Best Practice Schedule Eastern Region Meeting 2019

Friday, April 5, 2019

10:30-10:50 AM- Laura B. Frank, MPH, PhD, RD, LDN, Liz Emery, La Salle University; “Student Research as Change Agent:” Learning Needs Code(s): 1130, 1140, 3020, 4010, 9020, 9050

Our profession recognizes the need for our future dietitians to develop research skills that will advance dietetic practice and enhance the well-being of communities. A Capstone research project that identifies and addresses real-world issues on campus can both engage students in learning the process of applied research and serve as a stimulus for important enhancements to the campus community. This presentation will describe recent projects at La Salle that have included evaluation of problems such as student food insecurity, campus food waste, and the nutrition education/support needs of student athletes; these projects have led to changes in campus practices and even formed the basis for grant funding. Attendees will gain practical ideas for the development and implementation of activist student research projects.

10:50-11:00 AM- Kathleen Carozza, MA, RDN, FAND, DI Director & Wynnifred Hoodis, MS, RDN, Clinical Faculty Preceptor, College of Saint Elizabeth; “Clinical Faculty Preceptor Model for Acute Care Clinical Training of Dietetic Interns:” Learning Needs Code(s): 6030, 6080

The College of Saint Elizabeth’s combined Masters in Nutrition/Dietetic Internship program has implemented a clinical faculty model for training dietetic interns in cohorts at two partner teaching medical centers in central New Jersey. When our self-study was prepared in November 2015, it became clear that changes in the health care system and competition for clinical sites was a potential threat to the program’s future. A plan was developed to hire 2.0 FTE of clinical faculty preceptors and increase the internship slots from 20 to 36 to make the plan financially feasible. The operational change was implemented in fall of 2019.

Objectives/Outcomes:

- Participants will understand a paid clinical faculty preceptor model of educating dietetic interns in experiential learning in acute care clinical nutrition care.
- Participants will understand the financial feasibility, program expansion and business plan developed to justify the clinical faculty preceptor model.
- Participants will understand the day to day management of dietetic interns in this model.
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11:10 -11:30 AM - Jeanie Subach, EdD, RD, CSSD, LDN and Lori Klein, MPH, RDTR, R-RYT 500, West Chester University of Pennsylvania; “Modernizing Food and Nutrition Systems Curricula for Trending Food Preferences and Sustainability:” Learning Needs Code(s): 8100, 8018

Food preferences, eating patterns, and sustainability practices have changed over the last decade, requiring modification of the food and nutrition systems curriculum. This session identifies areas of the curriculum requiring change and strategies for effective implementation.

At the end of the presentation attendees will be able to:

- Recognize areas in the food and nutrition systems curriculum that may benefit from modification to improve sustainability.
- Adapt current content in food and nutrition systems curriculum to meet the needs of the contemporary dietetic student.
- Implement sustainable practices into food and nutrition systems curriculum.

11:30 -11:50 AM - Elizabeth Ruder, Rochester Institute of Technology; “Research for All! Engaging all dietetics undergraduates in original research:” Learning Needs Code(s): 9000, 9060, 9010

The future of the dietetics is dependent on research to guide practice, demonstrate effectiveness, and support the re-imbursement of services. Although Registered Dietitian Nutritionists (RDNs) express an interest in research, most do not participate in research and even fewer lead research studies.1-2 Registered Dietitian Nutritionists cite lack of research skills and expertise as barriers.3-5 Although exposure to research is required at the undergraduate level, few Didactic Programs require all students to engage in independent research at every step of the research process to fully equip students with the skills and confidence to conduct research. Health & Nutrition Research Foundations is a 3-credit course required of dietetics students at the Rochester Institute of Technology. Students employ research principles and integrate skills and knowledge from other courses to conduct student-led original research in nutrition and dietetics. This includes developing the research question, designing methods, obtaining Institutional Review Board approval, collecting and analyzing data, interpreting the results, and disseminating the findings in class with potential for presentation at the state level all within a 14-week semester. In addition, the course meets university Writing-Intensive-Program requirements and students are familiarized with software to support their research activities, including IBM SPSS statistics software and Mendeley for reference management.

Session attendees will learn effective methods for preparing students to engage in research in their careers; specifically, attendees will be able to: 1.) Summarize a feasible model for engaging undergraduates in original research over 1-semester 2.) Appraise the opportunities and challenges for both student and instructor in credit-bearing original research 3.) Propose ways to incorporate original research activities into existing dietetics curriculum.
Incorporating innovative educational technology in an online course has the potential to increase three types of interaction: student:content, student:student; and student:instructor. ARC online technology is designed to mimic the types of interactions students receive in face-to-face classrooms. ARC is an interactive video platform that allows students and instructors to engage, synchronously or asynchronously, using a video timeline. This presentation will include a demonstration of ARC technology and its application in different courses at three different levels (undergraduate, master’s, and doctoral).

Objectives:

After this session, attendees will:

- Describe the benefits of increasing learner engagement in an online course.
- Explain how to utilize ARC technology to improve student:content, student:student, and student:instructor interaction in the online classroom.
- Cite examples of how ARC can be applied across different levels of instruction (undergraduate, master’s, doctoral).