

UNMC Doctor of Nutrition and Dietetics Curriculum			
Course Number	Course Title & Description	Credit hours	Competency domain
NTSC 760	<b>Integrative Nutrition and Emerging Concepts in Advanced Nutrition Practice</b> This course will provide the student with opportunities for critical discussion and directed study of current literature and concepts in how integrative nutrition, genetics, artificial intelligence and other advancing technologies and concepts relate to the advanced practice of nutrition.	3	Advanced Nutrition and Related Science
NTSC 763	<b>Applied Advanced Nutrition Sciences</b> This course focuses on developing expertise in advanced clinical nutrition and dietetic sciences centered around the nutrition care process by integrating knowledge from established and evolving nutrition sciences, pharmacology, and social-behavioral sciences. The course aims to layer knowledge, skills and experience onto the existing RDN foundation to foster advanced practice in clinical nutrition and dietetics	3	Advanced Nutrition and Related Science
NTSC 766	<b>Advocacy and Global Health in the Advanced Practice of Nutrition</b> This course focuses on developing expertise in advanced nutrition and dietetic sciences centered on creating practitioners who advocate for change and address issues related to the wider social, cultural, and political environment.	3	Advocacy
HPTT 801	<b>Foundations of Health Professions Education</b> This course presents the basic concepts and processes of curriculum and instruction, including learning theories, curriculum planning, teaching modalities, and curriculum evaluation. Topics are selected to give students a basic understanding of pedagogy. Evaluation is based on weekly discussion posts and papers.	3	Education
HPTT 802	<b>Instructional Design for Health Professions Education</b> This course focuses on the fundamentals of instructional design for developing highly effective instruction. Topics include the science of how people learn, learning situations and characteristics, task and needs analysis, development of goals and objectives, principles of design process, assessment strategies (formative and summative), and concepts of design for a variety of environments and instructional modalities.	3	Education
HPTT 805	<b>Evaluation and Assessment of Teaching and Learning in Health Profession Education</b> This course explores the nature, objective, and basic procedures of assessment and program evaluation as applied to the various aspects of health professions education settings. The course will examine technical characteristics of various assessment methods, including both traditional and alternative methods. In addition, the course will analyze and discuss various topics in assessment such as authentic assessment, large-scale assessment, formative assessment, and assessment for program evaluation. Additional topics will include accreditation, program review, benchmarking, and evaluation of teaching in health professions programs.	3	Education
HDS 831	<b>Management in Health Care</b> This asynchronous course introduces allied health students and practitioners to the concepts of organizational theory and behavior as they apply to health care settings. The topics to be covered include personality types in the workplace, leadership and management, the principles of employee motivation, team performance and development, organizational culture, planning and implementing organizational change, human resource management practices, continuous quality improvement, financial management, and risk management.	3	Leadership
HDS 852	<b>Design of Quality Improvement Initiatives</b> Learners will explore and apply strategies and tools from the science of improvement to define, measure, and analyze quality problems in healthcare settings. Topics covered include methods to identify improvement needs and set improvement aims, strategies to evaluate the strength of evidence, selection of the data collection and analysis tools and strategies, selection of appropriate measures and metrics for evaluation and comparison, prioritization of improvement activities, assembly of improvement teams, and justification of improvement goals and efforts	3	Leadership
HPTT 823	<b>Leadership in Health Professions Education</b> This course is an in-depth exploration the knowledge, skills, attitudes, and competencies required for leadership in the context of complex health care and health professions education organizations. Leadership theory will be used as	3	Leadership

	a framework for enhancing organizational behavior focusing on both individual and team performance.		
<b>HDS 815</b>	<b>Communication and Culture in Healthcare</b> Communication and Culture in Healthcare is an upper-level course for allied health professions students and other interested students that facilitates an understanding of the role of culture and diversity in the healthcare arena and explores the ethical and legal implications of these situations. The course enables students to explore the value of diversity in our society through self-examination of their own beliefs, values and biases. Students will evaluate the dynamics involved when cultures interact and apply this to the healthcare setting. The course will include an in-depth assessment of the Culturally and Linguistically Appropriate Services [CLAS] standards and the cultural competency responsibilities of healthcare organizations.	3	Advocacy
<b>BIOS 806</b>	<b>Biostatistics</b> This course is designed to prepare the graduate student to understand and apply biostatistical methods needed in the design and analysis of biomedical and public health investigations. The major topics to be covered include types of data, descriptive statistics and plots, theoretical distributions, probability, estimation, hypothesis testing, and one-way analysis of variance. A brief introduction to correlation and univariate linear regression will also be given. The course is intended for graduate students and health professionals interested in the design and analysis of biomedical or public health studies.	3	Critical Inquiry, Research and Scholarship
<b>NTSC 785</b>	<b>Research Methods for Advanced Nutrition Practice</b> This course introduces students to the fundamental components of the research process including formulation of a valid research hypothesis and appropriate research methodology in a practice setting. Students will apply fundamental concepts of research methods, enabling them to critically evaluate published research, conduct a comprehensive literature review, and develop a hypothesis. Critical appraisal of nutrition publications will be reviewed for application and relevance through evidence-based medicine concepts and principles. The student will practice the skills necessary to complete a research and scientific writing experience, including selecting a topic relevant to advanced practice of nutrition.	3	Critical Inquiry, Research and Scholarship
<b>NTSC 790</b>	<b>Capstone</b> This course provides the student with experiences that will demonstrate competence in planning, implementing, and interpreting a relevant, focused clinical or professional topic related to high quality delivery of advanced practice nutrition sciences. The submission of the Capstone Project in the form of a publishable paper and oral presentation is a requirement for obtaining the DND degree.	6	Critical Inquiry, Research and Scholarship
<b>NTSC 770</b>	<b>Residency I</b> The Residency I course is the first of two required applied practicum series conducted under the guidance of a mentor. The residency course is designed to integrate the DND student into an educational experience to include all aspects of the practice of nutrition unique to the specific practice setting for the advanced practice Registered Dietitian Nutritionist. The course provides opportunities for the student to develop competent and proficient levels of mastery within the chosen area of emphasis.	3	TBD by student
<b>NTSC 773</b>	<b>Residency II</b> The Residency II course is the second of two required applied practicum series conducted under the guidance of a mentor. The residency course is designed to integrate the DND student into an educational experience to include all aspects of the practice of nutrition unique to the specific practice setting for the advanced practice Registered Dietitian Nutritionist. The course provides opportunities for the student to develop competent and proficient levels of mastery within the chosen area of emphasis.	3	TBD by student
<b>Total program of study:</b>		<b>48</b>	