DIE 6516 – Professional Development in Dietetics
Summer 2017 – Section 7473

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Office hours: By appointment: Tuesday 1:30-3:30 PM by appt*
*Call Mindy Edwards at 352-294-3700 to schedule an appointment. If you can't make my regularly scheduled office hours, please call me or e-mail me directly to arrange a time to meet.

Class Meeting Time: Tuesday, 5:00-7:30 PM (except as noted in class schedule)

Class Location: Dietetics Lab

Attendance: Required

Credits: 2

Prerequisites: Successful completion of DIE 6938.

Co-Requisites: DIE 6944

Course Description: Professional development assessment, planning and evaluation for future dietetics professionals.

Objectives: Upon completion of this course, students will be able to:
- Create a professional development plan that: 1) reflects consideration of professional goals and assessment of current knowledge and skills identified by conducting a formal needs assessment; and 2) meets the requirements for continuing professional development set by the Commission on Dietetic Registration.
- Complete an employment interview with a prospective employer that incorporates best practices in preparing for and participating in an employment interview, and conduct a self-assessment/critique of the interview.
- Demonstrate an understanding of coding and billing for reimbursement of nutrition services by developing educational materials for practitioners and apply what you have learned, as appropriate, when working in rotations where reimbursement for services has been established.
- Differentiate between the Standards of Practice and the Standards of Professional Performance and assess practice-based scenarios for compliance with these standards.
- Supervise the integration of financial, human, physical and material resources and services to organize and conduct a professional development conference that focuses on contemporary topics/issues of importance to nutrition and dietetics professionals.

Objectives (continued)

- Perform self-assessment by indicating the level of competency achieved for all dietetics practice competencies, including the Nutrition Education and Wellness concentration, using a competency evaluation scoring matrix and a professional portfolio that references examples of work that demonstrate competency achievement.
- Differentiate between state licensure for dietitians/nutritionists and dietetic registration, apply state licensure laws to case scenarios to determine the implications, and identify and report potential examples of unlicensed activity.
- Identify situations in dietetics work settings that could result in medical errors and formulate strategies for preventing medical errors in dietetics practice settings.
- Describe the credentialing process for registered dietitian nutritionists and implement the steps needed to complete the credentialing process.
- Recognize the importance and value of serving as a preceptor and mentor for dietetics students and interns; identify the roles of a preceptor and mentor; describe the preparation and qualities needed to ensure that preceptors/mentors provide excellent training for dietetics students/interns; and outline the steps you will take to serve as a future preceptor/mentor.
- Demonstrate competency to practice as a dietitian through successful (70% or higher) completion of an exam covering test specifications similar to those used for the National Registration Examination for Dietitians.

Required Texts/Readings: There is no textbook for this course. Assigned readings will come from the Academy of Nutrition and Dietetics website (www.eatrightpro.org), professional journals and other appropriate resources. (Sample readings are listed at the end of syllabus.) Some course information and materials may be posted on Canvas (at http://lss.at.ufl.edu; see below for access information).

Student Evaluation:
Due to the nature of this course, attendance is required. (Exceptions will be made for excused absences as defined below. Students assigned to sites that are farther away than Ocala or Lake City will attend using an alternative medium such as Skype.) Thirty points will be subtracted from your total score for each class not attended. Excused absences are at the discretion of the instructor and must be arranged prior to the start of the class period. An "excused absence" is any unavoidable, unplanned situation such as an illness, death in the family, or car accident. However, to be fair to all students proof of the illness is required (e.g., note from physician or clinic; vague notes such as "was seen" are not acceptable), death (e.g., obituary), accident (e.g., police report), etc. Please notify the instructor about your situation as soon as possible. If the instructor is not available, please leave a message.

All assignments must be typed. All assignments must be submitted by 5:00 PM on the day they are due. Beginning with the due date, course work turned in late will be penalized by deducting 10% per day from the total value of the assignment.

Performance Indicators	Points
Professional Development Plan (Using Dream Wizard Demo)	50
Personal Professional Portfolio and Competency Matrix	50
Professional Development Conference (instructor evaluation of all aspects of program planning and execution and written report/evaluation (includes peer evaluation - letter grade and justification of grade for each team member)	125
Medical Errors Program Attendance/Completion and Contributions to Class Discussion	25
SOP/SOPP Quiz	15
Preceptor/Mentor Discussion and Video Assignment	60
Job Interview List of Questions and Self-Critique	S/U
Unlicensed Activity Report	S/U
Simulated Registration Examination for Dietitians and Completed CDR Eligibility Forms*	250
Total	**575**

*Students must earn a score of 70% or higher (175 pts). Students who do not achieve this level of performance will be required to repeat the exam as specified in the Dietetic Internship Handbook and Policy and Procedure Manual.

Grading scale: (Grades will not be curved.)

A = 537-575 93.34-100%	A- = 518-536 90-93.33%	B+ = 498-517 86.68-89.9%	B = 479-497 83.34-86.67%	B- = 460-478 80-83.33%
C+ = 441-459 76.78-79.9%	C = 422-440 73.34-76.67%	C- = 403-421 70-73.33%	D+ =383-402 66.68-69.9%	D =364-382 63.3466.67%
D- =345-363 60-63.33%	E = <345 <60%			

Student Preparation for Class: Students are expected to complete reading assignments in advance. Class preparation may require use of the Internet, library and/or other reference materials. Students are expected to bring materials printed from Canvas or other sites to class or have access to them on their computer/tablet.

How to Access E-Learning:
- Access requires a Gatorlink account. If you need to establish a Gatorlink account, go to http://www.gatorlink.ufl.edu/.
- Once you have created a Gatorlink account, access e-Learning support services home page at http://lss.at.ufl.edu. Select "e-Learning in Canvas". Log in using your Gatorlink ID. DIE 6516 should be listed under "courses". If you are unfamiliar with Canvas, information can be found under the "help" tab.

Academic Honesty: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/.

Software Use: All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Students with Disabilities: The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Contact information: 0001 Reid Hall, 392-8565, www.dso.ufl.edu/drc/.

Online Course Evaluation Process: Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

Student Complaints: The following link describes the University of Florida's policy related to student complaints.
Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

Service	Location	Phone	Web site	Services provided
University Counseling and Wellness Center	3190 Radio Road	352-392-1575	www.counseling.ufl.edu/cwc/	▪ Counseling Services - individual and group ▪ Groups and Workshops ▪ Outreach and Consultation ▪ Self-Help Library ▪ Wellness Coaching ▪ Training Programs ▪ Community Provider Database
U Matter We Care		352-294-CARE	www.umatter.ufl.edu	Care-related programs and resources for students and employees
Career Resource Center	First Floor J. Wayne Reitz Union	352-392-1601	www.crc.ufl.edu	Career development assistance and counseling

Other Information: Lecture material and information are the property of the University of Florida and the course instructor and may not be used for any commercial purpose. Students found in violation may be subject to disciplinary action under the University's Student Conduct Code. Only students formally registered for the course are permitted to attend lectures and take quizzes/tests.

Email: Students are required to check their email account(s) daily (at least Monday through Friday) and respond to course/program related requests, inquiries, etc. in a timely manner.

Other Information: Lecture material and information are the property of the University of Florida and the course instructor and may not be used for any commercial purpose. Students found in violation may be subject to disciplinary action under the University's Student Conduct Code. Only students formally registered for the course are permitted to attend lectures and take quizzes/tests.

Email: Students are required to check their email account(s) daily (at least Monday through Friday) and respond to course/program related requests, inquiries, etc. in a timely manner.

Assignments

Employment Interview
Prepare for an employment interview based on the information learned from the interview you completed in the Food Service Management rotation, the Employer Round Table Discussion, assigned readings and additional resources (see below). Schedule an interview with a prospective employer of registered dietitian nutritionists. This should be for a position you are seeking. (If you are not seeking a position or have not found a particular position that you would like to fill, schedule an interview with an employer in an area of dietetics that is of interest to you.) Research the organization and information about the position or similar positions. Prepare a list of the questions you have about the position, facility, etc., that you plan to ask during the interview. Submit your list to your instructor at least one week prior to the scheduled interview. Bring your portfolio (or appropriate selections) to the interview (even if it is not ready for your final submission) and your résumé to the interview and be prepared to show and explain examples of your work as appropriate. Critique your performance in narrative style, commenting on your comfort level, adequacy of preparation for the interview, ability to answer questions, your ability to draw on examples of work from your portfolio and internship experiences during the interview, ability to discuss/negotiate salary and benefits (e.g., AND membership, support for CPE/professional development, salary, etc. as appropriate), what you think went particularly well, what you would do differently, what surprised you (if anything) and any other relevant critiques of your performance. (Note: The ideas provided here are not an exhaustive list of things for you to critique.) Submit your questions and self-critique along with a cover page that includes the name of the facility, person(s) with whom you interviewed (include credentials), the position for which you interviewed, the date of the interview, type of interview (i.e., in person vs Skype, phone or other medium) and the position description/job announcement.

Assignment:		Due Date:
Assigned readings		In preparation for class on April 24, as well as the employment interview assignment
Attend employer round table discussion and ask questions		April 24

Additional resources to help prepare you for your interview:
     Sodexho Job Seeker Tips
     (http://www.sodexo.jobs/job_seeker_tips/)
		Prior to interview

List of questions to ask during your interview		One week **prior to** scheduled interview
Complete employment interview (last day to complete)		July 28
Self-critique (with cover sheet) of your interview		Aug 1 – last day to submit

Simulated Registration Examination for Dietitians

Assignment:		Due Date:
Review Food Service Calculations and Participate in Simulated Registration Examination Challenge Session – Parts 1 & 2		April 26
Complete Simulated RD Exam		July 14

Licensure and Unlicensed Activity Report

Demonstrate an understanding of licensure rules and regulations by working through licensure case scenario questions in class. Know where to obtain information about licensure including the licensure application. Understand the importance of reporting unlicensed activity. Identify one or more cases of suspected unlicensed activity and complete an unlicensed activity report. Submit the report to your instructor along with a justification for making the report. Include relevant documentation.

Assignment:		Due Date:
Read the Florida Dietetics and Nutrition Practice Act http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0400-0499/0468/0468PARTXContentsIndex.html		Review during class on May 2
Licensure case scenarios quiz		May 2 (in class)
Unlicensed activity report, documentation and justification for making the report		June 30 (last day to submit)

Coding and Billing for Reimbursement

Read assigned articles/Web sites and attend the class on coding and billing. Complete coding and billing case studies in class. Apply what you have learned, as appropriate, when working in rotations where reimbursement for services has been established and in future practice settings as applicable.

Assignment		Due Date
Read articles		Prior to class on May 9
Attend class and complete in class case studies		May 9
Coding and Billing Assignment		June 12

Standards of Practice and Standards of Professional Performance

Read the Academy's 2012 Standards of Practice and Standards of Professional Performance (SOP/SOPP). Information about the 2012 SOP/SOPP can also be obtained through an online seminar (Academy Scope of Practice for RDs or RDNs and DTRs: What Educators and Students Need to Know) available at http://www.eatrightpro.org/resource/practice/quality-management/scope-of-practice/webinar-academy-scope-of-practice-for-rds-rdns-and-dtrs-

what-educators-and-students-need-to-know. (You must read the document, but completing the webinar is optional.)

Assignment:	Due Date:
Read articles related to the Standards of Practice and Standards of Professional Performance	Prior to class on May 16
Quiz and Class Discussion	May 16

Professional Development Plan

Attend the lecture on the professional development plan. Complete a needs assessment (including self-reflection step) to identify essential competencies relevant to your future roles and interests in dietetics and nutrition using the Practice Competency Profile. Use this to develop a Learning Plan that best reflects your practice needs and goals. Available on the Commission on Dietetic Registration (CDR) website (https://secure.eatright.org/CGI-BIN/lansaweb?wam=DW3000&webrtn=entrywr&ml=LANSA:XHTML&part=PRD&lang=ENG).

Assignment:	Due Date:
Practice Competency Profile	May 23 (complete during class)
Learning Plan	May 23 (complete during class)
Complete CDR Registration Eligibility Forms	May 23 (complete during class)

Current Issues in Professional Development: Medical Errors

Read assigned articles on medical errors and attend the lecture/complete an online course that satisfies the Florida licensure requirement for training in the prevention of medical errors (see below). I am suggesting the online course available at: http://www.pdresources.org. The title of the course is: Preventing Medical Errors in Nutrition and Dietetics. Two versions are available, a video or a print version. The cost is $28.00 for either of these online formats. I have received permission for you to purchase the online course at half price ($14.00). You will need to use the code: Gina. As part of a group discussion on the prevention of medical errors, each student is expected to: 1) share examples of preventive measures taken to safeguard against medical errors observed during rotations; 2) describe potential medical errors that could occur due to the absence of appropriate safeguards related to nutrition and dietetics; and 3) share examples of medical errors observed during rotations and strategies for preventing them in the future.

Assignment:	Due Date:
Completion of Medical Errors Course that meets Florida licensure requirements; submission of Certificate of Completion	June 6
Completion of Readings and Class Discussion	June 6

Site Preceptors and Mentors: Giving Back to Your Profession

Complete the readings posted on Canvas and engage in a class discussion related to the process of becoming a site preceptor/mentor; training opportunities; roles and responsibilities; and the importance and value of being a site preceptor/mentor. Identify a site preceptor with whom you have worked and request to complete a video interview with them related to their role as a

site preceptor/mentor. (Please choose someone who was not interviewed last year.) Develop a list of questions to ask (e.g., what made them decide to become a preceptor/mentor; how long have they been a preceptor/mentor; what they get out of it/what they like about it; top preceptor moment; etc.) and conduct the interview. Edit the video as needed and conduct a screening of your video in class. (Note: You may use your Smartphone or other device to create the video.)

Assignment:		Due Date:
Readings (posted on Canvas)		Prior to class on July 5
Class Discussion		July 5
List of Interview Questions		One week prior to scheduled interview
Video Presentations		July 5

Professional Development Conference – Implementation of Business Plan - Group Project
Implement the business plan you developed in DIE 6938. Finalize all aspects of your plan according to your timeline, execute your plan, evaluate the outcome of your conference, and prepare a final report. Each student must individually evaluate the performance of each team member using the team member evaluation form.

Assignment:		Due Date:
Conference		July 27
Final report and evaluation*		August 1
Team member evaluations		August 1

*In addition to the final revised version of the conference report you developed during the spring semester, the final report and evaluation must include a summary of the attendees' evaluations of the conference and your evaluation of all aspects of your plan and the conference. The report should be detailed, and it must include proposed budget, actual expenditures, explanation of budget deviations, copies of all materials developed/distributed (save the date, brochure/flyer, agenda, displays, exhibitor/donor solicitation materials, contracts – if applicable, etc.), forms submitted to CDR, menu, photos, etc. The original copy of the attendance sheet and licensure sign-in sheet must be included. The Co-Chairs are responsible for follow up with post-conference details, including ensuring that all invoices are received and paid and all receipts, reimbursements, etc. are handled properly and in a timely manner. If you have any questions about this assignment, please consult your instructor.

Personal Professional Portfolio Develop a Personal Professional Portfolio that specifically portrays your efforts, progress and achievements related to the competencies for entry-level dietitians established by ACEND and those developed for the Nutrition Education and Wellness concentration, as well as general achievements and readiness for professional practice. Examples of the types of things to include in your portfolio are: your updated résumé (must be included); awards, honors, scholarships, certificates (avoid including items from high school in this category; items should be relevant to your future career); letters of commendation (again,

these should be more recent and relevant to your future career); forms developed; educational materials developed/published (i.e., EDIS publications, handouts, manuals, workbooks, curricula, booklets, etc.); research abstracts/manuscripts; newsletters/newspaper articles; certifications – Food Handlers, CPR, etc.; professional meetings attended (**GAND attendance certificates – must be included**) or meetings/conferences at which you made a presentation; sample chart notes (protect confidentiality); other appropriate information; participation in health fairs – flyers, pictures, etc.; and other appropriate information (i.e., list of examples of what to include is not complete). Evaluate your professional development status using the competency matrix and reference the examples of work in your portfolio that demonstrate how you met this competency, as appropriate. Submit your portfolio and competency matrix evaluation.

Assignment:	Due Date:
Professional Portfolio & Competency Matrix	July 31 (must include conference work)

Tentative Class Schedule*

Month	Day	Topic
April	24 (M) (pre-semester)	■ Employment Interviews – Round Table Discussion with Employers of Registered Dietitians ■ Simulated Registration Examination Challenge Session – Part 1
	26 (W) (pre-semester)	■ Review Food Service Calculations and Participate in Simulated Registration Examination Challenge Session – Parts 1 & 2
May	2 (T)	■ Syllabus Review ■ Licensure for Dietitians ■ Conference Planning Update (Note: out of town student via Skype)
	9 (T)	■ Professional Development Issues: Reimbursement for Services – Coding and Billing Overview and In-Class Case Studies (Note: out of town student via Skype)
	16 (T)	■ Standards of Practice and Standards of Professional Performance (Instructor Acosta) (Note: out of town student via Skype)
	23 (T)	■ The Commission on Dietetic Registration (CDR) Professional Development Planning Process and Requirements (Professional Development Portfolio) ■ The Credentialing Process for Dietetic Registration
	30 (T)	■ Project Work Time: Portfolio Update; Preceptor Interview Video; CEU Conference
June	6 (T)	■ Medical Errors Discussion (complete online medical errors course on your own prior to class; see description in earlier section of syllabus for details) ■ (Note: out of town students via Skype)
	13 (T)	■ NO CLASS (pre-semester class on April 24 counts for today)
	20	■ BREAK WEEK – NO CLASS
	27	■ NO CLASS (pre-semester class on April 26 counts for today)
July	5 (W)	■ Preceptor Video Viewing – "The Emmys" ■ Conference Planning Update

Month	Day	Topic
July	11	▪ Nutrition Informatics
	14 (F)	▪ Assessing Readiness for Professional Practice: Simulated Registration Examination for Dietitians: 8:30 AM-1:00 PM McCarty B computer room (counts as a double class period)
	27 (Th)	▪ Professional Development Conference: Cultural Competence, Ethics, and Health Disparities: Lessons for Food and Nutrition Professionals
August	1	▪ No CLASS (Double class on July 14 counts for today)

*Subject to change.
Due to internship rotations at distant sites, class will not be conducted every week of the semester. Total contact hours for this course will be met via longer class meetings on some dates or classes conducted before the beginning of the semester.

READINGS
Tentative list of readings. Additional readings or substitutions for readings may be made with advance notice. Readings marked with an asterisk are required.

Preparing for Employment Interviews
*Fox MJ. Reinvent your resume. J Acad Nutr Diet 2014; 114:533-536.

Rogers D. Compensation and benefits survey 2015. *J Am Diet Assoc*. 2016;116(3): 370, 372, 374, 376, 378, 380–384, 386–388.

Peregrin T. LinkedIn profile makeover: optimizing your professional online profile. J Acad Nutr Diet. 2012;112:23-25.

Mathieu J. Revamping your resume for your specialty. J Am Diet Assoc. 2010;110:353-360.

Switt JT. Hiring the right person the first time: tips on conducting a job interview. J Am Diet Assoc. 2008;108:1118-1120

Brown D. (2007) Unique careers for dietetics professionals. J Am Diet Assoc 105:S17-S18.

*Pinkley RL. Salary and compensation negotiation skills for young professionals. J Am Diet Assoc. 2007;107:S23-S27.

*Mathieu J. Getting that first job: search and resume tips. J Am Diet Assoc. 2006;106:1338-11345.

*Mathieu J. Getting that first job: tips for the interview. J Am Diet Assoc. 2006;106:1546-1548.

Standards of Practice/Standards of Professional Performance

*Academy of Nutrition and Dietetics Quality Management Committee and Scope of Practice Subcommittee of the Quality Management Committee. Academy of Nutrition and Dietetics: Revised 2012 Standards of Practice in Nutrition Care and Standards of Professional Performance for Registered Dietitians. J Acad Nutr Diet. 2013;113 (Suppl 2):S29-S45.

*Academy of Nutrition and Dietetics Quality Management Committee and Scope of Practice Subcommittee of the Quality Management Committee. Academy of Nutrition and Dietetics: Scope of Practice for the Registered Dietitian. J Acad Nutr Diet. 2013;113 (Suppl 2):S17-S28.

*Academy of Nutrition and Dietetics Quality Management Committee and Scope of Practice Subcommittee of the Quality Management Committee. Academy of Nutrition and Dietetics: Scope of Practice in Nutrition and Dietetics. J Acad Nutr Diet. 2013;113 (Suppl 2):S11-S16.

Academy of Nutrition and Dietetics Quality Management Committee and Scope of Practice Subcommittee of the Quality Management Committee. Academy of Nutrition and Dietetics: Scope of Practice Decision Tool: A self-assessment guide. J Acad Nutr Diet. 2013;113 (Suppl 2):S10.

Dorner B and Stieber MR. Academy Scope of Practice: Tools for Determining Competence and Advancing Practice. Acad Nutr Diet. 2013;113 (Suppl 2):S7-8.

Licensure

*The 2016 Florida Statutes. Florida Legislature Web site. http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0400-0499/0468/0468PARTXContentsIndex.html. Accessed May 2, 2017.

Site Preceptors and Mentors

*Crayton E. Are you willing and available to be a preceptor? *J Am Diet Assoc*. 2016;116(4):561.

*Harrison S, Molaison E. Evaluation of mentoring skills in the University of Southern Mississippi Dietetic Internship preceptors. *J Am Diet Assoc.* 2015;115(9):A51.

*Oler J, Peterson L, Vance N, Archuleta M, Odei J. Needs assessment for dietetic preceptor training. *J Am Diet Assoc.* 2015;115(9):A49.

*Connor SL. Preceptors enrich practice, profession. *J Am Diet Assoc.* 2015;115(3):337.

*Connor SL. Meeting the needs of the future. *J Am Diet Assoc.* 2015;115(1):11.

*Rodriguez JC. Servant Leadership: helping people make wise choices. *J Am Diet Assoc.* 2014;114(5):S5

*Bergman EA. Be a preceptor: create tomorrow's leaders. *J Am Diet Assoc*. 2013;113(4):493.

*Winham DM, Wooden AA, Morse L, Mayol-Kreiser S, Shepard C, Hutchins AM, Hampl JS. Training interns: barriers and motivators to being a preceptor in Arizona. *J Am Diet Assoc.* 2012;112(9):A52.

Coding and Billing for Reimbursement
*Lowry JS, Johnston J, Hoppman M. Implementation of malnutrition coding: a success story. *Support Line*. 2015;37(6):12-16.

*Phillips W. Accurate documentation of malnutrition diagnosis reflects increased healthcare resource utilization. *Nutr Clin Pract*. 2015;30(5):604-608.

*Parrish CR. Coding for malnutrition in the adult patient: what the physician needs to know. *Pract Gastroenterol*. 2014:38(9):56-64.

Medical Errors Prevention
*Medical errors online course: http://www.pdresources.org (course offered by Professional Development Resources).

*Bozzetti V, Barzaghi M, Ventura ML, Tagliabue PE. Impact of a dedicated enteral feeding system in an Italian NICU. JPEN 2014:38(4):510-512.

*Staebler S. Enteral feeding misconnections in the NICU. Adv Neonatal Care. 2013:13(6):44-453.Natl Assoc Neonatal Nurses

*Fleischman EK. Innovative application of bar coding technology to breast milk administration. J Perinat Neonat Nurs. 2013: 27(2):145-150.

Boyce B. Hospital-acquired conditions: knowing, preventing and treating them can make RDs and DTRs an invaluable part of the health care team. J Acad Nutr Diet. 2012:112:476-481.

Wu AW, Lipshutz AK, Pronovost PJ. Effectiveness and efficiency of root cause analysis in medicine. JAMA. 2008:299(6):685-687.

Stow J. Using medical-error reporting to drive patient safety efforts. *AORN J. 2006:.*84(3):406-8, 411-414; 417-420; quiz 421-424.

Porter C. A new emphasis on health care safety, quality, and cost containment: how will this affect dietetics practice? *J Am Diet Assoc. 2004;*104(11):1667-70.

Phillips MW. Avoiding medical errors: JCAHO documentation requirements. *J Am Diet Assoc. 2004;104:171-173.*

Cook DJ, Montori VM, McMullin JP, Finfer SR, Rocker GM. Improving patients' safety locally: changing clinician behavior. *Lancet. 2004;* 363(10)1224-30.

Palmer ME, Haller C, McKinney PE et al. Adverse events associated with dietary supplements: an observational study. *Lancet. 2003;*361:101-106.

Professional Development Process and Planning

*Review the Commission on Dietetic Registration Essential Practice Competencies Information for Students available at <http://www.cdrnet.org/competencies-for-students>

http://www.cdrnet.org/competencies-for-educators

Stein K. Career development in nutrition and dietetics: carving out your own route. J Acad Nutr Diet. 2012;112: 1528-1538.

Mathieu J. Moving into management. J Acad Nutr Diet. 2012;112 (suppl 2): S16-S17.

*Duffy RL. The value of lifelong learning: key element in professional career development. *J Am Diet Assoc*. 1999;99(5):538-43.

Dietetic Registration Process, Requirements and Standards

*Commission on Dietetic Registration. (2017) Registration Examination for Dietitians: Handbook for Candidates. Chicago, IL: American Dietetic Association. (Available from CDR under About CDR select Dietetics Program Students and Graduate tab; then click on Registration Examinations Handbook for Candidates and Study Outline; finally, under Registration Examination for Dietitians, you will see the 2017 Handbook for Candidates; <http://www.cdrnet.org/>. **(Students should review this thoroughly before taking the RD exam.)**

*Commission on Dietetic Registration. (2016) Study Guide for the Registration Examination for Dietitians, 10th edition. Chicago, IL: American Dietetic Association. (Copies distributed by Dr. Kauwell along with voucher for practice examination.)

Noeller B, Ketcham JT, Gilbert JA. (2006) The development of test specifications for the registration examinations. *J Am Diet Assoc*. 106(8):1263-5.

Cotugna N, Vickery CE. (2001) Perceptions and evaluation of the computerized registration examination for dietitians. *J Am Diet Assoc*. 101(12):1453-5.

Commission on Dietetic Registration. (1998) Computer-based certification tests integrate testing, scoring, increase convenience. *J Am Diet Assoc*. 98(10):1102.