

# NUTRITION, B.S.NUTR./M.S. - COORDINATED PROGRAM IN DIETETICS (5-YEAR)

## Program Description

The Nutrition 5 year B.S./M.S. Coordinated Program in Dietetics is an accelerated Bachelor's to Master's program with a unique focus on urban health. The master's degree includes a minimum of 1,000 hours of supervised practice in clinical nutrition, community nutrition, and food service management during the final two years of the program. Upon successful completion of both degrees including the supervised practice, graduates are eligible to sit for the national Registration Examination for Dietitians (RD Exam). Graduates who successfully pass the RD Exam become Registered Dietitian Nutritionists (RDNs), also known as Registered Dietitians (RDs).

As of January 1, 2024 a master's degree will be required for all graduates wishing to become RDNs. To obtain the RDN credential, graduates must pass a national examination administered by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics. After becoming an RDN, graduates are eligible to apply for licensure in the State of Pennsylvania and other states where the practice of dietetics is regulated through licensure. RDNs are employed in health-care settings as medical team members and as managers of nutrition programs for hospitals, long term care facilities, school foodservice programs, and community health organizations. They are also employed in fitness settings, supermarkets, food and beverage industries, service management companies, the pharmaceutical industry, higher education, private practice, and other businesses.

Details can be found in the Coordinated Program Handbook (<https://catalog.lasalle.edu/undergraduate/nursing-health-sciences/urban-public-health-nutrition/nutrition-bsnutr-ms-coordinated-program-dietetics/Coordinated-Program-Handbook-2021-22.pdf>).

## Program Mission

Consistent with Lasallian values, the mission of the Master's Coordinated Program is to educate and empower students to engage in evidence-based practice in Nutrition and Dietetics with a commitment to excellence in practice, advocacy, life-long learning, and scholarship. The program combines a liberal arts education with scientific, theoretical, and practical coursework for preparation of entry-level Registered Dietitian Nutritionists (RDNs), preparing graduates to promote health and wellness in individuals, serve diverse and disadvantaged populations, and to assume leadership roles in their field.

## Accreditation

La Salle University's Didactic Program in Nutrition and Coordinated Program in Dietetics are accredited by:

Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics (<https://www.eatrightpro.org/acend/>)  
120 S. Riverside Plaza, Suite 2190  
Chicago, IL 60606-6995  
800.877.1600, x5400

## Why Take This Major?

The 5-year Bachelor's to Master's Coordinated Program is fully accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and culminates in a B.S. in Nutrition and M.S. in Nutrition and Dietetics Practice. It includes 1000-hours of supervised practice designed to meet competencies needed for entry-level practice in the field of Dietetics. Graduates are eligible to sit for the Registration Examination for Dietitians after successful program completion.

## Program Requirements

Students must have successfully completed or be enrolled in all of the required courses for the 5-year program up through and including the Spring Semester of Junior Year. Students must have a GPA  $\geq 3.2$  including courses transferred in for the major, earned a B or above in NUTR 310 Management in Nutrition and Dietetics, NUTR 320 Quantity Food Preparation and Management, NUTR 341 Medical Nutrition Therapy I, NUTR 342 Medical Nutrition Therapy II, and any 400 level NUTR courses, and have a C or better in all science and nutrition courses. Students who have met minimum requirements for admission to the Coordinated Program as of Spring, 2022 will be able to apply for the first cohort of the Master's Coordinated Program. High-achieving students offered direct admission to the 5-year program as freshmen must meet these standards in order to remain in the program. Students not meeting the required GPA and course grade requirements will earn a Bachelor of Science in Nutrition if all requirements are met, but will not progress to the Master's Program.

## Degree Earned

B.S.Nutr., M.S.

## Required for Graduation

- Courses
  - Major: B.S. Nutr: 31 courses
  - Total: B.S. Nutr: 41, M.S.: 10 courses
- Credits
  - Major: B.S. Nutr: 106
  - Total: B.S. Nutr: 127, M.S.: 45 credits
- GPA
  - Major: B.S.Nutr.: 3.2, M.S.: 3.2
  - Cumulative: B.S.Nutr: 3.2, M.S.: 3.2

## Program Goals

**Goal 1:** Prepare graduates to become competent entry-level dietetic practitioners through successful completion of the Coordinated Program.

### Objectives:

- 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% .
- Greater than 90% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
- At least 80% percent of program students complete program/degree requirements within 3 years (150% of the program length)
- 90% or more of program graduates who seek employment in dietetics will be employed within twelve months of program completion.

- Greater than 90% of program graduates responding to alumni surveys will report “agree or strongly agree” regarding preparation for entry-level job responsibilities.
- When surveyed, over 80% of employers will agree or strongly agree that graduates are adequately prepared for entry level positions.

**Goal 2:** Prepare graduates who respond to changing food, nutrition, and health care needs of individuals, groups, and urban communities.

#### Objectives:

- Greater than 80% of graduates responding to alumni survey will agree or strongly agree that the Coordinated Program prepared them to incorporate current evidence (i.e. from published guidelines and research) into practice.
- On exit survey, greater than 90% of graduates will agree or strongly agree that the Coordinated Program increased their cultural competence in working with individuals and groups in diverse communities.
- On exit survey, greater than 90% of graduates will agree or strongly agree on that the Coordinated Program helped them to develop a deeper awareness of policy and advocacy as it impacts the nutrition and dietetics profession.
- Greater than 80% of graduates responding to alumni survey will agree or strongly agree that knowledge and skills gained through the Coordinated Program have enabled them to have a positive impact on others.
- Greater than 80% of graduates responding to alumni survey will agree or strongly agree that they were prepared for the current Commission on Dietetic Registration professional development portfolio process.
- Greater than 80% of graduates on alumni survey will agree or strongly agree that they were overall satisfied with the Coordinated Program.

## Student Learning Outcomes

At the completion of this program the student will be able to:

- Utilize knowledge from foundational sciences as a basis for understanding the role of food and nutrients in health and disease.
- Integrate scientific information, research, and critical thinking into evidence-based practice.
- Demonstrate professionalism and ethical behavior in all areas of practice.
- Engage in advocacy on issues that affect public health and nutrition policy.
- Establish a basis for lifelong learning and interprofessional collaboration.
- Utilize the Nutrition Care Process to deliver state-of-the-art, safe and effective nutrition care.
- Provide culturally competent nutrition services for diverse individuals and communities using a variety of communication strategies.
- Facilitate health behavior change using nutrition counseling techniques with patients and clients.
- Apply basic principles of entrepreneurship to Dietetics practice.
- Implement strategies for food access, procurement, preparation, and safety that are relevant for the culture, age, literacy level, and socioeconomic status of clients and groups.
- Perform food system management and leadership functions that consider sustainability in business, healthcare, community, and institutional arenas.

## Progress Chart

### Level One - Core Courses

12 courses and 2 modules required

### Major Requirements

Major requirements include 4 Level Two ILO requirements, *fulfilled through the major*.

Students in this major must complete **B.S. Nutr: 41, M.S.: 10 courses** in total in order to graduate. **B.S. Nutr: 31 courses** will be from this major program.

Code	Title	Credits
<b>Level One - Core Courses</b>		
<i>Universal Required Courses</i>		
Students must complete the following 4 courses.		
ILO 8.1: Written Communication ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
ENG 110	College Writing I: Persuasion	3
ILO 5.1: Information Literacy ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
ENG 210	College Writing II: Research	3
ILO 1.1: Understanding Diverse Perspectives ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
FYS 130	First-Year Academic Seminar <sup>1</sup>	3
ILO 2.1: Reflective Thinking and Valuing ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
REL 100	Religion Matters	3
<i>Elective Core Courses</i>		
Students must complete 1 course in each of the following 4 ILOs.		
ILO 3.1a: Scientific Reasoning ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
CHM 161	Chemistry of The Life Sciences	4
ILO 3.1b: Quantitative Reasoning ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
HSC 217	Statistics for Health Science Profs	3
ILO 6.1: Technological Competency ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
CSC 154	Healthcare Informatics	3
ILO 8.1a/12.1: Oral Communication/Collaborative Engagement ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
COM 150	Presentation Skills	3
<i>Distinct Discipline Core Courses</i>		
Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)		
ILO 4.1: Critical Analysis and Reasoning ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
POL 151	Principles Of American Government	3
or ECN 150	Introductory Macroeconomics: The U.S. in the Global Economy I	
ILO 9.1: Creative and Artistic Expression ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
Choose course within ILO ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		

ILO 10.1: Ethical Understanding and Reasoning (<https://catalog.lasalle.edu/undergraduate/ilo/>)

Choose course within ILO (<https://catalog.lasalle.edu/undergraduate/ilo/>)

ILO 11.1: Cultural and Global Awareness and Sensitivity (<https://catalog.lasalle.edu/undergraduate/ilo/>)

Choose course within ILO (<https://catalog.lasalle.edu/undergraduate/ilo/>)

#### Universal Required Modules

Students must complete the following 2 non-credit modules.<sup>2</sup>

ILO 7.1a (<https://catalog.lasalle.edu/undergraduate/ilo/>)

Health Literacy Module

ILO 7.1b (<https://catalog.lasalle.edu/undergraduate/ilo/>)

Financial Literacy Module

#### Major Requirements

##### Level Two

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience) (<https://catalog.lasalle.edu/undergraduate/ilo/>)

NUTR 440 Capstone in Nutrition (ILO 2.2) 3

Select one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies (<https://catalog.lasalle.edu/undergraduate/ilo/>)

NUTR 341 Medical Nutrition Therapy I (ILO 7.2a) 4  
or NUTR 342 Medical Nutrition Therapy II

ILO 8.2b: Effective Expression (Writing-Intensive Course) (<https://catalog.lasalle.edu/undergraduate/ilo/>)

NUTR 420 Nutrition Education and Counseling (ILO 8.2b) 3

Select one ILO from 10.2, 11.2, or 12.2: Active Responsibility (<https://catalog.lasalle.edu/undergraduate/ilo/>)

NUTR 441 Food and Culture (ILO 11.2) 3

#### All Other Required Courses

##### Major Courses

NUTR 165 Principles of Nutrition 3

NUTR 200 Life Cycle Nutrition 3

NUTR 230 Food Science 4

NUTR 300 Community Nutrition 3

NUTR 310 Management in Nutrition and Dietetics 3

NUTR 320 Quantity Food Preparation and Management 3

NUTR 340 Professional Practice in Nutrition 3

NUTR 341 Medical Nutrition Therapy I 4

NUTR 342 Medical Nutrition Therapy II 4

PHLT 408 Research Methods for Public Health 3

PHLT 489 Race, Ethnicity, And Public Health 3

NUTR 420 Nutrition Education and Counseling 3

NUTR 440 Capstone in Nutrition 3

NUTR 441 Food and Culture 3

NUTR 450 Sustainable Food Systems and Food Justice 3

NUTR 510 Nutrition Communication 3

NUTR 512 Advanced Nutrition and Metabolism 3

NUTR 514 Cases in Clinical Nutrition 3

PHLT 635 Health Policy 3

NUTR 601 Practicum in Community Nutrition I 6

NUTR 602 Practicum in Community Nutrition II 6

NUTR 605 Practicum in Foodservice Management 6

NUTR 608 Practicum in Clinical Nutrition I 6

NUTR 609 Practicum in Clinical Nutrition II 6

NUTR 612 Seminar in Dietetics Practice 3

#### Supporting Courses

BIO 161 Anatomy and Physiology 4

BIO 162 Anatomy and Physiology 4

BIO 163 Clinical Microbiology 4

PSY 155 Introduction to Psychology 3

CHM 262 Organic Chemistry for The Life Sciences 3

CHM 263 Biochemistry for the Life Sciences 3

PHLT 408 Research Methods for Public Health 3

#### Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

**Total Credits** **158**

1

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130 First-Year Academic Seminar: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening

2

The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.

## Recommended Course Sequence

Course	Title	Credits
<b>First Year</b>		
<b>First Semester</b>		
ENG 110	College Writing I: Persuasion	3
NUTR 165	Principles of Nutrition	3
BIO 161	Anatomy and Physiology	4
CSC 154	Healthcare Informatics	3
REL 100	Religion Matters	3
<b>Credits</b>		<b>16</b>
<b>Second Semester</b>		
PSY 155	Introduction to Psychology	3
CHM 161	Chemistry of The Life Sciences	4
BIO 162	Anatomy and Physiology	4
COM 150	Presentation Skills	3
FYS 130	First-Year Academic Seminar	3
<b>Credits</b>		<b>17</b>
<b>Second Year</b>		
<b>First Semester</b>		
CHM 262	Organic Chemistry for The Life Sciences	3
NUTR 200	Life Cycle Nutrition	3
NUTR 230	Food Science	4
ENG 210	College Writing II: Research	3
POL 151 or ECN 150	Principles Of American Government or Introductory Macroeconomics: The U.S. in the Global Economy I	3
<b>Credits</b>		<b>16</b>
<b>Second Semester</b>		
CHM 263	Biochemistry for the Life Sciences	3
NUTR 300	Community Nutrition	3
NUTR 340	Professional Practice in Nutrition	3

Choose course within ILO 9, 10, or 11 ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	3
BIO 163 Clinical Microbiology	4
<b>Credits</b>	<b>16</b>
<b>Third Year</b>	
<b>First Semester</b>	
NUTR 310 Management in Nutrition and Dietetics	3
NUTR 341 Medical Nutrition Therapy I	4
NUTR 420 Nutrition Education and Counseling	3
NUTR 441 Food and Culture	3
Choose course within ILO 9, 10, or 11 ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	3
<b>Credits</b>	<b>16</b>
<b>Second Semester</b>	
NUTR 320 Quantity Food Preparation and Management	3
NUTR 342 Medical Nutrition Therapy II	4
HSC 217 Statistics for Health Science Profs	3
NUTR 450 Sustainable Food Systems and Food Justice	3
Choose course within ILO 9, 10, or 11 ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	3
<b>Credits</b>	<b>16</b>
<b>Fourth Year</b>	
<b>First Semester</b>	
NUTR 601 Practicum in Community Nutrition I	6
PHLT 408 Research Methods for Public Health	3
PHLT 489 Race, Ethnicity, And Public Health	3
NUTR 512 Advanced Nutrition and Metabolism	3
<b>Credits</b>	<b>15</b>
<b>Second Semester</b>	
NUTR 602 Practicum in Community Nutrition II	6
NUTR 440 Capstone in Nutrition	3
NUTR 514 Cases in Clinical Nutrition	3
PHLT 635 Health Policy	3
<b>Credits</b>	<b>15</b>
<b>Third Semester</b>	
NUTR 605 Practicum in Foodservice Management	6
<b>Credits</b>	<b>6</b>
<b>Fifth Year</b>	
<b>First Semester</b>	
NUTR 608 Practicum in Clinical Nutrition I	6
NUTR 510 Nutrition Communication	3
<b>Credits</b>	<b>9</b>
<b>Second Semester</b>	
NUTR 609 Practicum in Clinical Nutrition II	6
NUTR 612 Seminar in Dietetics Practice	3
<b>Credits</b>	<b>9</b>
<b>Total Credits</b>	<b>151</b>

## Course Descriptions

### Nutrition

#### NUTR 165 Principles of Nutrition

Topics for this course include basic knowledge of food nutrients; functions, interactions, and balance of carbohydrates proteins, lipids, vitamins, minerals, and water in normal human physiology; nutrient deficiency diseases; energy metabolism; nutrition and fitness. It consists of three hours of lecture and is required for all subsequent nutrition courses.

#### NUTR 200 Life Cycle Nutrition

This course examines human nutritional needs and U.S. dietary guidance for health maintenance and disease prevention during infancy, early and middle childhood, adolescence, adulthood, and older adulthood as well as pregnancy and lactation. The course consists of three hours of lecture. Prerequisite(s): NUTR 165, BIO 161 Corequisite(s): BIO 162

#### NUTR 230 Food Science

This course examines chemical and physical properties of food, principles of food selection, consumer trends, use of established food guides in meal planning, methods and techniques of food preparation, sensory evaluation of food, food safety, and government regulation of food. The course consists of three hours of lecture, and two hours of lab. Restriction(s): Non-nutrition majors must obtain permission of the Director to register for this course. Prerequisite(s): NUTR 165, CHM 161

#### NUTR 300 Community Nutrition

This course illustrates the role of nutrition in health promotion and disease prevention through an examination of health and nutrition policy, programs, and population data. Emphasis is placed on the information and skills necessary to solve nutrition problems in local, state, and national communities. The course consists of three hours of lecture. Prerequisite(s): NUTR 165, NUTR 200

#### NUTR 310 Management in Nutrition and Dietetics

The course focuses on dietetic management principles including systems theory, leadership, quality management and methodology, cost-effectiveness, human resources, labor law, financial management, budgeting, and marketing. The course consists of three hours of lecture. Prerequisite(s): NUTR 165

#### NUTR 320 Quantity Food Preparation and Management

The course looks at management systems and procedures used in quantity food production; menu planning; recipe standardization; purchase, receipt, and storage of food and supplies; facility design, equipment, and materials; financial management; and food safety and sanitation. The course consists of three hours of lecture. Prerequisite(s): NUTR 165, NUTR 230, NUTR 310, BIO 163

#### NUTR 340 Professional Practice in Nutrition

The course explores the various roles of nutrition professionals within the broader health-care system including inter-professional collaboration for comprehensive care. The course provides an overview of nutrition careers in clinical, community, foodservice management, and business settings and emphasizes historical, legal, and ethical considerations for professional practice. The course consists of three hours of lecture. Restriction(s): Nutrition Majors Only Prerequisite(s): NUTR 165, NUTR 200

#### NUTR 341 Medical Nutrition Therapy I

The course focuses on the pathophysiology of nutrition-related disease; normal and therapeutic diets in the prevention and treatment of disease; the Nutrition Care Process: nutrition assessment, diagnosis, intervention, monitoring, and evaluation; documentation of nutrition care; and drug-nutrient interactions. Course materials will cover disorders of the gastrointestinal, cardiovascular, endocrine, and skeletal systems as well as energy imbalance. The course consists of three hours of lecture and one hour of lab. Restriction(s): Students are permitted to re-take this course once to seek to improve their grade Prerequisite(s): NUTR 165, NUTR 200, NUTR 300, BIO 161, BIO 162, CHM 161, CHM 262, and CHM 263

**NUTR 342 Medical Nutrition Therapy II**

This course is a continuation of Medical Nutrition Therapy I that focuses on the pathophysiology of nutrition-related disease; normal and therapeutic diets in the prevention and treatment of disease; the Nutrition Care Process: nutrition assessment, diagnosis, intervention, monitoring, and evaluation; documentation of nutrition care; and drug-nutrient interactions. Course materials will cover disorders of the gastrointestinal, hepatic, and renal systems; food allergy and intolerance; genetics in nutrition; enteral and parenteral nutrition support. The course consists of three hours of lecture and one hour of lab. Restriction(s): Students are permitted to re-take this course once to seek to improve their grade. Prerequisite(s): NUTR 341

**NUTR 400 Advanced Medical Dietetics****NUTR 401 Practicum Med Nutr Therapy I**

Application of nutrition knowledge and the Nutrition Care Process in the solution of problems related to disease. Students will assess nutritional status (including medical record review, patient and family interviews, and input from other team members), identify nutritional needs, and develop care plans for individuals in acute and long-term care environments. Under the supervision of a registered dietitian, students will carry out basic nutrition interventions. Course will consist of assigned readings, discussions, and practical in experience in hospitals, medical centers, and long-term care facilities. Two hours of lecture, 16 hours of practicum. Prerequisite: Admission to the Coordinated Program.

**NUTR 402 Practicum Med Nutr Therapy II**

Students will utilize the Nutrition Care Process in nutrition assessment, diagnosis, intervention, monitoring, and evaluation in the care of assigned patients in acute, ambulatory, and long-term care settings. Continued emphasis on the development of professional, educational, and counseling skills culminating in students' ability to assume major nutritional care responsibilities for adults and children with medical needs (gastrointestinal, renal, musculoskeletal, cardiac, endocrine, surgical, and metabolic), obesity, eating disorders, and feeding dysfunction. The implementation of nutritional care strategies as influenced by economic and regulatory issues will be highlighted. Course consists of assigned readings, discussions, and practical experiences in hospitals, medical centers, and long-term care facilities. Two hours of lecture, 16 hours of practicum. Prerequisite: Admission to the Coordinated Program.; NUTR 401 with a grade of B or better.

**NUTR 410 Practicum Community Nutr I**

Application of nutrition principles to needs at various stages of the life cycle with an emphasis on health promotion and disease prevention. Students will utilize screening and assessment skills to determine the health and nutritional needs of individuals and groups in community settings. Under the supervision of a nutrition professional, students will participate in nutrition counseling sessions and education programs in a variety of community settings. Course will include assigned readings, discussions, and projects. Two hours of lecture, eight hours of practicum. Prerequisite: Admission to the Coordinated Program.

**NUTR 411 Practicum Community Nutr II**

Application of knowledge in nutrition program planning, implementation, and management in schools, government agencies, and health organizations within the Philadelphia region. Continued emphasis on professional skills that allow students to function independently in community programs. Course will consist of assigned readings, discussions, and projects. Two hours of lecture, eight hours of practicum. Prerequisite: Admission to the Coordinated Program; NUTR 410 with a grade of B or better.

**NUTR 420 Nutrition Education and Counseling**

This course focuses on communication strategies for effective health behavior change. Topics include food behavior; verbal and non-verbal communication; interviewing skills; cultural competency; health literacy; counseling theories and the counseling process; learning theories and educational principles; and educational methods and tools. Three hours of lecture. Prerequisite(s): NUTR 165, NUTR 200, NUTR 300, PSY 155

**NUTR 430 Practicum Food Service Mgmt**

Practical experience in quantity food planning, preparation, and management in hospitals, nursing homes, school food service, and commercial cafeterias. Students will participate in the daily operations and management functions of food service systems, including sanitation, food safety, equipment selection and operation, food purchasing, receiving and storage, personnel and fiscal management, and quality control. Course will consist of assigned readings and discussions with 32 hours of practical experience and two hours of lecture per week for 10 weeks. Prerequisite: Admission to the Coordinated Program.

**NUTR 440 Capstone in Nutrition**

Emphasizes the integration of nutrition knowledge and the interpretation and application of nutrition-oriented research including evidence-based practice. Students identify a research question or hypothesis, design a research plan, collect and analyze data, and write a research paper utilizing peer-reviewed scientific literature and other appropriate sources. Students also create and orally present a poster representing their work. Three hours of lecture. Restriction(s): Nutrition Majors Only. Prerequisite(s): NUTR 165, NUTR 200, NUTR 300, NUTR 340, NUTR 420, PHLT 408 and HSC 217.

**NUTR 441 Food and Culture**

This course examines the cultural and culinary traditions that shape an individual's eating habits, including the activities by which people produce, prepare, present, and consume food. Aspects of food culture including religion, health beliefs, geographic and historical/traditional factors in global cultures and within regions of the United States are explored. The course focuses on the development of cultural competency and cultural humility in nutrition practice. Three hours of lecture. Prerequisite(s): NUTR 165, NUTR 200, NUTR 230, NUTR 300

**NUTR 450 Sustainable Food Systems and Food Justice**

Encompasses current issues involving food agriculture, activities, people and resources involved in getting food from field to plate. Current food practices and marketing are investigated in terms of the cost/benefit to the individual, and society. Three hours of lecture. Prerequisite(s): NUTR 165, NUTR 200, NUTR 300.

**NUTR 455 Nutrition and Fitness**

This course addresses the nutrition needs of active people and athletes. Course topics include carbohydrate, protein, fat, vitamin, mineral, and water requirements for fitness and sport. Body weight and composition, weight maintenance, as well as proper weight gains and loss will be discussed. Prerequisite(s): NUTR 165

**NUTR 460 Nutrition Externship**

Students experience field work under the supervision of a nutrition professional and faculty member. Permission of the Director is required. Hours to be arranged with five hours minimum field work per week (minimum of 50 hours per semester) required. Restriction(s): Nutrition majors only unless approved by the Director. Prerequisite(s): NUTR 165, NUTR 200, NUTR 300, NUTR 420

**NUTR 470 Special Topics in Nutrition**

The course provides an in-depth examination of a current topic in the field of nutrition. Three hours of lecture. Prerequisite(s): NUTR 165, NUTR 200.

**NUTR 471 Special Topics in Nutrition**

The course provides an in-depth examination of a current topic in the field of nutrition. Three hours of lecture. Prerequisite(s): NUTR 165, NUTR 200.

**NUTR 472 Special Topics in Nutrition**

The course provides an in-depth examination of a current topic in the field of nutrition. Three hours of lecture. Prerequisite(s): NUTR 165, NUTR 200.

**NUTR 473 Special Topics in Nutrition**

The course provides an in-depth examination of a current topic in the field of nutrition. Three hours of lecture. Prerequisite(s): NUTR 165, NUTR 200.

**NUTR 474 Special Topics: Nutrition and Dietetics Technician, Registered Careers and Credential**

This course will help prepare the student to take the credentialing examination to become a Nutrition and Dietetics Technician, Registered (NDTR). Roles and responsibilities of the NDTR as well as career paths are explored. Restriction(s): Student must be a senior in the Didactic Program in Nutrition to register for this course.

**NUTR 475 Special Topics in Nutrition**

The course provides an in-depth examination of a current topic in the field of nutrition. Three hours of lecture. Prerequisite(s): NUTR 165, NUTR 200.

**NUTR 480 Nutrition Research**

Individual laboratory or theoretical work under supervision of a faculty member. Permission of the Director required. Hours to be arranged.

**NUTR 481 Nutrition Research**

Individual laboratory or theoretical work under supervision of a faculty member. Permission of the Director required. Hours to be arranged.

**Public Health****PHLT 101 Essentials of Public Health**

This course provides a basic introduction to public health concepts and practice by examining the philosophy, purpose, history, organization, functions, tools, activities, and the results of public health practice at the national, state, and local levels. Healthy People 2020 is reviewed. The impact of the Affordable Care Act on health disparities in urban communities is discussed. The function of the Bureau of Health Professions of the Health Resources Services Administration (HRSA) is studied. The course aims to stimulate interactions among students around important problems and issues facing the health of the nation and the world.

**PHLT 250 Global Health**

This course explores world health issues and policies by examining selected threats to global health. Students ascertain the global interconnectedness of humanity and investigate the effect of economic globalization on health issues. Global warming, cross border pollution, the spread of infectious diseases, and international crime are considered. Current health threats, global health indicators, ethical considerations of global initiatives, and solutions are evaluated.

**PHLT 265 Public Health Nutrition**

This course allows students to explore and begin to understand how complex and multifaceted public health nutrition programs enhance the health and nutrition of the U.S. population through education, emphasis on health promotion and disease prevention, integrated community efforts and government leadership. Emphasis is placed on policymaking, assessment and intervention methods, special populations, food security and program management. Students will gain understanding of course concepts and ideas presented in the classroom through readings, written assignments, presentations, class discussions, case studies and exams.

Prerequisite(s): Nutr 165

**PHLT 270 Special Topics****PHLT 271 Special Topics****PHLT 272 Special Topics****PHLT 280 Special Topics****PHLT 301 Theories of Social Behavioral Change in Community Health Education**

Students analyze the contribution of social factors to health and illness status, including risk behavior and health inequities. Health behavior programs and interventions are explored. Theories of health promotion, health behavioral change, and health education are examined and applied to a health promotion project focusing on health disparities in urban communities. Prerequisite(s): PHLT 101

**PHLT 312 Public Health Advocacy****PHLT 314 Environmental Health in Urban Communities**

This course integrates earth sciences, geology, environmental sciences, and health initiatives in the urban communities aimed at identifying, managing, and eliminating environmental threats to health. Environmental problems, including lead poisoning of children, radon, asbestos exposure, urban brown fields, toxic waste, urban pollution, and other environmental hazards, are examined through the lens of social justice and health equity. Students explore urban environments identified as high risk for disease and illness from environmental pollutants and geographic or climactic problems. The impact of natural disasters on public health is also examined.

**PHLT 315 Violence Prevention and Control**

Students review theories of violence causation and epidemiologic patterns of violence in urban settings. An ecological framework is used to guide critical thinking about risk and protective factors regarding violence. Students explore secondary data sources important to public health practitioners working in the area of violence prevention and control. Programs aimed at preventing violence and injury in urban settings will be examined and critically evaluated.

**PHLT 319 Epidemiology for Health Educators**

This course introduces basic concepts of epidemiology and biostatistics applied to public health problems. The principles and methods of epidemiologic investigation, summaries and displays of data, and the use of statistical approaches for describing the health of populations are emphasized. Various epidemiologic designs for investigating associations between risk factors and disease outcomes are also introduced. The importance of ethics in epidemiologic research underpins the course. Prerequisite(s): HSC 217, PHLT 101

**PHLT 330 Multivariate Statistics**

This course introduces multivariate data analysis methods. The course begins with an introduction to multivariate statistics, including matrix algebra. The course next focuses on multiple regression analysis, and Multivariate Analysis of Variance (MANOVA), along with Analysis of Covariance (ANCOVA), and repeated measures designs. It will also cover exploratory factor analysis, and introduce structural equation modeling. Students will receive extensive experience with data entry and analysis using SPSS and Mplus statistical computer packages. Prerequisite(s): HSC 217

**PHLT 350 Health Ed: Principles/Practice**

This course investigates health education from the perspectives of history, roles, theoretical foundations, and professional standards. Needs assessment, program planning, development, implementation, and evaluation are examined using model programs as exemplars. Health education needs of vulnerable and socially disadvantaged populations are emphasized, including health disparities, maternal and child care, and aging persons with disabilities. Students plan and implement a service learning program for a vulnerable population.

**PHLT 351 Intro - Public Health Policy**

Students explore major health policy issues in the United States health care system and the outcomes of policies for public, private, and not-for-profit settings. They examine steps of policy analysis and apply these strategies to evaluate health issues and health care. The legislative process and the structure and financing of the health care system in the United States are investigated as are influences of politics and interest groups on health policy formulation. The effect of health policy on the health of urban communities is analyzed along with the interplay of policy on infectious diseases, bioethical issues, and globalization.

**PHLT 352 Program Planning and Health Education**

This course provides a comprehensive overview of health education strategies for urban community health settings. This course focuses on: needs assessment and program planning, health education delivery, behavior change interventions and methods, and health disparities. Students will evaluate and compare evidence-based programs as they develop health promotion programs for vulnerable populations. Strategies to conduct individual-level and group-level needs assessments are explored. Prerequisite(s): PHLT 101

**PHLT 355 Needs Assessment/Program Plan**

In this course, students explore needs assessment and program planning processes used to address public health problems faced by vulnerable populations. They investigate strategies to involve stakeholders in the planning, implementation, and evaluation of health promotion programs. Students evaluate and compare evidence-based programs as they develop health promotion programs for vulnerable populations. Strategies to conduct individual-level and group-level needs assessments will be explored.

**PHLT 356 Reproductive Health for The Public Health Practitioner**

Course content emphasizes theories of reproductive health, sexual development and factors influencing sexual behavior within the continuum of health and illness. Common sexual practices and reproductive health issues of people are studied within the context of lifestyle and situational life crises. Concepts of normal sexual function and dysfunction are examined. Contemporary sexual health and reproductive issues, obstetrical care in the United States and abroad, gender based violence, maternal morbidity and mortality, family planning, and reproductive health policy are explored. Theoretical foundations of the medical, psychological, socio-cultural, political, and biological determinants of human sexual behavior and reproductive health are examined. Issues of biology related to sex, gender identity, social sex role, and sexual orientation are discussed. Contemporary issues of sexual risk behaviors, sexually transmitted infections and safer sex practices will be investigated in addition to those issues of chronic illness, disability, and sexual coercion.

**PHLT 357 Women, Gender, And Public Health**

This course will focus on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It will consider how different frameworks of addressing gender and biological sex shape questions people ask about, and explanations and interventions they offer for societal patterns of health, disease, and well-being. The course will demonstrate ways of conceptualizing gender in relation to biology and health using case examples. In all cases, issues of gender will be related to other social determinants of health, including social class, racism, and other forms of inequality. Implications of diverse approaches will be debated, as part of developing useful strategies for improving physical, mental, and social well-being. This course is an elective and is not offered every year, based on demand.

**PHLT 361 Hlth Com: Multimedia Approach**

This course explores various media and technology resources available for health education. Utilizing models suitable for teaching and learning, the impact of technology and mass communication on health education is examined. Students evaluate health education modalities appropriate for diverse urban populations across the lifespan. They explore the effect of media in consumer attitudes and beliefs and collaborate with communication experts to plan and implement a specific media strategy. Service learning projects emphasize the design of health education programs for urban populations.

**PHLT 370 Special Topics****PHLT 377 Special Topics****PHLT 380 Special Topics****PHLT 408 Research Methods for Public Health**

This course investigates research methods and multidisciplinary research applied to health care systems. An overview of research designs and reporting is presented. Quantitative data analysis is explored using data analysis software. Qualitative methods, including the use of focus groups, are also explored. Evidence-based public health practice is emphasized. The importance of ethics in public health research is woven throughout the course. Restriction(s): Public health and/or Nutrition majors only Prerequisite(s): HSC 217

**PHLT 410 Public Health Education Capstone I**

Part one of this two-part course allows students to begin to link public health concepts and ideas presented in the classroom to real world experiences in the public health practice setting. Emphasis is placed on needs assessment, data collection and program planning. Students discuss actual case studies illustrating the practical challenges of data collection and program development. Restriction(s): Public health majors only Prerequisite(s): PHLT 101, 301, 319, 352

**PHLT 411 Public Health Education Capstone II**

Part two of this two-part course allows students to continue to link public health concepts and ideas presented in the classroom to real world experiences in the public health practice setting. Emphasis is placed on program implementation and program evaluation. Students discuss actual case studies illustrating the practical challenges of program implementation and evaluation. As one of the final courses of the Bachelor of Science in Public Health program, students focus on public health workforce development, leadership, professional development, and preparation for entry into the public health education workforce. Restriction(s): Public health majors only Prerequisite(s): PHLT 101, 301, 319, 352, 410 and 451 Corequisite(s): PHLT 408 and 420

#### PHLT 420 Public Health Leadership and Health Education

In this course, one of the final courses taken in the Bachelor of Science in Public Health curriculum, students explore the leadership role of public health professionals, especially leaders working in urban public health and health education. Public health leadership concepts addressed in this course include: principles of leadership and management, team building, ethics and professionalism, strategic planning, networking, budgeting and finance, and continued professional development.

Restriction(s): Public health majors only Prerequisite(s): PHLT 101, 319, 352

#### PHLT 439 New Course

#### PHLT 451 Introduction to Public Health Policy

Students explore key health policy issues in the United States health care system and the outcomes of policies for public, private, and not-for-profit settings. They examine steps of policy analysis and apply these strategies to evaluate health issues and health care. The legislative process and the structure and financing of the health care system in the United States are investigated as are influences of politics and interest groups on health policy formulation. The effect of health policy on the health of urban communities is analyzed along with the interplay of policy on infectious diseases, bioethical issues, and globalization.

Prerequisite(s): PHLT 101

#### PHLT 454 Public Health, Aids, And Society

This course provides an in-depth study of the most critical public health issue facing society. Topics include current HIV/AIDS information and an exploration of issues including the history of HIV, transmission and risk factors for infection, local and global disparities in HIV infection, trends in research programs, international/political implications of research and prevention efforts, and the experiences of people living with HIV/AIDS. This class is typically offered as a 1-week winter intersession class before the spring semester.

#### PHLT 460 Public Health Internship

Internships are off-campus experiential learning activities designed to provide students with opportunities to make connections between the theory and practice of academic study and the practical application of that study in a professional work environment. Internships offer the opportunity to "try out" a career while gaining relevant experience and professional connections. Internships are completed under the guidance of an on-site supervisor and a faculty sponsor, who in combination with the student will create a framework for learning and reflection. For-credit internships are open only to students who have completed at least ten public health course credits. Prerequisite(s): PHLT 420

#### PHLT 467 Public Health Capstone

Students explore concepts of health promotion and disease prevention for at-risk populations. Principles of teaching and learning are explored. Interdisciplinary collaboration and collaborative practice are emphasized. Students implement a health education project for a community aimed at promoting healthy outcomes. Program evaluation research structures the project.

#### PHLT 470 Special Topics

#### PHLT 472 Special Topics

#### PHLT 489 Race, Ethnicity, And Public Health

This course provides students with an understanding of racial and ethnic influences on health status and the societal factors that shape them. During the course, students examine the concepts of race and ethnicity, and distinguish between categories of biological and social constructionist perspectives. Students define and describe racial and ethnic health inequities, discuss mechanisms underlying inequities, and think critically about existing health research on health inequities. Students will explore theoretical frameworks for interpreting inequities in health and examine approaches for elimination of racial and ethnic health disparities. Prerequisite(s): PHLT 101. Waived for students in the Nutrition - Coordinated Program in Dietetics B.S./M.S. (5-year).

## Program Contact Information

Robin Danowski, MS, RD, LDN  
Assistant Professor and Director  
St. Benilde Tower, room 3019  
danowski@lasalle.edu  
215-991-3618