, Clinical  
Director, Academic Affairs

Response to GS/SAA Subcommittee

- 1. Are any of the courses to be offered towards this degree new? If so: please include a short form syllabus that includes course title, number, credits, prerequisites, course description, objectives, and a topic list. If not: please confirm that within the body of the proposal.**

*There are 15 new courses that are proposed for the MDN degree. The syllabi for the courses are included as a new appendix to this response. We have proposed a new department abbreviation to differentiate the courses offered for the degree. (See response to question #3) Required information requested is included for each syllabus.*

- 2. Some members of the subcommittee wondered if programs like the Interdisciplinary PhD in Nutrition or the MS in Human Nutrition would be**



**impacted by the termination of the Coordinated Graduate Program in Medical Dietetics or the Internships in Medical Dietetics and Human Nutrition.**

*The Interdisciplinary PhD and the MS in Human Nutrition are graduate programs with no dietetic training/education components and are not nationally accredited to provide dietetic education programs. Their enrollment should remain consistent as students who would apply to these graduate programs are not seeking a path to achieve the Registered Dietitian Nutritionist credential.*

*Currently, the dietetic education programs in Medical Dietetics and the Dietetic Internship in Human Nutrition have proposed a transitioned closure as the new MDN degree will accommodate the students who previously would have sought admission to these programs. (See Appendix) The undergraduate didactic program in dietetics – Human Nutrition Program in Human Sciences will remain as it currently stands.*

**Could you clarify that all potential stakeholders are aware of the changes?**

*The proposal development has involved faculty from Medical Dietetics, the School of Health and Rehabilitation Sciences and Human Nutrition over the past 2 years. A core group representing each department provided consistent feedback to the departments and have received positive votes from the respective curriculum and graduate committees. The Dean of the College of Human Ecology and Education – Dr. Cheryl Achterberg, Dr. Dan Clinchot and Dr. Deborah Larsen – Vice Deans - College of Medicine have provided written concurrence for the proposal. (See Letters of Concurrence in proposal). Please see letters of support included in the original electronic submission and in Appendix I (pages 33-36) Since the initial committee review by CAA, the Chair of Human Sciences and Human Nutrition faculty provided additional edits to the document and put the proposal back to their faculty for a vote. The final vote was 12-Approve and 2 -Not Approve on Friday March 30, 2018. This process has allowed for dissemination of the new information. Edits provided by Human Nutrition faculty and the Chair of Human Sciences has been integrated throughout. (pages 2,3,4,7)*

- 3. With each mention of a class name, please use the official department abbreviations. This will aid our review, and your students' ability to find classes in Buckeyelink. [http://registrar.osu.edu/transfer\\_credit/depts.asp](http://registrar.osu.edu/transfer_credit/depts.asp)**

*After speaking with Michael Gable – Assistant Registrar, it was confirmed that we would use the prefix MDN for new courses as long as the only students enrolled in these courses would be individuals admitted to the new program. That is our plan at this time.*

- 4. The list of “Potential Cognate Elective Courses” in Appendix A seems to have the same list of courses pasted twice. Also: please confirm that all departments offering**



**these courses are aware of their inclusion on this list. We want to ensure that space will be available for all students. The faculty in Human Nutrition and Health and Rehabilitation Sciences are aware of the potential cognate courses offered for this degree program.**

*Corrections for the error of including elective courses has been completed and can be found on [page 16](#).*

*Cognate elective courses have been proposed from Human Nutrition and Health and Rehabilitation Sciences, and Public Health. The courses listed are currently offerings within the existing program and the faculty are aware of their inclusion in the proposal. Michael Bisesi, PhD, REHS, CIH - Senior Associate Dean in the College of Public Health - was contacted for concurrence to offer the public health courses as potential electives. He provided positive support for their inclusion with some minor revisions of recommendations for Public Health coursework. Those changes have been made and can be found on [page 16](#). Additionally the email with Dr. Bisesi's recommendations is on [page 37](#).*

**5. Also in Appendix A, "Certificate of Specialization Opportunities" are listed. Are these potential Certificates that you are considering towards the future, or Certificates that you wish to propose alongside the Masters of Dietetics and Nutrition? If the latter, further proposal materials will be required.**

These certificates have not been created at this time. After initial transition to the new degree, the development of these certificates will be initiated. We will use ODEE needs assessment as the basis for selection of these focus areas for certificate development. (*Changed language to future on [page 16, 17](#)*).

**MASTER OF DIETETICS AND NUTRITION (MDN)**

**PROFESSIONAL DEGREE PROPOSAL**

Transition of the Coordinated Graduate Program in Dietetics and Dietetic Internships

Division of Health Sciences, Medical Dietetics and Injury Biomechanics  
School of Health and Rehabilitation Sciences (SHRS)  
College of Medicine

And

Human Nutrition – Department of Human Sciences  
College of Education and Human Ecology

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To: The Ohio State University Council on Academic Affairs  
School of Graduate Studies  
From: Sue Leson, PhD, RDN, LD, FAND  
Division Director  
Health Sciences, Medical Dietetics, IBRC

Erik Porfeli, PhD  
Professor and Chair  
Human Sciences, Education  
and Human Ecology

The purpose of the attached proposal is to introduce and provide the rationale for the Master in Dietetics and Nutrition (MDN) professional degree.

Over the past fifteen years the Academy of Nutrition and Dietetics (AND) and the Commission on Dietetic Registration (CDR) have been assessing the need to expand the depth and breadth of dietetics education and the credentialing pathways to become a Registered Dietitian Nutritionist (RDN). The Academy along with CDR (the credentialing arm) made the decision to move the entry level education required for the RDN credential to the graduate level beginning 2024. As a result, the Accreditation Council for Education and Dietetics (ACEND) was tasked creating a new model of education for programs preparing students for careers as RDNs.

The MDN proposal is being submitted with the following objectives:

1. The Ohio State University will continue to be a leader in dietetics education by submitting a program revision that will align with standards and competencies of the new model for dietetics education set forth by ACEND.
2. The Ohio State University will provide a unified dietetics program between SHRS and Human Nutrition eliminating internal competition for resources and public (student) confusion regarding dietetics education on-campus.

In order to accomplish these objectives, a workgroup of faculty from SHRS and Human Nutrition was formed to discuss and eventually develop a shared dietetics program. Following frequent workgroup meetings, discussions with faculty, and several meetings with Vice Provost Smith the draft program is ready for approvals. Vice Provost Smith has made it extremely clear that this program is an **“institutional priority”** and is set to move swiftly through the academic channels. The MDN will be administered through the Graduate School of the University. SHRS will serve as a home for the program with oversight by a graduate advisory committee led by a Co-Directors from Medical Dietetics and Human Nutrition. Additionally, the MDN has been conditionally accepted by Accreditation Council for Education in Nutrition and Dietetics (ACEND) as a pilot demonstration program for the future model of dietetics education.

Your time to review and provide feedback of this program is appreciated. Please do not hesitate to contact us with questions.

# MASTER OF DIETETICS AND NUTRITION –PROFESSIONAL DEGREE PROPOSAL

Transition of the Coordinated Graduate Program in Dietetics and Dietetic Internships

Division of Health Sciences, Medical Dietetics and Injury Biomechanics  
School of Health and Rehabilitation Sciences (SHRS)  
College of Medicine

And

Human Nutrition – Department of Human Sciences  
College of Education and Human Ecology

The Division of Health Sciences, Medical Dietetics and Injury Biomechanics (IBRC) in collaboration with the Department of Human Sciences, Human Nutrition program proposes the development of the Master of Dietetics and Nutrition (MDN) professional degree. This degree program will replace the current Coordinated Graduate Program in Medical Dietetics and the Undergraduate Coordinated Program in Medical Dietetics, and the Dietetic Internships in Medical Dietetics and Human Nutrition. This initial proposal addresses the new accreditation and education model recently proposed by the Accreditation Council for Education in Nutrition and Dietetics (ACEND)<sup>1</sup> and a streamlined path for students at The Ohio State University to meet the educational and practice competencies to sit for the national credentialing exam to become a Registered Dietitian Nutritionist (RDN). ACEND has granted the Ohio State University MDN program to move forward as a demonstration program (early adopter) for the future model of dietetic education at the graduate level.

## I. GENERAL INFORMATION

- 1. Indicate the nature of the proposal:** New degree program
- 2. Give the name of the proposed program:** Master of Dietetics and Nutrition (MDN)
- 3. Give the degree title:** Master of Dietetics and Nutrition (MDN)
- 4. State the proposed implementation date:** Autumn 2019
- 5. Identify the academic units responsible for administrating the degree program:**
  - A. Division of Health Sciences, Medical Dietetics, Injury Biomechanics Research Center (IBRC) – School of Health and Rehabilitation Sciences – College of Medicine
  - B. Department of Human Science, Human Nutrition program – College of Education and Human Ecology

## II. RATIONALE

In 2012, the Academy of Nutrition and Dietetics (AND) recommended that the level of educational preparation for the Registered Dietitian Nutritionist (RDN) be elevated to a graduate level to provide a greater depth of knowledge and skills needed for future practice in the profession by the year 2024.<sup>1,2</sup>

In response, the Accreditation Council for Education in Nutrition and Dietetics (ACEND) collected data from key stakeholders and conducted a thorough environmental scan to inform its review of the current standards for nutrition and dietetics education. In 2017, new education standards were released. Additionally, a proposed model of education was proposed to move the educational preparation of entry level generalist dietitian nutritionists to the graduate level.

Further support for requiring graduate level education for the RDN credential comes from the Institute of Medicine<sup>3</sup>, the Interprofessional Core Competencies<sup>4</sup> and the Lancet Commission<sup>5</sup> global health care systems, stating that health professional education is outdated and disconnected. Five competencies recommended by the IOM for all health professionals include: patient-centered care, interdisciplinary teams and research, evidence-based practice, continuous quality improvement and informatics. These targeted educational areas further demonstrate opportunities to update the educational preparation of nutrition and dietetics professionals to meet present and future health care demands.

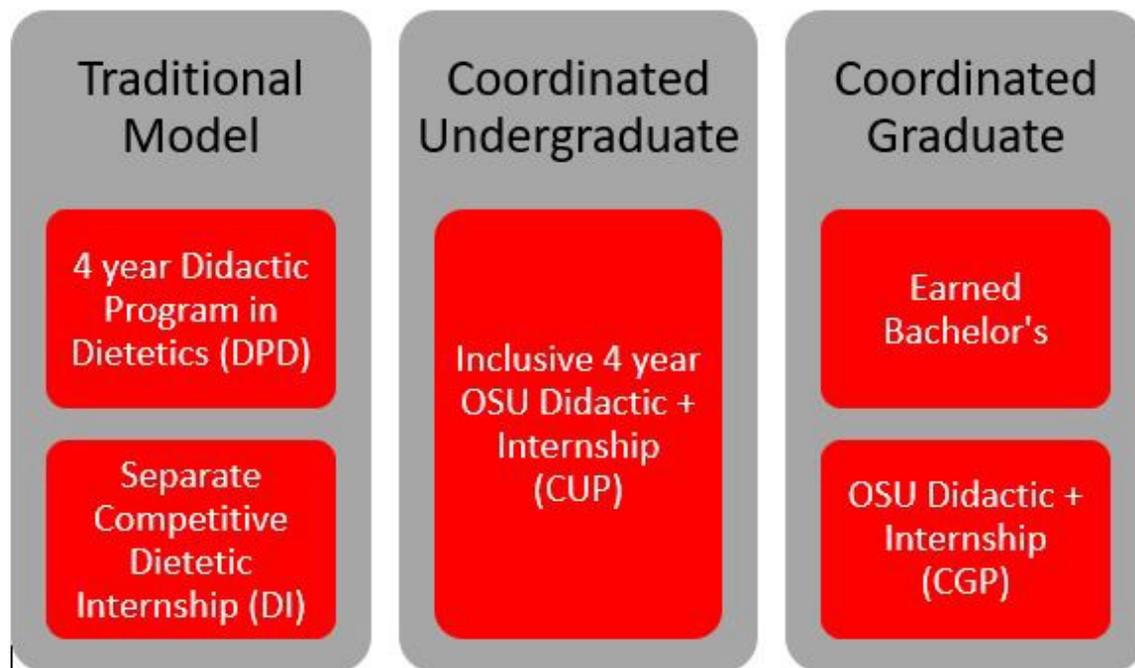
Educational levels and changes observed in other health professions provide timely guidance for RDN educational programs. Namely, the majority of health professions have established multiple degree levels. A graduate degree, often a doctoral degree, represents the entry-level professional practice degree for most of the health professions (e.g. physical therapy, occupational therapy, pharmacy). All of the health professions require a significant number of hours in supervised practice (or its equivalent) as part of the overall training and education. Therefore, the success and advancement of the nutrition and dietetics practitioner may require a progressed academic preparation that includes interdisciplinary education, informatics, telehealth, critical thinking skills, nutritional genomics, nutritional pharmacology, case management, coding and reimbursement, evidence-based practice and outcomes research, behavioral counseling and multi-disease clinical care to meet the growing demands of advancing knowledge, skills and new practice settings.

At The Ohio State University, the Division of Health Sciences and Medical Dietetics has provided a coordinated dietetics education program since 1961 and is considered one of the leading dietetics education programs in the United States. Indeed, the Accreditation Council for Education in Nutrition and Dietetics (ACEND) recognized this program as the leading dietetics innovator in 2015. The Department of Human Sciences has offered a Master of Science in Human Nutrition either in conjunction with the dietetic internship or with a stand-alone dietetic internship for decades. The Human Nutrition Dietetic Internship has outstanding metrics. The program receives about 250 applications a year (~10% acceptance rate) and maintains national registration exam rates and job placement rates well above the national average. Over the past twenty years, the programs (Human Nutrition and Medical Dietetics) have provided routes for post-baccalaureate supervised practice that fulfill the practice competencies

required to sit for the credentialing examination to become a Registered Dietitian Nutritionist. Over the past twenty years, two dietetic internships (Human Nutrition and Medical Dietetics) have provided a route for a post-baccalaureate supervised practice that fulfills the practice competencies required to sit for the credentialing examination to become a Registered Dietitian Nutritionist. This proposed collaboration of a new degree will establish a unified program for students to fulfill educational training to become a RDN, reduce student confusion, and enhance affiliate/partner communication. The program will be jointly directed by faculty in the two scholarly areas of Medical Dietetics and Human Nutrition at the university.

This proposed degree will use the new model of education for dietetics education, which includes both the graduate coursework and supervised practice requirements designed to meet all educational and practice competencies for Registered Dietitian Nutritionists. This model exists within the current graduate level Coordinated Program in Medical Dietetics but this program will require adaptation of our current undergraduate coursework to the graduate level, include a new capstone/graduate project and will include the identified areas of training as well as allow for collaboration among all dietetic education programs at OSU.

### Current Educational Models to Gain Eligibility to Sit for the Registered Dietitian Nutritionist Exam



OSU Medical Dietetics – currently offers CUP, CGP, DI

OSU Human Nutrition – currently offers DPD, DI

### **III. Mission, Philosophy, and Goals of the Program:**

The following are the mission, philosophy, and goals to support and guide the development of the Master of Dietetics and Nutrition (MDN) degree:

#### **Mission**

The mission of The Ohio State University Master of Dietetics and Nutrition is to provide a professional degree whose purpose is to produce graduates to become Registered Dietitian Nutritionists who will in turn provide high-quality entry-level practice and obtain advancement to positions of leadership and influence. Graduates will be prepared to think critically, engage in ethical decision-making, provide leadership for nutritional care, practice and manage in a variety of environments, function as active multidisciplinary team members, and continue professional development throughout life.

#### **Philosophy**

A professional degree in dietetics and nutrition is an excellent way to educate entry-level practitioners to provide high quality medical nutrition therapy in diverse practice settings that comprise our rapidly changing professional environment. A high-quality graduate professional degree is scholarly, forward-thinking and collaborative.

The professional graduate degree will continue the long tradition of working within a world-class academic health center; the graduate students will be required to complete a master's degree; and emphasis is placed on integration of theory, evidenced-based practice and competency based education.

The curriculum will address current trends, research, and projected future practice. The faculty and staff embrace and incorporate adult learning concepts and methodologies that emphasize the capacity for intellectual growth, critically integrate their own experiences, and take responsibility for their individual learning. We continually strive for innovation and flexibility. In addition, critical thinking, leadership development, management skills, team-building and interprofessional training is emphasized throughout the program. Collaboration, commitment and involvement of faculty, staff, medical facilities and other resources within the local professional community will further enhance and support the student's experience.

#### **Goals**

The MDN proposal is being submitted with the following goals:

- 1.** The Ohio State University will continue to be a leader in dietetics education by submitting a program revision that will meet the standards and competencies of the new model for dietetics education set forth by Accreditation Council for Education in Nutrition and Dietetics (ACEND)
- 2.** The Ohio State University will provide a unified dietetics program between SHRS and Human Nutrition eliminating internal competition for resources and confusion regarding dietetics education on the Ohio State campus shared by the public, profession, and students.

#### **IV. Description of the Master of Dietetics and Nutrition Professional Degree**

The Master in Dietetics and Nutrition professional degree will be firmly rooted in the scholarly and practice traditions of a major academic medical and health center. Graduate students will be learn and apply evidenced based research and will practice based upon research outcomes. Graduate students learn to translate knowledge to the bedside. Graduate students have the opportunity to be mentored by established practitioners in a variety of highly respected practice settings.

The professional degree in dietetics and nutrition is forward thinking in that it will prepare graduate students to assume leadership roles in a rapidly changing health care marketplace. Graduates will be prepared to meet the challenges of dietetic practice along the continuum of care in hospitals and other institutions, community-based programs, long-term care, industry, research, and entrepreneurial enterprises. An emphasis on interprofessional teamwork, leadership development, management skills, critical thinking, and professional competence, will make OSU graduate students particularly suited for emerging roles within dietetics practice and the health care team.

##### **Description of Proposed Curriculum**

The curriculum will require students to complete 61 semester credits over 5 semesters which includes one summer session of supervised practice. The current Medical Dietetics Coordinated Graduate program requires 78 semester credits over 8 semesters including one year of undergraduate coursework.

The new courses developed for this program are included in Appendix A with the advanced level objectives and assignments requiring application of evidence based analysis in Appendix C. The syllabi for new courses are included in Appendix J. Of note, all required professional courses have been given a MDN designation, thus eliminating any confusion about the unit of offering (SHRS or EHE). Additionally, three courses (MDN 5000, 5200 and 5600) have been given 5000 level designations, which could afford the development of a 3 + 2 program at a future date to meet the needs of our more advanced undergraduate student population.

##### **Description of a Required Culminating or Integrated Learning Experience**

We propose the use of a Plan B capstone project as an alternative to the traditional Plan A thesis. This Plan B is currently approved by the Graduate School and is in use within the School of Health and Rehabilitation Sciences (see Appendix D for description of the project guidelines). The program will require graduate faculty with M or P status to serve as primary advisors or committee members. If each eligible faculty serves as the Primary Advisor for two to three students, there will be adequate faculty from SHRS and Human Nutrition (see Appendix G). The case study oral examination will be administered by the Graduate Exam Committee and will be a case study presentation followed by a question and answer period. A detailed rubric for assessment of passing or non-passing grade will be utilized to standardize the evaluation process and address interrater reliability. A Graduate Exam Committee, consisting of at least three faculty members with M status will administer the oral examination. One retest will be permitted if the student's oral examination is deemed to be non-passing by the Graduate Exam Committee.

## **Administrative and Organizational Structure**

The Master in Dietetics and Nutrition professional degree will be a component of the Graduate School of The Ohio State University. SHRS will serve as the home for the program with oversight by a graduate advisory committee led by Co-Directors from Medical Dietetics and Human Nutrition. The co-directors will be PhD trained Registered Dietitian Nutritionists, will be active members of the Academy of Nutrition and Dietetics and fulfill the requirements of the accrediting agency Accreditation Council for Education in Nutrition and Dietetics (ACEND). The co-director from SHRS will serve as the liaison to the Accreditation Council for Education in Nutrition and Dietetics. Three full-time supervised practice coordinators and one full-time acute care preceptor will oversee student placements in supervised practice.

An appointed graduate advisory committee will provide oversight and support for all aspects of this degree program. The Graduate Advisory Committee will include a minimum of two faculty members from both Medical Dietetics and Human Nutrition, who are Registered Dietitian Nutritionists and are active members of the Academy of Nutrition and Dietetics. The co-directors and the Graduate Advisory Committee will administer the admission process with the support from a full-time graduate advisor housed in the School of Health and Rehabilitation Sciences Student Services. Faculty with appropriate expertise and clinical practice will teach the cognate courses; advise students and manage student issues; evaluate students; evaluate, revise and upgrade curriculum. Graduate faculty from the School of Health and Rehabilitation Sciences, Medical Dietetics and Human Sciences, Human Nutrition will be invited to support the graduate capstone projects by serving as members of the students' graduate committees. The co-directors, the graduate committee, and the Graduate School will manage student probation or dismissal per guidelines from an approved student handbook and follow the guidelines for professional students in the School of Health and Rehabilitation Sciences. The Graduate School will oversee admission, enrollment, course approval, curriculum revisions and graduation of students.

The School of Health and Rehabilitation Sciences director and Associate Dean of the College of Medicine and the Dean of the College of Education and Human Ecology oversees the Medical Dietetics Division and the Department of Human Sciences, respectively, and meet regularly to guide, monitor, and assess the faculty and programs. The MDN Graduate Advisory committee and its' co-directors will coordinate specific aspects of the medical dietetics program that interface with the Graduate School per SHRS professional program guidelines with the assistance of the Office of Academic Affairs. These include, for example, program assessment, fellowship applications, and when needed, application, enrollment, and graduation issues. The College of Medicine oversees the school through leadership of the college. The administrative resources required for this program include administrative release time for the co-directors, three supervised practice coordinators, one full-time advisor, and access to administrative assistance. The Organizational Chart for the School of Health and Rehabilitation Sciences is located in Appendix E.

## **V. Evidence of Need for the New Degree Program**

This new professional degree will eventually replace three current programs in medical dietetics and one program in Human Nutrition. The new degree will meet the future educational model requirements required by the Academy of Nutrition and Dietetics and the Accreditation Council for Education in Nutrition and Dietetics (ACEND). It is our hope that addressing this new educational model *now* will support Ohio State's position as a continued leader in dietetics education.

## **VI. Prospective Enrollment**

The current coordinated degrees (undergraduate and graduate) and dietetic internship in Medical Dietetics are accredited for a combined 38 students per cohort. Human Nutrition's Dietetic Internship is accredited for 24 students per cohort. We will request that this new program receive permission to admit 30 students the first year and increase to 65 by year 3. This will allow for a staged transition of all currently enrolled students.

### **Diversity Efforts**

As a leader in dietetic education, we embrace the responsibility to prepare RDNs who have a broad set of attributes and strong potential for success. A holistic admissions process assesses an applicant's unique experiences alongside traditional measures of academic achievement such as GPA and GRE scores. In addition, the Human Nutrition program has received numerous federally-funded minority scholars training grants (USDA) over the last decade. The training grants help recruit minorities to dietetics programs and help prepare them for post-baccalaureate professional programs like the MDN.

The Ohio State University Master in Dietetics and Nutrition seeks self-directed learners who are resilient, insightful and ethical. Ideal candidates are motivated to become RDNs who provide state-of-the art, evidence-based nutrition therapy for individuals and communities. We seek students who display diversity in background, experience and thought and who demonstrate the potential to improve health and nutrition through innovation, excellence, and leadership in practice, research, education and community service.

Applications will include a holistic review, which uses a balanced consideration of experiences, attributes, and academic metrics, and, when considered in combination, how the applicant might contribute value as a future RDN and health care provider. Foundational admission requirements include a bachelor's degree, minimum overall GPA of 3.00 on a 4.00 scale, competitive GRE scores, and successful completion all prerequisites.

The holistic review helps assess an applicant's potential to become a highly competent, diverse, and caring RDN. Therefore, the admissions process will include a structured evaluation of an applicant's personal characteristics such as the following:

- Compassion for others
- Altruism
- Preparation for graduate work
- Communication skills
- Leadership abilities
- Personal maturity
- Cultural competence
- Ethical behavior
- Reliability
- Positive work habits
- Adaptability
- Teamwork
- Self-discipline
- Resilience
- Persistence

\* See Appendix F for questions and scoring of the holistic questions.

## **VII. Availability and Adequacy of the Faculty and Facilities**

Education of health professionals is an intensive process, requiring that faculty spend face-to-face hours in laboratory sessions, individual student assessment, advising and coordinating clinical experiences. Because all 65 of the Master in Dietetics and Nutrition professional degree students will require a graduate capstone project, the demand for mentoring and advising will significantly increase. Currently we have 6 faculty (with 3 part-time adjunct) for total of 9 who teach within the Medical Dietetics division and 7 faculty (with 4 part-time adjunct) in Human Sciences who have the appropriate PhD training and RDN credential to support a professional degree in dietetics and nutrition. However, there are many other faculty within both units that are expected to contribute to the program through courses and capstones with teaching and advising assignments/approval determined by the advisory committee. Appendix G lists faculty in Medical Dietetics and Human Nutrition, who have the expertise to support coursework and the capstone projects within the professional degree in dietetics and nutrition.

As a shared program between SHRS and Human Nutrition, resources to manage the program will be decided between the two departments. The MDN will require additional faculty lines as the program develops certificate programs in the curriculum and will need appropriate faculty release time for administration; the proposed budget should cover these costs. Current faculty, staff and physical resources will be incorporated into the program as needed. Both departments have significant expertise in all areas of dietetic education to meet the requirements of the program. Distribution of income will be determined by credit hour generation per faculty as well as time commitment to clinical oversight and governed by an MOU, developed by the unit leaders.

In order to accommodate courses/labs that may need more than one section, it is proposed that there should be adequate faculty to teach a total of 151 credit hours to staff these sections and to oversee/mentor graduate projects. In addition, three full time supervised practice coordinators are needed. In this professional program, students will have five clinical placements - a total of 325 placements each year. Clinical contracts and affiliation agreements for the MDN will continue to be administered through the School of Health and Rehabilitation Sciences. There is increasing competition for clinical placements and the maintenance of these affiliations is crucial for the success of the dietetic education programs. The colleges and school provide administrative support for logistics of clinical placements. Clinical placements will be coordinated through the three proposed clinical coordinators and overseen by the co-directors. Each coordinator will be responsible for a specific rotation (i.e. Acute Care, Long-Term Care, Foodservice, Community, Culminating) with a specific cohort of students.

The following projected income and costs associated with the program are included in the Proposed MDN Budget. Additionally, in order to assure targeted enrollment numbers and sufficient student support the following are included in the proposed budget (below).

- Graduate Advisor (1)
- Supervised Practice Coordinators (3)
- Acute Care Preceptor (1)
- Faculty
- Administrative Assistance

- Marketing and Recruitment
- Operational Expenses – application review/processing; ACEND annual fee; computer software; space rentals; advisory board meetings; marketing and recruitment; travel; professional memberships
- Travel (in and out of state)
- Memberships

**VIII. Budget**

**Proposed Budget  
Proposed MDN Budget**

**Estimated Revenue**

Year	No Of Students	Tuition	Subsidy	*Marginal PBA Generation (Total – Central Tax & SSA)	Amount Available to Program (Cumulative margin – College tax)
Year 1	45	\$733,409	\$278,396	\$399,892	\$319,914
Year 2 1 <sup>st</sup> year (n=60) 2 <sup>nd</sup> year (n = 45)	105	\$2,190,447	\$810,132	\$1,163,075	\$1,250,382
Year 3	120	\$1,967,882	\$697,604	\$1,002,035	\$1,801,933
<b>Estimated Costs by Year 3</b>					
		<b>FTE's</b>	<b>Salary</b>	<b>Benefits</b>	<b>Total Cost</b>
Faculty		8.4**	812,000	243,545	1,055,545
Staff		4.0	200,000	60,000	260,000
Lecturers		2.0	80,000	24,000	104,000
Operating	30,000				1,449,545

\*Marginal PBA Generation: Permanent budget allocation: difference in income from one year to the next.

SSA = student support assessment (used to support scholarships, libraries, etc.); Central tax = university tax that is kept by the university to support administration and central priorities

\*\*Estimated based on average teaching load of 18 credits/faculty member per academic year.

## **IX. Program Accreditation**

Communication to the external accrediting body, the Accreditation Council for Education in Nutrition and Dietetics (ACEND) will be completed by the Co-Directors of the MDN. The accrediting body has accepted the MDN as a demonstration program for the Future Education Model. The purpose of engaging demonstration sites is to measure program and graduate outcomes under the Future Education Model Accreditation Standards. The intent is to confirm and to assure stakeholders that ACEND accredited programs produce graduates that are adequately prepared for *future* practice in nutrition and dietetics. ACEND has accepted the Ohio State University MDN program as a demonstration program for the new model of dietetic education at the graduate level.

The MDN will receive many benefits as a demonstration program:

1. The program site visit, which is currently scheduled for autumn 2018, will be postponed for four years
2. The program will continue to show leadership in dietetics education and receive national recognition as a leader in the implementation of the Future Education Model.
3. The program co-directors will have access to competency-based education (CBE) support materials including participation in online and in-person training on competency-based education and competency assessment planning.
4. The program will receive some monetary benefits of having the following fees waived: Program change fee (\$250); one year annual accreditation fee (\$1975); travel and registration for in-person training on competency-based education and assessment.

## **X. Transition for Currently Enrolled Students**

A plan for transitioning students through their current program of study or matriculating them into the MDN is outlined in Appendix F. Once the program has been approved the Co-Directors in participation with the SHRS and EHE Student Services office will set up meeting times for the current medical dietetics students to discuss the changes. Additionally, it is important that future students and the public are informed of the impending changes in the dietetics education programs and credentialing of the Registered Dietitian Nutritionists. Subsequently, communicating this information will be critical and will require assistance from the marketing personnel in the School of Health and Rehabilitation Sciences through the various communication channels including the School website, printed materials, and other social media outlets.

# APPENDICES

## Appendix A

### Proposed Semester Plan for Master of Dietetics and Nutrition (MDN) Professional Degree

Autumn Year 1		Credit Hours
<b>MDN 6900</b> Nutrition Entrepreneurship, Management and Leadership	Includes management theory, budget financial and productivity data management, leader skills, application to program management (SWOT analysis, program development, quality improvement, risk management, strategic planning,)	3
<b>MDN 5800</b> Advanced Nutrition Assessment with Laboratory	To include adults and pediatrics – pharmacology. DXA, ultrasound, nutrition focused physical exam, point of care testing, etc.	3
<b>MDN 6700</b> Advanced Nutrition Education and Counseling	Includes interprofessional simulation – standardized patients-education intervention development Behavior change theories and their application to nutrition and public health interventions; individual/group; motivational interviewing;	3
<b>MDN 5000</b> Medical Nutrition Therapy and Pathophysiology 1	Inflammation, Fluid, Electrolyte, Acid Base, Immunology, enteral, parenteral, pharmacology, disorders of energy balance, cardiology, malnutrition; evidenced-based practice; coordinated with MNT 1	3
<b>MDN 5100</b> Nutrition Care Process Laboratory 1	Includes interprofessional simulation – clinical informatics modules with EMR- standardized patients; evidenced-based practice	2
<b>MDN 6001</b> Communication Strategies, Methods and Technology I	Informatics, public policy, research tools	1
<b>TOTAL</b>		<b>15</b>
Spring 1		Credit Hours
<b>MDN 5200</b> Medical Nutrition Therapy and Pathophysiology 2	GI diseases, Liver, gallbladder, pancreas, endocrine, renal, respiratory, cancer; evidenced-based practice	3
<b>MDN 5300</b> Nutrition Care Process Laboratory 2	Includes interprofessional simulation – standardized patients-education intervention development; evidenced-based practice, nutrition counseling and assessment skills coordinated with MNT 2	2
<b>MDN 5600</b> Advanced Community Nutrition and Health Promotion	Higher level focus on use of big data, public policy, food insecurity, nutritional surveillance, grantsmanship In-depth analysis of global issues and methods to improve nutrition status/health, epidemi malnutrition, policy, includes maternal and child, food insecurity, nutrition surveillance	3

<b>MDN 6002</b> Communication Strategies, Methods and Technology II	Informatics, public policy, research tools	1
<b>MDN 6189</b> Supervised Practice 1: Food Service Management 32/wk X 8 wk = 256 hours		3
<b>TOTAL</b>		12
<b>Full Summer Session</b>		<b>Credit Hours</b>
<b>MDN 6400</b> Medical Nutrition Therapy and Pathophysiology 3	Neurological, Metabolic Stress/Critical care, Metabolic Disorders in adults and pediatrics	3
<b>MDN 6289</b> Supervised Practice 2: Community /Outpatient 2 – four week rotations T-Fr 128 each =256 hrs		3
<b>MDN 6500</b> Nutrition Care Process Laboratory 3	Includes interprofessional simulation – standardized patients; education intervention development	1
<b>TOTAL</b>		<b>7</b>
<b>Autumn 2</b>		<b>Credit Hours</b>
<b>MDN 6389</b> Supervised Practice 3:Community/Outpatient/Inpatient 3 days/24wk = 384 hours		5
Elective COGNATE course		3
<b>MDN 5900</b> Nutritional Genomics		3
<b>PUBHBIO 6210</b> Design and Analysis of Studies in the Health Sciences.		3
<b>TOTAL</b>		<b>14</b>
<b>Spring 2</b>		<b>Credit Hours</b>
<b>MDN 6489</b> Supervised Practice 4 Outpatient/Inpatient 3 days/wk x 8 weeks, 192 hours		2
<b>MDN 6589</b> Supervised Practice 5 Culminating 4 days /week x 8 weeks = 256 hours	Culminating supervised practice	3

Elective COGNATE course		3
<b>MDN 6003</b> Evidence Based Analysis		3
<b>MDN 7999</b> Capstone/Graduate Project		2
<b>TOTAL</b>		<b>13</b>

**Total hours for graduation: 61 credit hours total (45 didactic; 16 supervised practice; 1344 clock hours)**

**Potential Cognate Elective Courses:**

Nutrition and Physical Performance:	HN 5705/MD 5705
Advanced Community and International Nutrition	HN 7804
Advanced Macronutrient Metabolism:	HN 7761
Vitamin and Mineral Metabolism:	HN 7762
Advanced Micronutrient Metabolism:	HN 8802
Macronutrients – Lipids and Energy Balance:	HN 8801
Nutrition Support in Critical Care:	MD 6350
Care and Management of Diabetes Mellitus:	MD 6100
Diet, Nutrition and Cancer:	HN 8833
Grantsmanship:	HN 8835
Design and Analysis of Studies in Health Sciences II	PUBHBIO 6211
Epidemiology	PUBH EPI 6410
Epidemiology of Obesity	PUBH EPI 8411
Advanced Preventing Disease and Promoting Health (w/ permission from Instructor)	PUBH BHBP 6515

**Certificate of Specialization Opportunities:**

Definition of Graduate Academic Certificate: *“Designed for post-baccalaureate who want to earn an academic certificate by completing course with graduate academic credit in a select topic area.”* (OAA ad hoc Certificate Committee 8/19/16 – OAA Handbook 2016-17.)

Rationale: The 12 credit hours of coursework (6 hours included in the MDN) required for a Graduate Certificate allows the student to personalize their educational training in a way for a specific job market. This is a value-added component that will provide an additional credential increasing marketability of the program and graduate. These certificate options will also provide a recruitment and revenue stream attracting practicing health professionals who wish to augment their training and practice.

**Proposed Future Certificates:**

- 1. Preventive Health and Nutrition:** Nutrition and Physical Performance; Advanced Nutrition in a Global Community; Program Development, Implementation and Evaluation; other courses to be determined
- 2. Sports Nutrition:** Nutrition and Physical Performance: Exercise Physiology; other courses to be determined



3. *Pediatric and Maternal Nutrition*: Pediatric Nutrition; Women's Health; other courses to be determined

### **Admission Prerequisites**

#### **Proposed Program Prerequisites:**

Students who have an undergraduate degree with a Didactic Program in Dietetics will be considered to have met the program prerequisites.

Students who do not have an undergraduate degree with a Didactic Program in Dietetics and who wish to apply to the program must have completed an undergraduate degree and all of the following program prerequisite courses or their equivalent with a C- or higher by the end of spring term prior to enrollment in the professional program. The numbers listed are Ohio State course numbers:

- Math (1150 eligibility)
- Statistics (1135 or 1145 or equivalent)
- Chemistry: two semesters with labs (1210 & 1220 or equivalent)
- Biology (1113 or equivalent)
- Biochemistry 4511 OR Biopharm 3311 & 3312 or equivalent
- Basic Human Nutrition (HUMN NTR 2310 or equivalent)
- Basic Physiology (EEOB 2520 or equivalent)
- Microbiology with Lab (MICROBIO 4000 or equivalent)
- Psychology (1100 or equivalent)
- Medical Terminology (Classics 2010, HTHRHSC 2500) or equivalent
- Introduction to Anatomy (2300 or equivalent)
- Advanced Nutrition and Metabolism (HUMN NTR 4609 or equivalent)
- Lifecycle Nutrition (HUMN NTR 3506 or equivalent)
- Introduction to Foods/Food Science (HUMN NTR 2314)
- Food Service Management (CSHSPMG 3720 & 3730 or equivalent)
- Community or Public Health Nutrition (HUMN NTR 3704 or equivalent)
- Social science – (SOCIO 1101, or ANTHROP 1100 or equivalent)
- Food Safety and Sanitation (HUMN NUTR 2450 or equivalent)

## **Appendix B**

### **Admission & Application Procedures**

Applicants must meet the following minimum requirements and submit requested materials to be considered for admission. An electronic application available online at <http://www.professional.osu.edu/alliedmed.asp> which should be completed and submitted with all required supplemental documents.

- A minimum 3.0 cumulative GPA is required in all coursework taken at all accredited institutions. All post-secondary coursework is considered in admission.
- Successful completion of prerequisite courses.
- Submission of GRE scores which meet HRS Graduate Program requirements.
- A personal interview using holistic interview questions will be required. Knowledge of the profession, personal career goals, leadership, and professionalism will be evaluated at this time.

Requirements for Graduation will include successful completion of HRS Plan B graduate project requirements and oral exam.

### Holistic Admission Questions

Applicant's Name: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

Reviewer Initials: \_\_\_\_\_

Passion: Compassion and Empathy

Experience: Breadth and depth of knowledge of Dietetics

Describe the process you went through to make the important decision of pursuing dietetics as your profession.				
	0	1	2	3
<i>Understanding of Breadth and Depth</i>	Unable to describe any process of decision making; describes a pattern of inability to make linear/logical decisions.	Able to briefly describe the process of deciding to pursue dietetics, but description lacks depth/thought; presents limited knowledge of dietetics.	Presents a clear understanding of dietetics; able to describe the steps and thoughts involved in his/her decision to pursue dietetics; processes described are logical and indicate significant time spent on making decision.	Demonstrates significant time and thought spent on making decision to pursue dietetics; high level reasoning skills used in making decision; process demonstrates understanding of dietetics practice and reflection on personal skills, attributes, and interests that are aligned with dietetics profession.

Attribute: Resilience

Describe a goal you have set for yourself, and how you worked toward achieving it.				
	0	1	2	3
<i>Commitment</i>	Unable to achieve goal or articulate a goal. Described that new projects and ideas distracted him/her from goal completion; described pattern of setting a goal and then pursuing a different one/changing interests	Some evidence goal at least partially met, but excuses for why unable to completely achieve goal	Completed goal but did not express diligence, hard work, commitment as a part of achieving the goal	Demonstrated diligence, persistence, saw goal/project through to completion

Attribute: Ethical Behavior

If you saw a fellow student doing something dishonest, what would you do?				
	0	1	2	3
<i>Awareness of Stakeholders</i>	Consideration of only one stakeholder (e.g. oneself) relevant to the ethical decision.	Identifies & considers a few potential stakeholders relevant to the ethical decision.	Identifies & considers many or most potential stakeholders to the ethical decision but leaves out some significant stakeholders.	Identifies & considers all potential stakeholders relevant to the ethical decision.

Experience: Leadership

Describe a time you advocated for an issue, a person/population, or situation? What was the issue, what did you do and what was the result?				
	0	1	2	3
<i>Advocacy</i>	Unable or inadequately described a time they advocated for an issue, a person /population, or situation.	(1) Identified an issue, activities, and end result	(1) Identified an issue. (2) did not explain knowledge of the issue (3) did not fully identify possible supporters and detractors, (4) described activities, (5)described end result	(1) Identified an issue outside of one's self (2) knowledge of the issue (3) identified possible supporters and/ or detractors, (4) described activities, (5)described end result

Score: \_\_\_\_\_ / 12

Communication Skills				
Criteria	0	1	2	3
Non-verbal Speed, tone, affect	Speech too fast or high-pitched, tone not indicative of appropriate emotion for context, flat affect	Speech appropriate pitch and speed, affect not flat, but also not assisting in conveying care/interest	Successfully match speech tone, pitch, and speed to context of activity, affect conveys interest and care, however difficulty maintaining when focused on task	Naturally match speech tone, pitch and speed to context, able to maintain this when focused on tasks.
Verbal/critical thinking	Responses to questions are scattered and unorganized. Answers questions but with lack of insight.	Expresses self but answers do not always relate to questions asked or lack insight	Answers are good but demonstrate some stumbling over words or slower thought processing	Provides in depth answers spontaneously Able to express self clearly and concisely Able to think on feet Able to critically answer question/apply past experiences
Approachability & Confidence	Posture, facial expression, gestures, attitude do not convey approachableness. Appears standoffish, avoids eye contact, slouches, hesitant to speak	Neutral appearance, some effort made to appear friendly or approachable (return a smile, etc.). May appear forced at times.	Utilize smiling, positive attitude, and engaged posture to increase approachability. Appeared comfortable and confident, some internal hesitation	Used several techniques to demonstrate friendly attitude, appears natural and confident, establishes rapport and initiates interaction.

Score: \_\_\_\_\_ / 9

## Appendix C

### Required Coursework Linked To Accreditation Curricular Competency

ACEND accreditation standards state that the curriculum must include the following required components, including prerequisites:

CURRICULUM REQUIREMENTS	COURSES TO MEET CURRICULUM REQUIREMENTS
1. Research methodology, interpretation of research literature and integration of research principles into evidenced-based practice.	Communication Strategies, Method and Technology I; Design and Analysis of Studies in Health Sciences; Advanced Community Nutrition/Advanced Nutrition in a Global Community; MNT I and II and Nutrition Care Process Labs I and II; Theories of Behavior Change and Their Application to Nutrition
2. Communication skills sufficient for entry into professional practice.	Communication Strategies, Method and Technology I; Theories of Behavior Change and Their Application to Nutrition/ Advanced Nutrition Education and Counseling; Nutrition Care Process Labs I and II
3. Principles and techniques of effective counseling methods.	Theories of Behavior Change and Their Application to Nutrition/ Advanced Nutrition Education and Motivational Interviewing; Nutrition Care Process Labs I and II
4. Governance of nutrition and dietetics practices, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and interprofessional relationships in various practice settings.	Nutrition Care Process Labs I and II; Theories of Behavior Change and Their Application to Nutrition/ Advanced Nutrition Education and Counseling;
5. Principles of medical nutrition therapy and the Nutrition Care Process.	MNT I and II and Nutrition Care Process Labs I and II; Advanced Nutrition Assessment with Lab, Advanced Nutrition and Metabolism (prereq)
6. Role of environment, food, nutrition and lifestyle choices in	Intro to Foods/Food Science (prereq), Basic Human Nutrition (prereq), Advanced Nutrition and Metabolism (prereq); Community Nutrition (prereq), MNT I, Nutritional Genomics, Advanced Community Nutrition/Advanced Nutrition in a Global Community

health promotion and disease prevention	
7. Education and behavior change theories and techniques	Nutrition Care Process Lab I and II; Theories of Behavior Change and Their Application to Nutrition and Program Design, Implementation, and Evaluation/ Advanced Nutrition Education and Counseling
8. Management theories and business principles required to deliver programs and services	Food Service Management (prereq); Nutrition Entrepreneurship, Management and Leadership
9. Continuous quality management of food and nutrition services	Food Service Management (prereq); Nutrition Entrepreneurship, Management and Leadership
10. Fundamentals of public policy, including the legislative and regulatory basis of nutrition and dietetics practice	Community Nutrition (prereq); Advanced Community Nutrition/Advanced Nutrition in a Global Community; Nutrition Entrepreneurship, Management and Leadership
11. Health care delivery systems (such as accountable care organizations, managed care, medical homes)	Nutrition Entrepreneurship, Management and Leadership
12. Coding and billing of nutrition and dietetics to obtain reimbursement for services from public or private payers and fee-for-service and value-based payment systems	Nutrition Entrepreneurship, Management and Leadership; MNT 1,II – Nutrition Care Process Lab 1,II
13. Food science and food systems' techniques of food preparation and development, modification and evaluation of recipes, menus, and food products acceptable to diverse populations	Intro to Foods/Food Science (prereq), Community nutrition (prereq), Food Service Management (prereq)

<p>14. Organic chemistry, biochemistry, anatomy, physiology, genetics, microbiology, pharmacology, statistics, logic, nutrient metabolism, functional and integrative nutrition and nutrition across the lifespan.</p>	<p>Statistics 1135 or 1145 or equivalent  Chemistry: two semesters with labs 1210 or 1220 or equivalent  Biochemistry 4511 or Biopharm 3311 and 3312 or equivalent  Basic Human Nutrition 2310 or equivalent  Basic Physiology or equivalent  Microbiology with Lab 4000 or equivalent  Introduction to Anatomy 2300 or equivalent  Advanced Nutrition and Metabolism  Lifecycle Nutrition  Medical Nutrition Therapy I and II</p>
<p>15. Cultural competence and human diversity human behavior, psychology, sociology, or anthropology.</p>	<p>Social science – psychology, sociology, or anthropology (prereq)  Community Nutrition (prereq); Advanced Community Nutrition/Advanced Nutrition in a Global Community; Theories of Behavior Change and Their Application to Nutrition/Advanced Nutrition Education and Counseling</p>

## Appendix D

### Outline of Graduate Project Requirements

(Currently approved for MS Allied Medicine)

#### **Non Thesis (Plan B) CASE STUDY option**

The comprehensive case study projects require an in-depth assessment and synthesis of the information from the core curriculum, current evidence, and clinical or management practice guidelines in relation to a specified case. Case studies will foster your analytic skills for patient/client/program management through the Clinical Care Process of gathering and evaluating information, assessment, diagnosis, developing care plans, monitoring outcomes, and integrating prevention and wellness strategies to optimize the health and clinical status of the patient.

Topics of the case study may encompass any of the following practice areas:

- Education
- Research
- Management/administration
- Clinical nutrition-inpatient
- Clinical nutrition-outpatient/ambulatory care
- Clinical nutrition-long-term care
- Community nutrition
- Consultation and business practice
- Medical Laboratory Science
- Healthcare Policy

#### **Selecting a Case**

Potential case report topics and cases must be discussed and approved with the research advisor prior to initiation of the project. You will identify the area of research for your case study during your plan of study. Examples of experiences that may inform your selection include: education practicum, management practicum, food service management, community wellness, or medical nutrition therapy rotation (acute care or outpatient clinic).

#### **Guidelines for the Written Case Study within the Non-Thesis Plan B Process**

The following describes the information needed to develop and format the Non-Thesis (Plan B) written Case Study Report document. Sample case studies will be provided for student reference.

The purpose of the case is to describe an interesting case and how it impacts some aspect of clinical practice. You will examine the literature to discuss the evidence behind the care you provided as well as describe the outcomes obtained within the context of the current evidence. Alternate treatment plans and adaptations should also be described as part of the evaluation of outcomes.

**Outcome Measures** will be required to document the impact of care provided, consistent with the Clinical Care Process guidelines for a clinical case. The outcome measures you choose must be

supported by the scientific evidence or standards of practice.

The case manuscript should follow the format:

- a. Title page
- b. Abstract
- c. **Chapter One:** Introduction and Statement of the Problem
- d. **Chapter Two:** Literature review supporting the topic
- e. **Chapter Three:** Introduction of the Case: Assessment; Diagnosis; Intervention; Monitoring; and Evaluation
- f. **Chapter Four:** Discussion, Implications and Future Directions
- g. References
- h. Tables and Figures
- i. **Chapter Five:** Sample manuscript formatted for the appropriate journal

### **Selection of Graduate Exam Committee Members**

The MS student and advisor will mutually decide on faculty to ask to serve on the Graduate Committee. Selection of members of the committee will be based on their expertise as it relates to the clinical topic; the goal is that these members provide support and advice to develop a sound and valid case study. The HRS MS graduate program requires that the case study committee be comprised of at least 3 graduate faculty, including the student's advisor, with M or P status. One committee member must be outside the student's discipline and/or division. Non-graduate faculty members may be appointed to the case study committee by approval of the MS Graduate Studies Committee and by petition to the Graduate School. Non-graduate faculty will serve in addition to the required two Ohio State graduate faculty. The student will ask the committee members and will proceed with scheduling the meeting once a full committee has been formed. When asking the committee members, the student should be able to articulate the purpose and scope of the case study. In addition, potential faculty members often need to know the student's timeline in order to plan their own workload.

### **Oral Presentation of Case Study**

The case study oral examination will be administered by the Graduate Exam Committee and will be a formal case study presentation followed by a question and answer period. A detailed rubric for assessment of passing or non-passing grade will be utilized to standardize the evaluation process and address interrater reliability. A Graduate Exam Committee, consisting of at least three faculty members with M status will administer the oral examination. The Committee will be formed according to the guidelines above. One retest will be permitted if the student's oral examination is deemed to be non-passing by the Graduate Exam Committee.

**Guidelines for Oral Presentation – Plan B Graduate Project**

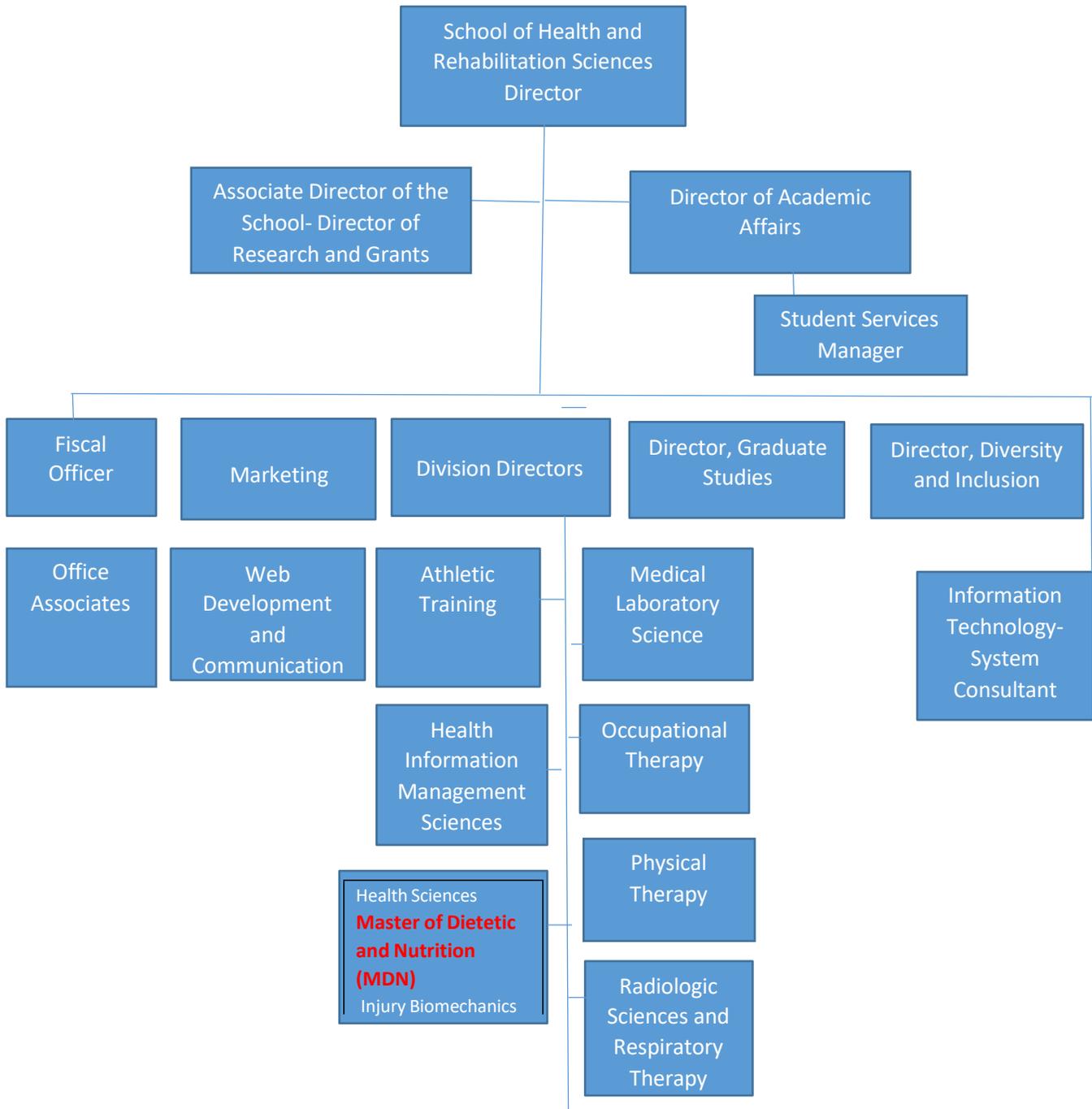
	<b>Inadequate</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Title			
Introduction – (Why is this case interesting? What question do you need to answer?) <i>Background and purpose</i>			
<i>Review of literature investigating the problem, evaluation, treatment</i>			
<i>Importance of the problem</i>			
Case Description			
<i>Background leading to case presentation</i>			
Assessment, Clinical Diagnosis, and Prognosis (Supported by evidence from the literature and clinical reasoning grounded in science and theory)			
<i>Assessment</i>			
<i>Clinical Diagnosis</i>			
<i>Prognosis</i>			
Clinical Intervention (Supported by evidence from the literature, where possible, or clinical reasoning grounded in science and theory)			
<i>Planned interventions and ability to fully execute</i>			
Clinical Monitoring Plan			
<i>Data to be collected and intervals</i> <i>Expected changes as a result of intervention</i>			
Clinical Evaluation			
<i>Reexamination and progress</i>			
Patient Outcomes, including future goals, potential alternate interventions			
Discussion (draw conclusions, discuss implications and make recommendations) <ul style="list-style-type: none"> <li>• Reflecting on this patient/program: If presented again with a similar patient or problem what would you do differently?</li> <li>• Was there access to services that was particularly helpful or that was lacking and could have improved care?</li> <li>• Was there adequate research/literature to guide your care of this patient or to impact delivery of nutrition care?</li> </ul>			
References: AMA bibliography (>60% of references are research articles or systematic review)			
Appropriate internal citations			
General overall grading items: Terminology consistent with Clinical Care Process and standards of care			
Word-processed, double-spaced, 12 point font			

Passing = 14 of the scores are at meets or exceeds expectations

## Appendix E

### School of Health and Rehabilitation Sciences Organization Chart

#### School of Health and Rehabilitation Sciences Organization Chart



## Appendix F

### Transition Plan for Currently Enrolled Students

- a. We propose that we will transition admissions for our undergraduate coordinated dietetics education program beginning in the academic year 2019-2020.
- b. We propose that we will no longer accept graduate students for the current coordinated graduate program in dietetics education beginning in the academic year 2020-2021.
- c. We propose that we will no longer accept students into the Dietetic Internships in Medical Dietetics and Human Nutrition beginning in the academic year 2021-2022.

In 2019-20 and 2020-21, the Human Nutrition DI will limit acceptance of those with a bachelor's degree to 10 and 5 interns, respectively; the remaining matches must have a master's degree by the DI program start date. Individuals with a master's degree will not be seeking a coordinated program placement. This keeps the number of potentially competing students at the 10 (2019-20) and 5 (2020-21) as in prior proposal.

- d. All currently enrolled students will be able to complete their degree requirements.
- e. In Autumn 2020, the MDN program will be evaluated for its' feasibility and success. If the program is not meeting enrollment goals or it is determined not to be mutual beneficial to Human Sciences and Medical Dietetics, the transition goals will be reconsidered.

f.

<b>PROPOSED TRANSITION PLAN</b>					
<b>Academic Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
MD* SO **CPUG coordinated	8	5	5 (if applied)	0	0
MD JR CPUG coordinated	26	8 + 7new 15	5	5	0
MSSR CPUG coordinated	21	26	15	5	5
MDCoordinated Grad. yr. 1	7	(Est) 5	All move to MDN	0	0
MDCoordinated Grad. yr. 2	11	7	5	0	0
MDCoordinated Grad. yr. 3	7	11	7	5	0
MDDietetic Internship yr. 1	8	8	8	5	0
MDDietetic Internship yr. 2	7	8	8	5	5
Human Nutrition Dietetic Internship	20	20	15	10	0

New MDN*** Year 1	0	0	30	40	65
New MDN Year 2	0	0	0	30	40
<b>TOTAL</b>	<b>115</b>	<b>105</b>	<b>88</b>	<b>100</b>	<b>115</b>

## Appendix G

### Graduate Faculty SHRS and Human Nutrition

Faculty Name	Credentials	Faculty Appointment
<b>Cheryl Achterberg</b>	PhD	Dean, Professor
<b>Ingrid Adams</b>	PhD RDN LD	Associate Professor
<b>Amanda Agnew</b>	PhD	Assistant Professor
<b>Tonya Apke</b>	DPT	Assistant Professor-Clinical
<b>Tammy Bannerman</b>	PhD	Assistant Professor
<b>Michele Basso</b>	EdD,PT	Professor
<b>Martha Belury</b>	PhD RDN LD	Professor
<b>Amanda Bird</b>	PhD	Associate Professor
<b>Jackie Buell</b>	PhD RDN LD	Assistant Prof-Clinical
<b>John Bolte</b>	PhD	Associate Professor
<b>Josh Bomser</b>	PhD	Associate Professor
<b>Laura Boucher</b>	PhD AT	Assistant Professor-Clinical
<b>Rich Bruno</b>	PhD RDN	Professor
<b>Dennis Cleary</b>	OTD	Assistant Professor-Clinical
<b>Steven Clinton</b>	MD PhD	Professor
<b>Jill Clutter</b>	PhD	Associate Professor
<b>Amy Darragh</b>	PhD	Associate Professor
<b>Carmen Digiovine</b>	PhD	Associate Professor
<b>Robert DiSilvestro</b>	PhD	Professor
<b>Crystal Dunlevy</b>	EdD	Professor-Clinical
<b>Kevin Evans</b>	PhD	Professor
<b>Nicholas Funderburg</b>	PhD	Assistant Professor
<b>Carolyn Gunther</b>	PhD	Assistant Professor
<b>Earl Harrison</b>	PhD	Dean's Distinguished Prof
<b>Irene Hatsu</b>	PhD RDN	Assistant Professor
<b>Jill Heathcock</b>	PhD	Associate Professor
<b>Randee Hunter</b>	PhD	Assistant Professor-Clinical
<b>Sanja Ilic</b>	PhD	Assistant Professor
<b>Deborah Kegelmeyer</b>	DPT	Professor-Clinical
<b>Erika Kemp</b>	OTD	Assistant Professor-Clinical
<b>Julie Kennel</b>	PhD RDN LD	Assistant Professor-Clinical
<b>Rachel Kopec</b>	PhD	Assistant Professor
<b>Sue Leson</b>	PhD RDN LD	Associate Professor-Clinical
<b>Anne Kloos</b>	DPT	Professor-Clinical
<b>Jessica Krok</b>	PhD	Assistant Professor
<b>Deborah Larsen</b>	PhD,PT	Professor –Associate Dean College of Medicine
<b>Mark Merrick</b>	PhD AT	Associate Professor
<b>Carla Miller</b>	PhD RDN LD	Professor

<b>Marcia Nahikian-Nelms</b>	PhD RDN LD	Professor-Clinical
<b>James Onate</b>	PhD,AT	Associate Professor
<b>Tonya Orchard</b>	PhD RDN LD	Assistant Professor
<b>Stephen Page</b>	PhD	Professor
<b>Emily Patterson</b>	PhD	Associate Professor
<b>Andrew Persch</b>	PhD	Assistant Professor
<b>Catherine Quatman-Yates</b>	DPT,PhD	Assistant Professor
<b>Laurie Rinehart-Thompson</b>	JD,RHIA	Associate Professor-Clinical
<b>Kristin Roberts</b>	PhD RDN LD	Assistant Professor-Clinical
<b>Monica Robinson</b>	OTD	Assistant Professor-Clinical
<b>Stephanie Roewer</b>	DPT	Assistant Professor
<b>Laura Schmitt</b>	PT,PhD	Assistant Professor
<b>Georgianna Sergakis</b>	PhD,RRT	Associate Professor-Clinical
<b>Colleen Spees</b>	PhD RDN LD	Assistant Professor
<b>Christopher Taylor</b>	PhD RDN LD	Professor
<b>Sarah Varekojis</b>	PhD,RRT	Associate Professor-Clinical
<b>Lindy Weaver</b>	PhD,OTR/L	Assistant Professor-Clinical
<b>Randall Wexler</b>	MD	Associate Professor-Clinical
<b>Kay Wolf</b>	PhD RDN LD	Professor
<b>Ouliana Ziouzenkova</b>	PhD	Associate Professor

## Appendix H

### References

1. Accreditation Council for Education in Nutrition and Dietetics. Rationale for Future Education Preparation of Nutrition and Dietetics Practitioners. <http://www.eatrightpro.org/resources/acend/accreditation-standards-fees-and-policies/future-education-model>. Published January 2017. Accessed May 21, 2017.
2. Accreditation Standards for Master Degree Programs in Nutrition and Dietetics. <http://www.eatrightpro.org/~media/eatrightpro%20files/acend/futureeducationmodel/revisedfemmastertrackchanges.ashx>  
Published February 2017. Accessed May 21, 2017.
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**Appendix I**  
**Letters of Support**

12/19/2017

To: The Ohio State University Council on Academic Affairs

The School of Health and Rehabilitation Sciences curriculum committee met on 12/19/2017 to review the Professional Degree Proposal for the Master in Dietetics and Nutrition. After discussion, the committee voted to approve the PDP (6 in favor, 0 opposed, 1 abstain, 1 absent). Thank you.

Sincerely,

A handwritten signature in black ink that reads "Sarah Varekojis". The signature is written in a cursive style and is contained within a rectangular box.

Sarah M. Varekojis, PhD, RRT  
Chair, School of Health and Rehabilitation Sciences curriculum committee  
Associate Professor and Director of Clinical Education  
Respiratory Therapy Division

Office of Student Services

206 Atwell Hall  
453 West 10<sup>th</sup> Avenue  
Columbus, OH 43210-1262

Phone (614) 292-1706

Fax (614) 292-0210

Web <http://medicine.osu.edu/hrs/>

November 27<sup>th</sup>, 2017

The Ohio State University  
Council of Academic  
Affairs:

The School of Health and Rehabilitation Sciences Graduate Studies Committee met, reviewed, and approved (vote 6-0 with 3 abstains) the proposal for a Masters in Dietetics and Nutrition program on 11-2-17. We believe these are outstanding opportunities for enhancement of graduate education in these combined areas that will benefit the students learning experience. We have forwarded this recommendation to our Health and Rehabilitation Sciences Curriculum committee and the graduate M faculty in Health and Rehabilitation Sciences for further input regarding this proposal.

Best Regards,



James Onate, PhD, ATC, FNATA

**The Ohio State University**

Associate Professor, Athletic Training Division

Chair, Graduate Studies in School of Health and Rehabilitation Sciences

Director, MOVES Laboratory

College of Medicine School of Health and Rehabilitation Sciences

228B Atwell Hall, 453 West 10th Ave, Columbus, OH 43210-

2205 Office: 614-292-1632 Office / Fax: 614-292-0210

onate.2@osu.edu

**From:** Bisesi, Michael  
**To:** Nahikian-Nelms, Marcia  
**Cc:** Archer, Kellie J.; Miller, William C.; Pirie, Phyllis  
**Subject:** RE: inquiry from Marcia Nahikian-Nelms SHRS  
**Date:** Monday, February 5, 2018 9:34:28 AM  
**Attachments:** image004.png  
image001.png

Marcia,

Thank you for your inquiry in your email. I have communicated with the applicable CPH Division Chairs and a summary of what they think best follows below. These suggestions are based on several factors including the fact that some courses you proposed are being discontinued. They suggest:

**Biostatistics:**

- PUBHBIO 6210 Design and Analysis of Studies in Health Sciences I (3cr)
- PUBHBIO 6211 Design and Analysis of Studies in Health Sciences II (3cr)

**Epidemiology:**

- PUBH EPI Epidemiology 6410 (3cr) instead of PUBHEPI 6430 Epidemiology I and PUBHEPI 7410 Epidemiology II
- PUBH EPI 8411 Epidemiology of Obesity

**Health Behavior/Promotion:**

- PUBH BHBP 6515 Advanced Preventing Disease and Promoting Health (3cr) (w/ permission from Instructor)

Contact me with any questions.

Best,  
Mike

***Michael S. Bisesi, MS, PhD, REHS, CIH***

**Senior Associate Dean, Academic Affairs**

**Professor & Chair (Interim), Environmental Health Sciences**

**Fellow, AIHA**

**College of Public Health**

256 Cunz Hall 1841 Neil Ave

Columbus, OH 43210-1351

(614) 247-8290 [bisesi.12@osu.edu](mailto:bisesi.12@osu.edu)

**(Executive Administrative Assistant Mindy Freed (614) 292-4475 [freed.28@osu.edu](mailto:freed.28@osu.edu))**

**(EHS Division Coordinator Christy Mcleod [mcleod.53@osu.edu](mailto:mcleod.53@osu.edu) )**



November 27, 2017

Deborah S. Larsen, PhD, FAPTA, FASHAP  
Professor and Director, School of Health and Rehabilitation Sciences  
Associate Dean, College of Medicine  
Associate Vice President, Health Sciences

Dear Dr. Larsen,

Per our meeting of November 8, 2017, I am writing this letter of concurrence and support for the proposal for a Master's in Dietetics and Nutrition (MDN). The proposed program will be an integrated program between the two units: Medical Dietetics within the School of Health and Rehabilitation Sciences in the College of Medicine and Human Nutrition within the Department of Human Sciences in the College of Education and Human Ecology. The School will serve as the home for the program with oversight by a graduate advisory committee led by a Co-Director (from Medical Dietetics) and a Co-Director (from Human Nutrition). It will be administered through the Graduate School of the University.

As outlined in the program proposal, courses may be offered by either unit as determined by the advisory committee and faculty expertise, or co-taught by faculty from each unit. A memorandum of understanding will be developed to delineate the revenue and cost-sharing aspects of the program with appropriate approval from the School, College of Medicine, Department, and College of Education and Human Ecology (CEHE).

As the MDN is initiated, the combined undergraduate internship program in dietetics in the College of Medicine, as well as the internship program in the College of Education and Human Ecology, will be phased out, allowing those within these programs to complete their degrees but discontinuing admissions to these programs. In addition, CEHE will continue to offer a Bachelor's in Nutrition with articulation to the MDN program in the School of Health and Rehabilitation Sciences. A date will be determined jointly by the School of Health and Rehabilitation Sciences and CEHE once the MDN is approved and an initial cohort admission date identified.

This is an exciting next step in dietetics education at The Ohio State University, and I am looking forward to seeing it come to fruition.

Sincerely,

  
Cheryl Achterberg, Dean  
College of Education and Human Ecology

Copy to: Bryan Warnick, Associate Dean of Academic Affairs  
Erik Porfeli, Chair, Department of Human Sciences

**Appendix J**  
**MDN New Course Syllabi**

# Medical Nutrition Therapy and Pathophysiology 1

MDN 5000

3 Semester credit hours

The Ohio State University

Days/Time:

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## Faculty:

Office Hours: Upon Request

**Course Description:** Study of nutrition therapy in disease: interrelationships of nutrition with biochemical, physiological and anatomical changes associated with energy balance, diseases of the cardiovascular, musculoskeletal and respiratory systems.

Prerequisites: Admission to MDN degree program

## Course Objectives:

At the completion of this course, students will:

1. Integrate the foundation principles for fluid, electrolyte, acid-base balance, cellular and physiological response to injury, nutritional genomics and pharmacology for the nutritional care of infants, children and adults.
2. Apply the knowledge of anatomy, physiology, biochemistry, and nutrition science to the physiological changes that occur in disorders of energy balance, diseases of the cardiovascular, musculoskeletal and respiratory systems.
3. Demonstrate competence in nutrition assessment techniques and the appropriate interpretation for infants, children and adults with selected diseases/conditions.
4. Acquire and demonstrate competence in prescribing nutrition therapy for individuals with medical diagnoses associated with disorders of energy balance, diseases of the cardiovascular, musculoskeletal and respiratory systems.
5. Demonstrate the ability to prescribe and monitor alternative feeding modalities including parenteral and enteral nutrition support.
6. Justify appropriate medical nutrition therapy recommendations for the management of patients with selected diseases/conditions.

## Required Textbooks:

Required AND Membership:

Academy of Nutrition and Dietetics Student Membership. <http://eatright.org>

Nutrition Care Manual from the American Dietetic Association. <http://Nutritoncaremanual.org>

Nelms, Sucher, Lacey. Nutrition Therapy and Pathophysiology. 3e Belmont CA: Cengage. 2016. ISBN 0-534-62154-6

Nelms, Sucher, Long. Medical Nutrition Therapy: A Case Study Approach. 5e Belmont CA: Cengage. 2016. ISBN 10: 133-59315-1

Online International Dietetics and Nutrition Terminology Reference Manual: Standardized Language for the Nutrition Care Process (2017)

## Grading Policy:

- The University’s standard grading scheme will be used for this course.
- Grades will be available for students to view on the course’s CARMEN website

Graded Item	Points per
Case Studies (3)	150
Clinical Applications	200
Pre-class Quizzes	100
Examinations (3)	300
Total	750

**Graded Item Descriptions:**

- See Modules in Carmen for overview of each assignment.

**Course Policies:**

- All School and Program course policies apply to this course.
- **Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.
  - Self-Service and Chat support: <http://ocio.osu.edu/selfservice> • Phone: 614-688-HELP (4357)
  - Email: [8help@osu.edu](mailto:8help@osu.edu) • TDD: 614-688-8743

- **Academic Misconduct –**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.

Faculty are obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing

grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([www.oaa.osu.edu/coam/home.html](http://www.oaa.osu.edu/coam/home.html))
- Ten Suggestions for Preserving Academic Integrity ([www.oaa.osu.edu/coam/ten-suggestions.html](http://www.oaa.osu.edu/coam/ten-suggestions.html))  
Eight Cardinal Rules of Academic Integrity ([www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html))

- **School and Program Handbooks:** Handbooks are available on the SHRS website: hrs.osu.edu. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Disabilities** - The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.
- **Counseling and Consultation Services:**  
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)
- **Due Dates / Make-up Assignments** – Due dates for all assignments are firm. Assignments submitted past the deadline will be deducted half the value of the assignment. For example, a 20 point assignment submitted past the deadline may earn a maximum 10 out of 20 points. The online course management Carmen sends a confirmation email to students when assignments are successfully uploaded - if you do not receive confirmation check Carmen. Unless otherwise noted on the schedule below, grades and/or feedback will be posted 5 business days following the submission of an assignment or exam.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

## Weekly Course Schedule

Week	Topic	Readings	Assignments Due
ONE	Introduction to Pathophysiology - Inflammatory Response Medical and Nutritional Management of Inflammation	Chapter 9– Cellular and Physiological Response to Injury Peer Reviewed Research Readings	
TWO	Immunology – Inflammation – Allergy Medical and Nutritional Management of Autoimmune disease and food allergies	Chapter 9 – Cellular and Physiological Response to Injury Peer Reviewed Research Readings Nutrition Care Manual – Nutrition Therapy for Food Allergy	
THREE, FOUR	Energy Balance – Pathophysiology Medical and nutritional management for Obesity/Overweight/Eating Disorders/Refeeding Syndrome	Chapter 12 – Diseases and Disorders of Energy Balance Peer Reviewed Research Readings Academy of Nutrition and Dietetics - Evidence Analysis Library	
FIVE	Musculoskeletal Disorders - Osteoporosis	Chapter 25 Osteoporosis Prevention and Treatment Guidelines	
SIX	Pharmacology	Ch 11 – Drug mechanisms, Pharmokinetics Food Drug Interactions – Populations at risk	
SEVEN	Fluid and Electrolyte Balance Medical and Nutritional Management of dehydration, electrolyte imbalances	Chapter 7 – Fluid and Electrolyte Balance Peer Reviewed Research Readings Nutrition Care Manual – Sodium, Potassium, Phosphorous Nutrition Therapy	
EIGHT. NINE	Introduction to Cardiac – HTN Other Cardiac Pathophysiology- Dyslipidemias, Atherosclerosis, Myocardial Infarction, Congestive Heart Failure Pediatric Diagnoses	Chapter 13 – Fluid and Electrolyte Balance Peer Reviewed Research Readings Nutrition Care Manual – DASH, MI, TLC, Mediterranean Diet Nutrition Therapy	
TEN	Introduction to Enteral Nutrition Support	Chapter 5 – Enteral and Parenteral Nutrition Support	

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		American Society for Parenteral and Enteral Nutrition Support Guidelines Peer Reviewed Research Readings
ELEVEN	Introduction to Parenteral Nutrition Support	Chapter 5 – Enteral and Parenteral Nutrition Support American Society for Parenteral and Enteral Nutrition Support Guidelines Peer Reviewed Research Readings
TWELVE	Acid Base Balance – Applications to Nutrition Support	Chapter 8 – Acid Base Balance Peer Reviewed Research Readings Nutrition Care Manual – Sodium, Potassium, Phosphorous Nutrition Therapy
THIRTEEN, FOURTEEN	Respiratory Disorders Nutrition Therapy for Pulmonary health, COPD, Respiratory failure - Mechanical Ventilation, patients with tracheostomies,	Chapter 21 – Diseases of the Respiratory System Peer Reviewed Research Readings Nutrition Care Manual – COPD,
FIFTEEN	Neurological Disease – epilepsy and seizure disorders; stroke and aneurysm, Progressive neurological disorders;  Dysphagia Nutrition Therapy	Chapter 20– Diseases and Disorders of the Neurological System Peer Reviewed Research Readings Nutrition Care Manual – Dysphagia, Nutrition Therapy; Ketogenic Diet; Nutrition therapy for Stroke and progressive neurological disorders.

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# Nutrition Care Process Laboratory 1

## MDN

2 Semester credit hours

The Ohio State University

Date/Time:

### Faculty:

Office Hours: Upon Request

**Course Description:** Laboratory: integration and application of knowledge of nutrition, dietetics, metabolism, and physiology to plan and manage the nutritional care of a variety of patients/clients with evidence-based medical nutrition therapy with laboratory and experiential application.  
**Prerequisites:** Admission to MDN degree program

### Course Objectives:

At the completion of this course, students will:

1. Develop appropriate nutrition care process steps for assessment, diagnosis, intervention, monitoring and evaluation for infants, children and adults with selected diseases/conditions.
2. Identify appropriate medical nutrition therapy for individuals with disorders of energy balance, diseases of the cardiovascular, musculoskeletal and respiratory systems.
3. Select and manage learning activities appropriate to meet defined objectives for medical nutrition therapy.
4. Effectively plan and deliver medical nutrition therapy.
5. Effectively use nutritional informatics for medical nutrition therapy, education, teaching and counseling.
6. Maintain a portfolio of teaching/counseling resource materials.
7. Plan and document evidence based nutrition therapy for infants, children and adults with disorders of energy balance, diseases of the cardiovascular, musculoskeletal and respiratory systems.
8. Implement interdisciplinary team involvement for provision of medical nutrition therapy, education and counseling for infants, children and adults with selected diseases/conditions.

### Grading Policy:

- The University’s standard grading scheme will be used for this course.
- Grades will be available for students to view on the course’s CARMEN website

Graded Item	Points per
Case Studies (3)	150
Nutrition Focused Physical Exam competency	100
Acute Care Meal Rounds – Interacting with patients/Patient Safety protocols	50

Clinical Observations: 125

*Cardiac*

*Rehabilitation;*

*Weight*

*Management Class;*

*Student Wellness*

*Center; OSU*

*Childcare; Nutrition*

<i>Support; Fiberoptic Evaluation of Swallowing</i>	50
Nutrition Screening and Documentation	50
Menu Planning and Modification	50
Nutrition care Process documentation and Laboratory Notebook	50
Interprofessional Simulation	100
<b>Video Standardized Patient</b>	
<b>Examinations (3)</b>	300
<b>Total</b>	775

**Graded Item Descriptions:**

- See Modules in Carmen for overview of each assignment.

**Course Policies:**

- All School and Program course policies apply to this course.
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  - Self-Service and Chat support: <http://ocio.osu.edu/selfservice> • Phone: 614-688-HELP (4357)
  - Email: [8help@osu.edu](mailto:8help@osu.edu) • TDD: 614-688-8743

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[www.oaa.osu.edu/coam/home.html](http://www.oaa.osu.edu/coam/home.html))

- Ten Suggestions for Preserving Academic Integrity

[www.oaa.osu.edu/coam/ten-suggestions.html](http://www.oaa.osu.edu/coam/ten-suggestions.html))

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- **School and Program Handbooks:** Handbooks are available on the SHRS website: hrs.osu.edu. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Disabilities** - The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.
- **Counseling and Consultation Services:**  
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)
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- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

**Weekly Course Schedule**

<b>Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments Due</b>
ONE	Introduction to Role of the RDN in the Health Care System Role of the RDN in the Interdisciplinary Team	AND Standards of Practice IPEC Core Competencies NTP: Ch. 1	
TWO	Application of the Nutrition care process: Assessment(Dietary)	NTP: Ch. 2,3	
THREE	Application of the Nutrition care process: Assessment (Anthropometric)	NTP: Ch. 2.3	
FOUR	Application of the Nutrition care process: Assessment (Anthropometric)	NTP. Ch 2,3	
FIVE	Application of the Nutrition care process: Assessment (Clinical – Nutrition Focused Physical Examination)	NTP Ch. 2,3 Video and study guide: NFPE	
SIX	Application of the Nutrition care process: Assessment (Biochemical)	NTP Ch. 2,3	
Seven	Nutrition Screening Tools HIPPA, safety protocols in the acute care setting Documentation Clinical Informatics	Assigned Readings AND Nutrition Care Manual NTP CH. 3,4	
EIGHT	Establishing MNT Plans for weight management	NTP Ch. 3, 4, 12 AND Nutrition care manual	
NINE	Establishing MNT Plans for Cardiovascular disease Cardiac Rehabilitation	NTP Ch. 3, 4, 13 AND Nutrition care manual	
TEN,ELEVEN	Establishing MNT Plans for Respiratory disease	NTP Ch. 3, 4, 21 AND Nutrition care manual	
TWELVE	Standardized Patients		
THIRTEEN	Standardized Patients		

---

FOURTEEN

Interdisciplinary simulations

FIFTEEN

Final Competency Examination

Finals

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# Medical Nutrition Therapy and Pathophysiology 2

## MDN 5200

3 Semester credit hours

The Ohio State University

Date/Time:

---

### Faculty:

Office Hours: Upon Request

**Course Description:** Study of nutrition therapy in disease: interrelationships of nutrition with biochemical, physiological and anatomical changes associated with disorders of Gastroenterology, Endocrine, Renal, and Oncology, Nutritional genomics, Intellectual Disabilities.  
Prerequisites: Admission to MDN degree program

### Course Objectives:

At the completion of this course, students will:

1. Integrate the anatomy, physiology, biochemistry and nutrition to physiological changes that occur in disorders associated with Gastroenterology, Endocrine, Renal, and Oncology, Nutritional genomics, Intellectual Disabilities.
2. Demonstrate competence in advanced nutrition assessment techniques and their application for individuals with disorders associated with Gastroenterology, Endocrine, Renal, and Oncology, Nutritional genomics, Intellectual Disabilities.
3. Demonstrate competence in prescribing the appropriate nutrition therapy for individuals with disorders associated with Gastroenterology, Endocrine, Renal, and Oncology, Nutritional genomics, Intellectual Disabilities..
4. Demonstrate the ability to prescribe alternative feeding modalities including enteral and parenteral nutrition support for disorders associated with Gastroenterology, Endocrine, Renal, and Oncology, Nutritional genomics, Intellectual Disabilities.
5. Design and implement nutrition education for patients with disorders associated with Gastroenterology, Endocrine, Renal, and Oncology, Nutritional genomics, Intellectual Disabilities.
6. Represent the dietetics professional within the healthcare team.

### Required Textbooks:

Required AND Membership:

Academy of Nutrition and Dietetics Student Membership. <http://eatright.org>

Nutrition Care Manual from the American Dietetic Association. <http://nutritoncaremanual.org>

Nelms, Sucher, Lacey. Nutrition Therapy and Pathophysiology. 3e Belmont CA: Cengage. 2016. ISBN 0-534-62154-6

Nelms, Sucher, Long. Medical Nutrition Therapy: A Case Study Approach. 5e Belmont CA: Cengage. 2016. ISBN 10: 133-59315-1

**Grading Policy:**

- The University’s standard grading scheme will be used for this course.
- Grades will be available for students to view on the course’s CARMEN website

Case Studies (3)	<b>150</b>
Point of care competency	100
Counseling and group education sessions	300
Clinical Observations: Diabetes group education; Endoscopy/Colonoscopy; Dialysis; Cooking demonstrations for cancer prevention	125
Nutrition Screening and Documentation	50
Menu Planning and Modification	50
Nutrition care Process documentation and Laboratory Notebook	50
Interprofessional Simulation: Pharmacy-Physician Assistant-Dietetics Diabetes Team Care	50
<b>Video Standardized Patient</b>	100
<b>Development of Cooking Demonstration</b>	100
<b>Total</b>	<b>1075</b>

**Graded Item Descriptions:**

- See Modules in Carmen for overview of each assignment.

**Course Policies:**

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  - Self-Service and Chat support: <http://ocio.osu.edu/selfservice> • Phone: 614-688-HELP (4357)
  - Email: [8help@osu.edu](mailto:8help@osu.edu) • TDD: 614-688-8743

**Academic Misconduct** – Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the

Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.

Faculty are obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([www.oaa.osu.edu/coam/home.html](http://www.oaa.osu.edu/coam/home.html))
- Ten Suggestions for Preserving Academic Integrity ([www.oaa.osu.edu/coam/ten-suggestions.html](http://www.oaa.osu.edu/coam/ten-suggestions.html))
- Eight Cardinal Rules of Academic Integrity ([www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html))
- **School and Program Handbooks:** Handbooks are available on the SHRS website: hrs.osu.edu. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Disabilities** - The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.
- **Counseling and Consultation Services:**  
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)
- **Due Dates / Make-up Assignments** – Due dates for all assignments are firm. Assignments submitted past the deadline will be deducted half the value of the assignment. For example, a 20 point assignment submitted past the deadline may earn a maximum 10 out of 20 points. The online course management Carmen sends a

confirmation email to students when assignments are successfully uploaded - if you do not receive confirmation check Carmen. Unless otherwise noted on the schedule below, grades and/or feedback will be posted 5 business days following the submission of an assignment or exam.

- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

## Weekly Course Schedule

Week	Topic	Readings	Assignments Due
ONE, TWO	Upper Gastrointestinal Disease – Medical and nutritional management of : pathophysiology of the oral cavity; gastroesophageal reflux disease; Barrett’s esophagus; eosinophilic esophagitis; Indigestion, nausea and vomiting, Peptic Ulcer Disease; gastroparesis; gastic surgery Application of nutrition support	Chapter 14 Diseases of the Upper Gastrointestinal Tract Peer Reviewed Research Readings Nutrition Care Manual – Nutrition Therapy for Stomatitis, dysgeusia, GERD, Eosinophilic esophagitis, Nausea and vomiting, PUD, gastroparesis, postoperative care for gastric surgery ACG and ASPEN guidelines	
THREE, FOUR,FIVE	Lower Gastrointestinal disease – Medical and nutritional management of : diarrhea, constipation, malabsorption, celiac disease, irritable bowel syndrome, inflammatory bowel disease, diverticulosis – Intro to GI surgeries Application of Nutrition Support	Chapter 15 Diseases of the Lower Gastrointestinal Tract Peer Reviewed Research Readings Nutrition Care Manual – Nutrition Therapy for diarrhea, constipation, malabsorption, IBS, IBD, Celiac, ileostomy/colostomy, short bowel syndrome ACG and ASPEN guidelines	
SIX, SEVEN	Diabetes – Medical and Nutritional management of Type 1, Type 2 and Gestational Diabetes (Pharmacology, Nutrition Therapy)	Chapter 17 – Diseases of the Endocrine System Peer Reviewed Research Readings Academy of Nutrition and Dietetics - Evidence Analysis Library American Diabetes Association Medical and Nutritional Guidelines	
EIGHT, NINE	Renal Disease - Medical and Nutritional management of Chronic Kidney Disease	Chapter 8– Diseases of the Renal System Peer Reviewed Research Readings	

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	Application of Nutrition Support	KODQI Medical and Nutritional Guidelines Nutrition Care Manual – CKD Nutrition Therapy
TEN,ELEVEN	Hepatobiliary Disease - Medical and Nutritional management of Hepatitis, Cirrhosis, NASH, Cholelithiasis, Pancreatitis Application of Nutrition Support	Chapter 13 – Diseases of the Liver, gallbladder and exocrine pancreas Peer Reviewed Research Readings Nutrition Care Manual – Nutrition /ASPEN Guidelines Therapy for Acute Pancreatitis, Nutrition Therapy for Chronic Pancreatitis. Nutrition Therapy for Liver Disease – Cirrhosis and NASH; ACG and ASPEN guidelines
TWELVE,THIRTEEN	Nutritional Genomics Neoplastic Disease – Medical and Nutritional Management during and after treatment	Ch. 23 Neoplastic Disease Nutrition Care Manual – Nutrition Therapy for Oncology Patients – prevention and during treatment AICR Guidelines
FOURTEEN	Neurological Disorders	Assigned Readings NTP Ch. 20
FIFTEEN	Intellectual and Physical Disabilities, Cerebral Palsy, Autism Spectrum Disorders Application of Nutrition Support	Evidence Based Articles; Policy for IDD

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## Nutrition Care Process Laboratory 2

### MDN 5300

2 Semester credit hours

The Ohio State University

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#### Faculty:

Office Hours: Upon Request

**Course Description:** Laboratory for nutrition care process: integration and application of knowledge of nutrition, dietetics, metabolism, and physiology with the ultimate goal to effectively plan and manage the nutritional care of a variety of patients/clients using a critical thinking approach to evidence-based medical nutrition therapy with laboratory and experiential application. Prerequisites: Admission to MDN degree program

#### Course Objectives:

At the completion of this course, students will:

1. Integrate the anatomy, physiology, biochemistry and nutrition to physiological changes that occur in complex disease states.
2. Demonstrate competence in advanced nutrition assessment techniques and their application for individuals in complex disease conditions.
3. Demonstrate competence in prescribing the appropriate nutrition therapy for individuals with complex diagnoses.
4. Demonstrate the ability to prescribe alternative feeding modalities including enteral and parenteral nutrition support.
5. Design and implement nutrition education for patients with complex disease state.
6. Represent the dietetics professional within the healthcare team.

#### Grading Policy:

- The University's standard grading scheme will be used for this course.
- Grades will be available for students to view on the course's CARMEN website

Graded Item	Points per
Case Studies (3)	150
Point of care competency	100
Counseling and group education sessions	300
Clinical Observations: Diabetes group education; Endoscopy/Colonoscopy; Dialysis; Cooking demonstrations for cancer prevention	125

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Nutrition Screening and Documentation	50
Menu Planning and Modification	50
Nutrition care Process documentation and Laboratory Notebook	50
Interprofessional Simulation: Pharmacy-Physician Assistant-Dietetics Diabetes Team Care	50
<b>Video Standardized Patient</b>	100
<b>Development of Cooking Demonstration</b>	100
<b>Total</b>	1075

#### Graded Item Descriptions:

- See Modules in Carmen for overview of each assignment.

#### Course Policies:

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  - Email: [8help@osu.edu](mailto:8help@osu.edu) • TDD: 614-688-8743
- **Academic Misconduct** – The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism, collaboration on assignments assigned to be independent, using the same work for more than one course, and dishonest practices in connection with examinations and quizzes. The code of student conduct defines plagiarism as “... the representation of another’s work or ideas as one’s own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s idea.” Students are expected to report to the instructor peers’ actions that they believe to represent academic misconduct.
  - It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. Instructors shall report all instances of alleged academic misconduct to the committee and the committee will determine a course of action (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu/>].
- **School and Program Handbooks:** Handbooks are available on the SHRS website: [hrs.osu.edu](http://hrs.osu.edu). These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Disabilities** - The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may

be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

- **Counseling and Consultation Services:**

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- **Due Dates / Make-up Assignments** – Due dates for all assignments are firm. Assignments submitted past the deadline will be deducted half the value of the assignment. For example, a 20 point assignment submitted past the deadline may earn a maximum 10 out of 20 points. The online course management Carmen sends a confirmation email to students when assignments are successfully uploaded - if you do not receive confirmation check Carmen. Unless otherwise noted on the schedule below, grades and/or feedback will be posted 5 business days following the submission of an assignment or exam.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

**Weekly Course Schedule**

<b>Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments Due</b>
ONE	Enteral Nutrition Protocols and Application Abdominal Assessment Feeding Tube insertion and care	NTP: Ch. 5,22 ASPEN guidelines	
TWO	Parenteral Nutrition Protocols and Application Observation and Standardized Patients	NTP: Ch. 5,22 ASPEN guidelines	
THREE	Application of the Nutrition care process: Disorders of the upper GI	NTP: Ch. 5,14 Nutrition Care Manual ASPEN guidelines	
FOUR	Application of the Nutrition care process: Disorders of the lower GI	NTP: Ch. 5,14 Nutrition Care Manual ASPEN guidelines	
FIVE	Application of the Nutrition care process: Disorders of the lower GI Observation and Standardized Patients	NTP: Ch. 5,15 AND Nutrition Care Manual ASPEN guidelines	
SIX	Application of the Nutrition care process: Diabetes	NTP: Ch. 5,17 AND Nutrition Care Manual ASPEN guidelines American Diabetes Association Guidelines	
Seven	Application of the Nutrition care process: Diabetes	AND Nutrition Care Manual NTP CH. 5,17 ASPEN guidelines	
EIGHT	Application of the Nutrition care process: Diabetes Observation and Standardized Patients Interprofessional Simulation	NTP Ch. 3, 4, 12 AND Nutrition care manual ASPEN guidelines American Diabetes Association Guidelines	

NINE	Application of the Nutrition care process: Renal Disease	NTP Ch. 3,18 AND Nutrition care manual KDOQI Guidelines
TEN	Application of the Nutrition care process: Renal Disease  Observation and Standardized Patients	NTP Ch. 3,18 AND Nutrition care manual KDOQI Guidelines
ELEVEN	Application of the Nutrition care process: Hepatobiliary Disease  Observation and Standardized Patients	NTP Ch. 16 AND Nutrition Care Manual
TWELVE	Application of the Nutrition care process: Neoplastic Disease	NTP Ch. 23 AND Nutrition Care Manual NCI resources
THIRTEEN	Standardized Patients	
FOURTEEN	Interdisciplinary simulations	
FIFTEEN Finals	Final Competency Examination	

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**Faculty:**

**Office Hours:** Upon Request

**Course Description:** Comprehensive development of skills for nutritional & physical assessment information using evidence-based research. Assessment of macro and micronutrient status will be discussed in the context of Inflammation, pathology, aging, and sarcopenia will be investigated.

Prerequisites: Admission to MDN degree program

**Course Objectives:**

At the completion of this course, students will:

1. Develop competency in performing nutrition-focused physical examination of human subjects.
2. Evaluate sensitivity and specificity of evidenced-based screening instruments and apply their use in appropriate populations.
3. Perform the procedure used for indirect calorimetry and evaluate the accuracy of data, factors that can influence energy expenditure, and methods for estimating total energy expenditure. Use benchmark history and current research methods to develop and assess protocols for use of indirect calorimetry.
4. Demonstrate the collection of dietary data, use of nutrient analysis software and differentiate some aspects of benefits & limitations of analyzing dietary intake with available software programs and with various methods (record vs recall vs food frequency questionnaires). Perform quality assurance measures on dietary analysis records.
5. Review the publically available applications for dietary analysis and compare to evidence based systems of analysis.
6. Understand and apply the four major components of a nutritional assessment with competency benchmarks: anthropometric, biochemical, clinical, and dietary.
7. Perform and interpret routine biochemical analyses of nutritional status and understand the physiologic principles underlying each test, with an emphasis on point-of-care testing. Margins of error and research interpretations will be covered for each method of biochemical assessment. Baseline Competency established.
8. Utilize advanced methods of physical & nutritional assessment including ultrasound, functional assessment, genetics and micronutrient assessment.

**Required Texts:**

Nelms and Sucher. Nutrition Therapy and Pathophysiology. 3e. 2016

Harrison's Internal Medicine and UptoDate from OSU Library System

Required Peer-Reviewed Literature

**Required Materials:**

Lab coat. (Sharpie permanent marker, stop watch, calculator, notebook).

**Lab Policies:**

Unless instructed otherwise, wear comfortable & loose fitting clothing under lab coats. Always bring your required materials & text to lab. Absolutely no food or beverages in labs. No open-toed shoes, flip flops, or crocs. **Lab points deducted for late arrivals & inappropriate dress.**

**Optional Texts:**

Gibson, R Principles of Nutritional Assessment                      Second edition

**Grading Policy:**

- The University’s standard grading scheme will be used for this course.
- Grades will be available for students to view on the course’s CARMEN website

<b>Graded Item</b>	<b>Points per</b>
Lecture Mini Quizzes	100
Multiple Pass	200
Approach – evaluation of reference instruments for dietary assessment	
Comprehensive Case Studies	300
Competency Exams	300
Examinations (3)	300
<b>Total</b>	<b>1200</b>

**Graded Item Descriptions:**

- **See Modules in Carmen for overview of each assignment.**

**Course Policies:**

- **All School and Program course policies apply to this course.**
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  - Email: [8help@osu.edu](mailto:8help@osu.edu) • TDD: 614-688-8743
- **Academic Misconduct –**
  - Academic misconduct: Include the Committee on Academic Misconduct statement on academic integrity, or similar statement. Additional information can be found at <http://oaa.osu.edu/coam/home.html>.

- Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."
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  - Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.
  - If faculty suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.
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  - **Counseling and Consultation Services:**  
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## Weekly Course Schedule

Week	Topic	Readings	Assignments Due
ONE	Nutrition Care Process, Assessment	Ch. 3 Text Peer Reviewed Articles	
TWO	Basic assessment, vitals Advanced anthropometrics	Ch. 3 Text Peer Reviewed Articles	
THREE	Nutrition Focused Physical exam Introduction	Ch. 3 Text Peer Reviewed Articles	
FOUR	Strength, flexibility, fitness	Ch. 3 Text Peer Reviewed Articles	
FIVE	Energy Expenditure Energy Needs and Metabolic rate Using Indirect calorimetry	Ch. 3 Text Peer Reviewed Articles	
SIX	Tools for Diet Assessment – Reliability Validity	Ch. 3 Text Peer Reviewed Articles	
SEVEN	Fluid and Electrolyte Evaluation	Ch. 3 ,7 Text Peer Reviewed Articles	
EIGHT	Evaluation of the cardiovascular system: HTN, Lipids, CHF Biochemical by system, condition	Ch. 3,13 Text Peer Reviewed Articles	
NINE	Evaluation of the renal system: Biochemical by system, condition	Ch. 3,18 Text Peer Reviewed Articles	
TEN	Endocrinology Assessment	Ch. 3 Text Peer Reviewed Articles	
ELEVEN	Assessment in the Aging Population – Physiological changes/Sarcopenia Skin Integrity Assessment Using DEXA,portable ultrasound	Ch. 3 Text Peer Reviewed Articles	
TWELVE	Assessment of the pediatric population – growth requirements	Ch. 3 Text Peer Reviewed Articles	
THIRTEEN	Micronutrient Assessment	Ch. 3 Text Peer Reviewed Articles	
FOURTEEN	Gastrointestinal Function	Ch. 3 Text Peer Reviewed Articles	

FIFTEEN

Genetic Assessment;  
Assessment in Special  
populations  
(developmental  
delay, autism, NICU)  
Assessment and  
Interpretation of  
Laboratory Data for  
of Food Allergies

Ch. 3 Text  
Peer Reviewed Articles

# Medical Nutrition Therapy and Pathophysiology 3

## MDN 6400

3 Semester credit hours

The Ohio State University

Date/Time:

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### Faculty:

Office Hours: Upon Request

**Course Description:** Study of nutrition therapy in disease: interrelationships of nutrition with biochemical, physiological and anatomical changes associated with acute, chronic and terminal illness, surgery and trauma. Prerequisites: Admission to MDN degree program

### Course Objectives:

At the completion of this course, students will:

1. Integrate the anatomy, physiology, biochemistry and nutrition to physiological changes that occur in complex disease states.
2. Demonstrate competence in advanced nutrition assessment techniques and their application for individuals in complex disease conditions.
3. Demonstrate competence in prescribing the appropriate nutrition therapy for individuals with complex diagnoses.
4. Demonstrate the ability to prescribe alternative feeding modalities including enteral and parenteral nutrition support.
5. Design and implement nutrition education for patients with complex disease state.
6. Represent the dietetics professional within the healthcare team.

### Required Textbooks:

Required AND Membership:

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Nutrition Care Manual from the American Dietetic Association. <http://Nutritoncaremanual.org>

Nelms, Sucher, Lacey. Nutrition Therapy and Pathophysiology. 3e Belmont CA: Cengage. 2016. ISBN 0-534-62154-6

Nelms, Sucher, Long. Medical Nutrition Therapy: A Case Study Approach. 5e Belmont CA: Cengage. 2016. ISBN 10: 133-59315-1

Online International Dietetics and Nutrition Terminology Reference Manual: Standardized Language for the Nutrition Care Process (2017)

### Grading Policy:

- The University's standard grading scheme will be used for this course.
- Grades will be available for students to view on the course's CARMEN website

Graded Item	Points per
Case Studies (3)	150
Literature review	100
Development of Case Study	100
Examinations (3)	300
Total	650

#### Graded Item Descriptions:

- See Modules in Carmen for overview of each assignment.

#### Course Policies:

- All School and Program course policies apply to this course.
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- The Committee on Academic Misconduct web pages ([www.oaa.osu.edu/coam/home.html](http://www.oaa.osu.edu/coam/home.html))
- Ten Suggestions for Preserving Academic Integrity ([www.oaa.osu.edu/coam/ten-suggestions.html](http://www.oaa.osu.edu/coam/ten-suggestions.html))
- Eight Cardinal Rules of Academic Integrity ([www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html))
- **School and Program Handbooks:** Handbooks are available on the SHRS website: [hrs.osu.edu](http://hrs.osu.edu). These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Disabilities** - The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical

conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

- **Counseling and Consultation Services:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

- **Due Dates / Make-up Assignments** – Due dates for all assignments are firm. Assignments submitted past the deadline will be deducted half the value of the assignment. For example, a 20 point assignment submitted past the deadline may earn a maximum 10 out of 20 points. The online course management Carmen sends a confirmation email to students when assignments are successfully uploaded - if you do not receive confirmation check Carmen. Unless otherwise noted on the schedule below, grades and/or feedback will be posted 5 business days following the submission of an assignment or exam.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

## Weekly Course Schedule

Week	Topic	Readings	Assignments Due
ONE	Review: Inflammatory Response and Metabolic Stress Medical and Nutritional Management of the ICU patient – Nutrition Assessment of the ICU patient	NTP Ch. 22 AND Nutrition care manual ASPEN Critical Care Guidelines	
TWO	Management of hyperglycemia, fluid, electrolyte and micronutrients	NTP Ch. 5,8 AND Nutrition care manual ASPEN Critical Care Guidelines	
THREE	Chronic Respiratory Failure – BPD, Cystic Fibrosis	NTP Ch. 21 AND Nutrition care manual ASPEN Critical Care Guidelines Cystic Fibrosis Guidelines	
FOUR	Sepsis and SIRS	NTP Ch.22 2017 CCM – Sepsis Guidelines/Surviving Sepsis Campaign ASPEN Critical Care Guidelines	
FIVE	Complex Gastrointestinal Surgeries – Short Bowel Syndrome	NTP Ch. 15 AND Nutrition care manual ASPEN Critical Care Guidelines	
SIX	Surgery and Trauma – Open Abdomen; Congenital Heart Disease	NTP Ch. 22 AND Nutrition care manual ASPEN Critical Care Guidelines	
Seven	Solid Organ Transplantation	NTP Ch. 9 AND Nutrition care manual ASPEN Critical Care Guidelines	
EIGHT	Burns and Wound Healing	Assigned Readings NTP Ch. 22	

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NINE	Spinal Cord Injury and Closed Head Injury	NTP Ch. 20 NPUP Guidelines
TEN	Oncology – Head/Neck Surgeries/Bone Marrow Transplant	NTP Ch. 23 AND Nutrition care manual NCI Guidelines

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## Nutrition Care Process Laboratory 3

### MDN 6500

2 Semester credit hours

The Ohio State University

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**Faculty:**

**Office Hours:** Upon Request

**Course Description:** Laboratory for nutrition care process: integration and application of knowledge of nutrition, dietetics, metabolism, and physiology with the ultimate goal to effectively plan and manage the nutritional care of a variety of patients/clients using a critical thinking approach to evidence-based medical nutrition therapy with laboratory and experiential application. Prerequisites: Admission to MDN degree program

**Course Objectives:**

At the completion of this course, students will:

1. Integrate the anatomy, physiology, biochemistry and nutrition to physiological changes that occur in complex disease states.
2. Demonstrate competence in advanced nutrition assessment techniques and their application for individuals in complex disease conditions.
3. Demonstrate competence in prescribing the appropriate nutrition therapy for individuals with complex diagnoses.
4. Demonstrate the ability to prescribe alternative feeding modalities including enteral and parenteral nutrition support.
5. Design and implement nutrition education for patients with complex disease state.
6. Represent the dietetics professional within the healthcare team.

**Grading Policy:**

- The University's standard grading scheme will be used for this course.
- Grades will be available for students to view on the course's CARMEN website

<b>Graded Item</b>	<b>Points per</b>
Case Studies (4)	150
Enteral and Parenteral Workshop	100
Home PN and EN care plans	200
Clinical Observations:	125
Nutrition Screening and Documentation	50
Menu Planning and Modification	50

Nutrition care Process documentation and Laboratory Notebook	50
Interprofessional Simulation: Acute Care ICU	50
<b>Video Standardized Patient</b>	100
<b>Total</b>	675

#### Graded Item Descriptions:

- See Modules in Carmen for overview of each assignment.

#### Course Policies:

- All School and Program course policies apply to this course.
- **Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.
  - Self-Service and Chat support: <http://ocio.osu.edu/selfservice> • Phone: 614-688-HELP (4357)
  - Email: [8help@osu.edu](mailto:8help@osu.edu) • TDD: 614-688-8743
- **Academic Misconduct** – The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism, collaboration on assignments assigned to be independent, using the same work for more than one course, and dishonest practices in connection with examinations and quizzes. The code of student conduct defines plagiarism as “... the representation of another’s work or ideas as one’s own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s idea.” Students are expected to report to the instructor peers’ actions that they believe to represent academic misconduct.
  - It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. Instructors shall report all instances of alleged academic misconduct to the committee and the committee will determine a course of action (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu/>].
- **School and Program Handbooks:** Handbooks are available on the SHRS website: [hrs.osu.edu](http://hrs.osu.edu). These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Disabilities** - The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.
- **Counseling and Consultation Services:**  
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or

reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

- **Due Dates / Make-up Assignments** – Due dates for all assignments are firm. Assignments submitted past the deadline will be deducted half the value of the assignment. For example, a 20 point assignment submitted past the deadline may earn a maximum 10 out of 20 points. The online course management Carmen sends a confirmation email to students when assignments are successfully uploaded - if you do not receive confirmation check Carmen. Unless otherwise noted on the schedule below, grades and/or feedback will be posted 5 business days following the submission of an assignment or exam.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

**Weekly Course Schedule**

<b>Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments Due</b>
ONE	Nutrition Assessment of the critically ill MICU patient	NTP Ch. 22 AND Nutrition care manual ASPEN Critical Care Guidelines	
TWO	Nutrition Assessment of the critically ill SICU patient	NTP Ch. 22 AND Nutrition care manual ASPEN Critical Care Guidelines	
THREE	Application of the Nutrition care process: Mechanically Ventilated  Interprofessional Simulation with Respiratory  Indirect Calorimetry	NTP Ch. 22 AND Nutrition care manual ASPEN Critical Care Guidelines	
FOUR	Application of the Nutrition care process: Surgery and Trauma  Observation and Standardized Patients	NTP Ch.22 AND Nutrition care manual ASPEN Critical Care Guidelines	
FIVE	Application of the Nutrition care process: Wound Healing  Observation and Standardized Patients	NTP Ch. 22 AND Nutrition care manual ASPEN Critical Care Guidelines	
SIX	Application of the Nutrition care process: Short Bowel Syndrome  Observation and Standardized Patients	NTP Ch. 22 AND Nutrition care manual ASPEN Critical Care Guidelines	
Seven	Application of the Nutrition care process: TBI  Interdisciplinary team in rehabilitation – PT, OT, Speech  Observation and Standardized Patients	NTP Ch. 22 AND Nutrition care manual ASPEN Critical Care Guidelines	
EIGHT	Application of the Nutrition care process: Frail Older Adult	Assigned Readings	

	Observation and Standardized Patients	
NINE	Application of the Nutrition care process: Solid Organ Transplant  Role of the interdisciplinary team in organ transplant - observation	NTP Ch. 9  Assigned Readings
TEN	Application of the Nutrition care process: Pediatric Metabolic Disorders  Observation	NTP Ch. 26  AND Nutrition care manual
ELEVEN	Application of the Nutrition care process:  Observation and Standardized Patients	NTP Ch. 16  AND Nutrition Care Manual
TWELVE	Application of the Nutrition care process: Neoplastic Disease	NTP Ch. 23  AND Nutrition Care Manual  NCI resources
THIRTEEN	Application of the Nutrition care process: palliative care  Role of the interdisciplinary team in palliative care/hospice: observation	Assigned Readings
FOURTEEN	Interdisciplinary simulations – Peer Mentoring of first year students	
FIFTEEN Finals	Final Competency Examination	

## Supervised Practice I: Food Service Management

MD 6189

3 Semester credit hours

Class Schedule: Day/Time

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### Faculty:

Office Hours: Upon Request

**Course Description:** Supervised practice experience in a specific health care system with foodservice emphasis to achieve professional competencies. The student works under the direction of Registered Dietitians and the supervision of MDN faculty.

### Course Objectives:

At the completion of this course, students will:

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 Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics. (ACEND CRDN 2.1)
2. Demonstrate professional writing skills in preparing professional communications. (ACEND CRDN 2.2)
3. Demonstrate active participation, teamwork and contributions in group settings. (ACEND CRDN 2.3)
4. Function as a member of interprofessional teams. (ACEND CRDN 2.4)
5. Assign duties to NDTRs and/or support personnel as appropriate. (ACEND CRDN 2.5)
6. Apply leadership skills to achieve desired outcomes. (ACEND CRDN 2.7)
7. Demonstrate negotiation skills (ACEND CRDN 2.8)
8. Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings. (ACEND CRDN 2.5)
9. Design, implement and evaluate presentations to a target audience. (ACEND CRDN 2.5)
10. Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources. (ACEND CRDN 3.9)
11. 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. (ACEND CRDN 3.10)
12. Participate in management of human resources. (ACEND CRDN 4.1)
13. Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food. (ACEND CRDN 4.2)
14. Conduct clinical and customer service quality management activities. (ACEND CRDN 4.3)
15. Apply current nutrition informatics to develop, store, retrieve and disseminate information and data. (ACEND CRDN 4.4)
16. Analyze quality, financial and productivity data for use in planning. (ACEND CRDN 4.5)
17. Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment. (ACEND CRDN 4.6)
18. Conduct feasibility studies for products, programs or services with consideration of costs and benefits. (ACEND CRDN 4.7)
19. Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies. (ACEND CRDN 4.8)

## Required Texts:

Required AND Membership:

Academy of Nutrition and Dietetics Student Membership. <http://eatright.org>

Nutrition Care Manual from the American Dietetic Association. <http://Nutritoncaremanual.org>

Nelms, Sucher, Lacey. Nutrition Therapy and Pathophysiology. 3e Belmont CA: Cengage. 2016. ISBN 0-534-62154-6

Online International Dietetics and Nutrition Terminology Reference Manual: Standardized Language for the Nutrition Care Process (2016)

Holli, BB. Beto, J. Nutrition Counseling and Education Skills for Dietetics Professionals, sixth Ed. Lippincott Williams & Wilkins, 2012.

Rollnick S, et al. Motivational Interviewing in Health Care: Helping Patients Change Behavior

## Grading Policy:

- This course is graded satisfactory/unsatisfactory. To facilitate the evaluation process, the student is responsible for making an appointment with the dietitian preceptor to review progress at the midpoint as well as at the end of the supervised practice experience. To pass the course:
- The student must perform all of the objectives or activities in a satisfactory manner as evaluated by the preceptor.
- Complete documentation and evidence for competencies completed during this rotation on E\*Value.
- Submit a preceptor evaluation on E\*Value.
- Achieve a score of satisfactory or better on professional, ethical, and leadership behaviors as measured by the evaluation instrument.
- Attendance for all faculty-led weekly clinical discussions.
- Development and presentation of case study pertinent to this clinical rotation.

## Graded Item Descriptions:

- **See Modules in Carmen for overview of each assignment.**

## Course Policies:

- **All School and Program course policies apply to this course.**
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## Academic Misconduct –

- **Academic Misconduct** – The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism, collaboration on

assignments assigned to be independent, using the same work for more than one course, and dishonest practices in connection with examinations and quizzes. The code of student conduct defines plagiarism as "... the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's idea." Students are expected to report to the instructor peers' actions that they believe to represent academic misconduct.

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- **Counseling and Consultation Services:**  
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- **Due Dates / Make-up Assignments** – Due dates for all assignments are firm. Assignments submitted past the deadline will be deducted half the value of the assignment. For example, a 20 point assignment submitted past the deadline may earn a maximum 10 out of 20 points. The online course management Carmen sends a confirmation email to students when assignments are successfully uploaded - if you do not receive confirmation check Carmen. Unless otherwise noted on the schedule below, grades and/or feedback will be posted 5 business days following the submission of an assignment or exam.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

## **Weekly Course Schedule – Dependent on assigned site.**

Your preceptor will determine your specific work hours. You are required to be flexible to assure that all work that is assigned to you is completed and that some days will be longer than others.

All schedule changes **MUST BE CLEARED with the faculty member** prior to discussing with the preceptor at the clinical site. **NO EXCEPTIONS.**

All personal appointments have to be made outside of the work day. Supervised practice takes priority over any work schedule.

Clinical Discussions: Weekly with faculty.

The policy for this course is that the student will notify the instructor and the preceptor by phone or e-mail, *prior to the start of supervised practice* if the student will be LATE or ABSENT. Time missed will need to be made up. Please be aware of the weather in Ohio, you are expected to be at your supervised practice based upon your site's schedule.

### **Important General Information**

- ◆ Contact your preceptor and the medical dietetics faculty directly for absences, or if you will be late on a given day.
- ◆ Give your home/cell phone number and e-mail address to the dietitian on the first day. They may need to contact you about schedule changes.
- ◆ Professional behavior and dress is expected. – Business casual, no tennis shoes, no short shirts or skirts (no skin should show). Slacks should be dress casual (no jeans or scrubs).
- ◆ Avoid strong perfume or lotions as clients and patients are often sensitive to strong smells.
- ◆ You are expected to attend all supervised practice weekly classes – these are scheduled during your rotations and you will receive a schedule for all dates prior to the onset of your rotations.

### **Bring to Supervised Practice**

- ◆ Lab coat, name tag
- ◆ Calculator (or two)
- ◆ Clinical Notebook
- ◆ Any required/supplemental references
- ◆ Black pens/scrap paper, clipboard, or notebook

### **Expectations: Required Compliance with all components of the MDN Handbook**

- ◆ Communicate work completed or not completed to the dietitian in a timely manner
- ◆ Set weekly goals with your preceptor. Evaluate these goals weekly.
- ◆ Take the initiative to assure all competencies are completed.
- ◆ No use of computers for e-mail or web access during supervised practice unless it is a direct need for an assignment
- ◆ No use of cell phones on supervised practice time, no exceptions.

### **E\*Value**

- ◆ Complete time tracking every day at the end of your work day.
- ◆ Track all competencies completed and upload examples of your work.
- ◆ Complete your site evaluation and your preceptor evaluation for each rotation.
- ◆ Make sure your preceptor has access to E\*Value and if not, communicate in a timely fashion to faculty.

**Supervised Practice II: Community Outpatient****MDN 6289****3 Semester credit hours****Class Schedule: Date/Time**

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**Faculty:****Office Hours:** Upon Request

**Course Description:** Supervised practice experience in a specific health care system with community outpatient emphasis to achieve professional competencies. The student works under the direction of Registered Dietitians and the supervision of MDN faculty.

**Course Objectives:**

At the completion of this course, students will:

1. Select indicators of program quality and/or customer service and measure achievement of objectives. (ACEND CRDN 1.1)
2. Apply evidence-based guidelines, systematic reviews and scientific literature. (ACEND CRDN 1.2)
3. Justify programs, products, services and care using appropriate evidence or data. (ACEND CRDN 1.3)
4. Evaluate emerging research for application in nutrition and dietetics practice. (ACEND CRDN 1.4)
5. Conduct projects using appropriate research methods, ethical procedures and data analysis. (ACEND CRDN 1.5)
6. Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics. (ACEND CRDN 2.1)
7. Demonstrate professional writing skills in preparing professional communications. (ACEND CRDN 2.2)
8. Demonstrate active participation, teamwork and contributions in group settings. (ACEND CRDN 2.3)
9. Function as a member of interprofessional teams. (ACEND CRDN 2.4)
10. Refer clients and patients to other professionals and services when needs are beyond individual scope of practice. (ACEND CDRN 2.6)
11. Apply leadership skills to achieve desired outcomes. (ACEND CRDN 2.7)
12. Participate in professional and community organizations. (ACEND CRDN 2.9)
13. Show cultural competence/sensitivity in interactions with clients, colleagues and staff. (ACEND CRDN 2.11)
14. Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession. (ACEND CRDN 2.14)
15. 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. (ACEND CRDN 3.1)
16. Conduct nutrition focused physical exams. (ACEND CRDN 3.2)
17. Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings. (ACEND CRDN 3.3)
18. Design, implement and evaluate presentations to a target audience. (ACEND CRDN 3.4)
19. Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience. (ACEND CRDN 3.5)
20. Use effective education and counseling skills to facilitate behavior change. (ACEND CRDN 3.6)
21. Develop and deliver products, programs or services that promote consumer health, wellness and

- lifestyle management. (ACEND CRDN 3.7)
22. Deliver respectful, science-based answers to client questions concerning emerging trends. (ACEND CRDN 3.8)
  23. Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources. (ACEND CRDN 3.9)
  24. 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. (ACEND CRDN 3.10)
  25. Apply current nutrition informatics to develop, store, retrieve and disseminate information and data. (ACEND CRDN 4.4)
  26. Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems. (ACEND CRDN 4.9)

### **Required Texts:**

Required AND Membership:

Academy of Nutrition and Dietetics Student Membership. <http://eatright.org>

Nutrition Care Manual from the American Dietetic Association. <http://Nutritoncaremanual.org>

Nelms, Sucher, Lacey. Nutrition Therapy and Pathophysiology. 3e Belmont CA: Cengage. 2016. ISBN 0-534-62154-6

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Holli, BB. Beto, J. Nutrition Counseling and Education Skills for Dietetics Professionals, sixth Ed. Lippincott Williams & Wilkins, 2012.

Rollnick S, et al. Motivational Interviewing in Health Care: Helping Patients Change Behavior

### **Grading Policy:**

- This course is graded satisfactory/unsatisfactory. To facilitate the evaluation process, the student is responsible for making an appointment with the dietitian preceptor to review progress at the midpoint as well as at the end of the supervised practice experience. To pass the course:
- The student must perform all of the objectives or activities in a satisfactory manner as evaluated by the preceptor.
- Complete documentation and evidence for competencies completed during this rotation on E\*Value.
- Submit a preceptor evaluation on E\*Value.
- Achieve a score of satisfactory or better on professional, ethical, and leadership behaviors.
- Attendance for all faculty-led weekly clinical discussions.
- Development and presentation of case study pertinent to this clinical rotation

### **Graded Item Descriptions:**

- **See Modules in Carmen for overview of each assignment.**

## Course Policies:

- **All School and Program course policies apply to this course.**
- **Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.
  - Self-Service and Chat support: <http://ocio.osu.edu/selfservice> • Phone: 614-688-HELP (4357)
  - Email: [8help@osu.edu](mailto:8help@osu.edu) • TDD: 614-688-8743

- **Academic Misconduct –**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.

Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. Additional information can be found: <http://oaa.osu.edu/coam/home.html>.

- **School and Program Handbooks:** Handbooks are available on the SHRS website: [hrs.osu.edu](http://hrs.osu.edu). These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Disabilities** - The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

- **Counseling and Consultation Services:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling (614) 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

- **Due Dates / Make-up Assignments** – Due dates for all assignments are firm. Assignments submitted past the deadline will be deducted half the value of the assignment. For example, a 20 point assignment submitted past the deadline may earn a maximum 10 out of 20 points. The online course management Carmen sends a confirmation email to students when assignments are successfully uploaded - if you do not receive confirmation check Carmen. Unless otherwise noted on the schedule below, grades and/or feedback will be posted 5 business days following the submission of an assignment or exam.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

**Weekly Course Schedule – Dependent on assigned site.**

Your preceptor will determine your specific work hours. You are required to be flexible to assure that all work that is assigned to you is completed and that some days will be longer than others.

All schedule changes **MUST BE CLEARED with the faculty member** prior to discussing with the preceptor at the clinical site. **NO EXCEPTIONS.**

All personal appointments have to be made outside of the work day. Supervised practice takes priority over any work schedule.

Clinical Discussions: Weekly with faculty.

The policy for this course is that the student will notify the instructor and the preceptor by phone or e-mail, *prior to the start of supervised practice* if the student will be **LATE or ABSENT**. Time missed will need to be made up. Please be aware of the weather in Ohio, you are expected to be at your supervised practice based upon your site's schedule.

### **Important General Information**

- ◆ Contact your preceptor and the MDN faculty directly for absences, or if you will be late on a given day.
- ◆ Give your home/cell phone number and e-mail address to the dietitian on the first day. They may need to contact you about schedule changes.
- ◆ Professional behavior and dress is expected.– Business casual, no tennis shoes, no short shirts or skirts (no skin should show). Slacks should be dress casual (no jeans or scrubs).
- ◆ Avoid strong perfume or lotions as clients and patients are often sensitive to strong smells.
- ◆ You are expected to attend all supervised practice weekly classes – these are scheduled during your rotations and you will receive a schedule for all dates prior to the onset of your rotations.

### **Bring to Supervised Practice**

- ◆ Lab coat, name tag
- ◆ Calculator (or two)
- ◆ Clinical Notebook
- ◆ Any required/supplemental references
- ◆ Black pens/scrap paper, clipboard, or notebook

### **Expectations: Required Compliance with all components of the MDN Handbook**

- ◆ Communicate work completed or not completed to the dietitian in a timely manner
- ◆ Set weekly goals with your preceptor. Evaluate these goals weekly.
- ◆ Take the initiative to assure all competencies are completed.
- ◆ No use of computers for e-mail or web access during supervised practice unless it is a direct need for an assignment
- ◆ No use of cell phones on supervised practice time, no exceptions.

### **E\*Value**

- ◆ Complete time tracking every day at the end of your work day.
- ◆ Track all competencies completed and upload examples of your work.
- ◆ Complete your site evaluation and your preceptor evaluation for each rotation.
- ◆ Make sure your preceptor has access to E\*Value and if not, communicate in a timely fashion to faculty.

**Supervised Practice III: Community Outpatient****MDN 6389****5 Semester credit hours****Class Schedule: Date/Time**

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**Faculty:****Office Hours:** Upon Request

**Course Description:** Supervised practice experience in a specific health care system with community outpatient and inpatient emphasis to achieve professional competencies. The student works under the direction of Registered Dietitians and the supervision of MDN faculty.

**Course Objectives:**

At the completion of this course, students will:

1. Select indicators of program quality and/or customer service and measure achievement of objectives. (ACEND CRDN 1.1)
2. Apply evidence-based guidelines, systematic reviews and scientific literature. (ACEND CRDN 1.2)
3. Justify programs, products, services and care using appropriate evidence or data. (ACEND CRDN 1.3)
4. Evaluate emerging research for application in nutrition and dietetics practice. (ACEND CRDN 1.4)
5. Conduct projects using appropriate research methods, ethical procedures and data analysis. (ACEND CRDN 1.5)
6. Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics. (ACEND CRDN 2.1)
7. Demonstrate professional writing skills in preparing professional communications. (ACEND CRDN 2.2)
8. Demonstrate active participation, teamwork and contributions in group settings. (ACEND CRDN 2.3)
9. Function as a member of interprofessional teams. (ACEND CRDN 2.4)
10. Assign duties to NDTRs and/or support personnel as appropriate. (ACEND CRDN 2.5)
11. Refer clients and patients to other professionals and services when needs are beyond individual scope of practice. (ACEND CDRN 2.6)
12. Apply leadership skills to achieve desired outcomes. (ACEND CRDN 2.7)
13. Participate in professional and community organizations. (ACEND CRDN 2.9)
14. Demonstrate professional attributes in all areas of practice. (ACEND CRDN 2.10)
15. Show cultural competence/sensitivity in interactions with clients, colleagues and staff. (ACEND CRDN 2.11)
16. Practice and/or role play mentoring and precepting others. (ACEND CRDN 2.15)
17. 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. (ACEND CRDN 3.1)
18. Conduct nutrition focused physical exams. (ACEND CRDN 3.2)
19. Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings. (ACEND CRDN 3.3)
20. Design, implement and evaluate presentations to a target audience. (ACEND CRDN 3.4)
21. Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience. (ACEND CRDN 3.5)
22. Use effective education and counseling skills to facilitate behavior change. (ACEND CRDN 3.6)

23. Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management. (ACEND CRDN 3.7)
24. Deliver respectful, science-based answers to client questions concerning emerging trends. (ACEND CRDN 3.8)
25. Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources. (ACEND CRDN 3.9)
26. 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. (ACEND CRDN 3.10)
27. Conduct clinical and customer service quality management activities. (ACEND CRDN 4.3)
28. Apply current nutrition informatics to develop, store, retrieve and disseminate information and data. (ACEND CRDN 4.4)
29. Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems. (ACEND CRDN 4.9)
30. Analyze risk in nutrition and dietetics practice. (ACEND CRDN 4.10)

### **Required Texts:**

Required AND Membership:

American Dietetic Association Student Membership. <http://eatright.org>

Nutrition Care Manual from the American Dietetic Association. <http://Nutritoncaremanual.org>

Nelms, Sucher, Lacey. Nutrition Therapy and Pathophysiology. 3e Belmont CA: Cengage. 2016. ISBN 0-534-62154-6

Online International Dietetics and Nutrition Terminology Reference Manual: Standardized Language for the Nutrition Care Process (2016)

### **Grading Policy:**

- This course is graded satisfactory/unsatisfactory. To facilitate the evaluation process, the student is responsible for making an appointment with the dietitian preceptor to review progress at the midpoint as well as at the end of the supervised practice experience. To pass the course:
- The student must perform all of the objectives or activities in a satisfactory manner as evaluated by the preceptor.
- Complete documentation and evidence for competencies completed during this rotation on E\*Value.
- Submit a preceptor evaluation on E\*Value.
- Achieve a score of satisfactory or better on professional, ethical, and leadership behaviors as measured by the evaluation instrument.
- Attendance for all faculty-led weekly clinical discussions.
- Development and presentation of case study pertinent to this clinical rotation

### **Graded Item Descriptions:**

- **See Modules in Carmen for overview of each assignment.**

## Course Policies:

- **All School and Program course policies apply to this course.**
- **Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.
  - Self-Service and Chat support: <http://ocio.osu.edu/selfservice> • Phone: 614-688-HELP (4357)
  - Email: [8help@osu.edu](mailto:8help@osu.edu) • TDD: 614-688-8743

- **Academic Misconduct –**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.

Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. Additional information can be found: <http://oaa.osu.edu/coam/home.html>.

- **School and Program Handbooks:** Handbooks are available on the SHRS website: [hrs.osu.edu](http://hrs.osu.edu). These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Disabilities** - The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

- **Counseling and Consultation Services:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling (614) 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

- **Due Dates / Make-up Assignments** – Due dates for all assignments are firm. Assignments submitted past the deadline will be deducted half the value of the assignment. For example, a 20 point assignment submitted past the deadline may earn a maximum 10 out of 20 points. The online course management Carmen sends a confirmation email to students when assignments are successfully uploaded - if you do not receive confirmation check Carmen. Unless otherwise noted on the schedule below, grades and/or feedback will be posted 5 business days following the submission of an assignment or exam.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

### **Weekly Course Schedule – Dependent on assigned site.**

Your preceptor will determine your specific work hours. You are required to be flexible to assure that all work that is assigned to you is completed and that some days will be longer than others.

All schedule changes **MUST BE CLEARED with the faculty member** prior to discussing with the preceptor at the clinical site. **NO EXCEPTIONS.**

All personal appointments have to be made outside of the work day. Supervised practice takes priority over any work schedule.

Clinical Discussions: Weekly with faculty.

The policy for this course is that the student will notify the instructor and the preceptor by phone or e-mail, *prior to the start of supervised practice* if the student will be LATE or ABSENT. Time missed will need to be made up. Please be aware of the weather in Ohio, you are expected to be at your supervised practice based upon your site's schedule.

### **Important General Information**

- ◆ Contact your preceptor and the MDN faculty directly for absences, or if you will be late on a given day.
- ◆ Give your home/cell phone number and e-mail address to the dietitian on the first day. They may need to contact you about schedule changes.

- ◆ Professional behavior and dress is expected.– Business casual, no tennis shoes, no short shirts or skirts (no skin should show). Slacks should be dress casual (no jeans or scrubs).
- ◆ Avoid strong perfume or lotions as clients and patients are often sensitive to strong smells.
- ◆ You are expected to attend all supervised practice weekly classes – these are scheduled during your rotations and you will receive a schedule for all dates prior to the onset of your rotations.

### **Bring to Supervised Practice**

- ◆ Lab coat, name tag
- ◆ Calculator (or two)
- ◆ Clinical Notebook
- ◆ Any required/supplemental references
- ◆ Black pens/scrap paper, clipboard, or notebook

### **Expectations: Required Compliance with all components of the MDN Handbook**

- ◆ Communicate work completed or not completed to the dietitian in a timely manner
- ◆ Set weekly goals with your preceptor. Evaluate these goals weekly.
- ◆ Take the initiative to assure all competencies are completed.
- ◆ No use of computers for e-mail or web access during supervised practice unless it is a direct need for an assignment
- ◆ No use of cell phones on supervised practice time, no exceptions.

### **E\*Value**

- ◆ Complete time tracking every day at the end of your work day.
- ◆ Track all competencies completed and upload examples of your work.
- ◆ Complete your site evaluation and your preceptor evaluation for each rotation.
- ◆ Make sure your preceptor has access to E\*Value and if not, communicate in a timely fashion to faculty.

**Supervised Practice IV: Outpatient Inpatient****MDN 6489****2 Semester credit hours****Class Schedule: Date/Time**

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**Faculty:****Office Hours:** Upon Request

**Course Description:** Supervised practice experience in a specific health care system with outpatient and inpatient emphasis to achieve professional competencies. The student works under the direction of Registered Dietitians and the supervision of MDN faculty.

**Course Objectives:**

At the completion of this course, students will:

1. Select indicators of program quality and/or customer service and measure achievement of objectives. (ACEND CRDN 1.1)
2. Apply evidence-based guidelines, systematic reviews and scientific literature. (ACEND CRDN 1.2)
3. Justify programs, products, services and care using appropriate evidence or data. (ACEND CRDN 1.3)
4. Evaluate emerging research for application in nutrition and dietetics practice. (ACEND CRDN 1.4)
5. Conduct projects using appropriate research methods, ethical procedures and data analysis. (ACEND CRDN 1.5)
6. Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics. (ACEND CRDN 2.1)
7. Demonstrate professional writing skills in preparing professional communications. (ACEND CRDN 2.2)
8. Demonstrate active participation, teamwork and contributions in group settings. (ACEND CRDN 2.3)
9. Function as a member of interprofessional teams. (ACEND CRDN 2.4)
10. Assign duties to NDTRs and/or support personnel as appropriate. (ACEND CRDN 2.5)
11. Refer clients and patients to other professionals and services when needs are beyond individual scope of practice. (ACEND CDRN 2.6)
12. Apply leadership skills to achieve desired outcomes. (ACEND CRDN 2.7)
13. Participate in professional and community organizations. (ACEND CRDN 2.9)
14. Demonstrate professional attributes in all areas of practice. (ACEND CRDN 2.10)
15. Show cultural competence/sensitivity in interactions with clients, colleagues and staff. (ACEND CRDN 2.11)
16. Practice and/or role play mentoring and precepting others. (ACEND CRDN 2.15)
17. 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. (ACEND CRDN 3.1)
18. Conduct nutrition focused physical exams. (ACEND CRDN 3.2)
19. Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings. (ACEND CRDN 3.3)
20. Design, implement and evaluate presentations to a target audience. (ACEND CRDN 3.4)
21. Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience. (ACEND CRDN 3.5)

22. Use effective education and counseling skills to facilitate behavior change. (ACEND CRDN 3.6)

23. Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management. (ACEND CRDN 3.7)
24. Deliver respectful, science-based answers to client questions concerning emerging trends. (ACEND CRDN 3.8)
25. Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources. (ACEND CRDN 3.9)
26. 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. (ACEND CRDN 3.10)
27. Conduct clinical and customer service quality management activities. (ACEND CRDN 4.3)
28. Apply current nutrition informatics to develop, store, retrieve and disseminate information and data. (ACEND CRDN 4.4)
29. Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems. (ACEND CRDN 4.9)
30. Analyze risk in nutrition and dietetics practice. (ACEND CRDN 4.10)

### **Required Texts:**

Required AND Membership:

American Dietetic Association Student Membership. <http://eatright.org>

Nutrition Care Manual from the American Dietetic Association. <http://Nutritoncaremanual.org>

Nelms, Sucher, Lacey. Nutrition Therapy and Pathophysiology. 3e Belmont CA: Cengage. 2016. ISBN 0-534-62154-6

Online International Dietetics and Nutrition Terminology Reference Manual: Standardized Language for the Nutrition Care Process (2016)

### **Grading Policy:**

- This course is graded satisfactory/unsatisfactory. To facilitate the evaluation process, the student is responsible for making an appointment with the dietitian preceptor to review progress at the midpoint as well as at the end of the supervised practice experience. To pass the course:
- The student must perform all of the objectives or activities in a satisfactory manner as evaluated by the preceptor.
- Complete documentation and evidence for competencies completed during this rotation on E\*Value.
- Submit a preceptor evaluation on E\*Value.
- Achieve a score of satisfactory or better on professional, ethical, and leadership behaviors as measured by the evaluation instrument.
- Attendance for all faculty-led weekly clinical discussions.
- Development and presentation of case study pertinent to this clinical rotation.

### **Graded Item Descriptions:**

- **See Modules in Carmen for overview of each assignment.**

## Course Policies:

- **All School and Program course policies apply to this course.**
- **Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.
  - Self-Service and Chat support: <http://ocio.osu.edu/selfservice> • Phone: 614-688-HELP (4357)
  - Email: [8help@osu.edu](mailto:8help@osu.edu) • TDD: 614-688-8743

- **Academic Misconduct –**

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- **School and Program Handbooks:** Handbooks are available on the SHRS website: [hrs.osu.edu](http://hrs.osu.edu). These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Disabilities** - The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

- **Counseling and Consultation Services:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling (614) 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

- **Due Dates / Make-up Assignments** – Due dates for all assignments are firm. Assignments submitted past the deadline will be deducted half the value of the assignment. For example, a 20 point assignment submitted past the deadline may earn a maximum 10 out of 20 points. The online course management Carmen sends a confirmation email to students when assignments are successfully uploaded - if you do not receive confirmation check Carmen. Unless otherwise noted on the schedule below, grades and/or feedback will be posted 5 business days following the submission of an assignment or exam.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

### **Weekly Course Schedule – Dependent on assigned site.**

Your preceptor will determine your specific work hours. You are required to be flexible to assure that all work that is assigned to you is completed and that some days will be longer than others.

All schedule changes **MUST BE CLEARED with the faculty member** prior to discussing with the preceptor at the clinical site. **NO EXCEPTIONS.**

All personal appointments have to be made outside of the work day. Supervised practice takes priority over any work schedule.

Clinical Discussions: Weekly with faculty.

The policy for this course is that the student will notify the instructor and the preceptor by phone or e-mail, *prior to the start of supervised practice* if the student will be **LATE or ABSENT**. Time missed will need to be made up. Please be aware of the weather in Ohio, you are expected to be at your supervised practice based upon your site's schedule.

### **Important General Information**

- ◆ Contact your preceptor and the MDN faculty directly for absences, or if you will be late on a given day.
- ◆ Give your home/cell phone number and e-mail address to the dietitian on the first day. They may need to contact you about schedule changes.

- ◆ Professional behavior and dress is expected.– Business casual, no tennis shoes, no short shirts or skirts (no skin should show). Slacks should be dress casual (no jeans or scrubs).
- ◆ Avoid strong perfume or lotions as clients and patients are often sensitive to strong smells.
- ◆ You are expected to attend all supervised practice weekly classes – these are scheduled during your rotations and you will receive a schedule for all dates prior to the onset of your rotations.

### **Bring to Supervised Practice**

- ◆ Lab coat, name tag
- ◆ Calculator (or two)
- ◆ Clinical Notebook
- ◆ Any required/supplemental references
- ◆ Black pens/scrap paper, clipboard, or notebook

### **Expectations: Required Compliance with all components of the MDN Handbook**

- ◆ Communicate work completed or not completed to the dietitian in a timely manner
- ◆ Set weekly goals with your preceptor. Evaluate these goals weekly.
- ◆ Take the initiative to assure all competencies are completed.
- ◆ No use of computers for e-mail or web access during supervised practice unless it is a direct need for an assignment
- ◆ No use of cell phones on supervised practice time, no exceptions.

### **E\*Value**

- ◆ Complete time tracking every day at the end of your work day.
- ◆ Track all competencies completed and upload examples of your work.
- ◆ Complete your site evaluation and your preceptor evaluation for each rotation.
- ◆ Make sure your preceptor has access to E\*Value and if not, communicate in a timely fashion to faculty.

**Supervised Practice V: Culminating  
MDN 6589**

**3 Semester credit hours**

**Class Schedule: Date/Time**

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**Faculty:**

**Office Hours:** Upon Request

**Course Description:** Supervised practice experience in a specific health care system with outpatient and inpatient emphasis to achieve professional competencies. The student works under the direction of Registered Dietitians and the supervision of MDN faculty.

**Course Objectives:**

At the completion of this course, students will:

1. Select indicators of program quality and/or customer service and measure achievement of objectives. (ACEND CRDN 1.1)
2. Apply evidence-based guidelines, systematic reviews and scientific literature. (ACEND CRDN 1.2)
3. Justify programs, products, services and care using appropriate evidence or data. (ACEND CRDN 1.3)
4. Evaluate emerging research for application in nutrition and dietetics practice. (ACEND CRDN 1.4)
5. Conduct projects using appropriate research methods, ethical procedures and data analysis. (ACEND CRDN 1.5)
6. Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics. (ACEND CRDN 2.1)
7. Demonstrate professional writing skills in preparing professional communications. (ACEND CRDN 2.2)
8. Demonstrate active participation, teamwork and contributions in group settings. (ACEND CRDN 2.3)
9. Function as a member of interprofessional teams. (ACEND CRDN 2.4)
10. Assign duties to NDTRs and/or support personnel as appropriate. (ACEND CRDN 2.5)
11. Refer clients and patients to other professionals and services when needs are beyond individual scope of practice. (ACEND CDRN 2.6)
12. Apply leadership skills to achieve desired outcomes. (ACEND CRDN 2.7)
13. Participate in professional and community organizations. (ACEND CRDN 2.9)
14. Demonstrate professional attributes in all areas of practice. (ACEND CRDN 2.10)
15. Show cultural competence/sensitivity in interactions with clients, colleagues and staff. (ACEND CRDN 2.11)
16. Practice and/or role play mentoring and precepting others. (ACEND CRDN 2.15)
17. 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. (ACEND CRDN 3.1)
18. Conduct nutrition focused physical exams. (ACEND CRDN 3.2)
19. Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings. (ACEND CRDN 3.3)
20. Design, implement and evaluate presentations to a target audience. (ACEND CRDN 3.4)
21. Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience. (ACEND CRDN 3.5)
22. Use effective education and counseling skills to facilitate behavior change. (ACEND CRDN 3.6)

23. Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management. (ACEND CRDN 3.7)
24. Deliver respectful, science-based answers to client questions concerning emerging trends. (ACEND CRDN 3.8)
25. Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources. (ACEND CRDN 3.9)
26. 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. (ACEND CRDN 3.10)
27. Conduct clinical and customer service quality management activities. (ACEND CRDN 4.3)
28. Apply current nutrition informatics to develop, store, retrieve and disseminate information and data. (ACEND CRDN 4.4)
29. Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems. (ACEND CRDN 4.9)
30. Analyze risk in nutrition and dietetics practice. (ACEND CRDN 4.10)
31. Prepare a plan for professional development according to Commission on Dietetic Registration guidelines. (ACEND CRDN 2.13)

### **Required Texts:**

Required AND Membership:

American Dietetic Association Student Membership. <http://eatright.org>

Nutrition Care Manual from the American Dietetic Association. <http://Nutritoncaremanual.org>

Nelms, Sucher, Lacey. Nutrition Therapy and Pathophysiology. 3e Belmont CA: Cengage. 2016. ISBN 0-534-62154-6

Online International Dietetics and Nutrition Terminology Reference Manual: Standardized Language for the Nutrition Care Process (2016)

### **Grading Policy:**

- This course is graded satisfactory/unsatisfactory. To facilitate the evaluation process, the student is responsible for making an appointment with the dietitian preceptor to review progress at the midpoint as well as at the end of the supervised practice experience. To pass the course:
- The student must perform all of the objectives or activities in a satisfactory manner as evaluated by the preceptor.
- Complete documentation and evidence for competencies completed during this rotation on E\*Value.
- Submit a preceptor evaluation on E\*Value.
- Achieve a score of satisfactory or better on professional, ethical, and leadership behaviors as measured by the evaluation instrument.
- Attendance for all faculty-led weekly clinical discussions.
- Development and presentation of case study pertinent to this clinical rotation.

## Graded Item Descriptions:

- See Modules in Carmen for overview of each assignment.

## Course Policies:

- All School and Program course policies apply to this course.
- **Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.
  - Self-Service and Chat support: <http://ocio.osu.edu/selfservice> • Phone: 614-688-HELP (4357)
  - Email: [8help@osu.edu](mailto:8help@osu.edu) • TDD: 614-688-8743

- **Academic Misconduct –**

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Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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- **School and Program Handbooks:** Handbooks are available on the SHRS website: [hrs.osu.edu](http://hrs.osu.edu). These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Disabilities** - The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your

accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

- **Counseling and Consultation Services:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling (614) 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

- **Due Dates / Make-up Assignments** – Due dates for all assignments are firm. Assignments submitted past the deadline will be deducted half the value of the assignment. For example, a 20 point assignment submitted past the deadline may earn a maximum 10 out of 20 points. The online course management Carmen sends a confirmation email to students when assignments are successfully uploaded - if you do not receive confirmation check Carmen. Unless otherwise noted on the schedule below, grades and/or feedback will be posted 5 business days following the submission of an assignment or exam.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

**Weekly Course Schedule – Dependent on assigned site.**

Your preceptor will determine your specific work hours. You are required to be flexible to assure that all work that is assigned to you is completed and that some days will be longer than others.

All schedule changes **MUST BE CLEARED with the faculty member** prior to discussing with the preceptor at the clinical site. **NO EXCEPTIONS.**

All personal appointments have to be made outside of the work day. Supervised practice takes priority over any work schedule.

Clinical Discussions: Weekly with faculty.

The policy for this course is that the student will notify the instructor and the preceptor by phone or e-mail, *prior to the start of supervised practice* if the student will be **LATE or ABSENT**. Time missed will need to be made up. Please be aware of the weather in Ohio, you are expected to be at your supervised practice based upon your site's schedule.

**Important General Information**

- ◆ Contact your preceptor and the MDN faculty directly for absences, or if you will be late on a

given day.

- ◆ Give your home/cell phone number and e-mail address to the dietitian on the first day. They may need to contact you about schedule changes.
- ◆ Professional behavior and dress is expected.– Business casual, no tennis shoes, no short shirts or skirts (no skin should show). Slacks should be dress casual (no jeans or scrubs).
- ◆ Avoid strong perfume or lotions as clients and patients are often sensitive to strong smells.
- ◆ You are expected to attend all supervised practice weekly classes – these are scheduled during your rotations and you will receive a schedule for all dates prior to the onset of your rotations.

### **Bring to Supervised Practice**

- ◆ Lab coat, name tag
- ◆ Calculator (or two)
- ◆ Clinical Notebook
- ◆ Any required/supplemental references
- ◆ Black pens/scrap paper, clipboard, or notebook

### **Expectations: Required Compliance with all components of the MDN Handbook**

- ◆ Communicate work completed or not completed to the dietitian in a timely manner
- ◆ Set weekly goals with your preceptor. Evaluate these goals weekly.
- ◆ Take the initiative to assure all competencies are completed.
- ◆ No use of computers for e-mail or web access during supervised practice unless it is a direct need for an assignment
- ◆ No use of cell phones on supervised practice time, no exceptions.

### **E\*Value**

- ◆ Complete time tracking every day at the end of your work day.
- ◆ Track all competencies completed and upload examples of your work.
- ◆ Complete your site evaluation and your preceptor evaluation for each rotation.
- ◆ Make sure your preceptor has access to E\*Value and if not, communicate in a timely fashion to faculty.

# Nutrition Entrepreneurship, Management and Leadership

3 Credit Hours

Class Schedule:

The Ohio State University

**Faculty:**

**Office Hours:** Upon Request

**Course Description:** Managerial leadership principles for the development /administration of clinical departments in the health care system. Integration of leadership literature and content with facilitated group discussion and learning circles to develop the skills required of leaders.

**Course Objectives:**

At the completion of this course, students will:

- Describe, understand and apply theoretical models of leadership and management.
- Identify key functions that leaders must manage and review their application in the healthcare environment.
- Review and critique peer-reviewed literature regarding leadership skills and behaviors.
- Critically explore current topics influencing leadership in the workplace.
- Design and participate in collaborative leadership learning circles.
- Initiate self-reflection and self-assessment to guide individual leader development.
- Apply research and leadership skills to support proposed entrepreneurial plan of action.

**Grading Policy:**

- The University’s standard grading scheme used for this course.
- Grades will be available for students to view on the course’s CARMEN website

Graded Item	Points per
Strengths Paper	50
Harvard Business Case	50
Study Review	
Synopsis (2)	
Creativity/Innovation	100
Group	
Entrepreneurial	
Project	
Final Culminating	100
Project	
Mid-term and Final	200
Exam	
Total	500

**Graded Item Descriptions:**

- See Modules in Carmen for overview of each assignment.

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  - Self-Service and Chat support: <http://ocio.osu.edu/selfservice> • Phone: 614-688-HELP (4357)

- Email: [8help@osu.edu](mailto:8help@osu.edu) • TDD: 614-688-8743

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check Carmen. Unless otherwise noted on the schedule below, grades and/or feedback will be posted 5 business days following the submission of an assignment or exam.

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### Weekly Course Schedule

Week	Topic	Readings	Assignments Due
ONE	<b>Introduction to Leadership and Evolution of Leadership Theory</b>	You Don't Need a Title to be a Leader Chronology of Leadership Study and Practice, 2nd edition. – Chapter 4: Leadership for Health Professionals Theory, Skills, and Applications Gerald R. Ledlow, M. Nicholas Coppola. Jones and Bartlett Learning, 2014.	<b>Small Group Activity:</b> Leaders in History – Small Group Activity <ul style="list-style-type: none"> <li>○ Choose a Leader in History</li> <li>○ Ideas: Nelson Mandela, Mother, Teresa, George Patton, Napoleon, Lincoln, Martin Luther King, Steve Jobs</li> <li>○ Why were they a leader? Describe their situation.</li> <li>○ Why did their style work at that time?</li> <li>○ Great man, behavioral or situational leadership style</li> <li>○ Describe 1 of Sanborn's Six Leadership Principles and how did it work for them?</li> </ul>
TWO	Personal Leader Behaviors and Competencies	Required Reading: <ul style="list-style-type: none"> <li>• Leadership Competencies – Society for Human Resource Management Website</li> <li>• Haden, J. The one attitude every successful person has. LinkedIn. June 29, 2015.</li> <li>• Petrie, N. Future trends in leadership development. Center for Creative Leadership. 2014 (white paper)</li> <li>• Watkins, M. How managers become leaders. Harvard Business Review June 2012.</li> </ul>	<b>Small Group Activity:</b> Compare and contrast required current and future leadership competencies (skills) and leadership development process <input type="checkbox"/> Compare and contrast leader

development programs – Ford Motor Company, Johns Hopkins University and Google

THREE	<b>Leadership Styles – Deep Dive</b>	<p>Rooke, D.; Torbert, W. Seven transformations of leadership.</p> <p>Russell, R.; Stone, A. A review of servant leadership attributes: developing a practical model. <i>Leadership and Organization Development</i> 23 (3): 145-157.</p> <p>Stone, A.; Russell, R.; Patterson, K. Transformational versus servant leadership: a difference in leadership focus. <i>Leadership and Organization Development</i> 25(4): 349-361.</p> <p>Metcalf, M. Level 5 Leadership: Leadership that transforms organizations and creates sustainable results. March 2008. <a href="http://www.integralleadershipreview.com">www.integralleadershipreview.com</a></p>	<p><b>Small Group Activity:</b> Review, describe and compare leadership styles for a character in a popular TV show</p> <p>Review different leadership styles – servant leadership; level 5 leaders; transactional and transformational leadership</p>
FOUR	<b>Strengths Based Leadership</b>	<p>Review strengths based approach to personal, career and academic achievement</p> <p>Review use of strengths in team development</p> <p>Complete strengths assessment prior to class</p>	<p><b>Supplemental Reading:</b></p> <p><input type="checkbox"/> Strengths Based Leadership; StrengthsCenter YouTube Channel</p> <p><b>REQUIRED HOMEWORK:</b></p> <p>Using my strengths Paper. Due next week by class time.</p>
FIVE	<b>Decision Making</b>	<p>Guerra-Lopez, I.; Blake, A. Leadership decision making and the use of data. <i>Performance Improvement Quarterly</i> 24(2): 89-104.</p> <p>Guinn, S.; Williamson, G. Eight habits of critical thinkers. June 2014. <a href="http://www.amanet.org">www.amanet.org</a></p> <p>Hammond, J.; Keeney, R.; Raiffa, H. <i>Smart Choices – A practical guide to decision making</i>. Chapter 1 and 11. Harvard Business School Press, 1999. Available as ebook through library.</p>	<p>Small Group Activity: Review of decision making, behaviors and approaches</p> <p><input type="checkbox"/> Small Group Activity: Decision Making – Real World Decision by a Company – Do a retroactive review using decision making points discussed in class. Did it achieve their desired outcome?</p>

SIX	Teams and Motivation	<p>Pentland. The New Science of Building Great Teams. Harvard Business Review. April 2012.</p> <p>T. Amabile, S. Kramer. The Power of Small Wins . Harvard Business Review. May 2011.</p> <p>C. Porath. Half of Employees Don't Feel Respected by their Bosses. Harvard Business Review. November 2014</p> <p>Watkins, M. Leading the Team You Inherit. Harvard Business Review. June 2016.</p>	<p>Review key information about teams, building teams and motivations</p> <p><input type="checkbox"/> Group Discussion-</p> <p>Harvard Business Case Study - Leading Change in the General Surgery Unit.</p>
Seven	<b>Communication, Feedback and Interpersonal Skills</b>	<p>. Barrett. Strong communication skills a must for today's leaders. Handbook of Business Strategy, Vol 7 (1): 385-390, 2006.</p> <p>M. Myatt. 10 Communication Secrets of Great Leaders. Forbes. April 14, 2012.</p> <p>Amy Cuddy. Your Body Language Shapes Who You Are. TED talks. (TED Global). June 2012.</p> <p>Carmello Gallo, Message Map: How to pitch anything in 15 seconds. YouTube video: <a href="https://www.youtube.com/watch?v=phyU2BThK4Q">https://www.youtube.com/watch?v=phyU2BThK4Q</a></p> <p>Center for Creative Leadership. 10 common mistakes in giving feedback. Video <a href="http://www.ccl.org/leadership/">http://www.ccl.org/leadership/</a></p> <p>J. Smith, V. Giange. 11 Email etiquette rules every professional should know. Business Insider Sept. 3, 2014.</p> <p>MIDTERM EXAM</p>	<p>Review key information about communication, leadership communication framework, and persuasive communication</p> <p><input type="checkbox"/> Analyze nonverbal behaviors and impact on communication</p> <p><input type="checkbox"/> Utilize different mediums to provide feedback about messages</p> <p><input type="checkbox"/> 2 person activity: Develop your own message map; present and</p> <p>Discuss keys to emotional intelligence and methods to manage yourself during interactions</p> <p>Discuss impact of EQ on leadership</p> <p>How will EQ impact others</p> <p>SelfAssessment- EQ</p> <p>Activities: Choices, Consequences and Dilemmas – Small</p>
EIGHT	Emotional Intelligence and Managing Yourself and Others	<p>Choices, Consequences and Dilemmas Podcast. Center for Creative Leadership. (website)</p> <p>Bregman, P. 3 Ways to Stop Yourself from Being Passive Aggressive. Harvard Business Review June 2016.</p> <p>Bradberry, T. These Types of People Never Succeed at Work. LinkedIn Pulse article. June 2016.</p> <p>The Explainer: Emotional Intelligence. Harvard Business Review Video. August 2015.</p> <p>Reardon, K. 7 Things to Say When a Conversation Turns Negative. Harvard Business Review. May 2016</p> <p><b>Supplemental Reading:</b></p>	<p>Discuss keys to emotional intelligence and methods to manage yourself during interactions</p> <p>Discuss impact of EQ on leadership</p> <p>How will EQ impact others</p> <p>SelfAssessment- EQ</p> <p>Activities: Choices, Consequences and Dilemmas – Small</p>

		Bradberry, T., Greaves, J. Emotional Intelligence 2.0.	group activity discussion  EQ Self-Assessment and Small Group Discussion
NINE	<b>Strategic Vision/Development and Appreciative Inquiry</b>	<p>Richer, MC, Ritchie, J, Marchionni, C. "If we can't do more, let's do it differently!" : using appreciative inquiry to promote innovative ideas for better health care work environments.</p> <p>Simon Sinek. TED Talks. Start with Why.</p> <p>Porter, M. What is Strategy? Harvard Business Review Nov-Dec 1996.</p> <p>Mintzberg, H. The fall and rise of strategic planning. Harvard Business Review Jan-Feb 1994.</p> <p>Rohm, H. Is there any strategy in your strategic plan? Balanced Scorecard Institute, 2008.</p>	<p>Review strategy, strategic planning logic and developing vision</p> <p>Discuss strategy maps, outcomes and process for development</p> <p>Review appreciative inquiry research, approach and integration into practice</p> <p>Facilitated Group Discussion: -Strategic Plan Development</p>
TEN	<b>Creativity and Innovation</b>	<p>Linda Hill. TED Talk. How to manage for collective creativity. (show in class)</p> <p>Linkner, J. 5 common myths about creativity. Forbes.com October 2015.</p> <p>Harvard Business Review articles – design thinking and creativity</p>	<p>Review how leaders set the stage for creativity and innovation</p> <p>Discuss why creativity and innovation will be a critical leadership skill set</p> <p>Small Group Activity Creativity/Innovation to get the brain going</p> <p>Identify a new group project or task— setting up small business model activity based on campus etc. They bring back that night</p>
Eleven	<b>Leading Change</b>	<p>Kotter, J. Accelerate! Harvard Business Review. November 2012.</p> <p>Battilana, J., Casciaro, T. The network secrets of great change agents. Harvard Business Review. July – August 2013.</p>	<p>Review operating systems that support change</p> <p>Discuss formal and informal networks of change</p>

		<p>Dinwoodie, D. Pasmore, W., Quinn, L., Rabin, R. Navigating Change: A Leader's Role. Center for Creative Leadership. White paper. (website access). 2015</p> <p>Katzenbach, J., Steffen, I., Kronley, C. Cultural change that sticks. Harvard Business Review. July – August 2012.</p>	<p>Review types of change required and networks that best support change</p> <p>Assess the impact of culture on change</p> <p><b>Small group activity: Review current change process</b></p>
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TWELVE	<b>Execution and Performance Management</b>	<p>Maubossin, M. The True Measures of Success. Harvard Business Review October 2012.</p> <p>Executive Overview: 4 disciplines of execution. YouTube. Franklin Covey (16:00 min)</p> <p>Schawabel, D. 4 Disciplines of Business Execution Forbes April 2012</p> <p>Goldsmith, M. 6 part structure for giving clear and actionable feedback. Harvard Business Review. August 2015</p> <p>Finnegan, D. 6 tips for using metrics in performance reviews. www.inc.com Feb 2015</p>	<p>Review and discuss development of performance statistics</p> <p>Identify common resources for healthcare statistics</p> <p>Review and discuss 4 disciplines of execution (Steven Covey)</p> <p>Use Discipline of Accountability to discuss performance management</p> <p>Performance Management – Sample Case discussion - Group</p>
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THIRTEEN	Pulling It All Together	<p>Groups of 3 or 4.</p> <p>Pick a movie, book or TV show – and complete a 35 – 40 minute presentation for the class on the last night of class</p> <p>Demonstrate the development of a character in the plot and identify their leadership behaviors</p> <p>Characterize the type of leader behavior they exhibit; reasons rationale and show examples of how this happens – Leadership Styles. Bring in an additional reference for type of leader style than those referenced in class.</p> <p>Incorporate at least two additional content topics from the class – decision making, creativity as examples and further develop how their leadership style impacted outcomes. Can use additional resources than those listed in class</p> <p>The group needs to effectively tell the leader story through visual and verbal communication. Think beyond PowerPoint to effectively tell the story.</p> <p>Evaluated on content, application of knowledge, communication, and team work skills.</p>	
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After presentation, class will provide feedback

FOURTEEN Group Presentations Entrepreneurial Project Plan due

FIFTEEN Final exam