

WORK EXPERIENCE PROJECTS FOR BOTH COORDINATED AND DIDACTIC PROGRAM ADMISSION

Experience Projects

Developed November 9, 2005

Revised July 18, 2006

Revised December 2009

General Description

The projects have four categories:

- Clinical Nutrition Projects and Community Nutrition Projects
- Food Service Operations Projects
- Continuous Learning Projects
- Volunteer Hours that do not fit into projects but count as hours toward Medical-Nutrition and Community Nutrition hours or Food Service Operations Hours

Each project is worth a specified number of hours. Each project has objectives for the projects, tasks to be completed and specified documentation. The required documentation needs to be kept in your professional portfolio and will be included with your application for the Coordinated Program and Didactic Program. Volunteer hours without additional project requirements can also be included at 1 hour of credit for each 2 hours volunteered. Volunteer hours must have written proof of completion and are not encouraged in replacement of Work Experience Projects.

The required hours are as follows:

Clinical Nutrition and Community Nutrition = 60 hours

Food Service Operations = 70 hours

Continuous Learning = 10 for CP and 20 for DPD

The goals for the work experience projects are as follows:

- Allow students greater exposure into the field of dietetics as they complete their coursework.
- Allow students to develop professional and personal skills in interacting with people and organizations.
- Prepare students for supervised practice in the coordinated program or internship

The objectives of the work experience project descriptions are as follows:

- Provide students with direction regarding possible projects and the requirements for documentation.
- Provide flexibility in obtaining pertinent dietetics-related experience.
- Demand less time and provide more direction for RDs who are assisting students with their projects.
- Allow students to select projects that best fit their passions, career goals, and life schedules.

Employment opportunities and structured volunteer experience is always preferred over a work experience project. The Manhattan area and KSU campus offer students a wealth of employment and volunteer opportunities. If you have questions, contact Roni Schwartz at rmschwar@humecksu.edu.

STUDENT WORK EXPERIENCE PROJECTS
Required hours for food service operations = 70

FOOD SERVICE OPERATIONS PROJECTS
REVISED JANUARY, 2009

FOOD SERVICE WORK EXPERIENCE = 25 - 50 project hours per each employment experience or position

Suggested employment opportunities:

- KSU Dining Services
- Diet Aide work at Mercy Regional Medical Center or other health care systems
- Diet Aide work at long term care facilities
- School food service cafeteria work
- Food service work at child care center
- Deli or restaurant prep worker or cook

Objectives:

- Learn the responsibilities of a food service employee.
- Experience the atmosphere of a food service operation.
- Learn the processes involved in transforming a received inventory item into a served product.
- Gain insight into customer contact and problem solving.

Tasks:

- Obtain a position in one of the following areas
 - Food pre-prep (veg prep, ingredient room, storeroom, meat dept, produce dept., etc)
 - Food preparation (cook, cook=s helper, food assembly, etc)
 - Bakery
 - Cashier (25 hours max)
 - Service of food (wait staff, bar tender, cafeteria line service) (35 hours max)
- Orient yourself with the policies and procedures of the position.
- Follow required schedule and job outline.
- Complete any assigned tasks.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List one important fact learned from the experience:
- List one skill acquired from the experience:
- Briefly state why this experience mattered to your professional development.

FOOD SERVICE MANAGEMENT SHADOWING EXPERIENCE = 5 HOURS PER WORK DAY SHADOWED (required course work hours cannot be used as a shadowing experience)**

Objectives:

- Learn the responsibilities of a food service manager, director, or owner.

- Experience the atmosphere of a food service operation.
- Learn the processes involved from receiving food items to final service of a product to the customer.
- Visualize meal service in a food service operation
- Review the processes utilized to insure safe, quality food items.
- Observe customer contact and human resource interaction.

Tasks:

- Schedule a shadowing day with a food service manager.
- Follow the food service manager in the course of a normal work day.
- Obtain information on how the position fits into the entire process of the food service operation.
- Obtain information on what other types of positions play a roll in this operation.
- Review the policies and procedures used for this position.
- Follow a food item from prep, through production, to service.
- Obtain information on how customer needs and desires are obtained.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List one important fact learned from the experience:
- List one skill acquired from the experience:
- Briefly state why this experience mattered to your professional development.

FOOD SERVICE MANAGEMENT RESEARCH PROJECT = 5 HOURS FOR EACH WORKDAY PROVIDED

Objectives:

- Investigate the management research being done at KSU.
- Identify research protocols.
- Understand/practice data collection.

Tasks:

- Locate a professor or graduate student working on management research.
- Assist with management research data collection.
- Assist in developing surveys.
- Assist in developing recording/verification/reporting materials.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List one important fact learned from the experience:
- List one skill acquired from the experience:
- Briefly state why this experience mattered to your professional development.

RECIPE DEVELOPMENT PROJECT = 8 HOURS PER PROJECT (24 HOURS MAX)

Objectives:

- Learn the process of developing a new recipe.
- Experience the interaction between various food service personnel required to develop a new item.

- Review the testing of the item through to the evaluation of the prepared product.

Tasks:

- Locate a food service manager, supervisor, menu planner, etc who desires to add a new menu item to their selection.
- Determine the food item to be developed (will it be new, improving an existing item, etc).
- Determine the desires of the facility and customers.
- Evaluate the preparation and service capabilities of the operation.
- Decide on the item to be developed.
- Locate or develop a recipe.
- Investigate the cost of each ingredient and the time needed to prepare the item.
- Develop a standardized recipe, cost chart for the item, and service plan/style.
- Test, taste, and evaluate the new item.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List one important fact learned from the experience:
- List one skill acquired from the experience:
- Briefly state why this experience mattered to your professional development.

SANITARIAN SHADOWING EXPERIENCE = 5 HOURS PER UNIT SHADOWED (20 HOURS MAX)

Objectives:

- Learn the process of a sanitation inspection
- Learn to recognize inappropriate sanitary practices in a food service operation
- Experience the communication process between and inspector and a food service operator

Tasks:

- Locate a sanitarian (facility, county, state, etc) that is willing to allow you to shadow them during a routine inspection .
- Schedule a time to shadow this sanitarian.
- Obtain information on how violations are documented and followed-up
- Review documentation materials used.
- Remain confidential about the location and findings of the inspection.
- Obtain a blank copy of the inspection forms used.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List one important fact learned from the experience:
- List one skill acquired from the experience:
- Briefly state why this experience mattered to your professional development.

INTERVIEW A HUMAN RESOURCES DIRECTOR/MANAGER = 2 HOURS PER INTERVIEW (4 HOURS MAX)

Objectives:

- Become familiar with the importance of proper human resources practices.
- Become familiar with the responsibilities of a manager in the tasks of hiring, employing, and dismissing of personnel.
- Interview a resource manager and discuss the following:
 - Advertising for a position/recruitment
 - Interviewing for prospective employees/selection
 - Orientation of new employees - facility and departmental
- Documentation:
 - Hours credited to the project:
 - Actual hours worked or volunteered:
 - List one important fact learned from the experience:
 - List one skill acquired from the experience:
 - Briefly state why this experience mattered to your professional development.

INTERVIEW A FINANCIAL DEPARTMENT DIRECTOR/MANAGER = 2 HOURS PER INTERVIEW (4 HOURS MAX)

Objectives:

- Become familiar with the importance of financial knowledge in a management position.
- Become familiar with the responsibilities of a manager in developing a budget, maintaining a budget, and making needed financial decisions.

Tasks:

- Interview a financial manager and discuss the following:
 - The importance of financial knowledge and not rely entirely on an accountant for the manager.
 - Basic managerial knowledge of a budget and budgeting process?
 - Managerial coordination with an accountant to make the process of maintaining a successful business easier.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List one important fact learned from the experience:
- List one skill acquired from the experience:
- Briefly state why this experience mattered to your professional development.

STUDENT EXTRA-CURRICULAR EXPERIENCE PROJECTS
Required hours for medical nutrition and community nutrition = 60

CLINICAL NUTRITION AND COMMUNITY NUTRITION PROJECTS
REVISED JANUARY, 2009

DIETARY ASSISTANT OR DIET OFFICE WORK AT MEDICAL CENTER OR HOSPITAL = 40 Project Hours

Objectives:

- Recognize modified diet requirements
- Interact with patients and health care staff
- Facilitate the efficient functioning of a tray line

Tasks:

- Interact with nursing staff regarding patient meals/snacks/supplements
- Check patient menus against diet modifications for accuracy
- Prepare and deliver snacks to patients
- Check trays on tray line for accuracy

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

HOMEMAKING POSITION AT MEADOWLARK = 40 project hours

Objectives:

- Learn new process of individualized meal service provision in home-type setting for skilled nursing care
- Comprehend the challenges of the elderly in remaining adequately nourished and hydrated
- Experience intake calculations and medical record documentation
- Learn the challenges of dysphagia and learn the process for food texture and liquid modification

Tasks:

- Prepare individualized, modified, meals for clients in a “medical home”
 - Prepare 20 meals per shift
 - Prepare each meal to order from resident
- Preparation of individual meals requires:
 - Review of menu and preference books
 - Review of medical diet order
 - Review of texture needs and purees and thickeners foods and beverages
- Handle patient preference, meal complaints, and intake problems
 - Document food intake percentage and fluid intake
- Complete specialized calorie and protein counts
- Observe ordering process for homemaker kitchen supplies and processes

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

MODIFIED DIET EXPERIENCE = 20 HOURS

Objectives:

- Comprehend a modified diet/nutrition instruction from the perspective of a client.
- Experience the lifestyle changes required to follow a modified diet.

Tasks:

- Obtain a modified diet/nutrition instruction from an RD currently in practice that is similar to diets frequently prescribed for clients (i.e. diabetic diet using carbohydrate counting, gluten-free diet, dysphagia diet, lipid lowering diet, 2-4 gram sodium diet).
- Follow the guidelines/restrictions of that diet for five days, including meal preparation, packing lunches, eating out and grocery shopping.
- Keep a food intake journal of all foods consumed for those five days and review with RD if possible.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

INPATIENT RD SHADOWING EXPERIENCE = 5 HOURS PER WORK DAY SHADOWED

Objectives:

- Identify the position responsibilities of a clinical RD.
- Experience the atmosphere of an inpatient setting.
- Recognize the nutrition screening process.
- Visualize meal service in an inpatient setting.
- Identify modified diets utilized.
- Observe client counseling process (if possible).
- Recognize diet manual utilized.

Tasks:

- Schedule a shadowing day with a clinical RD.
- Follow RD in course of a normal work day.
- Obtain information on how clients are screened for nutritional risk.
- Obtain information on types of consults provided by RD.
- Review patient education materials used.
- Review diet manual used.
- Review Regular and Modified menus.
- Follow a tray from trayline to meal service.
- Obtain information on how patient meal selections are obtained.

- Locate the following manuals on a nursing unit: diet, emergency, infection control.
- Obtain information on enteral and parenteral nutrition protocols for facility and products utilized.
- Observe nutrition client education being provided (if possible).
- Observe charting and monitoring format utilized.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

RD ASSISTANCE PROJECT = 5 HOURS FOR EACH WORK DAY PROVIDED

Objectives:

- Assist with the development of resources needed for successful RD practice.

Tasks:

- Assist an RD in revising or developing in-house client teaching materials. OR
- Complete a journal search on topic of interest for RD. OR
- Complete an information search for acceptable client education web sites OR
- Complete an information search on herbal supplements, nutritional supplements and functional foods benefits and risks.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

NUTRITION RESEARCH PROJECT = 10 HOURS FOR EACH WORK DAY PROVIDED

Objectives:

- Identify the types of nutrition research being done at KSU.
- Recognize research protocols.
- Learn details of data collection.

Tasks:

- Locate extension specialist or RD working on nutrition research.
- Assist with nutrition research data collection.
- Assist in developing surveys.
- Assist in developing educational materials.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

DIVERSITY PROJECT = 10 HOURS

Objectives:

- Comprehend religious diversity.
- Identify food/nutrition requirements of varying religious practices.

Tasks:

- Select three different religions each with specific food/nutrition requirements.
- Research each religion using on-line or library resources including special observance days, founding and history and specific food/nutrition requirements.
- Interview a person from each selected religion in regards to their personal food/nutrition practices and allowances made for illness and hospitalization.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

PUBLIC POLICY PROJECT = 5 HOURS

Objectives:

- State current ADA public policy initiatives.
- Describe legislative efforts at local, state and national level.

Tasks:

- Research three public policy issues being addressed by ADA.
- Interview local dietetics association legislative representative.
- Interview a legislative chairperson with KDA.
- Locate personal state and national representatives and senators

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

REIMBURSEMENT PROJECT = 5 HOURS

Objectives:

- Research third party reimbursement initiatives at ADA and KDA levels.
- Learn Medicare reimbursement requirements regarding charting and coding for services.

Tasks:

- Review Medical Nutrition Therapy web page at eatright.org.
- Interview KDA or District Reimbursement Chairperson.
- Interview an RD in clinic, hospital or private practice currently filing for third party reimbursement. Review charting requirements for Medicare reimbursement. Review HIPPA requirements. Review filing procedures for private insurance reimbursement.

- Write a sample, simulated, progress note that would fulfill Medicare requirements.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

ATHLETIC TRAINING PROJECT = 5 HOURS

Objectives:

- Identify nutrition for athletic performance.
- Explain health/safety recommendations for athletic training.

Tasks:

- Read ADA position paper on Nutrition and Athletic Performance.
- Interview RD or Nutritionist working in the field of sports nutrition.
- Interview athletic trainer or personal trainer.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

EATING DISORDERS PROJECT = 5 HOURS

Objectives:

- Comprehend the complexity of eating disorders.
- Describe the medical and nutrition care for persons with eating disorders.

Tasks:

- Read ADA Position Paper on Nutrition Intervention in Treatment of Anorexia Nervosa, Bulimia Nervosa, and EDNOS.
- Interview RD who counsels eating disorder clients.
- Interview licensed therapist or psychologist who counsels eating disorder clients.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

PALLIATIVE CARE PROJECT = 5 HOURS.

Objectives:

- Learn the end of life concerns/care.
- Recognize nutrition support in palliative care.
- Learn about Hospice services.

Tasks:

- Read ADA position paper on Ethical and legal issues in nutrition, hydration and feeding.
- Interview RD who is a member on a palliative care committee or nutrition support team regarding palliative nutrition care.
- Interview a Hospice professional or a hospital chaplain regarding Advanced Directives and end of life care.

Documentation

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

SPECIALIZED CHILDHOOD NUTRITION NEEDS PROJECT = 20 – 40 HOURS

Objectives:

- Identify the nutritional and medical needs of children with chronic illness or disabilities.
- Volunteer time and energy assisting children with special needs.

Tasks:

- Read ADA position paper on Providing nutritional services for infants, children and adults with developmental disorders and special health needs.
- Volunteer or work at a summer camp for children with chronic illnesses, special needs or disabilities.
- Research the specific needs of those children prior to the start of camp via Internet or library search.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

NUTRITION FOR THE ELDERLY PROJECT = 30 HOURS

Objectives:

- Acknowledge the nutritional needs of the elderly.
- Understand the challenges society and individual families face in caring for the elderly.

Tasks:

- Volunteer for 10 hours in an assisted living or long-term care facility (helping with meal and snack service etc.)
- Interview a staff RD or Consultant RD in assisted living or long-term care facility regarding special nutritional needs of the elderly.

- Review a cycle menu from an assisted living or long-term care facility.
- Interview four residents of an assisted living center or long term care facility regarding their particular food preferences and nutritional needs – i.e. taste changes, chewing, special diets, digestion etc.
- Interview faculty member of a Gerontology Program regarding the challenges society faces in caring for the aging population.
- Interview a person currently caring for an elderly person in their home regarding the challenges of providing for care.
- Read the ADA Position Paper on Liberalized diets for older adults in long-term care.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

ORAL HEALTH PROJECT = 5 HOURS

Objectives:

- Recognize the importance of nutrition in oral health.
- Note the impact of oral disease on food intake.

Tasks:

- Read ADA position paper on Oral health and nutrition.
- Read ADA position paper on Fluoride and health.
- Interview dentist or dental hygienist on oral health care and impact of oral diseases on general health.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

WEIGHT MANAGEMENT PROJECT = 5 HOURS

Objectives:

- Describe the research about obesity and options for treatment.
- Observe the marketing of weight loss programs.

Tasks:

- Read ADA position paper on Weight management.
- Interview RD in weight management clinical practice.
- Evaluate marketing of 5 weight loss programs for safety and effectiveness.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:

- Briefly state why this experience mattered to your professional development.

INTERVIEW AN RD IN PRACTICE PROJECT = 1 HOURS PER INTERVIEW

Objectives:

- Investigate the variety of employment opportunities available to RDs.
- Recognize position responsibilities for RDs.

Task:

- Interview a practicing RD – clinical, media, marketing, product sales, private practice, etc.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

PATIENT EDUCATION AUDIT EXPERIENCE = 2 HOURS PER CLASS AUDITED

Objectives:

- Observe a course taught to clients on an outpatient basis.
- Recognize the format of client courses.

Task:

- Schedule with RD to attend/audit a class on diabetes, cardiac rehabilitation, pregnancy-breastfeeding etc.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

WIC NUTRITION PROJECT = 10 HOURS

Objectives:

- Identify the community services provided by WIC program.
- Recognize the position responsibilities of WIC care provider.

Tasks:

- Read ADA position paper on Child and adolescent food and nutrition programs.
- Shadow a WIC care provider for one day.
 - Review client needs
 - Review documentation required
 - Review education provided
 - Review qualifications for program participation
- Complete 8 hours of volunteer work:
 - Stock shelves in WIC store
 - Develop teaching materials
 - Assist with data gathering

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

COMMUNITY HUNGER PROJECT = 20 HOURS

Objectives:

- Explain the challenges of local and global hunger.
- Identify agencies designed to address the needs of the poor.

Tasks:

- Read ADA position paper on World hunger, malnutrition and food insecurity.
- Investigate five local or global agencies that address hunger and malnutrition.
- Volunteer 20 hours at soup kitchen, homeless shelter, or food pantry.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

PRESCHOOL FOOD EDUCATION PROJECT = 10 HOURS

Objectives:

- Identify the learning needs of pre-school children.
- Provide pre-school presentation.

Tasks:

- Read ADA position paper on Dietary guidance for healthy children ages 2-11.
- Interview a pre-school teacher regarding the eating preferences of students and how pre-schoolers learn.
- Develop and present a pre-school presentation on food or nutrition. Have outline approved by pre-school teacher before presentation. Provide taste samples if allowed.

Documentation:

- Hours credited to the project:
 - Actual hours worked or volunteered:
 - List three facts learned from the experience:
 - Briefly state why this experience mattered to your professional development.
-
- Hours credited to the project:
 - Actual hours worked or volunteered:
 - List one important fact learned from the experience:
 - List one skill acquired from the experience:
 - Briefly state why this experience mattered to your professional development.
 - Briefly state why this experience mattered to your professional development.

BASIC EDUCATION PRESENTATION FOR HEALTH PROMOTION = 10 HOURS

Objectives:

- Describe health promotion and disease prevention.
- Practice age-specific nutrition presentation.

Tasks:

- Read ADA position paper on Role of dietetics professionals in health promotion and disease prevention.
- Develop presentation for group of adults on an aspect of nutrition for health promotion and disease prevention i.e. antioxidants, low fat cooking, health eating out, portion control etc.
- Have group leader/contact pre-approve presentation outline.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

FOOD SAFETY AND SECURITY PROJECT = 5 HOURS

Objectives:

- Investigate the concerns of food and water safety.

Tasks:

- Read ADA position paper on Food and water safety.
- Interview health department inspector.

- Interview KSU faculty member involved with study of food and water safety.

Documentation:

- Hours credited to the project:
- Actual hours worked or volunteered:
- List three facts learned from the experience:
- Briefly state why this experience mattered to your professional development.

Additional projects completed by students in the past that require application and selection. Also require individual project sheet from Roni Schwartz – 108 Justin Hall.

SNAC Club

Full of Ourselves at middle schools

Project Plan with Manhattan schools

PAC-CATS mentoring program through the recreation center

Work as Certified Nurse Assistant

After school programs and snack programs

Work with Area Agency on Aging

Extension projects or internships

Summer internships

If you have an employment or volunteer opportunity that does not match a work experience project listed, contact Roni Schwartz at rmschwar@ksu.edu to see if the experience can count for one of the four categories of projects.

STUDENT WORK EXPERIENCE PROJECTS
CONTINUOUS LEARNING PROJECTS:
Required hours: 10 for CP and 20 for DPD

Professional seminars, in-services and personal development seminars may be used for continuous learning project hours. Hours granted are determined by length of seminar or class. Hours may be obtained from community college personal development seminars, community learning centers or professional seminars.

Non-dietetics continuous learning

Objective:

- Participate in opportunities for continuous learning.
- Experience food and health education outside dietetics curricula.

Tasks:

- Attend a seminar or non-credit course
- Seminars and non-credit course topics may include
 - Conflict resolution
 - Signs of illness in children
 - Aging
 - Personal safety and self defense
 - Holistic healing
 - Stress management
 - Grant writing
 - Fund raising
 - Entrepreneurship
 - Money management
 - Working with the media
 - Brain gym
 - Personal organization
 - Wine appreciation
 - Tea/coffee courses
 - Gourmet cooking class
 - Web page design
 - Conversational language
 - Assisting aging parents
 - Food/fitness to fight cancer
 - Guide to getting published
 - Writing skills
 - Speaking skills
 - Presentation skills
 - Technical writing
 - Tours and travel courses
 - Career planning
 - Resume development
 - Meditation and relaxation

Documentation:

- List all the continuing education events attended:

- Include certificates of attendance in portfolio or CP application

RD PROFESSIONAL MEETINGS:

Objectives:

- Participate in professional continuous learning.
- Network with dietetics professionals

KDA = 10 hours

District meeting = 1 hour

SDA meeting with speaker = 1 hour

Department/College sponsored lectures = hour for hour

Department/College sponsored seminars = hour for hour

University sponsored lectures (appropriate to major) = hour for hour

Documentation:

- List all the continuing education events attended:
- Provide certificates of attendance except for SDA meeting speakers.