The Master of Science degree in Nutrition, Healthspan and Longevity, a Coordinated Program (CP) in Nutrition and Dietetics, received candidacy for accreditation from the Accreditation Council for Education in Nutrition and Dietetics (ACEND), Academy of Nutrition and Dietetics (AND) to enroll 15 student per year beginning in 2015. The program follows the required ACEND competencies (page 7) and can be completed in two years, as a full-time degree program, with courses and supervised practice completed over 4 semesters and one summer session. Students will be able to complete the degree program on campus or as a distance program if residing >100 miles outside Los Angeles. Successful completion of 46 units is required for graduation (28 units of didactic course work, 12 units of supervised practice and 6 units of research). Completion of the didactic and supervised practice (1200 hours) components and the award of a master of science degree provides students with “eligibility” to write the national registration examination of the Commission of Dietetics Registration (CDR), granting use of the nationally recognized credential, Registered Dietitian Nutritionist (RDN). The program summative experience will be an electronic portfolio, including research completed throughout the program; and, students will be required to present their work at a local, state or national dietetics conference and/or in a peer-reviewed publication, as a requirement of graduation.

The academic programs at the USC Davis School of Gerontology study the human life span by exploring the biological, pathophysiological, psychological and sociological foundations; and the political, health systems and business dimensions that impact individuals and communities. The curriculum is aimed at equipping future professionals with the specific skills and knowledge necessary to provide evidence-based, personalized, nutrition services, to meet complex medical nutrition therapy needs for individuals across the lifespan.

In selecting applicants for admission, the Program will considers both academic potential (as reflected in undergraduate study) and professional potential (e.g., reflected in experience, references and career goals). The GRE is not required. The USC Davis School of Gerontology, will requests information from applicants to supplement that supplied by the USC Application for Graduate Admission. Supplemental information includes a resume, statement of interest, and two letters of reference (one academic, one work experience), proof of completion of prerequisites (course prerequisite grid) and documentation of 40 hours experience shadowing RDN(s) (document brief written summary of experience and include original signature and email address from RDN for each experience).

Students will complete 1200 hours of supervised practice through nine rotations including hospital, community and foodservice settings, working with individuals across the lifespan (see pages 5-6). Students will receive mentoring and supervision from RDNs and health/foodservice professionals. Students will conduct literatures reviews, analyze evidence, deliver presentations in the various medical nutrition therapy practice areas including cardiology, diabetes, eating disorders, GI, genetics, geriatrics, obesity, etc. and will hear from content experts from a variety of professions to expand depth of understanding and explore evidence to inform their practice. Placements will meet ACEND competency requirements (pg. 7). Rotations will be scheduled by the Program for student on campus. Distance students will need to identify all supervised practice rotations; and, provide confirmation of supervised practice rotations for Spring & Summer Year I as a condition of program acceptance.
ACADEMIC PROGRAM PREREQUISITES AND REQUIRED COURSES

Pre-Requisite - Required Undergraduate Science Courses

<table>
<thead>
<tr>
<th>Course Description</th>
<th># of Units</th>
<th>USC-Equivalent for comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General Chemistry (1-2 terms) with lab</td>
<td>4-8 units</td>
<td>CHEM 105aL</td>
</tr>
<tr>
<td>2. Organic Chemistry (1-2 terms) with lab</td>
<td>4-8 units</td>
<td>CHEM 322aL</td>
</tr>
<tr>
<td>3. Biochemistry (1 term) with lab</td>
<td>4 units</td>
<td>BISC 320L^b,c</td>
</tr>
<tr>
<td>4. Cellular Biology with Lab</td>
<td>4-8 units</td>
<td>BISC 120Lg,a,d</td>
</tr>
<tr>
<td>5. Physiology with lab</td>
<td>4 units</td>
<td>BISC104L, 307L; GERO 310</td>
</tr>
<tr>
<td>6. Microbiology with lab</td>
<td>4 units</td>
<td>BISC 300L; MICB 560</td>
</tr>
</tbody>
</table>

^a BISC 150Lxg – The Nature of Human Health and Disease - 4 Units
^b BISC 325 – Genetics – 4 Units
^c BISC 403 – Advanced Molecular Biology – 4 Units
^d MICB 531 – Cell Biology – 4 Units

Pre-requisite - Required Undergraduate non-Science Courses

<table>
<thead>
<tr>
<th>Course Description</th>
<th># of Units</th>
<th>USC-Equivalent for comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General Psychology or Sociology</td>
<td>3-4 units</td>
<td>PSYC 100, SOCI 200</td>
</tr>
<tr>
<td>2. Algebra, pre-Calculus, Calculus or Statistics</td>
<td>3-4 units</td>
<td>Math 108, 127, 208</td>
</tr>
<tr>
<td>3. Speech/Communication</td>
<td>3-4 units</td>
<td>COMM 204</td>
</tr>
</tbody>
</table>

Pre-requisite - Required Undergrad Nutrition-Related Courses

<table>
<thead>
<tr>
<th>Course Description</th>
<th># of Units</th>
<th>USC-Equivalent for comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Basic Human Nutrition</td>
<td>2-4 units</td>
<td>GERO 411; HP 230</td>
</tr>
<tr>
<td>2. Introductory Food Science/Experimental Foods</td>
<td>4 units</td>
<td>No comparable course at USC</td>
</tr>
</tbody>
</table>

Master of Science Degree Required Course

<table>
<thead>
<tr>
<th>Course Description</th>
<th># of Units</th>
<th>USC-Equivalent for comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicating Nutrition &amp; Health</td>
<td>2 units</td>
<td>GERO 512</td>
</tr>
<tr>
<td>2. Fundamentals of Nutrition (Macronutrients)</td>
<td>3 units</td>
<td>GERO 513</td>
</tr>
<tr>
<td>3. Food Production &amp; Foodservice Management w/Lab</td>
<td>4 units</td>
<td>GERO 515L</td>
</tr>
<tr>
<td>4. Micro-nutrients, Health and Longevity</td>
<td>3 units</td>
<td>GERO 560</td>
</tr>
<tr>
<td>5. Fundamentals of Clinical Nut. Screening &amp; Assessment</td>
<td>4 units</td>
<td>GERO 511</td>
</tr>
<tr>
<td>6. Field Practicum - Supervised Practice in Dietetics</td>
<td>12 units</td>
<td>GERO 591</td>
</tr>
<tr>
<td>7. Advanced Therapeutic Nutrition w/Lab</td>
<td>4 units</td>
<td>GERO 517L</td>
</tr>
<tr>
<td>8. Nutrition, Genes, Longevity &amp; Disease (in Italy)</td>
<td>4 units</td>
<td>GERO 498</td>
</tr>
<tr>
<td>9. Current Topics in Clinical Nutr.: Healthspan &amp; Longevity</td>
<td>4 units</td>
<td>GERO 518</td>
</tr>
<tr>
<td>10. Directed Research (Portfolio)</td>
<td>2 units</td>
<td>GERO 590</td>
</tr>
<tr>
<td>11. Research Methods</td>
<td>4 units</td>
<td>GERO 593</td>
</tr>
</tbody>
</table>

Total: 46 units

The courses are sequential, as written in a 2-year course schedule (next page). Each student will register for GERO 591- Supervised Practice beginning the second semester as long as the first semester GPA for all courses is > 3.0. Student must take supervised practice, 2 or 4 credits (GERO 591) each semester for a total of 12 credits (1200 hours). The remainder of the courses will be taught on an annual basis and build on the semester prior, therefore courses are not interchangeable.
### PROPOSED COURSE SCHEDULE (2-Year Program of Study)

#### On-Campus and Distance Students

#### Fall Year 1
- 3 GERO - 513 – Fundamentals of Nutrition: Macronutrients
- 3 GERO - 560 – Micronutrients, Health and Longevity
- 4 GERO – 515L - Food Production & Food Services Management with Lab
- 4 GERO - 593 – Research Methods

**Total Units: 14**

#### Spring Year 1
- 4 GERO - 511 – Fundamentals of Clinical Nutrition Screening and Assessment
- 2 GERO - 512 – Communicating Nutrition and Health
- 4 GERO- 517L – Advanced Therapeutic Nutrition with Lab
- 2 GERO - 591 – (200 hours) Field Practicum - Supervised Practice - Professionalization Seminar; Retail Foodservice Management

**Total Units: 12**

#### Summer Year 1
- 4 GERO - 498 - Nutrition, Genes, Longevity and Diseases
- 2 GERO - 591 – (200 hours) Field Practicum - Supervised Practice - Retail Foodservice Management; Hospital Foodservices Management; Community Nutrition & Nutrition Education

**Total Units: 6**

#### Fall Year 2
- 4 GERO - 518 – Current Topics in Clinical Nutrition: Healthspan and Longevity
- 4 GERO - 591 – (400 hours) Field Practicum - Supervised Practice – Community Nutrition & Nutrition Education; Medical Nutrition Therapy (MNT) I; Outpatient MNT

**Total Units: 8**

#### Spring Year 2
- 2 GERO - 590 – Directed Research – Portfolio
- 4 GERO - 591 – (400 hours) Field Practicum - Supervised Practice – MNTII; Outpatient Clinical Concentration (400 hours)

**Total Units: 6**

Degree Total Units: 46 Units
GERO - 498 - Nutrition, Genes, Longevity and Diseases (4, Su) Examines role of nutrition and genes and the impact each has on longevity and diseases, particularly diseases related to aging. Offered in Genoa, Italy.

GERO 511 Fundamentals of Clinical Nutrition Screening and Assessment (4, Sp) Examines tools and resources used to assess the nutrition status of individuals including biochemical, anthropometric, subjective global assessment and evidence-based screening and assessment tools across the health disciplines used to evaluate health status.

GERO 512 Communicating Nutrition and Health (2, Sp) Overview of current understanding of the dietary and nutritional needs of individuals across their lifespan. Open only to graduate students.

GERO 513 Fundamentals of Nutrition: Macronutrients (3, Fa) Study the principles of human nutrition throughout the life cycle. Topics and controversies in nutrition and health are discussed. Open only to graduate students.

GERO 515L Food Production and Food Services Management (4, Sp) Study of principles and procedures for food systems including techniques of food preparation, development, modification and evaluation of recipes, menus and products acceptable to diverse groups.

GERO 517L Advanced Therapeutic Nutrition (4, Sp) Application of nutrition science, physiology, biochemistry, and metabolism to evaluate critically ill patients and modification of diets to meet individual needs.

GERO 518 Current Topics in Clinical Nutrition: Healthspan and Longevity (4, Fa) Discuss various factors that affect nutrition and aging. Topics include allergies in nutrition, food toxins, weight factors, and prevention and treatment of multiple organ systems. Open only to graduate students.

GERO 560 Micronutrients, Health, and Longevity (3, Fa) Explore the basis of nutrient needs for vitamins, major minerals and trace minerals including nutrient interactions, related to health and longevity.

GERO 590 Directed Research (1-12, FaSpSm) Research leading to the master’s degree. Maximum units which may be applied to the degree to be determined by the department. Graded CR/NC.

GERO 591 Field Practicum (1-12, max 12, FaSpSm) Supervised experiential learning in one or more organizations that serve individuals across the lifespan; includes a regularly scheduled seminar. Graded CR/NC.

GERO 593 Research Methods (4, Fa) An introduction to research methods and their application to gerontology including problem formation, research design, data collection, descriptive and analytic statistics, interpretation, and report preparation.
SUPERVISED PRACTICE ROTATION DESCRIPTIONS

This nine supervised practice rotations that students enrolled in the USC Davis School of Gerontology Coordinated Program will be required to compete are summarized below. The Professionalization Seminar will include one-week required orientation on the USC Campus in January of each year, at the start of enrollment in Supervised Practice.

1. Professionalization Seminar (40 hours)
   Through the Professionalization Seminar, which consists of a series of sessions, activities, and communication exchanges, the program director walks the students throughout their entire supervised practice so that students develop and bring professional attitude, behavior, ethics, and values into their roles as professional RDNs.
   The Professionalization Seminar topics include orientation to supervised practice, professional conduct, tutoring, and mentoring support. Actual activities and assignments include medical terminology training, participating in public policy activities for legislative and regulatory initiatives, conflict resolution case studies, applying nutrition services within a culturally diverse population, developing a draft CDR portfolio, registration exam preparation, resume development, and selecting prospective employment opportunities. Additionally, students communicate with the program director monthly, receiving individualized support throughout their supervised-practice experience. The program directors will develop other projects, activities and assessments, such as: learning portfolios, journal clubs, research projects, homework assignments, readings, quizzes, pre-tests, and post-tests.

2. Retail/Institutional Foodservice, Production, and Management Guidelines (200 hours)
   The Retail/Institutional Foodservice, Production, and Management Rotation focuses on all aspects of marketing, procurement, storage, preparation, delivery, service, and management of retail/institutional operations. Students practice the care and operation of equipment, sanitation audits, HACCP Guidelines, menu planning, customer service, and management activities. The activities in this rotation include practical hands-on practice, as well as, operations management to prepare for entry-level management responsibilities.

3. Inpatient Foodservice, Production, and Management Rotation Guidelines (120 hours)
   The Inpatient Foodservice, Production, and Management Rotation focuses on all aspects of producing and delivering nutrition, within an inpatient setting, to patients who have medical needs related to their diets including menu modifications, meal orders, tray preparation and delivery, meal promotion, food production, and patient satisfaction. While the activities in this rotation may seem similar to the Retail/Institutional Foodservice, Production, and Management Rotation, it focuses exclusively on providing nutritional needs for patients, and not on serving the general public in a retail setting.

4. Community Nutrition Rotation Guidelines (160 hours)
   Students practice providing community-based nutrition services including community nutrition assessment, counseling, education, wellness promotion, and project related time management. Students also develop skills in evaluating and applying government program guidelines and policies. The program director may also develop other projects, activities and assessments, not limited to: learning portfolios, journal clubs, research projects, homework assignments, readings, quizzes, pre-tests, and post-tests.

5. Nutrition Education Rotation Guidelines (40 hours)
   During this rotation, students promote good health and wellness to school age children, adolescents, college students, adults and/or the elderly through nutrition education. Students learn how to create a series of lessons while learning how to interact and appropriately educate this age group. These lessons are to be taught to individuals when they are in groups or classes with their peers.
   Using S.M.A.R.T. objectives, students teach the United States Department of Agriculture (U.S.D.A.) guidelines, including the Nutrition Education Key Behavioral Outcomes identified by the Food and Nutrition Service (FNS) of the USDA through the Supplemental Nutrition Assistance Program Education (SNAP-Ed). To magnify the impact of SNAP-Ed, the FNS encourages states to focus their SNAP-Ed efforts on the Nutrition Education Key Behavioral Outcomes. Students use a log to track the populations and possible diseases and conditions they are educating during this rotation. The program director may develop other projects, activities and assessments, not limited to: learning portfolios, journal clubs, research projects, homework assignments, readings, quizzes, pre-tests, and post-tests.
6. **Inpatient Medical Nutrition Therapy I Rotation Guidelines (160 hours)**

Inpatient Medical Nutrition Therapy I is the first rotation where students practice the Nutrition Care Process (NCP) for Medical Nutrition Therapy (MNT) in an institutional setting. Students practice the Nutrition Care Process with populations that have common disease states or conditions impacted by diet, including obesity, diabetes, hypertension, cardiovascular disease, and gastrointestinal disorders. Students also prepare and present case study reports to become skillful in investigating and discussing these disease states and conditions in professional settings. Students use a log to track the populations they are serving and the disease states and conditions they are treating during this rotation. The same forms are intended to be used throughout the other MNT and Community rotations.

7. **Outpatient Medical Nutrition Therapy Rotation Guidelines (120 hours)**

Outpatient Medical Nutrition Therapy builds on the skills developed in the Inpatient Medical Nutrition Therapy (MNT) 1 Rotation. In this rotation, students practice the Nutrition Care Process with patients who are being seen in an outpatient setting. These patients have disease states or conditions impacted by diet and do not require hospitalization at this time. Therefore, students will be supporting patients who are caring for themselves and may require guidance to incorporate good nutrition practice into their daily lives. Students also prepare and present case study reports to become skillful in investigating and discussing these disease states and conditions in professional settings. Students use a weekly log to track the populations they are serving and the diseases and conditions they are treating during this rotation. The same forms are intended to be used throughout the other rotations. MNT activities may be satisfied with group counseling activities in the Community Nutrition Rotation.

8. **Inpatient Medical Nutrition Therapy II Rotation Guidelines (240 hours)**

Inpatient Medical Nutrition Therapy II is the second rotation where students practice the Nutrition Care Process (NCP) for Medical Nutrition Therapy (MNT) in an institutional setting. Students practice NCP with populations with complex disease states or conditions that require significant nutrition intervention such as renal disease, multisystem organ failure, and hepatic disease. Students also prepare and present case study reports to become skillful in investigating and discussing these disease states and conditions in professional settings. Students use a log to track the populations they are serving and the disease states and conditions they are treating during this rotation. The same forms are used throughout their MNT and Community rotations.

9. **Clinical Concentration Rotation Guidelines (120 hours)**

The Clinical Concentration rotation is an extension of the Inpatient and Outpatient MNT rotations and requires that students have completed Inpatient MNT 1, Inpatient MNT 2, and Outpatient MNT. During this rotation, students will practice the NCP with patients with complex medical conditions in a selected area of concentration. Students also prepare and present case study reports to become skillful in investigating and discussing these disease states and conditions in professional settings. Before beginning the rotation, students will select one of the following areas of concentration with the advice and consent of their program director:

- Medical Intensive Care
- Surgical Medical Oncology
- Pediatric Intensive Care
- Hepatic
- Renal
- Oncology
- Developmental disabilities
- Others as defined by program director

Students use a weekly log to track the populations they are serving and the disease states and conditions they are treating during this rotation, in addition to their area of concentration.
Core Knowledge and Competencies for the Registered Dietitian

1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice.

KRD 1.1. The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.

CRD 1.1. Select indicators of program quality and/or customer service and measure achievement of objectives.

CRD 1.2. Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy’s Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.

CRD 1.3. Justify programs, products, services and care using appropriate evidence or data.

CRD 1.4. Evaluate emerging research for application in dietetics practice.

CRD 1.5. Conduct projects using appropriate research methods, ethical procedures and data analysis.

2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.

KRD 2.1. The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

KRD 2.2. The curriculum must provide principles and techniques of effective counseling methods.

KRD 2.3. The curriculum must include opportunity to understand governance of dietetics practice, such as the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.

CRD 2.1. Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics.

CRD 2.2. Demonstrate professional writing skills in preparing professional communications.

CRD 2.3. Design, implement and evaluate presentations to a target audience.

CRD 2.4. Use effective education and counseling skills to facilitate behavior change.

CRD 2.5. Demonstrate active participation, teamwork and contributions in group settings.

CRD 2.6. Assign patient care activities to DTRs and/or support personnel as appropriate.

CRD 2.7. Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.

CRD 2.8. Apply leadership principles to achieve desired outcomes.

CRD 2.9. Participate in professional and community organizations.

CRD 2.10. Establish collaborative relationships with other health professionals and support personnel to deliver

Abbreviations: KRD=Core Knowledge; CRD=Practice Competencies; HL= Program Concentration Area Nutrition, Healthspan & Longevity
effective nutrition services.

CRD 2.11. Demonstrate professional attributes within various organizational cultures.

CRD 2.12. Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration.

CRD 2.13. Demonstrate negotiation skills.

3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations.

KRD 3.1. The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

KRD 3.2. The curriculum must include the role of environment, food, nutrition, lifestyle choices in health promotion and disease prevention.

KRD 3.3. The curriculum must include education and behavior change theories and techniques.

CRD 3.1. Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.

CRD 3.1.a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.

CRD 3.1.b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.

CRD 3.1.c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.

CRD 3.1.d. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis.

CRD 3.1.e. Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.

CRD 3.2. Demonstrate effective communications skills for clinical and customer services in a variety of formats.

CRD 3.3. Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.

CRD 3.4. Deliver respectful, science-based answers to consumer questions concerning emerging trends.

CRD 3.5. Coordinate procurement, production, distribution and service of goods and services.

CRD 3.6. Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

4. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.

KRD 4.1. The curriculum must include management and business theories and principles required to deliver programs and services.

KRD 4.2. The curriculum must include content related to quality management and food and nutrition services.

KRD 4.3. The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.

KRD 4.4. The curriculum must include content related to health care systems.
KRD 4.5. The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers.

CRD 4.1. Participate in management of human resources.

CRD 4.2. Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.

CRD 4.3. Participate in public policy activities, including both legislative and regulatory initiatives.

CRD 4.4. Conduct clinical and customer service quality management activities.

CRD 4.5. Use current informatics technology to develop, store, retrieve and disseminate information and data.

CRD 4.6. Prepare and analyze quality, financial or productivity data and develops a plan for intervention.

CRD 4.7. Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment.

CRD 4.8. Conduct feasibility studies for products, programs or services with consideration of costs and benefits.

CRD 4.9. Analyze financial data to assess utilization of resources.

CRD 4.10. Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.

CRD 4.11. Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers.

5. Support Knowledge: knowledge underlying the requirements specified above.

KRD 5.1. The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.

KRD 5.2. The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism, and nutrition across the lifespan.

KRD 5.3. The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology.

Program Concentration Area – Healthspan & Longevity (HL)

Competencies:
HL 5.1. Translate research evidence on biology of aging and mechanisms for the extension of health and treatment of disease.
HL 5.2. Incorporate knowledge of nutrient gene interactions, molecular and biochemical parameters and medication use, into the nutrition care plan (MNT) for individuals with complex medical conditions.

Program Contact:
Cary Kreutzer, EdD, MPH, RDN
USC Davis School of Gerontology
3715 McClintock Ave
Los Angeles, CA 90089-0191
kreutzer@usc.edu; (213) 740-9205

Webpage: www.usc.edu/gero

Updated: 9/16/2015