CHAIR'S MESSAGE
SUMMER TIME: REFLECT & RELAX > PG. 2

THE EDUCATOR'S RESOURCE

SUMMER 2022 • VOLUME 78, ISSUE 4

MEMBER SPOTLIGHT • MEMBER ACCOLADES
PUBLIC POLICY • NEHP OFFICER DIRECTORY
FNCE Giveaway Winner Announced!

FEATURE ARTICLE
Cooking Up a Culinary Approach to Health

WWW.NEHPDPG.ORG
JOIN OUR CLOSED GROUP ON FACEBOOK:
NUTRITION EDUCATORS OF HEALTH PROFESSIONALS TO SHARE IDEAS AND NETWORK

Nutrition Educators of Health Professionals
a dietetic practice group of the Academy of Nutrition and Dietetics
The authors have no conflict of interest to declare and have not received any funding to write their article.
CHAIR’S MESSAGE

Summer Time: Reflect and Relax!

KRISTEN HICKS-ROOF, PhD, RDN, LDN, CLC, FAND
NEHP Chair, 2021-2023
Hicks.roof@unf.edu

As the summer kicks off, many individuals begin to reflect and relax after another productive and fun year. It is important to take the time to reflect and recognize how the year went including:
1) your work-life balance
2) productivity
3) student engagement and success
4) whatever else may be important to you

As professionals, it is our opportunity to set the example and continue to improve ourselves, to be better mentors/leaders/educators/coaches to our students and young professionals.

NEHP has a lot of victories to celebrate from this past year:
1) winning the Academy IDEA grant and hosting our first annual Diversity Symposium (watch the recording here)
2) engaging members at FNCE with a game night, coffee social and members event
3) producing high-quality newsletters and webinars FREE for our members
4) partnering with other DPG’s (NDEP, NEP) to expand offerings for members
5) updating members on important topics relevant to the health professions.

We are also excited that we won another Academy IDEA grant and will be hosting our:

2nd Annual Diversity Symposium
September 15, 2022
12:00 to 4:00 pm EST
– more to come!

This newsletter feature is focused on culinary nutrition. There is so much opportunity in this sector and I think it can be powerful for educators across the health professions to embrace this concept. It is our time to truly teach ‘food as medicine’ to support nutrition knowledge with practical skills in the kitchen. I hope this feature inspires you to transform your students’ and patients’ experience with culinary nutrition. Along with the feature, there are some incredible successes and updates across and within the DPG that we continue to highlight so other members can see. Remember, you can always engage with our Member Community!

If you ever have any ideas about what topics we should highlight, please contact one of our newsletter editors Jen and Julie (nehpeeducatorsresource@gmail.com). Feel free to contact me too with any questions, comments, or suggestions at hicks.roof@unf.edu.

Lastly, connect with your NEHP colleagues on our private Facebook page.

Thanks,
Kristen Hicks-Roof

PHOTO: ELAINE BERNADINE CASTRO/PEXELS
Meet Elizabeth Klingbeil
PhD, RDN, LDN

Originally from Minot, North Dakota, Elizabeth Klingbeil, PhD, RDN, LDN, takes a creative approach to nutrition with significant research in gut microbiota, satiety signaling and feeding behavior. She has investigated the efficacy of foods, specifically potato resistant starch supplementation, with probiotic properties and their therapeutic benefits towards improving the prevention of obesity and associated comorbidities through the promotion of bacterial fermentation and improvement of gut intestinal barrier function.

Her research has focused on the timing of feeding, including intermittent fasting, and its impact on microbiota composition and feeding signals. Outside of academia, Klingbeil is passionate about nutrition communication and is often quoted as a nutrition expert in consumer media.
What led you to your current role?

I knew that I wanted to teach very early on in my career. Both of my parents were teachers at some point in their career, so I grew up around education in various forms. During my undergrad, I had phenomenal professors in my dietetics and science courses that mentored me to pursue a combined graduate degree + dietetic internship. Completing a research-based graduate program made me understand how important scientific literacy is for practicing dietitians. At that point, I knew I wanted to educate and mentor future registered dietitians to practice scientific evidence-based nutrition practices.

Tell us about your teaching style.

I like to think that I am a very application-based educator. When working on new concepts, I always try to bring students into a real-world scenario to practice. I utilize a lot of case studies and even work with other health disciplines (such as OT, PT, PA and MD graduate students) to collaborate on specific disease states or health conditions. When I can’t bring in outside guests, I have my students reenact the role of other health professions in various interdisciplinary care settings.

What do you like best about being an educator?

The most rewarding thing about being an educator is helping students achieve their goals. Taking time to hear students’ dreams or work through their career questions is my favorite responsibility as a professor. Student mentorship is a large part of my job, and watching students land their dream job or get accepted to their first choice graduate program after reviewing/editing their applications with them is the best!

I also think that academia is a very difficult environment to navigate on your own. There are things that aren’t intuitive and it’s difficult to understand how it all works. So, I make myself available to students to ask questions and help them understand the overall process of graduate school/academia as a whole. These are the moments that I cherish as an educator.

Tell us about a favorite app or technology tool you like to use in your courses.

I think the most helpful technology for my courses has been an electronic health record simulation program called EHR Go. It allows students to navigate an EHR, understand the different areas and to identify important information for nutritional assessment. The program gives students the ability to practice charting in a healthcare setting without leaving the classroom.

SUMMER 2022 ACCOLADES

Congratulations to the following members for their professional achievements!

Melissa Altman-Traub, MS, RDN, LDN
Melissa received the Alana Collos Teaching Award from the Community College of Philadelphia Faculty Center for Teaching and Learning. This award was established in 1988 in remembrance of Alana Collos, a dedicated and creative faculty member who helped to establish this teaching center. One faculty member is selected each year for “outstanding teaching and values in harmony with...helping students engage deeply in their learning and encouraging colleagues to reach their full potential as teachers.”

More accolades for more members on the following page.
Congratulations to the following members for their professional achievements!

Kristen Hicks-Roof, PhD, RDN, LDN, CLC, FAND was excited to have published two articles this past quarter. The first, in collaboration with other faculty at UNF, we looked at both teacher empathy and student empathy, to determine if there was a connection. From this work, we are now conducting a follow-up study to develop a validated tool to assess student-teacher empathy starting Fall 2023. Another article, written in collaboration with her graduate student, highlights the role nutrition and dietetics faculty play in providing experiential learning. She hopes this article will give you some ideas on how to engage and inspire your students to have experiences beyond the classroom.

Hicks-Roof K, Ninya L*. The Role Nutrition and Dietetics Faculty Play in Providing Experiential Learning Opportunities Amid the Pandemic. *Journal of Family and Consumer Sciences.* 2022; 114(1), 44-47. DOI: [http://dx.doi.org/10.14307/JFCS114.1.44](http://dx.doi.org/10.14307/JFCS114.1.44)

Emma Laing, PhD, RDN, LD, FAND, clinical professor and DPD Director in the Department of Nutritional Sciences at the University of Georgia, was selected as a national media spokesperson for the Academy. Laing will serve three years in this volunteer role. We now have two Academy spokespersons on our executive committee along with Julie Stefanski, our newsletter co-chair.

Rayna McCann, MS, RDN, CSO, CDN wears many hats in the nutrition realm, including adjunct assistant professor at Long Island University - Post and territory manager of Long Island for Kate Farms. This past month, Rayna appreciatively accepted the Long Island Dietitian of the Year award at Long Island Academy of Nutrition and Dietetics (LIAND)’s annual dinner.

Jen Waters, MS, RDN, CNSC, LDN received the Outstanding Graduate Student Award in April from the PhD Health Sciences Program at Northern Illinois University. She also accepted a new position as a regional Dietetic Internship Director for Sodexo beginning in June, where she will have oversight of Sodexo’s new Doctorate in Clinical Nutrition (DCN) program.

Jen has also published two articles this past quarter: Linsenmeyer W, Garwood S, Waters J. An Examination of the Sex-Specific Nature of Nutrition Assessment within the Nutrition Care Process: Considerations for Nutrition and Dietetics Practitioners Working with Transgender and Gender Diverse Clients. *J Acad Nutr Diet.* 2022; 122(6):1081-1086. DOI: [https://doi.org/10.1016/j.jand.2022.02.014](https://doi.org/10.1016/j.jand.2022.02.014)


Do you have a professional success you’d like to share? Please format your submission of 150 words or less using the above wording and email us at: nhepeducatorsresource@gmail.com
Cooking Up a Culinary Approach to Health

by Julie Stefanski, MEd, RDN

Wes McWhorter and students, used with permission.
Culinary arts is the term used to encompass the practices of preparing food and beverages for consumption. When hands-on culinary arts meets evidence-based nutrition principles, the term culinary medicine (CM) or culinary nutrition (CN) is often used. One definition comes from ChefMD’s Big Book of Culinary Medicine in which culinary medicine is described as “a new evidence-based field in medicine that blends the art of food and cooking with the science of medicine.” Culinary Medicine/Culinary Nutrition programs are being pursued as an avenue to increase consumption of a healthy dietary pattern, combat food insecurity, and reduce chronic disease by teaching individuals the basic skills needed to prepare nourishing foods. For culinary professionals working in research and development, the term culinology represents the merging of food science principles with culinary training.

Why Culinary Medicine?
As dietetics professionals and educators of healthcare professionals, most of us are aware of the statistics surrounding nutrition education for medical students. While the Liaison Committee on Medical Education encourages at least 25 hours of nutrition education across the 4-year medical school curriculum, many schools do not meet that basic requirement. Physicians often report feeling unprepared to provide quality nutrition advice to their patients. Culinary Medicine/Culinary Nutrition programs have been one initiative to correct that gap in knowledge.

Deanne Brandstetter, MBA, RDN, CDN, FAND, Vice President Nutrition & Wellness, Compass Group, North America has been involved in supporting CM/CN initiatives for the past fifteen years. As a member and co-chair of the Healthy Menus R&D Collaborative, which focused on bringing CM/CN to the forefront of mainstream restaurants and non-commercial foodservice, Brandstetter worked closely with the Culinary Institute of America: Worlds of Healthy Flavor. Brandstetter recalled, “From a culinary medicine perspective, the advent of Healthy Kitchens, Healthy Lives in 2007, a joint initiative between the Culinary Institute of America and the Harvard T.H. Chan School of Public Health was a pivotal point in bringing the concept of culinary medicine or food as medicine to thousands of practicing primary care physicians and other health-care providers.”

A similar initiative was taking place in New Orleans. In 2012, the Goldring Center for Culinary Medicine at Tulane University was established as the first teaching kitchen contained within a medical education program. Their program has gone on to produce a licensed curriculum and teaching kitchen community which focuses on helping medical professionals improve the health of their patients through cooking.

Where Has the Culinary Component of Dietetics Gone?
While it’s clear that most healthcare professionals do not learn to cook in their undergraduate curriculum, dietitians do though, right? Unfortunately, many do not. In the recently published book, How Good Food Works From Seed to Plate, dietetic internship director Laura Moore, MEd, RD, LD explains how surprised she was that the dietetic interns she began working with in 2012 knew so little about the foods they were recommending. The ability to understand where food comes from...
and how to prepare it wasn’t a competency that was emphasized sufficiently in their undergraduate training.

As undergraduate dietetics programs are used more frequently as a step towards a degree as a physician assistant or a pre-med path, where does the food component come in? That shift now often emphasizes more science and less food. Chef Abbie Gellman, MS, RD, CDN agrees. In her own training as a dietitian career-changer, very few students knew how to cook. Gellman said, “Many academic nutrition programs do not include basic culinary skills or a food-focused approach when teaching about disease states and nutrition topics. We’ve seen this tremendous growth in social media and recipe development, but that does not necessarily mean that dietitians are getting the right training in cooking methods or can do it properly.”

Chef, cookbook author, and culinary expert Sara Haas, RD fully agrees, “If there’s anything I’m sure of, it’s that most people like to eat. And they want to eat food that tastes good. If you’re able to educate and inspire someone to get in the kitchen and prepare nourishing, delicious meals, then you can improve quality of life and control/treat a myriad of health conditions. How amazing would it be if someone came to visit a physician with a diagnosis of Type 2 DM and the physician was able to say that we can help by teaching you how to cook!? And that a dietitian was the integral part of that equation? Amazing, right?”

Wes McWhorter, DrPH, MS, RDN, LD, CSCS, Assistant Professor, Health Promotion and Behavioral Sciences and Director of Culinary Nutrition, Nourish Program at the UTHealth School of Public Health in Houston, often recalls his experience when altering his typical greeting to patients in their hospital rooms. When McWhorter would introduce himself as a trained chef before explaining his role as a dietitian, patients were much more apt to truly share what they enjoyed eating and cooking at home. McWhorter, who teaches within the CM/CN program created by Laura Moore emphasizes, “We miss the mark when we forget that food needs to taste good. People are often more open to talking to you about food and following up when they don’t consider ‘nutrition’ a punishment. We have to be able to make healthy food taste delicious to really make a difference in people’s lives.”

Chef, cookbook author, and culinary expert Sara Haas, RD fully agrees, “If there’s anything I’m sure of, it’s that most people like to eat. And they want to eat food that tastes good. If you’re able to educate and inspire someone to get in the kitchen and prepare nourishing, delicious meals, then you can improve quality of life and control/treat a myriad of health conditions. How amazing would it be if someone came to visit a physician with a diagnosis of Type 2 DM and the physician was able to say that we can help by teaching you how to cook!? And that a dietitian was the integral part of that equation? Amazing, right?”

Culinary Skills as a Path to Cultural Humility

As nutrition communicators, registered dietitian nutritionists must adapt the science of food into practical skills that are applicable to a person’s life. Fully understanding cooking techniques and ingredients is a step towards cultural competence. When dietitians approach another person’s cuisine with an attitude of cultural humility, they can connect and become more competent in others’ cultures.
Based on a vision for a better approach to teaching about nutrition, The UTHealth School of Public Health-Houston’s Nourish program was created to correct a significant gap in dietitian’s training. Moore and her staff have creatively used grant funding to establish a holistic garden, teaching kitchen, and CM/CN program to teach both RDNs and other healthcare professionals how to successfully prepare tasty meals and connect with patients.

In the Nourish program, students don’t just learn to create healthy entrees, they learn how to teach the cooking. They partner with the local Harris Health Food Farmacy where vegetables and other foods are provided to patients of the health system. McWhorter shared, “We try to instill in the students that, ‘You’re a leader when it comes to translating this information to the community.’” McWhorter feels that this ability to help clients learn to cook is vital to impacting social determinants of health, “We can lead the conversation of ways people can take care of themselves. We really need to know how to prepare the foods that we want our patients to be consuming. In a food pantry or food farmacy setting, RDs need to be able to prepare the food that is being distributed.”

**Building Interprofessional Collaboration**

The [Position of the Academy of Nutrition and Dietetics: Interprofessional Education in Nutrition as an Essential Component of Medical Education](https://www.eatinstitute.org/positions) calls upon dietetics professionals to step into roles that encourage better nutrition education for future physicians. Culinary Medicine/Culinary Nutrition programs may be one of the successful in-roads for this partnership. Brandstetter recommends, “We absolutely need to be seen as collaborators with a seat at the table in this area. As physicians and other primary care physicians move into the culinary medicine space, we need to look at this as an opportunity rather than a threat. If we take advantage of the increased awareness of the importance of food and nutrition in health promotion and lifestyle disease prevention/management in the medical community, we can tap into a huge referral network. If we have good translational culinary skills, there are joint opportunities for enhanced reimbursement like group medical visits.”

McWhorter agrees that dietitians can take the lead in this area of collaboration, “Culinary medicine is naturally interdisciplinary with dietitians included. Other healthcare professionals recognize the contributions that dietitians can make when collaborating as a team for effective medical care.”

**Challenges to Incorporating Culinary Nutrition**

While increasing a dietitian’s culinary skills seems like a win-win, dietetics professionals and instructors everywhere recognize the challenge of adding yet another topic to a bursting curriculum. Brandstetter summed up some of the challenges, “It is becoming increasingly more difficult for RDNs to meet all the important competencies as the scope of practice and areas of practice expand. As we move towards the future education model, I can see a divergence at the master’s degree level with much more clinical focus for those interested in clinical practice and some alternate focus (business, sustainable food systems, etc.) for those looking to pursue other career paths.”
A Different Approach to Dietetics Education

For Elizabeth Klingbeil, PhD, RDN, LDN, Assistant Professor in the Department of Nutrition & Dietetics Johnson & Wales University-Providence, basic culinary skills build the main part of her dietetics students’ curriculum the first year. In their didactic program every culinary arts student takes an introductory nutrition class. Likewise, every dietetics student has the exact same courses as the culinary arts students. Klingbeil explained, “Their first two semesters as dietetics students are filled with mastering knife skills and wearing chef attire. There’s even a whole lab on soups and sauces where students spend hours making recipes over and over in order to master all the general fundamentals of culinary arts.”

Klingbeil feels that this immersion into culinary proficiency is a definite win, especially when working with individuals of a different cultural background. Klingbeil incorporates global cuisines into her medical nutrition therapy curriculum, a topic students study extensively in a separate culinary course. She shared, “In a case study for a patient with cancer I may state that the person consumes traditional Chinese cuisine. The meal plans and snacks that are higher in calories and protein are then designed to fit within what will taste good for the patient. I may have to google a few of the students’ suggestions, but I love the fact that these future dietitians can cook circles around other dietetics students.”

Getting Started with Culinary Nutrition in Your Classroom

While it may seem a daunting prospect to begin to incorporate culinary activities, there are many simple ways to get started. When Emily Johnston PhD, MPH, RDN became an Assistant Professor of Biomedical Education at the California Health Sciences University she had the unique opportunity to be a part of a culinary medicine program for medical students from the ground up.

Johnston clarified the aim of this terrific opportunity in medication education, “I think some dietitians may perceive this as a bit controversial. It’s important to keep in mind that we’re not training dietitians, we’re teaching medical students to respect and turn to dietitians for collaboration.”

For Johnston, initial planning for their program did not result in what was truly needed. While a demonstration kitchen seemed ideal when designed and constructed, their curriculum actually required a hands-on teaching kitchen. Johnston has adapted successfully by enhancing the kitchen with additional equipment to give medical students the experience they need. Johnston’s medical students use approximately sixteen modules of the premade curriculum Health Meets Food that covers topics from kitchen safety to macronutrients.

Johnston recommends incorporating the following activities, even if just discussing the topics:

• How to read a recipe
• Basics of food safety
• Kitchen safety
• Problem solving skills in cooking
• Case studies that are food related
• Cooking demos in the classroom that involve portable appliances like a blender

One example of a creative solution used to increase accessibility to culinary skills at Penn State was published in the Journal of Intergenerational Relationships. The CM course included classes at a local senior center located near the Penn State Health Milton S. Hershey Medical Center. Members of the senior center participated in the training alongside the 4th-year medical students and served as mentors. Another resource can be found in your local grocery store. Retail dietitians are adept at
For dietitians who have not received formal culinary training they can seek out programs that also offer continuing education credits. Along with partner Julie Lopez, RD, Gellman founded the Culinary Nutrition Studio to teach culinary skills to dietetics professionals and students. Along with covering basic culinary techniques, Gellman and Lopez often focus on helping dietitians learn to carry out successful cooking demos. They have also been partnering with schools to present their online classes to dietetics students. Both dietitians feel that dietitians must gain kitchen confidence to meet clients where they’re at. Gellman emphasizes, “Dietitians need to know how to cook the food they’re recommending and help make food a positive experience.”

While we may still have a way to go in truly defining culinary nutrition and the extent of culinary skills needed by healthcare professionals, Klingbeil sums it up well, “We have an unfinished definition for culinary nutrition, so I think people have a hard time understanding exactly what it is. Honestly though, I would argue that culinary nutrition is what dietetics should be when it’s properly applied.”

References
### RESOURCES for CULINARY APPROACH to HEALTH

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Home Teaching Kitchen</td>
<td>An outreach effort of the Compass Group, the At Home Teaching Kitchen website houses virtual cooking classes for adults and kids that can be viewed online.</td>
</tr>
<tr>
<td>Culinary Nutrition Studio</td>
<td>Virtual and in-person culinary classes taught by registered dietitian chefs. Continuing education credits available for RDNs.</td>
</tr>
<tr>
<td>Nourish Program</td>
<td>You can watch a short story about the Nourish program here: <a href="https://youtu.be/jfU48-sCVVc">https://youtu.be/jfU48-sCVVc</a></td>
</tr>
<tr>
<td>Teaching Kitchen Collaborative</td>
<td>The Teaching Kitchen Collaborative is a non-profit organization founded by Dr. David Eisenberg in partnership with The Culinary Institute of America and the Harvard T.H. Chan School of Public Health. It consists of teaching kitchens located in academic medical centers, community organizations and private employers.</td>
</tr>
<tr>
<td>Teaching Kitchen Research Conference</td>
<td>The 2022 Teaching Kitchen Research Conference (TKRC) will take place October 18-19, 2022. This will be the third international scientific conference devoted to original research involving teaching kitchens. It is being hosted by Harvard T.H. Chan School of Public Health Department of Nutrition in association with the Teaching Kitchen Collaborative (TKC). The conference will take place both virtually and at the Luskin Conference Center at UCLA in Los Angeles, CA.</td>
</tr>
</tbody>
</table>

---

**Congratulations to our FNCE® 2022 Giveaway Winner:**

Stephanie Petrosky

**THANK YOU TO EVERYONE WHO PARTICIPATED!**

Casey Colin  
Ashley Heinrich  
Jill Pruett  
Stephanie Petrosky  
Melissa Altman-Traub  
Alisa Clark  
Monica Studtman  
Linda Gray  
Kathleen Gould  
Hannah Wilson  
Emma Laing  
Emily Oschmann  
Joanne Sullivan  
Cicely Thomas  
Kristen Hicks-Roof  
Kathryn Kolas
SECURITY

ROGER A. SHEWMAKE, PhD, LN, FAND
Academy of Nutrition and Dietetics Public Policy Chair
Nutrition Educators of Health Professionals
shewmak@gmail.com

“The Constitution’s Framers viewed the security of the nation to be the foremost responsibility of the federal government.”

Edwin Meese III, 75th Attorney General of the United States of America

“The responsibility falls on the Food and Drug Administration (FDA) and the United States Department of Agriculture (USDA) to protect infant health by ensuring they have access to safe formula, and when crises arise, to initiate contingency plans to mitigate shortages that risk the lives of infants across the nation.”

pocketsense.com/fda-responsibilities-11044.html

We are one of the richest nations in the world yet we have a crisis of enormous consequence… we are unable to properly feed our children. As Academy members, we know the potential short and long-term effects of malnutrition and food insecurity.

The Academy has reached out to the American Academy of Pediatrics and hopes to meet on this issue to discuss solutions. In addition, the Academy requested information from the White House Domestic Policy Council and met with key congressional offices.

The Academy’s advocacy efforts on this important issue are ongoing and include direct advocacy with Speaker of the House of Representatives Nancy Pelosi and the White House Domestic Policy Council. In addition, the Academy has been meeting with congressional leaders and working with partner organizations to address the shortages.

Beyond our efforts with the Biden Administration and Congress, the Academy calls on communities to continue to play a central role in communicating with parents and mobilizing formula stock that may exist at hospitals and medical offices to increase access.

No infant should face hunger and food insecurity because of safety or supply shortages. Solutions must be identified to ensure infant formula shortages do not happen. The urgency of action is needed to feed infants! Key information and resources for professionals are available in the Academy’s Infant Formula Safety hub.

se·cu·ri·ty  
\si-ˈkyür-ə-tē\  
plural securities

Definition of: security
1: the quality or state of being secure: such as:
   a: freedom from danger: SAFETY
   b: freedom from fear or anxiety
2: something given, deposited, or pledged to make certain the fulfillment of an obligation

Synonyms:
• protection
• safeguard

https://www.merriam-webster.com/
Academy members are invited to join the Maternal and Child Health Affinity Group to further engage on this issue. The affinity groups meet once a month and are a forum-based event where staff, policy leaders and members discuss Academy advocacy priorities and strategies, share their experience, and determine how they can become involved in advocating. *Academy Public Policy Weekly News May 31, 2022.*

The urgency of our involvement as Academy members has never been greater!

Become an ANDPAC member by making a donation. Not only will you be supporting the future of the nutrition and dietetics profession, but you will receive recognition on eatrightPRO.org and the Academy’s Public Policy Weekly Newsletter, invitation to exclusive events for ANDPAC Members only and more.
NEHP Officer Directory

2022-2023

Chair*
Kristen Hicks-Roof, PhD, RDN, LDN, FAND
hicks.roof@unf.edu

Chair Elect*
Joanne Christaldi-Sullivan, PhD, RDN, LDN
sullivan2@wcupa.edu

Treasurer*
Diana Cuy Castellanos, PhD, RD
dcuycastellanos1@udayton.edu

Secretary*
Dara Dirhan, EdD, MPH, RDN, LDN
ddirhan@wcupa.edu

Delegate to Academy HOD*
Gina Pazzaglia, PhD, RD
gps3@psu.edu

Nominating Committee Chair
Parul Sharma, PhD, RDN, LD, CNSC
parul.sharma80@gmail.com

Nominating Committee Chair-Elect
Rayna McCann, MS, RDN, CSO, CDN
raynamccann@gmail.com

Public Policy Chair
Roger Shewmake, PhD, LN
rshewmak@gmail.com

Newsletter Co-Editor
Julie Stefanski, MEd, RDN, CSSD, CDCES, FAND
stefanskinutrition@gmail.com

Newsletter Co-Editor
Jen Waters, MS, RDN, CNSC, LDN
waters@ben.edu

Website Coordinator
Emily Johnston, PhD, MPH, RD, CDE
eaiohnst@gmail.com

Communications/ Social Media Coordinator
Emma Laing, PhD, RDN, FAND
dem0nke@uga.edu

Awards Chair
Enise Urcan, MPPharm, MS Candidate in Human Nutrition
enisekayaurcan@gmail.com

Webinar Coordinator
Melissa Altman-Traub, MS, RDN, LDN
melissaatraubrd@aol.com

CEU Chair
Kristin Andolaro, MS, RD, LDN, CHES
andolaro@gmail.com

DPG Diversity Liaison
Shaynee Roper, Med, RD, LDN
shayneerd@gmail.com

Membership Chair
Elizabeth Klingbeil PhD, RDN, LD
elizabeth.klingbeil@jwu.edu

Sponsorship/Scholarship Coordinator
Kami Gunderson, MS
kami.brie.gunderson@gmail.com

Academy Practice Team Manager
Adriana Legreid
alegreid@eatright.org

* Voting/elected Executive Committee positions

Viewpoints and statements in this newsletter do not necessarily reflect policies and/or official positions of the Academy of Nutrition and Dietetics. ©2022 Nutrition Educators of Health Professionals DPG of the Academy of Nutrition and Dietetics.

Nutrition Educators of Health Professionals
a dietetic practice group of the Academy of Nutrition and Dietetics