

**THE**

# EDUCATOR'S RESOURCE

**AI'S  
RAPID  
ADVANCE**

*Navigating the Latest Wave of  
AI's Influence in Education*

**Nutrition  
Educators of  
Health  
Professionals**

a dietetic practice group of the  
**eat right.** Academy of Nutrition  
and Dietetics

**WINTER 2025, VOLUME 82, ISSUE 2**

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*Do you have a professional success you'd like to share?*

*Please format your submission of 150 words or less the way it should appear.*

Email to:

*[NEHPEducatorsResource@gmail.com](mailto:NEHPEducatorsResource@gmail.com)*

# CHAIR'S MESSAGE

WINTER 2025  
VOLUME 82  
ISSUE 2

## Dear members,

A warm welcome to all of our new members who joined at the FNCE® DPG Showcase in October. It was truly a pleasure to meet current and new members in person.

Kudos to speakers Stephanie Green, Amy Drescher, and Kristen Chorba and moderator Jamie Pope Petty for their timely panel discussion highlighting examples of AI use in their teaching as part of the NEHP PDG Spotlight Session.

I hope that you are finding ways to integrate AI into your work lives that are improving teaching and saving you time. I've found that redesigning assignments to make them more AI-resistant has been time consuming and not entirely successful. In-class work using AI is a work in progress! Certainly, I have more to learn as this technology continues to evolve and grow.

With the recent government shutdown, access to resources may be on your mind. As the nutrition supports that Americans rely on are at risk, please follow the [Academy](#) on social media and sign up to receive action alerts. These make it very easy to contact your legislators regarding matters of importance related to nutrition in just a matter of minutes.

Best wishes for a restful winter break!

*Melissa*



*Melissa Altman-Traub MS, RDN, LDN*

[WWW.NEHPDPG.ORG](http://WWW.NEHPDPG.ORG)

[NEHP Online Community](#)

JOIN OUR CLOSED GROUP ON  
FACEBOOK:

**NUTRITION EDUCATORS OF  
HEALTH PROFESSIONALS**

TO SHARE IDEAS, ASK  
QUESTIONS, AND NETWORK



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# MEMBER SPOTLIGHT

## SARA TAMSUKHIN

**Sara Tamsukhin, PhD, RDN** is an assistant professor at A.T. Still University in the Health Professions Education department. She has previously worked as a clinical research assistant, clinical dietitian, and educator. Dr. Tamsukhin's research focuses on education in dietetics and the health professions.

### **What led you to your current role?**

I was not actively looking for a new job, but I read the job description and it fit my education and experience perfectly. I decided to apply and have enjoyed working in this role!

### **Tell us about your teaching style.**

My courses are asynchronous online but I engage students through discussions and thorough feedback. I meet with students one-on-one to provide additional support. I want students to have an excellent experience in each course and to grow from what they learn.

### **What do you like best about being an educator?**

My favorite part of being an educator is connecting with students and seeing them succeed.

### **Tell us about a favorite app or technology tool you like to use in your courses.**

I guide students through their research projects and I recommend mind mapping when developing their ideas. Lucidchart is one option for diagramming or mapping.

### **What you like best about volunteering?**

I enjoy volunteering because I get to meet new people, network, and be a part of the dietetics profession!



*Submitted*

# DIVERSITY UPDATE

## Join us this Spring for our Upcoming Diversity Webinar

The topic will focus on Advancing Inclusion, Diversity, Equity, and Access (IDEA) in Nutrition Counseling and Education.

### Event Details

Date: March 2026

Location: Live webinar

### What you'll learn:

- Practical strategies to promote IDEA in nutrition counseling
- Tools to integrate IDEA into education and practice
- Innovations that elevate inclusive teaching and care

This event will be free for NEHP members and Academy student members. There will be a minimal charge for those who are not NEHP members. This activity will also award credit for dietetics (CDR CPEU). More details will be published on the NEHP listserv and NEHP website.

Please reach out to Maria Torres, Diversity Chair at [mariatmanzano6@gmail.com](mailto:mariatmanzano6@gmail.com) if you have any questions.

## Share Your Voice: Diversity in Practice

We want to hear  
from **you!**

What are you doing to bring **inclusion, diversity, equity, and access** into your classroom or area of practice?

Take a moment to complete our short survey and share your strategies, big or small. Your insights will be featured in our **next newsletter**, so we can all learn from each other and discover new ideas to bring into our own work settings.

Click [here](#) to take  
the survey.

Any questions? *Please reach out to Maria Torres at [mariatmanzano6@gmail.com](mailto:mariatmanzano6@gmail.com)*

## HAVE YOU CHECKED OUT THE UPDATED NEHP WEBSITE?

Head over to [nehp.eatrightpro.org](http://nehp.eatrightpro.org) to catch up on topics featured in past newsletters including:

- ◆ Active learning strategies (gamification article from Spring2022)
- ◆ Culinary medicine (Summer 2022)
- ◆ Using AI to develop course/assignments (Fall 2023)  
*Mentioned in this edition's feature article*
- ◆ Social media (Spring 2024)
- ◆ Course Creation/information for new instructors (Fall 2024)

*As a DPG that aims to meet the needs of nutrition educators that teach across the disciplines, we welcome topic ideas that meet the needs of students beyond the dietetics profession.*

# NEHP MEMBERSHIP UPDATE

## Hello NEHP Members,

What an incredible few days we had at FNCE® 2025 in Nashville! I hope everyone left feeling as inspired and energized as I did. It was wonderful to see so many of you in person — reconnecting with familiar faces, welcoming new members, and celebrating all the ways our profession continues to grow and thrive.

Our NEHP booth at the Dietetic Practice Group Showcase was buzzing with activity. We loved meeting new members and catching up with returning ones while sharing more about what NEHP has been up to. Members (old and new) received a small thank-you gift as our way of showing appreciation for your ongoing support — and judging by the smiles, they were a hit! The conversations around the booth were lively and thoughtful, touching on everything from innovative approaches to how we can better support students and colleagues in today's evolving education landscape.

After the showcase, a few of us gathered for our “unofficial” NEHP happy hour. It was a great chance to relax, swap stories, and make new connections in a fun, informal setting. It's always amazing to see how easily conversations flow when educators and practitioners come together to share ideas and experiences.

Another major highlight was our Spotlight Session, “Artificial Intelligence in Nutrition Education: Navigating the Future of Learning” featuring speakers Stephanie Green, Amy Drescher, Kristen Chorba and moderator Jamie Pope. The session drew an impressive crowd and sparked lots of engaging discussion about how AI is reshaping the way we teach and learn. Presenters shared creative ways to incorporate AI tools into coursework, Tips for using them responsibly, and ideas for keeping learning experiences meaningful



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and authentic. The audience participation in the question portion was fantastic — it's clear that RDNs are eager to lead the way in using new technologies thoughtfully and effectively in nutrition education.

Overall, FNCE® 2025 was a big success for NEHP with the Showcase, the happy hour, and the Spotlight Session. These events always remind me how valuable it is to connect with one another, share knowledge, and keep pushing our profession forward.

We've included photo highlights from FNCE® in this newsletter — take a look and see if you can spot yourself or your colleagues in action!

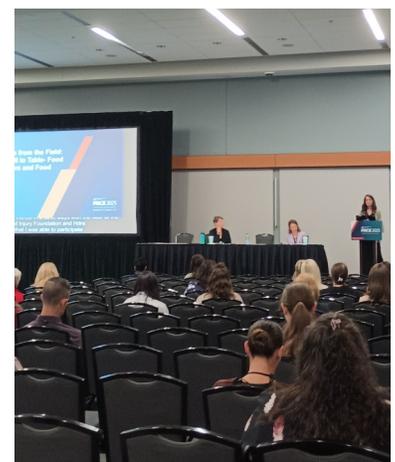
Thank you to everyone who joined us in Nashville and to all our members who continue to support NEHP year-round. Your enthusiasm and engagement keep our group strong. I'm so excited for what's ahead as we continue to build connections, share ideas, and inspire the next generation of health professionals. Remember to keep an eye out for upcoming events and announcements on our Facebook page and website.

Sincerely,

*Elizabeth Klingbeil PhD, RDN, LDN, FAND*

Membership Chair 2025-26

Nutrition Educators of Health Professionals (NEHP)



# AI'S RAPID ADVANCE:

## Navigating the Latest Wave of AI's Influence in Education



By Raul Palacios, MS, RDN, LD

Much has changed from the Fall 2023 feature article *Embracing the Benefits of AI in Nutrition Education* authored by the fabulous Chrissy Carroll MPH, RD, LDN, ACSM-cPT. In these past two years generative AI (GenAI) has evolved well beyond the simple chatbot and into something much larger that continues to earn the growing attention it is receiving. The landscape has changed at a breakneck pace, moving beyond previous technical limitations to present new opportunities and unique challenges for educators. This article will explore some of the biggest changes in the past two years as well as how GenAI's new capabilities are disrupting and innovating many aspects of education as we once knew it.

One of the biggest changes since 2023 is that the most popular GenAI models (ChatGPT, Claude, Gemini, and Copilot) have evolved significantly in the way we can interact with them. We have moved beyond simple text-in, text-out interactions. If you don't like the text interface, you can activate Voice Mode and speak, even in many different languages. You are not limited to text or voice either. You can upload and interact with images, videos and documents and get the same in return if you're using the right tool. Different GenAI tools can make images, videos, music, and your final project presentation with the right prompts. One of the major changes recently is that the Frontier Models (ChatGPT, Claude, Gemini) now have connections set up with popular

personal databases like your Gmail, Outlook, Notion, Canva, Dropbox, and Sharepoint drive among others. This is not without risks, but having easy access to your documents makes it easier to work within your own personal ecosystem and provides the GenAI tool critical context to the kind of work that you do.

Agentic AI is now considered the latest and greatest of advancements in GenAI that you may not yet be familiar with. This kind of AI differs from what we are used to as it can complete tasks semi-autonomously or autonomously depending on the task at hand. Agentic AI tools used to only be for the highest paid tier but are now available on many low cost or free tiers. An example of a simple Agent task would be to simply ask ChatGPT to set up a recurring task and give it the specifics of the report you are looking for and it will send the report at the time and day specified on any interval. I use this for my personal research in Vision-Based Dietary Assessment to make sure I don't miss any recently published research. I have gotten this report every week for the past 6 months and it has been valuable in my literature review process.

Another example of AI Agents are the growth of Agentic Browsers that can control various aspects of your screen. For example, ChatGPT's *Operator* can be accessed with a \$20/month account, but similar tools like Perplexities Comet are now free for students and educa-



Image Google DeepMind via Pexels.com

Continued on page 9

tors and operates as its very own browser. Anthropic's Claude now has a Chrome extension that can take control and interact with content on your screen, and by the time this article is published, Google will have its own version of an agentic browser in addition to the "Ask Gemini" button that is already available on any Chrome Browser.

This type of AI presents unique challenges that no institution is likely ready for. A student can prompt their AI Agent to log into their LMS and complete assignments without ever needing to view the assignments themselves. I have personally tested this on several of my courses and the AI Agent, ChatGPT Operator in this case, was able to complete a 2-credit hour Medical Terminology course in 9 hours and earned a low A! Although the agent struggles currently with more advanced tasks like developing presentations, it can do much of the legwork and complete simple tasks like essays and multiple-choice quizzes with ease. There is sufficient reason to believe that the tools will advance quickly enough in the coming months and years that it truly could perform more complex tasks. Upon further testing, several of these Agentic AI tools will initially push back against completing academic work but a clever prompt easily overrides this. Here is an example of ChatGPT's Operator attempting to complete a final project presentation for a Graduate Level Course ([Link](#)). The good news is that traditional proctoring tools like LockDown Browser can still block AI Agents at this point in time, for now.

Another big change over these past two years is how Institutional adoption of GenAI has accelerated significantly. While many schools were initially attempting

***“One of my biggest pet peeves early in the AI age was students asking GenAI instead of me for questions regarding my course content. The majority of them ended up more confused over the course content than they were before asking ChatGPT”***

to block GenAI, the trend has shifted toward institutional, department and/or instructor specific GenAI usage policies. Having a GenAI usage statement in your syllabus is becoming more common place and essential for any course in the modern era. Check out the sample language provid-

ed by my institution, Texas Tech University, which has provided template language that can be edited depending on your class needs ([Link](#)). I have started to add additional assignment notes on proper and improper use of GenAI. To add to the variation of approaches and policies I do want to make known that entire university systems have adopted versions of Gen AI tools while others are still waiting to see what happens. California announced earlier this year that the entire California University School system would have access to a specific version of ChatGPT to use within their enterprise account. ([Link](#))

Lastly, advancements in AI wearables like the META RayBans are also bringing a unique challenge at the intersection of education policy and technology advancement that few are prepared for. The latest version of these glasses has a monitor that can be viewed within the lens and be controlled via subtle arm movements and voice commands. ([Link](#)) Students can take pictures, record, and ask the internal GenAI questions based on what they are looking at. I hear from faculty that the students who have these glasses appear to be whispering to themselves and have later been found talking to the AI in the glasses! I am unaware of an institution that is accounting for the breach of privacy and academic dishonesty issues these wearables are bringing to education. To make

matters more complicated, they can be prescription glasses making the removal of them a separate issue entirely. You may consider having a policy or statement related to recording of you and your content as the adoption of these tools expand.

Even with all of the challenges in mind, Generative AI technologies have allowed me to take my student's educational experience to the next level beyond creating rubrics. I was accused at a speaking event recently of becoming a cyborg, half human and half AI, as I navigate the use of many AI tools in my work. As my wife loves to tell me, I am officially Artificially Intelligent (ha!). This next section will cover ways this cyborg is using AI in the classroom.

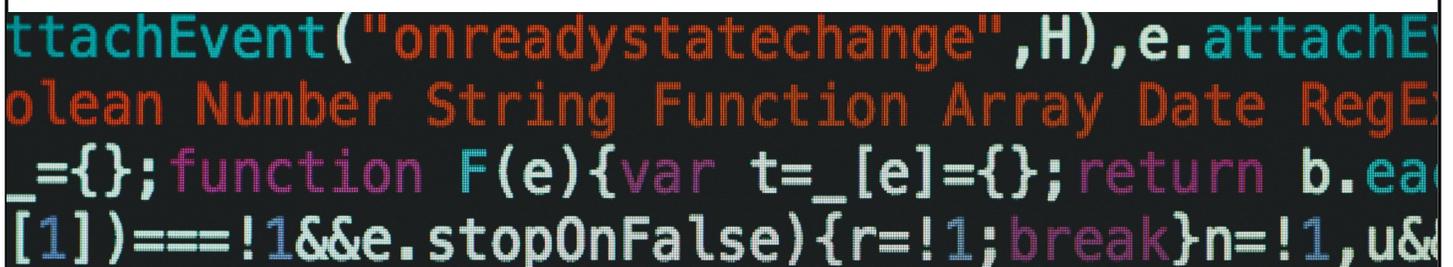
### AI as a Teaching Assistant

One of the biggest changes in my teaching recently has been providing specific spaces for students to interact with AI tools. One of my biggest pet peeves early in the AI age was students asking GenAI instead of me for questions regarding my course content. The majority of them ended up more confused over the course content than they were before asking ChatGPT to help them understand something. So, what I did is start creating AI Notebooks for students using Google's Notebook LM. [\[Link\]](#) This is a unique GenAI tool where you can upload course materials to provide context to what is discussed in your courses in order to inform the AI of what you are actually teaching. In this way, students can interact with NotebookLM by asking questions about course content, creating course specific study guides, flashcards,

and create practice questions. This tool is especially helpful in that it will provide links to the specific parts of your uploaded materials from where it obtained the answer, giving the student an opportunity to be referenced back to your source material. NotebookLM also has other awesome features like video or audio overviews where a student can talk with an AI about the materials that you uploaded. For my MNT class this semester, I created an audio overview of each of my lectures, downloaded the MP3 file, and created a private Spotify playlist so students could listen to this overview of lecture content as they see fit. Another way to do this if you didn't want students to have access to your uploaded materials is to create a custom GPT so students cannot see the uploaded materials but still interact via talk and text with the information. Custom GPTs can be created in many platforms like ChatGPT, Gemini's Gems, Boodlebox, and Playlab AI among many others. You are not available 24/7 but the AI can be. The best part of this experiment so far is that students still ask me questions in addition to interacting with the various GenAI tools.

### AI as a Role Playing Tool

Along the lines of creating Custom GPTs, I love using AI as a role-playing tool. My preferred platform for this is Playlab AI as the privacy policies do not allow your course content to be used as training data. [\[Link\]](#) This is a free platform for educators where you can create customGPTs that do not train on your uploaded materials, allows you to choose the model (not



just ChatGPT), and the key feature; **allows you to see students chats in real time without them having to create a log in.** I use two specific role playing Custom GPTs in my Intro to Medical Nutrition Therapy class. The first is to practice using the USDA Multiple Pass Method for collecting a 24-hour recall and the second is for them to practice delivering a diabetes education to someone newly diagnosed with Type 2 Diabetes. Students can practice as many times as they want, export the conver-

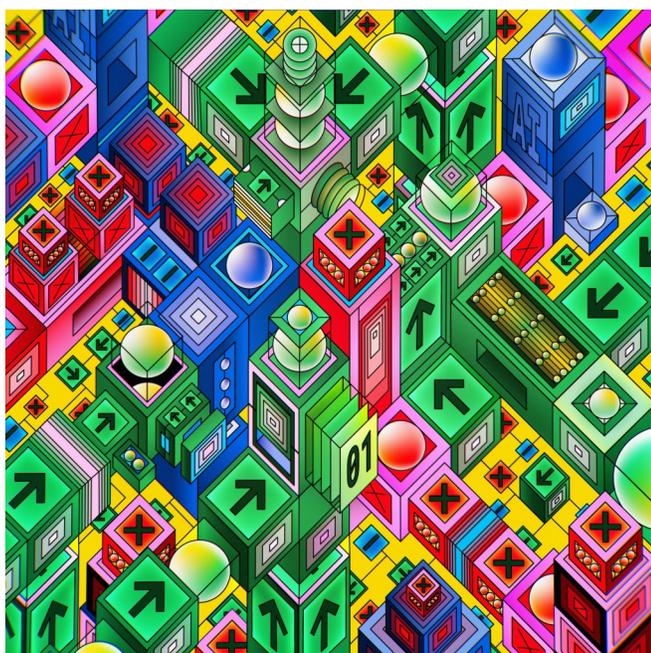


Image Google DeepMind via Pexels.com

sation they are most proud of, and submit the chat to be graded. I love grading these chats to see how they interacted with the AI, using the occasional randomness of AI to our advantage as no two interactions are exactly the same.

This semester, I am experimenting with having students engage with my Personal Statement Reviewer Bot that I spent the summer preparing for this application cycle. They are tasked with having the AI critique their first draft (that they wrote), apply the bots recommendations as they see fit, and then give me a more polished first draft than I have typically gotten in the past. Not

only has this helped me reduce my time giving feedback on basic grammatical errors and sentence structure, it also provides a place for students to get feedback like I would to further critique beyond the one graded submission. For some of the behind the scenes instructions, I provided the bot a word document of common issues I find with the personal statement as well as how to respond when it identifies these common issues. Nothing beats a great prompt and clear set of instructions!

See links to a few of the custom bots mentioned that I have used this semester using the Playlab Platform:

[24 hour Recall Practice](#)

[Diabetes Education Simulator](#)

[Personal Statement Review Bot](#)

Another use that may fall under role playing are “Beat the Bot” exercises. I use this kind of activity often in my Food Service Systems course where we ask the AI to create a meal plan, HACCP plan, and standardized recipes and then ask students to critique the output and improve upon what the AI provided. This allows students to practice applying their knowledge base while also showing how AI is likely to be used in the workforce today. ‘Beat The Bot’ type activities are done either as in class activities or take home where students will submit the transcript of the chat conversation. AI may help us create these things, but our subject matter expertise allows them to be safe, pedagogically useful and more engaging when done correctly.

### **Addressing An Elephant In The Room: Online Learning**

Online learning, especially asynchronous online learning, is increasingly difficult in this AI age. A topic I hear from faculty often is frustration over what AI has done to discussion boards which was originally meant to mimic classroom discussion. Essentially, we now have a student use GenAI to produce a post, a second student using GenAI to respond, and a frustrated instructor watching two AI talk to one another. The Singularity coming one day at a time.

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What I have done to mitigate this in my courses is to transition to audio/video clips instead of text-based discussion boards. I typically ask student to include personal anecdotes, specific class terminology, concepts, language, and/or use of current events to limit the use of generative AI for discussion boards. Could they still just read ChatGPT out loud? Yes, but they are more likely to think about the content and have more exposures to the content by reading out loud. I have heard anecdotally from my students that when they tried to use GenAI for discussion boards, they changed the wording to fit their actual thoughts. That sounds like a win to me when the alternative is copy-paste and no thought given at all leading to more instructor frustration.

### **The Other Elephant In The Room: AI Detectors**

As we wrap up, I find it necessary to also talk about AI detection tools as it is a common discussion point among educators in an honest attempt to mitigate GenAI issues. In short, I recommend that AI detectors should not be used as a sole indicator of academic dishonesty. Although these detectors are improving, so are the very models they are tasked with detecting. A key feature of these detector tools is that none of them claim to be perfect, making a false accusation very possible if not likely. I anecdotally hear students who have purposely added grammar errors and spelling mistakes to their work to not get flagged as AI. With this in mind, you may choose to use them but be hyperaware of false positive rates. A false accusation can be more damaging than we often think and be mindful of the many reasons for Gen AI use that are not inherently deceitful. Many students work multiple jobs, have families, get sick, and often are still learning how to manage their time well leading them to be tempted to go to GenAI in a time crunch. Check with your institution for their policies on use of AI detectors as well as this



*Image Google DeepMind via Pexels.com*

article by Mark Bassett that details the struggle with AI detectors well. [\[Link\]](#)

### **Our Next Steps**

While the challenges of AI are real, they are not insurmountable if we take the first step: Start the conversation, establish a clear syllabus policy, and have the courage to try one new thing. If you are new to GenAI tools I recommend setting aside 15 minutes a few times a week to use GenAI for tasks you would normally try to do yourself. Choose a task that is time consuming. Once you get a good feel for the strengths and weaknesses for one tool, find a second tool or function that helps you with the weakness of the first. If you are a more advanced user of GenAI, explore how you can incorporate Custom GPTs and/or Beat The Bot Exercises where it makes pedagogical sense for one of your classes. My favorite piece of advice? Find your most boring, least engaging lecture or section, and find a way to incorporate Gen AI to increase interest and engagement. No need to change your entire course, just pick

*Continued on page 13*

one thing to start. If it flops? Back to the drawing board! If it works? Then on to the next most boring section!

The future of education is not about being replaced by AI, but about partnering with it to do what we do best, even better. The tools discussed here—custom GPTs, AI-driven role-playing, Beat The Bot Exercises—are not just classroom tricks; they are the very environments we can build to foster critical thinking, act as mentors, and guide students through a complex, information-rich world in memorable ways that will lead to not only academic success, but professional success. The "cyborg educator" is not half-machine, but rather a professional fully equipped with the best of human pedagogy and technological power, ready to prepare students for a future we are only now beginning to imagine.

**Raul Palacios, MS, RDN, LD is the DPD Director and a PhD student at Texas Tech University exploring many intersections of Artificial Intelligence and Nutrition. Raul has been researching integrating AI tools into various parts of the dietetics curriculum. Utilizing platforms like PlayLab and Custom GPTs, Raul has incorporated customized AI chatbots into several of his courses to enhance his students' learning experiences. Eager to teach students about this generational technology and its many implications, he teaches an elective course at Texas Tech University titled "AI Fundamentals for Health & Human Sciences" to equip future healthcare students with ethical, practical AI skills.**



Submitted

## **Need some inspiration for your social media?**

The Academy of Nutrition and Dietetics' quarterly toolkit is a wonderful resource to help you engage readers, viewers, consumers and professionals with the Academy's essential messages! Each quarter, this interactive social media toolkit presents insights and ideas to help you engage readers, viewers, consumers and professionals — including celebratory dates and holidays, commemorative months and awareness campaigns. Learn about and share key Academy initiatives and member benefits, along with timely food, nutrition and health ideas for blog and social media posts or for media interviews. Elevate your social media game with sample posts and impactful messaging.

***Click the Toolkit for this great resource!***



**eat right.** Academy of Nutrition and Dietetics

## Social Media Toolkit

October - December 2025



# PUBLIC POLICY UPDATE

## Treat and Reduce Obesity Act (S.1973 and H.R. 4231)

The Academy of Nutrition and Dietetics supports the Treat and Reduce Obesity Act which offers clinically- and cost-effective solutions to the obesity epidemic by ensuring that Medicare patients have access to the best possible care at only a fraction of the cost. The bill removes unnecessary barriers, which would allow a variety of qualified practitioners, such as registered dietitians, to effectively treat obesity through Intensive Behavioral Therapy (IBT). The bill also authorizes coverage for FDA-approved weight loss medications that compliment Intensive Behavioral Therapy.

**The Academy is urging members of Congress to co-sponsor and pass the bill to ensure that people with obesity have access to the most effective recommended treatment, intensive behavioral therapy (IBT) provided by qualified health care practitioners.** This bill would amend the Social Security Act to enable the Centers for Medicare and Medicaid Services to enhance beneficiary access to the most qualified existing Medicare providers of intensive behavioral therapy for obesity, resulting in decreased health care costs and lower obesity rates among older adults.

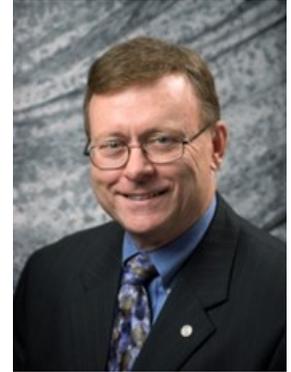
The Trump administration announced Thursday, Nov. 6th that drugmakers Eli Lilly and Novo Nordisk will work to cut prices of their popular weight-loss drugs and expand Medicare coverage of these medications for older adults.

The negotiated deals will allow Medicare and Medicaid coverage for Eli Lilly's Zepbound and Novo Nordisk's Wegovy, and consumers will be able to purchase drugs at discounted prices through the federal government's direct-to-consumer website, which will launch in 2026.

The negotiated deals will expand access to millions of Medicare recipients who now must pay out-of-pocket for weight-loss medications Zepbound and Wegovy. Medicare drug plans cover Novo Nordisk's Ozempic and Eli Lilly's Mounjaro for Type 2 diabetes.

### **The Cost of Obesity**

As members of the Academy, we must educate our Congressional leaders on the immense health burden associated with



*Submitted by*  
**Roger A. Shewmake**  
*PhD, LN, FAND*

**Support  
the Treat  
and  
Reduce  
Obesity Act**



### **Action Alert**

Efforts to advance the **Treat and Reduce Obesity Act (TROA)** continue, with growing bipartisan, bicameral support for this critical legislation.

Passage of TROA would expand access to comprehensive obesity care by allowing additional qualified providers to deliver Intensive Behavioral therapy (IBT) under Medicare Part B and by authorizing coverage of anti-obesity medications under Medicare Part D.

Add your support today by **completing the Action Alerts** at [Eatright.org](https://eatright.org).

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obesity.

Obesity increases the likelihood of high blood pressure, high cholesterol, type 2 diabetes, cancer, gout, arthritis, gall bladder disease, and gout.

The Treat and Reduce Obesity Act provides for intensive behavioral therapy (IBT). **IBT provided by RDNs for six to twelve months yields significant mean weight loss of up to 10% of body weight, which is typically maintained beyond one year.** Additionally, studies show that RDN-provided IBT for people with overweight or obesity yields significant weight loss at an appropriate rate of one to two pounds per week.

**Expanding Medicare coverage of IBT to RDNs can decrease health care costs.**

RDNs are reimbursed by Medicare at a 15% lower rate than primary care physicians. Moreover, studies show that it is less expensive to lose weight under the care of a RDN than other providers.

RDNs, as another direct provider of IBT, are a cost-effective alternative and will **enhance access to the obesity management benefit that only 1% of eligible beneficiaries are using.**

**Resources:**

[webmd.com/obesity/obesity-health-risks](https://webmd.com/obesity/obesity-health-risks)

[nhlbi.nih.gov/health/heart-healthy-living/healthy-weight](https://nhlbi.nih.gov/health/heart-healthy-living/healthy-weight)

[eatright.org/issue-brief/Treat-and-Reduce-Obesity-Act](https://eatright.org/issue-brief/Treat-and-Reduce-Obesity-Act)

[nytimes.com/2025/11/06/health/obesity-drug-prices-trump.html](https://nytimes.com/2025/11/06/health/obesity-drug-prices-trump.html)

[apnews.com › live › donald-trump-news-updates-11/6/2025](https://apnews.com/live/donald-trump-news-updates-11/6/2025)

**You can support good nutrition for all Americans by letting your legislator know your thoughts.**

Head to the [Action Center of the Academy of Nutrition and Dietetics](#) to complete the following **Action Alerts**:

- ➔ **Protect Patients' Access to Telehealth:** Support the Telehealth Modernization Act (H.R. 5081, S. 2709) to extend Medicare telehealth through 9/30/27.
- ➔ **Urge Congress to Remove Barriers to Telehealth Services:** Support the CONNECT for Health Act (S. 1261/H.R. 4206) to make Telehealth flexibilities permanent.
- ➔ **Ask Congress to support Medically Tailored Meals for Medicare Beneficiaries** (H.R. 5753, S. 2834)
- ➔ **Modernize School Kitchens:** Co-Sponsor H.R.5731
- ➔ **Urge Congress to Restore Nutrition Education Funding**
- ➔ **Support the Treat and Reduce Obesity Act**



## NEHP MEMBER ACCOLADES

### NEHP would like to congratulate the recipient of the 2025 Excellence in Nutrition Education Award, Michael T. Holik, Ed.D.

Dr. Holik is an Associate Professor of Nutrition at West Chester University of Pennsylvania

He was selected for his submission entitled, ***Immersive Learning Meets Exam Readiness: Transforming Dietetics Education Through VR and Comprehensive CDR Prep***

These projects enhance DPG education by integrating immersive virtual reality (VR) simulations and implementing a comprehensive CDR preparation course for dietetics students and interns at West Chester University. The VR modules allow students to experience foodservice and clinical environments without leaving the classroom. The CDR project includes a 12-week preparatory program with domain-specific refresher content like lectures, visuals, and assessments. These projects aim to expand access to experiential learning, strengthen student readiness for internships, improve first-time and overall CDR exam pass rates, and reduce financial barriers by providing an accessible, all-in-one study resource.



**Elizabeth Klingbeil PhD, RDN, LD**, Assistant Professor of Instruction at the University of Texas-Austin recently won the first author award from the Research DPG. Her research interests include the gut microbiome, satiety signaling, and feeding behavior. She has examined the probiotic and therapeutic properties of potato resistant starch supplementation for the prevention of obesity and associated co-morbidities through the promotion of bacterial fermentation and improvement of gut intestinal barrier function. She has also examined how the timing of feeding, including intermittent fasting, influences gut microbial composition in animal studies. According to Dr. Klingbeil, "This work examined how the timing of feeding, regardless of caloric content, influences gut microbiome composition in addition to feeding behaviors in a rodent model. We found that decreasing the number of meals improved GI function, glucose tolerance and gut-brain satiety signaling independently of energy content of the diet."

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Open