

# **Student Handbook**

## **Didactic Program in Dietetics**

**Brigham Young University  
Department of Nutrition, Dietetics, and Food Science  
Provo, UT**

**2022-2023**



## **Thoughts on Education**

“I know school can be a grind,” he said. “I know it seems difficult. I know you get discouraged at times. I know you wonder why you are attending school at all. But keep on. Keep on hammering away. Keep on learning. You will never regret learning—neither in this life, nor in the world to come. Indeed, you will treasure forever what you learn and what you learn about how to keep on learning.”

**President Henry B. Eyring November 6, 2018 Ensign College Devotional**

We know that “the family is central to the Creator’s plan” and that “mothers are primarily responsible for the nurture of their children.” And we also know that, for a variety of good reasons, both men and women have been counseled by prophets to get an education. In addition, we know that many women will either need or want to pursue careers.

President Dallin H. Oaks, First Counselor in the First Presidency, has said that for women, the choice is not between either family or education and career. “Timing is what we have to choose,” he said. “And we seek the inspiration of the Lord and the teachings of His servants in doing that.”

Plan to get an education, and plan to have a family. You can also plan to have a career. In all of this, your focus should be on following Heavenly Father’s plan and seeking His will.

**President Dallin H. Oaks Face to Face Fireside November 19, 2017**

Multiple prophets and apostles have made it explicitly clear that “for members of the Church, education is not merely a good idea—it’s a commandment.” Speaking specifically to women, President Gordon B. Hinckley said, “You must get all of the education that you possibly can.” And Elder Dallin H. Oaks said, “We make no distinction between young men and young women in our conviction about the importance of an education and in our commitment to providing that education.”

**Eva Witesman BYU Devotional June 27, 2017**



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## **ACCREDITATION STATUS**

Brigham Young University's Didactic Program in Dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, (312) 899-0040 ext. 5400. <http://www.eatright.org/ACEND>

**BRIGHAM YOUNG UNIVERSITY**  
**Department of Nutrition, Dietetics, and Food Science**  
**Didactic Program in Dietetics**

**Mission**

The mission of the Didactic Program in Dietetics at Brigham Young University is to develop informed and productive citizens of their family, faith, community, and nation who are prepared to perform effectively in supervised practice and to make meaningful contributions to the dietetics profession.

**Goals and Objectives**

**Goal #1:** Program graduates will excel in supervised practice or other professional pursuits through provision of current knowledge and development of skills.

**Objectives:**

- At least 80 percent of students complete program requirements within 3 years (150% of the program length).
- At least 75 percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation.
- Of program graduates who apply to a supervised practice program, at least 75 percent are admitted within 12 months of graduation.
- The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
- The mean scores for interns' ability to perform assigned clinical, management, and community tasks will be "4-Above Average" (1-5 scale) on the Internship Director Survey for all dietetic internship directors who complete the survey excluding BYU DI director.
- The mean score for the knowledge base section of the Internship Director Survey for all Dietetic Internship directors who respond will be "3-Good: adequately prepared" (1-4 scale).

**Goal #2:** Graduates will pursue continuing education and personal and professional growth.

**Objectives:**

- Five years post-graduation, 50% of employed graduates who complete a DI will have received a job promotion or moved to a more responsible/improved job situation.



- One year post graduation, 70% of graduates who complete a DI will be members of the Academy of Nutrition and Dietetics or other professional organization.
- Eighty percent of graduates will be involved in volunteer activity of some type five years post-graduation.

**Goal #3:** Graduates will develop ethical and moral values in personal and professional life.

**Objectives:**

- The mean score for the preparation for lifelong learning, applying moral values to work and personal life, and other roles in faith, family, community, and church section of Graduate Tracking Survey for all graduates who respond will be “3” on the rating scale (1-4).
- At least 70% of responses to the spiritually strengthening question on the dietetics’ faculty University Teacher Evaluation will be “enhanced” or higher.

**Program outcomes data available upon request.**

**BRIGHAM YOUNG UNIVERSITY**  
**Department of Nutrition, Dietetics, and Food Science**  
**Learning Outcomes for Didactic Program in Dietetics**

Students will be able to:

1. Use effective and professional communication skills
2. Explain and apply all areas of the nutrition care process
3. Demonstrate professional beliefs, values, attitudes and behaviors in all required student assignments and activities
4. Integrate the broad aspects of food availability, selection, preparation, and consumption into dietetics practice
5. Apply management and leadership skills to human and other resources in the provision of services to individuals and organizations
6. Think critically in problem identification and solution by integrating scientific information and research into assignments and practice

**BRIGHAM YOUNG UNIVERSITY**  
**DEPARTMENT OF NUTRITION, DIETETICS, AND FOOD SCIENCE**  
**DIDACTIC PROGRAM IN DIETETICS**  
**COURSE SEQUENCE**

**PREREQUISITES**

**1<sup>st</sup> Semester**

*Chem 101	3
Math $\geq$ 102	3
NDFS 100	3
Am Her 100	3
Religion 121	2
Elective 2	2
	<b>16</b>

**2<sup>nd</sup> Semester**

Chem 285	4
PD Bio 220	3
1 <sup>st</sup> Year Writing	3
Psych 111	3
Religion 122	2
	<b>15</b>

**3<sup>rd</sup> Semester**

NDFS 200	3
MM Bio 221	3
MM Bio 222	1
NDFS 290	1
Stat 121	3
Soc 113	3
Religion 2	2
	<b>16</b>

**4<sup>th</sup> Semester**

NDFS 250/251	4
PD Bio 305	4
Phys Sci 100	3
Civilization 1	3
Religion 2	2
	<b>16</b>

**PROFESSIONAL SEQUENCE**

**5<sup>th</sup> Semester**

NDFS 300	4
NDFS 374	2
NDFS 440	3
(or NDFS 375)	
NDFS 405	0.5
Program elective	2-4
Religion	2
	<b>13.5-15.5</b>

**6<sup>th</sup> Semester**

NDFS 356	3
NDFS 445	3
NDFS440	3
(or NDFS 375)	
NDFS 424	2
Civilization 2	3
	<b>14</b>

**7<sup>th</sup> Semester**

NDFS 400	3
NDFS 455	3
NDFS 458	3
NDFS 491	1
Writing 316	3
Religion	2
	<b>15</b>

**8<sup>th</sup> Semester**

NDFS 434	4
NDFS 475	2
NDFS 466	3
NDFS 490	1
Art or Letters	3
Religion	2
	<b>15</b>

\*Students may take the Chem 105, 106, 107, 351, 352, 481 sequence if desired

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

## **Core Knowledge for the Registered Dietitian**

### **Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics**

#### **1) Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.**

Upon completion of the program, graduates will be able to:

- **KRDN 1.1** Demonstrate how to locate interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.
- **KRDN 1.2** Select and use appropriate current information technologies to locate and apply evidence-based guidelines and protocols.
- **KRDN 1.3** Apply critical thinking skills.

#### **2) Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the nutrition and dietetics practitioner level of practice.**

Upon completion of the program, graduates are able to:

- **KRDN 2.1** Demonstrate effective and professional oral and written communication and documentation.
- **KRDN 2.2** Describe the governance of nutrition and dietetics practice, such as the Scope of Practice for the Registered Dietitian Nutritionist and the Code of Ethics for the Profession of Nutrition and Dietetics.
- **KRDN 2.3** Assess the impact of a public policy position on nutrition and dietetics profession.
- **KRDN 2.4** Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.
- **KRDN 2.5** Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates.
- **KRDN 2.6** Demonstrate cultural humility, awareness of personal biases and an understanding of cultural differences as they contribute to diversity, equity and inclusion.
- **KRDN 2.7** Describe contributing factors to health inequity in nutrition and dietetics including structural bias, social inequities, health disparities and discrimination.
- **KRDN 2.8** Participate in a nutrition and dietetics professional organization and explain the significant role of the organization.
- **KRDN 2.9** Defend a position on issues impacting the nutrition and dietetics profession.

**3) Clinical and Client Services: Development and delivery of information, products and services to individuals, groups and populations.**

Upon completion of the program, graduates are able to:

- **KRDN 3.1** Use the Nutrition Care Process and clinical workflow elements to assess nutritional parameters, diagnose nutrition related problems, determine appropriate nutrition interventions and develop plans to monitor the effectiveness of these interventions.
- **KRDN 3.2** Develop an educational session or program/educational strategy for a target population.
- **KRDN 3.3** Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.
- **KRDN 3.4** Practice routine health screening assessments, including measuring blood pressure and conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol).
- **KRDN 3.5** Describe concepts of nutritional genomics and how they relate to medical nutrition therapy, health and disease.
- **KRDN 3.6** Develop nutritionally sound meals, menus and meal plans that promote health and disease management and meet client's /patient's needs

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

Upon completion of the program, graduates are able to:

- **KRDN 4.1** Apply management theories to the development of programs or services.
- **KRDN 4.2** Evaluate a budget/financial management plan and interpret financial data.
- **KRDN 4.3** Demonstrate an understanding of the regulation system related to billing and coding, what services are reimbursable by third party payers, and how reimbursement may be obtained.
- **KRDN 4.4** Apply the principles of human resource management to different situations.
- **KRDN 4.5** Apply safety and sanitation principles related to food, personnel and consumers.
- **KRDN 4.6** Explain the processes involved in delivering quality food and nutrition services.
- **KRDN 4.7** Evaluate data to be used in decision-making for continuous quality improvement.

**5) Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.**

- **KRDN 5.1** Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.

- **KRDN 5.2** Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.
- **KRDN 5.3** Practice how to self-advocate for opportunities in a variety of settings (such as asking for needed support, presenting an elevator pitch).
- **KRDN 5.4** Practice resolving differences or dealing with conflict.
- **KRDN 5.5** Promote team involvement and recognize the skills of each member
- **KRDN 5.6** Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

# **Policies and Procedures**

## **Subject:** Admission to the Didactic Program in Dietetics

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### **Policy**

Acceptance into the Didactic Program in Dietetics is contingent upon completion of the application, assessment of the student's preparation to complete the program, acceptance as a student at Brigham Young University, and availability of student positions.

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### **Procedure**

- Application to the program is made February 15<sup>th</sup> prior to the fall admission.
- All prerequisite courses must be completed prior to starting fall semester after acceptance.
  - Four of the following program prerequisites must be completed at the time of application: NDFS 100, 200, 250/251, 290; Cell 220, 305; Chem 101; Chem 285; MMBio 221, 222; Stat 121.
- Applicants need 150 hours of dietetics-related experience

**The Brigham Young University Didactic Program in Dietetics uses a holistic admissions process to assess preparedness and potential success in the program. This includes evaluation of:**

- Personal Statement
- Two letters of recommendation, one from a professor and one from a work or volunteer supervisor
- Interview with faculty and dietetic interns.
- Grade Point Average
- Number of prerequisites remaining
- Dietetics-related experience



## **Subject:** Admission to a Dietetic Internship/ Future Education Model Graduate Program

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### **Policy**

To be eligible to take the Registration Examination and to practice as a Registered Dietitian Nutritionist, a student must complete an accredited Dietetic Internship following graduation from a Didactic Program in Dietetics and complete an advanced degree starting in 2024. It is the student's responsibility to prepare for an internship and graduate school.

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### **Procedure**

- Admission to accredited supervised practice experiences (dietetic internships) and graduate programs is competitive. To prepare for this process, we suggest students:
  1. Obtain 500 hours of dietetics-related work and/or volunteer experience
  2. Participate in meaningful volunteer activities
  3. Maintain at least a 3.0 GPA
- The Program Director will assist students during their final two semesters in applying for accredited dietetic internships and future education model graduate programs. See the [Accredited Programs Directory](#) for specific program information.

Note: See “Expenses” policy for application costs.

## **Subject:** Assessment of Prior Learning

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### **Policy**

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

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### **Procedure**

- Transfer students should follow university procedures for evaluation of transfer credits.
  - For information regarding transfer credit contact:
    - Transfer Evaluation Office
    - D-148 ASB
    - 801-422-8566
    - <https://enrollment.byu.edu/registrar/transfer-course-planning>
- The Program Director will consult with appropriate faculty to assess comparability of courses taken elsewhere that do not automatically receive transfer credit for BYU courses. If the course is deemed comparable to a required course, the required course will be waived.
- The Program Director will consult with appropriate faculty to assess experiential learning hours on a case-by-case basis.
- It will be highly unusual for any of the Professional Sequence courses to be waived. Courses taken as part of the professional sequence in another dietetics program will be considered on an individual basis.
- International students are referred to:
  - International Admissions
  - A-152 ASB
  - 801-422-7535
  - <https://enrollment.byu.edu/admissions/international-applicants>

## **Subject:** Assessment of Student Learning

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### **Policy**

All students will be prepared in the Core Knowledge for the Registered Dietitian Nutritionist and will receive regular assessment of their learning.

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### **Procedure**

- Assessment of learning is done through examinations, quizzes, projects, abstracts, papers, group work, class participation, performance in applied labs and simulated experiences, and assignments as appropriate to each course.
- The syllabus for each class in the Professional Sequence includes the Core Knowledge met by each course objective and the method for meeting and/or measuring the objectives.

## **Subject:** Attendance

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### **Policy**

It is expected that the student will attend all required classes and learning experiences unless ill or there is a university approved excuse. Students will be held responsible for all material presented in class and labs. Laboratory experience is 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.

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### **Procedure**

- It is expected that the student will be punctual for all classes and labs.
- In the event of extended illness, the student is expected to make up lab time that is missed.
- Make up time should be arranged at the convenience and knowledge of the instructor.
- It is the student's responsibility to obtain missed material presented in class from another student.
- If a student becomes ill or injured while in a facility for experiential learning, they should notify their instructor immediately.

**Subject:** Calendar/Vacation/Holidays

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**Policy**

The BYU Didactic Program in Dietetics will observe all regularly scheduled holidays and vacations as outlined on the Brigham Young University calendar.

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**Procedure**

- Scheduled holidays and vacations may be found in a current BYU Class Schedule.
- See <https://enrollment2.byu.edu/academic-calendar> for a current academic calendar.
- It is unwise to schedule vacations or other leave during academic instruction periods.
- Notify the Program Director of a leave of absence.

**Subject:** Children in Class

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**Policy**

Because children and babies distract the parent, class members, and the instructor, they should not be brought to class or exams.

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**Procedure**

- Exceptions to this policy would include occasional emergencies when it is not possible to find appropriate care.

**Subject:** Compensation and Scholarships

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**Policy**

The program does not compensate dietetic students. Scholarships and other funding sources may be available.

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**Procedure**

- Dietetic students may apply for university, college, and department scholarships.
- Dietetic students may apply for teaching assistant and research assistant positions.

## **Subject:** Computer Literacy

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### **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.

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### **Procedure**

- Faculty will frequently communicate with students through e-mail and Learning Suite/Canvas. It is expected students will check for e-mail messages and announcements on a regular basis.
- Students will be required to use word processing, spreadsheets, presentations, nutritional analysis programs, and the internet.
- To become more proficient in any of the above areas, the following resources are available:
  - Computer training courses (see <https://lib.byu.edu/services/software-training/> for information on available courses)
    - IS 100, Computer Spreadsheet Skills, is a recommended course.
- For problems with My BYU or BYU email, contact IT Services (801-422-4000) or go to <http://it.byu.edu>



**Subject:** Courtesy

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**Policy**

Students and faculty are deserving of, and expected to show, respect and courtesy to one another.

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**Procedure**

- Punctuality is expected as a courtesy to faculty and classmates
- Students should attend all classes and labs 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 and labs 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 use during class is for class work only; there should be no checking or sending of texts, emails, web sites, etc., during class.

## **Policy**

Students will use professional language when addressing university, college, and department faculty

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## **Procedure**

- **Addressing the Deans**
  - Dean (last name). For example, the Dean of the College of Life Sciences, Dr. Laura Bridgewater, would be addressed as Dean Bridgewater
- **Addressing the Faculty**
  - Dr. (last name), Ms/Mr (last name), or Professor (last name)
  - Although Brother or Sister (last name) is sometimes used in our church interactions, it is not preferred when addressing faculty

NDFS Faculty:

Dr. Christensen (department chair)

Dr. Ahlborn

Dr. Bellini

Dr. Bowden

Professor Duncan

Dr. Dunn

Dr. Fullmer

Dr. Hancock

Dr. Jefferies

Dr. Kenealey

Dr. LeCheminant

Professor Mitchell

Dr. Patten

Professor Phillips

Dr. Richards

Dr. Steele

Dr. Stokes

Dr. Taylor

Dr. Tessem

Dr. Williams

- **E-mail Etiquette**

- Never use “Hey!” and avoid “Hi” or other casual greeting. The most appropriate way to address faculty members is Dear Dr/Professor/Ms (last name). Also appropriate would be Hello Dr/Professor/Ms (last name)
  - Examples
    - Dr. Jones, Dear Dr. Jones, Hello Dr. Jones
    - Professor Smith, Dear Professor Smith, Good Afternoon Professor Smith
  - Indicate the purpose of the email in the subject line.
  - Be sure to close the e-mail with your first and last name.
  - Including your phone number may be helpful
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**Subject:** Discipline/Termination Procedures

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**Policy**

The Dietetics Program will follow the Discipline and Termination Procedures of the University.

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**Procedure**

- Guidelines for academic standards found in the General Catalog will be followed.  
<https://policy.byu.edu/view/index.php?p=172>
- Violation of the Honor Code will be handled in compliance with BYU University Policies.  
<https://policy.byu.edu/view/index.php?p=171>
- Dismissal from the program may result from:
  - Violation of the Confidentiality Agreement
  - Failure to respond in a timely manner to messages or requests from faculty members regarding coursework
  - Consistent failure to complete coursework and/or examinations in a timely manner
  - Violation of the BYU Academic Honesty Policy
- Students having difficulty with any of these issues will meet with the DPD Program Director, receive a verbal warning, and develop a plan for improvement. Failure to satisfactorily correct behavior will result in dismissal from the program.

**Subject:** Distance Learning and Online Testing Verification of Identity

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**Policy**

The dietetics program will use online proctoring systems to verify student's identity when completing online testing.

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**Procedure**

- Dietetic students will be required to use an online exam proctoring system when taking tests online.
- The online exam proctoring system will authenticate the student's identity.
- All proctoring will be monitored.

## **Subject:** Dress and Grooming

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### **Policy**

Students are expected to observe BYU Dress and Grooming Standards. While participating in Food Production Management and Community Nutrition Labs and field trips, additional procedures will apply.

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### **Procedure**

#### **BYU Dress and Grooming Standards**

The dress and grooming of both men and women should always be modest, neat, and clean consistent with the dignity adherent to representing The Church of Jesus Christ of Latter-day Saints and any of its institutions of higher 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 Church of Jesus Christ. Members of the BYU community commit themselves to observe the standards, which reflect the direction given by the Board of Trustees and the Church of Jesus Christ publication *For the Strength of Youth*. [The BYU Dress and Grooming Standards](#) 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. Shorts must be knee length or longer. Hairstyles should be clean and neat, avoiding extreme styles or colors, and trimmed above the collar leaving the ear uncovered. Sideburns should not extend below the earlobe or onto the cheek. If worn, moustaches should be neatly trimmed and may not extend beyond or below the corners of the mouth. Men are expected to be clean shaven; beards are not acceptable. Earrings and other body piercing are not acceptable. Shoes should be worn in all public campus areas.

- **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 and colors. Excessive ear piercing (more than one per ear) and all other body piercing are not acceptable. Shoes should be worn in all public campus areas.

- Students who are dressed inappropriately may be asked to leave class or lab and return when dressed appropriately.

## Additional Procedures

### Food Production Management Lab:

- **T-shirt:** Provided
- **Acceptable pants:** black, navy, or khaki colors and need to have a button and zipper. No jeans, leggings, yoga pants, or mid-calf lengths.
- **Hair:** must be pulled back and covered with a hair net.
- **Shoes:** non-slip, closed toe, and closed heel. Keep in mind, the sturdier the type of shoe, the better protection for your foot.
- **Jewelry:** limited to wedding band. No watches, bracelets, necklaces, or earrings may be worn in the Pendulum Court.

### Community Nutrition and Field Trips:

- When participating in field trips or in Community Nutrition experiences students must observe [BYU Dress and Grooming Standards](#). Leggings and flip-flops are not to be worn.

## **Subject:** Dress and Grooming for Professional Presentations

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### **Policy**

Students are expected to wear professional clothing when making professional presentations as part of course learning activities or to groups on- or off-campus.

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### **Overview**

Professional dress lends an air of credibility to the speaker and allows the audience or client to concentrate on the speaker and the message rather than be distracted by the speaker's appearance

### **Procedure**

- Dietetic students are required to dress professionally when making presentations (on or off campus). Professional dress includes:
  - tailored clothing
  - a third layer (i.e. jacket, cardigan, etc.)
  - a collar either on the jacket and/or blouse or shirt
- Appropriate tailored clothing can range from a matched suit (very tailored) to an unmatched suit (softly tailored) to an unstructured jacket (casual tailored) depending on the setting and student personality.
- A third layer can be a jacket/blazer, cardigan, or sweater.
- The collar can be on both the jacket and blouse/shirt, jacket only, or shirt only. A collared shirt under a collarless jacket or cardigan is appropriate as is a collarless shirt under a collared jacket. Collared attire looks more polished than collarless attire.
- Select clothing to complement the body shape.
- Select color to complement the complexion. Neutral colors are versatile and include black, grey, brown, tan, taupe, cream, navy blue, teal, wine/plum, olive, sage. Your clothing/suit does not have to be black. Patterns like tweed, stripes, and plaids are appropriate if professional in appearance.
- Women can wear either slacks or a skirt. Capris slacks are not appropriate for presentations. Skirts should not be shorter than the top of the knee, nor longer than mid-calf.
- Accessories should not be large or noisy, to avoid distracting the audience.
- Business casual or casual dress may be appropriate in some community settings.



## **Subject:** Expenses

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### **Policy**

Students will pay all required expenses as outlined.

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### **Procedure**

- Tuition: (LDS Fall 2022: Full time – LDS \$3152/Non LDS \$6304; Part time per credit hour- LDS \$331/Non LDS \$662) <https://finserve.byu.edu/students-parents/tuition-fees-deadlines>
- Room and board -See <https://enrollment.byu.edu/financial-aid/cost-of-attendance>
- Textbooks: See <https://enrollment.byu.edu/financial-aid/cost-of-attendance>
- Vaccinations: Influenza, COVID and others as needed. Prices vary depending on insurance coverage
- Academy of Nutrition and Dietetics Membership: \$58 is the student rate per year.
- Student Dietetics Association Membership: \$20 per year
- Medical Insurance (BYU health plan or private insurer). All students are required to participate in the student health insurance service unless they have a private plan that takes care of physician's visits in addition to major medical/surgical coverage.
- Food Production Management Lab:
  - ServSafe Certification: \$36
- Miscellaneous expenses: Clipboard, pens, pencils, calculator
- Materials (up to \$75 total) incurred for numerous projects.
- Dietetic Internship and/or Future Graduate Program application fees; (vary by program, approximately \$50 per program)
- D& D Internship Matching fee: \$65.
- Dietetics Inclusive Centralized Application System fee: \$50 for first application and \$25 for each additional application.

**Subject:** Experiential Learning

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**Policy**

Students will not replace employees in experiential learning activities

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**Procedure**

- Experiential learning activities for the Dietetics Program will be approved by the dietetics faculty.
- Students will not be allowed to replace an employee during experiential learning activities.

## **Subject:** Grievances (complaints)

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### **Policy**

When students feel they have been treated unfairly or they have other grievances (complaints), they have a right to voice their concerns through the appropriate channels without fear of retaliation.

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### **Procedure**

- A student should try first to resolve any grievances (complaints) with the individual.
- If the result is not satisfactory or the student feels uncomfortable in addressing the individual, a conference with another faculty member or the program director should be scheduled.
- If the result is not satisfactory, or the student does not believe the matter will not be dealt with fairly or that retribution may result, the student may submit the grievance to the department chair.
- If the matter is still not resolved, or the student does not believe the matter will not be dealt with fairly or that retribution may result, the student may submit a request for formal review to the college dean, following the [procedures of the university](#).
- If the complaint is not resolved through the direct internal process or the student fears retaliation, the student may submit a complaint through the [BYU compliance hotline](#), which is provided by a third party.
- A record of student complaints will be maintained in a file for a period of seven years, including the resolution of complaints.
- If the grievance has to do with ACEND accreditation standards (program noncompliance), and if, after all avenues in the grievance process have been exhausted and the student is not satisfied, the student may address a complaint directly to ACEND at:
  - Mail: 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995
  - Phone: 800- 877-1600, extension 5400.
  - Email: [ACEND@eatright.org](mailto:ACEND@eatright.org)

## **Subject:** Honor Code and Academic Honesty

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### **Policy**

It is expected that dietetic students will abide by the BYU Code of Honor.

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### **Procedure**

The **Code of Honor** is found at <https://policy.byu.edu/view/index.php?p=26>

### **Academic Honesty**

The first injunction of the BYU 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. “President David O. McKay taught that character is the highest aim of education” (“The Aims of a BYU Education” p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim.

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication of falsification, cheating, and other academic misconduct.

### **Plagiarism**

Intentional plagiarism is a form 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 Honor Code Office, in addition to 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 nondeliberate, 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:

- *Direct Plagiarism*. The verbatim copying of an original source without acknowledging the source.
- *Paraphrased Plagiarism*. The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for your own.
- *Plagiarism Mosaic*. The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- *Insufficient Acknowledgement*. 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 a 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:

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

### **Cheating**

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples include:

1. Copying from another person's work during an examination or while completing an assignment or allowing someone to copy from you during an examination or while completing an assignment.
2. Using unauthorized materials during an examination or while completing an assignment.
3. Collaborating on an examination or assignment without authorization.

4. Taking an examination or completing an assignment for another or permitting another to take an examination or to complete an assignment for you.

- **Other Academic Misconduct**

Academic misconduct includes other academically dishonest, deceitful, or inappropriate acts that are intentionally committed. Examples of such acts include but are not limited to:

1. Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others.
2. Planning with another to commit any act of academic dishonesty.
3. 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.
4. Changing or altering grades or other official educational records.
5. Obtaining or providing to another an un-administered test or answers to an un-administered test.
6. Breaking and entering a building or office for the purpose of obtaining an unauthorized test.
7. Continuing work on an examination or assignment after the allocated time has elapsed.
8. Submitting the same work for more than one class without disclosure and approval.
9. Sharing your online login with another individual for the purpose of taking a quiz, exam or completing an assignment.

- **IF YOU CHEAT, YOU MAY FAIL THE COURSE.** Cheating will be reported to the Honor Code Office.

**Subject:** Immunizations

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**Policy**

Students are recommended to have up-to-date immunizations

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**Procedure**

- Community class projects may require immunizations for:
  - COVID-19
  - Hepatitis B
  - Influenza vaccination is highly recommended annually
  - Measles, Mumps, and Rubella
  - Tetanus and Pertussis
  - Tuberculosis test
  - Varicella (chicken pox)

Immunizations are available at the County Health Department, Student Health Center, or your physician's office.

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**Subject:** International Students

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**Policy:**

International students will comply with Immigration and Naturalization Service (INS) regulations during undergraduate schooling.

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**Procedure:**

- If your internship is NOT combined with a master's degree, you will complete the internship under OPT status. OPT status is effective for one year following your graduation date; therefore, postponing your graduation to August allows that year to begin in the fall, when most internships begin. The OPT allows international students to obtain practical training in the US for one year following graduation and cannot be renewed.
- During your final year at BYU, make an appointment with the Director of International Student Services to confirm your graduation date and the issuance of the OPT application.
- If your internship is combined with a master's degree, you will be able to continue under the F-1 Visa "umbrella." You will apply through the internship's sponsoring university, which will issue the new I-20. (After the internship, you may apply for OPT status while looking for/beginning a job—once you are employed you can apply for an employment visa.)
- Because regulations regarding international students are subject to change, maintain contact with International Student Services for updates on INS regulations.

Even though official graduation date will be June or August, you can still march with your class in the April graduation ceremony.



**Subject:** Late Assignments

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**Policy**

It is the policy of the DPD that all assignments will be turned in at the date and time posted in the learning management system for each class. Assignments should be professionally presented (typed unless otherwise specified)

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**Procedure:**

- Assignments turned in late will have 10% deducted per day. Assignments will not be accepted if they are more than one week late. (Specific course late policies may override this policy.)
- Courtesy dictates that students alert their instructors in advance when an assignment will be late.

**Subject:** Liability for Travel

---

**Policy**

The University or any employee thereof is not deemed liable for personal safety of the student as they travel to or from program related field trips or class projects in accordance with the University Undergraduate Student Travel Policy

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**Procedure**

- Students will maintain their own auto and liability insurance coverage.

## **Subject:** Nondiscrimination

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### **Policy**

Admission to Brigham Young University and the BYU Didactic Program in Dietetics is nondiscriminatory. The BYU Didactic Program in Dietetics follows the [University nondiscriminatory policy](#) as stated in the general catalog for Brigham Young University.

---

### **Procedure**

Brigham Young University is committed to providing academic and employment environments that are free from unlawful discrimination. Unlawful discrimination on the basis of race, color, sex, national origin, religion, age, veteran status, genetic information and/or disability will not be tolerated. Harassing behavior based on a protected class that becomes so severe or pervasive that it creates a hostile environment is also unlawful.

The University's Nondiscrimination and Equal Opportunity Policy is found [here](#) and the Sexual Harassment Policy is found [here](#).

### **Retaliation**

The university also prohibits retaliation against any employee or student who (a) reports to the university a belief that unlawful discrimination is taking or has taken place, or (b) participates in any way in an investigation of a claim of discrimination. Retaliation will be considered a separate act of discrimination.

### **Students' Rights**

Students are entitled to study in an environment free from unlawful discrimination. Any student, staff employee, or faculty member who unlawfully discriminates against a student on the basis of race, color, sex, national origin, religion, age, veteran status, genetic information and/or disability may be subject to sanction.

### **Where to Report**

A Report of Discrimination can be made verbally or in writing to the Equal Opportunity Manager, D-295 ASB, 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu)

Individuals may also submit Reports through EthicsPoint, the university's 24-hour hotline provider, by telephone at 888-238-1062 or by submitting information online at [https://secure.ethicspoint.com/domain/en/default\\_reporter.asp](https://secure.ethicspoint.com/domain/en/default_reporter.asp)

**Subject:** Privacy of Information/Personal Files

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**Policy**

The Program Director will establish and maintain a confidential file for each student.

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**Procedure**

- The file may contain private information regarding the student such as evaluations and samples of work.
- The file will be 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.
- Physical files will be locked. Digital files will be password protected.

## **Subject:** Program Completion Requirements

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### **Policy**

Students must complete the program requirements in place at the time of program completion

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### **Procedure**

- Students who take more than two years to complete the Professional Sequence of the Didactic Program will not be able to take courses that were required when they began the Program if they are no longer offered due to curriculum changes and will be required to complete Program course requirements in place at the time of graduation.
- As per [University policy](#), students have eight years from the time of their initial enrollment in which to complete all requirements for graduation. Students who have not graduated within eight years of their initial enrollment at BYU will be required to meet with the BYU DPD Program Director to determine major and university core graduation requirements and the use of credit previously earned. Where University Core or major requirements have changed, students may be required to do additional work to meet graduation requirements.

**Subject:** Qualification for ACEND Verification Statement

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**Policy**

Students in the DPD need a Verification Statement signed by the Program Director to qualify for a Dietetic Internship, Future Education Model Graduate Program, or to take the Nutrition and Dietetics, Technician Registered exam

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**Procedure**

- Successful completion of BYU Dietetics Program and University requirements for a bachelor's degree qualifies the student to receive the Verification statement.
- If matched to an internship, one Verification Statement must be submitted to the Internship Director.
- All graduates should provide an address where forms can be mailed (or arrange to pick them up following the graduation date.)
- All graduates will receive Verification Statements after semester grades and degrees post.

## **Subject:** Requests for Letters of Recommendations

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### **Policy**

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

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### **Procedure**

- Ask faculty in person if they are willing and able to write a letter of recommendation. When possible, make requests for recommendations in person. Please be prepared to visit with the faculty member to provide information they 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. **Two weeks is considered a minimum advanced notice.**
- The student should provide in writing the following information:
  1. Date letter(s) need to be completed
  2. To whom the letters are to be delivered
  3. Appropriate forms or format to be completed
  4. Names and addresses to whom letters are directed
  5. Number of copies needed
  6. Signed Waivers of Confidentiality when required
  7. A list of the student's accomplishments and goals and/or current resume
  8. 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, Release, and Indemnification Agreement."

**Subject:** Sexual Misconduct

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**Policy**

The Didactic Program in Dietetics follows the [Brigham Young University Sexual Harassment Policy](#).

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**Procedure**

All forms of sexual harassment, including sexual assault, dating violence, domestic violence, and stalking are contrary to the teachings of The Church of Jesus Christ of Latter-day Saints and the [Church Educational System Honor Code](#). Brigham Young University prohibits sexual harassment by its personnel and students and in all its education programs or activities.



## **Subject:** Standards for an Acceptable Paper

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### **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.

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### **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. 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 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

- **Avoiding Writers Block:** One reason many people get writer's block is because they try to attend to all aspects of the paper at the same time. Seasoned writers generally follow this process:
  1. Focus on content – make sure similar concepts are grouped together, the flow from one concept to the next is logical, and that the main point of each paragraph is clear. Don't worry about the spelling and grammar at this point, just worry about getting the content written. Also make sure you have a system for keeping track of your resources so you can make proper documentation later.
  2. Once you have the key content written down, go back and look at the language and word choice – get the tone where it needs to be.
  3. Now check your spelling, grammar, and punctuation. Also, reading aloud at this point can help you find rough spots. For example, do you need to break a long, winding sentence into two; do you need to combine two sentences into one; does the sentence even make sense?
  4. Now it is time to check that all of your citations are correct in the text and on the reference page.
  5. Check your headings and other format issues.
  6. Finally, perform a self-evaluation by using the assignment description/guidelines as you read through your paper.
- All of these writing activities are occurring to some degree at the same time, but don't FOCUS on every aspect at the same time. You're far less likely to miss mistakes and far more likely to have a good finished product if you work on the different writing activities mentioned above in several smaller writing sessions.
- **Tone** Formal papers are generally written in the third person. Most trade journals are written at an 8<sup>th</sup> grade level – don't try to imitate their often casual style; upgrade to a college level. Avoid writing, "An article in XYZ journal said...." Just cite the author(s) and then make the statement.
- **Format. Please follow faculty specific instructions. If no instructions are given use these guidelines.** Include a cover page on formal papers with the title. Do not put the title on the first page of the paper. The first word should be INTRODUCTION (or overview, or something to that effect). As the drafts progress, check the Student Handbook for heading placement, placement of citation numbers, and a model of a finished paper.
- **Documentation. Please follow faculty specific instructions. If no instructions are given use these guidelines.** On the reference page, double space between references, but single

space within a reference. Be sure to number the references in the order they appear in the text. The Student Handbook gives directions for citation of various types of material. The reference page is its own page; separate it from the end of the paper.

- **Mechanics. Please follow faculty specific instructions. If no instructions are given use these guidelines.**
  - Include page numbers at bottom right; maintain 1-inch margins unless otherwise specified.
  - Punctuation and grammar matter!
  - If you use quotation marks, the punctuation goes inside the quotation mark [“yada yada” or “blah blah .”]
  - Be very careful of noun-verb and noun-pronoun agreement – keep them both singular or both plural in the sentence. For example:
    - If you name a company or entity, it is singular – McDonalds is trying to keep **its** customers (not **their** customers); a foodservice operation must attend to **its** waste management (not **their** waste management).
  - Management **is** working to... (not **are** working to...) 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 REFERENCEES in the order cited in the body of the paper. Follow the Journal of the Academy of Nutrition and Dietetics citation style guide (see ***Policy: Standards for an Acceptable Paper: Reference Guide***)
- In addition of clear thinking, good writing depends on patience (with yourself and the process). Writing is a skill, and like any skills, it takes time and practice to develop.

## **Subject:** Standards for an Acceptable Paper: Format Guidelines

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### **Policy**

Any use of headings, references, or citations in papers must conform to the format outlined below unless otherwise specified by course instructor.

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### **Procedure**

**For all procedures listed below please follow faculty specific instructions. If no instructions are given use these guidelines.**

- **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.<sup>76</sup> 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 severe nor precluded study participation.

- **Use of References:**
  - Be sure to paraphrase (rather than quote) unless the original is so startlingly clear, brilliant, and cogent that paraphrasing just won't do. There aren't many statements like that.
  - Virtually every paragraph in a formal paper should have at least one reference – don't make statements of fact without the documentation.
  - Whenever using information that you got from somewhere else you must provide the reference.
- **Citations in Text:** When citing *research*, put the reference number after the author's name and before the verb using superscript (e.g. Smith<sup>1</sup> stated . . .)
  - List last name(s) when papers have one or two authors (e.g. Smith<sup>1</sup> stated, Phipps and Jones<sup>2</sup> studied. . . .
  - If there are more than two authors use et al. instead of listing their names (e.g. Rogers et al.<sup>4</sup> found. . . All authors will be listed in the reference list.
  - The author's name does not need to be used every time his/her work is referred to in the text.
  - Place the citation within the text next to the information cited.
  - If summarizing general information from several sources, put the citation number at the end of the paragraph (e.g. <sup>(1, 6-8)</sup>).
  - Be judicious when putting the names of authors at the beginning of the sentence. It is not appropriate to state a *textbook* author's name in a sentence unless they are the sole author, and you are quoting their theory, idea, or creative work. Most textbook "authors" are only editors or compilers of known facts (textbooks are resources of known facts, not a venue for the presentation of new knowledge).
  - Further, *review article* and *trade publication* authors do not generally need to be named in the text. If the author's name is used, be sure the verb is appropriate – it should not be a verb indicating original discovery such as *found*, *discovered*, *studied*, etc.
- **Properly citing different types of references**
  - **Reference books**
    - Pagana and Pagana is a reference book of diagnostic and lab tests. They compiled the information; they did not invent the idea of genetic testing for fetal diseases. In this instance, the reference should always be at the end of the sentence.
    - **Incorrect Example:**
      - Pagana and Pagana<sup>11</sup> report that genetic testing is used to detect fetal disease during pregnancy, and to identify neonates with CF.
    - **Correct Example**
      - Genetic testing is used to detect fetal disease during pregnancy, and to identify neonates with CF<sup>11</sup>.
  - **Text Books**
    - Escott-Stump is the editor of the Krause textbook. She did not even write the chapter quoted here nor did she research this topic to be able to report the fact. In this instance, the reference should be at the end of the sentence.
    - **Incorrect Example:**

- Even with pancreatic enzyme supplementation, fat-soluble vitamins usually remain inadequately absorbed states Escott-Stump<sup>4</sup>
- **Correct Example:**
  - Even with pancreatic enzyme supplementation, fat-soluble vitamins usually remain inadequately absorbed<sup>4</sup>.
- **Review Papers**
  - The “Strate” reference is a literature review on Chronic Pancreatitis. Strate did not “find” anything because Strate did not do any new research to write this document. They are reporting a summary of what is known in the current literature.
  - **Incorrect Example:**
    - As found by Strate et al,<sup>6</sup> alcohol directly damages the acinar cells of the pancreas which changes their microcirculatory perfusion and alters epithelial permeability, which can lead to protein plugs and ductal stone formation.
  - **Correct Example:**
    - In a review paper, Strate et al<sup>6</sup> summarized that alcohol directly damages the acinar cells of the pancreas which changes their microcirculatory perfusion and alters epithelial permeability, which can lead to protein plugs and ductal stone formation.
- **Original Research Paper**
  - Peter Drucker has researched and written extensively about management theory. In this instance it is appropriate to put his name at the beginning of the sentence because HE personally stated characteristics about good managers from his own work and he personally wrote the book.
  - **Correct Example:**
    - Drucker<sup>6</sup> found that characteristics of good managers include.....

#### Examples of Concise Statements Relative to Citation in the Text:

<b>Wordy</b>	<b>Concise</b>
Habal <sup>2</sup> gives a detailed look into the function of the pancreas. The pancreas is both an exocrine and endocrine gland.	The pancreas is both an exocrine and endocrine gland. <sup>2</sup>
Iwasaki <sup>38</sup> explained GVHD as a condition that results when an allogeneic donor’s T-cells attack the recipient’s organs. Coplean <sup>33</sup> clarified the main theory describing the process of GVHD.	In GVHD, the allogeneic donor’s T-cells attack the recipient’s organs. <sup>33, 38</sup>
Charuhas <sup>37</sup> describes several other complications associated with HSCT.	Complications of HSCT include .... <sup>37</sup>
According to an article in the Journal of the Academy of Nutrition and Dietetics, the major source of calcium in the United States is fluid milk. <sup>25</sup>	Fluid milk is the major source of calcium consumption in the United State. <sup>25</sup>

• ***Example of Citation in Body of Paper—Original Research***

Food Selection and Purchase by the Elderly

Sherman and Brittan<sup>86</sup> emphasized the impact that available transportation has on food gathering by the elderly. Relocation to suburbs and the merger of foodstores and supermarkets has an effect on the ability of the aged to obtain food. Many elderly may need to walk. . . .

Roundree and Tinklin<sup>87</sup> 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. . . .

Clancy<sup>88</sup> studied the effect of media exposure on food habits in the elderly. As . . .

• ***Example of Citation in Body of Paper—General Knowledge, Review, etc***

LIVER PHYSIOLOGY

The liver is the largest gland in the body and it performs many metabolic functions. It is the body's "major biochemical factory."<sup>1</sup> This section will discuss the liver's functions in metabolism and other body processes.

Liver Anatomy

The liver has two major lobes and contains five different types of cells. These cells are: hepatocytes, kupffer cells, lypocytes, stellate cells, and pit cells.<sup>2</sup> Hepatocytes are the functional cells of the liver, and they secrete. . . . Kupffer cells are the liver's. . . and pit cells are natural killer cells in the sinusoidal lumen.<sup>3</sup> The hepatic lobule is the functional unit of the liver. This is a hexagonal arrangement of cells where a central vein flows through the middle and branches of the hepatic portal vein and hepatic arteries and bile ducts are at each corner.<sup>1</sup>



## **Subject:** Standards for an Acceptable Paper: Reference Guide

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### **Policy**

The reference style used in dietetics courses is that of Journal of Academy of Nutrition and Dietetics. The journal uses the American Medical Association style of references. Abbreviate periodical titles according to Index Medicus.

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### **Procedure**

Although AMA is the common style, some professors may require a different style such as APA.

The AMA Manual of Style 11<sup>th</sup> edition can be accessed at:

<https://www.amamanualofstyle.com/>

The APA Manual of Style can be accessed at:

<https://search.lib.byu.edu/byu/record/cat.7087824.item.31197240029311?holding=hm621jekny6wvf9g>

While not the official APA Manual, this website is also very helpful:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

Database for journal abbreviations can be accessed at:

<https://www.ncbi.nlm.nih.gov/nlmcatalog/journals/>

**Subject:** Standards for an Acceptable Paper: Example

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**Policy**

Papers will meet all established guidelines.

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**Procedure**

- See the following pages for an example of a completed paper.

## Phytosterol Effects on Blood Lipid Profiles

Allison Ells

NDFS 434

March 1, 2022

## INTRODUCTION

Phytosterol is a plant compound with a similar structure to cholesterol.<sup>1</sup> Cholesterol levels in the blood are a primary marker for risk of cardiovascular disease. Since cardiovascular disease is a leading cause of death, recent research has focused on ways to lower serum cholesterol levels in high-risk individuals. Phytosterols (also called plant sterols) are thought to lower serum cholesterol levels by competing for absorption in the small intestine.<sup>2</sup> The cholesterol-lowering properties of phytosterol have been the subject of much research due to implications for decreased risk factors in cardiovascular and metabolic diseases.<sup>1</sup> This research has explored the effects of phytosterol in individuals with diverse health profiles, the amount needed to yield results, and effective methods of administration.

## METHODS AND RESULTS

### High-Risk Individuals

Studies have been conducted to observe phytosterol effect on lipid profiles in individuals with unhealthy blood lipid levels. In a study conducted by Blom et al., 260 participants with modestly elevated blood triglyceride and LDL levels participated in a randomized, double-blind clinical trial. During the first two weeks of this trial, they consumed a placebo spread without any phytosterol. During the following four weeks, they were given either a placebo spread, or an intervention spread. The intervention spread contained two grams per day of phytosterol and one gram per day of eicosapentaenoic and docosahexanoic acids from fish oil. At the end of each phase, fasting serum lipids and apolipoproteins were measured. Individuals who had consumed the intervention spread containing phytosterol and omega-3 fatty acids were found to have

significantly lowered triglyceride, LDL, and total cholesterol concentrations. No significant effect on HDL was reported.<sup>3</sup>

In a similar study conducted by Trautwein et al.<sup>4</sup>, phytosterol was analyzed for its effects on risk factors in the development of type two diabetes mellitus. 161 individuals at risk of and with established type two diabetes mellitus completed a two-week placebo period followed by a six-week intervention period during which they consumed a low-fat plant spread. One group consumed a placebo spread while the other was given a spread containing two grams of phytosterol per day. Unlike the previously mentioned study, phytosterol supplementation was not combined with any other supplementation. This study also showed significantly decreased levels of triglycerides, LDL, and total cholesterol among individuals who consumed the spread with phytosterol. No effect was seen on HDL, glucose, insulin, postprandial lipid, or glycemic responses.<sup>4</sup> These studies suggest that phytosterol supplementation decreases total serum cholesterol and LDL levels in individuals at elevated risk for cardiovascular disease.

### **Low-Risk Individuals**

In addition to studies focused on high-risk individuals, other studies have analyzed effects of phytosterol on individuals with healthy blood lipid levels. In one such study, conducted by Weingärtner et al., individuals with no or mild hypercholesterolemia were split into two groups. For a period of four weeks, one group consumed three grams of plant sterol in supplemented margarine while the other group received a placebo. After a one-week reset period, the subjects switched groups. Among these healthy individuals, it was found that plant sterol supplements increased serum levels of plant sterols and increased markers of cholesterol synthesis. However, serum cholesterol levels were not significantly altered like they were among individuals with hypercholesterolemia.<sup>5</sup>

## Methods of Supplementation

Studies have been performed across demographics such as age and race. Tavares et al. evaluated the effects of supplementing phytosterol in children and adolescents with dyslipidemia in conjunction with the National Cholesterol Education Program Step Two diet. This diet focuses on limiting intake of total fat, saturated fat, and cholesterol.<sup>6</sup> In this study, children and adolescents with dyslipidemia were separated into a control group and an intervention group. The control group took capsules containing two grams per day of sunflower oil while the intervention group took capsules containing 1.5 grams per day of phytosterol. Throughout the study, patients were told to follow the National Cholesterol Education Program Step Two diet. Adherence to capsule intake was above 90 per cent. However, adherence to the diet was much lower. No significant difference was found in levels of LDL, total cholesterol, or triglycerides between the two groups.<sup>7</sup> This suggests that consuming a diet heavy in saturated fat and cholesterol may offset the benefits of phytosterol supplementation.

Ribas et al. conducted a study involving children and adolescents with dyslipidemia in which they examined the effects of phytosterol-enriched milk. Twenty-eight children and adolescents were divided into a control group and an intervention group. Those in the control group received skim milk for eight weeks while those in the intervention group receive the same amount of milk enriched with 1.2 grams per day of plant sterols. After eight weeks, concentrations of total cholesterol, LDL, and triglycerides were significantly lowered among those consuming the phytosterol-enriched milk.<sup>8</sup>

Enriched milk was also used in a study involving Chinese participants. During this study, conducted by Cheung et al., two hundred and twenty-one participants were assigned to either a control group or a treatment group. These subjects were not on cholesterol-lowering drugs and

did not have diabetes mellitus. The control group received conventional low-fat milk while the treatment group received low-fat milk enriched with 1.5 grams of phytosterol per day. Blood lipid profiles were measured before and after the completion of the study. A significant decrease in LDL, total cholesterol, and diastolic blood pressure was found in the treatment group.<sup>9</sup> From these two studies, it may be concluded that milk can be an effective medium for phytosterol supplementation.

Other phytosterol-enriched foods have also been studied for their effects on blood lipid levels. In one study, participants were randomized into four groups. One group received bread with a placebo, another received bread enriched with phytosterol, another received bread enriched with curcumin, and the last received bread fortified with both phytosterol and curcumin. It was found that consumption of bread containing phytosterol reduced blood cholesterol levels, whether in combination with or independent from curcumin supplementation. Curcumin supplementation alone did not have the same cholesterol-lowering effect.<sup>10</sup> This study provides further evidence that including phytosterol in common foods can be an effective means of phytosterol administration.

### **Effective Dose**

Most studies have tested phytosterol supplementation in concentrations higher than are typically consumed in the diet. A smaller section of research has tested phytosterol supplementation in smaller doses. During a study conducted by Ferguson et al., 50 postmenopausal women were divided into a control group and an intervention group. For 12 months, the intervention group received a daily, 24 mg extract derived from *Dioscorea alata* containing one to two mg of phytosterol. During the same period, the control group received a placebo. Measured outcomes included plasma antioxidant activities, hematological profiles, and

lipid profiles. Included in the lipid profile were cholesterol, triglyceride, LDL, HDL, VLDL, and apolipoproteins A1 and B. This study showed that phytosterol extracted from *Dioscorea Alata* had a positive impact on hematological and antioxidant activities, but no significant impact on lipid profiles. This could have been due to the small dose of phytosterol in comparison with other studies.<sup>11</sup> Further research may determine the minimum efficacious dose of phytosterol.

## **DISCUSSION AND CONCLUSIONS**

While results are somewhat mixed, most research suggests that a negative correlation exists between phytosterol intake and serum cholesterol levels. A greater difference in blood lipid levels has been observed in those with dyslipidemia than in healthy individuals. For example, in the study analyzing phytosterol effect on individuals without dyslipidemia, it was observed that markers of cholesterol synthesis were increased, but total serum cholesterol levels were not significantly changed.<sup>5</sup> This could indicate that phytosterol intake still decreased cholesterol absorption, but the body responded by synthesizing more cholesterol to maintain an appropriate level. Since cholesterol levels in the blood were already healthy, the compensatory response of the body would simply perpetuate homeostasis via cholesterol synthesis without negative consequences.

Significantly lowered blood lipid levels were not observed in individuals who did not follow a diet low in cholesterol and saturated fat.<sup>7</sup> This suggests that while phytosterol has cholesterol-lowering capabilities, a notable effect on serum cholesterol is not likely to be seen unless phytosterol intake is combined with a healthy diet. Nonetheless, the potential benefits of phytosterol in blood lipid profiles are backed by substantial and repeated findings. These results hold pertinence for individuals at risk for cardiovascular disease, type two diabetes mellitus, and



metabolic syndrome since dyslipidemia is a major risk factor in the development of these conditions.<sup>1</sup>

The minimum efficacious dose of phytosterol has not been identified. As indicated in the study analyzing *Dioscorea alata* supplementation, a low dose of phytosterol has little to no effect on blood lipid profiles. Most studies have tested phytosterol supplementation at 0.8-4 grams, which is a higher amount than can reasonably be attained through the diet. However, some research has shown a decrease in cholesterol absorption in doses as low as 150-300 mg.<sup>11</sup> Phytosterol in these amounts can be supplied through the diet without supplementation. In an analysis of typical phytosterol consumption in Chinese individuals, Yang et al. found that an average daily intake was 392.3 mg/day. Plant oils supplied 46.3% of phytosterol intake with cereals contributing another 38.9%. Together, these two food groups supplied the majority of phytosterol intake.<sup>12</sup> Examples of common foods within these groups include sunflower oil and rolled oats. For reference, a tablespoon of sunflower oil contains 35.42 mg of phytosterol.<sup>12</sup> One half cup of oats contains approximately 20 mg.<sup>13</sup> These numbers suggest that if plant oils and phytosterol-containing grains are regularly consumed, adequate phytosterol intake may be supplied through the diet without supplementation. Further research is needed to assess whether supplementation of higher doses affords greater benefits than smaller amounts available through the diet.

Phytosterol supplementation has been administered in numerous ways. Supplementation has been given via fortified milk,<sup>8,9</sup> bread,<sup>10</sup> spreads,<sup>3,4,5</sup> and a pill.<sup>7,11</sup> Each of these methods had high adherence rates and most were shown to have significant effects. Adherence to supplement intake has been shown to exceed adherence to a low-fat diet.<sup>7</sup> For this reason, supplementation may be beneficial even if adequate amounts are available in the diet. However, optimal effects

on lipid profiles are most likely to be achieved when phytosterol supplementation is coupled with a low-fat, phytosterol-rich diet.

The effects of phytosterol have been tested in combination with other compounds. The previously referenced studies combined phytosterol supplementation with omega-3 fatty acids,<sup>3</sup> curcumin,<sup>10</sup> and an herbal supplement.<sup>11</sup> In some cases, this coupling may confound results, such as in the analysis of phytosterols combined with omega-3 fatty acids. In this study the compounds were never tested separately, so no conclusions can be made as to which compounds produce which effects.<sup>3</sup> However, other studies have isolated the effects of phytosterol from related compounds. For example, phytosterol was found to lower cholesterol levels independent of curcumin levels.<sup>10</sup> Numerous studies have shown the effects of phytosterol as an independent contributor to lowered lipid profiles. Further research is needed to determine whether phytosterol effects are enhanced when paired with other compounds.

## **SUMMARY AND PERSONAL CONCLUSIONS**

An overwhelming body of research presents evidence that phytosterol has the potential to lower serum cholesterol levels. This effect is maximized when it is administered in an adequate dose and combined with a diet limited in saturated fat and cholesterol. These findings have profound implications for the treatment of cardiovascular disease which is a leading cause of death worldwide.<sup>14</sup> I believe that raising awareness of phytosterol benefits may help curb the sweep of cardiovascular disease. Fortifying common staple foods such as spreads or milk can be an effective and convenient method of increasing phytosterol consumption in the public. I believe that efforts to promote and market such products should be taken. However, I do not think phytosterol should be presented as a cure-all for hypercholesterolemia or related conditions since the benefits cannot completely offset the effects of dietary patterns. Current

recommendations for improving heart health already include replacing saturated fat with unsaturated fat, limiting cholesterol intake, and including whole grains, fruits, and vegetables in the diet. Adherence to these recommendations is likely to increase phytosterol intake independent from supplementation since plant oils, whole grains, and vegetables are rich sources of phytosterol. Thus, encouraging phytosterol consumption aligns with current measures to reduce the risk of cardiovascular disease. I support measures to increase phytosterol supplementation in connection with dietary recommendations to promote heart health.

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## **Subject:** Standards for Oral Presentations

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### **Policy**

Oral presentations must be well prepared and professionally presented.

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### **Procedure**

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

**Subject:** Student Performance Monitoring

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**Policy** Dietetics faculty and program director will monitor academic progress of dietetic students regularly

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**Procedure**

- Dietetics faculty will identify and visit with students who exhibit signs of academic difficulty and/or demonstrate unprofessional conduct (See Courtesy Policy).
- Dietetic students are expected to follow the [Academic Honesty Policy](#). Violations will be evaluated individually, and consequences implemented as stated in course syllabi.
- Dietetic students will meet with program director the end of second semester of professional sequence to discuss academic progress and performance.

## **Subject:** Student Support Services

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### **Policy**

All students will have full access to student support services as found in the general catalog.

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### **Procedure**

- Life Science Advisement <https://lifesciences.byu.edu/advisement>
- Information on student services may be found at <https://www.byu.edu/campus-life> and <https://www.byu.edu/academics>

Services include (but are not limited to):

- Accessibility center
- Activities, Athletics
- BYU store (texts and supplies)
- Career Services
- Counseling and Psychology Services
- Dining
- Early Alert Student Success
- Equal Employment Opportunity Office
- Financial Fitness Center (financial aid)
- Honor Code Counsel
- Housing
- ID Center
- Information Technology Services
- International Services
- Learn Anywhere-Student resources for successful learning
- Multicultural Student Services
- Parking, Public Transit passes (Transportation)
- Religious Opportunities
- Research and Writing Center
- Risk Management and Safety
- Student Health Center; Plans and Services
- Student Employment Services
- Student Wellness
- Title IX Resources
- [Tutoring](#)
- University Police
- Veteran's Support
- Women's Services



**Subject:** Students with Disabilities

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## **Policy**

The BYU Didactic Program in Dietetics follows the [University](#) policy for students with disabilities.

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## **Procedure**

- For more information contact the University Accessibility Center

**Website:** <https://uac.byu.edu/>

**Phone:** 801-422-2767

**Location:** 2170 WSC, Provo, UT 84602

**Subject:** Student Remediation and Retention

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**Policy** Students not consistently meeting performance expectations will be identified and counseled about an improvement plan.

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**Procedure**

- Dietetic students not meeting coursework or program requirements will convene with the program director and/or faculty to discuss a plan to improve. This may include repeating the course, completing extra coursework, working with [BYU Accessibility Center](#), and/or obtaining assistance through [BYU Counseling and Psychological Services](#).
- Dietetic students with minimal chances of obtaining a dietetic internship and an advanced degree will be informed of career options to match their ability by the program director and dietetics faculty as appropriate
- Dietetic students will be directed to the College of Life Sciences career director for assistance with alternate career paths. <https://careers.byu.edu/students/life-sciences>
- Dietetic Students will be advised of NDTR Pathway III eligibility
- Dietetic students requiring additional support in dietetics courses will be responsible to contact the professor of the course or program director for remedial instruction.
- Improvement plan will be documented in the student's file.

**Subject:** Tuition, Fees, and Refunds

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**Policy**

Students are responsible for paying all tuition and fees.

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**Procedure**

- Information regarding the payment of tuition and fees or refunds is outlined in the BYU Undergraduate Catalog.

## **Directory of Dietetics Faculty**

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