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Teaching Management & Research Competencies in Dietetic Education through **Student Participation in Research**

**Kathy Kress, MS, RD,LDN
Associate Professor
Saint Louis University**

- to promote greater student interest in both management and research while teaching management & research competencies.
- develop awareness of opportunities to promote partnerships and collaboration with researchers to develop confidence and interest in *conducting research* within undergraduate dietetic students.



The Academy of Nutrition and Dietetics has long maintained a strong commitment to **management and research** in dietetic education.

<http://www.eatrightacend.org/ACEND/>

[2012 Standards for Didactic Programs in Nutrition and Dietetics](#)

**ACEND Accreditation Standards for
Didactic Programs in Nutrition & Dietetics** Leading to Supervised Practice

July 31, 2013 Update Version 1.04 of the 2008 DPD Standards
Adopted February 24, 2012, Effective as of June 1, 2012



Tip



Narrative



Exhibits



Recommended Model for Future Education Released 2015 for Comment :

<http://www.eatrightacend.org/ACEND/content.aspx?id=6442485290>

The Challenge

Most dietetic students select the field of dietetics because of their passion for nutrition knowledge & education, not management nor research.

- **Only 12% of RD's are in management & 6% in research**

The full report of the 2013 Compensation and Benefits Survey of the Dietetics Profession is available for free to Academy members (\$250 for non-members)

at: www.eatright.org/salariesurvey.

- **The art and science of dietetics are rooted in research, yet clinical dietitians do not generally participate in the research process.**

Slawson, D.L. et al. *Research and the clinical dietitian: Perceptions of the research process and preferred routes to obtaining research skills*. J Am Diet Assoc. 2000;100: 1144-1147



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The Assignment

- As part of an undergraduate dietetics management course, Food Systems Management II, students were assigned to faculty members involved in funded research or with those developing research plans. **Each student was assigned a project within the research plan or planning process that involved a management function such as budgeting, costing, menu planning, quality assurance, or marketing.** Each student was required to read the research proposal, and collect detailed information about the research plan in addition to the assigned activity. Each student presented to the class an overview of the research plan as well as the project they completed.



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The Assignment

Overview of practicum site: location, type of facility & services provided, **target market**, overall budget information (% food cost, % labor cost or overall summary of **financial management/budget**). 10 points

Management/leadership: organizational structure including names and titles (who reports to whom), overview of responsibilities of manager or researcher and their management style (description or examples of leadership style or skills demonstrated or described). 10 points

Project: example of (forms, data, etc.), discuss highlights of project assignment: **what you learned and how it applies to class topics** (discuss similarities or differences to text or lecture notes), describe how project/data helped manager perform or accomplish management functions or tasks. 10 points

Other areas or observations that apply to class (MUST include 3): more detailed budget information or samples, marketing concepts, human resources practices (training etc.), computer applications used, production or costing controls observed or utilized. 10 points

Visual media/Power Point slides & verbal communication during presentation. Must be presented using Microsoft power point. Clear, concise, organized, easy to follow, professional appearance, tone, and language/wording. Time limit 20 minutes +/- 2 minutes. 10 points



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Steps to implementation

- Finding and establishing connections with researchers & graduate students conducting research.
- Developing projects within the research plan that involved management functions & examples.
- Determining how best to share experiences of each student's involvement in research so all students would benefit.

Research involvement example

Researcher: Dr. Brent Tetri, Hepatobiliary specialist SLU Medical School.

Study objective: To determine if feeding subjects a diet high in trans fats (20 g/d) would cause liver enzyme elevation or interfere with the ability of plasma high density lipoproteins to remove cholesterol from cholesterol-load macrophages in culture.

Student assignment: Students assisted in modifying & standardizing high trans fat muffins and cookie recipes used in the study. They proved recipe trans fats content met study requirements by entering recipe data into nutrient analysis software. They also determined total food cost and cost per portion for each recipe for research proposal budgeting.



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Research planning example

Researcher: Ted Weiss, Associate Professor, Dept. Nutrition & Dietetics', SLU

Background: Most patients with heart failure (HF) are overweight or obese & many have micronutrient deficiencies. There is a lack of knowledge about the effects of weight loss & optimal nutrition in this population. This study was designed to evaluate the feasibility and safety of intentional weight loss with a micronutrient-rich diet for overweight and obese patients with HF. **Methods:** Patients with systolic HF would be randomized to 6 months of a nutrient-rich diet designed to reduce body weight by 6-10% or a usual care control group.

Student assignment: Student was responsible for modifying the DASH diet to reduce calories to 1400, 1600, & 1800 calorie level, and proving macro & micronutrient requirements desired were provided by nutrient analysis. Another student determined the food cost for each menu for the research proposal budget.



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The Outcome

- Student participation in research stimulated **greater student interest in both management and research** for all students.
 - All students reported a **greater interest in management & research careers.**
 - All students reported a **greater willingness to be involved in management & research activities** within their careers.



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