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保健・医療サービス等における栄養ケアの基盤的研究
分担研究報告書

事例 ① **Georgia State University**

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Georgia State University is located in the downtown heart of the metropolitan city of Atlanta and in the state of Georgia, which is on the far eastern side and southern half of the United States. Atlanta is a major urban area boasting several universities and home to many international businesses such as CocaCola and communications giant CNN. Atlanta is one of only two cities in the world to be home to two Nobel Peace Prize winners: Martin Luther King Jr (1964) and President Jimmy Carter (2002). Many people across the world identify Atlanta as the city where Margaret Mitchell's book, Gone with the Wind, made its world premier as a movie in 1939.

At every turn, rich Atlanta history is revealed through the people and events that grew this settlement into an international city. The roads through Atlanta were worn from the Native Americans who first called this land home. The beautiful and serene green-spaces once were the battlefields of a nation torn apart in civil war. From the many railroad tracks crossing the area to the skyscrapers lining Peachtree Street to the worlds' busiest airport for passenger travel, two centuries of changing history unfolds. The spirit of Atlanta and the ideals of its highly diverse, courageous and visionary citizens have shaped Atlanta into a "shining star city of the south".

This description of Atlanta is important because Georgia State University takes its roots and develops its educational programs from the diversity of its people and

the ever-changing nature of its host city.

Georgia State University (GSU) is one of the ten most diverse universities in the United States.

Although diversity is one of Atlanta's major assets, another equally important asset is its large number of professional citizens, many of whom are educated in Atlanta, many of whom want to stay in their beloved city and many of whom want to "pay forward" by serving future students through support of their universities and colleges.

The Greater Atlanta business and professional associations are a great asset to dietetic education at GSU.

Atlanta not only is a business center for the southeast section of the United States, it also boasts extremely strong professional colleagues. For example, the Greater Atlanta Dietetic Association, the Greater Atlanta Diabetes Association, the American Cancer Society, and the Centers for Disease Control and Prevention (CDC) are organizations where professional colleagues including dietitians, physicians, nurses, therapists, pharmacists and others help to educate and train students. The Hispanic CNN anchor earned her master's degree in dietetics at GSU and assists faculty in teaching entrepreneurial and communication skills.

Most dietitians in the United States hold graduate degrees or are seeking graduate degrees.

Because Atlanta is a major urban center with supportive business and professional associations, GSU has opportunities that many other universities in the United States do not have. Most dietitians in the United States either hold graduate degrees or are seeking graduate degrees. Therefore, GSU chose to develop its coordinated program at the graduate degree level by maximizing its opportunities and building on its strengths.

The mission of the Coordinated Program (CP) at GSU is to prepare dietetic professionals to serve the public through the promotion of optimal nutrition, health, and well-being and to serve the profession and larger community through public service and leadership. The CP has a single concentration – Urban Health. This focus is supported by the diverse populations that students engage, the variety of settings selected for experiences, exposure to and participation with governmental and non-governmental agencies, and didactic coursework.

A university that develops courses and models programs to meet society needs and student desires at a financially affordable price will not lack for students.

When developing their graduate degree CP program, GSU faculty looked at the types of students who applied to dietetics education. They found graduates holding a verification statement of successful completion of didactic programs in dietetics (DPD) from their own university, and from other universities as well, frequently wanted to study for a graduate degree, and GSU happily wanted to keep and accept these students. There was also a fairly large group of students who wanted to be dietitians who held an undergraduate degree (such as in business, finance, or biology) and had no way to make a seamless entry into a dietetics program. Having an undergraduate degree already, these students preferred to pursue a graduate degree instead of a second undergraduate degree. However, these students would typically have had to complete all undergraduate DPD coursework in addition to their graduate-level coursework, adding two years to the graduate program. Therefore the GSU dietetics faculty decided to separate some DPD courses into undergraduate and graduate courses. Sometimes it was possible to combine two undergraduate courses into one graduate level course

that met the required DPD competencies. This was especially helpful for students who had demonstrable skills in communications, problem solving, and analytical thinking, and had an undergraduate degree in a field other than nutrition. As a resource issue, the combination of courses saved both time and money for those students who pursued the graduate degree.

The integration of courses and the combination of courses was possible because many students wished to pursue a graduate degree in urban health at GSU.

The CP program in Urban Health at GSU has two tracks: (1) the DPD-track for students who have met the CADE-accredited Didactic Program in Dietetics (DPD) requirements, and (2) the General-track for students who have degrees in areas other than nutrition or who have nutrition degrees that do not meet the CADE-accredited DPD requirements. Ten students are selected for each track each year. Currently GSU has 19 General-track students, 5 of whom are international students. The CP is a demonstration program of CADE that will boast 22 graduates by end of summer 2009 and 15-20 graduates per year thereafter.

Completion of the graduate degree coordinated program at Georgia State University requires a minimum of two calendar years (including two summer semesters, 36+ credit hours, depending upon individualized needs for DPD coursework, and the 1200 hours of supervised practice experiences) for those students who do not have a verification statement. Successful completion positions the student to be able to sit for the CDR (Commission on Dietetic Registration) registration examination for dietitians. For those students who hold a verification statement and enter the graduate program their work is 4 semesters (beginning in May and completing in August of the following year, 36 hours and the 1200 hours of supervised practice experiences). Again, successful completion positions the student to be able to sit for the registration examination. Students in both tracks evenly divide between the thesis route and the non-thesis route. Those desiring to do a research thesis may decide to take two additional semesters, giving themselves more time to complete significant research and produce a publishable paper. A sequential list of didactic courses and required credit hours, and the names of rotations and number of hours for supervised practice experiences appears in the appendix.

Dietetics education at GSU has a highly entrepreneurial focus.

Graduates of GSU's programs, whether at the undergraduate or graduate levels, are extremely capable of developing a business plan to promote an entrepreneurial business. Students are taught to build capacity within the clinical arena but to also look for needs outside the clinical arena that they can fill. As an example of student achievements, one CP student cohort developed a business plan at the university health clinic to counsel students. Another CP student cohort developed a business plan for a local government Area Agency on Aging to integrate nutrition education classes into an overall health plan for older adults. A similar project generated a business plan for a Wal-Mart Distribution Center employee wellness program, which included suggested changes in menus for contract food service to make menus more "heart healthy."

GSU expects a high level of responsibility by students, and good outcomes are the result.

Of the seven students who have completed the graduate degree coordinated program, six have taken and passed the registration examination, and the seventh student has not yet taken the examination. Employers are very pleased with the graduates. One hospital specializing in oncology in Florida requested a dietitian with five years experience, but upon receiving the resume of a GSU CP graduate with a master's degree, followed by an interview, chose to hire the GSU graduate even though she had no dietetics work experience. Another graduate who had completed a highly successful supervised practice experience rotation at Children's Hospital in Atlanta was selected for a clinical position, which usually requires extensive clinical experience, at that hospital in the Department of Gastroenterology.

GSU's graduates receive high salaries even without clinical or community nutrition work experiences.

Many reasons can be proposed for why GSU's graduates receive high salaries even if they do not have significant dietetics work experience. Perhaps most importantly is that they are older and more mature due to more life experiences than the typical 22 year-old new graduate who has fewer life and work experiences. Enthusiasm for their chosen profession and the confidence that comes with holding a graduate degree are readily apparent to

employers. And, because such employers do not expect these older more seasoned graduates to take an entry-level position, salaries are generally higher.

GSU can especially help Japanese students practice and Japanese faculty teach in Japan's urban areas.

GSU can be an important ally to Japanese dietetics professionals in at least two ways. First, GSU can educate students in either undergraduate or graduate dietetics education with emphasis in clinical and community nutrition. Second, GSU can educate faculty to be excellent teachers in clinical and community nutrition.

Japanese students who wish to study clinical and community nutrition at GSU can expect to spend at least 2 years for an undergraduate degree, providing they meet prerequisite courses in science and other subjects. A transcript can be evaluated by the GSU dietetics faculty. Students who successfully complete the undergraduate DPD course would be expected to take a dietetic internship or successfully complete the CP graduate degree course to be able to sit for the registration examination.

GSU has experience with many international students.

Currently the GSU Coordinated Program has five international students from India, South America, Croatia and Lebanon. Recent students in other GSU dietetics programs have been from Korea, China, Vietnam, and several African and European countries. The city of Atlanta strives to make international students and faculty feel comfortable and safe. Atlanta boasts a Japanese consulate that actively assists their citizens to find housing, learn the English language and master life skills in the United States.

A faculty exchange program or sabbatical leave program could be a win-win situation for Japan and the United States.

GSU welcomes faculty exchange program opportunities. GSU has a depth of qualified faculty in clinical and community nutrition that most universities in the United States envy. GSU could provide Japanese faculty members with high quality experiences to design nutrition and health programs to meet Japanese societal needs and also help educators develop educational

programs in clinical and community nutrition. GSU offers adequate but minimal coursework and experiences in food service and management. And, although GSU has a highly ranked College of Business, which also has a hospitality program, and an excellent Institute of Health Administration, integration of management into the clinical and community program is an ongoing need that GSU and many other universities in the United States have.

Japan, on the other hand, provides excellent education in management and food service delivery and hospitality. Recognizing that food service, management and hospitality are strengths of the Japanese dietetics education system the potential for forging a mutually-beneficial relationship between GSU and one or more Japanese universities holds potential promise.

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ジョージア州立大学は、アメリカ南東部ジョージア州アトランタ市のダウンタウンの中心部に位置している。アトランタは、世界を誇る多くの大学やコカコーラ、CNNなどの国際的ビジネス拠点があることで有名である。アトランタは、マーチンルーサーキング Jr. とジミーカーター大統領の二人のノーベル賞受賞者を輩出した都市でもある。また、世界的にアトランタは、1993年に「風と共にさりぬ」の舞台になった都市であるということ知られている。

国際都市の名を定着させるに至った豊かなアトランタの歴史が、至る所に人々や出来事を通して映し出されている。この土地に最初に移り住んだ土着人のネイティブ・アメリカンからアトランタの歴史は始まった。美しい緑の大地は、かつて国を裂いた、市民戦争の戦地であった。そのため、この地を行き来していた多くの自動車は、200年を経過した現在、国際空港に姿を変えている。アトランタの精神と理想は、「南部の輝かしい都市」として勇気とビジョンを

もった市民を象徴している。

アトランタ市の描写は、様々な人々やこれまでの様々な変化を遂げてきた土地柄から教育プログラムに影響しているため、ジョージア州立大学の発展と歴史を説明するのに重要である。

最も変化に富むアメリカ 10 大学の 1 つである。

アトランタの多様性に加えて、もう1つの重要な点は、アトランタにはアトランタで教育された多くの専門家が大学などの協力を得て、自分の受けた教育への「恩返し」をするためアトランタに残っていることである。

アトランタでのビジネスと専門家達は、ジョージア州立大学の栄養学に価値ある人材である。アトランタは、アメリカ南東部のビジネス中心地だけでなく、非常にすぐれた大学教授陣を誇る都市でもある。例えば、アトランタ栄養士会、アトランタ糖尿病協会、アメリカ癌協会、疾患管理・予防センター（アメリカでは重要なデータセン

ター)の組織は、登録栄養士、内科医、看護師、リハビリ専門家、薬剤師など、学生教育を援助できるその他の人材で構成されている。また、CNNのスペイン系のアナウンサーは、GSUで修士号を取得し、起業やコミュニケーションスキルの教育にを通じて教授陣を手助けしている。

多くのアメリカの登録栄養士は修士号を持っているか、もしくは、希望している。

アトランタは、有能なビジネスや専門家の多い大都市であるため、GSUではアメリカの他大学では受けられないような経験をすることができる。多くのアメリカの登録栄養士は、修士号を取得しているか、または希望しているため、GSUは修士レベルで、GSUの長所を強化したコーディネイトプログラム(CP)を展開させることにした。

GSUのCPの使命は、公衆への最適な栄養、健康と福祉の推進と公的サービスとリーダーシップによって地域や専門家への栄養専門職の準備の支援をし、栄養専門職になるための準備ができること。CPは、「健康都市」に焦点をあてている。学生は、政府機関、非政府機関での経験と大学の授業を通して、当該都市での多様人種への健康概念を経験し学ぶことができる。

GSUは、学生の経済的な負担にならない範囲で社会的なニーズと学生の希望を叶えるため、講義内容と教育プログラムを展開させた学生に欠くことのできない大学である。

GSUでのCPプログラムを作成した時に、教授陣はどのような学生が入学を希望しているのかを調べた。その結果、GSU4年制大学修了者からの希望が他大学からの入学希望者と同様に多かった。また、多くの他学科からの栄養学科への希望者も多か

った(例えば、ビジネス、金融、生物学科など)。異なる2つの専門領域を学ぶことにより、大学院入学を希望する傾向が見られた。しかし、このような他学科からの学生は、栄養学科の4年生で受けるすべてのDPDの講義を、2年間の大学院の講義に併せて履修しなくてはならない。それ故に、GSU栄養学教授陣は、DPDコースを4年制大学に組み込み、大学院の講義と区別することとした。2つの4年制大学を修了して、同時にDPD基準を満たしている場合、大学院コースを開始することも可能である。このシステムは、他学科のコースを履修し転科、編入してきた学生で、コミュニケーション能力、問題解決能力、思考分析能力をもつ学生に大変有効である。また、修士号取得への時間的、経済的節約にもなる。

この統合コースはGSUにおいて都市健康の修士号を取得したい多くの学生へ開かれている。

GSUにおけるCPプログラムには2通りある。(1)DPDコースは、CADE認定DPDの条件に見合った学生のためのコース(2)一般コースは、栄養学ではない他の学位を持っていて、CADE認定のDPD条件を満たしていない学生のためのコースである。毎年それぞれのコースに10人の学生が選ばれる。現在GSUには一般コースの学生が19人、そのうち5人は留学生である。CPはCADEに認められているプログラムで、2009年の最後には22人の卒業生がいて、その後は1年に15~22人の卒業生を見込んでいる。

証明書(Verification Statement)のない学生、いわゆるDPDを終えていない学生が、GSUでの大学院組込型プログラムを終了するには、最低2年間(2回の夏学期を含めた36単位、それぞれのDPD履修科目の取得、1200時間の監督された研修経

験)が必要である。この2年を無事修了するとRD取得のための、CDR(Commission of Dietetic Registration)の試験を受けることができる。証明書を持っていて、大学院に入学している学生は、4学期間の科目履修(5月に始まり、翌年の8月に修了、36時間と1200時間の監督された研修経験)を修了することでRD取得のためのCDRの受験資格が得られる。どちらのコースの学生も同等に論文コースと論文なしのコースとに分けられる。この研究論文を修了するには、より優れた研究結果と論文投稿のための十分な時間として更に2学期間の大学院在学が必要になる。監督された研修経験における一連の食事栄養コースのリストと必要単位数、ローテーションとその時間数は、付録に記載してある。

GSUでの栄養教育は、開業への教育を強化している。

GSUの大学院プログラムは、4年制、大学院レベルを問わず企業家ビジネスの促進のためのビジネス計画に優れている。学生は、臨床分野での能力開発の他にそれ以外での必要性を探求することを教えられる。学生の達成例として、CP学生のコホート研究では、大学の健康クリニックで学生への栄養相談のビジネス計画を開発したり、高齢者への包括的健康プランとしての地域の政府機関の高齢部局にビジネス計画を立案したりしている。類似したプログラムでは、ウォールマートの社員ウェルネスプログラムにおいて、契約しているフードサービス会社へ「Heart Healthy」と題した心臓疾患系のメニューを修正するよう提案、作成した学生もいる。

GSUは、学生への責任性の期待度は高く、それによりよい結果を得ている。

大学院での組込型プログラムを終了した

7人の学生のうち、6人はRD試験に合格し、1人はまだ試験を受けていない。雇用者は大学院生を大変歓迎しており、あるフロリダの腫瘍専門病院は5年の業務経験をもつRDを希望していたが、GSUのCP大学院生の履歴書とインタビュー後、栄養士業務経験のないGSU大学院生が雇用された例がある。他にもアトランタの子供病院でのローテーションを終了した学生が病院の胃腸科という広範囲の臨床経験を必要とする臨床業務に就職が決まった例もある。

GSU大学院生は、臨床や地域栄養の業務経験がなくても、就職先では高所得を得ている。

登録栄養士として目立った経験がないにも関わらず、GSUの大学院卒業生が高所得を得られるには多くの理由がある。おそらく最も受容される理由としては、卒業生の年齢が高く、22歳の新卒で人生経験が少なく、業務経験のない若い卒業生より人生経験があり、成熟していることであると考えられる。修士号を取得した専門家としての情熱と自信は、雇用者にすぐ伝わる。雇用者は、年を重ねて成熟した大学院卒業生に初級レベルの仕事は期待していないため、一般的に収入は高くなるのである。

GSUは、特に学生の応用能力や日本の都市での教育に生かすことができる。

GSUは、少なくとも2つの方法で日本の栄養専門職と重要な連携を組むことができる。1つめは、GSUは、4年制学生においても大学院生においても臨床栄養と地域栄養を強化した栄養士教育をすることができる。2つめは、GSUは、臨床、地域栄養の両方の分野において、すばらしい教育者になるための教授陣を教育することができる。

日本人学生でGSUでの臨床や地域栄養を学びたい学生は、GSUの4年制大学において最低2年在籍し、科学と他の必要科目を取得することができる。学生証明書は、GSU栄養学科において審査される。4年制大学のDPDコースを無事終了した学生はインターンシップを受けるか、もしくは大学院コースのCPを修了することでRD試験資格を得ることができる。

GSUは、海外留学生の受け入れ経験が豊富である。

現在GSU組込型プログラムにはインド、南アメリカ、クロアチア、レバノンから5人の留学生が在籍している。近年GSUには、韓国、中国、ベトナム、アフリカ各国、ヨーロッパ各国からの留学生が在籍していた。アトランタは、留学生や海外からの教授陣が安心して生活できるよう配慮している。アトランタは、日本人への住居、英語学習、アメリカでの生活に慣れるための積極的な活動をする日本の領事であると自負している。

GSUの教授の交換プログラムや教授の短期研究交換プログラムは、両者に利点となる。

GSUは、教授の交換プログラムなどを歓迎している。GSUは、アメリカの多くの大学でも羨望されている臨床栄養や地域栄養に優秀な教授陣を揃えている。GSUは、日本の教授陣に日本社会の必要性にあった保健栄養プログラムを作ることや、臨床や地域栄養の教育プログラムを開発するため、質の高い経験を提供することができる。GSUは、フードサービスと管理については、最小限で、適切な講義数と経験を提供している。GSUは、接遇プログラム、優秀な保健管理施設、臨床、地域プログラムへの統合管理に関する大学ビジネス界において

高い評価を得ている。これは、GSUや他のアメリカの大学に、継続的に必要なものである。

反対に、日本では優秀なフードサービスと接遇の教育が提供されている。フードサービスは、日本の栄養教育システムの強みでもあり日本のいくつかの大学がもつ潜在的な可能性はGSUとの相互に有益な関係に繋がると考える。

資料 Coordinated Program in Dietetics Georgia State University Atlanta, Georgia

Mission of the Program

The mission of the Coordinated Program (CP) in dietetics at Georgia State University is to prepare dietetic professionals to serve the public through the promotion of optimal nutrition, health, and well-being and to serve the profession and larger community through public service and leadership.

This mission statement is founded on the beliefs and vision expressed in Georgia State University's mission statement and strategic plan, the College of Health and Human Sciences' mission statement and is guided by the American Dietetic Association 2008 Standards of Professional Performance for Registered Dietitians:

- The registered dietitian (RD) provides quality service based on customer expectations and needs.
- The registered dietitian (RD) applies, participates in or generates research to enhance practice.
- The registered dietitian (RD) effectively applies knowledge and communicates with others.
- The registered dietitian (RD) uses resources effectively and efficiently.
- The registered dietitian (RD) systematically evaluates the quality of services and improves practice based on evaluation results.
- The registered dietitian (RD) engages in lifelong learning.

Curriculum

The curriculum for the CP includes core health science courses, nutrition courses, supervised practice experiences, and a capstone experience. The classroom component of the program combines a strong content knowledge base with experience in the research process. The supervised practice component provides a minimum of 1200 hours of supervised practice experience in the areas of clinical nutrition (acute care, nutrition support, renal dialysis, diabetes, oncology, cardiology, long-term care), food service systems, and community nutrition (senior centers, schools, the government subsidy program called Women Infant and Children [WIC], health fairs, community and out-patient clinics), communication (activities across clinical, community and management areas), and approximately 120 hours in areas of interest. The three capstone experience options are a thesis, a project, or a reflective portfolio.

For CP Students not holding DPD verification statements
(If the student selects the portfolio capstone option)

Year 1

Fall Semester	
Course Number and Course Title	Credit Hours
NUTR 3700 Medical Biochemical Principles	3
NUTR 6002 Supervised Practice I (2)	2
HADM 3401 & HADM 3402 Food Production and Service Management	3
HHS 6000 Research Methods for Health and Human Sciences	3
NUTR 6105 Nutrition, Culture & Life Cycle	3
HHS 8000 Trends Affecting Health Policies, Practices, and Laws	3
Spring Semester	
Course Number and Course Title	Credit Hours
NUTR 3500 Nutrition and Metabolism	3
NUTR 6003 Supervised Practice II	2
NUTR 6150 Food Science	4
NUTR 6101 Nutrition Research Methods	3
HADM 3420 Restaurant/Foodservice Management	3
Summer Semester (Maymester)	
Course Number and Course Title	Credit Hours
NUTR 6004 Supervised Practice III	2
NUTR 6005 Supervised Practice IV	2

NUTR 7200 Medical Nutrition Therapy (MNT) I	3
MGS Managing People in Organizations 3400	4

Year 2

Fall Semester	
Course Number and Course Title	Credit Hours
HHS 6400 Spanish for HHS	3
NUTR 6104 Advanced Normal Nutrition I	3
NUTR 6006 Supervised Practice V	2
NUTR Elective	3
NUTR 6170 Food Safety	3
NUTR 7250 Medical Nutrition Therapy (MNT) II	3
NUTR 7990 Portfolio Seminar	1
Spring Semester	
Course Number and Course Title	Credit Hours
NUTR 6102 Nutrition Intervention	3
NUTR 6106 Advanced Normal Nutrition II	3
NUTR 7101 Nutrition Issues OR NUTR 7950 Advanced Topics in MNT	3
NUTR 6007 Supervised Practice VI	2
NUTR 7990 Portfolio Seminar	1
Summer Semester	
Course Number and Course Title	Credit Hours
NUTR 6008 Supervised Practice VII	2
NUTR 6009 Supervised Practice VIII	2
NUTR 6010 Supervised Practice IX	2
NUTR 7990 Portfolio Seminar	1

Supervised Practice Experiences (SPE)

Generally one preceptor works with one to three students at a time in a rotation site. A university faculty member provides oversight and is always available for assistance to preceptors and students. The number and type of rotations required for completion of the program are as follows.

Orientation – 40 hours.

Clinical – 360 hours.

These hours include experiences in hospitals, home care, and long-term care facilities.

Community – 240 hours.

These hours include public health rotations in home care, and public education on general nutrition and food.

Foodservice/management – 240 hours.

These hours include food service and management experiences in clinical and community facilities.

Communication – 120 hours.

These hours enhance the student's ability to integrate experiences in clinical, community, and management.

Enrichment – 120 hours.

These hours deepen the student's knowledge and skills in any of the above areas the student chooses.

Skills development – 80-90 hours.

These hours are shared with dietetic interns from Emory Hospital and Southern Regional Medical Center. In a two-week session followed by an every Monday morning 4-hour session for 24 weeks, information is provided by experts to refresh the students' knowledge on topics such as the nutrition care process, nutrition assessment, medical nutrition therapy for a variety of diseases and conditions across the life cycle, genetics, and billing and reimbursement codes.

Experts include physicians, psychologists, occupational therapists, physical therapists, speech and language therapists, ethicists, and pastoral care leaders. Patients and their families frequently join the group to impress upon the student the importance and impact of dietary and lifestyle changes required for prevention and treatment of disease. These skills development hours help students achieve knowledge and competencies that are best taught by the Socratic Method, case studies, and the application of knowledge versus classroom lecture.

Enrollment

Number of students accepted per year – 20 total; 10 without DPD verification statement.

Contracts Between Universities and SPE Institutions

Contracts are developed between universities and institutions that provide SPE. These contracts identify roles and responsibilities of each party in the educational process; requirements for students, preceptors and faculty; liability issues; and other issues deemed important by both parties. Usually contract lawyers from both parties work out these agreements to meet each party's needs by modifying a basic template. Because each contract is different, sample contracts will not be shared in this appendix, but contracts can be available to Japanese faculty or administrators who visit GSU. CADE requires contracts be available for their review, if necessary.

Financial Costs to Students

Graduate degree student costs are as follows:

1. Tuition:
 - In-state enrolled < 12 semester hours = \$239 / semester hour.
 - In-state enrolled > 12 semester hours = \$2,861 / semester.
 - Out-of-state enrolled < 12 semester hours = \$954 / semester hour.
 - Out-of-state enrolled > 12 semester hours = \$11,439 / semester.
2. University housing currently ranges from \$2100-\$4400 per semester; abundant off-campus housing is available.
3. Travel and Parking:
 - Costs are variable.
 - Students need a functioning car and valid drivers' license.
 - While many practice sites can be reached through public transportation, some may not be. Students must have reliable personal transportation. A monthly MARTA (Metropolitan Area Rapid Transport Authority) pass for students is \$32.00.
4. Textbooks, approximately \$150-300 per semester.
5. Uniforms approximately \$60.
6. Miscellaneous:
 - Application Fee \$50.00 (one time expense).
 - ADA Membership (optional) \$42.00 (annual).
 - Greater Atlanta Dietetic Association Membership (optional) \$10.00 (annual).
 - Health Insurance (optional for students who do not have full tuition waivers) \$407 fall and \$539 for spring/summer.
 - Medical exams and vaccinations required by practice sites variable.

- Background checks required by practice sites variable.
- Liability insurance \$13.

Roles, Responsibilities and Qualifications for Faculty and Preceptors

The roles, responsibilities and qualifications for faculty members and preceptors are included in the American Dietetic Association document “Standards of Professional Performance for Registered Dietitians” provided to all programs. There is no difference in responsibilities of part-time and full-time faculty and preceptors. Methods used to evaluate students, faculty, preceptors and programs are decided by each university. Generally students are evaluated by faculty and preceptors throughout their courses supervised practice experiences. The students evaluate themselves with a portfolio that identifies their strengths, weaknesses and goals for knowledge and skills. Outside groups of advisors, employers and former students assist the program director in evaluating the quality of graduates and will make recommendations for changes in the program based on the results of these evaluations. Responsibility for lifelong learning is a professional requirement for all students, faculty and preceptors.

資料 Coordinated Program in Dietetics Georgia State University Atlanta, Georgia
ジョージア州立大学 (GSU) 栄養士 組込型プログラム

プログラムの使命

GSUにおける栄養士組込型プログラムの使命は、最適な栄養、保健、福祉の促進を通して公衆へのサービスができ、公衆サービスとリーダーシップを通してより大きい地域や専門家へ働きかけることのできる栄養専門家の育成である。

この使命は、GSUの使命と戦略的プラン、保健人間科学分科大学の使命と2008年のADAにおけるRDの専門家業務基準(Standards of Professional Performance)に基づいたものである。その内容を以下に列記する。

- RDは、顧客の要望と必要性に基づいて質の高いサービスを提供する。
- RDは、実務を強化するために研究を開始、参加、応用する。
- RDは、他の人と、効果的に知識やコミュニケーションを応用する。
- RDは、情報源を効率的かつ効果的に利用する。
- RDは、体系的にサービスの質の評価や評価結果に基づいた実践の改善を行う。
- RDは、生涯学習に従事する。

教科科目

CPの教科科目は、核となる保健科学コース、栄養学コース、監督された実務経験、最高の(業務)経験を含んでいる。プログラムの講義内容は、研究過程における経験と共に知識の蓄積を基本としたものである。監督された研修内容は、最低1200時間のSupervised Practice Experience, SPEであり、臨床栄養、フードサービス、地域栄養、コミュニケーションの分野で提供され、約120時間は個人の興味ある分野で

費やされる。3つのキャップストーン^{*1}の選択には、論文、プロジェクト、もしくは、ポートフォリオ^{*2}がある。

DPD 証明書のない CP 学生のための教科課程で学生がポートフォリオをキャップストーン選択肢として選んだ場合

1年目

秋学期

コース番号とタイトル	単位数
NUTR 3700 医療生化学原理	3
NUTR 6002 監督された研修 I (2)	2
HADM 3401 & HADM 3402 食物生産とサービス管理	3
HHS 6000 保健人間科学のための調査方法 (Research Methods for Health and Human Sciences)	3
NUTR 6105 栄養、文化とライフサイクル	3
HHS 8000 保健政策、実践、法律に影響している傾向 (Trends Affecting Health Policies, Practices, and Laws)	3

春学期

コース番号とタイトル	単位数
NUTR 3500 栄養と代謝	3
NUTR 6003 監督された研修 II	2
NUTR 6150 食物科学	4
NUTR 6101 栄養研究法	3
HADM 3420 レストラン/フードサービスマネジメント	3

夏学期 (5月学期)

コース番号とタイトル	単位数
NUTR 6004 監督された研修 III	2
NUTR 6005 監督された研修 IV	2
NUTR 7200 臨床栄養療法 (MNT) I	3
MGS 組織における人材管理 3400	4

2年目
秋学期

コース番号とタイトル	単位時間
HHS 6400 公衆衛生サービスのためのスペイン語	3
NUTR 6104 上級標準栄養学I	3
NUTR 6006 監督された研修V	2
NUTR 選択教科	3
NUTR 6170 食品安全	3
NUTR 7250 臨床栄養療法 (MNT) II	3
NUTR 7990 ポートフォリオセミナー	1

春学期

コース番号とタイトル	単位数
NUTR 6102 栄養介入	3
NUTR 6106 上級標準栄養学II	3
NUTR 7101 栄養問題 OR NUTR 7950 医療栄養療法の高級トピック	3
NUTR 6007 監督された研修VI	2
NUTR 7990 ポートフォリオセミナー	1

夏学期

コース番号とタイトル	単位数
NUTR 6008 監督された研修VII	2
NUTR 6009 監督された研修VIII	2
NUTR 6010 監督された研修IX	2
NUTR 7990 ポートフォリオセミナー	1

監督された研修経験 (SPE)

一般的に、一カ所のローテーションで一人のプリセプターに一人の学生がつく。大学教授陣は監督や、常にプリセプターや学生の力になれるように援助する役割がある。プログラム終了のためのローテーションの数と種類は、別表1に記す。

入学

入学許可を受ける学生は、毎年合計20人であり、その内10人はDPDの証明書を得ていない学生である。

大学とSPE施設の契約

大学とSPEを提供している施設の間で契約が結ばれる。この契約は、教育課程、

学生の必須項目、義務問題、その他の問題に対して、それぞれの役割や責任性を明確にしており、両者にとって重要である。常に両者の顧問弁護士がこれらの合意に両者のニーズが見合っているかなど、基本的テンプレートを修正することによって調整している。なぜならそれぞれの契約は異なり、サンプル契約はここに載せることができない、しかし、日本の教授や入学課などの人材がGSUに訪問すれば閲覧することができる。CADEは、必要な場合に契約をまとめて提示できることを必須条件としている。

学生への費用

修士課程の学生費用は、以下に記す。

- 学費
 - 州内学生 12単位以下の履修 = \$239/単位
 - 州内学生 12単位以上の履修 = \$2,861/学期
 - 州外学生 12単位以下の履修 = \$954/単位
 - 州外学生 12単位以上の履修 = \$11,439/学期
- 大学寮は、現在1学期\$2100～\$4400でキャンパス外の住居もたくさんある。
- 通学と駐車場
 - 費用は様々である。
 - 学生は、車と有効な運転免許証が必要である。
 - 多くの研修場所は公共交通機関で通えるが、いくつかの場所は交通機関が使えない。学生は、確実な交通手段を持っていること。都市の急行交通で使用できる1ヶ月のパスは、学生で\$32。
- 教科書は、1学期おおよそ\$150～300。
- 制服は、おおよそ\$60

6. その他諸経費

- 出願費 \$ 50 (1 回分)
- ADA メンバーシップ (任意) 年間 \$ 42
- アトランタ栄養士会会費 (任意) 年間 \$ 10
- 健康保険 (授業料を全額免除されていない学生への任意加入) 秋学期 \$ 407、春夏学期 \$ 539
- 診断書やワクチンの義務は研修場所により様々
- 賠償責任保険 \$ 13

その他クライアントに作成した教育媒体などを1冊のファイルにしたもの。

教員、プリセプターの役割、責任、質について

教授、プリセプターの役割、責任、質は、すべてのプログラムに対して提供されている ADA の「RD のための専門業務基準」に基づいて示されている。これは、正規職員、パートタイムの教員でもプリセプターでも同じである。学生、教員、プリセプター、プログラムの評価方法は、それぞれの大学で決定される。一般的に学生は、SPE を通して教授やプリセプターによって評価される。学生はポートフォリオで自分の長所と短所、知識や技術の目標を評価する。アドバイザー、雇用者、以前の学生ではないグループにより、プログラムディレクターが大学院生の質を評価することを援助しており、その評価の結果を元にプログラムの変革を推奨している。継続学習は、全ての学生、教授、プリセプターの専門家としての責任である。

キャップストーン*¹：卒業論文に値する応用・実習経験のこと。研究論文、プロジェクトという研究課題に関する文献のまとめ、もしくは、ポートフォリオが選択肢としてある。

ポートフォリオ*²：インターンシップ中に作成したパワーポイントでの教育資料や

別表1. インターンシップの内容

No	時間数	ローテーション	研修施設のタイプ	インターンシップの内容及び説明
1	40	勉強会		オリエンテーション
2	360	臨床	・病院 ・在宅 ・長期療養施設	
3	240	地域	・在宅医療 ・公衆教育	1. 公衆衛生ローテーションにおける在宅医療 2. 一般的な食物、栄養の地域教育
4	240	フードサービス		1. 臨床、地域施設でのフードサービスと管理経験
5	120	コミュニケーション		1. 学生の臨床、地域、管理研修を統合するための能力強化
6	120	強化	自由選択	学生の知識や技術を深めるため、どのローテーションでも学生の興味により選択できる
7	80 - 90	技術向上	エモリー大学 南部医療センター (Southern Regional Medical Center)	エモリー大学と南部医療センター (Southern Regional Medical Center) の栄養士インターンと合同する。毎週月曜日の朝 4 時間のセッションを 24 週、合計 2 週間分のセッションで専門家から学生に情報が提供される。題目は、栄養ケアプロセス、栄養評価、ライフサイクルにおける様々な疾患や状態に対する医療栄養療法、遺伝、保険支払いなどである。専門家は、内科医、心理学者、作業療法士、言語療法士、民族学者、牧師である。患者と家族は頻回に会に参加し学生に重要な影響を与え、疾患の予防や治療のための食事やライフスタイルの変容を必要とすることへのインパクトを与えている。これらの技術向上の時間は、学生が講義による知識蓄積型の学習に対して、知識の応用とケーススタディー、問答法によって教えられ、知識や技術の達成を援助する。

厚生労働科学研究費補助金 (循環器疾患等生活習慣病対策総合研究事業)
保健・医療サービス等における栄養ケアの基盤的研究
分担研究報告書

事例 ② The Johns Hopkins University

インタビュー協力者	Laura E Caulfield, PhD Professor and Director Center for Human Nutrition Department of International Health Sarah Post MS, RD, LDN, CNSD Director, Clinical Nutrition Director, Dietetic Education Programs
報告者	Charlette Gallagher-Allred, PhD, RD, LD International Nutrition and Healthcare Consultant

The Johns Hopkins University is located in the city of Baltimore in the state of Maryland, which is on the Eastern Coast of the United States. Baltimore is a major metropolitan city boasting a long and illustrious history in the early days of colonial America and the establishment of the United States of America. Baltimore is known as The City of Firsts. Many of these “firsts” have direct application to food, nutrition and public health, for example, in Baltimore the first ...

- water company was chartered in the United States in 1792
- sugar refinery was founded in the United States in 1796
- electric refrigerator was invented in 1803
- manufacturer of silverware in the United States was opened in 1815
- ice cream freezer was patented in 1848
- synthetic sweetening agent, Saccharine, was developed at Johns Hopkins University in 1879
- factory to manufacture stainless steel was opened in 1920

The Johns Hopkins University

Most importantly, The Johns Hopkins University was founded in Baltimore in 1876. The mission of The Johns Hopkins University is to educate its students and cultivate their capacity for lifelong learning, to foster independent and original research, and to bring the benefits of discovery to the world.

The Johns Hopkins Bloomberg School of Public Health

*The spirit of public health, worldwide,
is not to change things one-on-one,
but to prevent illness for all.*

The Johns Hopkins Bloomberg School of Public Health is part of The Johns Hopkins University. It was the first institution of its kind in the world. As the world's oldest school of public health, the Bloomberg School is a leading international authority on public health dedicated to protecting health and saving lives. The school's mission, consistent with the mission of The Johns Hopkins University, is to protect populations from illness and injury by pioneering new research, deploying its knowledge and expertise in the field, and educating scientists and practitioners in the global defense of human life. Thus, its slogan ...

“Protecting Health Saving Lives – Millions at a Time.”

Originally named the Johns Hopkins School of Hygiene and Public Health, the School was founded in 1916 by William H. Welch and John D. Rockefeller. It is the largest public health school in the world, with 530 full-time and 620 part-time faculty, and 2,030 students from 84 countries. It receives nearly 20 percent of all federal

research funds awarded to the 39 United States schools of public health, and has research ongoing in the United States and more than 90 countries. It has consistently been ranked the number one school of public health by U.S. News & World Report. The school was renamed The Johns Hopkins Bloomberg School of Public Health on April 20, 2001 in honor of Michael Bloomberg for his financial support and commitment to the school and Johns Hopkins University. Michael Bloomberg is the current mayor of New York City.

Interdisciplinary training in interdisciplinary subjects by an interdisciplinary faculty is the heart of public health education.

At the School, the five pillars of public health to which all educational programs provide academic coursework and practical experiences are:

1. Biological sciences
2. Social and cultural sciences
3. Quantification skills
4. Environmental health
5. Management

Communications, critical thinking, research, and public policy support these pillars and are integral in the dietetics education programs offered by the School. The science of nutrition is the underpinning course of study for dietetics education in the biological sciences pillar of the public health program.

The Johns Hopkins Center for Human Nutrition

The Johns Hopkins Center for Human Nutrition resides within the Department of International Health at the School of Public Health. It was founded in 1990 as a mechanism for strengthening nutrition research and training across all programs at Johns Hopkins, including the School of Public Health. Today the Center has approximately 50 faculty members and has expanded from a small group of faculty focused on child under-nutrition in developing countries to a larger, interdisciplinary group that also addresses the many facets of nutrition as it relates to obesity, cancer and chronic diseases at the global level.

The Center for Human Nutrition provides a strong voice for nutrition at Hopkins and is recognized around the world as a leader in nutrition research and training.

The Center has recently developed and redesigned two programs that provide students and registered dietitians with the opportunity to obtain education and training in public health nutrition: the Master of Public Health program and the Master of Health Science program.

Two dietetics education programs at Johns Hopkins educate master's level professionals to work effectively in public health nutrition in the United States and throughout the world.

Master of Public Health and Dietetic Internship

The Johns Hopkins Bloomberg School of Public Health, in cooperation with the CADE-approved dietetic internship at the Johns Hopkins Bayview Medical Center, offers students the opportunity to earn both the Master of Public Health (MPH) degree and the Registered Dietitian (RD) credential. The 10-month internship followed by completion of the 11-month MPH program provides a unique training opportunity in both clinical dietetics and public health nutrition. Students must apply to and be accepted into both programs.

Students complete the internship first and that year counts toward the 2-year health-related experience admission criterion for the MPH Program. In the internship students complete clinical rotations in the Baltimore Regional Burn Center, Johns Hopkins Weight Management Center, General Clinical Research Center, and Johns Hopkins Children's Center. Students also complete community nutrition rotations with the United States Department of Agriculture; the Women, Infant and Children's program; and the Maryland State Health Department. During their MPH year, students can either choose the public health nutrition concentration, some other concentration, or customize with the MPH Program. It is envisioned that students would engage in an MPH capstone experience related to prevention programs based on their clinical experiences and interests (e.g., obesity or diabetes prevention, food security or humanitarian assistance, research methods and clinical epidemiology).

Master of Health Science and Registered Dietitian Program

The Johns Hopkins Master of Health Science/Registered Dietitian (MHS/RD) Program is a collaborative program between The Johns Hopkins University Bloomberg School of Public Health and the Dietetics Education Program at the Johns Hopkins Bayview Medical

Center. The intense, 18-month, graduate degree level education program has an emphasis in public health nutrition. Didactic and rotation experiences provide core educational knowledge and competency requirements for entry-level dietetics practice and qualify its graduates to take the Commission on Dietetic Registration Exam for Registered Dietitians. The full-time program accepts a maximum of eight students annually.

Johns Hopkins University recognized that the public health arena in the United States needed dietetics training especially in food service delivery and food service systems and that the RD credential was important. Students from backgrounds other than nutrition, such as social science and biology, when trained in nutrition work effectively as a team to address public health problems in the United States and internationally. Obesity prevention and chronic disease prevention are key global issues addressed by graduates.

During the 18-month MHS/RD program, students complete ten months of graduate course work, followed by a 32-week practicum. The program is intense and full-time with classroom experiences from 9:00 a.m. to 5:00 p.m. weekdays. Although the program's primary emphasis is qualitative analysis, students are cross-trained in qualitative and quantitative methodologies, and students are taught how to evaluate the quality of various types of studies. Because the environment in Baltimore and at Johns Hopkins boasts many research-oriented organizations and many illustrious faculty members, students can do either social service qualitative research or biological quantitative research and publish their findings.

Being able to think critically is essential for student success.

The goal of the MHS/RD Program is to provide consolidated nutrition training at the graduate degree level in public health nutrition and to develop critical thinking skills (to evaluate science) and epidemiology skills (to enhance the application of science to the community setting). The four-fold mission of the MHS/RD Program is consistent with the missions within the University, the School of Public Health, and the Johns Hopkins Bayview Medical Center:

- To provide seamless dietetics education program for students.
- To provide the highest quality training in the

field of nutrition and dietetics through a strong, interdisciplinary training team.

- To enable students to develop skills in dietetic leadership.
- To promote the development of dietetic professionals who are able to embrace proven theory, evaluate current research and communicate effectively to other health professionals, peers and the lay population.

Dietetics Practicum

Following completion of the MHS coursework, students will complete a dietetic practicum. During the practicum, students conduct practice rotations in areas of clinical nutrition, food service and community nutrition, as well as a ten-week public health rotation. Rotations include the following:

- Orientation (2 weeks)
- Clinical and Community Nutrition (14 weeks) in general internal medicine, neurology, cardiology, surgery, outpatient, weight management, diabetes, sub-acute and long-term care, pediatrics, HIV/AIDS, oncology, parenteral nutrition, critical care, moveable feast, Program for All-Inclusive Care for the Elderly (PACE), WIC (Women, Infant and Children), food and friends, management
- Food Service (4 weeks) in diet office, trayline and buffet dining, production and purchasing, and experiences in catering, cafeteria, and retail
- Public Health (10 weeks)
- Vacation (2 weeks) Thanksgiving and winter holidays

Clinical and community experiences are key to the application of public health principles acquired through academic coursework.

Most of the supervised practice experiences for the graduate degree dietetics education programs are at Johns Hopkins Bayview Medical Center, others are at Johns Hopkins Hospital, and several other sites around the city are also used. Some students travel to neighboring states such as Virginia and the Washington DC area for public health experiences.

The Johns Hopkins Hospital

The Johns Hopkins Hospital, which is affiliated with the university although it is legally a separate corporation, was ranked as the top hospital in the United States for the eighteenth year in a row by the [U.S. News and](#)

World Report annual ranking of American hospitals. For medical research, U.S. News and World Report also ranked the Hospital first nationally for 2007.

The Johns Hopkins Bayview Medical Center

The Johns Hopkins Bayview Medical Center is one of five member institutions in the Johns Hopkins Health System and has a long, distinguished history of service and medical excellence. It is one of the oldest, continuous healthcare institutions on the East Coast and its ownership was transferred from the city of Baltimore to The Johns Hopkins Hospital and The Johns Hopkins University in 1984. The Medical Center offers a wide range of services including a trauma center and a neonatal intensive care unit that are part of the statewide system, the state's only regional burn center, and a nationally renowned geriatrics center. As a community teaching hospital, most of the physicians at Bayview are full-time faculty members at The Johns Hopkins University School of Medicine.

The Department of Clinical Nutrition at Johns Hopkins Bayview Medical Center

The Department of Clinical Nutrition at Johns Hopkins Bayview Medical Center provides nutrition services to all areas of the campus. Career opportunities are offered to a diverse range of nutrition professionals including dietitians working in the areas of acute and critical care, nutrition support, outpatient counseling, diabetes, and others. The department offers comprehensive nutritional assessment, intervention and education to patients and families of patients admitted to the hospital, the Johns Hopkins Bayview Care Center, and those who visit outpatient facilities. Dietitians work closely with the interdisciplinary team to provide optimal care for patients.

The clinical staff of the Department of Clinical Nutrition consists of registered and licensed dietitians who are members of the American Dietetic Association, the Maryland Dietetic Association, and many other professional organizations. Many have advanced certifications in such areas as diabetes education and nutrition support.

The mission of the Department of Clinical Nutrition is worthy of adoption by hospital dietetics departments in Japan.

The mission of the Department of Clinical Nutrition is

to:

- promote individualized medical nutrition therapy in a multidisciplinary approach as a means to optimize patient care at Hopkins Bayview
- prevent or minimize the presence of malnutrition that often accompanies acute or chronic diseases
- provide effective nutrition education to patients and family members in a variety of patient care settings
- support outstanding dietitians dedicated to providing optimal patient care
- function as an integral component of the Johns Hopkins Health System in support of education and research in collaboration with the Hopkins mission
- provide ongoing education in all aspects of nutrition
- serve as a resource to the employees and staff of Hopkins Bayview

Evaluation of the materials and programs via qualitative methodologies is an essential component of student learning and community experiences.

As part of public health rotations, students frequently work with registered dietitians in health promotion activities for the State of Maryland. They may develop dietary assessment tools or public health nutrition program evaluation tools. Some may develop a research plan to assess barriers to care. Sample access to care questions might include "why do parents not sign-up eligible children for the school breakfast program" or "what are the barriers to access the Women, Infant and Children Program". To complete their Masters' degree, students write an essay of their supervised practice experiences and training. Most students do not conduct quantitative research or write a thesis. Those students seeking a doctor of philosophy degree from the PhD program at the Center for Human Nutrition however are frequently involved in quantitative research and do write a doctoral thesis.

Graduates are working in academic, research and applied policy positions in communities, universities, governments and multilateral organizations across the world.

The program staff, faculty and preceptors are committed to preparing graduates to become outstanding public health and dietetics professionals. Six students have graduated from the Master of Health Science and Registered Dietitian Program, four are currently in the program and eight students will be admitted in autumn