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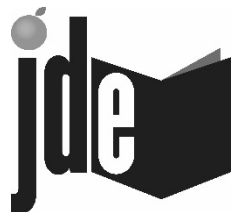
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JOURNAL OF
DIETETIC
EDUCATION

VOLUME 1, ISSUE 2

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About the Journal

The *Journal of Dietetic Education* is a double-blind peer-reviewed open-access journal and an outlet for scholarly work related to education in dietetics. Submit manuscripts at <https://ecommons.udayton.edu/jde/>.

Each manuscript will be reviewed by at least one member of the Editorial Board to determine if it aligns with the mission, aims and scope of the journal. Those manuscripts approved for further consideration will undergo an anonymous review by two to three reviewers who are experts in dietetic education. Authors can expect reviews to be completed within approximately 10 to 15 weeks. Authors will receive their reviews along with a letter from the editor stating the decision from review: accepted, accepted with minor changes, major changes required, or rejected. Rejected articles are not eligible for resubmission. When the decision is to revise, authors should make the recommended changes and resubmit the manuscript within 30 days to continue toward publication. An extension may be requested. The Editor and Editorial Board make the final decision regarding publication of papers and reserve the right to refuse manuscripts for publication.

Educating future dietetic professionals is complex and programs must adhere to accreditation standards, respond to changes in practice and educational standards, integrate technology into learning, engage students in evidence-based practice, and educate across multiple dietetic practice areas. Dietetic educators are called to respond and prepare students to successfully engage with diverse populations within a complex and ever changing discipline. The aim of this journal is to provide an outlet for educational research

that provides evidence for best practices and innovation in dietetic education. It is also a platform to share educational frameworks or theories and novel technological approaches in dietetic education. Dietetic education includes the associate, bachelors, master's and doctoral level degrees, dietetic internship as well as within the realm of continuing education for registered dietitian nutritionists. JDE welcomes a variety of topics for submission, including original research, theory, educational innovations, review of educational material, and technology updates.

JDE welcomes all forms of methodologies and analysis, including quantitative, qualitative, and mixed methods. A non-exhaustive list of topics that are appropriate for JDE includes:

- Curriculum and instructional design
- Use of educational technology
- Teaching methods
- Online and distance learning
- Blended learning
- Fieldwork/practicum/supervised practice
- Outcomes
- Standardized testing
- Accreditation standard alignment to outcomes/assessments
- Critical thinking
- Service learning/community-engaged learning
- Pedagogy and andragogy
- Professionalism
- Interprofessional education
- Diversity, equity and inclusion
- Policy and advocacy

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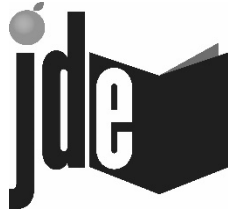
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Editors' Message



We are pleased to present the second issue of the *Journal of Dietetic Education*. In this issue, two articles explore graduate student involvement in research, which is an important topic as the profession begins to move to graduate-prepared entry practice. Competence in research is a critical skill to continue to build evidence-based practice and demonstrate the impact of didactic and experiential learning.

This issue also explores student perceptions of flipped classroom learning, changes in attitudes after online interprofessional education (IPE), and the effectiveness of simulation on clinical competence, all of which begin to build a body of evidence around effective teaching practices that lead to competence in practice and as an interprofessional team member.

Because functioning as a valuable healthcare team member and recognizing the roles and value of other healthcare professions are essential to the success of patient-centered care, we feel that research and educational strategies to facilitate IPE warrant a special issue of the *Journal of Dietetic Education*. Look for additional information about the call for manuscripts for this special issue to be published in 2024. We are also accepting submissions for the Winter 2023-24 issue (Volume 2, Issue 1). As always, we look forward to receiving your contributions. Feel free to reach out to us with any questions about publishing, manuscript ideas, suggestions, or conducting research related to the scholarship of teaching and learning.

Best Regards,

Beth Miller, PhD, RDN, LD, FAND
Diana Cuy Castellanos, PhD, RDN, LD

Editorial Board

CO-EDITORS

Diana Cuy Castellanos, University of Dayton

Diana Cuy Castellanos is an Associate Professor at the University of Dayton where she serves as the Chair of the Department of Health and Sport Science and the dietetic graduate student research coordinator. At the University of Dayton, she teaches courses across the undergraduate DPD program and the Master's in Dietetics and Nutrition program and has led several nutrition-focused study abroad programs for students. Her scholarship focuses on dietary acculturation, food access and educational practice in dietetics. Finally, Dr. Cuy Castellanos is the treasurer for the Nutrition Educators for Health Professionals Dietetic Practice Group and an ACEND accreditation site reviewer.

Beth Miller, Miami University

Beth Miller is an Associate Professor in the Department of Kinesiology, Nutrition, and Health at Miami University in Oxford, Ohio. She began her career first as a clinical dietitian specializing in the nutrition needs of critically ill patients and later as a corporate health specialist directing employee wellness programs. She teaches in both the undergraduate DPD program and the combined Master of Science degree in Kinesiology, Nutrition, and Health, Exercise Science and Health concentration and Dietetic Internship program. She has received Certificates of Training in Weight Management

for both children and adults from the Academy of Nutrition and Dietetics and conducts research related to obesity prevention across the lifespan. Her research is focused on community-engaged participatory projects addressing nutrition and physical activity, as well as nutrition pedagogy. She has partnered with other early childhood researchers nationally and Head Start at the local, state, and national level to better understand and address preschool weight status.

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