OVERVIEW OF THE WEBINAR

- Introductions
- Academy CEU information
- The importance of research
- Why go to graduate school
- Picking a graduate program
- The process of applying
- Additional questions
INTRODUCTIONS

Dr. Robin Tucker, PhD, RD
Michigan State University
This presenter has nothing to disclose

Dr. Ingrid Lofgren, PhD, MPH, RD
University of Rhode Island
This presenter has nothing to disclose

Haley Parker, MS, RD
University of Rhode Island
This presenter has nothing to disclose

Dr. Julie Avery, PhD, MS
University of Alaska Fairbanks
This presenter has nothing to disclose
• Learning Code: 1010 – Professional Development

• Learning Objectives: By the end of the program, the participant should be able to
  • Identify the benefits of attending graduate school.
  • Describe the graduate school application process.
  • Describe how to identify potential graduate school mentors.

• Performance Indicators:
  • 3.2.2. Participates in professional and personal development activities for career growth and skill enhancement.
  • 3.2.3. Pursues and embraces opportunities to advance practice.
  • 8.3.4. Enhances knowledge to foster career enhancement.
THE IMPORTANCE OF RESEARCH
Research forms the backbone of dietetics practice and the basis for the Academy’s work in education and policy.
JOBS IN NUTRITION AND DIETETICS RESEARCH

Coordinator of Health Education and Nutrition at Fashion Institute of Technology

Program Manager, Early Child Development and Nutrition at the Sackler Institute at the New York Academy of Sciences

Program Manager, Whole Grain Stamp at Oldways (a non-profit food and nutrition education organization)

Nutrition Policy Expert at the Center for Science in the Public Interest

Junior Researcher at University Research Research Co. LLC
Health Promotion Specialist at Columbia University, NYC

- As part of the CUMC Center for Student Wellness (CSW) team, the Health Promotion Specialist works with the CSW team to create innovative research-based and student-centered opportunities that facilitate the personal and professional development of CUMC students. The Health Promotion Specialist will develop, implement, coordinate, and evaluate a variety of health promotion initiatives for the CUMC campus community based on sound theory- and evidenced-informed practice of health promotion.
Technical Advisor, Food Security and Livelihoods

This position will take a lead role in providing technical support, guidance, and training to a number of IRC country programs, particularly (but not exclusively) in West Africa, the Sahel and the Horn of Africa, to improve and develop IRC’s food security work both in the immediate emergency phase through to our post-conflict work. He/she will be responsible for enhancing the scope, impact and quality of IRC’s economic programs. Improved design, monitoring, publication of strategies and tools, staff training and capacity building are considered key components in achieving these objectives.
WHY GO TO GRADUATE SCHOOL
WHY GO TO GRADUATE SCHOOL?

• Study current area in greater depth

• Study a new area

• Job advancement

• Greater job mobility

• There is a shortage of PhD, RDNs
WHY GO TO GRADUATE SCHOOL?

- Study current area in greater depth
- Study a new area
- Job advancement
- Greater job mobility
- There is a shortage of PhD, RDNs

NOT because
- I’m not sure what I want to do
- I figured I’d try it out
- I don’t want a job yet
- There is a shortage of funds
HOW MS AND PHD PROGRAMS DIFFER FROM BS

• Fewer credits – don’t let this fool you

• More independent learning – must be self-motivated

• More challenging – more reading, writing, projects . . .

• Research thesis or dissertation
WHEN TO GO TO GRAD SCHOOL

• Work first – do you like this field? The sub-field?
• Right after graduation
• What type of graduate school?
  • Masters
    • Online/part-time/evening courses
  • Combined Masters/Internship
  • PhD
How to Pick the Right Grad School Program

- The Academy’s Advance Degree Search
- Contact info for directors
- Specializations
- Enrollment
- Online & evening classes
- Not comprehensive

Advanced Degrees

This list of advanced degree programs in nutrition, dietetics and related areas is not all-inclusive. It is offered as a source of information for nutrition and dietetics students and practitioners interested in pursuing a graduate degree. Contact the program representative listed for complete details about each program.

These advanced degree programs may or may not include the coursework and/or supervised practice experience accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) that is needed to meet the eligibility requirements for the registration examination for dietitians. If you are interested in becoming a registered dietitian nutritionist (RDN), visit the ACEND accreditation page to find a list of all ACEND-accredited programs providing a graduate degree.

Graduate programs, housed in a U.S. regionally-accredited institution, who are interested in having their program listed on this site, should contact education@eatright.org.

The following 94 programs match your search criteria:
HOW TO PICK THE RIGHT GRAD SCHOOL PROGRAM

• All programs are different

• Next few slides focus on research-based rather than internship-based graduate programs

• Think about: what is your ultimate goal?
  • Teaching- or research-focused career?

• There are two types of universities: research-focused and teaching-focused
HOW TO PICK THE RIGHT GRAD SCHOOL PROGRAM

• Ultimate goal: teaching- or research-focused career?
  • If research
    • Look for large, well-known schools that do a lot of research
    • Attend the most prestigious school you can, but take into account the following:
      • Find a professor that is doing something you find interesting
      • Contact them to see if they are taking students
  • If teaching, and you want a tenure-track job
    • the school’s reputation for research is slightly less important, but your publication record coming from graduate school will still be important
HOW TO PICK THE RIGHT GRAD SCHOOL PROGRAM

• You really do want to interview your potential PI to see if the two of you are a good fit

• PIs know that you are probably looking at different programs and labs

  • You should pursue several opportunities

  • You will need to make a decision and inform everyone of your choice

• Usually by April 15 – but funding opportunities impact this
APPLYING TO GRAD SCHOOL

• Most programs will have a January or February due date

• Graduate application now online
  • Personal statement
  • Official transcripts and letters of reference (2-3)
  • Application fee
  • GRE scores
IF THE GRES ARE NEEDED

• Study, Study, Study

• If required, they can play a part in decisions beyond program admittance

• Scholarships

• Teaching or research assistantships
Try multiple methods

• Books
• Apps
• Notes

• Practice exams
• Study groups
PAYING FOR GRAD SCHOOL

• You pay

• Employer pays

• Obtain research or teaching assistantship
  • Tuition
  • Health insurance
  • Stipend
THE PROCESS OF APPLYING
THE STEPS TO APPLY

1. Go to Graduate School page of college/university
Dedicated to research, scholarship, and creative work

We are global thinkers with a real-world sensibility, offering part- and full-time programs of study to accommodate your schedule. Small classes, personalized programs and individual attention are the rule, not the exception. And 87 percent of URI’s faculty have doctoral or terminal degrees.

Research and field work opportunities abound at URI with many programs offering experiential learning at some of the country’s leading companies. And URI’s location offers you access to major East Coast cities and the Atlantic Ocean.
THE STEPS TO APPLY

1. Go to Graduate School page of college/university
2. Go to website for department/program
<table>
<thead>
<tr>
<th>PROGRAM LENGTH:</th>
<th>12-months full time</th>
<th>2 academic semesters</th>
<th>12-24 months (depending on student goals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREDITS:</td>
<td>32 credits</td>
<td>32 credits</td>
<td>32 credits (28 course credits, min. 4 research credits)</td>
</tr>
<tr>
<td>COURSE OF STUDY:</td>
<td>12 credits in Nutrition &amp; Health</td>
<td>12 credits in Nutrition science, practice and research</td>
<td>8 credits in molecular, biochemical and physiologic bases of nutrition</td>
</tr>
<tr>
<td></td>
<td>12 credits in Epidemiology and Environmental Health Methods</td>
<td>4 credits in Practicum experience</td>
<td>5 credits in research methods including epidemiology &amp; biostatistics</td>
</tr>
<tr>
<td></td>
<td>8 elective credits in community health, intervention planning or food policy</td>
<td>8 credits in Epidemiology &amp; Biostatistics</td>
<td>3 credits in clinical nutrition research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 credits in graduate electives</td>
<td>12 credits in graduate electives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 research credits (thesis work)</td>
</tr>
<tr>
<td>PROGRAM EMPHASIS:</td>
<td>In depth training in the research, understanding and promotion of public health nutrition through individual, community, population, food systems and policy approaches.</td>
<td>Nutritional science with specific applications to clinical nutrition practice and health promotion/disease prevention. This program is ideal for the Registered Dietitian (RD) who does not yet have a Master's degree or a candidate with an undergraduate degree in Dietetics.</td>
<td>The program's interdisciplinary curriculum includes cross-training in basic sciences as well as clinical/translational and epidemiologic research methods to provide students with a broad knowledge of biomedical sciences.</td>
</tr>
<tr>
<td>PRACTICAL TRAINING:</td>
<td>Cumulative research experience (summer)</td>
<td>Practicum experience (150 hours in spring semester)</td>
<td>Thesis research completed in a laboratory, a clinical research program, or an epidemiologic research group</td>
</tr>
<tr>
<td>PRE-REQUISITS:</td>
<td>Bachelor's degree - College-level coursework in biology, physiology, statistics and Biostatistics</td>
<td>Bachelor’s degree with a strong background in nutrition - The following courses taken with a lab: general chemistry, organic chemistry, biology, physiology - Courses in introductory nutrition, life cycle nutrition, medical nutrition therapy, biochemistry and statistics</td>
<td>Bachelor’s degree - 1-2 semesters undergraduate biology - Two semesters of undergraduate chemistry, with at least one semester of organic chemistry - One semester of undergraduate biochemistry is needed but may be taken as a part of graduate coursework at BU</td>
</tr>
<tr>
<td>APPLICATION PROCESS:</td>
<td>Applications for fall admission will be accepted on a rolling basis with a priority deadline of January 15. Apply online through the School of Public Health.</td>
<td>Deadline for fall admission: Rolling, through Aug 1 or until slots are filled. Priority deadline is January 15. Apply online through Sargent College.</td>
<td>Deadline for fall and spring admission: Rolling admissions, check website for deadlines. Apply online through the Graduate Medical Sciences.</td>
</tr>
<tr>
<td>CAREERS:</td>
<td>This program prepares students for a broad range of careers devoted to public health nutrition in a variety of settings including research, governmental agencies, health delivery systems, community health education, and private industry. Possible job titles include leadership roles in government, non-profit or private agencies addressing food insecurity, sustainable food systems, school- and community-based health promotion programs, environmental</td>
<td>This program prepares students for a career as a nutritional professional or provides nutrition training prior to pursuing medical school, dental school or a doctoral program. Most traditionally, this MS is combined with the RD credential (earned separately), enabling graduates to work in a wide range of clinical settings. Without the RD, graduates of this program work in public health programs, nutrition and health communications, consulting or research, food industry and nutrition-related businesses.</td>
<td>This program provides students with the background to apply to medical or dental school or for doctoral studies. It also prepares students for a wide range of careers in basic, clinical/translational research, or nutrition-related epidemiologic research. For those students not planning to go on to further professional or academic training, potential jobs vary depending on years of experience in the field. Master's graduates hold jobs with titles such as nutrition research scientist, research dietitian, or program coordinator.</td>
</tr>
</tbody>
</table>

http://www.bu.edu/sph/files/2017/01/MS-side-by-side-nutrition_rolling_deadline_linked.pdf
THE STEPS TO APPLY

1. Go to Graduate School page of college/university
2. Go to website for department/program
3. Look for information about the person you want to work with
Brook Harmon, PhD, RD, FAND

Assistant Professor, Division of Social and Behavioral Sciences

PHONE 901.678.1687
EMAIL bharmon1@memphis.edu
FAX 901.678.1715

OFFICE 200 Robison Hall
OFFICE HOURS By appointment only

About Brook Harmon

Dr. Harmon is an Assistant Professor in the Division of Social and Behavioral Sciences at the University of Memphis School of Public Health. She holds a BS in human nutrition, MS in exercise science, PhD in health promotion, education, and behavior, and completed a post-doctoral fellowship in cancer epidemiology at the University of Hawaii Cancer Center. She is also a registered dietitian and holds a certificate in gerontology. Before earning her doctorate, she served as the Director of Dietary Interventions for nearly 6 years at the Cancer Prevention and Control Program at the University of South Carolina. Dr. Harmon utilizes the application of community-based participatory research practices to examine the role of the faith-based community in the development and implementation of health and disease prevention programs. Much of her work includes partnering with African-American churches to promote health through culinary and physical activity skills training as well as research on leadership and environmental factors that influence healthy behaviors.
Faculty profiles on university websites often aren’t updated.
• Always best to ask someone what they are currently working on or plan to in the future.

Research Interests
- Community-based participatory research (particularly with faith-based partners)
- Nutrition and physical activity behavior change
- Obesity and chronic disease prevention
- Influence of health messaging and social networks on behavior change

Publications
Search results
Items: 1 to 20 of 31

1. The Dietary Inflammatory Index and All-Cause, Cardiovascular Disease, and Cancer Mortality in the Multiethnic Cohort Study.

2. Testing the Predictive Validity of the Healthy Eating Index-2015 in the Multiethnic Cohort: Is the Score Associated with a Reduced Risk of All-Cause and Cause-Specific Mortality?

3. Church-Based Social Support’s Impact on African-Americans’ Physical Activity and Diet Varies by Support Type and Source.
Geller K, Harmon B, Bunse N, Strayhorn S.

Harmon BE, Strayhorn S, Webb BL, Hébert JR.

5. Predictors of Retention among African Americans in a Randomized Controlled Trial to Test the Healthy Eating and Active Living in the Spirit (HEALS) Intervention.

Search details
Harmon, Brook [Full Author Name]
The steps to apply

1. Go to Graduate School page of college/university
2. Go to website for department/program
3. Look for information about the person you want to work with
4. Print out papers and read them
The Dietary Inflammatory Index and All-Cause, Cardiovascular Disease, and Cancer Mortality in the Multiethnic Cohort Study

Song-Yi Park 1,*, Minji Kang 1,2, Lynne R. Wilkens 1, Yuri B. Shvetsov 1, Brook E. Harmon 3, Nitin Shivappa 4, Michael D. Wirth 5, James R. Hebert 4, Christopher A. Haiman 5, Loïc Le Marchand 1 and Carol J. Boushey 1

1 Cancer Center, University of Hawaii, Honolulu, HI 96813, USA; mkang@cc.hawaii.edu (M.K.); lynne@cc.hawaii.edu (L.R.W.); yshvetso@cc.hawaii.edu (Y.B.S.); loic@cc.hawaii.edu (L.L.M.); cboushey@cc.hawaii.edu (C.J.B.)
2 Center for Gendered Innovations in Science and Technology Research (GISTer), Seoul, Korea
3 School of Public Health, University of Memphis, Memphis, TN 38152, USA; bharmon1@memphis.edu
4 Cancer Prevention and Control Program, Arnold School of Public Health, University of South Carolina, Columbia, SC 29208, USA;shivappa@mailbox.sc.edu (N.S.); wirthm@mailbox.sc.edu (M.D.W.);
jhebert@mailbox.sc.edu (J.R.H.)
5 Norris Comprehensive Cancer Center, University of Southern California, Los Angeles, CA 90033, USA;
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Received: 17 October 2018; Accepted: 26 November 2018; Published: 1 December 2018

Abstract: Diet quality based on inflammatory potential, assessed by the Dietary Inflammatory Index (DII®), has been related to mortality, but studies from racially/ethnically diverse populations are scarce. Using data from the Multiethnic Cohort Study in Hawaii and California, we investigated the association of the DII with all-cause, cardiovascular disease (CVD) and cancer mortality, both overall and by race/ethnicity. The analysis included 150,405 African Americans, Native Hawaiians, Japanese Americans, Latinos, and Whites aged 45–75 years, with 47,436 deaths during an average follow-up of 18.2 ± 4.9 years. In multivariable-adjusted Cox models, the hazard ratios (95% confidence intervals) for the highest vs. lowest quintile of the DII in men and women were 1.15 (1.09–1.21) and 1.22 (1.14–1.28) for all-cause, 1.13 (1.03–1.23) and 1.29 (1.17–1.42) for CVD, and 1.10 (1.00–1.21) and 1.13 (1.02–1.26) for cancer mortality. In men, an increased risk of all-cause mortality with higher DII scores was found in all racial/ethnic groups except for Native Hawaiians (P for heterogeneity < 0.001).
THE STEPS TO APPLY

1. Go to Graduate School page of college/university
2. Go to website for department/program
3. Look for information about the person you want to work with
4. Print out papers and read them
5. Get your own materials ready – updated resume
Miles Whittaker

Mailing Address
Massachusetts Institute of Technology
77 Massachusetts Ave, Rm 12-150
Cambridge, MA 02139

Contact Information
http://yourwebsite.mit.edu
youremail@mit.edu
+1 (617) 123-4567

Education

Doctor of Philosophy, Electrical Engineering
University of Manchester, Manchester, UK
Dissertation: Electric Terminal Diagnostic Methods for Solid Oxide Fuel Cells and Systems
Advisor: Dr. Andrew Scott
May 2009 – May 2013

Master of Science, Electrical Engineering
University of Manchester, Manchester, UK
Thesis: A Solid Oxide Fuel Cell Powered Propulsion System for an Unmanned Aerial Vehicle
Advisor: Dr. Andrew Scott
Aug. 2006 – May 2009

Bachelor of Science, Electrical Engineering
Pennsylvania State University, University Park, PA, USA
Aug. 1999 – May 2003

Academic Appointments

Massachusetts Institute of Technology, Cambridge, MA, USA
Postdoctoral Associate, Research Laboratory of Electronics
June 2014 – Present
Mentor: Dr. Sean Canty

Manage and oversee multiple research projects related to instrumentation and control of electrical and
electromechanical systems, co-advice graduate students and assist with classes.

• Lead the energy monitoring research portion of a Jifmar/ MH & Musler Institute collaboration,
developing new urban microclimate models and automated building control schemes to
counteract heat islanding effects in Abu Dhabi and reduce electricity usage in the city by 3000 MW.

• Develop methods for tracking energy utilization and cooling efficiency of a centralized air conditioner
from characteristics of a building's electricity demand (e.g. harmonic content).

• Design, test, and automate diagnostic techniques for electrical, mechanical, and water distribution
systems including a robust cause/cause detection method for electromechanical machines
located in U.S. Navy ships, and a method for detecting residential water leaks in water scarce countries
such as Kuwait and United Arab Emirates.

• Advise students (65, 2 Ph.D. students, 6 M.S. students, and 1 undergraduate student) on research
topics including non-intrusive sensing, microgrid energy management, electric motor and generator
diagnostics, and power electronic control of distributed energy sources and loads.

• Organize biweekly laboratory assignments and teach technical workshops for three courses: power
electronics lab, a microcontroller project lab, and an electrical power design course.

Oct. 2015 – Present

Mentor graduate students and postdocs on effective technical communication and develop teaching
resources for courses and workshops.

• Hold one-on-one coaching sessions (approximately 30 to date) with graduate students and postdocs
providing them with guidance on communication pieces including, faculty applications, journal
papers, and conference presentations and posters.

• Generated teaching materials and led recitation workshops for a pilot graduate-level technical com-
munication course with 20 students this past Spring semester.

http://acuralaser.com/resume/annotated-resume.html
THE STEPS TO APPLY

1. Go to Graduate School page of college/university
2. Go to website for department/program
3. Look for information about the person you want to work with
4. Print out papers and read them
5. Get your own materials ready – updated resume
6. Make contact – email with resume and times to meet
WHAT TOINCLUDEININITIALCONTACTS

What to include in an initial email to potential advisors

- CV or resume
- Unofficial transcript
- Writing sample
- Statement of interest with connection to the faculty’s area of interest
Ultimate goal: Research-focused or teaching-focused career

- Are there opportunities in the faculty’s lab
- Are the faculty’s research areas changing in the near future
- Is it possible to talk with current and previous graduates of the lab?
  - What is the PI’s management style? How are they to work with?
  - Is constructive feedback provided in a timely and regular fashion?
- What is the normal time to graduation in the lab?
- Where do students go/work after graduation (doctoral program, post-doc, industry, non-profits, etc.)?
- If you could make the decision to work with this faculty again, would you?
QUESTIONS NOT ADDRESSED
ADDITIONAL QUESTIONS

• Is it acceptable to list more than one faculty member you would be willing to work with in the application/letter?

• Is there anything we can be doing now to build experience or potentially prepare us for a PhD program in the future?

• Do you have any suggestions for someone with interdisciplinary interests (i.e. molecular nutrition, exercise science, etc.)
Dr. Robin Tucker, PhD, RD
Michigan State University
tucker98@msu.edu

Haley Parker, MS, RD
University of Rhode Island
haleyparker@uri.edu

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University of Rhode Island
ingridlofgren@uri.edu

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University of Alaska Fairbanks
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