

قسم التغذية والصحة

STUDENT HANDBOOK

**Coordinated Program in Dietetics
Nutrition and Health Department
College of Food and Agriculture
United Arab Emirates University**

“UAEU continues to rise to its important role in the field of education, research, and community service according to best international standards, with a strong focus on preparing distinctive students and graduates by developing their skills, strengthening their commitment to their national identity, and their ability to be innovative, creative and competitive in today’s job market”.

His Highness Sheikh Hamdan Mubarak Al Nahyan
Chancellor, United Arab Emirates University

Table of Contents

The Coordinated Program in Dietetics.....	5
Mission, Goals, and Outcome Measures.....	5
Accreditation Status	6
The Academy of Nutrition and Dietetics	7
Mission, Vision, and Values	7
The Academy of Nutrition and Dietetics	8
Code of Ethics for the Profession of Dietetics	8
ACEND Core Knowledge and Competencies for the RD/Learning Outcomes for the Coordinated Program in Dietetics	12
Licensing Requirements for Dietitians in the Emirate of Abu Dhabi.....	18
Course Catalog	19
Policies and Procedures	20
UAEU Policies and Procedures.....	21
Admission to the Coordinated Program in Dietetics	22
Completion of the Coordinated Program in Dietetics	23
Academic Records and Privacy of Information/Personal Files	24
Advising Students Enrolling in the Coordinated Program in Dietetics.....	25
Placement for a Dietetic Internship	27
Comparable Courses.....	28
Assessment of Student/Intern Learning.....	29
Students at Risk	30
Late Assignment.....	31
Attendance.....	32
Credit Hours for Dietetic Supervised Practice Experiences	33
Code of Student Conduct.....	35
Social Behavior	36
The Honor Code	38
Requests for Letters of Recommendations.....	41
Qualification for Verification Statement	42
Student Complaints and Grievances.....	43

Community Service in the Coordinated Program in Dietetics	44
Courtesy.....	45
Computer Literacy.....	46
Dietetic Computer Lab	47
Dress and Grooming.....	49
Students Support Services	51
Travel Liability Insurance	52
Malpractice Liability Insurance.....	53
Medical Insurance	54
Illness or Injury While in a Facility for Supervised Practice.....	55
Standards for Oral Presentations	56
Portfolio.....	57
File System.....	58
Standards for an Acceptable Paper.....	63
Standards for an Acceptable Paper: Format Guidelines	66
Standards for an Acceptable Paper: Reference Guide.....	70
Standards for an Acceptable Case Study Presentation	74
Faculty Directory of Coordinated Program in Dietetics.....	76

UNITED ARAB EMIRATES UNIVERSITY
College of Food and Agriculture
Department of Nutrition and Health
The Coordinated Program in Dietetics
Mission, Goals, and Outcome Measures

Program Mission

The mission of the Coordinated Program in Dietetics at UAEU is to develop competent graduates, who are highly-qualified Dietetic Professionals, to improve the nutritional well-being and health of the UAE population.

Program Goals and Objectives

Goal #1 - The program will prepare graduates to be competent, entry-level dietitians.

Objectives:

- a. Over a 5-year period, 80% of graduates will pass the National licensing examination on their first attempt.
- b. Over a 5-year period and within 12 months of completing the program, at least 60% of graduates seeking employment will have obtained employment related to their major, and/or pursued advanced education programs.
- c. Over a 5-year period, all employers responding to surveys on a scale of 1-5 (5=excellent) will rate graduates as 3 (satisfactory) or better for knowledge, skills and competencies for entry level.
- d. Over a 5-year period, 80% of program graduates will rate their education experience and preparation for entry level practice as 3 (satisfactory) or above on a five point scale.
- e. 85% of students will complete the program requirements within 45 months from the time of enrollment in the CPD (150% of the time allowed).

Goal #2 - The program will prepare graduates who demonstrate leadership and a commitment to community service.

Objectives:

- a. Over a 5-year period, 80% of graduates will indicate on the alumni survey, and show evidence, that they actively participate in community service activities.
- b. Over a 5-year period, 60% of graduates will be active members of professional associations within 12 months post-graduation.
- c. Over a 5-year period, all employers responding to surveys on a scale of 1-5 (5=excellent) will rate graduates as 3 (satisfactory) or better for demonstration of leadership skills.

Outcome data measuring achievement of program objectives are available on request.

Accreditation Status

The Coordinated Program in Dietetics at UAEU is currently working towards acquiring accreditation from the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (A.N.D); 120 South Riverside Plaza, Suite 2000; Chicago, IL 60606-6995, 1(312) 899-0040 ext. 5400.

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

The Coordinated Program in Dietetics (CPD) definition:

1. Provides for the achievement of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) Core Knowledge and Competencies for the RD
2. Academic program that is authorized under applicable law by the UAE Ministry of Higher Education to provide an educational program beyond secondary education culminating in a minimum of a baccalaureate degree
3. Provides for the achievement of the ACEND Core Competencies for Entry-Level Dietitians through 1200 hours of supervised practice experience.

The Academy of Nutrition and Dietetics

Mission, Vision, and Values

Mission

Leading the future of dietetics

Vision

Academy of Nutrition and Dietetics Members are the most valued source of food and nutrition services

Values

Customer Focus - operates with consideration for the needs and expectations of internal and external customers

Integrity - acts ethically, with accountability and attention to excellence

Innovation - fosters an environment of positive change through creativity and continuous improvement

Life-Long Learning - takes personal accountability for own competence and seeks opportunities for continued learning

Collaboration - promotes open dialogue, cooperation and the sharing of knowledge

Inclusivity - demonstrates respect and sensitivity toward and appreciation for, the backgrounds, differences, and points of view of others

Social Responsibility - guides decisions and actions by considering economic, environmental and social implications

The Academy of Nutrition and Dietetics Code of Ethics for the Profession of Dietetics

PREAMBLE

The Academy of Nutrition and Dietetics (A.N.D) and its credentialing agency, the Commission on Dietetic Registration (CDR), believe it is in the best interest of the profession and the public it serves to have a Code of Ethics in place that provides guidance to dietetics practitioners in their professional practice and conduct. Dietetics practitioners have voluntarily adopted this Code of Ethics to reflect the values (Figure) and ethical principles guiding the dietetics profession and to set forth commitments and obligations of the dietetics practitioner to the public, clients, the profession, colleagues, and other professionals. The current Code of Ethics was approved on June 2, 2009, by the A.N.D Board of Directors, House of Delegates, and the Commission on Dietetic Registration.

APPLICATION

The Code of Ethics applies to the following practitioners:

- (a) In its entirety to members of the Academy who are Registered Dietitians (RDs) or Dietetic Technicians, Registered (DTRs);
- (b) Except for sections dealing solely with the credential, to all members of A.N.D who are not RDs or DTRs; and
- (c) Except for aspects dealing solely with membership, to all RDs and DTRs who are not members of A.N.D. All individuals to whom the Code applies are referred to as “dietetics practitioners,” and all such individuals who are RDs and DTRs shall be known as “credentialed practitioners.” By accepting membership in A.N.D and/or accepting and maintaining CDR credentials, all members of A.N.D and credentialed dietetics practitioners agree to abide by the Code.

PRINCIPLES

Fundamental Principles

1. The dietetics practitioner conducts himself/herself with honesty, integrity, and fairness.

2. The dietetics practitioner supports and promotes high standards of professional practice.

The dietetics practitioner accepts the obligation to protect clients, the public, and the profession by upholding the Code of Ethics for the Profession of Dietetics and by reporting perceived violations of the Code through the processes established by A.N.D and its credentialing agency, CDR. Responsibilities to the Public

3. The dietetics practitioner considers the health, safety, and welfare of the public at all times.

The dietetics practitioner will report inappropriate behavior or treatment of a client by another dietetics practitioner or other professionals.

4. The dietetics practitioner complies with all laws and regulations applicable or related to the profession or to the practitioner’s ethical obligations as described in this Code.

- a. The dietetics practitioner must not be convicted of a crime under the laws of the United States, whether a felony or a misdemeanor, an essential element of which is dishonesty.
- b. The dietetics practitioner must not be disciplined by a state for conduct that would violate one or more of these principles.
- c. The dietetics practitioner must not commit an act of misfeasance or malfeasance that is directly related to the practice of the profession as determined by a court of competent jurisdiction, a licensing board, or an agency of a governmental body.

5. The dietetics practitioner provides professional services with objectivity and with respect for the unique needs and values of individuals.

- a. The dietetics practitioner does not, in professional practice, discriminate against others on the basis of race, ethnicity, creed, religion, disability, gender, age, gender identity, sexual orientation, national origin, economic status, or any other legally protected category.
- b. The dietetics practitioner provides services in a manner that is sensitive to cultural differences.
- c. The dietetics practitioner does not engage in sexual harassment in connection with professional practice.

6. The dietetics practitioner does not engage in false or misleading practices or communications.

- a. The dietetics practitioner does not engage in false or deceptive advertising of his or her services.
- b. The dietetics practitioner promotes or endorses specific goods or products only in a manner that is not false and misleading.
- c. The dietetics practitioner provides accurate and truthful information in communicating with the public.

7. The dietetics practitioner withdraws from professional practice when unable to fulfill his or her professional duties and responsibilities to clients and others.

- a. The dietetics practitioner withdraws from practice when he/ she has engaged in abuse of a substance such that it could affect his or her practice.
- b. The dietetics practitioner ceases practice when he or she has been adjudged by a court to be mentally incompetent.
- c. The dietetics practitioner will not engage in practice when he or she has a condition that substantially impairs his or her ability to provide effective service to others.

Responsibilities to Clients

8. The dietetics practitioner recognizes and exercises professional judgment within the limits of his or her qualifications and collaborates with others, seeks counsel, or makes referrals as appropriate.

9. The dietetics practitioner treats clients and patients with respect and consideration.

- a. The dietetics practitioner provides sufficient information to enable clients and others to make their own informed decisions.
- b. The dietetics practitioner respects the client's right to make decisions regarding the recommended plan of care, including consent, modification, or refusal.

- 10. The dietetics practitioner protects confidential information and makes full disclosure about any limitations on his or her ability to guarantee full confidentiality.**
- 11. The dietetics practitioner, in dealing with and providing services to clients and others, complies with the same principles set forth above in “Responsibilities to the Public” (Principles #3-7).**

Responsibilities to the Profession

12. The dietetics practitioner practices dietetics based on evidence- based principles and current information.

13. The dietetics practitioner presents reliable and substantiated information and interprets controversial information without personal bias, recognizing that legitimate differences of opinion exist.

14. The dietetics practitioner assumes a life-long responsibility and accountability for personal competence in practice, consistent with accepted professional standards, continually striving to increase professional knowledge and skills and to apply them in practice.

15. The dietetics practitioner is alert to the occurrence of a real or potential conflict of interest and takes appropriate action whenever a conflict arises.

a. The dietetics practitioner makes full disclosure of any real or perceived conflict of interest.

b. When a conflict of interest cannot be resolved by disclosure, the dietetics practitioner takes such other action as may be necessary to eliminate the conflict, including recusal from an office, position, or practice situation.

16. The dietetics practitioner permits the use of his or her name for the purpose of certifying that dietetics services have been rendered only if he or she has provided or supervised the provision of those services.

17. The dietetics practitioner accurately presents professional qualifications and credentials.

a. The dietetics practitioner, in seeking, maintaining, and using credentials provided by CDR provides accurate information and complies with all requirements imposed by CDR.

The dietetics practitioner uses CDR-awarded credentials (“RD” or “Registered Dietitian”; “DTR” or “Dietetic Technician, Registered”; “CS” or “Certified Specialist”; and “FAND” or “Fellow of the Academy of Nutrition and Dietetics”) only when the credential is current and authorized by CDR.

b. The dietetics practitioner does not aid any other person in violating any CDR requirements, or in representing himself or herself as CDR-credentialed when he or she is not.

18. The dietetics practitioner does not invite, accept, or offer gifts, monetary incentives, or other considerations that affect or reasonably give an appearance of affecting his/her professional judgment.

Clarification of Principle:

a. Whether a gift, incentive, or other item of consideration shall be viewed to affect, or give the appearance of affecting, a dietetics practitioner’s professional judgment is dependent on all factors relating to the transaction, including the amount or value of the

consideration, the likelihood that the practitioner's judgment will or is intended to be affected, the position held by the practitioner, and whether the consideration is offered or generally available to persons other than the practitioner.

b. It shall not be a violation of this principle for a dietetics practitioner to accept compensation as a consultant or employee or as part of a research grant or corporate sponsorship program, provided the relationship is openly disclosed and the practitioner acts with integrity in performing the services or responsibilities.

c. This principle shall not preclude a dietetics practitioner from accepting gifts of nominal value, attendance at educational programs, meals in connection with educational exchanges of information, free samples of products, or similar items, as long as such items are not offered in exchange for or with the expectation of, and do not result in, conduct or services that are contrary to the practitioner's professional judgment.

d. The test for appearance of impropriety is whether the conduct would create in reasonable minds a perception that the dietetics practitioner's ability to carry out professional responsibilities with integrity, impartiality, and competence is impaired.

Responsibilities to Colleagues and Other Professionals

19. The dietetics practitioner demonstrates respect for the values, rights, knowledge, and skills of colleagues and other professionals.

a. The dietetics practitioner does not engage in dishonest, misleading, or inappropriate business practices that demonstrate a disregard for the rights or interests of others.

b. The dietetics practitioner provides objective evaluations of performance for employees and coworkers, candidates for employment, students, professional association memberships, awards, or scholarships, making all reasonable efforts to avoid bias in the professional evaluation of others.

ACEND Core Knowledge and Competencies for the RD/Learning Outcomes for the Coordinated Program in Dietetics

1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice	
Core Knowledge for the RD (Didactic Courses)	COMPETENCIES for the RD (SUPERVISED PRACTICE)
KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice. Examples of evidence-based guidelines and protocols include the ADA Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites.	Upon completion of the CP, graduates are able to: CRD 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives. (Tip: Outcomes may include clinical, programmatic, quality, productivity, economic or other outcomes in wellness, management, sports, clinical settings, etc. CRD 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice CRD 1.3: Justify programs, products, services and care using appropriate evidence or data CRD 1.4: Evaluate emerging research for application in dietetics practice CRD 1.5: Conduct research projects using appropriate research methods, ethical procedures and statistical analysis
2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.	
Core Knowledge for the RD (Didactic Courses)	COMPETENCIES for the RD (SUPERVISED PRACTICE)

KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice KRD 2.2: The curriculum must provide principles and techniques of effective counseling methods. KRD 2.3: The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.	Upon completion of the CP, graduates are able to: CRD 2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics CRD 2.2: Demonstrate professional writing skills in preparing professional communications (Tip: Examples include research manuscripts, project proposals, education materials, policies and procedures) CRD 2.3: Design, implement and evaluate presentations to a target audience (Tip: A quality presentation considers life experiences, cultural diversity and educational background of the target audience) CRD 2.4: Use effective education and counseling skills to facilitate behavior change CRD 2.5: Demonstrate active participation, teamwork and contributions in group settings CRD 2.6: Assign patient care activities to DTRs and/or support personnel as appropriate (Tip: In completing the task, students/interns should consider the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility) CRD 2.7: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice CRD 2.8: Apply leadership skills to achieve desired outcomes CRD 2.9: Participate in professional and community organizations CRD 2.10: Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services. (Tip: Other health professionals include physicians, nurses, pharmacists, etc.)

	CRD 2.11: Demonstrate professional attributes within various organizational cultures (Tip: Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethics) CRD 2.12: Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration CRD 2.13: Demonstrate negotiation skills. (Tip: Demonstrating negotiating skills includes showing assertiveness when needed, while respecting life experiences, cultural diversity and educational background of the other parties.)
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3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations

Core Knowledge for the RD (Didactic Courses)	COMPETENCIES for the RD (SUPERVISED PRACTICE)
KRD 3.1: The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation. KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention. KRD 3.3: The curriculum must include education and behavior change theories and techniques.	CRD 3.1: Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings CRD 3.1.a: Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered CRD 3.1.b: Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements CRD 3.1.c: Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting

	and managing intervention CRD 3.1.d: Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis CRD 3.1.e: Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting CRD 3.2: Demonstrate effective communications skills for clinical and customer services in a variety of formats. (Tip: Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing) CRD 3.3: Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management (Tip: Students/interns should consider health messages and interventions that integrate the consumer's desire for taste, convenience and economy with the need for nutrition, food safety) CRD 3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends CRD 3.5: Coordinate procurement, production, distribution and service of goods and services. (Tip: Students/interns should demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.) CRD 3.6: Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals
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4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations

Core Knowledge for the RD (Didactic Courses)	COMPETENCIES for the RD (SUPERVISED PRACTICE)
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KRD 4.1: The curriculum must include management and business theories and principles required to deliver programs and services. KRD 4.2: The curriculum must include content related to quality management of food and nutrition services. KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice. KRD 4.4: The curriculum must include content related to health care systems. KRD 4.5: The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers.	CRD 4.1: Participate in management of human resources CRD 4.2: Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food CRD 4.3: Participate in public policy activities, including both legislative and regulatory initiatives CRD 4.4: Conduct clinical and customer service quality management activities CRD 4.5: Use current informatics technology to develop, store, retrieve and disseminate information and data CRD 4.6: Analyze quality, financial or productivity data and develop a plan for intervention CRD 4.7: Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment CRD 4.8: Conduct feasibility studies for products, programs or services with consideration of costs and benefits CRD 4.9: Analyze financial data to assess utilization of resources CRD 4.10: Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies CRD 4.11: Code and bill for dietetics/nutrition services to obtain reimbursement for services from public or private insurers
5: Support Knowledge: knowledge underlying the requirements specified above.	
KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development,	

modification and evaluation of recipes, menus and food products acceptable to diverse groups.

KRD 5.2: The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism and nutrition across the lifespan.

KRD 5.3: The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology

Licensing Requirements for Dietitians in the Emirate of Abu Dhabi

All health professionals are required to obtain their licensure from the Health Authority Abu Dhabi (HAAD) prior to practicing in any healthcare facility within the Emirate of Abu Dhabi. Licensing is vital to ensuring the delivery of a high standard of healthcare services. The license must be current and valid at all time during the clinical practice of the health professional.

The Professional Qualification Requirements (PQR) is a document developed by the Health Authority Abu Dhabi to list the requirements needed to license health professionals in the Emirate of Abu Dhabi. The document identifies the minimum acceptable qualifications and experiences for eligibility for licensure, which is aligned with international standards recognized by most countries.

The PQR document can be accessed on the following link:

<http://www.haad.ae/haad/tabid/927/Default.aspx>

Department of Nutrition and Health Coordinated Program in Dietetics Course Catalog

Click on our college URL <http://cfa.uaeu.ac.ae/en/> and follow the steps below to view the course catalog.

The first screenshot shows the UAEU College of Food and Agriculture homepage. A red arrow labeled '1' points to the browser address bar with the URL <http://cfa.uaeu.ac.ae/en/>. A second red arrow labeled '2' points to the 'ACADEMIC DEPARTMENTS & PROGRAMS' link in the left sidebar. A third red arrow labeled '3' points to the 'Academic Programs' link in the same sidebar.

The second screenshot shows the 'Course Catalog' page. A red arrow labeled '4' points to the 'Programs' tab. A red arrow labeled '5' points to the 'College of Food and Agriculture' dropdown menu. A red arrow labeled '6' points to the 'Search' button. A red arrow labeled '7' points to the 'Dietetics' program link in the list. A red arrow labeled '8' points to the 'Program Report' link under the Dietetics program.

Program	Credits	more...
Agribusiness	120.00 Credits	more...
Agribusiness Management	30.00 Credits	more...
Dietetics	120.00 Credits	more...
Food Science	30.00 Credits	more...
Food Science	120.00 Credits	more...
Horticulture	120.00 Credits	more...

Policies and Procedures

UAEU Policies and Procedures

The UAEU policies and procedures can be found here:

<http://www.uaeu.ac.ae/en/about/policies/>

The UAEU policies include the following:

- Enrollment and Registration
- Academic Records and Privacy of Information/Personal Files
- Inter- and Intra-Institutional Transfer
- Examinations
- Academic Progress
- Attendance
- Code of Student Conduct
- Academic Honesty and the Honor Code
- Academic Appeals
- Student Complaints
- Student Fundraising and External Contacts
- Off-Campus Programs and Activities
- Student Use of University Property and Facilities and Students Support Services
- Mobile Phones, Cameras and Laptops with Cameras

Admission to the Coordinated Program in Dietetics

Policy

It is the policy of the Coordinated Program in Dietetics (CPD) that all applicants meet specific criteria for admission into the program.

Procedure

- Application to the program is made prior to the Fall or Spring Semesters.
- The following requirements must be completed at the time of application:
 - All University General Requirements Unit (UGRU) courses at the time of submitting the CPD enrollment application
- Students must register for English for Food and Agriculture (ESPU 106) and ESPU 2 courses by the first semester of junior year at the latest.
- UGRU English III course (ENGU 1203) is an absolute prerequisite for the ESPU and the NUTR 320 courses.

The admission criteria include:

- A GPA of ≥ 3.0

The admission process includes:

- Completion of the necessary application form
- An informal interview conducted by the Program Director and the Department Chair*
- Acceptance into the program is contingent on meeting admission criteria and the availability of student positions.

* The interview allows the assessment of the applicant's knowledge of and interest in dietetics, maturity, communication skills, preparation for the rigorous professional program.

Completion of the Coordinated Program in Dietetics

Policy

It is the policy of the Coordinated Program in Dietetics (CPD) that all applicants meet specific criteria for completion of the program.

Procedure

- Students must successfully complete a total of 120 credits hours.
The 120 credit hours are divided as follows:
 - General Education courses: 27 credit hours
 - College required courses: 12 credit hours
 - Major specialization required courses, including didactic courses in addition to supervised practice experiences: 69 credit hours
 - The remaining 12 credit hours are split equally between elective specialization courses and free electives
- All students must have successfully completed 1367 hours of Supervised Practice Experiences.
- Students should complete program requirements within 45 months from the time of enrollment in the CPD (150% of the time allowed).

Academic Records and Privacy of Information/Personal Files

Policy

The Coordinated Program in Dietetics (CPD) Coordinator will establish and maintain a confidential file for each student.

Procedure

Content of program student file:

- The file will contain private information regarding the student, evaluations, samples of written work, etc.
- The file will open to the student at any time upon their request.
- The file will be considered a private file and no information from it will be made available without specific permission from the student.

Advising Students Enrolling in the Coordinated Program in Dietetics

Policy

It is the policy of the Coordinated Program in Dietetics that all students enrolling or already registered in the program to obtain an advising note allowing them to register, add, and/or drop courses. The note must be signed by the Program Coordinator.

Procedure

Pre-registration Advising

The Program Coordinator (PC), as the dietetics students' advisor, guides the students during major pre-registration, normal registration and during add-and-drop periods. The PC ensures that each student will fulfill the specialization requirements as well as guide them to make the proper selection for their future career.

Dietetics students are not allowed to take any specialized course unless a clear advising note from the PC indicates that the student will not be able to register enough courses in the following term.

Students Pre-registration Period

- Contact the advising unit in the College of Food and Agriculture (CFA) to make sure that all the courses you wish to register in are offered on the specified dates and inform her/him of any related issues in this regard.
- Get your class schedule from the advising unit in the CFA.
- Make sure that your own PIN Code is available.
- Read the registration program in which you determine the days and dates, on which you are allowed to register.
- Read carefully the instructions that show you how to carry out the internet or telephone registration process.
- Prepare a draft of your class schedule for the courses in which you wish to register and make sure of writing alternative courses for those within your selected ones that might be closed or changed to save time.
- Consult with the PC to ensure that you are allowed to register for the courses on your draft class schedule and obtain his/her signature on the advising note. This allows for a smooth registration process.
- Start registering according to your determined schedule, review and make sure of your data. If you face any problem, consult the PC or the advising unit in FFA. However, if your registration steps are preceded properly, complete your registration; review it and then go to print out your class schedule (Registration Notice) in the

Self-learning and Technological Center or in the Admission and Registration Department at the female and male colleges.

- If you did not complete the registration within the period specified to you, or you wanted to change your schedule for any reason, there is an additional period for one week by the end of the registration period prepared for this purpose.

Important Remarks

Very important remarks that you should take into consideration:

- If you have failed a course and it is a pre-requisite for another course you have pre-registered in, you will be advised to delete the course from your registration until you pass the pre-requisite course. You can add an alternative course to replace the one you have deleted.
- Do not register below or above the credit hours allowed in a semester (12-19 credit hours). If you are under probation, you are allowed to register 13 credit hours. If you are graduating during this semester or you have a GPA of ≥ 3.6 points, you are allowed to register 21 credit hours.
- If a course has been cancelled you should add an alternative course during the drop-and-add period. This requires that you attend the first class of the alternative course.
- Students, who are required to transfer or change their major because of academic probation, should contact the advisor and the Admission and Registration Department before registering for courses in the new major.
- Comply with dates of pre-registration and complete registration before the final exams, and the add-and-drop period in the beginning of each semester.

Placement for a Dietetic Internship

Policy

To be eligible to practice as a Dietitian, a student must complete a Dietetic Internship as a requirement for graduating from the Coordinated Program in Dietetics.

Procedure

- The Program Coordinator (PC) will assist students during their final semester in finding placement for the internship as a component of the supervised practice experiences. Information regarding the list of affiliated institutes, applications for admission, department deadlines, and application requirements for the Dietetic Internship is conveyed to students by the PC.
- Admission to the internship program requires the completion of all course work before applying for placement.
- Admission to the internship is imperative to the completion of the CPD. To increase the likelihood of obtaining a high quality training, students should prepare by:
 - Maintaining at least a 3.0 GPA
 - Demonstrating leadership ability
 - Showing high quality performance in theory and practicum
- If the student wishes to be placed in an institute that is not included on the list provided by the PC, then she/he is to submit the request in writing. A decision of approval is made by the PC according to the internship placement requirements.

Comparable Courses

Policy

It is the CPD policy that the program coordinator assesses any courses the student plans to take at colleges or universities other than UAEU for comparability.

Procedure

Comparable courses taken at other Educational Institutions

Credit will be given for comparable courses taken at colleges or universities other than UAEU.

- It is advisable for students, who plan to take courses at other educational institutions in or outside the UAE to discuss this with the Program Coordinator or Academic Advisor prior to enrollment at the other institution.
- The Program Coordinator will assess comparability of courses taken elsewhere that do not automatically receive transfer credits for UAEU courses. If the course is deemed comparable to required course, the required course will be waived.
- It will be highly unusual for any of the Professional Sequence Courses to be waived. Course taken as part of the professional sequence in another dietetics program will be considered on an individual basis.

Assessment of Student/Intern Learning

Policy

All students will become knowledgeable in the Foundation Knowledge and Competencies/Learning Outcomes for the Coordinated Program in Dietetics, and will receive regular assessment of their learning.

Procedure

- The syllabus for each class in the Professional Sequence includes the Foundation Knowledge and Competencies/Learning Outcomes for the Coordinated Program in Dietetics met by each course objective and the method for meeting and/or measuring the objectives. Learning assessment methods include:
 - Exams and quizzes
 - Projects, papers, and abstracts
 - Presentations
 - Group work
 - Class participation
 - Performance in applied labs, simulated experiences, and supervised practice experiences.
- Intern's performance will be evaluated at each rotation by the preceptor, and will include evaluations/feedback obtained from other individuals eg. dietitian(s) that the intern has worked with. Rotations of more than two weeks will also include a mid-point evaluation.
- Students will complete a Self-Evaluation of knowledge level at the beginning of the Professional Sequence and at the conclusion of each semester thereafter on a form provided for that purpose.

Students at Risk

Policy

The Coordinated Program in Dietetics will follow the Discipline and Termination Procedures of the university

(http://www.uaeu.ac.ae/en/about/procedures/student_affairs_deanship/pro-sa_02_en.pdf).

It is also the policy of the CPD to identify students at risk by the end of junior year of the program.

Procedure

Students at risk

- All at risk students are identified by the end of junior year of the program duration. :
 - The student's GPA is ≤ 2.75 by the end of junior year
 - The student is having problems or concerns following the suggested CPD study plan
 - The student's absence record shows a percentage of $\geq 10\%$ in ≥ 2 completed classes
- The Program coordinator will meet with the students at risk to discuss the identified problem and any alternatives or approaches to help the student in her/his endeavor.
- The progress of the students at risk will be monitored.

Late Assignment

Policy

It is the policy of the CPD that all assignments will be turned in at the time they are called for by the instructor. Assignments should be professionally presented (typed [unless otherwise specified], stapled, etc.)

Procedure

- Students, who will not be in class on the day and time assignments are due, should turn the assignment in before the due date and time.
- Assignments turned in late will have 10% deducted per day. Assignments will not be accepted, if they are more than one week late.
- Common courtesy dictates that students alert their instructors, when an assignment will be late.

Attendance

Policy

It is the policy of the Coordinated Program in Dietetics that the student is expected to attend all required classes and experiences unless ill or there is a university approved excuse. Students will be held responsible for all material presented in class and labs. Laboratory and supervised practice experiences are graded on performance and professional attitude. Students must be present to be evaluated.

Since each experience is important to the student's total development, the student must participate in each experience for the assigned amount of time.

It is expected that the student will be punctual for all classes and internship rotations.

Procedure

Students are required to attend all classes, practical sessions, supervised practice rotations, seminars and examinations related to the courses and internship in which they are registered.

Absence from Class or Supervised Practice Session or Rotation

- A student who misses 5% of the class meetings allotted for a course will receive a warning from the chair of the department.
- A student who misses 10% of the class meetings allotted for a course will receive a second warning from the dean of the college.
- A student who misses 15% of the class meetings allotted for a course will fail the course. If there is a legitimate reason for the absence, which has been accepted by the dean in the semester in which the absences occurred, the student will be granted a satisfactory withdrawal from the course.
- It is the student's responsibility to obtain material presented in class from another student.
- In the event of extended illness, the student is expected to make up lab time or supervised practice rotation that is missed.
- If the student is unable to go to a scheduled experience, she/he must notify the instructor and preceptor prior to the start of the experience. (The telephone numbers are listed in this handbook.)
- Make up time should be arranged at the convenience and knowledge of the instructor and/or preceptor.
- A warning letter will be sent when this policy is violated the first time.
- An intern failing to attend an experience without proper notification a second time may be dismissed from the program.

Credit Hours for Dietetic Supervised Practice Experiences

Policy

One credit hour in any of the practical components of courses requires three hours of student contact time per week. However, only the Supervised Practice contact hours are counted towards the Coordinated Program in Dietetics supervised practice experiences.

Supervised Practice Experiences serve as educational purposes; students are not to replace employees under any circumstance.

Procedure

- Internship, as an exception to the policy above, is allotted 6 credit hours that require 40 hours of student contact time per week for the period of 23 weeks.
- Supervised practice hours are distributed as follows:

Supervised Practice Hours					
Course	Weeks	Hrs/Wk	Credits	Contact Hrs/Wk	Total
Internship (NUTR 490)					
Clinical	13	40			520
Community	5	40			200
Management	5	40			200
<u>Subtotal</u>	<u>23</u>		<u>6</u>		<u>920</u>
Senior project (NUTR 481)	16		3	12	192
Food Service Management 1 SP (NUTR 372)	15		2	4	60
Food Service Management 2 SP (NUTR 485)	16		1	3	48
Community Nutrition SP (NUTR 487)	16		1	3	48
Nutrition Education & Communication SP (NUTR 404)	16		1	3	48
Medical Nutrition Therapy 1 SP (NUTR 378)	7		1	3	21
Medical Nutrition Therapy 2 SP (NUTR 489)	7		1	3	21
Nutrition Seminar (NUTR 355)	9		1	1	9
<u>Total</u>			<u>17</u>		<u>1367</u>

Calendar/Vacation/Holidays

Policy

The Coordinated Program in Dietetics will observe all regularly scheduled holidays and vacations as outlined on the UAEU calendar

Procedure

- Scheduled holidays and vacations may be found in current UAEU Class Schedule.
- See <http://www.uaeu.ac.ae/en/calendar/> for a current academic calendar.

Code of Student Conduct

Policy

The Coordinated Program in Dietetics will follow the Code of Student Conduct of the UAEU.

Procedure

Student Academic Responsibilities

- Attend classes regularly and punctually.
- Be prepared for class.
- Actively participate in learning activities.
- Complete all assignments on time and honestly.
- Observe all regulations of the United Arab Emirates University.

Student Personal Responsibilities

- Treat faculty, staff, visitors and other students with courtesy and consideration.
- Respect and maintain all UAEU property.
- Promote appropriate behavior by example at all times.

The UAEU recognizes that students have the right to know the circumstances and manner in which disciplinary provisions will be exercised. All students will be afforded due process.

Details of the code of conduct and related disciplinary procedures, which may be changed from time to time, will be maintained in the CPD Student Handbook and/or other publications.

Social Behavior

Policy

In situations where they may be viewed as representatives of the university, CPD students should not allow their actions to reflect negatively upon university or upon their profession.

Procedure

The CPD provides its students with the knowledge they need to succeed as dietitians as well as develops the character of each student so as to graduate dietitians, who possess interpersonal qualities essential in the health care profession. Students, faculty, and staff should recognize the right of all individuals to be treated with respect without regard to race, age, gender, disability, national origin, position, religion, or sexual orientation. It is unethical for members of the school community to show disrespect for an individual, whether in behavior or in speech, because of such differences.

Harassment

Harassment creates a hostile or intimidating environment that interferes significantly with an individual's living conditions. Such an atmosphere can be created by verbal, written, or physical conduct.

a. Sexual Harassment

Sexual harassment is defined as unwelcome acts of sexual nature, such as sexual advances, requests for sexual favors, and/or other verbal or physical conduct, including written communications, of an intimidating, hostile, or offensive nature, or action taken in retaliation for the reporting of such behavior. This applies to all faculty, staff, administrators, and students on the university grounds or at university-affiliated functions. Sexual harassment is prohibited by national law and university regulations.

b. Physical Harassment

Physical harassment constitutes unwelcome physical contact or verbal threats, menacing or otherwise.

Respect for Diversity

In order to maintain a safe and comfortable learning environment, student will show respect for the diversity of their colleagues and will avoid disparaging remarks or actions in regard to a person's race, age, gender, disability, national origin, position, religion, or sexual orientation.

Obstruction of Due Process

The faculty, staff, and dietetics students of the CPD program recognize the need to achieve the above objectives through implementation of this Code and therefore would co-operate with the main officers of the faculty by avoiding the following behaviors:

- a. Lying with respect to activities covered by the Code of Conduct
- b. The use of pressure, threat, abuse, or similar practices against any person involved to inhibit or prevent the reporting, investigation, or hearing of an alleged violation of this Code of Conduct
- c. The withholding of evidence pertinent to any case under investigation or being heard, or the giving of false evidence during an investigation or hearing
- d. Action(s) or conduct which hinders, obstructs, or otherwise interferes with the implementation or enforcement of the Student Conduct Code

The UAEU recognizes that students have the right to know the circumstances and manner in which disciplinary provisions will be exercised. All students will be afforded due process.

Details of the code of conduct and related disciplinary procedures, which may be changed from time to time, will be maintained in the CPD Student Handbook and/or other publications.

The Honor Code

Policy

The first injunction of the Coordinated Program in Dietetics Honor Code is the call to “be honest”. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. Character is the highest aim of education.

CPD program students should seek to be totally honest in their dealings with others. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Procedure

Definition of Cheating

Cheating is deliberately attempting to gain marks or academic credit dishonestly. It is also cheating when one helps someone else to gain marks or academic credit dishonestly. It is a form of dishonesty where student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples of cheating include, but are not limited to, the following:

- Sharing or showing answers during an assessment, test or other form of assessment.
- Copying anything done by another student and submitting it as one’s own.
- Giving another student access to one’s software files or other work and allowing him/her to use one’s work as his/her own.
- Bringing to an assessment, information or materials that are not allowed – even if you do not use them.

Definition of Plagiarism

Plagiarism is deliberately presenting another person’s work as your own without acknowledgement. It is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university, in addition academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one’s own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism: Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism: Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include, but are not limited to, the following:

Direct Plagiarism: The verbatim copying of an original source without acknowledging the source.

Paraphrased Plagiarism: Using the work of someone else or changing some words and keeping the same structure and the same meaning without noting the source(s) and submitting it as one's own work.

Plagiarism Mosaic: Taking or borrowing of words, ideas, or data from many other sources and putting the pieces together as one document and submitting it as your own work without noting the source(s). It also includes the downloading of information, pictures or charts from the Internet and inserting that material into one's own document and submitting it as one's own work without noting the source(s).

Insufficient Acknowledgment: The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is another serious form of plagiarism.

Fabrication or Falsification

Fabrication or falsification is a form of dishonesty where a student invents or distorts the origin or content of information used as authority. Examples include:

- Citing a source that does not exist
- Attributing to a source ideas and information that are not included in the source
- Citing a source for a proposition that it does not support
- Citing a source in a bibliography when the source was neither consulted nor cited in the body of the paper
- Intentionally distorting the meaning or applicability of data
- Inventing data or statistical results to support conclusions

Additional Breaches of Academic Dishonesty

Examples of academic dishonesty include, but are not limited to, the following:

- Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others
- Planning with another to commit any act of academic dishonesty
- Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such a purpose
- Obtaining or providing to another an un-administered test, answers to an un-administered examination or assessment before one should have access to it
- Allowing another person to take a test, examination or assessment for oneself
- Taking a test, examination or assessment for someone else
- Using a computer improperly during an assessment, such as gaining access to unauthorized material, communicating with others during assessments or using files of other users
- Submitting a paper, report, project or other assignment more than once (that has been used before), without disclosure or approval in advance (and in writing) from the teacher
- Gaining unauthorized access to another person's computer files and either using them or causing damage that interferes with another student's work
- Removing books or materials from the library without authorization and preventing others from equal access to those materials
- Improperly changing or attempting to change a grade or other official educational records
- Breaking and entering into a building or office for the purpose of obtaining an unauthorized test
- Continuing work on an examination or assignment after the allocated time has elapsed

IF YOU CHEAT YOU MAY FAIL THE COURSE

Requests for Letters of Recommendations

Policy

Requests for letters of recommendation from faculty will be made in a timely and professional manner.

Procedure

- A faculty member should be asked in person, if they are willing and able to write a letter of recommendation. Please, be prepared to visit with the faculty member to provide information she/he might need to complete the letter.
- An honest assessment by the faculty member of the student's performance and personal characteristics will be provided.
- Every effort should be made to give the faculty member adequate advanced notice.
- The student should provide in writing the following information:
 - Date letter(s) need to be completed
 - To whom the letters are to be delivered (student or direct mailing)
 - Appropriate forms or format to be completed
 - Names and addresses to whom letters are directed
 - Number of copies needed
 - Signed Waivers of Confidentiality, when required
 - A list of the student's accomplishments and goals and a current resume
 - Any other special requirements of the faculty member
- This procedure should be followed for all letters of recommendation including internships, scholarships, and employment opportunities
- Students will be asked to sign the "Request for Letter of Evaluation and Waiver of Confidentiality."

Qualification for Verification Statement

Policy

Students in the CPD need a Verification Statement signed by the Program Coordinator to qualify for a membership with the Academy of Nutrition and Dietetics (A.N.D.), as well as become eligible to sit for the Registered Dietitian Exam.

Procedure

Once it is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), successful completion of the CPD and university requirements qualifies the student to receive the Verification Statement.

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Student Complaints and Grievances

Policy

It is the policy of the Coordinated Program in Dietetics to follow the UAEU policy for resolving any complaints or grievances. Therefore, when students feel they have been treated unfairly, they have the right to voice their concerns through the appropriate channels.

Procedure

- A student should try first to resolve any grievances with the individual instructor.
- If the result is not satisfactory, a conference with the Program Coordinator should be scheduled.
- Appeals may be made to the Department Chairperson.
- Finally, if the student is not satisfied by the resolution, appeals may be made to the CFA dean following the procedures of the university.
- Frequent student-instructor conferences are scheduled and students are welcome to discuss matters pertaining to the program with the Program Coordinator at any time.
- Complaints can be made directly to ACEND only after all other options with the program and institution have been exhausted.

Additional information regarding ACENDs procedures for submitting complaints can be found at: <http://www.eatright.org/ACEND/content.aspx?id=7975>

Community Service in the Coordinated Program in Dietetics

Policy

It is the policy of the Coordinated Program in Dietetics that students provide community service by participating in at least two health fairs or public presentations during the professional sequence.

Procedure

- Students should coordinate with the Program Coordinator to participate in Health Fairs or Presentations to school, community, or other groups
- Presentations and presentation content **must be preapproved** by a dietetics faculty member
- Students will have access to the Department of Nutrition and Health education resources for handout materials, posters, etc.
- Upon completion of a presentation or health fair, the student will record the date, nature of event, the number of people served, time spent, and activities performed on the form provided. Submit this record to the Program Coordinator.
- Students should participate at least once during each of the professional sequence years of the program.
- Participation in Community Service is one factor faculty members consider when making recommendations.

Courtesy

Policy

It is the policy of the Coordinated Program in Dietetics that all students and faculty are deserving of, and expected to show, respect and courtesy to one another.

Procedure

- Punctuality is expected as a courtesy to faculty and classmates
- Students/interns should attend all classes, labs, and practice experiences for the assigned amount of time – arriving late and/or leaving early is not acceptable; if illness precludes attendance to a lab, the appropriate instructor should be notified.
- Listen respectfully to others when they speak and refrain from whispering/talking to classmates when others are talking.
- Refrain from eating during classes; if a medical condition requires you to eat at frequent intervals, discuss the situation with the instructor
- Come to class, labs, and practice prepared with the appropriate tools and having completed assigned reading and other assignments.
- Cell phones and other noisemaking electronic devices should be turned off prior to entering the classroom.

Computer Literacy

Policy

It is the policy that all dietetic students be competent in the use of current computer technologies. Some skills will be introduced in the classroom; however, students are responsible for obtaining training in specific programs, if needed.

Procedure

Faculty will communicate with students through Blackboard and e-services. It is expected students will check for e-mail messages on a regular basis.

Skills students will be required to develop include use of word processing, spreadsheets, presentations, nutritional analysis software, and internet.

To become more proficient in any of the above areas, the following resources are available.

- Help books found in the computer lab
- Computer training courses (UGRU IT courses)
- For problems with Blackboard, e-services, or UAEU email, contact the IT services in the college

Dietetic Computer Lab

Policy

All students will treat the computer lab and the materials stored there with respect and use them wisely.

Procedure

The computer lab is available during shared labs female days (Sunday, Wednesday and Thursday), 8 AM to 8 PM. It is located in building E3. If there are any changes made to the location or access rules, the Program Coordinator will notify all students via email or Blackboard announcement. Please, be courteous as there are only 6 computers in the lab, which are designated for the students of the Department of Nutrition and Health (DNH).

Computer lab use is booked by instructors and/or students as needed; dates, times, and durations of booked sessions are logged in a book, which is kept with the lab key with the lab technician, department secretary and/or the Program Coordinator. Students having an appointment for the use of computers in the lab are responsible to sign in the log and obtain the key before the session, as well as sign out and return key after finishing their booked sessions.

The following software is available on all 6 computers: Microsoft Excel, PowerPoint, Word, Publisher, and Access; Adobe Photoshop; SPSS; Internet Explorer. Specialized software is also available on the computers, such as ESHA – Food Processor®.

The six DNH computers in the lab are for students in the professional sequence of the Nutritional Science and Dietetics Programs **only**. Do **not** give access to anyone else, no matter who they may be. (If you see someone who is not a DNH student using the computers, please **report** them to the department office *as soon as possible*.) Although the computers are available for word processing, any class computer assignments take first priority. Please, be courteous to other students who may need to use the computer for an assignment.

To print anything for your assignments, you must utilize the student services available on campus. It is your responsibility to be aware how much the printing will cost. The office will not print or “lend” paper to students.

Also please respect the lab and the computers by following these guidelines:

1. No food or drink in the lab.
2. To prevent virus infections, have a disk or USB drive that you use for this lab **only**.
3. Do **not** save **anything** on the hard drive. Save it on **your** disk or USB drive directly. If you have questions concerning how to do this, contact the department office for help.

4. Report all computer problems to your instructor, the Program Coordinator, or the college IT engineer, as soon as they happen. Please, do not just switch to another computer.
5. Do **not** change the desktop settings.
6. Please, do not use foul language in the lab, even when the computer misbehaves.

As a matter of procedure:

- Do **not** turn the computers off. Use the “Log Off” command instead.
- Do **not** leave the computer unless you have logged off and the screen saver is showing.
- Please, remember to log off after each session of use, no matter how short.
- To log in, touch any key or the mouse to “wake up” the computer. In the Net Login box, type the user name and password. User names and passwords are provided to you upon booking a computer session (**don’t** give the password to anyone without **permission** of the instructor and/or program coordinator).
- The ESHA and all other specialized programs are located on the desktop. The user’s manuals will be available in the department office.
- To log off, save any files needed to **your** disk or USB drive, exit any programs you are using, and click on start, then click on log off. Remember: Do **not** turn the computer off.

Dress and Grooming

Policy

Students are expected to observe the UAE dress and grooming cultural standards. While participating in Food Production Management and Community Nutrition Labs and field trips, additional procedures will apply.

Procedure

The UAE dress and grooming cultural standards of both men and women should always be modest, neat, and clean consistent with the dignity adherent to representing the UAE community and its institutions of education.

Modesty and cleanliness are important values that reflect personal dignity and integrity, through which students, staff, and faculty represent the principles and standards of the UAE. Members of the UAEU community commit themselves to observe these standards, which reflect the direction given by the UAEU administration. The dress and grooming standards of the Coordinated Program in Dietetics are in line with the UAE standards.

The dress and grooming standards of the Coordinated Program in Dietetics are as follows:

Men

A clean and well-cared-for appearance should be maintained. Clothing is inappropriate when it is sleeveless, revealing, or form fitting. Hairstyles should be clean and neat, while avoiding extreme styles or colors.

Women

A clean and well-cared-for appearance should be maintained. Clothing is inappropriate when it is sleeveless, strapless, backless, or revealing; has slits above the knee; or is form fitting. Dresses, skirts, and shorts must be knee length or longer. Hairstyles should be clean and neat, avoiding extremes in styles or colors. Shoes should be worn in all public campus areas.

Additional Procedures

Food Production Management Lab:

Men

Clothing: no jeans or corduroy jeans, dress slacks and shirts

Shoes: leather, closed heel and toe – no boots, clogs, sandals, or canvas tennis shoes.

Jewelry: limited to medic alert bracelets, wedding band

Apron: clean apron

Hair: covered with cap or net

If worn, moustaches and beards should be covered with a net, especially in designated production and service areas.

Women

Hair: pulled up, if long, and covered with hair net or head cover. Hair net or head cover should be fastened tight in place covering all hair; it should **not** fall off or have unfastened ends.

Clothing: no jeans or corduroy jeans, otherwise neat, modest slacks, skirt, or dress; must wear conservative hose or stockings. If wearing “abayah”, the UAE national dress for women, student should make sure it does **not** drag on floor in the designated production and service areas.

Shoes: leather, closed heel and toe – no boots, clogs, sandals, or canvas tennis shoes

Jewelry: limited to medic alert bracelets, wedding rings, post earrings

Excessive ear piercing and all other body piercing are not acceptable.

Make-up: moderate

Community Nutrition Lab and Field Trips:

When participating in field trips or in Community Nutrition experiences students must observe the UAE dress and grooming cultural standards, with the exception that jeans and flip-flops are **not** to be worn.

Students Support Services

Procedure

For a listing of services available, students are referred to the UAEU Students Homepage http://www.uaeu.ac.ae/en/current_students/

Advising & Counseling Center

For academic counseling, personal and social counseling, career counseling, psychological testing, and consultation visit this website:http://studentaffairs.uaeu.ac.ae/Department/Student_counseling/Academic_Counseling.shtml

iWIL online system

The service encompasses CV writing and job placement. For more information visit the following website:

http://www.uaeu.ac.ae/en/dvcsae/student_career/internships.shtml

Travel Liability Insurance

Policy

It is the policy of the United Arab Emirates University to insure all students and employees travelling by university buses and cars from or to campus, program related field trips, and university off-campus activities.

The UAEU or any employee thereof is not deemed liable for the personal safety of students as they travel via personal transportation.

Procedure

The UAEU includes all students and employees under their travel liability insurance, when they travel from and to campus, program related field trips, university off-campus activities and event. Full coverage is ensured, if, and only if, the person is travelling via university transportation means.

Students travelling via personal transportation will maintain their own auto and personal liability coverage.

Malpractice Liability Insurance

It is the policy of the Coordinated Program in Dietetics to ensure that all interns are automatically covered under a Malpractice Liability Insurance policy.

Procedure

The CPD ensures the coverage of all interns, who are training in organizations affiliated with the DNH internship program, under a Malpractice Liability Insurance policy. This coverage is automatically provided, when a student applies for an internship program.

Medical Insurance

Policy

It is the policy of the Coordinated Program in Dietetics to ensure that all students enrolled in the program are covered under a Medical Insurance policy in line with the Health Authority – Abu Dhabi (HAAD) laws and regulations.

Procedure

The CPD ensures that all students enrolled in the program, as well as interns, who are training in organizations affiliated with the DNH internship program, are covered under a Medical Insurance policy, in line with the Health Authority – Abu Dhabi (HAAD) laws and regulations.

http://www.haad.ae/haad/Portals/0/Health%20Regulation%20Laws/Book2_En/index.html

National Students are covered by “Theqa”, which is a government controlled Health Insurance provider.

Expat Students are covered through their parents and/or sponsors. Those who don't receive this kind of coverage are required to purchase coverage through the university, for an annual rate that changes each year according to the negotiations between the Contracts and Purchasing Department (UAEU) and the Health Insurance Providing Company. Anyone who fails to prove coverage will be fined according to the HAAD regulations.

International Students, who are sponsored by the UAEU, are covered automatically, once they enroll in any of the undergraduate programs.

Illness or Injury While in a Facility for Supervised Practice

Policy

Students and interns will know the procedure for reporting illness or injury while at a facility for supervised practice.

Procedure

The student or intern will report any illness incurred on the job to the current preceptor and the instructor/Program Coordinator at UAEU.

Emergency treatment is usually provided by the Supervised Practice providing facility according to their policies and procedures.

They will follow the policy and procedure in notifying the emergency contact for students and interns, which is usually the course instructor or Program Coordinator.

Students or the emergency contact are asked to provide proof of insurance and consent to treatment on an individual basis.

Standards for Oral Presentations

Policy

Oral presentations must be well prepared and professionally presented.

Procedure

- Oral presentations must follow specific procedures as outlined in each class.
- In general, evaluation will be based on the following criteria:
 - Professional appearance, delivery and poise
 - Organization and clarity
 - Content: complete and thorough
 - Use of visual aids, teaching techniques
 - Ability to answer questions

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Portfolio

Policy

Each student will be required to organize a Dietetics Portfolio. The Portfolio will showcase the student's progress and skills and also serve as a template for Professional Development.

Procedure

- The Portfolio will be a compilation of key assignments and projects completed during the Coordinated Program in Dietetics
- Dietetics Portfolio projects will be identified in each course syllabus. During the internship, the intern will select those projects/papers/assignments to include based on what best meets their professional goals.
- Purchase a three-ring binder as the basis for the portfolio (by the senior year, a 3" binder is needed – a smaller one may be used initially, if desired.); during internship the intern should utilize “professional-looking” materials to organize the Portfolio: i.e. plastic page protectors, dividers, and other organizational materials will be used as needed.
- Initially, the Portfolio will be evaluated by all dietetics faculty members once a year. During the internship the Portfolio will be evaluated twice.

File System

Policy

A filing system designed to meet your needs can simplify your study or work and keep massive amounts of information at your fingertips. It is the policy of the Coordinated Program to strongly encourage each student to develop and maintain their own filing system.

Procedure

- Begin with 2 cardboard file boxes, many manila folders, and tab strips.
- The following pages list suggested major headings (the ones in bullets) to set up a filing system. It may be expanded easily as your supply of topics grows.
- You are encouraged to set the entire system up initially, saving time later on.
- At the end of each semester, disassemble your class notebooks and add them to the appropriate folders.
- Examples and suggestions follow on next page.

NLN (Normal Nutrition)

Example of the file heading:

NLN Nutrition in Life Cycle - Infancy

Examples:

- Athletes/Sports Nutrition
- Breakfast
- Dental Health
- Ethnic Food patterns
- Fitness
- Food Guide Pyramid
- Food Pictures
- General Nutrition
- Government Nutrition Programs
- Herbs
- Label Reading
- Low Cost Meal Planning
- Meal Planning
- Minerals
- National Health Objectives
- Nutrition Education
 - American Cancer Association
 - American Heart Association
 - Catalogues
 - Dairy Council
 - March of Dimes
 - Methods
- Nutrition in the Life Cycle
 - Adulthood
 - Childhood
 - Geriatric
 - Infancy
 - Lactation
 - Pregnancy
 - Pre-Natal Education
- Posters
 - Food Guide Pyramid

- Public Health
 - Block Grants
 - Food Banks
 - Homeless
 - Legislation
 - Nutrition Surveys and Surveillance
 - Program Planning

• Quackery

• RDA

• Snacking

• Vegetarianism

• Vitamins

AND (Academy of Nutrition and Dietetics)

Example of the file heading:

AND – Verification Forms

Examples:

- Academic Verification Forms
- Catalogue
- Continuing Education
- Legislative Process
- Practice Group Newsletter
- Registration
 - Exam Info

CLN (Clinical Nutrition)

Example of the file heading:

CLN Diabetes – Dining Out

Examples:

- AIDS/ARC
- Alcohol/Alcoholism
- Allergies/Food Sensitivity

- Assessment, Nutritional
 - Hospitalized Patients
 - Outpatient Services
- Behavior, Nutrition and
- Cancer
- Cardiovascular disease
 - Atherosclerosis
 - Exercise
 - Fat Restriction/Modification
 - recipes
 - Hypertension
 - Exercise
 - Sodium Restriction
- Charting
- Childhood Diseases
 - Diseased Child
 - Failure to Thrive
 - High Risk Pregnancy
 - Inborn Errors of Metabolism
 - Infectious Disease
 - Oncology
- Death and Dying
- Diabetes
 - Complications
 - Dietary Modifications
 - Dining Out
 - Education
 - Exercise
 - Exchange List
 - General Care
 - Insulin therapy
 - Insulin Pump
 - Pathology
 - Pregnancy/Gestational
 - Recipes, conversion to exchanges
 - Recipes, cooking tips
 - Sick Days
- Type I
- Type II
- DRG
- Drugs/Pharmacology
- Eating Disorders
 - Anorexia
 - Bulimia
 - Compulsive Eating
- Extended Care Facilities
- Fee for Service
- Fiber
- Gastrointestinal Disorders
 - Dysphasia
 - Gastric
 - Bowel
 - Lactose Intolerance
- Handicapping Conditions
 - ADL
 - Developmental Disorders
 - Feeding Aids
- Hypermetabolism
 - Critical Care Assessment
 - Metabolic Monitoring
 - Shock
- Thermal Injury
- Trauma and Stress
- Hypoglycemia
- Liver Disease
- Malnutrition
- Medical Terminology
- Newborn ICU
- Nutrition Support
 - Complications
 - Enteral/Tube
 - Home TPN/Tube
 - Neonatal TPN
 - Nutrient Requirements
 - Oral Supplement
 - Total Parenteral Nutrition

- Peripheral Parenteral Nutrition
- Product Information
- Obesity
 - Behavior Modifications
 - Diet
 - Cooking
 - Fad Diets
 - Drugs
 - Exercise
 - Maintenance
 - Pathology
 - Psychological Factors
 - Surgery
- Osteoporosis
- Renal Disease
 - Acute Disease
 - Dietary Treatment
 - Dialysis
 - Transplants
- Respiratory Failure –COPD
- Taste Acuity
- Test Diets
- Underweight
- Women’s Health Issues
- Assertiveness
- Cafeteria Promotions
- Computers in Dietetics
- Communication
- Cost Control
 - Labor Cost
 - Food Cost
- Creative Thinking/Problem Solving
- Employment Process
- Financial Control
- FS Equipment – Major
- FS Equipment – Minor
- Foodservice Systems
 - Assemble/Serve
 - Commissary
 - Conventional
 - Cook Chill/Cook Freeze
- Functional Subsystems
 - Procurement
 - Sensory Analysis
 - Value Analysis
 - Vendor Selection
 - Purchasing
 - Receiving/Storage
 - Inventory Control
 - Production
 - Forecasting
 - Production Schedule
 - Cooking Methods
 - Distribution/Service
 - Cart Systems
 - Table Setting
 - Sanitation/Maintenance
 - Food Borne Illness
 - Time – Temperature
 - HACCP
 - Equipment Maintenance
 - Safety
- Job Descriptions
- Job Specifications

FSA (Foodservice Systems Administration)

Example of the file heading:

FSA Management Cycle - Planning

Examples:

- Layout and Design
- Management Cycle
 - Planning
 - Organizing
 - Staffing
 - Directing
 - Controlling
- Management Style/Theories
- Marketing
- Menu Planning
 - Cycle Menus
- Menu – Restaurant
- Orientation/Training
 - Catalogues
 - In-Service Education
- Performance Appraisal
- Policies and Procedures
- Portion Control
- Professional Dress and Grooming
- Purveyors (Suppliers, Vendors, etc.)
- Quality Assurance/CQI
- Quantity Recipes
- Recipe Standardization
- Rethermalization
- School Lunch
- Work Design/Ergonomics
- Work Outlines

Standards for an Acceptable Paper

Policy

The purpose of any paper is to communicate ideas and information effectively. It follows that an acceptable paper should have something significant to say and should say it clearly, accurately and convincingly. It is the policy that required papers will follow the outlined format.

THE FUNCTION OF WRITING IN DIETETICS

In the professional sequence of the Dietetics Program, you will acquire knowledge and develop skills in the three primary areas of dietetics: medical nutrition therapy, community nutrition, and foodservice systems management. In addition, you will develop some "umbrella skills," meaning skills that cover or surround everything else you do in dietetics.

Chief among the umbrella skills is writing. As a dietitian, you may write for many different audiences. Depending on your area of practice your writing may be very technical or very simple, but regardless of setting, write you will!

Professional writing ranges from notes in the medical record, a brief but important form of communication between you and other healthcare team members, to research publications in professional journals. Dietitians also communicate with each other via monographs, commentaries, and "best-practice" reports in newsletters and trade journals.

Writing for the public involves translating technical information and language into a "news you can use" format. You may find yourself writing for newspapers or magazines, preparing brochures for industry clients, or scripting events like National Nutrition Month.

Dietitians who see patients or clients in either the in- or out-patient setting must be adept at writing disease-specific instructional material. The materials must be correct, concise, and useful, so you need to know how to target various literacy levels, different learning styles, and possibly even different languages.

Management dietitians communicate with customers, suppliers, co-workers, and employees. You may be writing memos, policy and procedure manuals, specifications, or executive summaries of projects.

In every practice area, effective dietitians communicate effectively. Assignments and exercises in every course in the professional sequence are intended to increase your written (or verbal) communication skills in addition to helping you learn specific course content. Remember, you cannot not communicate. Inattention to spelling and grammar

rules, failure to use appropriate language for the audience, and inability to connect concepts logically all communicate something that detracts from your intended message. So pay attention to how you write something, not just to what you write. In addition to making you and your message more credible to others, time spent in writing well will clarify ideas, concepts, and principles in your own mind. The audience you influence most just might be you!

Procedure

When a definite assignment has been given, the paper should conform exactly to that assignment.

1. When no definite assignment has been given, the paper should still accomplish what it set out to do and not wander from its own stated purpose.
2. A significant and clearly stated central idea should control the entire paper. No other virtues can compensate for a muddled or missing central idea.
 - a. The central idea should not be merely a repetition of one expressed by the instructor (or some authority), though it may be an extension of such an idea.
 - b. The central idea should be stated clearly and concisely so that it can benefit both the student as he/she writes the paper and teacher as he/she reads the paper.
 - i. The student should be urged to state his/her controlling idea early in the paper so that the supporting evidence can be better evaluated for its effectiveness and relevance
 - ii. The student should not be "given the benefit of the doubt" in the statement of the controlling idea. If the instructor cannot find the central idea, he/she should assume that one does not exist.

(NOTE: Some papers, such as book reports, summaries, descriptions, processes, reviews of literature, etc. may not present "ideas" as such; nevertheless, even these papers should be controlled by a clear statement of purpose.)

3. The paper should contain convincing and sufficient support for the central idea.
 - a. The support should satisfy both readers who agree with the conclusions of the paper and readers who do not. (A weakly supported series of generalizations, an unassimilated collection of quotations, or a narrow partisan argument which ignores important contradictory evidence cannot be considered acceptable.)
 - b. Whenever possible, the support should be factual and verifiable.
 - c. If the support is mainly logical, rather than factual, the logic should withstand critical scrutiny.

4. This organization of the paper (both of the whole and the parts, including each individual paragraph) should be clear to the reader, and all parts should "stick together" to form one smoothly unfolding idea.
 - a. The organization should be consistent with the central idea and should help to clarify the relationship of the central idea and the supporting evidence.
 - i. The relationship between ideas and supporting evidence should always be clear. The reader should never have to ask: "What does this have to do with your point?"
 - ii. The proportion of the paper allotted to any section should reflect the relative importance of that section. A minor idea should never be discussed at length nor a major one be given only cursory treatment.
 - b. The paper should read clearly and smoothly.
 - i. The student should provide signals (transitions, headings, etc.) to show how sections relate to each other and to the central idea.
 - ii. Jarring gaps in thought (where the student has leaped too abruptly from one sentence to the next or from one paragraph or section to the next) always confuse the reader. They may occur simply because the student has failed to put all that was in his mind into the paper, but they suggest superficial thinking and a failure to see relationships.
5. The diction (word choice) of the paper should be precise and economical. Even though some of the student's academic models encourage him in thinking that wordy, pretentious, jargon-ridden language is "impressive" he should be brought to recognize that such language is irritating and confusing to a reader and seriously lessens the effectiveness of the paper.
6. Terminology used should be consistent throughout the whole paper. Using different forms or names for the same term confuses the reader and diminishes the intellectual capacity of the idea.
7. The paper should meet acceptable standards of sentence structure, spelling, and punctuation. It should be literate. If a paper contains numerous technical errors, it will be returned to the student for rewriting before it is accepted for evaluation or credit. (Many mechanical errors, perhaps most, result from carelessness and failure to revise, and from a calculated estimate of the quality of work the teacher will accept). This should be kept in mind relative to final due date.
8. Form. The following pages give examples of the use of headings, citation in the body of the paper, and references.
9. The paper must be typewritten with a title page

Standards for an Acceptable Paper: Format Guidelines

Policy

Any use of heading, references, or citations in papers must conform to the format outlined below.

Procedure

- **Use of headings**

The headings correspond to the parts of an outline.

I = First level

A = Second level

1 = Third level

a = Fourth level

i = Fifth level

- The title is not part of the outline, but generally receives a first level heading or is placed on a title page rather than on the first page of text.

FIRST LEVEL HEADINGS

Second Level Headings

Third Level Headings

Begin text here....

Fourth Level Headings. Begin text here....

Fifth Level Headings. Begin text here.....

Examples of Headings

RESULTS AND DISCUSSION

Initial Survey Results

Characteristics of Sample

Demographic. The 87 participants in the study were fairly evenly distributed in three age groups: 60 to 65 years (29.9 percent), 66 to 75 years (34.5 percent), and older than 75 years (35.6 percent) (Table I). The sample was predominantly female (69 percent), as was anticipated for this age group. The education level was very high, 49.5 percent holding either a baccalaureate or higher degree. This finding is consistent with the statement of Krond et al. (76) that elderly persons who respond to research studies frequently have a high educational background. The high education level also might be expected in a university community.

Lifestyle. Table 2 shows participant lifestyle characteristics. Of the sample, 41.2 percent lived alone and 58.8 percent lived with a spouse or other family member. Significant differences were disclosed in living arrangements by both age and gender (Tables 21, 22, Appendix K). Those over 75 years and females were more likely to live alone than either those in younger age groups or males.

The majority of the sample had no dietary restrictions, and only 21.8 percent reported minor restrictions. None of these modifications, primarily reducing salt or cholesterol, was neither severe nor precluded study participation.

- **Citations within Text**

Put reference number after author's name, before verb, i.e., Smith (1) stated...

List last name or names when papers have one or two authors, i.e. Smith (1) stated ...
Phipps and Jones (12) studied...

Use et al. if paper has more than two authors, i.e., Rogers et al. (4) found ... (though all authors will be listed in references.)

If summarizing general information from several sources, put reference at end of paragraph, i.e., (1, 6-8).

<i>Example of Citation in Body of Paper</i>
--

Food Selection and Purchase by the Elderly

Sherman and Brittan (86) emphasized the impact that available transportation has on food gathering by the elderly. Relocation to suburbs and the merger of food stores and supermarkets has an effect on the ability of the aged to obtain food. Many elderly may need to walk substantial distances, carrying large bundles, or shop more frequently. They may face hazardous weather and, in the inner city, traffic conditions.

Roundree and Tinklin (87) interviewed 104 people 60 years and older. Fifty-two percent were between 60 and 74 years, 48 percent were 75 or older. Participants answered questions on normal nutrition, food fads, convenience foods, purchasing, preparation, and consumption. Although 85 percent of the respondents believed pot pies and "TV" dinners were convenient to use, only 14 percent used frozen dinners two or more times per month.

Clancy (88) studied the effect of media exposure on food habits in the elderly.
As...

- **General**

Spell out numbers from one to nine, use numerals for number 10 and over.

Avoid one sentence paragraphs.

Don't leave one line dangling at the top or bottom of a page.

List REFERENCES in the order cited in the body of the paper. Follow AND citation style guide (see *Policy: Standards for an Acceptable Paper: Reference Guide*)

<i>Example of Reference Page</i>

REFERENCES

- (1) Judd AM. Lecture slides. Pathophysiology, Brigham Young University, September 14, 2004.
- (2) Kalantar-Zadeh K, Kuwae N, Wu DY, Shantouf RS, Fouque D, Anker SD, Block G, Kopple JD. Associations of body fat and its changes over time with quality of life and prospective mortality in hemodialysis patients. *Am J Clin Nutr.* 2006;83:202-210.
- (3) Encyclopedia Britannica. Dialysis. Available at:
<http://search.eb.com.erl.lib.byu.edu/eb/artic1e?tocId=903026O>. Accessed February 26, 2005.
- (4) Kurella M, Kimmel PL, Young BS, Chertow GM. Suicide in the United States end stage renal disease program. *J Am Soc Nephrol.* 2005;16:774-781.
- (5) National Kidney and Urologic Disease Information Clearinghouse. Vascular access for hemodialysis. Bethesda, Maryland: US Department of Health and Human Services, National Institutes of Health; 2003. NIH publication 03-4554.
- (6) Ray C. Personal communication. DaVita Dialysis Center, Utah Valley Regional Medical Center, Feb. 18, 2005.
- (7) National Kidney Foundation. Home hemodialysis.
<http://www.kidney.org/atoz/atozItem.cfm?id=74>. Accessed February 25, 2005.
- (8) Gutch CF. Review of Hemodialysis for Nurses and Dialysis Personnel. 6th ed. New York, NY: Mosby; 1999.
- (9) Chen W. Lu XH, Wang T. Menu suggestion: An effective way to improve dietary compliance in peritoneal dialysis patients. *J Renal Nutr.* 2006; 16: 132-136.

Standards for an Acceptable Paper: Reference Guide

Policy

The reference style used in dietetics course is that of JAND. The journal uses the American Medical Association style of references, with the exception of listing all authors. You must give all the authors' names; "et al" is not acceptable in the list of references. Abbreviate periodical titles according to Index Medicus.

Procedure

- **General Guidelines: Periodicals**

Most references follow this order:

Author(s). Title of article. Journal. Year;Volume(Issue number if journal is not paginated consecutively):Pages.

Authors' names are written inversely with no comma between last name and initials [Smith LR.]

If article is in a consecutively numbered journal, use volume and page numbers [87:231-238]

If periodical is not consecutively numbered, use volume, issue number, and page numbers [91(8):23]

Include the date for periodicals which do not have issue numbers and are not numbered consecutively [May 15, 2006;52:37-41]

Use lowercase letters for titles, with the exception of first work, proper nouns, and the first word after a colon.

- ***Examples of Periodical Citations***

No Author Cited

Color me professional. Sales Marketing Manag. 2004;156(5):66.

McDonald's goes very active. Restaur Institu. 2005;115(22):13.

One Author

Girard BL. Fruits and vegetables galore: Helping kids eat more. J Nutr Educ Behav. 2005;37(4):221-221.

Duecy E. Industry can court Hispanic diners by focusing on family, flavor. Nat Restaur News. 2005;39(48):18.

Two or More Authors

Connors PL, Rozell SB. Using a visual plate waste study to monitor menu performance. J Am Diet Assoc.

de Zwaan M, Roerig DB, Crosby RD, Karaz S, Mitchell JE. Nighttime eating: A descriptive study. Int J Eating Disorders. 2006;39:224-232.

- **General Guidelines: Books**

Each word in the title of the book is in uppercase letters; the name of an article or chapter within the book is in lowercase letters.

Include edition if book is not original edition.

Include the state after the city of publication only if the city is not well known.

Include the entire name of the publishing company; Col, Incl, Corp, and Ltd. can be used for abbreviations.

- ***Examples of Book Citations***

Book with One Author

Duffy RL. Academy of Nutrition and Dietetics Complete Food and Nutrition Guide. 2nd ed. Hoboken, NJ: John Wiley & Sons, Inc; 2002.

Book with Two or More Authors

Spears MC, Gregoire MB. Foodservice Organizations: A Managerial Approach and Systems Approach. 6th ed. Upper Saddle River, NJ: Pearson Prentice Hall; 2007.

Book Written by Committee

The Academy of Nutrition and Dietetics. Calcium in Your Life. Minneapolis, MN: Chronimed Publishing; 1998.

Chapter or Article in Book with Editor

Laquatra I. Nutrition for weight management. In: Mahan LK, Escott-Stump S, ed. Krause's Food, Nutrition, & Diet Therapy. 11th ed. Philadelphia: Elsevier; 2000:558-593.

Government Bulletin

The following information should be included in the order given: (1) name of author (if given); (2) title of bulletin; (3) place of publication; (4) name of issuing bureau, agency, department, or other governmental division; (5) date of publication; (6) page numbers, if specified; (7) publication number, if any; and (8) series number, if given.

For example

Bone Health and Osteoporosis: A Report of the Surgeon General. Rockville, MD: US Department of Health and Human Services, Public Health Service, Office of the Surgeon General; 2004.

- **Examples of Other Citation**

Letter to the Editor

Messina M. Resolving the Soy-Breast Cancer Controversy. J Am Diet Assoc. 2006; 106:364. Letter.

Abstract

Vanata DF. Folic acid knowledge and intake among young adults. J Am Diet Assoc. 2005;105(suppl):A-65. Abstract.

Personal Letters or Communications

Austin M. Personal communication. Kramer Food Center, Kansas State University, March 1, 2006.

Citation of Lecture Notes

Todd A. Lecture notes. Clinical Nutrition, Brigham Young University, Nov. 16, 2005.

Thesis or Dissertation

Ablah E. Factors Associated with Women, Infants, and Children (WIC) Participants Eating Healthy Foods and Engaging in Exercise. Wichita, KS: Wichita State University; 2005. Dissertation.

- **General Guidelines: Web Sites**

The following information should be provided:

- (2) Name of author, if given
- (3) Title of document
- (4) VRL (web site address)
- (5) Date accessed

- **Examples of Web Site Citations**

US Food and Drug Administration. What are the FDA requirements relating to sanitation? Available at <http://www.cfsan.fda.gov/~dms/qa-ind2c.htm1>. Accessed March 1, 2006.

Risse M, Faucette B. Food waste composting. Available at: <http://pubs.caes.uga.edu/caespubs/pubcd1b1189.htm>. Accessed

February 11, 2006.

US Bureau of the Census. Disability Status: 2000. Available at:
<http://www.census.gov/prod/2003pubs/c2kbr-17.pdf>. Accessed June
14, 2006.

Standards for an Acceptable Case Study Presentation

Policy

The students/interns are responsible for presenting various case studies during the Coordinated Program in Dietetics supervised practice experiences. It is the policy that required presentations will follow the outlined format.

Procedure

OUTLINE FOR CASE STUDY

This outline is to be used as a guide for the development of your case studies. Each major topic needs to be addressed, but the orders and details can be changed to fit the specific case. All case studies should be typed and prepared for oral presentation. A Power Point presentation is recommended.

I. General information:

- Patient's initials
- Patient's age
- Nationality
- Status in life - job title, marital status

II. Report on Admission

- Date of admission
- Present illness - onset, duration
- Diagnosis
- General condition upon admission
- General orders- diet, medication, drugs, etc.

III. General Health and Dietary History (if related to present illness)

IV. Special history

- Family responsibilities
- Social conditions affecting health - economic, familial, emotional, and/or psychological

V. Discussion of disease or condition

- History
- Incidence
- Etiology
- Symptoms (Identify those reversible with nutritional intervention.)
 - Clinical
 - Pathological

- Treatment (Discuss those applicable) - medical, surgical, chemotherapy, dietary (Nutritional Care Plan)
- Prognosis

VI. Progress of this patient

- Medical and/or surgical treatment -List long term complications
- Dietary treatment - Indicate and discuss any limitations the prescribed diet may have in terms of allowable foods.

VII. Summary

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