Standard 5: Curriculum and Learning Activities

The Core Knowledge must be the basis on which the program curriculum and learning activities are built within the context of the mission and goals of the program.

REQUIRED ELEMENTS:

5.1 The Program’s curriculum must be designed to ensure the breadth and depth of requisite knowledge needed for entry to supervised practice to become a registered dietitian nutritionist.

a. The program’s curriculum must include the following required components, including prerequisites:

1. Research methodology, interpretation of research literature and integration of research principles into evidence-based practice
2. Communication skills sufficient for entry into professional practice
3. Principles and techniques of effective education, counseling and behavior change theories and techniques
4. Governance of nutrition and dietetics practice, 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
5. Principles of medical nutrition therapy and the Nutrition Care Process
6. Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention
7. Management theories and business principles required to deliver programs and services
8. Continuous quality management of food and nutrition services
9. Fundamentals of public policy, including the legislative and regulatory basis of nutrition and dietetics practice
10. Health care delivery systems (such as accountable care organizations, managed care, medical homes)
11. Coding and billing of nutrition and dietetics services to obtain reimbursement for services from public or private payers, fee-for-service and value-based payment systems
12. Food science and food systems, environmental sustainability, techniques of food preparation and development and modification and evaluation of recipes, menus and food products acceptable to diverse populations
13. Organic chemistry, biochemistry, anatomy, physiology, genetics, microbiology, pharmacology, statistics, logic, nutrient metabolism, integrative and functional nutrition and nutrition across the lifespan
14. Cultural competence and human diversity; human behavior, psychology, sociology or anthropology
Standard 5: Cont.

b. The program’s curriculum must prepare students with the following core knowledge:

1. Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.
   
   **Knowledge**
   
   Upon completion of the program, graduates are able to:
   
   KRDN 1.1: Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.
   
   KRDN 1.2: Use current information technologies to locate and apply evidence-based guidelines and protocols.
   
   KRDN 1.3: Apply critical thinking skills.

2. Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.
   
   **Knowledge**
   
   Upon completion of the program, graduates are able to:
   
   KRDN 2.1: Demonstrate effective and professional oral and written communication and documentation.
   
   KRDN 2.2: Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and describe interprofessional relationships in various practice settings.
   
   KRDN 2.3: Assess the impact of a public policy position on nutrition and dietetics practice.
   
   KRDN 2.4: Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.
   
   KRDN 2.5: Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services.
   
   KRDN 2.6: Demonstrate an understanding of cultural competence/sensitivity.
   
   KRDN 2.7: Demonstrate identification with the nutrition and dietetics profession through activities such as participation in professional organizations and defending a position on issues impacting the nutrition and dietetics profession.
   
   KRDN 2.8: Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

   
   **Knowledge**
   
   Upon completion of the program, graduates are able to:
   
   KRDN 3.1: Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.
KRDN 3.2: Develop an educational session or program/educational strategy for a target population.
KRDN 3.3: Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.
KRDN 3.4: Explain the processes involved in delivering quality food and nutrition services.
KRDN 3.5: Describe basic concepts of nutritional genomics.

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

Knowledge
Upon completion of the program, graduates are able to:
KRDN 4.1: Apply management theories to the development of programs or services
KRDN 4.2: Evaluate a budget and interpret financial data
KRDN 4.3: Describe the regulation system related to billing and coding, what services are reimbursable by third party payers, and how reimbursement may be obtained.
KRDN 4.4: Apply the principles of human resource management to different situations.
KRDN 4.5: Describe safety principles related to food, personnel and customers.
KRDN 4.6: Analyze data for assessment and evaluate data to be used in decision-making for continuous quality improvement.

5.2 A curriculum map must be developed that:

a. Identifies didactic courses and experiential learning experiences, if used, which occur in various settings or practice areas that students will complete to meet the required curriculum components and core knowledge and

b. Sequentially and logically organizes the progression of didactic courses from introductory to more advanced learning activities and builds on previous knowledge or experience to achieve the expected depth and breadth of knowledge by completion of the program.

5.3 The program’s curriculum must provide learning activities to attain the breadth and depth of the required curriculum components and core knowledge. Syllabi for courses taught within the academic unit must include these learning activities with the associated KRDNs.

a. Learning activities must prepare students for professional practice with patients/clients with various conditions, including but not limited to overweight and obesity; endocrine disorders; cancer; malnutrition and cardiovascular, gastrointestinal and renal diseases.

b. Learning activities must prepare students to implement the Nutrition Care Process with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and older adults.
c. Learning activities must use a variety of educational approaches necessary for delivery of curriculum content, to meet learner needs and to facilitate learning objectives.