

**skelly**  
PUBLISHING

**Earn 2 FREE  
CPEs!  
Details at  
end.**

# 5 Ways to Be a **Better Dietitian**

By Sheila Kelly, MS, RD

**March 11** is National Dietitian Day, a

celebration of our remarkable profession. We have vast knowledge and experience, a recognized credential, and a public that is more interested in nutrition than ever (and more desperately in need of guidance). Sounds like the perfect storm, right?

March is also National Nutrition Month. This year, the theme is 'eat right'. It seems simple. But how *exactly* do we best help people eat right? Most of us have probably experienced the frustration that comes from knowing what our clients need to do, only to have them seemingly ignore our advice or—worse—get their nutrition advice from their hairdresser instead. We may wonder what we're doing wrong.

Becoming a better dietitian isn't easy. It's tempting to fall prey to the usual, the routine, and the safe. But to help people 'eat right', and be healthier, we need to become the best dietitians we can. This year, celebrate National Dietitian Day by empowering yourself with these five rules:

- 1. Stop Lecturing!**
- 2. Put on Your Consumer Hat**
- 3. Promote Yourself with Confidence**
- 4. Embrace Technology**
- 5. Mentor Yourself!**

## **1. Stop Lecturing!**

*You* never lecture. *You* don't preach. Right? Well, your clients may disagree. It's tough: a physician may have ordered weight loss instruction for a patient being discharged, and you only have 15 minutes. It's tempting to apply your standard boilerplate advice, along with a meal plan. For those of you who work with adults (and nearly 90% of us who work with clients do), try using these adult education tips the next time you open your mouth to say 'You need to...'

- **Begin with the client's experience** Adults bring a variety of life experiences with them to the learning situation. This is especially true of older learners. When these experiences are integrated into the instruction, learning is made easier (MacKeracher, 1996; Cranton, 2000; Caffarella, 2002). Rather



than launching into your standard speech on portion control for an overweight client, stop and ask the client 'Describe to me an experience you've had with weight loss and how it went'. This will give key insights into problem areas you can focus on, and how you can best set the client up for future success. (They will also like that you cared enough to ask!)

- **Use a problem-based approach** Adults are motivated to learn to the extent that they believe it will help them solve problems they confront in their everyday lives. Knowledge and skill gained today should be applicable tomorrow to improve quality of and competence in life (Knowles, 1978). Given the problem-solving orientation of adult learners, the best principle for sequencing adult learning is by problem areas, not subjects (Knowles, 1980). Instruction should start by designing learning activities around a problem or concern of your client. So, the next time you're faced with a client with, for example, uncontrolled diabetes, begin by seeking to understand problems that impact her ability to keep her diabetes under control. Remember that these could include lifestyle or motivational problems, so be prepared to help her address them. Ask her what she feels are her one or two biggest problems, and focus on solving them during your session.
- **Ask 'How do you like to learn?'** Adults usually prefer to be self-directed in their education, rather than being told what to do (Knowles, 1975). Given their prior educational and life experiences, they are more in tune with their learning preferences—whether they prefer to work alone or in groups, or by observing, reading or being hands on (MacKeracher, 1996; Cranton, 2000; Caffarella, 2002).

**Ask your client “How do you like to learn?”**

So, rather than guessing or launching into a standard educational approach, ask your client how he or she likes to learn! If he or she doesn't know, ask what the learner does (or did) for a living. What he or she likes best or least about his or her job can yield important clues about how you can approach education.

Then, tailor your education to the approach that works best. For example, if the client says he learns best by doing, give him an opportunity to create some meal ideas for himself. Give him a brief overview of the task, then leave the room for five minutes while he completes it. Return and discuss what he's come up with. If the client learns best using visual cues, have some visual aids on hand.

Having a variety of instruction techniques at your disposal can help, too. This may sound daunting, but isn't. Have a 'case study' example ready, use a couple of props (e.g., food models or food labels), and have some websites you can recommend. Consider a brief role play when appropriate. These should all be part of your educational toolkit. Spend the time to develop them ahead of time and have them ready to deploy when you're with a client.

- **Provide Opportunities for Self-Evaluation** Adult skill learning is facilitated when individual learners can assess their own skills and strategies to discover inadequacies or limitations for themselves. (Brundage & MacKeracher, 1980). Incorporating this into your session can greatly improve motivation and empowerment. With clients you see more than once, ask them to complete a journal on their successes or challenges. You may want to create a checklist for them to complete at the beginning of each session. Having the client set self-directed learning goals for him or herself can also increase motivation between sessions (Hubenthal, 2004).

Your patient is being discharged and you likely won't see her again? Consider having her set one small goal for the upcoming week and commit to it. Designate a person to whom she will be accountable. Provide other opportunities for self-assessment the client can complete on her own—perhaps a website that will let her continue assessing herself and setting goals, and measuring progress.

*(Adapted from the Skelly Publishing CPE programs Beyond Lecturing! Effectively Educating Adults for Nutrition Behavior Change, and Help Your Clients Help Themselves: Using Self-Directed Learning with your Adult Clients)*

## 2. Put on Your Consumer Hat.

Just because you love fruits and vegetables doesn't mean your client does. Nevertheless, we can help any client to eat healthier and achieve his or her goals, no matter where he or she is starting from. The key to remember is: YOU are NOT your client! And nothing will cause your client to tune you out faster than *assuming* you know what's best for him.

As a dietitian with a marketing background, I always cringe when I see dietitians' websites or logos that have, for example, an orange on them. Stop for a minute and think about the message this might be sending a consumer who visits your website and doesn't know anything about you. Who said people need to eat oranges to be healthy? What if a potential client doesn't like oranges? I often feel these dietitians forget who their audience is—potential *clients*, NOT other dietitians! (The same rule applies for the food scale on your business card.)

Instead of 'talking to yourself', take a page from the book of marketing: to 'sell' behavior change to your client, you must find out what matters to your client, the benefits that he or she seeks, and speak to them.

- **Knowing your client, consumer, and target market**

As management guru Peter Drucker put it, "The aim of marketing is to know your customer so well that when your prospects are confronted with your product or service, it fits them so exactly that it sells itself."

It can't be overstated: in successful service or product development and marketing, the consumer must be at the center of all your decisions. Knowing your consumer means much more than simply providing nutrition information for his or her particular issue. Consumer demands for services come from *wants* and *needs*. Distinguishing between them is important in successfully creating and delivering a product or service. Kotler (1997) provides the following definition:

- A consumer **need** is a problem the consumer would like to have solved. When you are hungry, for example, you *need* food.
- A consumer **want** is when one feels a need based on a person's knowledge, culture, and personality. When you are hungry and need food, you may *want* ice cream or *want* a cheeseburger.
- **Marketing Your Services** So, the next time you're marketing your services, seek to first identify, and then speak to, your target market's wants and needs (Peters and Olson, 1999). You should also identify objections that might be keeping them from using your services, and make sure your marketing message allays these concerns. For example, market research has shown that men who are interested in weight loss want a plan that's simple, and are less likely to count calories or keep food diaries. They also tend to develop weight problems after the age of 30, and attribute their weight problems to lack of physical activity, rather than issues with their food intake (Miller-Kovach & Weight Watchers,

*"The aim of marketing is to know your customer so well that...when confronted with your product or service, it fits them so exactly that it sells itself."*

*—Peter Drucker*

2007). This may make them less likely to see major dietary changes as necessary or important.

So, if your target market is men who want to lose weight, you are wise to target your marketing efforts segmenting your audience by age (over 30), and going out with a marketing message that speaks to the unique benefits that segment is looking for.

Another issue men are generally concerned about when going on a weight loss program (an objection they have about conventional weight loss programs) is that they'll have to give up 'real food'. This is almost certainly why NutriSystem promotes 'Real Food, Real Results' in their current advertising campaign for men. You'll also see that they talk about 'food for guys', and there's not a carrot (or orange) to be seen on the screen. You may disagree with the NutriSystem program, but there's no doubt they have done their market research!

Before you say "that's fine, but I'm not selling out and compromising my principles on good nutrition," consider this: would you rather have a client who's 50 pounds overweight and has a poor diet, and who loses the weight by eating less of that poor diet (by managing portion size), and perhaps makes some minor dietary changes, or that same client who never bothers to try to lose weight because he's so put off by the picture of yogurt on your home page? *Understand* your client, and *address* the key benefits he or she seeks from you in your marketing message and the service you provide.

- **'Selling' behavior change to your client**

You should also consider perceived benefits and objections when counseling (Peters and Olson, 1999). By simply asking 'What benefits do you feel you will derive from losing weight,' and 'What benefits would you like to achieve from losing weight,' you will gain key insight into your client. This won't necessarily change the nutrition information you provide, but it will change the *way* you communicate it. For example, if a client with high blood pressure says she wants to lose weight so she looks good at her high school reunion in six months, you should choose to emphasize different benefits from foods than you would if she said she wanted to lose weight to lower her blood pressure. (You may feel that the client *should* be losing weight to help her blood pressure but we are putting the client at the heart of our decision-making. By ignoring the desired benefits, you risk alienating the client completely.) Therefore, you may still recommend foods that will help with her blood pressure along with promoting weight loss, but you would emphasize to the client that eating these foods will help her achieve her weight goal by the reunion and fit into that dress she really wants to wear.

You may also find that your client hasn't really thought about it, or that the benefits he or she seeks aren't internal. For example, when a client says the key benefit to her is that her husband won't be on her back about losing weight anymore, you can be fairly certain this client is not internally motivated to lose weight and is likely to have a poor outcome. By gently probing on benefits, you can uncover the ways you can focus both your education topics and communication approach to better suit the client.

*(Adapted from the Skelly Publishing CPE program The Consumer-Focused Dietitian: Creating Effective Nutrition Programs and Services)*

## 3. Promote Yourself with Confidence and Credibility.

You may wonder how this makes you a better dietitian. Well, people won't know what a great dietitian you are unless they know you exist! And the more credibly you promote your services and your message, the more likely people will buy into what you're saying. YOU need to tell the people who need your help who you are, and what you can do for them.

# skelly

## PUBLISHING

Selling yourself *does* require confidence, but the best way to gain confidence is by using proven communication techniques to package your message. Marketing and media professionals have used such techniques for decades. To sell yourself, you need a message that's memorable, persuasive and credible (Birnbaum & Stegner, 1979).

Communications research shows that four main tools can help make your message memorable, persuasive and credible:

- **Speak with simplicity:** The brain is not good at remembering long lists or dozens of words, and often shuts down when the communication message is overly complex (Sprenger, 1999). Instead, follow these concrete rules to speak simply (Silverman and Hansburg, 2005; Mortensen, 2005; Gilman and Berg, 1995; Stettner, 1995):
  - use analogies, examples or visual images whenever possible
  - speak in everyday language
  - keep your sentences short
- **Use the Rule of 3:** Research on memory shows that packaging in three's leads to greater recall (Halpern and Hakel (ed.), 2002; Davis, 2001; Sprenger, 1999). This is a great tool to remember in self-promotion. Whittle your list down to the three points that are most compelling, and present them in a memorable way. Here are some ways to use the Rule of 3 effectively (Adapted from Stettner, 1995):
  - Problem/cause/solution
    - Example: The problem is portion size; the cause is a huge increase in 'average' portion size. My weight-loss program will help your employees solve their portion challenges and lose weight.
  - Past-present-future
    - Example: In the past, you've overeaten because of stress. Now, you see the impact on your current weight struggles. When you sign up for my services, I'll show you other ways to relieve tension.
  - Example-point-reason
    - Example: An example of what I can bring to your team is an understanding of how people lose weight. Developing effective weight loss software relies on this. One reason online weight loss software fails is an overfocus on meal plans.
- **Consider the serial position effect:** Research shows your audience is more likely to remember either your first or last point, and therefore be most persuaded by it (Gazzaniga and Heatherton, 2004). Therefore, when packaging in 3's, state your most important point either first or last.
  - Example: "Three key benefits I can bring to your organization are experience managing corporate wellness programs, a focus on data showing the impact to your bottom line, and, most im-

***“Most listeners are already leaning toward a decision after hearing three points...Either they are with you, against you, or undecided. To find out the answer, stop talking. If they are with you, they will let you know that they are on your side. If they are against you or undecided, let them raise concerns or objections.”***  
**—Stettner, 1995, p.120**

portantly, a program that's proven to work.”

- **Use Repetition:** Repetition improves both memory and recall, and can help your persuasive message stick over the longer-term (Gazzariga and Heatherton, 2004; MacLachlan, 1984). A common rule media trainers promote is the 3x3 Rule. This means sticking to three main points when you're communicating, and remembering to repeat (by rephrasing) them three times during the course of your sales pitch.

And, of course, *know* the audience you're speaking to when promoting yourself. Promoting yourself successfully goes hand-in-hand with #2. Apply the principles of sales and marketing successfully to connect yourself and your services with the people who need and want them most.

*(Adapted from the Skelly Publishing CPE program Booking and Acing Media Opportunities: A Dietitian's Guide to Success in the Spotlight)*

## 4. Embrace Technology.

Yes, it's here to stay. And its possibilities are endless. From using free online and handheld software to help your clients, to building and promoting your business, understanding and using technology is essential. For you (ahem) older dietitians, get yourselves on Facebook, LinkedIn, Twitter and--if you have a business--a website. If you're a younger dietitian, and already familiar with these resources, make sure you're using them as professional tools. Also, make sure the 'face' you promote to the world is as professional as possible, and not overly casual. This means carefully considering whether to have a personal or professionally-oriented Facebook page (or both), and promoting yourself professionally on LinkedIn. Regardless of your area of practice, technology can help you do it better.

- **Clinical dietitians & dietitians working in nutrition education:** Spend at least an hour each week surfing the web for nutrition-related information. Find and investigate websites with information you like, and pass the information on to your patients. Look at nutrition-related videos on YouTube and compile a list of the ones you think are especially good. For patients who are visual learners, emailing a link to a YouTube video they can watch may be far more effective than any handout or meal plan. Ask patients what websites they are going to, and visit them for yourself. Determine the accuracy of the information and be prepared the next time a patient asks your opinion on a website.
- **Nutrition Entrepreneurs:** Take advantage of low-cost or free ways to promote yourself using technology. Facebook has groups and events; LinkedIn lets you find other professionals (think cross-promotion). There are many popular nutrition-related blogs that may give you a mention if you ask them. And, of course, you must have a website. A full 51% of users searching for health information online searched specifically for information on diet, nutrition or nutritional supplements (Pew Internet Life, 2005). They're looking for you, so make sure you're online!

***More than half of users searching for health information online searched specifically for information on diet, nutrition or nutritional supplements.***

Make sure your site is easy to navigate and user-friendly. Have all the information a potential client might be looking for, and make sure it is presented in a professional and credible way. In a study of consumers using websites for health-related information, far and away the top two reasons a user returned to a particular health site were because the 'site was easy to use'

and ‘I trust the advice and information on the site’ (Pew Internet Life, 2002). To check your site for usability issues, have at least five people in your target market stress-test your site. Only choose people whom you know will give you unvarnished feedback. Give them five tasks to complete, from finding a particular article, to learning about your services, to making an appointment with you. You’ll be amazed at what you hear! (This will also be another great reminder that you are not your client!) Another great way to learn about web usability principles (and great usability research) is by subscribing to Jakob Nielsen’s—the guru of web usability—free e-newsletter and by visiting his website at [www.useit.com](http://www.useit.com). Learn about basic usability principles—and violate them at your own risk.

Once you’re confident of your online presence, take advantage of online search engine marketing (SEM) capabilities to drive visitors to it. Since most of you will probably see clients in your geographic area, *make sure* your business is listed properly on Google Local, Yahoo! Local and MSN Local. It’s easy and free. Consider taking advantage of paid local SEM opportunities through these search engines as well—you can test it for just pennies a day and see the results immediately. It’s easy to tweak your campaigns and test new ones, too, based on the feedback you get.

- **Redefine ‘competitors’:** Think your competition is limited to traditional commercial weight loss programs, and the latest diet book? Think again. There are a wealth of free and low-cost weight loss, diabetes and wellness websites that provide robust functionality and have large marketing budgets. In addition to going direct-to-consumer, these companies are also reaching out to companies and selling online ‘corporate wellness’ programs to them, at a fraction of what you may charge. This is an especially important consideration given the current economic recession. Consumers are watching every dollar, and they want to know the value they are receiving from a service—now more than ever.

To compete with these online programs, you must *know and understand your value vis a vis your competitors*. This means going online and testing these sites’ programs (most offer a free trial you can use), assessing their marketing message and target market, and then positioning your services appropriately.

For example, what these programs lack is true customization—unless there is an actual dietitian assessing each consumer and providing individualized recommendations (the vast majority don’t). They also don’t provide accountability the way a live interaction can. Not to knock these programs—many are great—but they will work for a certain type of consumer and not for most others. You must be able to understand what these sites provide, and then communicate the additional value and benefits you offer, and why your (likely higher) price point is worth it in the results the client will achieve.

*(Adapted from the Skelly Publishing CPE program Web Skills for Dietitians: A Beginner’s Guide to Creating a Website, Marketing Yourself and Counseling Clients Online)*

## 5. Mentor Yourself! Most of us are pretty good at thinking about what we

might want. More difficult, however, is when we don’t KNOW either what we want, or how to get there. As dietitians, we have a wealth of career options available to us, yet we may get stuck in a professional rut that can last for years. By staying in a job that’s not fulfilling for us, we’re not being the best dietitians we can be. Instead of wishing the time away, hoping the answer will suddenly appear, figure out what you want in life and go for it.

- **Step 1: Assess Your Life** “So many of my clients know there’s something missing, but they don’t know what it is,” says veteran life coach Joannie Jorzak, MS. To help remedy this, she advocates using something she calls the Wheel of Life. The Wheel of Life is a tool to help you assess *all* areas of your life holistically. Jorzak uses a Wheel that has 10 segments, and asks her clients to rate each area using a

# skelly

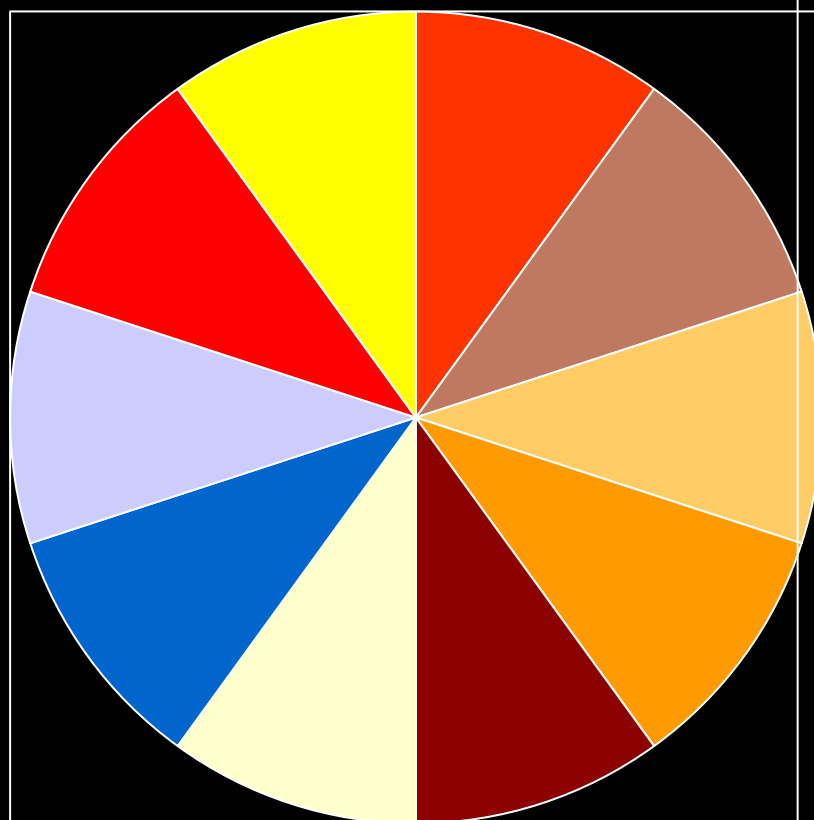
## PUBLISHING

score of 1-10 (1 = 'the worst', 10 = 'couldn't get any better'), by asking themselves "On a scale of 1 to 10, how satisfied am I with my [insert wheel segment]." A Wheel of Life diagram is below; now take a few minutes to score yourself in each of the ten areas.

Now that you've scored yourself, take a look at your wheel. Where is it most out of whack?

*"So many of my clients know there's something missing, but they don't know what it is,"*

*—Life coach Joannie Jorczak*



- Career
- Financial
- Self-Care (Health and Wellness)
- Friends
- Family
- Romance/Relationships
- Personal Growth
- Fun & Recreation
- Physical Environment
- Spiritual

For those of you who scored less than you would have liked in the career or personal growth areas, think about how you can get more satisfaction in these areas. Here are some tips from Ann Bruce, motivational speaker and life coach, in her book *Be Your Own Mentor* (McGraw-Hill, 2008):

- **Personal Growth** (what Bruce terms your 'Life Expander Compass'): Answer the following questions:
  - What am I doing right now to expand my life? To make this a habit, I will do the following:
  - My dream that will expand my life dramatically is:
  - What's holding me back from expanding my life beyond its current boundaries?

- **Career** (what Bruce terms your ‘Career and Business Compass’): Answer the following questions:
  - Here’s what’s going on in my career and how I feel about it:
  - My dream career or opportunity I’d like to go for is:
  - What’s holding me back from making a career change or becoming an entrepreneur? What am I truly afraid of?
- **Step 2: Set Goals** now that you’ve done some self-assessment, it’s time to set some goals and go for them. Jorzak advocates choosing an area where you want and need to make a change, and setting just one or two goals in that area. She emphasizes the importance of writing the goals down, and also advocates making them public—telling at least two other people about it—so they can help keep you accountable.
- **Step 3: Keep Yourself Motivated** So easy to say, so hard to do! However, dietitians have an advantage over others in that we need to motivate clients every day! Consider the approaches and techniques you use with them that work well—goal-setting, motivational sayings posted in visible areas, and coaching or motivational interviewing techniques you’ve picked up in your training. Think about how you can apply these techniques to keep yourself inspired.

*“What’s holding me back from expanding my life beyond its current boundaries?”*

Bruce also advocates appointing something she calls a Life Board of Directors. A Life Board of Directors is just what it sounds like: people who can help advise and motivate you to achieve your life goals. For each area of your life or goal that you’d like to achieve, think of several individuals who might be helpful to you. It doesn’t have to be people you know: Bruce asserts that Oprah Winfrey or Jack Welch (the CEO of GE) might be on your Board of Directors if you find their work or strategies inspiring. Cast a wide net and look for people whose work you admire and you feel could inform and inspire you. Create your board and look to them for motivation regularly—especially whenever you feel yourself going off-track.

*(Adapted from the Skelly Publishing CPE program Be Your Own Mentor)*

All of us can be better dietitians. We owe it to ourselves and the people we work with to continue improving our skills, our career satisfaction and our real-world savvy. This year, let’s mark National Dietitian Day with a new roadmap to success—one that acknowledges our tremendous power and potential—and helps us realize it with integrity and conviction.

*Sheila Kelly, MS, RD, is the President of Skelly Publishing, an accredited provider of Continuing Professional Education for RDs and DTRs. More information on her background and Skelly Publishing’s programs can be found at [www.skellypublishing.com](http://www.skellypublishing.com).*

### References

Birnbaum, MH and Stegner, SE. (1979). Source credibility in social judgment: bias, expertise, and the judge’s point of view. *Journal of Experimental and Social Psychology*: 37(1).

Bruce, A. *Be Your Own Mentor*. New York, NY: McGraw-Hill, 2008.

Brundage, D and MacKeracher, D. *Adult Learning Principles and Their Application to Program Planning*.



Toronto, Canada: Ministry of Education, 1980.

Caffarella, RS. *Planning Programs for Adult Learners, 2nd Ed.* San Francisco: Jossey-Bass Inc., 2002.

Cranton, P. *Planning Instruction for Adult Learners, 2nd Ed.* Toronto: Wall & Emerson, 2000.

Davis, B. (2001). *Tools for Teaching.* Jossey-Bass: San Francisco.

Gazzaniga, MS, & Heatherton, TF. *Psychological Science: The Mind, Brain and Behavior.* Chicago: Wiley Interscience, 2004.

Gilman, AD & Berg, KE. *Get to the point: how to say what you mean and get what you want.* Dubuque: Kendall/Hunt, 1995

Halpern, D and Hakel, M (Eds). *Applying the Science of Learning to University Teaching and Beyond.* San Francisco: Jossey Bass, 2002.

Hiemstra, R and Sisco, B. *Individualizing Instruction: Making Learning Personal, Empowering, and Successful.* San Francisco, CA: Jossey-Bass, 1990.

Hubenthal, W. (2004). Older Russian Immigrants' Experiences in Learning English: Motivation, Methods, and Barriers. *Adult Basic Education*: 14(2).

Knowles, MS. *Self-directed Learning.* New York: Association Press, 1975.

Knowles, MS. *The Modern Practice of Adult Education.* New York: Cambridge University Press, 1980.

Knowles, MS. *The Adult Learner: A Neglected Species, 2nd Ed.* Houston: Gulf, 1978.

Kotler, P. *Marketing Management: Analysis, Planning, Implementation, and Control (Ninth Ed).* Upper Saddle River, NJ: Prentice-Hall, 1997

MacKeracher, D. *Making Sense of Adult Learning.* Toronto, CA: Culture Concepts, 1996.

MacLachlan, J. (1983). Making a message memorable and persuasive. *Journal of Advertising Research*: 23(6).

Miller-Kovach, K & Weight Watchers. *Weight Watchers She Loses, He Loses: The Truth about Men, Women, and Weight Loss.* New York: Wiley, 2007.

Mortensen, K. *Maximum Influence.* New York: American Management Association, 2004.

Peter, JP, & Olson, JC. *Consumer Behavior and Marketing Strategy (Fifth Ed).* New York: McGraw Hill, 1999.

Pew Internet & American Life Project. (2005). Health Information Online Report. Washington, DC. Available at: [http://www.pewinternet.org/pdfs/PIP\\_Healthtopics\\_May05.pdf](http://www.pewinternet.org/pdfs/PIP_Healthtopics_May05.pdf)

Pew Internet & American Life Project (2002). Vital Decisions Report. Available at: [http://www.pewinternet.org/pdfs/PIP\\_Vital\\_Decisions\\_May2002.pdf](http://www.pewinternet.org/pdfs/PIP_Vital_Decisions_May2002.pdf)

Silverman, ML & Hansberg, F. (2005). Leading reluctant people. *Leader to Leader*, Spring 2005.

Sprenger, M. (1999). Learning & Memory The Brain in Action: Association for Supervision and Curriculum Development: Alexandria, Virginia. Available at:

[http://www.ferris.edu/HTMLS/academics/center/Teaching\\_and\\_Learning\\_Tips/Memory/ResearchonMemoryandCollegeStudentLearning.htm](http://www.ferris.edu/HTMLS/academics/center/Teaching_and_Learning_Tips/Memory/ResearchonMemoryandCollegeStudentLearning.htm). Accessed November 10, 2005.

Stettner, M. *The Art of Winning Conversation.* Englewood Cliffs, NJ: Prentice Hall, 1995.



### How to Obtain Your CPE Certificate

Please follow these directions to get your free 2 CPEs for this activity:

- Go to [www.skellyed.com](http://www.skellyed.com). Click on 'create new account' and register for a new account. **Note: You must have cookies enabled on your browser to register.** A link to access the site will be sent to the email you provide. **(If for some reason you do not receive the link in your email, please check your junk mail folder.)**
- Select the program *5 Ways to Be a Better Dietitian*. Review the Learning Objectives, and then answer the Evaluation questions for this program. Hit 'submit all and finish' when you are done.
- Complete the Reporting Form and submit it. You will then be able to access the link that says 'CPE Certificate of Completion.' Download and print the certificate for your records.