

# The Wellness Forum Institute for Health Studies, Inc.

## The Nutrition Educator Program Course Catalog for 2019

Published November 2018

# The Wellness Forum Institute for Health Studies

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Certified through the Ohio State Board of Career Colleges  
Registration number 09-09-1908T

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## **General Information**

The Wellness Forum Institute for Health Studies is the first school in the U.S. to offer certificates and diplomas based on the philosophy of evidence-based healthcare using diet and lifestyle as primary intervention tools.

Most educational programs for health care professionals allocate little time to teaching practitioners how to treat the cause of disease and instead just focus on symptom suppression. A growing dissatisfaction with traditional medical and nutrition practice has created a demand for different educational pathways that incorporate such training. The Wellness Forum Institute is grounded in the use of only the most rigorous and independent scientific standards for evaluating nutrition and health information and translating that information to protocols that help patients to improve long-term health outcomes.

### **School Calendar for 2019:**

#### **Legal holidays observed by the school are:**

- New Years Day
- Good Friday
- Passover (one evening and one day only)
- Memorial Day
- July 4
- Labor Day
- Thanksgiving and the day following
- Christmas Eve
- Christmas Day
- New Years' Eve

### **Enrollment and Registration**

Students must enroll and be accepted; registration must be completed prior to the start of the semester. Students are required to complete an application form and an enrollment agreement, and to take a short online student disclosure course administered by the Ohio State Board of Career Colleges and Schools.

**Entrance Requirements:** Applicants for the Nutrition Educator Diploma Program must have a High School Diploma and submit a transcript with their application. High School curricula should include Algebra I and II, with grades of C or higher in those courses.

Students who have completed courses or earned degrees after high school can submit their college transcripts in place of high school transcripts.

All students must have access to a computer that is Microsoft-compatible and must have internet access and an email account. Students must also have

phone service that allows them to dial a long-distance conference call number, enter a passcode, and spend 20-25 hours per week during the semester on conference calls. These capabilities must be maintained during the entire time of enrollment.

**Admissions criteria:**

All prospective students are interviewed to determine suitability for the course based on the following:

- ability to comprehend the information taught in this course
- ability to complete homework and other class assignments successfully
- ability to use the information professionally after the conclusion of the course
- students may be advised to take remedial courses prior to enrolling in this program
- students may request to audit classes for informational purposes only if they do not meet the admissions criteria

**Transfer Credits**

The Wellness Forum Institute for Health Studies will, under certain circumstances, accept courses completed at other institutions on a case-by-case basis. Course relevance and the number of hours credited will be decided by the Director of the School.

**Complaint or Grievance Procedure**

All student complaints should be first reported to the school. Whether or not the problem or complaint has been resolved to his/her satisfaction by the school, the student may direct any problem or complaint to the Executive Director, State Board of Career College and Schools 30 East Broad Street#2481, Columbus, Ohio 43215. Phone 614 466-2752; toll free 877 275-4219.

# The Nutrition Educator Diploma Program

The Nutrition Educator Diploma Program is offered as a distance learning program. The classes are not taught online, but rather offered through “virtual classroom” or live and interactive conference calls. The students are expected to be in class during class times, but participate via telephone.

**Description of the Program:** The Nutrition Educator Diploma Program is for individuals seeking a career in a nutrition-related field and who want an alternative to traditional dietetics. This program requires that students complete basic science courses that are more rigorous than those required for many undergraduate nutrition degrees; includes courses that combine nutritional science with strategies for assisting clients in achieving and maintaining optimal health and effective approaches for common degenerative conditions; includes many classes designed to teach practical skills needed for gainful employment; and concludes with 200 hours of practical experience during which a candidate must demonstrate his/her ability to work effectively in the nutrition education field.

## **Program Objectives:**

- Provide candidates with a rigorous science-based education in nutrition
- Teach students how to teach and incorporate dietary interventions for the prevention, treatment or reversal of common diseases
- Teach practical skills for making a living in the nutrition field
- Ensure that students understand public policy issues that affect nutrition and public health
- Insure that students understand how to work within their scope of practice, based on their state of residence

**Enrollment Deadlines:** Students must be enrolled seven days before classes begin for each semester.

**Expected Program Length:** 922 hours, including a 200-hour practical experience module. Full-time students will complete the 722 hours of classroom instruction in 4 semesters, and then complete their 200-hour internship within 6 months of the end of their last semester.

Part-time students can take courses at their own pace, and all completed courses will be applied toward completion of the diploma program. The 200-hour practical experience module must be completed within 6 months of the end of the last qualifying class.

**Tuition and Fees:**

Registration Fee:	\$ 100.00
Tuition For 722 hours of classroom instruction:	\$14,440.00
Fee for supervision of practical experience	\$ 500.00
Total Cost:	\$14,940.00

Textbooks and materials are listed with the course descriptions. Textbooks are not included in the cost of tuition, and students are responsible for procuring books. Books are available from outside vendors such as [www.amazon.com](http://www.amazon.com); some books are offered by the school; for a current listing check with the office.

**Students should not purchase textbooks before receiving instructions from teachers.**

**Payment:**

All tuition and fees are payable for one school term only. Payment is due prior to the start of classes each term. Tuition and fees are subject to change at the school's discretion. Any tuition or fee increase will become effective for the school term following student notification of the increase.

**Cancellation and Settlement Policy**

The enrollment agreement may be canceled within five calendar days after the date of signing provided that the school is notified of the cancellation in writing. If such cancellation is made, the school will promptly refund in full all tuition paid pursuant to the enrollment agreement and the refund shall be made no later than thirty days after cancellation. This provision shall not apply if the student has already started academic classes. The registration fee is non-refundable.

**Refund Policy**

If the student is not accepted into the diploma program, monies paid by the student both for tuition and enrollment fees are subject to refund. Refunds for books, supplies and consumable products fees shall be made in accordance with Ohio Administrative Code section 3332-1-10.1. Refunds for tuition and fees shall be made in accordance with following provisions as established by Ohio Administrative code section 332-1-10:

A student who withdraws before the first class and after the five-day cancellation period shall be obligated for the registration fee only.

A student who starts class and withdraws within two weeks of the start of the semester will receive a refund equal to 75% of the tuition paid.

A student who starts class and withdraws after two weeks but before 4 weeks will receive a refund equal to 50% of the tuition paid.

A student who starts class and withdraws after 4 weeks but before 7 weeks will receive a refund equal to 25% of the tuition paid.

There are no refunds for students who start class and withdraw after 7 weeks of the academic term.

The school will make allowances for documented illness, accidents, deaths in the family and other circumstances beyond the control of the student, and depending on those circumstances, the school may make refunds in excess of what is required by the above policies.

The school shall make the appropriate refund within thirty days of the date the school is able to determine that a student has withdrawn or has been terminated from a program. Refunds shall be based upon the last date of a student's attendance or participation in an academic school activity.

Books can be returned for refund if they were purchased from the school and are new and unused. The Institute is not responsible for refunds for books or materials purchased from other vendors.

### **Privacy Policy**

Personal contact information for students and faculty is available for contact and communication between faculty members and students for school-related business only. This policy is designed to prevent students from the solicitation of unwanted marketing of products or services.

Students and faculty are prohibited from marketing products and services to one another while students are enrolled in the school. Students and faculty are strictly prohibited from using student information for private gain, or for any type of solicitation during school or after graduation.

### **Tardiness and absence:**

Students who call into a class more than 15 minutes late or leave early will be marked as missing that particular class. Students must attend at least 80% of the classes in order to pass each course. Students must notify the school or teachers in advance if they are going to miss a class and are responsible for getting homework assignments and other information necessary for successful course completion.

### **Grading System:**

Passing grades will be "C" or above for all coursework. The Practical Experience Module is graded on a pass/fail basis.

### **Standards for Satisfactory Progress:**

In addition to meeting attendance requirements, students must complete reading assignments, homework and other assignments by deadlines set by each instructor for each course.

**Probation for Unsatisfactory Progress:**

Students who do not turn in assignments on time, are habitually late, or are disruptive during classes may be placed on probation. Students will be notified in writing at the address provided by the student at the time of enrollment that they are being placed on probation, the reason(s) why, the duration of the probationary period, and the requirements for being released from probation.

**Termination:**

Students can be terminated from a course for non-attendance; when a student has accumulated absences exceeding 20% of the classroom hours for the course, he/she may be terminated from that course.

Students can also be terminated for cheating, plagiarism, insubordination or unwillingness to follow directions, or for being generally disruptive.

**Re-Entrance**

Students who have dropped out of school may be re-admitted at the discretion of the School Director after a one-on-one interview and payment of all fees due including a new registration fee.

Students dismissed for cheating or plagiarism are not eligible for re-admittance to the school.

**Graduation:**

Students must complete all courses and the practical experience portion of the program with satisfactory grades. Students are required to attend at least 80% of the classes for each course; students can miss up to 20% of classes through excused absence. An excused absence means the student notifies the teacher in advance that he/she will not be attending.

In order to graduate, all money owed the school must be paid in full.

**Transcripts**

Students will be provided with one copy of their transcript after graduation. Additional copies are available for \$5.00 each plus postage.

**Transfer Credit**

Credit can be given for classes taken at other institutions provided that an official transcript is submitted; the courses completed are deemed to be equivalent to the courses offered through the Institute; the courses were taken within the last 10 years; and it is determined that granting credit will not impair the student's opportunity to succeed in other courses taken as part of this program.

# Course Descriptions

## Basic Science Courses

**Do not purchase textbooks until your teacher instructs you to do so.  
Teachers often change texts or texts are updated.**

### Basic Chemistry

General, Organic and Biological Chemistry second edition by Janice G. Smith, 2013. ISBN 978-0-07-340278-9

36 hours: 3 hours per week for 12 weeks (two 90-minute classes per week)

Prerequisites: high school algebra

Topics include: matter and measurement, atoms and the period table, ionic compounds, covalent compounds, chemical reactions, energy changes, reaction rates and equilibrium; gases, liquids and solids; solutions, acids and bases, nuclear chemistry, introduction to organic molecules and functional groups, alkanes

### Organic Chemistry and Intro to Biochemistry

Text: General, Organic and Biological Chemistry" second edition by Janice G. Smith, 2013. ISBN 978-0-07-340278-9

36 hours: 3 hours per week for 12 weeks (two 90-minute classes per week)

Prerequisites: Basic Chemistry

Topics include organic compounds, aldehydes and ketones, amines and neurotransmitters, nucleic acids and protein synthesis, digestion and conversion of food into energy, and carbohydrate, protein and lipid metabolism.

### Biology

Text: George B. Johnson, *Essentials of the Living World 3<sup>rd</sup> Edition* McGraw Hill

36 hours: 3 hours per week for 12 weeks (two 90-minute classes per week)

Topics include cell structure and function, cellular respiration, photosynthesis, genetics, human reproduction, plant development, animal development, basic disease and immunology, and ecology

### Anatomy and Physiology

Text: Suzanne Longenbaker, *Mader's Understanding of Anatomy and Physiology* McGraw Hill

36 hours: 3 hours per week for 12 weeks (two 90-minute classes per week)

Topics include tissues and histology, structure of the body, the systems of the body, and how they interact with one another to create health and homeostasis.

## **Microbiology I**

Text: Talaro: *Foundations in Microbiology*, 9th ed publisher McGraw-Hill.

Students will also have to purchase access to the study guide online. Information is provided before the start of the semester.

36 hours: 3 hours per week for 12 weeks (two 90-minute classes per week)

Prerequisites: Biology

Topics include microscopy and morphology, microbes and microbiology, metabolism, bacterial genetics, DNA/RNA, viruses, innate and adaptive immune response,

## **Microbiology II**

Text: *Microbiology: a Human Perspective* 7<sup>th</sup> edition by Nester McGraw Hill 2009

Also required: "Nester with Connect Plus" package, which can be found at [www.shopmcgrawhill.com](http://www.shopmcgrawhill.com) using ISBN 0077573641.

36 hours: 3 hours per week for 12 weeks (two 90-minute classes per week)

Prerequisites: Microbiology I

Topics include host-microbe interactions, immunologic disorders, epidemiology, infectious disease, environmental microbiology, food microbiology

## **Introduction to Statistics**

Elementary Statistics, A Step by Step Approach, Bluman 7th edition

56 hours: two 2-hour classes per week for 14 weeks

Stats I is a graduate-level course which teaches the student how to accurately evaluate scientific information and articles.

## **Evaluating Statistical Evidence**

Text: *Introductory Applied Biostatistics*, D'Agostino et al.

*Student Solutions Manual for D'Agostino/Sullivan/Beider's Introductory Applied Biostatistics* D'Agostino et al, Brooks Cole, 1<sup>st</sup> Edition Feb 16, 2005

56 hours: two 2-hour classes per week for 14 weeks

The second semester course will consist of a review of each main topic from the introductory statistics course and scientific journal papers in areas relevant to the mission statement of the school. Objectives:

- 1) To become proficient in reading scientific publications, and
- 2) To critically evaluate the analysis in each paper.

The course is designed to determine the veracity of the claims made in each paper via the proper application of statistical methods. Individual papers will be assigned throughout the semester.

### **Introduction to Psychology**

Text: Huffman, Karen, *Psychology in Action*

20 hours: one 2-hour class per week for 10 weeks

Topics include foundations for neuroscience, states of consciousness, developmental psychology, memory, thinking and intelligence, sensation and perception.

### **Psychology II**

Text: Huffman, Karen, *Psychology in Action 9<sup>th</sup> edition*

20 hours: one 2-hour class per week for 10 weeks

Prerequisites: Psychology I

Topics include learning, emotion, motivation, personality, social psychology, psychological disorders, and therapy.

### **Eating Disorders in Abnormal Psychology**

Text: Butcher, J.N., Mineka, S. & Hooley, J.M. (2013) *Abnormal Psychology* (15<sup>th</sup> ed.), New Jersey: Pearson Education, Inc.

16 hours: one 2-hour class each week for 8 weeks

Prerequisites: Psychology I and II

Topics include history and contemporary views of abnormal psychology, clinical assessment, interview and diagnosis, stress; eating disorders co-morbidity and psychological therapies

## **Nutrition Science Courses**

**Do not purchase textbooks until your teacher instructs you to do so.  
Teachers often change texts or texts are updated.**

### **Plant-Based Nutrition and Health**

Textbooks: Campbell, TC *The China Study, Whole: Rethinking the Science of Nutrition*

Cordain, L, *The Paleo Diet*

Price, W, *Nutrition and Physical Degeneration*

18 hours: one 2-hour class per week for 9 weeks

Topics include eating habits – historical perspective, rules of evidence for evaluating nutrition research, challenges in designing nutrition studies, relationship between diet and disease, recent food trends, various plant-based dietary approaches, and opposing viewpoints.

### **Nutritional Issues and Controversies**

Textbooks:

Campbell, TC *The China Study*

Campbell, TC *Whole: Rethinking the Science of Nutrition*

Nestle, Marion *Food Politics*

16 hours: one 2-hour class each week for 8 weeks

Topics include public policy and government-issued dietary guidelines, dietary guidelines in other countries, industry influence on food policy, sponsorship and research, lawsuits, industry influence on health professionals and practice, FDA allowable claims, dietary supplements and fortified foods, licensure laws, and marketing to kids.

### **Dietary Supplements**

Textbooks and Reading Materials:

*The Health Professionals Guide to Dietary Supplements* by Allison Fragakis and Cynthia Thomson available at [www.eatright.org](http://www.eatright.org)

Other specific scientific articles provided by instructor

12 hours: one 2-hour class per week for 6 weeks

Topics include history of vitamins and supplements, nutrients in food vs supplements, DRI and RDA, government regulation of supplements and fortified foods, deficiency diseases, constructive use of supplements in the treatment of disease.

### **Maternal and Children's Nutrition**

**Optional text:** *The Everything Vegan Pregnancy* book by Dr. Reed Mangels RD

24 hours: one 2-hour lecture for 12 weeks

Topics include nutrition and pregnancy, lactation, the development of taste and eating habits, age-appropriate nutritional guidelines from toddler to adolescence, nutritional challenges with children, nutritional interventions for common childhood conditions.

### **Nutrition and Obesity**

Text: Collection of articles and syllabus prepared by the instructor

20 hours: one 2-hour lecture per week for 10 weeks

Topics include genetic, environmental, social, political and emotional causes of overweight and obesity, history of obesity and treatments, childhood obesity, health risks associated with obesity, why intervention programs usually do not work, disordered and emotional eating, and developing effective intervention programs.

### **Nutrition and Diabetes**

Text and Readings:

Barnard, N. (2008) *Dr. Neal Barnard's Program for Reversing Diabetes: The Scientifically Proven System for Reversing Diabetes Without Drugs.*

Campbell, T.C. and Campbell, T. (2006) *The China Study: The Most Comprehensive Study of Nutrition Ever Conducted and The Startling Implications for Diet, Weight Loss, and Long-term Health.*

12 Hours: one 2-hour class per week for 6 weeks

Topics include the pathophysiology and epidemiology of diabetes; diet and diabetes; T1DM, T2DM, and gestational diabetes treatment; facilitating behavior change in diabetics

### **Nutrition and Cardiovascular Health**

Textbooks:

Esselstyn, Caldwell *Prevent and Reverse Heart Disease*

Campbell, TC *The China Study*

Current text used for Chemistry Classes

20 Hours: one 2-hour class per week for 10 weeks

Topics include the vulnerable epithelium, conventional treatment for CVD, nutritional risk factors for hypertension, high cholesterol; atherosclerosis as a postprandial phenomenon, essential fatty acids and CVD, nutrition as treatment for markers of CVD and CVD

### **Nutrition and Cancer**

Textbooks:

*Radical Remission* by Kelly Turner, Ph.D.

*Cancer as a Metabolic Disease* by Thomas Seyfried, Ph.D.

Slide sets and supplemental materials provided by instructor

20 Hours: one 2-hour class per week for 10 weeks

Topics include overview of various theories of causes of cancer; the role of diet in the prevention and treatment of cancer, and prevention of recurrence; ethical issues in assisting cancer patients; issues pertaining to terminal diagnosis; dietary challenges of cancer patients; analysis of various treatment protocols.

### **Nutrition and Autoimmune Diseases**

Textbooks: slides and materials prepared by instructor

24 Hours: one 2-hour class per week for 12 weeks

Topics include overview of immune function; causes of AID including allergies, asthma, vaccinations, hormones, environment, genetics; traditional treatment of AID, diet and AID, diet in the treatment of AID.

### **Nutrition and Women's Health**

Textbooks:

Lanou, Amy, Castleman, Michael *Building Bone Vitality*

Physicians' Committee for Responsible Medicine, *Healthy Eating for Life for Women*

14 Hours: one 2-hour class per week for 7 weeks

Topics include diet and hormones throughout the life cycle; diet and pregnancy and delivery; diet and fertility, diet and breastfeeding; diet and breast health; common condition including fibroids, endometriosis, uterine hyperplasia, PCOS; bone health, and menopause.

## **Nutrition and Gastrointestinal Disorders**

Textbooks: slides and materials provided by instructor

16 hours: one 2-hour session per week for eight weeks

Topics include gastrointestinal function and health; the gut microbiome, role in health status and effect of diet; GI Disorders: causes, commonly prescribed drugs, nutritional and natural solutions; gas, constipation, hemorrhoids, halitosis, ulcers and h pylori, GERD, indigestion, hiatal hernia, irritable bowel, gallbladder disease, inflammatory bowel diseases (Crohn's, Ulcerative Colitis), celiac, liver disorders, leaky gut, diverticulitis, parasites, colon polyps and cancer, autism as a GI disorder

## **Sports Nutrition**

Textbooks:

"Advanced Sports Nutrition - 2nd Edition" by Dan Benardot

"Vegetarian Sports Nutrition" by D. Enette Larson-Meyer

24 hours: one 2-hour class per week for 12 weeks

Topics include sports nutrition overview, exercise and metabolism, nutrient requirements for child and adults athletes, hydration, dispelling protein myths, body composition and energy balance, dietary supplements for athletes, sports-specific nutrition, diet and the professional athlete.

## **Herbal Nutrition**

Textbooks: Syllabus prepared by the instructor

The Way of Herbs by Michael Tierra

Sprouts – The Miracle Food by Steve Meyerowitz

8 hours: one 2-hour class for 4 weeks

Topics include identification system for herbs, herbs and the daily diet, 23 nutritional herbs and their uses, sprouting or growing herbs.

## **Herbal Medicine**

Textbook: *Medical Herbalism - The Science and Practice of Herbal Medicine* by David Hoffmann, FNIMH (2003)

28 hours: one 2-hour class for 14 weeks

Topics include herbal terminology for medicinal applications, herbs and formulas for first aid, herbal applications for each body system, creating herbal formulas, safety issues.

## Professional Development Courses

### **Business Training for Health Professionals**

Textbooks:

Ferrazzi, K, *Never Eat Alone*

Gladwell, M, *Outliers*

Colvin, G, *Talent is Overrated*

12 hours: one 2-hour class per week for 6 weeks

Topics include business basics, goal setting, business plan development, pricing of services, marketing on a budget, developing seminars, sales skills, client retention, and referrals.

### **Developing Meal Plans**

Textbook: Handouts and syllabus prepared by the instructor

20 hours: one 2-hour class per week for 10 weeks

Developing menus for weight loss, weight gain, allergies, asthma, celiac disease, kidney failure, diabetes, cancer, autoimmune diseases, athletes, religious accommodations, financial and other special circumstances

### **Scope of Practice Issues**

Textbook: slides and articles prepared by instructor

6 hours: one 2-hour class per week for three weeks

Topics include history and current status of licensure laws, political awareness and participation, scope of practice parameters and defining scope of practice based on local state laws.

### **Food Preparation Skills**

Textbooks:

*Vegetarian Cooking For Everyone* by Deborah Madison

*World Vegetarian* by Madhur Jaffrey

*The Splendid Grain* by Rebecca Wood

*Tofu Cookery* by Louise Hagler

*Forks Over Knives: The Cookbook* by Del Sroufe

22 hours: one 2-hour class per week for 11 weeks

Cooking with beans, grains, plant proteins, vegetables; cooking for special diets, food prep techniques, healthy desserts, raw food preparation, knife skills, how to develop and teach cooking classes.

### **School and Institutional Food**

Textbook: Syllabus prepared by instructor

Course Objectives: Students will learn about various types of food-service institutions and how they are set-up (menus, suppliers, budgets), possible solutions for improving institutional food-service, sanitation issues and procedures, and food-borne illnesses and how they are transmitted.

20 hours: one 2-hour class per week for 10 weeks

Topics include types of food service institutions, improving institutional food service, food-borne illnesses and institutional food preparation, sanitation, safety, and how to assist clients who eat meals prepared by institutional food operations.

## **Practical Experience**

The purpose for practical experience is to build skills and prepare the candidate for gainful employment in the nutrition and health field, and to allow the candidate to experience many facets of the nutrition business in order to make appropriate career decisions.

Candidate must choose activities from at least three categories and submit a work plan prior to beginning the practical experience module. All candidates are required to include authoring of referenced articles as one of their three choices.

The practical experience portion of this course must be completed within 6 months of the end of the last semester (for full-time students) or the last class taken (for part-time students)

Total hours: 200

### **Nutrition and health presentations to groups**

Part I Development of at least 2 presentations on two different topics

Presentations are to be in powerpoint format with accompanying script  
Presentations must be reviewed by faculty prior to being delivered to groups. Faculty will provide direction on improving these presentations prior to delivering them.

Candidates must keep track of time spent researching and preparing for these presentations    Maximum number of hours allowed: 20 hours

Part II Delivery of presentations to outside groups

Suggestions include non-profits, church groups, women's organizations, service clubs, etc. Candidate is responsible for setting up lectures by contacting organizations.

Candidate must record at least one presentation of each talk and submit for review. A passing grade is based on skill in delivery, knowledge of material, ability to answer questions, ability to deliver presentation within required time, and other such factors.

Maximum number of time credited: 10 hours

### **Internship with a qualified health care practitioner**

Candidate is required to submit the qualifications of the practitioner and a description of the practitioner's business prior to beginning the internship, along with a work plan. The Institute will make every effort to identify individuals and organizations willing to offer such an internship.

Qualified businesses include dietitians, chiropractors, medical doctors, naturopaths, Wellness Forum Health centers, health food stores, and any place in which nutrition education classes and/or individual assessments are performed.

The internship should be for a minimum of 50 hours and include observation as well as some hands-on activities. Although the intern may observe and/or work with many individuals in the practice/center, intern should be supervised by one individual who coordinates activities, records time spent, and issues a final report evaluating the intern for submission to the school. Suggested Hours: 50

### **Authoring of fully referenced articles**

Candidate must select at least three topics about which he/she will conduct research in order to write a fully-referenced article on each. The criteria for each topic include a current topic of interest that has relevance for everyday practice.

Each article must be at least three typewritten single-spaced pages (not including citations) with type no larger than 10 point, and include references where appropriate. All articles used as citations must be submitted with each paper for review.

Work will be evaluated based on candidate's ability to defend his/her hypothesis; the use of solid scientific articles using good research methodology and representative of the preponderance of the available evidence; and writing skills (grammar, sentence structure, etc).

Time allocation: 30 hours

### **Food Preparation Internship**

Candidate spends time in a licensed food production facility that prepares healthy food or that is interested in offering healthier options. Choices include restaurants, caterers, personal chefs, residential health care facilities, schools, and other institutions. The institutions do not have to focus only on healthy foods, but rather must offer them or plan to offer them as selections.

Candidate is required to submit the qualifications of the facility and a description of the business prior to beginning the internship, along with a work plan.

Candidate's time will be divided between observation and hands-on activities, including shopping, food preparation, recipe development, client services, cooking classes and other responsibilities.

Candidate may work with several individuals in a facility, but should report to one individual who supervises the internship and submits a report to the school at the end.

If there is no qualified institution that can accept a candidate for internship in the student's geographic area, the candidate can complete this module on his/her own by developing menus and recipes, preparing budgets, conducting cooking classes, preparing food for clients, and other similar activities under the direction of Chef Del Sroufe.

Hours: between 50 and 100 hours

**Develop an outcomes-based educational program that addresses a health issue such as obesity, diabetes, or fibromyalgia.**

Candidate must develop a written program that outlines specific actions, time periods, instructional materials, and resources. Candidate must also teach this program to at least one individual or group of individuals, keeping detailed notes of each student's progress while participating in the program. Candidate is responsible for finding individuals to take his/her classes.

Hours: 30

**Non-profit/institutional improvement project**

Options:

Candidate can identify a non-profit organization that can benefit by incorporating nutrition education into its program. Examples would include transitional programs for women, ministries, initiatives to provide more fruits and vegetables to inner city populations; health clinics that target disadvantaged individuals. Candidate's responsibilities would include development of a curriculum, implementation, and development of a plan for perpetuating it.

Candidate can identify a school, retirement home or other institution in which food service needs to be improved to include healthier options.

In either case, candidate must secure written permission from the non-profit or facility, and submit a written work plan before beginning the project. Although candidate may interact with many individual during this project, one individual must agree to supervise the candidate and provide a written report upon completion.

Time: Minimum 50 hours

Note:

The Wellness Forum Institute will make every effort to assist the candidate in finding resources and opportunities in his/her locale. However, a candidate's ability to become gainfully employed in this field relies, in part, on the candidate's willingness to make contacts and to market himself/herself. Therefore, the program is structured to force the candidate to demonstrate initiative in these areas.

## Schedule for Full-Time Students

### First Semester

<b>Class</b>	<b>Number of Hours</b>	<b>Tuition</b>
Chemistry I	36	\$720
Biology	36	\$720
Psychology I	20	\$400
Plant-Based Nutrition and Health	18	\$360
Nutritional Issues and Controversies	16	\$320
Dietary Supplements	12	\$240
Maternal/Pediatric/Childhood Nutrition	24	\$480
Nutrition and Women's Health	14	\$320
Total	176	\$3520

### Second Semester

<b>Class</b>	<b>Number of Hours</b>	<b>Tuition</b>
Chemistry/Biochemistry II	36	\$720
Microbiology I	36	\$720
Anatomy/Physiology	36	\$720
Psychology II	22	\$440
Nutrition and Obesity	20	\$400
Nutrition and Diabetes	12	\$240
Nutrition and Cardiovascular Disease	20	\$400
Total	182	\$3520

### Third Semester

<b>Class</b>	<b>Number of Hours</b>	<b>Tuition</b>
Microbiology II	36	\$720
Statistics I	56	\$1120
Nutrition and Cancer	20	\$400
Nutrition and Autoimmune Diseases	24	\$480
Nutrition and Gastrointestinal Disorders	16	\$320
Sports Nutrition	24	\$480
Herbal Nutrition	8	\$160
Total	184	\$3560

**Fourth Semester**

<b>Class</b>	<b>Number of Hours</b>	<b>Tuition</b>
Statistics II	56	\$1120
Abnormal Psych/Eating Disorders	16	\$320
Herbal Medicine	28	\$560
Business Training for Health Care Prof	12	\$240
Developing Meal Plans	20	\$400
Scope of Practice Issues	6	\$120
Food Preparation	22	\$440
Institutional and School Food	20	\$400
Total	180	\$3600
<b>Practical Experience</b>	<b>200 hours</b>	<b>\$500</b>

## **Instructor Bios**

### **Aaron Alford, D.C.**

Aaron Alford is a chiropractor in private practice in Columbus, Ohio. He earned a B.S. in human biology and his chiropractic degree at Texas Chiropractic College. He has also completed a fellowship at the International Academy of Medical Acupuncture; is a Certified Chiropractic Sports Medicine Specialist; and a Certified Chiropractic Insurance Consultant. Dr. Alford has considerable teaching experience and is currently an adjunct faculty member at Columbus State Community College.

### **Diane Dodge, M.A.**

Diane Dodge is a licensed social worker with a B.A. in Psychology and a M.A. in Counselor Education from The Ohio State University. She is currently an Adjunct faculty member at Columbus State Community College and Central Ohio Technical College. She contracts with agencies to facilitate education and therapy groups for male sex offenders and male domestic violence offenders. Diane is an experienced child and family, couples, and group therapist and former clinical researcher who has made presentations to numerous professional organizations and conferences.

### **Michael Huff, M.D.**

Dr. Michael Huff is a medical doctor in family practice in Oxnard, California. He is a past president of the Ventura County Medical Association, and has served as both Director of the Education Department and Chairman of the Department of Family Practice at the St. Johns regional Medical Center. Dr. Huff has also served as a consultant for the development of Primary Care Knowledge Base Kurzweil Applied Intelligence Voice Recognition System.

### **Ron Lewis, Ph.D.**

Ron Lewis is a Senior Management Engineer at Ohio State University. He also teaches mathematics, statistics, and mechanical and manufacturing engineering at Columbus State Community College. Dr. Lewis has authored several papers published in scientific journals, and is experienced in teaching math and technical subjects through distance learning.

### **Pam Popper**

Pam Popper is Executive Director of Wellness Forum Health. The company offers educational programs for consumer and healthcare providers that facilitate evidence-based, collaborative and informed decision making for health-related matters.

Pam serves on the Physician's Steering Committee and the President's Board for the Physicians' Committee for Responsible Medicine in Washington D.C. She served as part of Dr. T. Colin Campbell's teaching team at eCornell, teaching part of a certification course on plant-based nutrition. She has been featured in many widely distributed documentaries, including *Processed People* and *Making a Killing* and appeared in the acclaimed documentary *Forks Over Knives*, which played in major theaters throughout North America in 2011. She is one of the co-authors of the companion book which was on the *New York Times* bestseller list for 66 weeks. Her most recent films are *Food Choices* and *The Yoyo Effect*. Her most recent books are *Food Over Medicine: The Conversation That Can Save Your Life*, and *Food Choices: The Book*.

Pam is also a public policy expert, and continually works toward changing laws that interfere with patients' right to choose their health provider and method of care. She has testified in front of legislative committees on numerous occasions, and has testified twice in front of the USDA's Dietary Guidelines Advisory Committee.

### **Chuck Powley, Ph.D.**

Chuck Powley, Ph.D., spent his career as a research chemist with Dupont Corporation in Wilmington, Delaware. He has received several awards for his work, including the European Sustainable Growth Award, the Dupont Agricultural Products Marketing Award, and the American Chemical Society's Analytical Division Fellowship. Dr. Powley has published several articles in leading scientific journals and delivered many presentations at scientific conferences in the U.S., Canada, and Europe.

### **Julie Rengert, Ph.D.**

Julie Rengert has a B.S. in biology and a M.S. in biology from the University of Texas and a Ph.D. in educational psychology from Ohio State University. Her teaching experience includes Columbus State Community College, Ohio State University and the University of Phoenix. Dr. Rengert has also worked in administrative and consulting positions at Livin' Up 2 Wellness Center and the Turner Institute of Healthy Living. Her research experience includes OSU Veterinary Hospital and the University of Texas.

### **Kylea Rorabaugh**

Kylea is the owner of Healthy on Purpose in Kansas City, Missouri. She is a Licensed Professional Counselor in private practice, and also a Certified Health Educator. She earned her BA in psychology from Point Loma Nazarene University in 2001 and a MA in counseling from the University of Missouri in 2005. Kylea specializes in a whole-person approach to health, addressing both psychological and physical health. She has taken courses through the Wellness Forum Institute

and Wellness Forum Health for many years, and was appointed as a faculty member of the Institute and a Provider Affiliate of Wellness Forum Health in 2018.

### **Sabrina Seitz**

Sabrina Seitz is a registered nurse in the cardiovascular catheterization lab at Sacred Heart Medical Center. Ms. Seitz is a Master Herbalist and earned her certificate through the School of Natural Healing in 2008. She offers classes and consults in the areas of herbal nutrition and herbal medicine.

### **Del Sroufe**

Del Sroufe is a partner in Wellness Forum Health Holdings and Executive Chef and director of the company's food division, where he is responsible for menu development, marketing strategies, developing and teaching cooking classes, employee hiring, training and management, kitchen management, compliance, purchasing, customized menus for people with health issues, development of internship programs, public speaking, media interviews, account development and general business management. He has been involved in the food business for over 20 years, with experience ranging from restaurant management to owning and operating a retail bakery.

Del is the author of the *New York Times* best-selling *Forks Over Knives: The Cookbook*, *The China Study Quick and Easy Cookbook*, and *Better Than Vegan*. Del has achieved notoriety as a chef nationwide, and has cooked for some of the most famous plant-based doctors and teachers.

### **Janice Stanger, Ph.D.**

Janice Stanger, Ph.D., is a nutritionist, health industry expert, speaker, and author. She has researched, written, and spoken extensively in the area of whole foods, plant-based nutrition. Her book *The Perfect Formula Diet: How to Lose Weight and Get Healthy Now With Six Kinds of Whole Foods* integrates over 1,000 published studies to analyze the interaction of diet and environmental toxins with the development of inflammation and chronic disease.

Stanger has been a nutrition consultant to Lean and Green Kids, a San Diego nonprofit that advocates for healthier meals for children in schools. She has also served on the Executive Board of San Diego Organization of Healthcare Leaders, as the Cochairman of the Business Forum on Aging (American Society on Aging), and on the Editorial Board of the *Business and Aging Networker*. Stanger was the Lead Faculty Member of the Masters Program in Healthcare Administration for National University in 2002 to 2003. She has worked extensively with employers on health insurance and worksite wellness programs.

Stanger has authored or coauthored over 30 publications focusing on the health care industry in professional journals or for informational company marketing materials, and presented at over 25 professional association meetings. She has been cited in over 80 media interviews in major newspapers, magazines, and journals, including *Wall Street Journal*, *New York Times*, and *Business Insurance*.

Stanger's Ph.D. is in Human Development and Aging from University of California, San Francisco. She also has an MBA from University of California, Berkeley and a BA from Princeton University. She is certified in plant-based nutrition through eCornell and the T Colin Campbell Foundation.