

On Demand Course Map – Registered Dietitians

<p>Course Name: The Sports Nutrition Playbook for Professionals Mastermind On-Demand Course</p>
<p>Instructor Name: Amy Goodson, MS, RD, CSSD, LD</p>
<p>On-Demand Course Description: The Sports Nutrition Playbook for Professionals is an on-demand course, delivered online, that provides the education, case studies, and resources necessary to grow a performance professional’s knowledge and skills in sports nutrition. It encompasses:</p> <ul style="list-style-type: none"> • All aspects of the science of sports nutrition • Education and application techniques to expand and enhance knowledge, self-awareness, and emotional intelligence in diversity, equity, and inclusion in sports • Steps and strategies to develop, grow, and elevate strategic communication skills to work with individuals, teams, groups, and other sports professionals
<p>On-Demand Course Instructor: Amy Goodson, MS, RD, CSSD, LD received her Bachelor of Science degree in Speech Communications from Texas Christian University and her Master of Science degree in Exercise and Sports Nutrition from Texas Woman’s University (TWU). She is a Certified Specialist in Sports Dietetics and adjunct professor at TWU. As a registered and licensed dietitian, Amy is passionate about marrying nutrition and communications together to provide quality, science-based nutrition information through speaking, media, writing and consulting, as well as developing young leaders to do the same.</p> <p>Amy is the author of <i>The Sports Nutrition Playbook</i> and co-author of <i>Swim, Bike Run, Eat</i>, and <i>The 3-D Body Revolution</i>. She has over 1300 media placements nationwide, has given over a thousand presentations and hosted nutrition and communications workshops in the US and abroad. She is the owner of Amy Goodson RD Courses, a business designed to help dietetic students, interns, and new registered dietitians determine and take the steps necessary to reach their dream career.</p>

On-Demand Course Learning Objectives:

1. Enhance knowledge and skills in all aspects of the science of sports nutrition and apply principles through practical application case studies
2. Strengthen critical thinking skills when educating and working with diverse populations of athletes
3. Develop appropriate training table and travel menus for various types of teams
4. Increase knowledge and skills in educating and working with individual athletes
5. Expand and enhance knowledge, self-awareness, and emotional intelligence in diversity, equity, and inclusion in sports
6. Develop, grow, and elevate strategic communication skills to work with individuals, teams, groups, and other sports professionals

Suggested CDR Performance Indicators:

Sphere 1: Ethics

- 1.1.5 Integrates new knowledge and skills into practice.
- 1.1.6 Recognizes and exercises professional judgment within the limits of individual qualifications.
- 1.1.7 Builds collaborative relationships to encourage professional growth and development.
- 1.7.1 Recognizes and respects cultural and racial diverse backgrounds to effectively interact and build meaningful relationships with others (e.g., clients, employees, inter- and intra-professional team members, and community and professional groups).
- 1.7.2 Recognizes the importance of diversity, orientation, social, and cultural norms that may have an impact on individuals, groups, and plans of care.
- 1.7.3 Develops awareness of one's own personal beliefs and values to inform and reduce biases.
- 1.7.4 Implements strategies and creates culturally sensitive and diverse resources to support diverse populations.

Sphere 2: Communications

- 2.1.1 Assesses the communication needs of individuals, groups, and populations to provide effective communication.
- 2.1.2 Identifies and addresses barriers to effective communication.
- 2.1.3 Tailors messages and communication methods to meet the needs of target audiences.
- 2.1.5 Evaluates the effectiveness of communication methods used to ensure understanding of presented information.
- 2.2.1 Observes non-verbal and social cues and responds appropriately.
- 2.2.2 Delivers information and opinions in a respectful and professional manner.
- 2.2.3 Delivers accurate and credible messaging.
- 2.2.4 Ensures written communications are timely, legible, accurate, and professional in nature.
- 2.3.1 Identifies needs for and negotiates common ground with clients, inter- and intra-professional team members, and other stakeholders.
- 2.3.2 Considers and respects the opinions, creativity, values, beliefs, and perspectives of others.
- 2.3.6 Demonstrates conflict resolution and mediation skills.
- 2.4.3 Models behaviors that maximize group participation by consulting, listening, and communicating clearly.

Sphere 3: Leadership and Advocacy

- 3.1.6 Takes an active role in sharing information and knowledge.

Sphere 4: Critical Thinking and Decision Making

- 4.2.1 Identifies potential or existing opportunities and challenges.
- 4.2.2 Reflects on own values, beliefs, and biases.
- 4.2.3 Demonstrates insight concerning personal expertise and limitations.
- 4.2.7 Identifies and implements a plan to address opportunities and challenges.
- 4.2.8 Evaluates the effectiveness of plans and decisions and makes adjustments when needed.

Sphere 8: Food, Nutrition, and Dietetics

- 8.1.1 Interprets and applies evidence-based literature and standards for determining nutritional needs of target audiences.
- 8.1.2 Integrates knowledge of biological, physical, and social sciences with knowledge of food and nutrition to make decisions related to nutrition care.
- 8.1.4 Integrates knowledge of macro- and micronutrients for digestion, absorption, and metabolism throughout the lifespan in practice.
- 8.3.1 Discusses with clients the Physical Activity (PA) Guidelines for Americans and the relationships between exercise, health, and disease prevention.
- 8.3.2 For RDNs who hold advanced certification in exercise physiology or sports dietetics, applies advanced principles from the PA Guidelines for Americans (e.g., intensity, frequency, duration, overload, progression, specificity, METs, and MET minutes).
- 8.3.3 Collects, analyzes, and interprets body composition, fitness, and exercise data to optimize physical performance.
- 8.3.4 Assesses clients' emotions toward nutrition-related statements or phenomenon, body image/preoccupation with food and weight, and readiness to change nutrition-related behaviors.
- 8.3.6 Evaluates sport/dietary supplements (safety, legality, efficacy, quality, application to sport) and considers evidence-based reviews and testing by reputable third parties before recommending sports/dietary supplements.
- 8.3.7 Demonstrates an understanding of the ways in which progressive exercise training influences nutrition needs to support positive metabolic, structural, and immunological adaptations.
- 8.3.8 Creates a nutrition care plan to match energy and other nutrient and fluid needs to maintain health, optimize performance, and reduce the likelihood of negative exercise outcomes (e.g., overtraining, injury).
- 8.3.9 Develops nutrition periodization plans that match changes in training cycles.
- 8.5.1 Plans and designs nutritionally sound meals, menus and meal plans that promote health and disease management, and meet client needs.
- 8.5.2 Develops or modifies recipes, menus, and meals using sensory perception and other food components.

Sphere 9: Education and Counseling

- 9.3.3 Develops educational materials considering the client's literacy, cognitive, and physical functional levels to achieve objectives.
- 9.3.4 Takes into consideration the cultural needs of audiences and makes appropriate modifications to education materials.
- 9.3.5 Uses a variety of strategies to deliver education.
- 9.4.5 Implements individualized teaching plans in order to promote, maintain, and enhance nutritional health and learning.
- 9.6.1 Assesses client/patient nutritional needs and appropriateness of the counseling.
- 9.6.2 Applies a variety of counseling theories, psychological methods, and strategies that empower clients/patients to make changes.
- 9.6.3 Applies counseling principles and evidence-based practice when providing individual or group sessions.
- 9.6.8 Develops counseling or coaching goals in collaboration with clients.

Sphere 10: Clinical Care

- 10.2.4 Assesses client/patient physical activity levels to determine nutrition requirements.
- 10.2.7 Performs calculations to determine nutritional requirements by identifying and utilizing patient-appropriate formula.
- 10.2.12 Gathers information that affects intake and nutrition and health status (e.g., cultural, ethnic, religious, lifestyle influencers, psychosocial, and social determinants of health).
- 10.3.1 Establishes goals and desired outcomes in collaboration with clients/patients.
- 10.3.5 Establishes nutrition care plans, defining the time, frequency, and duration of interventions.
- 10.3.6 Develops nutrition prescriptions to communicate clients'/patients' customized diet and nutrition needs.

Sphere 11: Business, Industry, and Product Development

- 11.3.1 Adheres to the Code of Ethics of the profession.
- 11.3.2 Establishes, implements, and evaluates measurable goals to meet projections or targets.
- 11.3.5 Adheres to legislation, regulations, standards, and guidelines when selling products and services.
- 11.3.6 Demonstrates advanced communication, negotiation and leadership skills, and flexibility with clients/patients, team, and others.
- 11.3.7 Develops and implements marketing materials and advertisements, adhering to legislative, regulatory, and organizational policies.
- 11.4.1 Stays abreast of changing trends and technology in promotion, marketing, and advertising products and services.
- 11.4.2 Adheres to advertising regulations and organizational policies.
- 11.4.3 Ensures advertising information is evidence-based, balanced, accurate, and in the public's best interest.

Sphere 13: Foodservice Systems and Management

- 13.2.2 Evaluates and incorporates individual and target group needs and requirements in the development of menu items.
- 13.2.5 Participates in ongoing evaluation of menu items, quality of products, costs, nutritional values, and client needs

Module # and Title	Module Description	Module Learning Objectives (MLOs)	Suggested CDR Performance Indicators:	Case Studies and Competency Activities
Module 1: <i>Athlete Macronutrient Needs</i>	Athlete macronutrient needs vary based on the type of athlete and variations in training. This module identifies and calculates athletes' energy and macronutrient requirements based on activity needs and size of athlete. It also finetunes macronutrient distribution recommendations to maximize training, performance, and recovery.	<p>1.1 Understand the role of carbohydrates, protein, and fat in fueling all intensities of exercise.</p> <p>1.2 Calculate athletes' energy and macronutrient requirements based on activity needs and size of athlete.</p> <p>1.3 Recognize the role of macronutrient distribution to maximize training, performance, and recovery.</p>	<p><u>Sphere 1: Ethics</u> 1.1.5</p> <p><u>Sphere 8: Food, Nutrition, & Dietetics</u> 8.1.1 8.3.7 8.1.2 8.3.8 8.1.4 8.3.9 8.3.2</p> <p><u>Sphere 10: Clinical Care</u> 10.2.4 10.3.6 10.2.7</p>	Athlete Case Study
Module 2: <i>Athlete Micronutrient Needs</i>	While athletes may not need increased quantities of all vitamins and minerals, there are micronutrient considerations for the athletic population. This module identifies the nutrients of concern for at-risk population groups and educates on the specific micronutrient needs necessary for recovery.	<p>2.1 Understand the role vitamins and minerals play in an athletes' diet and which are nutrients of concern for the athletic population.</p> <p>2.2 Identify the nutrients of concern for at-risk population groups.</p> <p>2.3 Recognize the specific micronutrient needs necessary for recovery.</p>	<p><u>Sphere 1: Ethics</u> 1.1.5</p> <p><u>Sphere 8: Food, Nutrition, & Dietetics</u> 8.1.1 8.3.7 8.1.2 8.3.8 8.1.4 8.3.9</p> <p><u>Sphere 10: Clinical Care</u> 10.2.4 10.3.6</p>	Athlete Case Study

Module # and Title	Module Description	Module Learning Objectives (MLOs)	Suggested CDR Performance Indicators:	Case Studies and Competency Activities
Module 3: <i>Hydration for Optimal Performance</i>	Hydration needs of athletes vary greatly depending on the type of athlete, the duration and intensity of the training, and the environment of the sport. This module identifies the hydration calculations for pre, during, and post-exercise, and provides sweat rate calculations to dial in on an athlete's specific fluid needs. It also educates the RD to distinguish between various hydration beverages and determine which beverage is most appropriate in various hydration settings.	<p>3.1 Identify and calculate hydration needs pre, during, and post-exercise.</p> <p>3.2 Calculate sweat rate to identify and dial in on an athlete's specific hydration needs during exercise.</p> <p>3.3 Identify various hydration beverages and distinguish which beverage is most appropriate in various hydration settings.</p>	<p><u>Sphere 1: Ethics</u> 1.1.5</p> <p><u>Sphere 8: Food, Nutrition, & Dietetics</u> 8.1.1 8.3.7 8.1.2 8.3.8 8.3.1 8.3.9 8.3.2 8.5.1</p> <p><u>Sphere 10: Clinical Care</u> 10.2.4 10.3.5 10.2.7 10.3.6</p>	Athlete Case Study
Module 4: <i>Pre, During, and Post-Workout Fueling</i>	Pre, during, and post-workout nutrition strategies are essential to optimize training, performance, and recovery. This module identifies pre and during workout fueling and hydration needs, as well as strategies based on time of training, type, frequency, duration, and mode of exercise. It also pinpoints the 3 Rs to Recovery to calculate post-workout fueling needs to support glycogen replenishment, muscle resynthesis, and rapid re-hydration.	<p>4.1 Identify pre-workout fueling and hydration needs based on time, type, frequency, duration, and mode of exercise.</p> <p>4.2 Understand the role of carbohydrate and fluid intake during exercise and how to calculate needs.</p> <p>4.3 Identify the 3 Rs to Recovery and calculate needs to support glycogen replenishment, muscle resynthesis, and rapid re-hydration.</p>	<p><u>Sphere 1: Ethics</u> 1.1.5</p> <p><u>Sphere 8: Food, Nutrition, & Dietetics</u> 8.1.1 8.3.7 8.1.2 8.3.8 8.1.4 8.3.9 8.3.1 8.5.1 8.3.2</p> <p><u>Sphere 10: Clinical Care</u> 10.2.4 10.3.5 10.2.7 10.3.6</p>	Athlete Case Study

Module # and Title	Module Description	Module Learning Objectives (MLOs)	Suggested CDR Performance Indicators:	Case Studies and Competency Activities
Module 5: <i>Energy Management and Body Weight Science for Athletes</i>	Gaining weight, maintaining weight, and losing body fat can all be difficult for athletes. This module defines body weight science and teaches how to calculate an athlete's energy needs based on performance, health, and body composition goals. It also outlines the 4 Step Process to energy management goal setting and identifies practical strategies for weight gain, weight loss, and helping athletes with a loss of appetite.	5.1 Define body weight science and calculate an athlete's energy needs based on performance, health, and body composition goals. 5.2 Understand the 4 Step Process to energy management goal setting. 5.3 Identify strategies for weight gain, weight loss, and loss of appetite.	<u>Sphere 1: Ethics</u> 1.1.5 <u>Sphere 8: Food, Nutrition, & Dietetics</u> 8.1.1 8.3.4 8.1.2 8.3.7 8.1.4 8.3.8 8.3.1 8.3.9 8.3.2 8.5.1 8.3.3 <u>Sphere 9: Education and Counseling</u> 9.6.1 9.6.2 <u>Sphere 10: Clinical Care</u> 10.2.4 10.3.5 10.2.7 10.3.6	Athlete Case Study

Module # and Title	Module Description	Module Learning Objectives (MLOs)	Suggested CDR Performance Indicators:	Case Studies and Competency Activities
Module 6: <i>RED-S: Symptoms, Consequences, and Treatment</i>	Eating disorders, disordered eating and low energy availability are common in every stage of athletics. This module distinguishes the difference between various types of eating disorders and disordered eating in sports and identifies the physical, psychological, and performance consequences of Relative Energy Deficiency in Sports (RED-S), while providing treatment strategies, meal planning tips, and return to play guidelines for athletes.	6.1 Distinguish the difference between various types of eating disorders and disordered eating in sports. 6.2 Identify the physical, psychological, and performance consequences of RED-S. 6.3 Identify treatment strategies and return to play guidelines.	<u>Sphere 1: Ethics</u> 1.1.5 <u>Sphere 2: Communications</u> 2.1.1 2.2.1 2.1.2 <u>Sphere 3: Leadership and Advocacy</u> 3.1.6 <u>Sphere 8: Food, Nutrition, & Dietetics</u> 8.1.1 8.3.4 8.1.2 8.3.7 8.1.4 8.3.8 8.3.1 8.3.9 8.3.2 8.5.1 8.3.3 <u>Sphere 9: Education and Counseling</u> 9.6.1 9.6.2 <u>Sphere 10: Clinical Care</u> 10.2.4 10.3.1 10.2.7 10.3.5 10.2.12 10.3.6	Athlete Case Study

Module # and Title	Module Description	Module Learning Objectives (MLOs)	Suggested CDR Performance Indicators:	Case Studies and Competency Activities
Module 7: <i>Fueling Athletes on Popular Diets</i>	From trendy Ketogenic, paleo, and intermittent fasting diets to traditional Mediterranean and plant-based diets, eating patterns for exercisers and athletes come in all shapes and sizes, but share the same end goal – optimal performance. This module identifies the pros and cons and addresses the latest research around the most common dietary patterns and popular diets and how they relate to exercise performance and recovery to ultimately enhance strength, performance, and meet diet preference.	7.1 Identify pros and cons of various popular diets and their effects on health and performance. 7.2 Optimize nutrition recommendations for athletes adhering to various eating patterns. 7.3 Develop meal plans that align with athlete’s goals, diet preference, and training schedule.	<u>Sphere 1: Ethics</u> 1.1.5 <u>Sphere 2: Communications</u> 2.1.1 2.2.2 2.1.2 2.3.2 2.2.1 <u>Sphere 4: Critical Thinking and Decision Making</u> 4.2.1 4.2.7 4.2.2 <u>Sphere 8: Food, Nutrition, & Dietetics</u> 8.1.1 8.3.7 8.1.2 8.3.8 8.1.4 8.3.9 8.3.1 8.5.1 8.3.2 8.5.2 8.3.4 <u>Sphere 9: Education and Counseling</u> 9.3.4 9.6.1 9.4.5 9.6.2 <u>Sphere 10: Clinical Care</u> 10.2.4 10.3.1 10.2.7 10.3.5 10.2.12 10.3.6	Athlete Case Study

Module # and Title	Module Description	Module Learning Objectives (MLOs)	Suggested CDR Performance Indicators:	Case Studies and Competency Activities
Module 8: <i>Nutrition for Injury</i>	Injury is an unfortunate norm in the world of sports. While nutrition recommendations are very individualized to the athlete and degree of injury, this module identifies the macronutrient needs for injury recovery and healing, as well as the role micronutrients play in the healing process. RDs will learn how to write meal plans based on adjusted energy and macronutrient needs for recovery.	8.1 Identify macronutrient needs for injury recovery and healing. 8.2 Understand the role of micronutrients in the healing process. 8.3 Calculate nutrition needs for the injured athlete and write meals plans to include micronutrient recommendations.	<u>Sphere 1: Ethics</u> 1.1.5 <u>Sphere 2: Communications</u> 2.1.1 2.2.2 2.1.2 <u>Sphere 3: Leadership and Advocacy</u> 3.1.6 <u>Sphere 4: Critical Thinking and Decision Making</u> 4.2.1 4.2.8 4.2.7 <u>Sphere 8: Food, Nutrition, & Dietetics</u> 8.1.1 8.3.4 8.1.2 8.3.6 8.1.4 8.3.7 8.3.1 8.3.8 8.3.2 8.3.9 8.3.3 8.5.1 <u>Sphere 9: Education and Counseling</u> 9.4.5. 9.6.2 9.6.1 <u>Sphere 10: Clinical Care</u> 10.2.4 10.3.1 10.2.7 10.3.5 10.2.12 10.3.6	Athlete Case Study

Module # and Title	Module Description	Module Learning Objectives (MLOs)	Suggested CDR Performance Indicators:	Case Studies and Competency Activities
Module 9: <i>Evaluating Supplements</i>	Dietary supplements are an ever-changing topic in the field of sports nutrition. While it is impossible to know about every supplement, it is possible to understand how to evaluate them. This module identifies the various regulatory organizations and standards for supplements, as well as evaluates how to recognize common sports supplements, their uses, validity, and recommendations.	9.1 Understand the goals and the governance of the Dietary Supplement Health and Education Act (DSHEA). 9.2 Identify the regulatory organizations and standards for supplements. 9.3 Recognize common sports supplements, their uses, validity, and recommendations.	<u>Sphere 1: Ethics</u> 1.1.5 <u>Sphere 2: Communications</u> 2.1.2 2.3.1 2.2.2 2.3.2 2.2.3 <u>Sphere 4: Critical Thinking and Decision Making</u> 4.2.1 4.2.7 4.2.2 4.2.8 4.2.3 <u>Sphere 8: Food, Nutrition, & Dietetics</u> 8.1.1 8.3.6 8.1.2 8.3.7 8.1.4 8.3.8 8.3.2 8.3.9 8.3.4 <u>Sphere 9: Education and Counseling</u> 9.4.5 9.6.1 <u>Sphere 10: Clinical Care</u> 10.2.4 10.3.5 10.2.12 10.3.6 10.3.1 <u>Sphere 11: Business, Industry, and Product Development</u> 11.3.1 11.4.2 11.3.5 11.4.3 11.4.1	Athlete Case Study

Module # and Title	Module Description	Module Learning Objectives (MLOs)	Suggested CDR Performance Indicators:	Case Studies and Competency Activities
Module 10: <i>Menu Writing for Training Tables and Travel Dining</i>	Working with teams means writing menus for training, competitions, and travel. This module will identify various considerations for writing team menus, distinguish between different types of training tables and feeding environments, and educate on how to write appropriate menus for each.	10.1 Recognize the various considerations for team menu development. 10.2 Distinguish between various types of training tables and evaluate the appropriateness of each. 10.3 Learn how to develop specific menus for different types of teams and schedules.	<u>Sphere 1: Ethics</u> 1.1.5 <u>Sphere 2: Communications</u> 2.1.1 2.2.4 2.3.2 2.1.2 2.3.1 <u>Sphere 4: Critical Thinking and Decision Making</u> 4.2.1 4.2.7 4.2.8 <u>Sphere 8: Food, Nutrition, & Dietetics</u> 8.1.1 8.3.9 8.1.4 8.5.1 8.3.8 8.5.2 <u>Sphere 9: Education and Counseling</u> 9.3.4 <u>Sphere 10: Clinical Care</u> 10.2.4 10.3.5 10.2.7 10.3.6 10.2.12 <u>Sphere 11: Business, Industry, and Product Development</u> 11.3.1 11.3.5 <u>Sphere 13: Foodservice Systems and Management</u> 13.2.2 13.2.5 <u>Sphere 14: Organizational Management</u> 14.2.1 14.2.2	Develop a one-week training table menu for a large team participating in two-a-days. Develop a pre-game menu for a soccer team that has two vegetarian athletes on it. Develop a post-game menu with three meal options to be provided at a restaurant.

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Module 11: <i>Fueling Individual Sports</i>	Different types of sports use different energy systems and thus have varying nutrition needs. This module will educate on how to identify and calculate the macronutrients needs of short-term explosive sports, mid-length alternating intensity sports, and endurance sports, and how to create appropriate meal plans for each sport population.	11.1 Distinguish between the energy needs of short-term explosive sports, mid-length alternating intensity sports, and endurance sports. 11.2 Identify and calculate the macronutrients needs of each sport population. 11.3 Understand how to write meal plans to meet specific energy needs of various types of athletes.	<u>Sphere 1: Ethics</u> 1.1.5 <u>Sphere 2: Communications</u> 2.1.1 2.1.3 2.1.2 2.3.1 <u>Sphere 4: Critical Thinking and Decision Making</u> 4.2.1 4.2.8 4.2.7 <u>Sphere 8: Food, Nutrition, & Dietetics</u> 8.1.1 8.3.3 8.1.2 8.3.7 8.1.4 8.3.8 8.3.1 8.3.9 8.3.2 8.5.1 <u>Sphere 9: Education and Counseling</u> 9.4.5 9.6.1 <u>Sphere 10: Clinical Care</u> 10.2.4 10.3.1 10.2.7 10.3.5 10.2.12 10.3.6	Athlete Case Study

Module # and Title	Module Description	Module Learning Objectives (MLOs)	Suggested CDR Performance Indicators:	Case Studies and Competency Activities
Module 12: <i>Fueling Vegan and Vegetarian Athletes</i>	There are a variety of nutrition considerations to evaluate when working with vegan and vegetarian athletes. This module will identify individual athlete protein needs, plant-based protein food options and their pros and cons in meal planning, and micronutrients of concern for plant-based eating patterns.	12.1 Understand protein requirements and considerations for vegan and vegetarian athletes. 12.2 Evaluate plant-based proteins and their pros and cons in meal planning. 12.3 Identify micronutrients of concern for plant-based eating patterns.	<u>Sphere 1: Ethics</u> 1.1.5 <u>Sphere 2: Communications</u> 2.1.1 2.2.2 2.1.2 2.2.3 2.1.3 2.3.2 <u>Sphere 4: Critical Thinking and Decision Making</u> 4.2.1 4.2.7 4.2.2 4.2.8 4.2.3 <u>Sphere 8: Food, Nutrition, & Dietetics</u> 8.1.1 8.3.6 8.1.2 8.3.7 8.1.4 8.3.8 8.3.1 8.3.9 8.3.2 8.5.1 8.3.3 8.5.2 8.3.4 <u>Sphere 9: Education and Counseling</u> 9.3.4 9.6.1 9.4.5 <u>Sphere 10: Clinical Care</u> 10.2.4 10.3.1 10.2.7 10.3.5 10.2.12 10.3.6	Athlete Case Study

Module # and Title	Module Description	Module Learning Objectives (MLOs)	Suggested CDR Performance Indicators:	Case Studies and Competency Activities
Module 13: <i>Fueling Athletes in the Arts</i>	While they may not be sprinting and tackling, musicians, dancers, and those in the performing arts communities have unique nutrition and hydration demands. This module identifies the artist athlete connection and the role it plays in nutrition recommendations, as well as evaluates the challenges and considerations for meal planning for artists, their schedules, and their travel.	13.1 Identify the artist athlete connection and the role it plays in nutrition recommendations. 13.2 Understand the energy and hydration needs of various types of artists. 13.3 Recognize the challenges and considerations when meal planning for athletes in the arts.	<u>Sphere 1: Ethics</u> 1.1.5 <u>Sphere 2: Communications</u> 2.1.1 2.2.2 2.1.2 2.3.1 2.1.3 2.3.2 <u>Sphere 4: Critical Thinking and Decision Making</u> 4.2.1 4.2.7 4.2.2 <u>Sphere 8: Food, Nutrition, & Dietetics</u> 8.1.1 8.3.4 8.1.2 8.3.7 8.1.4 8.3.8 8.3.1 8.3.9 8.3.2 8.5.1 8.3.3 8.5.2 <u>Sphere 9: Education and Counseling</u> 9.3.4 9.6.1 9.4.5 <u>Sphere 10: Clinical Care</u> 10.2.4 10.3.1 10.2.7 10.3.5 10.2.12 10.3.6	Athlete Case Study

Module # and Title	Module Description	Module Learning Objectives (MLOs)	Suggested CDR Performance Indicators:	Case Studies and Competency Activities
Module 14: <i>Working with Youth Athletes</i>	Working with youth athletes means working with families, school, and a demanding schedule, all while allowing for growth, development, and sport energy needs. This module will identify and evaluate youth athlete-specific considerations regarding schedule, multiple sport practices, and nutrition availability, as well as how to navigate nutrition with parents, booster club organizations, and peers to promote building a culture of sports nutrition.	14.1 Understand the role of growth and development in determining energy needs of youth athletes. 14.2 Identify and evaluate youth athlete-specific considerations regarding schedule, multiple sport practices, and nutrition availability. 14.3 Learn how to navigate nutrition with parents, booster club organizations, and peers to promote building a culture of sports nutrition.	<u>Sphere 1: Ethics</u> 1.1.5 <u>Sphere 2: Communications</u> 2.1.1 2.2.1 2.1.2 2.2.2 2.1.3 2.2.3 2.1.5 2.3.2 <u>Sphere 4: Critical Thinking and Decision Making</u> 4.2.1 4.2.7 4.2.2 4.2.8 4.2.3 <u>Sphere 8: Food, Nutrition, & Dietetics</u> 8.1.1 8.3.6 8.1.2 8.3.7 8.1.4 8.3.8 8.3.1 8.3.9 8.3.2 8.5.1 8.3.4 <u>Sphere 9: Education and Counseling</u> 9.3.3 9.4.5 9.3.4 9.6.1 9.3.5 9.6.2 <u>Sphere 10: Clinical Care</u> 10.2.4 10.3.1 10.2.7 10.3.5 10.2.12 10.3.6	Athlete Case Study Identify three ways to build athlete buy-in for team nutrition.

Module # and Title	Module Description	Module Learning Objectives (MLOs)	Suggested CDR Performance Indicators:	Case Studies and Competency Activities
Module 15: <i>Nutrition Outside the Box: Tips and Tweaks for Various Populations</i>	There are a variety of nutrition, hydration, and micronutrient considerations when working with different population groups. This module will provide knowledge, tips, and tweaks for working with masters athletes, pregnant athletes and exercisers, as well as interventions for exercisers and elite athletes with various health conditions and disease states.	15.1 Identify nutrition and hydration needs and consideration for masters athletes. 15.2 Understand the physiological adaptations for active pregnant women and the energy, macronutrient, and micronutrient variations for each trimester of pregnancy. 15.3 Consider nutrition interventions for various health conditions and disease states for exercisers and elite athletes.	<u>Sphere 1: Ethics</u> 1.1.5 <u>Sphere 2: Communications</u> 2.1.1 2.2.2 2.1.2 2.2.3 2.1.3 2.3.2 <u>Sphere 4: Critical Thinking and Decision Making</u> 4.2.1 4.2.7 4.2.2 4.2.8 <u>Sphere 8: Food, Nutrition, & Dietetics</u> 8.1.1 8.3.6 8.1.2 8.3.7 8.1.4 8.3.8 8.3.1 8.3.9 8.3.2 8.5.1 8.3.3 8.5.2 8.3.4 <u>Sphere 9: Education and Counseling</u> 9.3.3 9.6.1 9.3.4 <u>Sphere 10: Clinical Care</u> 10.2.4 10.3.1 10.2.7 10.3.5 10.2.12 10.3.6	Athlete Case Study

Module # and Title	Module Description	Module Learning Objectives (MLOs)	Suggested CDR Performance Indicators:	Case Studies and Competency Activities
<p>Module 16: <i>Foundational Steps When Working with Athletes of Diverse Backgrounds</i></p>	<p>This module will educate practitioners on how to challenge their current way of thinking to better support athletes of various cultural backgrounds. Additionally, practitioners will identify how to deepen their understanding of athletes' cultural uniqueness and unveil potential sources of healthcare support hesitancy.</p> <p>(Module taught by Sports RD Briana Butler, MCN, RDN, LD)</p>	<p>16.1 Assess personal "learned messages" surrounding culturally diverse athletes and performance nutrition.</p> <p>16.2 Understand and embrace the cultural variabilities between practitioner and client.</p> <p>16.3 Appraise athlete hesitancy to work with practitioners not of cultural likeness or with cultural similarities.</p>	<p><u>Sphere 1: Ethics</u> 1.1.5 1.7.2 1.1.6 1.7.3 1.1.7 1.7.4 1.7.1</p> <p><u>Sphere 2: Communications</u> 2.1.1 2.2.1 2.1.2 2.2.2 2.1.3 2.3.2</p> <p><u>Sphere 4: Critical Thinking and Decision Making</u> 4.2.2 4.2.3</p> <p><u>Sphere 9: Education and Counseling</u> 9.3.4 9.6.8</p> <p><u>Sphere 10: Clinical Care</u> 10.2.12</p>	<p>Identify three cultural biases you have or that you were exposed to growing up.</p> <p>Identify two things you can do to improve your cultural awareness and what you will do in the next three months to work on them.</p>

Module # and Title	Module Description	Module Learning Objectives (MLOs)	Suggested CDR Performance Indicators:	Case Studies and Competency Activities
Module 17: <i>Establishing Trust with Culturally Diverse Athletes Through Inclusive Nutrition Care</i>	<p>This module will identify steps to enhance practitioner-athlete trust within face-to-face client interactions, the meal planning process, and the coordination of continued support concerning cultural differences. In addition, practitioners will be able to identify ways to customize the athlete care process in an inclusive way to decrease the occurrence of athlete-push back and perceptions of un-supportive care.</p> <p>(Module taught by Sports RD Briana Butler, MCN, RDN, LD)</p>	<p>17.1 Improve approach to pre- and during face-to-face interaction with culturally diverse athletes to enhance athlete buy-in.</p> <p>17.2 Create familiarity in meal planning through culturally appropriate recommendations and meal-specific inclusions.</p> <p>17.3 Enhance culturally sensitive client support beyond practitioner entity or performance facility.</p>	<p><u>Sphere 1: Ethics</u> 1.1.5 1.7.2 1.1.6 1.7.3 1.1.7 1.7.4 1.7.1</p> <p><u>Sphere 2: Communications</u> 2.1.1 2.2.1 2.1.2 2.2.2 2.1.3 2.3.2</p> <p><u>Sphere 4: Critical Thinking and Decision Making</u> 4.2.2 4.2.3</p> <p><u>Sphere 9: Education and Counseling</u> 9.3.4 9.6.8</p> <p><u>Sphere 10: Clinical Care</u> 10.2.12</p> <p><u>Sphere 13: Foodservice Systems and Management</u> 13.2.2</p>	Athlete Case Study

Module # and Title	Module Description	Module Learning Objectives (MLOs)	Suggested CDR Performance Indicators:	Case Studies and Competency Activities
<p>Module 18: <i>Steps for Continual Improvement of Practitioner Cultural Awareness and Resources for Comprehensive and Appropriate Continued or Coordination of Care</i></p>	<p>This module is built to provide practitioners with valuable resources that can be used to improve their diversity and cultural awareness continually. We will also establish best practices for supporting clients when current practitioner experience may not match perceived client needs.</p> <p>(Module taught by Sports RD Briana Butler, MCN, RDN, LD)</p>	<p>18.1 Understand how to collect open and honest feedback to improve athlete care, personal diversity, and cultural awareness.</p> <p>18.2 Establish a resource library for practitioners to reference for enhanced care of culturally diverse athletes.</p> <p>18.3 Improve practitioner confidence in seeking collaboration with dietitians of various cultural backgrounds and coordinating care as necessary.</p>	<p><u>Sphere 1: Ethics</u> 1.1.5 1.7.2 1.1.6 1.7.3 1.1.7 1.7.4 1.7.1</p> <p><u>Sphere 2: Communications</u> 2.1.1 2.2.1 2.1.2 2.2.2 2.1.3 2.3.2</p> <p><u>Sphere 4: Critical Thinking and Decision Making</u> 4.2.2 4.2.3</p> <p><u>Sphere 9: Education and Counseling</u> 9.3.4 9.6.8</p> <p><u>Sphere 10: Clinical Care</u> 10.2.12</p>	<p>Identify one resource that you would like to look into reading, listening to, etc. to become a more culturally competent practitioner.</p> <p>Identify one organization you can participate in or collaborate with to help improve your cultural competence.</p>

Module # and Title	Module Description	Module Learning Objectives (MLOs)	Suggested CDR Performance Indicators:	Case Studies and Competency Activities
Module 19: <i>Working with Individual Athletes</i>	When working with individual athletes, there are a variety of common expectations, concerns, questions, etc. that practitioners may encounter. This module will help identify environmental and situational nutrition considerations when working with various types of athletes, as well as help RDs design and implement appropriate counseling strategies.	19.1 Identify environmental and situational nutrition considerations when working with high school, college, and professional athletes. 19.2 Define and implement appropriate counseling strategies. 19.3 When working with individual athletes, understand common expectations, concerns, questions, etc. that practitioners may encounter	<u>Sphere 1: Ethics</u> 1.1.5 <u>Sphere 2: Communications</u> 2.1.1 2.2.2 2.1.2 2.2.3 2.1.3 2.2.4 2.1.5 2.3.1 2.2.1 2.3.2 <u>Sphere 4: Critical Thinking and Decision Making</u> 4.2.1 4.2.7 4.2.2 4.2.8 4.2.3 <u>Sphere 8: Food, Nutrition, & Dietetics</u> 8.1.1 8.3.6 8.1.2 8.3.7 8.1.4 8.3.8 8.3.1 8.3.9 8.3.2 8.5.1 8.3.3 8.5.2 <u>Sphere 9: Education and Counseling</u> 9.3.3 9.6.1 9.3.4 9.6.2 9.3.5 9.6.3 9.4.5 9.6.8 <u>Sphere 10: Clinical Care</u> 10.2.4 10.2.12 10.3.1 10.2.7 10.3.5 10.3.6	Identify one population of athletes that you work with or want to work with, and list two to three nutritional considerations for this group. Create a nutrition assessment form to help guide you through a counseling session. Create a profile of your ideal client. Identify two common expectations, concerns, and questions that this individual might bring up in a counseling session.

Module # and Title	Module Description	Module Learning Objectives (MLOs)	Suggested CDR Performance Indicators:	Case Studies and Competency Activities
Module 20: <i>Interprofessional Collaboration in Sports Medicine</i>	<p>This module discusses how a multidisciplinary sports medicine team can have a profound impact on athlete health, well-being, athletic experience, performance, injury prevention, and recovery. It focuses on the tools necessary to work as a team to enhance athlete care, improve communication, and offer opportunities for learning, goal setting, and professional growth among team members.</p> <p>Module co-taught by:</p> <ul style="list-style-type: none"> Missy Mitchell-McBeth MSEd, CSCS, SCCC, USAW Valerie Tinklepaugh-Hairston MS, MPA, LAT, ATC 	<p>20.1 Identify the role each person on the sports medicine team plays and the main areas he/she is responsible for to the team.</p> <p>20.2 Recognize potential missing links in multidisciplinary sports medicine teams that may lead to miscommunication and sub-optimal athlete care.</p> <p>20.3 Understand strategic communication techniques to enhance interprofessional collaboration.</p>	<p><u>Sphere 1: Ethics</u> 1.1.5</p> <p><u>Sphere 2: Communications</u> 2.1.1 2.2.2 2.1.2 2.2.3 2.1.3 2.2.4 2.1.5 2.3.1 2.2.1 2.3.2</p> <p><u>Sphere 4: Critical Thinking and Decision Making</u> 4.2.1 4.2.7 4.2.2 4.2.8 4.2.3</p> <p><u>Sphere 9: Education and Counseling</u> 9.3.3 9.6.1 9.3.4 9.6.2 9.3.5 9.6.3 9.4.5 9.6.8</p> <p><u>Sphere 10: Clinical Care</u> 10.2.4 10.3.1 10.2.7 10.3.5 10.2.12 10.3.6</p>	<p>Athlete Case Study</p>