Republika ng Pilipinas
(Republic of the Philippines)
MINISTRI NG EDUKASYON, KULTURA AT ISPORTS
(MINISTRY OF EDUCATION, CULTURE AND SPORTS)
Maynila

January 2, 1986

MECS O R D E R
No. 1, s. 1986

POLICIES AND STANDARDS FOR NUTRITION-DIETETICS EDUCATION
(Undergraduate)

To: Bureau Directors
Regional Directors
Presidents, State Colleges and Universities
Heads of Private Schools, Colleges and Universities
Deans/Department Heads/Chairmen of Nutrition Dietetics Program

1. The inclosed set of policies and standards, approved by this Office upon the recommendation of the Bureau of Higher Education, after consultations with representatives from the Council of Deans and Heads of Nutrition and Dietetics (CODHEND) and the Board of Examiners for Nutrition-Dietetics of the Professional Regulation Commission (PRC), and after a thorough study of the policies and standards for other related fields of discipline, will ensure that the Nutrition-Dietetics Education program will be relevant to present needs.

2. This set of policies and standards embodies the general principles and guidelines relative to nutrition-dietetics education, and is geared to make it more responsive to Philippine society and its problems and to improve the state of nutrition in the country.

3. With a view to further improving the efficiency and effectiveness of graduates in nutrition-dietetics, every nutrition-dietetics institution/department should adequately provide and equip the students with fundamental knowledge, attitudes and skills in foods, nutrition and dietetics in order to prepare them for employment in such areas as teaching nutrition, applied nutrition research, hospital dietetics, commercial food service, and public health/community nutrition programs. The institutions should have the necessary flexibility and adaptability to improve its internal operations and curricular programs towards meeting the diverse needs of the students, the community, and the nation.

4. All institutions offering the nutrition-dietetics education program should give these policies and standards the widest publicity possible in the academic community and its clientele.

5. This Order supersedes all existing policies and standards related to nutrition-dietetics education and will take effect beginning the SY 1986-87.

6. Compliance with these policies and standards by all concerned is requested.

(SGD.) JAIME C. LAYA
Minister

Incl.:
As stated

References:
B.Pr.S. Circular: No. 13, s. 1971
MEC Order: No. 16, s. 1981
Allotment: 1-3-4--(D.O. 1-76)

To be indicated in the Perpetual Index
under the following subjects:

BUREAUS & OFFICES
Course of Study, COLLEGIATE
CURRICULUM
NUTRITION EDUCATION

Last MECS Order for 1985: MECS Order No. 79, s. 1985

(Inclosure to MECS Order No. 1, s. 1986)

POLICIES AND STANDARDS FOR NUTRITION-DIETETICS EDUCATION (Undergraduate)

To : Bureau Directors
Regional Directors
Heads, Colleges and Universities

The following policies and minimum standards shall govern the operation of the Bachelor of Science in Nutrition and Dietetics program in colleges and universities in the Philippines.

ARTICLE I

AUTHORIZATION

Section 1. Only colleges and universities duly authorized by the Ministry of Education, Culture and Sports shall operate Bachelor of Science in Nutrition and Dietetics degree programs.

ARTICLE II

MISSION STATEMENT

Good nutrition is the foundation of good health. A healthy citizenry is the basis for national development. The nutrition profession is thus committed to the promotion and maintenance of good health through optimal nutrition of individuals and groups in the population.

In the manner that nutrition is founded on good health, education is the groundwork of good nutrition because getting the proper nutrients is achieved by man not through instinct but rather through an application of the integrated knowledge in foods, nutrition and health. The development of a manpower base with adequate knowledge, attitudes and skills in the aforementioned areas through quality formal education is imperative in fulfilling this mission of the profession.

Section 1. The nutrition-dietetics education in the undergraduate level should be designed to adequately equip the students with the fundamental knowledge, attitude, and skills in foods, nutrition, dietetics, management, and allied fields in order to prepare them for the responsibilities in teaching, food and nutrition research, hospital dietetics, commercial food service, and public health/community nutrition.

Section 2. The nutrition-dietetics education shall be geared to make it more responsive to Philippine society and its problems. The professionals envisioned should be imbued with the ideals, aspirations, and traditions of Philippine Life and Culture, and these should guide them in improving the state of nutrition in the country.

Section 3. Statement of the objectives. At the end of the course, the graduates are expected to:

a. In the field of public health/community nutrition: (See Appendix - C for expected competencies).

1. Identify the role of the Nutritionist-Dietitian in relation to the needs and problems of the community;

2. Plan, organize, manage, and evaluate a nutrition program at the microlevel with consideration to existing health and nutrition delivery systems and supportive sectors like agriculture, economics and others; and

3. Coordinate and link with other professionals and community leaders in all community development efforts.

b. In the field of Hospital Dietetics: (Appendix D).

1. Plan, implement, and evaluate patient care activities;

2. Establish linkages with medical and paramedical groups in patient care;

3. Conduct training programs for students in nutrition and other allied professions as well as in-service programs for non-professional employees; and

4. Undertake or coordinate research on nutrition related topics.

c. In the field of food service: (Appendix E).

1. Plan, evaluate, adjust menus according to the budget of the food service institution and the needs of the clients;

2. Purchase food supplies and equipment needed;

3. Supervise food preparation, storage, and food service;

4. Maintain proper sanitation and safety;

5. Control food, labor, and operational costs; and

6. Train, and manage personnel.

d. In the field of Food and Nutrition Applied Research: (Appendix F).

1. Identify the role of the Nutritionist-Dietitian in relation to the research needs and problems of the profession and the community;

2. Plan, design, implement and evaluate food and nutrition researches and studies for development of improved total nutrition programs; and

3. Coordinate and link with other professionals and agencies in food, nutrition and related fields to support community development efforts.

e. In the field of teaching: (Appendix G).

1. Plan, develop and implement appropriate syllabi for Foods, Nutrition and Dietetics courses in the Nutrition curriculum;

2. Develop a receptive framework for Nutrition and Dietetics courses in the Nursing, Dental, Medical and other allied curricula; and

3. Translate the principles of nutrition in simple terms for integration into the elementary and secondary education programs.

ARTICLE III

ADMINISTRATION

Section 1. As a general rule, the college/school/department of nutrition-dietetics shall be administered by a full time department head/chairman with the following qualifications:

1.1 a master's degree holder preferably with a major in nutrition-dietetics. The Bachelor's degree must be in Nutrition and Dietetics or in allied fields;

1.2 must have at least two (2) years of experience in nutrition-dietetics profession;

1.3 must have at least five (5) years of teaching experience in nutrition or allied fields;

1.4 A registered licensed nutritionist-dietitian. In case the department head currently occupying the position prior to the effectivity of these policies and standards is not a registered nutritionist-dietitian, she shall not teach professional nutrition and dietetic subjects/courses.

Section 2. The general responsibilities and functions of the college/school/department of nutrition-dietetics dean/head are:

2.1 To assist the school heads/president in all matters affecting the general academic and administrative policies of the institution and particularly those pertaining to the college/school/department of nutrition and dietetics;

2.2 To direct and coordinate all matters related to academic programs including the:

2.2.1 development and implementation of curricular programs in nutrition and dietetics with the assistance of qualified faculty members, and in keeping these programs attuned to current trends and developments in nutrition and dietetics education;

2.2.2 admission, classification and advising of students;

2.2.3 selection, appointment, promotion or separation of faculty members in his college/school/department;

2.2.4 assignment of teaching loads of faculty members in his college/school/department;

2.2.5 initiation and institution of a faculty development program;

2.2.6 institution of a program of supervision and evaluation of classroom and practicum teaching methodologies and strategies, and instructional materials in order to improve teaching effectiveness, to identify areas of faculty development and consequently raise the standards of instruction;

2.2.7 establishment of linkages with other schools and other agencies related to Nutrition and Dietetics.

2.3 To encourage research and extension activities among faculty and students;

2.4 To coordinate cocurricular and extracurricular programs within the college/school/department;

2.5 To coordinate with other deans/heads of other units in the institution regarding academic programs, faculty activities as well as student affairs and services;

2.6 To actively participate in the financial management of the college/school/department.

Section 3. As a general rule, in cases where the dean/head teaches, her teaching load should not exceed twelve (12) units.

ARTICLE IV

FACULTY

Section 1. The teaching personnel in nutrition-dietetics education must be a holder of a master's degree in nutrition-dietetics or must have completed at least fifty percent (50%) of the academic requirements leading to a master's degree in nutrition-

dietetics. Professional courses must be taught by registered Nutritionist-Dietitian.

1.1 Instructors without doctoral or master's degree may be appointed as a faculty member in the nutrition-dietetics program only if they possess unusual competence and scholarship in special fields of study in nutrition-dietetics;

1.2 Field supervisors in agencies where students of nutrition have their field placement must be licensed to practice and must have at least one (1) year experience as a supervisor;

1.3 Credentials of all faculty members must be on file in the dean's office and/or registrar's office, and may be made available when necessary.

Section 2. When vacancies occur in the teaching force of the college/school/department during the school year, substitutes or replacements with equal or higher qualifications, should be employed.

Section 3. The following conditions of employment shall be observed.

3.1 As a general rule, the remuneration paid to college instructors in nutrition-dietetics shall be comparable to current salary rates for college instructors in government schools with similar professional qualification. Such remuneration must be paid in full, regularly and on time. Remuneration should not be based on enrollment, i.e. number of students in a class, nor should remuneration be paid in the form of stocks.

3.2 Full-time instructors who have rendered three (3) consecutive years of satisfactory service shall be considered regular and permanent.

3.3 As a general rule, schools shall employ only full-time instructors. For this purpose, a full-time instructor is one whose total working day is devoted to the school; is paid on a regular monthly basis or its equivalent the rate of which must be commensurate to his qualification and the quality and quantity of work demanded of him by the school.

3.4 The ratio of full-time instructors to part-time instructors should be at least 2:1, in order to encourage the development of commitment of instructors to the school and the employment of more full-time instructors.

3.5 In the collegiate courses at least 60% of the subjects offered should be taught by permanent and full-time instructors, who are provided with security of tenure and other fringe benefits.

Section 4. The instructors in the colleges/schools/departments of nutrition-dietetics through a faculty ranking system, shall be assigned academic ranks in accordance with their educational

qualifications, experience, training, and performance. The academic ranks are professor, associate professor, assistant professor, and instructor.

4.1 Professor

4.1.1 Training - A holder of a master's degree in nutrition-dietetics, but a doctoral degree is preferred.

4.1.2 Experience - Ten or more years of experience in the nutrition-dietetics field and preferably in teaching. Training or eminence in a profession of highly specialized nature may also be considered.

4.1.3 Registered, licensed nutritionist-dietitian.

4.1.4 Outstanding performance in positions held, past and present.

4.1.5 Productive scholarship.

4.1.6 Character and personality.

4.2 Associate Professor

4.2.1 A holder of a master's degree in nutrition and/or dietetics but a doctoral degree is preferred.

4.2.2 Experience - Seven to ten years of experience in the nutrition and dietetics field preferably in teaching too. Training or eminence in a profession of a highly specialized nature may also be considered.

4.2.3 Registered, licensed nutritionist-dietitian.

4.2.4 Successful performance in positions held, past and present.

4.2.5 Productive scholarship

4.2.6 Character and personality

4.3 Assistant Professor

4.3.1 Training - A holder of a master's degree in nutrition-dietetics.

4.3.2 Experience - Five to seven years of experience in nutrition-dietetics field preferably in teaching too. Training or eminence in a profession of a highly specialized nature may also be considered.

4.3.3 Registered, licensed nutritionist-dietitian.

4.3.4 Successful work in positions held, past and present.

4.3.5 Productive scholarship

4.3.6 Character and personality

4.4 Instructor

4.4.1 Training - A master's degree in nutrition-dietetics preferred, or one who has completed at least fifty percent of academic requirements for a Master's degree in Nutrition-Dietetics.

4.4.2 Had been engaged in the practice of the profession for at least one (1) year preferably in teaching.

4.4.3 Registered, licensed nutritionist-dietitian.

4.4.4 Satisfactory performance in positions held, past and present.

4.4.5 Character and personality

As a general rule, a faculty member starts with the rank of instructor with possible promotion in accordance with the ranking system. A faculty member may start as assistant professor, associate professor or professor if his appointment/designation is warranted by his professional status, experience, training and scholarship.

Section 5. Faculty development program - Each academic institution offering nutrition and dietetics must have a faculty development program within the financial capabilities of the school. The following are suggested:

5.1 Every school of nutrition and dietetics shall provide one scholarship grant for at least one year graduate study in nutrition.

5.2 The school shall make available thesis grants to deserving members of the faculty.

5.3 If the school offers a doctoral or master's program, faculty members shall be given tuition free privileges for the pursuance of a degree in their field of specialization.

5.4 Attendance at in-service training programs on official time shall be encouraged and records of such attendance shall be filed at the office of the dean.

5.5 The school shall encourage the professional development of its faculty in activities such as the pursuit of further studies, in the practice of their profession and involvement in national development endeavors. The school shall also encourage and involve faculty members in nutrition research and c munity extension activities. In relation to research and xtension activities, an arrangement for honorarium d/or reduced teaching load without prejudice to his re lar salary shall be instituted. The procedure granting faculty development privileges shall be defined n the school's faculty manual.

Section 6. Teaching Load - The teaching load of a regular full-time faculty member shall be from 15 units to 24 units per semester. Part-time faculty member may be allowed to carry a maximum of twelve (12) units.

Section 7. Every school should have a faculty manual which provides guidelines, rules and regulations for faculty compliance.

Section 8. For instructors who are teaching in two or more schools, a permit to teach from the head of the mother institution is needed. The total faculty load should not exceed 24 units.

Section 9. Faculty Rights and Obligations.

9.1 Rights and benefits of faculty shall be defined by the school's faculty manual.

9.2 Faculty members, part-time and full-time, are encouraged to render hours of consultation with students.

9.3 Faculty members shall take upon themselves the development of the department or college in areas such as the quality of teaching, field placement, development of apprpriate teaching materials, etc., which are related in the delivery of quality education in nutrition-dietetics.

Section 10. Tenure - Security of tenure may be given to faculty members without prejudice with the existing rules of the government.

ARTICLE V

CURRICULUM

Section 1. The curricula for the Bachelor of Science in Nutrition-Dietetics should reflect the mission statement expressed in Article II.

Section 2. The total unit requirements required for graduation shall be from a minimum of one hundred fifty seven (157) to a maximum of one hundred sixty two (162) academic units categorized into general education and professional courses. A sample curriculum is hereunder presented.

PROPOSED CURRICULUM
FOR
BACHELOR OF SCIENCE IN NUTRITION & DIETETICS

FIRST YEAR

First Semester

	LECT	LAB	UNITS
English I (Comm. Skills)	3	0	3
Pilipino (Pakikipagtalastasan)	3	0	3
Gen/Inorganic Chemistry	3	6	5
Biology	2	3	3
College Algebra	3	0	3
Phil. History: Roots & Development	3	0	3
PE		(2)	(1)
	17	9	20

Second Semester

	LECT	LAB	UNITS
English II (Comm. Skills)	3	0	3
Pilipino 2 (Panitikan)	3	0	3
Organic Chemistry	3	6	5
Physics	2	3	3
General Psychology	3	0	3
Phil. Govt. with the Constitution	3	0	3
PE		(2)	(1)
	17	9	20

SECOND YEAR

First Semester

	LECT	LAB	UNITS
English III (Advanced Skills in Listening, Writing & Speaking)	3	0	3
Spanish I	3	0	3
Biochemistry	3	6	5
Anatomy & Physiology	2	3	3
Basic Foods	2	3	3
Sociology	3	0	3
PE		(2)	(1)
	16	12	20

Second Semester

	LECT	LAB	UNITS
English IV (Intro. to Literary Skills)	3	0	3
Spanish 2	3	0	3
Microbiology & Parasitology	2	3	3
Basic Nutrition	2	3	3
Basic Accounting	3	0	3
Philosophy	3	0	3
Economics	3	0	3
PE		(2)	(1)
	19	6	21

THIRD YEAR

First Semester

	LECT	LAB	UNITS
English V - Technical Reporting	3	0	3
Spanish 3	3	0	3
Nutrition in Life Cycle	2	3	3
Meal Management	2	3	3
Fund. of Food Tech.	2	3	3
Principles & Strategies of Teaching	3	0	3
Asian/Western Civilization	3	0	3
*Arts & Music/Humanities	(3)	0	(3)
	18	9	21

Second Semester

	LECT	LAB	UNITS
Spanish 4N	3	0	3
Basic Statistics	3	0	3
Personnel Management w/ Prof. Ethics	3	0	3
Food Service System I	2	3	3
Nutrition in Disease I	2	3	3
Nutrition Education	2	3	3
Agrarian Reform & Taxation	3	0	3
**Computer & Society (Optional)	3	0	3
	18	9	21

*May be taken during summer after second year.

**If offered, may be taken during summer after third year.

FOURTH YEAR

First Semester

	LECT	LAB	UNITS
Nutrition in Disease II	3	3	4
Food Service System II	3	3	4
Public Health/Community Nutrition	2	3	3
Food & Nutrition Research	2	3	3
Program Planning/Mgt. in Nutrition	2	3	3
Rizal - Life & Works	3	0	3
	15	15	20

Second Semester

	LECT	LAB	UNITS
Supervised Fld. Experiences:			
Hospital	0	192	4
Food Service	0	96	2
Community	0	240	5
	0	528	11

SUMMARY OF THE CURRICULUM FOR B. S. NUTRITION & DIETETICS

I. General Education . . . . . 96 units

1. English . . . . . 15 units

1.1	English I (Comm. Skills)	3 units
1.2	English II (Comm. Skills)	3 units
1.3	English III (Adv. Skills in Listening, Writing & Speaking)	3 units
1.4	English IV (Intro. to Literary Forms)	3 units
1.5	English V (Tech. Reporting)	3 units

2. Spanish . . . . . 12 units
Spanish 1, 2, 3, 4

3. Pilipino . . . . . 6 units

3.1	Pilipino I (Komunikasyon sa Pilipino)	3 units
3.2	Pilipino II (Panitikang Pilipino)	3 units

4. Math/Natural Sciences . . . . . 33 units
Mathematics

4.1	College Algebra	3 units
4.2	Basic Statistics	3 units
4.3	Computer & Society (Optional)	(3) units

Natural Sciences

4.4	Chemistry		15 units
	General Inorganics	5 units	
	Organic Chemistry	5 units	
	Biochemistry	5 units	
4.5	Physics		3 units
4.6	Biological Sciences		9 units
	Micro & Para	3 units	
	Biology	3 units	
	Anatomy & Physiology	3 units	

5. Humanities and Social Sciences . . . . . 24 units

5.1	Phil. History: Roots & Development	3 units
5.2	Phil. Government w/ the Constitution	3 units
5.3	General Psychology	3 units
5.4	Sociology w/ Emphasis on the Fil. Family	3 units
5.5	Economics	3 units
5.6	Philosophy	3 units
5.7	Arts & Music/Humanities	3 units
5.8	Asian/Western Civilization	3 units

6. Other Courses . . . . . 6 units

6.1 Rizal - Life & Works 3 units
6.2 Agrarian Reform and Taxation 3 units

II. Professional Courses . . . . . 61 units

1. Nutrition and Dietetics Subjects . . . . 25 units

1.1 Basic Nutrition 3 units
1.2 Nutrition in the Life Cycle 3 units
1.3 Nutrition in Disease I 3 units
1.4 Nutrition in Disease II 4 units
1.5 Public Health/Community Nutrition 3 units
*1.6 Nutrition Education 3 units
*1.7 Foods & Nutrition Research 3 units
*1.8 Program Planning/Mgt. in Nutrition 3 units

2. Foods . . . . . 9 units

2.1 Basic Foods 3 units
2.2 Meal Management 3 units
2.3 Fund. of Food Tech. 3 units

3. Institutional Management Subjects . . . . 10 units

3.1 Food Service System I 3 units
3.2 Food Service System II 4 units
3.3 Personnel Mgt. w/ Professional Ethics 3 units

4. Supervised Field Experiences . . . . . 11 units

4.1 Hospital Dietetics 4 units
4.2 Food Service 2 units
4.3 Community Nutrition 5 units

5. Related Courses . . . . . 6 units

5.1 Basic Accounting 3 units
5.2 Principles & Strategies of Teaching 3 units

III. Physical Education . . . . . (4 units)
P. E. 1, 2, 3, 4

TOTAL UNITS: 157-162 units

*For Subjects 1.6, 1.7, & 1.8, the team teaching approach shall be employed, wherein one of the team members shall be a registered nutritionist-dietitian.

Section 3. Notwithstanding the provisions of the foregoing section and realizing the variation in human financial endowments of schools offering the nutrition-dietetics program, colleges/schools/universities shall maintain a flexible approach and may structure their curriculum in line with their institutional philosophy and objectives provided that (a) the following professional subjects: Basic Nutrition, Nutrition in the Life Cycle, Nutrition in Disease I, Nutrition in Disease II, Public Health/Community Nutrition, and Supervised Field Experiences in hospital, food service and community, shall be taught by faculty members who are registered licensed nutritionist-dietitians, and provided further, that Foods subjects and Institutional Management subjects, shall be taught by faculty members who are holders of M.S. in Foods or Food Technology, M.S. in Food Service or Institutional Management or Hotel & Restaurant Administration/Management, or closely related and/or allied fields; (b) the number of units required shall not be less than 157 units and not more than 162 units; and (c) requirements for admission to take government examinations are complied with.

Section 4. Course descriptions of the subjects for the Bachelor of Science in Nutrition and Dietetics (BSND) are in Appendix A.

ARTICLE VI

INSTRUCTIONAL STANDARDS

Section 1. The college/school/department of nutrition shall maintain a high standard of instruction at all times. A system of supervision and evaluation should be instituted and implemented for the purpose of measuring teacher performance and competence as well as student learning.

Section 2. Instructional materials such as textbooks, scientific journals, audiovisual aids, etc., should reflect recent and current trends in nutrition and dietetics. Materials and books authored by Filipino practitioners should be given preference. Both instructors and students should have access to such textbooks/materials.

ARTICLE VII

LIBRARY

Section 1. Every college/school/department offering a degree program in nutrition and dietetics shall have an adequately equipped library providing competent services and containing all the basic textbooks, reference materials and other instructional resources which will serve, academic, research and extension activities of the faculty and students in the program. Administrative procedures and equipment shall conform to accepted modern practices, including cataloguing methods, arrangements of books and periodicals, and adequate hours of accessibility.

Section 2. A library collection shall consist of the following:

2.1 A basic collection of well-selected relevant books

in the following ratio of students to volume of books is required:

Enrolment	Volume per Student	No. of Volumes
100 or less	2	200
200 - 300	4	800 - 1,200
400 - 500	6	2,400 - 3,000

2.2 A minimum of 3 book titles (less than 10 years old) per subject for the general education course and at least 3 book titles (less than 10 years old) for each of the professional subjects in the nutrition-dietetics program shall be provided.

2.3 A minimum of 5 up-to-date professional publications including scientific/technical journals, monographs, periodicals and magazines shall be available for use by students and faculty.

ARTICLE VIII

RESEARCH

Section 1. The college/school/department shall encourage independent or joint research activities in nutrition or allied fields.

Section 2. Nutrition-dietetics students who are enrolled in the terminal curriculum year shall be required to complete a research paper or its equivalent on their major areas of interest in nutrition and allied fields as a partial requirement of the course.

ARTICLE IX

EXTENSION SERVICES

Section 1. The college/school/department shall encourage active participation among its students and faculty in independent and/or joint extension activities relevant to nutrition problems involving any of the various segments of the national community.

Section 2. These extension activities may be incorporated as part of the practicum experience in the community, hospital and/or food service establishment.

ARTICLE X

PHYSICAL FACILITIES AND EQUIPMENT

Colleges/schools/departments offering nutrition and dietetics program should provide adequate facilities and equipment for both General Education and Professional Courses to include:

Section 1. The minimum classroom floor space should be 1.5 square meter per student.

Section 2. Besides laboratories required for General Education courses, there should be laboratories for Foods and Nutrition courses which should accommodate a maximum of 25-30 students at a time. The laboratories should measure 2.3 sq.m. per student. In addition to floor area requirements, the laboratory should:

2.1 be well-lighted, well-ventilated and screened

2.2 have a good source of water supply

2.3 have a storeroom for kitchen equipment utensils and supplies within the laboratories

2.4 should be divided into completely equipped kitchen units. Each unit must accommodate a maximum of seven (7) students and must be equipped with a range, sink, a work table, cabinets and drawers for kitchen utensils and accessories.

Section 3. The school cafeteria should be supervised by a licensed Nutritionist-Dietitian or the Head of the Nutrition-Dietetics department, where Food Service System I and II laboratory classes may be held.

Section 4. Minimum equipment and supplies for the Foods and Nutrition laboratory are in Appendix B.

ARTICLE XI

FIELD PRACTICE

Section 1. The school with a college/school/department of nutrition-dietetics must be affiliated with an accredited hospital, a public institution/agency and/or a commercial food service establishment where the practical experiences of the students will be conducted.

Section 2. An accredited institution is one which has been approved by the Professional Regulation Commission to provide practical training to BSND students based on the following criteria:

2.1 presence of a qualified training supervisor, i.e., a registered nutritionist-dietitian or equivalent in case of food service practicum

2.2 adequate facilities

2.3 existence of a training program following the guidelines contained in Appendix H.

ARTICLE XII

ADMISSION REQUIREMENTS

Section 1. Every student has the right to enrol in any college/university upon meeting its specific requirements and regulations. Except in the case of academic delinquency and/or violation of disciplinary regulations, the student is presumed to be qualified for enrolment for the entire period he is expected to complete his course without prejudice to his right to transfer.

Section 2. As a general rule, no applicant shall be enrolled in any approved course unless he presents the proper credentials required by the school before the end of the enrolment period.

Section 3. The requirements for admission and/or retention of student in the nutrition-dietetics program shall be determined by the dean/head of the college/school/department and/or an admission committee of the institution. Only those students who passed the National College Entrance Examination (NCEE) are eligible for admission into the college/school/department of nutrition-dietetics.

ARTICLE XIII

RESIDENCE AND UNIT REQUIREMENTS

Section 1. No degree shall be conferred upon a student unless he has taken the last curriculum year of the course in the institution which is to confer the degree.

Section 2. No student shall be permitted to take any subject until he has satisfactorily passed the pre-requisite subjects. Special classes should be referred to the Ministry of Education, Culture and Sports through the Regional Office for decision/approval.

Section 3. A student may be allowed to carry a study load of twenty-one (21) units each semester. Units in excess of this requirement shall need an approval from the Ministry of Education, Culture and Sports through the Regional Office. Only graduating students shall be allowed over-load units.

Section 4. If a student obtains a grade of incomplete for non-compliance of some requirements of the course, he should not be given credit for the subject or course unless he satisfactorily remove the incomplete grade within one year from the date it was obtained otherwise the incomplete grade automatically becomes a failing grade. The completion grade and the incomplete grade not removed within one year shall be recorded and submitted immediately on a supplementary Form XIX. No school shall give a final grade of "4" or its equivalent or "conditioned".

ARTICLE XIV

EFFECTIVITY

Section 1. These policies and standards shall take effect school year 1986-87.

Section 2. This order supersedes all previous policies and standards.

APPENDIX A

COURSE DESCRIPTION

BACHELOR OF SCIENCE
IN
NUTRITION AND DIETETICS
(B.S.N.D.)

I. GENERAL EDUCATION

1. English

English 1 - Communication Arts

This course emphasizes proficiency in listening, speaking, reading and writing. The approach is situational, sequential and integrated along inter-disciplinary lines.

3 units: 3 hours lecture/week

English 2 - Communication Arts

This course is a continuation of English 1. It will further strengthen the foundation for correct English through reading, understanding and writing.

3 units: 3 hours lecture/week

English 3 - Speech Improvement & Oral Communication

This is a course in interpretative reading and different types of oral communication. It includes a study of extemporaneous speeches in conferences and kinds of group discussions.

3 units: 3 hours lecture/week

English 4 - Philippine Literature in English

A course designed to acquaint the students with the work of Filipino writers in English.

3 units: 3 hours lecture/week

English 5 - Technical Reporting

This course gives the student training in the structure and format of making reports and reasibility studies.

3 units: 3 hours lecture/week

2. Spanish

Spanish 1 - Elementary Spanish

This course aims to develop in the beginners an understanding of fundamentals of the Spanish language, through the functional study of the different parts of speech. The essential elements of the sentence are also explained. The

expressions usually used in ordinary conversation are offered.

3 units: 3 hours lecture/week

Spanish 2 - Intermediate Spanish

A brief but systematic study of the irregular verbs so essential in the Spanish language is offered in this course. At the same time, a review of what the student has learned in the first course is given with exercises that aims at increasing his Spanish vocabulary and training him to construct sentences and participate in an ordinary conversation.

3 units: 3 hours lecture/week

Spanish 3 - Advanced Grammar

In this course the application of the functional knowledge of Spanish in oral and written composition is taken up with stress on the sentence structure in all its variety. The rules of punctuation are also explained. Portions of Spanish anthology are included so that the student may have an idea of Spanish literature. A review of Spanish 1 and 2 is given throughout this course. A series of readings in Spanish is also included.

3 units: 3 hours lecture/week

Spanish 4N - Selected Writings

This course includes the literary works of renowned Filipino heroes, scholars, poets and writers. The selections chosen aim at fostering patriotism and respect for Filipino institutions, customs, traditions, and culture. Emphasis is given in development of reading, comprehension and oral participation. Students are trained in question-and-answer sessions, research works, individual reports, group discussions and appreciation lessons.

3 units: 3 hours lecture/week

3. Pilipino

Pilipino 1 - Sining ng Pakikipagtalastasan (Communication Arts)

Pagtalakay sa mga sanaysay (essay), artikulo (articles), maikling kuwento (short story), dula (drama), tula (poem), at iba pang uri ng panitikan bilang lundayan ng mga tuntuning panretorika at mga pagsasanay na lilinang sa apat (4) na kasanayang pangwika: (1) kakayahang bumasa (2) kakayahang umunawa (3) kakayahang magsalita at (4) kakayahang sumulat.

3 units: 3 hours lecture/week

Pilipino 2 - Panitikang Pilipino: Pahapyaw na Kasaysayan at mga Piling Katha (Survey and Readings of Literature in Pilipino)

Pag-aaral ng mga katutubo at maangking anyo ng panitikang Pilipino sa loob ng iba't ibang panahon sa kasaysayan ng kultura

ng Pilipinas upang matutuhan ang mga tradisyong bumubuhay sa panitikan ng mga Pilipino at mapahalagahan ang mga ito sa pamamagitan ng pagpapahalaga sa lalong makabuluhang kathang kumakatawan sa mga panahon sa kasaysayang panitikan.

3 units: 3 hours lecture/week

4. Physical/Natural Sciences

General/Inorganic Chemistry

The essential principles of chemical knowledge giving emphasis on the application of theoretical principles to the industries and everyday life. It includes a study of chemical concepts, atomic structures, chemical equilibria.

5 units: 3 hours lecture & 6 hours lab/week

Organic Chemistry

A study of the organic compounds and their derivatives, it includes the chemical composition of living matter, proteins, nucleic acids, polysaccharides and lipids. Laboratory work includes the Biological synthesis determination of properties and the preparation of useful compounds and their application to industrial and ecbnomic development.

5 units: 3 hours lecture & 6 hours lab/week

Biochemistry

A study of living matters, their composition, decomposition and synthesis. Emphasis on the biosynthesis of food nutrients.

5 units: 3 hours lecture & 6 hours lab/week

Physics

Lectures, demonstrations and laboratory on selected topics in classical and modern physics, including: kinematics and Newton's laws of motion; electric and magnetic fields, fundamental laws of electromagnetism, electromagnetic waves; ideas of quantum physics. The course does not require calculus.

3 units: 2 hours lecture & 3 hours lab/week

Food Microbiology & Parasitology

A course dealing with the study of principles of hygiene in relation to food, water, waste disposal, control of infectious diseases, and home and community health problems. Emphasis is given on proper handling of foods as a public health protection measure, including study of food standards.

3 units: 2 hours lecture & 3 hours lab/week

Biology

An introduction to general principles of Biology with Zoology and Botany integrated.

3 units: 2 hours lecture & 3 hours lab/week

Anatomy/Physiology

General physiology and anatomy with special emphasis on digestion and assimilation of foods.

3 units: 2 hours lecture & 3 hours lab/week

5. Social Sciences

Psychology - General Psychology

Study of the fundamental principles of psychology in general. An investigation of the mental faculties, their nature, activity, classification and their principles of operation. Psychology of character, of the abnormal and subconscious mind, of learning and of the important occupations in life.

3 units: 3 hours lecture/week

Sociology (with emphasis on Filipino family and Current Issues)

Deals with the study of the Filipino family and society including the primary social processes and control therein. Current issues such as population education, consumerism, cooperatives, drug addiction and other relevant problems in the Philippine Society will be taken.

3 units: 3 hours lecture/week

Taxation and Agrarian Reform

This course is designed to awaken tax consciousness among the students through the study of the tax structure of the Philippines. It also includes the study of the Agrarian Reform Program - its rationale, mechanics and implementation.

3 units: 3 hours lecture/week

Phil. History: Roots & Development

A comprehensive cultural and socio-economic history of the Philippines from the pre-Hispanic period to the present.

3 units: 3 hours lecture/week

Phil. Government with the Constitution

Introduction to the concepts, branches, theories, principles, and approaches of the discipline; issues in politics, public administration and foreign relations, with focus on Philippine Government and the Constitution.

3 units: 3 hours lecture/week

Asian Civilization

A course on the civilization of India and China and their impact on other countries of Asia. It includes the geographical and historical settings of these civilizations.

3 units: 3 hours lecture/week

Western Civilization

A study of the civilization that developed in Europe, its extension to the Americans, its contacts with the East.

3 units: 3 hours lecture/week

Principles of Economics

An introductory course in economics covering basic economic concepts, the functioning of a free enterprise system, the economic role of government, business organizations, labor and industrial relations, the banking system, monetary fiscal policy, the composition and pricing of national output, and the distribution of income.

3 units: 3 hours lecture/week

Art

An introduction to the different visual, auditory, and performing arts.

3 units: 3 hours lecture/week

Music

A study of the principles and forms of music.

3 units: 3 hours lecture/week

Philosophy (Logic)

This course deals with the study of the general conditions of correct, clear, and effective thinking and principal characteristics of the logics as well as the scientific method.

3 units: 3 hours lecture/week

6. Rizal

Rizal - Life and Works

This course deals with the study of the life of Rizal as a hero, as a teacher, etc., analysis of his main works; his services and influence in the development of the Philippine nationhood.

3 units: 3 hours lecture/week

7. Mathematics

College Algebra

This course deals with the study of sets and set operations, deductive system, addition, multiplication, division of algebraic expressions, factoring radical linear and quadratic functions, systems of linear equations, common logarithms.

3 units: 3 hours lecture/week

Basic Statistics

This course deals with the study of basic statistical procedures.

3 units: 3 hours lecture/week

II. PROFESSIONAL COURSES

1. Foods

Basic Foods

A study of the principles underlying the preparation and cooking of different classes of food, their composition, structure and market forms. Emphasis will be made on the principles underlying preparation and cooking in order to maintain quality, palatability and acceptability of meals.

Laboratory experience will include the preparation of basic recipes to apply the above principles.

3 units: 2 hours lecture & 3 hours lab/week
Pre-requisites: Gen. & Inorganic Chemistry

Meal Management

This course deals with efficient management of time, energy and resources in the planning, preparation and service of nutritious meals for the family and for special occasions. This includes principles of meal planning, purchasing of foods, proper storage of food supplies; efficient and sanitary preparation and service; and the art and etiquette of dining. Different styles of traditional table service as well as International & Philippine variations will be discussed.

Laboratory experience will include application of the above principles of menu-planning, purchasing preparation and service using local and foreign dishes.

3 units: 2 hours lecture & 3 hours lab/week
Pre-requisites: Basic Foods, Basic Nutrition

Fundamental of Food Technology

A study of the principles of physical, chemical and biological methods used in food processing at the family and community levels.

Indigenous food and food products will be used in the laboratory for applying the methods.

3 units: 2 hours lecture & 3 hours lab/week
Pre-requisites: Basic Foods, Gen. & Inorganic Chemistry, Food Microbiology and Basic Nutrition

2. Institution Management Subjects

Food Service System I

This is the study of the principles and techniques used in large scale food production. It includes all the phases of the food service cycle: menu-planning, purchasing, receiving, storing, issuing, preparing, merchandizing and service, sanitation and cost control. Management principles in relation to the operation of a food service are also studied here. Laboratory experience should include cycle menu-planning, standardization and quantification of recipes, portion control and utilization of left-over foods.

3 units: 2 hours lecture & 3 hours lab/week
Pre-requisites: Meal Management, Food Microbiology and Basic Accounting

Food Service System II

This is a continuation of Food Service System I. It is more of the application of the principles and techniques learned in Food Service System I as called for by the specific catering functions being planned and carried out. It also includes planning and layouting a food service and the conduct of feasibility studies regarding the establishment of a particular food service.

4 units: 3 hours lecture & 3 hours lab/week
Pre-requisites: Food Service System I
Personnel Management

Personnel Management with Professional Ethics

It is a study of the varied social and psychological factors present in any employer-employee relationship. The techniques should include job analysis, employee selection and training, performance rating, wage and salary administration, industrial counselling, measurement of morale, time and motion study and labor laws. The course also includes a study of ethical principles and their application to life with particular emphasis on the professional rights, duties and roles of nutritionist-dietitians.

3 units: 3 hours lecture/week
Pre-requisites: Gen. Psychology, Food Service System II, Prin. and Strategies of Teaching

Program Planning/Management in Nutrition

Course deals with the principles of community diagnosis which includes the fundamentals of planning, implementation

and management, monitoring and evaluation of community nutrition programs. Emphasis will be in the utilization and coordination of available resources for the program plans. Practicum experience will include the development of a program for a specific community.

3 units: 2 hours lecture & 3 hours lab (or the equivalent of about 1 week stay in the field)

3. Nutrition and Dietetics Subjects

Basic Nutrition

The study of principles and concepts related to food and its nutrients as it influences normal health and performance. The course will deal with the classification, functions, metabolism, food sources and requirements of energy and essential nutrients. The laboratory phase will provide experiences in the use of basic tools and techniques in the evaluation of food composition and diet adequacy as well as in the planning and preparation of adequate meals for individuals and families.

3 units: 2 hours lecture & 3 hours lab/week
Pre-requisites: Basic Foods, Biochemistry

Nutrition in the Life Cycle

It is a study of the nutritional requirements in growth and development throughout the life cycle, and the role of food and nutrients in the maintenance of health of the vulnerable group. It will also include the dietary management of children's diseases with emphasis on Protein Energy Malnutrition.

Laboratory experiences include planning and preparation of nutritionally adequate meals for the vulnerable group.

3 units: 2 hours lecture & 3 hours lab/week
Pre-requisites: Basic Nutrition

Nutrition in Disease I (formerly Diet Therapy I)

A study of the principles and rationale of dietherapy in the nutritional management of various disease conditions. The lectures will emphasize the characteristics of the diseases, and how these affect the patients' nutritional condition. The following will be covered in this course: Nutrition in Febrile conditions and Infection; Surgical Conditions and Burns; Diabetes Mellitus, Overweight and Obesity; Underweight, Addison's Disease; Cushing's Syndrome; GI Tract Disorders, and Cancer. The laboratory phase will focus on the dietary modifications to meet the needs of varying disease conditions. Experiences in calculations, planning, preparation and evaluation of therapeutic diet will also be given.

3 units: 2 hours lecture & 3 hours lab/week
Pre-requisites: Nutrition in the Life Cycle
Meal Management

Nutrition in Disease II (formerly Diet Therapy II)

The course is a continuation of Nutrition in Disease I and will include a study of the dietary management of: Cardiovascular disorders, Diseases of the Nervous System and Mental Illness, Allergies and Skin Disorders.

4 units: 3 hours lecture & 3 hours lab/week
Pre-requisite: Nutrition in Disease I

Nutrition Education

A study of the principles/methods of teaching nutrition for various groups. It will include the identification of client groups, objective setting, selection and preparation of appropriate teaching materials/tools and the evaluation of educational/behavioral outcomes.

Practical experience in teaching specific groups to emphasize effective dissemination of suitable nutrition information applying the above principles will be provided.

3 units: 2 hours lecture & 3 hours lab/week
Pre-requisites: Principles and Strategies of Teaching Nutrition in Disease II

Food and Nutrition Research

A study of the various research principles and methodologies applicable to food and nutrition problems. The course will include theoretical and practical training in research design, review of related literature, data gathering, analysis and interpretation, and reporting of research results. Students are expected to undertake a research on her interest in the field of foods and nutrition.

3 units: 2 hours lecture & 3 hours lab/week
Pre-requisites: Basic Statistics, Technical Writing, Food Service System I, Nutrition in Disease II

Public Health/Community Nutrition

A study of principles and concepts of nutritional science and allied fields and how then can be applied for the promotion and maintenance of good nutrition and health in the population.

This course will introduce the students to specific tasks in managing nutrition programs and projects in public health agencies and the community. These tasks will include community diagnosis, planning, organizing, implementing and evaluating programs and projects. Nutritional assessment - its rationale, methodologies and instruments will be emphasized. An analysis of existing health care and delivery systems will be done.

Laboratory experience will include nutritional assessment and planning a program for specific community/groups.

3 units: 2 hours lecture & 3 hours lab/week

Pre-requisites: Technical Writing, Nutrition in Disease II, Personnel Management
Co-requisite : Nutrition Education

4. Related Subjects/Courses

Basic Accounting

An introductory course in accounting. Topics covered include bookkeeping cycle in the simplest form. It deals with a bookkeeping system, posting, preparation of budgets and financial statements, closing and ledgers. It also provides for simple analysis and interpretation of financial statements for disclosures of both favorable and unfavorable trends in operations for purposes of management controls.

3 units: 3 hours lecture/week
Pre-requisite: College Algebra

Principles of Teaching

A study of the basic principles underlying modern educational theories and systems. Focus is on the learning process and means of enriching the students experiences to enable her to acquire pedagogical skills.

3 units: 3 hours lecture/week
Pre-requisite: General Psychology

5. Supervised Field Experiences

Hospital Field Experience

Supervised experiences in delivering nutritional care to patients as a member of the medical team in an accredited hospital. It includes participation in actual patient care activities such as patient interview, diet computations, and preparation of therapeutic diets, diet counselling, patient follow up, and participation in medical ward rounds. Presentation of a case study of a specific disease is part of the requirement of the course.

4 units: A total of 192 hours
Pre-requisites: Nutrition in Disease II, Public Health/Community Nutrition, Basic Stat., Food Service System II, Personnel Mgt., Nut. Educ.

Food Service Administration Practicum

Supervised experience in menu-planning, purchasing, food production, food service, storeroom control, cost control, personnel management, and administration in accredited hospital/school/commercial establishments.

2 units: A total of 96 hours
Pre-requisites: Food Service System II, Personnel Management

Community Nutrition Practicum

Supervised experience in planning and managing nutrition programs through organized efforts in a community settings. These experiences shall be obtained from accredited institutions and agencies.

5 units: A total of 240 hours
Pre-requisites: Nutrition in Disease II, Public Health/Community Nutrition, Nutrition Education, Basic Stat., Personnel Management

APPENDIX B

MINIMUM EQUIPMENT AND UTENSILS FOR FOODS & NUTRITION LABORATORIES

For Each Laboratory Room

1 refrigerator
1 demonstration table with mirror
blackboards
2 long tables for [illegible] with chairs
exhaust fans/hoods
Tape measures
weighing scale
Length boards

Individual Kitchen Units - one/unit

set of measuring cups for dry and liquid ingredients
set of measuring spoons
dietetic scale
kitchen knife
potato peeler
cleaver
grater
strainer
mortar and pestle
chopping board
utility plates
wooden spoons
basting spoon
burner/stove
ovens
rubber scraper
rotary egg beater
flour sifter
colander
turner
kitchen tongs
saucepans - qt., 3 qt., and 4 qt.
double boiler
covered skillet
dish pans
utility can for silverware
garbage can
can opener

General Storeroom

5 pint and quart measuring cups
1 grinder
3 steak hammer
2 kitchen scissors
2 sets utility bowls - 1 qt., 2 qt., 3 qt., and 4 qt.
2 tea strainer
2 strainer
2 sets pie pans - 6", 8" & 9"
3 8" layer cake pan
3 square pan
3 rectangular pan 8" x 13-1/2"
2 tube pan 4" x 10"
3 muffin pan
3 tea cake pans
5 cake coller
5 cookie sheets
2 doz. custard cups
1 osterizer/blender
1 coffee perculator
2 pressure cooker
1 electric mixer
5 all-purpose thermometers
    1 candy
    1 meat
    1 fat
    1 oven
2 timers
1 fire extinguisher/lab
3 rolling pin
  pastry blender
  bottle opener
1 doz. complete set of:
    wine glasses
    silverwares
    chinawares
  linens
  chafing dish
  coffee set
  long tables with chairs
3 griddle
5 sets racks - assorted to fit saucepans
2 tea kettle
2 streamer

APPENDIX C

COMPETENCIES OF GRADUATES IN NUTRITION-DIETETICS

In the field of Public Health/Community Nutrition:

OBJECTIVES

1. Identify the role of the Nutritionist-Dietitian in relation to the needs and problems of the community and to other professionals.

2. Plan, organize, manage and evaluate a nutrition program at the microlevel with consideration to existing health and nutrition delivery systems and supportive sectors like agriculture, economics and others.

3. Coordinate and link with other professionals and other community leaders in all community development efforts.

COMPETENCIES

1. Identify the role of the Nutritionist-Dietitian in relation to the needs and problems of the community and to other professionals.

2. Identify existing nutrition problems at the community levels.

   2.1 Organize the community to achieve a common objective.
   2.2 Plan appropriate nutrition programs/projects for target area.
   2.3 Coordinate/implement/monitor nutrition programs/projects.
   2.4 Evaluate effectiveness of existing nutrition.
   2.5 Interpret the nutritional implications of vital statistics.
   2.6 Identify the synergistic relationship between infections and malnutrition.
   2.7 Report, document and prepare reports on the nutrition program/project.

3. Coordinate with existing health and nutrition delivery services and related programs to bring about desired change.

   3.1 Select, plan, prepare and evaluate nutrition teaching aids and materials to be disseminated to other professional groups through the use of available communication module in the locality.

   3.2 Take part in food legislation, i.e. food labelling and interpret such legislation for the public.

APPENDIX D

In the Field of Hospital Dietetics:

OBJECTIVES

1. Plan, implement, and evaluate patient care activities.

2. Establish linkages with medical and paramedical groups in patient care.

3. Plan, organize, manage and evaluate a nutrition program at the microlevel in patient care.

4. Conduct training programs for students in nutrition and other allied professions as well as in-service programs for non-professional employees.

5. Undertake or coordinate research on nutrition related topics.

COMPETENCIES

1. Assess the nutrition status of individual clients/patients in health and disease throughout the life cycle.

   1.1 Identify political, fiscal, and social factors influencing nutrition care and integrate these factors into a system for delivering nutrition care.

   1.2 Develop short and long-range plans for delivering quality nutrition care services while containing costs; maintaining personnel; and training functions for clinical dietetics sections.

   1.3 Construct and coordinate all aspects of nutrition care, including identification of short and long term goals, delineation of treatment modalities and education plans, establishment of procedures for implementation of the nutrition care plan, on-going information gathering and evaluation.

   1.4 Communicate and monitor implementation of nutrition care plan; document all aspects of nutrition care and verify implementation of care plan.

   1.5 Evaluate effects of intervention on individual client/patient nutrition status.

   1.6 Plan, review, provide consultation for the implementation of nutrition care on the system level.

   1.7 Discuss individual client/patient nutrition care needs with health team member and educate health team on nutrition-related topics.

   1.8 Arrange for individual client/patient follow up as needed.

2. Communicate pertinent information to other health care professionals.

3. Educate health team on nutrition-related topics.

   3.1 Plan, organize, implement and evaluate nutrition education for clients/patients.

4. Participate in applied research and related dietetics professional activities.

   4.1 Use research findings and current knowledge in nutrition care.

APPENDIX E

In the field of Food Service:

OBJECTIVES

1. Plan, organize, manage and evaluate a nutrition program at the microlevel with consideration to feed individuals and groups in the field of food service.

2. Plan, evaluate, and adjust menus according to the budget of the Food Service Institution and the needs of the client.

3. Purchase food supplies and equipments needed.

4. Supervise food preparation, storage and service of food.

5. Maintain proper sanitation and safety.

6. Control food, labor, and operational costs.

7. Train and manage personnel.

COMPETENCIES

1. Plan menus and diets providing required food and nutrients to feed individuals and groups.

2. Purchase or requisition food, equipment and supplies.

3. Direct and train workers engaged in the preparation and service of meals.

4. Inspect work areas and store facilities to insure observance of sanitary standards.

5. Maintain and analyze food cost control records and determine improved methods for purchase and utilization of food, equipment and supplies.

6. Instruct individuals and groups either employed in schools, hospitals or similar organizations in application of principles of food.

   6.1 Prepare educational materials on nutritional values of foods and methods of preparation.

APPENDIX F

In the field of Food and Nutrition Applied:

OBJECTIVES

1. Identify the role of the Nutritionist-Dietitian in relation to research needs and problems of the profession and the community.

2. Plan, design, implement and evaluate food and nutrition researches and studies for development and improvement of total nutrition program.

3. Coordinate and link with other professionals and agencies in food, nutrition and related topics to support community development efforts.

COMPETENCIES

1. Serve as a trainor/resource person in planning and conduct of researches/studies in food and nutrition and related fields.

   1.1 Analyse and interpret food and nutrition research in relation to the socio-economic development program of the country.

   1.2 Correlate implications of the existing food and nutrition researches/studies for the betterment of the profession.

2. Relate past/current food and nutrition studies to the total nutrition program.

   2.1 Plan, and evaluate dietary studies and nutrition studies.

   2.2 Participate in epidemiological studies with a nutrition aspect.

   2.3 Plan and evaluate studies on food formulations and recipe development.

   2.4 Prioritize specific nutrition problems on areas or fields of interest.

   2.5 Identify and apply appropriate methods/strategies/tools used in food and nutrition researches.

   2.6 Plan and formulate a simple applied/study on food and nutrition.

   2.7 Collect and analyze applied research data.

   2.8 Write a scientific report on research conducted.

   2.9 Relate implications of food and nutrition researches to improve nutritional status of individuals and population and/or service delivery.

APPENDIX G

In the Field of Teaching:

OBJECTIVES

1. Plan, develop and implement appropriate syllabi for Food, Nutrition and Dietetics courses in the Nutrition curriculum.

2. Develop a receptive framework for Nutrition and Dietetics courses in the Nursing, Dental, Medical and other allied curricula.

3. Plan, organize, manage and evaluate a nutrition program in the elementary and secondary levels, as well as in the tertiary level of institutions.

4. Translate the principles of nutrition for integration into the elementary and secondary education programs.

COMPETENCIES

1. Select, plan, prepare, and evaluate teaching aids and materials that will disseminate nutrition and diet information to professional and non-professional audiences through various media.

APPENDIX H

GUIDELINES FOR REQUIRED SUPERVISED FIELD EXPERIENCES

1. The new BSND curriculum provides that the supervised field experiences shall be offered during the second semester of the fourth year.

2. The participating accredited agency may collect directly from the school not more than ₱40.00/40-hour experience per student.

3. Supervised field experiences shall cover three (3) areas, namely:

AREA I PRACTICAL EXPERIENCE IN PUBLIC HEALTH/COMMUNITY NUTRITION

The two (2) main tasks of a public health/community nutritionist in a community is to define the problem, then find a solution to the problem. This includes an assessment of the nutritional status and planning the appropriate program for improving nutritional status.

Suggested experiences:

a. Assessment of nutritional status

(1) Recognize simple clinical signs of deficiencies.

(2) Use of simple anthropometrical measures such as weighing.
(3) Use of local references in classifying degrees of malnutrition.
(4) Conduct 24 hours food recall and food weighing as a method for determining a dietary survey.
(5) Interpret vital statistics in assessing nutritional status of the community.

b. Familiarity with Organizational structure of the PNP.

(1) Know the composition and activities of local nutrition committee.

c. Program Planning

(1) Situational Analysis: Knowing the community.

(a) Define the problem using above assessment method.
(b) Identify resources within the community.

(2) Plan a nutritional program for the community (lowest level).
(3) Implement part of the program

(a) Motivate people to action
(b) Apply any of the intervention schemes of the PNP.

(4) Devise an evaluation system for the above program planned.

Total number of hours - 240 hours (6 weeks or the equivalent of at least five (5) laboratory units)

AREA II PRACTICAL EXPERIENCES IN FOOD SERVICE

The five (5) aspects to be included are: food production, food service, personnel management, cost control, sanitation and safety. Food production includes menu planning and purchasing.

Suggested experiences:

a. In menu planning

(1) Plan cycle menus and menus for different occasions.
(2) Make menu adjustments.
(3) Evaluate menus.
(4) Be familiar with varied types of recipes, international, regional, special and ordinary.

b. In purchasing

(1) Prepare food specifications
(2) Identify and compare different methods of purchasing.

c. In storeroom control

(1) Preparing requisition
(2) Receiving goods and supplies
(3) Issuing storeroom goods and supplies
(4) Storing food supplies properly

d. In food production

(1) Standardization of recipes
(2) Actual preparation of quantity recipes
(3) Making a food production sheet to know quantity and yield to order for a given number of clients within a given budget
(4) Conservation and utilization of leftovers.

e. In food service

(1) Food presentation
(2) Controlling portions
(3) Exposure to different types of food service establishments such as hotels and restaurants, cafeterias, dietary.

f. In personnel management

(1) Explain the relationship of the functional organizational chart in a food service establishment.
(2) Supervising food production and service:

(a) preparation of work schedules
(b) preparation of job descriptions
(c) making time motion studies

(3) Exposure to various professional and sub-professional groups.
(4) Planning and/or conducting a training program for personnel.
(5) Application of sanitation and safety practices in food service establishments.

g. In equipment management

(1) Familiarization with existing equipment specifications, operations, care and maintenance.

h. In cost control

(1) Using the appropriate forms for control

(a) inventories
(b) invoices and delivery receipts
(c) requisitions
(d) stock cards

(2) Preparing and analyzing income statement, gross and net profit, operating expenses.
(3) Determining food cost percentage and per capita cost.

(4) Costing recipes
(5) Familiarization with the preparation of budget for a food service establishment.

Total number of hours - 96 hours (12 days or the equivalent of two (2) laboratory units)

AREA III PRACTICAL EXPERIENCES IN HOSPITAL DIETETICS

Experiences are centered to the dietary management of patients in a hospital.

a. Interviewing patients
b. Chart reading and interpretation - nutritional assessment
c. Making diet histories
d. Participation in ward rounds and doctors' conferences
e. Interpretation of diet prescriptions

(1) computation of diet
(2) filling out diet cards
(3) modification of diets (from full to therapeutic diets)

f. Diet instructions of patients and follow up.

(1) preparation of instructional materials

g. Planning and preparation of special diets

(1) infant formulas
(2) tube feeding
(3) modified diets

h. Supervision of tray assembly and distribution of diets.
i. Prepare case studies

Total number of hours - 192 hours (24 days or the equivalent of four (4) laboratory units)

4. The hospital practicum should be in big as well as in small hospitals (with nutritionist-dietitians) with at least seventy-five (75) bed capacity so the students will learn to act in different hospital situations which demand the varying degrees of nutritionist expertise and resourcefulness. The same hospital should be accredited by the Board of Nutrition and Dietetics.

5. The students should not be simply an observer or passive participant. They should go through the hospital process of selecting the target group designing, implementing and intervention project.

6. The schools and the agencies, hospitals and institutions shall establish guidelines for their coordination in the conduct of the practicum. It could be useful if communities can be designated as practicum sites.

7. These guidelines present the basic requirements for the practical experiences of the three (3) areas, however, the school is given the leeway to enrich their programs.

8. Furthermore, these guidelines for practical field experiences shall be implemented in all schools and colleges as curricular requirements for the BSND course and as pre-requisite to admission to the licensure examinations given by the Professional Regulation Commission for nutritionist-dietitians.