Dietitian Nutritionist Program Handbook

2025-2026

Department of Sports Medicine and Nutrition

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Welcome

The faculty and staff of the Department of Sports Medicine and Nutrition join in welcoming you. We are pleased that you have selected admission to the Dietitian Nutritionist (DN) Program at the University of Pittsburgh, School of Health and Rehabilitation Sciences (SHRS) to pursue your professional education and training.

This handbook was developed to familiarize you with the program policies and procedures you must follow while you are a student enrolled in the program. The program handbook is not intended to be all-inclusive, but rather, to be used as a supplement to the School of Health and Rehabilitation Sciences (SHRS) Undergraduate Student Handbook, School of Health and Rehabilitation Sciences (SHRS) Undergraduate Student Handbook, the University of Pittsburgh Undergraduate Catalog, and the University of Pittsburgh Graduate & Professional Bulletin.

All the SHRS policies and procedures apply to all students; however, this handbook delineates specific interpretations as they apply to students enrolled in the DN Program. It outlines accepted policy, based on the program's compliance to the Accreditation Council for Education in Nutrition and Dietetics (ACEND), Standards of Education and provides the framework within which the Program Director, University faculty and staff, and students can work together effectively.

It is important that you read and become knowledgeable about the information presented in this handbook and the SHRS Student Handbooks. It is also important that you retain and use the respective handbooks as a basic reference while you are enrolled in the DN Program.

Navigating Policy and Resources at Pitt

This handbook is one of many sources to consult as you become familiar with the policies, procedures, requirements, resources, and standards of education at the University of Pittsburgh.

Program Handbook

Detailed reference for the Dietitian Nutritionist Program's unique requirements, policies, procedures, resources and standards.

Other sources for SHRS Policy detail

Student Services
Info about life at Pitt that will support your overall wellbeing.

Graduate Handbook
…SHRS policies and procedures for graduate students

Undergraduate Handbook
…SHRS policies and procedures for undergraduate students

Academic Policies
…principles applicable to all SHRS students

Who to Contact for Questions?
Many of your questions about how to meet expectations and thrive as a student will be answered by the various sources of policies, procedures, requirements, resources, and norms listed above. Several key positions in this department and on campus are ready to answer your remaining questions:

Program Director
Trisha Cousins is the faculty member designated to direct its educational vision and structure. This is the person responsible for all program oversight.

Clinical and Community/Public Health Coordinators
The program coordinators manage the professional work setting Supervised Experiential Learning (SEL) sites and related courses in the program. Jenee McGurgan is the Clinical Coordinator responsible for the Medical Nutrition Therapy, Food Service Management and Long-term Care and Specialty rotation clinical sites. Caroline Passerrello is the Community/Public Health Coordinator responsible for the Community/Public Health rotation sites.

Academic Advisors
Each student will be assigned an academic advisor from the Center for Academic Advisement and Student Success upon matriculation into the DN Program. This advisor is an expert in navigating academic policies, procedures, course registration, credit transfer, and campus resources. The academic advisor will be a key source of guidance tracking student progress toward degree completion. The name and contact information of your faculty advisor can be found on your PeopleSoft/HighPoint site on myPitt (my.pitt.edu) under "Academics" and then "My Advisor." For additional information on advisor assignment, roles, and responsibilities please see the SHRS Undergraduate and SHRS Graduate Student Handbooks

Faculty Mentor
Upon acceptance into the DN Program, each student will be assigned a mentor who is a member of the program faculty. The faculty mentor's role is to guide the student as they make decisions about courses, professional goals, career planning and development. Faculty mentors will also monitor student progress in formative and summative competency attainment. For additional information on faculty mentor roles, and responsibilities please see the SHRS Undergraduate and SHRS Graduate Student Handbooks.

SMN Administrator
This is the department staff person who serves as a point person for office or faculty inquiries. The administrator is your first contact when you enter the department and will answer many of your questions related to faculty location and office hours, office procedures, lockers, lab usage and broad questions about the University.

SHRS Student Support Services
The DN Program adheres to the SHRS for descriptions of all services available to students which are presented in the SHRS Student Handbooks. For general inquiries and student services, see the Dean's office staff for contact information or https://www.shrs.pitt.edu/about/contact-us.

University of Pittsburgh Student Support Services
[Student Affairs](#) provides resources for leadership, oversight, and support services to the Division of Student Affairs and other University departments to promote student success by facilitating student engagement, wellness, and development. The office also assists students, staff, faculty, family members and community members with matters that may affect students' quality of life or the pursuit of their goals. Questions may be emailed to deanofstudents@pitt.edu or by calling 412-648-1006.

We also provide students with high-quality support services that are crucial to each student's success and well-being through the Healthy U Program and Wellness Center (comprised of the [Student Health Service](#) and the [University Counseling Center](#)). The Career Center also provides critical support for Pitt students before they arrive and throughout their college careers. Student Affairs also oversees the [University Student Conduct](#) process.

Academic
Students participating in the DN Program have access to services related to individualized tutoring and academic assistance through multiple resources including program faculty, academic mentors, teaching assistants, peer tutoring and other University resources.

University resources are available to all students and include [University](#) and [SHRS](#) technology resources (IT support), the [University Center for Teaching and Learning](#), [University Library system](#). In addition, students may access the [University Academic Resource Center](#) and [Writing Center](#) which provides tutoring services, writing skills workshops and review services, study skills assistance and other academic resources.

[Testing](#) services are available for students for make-up exams due to medical or family emergencies and students requiring accommodated testing through the [Office of Institutional Engagement and Wellbeing](#) and some external testing populations.

Department & Program Overview

Empathy, Belonging, and Wellness/Well-Being

The SHRS is committed to action-oriented policies to address health wellness by creating an empathetic, accessible, and welcoming learning environment for our students, faculty, staff, and friends in the community. We believe that there are systemic problems that require complex solutions, and we are dedicated to developing and implementing those solutions to create not only a more equitable academic environment but also a health care system that encompasses empathy and belonging to better the lives of our patients, clients and community, which we believe can be done through the education of the next generation of health care leaders.

Our aim is to educate and empower faculty and students to cultivate an empathetic profession that integrates science into the social and cultural environment of all individuals and groups they engage, leading to a more integrated approach to eating and health.

Program Administration

The DN Program is an Entry-level Professional BS-MS Degree program offered by the Department of Sports Medicine & Nutrition (SMN) in the School of Health and Rehabilitation Sciences (SHRS). The DN Program is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics (ACEND) as a Future Education Model Program.

Each faculty member of the DN Program participates in planning, teaching, and evaluating the DN Program. Students participate in the evaluation of the courses offered and the DN Program curriculum. The DN Program Director is responsible for determining that each student has successfully met the knowledge, skills and competency requirements for Entry-Level Dietitians which are delineated by the Accreditation Council for Education Programs in Nutrition and Dietetics (ACEND) (Appendix A), and for verifying that the student is eligible to take the National Registration Examination for Dietitians.

Faculty and Staff Directory

The program faculty and staff offices are at 6035 Forbes Tower. The name and contact information for individual faculty and staff are presented below and on the following page. A mailbox for each faculty member is in Room 6035 Forbes Tower.

Faculty	Office	Phone Number	Email
Britney Beatrice, MS, RDN, LDN Instructor	6041 Forbes Tower	412-383-6534	bbeatrice@pitt.edu
Lori Cherok, PhD, RD, LDN Assistant Professor and Program Director, Nutrition Science Program	6038 Forbes Tower	412-383-6566	lcherok@pitt.edu
Kevin Conley, PhD, ATC, Professor and Chair, Department of Sports Medicine and Nutrition	6036 Forbes Tower	412-383-6737	kconley@pitt.edu

Trisha Cousins, EdD, RDN, LDN, Assistant Professor and Program Director, Dietitian Nutritionist Program	6037 Forbes Tower	412-383-6532	tcousins@pitt.edu
Tracy Maluchnik, EdD, RDN, LDN Assistant Professor and Clinical Instructor	6046A Forbes Tower	N/A	Tab224@pitt.edu
Jenee McGurgan, MS, RDN, LDN, CNSC Instructor and Clinical Coordinator	6046A Forbes Tower	N/A	jcmcgurgan@pitt.edu
Caroline Passerrello, EdD, RDN, LDN, CLT Assistant Professor and Community/Public Health Coordinator	6040 Forbes Tower	412-383-3542	cwp20@pitt.edu
Staff	**Office**	**Phone Number**	**Email**
E. Dawson Baloga, Administrator Department of Sports Medicine & Nutrition	6035 Forbes Tower	412-383-6530	E.Dawson.Baloga@pitt.edu
Cheryl Jones Financial Administrator	6080 Forbes Tower	412-383-6527	cherylj@pitt.edu

Office Hours Department
The Sports Medicine & Nutrition Department Office (Room 6035) is open from 8:00 am to 4:30 pm on weekdays.

Faculty Office Hours
Students may meet with individual faculty members for many reasons that may require scheduled or unscheduled appointments. Regardless of the meeting's purpose, each student has the right to privacy while meeting with the faculty member.

> *Unscheduled Appointments during "Open Office Hours"*
> Faculty members may maintain "open office hours" related to the course they teach. These "open office hours" are either stated on the course outline(s) or are posted outside the faculty member's office door. Students are not required to schedule appointments to meet with the faculty member during these "open office hours."

Scheduled Appointments
Appointments with individual faculty members at times other than those identified as "open office hours" are arranged by appointment only. These appointments should be scheduled directly with the faculty member.

Department Announcements and Student Mail

Bulletin Boards
Official Department announcements are posted on the bulletin board on the wall outside of Room 6035 Forbes Tower. This bulletin board is reserved for official announcements and students must check with a DN Program faculty member before posting items.

Student Dietetic Association (SDA) Mail
The SDA has a mailbox with the faculty mailboxes in Room 6035 of Forbes Tower. SDA officers are responsible for picking up SDA mail.

Telephone and FAX Usage; Photocopying
Students are advised that the department telephone and fax machine cannot be used for personal or SDA business. There is a photocopying machine available for student use in the Learning Resource Center (room 4011 Forbes Tower). Department faculty and staff should not be asked to make photocopies for students.

Unofficial Requests for Student Telephone Numbers or Addresses
Student addresses and phone numbers will be made available only to faculty members, SHRS Student Services staff, or for other University-related official business. Students are advised that consistent with university policy, unofficial requests for the telephone numbers or mailing addresses of students will not be given out to individuals who call for or otherwise request this information. The Department Administrator will take the name and phone number of an individual requesting a student's phone number or address and relay that information to the individual concerned.

Student Professional Organizations
Students enrolled in the DN Program are eligible for membership in the three dietetic associations described below. All DN Program students must keep their membership in the Academy of Nutrition and Dietetics throughout their enrollment.

The Academy of Nutrition and Dietetics
The Academy of Nutrition and Dietetics (Academy) is the national professional organization of registered dietitians. <u>Membership in the Academy is required for all DN Program students.</u> There is a $58.00* annual fee for student membership. Benefits of being an Academy member include a subscription to the Journal of the Academy of Nutrition and Dietetics, access to the Evidence Analysis Library, a discounted price for the online Nutrition Care Manual and other Academy resources, and eligibility for Academy and state awards and scholarships. Applications for student membership are available from the [Academy website](#).

Student Dietetic Association
The Student Dietetic Association (SDA) is organized and managed by student program members with a member of the program faculty acting as advisor to the organization. SDA officers are elected from the membership and here is a $12.00 annual membership fee for those wishing to become active members (more details are outlined in the SDA constitution). Student membership in SDA is strongly recommended.

Further details about the SDA and procedures for joining the organization will be presented at the first fall term meeting of the SDA. All incoming DN Program students are invited to attend the meeting. The date of the meeting will be sent in an email from sdaatpitt@groups.pitt.edu and posted on the program's social media site at nutrition_atpitt.

Pittsburgh Academy of Nutrition and Dietetics
The Pittsburgh Academy of Nutrition & Dietetics (PitAND) is a local professional organization for dietitians. Membership in PitAND provides opportunities to network with local dietetics professionals and attend professional seminars at a discounted rate. The student membership fee is $10.00*. Applications are available from the PitAND website. Student membership in the PitAND is strongly encouraged.

Note: *All fees are subject to change.

Academic Program Information

Program Description
The University of Pittsburgh's DN Program is administratively housed in the School of Health and Rehabilitation Sciences, Department of Sports Medicine and Nutrition. The DN Program is a graduate degree program (GP) accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The DN Program is a competency based educational program that integrates experiential learning with didactic coursework to enable students to demonstrate the higher level of competence that will be needed for future practice as a Registered Dietitian Nutritionist (RDN). The program is an early adopter demonstration program accredited under the Future Education Model Graduate Degree Program Standards (FEM).

This program offers points of entry for:
- qualified undergraduates
- post-baccalaureate candidates
- graduates of Didactic Programs in Dietetics (DPD)

Accelerated Entry
Undergraduate students will earn both Bachelor of Science and Master of Science degrees. Students may graduate in five years.

Post Baccalaureate Entry
Students who enter the program with a bachelor or higher degree will earn a Master of Science in three years. One year of undergraduate nutrition courses and two years of graduate courses and SEL.

Didactic Program in Dietetics Graduate Entry
Students entering with an undergraduate degree in nutrition and dietetics and a verification statement will enter the two-year master program. Earning a Master of Science in two years.

The curriculum contains all the knowledge and skills-based learning activities to achieve the competence expected of entry-level dietitians/nutritionists (Appendix A) as outlined in the Future Education Model Accreditation Standards for Graduate Degree Programs. This program is also designed to extend competence beyond the basic requirements required for all entry-level dietitians by providing opportunities for specialty area concentrations.

The DN Program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) which is recognized by the U.S. Department of Education and the Commission on Recognition of Postsecondary Accreditation as the official accrediting body for nutrition and dietetic education programs. The program has been approved as meeting the academic standards for a Professional master's degree at the University of Pittsburgh and the School of Health and Rehabilitation Sciences.

Program Mission
The mission of the Dietitian Nutritionist Program is the development of graduates with the competence and advanced skills to practice effectively as entry-level Registered Dietitian Nutritionists (RDNs) to enhance the health and wellbeing of individuals and diverse populations. Graduates will lead in advancing knowledge, skills, and evidence-based practice of nutrition and dietetics.
The unique expertise of the dietitian lies in the specialized knowledge of food and nutrition services for individuals, groups, and communities. The dietitian, therefore, must be competent in:

1. Nutrition science and the application of nutrition science.
2. The application of food science including food composition, food economics and food processing and preparation principles.
3. The understanding and application of the psychological, social, cultural, and ethnic significance of eating behavior.
4. The Nutrition Care Process - Nutrition Assessment, Diagnosis, Treatment and Care Planning, and Evaluation and Monitoring.
5. Lifestyle counseling skills and techniques.
6. Educational methodology.
7. Communication with health care and dietetic team members.
8. Coordination of nutrition care with other components of care.
9. Managing available human and fiscal resources efficiently and effectively.
10. Translation of evidence informed research and application of quality improvement to achieve safe, effective, patient-centered, timely, efficient, and equitable healthcare outcomes.

The program has at its foundation a curriculum designed to provide the students with the opportunity to develop the level of competence required of all entry-level dietitians. This level of competence, delineated in the Future Education Model Accreditation Standards for Graduate Degree Programs emphasizes the development of proficiency in each of the three functional areas of dietetics: clinical, community/public health, and food service systems management.

The basic practice of entry-level dietetics remains the same regardless of the setting in which it is practiced. The flexibility and adaptability required to make the necessary adjustments to varying practice sites will be inherent in the graduate who has gained the knowledge and skills to demonstrate competencies related to the FEM competencies in diverse populations, and individuals of varying age, health status, socioeconomic class, level of education, belief system and life situation.

Essential to, but indeed a prerequisite to the process of attaining the knowledge, skills, and abilities inherent in professional nutrition and dietetics education, is the attainment of both broad-based liberal arts education and knowledge of theory which underlies nutrition and dietetic practice. In contrast, there are professional practice areas requiring specialized knowledge, skills, and competence that students may want to enter. The program draws upon its considerable resources to enhance the preparation for many of these evolving areas of specialized practice for students to build upon once they obtain RDN status.

The DN Program responds to the professional nutrition and dietetics career interests and professional education needs of individuals in Western Pennsylvania, the State as a whole, surrounding regions of the State, the country and global demand. In fulfilling its mission, the Program utilizes the vast resources of the University of Pittsburgh, the School of Health and Rehabilitation Sciences, and the University of Pittsburgh Medical Center (UPMC). The quality of the Program is consistent with the expectations of shareholders and will allow graduates of the Program to develop the degree of competence and the level of proficiency necessary to provide high quality nutrition and dietetic services that span the breadth of the profession.

Goals & Outcome Measures

Program Goal 1:
Graduates are competent to practice effectively as entry-level RDNs.

> Objectives:
> a. At least 80% of program students complete program requirements within 3 years (150% of the program length).
> b. Eighty percent of program graduates take the CDR credentialing exam within 12 months of program completion.
> c. The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
>
> * The program length for DPD graduates is 2 years and undergraduate or post baccalaureate entry students complete the program in 3 years.

Program Goal 2:
Graduates have advanced knowledge and skills to contribute to the evidence-based practice of nutrition and dietetics.

   Objectives:
   a. Of graduates who seek employment, at least 80% are employed in nutrition and dietetics or related fields within 12 months of graduation.
   b. Ninety percent of employers of graduates will rate the performance of the graduates as being at or above that of other entry-level dietitians they have employed.
   c. Employers will rate 100% of graduates as demonstrating culturally competent evidenced-based practice.

Program outcomes are available upon request.

Admission requirements
Admission to the Accelerated DN Program is contingent upon successful completion of the following prerequisite criteria:

- General Chemistry 1 & 2 with labs
- Biology 1 & 2 (Biology 2 must include a genetic component. Non-Pitt students may take Genetics, or a Bio 2 course that includes genetics)
- Biology Lab
- Organic Chemistry 1, CHEM 0310, 3 credits or Principles of Organic Chemistry, CHEM 0350, 3 credits
- Biochemistry
- Microbiology (Food Microbiology not accepted)
- Algebra or higher math (exemption okay for Pitt students)
- Statistics
- Seminar in Composition
- English Writing
- Oral Communication, 1 course. COMMRC 0520 preferred; 0310, 0500, 0510, 0530 acceptable
- Social Science any
- Psychology
- Introduction to Nutrition
- +Introduction to Dietetics
- +Food and Culture or Cultural Influences in Food and Nutrition

60 credits are required to begin the program

   +These courses can be taken in the first year of the DN Program

Additional Requirements for all entryways:
Minimum cumulative and prerequisite GPA of 3.0 (based on 4.0)
A minimum grade of C- in all courses designated as prerequisites taken at the University of Pittsburgh, a C or better is required for transfer from another university.

Students conditionally admitted to the DN Program will not be eligible to enroll in classes until all admission requirements are satisfied.

Application Deadline - March 1; however, we encourage students to apply prior to the deadline as the program will begin reviewing applications in January.

Applicants may be considered for admission to a graduate program based on academic and experiential preparation. An interview is required for qualified candidates. DN Program policies, procedures and practices related to student recruitment and admission comply with state and federal laws and regulations to ensure nondiscrimination and equal opportunity.

Entry Point for Accelerated Undergraduate:
- Complete the application for admission. Please visit the SHRS website to access information for applying.
    - A personal essay addressing the following:
        - This statement should reveal the applicant's personality, values, character and creativity, and describe how those experiences would promote empathy and a sense of belonging for future patients and colleagues in the Dietitian Nutritionist Program. Applicants may also include sharing how these experiences contribute to promoting compassion and wellness in healthcare. Please also discuss your professional goals as a registered dietitian. Maximum of 500 words
    - Submit resume demonstrating evidence of adequate exposure to the field of dietetics and an appreciation of the breadth, depth, and scope of practice. This can be accomplished through either volunteer or paid work experience in a dietetics-related setting; there is no minimum number of hours required.
    - Submit official transcripts from all colleges and universities attended.
    - Applications can be submitted when course requirements are in progress.
    - Admission is for the fall term only.
    - International applicants please visit our International Admissions page for important additional requirements.

Entry Point for DPD Students and Post-Baccalaureate Students:
- Complete the application for admission. Please visit the SHRS website to access information for applying.
- A personal essay addressing the following:
    - This statement should reveal the applicant's personality, values, character and creativity, and describe how those experiences would promote empathy and a sense of belonging for future patients and colleagues in the Dietitian Nutritionist Program. Applicants may also include sharing how these experiences contribute to promoting compassion and wellness in healthcare. Please also discuss your professional goals as a registered dietitian. Maximum of 500 words
- Submit resume showing evidence of adequate exposure to dietetics and an appreciation of the breadth, depth, and scope of practice. This can be accomplished through either volunteer or paid work experience in a dietetics-related setting; there is no minimum number of hours required.
- Submit one letter of recommendation that should address the applicant's academic, professional, and personal attributes and potential for meaningful graduate study.
- Submit official transcripts from all colleges and universities attended.
- DPD Entry Point- Verification Statement is needed to be fully matriculated once accepted.
- Applications can be submitted when course requirements are in progress.
- Admission is for the fall term only.
- International applicants please visit our International Admissions page for important additional requirements.

Essential Program Standards
This information is provided to inform applicants of the nonacademic technical performance and expectation standards required to complete the program successfully. Applicants should review the essential program standards to ensure they can meet and maintain the program's standards. The University fosters a culture of inclusiveness and is committed to providing an accessible environment for its faculty, staff, and students. Please note, the DN Program is committed to nondiscrimination, including disabilities. Individuals with disabilities are encouraged to apply and reasonable accommodation will be provided as appropriate.

The DN Program at the University of Pittsburgh is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. The aim of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals. All candidates and graduates must possess the essential physical, cognitive, and behavioral abilities considered necessary for students admitted to this program to achieve the knowledge, skills, and competences to meet the Future Education Model (FEM) Standards of the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Essential Standards for Admission Consideration
The following abilities and expectations must be met by all students admitted to the DN Program, noting that individuals with disclosed disabilities may be granted reasonable accommodation related to these standards, as appropriate.

Intellectual
    A student must have the quantitative ability (i.e., measurement, calculations, etc.), and intellectual, conceptual, and reasoning capacity, to assimilate, analyze and synthesize data to distinguish deviations from the norm in patient care and research activities. The student must be able to integrate concepts and problem solving to formulate assessment, diagnosis, and intervention judgments. Testing and evaluation of these abilities is required to progress through the curriculum to meet formative and summative entry-level competencies.

Sensory and Observation
    A student must observe and learn what is taught and shared in class, participate in demonstrations and experiences to assess the nutritional status of clients. ~~and~~ Additionally, students must be able to implement the Nutrition Care Process by obtaining the client's history, performing physical examinations, anthropometric measurements, and analysis of laboratory data. The student must have sufficient ability to obtain information accurately in didactic, laboratory, and clinical settings, (i.e., physical changes such as skin or lesions and sanitation compliance and food service).

Strength and Coordination
    A student must be able to obtain information proficiently and successfully from clients by palpation, auscultation, and percussion, ~~and~~ to perform diagnostic procedures including, but not limited, to history taking, physical examination, anthropometric measurements, and analysis of laboratory data. The student must be able to independently prepare assignments (unless specifically group assigned) and documentation, both written and computer generated, and perform public presentations and food skill-based demonstrations. The student must be able to travel to sites (classroom and experiential).

Communication

A student must be able to communicate effectively with students, faculty, preceptors, health care team, and clients from all diverse cultural and/or socioeconomic backgrounds without bias and malice. Students must be able to establish reports with patients and communicate nutrition assessment, diagnosis, and treatment information effectively and efficiently. Students must be able to collect and exchange information, understand, and speak the English language at a level consistent with competent professional practice. Students must be able to use appropriate grammar, spelling, and vocabulary.

A graduate student is expected to analyze, conceptualize, and summarize complex relationships as ascertained from patient records, research studies and other written reports and be able to communicate that information effectively.

Behavioral and Social Attributes

A student must possess the emotional health required for utilization of their intellectual abilities. The student must be reliable, accountable and responsible for completing all academic and clinical responsibilities promptly without supervision. Students must be able to develop mature, sensitive, ethical and effective relationships with diverse groups of students, faculty, clients' and members of the health care/ or research team. Students must be able to adapt to change, display poise and flexibility in the face of uncertainties and stressful situations, and to independently demonstrate overt empathy, integrity, compassion, motivation, and commitment commensurate with the habits and mannerisms of professional training to become a dietitian/ nutritionist.

Candidates for selection to the DN Program will be required to meet these essential standards, noting that individuals with disabilities may be granted reasonable accommodations related to these standards, as appropriate.

It is the policy of the University of Pittsburgh to comply with the Americans with Disabilities Act of 1990, including changes made by the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973, including the provision of reasonable accommodations for individuals who voluntarily disclose a disability and complete the interactive process with the office of disability resources and services. The accommodation ensures an equal educational opportunity for qualified individuals with disabilities.

If you have a disability that requires reasonable accommodation, we encourage you to submit an accommodation request to the Office of Disability Resources and Services. The Office of Disability Resources and Services can be reached through their website or by phone at 412-648 - 7890 voice or (TTD). The office of Disability Resources and Services is at 140 William Penn Union on the Oakland campus.

Program Curriculum

The DN Program curriculum (Appendix B) requires completion of all requirements to complete the Master of Science Degree. This includes both didactic and SEL courses. To obtain a Verification Statement for eligibility for the Registration Exam for Dietitians all students must demonstrate satisfactory completion of all entry-level program summative competencies.

The didactic and SEL courses must be taken in a planned sequence. In addition, each course is offered only once during the academic year, therefore, any departure from completing a course in its planned sequence (for example: failure, for any reason, to satisfactorily complete a required course; an unresolved "G" or "Incomplete" or unsatisfactory grade) will result in a one-year delay in completing the course, the remaining program requirements, and the year of graduation. All courses in the undergraduate year must be completed with a C- or higher and all courses in the graduate program must be completed with a C or higher to progress through the program.

Distance Education

The DN Program coursework is a blend of in-person, hybrid, and online courses and cannot be completed entirely online. The program uses less than 50% distance education in the program. The program utilizes an online social annotation platform to increase student engagement and foster community. This facilitates students collaborative work outside the classroom and affords the instructor more opportunities to engage the students. Instructors utilize software applications that allow students to schedule virtual office hours at convenient times.

Access to a computing device is required for the DN Program curriculum, in-class activities and online classes. Students will need access to a computer with a camera, a high-speed Internet connection, and an updated version of a web browser, and access to common tools and software such as Microsoft email, as well as program specific software listed under Program Costs. If there is a concern with access to the above requirements, please contact the Program Director immediately for support. Here is a guide to assist with purchasing your technology [Computer Specs and Discounts for Students & Personal Use | Information Technology | University of Pittsburgh](#).

University of Pittsburgh uses Multifactor authentication, provided by Duo Security, to verify a user's identity at log-in. When they log in to a service using something the student only knows such as a password and something only the student has (such as your mobile phone, on which the student will receive a login confirmation notice). Student identification using multifactor authentication is used to access their my.pitt.edu account and Canvas that is necessary to join online classes, submit assignments and complete tests.

Transportation to Independent Study or Field Trip Sites

Students are responsible for providing their own transportation to independent study or field trip sites required for courses. Students are also responsible for all expenses involved in the transportation and parking. If students choose to use their private automobiles, they must have adequate automobile insurance coverage. The student is responsible for making appropriate arrangements for this insurance coverage. Some sites <u>may</u> be accessible by Pittsburgh Regional Transit buses. University of Pittsburgh students can ride Pittsburgh Regional Transit vehicles for free using the [Ready2Ride app](#). Bus routes and schedules are available on the [Pittsburgh Regional Transit website](#).

Didactic Courses
Didactic courses may be delivered via a combination of lecture/interactive/hybrid/online modalities. Courses may include laboratory, field trips, simulation and/or in-class learning activities. The didactic courses required as part of the program provide the student with the opportunity to establish a solid base of knowledge of the theories, principles, concepts, and practices inherent in each of the three areas of nutrition and dietetic practice: Clinical Dietetics, Food Service Management, and Community/Public Health Nutrition. The didactic courses focus on professional science and application to meet competencies at the knows (knowledge) and shows (demonstration in classroom) levels. The experiential demonstration activities ensure that students can apply the course information to real-life scenarios. This knowledge base is essential to allow the student to progress to advanced graduate level courses that include both didactic and SEL that meet competencies at the does (performance in professional practice) level. Courses required in the DN Program include those coordinated with the SEL courses and others providing advanced level content.

Supervised Experiential Learning Courses - Rotations and Didactic Courses with Experiential Learning Activities
Applied learning is an educational theme that resonates throughout the curriculum. The didactic courses within this program will include reading, writing, attending/watching lectures, notetaking, discussions, projects, group work, presentations, etc. In addition to these traditional methods, these courses will also include simulations, role playing, on-site visits to facilities, case studies, and other types of authentic experiential learning activities. These authentic experiential activities ensure that students can apply the course information to real-life scenarios.

Supervised Experiential Learning in Professional Practice Settings
Supervised experiential professional learning is offered in three major areas: Food Service Management, Clinical Dietetics, and Community/Public Health Nutrition. All SEL activities in professional work setting must be completed within the DN Program. The DN Program does not accept professional work setting SEL hours from other institutions, any work experience, or volunteer hours towards the required professional work setting SEL hours for the program. A detailed discussion of SEL is in the Policies and Procedures Specifically Related to the SEL section of this handbook.

Specialty Experiential Learning Rotations
All students are guaranteed Medical Nutrition Therapy (MNT) specialty rotation. In addition, the University of Pittsburgh has broad resources that span many areas of practice and can, therefore; offer students a 12-week personalized immersion in a preplanned limited admission specialty practice area. Students will gain experience and develop competence beyond entry-level in these specialty rotations. Students may be required to take elective course(s) to prepare them for the specialty area they select. Limited admission specialty areas available vary each Academic Year based on site and preceptor availability and can include such options as Eating Disorder, Oncology, Maternal and Pediatric, Community/Public Health, and Sports Nutrition.

Students entering the first MS year of the program, with experience in a specialty area of practice and plans to practice in this specialty upon graduation, may apply for "limited capacity" specialty

areas by the application deadline. All students must meet application requirements, be in good standing and interview for competitive positions. Students with provisional admission must satisfy all prerequisite admission requirements before the application date.

Financial Considerations

Basic Tuition and Fees

After admission to the DN Program, the student is responsible for paying tuition and fees as well as other educational expenses including those of the costs of books and supplies. The University tuition rates for the School of Health and Rehabilitation Sciences change annually. For information regarding tuition, fees, scholarships, and financial aid, the student is referred to the following resources:

1. University of Pittsburgh Graduate and Professional Bulletin
2. SHRS Undergraduate or Graduate Student Handbook
3. The Office of Admissions and Financial Aid

Additional Expenses While Enrolled in the DN Program

While enrolled in the DN Program, the student will incur additional expenses which include mandatory expenses and optional expenses. The mandatory expenses are those associated with curriculum requirements. An itemized listing of the additional expenses associated with the DN Program is outlined on the next two pages. This is followed by a description of individual additional expense items.

Table 1: Students Programmatic Lab Fees

Dietitian Nutritionist Program students taking courses with a lab component will be charged a fee associated with the laboratory expenses used to defray the cost of expendable supplies and equipment. The fee will be charged to the student directly each term and will appear on the invoice generated by Student Accounts, tuition and other fees.

Program Year	Lab Fees
DN Year 1	$225-$250
DN Year 2	$115
DN Year 3	$170

Table 2: Students Mandatory Financial Considerations

Undergraduate Year: Mandatory Student Expenses	
Academy Student Membership	$58.00
*Malpractice/Medial and Professional Liability Insurance	No charge
Health Insurance	Variable
Physical/Medical Exam	Variable
Criminal Record Check	$22.00
Child Abuse Clearance	$13.00
FBI Background Check	$24.20
CPR Certification	Variable
Approximate Total Mandatory Expenses First Year:	$117.20
Optional Student Professional Expenses	
PitAND Student Membership	$10.00
Academy Liability Insurance	$20-24.00
Total Optional Expenses First Year	$30-34.00

First MS Year: Mandatory Student Expenses	
Academy Student Membership	$58.00
*Malpractice/Medial and Professional Liability Insurance	No Charge
Health Insurance	Variable
Physical/Medical Exam	Variable
Criminal Record Check	$22.00
Child Abuse Clearance	$13.00
FBI Background Check	$24.20
Approximate Total Mandatory Expenses Second Year	$117.20
Optional Student Professional Expenses	
PitAND Student Membership	$10.00
Academy Liability Insurance	$20-24.00
+ Transportation Expenses and Parking for HRS 2999, if applicable	Variable
Total Optional Expenses Second Year	$30-34.00
Second MS Year: Mandatory Student Expenses	
Academy Student Membership	$58.00
Required Professional Meetings	Variable
*Malpractice/Medial and Professional Liability Insurance	No Charge
Health Insurance	Variable
Physical/Medical Exam	Variable
Criminal Record Check (volunteer status)	$22.00
Child Abuse Clearance (volunteer status)	$13.00
FBI Background Check	$24.20
CPR Certification	Variable
+Transportation Expenses/Parking during SEL	Variable
Approximate Total Mandatory Expenses Third Year	$117.20
Optional Student Professional Expenses Second MS year	
PitAND Student Membership	$10.00
Academy Liability Insurance	$20-24.00
Total Optional Expenses Third Year:	$ 30-34.00

* Malpractice/Medial and Professional Liability Insurance - All SHRS students are required to carry professional student liability insurance
During those terms they are enrolled in Professional Work Setting SEL courses. The University carries a group liability insurance.
policy for students. There is no premium charge for the student.

+ *Students are responsible for safe travel to and from the assigned sites, as well as any expenses incurred for gas, tolls, meals, and housing.*
to and from assigned SEL sites, and professional meetings/conferences.

Explanation of Student Financial Considerations

Food Safety Training & Certification

> To complete course requirements for NUTR 1045: Food Application Lab, NUTR 1604: Food Service Management, HRS 2646: Introduction to Functional Nutrition and HRS 2676: Experiential Practice 1, students will complete the ServSafe Manager training and certification program in food safety and safe food handling practices. In addition, students volunteering, working, interning, or engaged in independent studies involving food demonstration and/or food preparation will be required to have this certification to participate. Details about this certification will be provided by the course instructor at the start of the course. All students entering the DPD pathway must submit a current certificate or retake the Food Safety Training Certification before the Second MS year Professional Work Setting SEL.

Health Insurance

> All students must have health insurance coverage for the time they are participating in experiential learning. The student must maintain coverage for the entire time participating in experiential learning.

Physical/Medical Examinations

> All DN Program students must have a complete physical/medical examination, including specified immunizations, before they can begin the program. All students will need to repeat the Physical/Medical Examination during the summer yearly. The cost of the physical/medical examination will vary depending on the individual student's health insurance coverage, immunizations required, and any follow-up medical testing required by the physician. In addition, some clinical facilities require additional medical testing and/or drug screening. The student is responsible for the cost.

CPR Training & Certification

> All DN Program students must obtain CPR Training and Certification before starting the program. The student must maintain certification through the end of April of the third year of the DN Program.

Criminal Record Check

> All DN Program students must have a Criminal Record Check completed by the Pennsylvania State Police before starting the program. All students will need to repeat the Criminal Record Check annually during the summer prior to the second and third year of the DN Program.

Child Abuse Clearance

> All DN Program students are required to have child abuse clearance completed prior to beginning the program. All students will need to repeat the Child Abuse Clearance annually during the summer prior to the second and third year of the DN Program.

FBI Background Check

> All DN Program students must have an FBI Background Check completed before starting the program. All students will need to repeat the FBI Background Check annually during the summer prior to the second and third year of the DN Program.

Transportation Expenses to Professional Work Setting SEL Facilities

Students are responsible for all transportation expenses to their Professional Work Setting SEL facilities during the DN Program. For those students using private automobiles, they must have adequate automobile insurance coverage. Parking rates at the Professional Work Setting SEL facilities are highly variable, ranging from free parking to $22.00* day.

Academy Professional/Student Liability Insurance

Professional Liability Insurance protects you against claims arising from real or alleged errors or omissions in your professional duties. Students participating in profession related volunteer activities not associated with student course requirements can purchase Academy group liability insurance as a benefit of their membership for $20 or $24 / year depending on the desired level of coverage at: Student Liability Insurance.

Expenses Immediately Following Graduation

National Registration Examination for Dietitians

There is a fee of $225.00* to take the National Registration Examination for Dietitians.

*Note all dollar amounts are subject to change.

National Registration Examination for Dietitians

Upon successful completion of program requirements (all courses and competencies), the student will be awarded a Master of Science (M.S.) degree from the University of Pittsburgh and will receive a Verification Statement that identifies the student as having completed an ACEND accredited program. DN Program graduates will be eligible to take the National Registration Examination for Dietitians. Following completion of all DN Program requirements, documentation will be sent to the Commission on Dietetic Registration (CDR) to verify student eligibility to take the National Registration Examination for Dietitians. The Commission on Dietetic Registration's testing agency, ACT, Inc. will then send each student the "Application for the Registration Examination for Dietitians." After the application has been processed, ACT will send each student an "Authorization to Test Letter" and information on how to contact a testing facility to schedule an appointment to take the computer-based examination. The examination will be administered year-round; however, the examination authorization letter will expire after 1 year. The credentialing exam requirements are set by the Commission on Dietetic Registration (CDR). For additional information on the registration examination, please see the CDR Website.

Licensure

Upon completion of the DN Program, graduates can take the CDR national registration examination for Dietitians. Graduates passing the registration exam are eligible for licensure in Pennsylvania by the Board of Nursing. For licensing information please visit instructions for Licensed Dietitian-Nutritionist (LDN) Applicants.

It is ACEND's considered opinion that the program is designed to and does meet all state dietetics licensure and certification laws as some states may interpret their statutes differently. More information about state licensure and certification is available at this link: State Licensure.

General Policy and Procedures

The DN Program adheres to university policies and to the School of Health and Rehabilitation Sciences' academic policies and procedures which are presented in the SHRS Undergraduate, Graduate Student Handbooks, and or the Academic Policies webpage. It is the student's responsibility to review the Student Handbooks and be familiar with all academic policies.

Nondiscrimination Policy
The DN Program adheres to the University of Pittsburgh Nondiscrimination Policy.

Academic Integrity and Grievance Policy
The DN Program adheres to the School of Health and Rehabilitation Sciences' academic policies and procedures for academic integrity and the grievance procedure which are presented in the SHRS Student Handbooks.

Academic Advisement & Mentoring

Academic Advisor
A primary academic advisor is assigned to each student in SHRS to help plan your program of study according to school, department, and program guidelines. The academic advisor is an expert in navigating academic policies, procedures, and campus resources. The advisor helps with necessary paperwork including, but not limited to, registration information, adding/dropping courses, or withdrawal processes, transfer requests, seeking financial assistance, university-wide services, access to tutorial support and tracking student progress toward degree completion.

The academic advisor is also able to support or make referrals to address student needs related to learning strategies, effective study habits, test-taking strategies and test anxiety, time management, campus involvement in various groups and activities, and other campus resources. The academic advisor is available via email, appointment, or drop-in.

Faculty Mentor
A faculty mentor is assigned to each student upon entry to the program. The faculty mentor meets with the student at the beginning of the term and during each pre-registration period to discuss progress in meeting competencies, overall performance, and future planning. Your faculty mentor will alert you to available advising appointment scheduling at these times. You should prepare by reviewing your performance on formative and summative competencies, review independent study or course options and have questions prepared prior to the meeting. The faculty mentor is also available by appointment, typically not drop-in, to discuss any emergent issues, questions, concerns or planning meetings. Contact your faculty mentor by email and request a meeting. Do not hesitate to email again if the first message does not get a reply within two business days.

In addition to guidance from a mentor, students are encouraged to consult with other faculty members to benefit from the diversity of faculty interests, research, and experience. You will get to know faculty from the classes you take, from research positions or jobs, and through other meetings or activities at Pitt. Faculty members can serve as future references for you, connect you with future employers, and/or help you with networking and career planning in your area of study. Students are

responsible for seeking out, scheduling, preparing for, and keeping appointments with faculty members.

SHRS Academic Policies
The DN Program adheres to the SHRS policies, academic regulations, academic probation and dismissal, protection and privacy of student information, access to health services, financial aid, social media, and student roles and responsibilities as presented in the [SHRS Student Handbooks](#).

[SHRS Grade Appeal Process](#)
If a student feels a grade had been assigned incorrectly or improperly, the following appeal process should be followed:
• Every effort should be made first with the course instructor to come to a mutually agreed upon resolution.
- If the student and course instructor are unable to resolve the grade in question, the student should contact the director of their academic program. The program director may consult with the course instructor, their department chair, as appropriate, to decide on the grade.
- If the program director and chair cannot reach a resolution, the matter should be referred to the applicable Associate Dean for Undergraduate or Graduate Studies. The Associate Dean will have the final say regarding the resolution of the grade disagreement.
- If the student continues to disagree with this resolution, they may contact the SHRS Ombudsperson.

[SHRS Policy on Failure to Communicate](#)
If the student is enrolled in the term and fails to communicate, they will be assigned the grade earned in the course, which may be a failing grade. If the course is a required course for degree completion, the student will need to repeat the course. Student grades will be assigned based on performance in the course, including failing grades for any missed assignments, at the instructor's discretion.

If a student is NOT enrolled in the current term or drops all courses by the add/drop deadline and has not a) communicated with their advisor or department the reason for withdrawing, or b) has not requested a leave of absence by the add/drop deadline and fails to communicate, they will be subject to dismissal from the program.

Failure to communicate definition - not responding to two (2) requests for communication with faculty, staff, or failure to attend one (1) required meeting with faculty or staff.

Academic Probation
The DN Program adheres to the SHRS academic policies and procedures for academic probation which are presented in the [SHRS Student Handbooks](#). A student must be in good academic standing to progress to Professional Work Setting SEL rotations in the second MS year of the program.

Leave of Absence
Under special conditions, graduate students may be granted a leave of absence. Please refer to the [SHRS Student Handbooks](#) for granting of a leave of absence for a graduate student.

Resignation from All Courses and the DN Program
Please refer to the [SHRS Graduate Handbook](#) for more information.

Graduation Requirements
Please refer to [SHRS Student Handbooks](#) for specific requirements that must be met to graduate from SHRS. In addition, for your reference, the Statute of Limitations on Allowable Coursework in the [SHRS Graduate Student Handbook](#) identifies the maximum amount of time allowed for completing program requirements. All professional masters within five years (includes both full time and part time students)

Program Policies and Procedures

Professional Conduct
Students are expected to maintain standards of integrity, ethics and professional behavior in educational settings and SEL facilities. All failure to comply with the standards of professional behavior as outlined below, will result in disciplinary actions.

Academic Integrity
As a requirement of the program, students must complete the University of Pittsburgh's "Academic Integrity Modules" at the beginning of the Fall Term upon entrance to the program. After completing the modules and passing the quiz, the student will receive an Acclaim Badge which must be submitted to the program director.

Ethics and Laws
The main principles of the Code of Ethics for the nutrition and dietetics profession are competence and professional development in practice (non-maleficence), integrity in personal and organizational behaviors and practices (autonomy), professionalism (beneficence), and social responsibility for local, regional, national, and global nutrition and well-being (justice). The Code of Ethics applies to all members of the Academy and all CDR credentialed practitioners. Students will adhere to the Academy of Nutrition and Dietetics Code of Ethics and Scope of Dietetics Practice. Patient and SEL site information is to be maintained in strict confidence, in accordance with HIPAA regulations.

Honor Codes
Students will adhere to the University's Student Code of Conduct, SHRS Handbooks, and the DN Program professionalism requirements.

Student Responsibilities
Guidelines and expectations for successful completion of the DN Program.

It is the student's responsibility to:
   a. Be on time, be prepared, and participate fully in all experiences, classes, activities, and events.
   b. Communicate regularly and appropriately with faculty, preceptors, and other students so expectations, arrangements, and responsibilities are understood and agreed upon.
   c. Follow through on all plans and communicate with faculty, preceptors or other students with questions or issues as soon as they arise.
   d. Be respectful and appreciative of all faculty, guest speakers, preceptors, and colleagues.
   e. Organize your time to promote efficiency to get work done on time while allowing sufficient time for emotional well-being.
   f. Learn to ask for guidance on areas of uncertainty that require clarification and to know when to be self-directed.
   g. Maintain a positive attitude with appropriate civil discourse to stay focused on present tasks and experiences even when the value may not be immediately evident, consider how they fit into the big picture. There is always something to learn.
   h. Self-assess your knowledge prior to beginning any new area of study or engagement, identify areas for further knowledge gathering. Be self-directed and review provided and suggested resources to seek a better understanding.

i. Understand the expectation to develop (formative) and demonstrate entry-level competence (summative) for all the ACEND competencies. If competencies are not met the student should be prepared to devote additional time and energy in these areas until competence is met.
j. It is the student's responsibility to retain membership in the Academy of Nutrition and Dietetics throughout the program.

Standards of Appearance and Dress Code

Purpose
It is essential that the appearance of the DN Program student reflects a professional image. The student is identified as a member of the program and/or clinical or public health facility in which the student is placed and, therefore, must comply with the recommended standards of appearance and dress code.
The standards of appearance and dress code of most clinical and public health facilities account for those specified by the Board of Health that inspects these establishments. The Food and Nutrition Services Department of a facility requires the maintenance of strict standards of personal hygiene and cleanliness to prevent the contamination of food and the spread of infection.

These same dress codes and standards will be interpreted and enforced by the DN Program faculty. Any student in violation of the dress code may be excluded from activities and subject to a reduction in the professionalism component of a course grade. Further action may be necessary if recurrent violations occur.

Policy
Dietitian Nutritionist (DN) Program students are expected to always exhibit a positive image when present within or when representing the University of Pittsburgh's School of Health and Rehabilitation Sciences. The program adheres to the SHRS Expectations for Appearance for daily attendance in the classroom. Additional DN Program Standards of Appearance include lab classes, program related experiences, shadowing, student presentations and professional meetings.

Additional Standards of Appearance for DN Program Students

Lab Classes
The DN Program student must comply with the standards of appearance outlined by SHRS and labs may require additional or stricter standards of appearance, cleanliness, or safety. Each lab course will provide the written requirements specific to the course.

Student Presentations or Professional Meetings
- Attire - Business attire would include:
  Business attire includes dresses or skirts (of appropriate length – no shorter than 2 inches above the knee) or dress in slacks or trousers with blouse/shirt and tie/sweater (no jeans or shorts). Shirts should cover the entire midriff and should not show cleavage. No sleeveless shirts may be worn. No shorts may be worn.

- Footwear - Clean, professional shoes should be worn. Shoes should be kept in good condition.

Additional Requirements for Shadowing or Program Related Experience in Food Service, Clinical, Community or Public Health Sites

- Identification Tags
  Students must be appropriately identified during SEL. They are required to wear the nametag provided identifying them as a University of Pittsburgh student.

- Attire
  Business casual (as above), in addition, a clean, pressed, white lab coat should be worn over business attire when working in the production areas, patient floors, other service areas and specified program courses.

- Footwear
  Clean, professional shoes should be worn. Do not wear open-toed or open-heeled shoes, clogs, or sandals. No athletic or cloth shoes should be worn in production areas. Shoes should be kept in good condition. Stockings or socks must always be worn.

- Fingernails
  Fingernails must be kept short and clean. Nail polish should not be worn in food production or food service areas. No artificial nails can be worn in food production, food service and patient care areas.

- Hair
  Hair should be conservative, clean, and neatly groomed. Hair, including facial hair, must be covered with a suitable hair restraint when in the food production or service areas. Hair coloring is at the discretion of the program and clinical site. Hats are not permitted, except for medical, religious, or cultural head coverings.

- Jewelry/Tattoos
  Only wedding bands and earrings (size of earrings may be specified in some institutions), may be worn in the food production areas. Conservative jewelry may be worn in other service areas. Facial piercings are prohibited. The program reserves the right to decide whether a student's visible tattoo or facial/oral jewelry is appropriate.

- Miscellaneous
  Attending or participating in any program activity smelling of cigarette/cigar/pipe smoke is not permitted. Avoid strong fragrances such as perfumes or cologne. Be aware that many people are sensitive to fragrances which may cause allergies or headaches.

Reasonable accommodation will be considered individually. Please contact, Dr. Cousins program director, at tcousins@pitt.edu and SEL coordinators Professor McGurgan, clinical coordinator at jmcgurgan@pitt.edu and Dr. Passerrello, community coordinator at cwp20@pitt.edu.

Communication
Students must always treat classmates, faculty, staff, preceptors, and patients respectfully and avoid using insulting or insensitive language with or about them. Students should default to using last names (Dr., Professor, Ms., Mr., etc.) when conversing with or about preceptors, faculty members, patients, and clients unless otherwise instructed by the individual. Use of offensive language in students'

communications can be hurtful and undermine their efforts to help people in need. Students should not use derogatory language in their written or verbal communications and should use accurate and respectful language in all communications. Students should use appropriate email etiquette in communication with faculty, staff, and any team members at volunteer or SEL sites.

Gender Specific Language Policy
It is important to recognize that communication in discussions and questions during the class represents an important avenue for collaborative learning and problem solving.

Additionally, it is important to share that didactic presentations typically use gender-specific language as reflected in the referenced publications. We also understand that the gender-specific language used may not inclusively represent all and that some individuals may identify themselves differently than the gender and pronouns used in presentations. Therefore, we ask for consideration and respect in your comments as some members of our course will have diverse levels of experience and backgrounds in health sciences. Healthy and respectful discourse from the lens of all your diverse backgrounds and experiences will contribute to an inclusive learning environment that will benefit your future patients and clients.

Lastly, please understand that written (or spoken) words may not always accurately portray what a person is trying to communicate. Be thoughtful, kind, flexible and considerate when having these conversations with each other. More importantly, please regard the questions AND comments provided as representing a sincere effort on the part of the individual involved.

Email Communication
Email is a primary means of communication between the University and DN Program and its students. All students were issued a secure University email account upon enrollment. The program and university assume that email from this account is from the student who owns the account and is not a forgery or phishing attempt. Therefore, this account is the ONLY email address that the faculty and university will use for communications with students.
- Students should check their email in this account daily (even during breaks and the summer) and make sure that their e-mailbox is not full.
- Failure to check your email or to keep your e-mailbox cleaned out is never acceptable excuse for missing official communications.
- Students shall use appropriate professional etiquette in all Email communications of a professional nature:
  - Include a salutation / greeting at the top that is professionally appropriate. Do not use the first name of faculty or preceptors unless they have asked you to call them by them first name.
  - Avoid slang, poor grammar, or the use of text messaging jargon (e.g., "y r u txting me?"). Edit, proofread, and use spell/grammar check before hitting "send". You can set your email for automatic spelling/grammar check. If using Outlook, go to the File=> Options=>Mail => Spelling and Autocorrect to set preferences.
  - Be respectful, always. Do not put anything into writing that you would not say in person. Also, consider the possibility that your intended message may be

misinterpreted by the reader without the benefit of direct person-to-person verbal and non-verbal inflections.

- o Include a signature that identifies the sender as a Dietetics and Nutrition student and includes a return email address. Please create your signature on all emails to include:
  Your first and last name
  Dietitian Nutritionist Program
  School of Health and Rehabilitation Sciences
  University of Pittsburgh | Class of _____
  Email address | Phone #

  - ▪ To create a signature using Outlook, go to File=> Options=> Mail=> Signatures and then type your signature information in the box and click on "OK". Optional: Students may use NameCoach to record and share the pronunciation of your name with others in your email signature. The faculty would like students to do this to help us pronounce names correctly. NameCoach also gives you the option to specify your personal gender pronouns. If you choose to use this feature, your pronouns will be visible to all students and instructors in your Canvas courses. To get started, visit My Pitt (my.pitt.edu) and search for NameCoach.

- Please include past email exchanges, especially when there are dates, times, etc. noted.
- Read all emails before you send and be mindful of all individuals included in the original email prior to responding.
- You may use email to correspond with professors:
  - o to set up appointments
  - o to alert them to a problem that may cause you to be late or to miss class
  - o to clarify an assignment, course content, etc.
- You may not use email correspondence to discuss/debate exams, grades, or assignment outcomes. If you have questions/concerns, regarding these items please set up an appointment to meet with the professor in person.

Class/Activity Attendance

Student attendance in all DN Program courses and activities is <u>required</u> to meet the Future Education Model Graduate Degree Competencies and Performance Indicators and to achieve competence. While most learning activities for a course will take place during the normally scheduled class period, some activities must take place outside of the normal class time. Attendance at these learning activities is expected and students must arrange for their own transportation. Students will be notified in advance about any of these activities.

Taking Exams as Scheduled
Students in the NS program is expected to take exams on the date and time as scheduled by their course instructor. An instructor <u>may</u> choose to make an exception based on extenuating circumstances (e.g., illness, emergencies). Missing an exam or requesting to reschedule an exam to accommodate the student's work, travel, or personal life schedule is not acceptable and will not be approved.

Use Of Electronic Devices During Class and SEL
The use of cell phones, tablets, laptops, or other electronic devices is prohibited during class or SEL, unless they are being used specifically for class or SEL related purposes.
- Students who need a phone on for emergency purposes should discuss the issue with the instructor or preceptor before the day's class or SEL begins.
- Taking photos or making video or audio recordings of the School of Health and Rehabilitation property, clinical SEL sites, and patients is prohibited without the written consent of the institution and all parties involved.
- No student shall post photos or information about SEL on social media platforms or other public forums.
- Electronic transmission of data related to patient specific identifiers is a violation of HIPAA and is subject to disciplinary action, which may include academic sanctions and legal accountability.

Classroom Copyright Notice
All materials (lecture slides, case studies, handouts, guides, or other educational materials) may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to university policy and procedures, prohibit unauthorized duplication or retransmission of course materials. You cannot duplicate, transmit, share on social media, or use course materials for any purpose without the advance written permission of the instructor and/or University.

Recording of Classroom Activities
To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Plan of Study

Purpose
The purpose of the Plan of Study (POS) is to provide documentation of the courses a student will be required to take to fulfill the requirements of the program. The POS is a contact between the program, academic advisor, and student for the plan to meet graduation requirements. The POS is used to cross-check with your transcript and Academic Advisement Report in PeopleSoft prior to graduation to verify that you have satisfactorily completed all course requirements. The SHRS Center for Academic Advising and Student Success (4044 Forbes Tower) will keep record of the POS, and it will be reviewed in each advising appointment to ensure degree progress.

Most students who enter the DN Program will take and complete the required courses in the standard sequence presented on the DN Program curriculum outline (see Appendix B). It may be necessary, however, for some students to deviate from this standard sequence of courses. In some cases, this may be predictable, such as students who enter the DN Program with advanced standing; in other cases, it may be the result of unanticipated events such as failing to satisfactorily meet course requirements, competency attainment or withdrawing from a required course once the student is enrolled in the DN Program. Because student progress in completing the curriculum may vary, each student is required to complete, and when necessary, revise, their individualized Plan of Study (POS) with their academic advisor in consultation with their faculty mentor.

Policy
Students in the DN Program are required to complete an individualized POS in collaboration with their academic advisor and faculty mentor. During their graduating semester, each student will review and sign the POS with their academic advisor and ensure that the POS matches the Academic Advisement Report in PeopleSoft. The POS will become a part of the student's permanent academic record and will be used to aid in the graduation verification process.

Procedure
Each student enrolled in the DN Program will complete their POS with their academic advisor's help. Students will meet with their academic advisor every semester. After each advising appointment, the academic advisor will send the student a new copy of the POS to reflect any updates or changes. The student should retain the POS for their personal files and be prepared to review the POS with their faculty mentor if necessary. A final and signed copy will be submitted by the advisor to the SHRS Registrar in the student's graduating semester.

Students who experience an interruption in the normal progression through the curriculum are required to revise their original POS to reflect the resultant changes. The POS revision must be initiated by the student and completed with the student's academic advisor's help in consultation with the faculty mentor. With any changes, the POS must be signed by the student and the student's academic advisor, and the updated copy will be housed in the SHRS Center for Academic Advising and Student Success (4044 Forbes Tower).

Confidentiality of Student Records
In addition to the student records maintained in the SHRS Office of Student Services, DN Program maintains confidential files/records on each student enrolled in the DN Program. Included are files used for advising and other routine academic and professional purposes, DN Program Student Professional Work Setting SEL performance evaluations, SEL requirements.

It is the policy of the DN Program to maintain the confidentiality of student records/files in accordance with federal legislation (FERPA). Only ethical and lawful means will be used to gather information from or about the student and to provide appropriate and adequate safeguards to maintain confidentiality. Protection of the confidentiality of student files/records refers to the collection and use of, access to, and dissemination and retention of information maintained in the student record/file. DN Program student records/files maintained by the department are secured in locked file drawers or password protected digital files. Access to these files is limited to the academic advisor, program faculty and staff as permissible.

Student records, including evaluations of students' performance in SEL, which are conducted at the Professional Work Setting SEL facilities, are secured in the facility in a locked file or password protected digital file in a locked room.

Student Access to Personal Files in the Department
It is the policy of the DN Program to provide each student enrolled in the DN Program with access to their file/record maintained in the SMN Department for their review. The following procedures must be followed:

1. The student may submit a verbal or written request to their academic advisor, faculty mentor or Program Director for an appointment to review their record.
2. The person responsible will promptly schedule a mutually convenient time to meet with the student for the purpose of the review.
3. The student's review of the record will take place with the academic advisor, faculty mentor or Program Director.
4. The student may take notes of any information in the file/record. The student may not remove any material from their personal record; however, they may make a request to correct information or to insert a statement of disagreement in their file by writing to the Program Director. If the student's correction is not accepted, the Program Director will notify the student and include an explanation for the denial of the correction. If the correction is accepted, it will be added to the record with appropriate documentation by the Program Director. The student can request, in writing, that copies of the change be sent, for academic or professional reasons, to individuals designated by the student.

Academic Scheduling Policy

The DN Program academic schedules are developed in accordance with the University's Academic Calendar. Students enrolled in the DN Program must take classes during the terms delineated by the program curriculum. Didactic classes that are not associated with SEL will not be scheduled on official University holidays and semester breaks.   SEL may occur outside of the University's Academic Calendar.

Final Exam Schedule

Final Exams are scheduled for the week following the scheduled "last day of class." The dates of the FINAL EXAMINATION PERIOD are identified on the University Academic Calendar. The student will be advised of the date of the Final Exam by the individual course instructor at the end of the term. The Final Exam for most DN Program courses is held during Finals Week on the same date and time that the class is usually held.

Evaluation of the Equivalency of Prior Learning

Policy

The DN Program may grant credit for program courses for prior learning on a case-by-case basis. Course(s) submitted for transfer cannot be more than 5-years old. A maximum of 6 credits will be considered for the MS degree. If accepted, the course will be transferred (if from another institution) to meet curriculum requirements for program completion.

Professional Work Setting SEL

The program will not grant credit for prior experience for Professional Work Setting SEL or any course providing Summative Competencies or SEL hours in a professional work setting. (Table 2: Planned SEL Hours -Semesters 3-6).

Proficiency Examinations

No proficiency exams are available for program required courses.

Procedure

The DN Program is a competency-based education program that requires the attainment of the ACEND Future Education Model Competencies and Performance Indicators for successful

completion. The evaluation of the equivalency of prior learning will be based on an assessment of prior learning or competence following the procedures below:

- Students must contact the program director to obtain the Course Plan for the course competencies and performance indicators for the course they are seeking evaluation for the equivalency of prior learning.
- Students must submit to their academic advisor an official transcript demonstrating a B or higher grade for the course, syllabus with objectives, course content outline, and assignment/project descriptions that meet the competencies and objectives of the program course for an equivalency evaluation. Graded examples of performance may be required.
- Evaluation of the equivalency of prior learning will be determined by the course instructor in consultation with the academic advisor and program director.
- The academic advisor will contact the student with the decision and initiate transfer forms.

Preceptor Qualifications

Preceptors are an asset to our students' learning experience thus they are expected to have the core knowledge and expertise in their field as evidenced by their having the required professional degrees and certifications.

Preceptors should:

- Be engaged and have a desire in mentoring and evaluating their students
- Have the required active credentials for their position.
- Show commitment to their own professional learning. Their resumes on file at the University should document that they regularly participate in appropriate professional development programs and training
- Model cultural competence in their practice
- Participate in professional development training
- Have a minimum of 2 years of experience in their field

Student/Preceptor Complaints

Purpose

To ensure that students and preceptors understand their rights to protect complaints and grievances, including ethics complaints.

Policy

The DN Program adheres to the School of Health and Rehabilitation Sciences for grievance procedures presented in the SHRS Graduate Student Handbook.

Complaints should be addressed for resolution at each level, in the following order:

a. Course instructor
b. Faculty mentor
c. DN Program Director
d. Department Chair (Department of Sports Medicine and Nutrition)
e. Dean of the School of Health and Rehabilitation Sciences
f. ACEND

Complaints should only be submitted to ACEND if a student believes the program is non-compliant with an ACEND accreditation standard. Complaints may be submitted directly to ACEND only after all other options outlined in the SHRS Guidelines have been exhausted. Contact information for ACEND:

120 South Riverside Plaza, Suite 2000, Chicago, IL, 60606-6995, telephone: 1-800-877-1600 x5400, email: ACEND@eatright.org.

A record of all student complaints including resolution will be retained for seven years.

Program Retention and Remediation
All competency performance indicators are incorporated into the program didactic courses and SEL. Each program course plan will identify the competencies, performance indicators and activities in the course that reflect progression of the student through the stages (knows-shows-does) of competency attainment. All students are expected to review their progress in the performance indicators for competencies in each class. Substandard performance on performance indicators should be discussed with course instructor/preceptor for remediation. In addition, competency progression will be reviewed during advising sessions with your faculty mentor each semester. Program summative competencies will be tracked via our Competency portal. Students and their advisors will have access to their performance and progression through all program summative competencies in Competency portal.

A score of 80% on a summative competency is required to successfully attain competence. Grading may be noted as a percentage grade, "pass/fail" competency scoring or a "met expectations" on a 9-point scale rubric evaluation. All efforts will be made by preceptors/instructors and faculty mentors to assist, encourage, and support a student to improve their skills, knowledge, and performance to achieve competence. Students are expected to let the instructors/preceptors and faculty mentors know if they are struggling in their course or in their rotation.

Summative Competency Remediation in Didactic Coursework
Any student failing to achieve an 80% on a summative competency will receive remediation. If remediation is required for attainment of 80% competence in a summative competency evaluation, the student will be provided written feedback from the instructor/preceptor for performance improvement. The student will have two (2) additional opportunities to improve performance to meet the requirement. Any assignment or activity submitted under remediation will not receive a grade change. The activity will be graded in the course at the level commensurate with the quality of work initially submitted. If the following reasonable opportunities, the student is unable to pass a competency with 80% proficiency, a remediation action plan will be developed by the student and their course instructor and, if applicable their academic mentor. Following agreement by all parties the action plan will be implemented to improve the student outcome(s). This remediation plan may delay progress through the program.

SEL Grading Policy and Evaluation

The final grade for the rotation is based on two areas: checklists and rubrics.

1. Checklists:
All Checklists will be S/U (satisfactory/unsatisfactory).
· S: meets all competencies >80%
· U: does not meet all competencies after 3 attempts <80%
· If a student receives a grade of U, they must develop an action plan to improve performance immediately. SEL courses must be taken in a planned sequence, therefore a student who earns a U on an evaluation may not progress to the next SEL course until the action plan and S grade is attained.

2. Rubrics

Formative Assessment Criteria:

· Evaluations will be used to review progress through the learning process. Formative criteria must be met at a "2-Needs Improvement" or higher.

· Evaluations receiving <2 on any competency do not meet the minimum acceptable standard for performance in SEL. If a student earns below 2 on one of the rubrics, the student must develop an action plan in conjunction with the University Clinical Instructor and the SEL preceptor to improve performance immediately. SEL courses must be taken in a planned sequence, therefore a student who earns below 2 on an evaluation/rubric may not progress to the next SEL course until the action plan and competency of above 2 is attained.

Summative Assessment Criteria:

· Evaluations will be used as a comprehensive measure of the ability to demonstrate the concepts, skills and knowledge within specified competencies. Summative criteria must be met at a "3-Satisfactory" or higher.

· Evaluations receiving <3 on any competency do not meet the minimum acceptable standard for performance in SEL. If a student earns below 3 on one of the rubrics, the student must develop an action plan in conjunction with the University Clinical Instructor and the SEL preceptor to improve performance immediately. SEL courses must be taken in a planned sequence, therefore a student who earns below 3 on an evaluation/rubric may not progress to the next SEL course until the action plan and competency of above 3 is attained.

Computation of the Final Grade:
S: Satisfactory – Satisfactory completion of class requirements
U: Unsatisfactory- Unsatisfactory completion of class requirements

A grade of S is required to successfully pass the course. Students who do not achieve an S in the course cannot progress to subsequent SEL.

Requirements for Graduation from the DN Program
To qualify for graduation from the DN Program and receive a Verification Statement, students must be in good academic standing and successfully completed all courses and other degree requirements as specified in the curriculum plan for the DN Program (Appendix B), including all the required hours, learning activities and summative competencies in didactic courses, and SEL (Appendix A). All courses in the undergraduate year must be completed with a C- or higher and all courses in the master's 2 years must be completed with a C or higher.

Competency Attainment for Graduation and Receipt of a Verification Statement
All program students must pass all program required summative competencies with an 80% or higher to graduate with an BS and/or MS degree(s) and receive a Verification Statement. The MS and the Verification Statement are required for eligibility for the Registered Dietitian Examination. If the student, with reasonable accommodation, is unable to meet 80% competence in all ACEND competencies, the

student may graduate with an MS degree but not receive a Verification Statement for registered dietitian eligibility.

Degree Requirements
University of Pittsburgh Statue of Limitation on Allowable Coursework
All requirements for the professional master's degree must be completed within 5 years from the student's initial registration for graduate study (includes both full time and part time students). Graduation from the DN Program with an BS/MS or MS only degree requires successful completion of 156 (BS/MS) or 60 (MS) credits, respectively with a grade of C or better as follows:
1. 96 (BS/MS) or 39 (MS) credits of core academic requirements
2. 21 credits of professional work setting SEL

Outside Employment
Students are not prohibited from holding outside employment during the program. However, such employment must not interfere with course attendance, academic responsibilities, or the completion of assigned Supervised Experiential Learning (SEL). During the second MS year—the professional SEL phase—students are assigned to off-campus rotation sites. These rotations may occur at any time, including days, evenings, and weekends, and schedules may change frequently with little notice. Due to the unpredictable and demanding nature of the SEL schedule, maintaining outside employment during this phase is strongly discouraged. Students must make appropriate financial arrangements before beginning the second year to avoid conflicts. If a conflict arises between employment and SEL responsibilities, SEL must take priority. Missing SEL assignments may result in delayed competency completion, lower grades, and postponed graduation.

Required Preparation for Service Hours, Volunteer, Paid or Unpaid Program Experience

The following activities must be completed by the assigned due date to be eligible to begin the program. No student will be permitted to begin the program without providing proof of all items listed below. The student is responsible for making the appropriate arrangements to complete all the following requirements and is responsible for the payment of all fees associated with the requirements listed below. Information on the estimated cost/fees for the requirements is in "Student Financial Responsibilities" section of this handbook*.

Physical Examination
DN Program students must have a physical examination, including specific immunizations, completed before the third year of the DN Program. The initial physical examination must be completed by August 1st before the last semester in the DN Program. The physical exam determines that the student's health is appropriate to work with patients. The physical exam is required for the protection of the student as well as for the protection of the patients and clients with whom the student will work during their SEL. It is also intended to protect the interests of the clinical facilities and the University.

Procedure
The student will receive notice regarding the required physical exam via an information package provided to the student via email during the summer before the beginning of the Fall Term. This is to allow the student sufficient time to plan to have the exam completed and submitted by the due

date. This notice will include the physical examination form that the examining physician must complete. This form lists the specific immunizations that are required. The student must submit the completed physical examination form including proof of required immunizations to the DN Program SEL Coordinator by August 1st of the Year. The student must also retain a copy of the results of the exam if the clinical facility requires it.

Students who have not successfully completed all components of the physical examination are not eligible to begin any practice experience including Professional Work Setting SEL.

Professional Student Liability Insurance
All students are required to have professional liability coverage while they are in the program. The purpose is to provide liability coverage to protect the interests of the student, the clinical facility that provides the SEL, and the University.

Procedure
All students are automatically enrolled in a blanket professional liability insurance policy offered through the University. This policy covers a student acting within the scope of their duties as a student in the DN Program. The student has professional student liability insurance coverage through the SHRS group insurance plan for a 12-month period that covers August to August. There is no cost to the student while they are enrolled in the DN Program.

Criminal Record Check (Act 34)
All students must have a Pennsylvania State Police criminal record check completed before beginning the DN Program and repeated annually. The purpose of the criminal record check is to protect patients/clients from harm or abuse.

Procedure
During the summer prior to the Fall Term, First Year of the DN Program, an information package will be provided to all students via email that will include details on how to obtain a Criminal Record Check from the Pennsylvania State Police. All students must have a Pennsylvania State Police criminal record check completed before starting any experiential learning and repeated annually. The purpose of the criminal record check is to protect patients/clients from harm or abuse.
- Fee: $22.00 by using a credit/debit card.
- Go to internet website ⬚HYPERLINK "https://www.education.pa.gov/Educators/Clearances/PATCH/Pages/default.aspx" Pennsylvania Access to Criminal History (PATCH)⬚Select "Submit a New Record Check". Read and click "Accept" on the "Terms and Conditions…" page and follow instructions on web page.
- Applicants should fill in their own name and address for the "Record" status request lines.
- If the results are "No Record" you should receive this response immediately. Print out the "Invoice" with a copy of the State seal embedded on the paper.
- If the response is "Request Under Review, or Pending", you must periodically check back with the website until your request is processed. Results of "Record" will be mailed to the applicant and may not be printed.

The student is to submit the completed report (showing <u>results</u> of the criminal record check) to APPROVE <u>by August 1st.</u> The student should also keep photocopies of the report. The Clinical Coordinator will review the report and take appropriate action if needed to protect patients/clients from harm or abuse. This action includes refusing to place the student at assigned experiential learning sites.

Child Abuse History Clearance (Act 33)
All students must have a child abuse clearance completed before beginning the program and repeated annually. The purpose of the child abuse clearance is to protect patients/clients from harm or abuse.

Procedure
All students must have a child abuse clearance completed before beginning any experiential learning and repeated annually. The purpose of the child abuse clearance is to protect patients/clients from harm or abuse.
The online submission can be completed at: https://www.compass.state.pa.us/CWIS
Creating an account and submitting your clearance application online will give you immediate access to your results or the status of your results if your results cannot be processed immediately with a cost of $13.00.
- Applicant Identification: applicant fills in *own* name and address.
- Purpose of Clearance: select "Volunteer Having Contact with Children"

The student must upload a copy of the certificate to APPROVE <u>by August 1st</u>. The student should also keep a copy of the report if an experiential learning site requests a copy. The Clinical Coordinator will review the report and take appropriate action if needed to protect patients/clients from harm or abuse. This action includes refusing to place the student at an experiential learning site.

FBI Criminal History Report (Act 73)
All students must have an FBI Criminal History Check completed before beginning any SEL and repeated annually. The purpose is to protect patients/clients from harm or abuse.

Procedure
During the summer before the Fall Term, First Year, the Clinical Coordinator will email the students how to obtain an FBI Background Check. All students must have an FBI Criminal History Check completed before beginning any experiential learning and repeated annually. The purpose is to protect patients/clients from harm or abuse. The student must first register online with the IDEMIA System.

Please go to the IDEMIA website at https://uenroll.identogo.com. <u>Enter the following service code for DHS volunteers: 1KG6ZJ.</u> After registration, the student must be fingerprinted. The fingerprint sites' location and hours of operation for each site are on the IDEMIA website. There is a $23.25 processing fee. Note that processing this report can be lengthy, so the student should begin the process by the beginning of June to allow adequate time for processing. When the completed report is returned to the student (showing <u>results</u> of the clearance check), the student is to submit the original report to APPROVE <u>by August 1st</u>. The student must also keep photocopies of the report. The Clinical Coordinator will review the report and take appropriate action if needed to protect clients from harm or abuse. This action includes refusing to place the student at an experiential learning site.

National Sex Offender Registry
All students must complete the National Sex Offender Registry verification.

Procedure
All students must have the National Sex Offender Registry completed before beginning any experiential learning and repeated annually.
Go to the website: National Sex Offender Registry (pa.gov)
Locate and print the application: PA Child Abuse History Certification. Once complete, use one of three options to submit the application

- o Mail to the Clearance Verification Unit, ChildLine at the following address: Department of Human Services P O Box 8170 Harrisburg, PA 17105-8170;
- o Scan the completed application and email to RA-PWNSOR@pa.gov with "NSOR Verification (applicant's last name) (i.e. NSOR Verification Smith) on the subject line;
- o Hand deliver to the Clearance Verification unit lobby located at: 5 Magnolia Drive Harrisburg PA 17110 (Hillcrest Building number 53). Free parking is available in Lot C.
  The student will submit the report to APPROVE by August 1st. The student should also keep a copy of the report if an experiential learning site requests one. The Clinical Coordinator will review the report and take appropriate action if needed to protect patients/clients from harm or abuse. This action includes refusing to place the student at an experiential learning site.

HIPAA Training and Certification
It is the policy of SHRS that all students must receive training and certification under the Health Insurance Portability & Accountability Act (HIPAA). This policy ensures that the student is trained in the proper policies and procedures specified by HIPAA for protecting the privacy of patient medical information.

Procedure
It is the policy of SHRS that all students must receive training and certification under the Health Insurance Portability & Accountability Act (HIPAA). This policy ensures that the student is trained in the proper policies and procedures specified by HIPAA for protecting the privacy of patient medical information. All students should have already completed this training prior to the first term of the program, and it is good for two years, **please complete and submit to APPROVE by August 1st:**
https://cme.hs.pitt.edu/ISER/servlet/IteachControllerServlet?actiontotake=loadmodule&moduleid=13907
The student will need to log in and must complete the following module including all quizzes: *University of Pittsburgh HIPAA Privacy and Security Awareness for Physicians, Mid-Level Providers, Dentists, Staff, and Students working in University of Pittsburgh clinical facilities, all Staff and Faculty working in other HIPAA-covered departments and all Students, Staff and Faculty in the Schools of Health Sciences*

Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting (Act 31)
Protecting children from abuse and neglect in Pennsylvania is a shared responsibility. This course meets Act 31 of 2014 training requirements and the Recognizing Child Abuse and Mandated Reporting components of Act 126 of 2013. All students must complete the Child Abuse Reporting training and certificate during their first term at SHRS.

Procedure
Protecting children from abuse and neglect in Pennsylvania is a shared responsibility. This course meets Act 31 of 2014 training requirements and the Recognizing Child Abuse and Mandated Reporting components of Act 126 of 2013. All students must complete the Child Abuse Reporting training and certificate during their first term at SHRS. The training can be completed on-line by accessing the following website: Recognizing and Reporting Child Abuse. The student will need to create an account and log-in. After successful completion of the course and all quizzes, the student must print two copies of the certificate of completion. **The student is to keep one copy of the certificate for their personal records and the other to be uploaded to APPROVE by August 1st before the Fall Term.** This certificate is good for three years, if completed previously, submit your certification from last summer to APPROVE.

CPR Certification and Training
All DN Program students must obtain CPR Training and Certification prior to any SEL. The student must maintain their current certification during program enrollment.

Procedure
All DN program students must obtain CPR Training and Certification prior to experiential learning. The training should include both adult and infant/child CPR, AED training, and should be for "**healthcare providers**". The student must be CPR certified for all terms they are participating in experiential learning. If a student's CPR certification expires before the program ends, they must re-certify and provide proof of certification to the DN program Clinical Coordinator. It is the student's responsibility to schedule and obtain the training. Sites where the certification can be obtained include American Heart Association programs (American Heart Association CPR & First Aid) and the Center for Emergency Medicine (http://www.centerem.org) in Pittsburgh. **The student must provide proof of certification (photocopy of their CPR card) to APPROVE by August 1st.**

Health Insurance
SHRS policy requires that all SHRS students have health insurance coverage for the period they are enrolled in SEL courses. (Note: The Student Health Service fee does not constitute health insurance coverage). This policy protects the student in the event of injury or illness.

Procedure
SHRS policy requires that all SHRS students have health insurance coverage for the period they are placed in clinical facilities for experiential learning. This policy protects the student in the event of injury or illness. The student must maintain coverage for the entire time the student is participating in experiential learning (August – April). The student may be covered by their parent's, spouses, or carry their own policy. (Note: there is a section on the Physical Examination Form that the student must sign to verify that the student has appropriate health insurance coverage).

For those interested, the University has joined with UPMC Health Plan, to provide the UPMC Health Plan for Pitt Students. For information on this insurance plan please go to: https://www.hr.pitt.edu/students/medical-coverage.

Bloodborne Pathogen (BBP) Training
It is the policy of SHRS that all students must receive blood borne pathogen (BBP) training during the second and third year of the program. This policy ensures that the student receives adequate training concerning biohazards.

Procedure
It is the policy of SHRS that all students participating in experiential learning must receive Bloodborne pathogen (BBP) training and certification **annually**. This policy ensures that the student receives adequate training concerning biohazards. BBP training can be completed on-line by accessing the following website: https://www.upmc.com/healthcare-professionals/education/mandatory-training. The student should choose the option for non-UPMC staff members. The student will then complete the "Bloodborne Pathogen Training" module. After successfully completing all quizzes, **the student must upload a copy of the certificate with the student's name on it to APPROVE by August 1st.**

Influenza Vaccine
All students are encouraged to receive the Influenza Vaccination for their SEL such as visiting Children's Hospital and Long-term care rotations. Additionally, many of the primary clinical sites will request that you have received this vaccine. Religious and medical exemptions for the vaccination may be granted based on the religious beliefs or certain medical based reasons. The student needs to upload a document that proves that the vaccine was received or provide documentation validating the contraindication to the vaccine to the Clinical Coordinator by November 15th (or earlier date as determined by the Clinical Coordinator).

COVID-19 Vaccination Requirements for Supervised Experiential Learning
The University of Pittsburgh requires that all affiliates on all campuses be vaccinated against COVID-19 or have an approved exemption. This policy applies to all faculty, staff, students, and postdocs. This program also requires students to complete clinical education at facilities external to the university. Many SHRS clinical partners require employees, trainees, and students to be compliant with the federal vaccination requirement. This includes providing proof of vaccination or exemption to the clinical site. Failure to comply with this requirement for clinical partners may preclude the student from completing this program's clinical requirements. Some of our clinical partners will not permit students to complete clinical rotations without proof of vaccination and will not accept exemptions. Religious and medical exemptions for the vaccination may be granted based on the religious beliefs or certain medical based reasons. The student needs to upload a document that proves that the vaccine was received or provide documentation validating the contraindication to the vaccine to the Program Coordinators by July 30th

Requirements from the Experiential Learning Facility
Some practice sites may have requirements in addition to those specified above. Examples of such would be drug screening, additional medical testing, attendance at a hospital orientation session, an application, or an interview. The student must comply with any additional requirements to participate

in SEL. The Clinical Coordinator will inform the student of these requirements in a timely fashion prior to the beginning of the supervised experiential Professional Work Setting SEL.

Documentation of SEL Tracking
All SEL hours in SEL activities and professional work settings are noted on the Course Plan for each didactic course or supervised SEL rotation, (refer to "Planned SEL (SEL) Experiences", Table 2). All activity hours will be logged in by each student in the Competency A.I. program management system and verified by the course instructor/preceptor.

Total hours may vary per student with at least 1000 hours required to meet program graduation, ACEND, CDR RD exam eligibility and licensure requirements. The program will not grant credit for prior experience for SEL (SEL) or any course providing Summative Competencies or SEL hours in a professional work setting. ([Refer to: Planned SEL Hours -Semesters 3-6) Table 2](#)).

Academic and Competency Requirements for Entering Professional Work Setting SEL

Professional Work Setting
   Policy:
   The DN Program student must be in good academic standing, satisfactorily completed all prerequisite courses and competencies, and be enrolled in co-requisite courses at the beginning of the Professional Work Setting SEL. The purpose of this policy is to ascertain that the student has had the opportunity to attain knowledge of theory, principles, and practices which provide the foundation for meeting the performance requirements of the planned Professional Work Setting SEL experiences.

   Procedure
   The student's faculty mentor and academic advisor will review the student's academic record and performance in competency attainment prior to advancement to Professional Work Setting SEL at the completion of first MS year.

Part-Time Students Progression to Professional Work Setting SEL Courses
Students who assume part-time status for any reason are not guaranteed placement in a Professional Work Setting SEL facility and may be delayed in completing the required SEL and graduation. Arrangements for advancement to Professional Work Setting SEL must be confirmed on an individual, space-available basis.

The Professional Work Setting SEL is incorporated into a series of sequential courses beginning with the Fall Term of the first MS year and continuing into the second MS year. The courses are identified on the DN Program curriculum plan ([Appendix B](#)) as: HRS 2676: Experiential Practice 1, HRS 2675 Practicum in Dietetics 1, HRS 2672: Experiential Practice 2, HRS 2652: Experiential Practice 3; and; HRS 2659 Practicum in Dietetics 2.

Policies and Procedures Specifically Related to Professional Work Setting SEL

Introduction
Professional Work Setting SEL included in the DN Program curriculum are designed to meet the Accreditation Council for Education in Nutrition and Dietetics (ACEND Future Education Model Competencies and Performance Indicators for the RD/RDN (Appendix A).   Included are SEL in clinical dietetics, food service management, and community /public health dietetics practice.

The community/public health nutrition experiences cover a broad spectrum of SEL activities related to nutrition education and the provision of nutritional care in a variety of community setting. The students are given the opportunity to provide nutrition services to individuals of different ages and socioeconomic status and individuals at various stages of the health-illness continuum.

The food service management Professional Work Setting SEL covers the broad spectrum of a food service operation including menu writing, food production, food purchasing, patient food service, etc. In addition to HRS 2676: Experiential Practice 1: Food Service Management rotation, learning activities and experiences in this area, including quality assessment and improvement, are integrated into HRS 2672: Experiential Practice 2: Management in Long-Term Care.

During the clinical dietetics Professional Work Setting SEL, the students are provided the opportunity to apply their knowledge of medical nutrition therapy to the practice of dietetics in the acute care setting. This involves planned learning experiences with various patients of all ages at various stages of the health/illness continuum. Students will have the opportunity to model behaviors and practice skills of the professional SEL preceptors at the SEL site. Through the combination of observation, planned learning activities, professional interaction, and self-involvement with educational assignments, the students will demonstrate increasing level of proficiency in providing comprehensive nutritional care to individuals within the practice setting.

Students will also be provided an opportunity to apply to an individualized 12-week rotation in a specialty practice area. This will provide the student with the opportunity to develop and practice nutrition skills in a specialty area within a pre-approved practice setting under the guidance of a site mentor(s). The student will complete learning activities as specified by their site mentor. The learning experience will enhance skills in this area beyond the entry-level.

Each Professional Work Setting SEL course is divided into modules, each of which has specific learning/performance objectives and planned learning/performance activities which include "hands-on" practice and/or written assignments and projects designed to meet unit objectives. The learning activities included are structured to allow the student to progress in the development of competence and proficiency in practice to attain the level required of an entry-level dietitian.

Each module of learning activities is assigned a block of time called SEL hours to give the student enough time to practice and attain competence and proficiency in those areas. The student must complete all assigned learning activities for each unit of Professional Work Setting SEL. The number of SEL hours will vary with the individual student's competence mastery, however, the estimated number of SEL hours to meet performance and learning objectives of the DN Program totals 1142 hours.

Planned SEL Hours

Table 3: Planned SEL (SEL) Professional Work Setting and Alternate Experiences

Academic Term	Estimated # of hours	
	Professional Work Setting	Alternate Experiences
Semester 3 HRS 2631: Nutrition Focused Physical Exam Lab HRS 2680: Evidence-Based Professionalism in Dietetics		20 1
Semester 4 HRS 2625: Counseling Methods		12
Semester 5 HRS 2676: Experiential Practice 1 HRS 2675: Practicum in Dietetics 1	592	12
Semester 6 HRS 2674: Capstone Project HRS 2672: Experiential Practice 2 HRS 2652: Experiential Practice 3 HRS 2659: Practicum in Dietetics 2	344 120	8 12
Total	1056 hours	65 hours
Sum of Hours for Each Category	Total Column A	Total Column B
Total Planned Hours		
Sum of hours in professional work setting and alternate SEL experiences (Total Sum of Columns A and B in Table 1) *		1121 hours

*Individual student hours may vary based on time to attain competence.

The DN Program student's completion of the learning activities and competencies for each unit and the related clinical hours must be documented and verified by the SEL site preceptor and the DN Program Clinical Instructor. This documentation is then reviewed by the DN Program Director before the student sends verification to Commission on Dietetic Registration (CDR) that the student is eligible to take the National Registration Examination for Dietitians.

The student will be assigned to clinical facilities to complete their SEL experiences. While in the clinical facility, the student will be required to adhere to the policies and procedures of the facility. The DN Program policies and procedures specifically related to Professional Work Setting SEL are presented on the following pages. These policies provide the basic framework within which the students, SEL preceptors, DN Program Clinical Coordinator, DN Program Clinical Instructors, and DN Program Director can work efficiently and effectively in meeting the DN Program objectives.

Academic and Competency Requirements

Policy

To be eligible to begin the Professional Work Setting Supervised Experiential Learning (SEL), DN Program students must have:

- Satisfactorily completed all prerequisite courses and competencies, and

- Be enrolled in all required co-requisite courses.

This policy ensures that students have acquired the foundational knowledge, skills, and theoretical understanding necessary to meet the performance expectations of the Professional Work Setting SEL experiences.

Procedure

1. Faculty Mentor Review
   Prior to the start of the Professional Work Setting SEL—typically at the conclusion of the first MS year—the student's faculty mentor will conduct a formal review of:
   o The student's academic record, and
   o Competency attainment progress.
2. Early Intervention (if applicable)
   If a student is identified as not meeting satisfactory academic or competency performance before the end of the first year, the review may occur earlier to address concerns proactively.
3. GPA Requirement
   To proceed to the Professional Work Setting SEL, the student must have attained a minimum GPA of 3.0, which is the standard for graduate students as defined by the School of Health and Rehabilitation Sciences (SHRS).

Required Preparation for Professional Work Setting SEL
The following activities must be completed by the assigned due date to be eligible to begin Professional Work Setting SEL. No student will be permitted to begin Professional Work Setting SEL without providing proof of all items listed below. The student is accountable for any missed SEL experiences due to a delay in beginning Professional Work Setting SEL and is required to make up the missed learning activities/related clinical hours and competency attainment in compliance with the DN Program policies and procedures. This list is valid as of the date of this Handbook and is subject to change. Professional Work Setting sites reserve the right to deny student placements based on the results of this information, or for a student's inability to produce the required documentation.

The student is responsible for making the appropriate arrangements to complete all the following requirements and is responsible for the payment of all fees associated with the requirements listed below. Information on the estimated cost/fees for the requirements can be in "Student Financial Responsibilities" of this handbook.

Please refer to "Required Preparation for Service Hours, Volunteer or Paid Unpaid Program SEL" for all policies and procedures for the following requirements.
Physical Examination
Health Insurance Coverage
PA Access to Criminal History (PATCH) for Act 34
Child Abuse History Clearance (Act 33 DHS)
FBI Criminal History Check (Act 73)
National Sex Offender Registry
Bloodborne Pathogen (BBP) Training and Certification

HIPAA Training and Certification
CPR Certification and Training
Professional Student Liability Insurance
Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania Online Training (Act 31)
COVID-19
Influenza Vaccine
Requirements from the assigned Clinical Facility, including but not limited to drug screening

Supervised Professional Work Setting SEL Assignments

Professional Work Setting SEL Sites
Dietitian Nutritionist Program student placement for Professional Work Setting SEL is arranged by the DN Program Clinical Coordinator in compliance with SHRS and Dietitian Nutritionist Program policies and procedures. DN Program students will be assigned to only those facilities that have in effect a current written Contractual Agreement with the University of Pittsburgh School of Health and Rehabilitation Sciences (SHRS). Clinical contracts at the School of Health and Rehabilitation Sciences are administered through a school wide process. All clinical contracts are initiated by the program and are coordinated through the SHRS contract administrator. Once a contract has been approved it is signed by the Dean of SHRS and executed copies are maintained electronically through the Clinical Contract Tracking and Sharing platform by EXXAT.

Purpose
The purpose is to protect the interests of the student, the clinical facility, and the University. Facilities are selected as Professional Work Setting SEL sites based on the availability of resources within the facility to provide the planned and approved supervised learning activities and the willingness of the facility staff to offer the experiences as outlined in the SEL curriculum. It is understood that all facilities that sign a written Contractual Agreement agree to provide the planned learning experiences and to mentor the professional development of dietetics students.

Procedure
The DN Program student will be assigned to a facility serving as their primary Professional Work Setting SEL site for Food Service Management/Clinical/Community- Public Health/Specialty Rotation - HRS 2676, HRS 2672, and HRS 2652. The number of students assigned to a facility at a given time is determined by the facility's SEL supervisor and the DN Program Director and SEL Coordinators.

Selection of Experiential Learning Sites
DN Program student placement for Professional Work Setting SEL is arranged by the DN Program SEL Coordinators in compliance with SHRS and DN Program policies and procedures. DN Program students will be assigned to only those facilities that have in effect a current written Contractual Agreement with the University of Pittsburgh School of Health and Rehabilitation Sciences (SHRS). The purpose is to protect the interests of the student, the clinical facility, and the University. Facilities are selected as Professional Work Setting SEL sites based on the availability of resources within the facility to provide the planned and approved supervised learning activities and the willingness of the facility staff to offer the experiences as outlined in the SEL curriculum. It is understood that all facilities that sign a written Contractual Agreement agree to provide the planned learning experiences and to mentor the professional development of dietetics students.

Assigning the Student to a Primary SEL Site
Procedure
Students will be assigned primary facilities by the DN Program SEL Coordinators and Director. The SEL site placements are arranged by the SEL Coordinators to place students in affiliated sites best suited to the student's professional development.   While assigning primary placement sites, our program may take student preferences and several other factors into consideration, placement is not made based on these preferences. The DN Program Director alongside SEL Coordinators reserves the right to reassign a student to a different clinical facility or specialty rotation to best serve the learning environment for the student(s).

Assigning the Student to Additional SEL Sites
The student will be assigned by the DN Program SEL Coordinators or course instructor to SEL sites that have a current Contractual Agreement with SHRS for specific short-term rotations or assignments, as appropriate. Included are long-term care facilities, community agencies, specialty clinics, independent study sites, etc.

Procedure
During Experiential Practice 1 and Experiential Practice 2, students are assigned to facilities other than their primary Professional Work Setting SEL sites on a short-term basis for specific rotations or assignments that are unavailable at the primary site. The student will be advised of the short-term Professional Work Setting SEL assignment by their DN Program SEL Coordinators and provided with all information (e.g., learning activities, site address, preceptor contact information) required prior to the clinical rotation. For example, during the community/public health rotation, the student will be assigned to one or more community agencies and/or facilities for specific, planned community learning activities that are not available at their primary Professional Work Setting.

Evaluation of SEL Sites
Current sites are evaluated by site visits for student evaluations and monitoring of student feedback throughout the SEL rotations for any areas of concern. The SEL Coordinators will review formal student and preceptor evaluations annually at the SEL experience's conclusion. Any site noted to provide substandard mentoring, supervision, or experiences to promote achievement of competencies will be discussed at program meetings to identify the problem, gather further information, determine the type of intervention to employ, and initiate a plan of action. If the site is found to be deficient or issues cannot be resolved, it will no longer be used for student rotations.

Student Status in the Professional Work Setting SEL Facility – Policy on Replacement of Employees
Policy
The status of the student in the SEL facility is that of a student learner. The student shall not replace employees, except as planned to demonstrate competence in completion of planned SEL. The student shall not be paid wages for the time engaged in completing planned learning activities.

Purpose
The planned learning activities and experiences require student performance of various aspects of the role functions of a dietitian to provide the student with the opportunity to attain the degree of competence and level of proficiency required of an entry-level dietitian. The planned experiences,

therefore, are for the student's benefit and require an investment of time by the SEL preceptors and resources by the facility.

Safety and Reporting Safety Issues
Individuals have a professional and personal responsibility to put the safety and well-being of themselves and others as a priority.   Prior to your SEL, review organizational safety policies to become familiar with procedures to protect you and others from harm. Each site may have policies in addition to those of regulatory agencies.
Students are responsible for:
- adhering to all University, departmental or site-specific safety policies and procedures and comply with safety directives issued by their individual supervisors.
- complying with the applicable provisions of health and safety standards and regulations issued by regulatory agencies
- attending and completing required training
- identifying and reporting safety concerns

Reporting Safety Issues
- Dealing with safety issues through the supervisory chain of command is the preferred method.
- Individuals with specific safety questions or concerns are encouraged to report/discuss them with their immediate site supervisor.
- When this approach is unsuccessful in resolving a safety issue, contact your clinical instructor. your Clinical Instructor will, upon request, contact your site supervisor for a thorough investigation and resolution of a concern.

Transportation to Clinical Facilities
The required travel to volunteer and experiential learning sites during all DN Program years is the student's responsibility.   Students must arrive at all SEL sites on time daily, no exceptions will be made. Many sites are not accessible by public transportation, and alternative arrangements are the student's responsibility. Students are responsible for payment of all expenses involved in transportation and parking.

Liability for Safety in Travel
Students using their own private automobiles for travel to SEL facilities, field trips, and professional meetings, must have adequate personal/liability automobile insurance coverage. The student is responsible for obtaining and paying for this insurance coverage. If the student's car becomes disabled or involved in an accident during SEL, they should look to their personal safety first. The students should arrange their car and/or transportation, as needed. As soon as practical, contact the site supervisor and either the DN Program director or clinical instructor.

Meals While at a Clinical Facility
The student is responsible for the cost of meals and/or snacks obtained while at the clinical facilities.

Schedule for Professional Work Setting SEL
As a professional program the schedule for each of the SEL courses and SEL does not adhere to the University Academic Calendar. The SEL courses are scheduled in the Fall and Spring Terms of the DN Program.

The schedule for SEL will be included on the course syllabus for each course. The student must learn and adhere to the schedule for SEL courses and experiences. The general scheduling format for supervised experiential Professional Work Setting SEL for each academic term with the related "clinical hours" is presented below.

Note: For all SEL courses, the time taken for lunch or breaks is in addition to the required clinical time. In general, 30 minutes is allotted for lunch.

Supervised experiential learning

Fall Term, Second MS Year

HRS 2675: Practicum in Dietetics 1
This self-guided course prepares students for their planned, supervised experiential rotations completed at an assigned facility. Online teaching approaches include lectures, group discussions, student presentations, and problem-based learning through case studies and practice problems. Active participation in all components is a requirement of the course. This course includes planned supervised experiential learning (SEL) hours. Each student is expected to record their hours in our CBE (Competency Based Education) portal.

Scheduled Days & Times: HRS 2676: Supervised Experiential Practice 1
This course will provide experiential learning experience in food service management, community/public health nutrition and clinical nutrition. The purpose of the learning activities and assignments is to provide the student with the opportunity to apply knowledge and skill in all facets of an assigned practice area. Supervised experiential learning in Assigned Facility: Monday, Tuesday, Wednesday, Thursday, and Friday: 8:00 am – 4:30 pm (or hours scheduled by supervised experiential learning preceptor)

Spring Term, Second MS Year

HRS 2659: Practicum in Dietetics 2.
This self-guided course prepares students for their planned, supervised experiential rotations completed at an assigned clinical facility. Online teaching approaches include quizzes, lectures, group discussions, student presentations, and problem-based learning through case studies. Active participation in the online components is a requirement of the course. This course includes planned SEL hours. Each student is expected to record their hours in our CBE portal.

Scheduled Days & Times: HRS 2672: Supervised Experiential Practice 2
This course provides advanced experiential practice experience in clinical nutrition and long-term care setting. It provides the students with the opportunity to apply their knowledge of nutrition assessment and medical nutrition therapy to the practice of dietetics in the acute care setting. Supervised experiential learning in Assigned Facility: Tuesday, Wednesday, Thursday, and Friday: 8:00 am – 4:30 pm (or hours scheduled by supervised experiential learning preceptor)

Scheduled Days & Times: HRS 2652 Supervised Experiential Practice 3

Supervised experiential learning experience activities for this course are planned to provide the student with the opportunity to assume increased responsibility for the management of nutrition care to hospitalized patients. In this course, the student will function as a clinical dietitian at the clinical site and will independently conduct all phases of the nutrition care process. Supervised experiential learning in Assigned Facility: Monday, Tuesday, Wednesday, Thursday, and Friday: 8:00 am – 4:30 pm (or hours scheduled by supervised experiential learning preceptor)

The weekly courses, HRS 2675 in the fall semester and HRS 2659 in the spring semester, prepare students for their planned, experiential supervised practicums completed at an assigned clinical facility. Online teaching approaches include lectures/presentations, group discussions, student presentations, and problem-based learning through case studies. Course exercises simulate experiential practice assignments and provide opportunities for students to apply didactic content to the practice of food service management and the nutrition care process used in patient care. During group discussions students report on events and share experiences to broaden the class's perspective on dietetics practice in the acute care setting. Active participation in the online components is a requirement of the course.

Variations in Starting and Ending Times
Students in SEL may not follow the University of Pittsburgh Academic Calendar depending on site placements and SEL coordinators discretion. The student's regular starting and ending time at the facility may vary due to the scheduled learning activity or experience or the availability of their preceptor. Schedules will be provided by SEL coordinators in DN program student manuals. At these times, the student will be required to follow the schedule of work of the facility and/or of the individual to whom they will report for the planned experience or assignment.

Attendance, Make-Up Time and Personal Day Policy for Supervised Experiential Learning (SEL)

Student attendance and participation in all scheduled SEL experiences are mandatory. Students are accountable for all content and learning activities covered and are expected to approach SEL with the same level of responsibility and professionalism as a work environment.

General Responsibilities
- Students must be aware of the dates and times for all SEL experiences, as outlined in the course syllabus and SEL manual. Attendance and SEL hours are only counted when the SEL Preceptor is present; time spent at the site before the preceptor arrives does not count toward required hours.
- Students are expected to:
- Confirm any changes to schedules directly with their SEL Preceptor or Clinical Instructor.
- Arrive on time and adhere to the agreed-upon schedule.
- Be prepared to begin planned activities immediately upon arrival.
- Communicate professionally and follow all policies and procedures at the SEL site.

Personal Day Policy
Students are permitted two personal days during the SEL experience- one during HRS 2676 and one during HRS 2672.

Personal days:

- Do not require make-up of SEL hours
- Must be taken as a full 8-hour day and cannot be divided into partial absences.
- May not be taken during FSM (Foodservice Management), CPHN (Community/Public Health Nutrition), Outpatient Renal, LTC (Long-Term Care), Staff Relief, or off-site observational days.

Learning activities and assignments for the missed unit must still be completed.

Procedures for Personal Day
Unplanned Use of Personal Day (Illness/Emergency)
-Notify both the SEL Preceptor and Clinical Instructor at least 30 minutes before the scheduled start time and clearly state that you are requesting to use a personal day.

Planned Use of Personal Day
-Submit Personal Day Form to the Clinical Instructor in advance for approval.
- Once approved, inform the SEL Preceptor at least one week prior to the planned absence.

After Returning from a Personal Day:
-Identify any missed learning activities/assignments.
-Develop a plan to complete them and document it on the Personal Day Form.
-Review plan with the SEL Preceptor.
-Once completed, have the form signed by the SEL Preceptor and submit it to the Clinical Instructor.

Make-up Policy for Missed SEL
Any missed SEL time—other than approved personal days—must be made up in both hours and learning activities. All make-up plans require approval from the SEL Preceptor and Clinical Instructor, and appropriate documentation must be completed.

Procedures for Absences

Unplanned Absences or Late Arrival
- Notify both the SEL Preceptor and Clinical Instructor at least 30 minutes before the scheduled start time.
- Provide the reason and your expected return date/time.
- Upon return, initiate and complete make-up time process and documentation.

Illness or Injury During SEL
- Notify the SEL Preceptor immediately.
- Follow emergency procedures or seek medical attention as needed.
- Inform the Clinical Instructor.
- Upon return, initiate and complete make-up time process and documentation.

Pre-approved Absences
- Absences for appropriate reasons must receive prior approval from the Clinical Instructor. Notify the Clinical Instructor of the request as early as possible.
- After receiving approval, inform the SEL Preceptor.
- Initiate and complete make-up time process and documentation.

Inclement Weather

The SEL program follows the University of Pittsburgh's policy on extreme weather (see: [AO 18 University-wide Closure and Class Cancellation (Formerly 07-04-02 Extreme Weather Conditions) | Office of Policy Development and Management | University of Pittsburgh](#)). Unless the University officially closes, SEL activities will proceed as scheduled.

However, student safety is a priority. If inclement weather impacts your ability to travel:
- You may arrive late to your site, if necessary, provided you notify both your SEL Preceptor and Clinical Instructor before the scheduled start time.
- Initiate and complete make-up time process and documentation.

Make-Up Time Guidelines

Make-up hours must:
- Be scheduled outside of other course obligations.
- Occur when the SEL Preceptor is available to supervise and evaluate.
- Match the number of hours missed.
  - Fewer than 4 hours: time can be divided and made up during the following week.
  - 4 or more hours: must be made up in one consecutive block.
- Be completed before the end of the term to receive a passing grade.

University breaks or holidays may be used for make-up time with prior approval.

If a student misses 9 days (72 hours) or more, they must withdraw from the SEL course. Excessive absence disrupts continuity and cannot be made up within the term, delaying program progression and graduation.

Documentation of Make-Up Time

- Upon returning to the SEL site, students must:
  • Develop a plan to make up missed time and learning experiences.
  • Obtain approval from both the SEL Preceptor and Clinical Instructor.
  • Record completed make-up hours and activities in Competency.

Assessment of Student Performance

The student will receive formal assessment/evaluation of their performance and progress during each supervised experiential learning course. These assessments and evaluations will be completed by the SEL preceptor and the DN Program Clinical Instructor.

Policy

Failure to pass competencies on a midpoint or summative clinical evaluation from the site does not meet minimum acceptable standard for performance in Professional Work Setting SEL. If a student fails one of these evaluations, the student must develop an action plan in conjunction with the University Clinical Instructor and the SEL preceptor to improve performance immediately.

To identify academic and performance difficulties early in the rotation, a student's performance is monitored throughout via preceptor evaluations, performance standards, minimum expectation benchmarks and clinical instructor evaluations; when appropriate remedial support is offered by

the program's SEL Coordinators and/or student is counseled about other opportunities. <u>A grade of a "B-", (80%) or "Satisfactory (S)" or higher is required to successfully pass supervised experiential learning courses. Students who do not achieve a "B-" or "S" in the course cannot progress to subsequent supervised experiential learning.</u>

Procedure
The student will be evaluated on their ability to complete required learning activities, performance, and written assignments by their SEL preceptor at the end of each course. The student will also be evaluated on time management, communication skills, preparation for Professional Work Setting SEL, ability to function independently at the clinical site, and professionalism. This evaluation will be completed based on criteria specified on the summative evaluation form for each supervised experiential learning rotation. This evaluation will reflect the SEL preceptor's overall assessment of the student's performance in this unit of study.

- The SEL preceptor will review the evaluation with the student prior to submitting it to the DN Program Clinical Instructor for a grade.
- The DN Program Clinical Instructor will also discuss the student's performance and progress in Professional Work Setting SEL with the student and SEL preceptor. Formal written assignments will be evaluated based on criteria listed on each corresponding evaluation form. At the end of each rotation, the SEL preceptor will provide the student with a summative evaluation of their ability to complete SEL activities and assignments, professionalism, and compliance to policies and procedures for Professional Work Setting SEL. This evaluation/rubric will be reviewed with the student and clinical instructor during a scheduled conference.
- A grade of a "B-", (80%) or higher is required to successfully pass the course. Students who do not achieve a "B-" in the course cannot progress to subsequent Professional Work Setting SEL courses. A grade below 80% on a midpoint or summative clinical evaluation/rubric from the site does not meet minimum acceptable standard for performance in SEL. If a student earns below 80% on one of these evaluations, the student must develop an action plan in conjunction with the University Clinical Instructor and the SEL preceptor to improve performance immediately. Professional Work Setting SEL courses must be taken in a planned sequence, therefore a student who earns below 80% on an evaluation/rubric may not progress to the next supervised experiential learning course until the action plan and competency of above 80% is attained.
- A copy of all evaluation/rubric's forms will be provided in the student's supervised experiential practice manual for the course. The student is advised to review evaluations/rubrics forms at the beginning of each course.

Student Withdrawal or Removal from SEL Site
Students who withdraw or are removed for professionalism*, course* or competence deficiencies will not be re-assigned to another placement during the semester. All removal instances from sites will be evaluated individually, and delay in program progression or dismissal from the program may result.

APPENDICES

ACEND Core Knowledge and Competencies and Performance Indicators for the RDN

The entry-level dietitian must possess the knowledge, skills, attitudes, and values to proceed to the achievement of the core competencies. Completion of the core competencies by 100% of all students identify the performance level expected upon completion of the supervised experiential learning program.

Core knowledge is the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. Competencies are specific knowledge, skills, values, and behaviors required for effective performance as a practitioner. To successfully achieve the core knowledge, skills and competencies, graduates must demonstrate the ability to communicate and collaborate, solve problems, and apply critical thinking and clinical reasoning skills in a practice setting.

The implementation of a competency-based education program includes consideration of the competencies and assessment methods at the course level. The competencies and associated performance indicators and learning activities are identified at both the formative and summative levels for which the student will be expected to demonstrate the competency (knows, shows or does). The curriculum plan for each course gives the minimum level for each competency and performance indicator and level that must be met for meeting each competency.

The competencies and performance indicators are divided into units that must be met by all students to be issued a Verification Statement for eligibility for the RDN examination. The Competencies and Performance Indicators are met through coursework in each course in the Dietitian Nutritionist curriculum building sequentially from the formative levels of knowledge (knows), and demonstration (shows) to the summative level of application in a practice setting (does). Each ACEND accredited program develops their own curriculum plan (courses that house the performance indicators and activities) to meet the competencies. The DN Program has identified the performance indicators and level of competency attainment that must be met by students in each course plan. Course plans are provided at the course's start as an attachment to the syllabus. Students can track their development from formative to summative competency attainment through each course by successful completion of the activity attached to the performance indicator for a competency.

The following list is a complete list of all the competencies that must be met for entry-level practice by students in the programs accredited under the Future Education Model Graduate Degree Program Standards (Appendix A).

(K=Knows, S=Shows, D=Does)

Unit 1: Foundational Knowledge Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.	
Competencies	**Example Performance Indicators**
1.1 Applies an understanding of environmental, molecular factors (e.g., genes, proteins, metabolites) and food in the development and management of disease. (S)	1.1.1 Analyzes the usefulness and limitations of epidemiological, clinical and other study designs and identifies trends in diet and disease. (S) 1.1.2 Demonstrates general understanding of nutrition and genetics, as it relates to health conditions. (K) 1.1.3 Communicates epidemiological evidence related to the relationship between diet and the development of disease. (S) 1.1.4 Demonstrates an understanding of research techniques and processes used to study the relationship between molecules (e.g., genes, proteins, metabolites) and microbes with disease states. (K) 1.1.5 Identifies the influence of food consumption on the development of diseases. (K)
1.2 Applies an understanding of anatomy, physiology, and biochemistry. (S)	1.2.1 Analyzes the impact of food and nutrition on physiological processes. (S) 1.2.2 Integrates knowledge of anatomy, physiology, and biochemistry to make decisions related to nutrition care. (S)
1.3 Applies knowledge of microbiology and food safety. (S)	1.3.1 Applies food safety principles of microbiological food spoilage and strategies for controlling microbial growth. (S) 1.3.2 Implements key principles and practices to make foods safe for consumption at all stages during the flow of food. (S)
1.4 Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food. (S)	1.4.1 Analyzes the role of fundamental chemistry and organic chemistry principles on food, human health and metabolism. (S) 1.4.2 Integrates nutritional biochemistry knowledge to make informed food and nutrition decisions for optimal health. (S) 1.4.3 Evaluates the chemical nature and composition of food-on-food quality, acceptability and compatibility. (S)

1.5 Applies knowledge of pathophysiology and nutritional biochemistry to physiology, health and disease. (S)	1.5.1 Examines nutritional biochemical indicators specific to the disease process. (K) 1.5.2 Interprets and analyzes the effect of diet, fluids, electrolytes and nutritional status on the development and progress of the disease process. (S) 1.5.3 Interprets and analyzes the effects of disease, clinical condition and treatment on nutritional health status. (S) 1.5.4 Analyzes the correlation between mental health conditions and nutritional health. (S)
1.6 Applies knowledge of social, psychological and environmental aspects of eating and food. (S)	1.6.1 Formulates food and nutrition services considering psychological and social factors to meet the needs of individuals, communities and populations. (S) 1.6.2 Articulates the impact of nutritional health on psychiatric disorders. (S) 1.6.3 Integrates knowledge of maximizing sustainability, food and water waste, reusable/ biodegradable items, local and global produce sourcing and access to food. (S) 1.6.4 Analyzes the environmental factors affecting access to services and/or adequate nutrition. (S)

Unit 1: Foundational Knowledge (cont.)	
Competencies	Example Performance Indicators
1.7 Integrates the principles of cultural competence within own practice and when directing services. (D)	1.7.1 Demonstrates knowledge of the cultural competence models. (K) 1.7.2 Applies knowledge of foods, cultural foods, eating patterns and food trends. (S) 1.7.3 Identifies challenges that arise when different cultures, values, beliefs and experiences exist between clients/patients and nutrition and dietetics professionals. (S) 1.7.4 Identifies and implements strategies to address cultural biases and differences. (D) 1.7.5 Applies culturally sensitive approaches and communication skills. (D) 1.7.6 Develops awareness of one's personal beliefs, values and biases to better serve clients/patients of different cultures and backgrounds. (S)
1.8 Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy. (S)	1.8.1 Identifies the classifications of nutraceutical pharmacological agents and the action of the body. (K) 1.8.2 Demonstrates understanding of pharmacokinetics, absorption, clearance, drug metabolism, latency period, drug and supplement metabolism, accumulation, half-life, and routes of administration. (S) 1.8.3 Identifies potential drug and food interactions based on physiological responses to pharmacological agents and takes appropriate actions. (S)
1.9 Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health	1.9.1 Critically evaluates evidence-based literature to inform decisions about use of complementary and integrative nutrition. (S) 1.9.2 Applies an understanding of the impact of complementary and integrative nutrition on drugs, food, disease states and wellness. (S) 1.9.3 Identifies indications, use and contraindications of complimentary and integrative nutrition. (K)

and wellness. (S)	
1.10 Applies knowledge of math and statistics. (S)	1.10.1 Chooses appropriate statistical methods, performs statistical analysis and interprets results in various data analysis situations. (S) 1.10.2 Communicates information on statistical methods, results and interpretation, both orally and in writing. (S) 1.10.3 Applies math skills to perform food and nutrition calculations. (S)
1.11 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals. (D)	1.11.1 Interprets and communicates medical terminology to non-health professional audiences. (D) 1.11.2 Uses acceptable medical abbreviations and appropriate medical terminology in all forms of communication. (D)
1.12 Demonstrates knowledge of and is able to manage food preparation techniques. (D)	1.12.1 Demonstrates understanding of safe work habits and safety hazards and employs preventive safety measures. (K) 1.12.2 Converts recipes and ingredients based on client/patient's preferences or dietary needs. (D) 1.12.3 Develops recipes and menus and increases or decreases quantities served from the recipe. (D) 1.12.4 Evaluates recipes using sensory evaluation methods. (D)

Unit1: Foundational Knowledge (cont.)	
Competencies	Example Performance Indicators
1.13 Demonstrates computer skills and uses nutrition informatics in the decision-making process. (D)	1.13.1 Analyzes appropriate data in electronic format to make best decisions related to nutrition and diet. (S) 1.13.2 Evaluates accuracy and reliability when accessing and evaluating nutrition information in electronic format. (S) 1.13.3 Operates nutrition informatics systems in practice. (D) 1.13.4 Uses electronic databases to obtain nutrition information and evaluate credible sources in decision making. (D) 1.13.5 Uses technology and informatics skills proficiently to aggregate data and enhance practice and client/patient care. (D)
1.14 Integrates knowledge of nutrition and physical activity in the provision of nutrition care across the life	1.14.1 Evaluates, integrates and communicates nutritional requirements across the life cycle. (D) 1.14.2 Identifies nutritional risk factors across the life cycle. (D) 1.14.3 Teaches the benefits of physical activity across the life cycle to individuals, groups and populations. (D) 1.14.4 Explains and takes into consideration how nutrients, nutritional supplements and hydration influence physical activity and wellness. (K)

cycle. (D)	
1.15 Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations. (S)	1.15.1 Recognizes and communicates the cause of disease and nutrition risks. (K) 1.15.2 Identifies, prioritizes and implements health risk reduction strategies for individuals, groups and populations. (S) 1.15.3 Examines the influence of the determinants of health on health and wellness.(S) 1.15.4 Designs food and nutrition activities for various audiences considering factors relevant to individuals, groups and communities. (S) 1.15.5 Applies behavior change theories for nutritional health promotion and disease prevention. (S)
1.16 Gains a foundational knowledge on public and global health issues and nutritional needs. (K)	1.16.1 Examines the trends and current issues that impact public and global health from existing, new and reemerging diseases that spread through immigration, travel and global trade. (K) 1.16.2 Examines the impact of global food supply and sustainability and related factors. (K) 1.16.3 Examines how globalizing processes impact nutrition, nutrition education and nutrition related diseases in developing countries. (K)

Unit 2: Client/Patient Services Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.	
Competencies	Example Performance Indicators
2.1 Applies a framework to assess, develop, implement and evaluate products, programs and services. (D)	2.1.1 Conducts or coordinates an assessment of the environment, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding nutritional products, programs and services. (D) 2.1.2 Designs nutritional products, programs or services that promote consumer nutritional health, dimensions of wellness and lifestyle management. (D) 2.1.3 Creates a work plan or project plan to implement nutritional programs and services or launch products. (D) 2.1.4 Conducts an evaluation of a product, program or service by analyzing reasons for variance from expected outcomes and implements new strategies as appropriate. (D)
2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations. (D)	2.2.1 Considers all client/patient factors when selecting, developing nutrition screening tools. (D) 2.2.2 Evaluates the validity and reliability of the nutrition screening tools and modifies based on current evidence-informed practice. (S) 2.2.3 Leads the implementation of nutrition screening tools in collaboration with other health professionals. (D) 2.2.4 Prioritizes care based on results of screening considering complexity of care needs. (D)

2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings. (D) 2.3 (cont.)	Nutrition Assessment 2.3.1 Selects and implements nutrition assessment tools for individuals, groups or populations. (D) 2.3.2 Interviews client/patient to collect subjective information considering the determinants of health. (D) 2.3.3 Conducts a nutrition focused physical exam. (D) 2.3.4 Takes a food and nutrition related medical history. (D) 2.3.5 Assesses physical activity and history of physical activity. (D) 2.3.6 Collects, assesses and interprets anthropometric measures and body composition. 2.3.7 Orders, collects and interprets biochemical tests. (D) 2.3.8 Analyzes diagnostic test results relevant to nutrition (e g. diagnostic imaging related to fluoroscopy, swallowing evaluation, enteral feeding tube placement). (D) 2.3.9 Identifies signs and symptoms of nutrient deficiencies or excesses. (D) 2.3.10 Determines barriers that might influence a client/patient's nutritional status.(D) 2.3.11 Determines accuracy and currency of nutrition assessment data. (D) 2.3.12 Identifies patient appropriate validated formula and performs calculations to determine nutritional requirements. (D) Diagnosis 2.3.13 Analyzes and synthesizes nutrition assessment data to inform nutrition diagnosis(es) and nutritional plan of care. (D) 2.3.14 Devises PES (problem, etiology and sign symptom) statement and outlines reasons for professional opinion cause and contributing factors. (D) 2.3.15 Prioritizes the nutrition diagnosis(es). (D) Intervention 2.3.16 Develops an individualized plan of care that addresses nutritional care needs diagnosis and client/patient nutrition goals in collaboration with the client/patient and team members. (D) 2.3.17 Orders nutrition prescriptions to address nutritional goals. (D) 2.3.18 Implements the nutrition plan of care or nutrition intervention with the client/patient and other team members. (D) Monitoring/Evaluation 2.3.19 Monitors and evaluates impact of nutrition intervention on the nutrition diagnosis. (D) 2.3.20 Develops and applies nutrition care outcome indicators to measure nutrition intervention. (D) 2.3.21 Assesses clients/patient's compliance with nutrition intervention. (D) 2.3.22 Identifies barriers to meeting client/patient's nutrition goals and makes recommendations to modify the nutrition plan of care or nutrition intervention, and communicates changes to client/patient and others. (D) 2.3.23 Summarizes impact of nutrition interventions on client/patient's nutrition outcomes, considering client/patient-centered care. (D) 2.3.24 Identifies, analyzes and communicates reasons for deviation from expected nutrition outcomes. (D) 2.3.25 Evaluates the availability of services to support access to nutrition care and to

help meet client/patient nutrition goals. (D)

<u>Documentation</u>

2.3.26 Documents all elements of the nutrition care process following professional standards and organizational policies. (D)

2.3.27 Demonstrates coding and billing procedures to obtain payment for nutrition services under alternate health care payment models. (D)

2.4 Implements or coordinates nutritional interventions for individuals, groups or populations.	**Medical Nutrition Therapy** 2.4.1 Manages medical nutrition therapy for clients/patients. (D) 2.4.2 Applies and integrates understanding of foundational sciences to manage medical nutrition therapy, diet and disease management. (D) 2.4.3 Applies foundational science knowledge and medical nutrition therapy principles to establish, order, manage and evaluate the need for nutrition support when prescribing and administering nutritional oral, enteral and parenteral diets. (D) 2.4.4 Considers and applies all relevant factors when recommending the use of oral nutritional supplements. (D) 2.4.5 Refers/transfers care to relevant professionals when client/patient needs or required interventions are beyond personal competence or professional scope of practice. (D) **Education** 2.4.6 Applies education theories, adult learning, pedagogy and education principles when developing, modifying, delivering or implementing education materials. (D) 2.4.7 Assesses audience' readiness to learn and identifies barriers to learning. (D) 2.4.8 Develops or modifies nutrition education materials or delivery methods to meet the needs of the audience. (D) 2.4.9 Develops and provides evidence-informed nutritional wellness and therapeutic diet education to variety of audiences. (D) 2.4.10 Translates basic to advanced food and nutrition science knowledge into understandable language tailored to the audience. (D) 2.4.11 Communicates complex nutrition information to broad and diverse audiences. (D) 2.4.12 Evaluates effectiveness of nutrition education and makes modifications as required. D) **Psychological Counseling and Therapies** 2.4.13 Assesses client/patient's nutritional needs and appropriateness for the recommended counseling or therapy. (D) 2.4.14 Applies counseling principles and evidence-informed practice when providing individual or group sessions. (D) 2.4.15 Identifies the indications, contraindications, benefits, risks and limitations of the counseling or therapy. (K) 2.4.16 Demonstrates understanding of transference and counter transference in the therapeutic relationship. (K) 2.4.17 Demonstrates awareness of various appropriate counseling techniques. (K) 2.4.18 Evaluates effectiveness of the counseling or therapy and makes modifications as required. (D) 2.4.19 Refers/transfers client/patient to appropriate health professionals when counseling therapy for client/patient's mental health issues are beyond personal competence or professional scope of practice. (D)

2.5 Prescribes, recommends and administers nutrition-related pharmacotherapy. (S)	2.5.1 Applies knowledge of foundational sciences and disease when determining the appropriateness of the therapy. (S)
	2.5.2 Demonstrates awareness of food and drug interactions. (S)
	2.5.3 Assesses client/patient factors to determine the client/patient's determination for the nutrition-related pharmacotherapy. (S)
	2.5.4 Considers client/patient factors, nutritional impact, indications, side effects, contraindications, benefits, risks, alternatives and foundational sciences when prescribing, recommending and administering nutrition related drug therapy. (S)
	2.5.5 Critically analyzes the potential negative effects of the nutrition therapy or supplement and determines the required knowledge, skill and judgment required to manage negative outcomes. (S)
	2.5.6 Prescribes, recommends and administers nutrition-related pharmacotherapy adhering to the professional standards and evidence-informed practice. (S)
	2.5.7 Applies the standard of practice, legislation, organizational policies and evidence-informed practices for prescribing.
	2.5.8 Applies the principles of safe drug administration.
	2.5.9 Monitors the response and the effects of the nutrition related drugs on the individual and takes the required action to make modifications or adjustments.
	2.5.10 Consults and refers/transfers client/patient to the appropriate health professional when client/patient's needs are beyond personal competence or professional scope of practice. (S)

Unit 3: Food Systems Management	
Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.	
Competencies	Example Performance Indicators
3.1 Directs the production and distribution of quantity and quality food products. (D)	3.1.1 Manages or oversees the planning, designing and coordination of meals to ensure delivery of nutritionally sound meals. (D)
	3.1.2 Analyzes the workflow design and makes recommendations for modifications or approves for implementation. (D)
	3.1.3 Communicates the organization's mission and how work activities impact the services and organization. (D)
	3.1.4 Establishes and analyzes policies and performance measures for quality and quantity of work. (D)
	3.1.5 Implements systems to report on local, state and federal compliance. (D)
	3.1.6 Directs and analyzes the evaluation of foodservice production and services to inform, change, and/or budget resources and department or corporate direction. (D)
	3.1.7 Establishes a culture that is ethical and free of safety and health hazards. (D)
	3.1.8 Investigates and optimizes opportunities to reduce the environmental carbon footprint of foodservice operations and to enhance sustainability. (D)

3.2 Oversees the purchasing, receipt and storage of products used in food production and services. (D)	3.2.1 Follows a matrix or measures to evaluate the need for financial, technical and equipment resources for the provision of foodservices. (D)
	3.2.2 Applies ethical decision making to determine the need for reduction or increase in resources. (D)
	3.2.3 Creates internal or external professional relations and/or agreements to solve problems in foodservice operations. (D)
	3.2.4 Acts as a departmental and organizational liaison between contractual parties involved. (S)
	3.2.5 Demonstrates knowledge of inventory control as it pertains to the food and supplies of the foodservice operation. (K)
	3.2.6 Applies the principles of the process of receiving and storing products demonstrating adherence to food safety code, nutrition guidelines and regulations. (D)
	3.2.7 Applies the relationship between forecasting and production as it pertains to recipe needs and organizational demand. (D)
3.3 Applies principles of food safety and sanitation to the storage, production and service of food. (D)	3.3.1 Maintains currency in and follows applicable legislation and guidelines. (D)
	3.3.2 Incorporates the required safety and nutritional health policies and procedures in the organization's mission and policies. (D)
	3.3.3 Develops a plan to minimize vulnerabilities in the food supply chain. (D)
	3.3.4 Takes into consideration food allergies when preparing menus and foods. (D)
3.4 Applies and demonstrates an understanding of agricultural practices and processes. (S)	3.4.1 Has a working knowledge of different agricultural food production systems and related terminology and concepts including potential nutritional impact. (K)
	3.4.2 Understands the local and global food markets and applicable nutrition regulations. (S)
	3.4.3 Identifies and supports partnerships with local and global food growers and producers. (S)

Unit 4: Community and Population Health Nutrition	
Applies community and population nutrition health theories when providing support to community or population nutrition programs.	
Competencies	Example Performance Indicators
4.1 Utilizes program planning steps to develop, implement, monitor and evaluate community and population programs. (D)	4.1.1 Recognizes how determinants of health, epidemiological findings, health disparities, political interest, availability of resources, and accessibility influence the nutritional health and well-being of a community and population. (D)
	4.1.2 Conducts community and population- based assessments considering all relevant factors. (D)
	4.1.3 Identifies the resources and connects with partners needed for sustainability of the program. (D)
	4.1.4 Develops and implements a program considering relevant data addressing the nutrition needs of the community or population. (D)
	4.1.5 Interprets and uses nutrition surveillance and global health and safety data.(D)
	4.1.6 Evaluates the program using measurement indicators and outcomes. (D)

	4.1.7 Communicates evaluation findings, outcomes, recommendations and research findings to promote change and justify program. (D)
4.2 Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy. (D)	4.2.1 Interprets legal terminology used to establish nutrition regulations and policies for populations. (K) 4.2.2 Navigates governmental, intergovernmental and nongovernmental organizations to promote nutrition legislation and regulations that address public, population and global nutrition health. (D) 4.2.3 Analyzes political interests and their impact on program development, goals and objectives. (D)

Unit 5: Leadership, Business, Management and Organization
Demonstrates leadership, business and management principles to guide practice and achieve operational goals.

Competencies	Example Performance Indicators
5.1 Demonstrates leadership skills to guide practice. (D)	5.1.1 Exhibits self-awareness in terms of personality, learning, leadership style and cultural orientation. (S) 5.1.2 Demonstrates understanding of social cues and team dynamics. (K) 5.1.3 Communicates at the appropriate level and understands emotions and emotional situations. (D) 5.1.4 Develops conversational and interpersonal skills. (D) 5.1.5 Reflects on situations and critically evaluates outcomes and possible alternate courses of action. (D) 5.1.6 Understands the mentoring role and practices mentoring and precepting others. (D)
5.2 Applies principles of organization management. (D)	Planning 5.2.1 Establishes operational plan considering budget, inventory control, labor and regular daily tasks. (D) 5.2.2 Aligns plans with the organizational strategic plan, mission and vision. (D) Organizing 5.2.3 Assigns responsibilities to various team members according to scope of practice and personal competence. (D) 5.2.4 Sets and monitors clear targets for team members, departments and the organization aligned with common objectives and goals. (D) 5.2.5 Demonstrates an understanding of how individuals and groups interact within the organization. (D) 5.2.6 Takes into consideration individual and organizational culture and behaviors when planning and managing. (D)

5.2 Applies principles of organization management. (D) (cont.)	<u>Management</u> 5.2.7 Engages in, manages or leads human resource activities adhering to applicable legislation and regulations. (D) 5.2.8 Integrates change management theories and conflict resolution skills to manage and promote positive change. (S) 5.2.9 Uses persuasive communication skills to influence or produce a desired outcome during negotiations and conflict resolution discussions. (D) 5.2.10 Understands and respects roles and responsibilities of interprofessional team members. (D) <u>Controls</u> 5.2.11 Collects, understands and analyzes financial data to support fiscally responsible decision making. (D) 5.2.12 Conducts cost effectiveness and cost benefit analyses to identify ways to meet budget priorities. (D) 5.2.13 Analyzes components of a productivity system including units of service and work hours and makes recommendations. (D) 5.2.14 Sets controls to analyze the progress and effectiveness of the operational plan and budget. (D) 5.2.15 Collects and analyzes data to evaluate outcomes and determine if established goals and objectives are met. (D) 5.2.16 Reevaluates the plan to make modifications to ensure positive outcomes and that goals and objectives are met. (D) Time Management 5.2.17 Applies principles of time management to monitor and enhance personal productivity and productivity of others. (D) 5.2.18 Prioritizes activities to effectively manage time and workload. (D) Motivation and Recognition 5.2.19 Promotes team involvement and values the skills of each member. (D) 5.2.20 Models behaviors that maximize group participation by consulting, listening and communicating clearly. (D) 5.2.21 Takes innovative approaches to build support and maintain a diverse workforce. (D) 5.2.22 Coaches and advises team leaders on resolving differences or dealing with conflict. (D)
5.3 Applies project management principles to achieve project goals and objectives. (D)	5.3.1 Leads the development and completion of a project plan and budget. (D) 5.3.2 Identifies the project strengths, weaknesses, opportunities and threats. (D) 5.3.3 Identifies and manages potential and real risks to the plan, individuals or organization. (D) 5.3.4 Conducts regular review of project to note strengths and opportunities for improvement and to implement adjusted actions. (D)

5.4 Leads quality and performance improvement activities to measure, evaluate and improve a program's services, products and initiatives. (D)	5.4.1 Identifies and communicates quality and/or performance improvement indicators and benchmarks using evidence-informed practice. (D) 5.4.2 Develops quality and/or performance improvement measurement tools and analyzes data to inform baselines and to identify root causes and potential solutions. (D) 5.4.3 Develops, implements and communicates a quality and/or performance improvement action plan for further improvement and monitor's impact. (D) 5.4.4 Develops, implements and communicates an ongoing measuring and monitoring system to ensure ongoing quality and performance improvement. (D) 5.4.5 Applies change management theories and principles to effectively implement change. (D)
5.5 Develops and leads implementation of risk management strategies and programs. (D)	5.5.1 Assesses potential and real risks to an individual, group and or organization. (D) 5.5.2 Identifies and takes action to manage, reduce and or eliminate risk to self, others and the organization. (D) 5.5.3 Develops risk management plans and protocols. (D)

Unit 6: Critical Thinking, Research and Evidence-Informed Practice Integrates evidence-informed practice, research principles and critical thinking into practice.	
Competencies	Example Performance Indicators
6.1 Incorporates critical thinking skills in practice. (D)	6.1.1 Considers multiple factors when problem solving. (D) 6.1.2 Incorporates the thought process used in critical thinking models. (D) 6.1.3 Engages in reflective practice to promote change and continuous learning. (D)
6.2 Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research. (D)	6.2.1 Identifies, explains and applies the steps of the scientific method and processes. (D) 6.2.2 Articulates a clear research question or problem and formulates a hypothesis. (D) 6.2.3 Identifies and demonstrates appropriate research methods. (D) 6.2.4 Interprets and applies research ethics and responsible conduct in research. (D) 6.2.5 Collects and retrieves data using a variety of methods (qualitative, quantitative) and technologies. (D) 6.2.6 Analyzes research data using appropriate data analysis techniques (qualitative, quantitative, mixed). (D) 6.2.7 Translates and communicates research findings and conclusions through a variety of media. (D)

6.3 Applies current research and evidence-informed practice to services. (D)	6.3.1 Uses research terminology when communicating with other professionals and publishing research. (D) 6.3.2 Critically examines and interprets current research and evidence-informed practice findings to determine the validity, reliability and credibility of information. (D) 6.3.3 Integrates current research and evidence-informed practice findings into delivery of safe and effective nutrition care. (D) 6.3.4 Analyzes and formulates a professional opinion based on the current research and evidence-based findings and experiential learning. (D)

Unit 7: Core Professional Behaviors Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.	
Competencies	Example Performance Indicators
7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services. (D)	7.1.1 Demonstrates ethical behaviors in accordance to the professional Code of Ethics. (D) 7.1.2 Engages in self-reflective practice activities to develop and maintain ongoing competence and professional behaviors. (D) 7.1.3 Adheres to nutrition related legislation, regulations and standards of practice. (D) 7.1.4 Applies client/patient-centered principles to all activities and services. (D) 7.1.5 Identifies and takes steps to manage unethical, incompetent and unsafe behavior. (S) 7.1.6 Practices in a manner that respects diversity and avoids prejudicial treatment. (D) 7.1.7 Adheres to legislative requirements and facility/employer guidelines regarding protection of privacy and security of information. (D) 7.1.8 Maintains confidentiality and security in the sharing, transmission, storage and management of protected health information. (D)
7.2 Uses effective communication, collaboration and advocacy skills. (D)	7.2.1 Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes. (D) 7.2.2 Works with and facilitates intraprofessional and interprofessional collaboration and teamwork. (D) 7.2.3 Participates in advocacy activities to change or promote new legislation and regulation. (D) 7.2.4 Selects mode of communication appropriate to the messaging to meet the needs of the audience. (D)

Learning experiences must prepare students to become competent in the following skills:

1. Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation).

2. Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan.

3. Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.

4. Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed

DN Program Curriculum Plan 2025-2026

Accelerated Program

Undergraduate Year, Fall Term
NUTR 1000 – Introduction to Research, 3 credits
NUTR 1030 – Nutrient Metabolism, 4 credits
REHSCI 1205 – Human Physiology, 4 credits
NUTR 1602 – Nutrition Assessment, 2 credits
NUTR 1622 – Life Cycle Nutrition, 3 credits
NUTR 1600 – Introduction to Dietetics (if not taken previously), 2 credits
Semester Total 16-18 credits

Undergraduate Year, Spring Term
NUTR 1604 – Food Service Management with Lab, 3 credits
NUTR 1605 – Principles of Nutrition Education, 3 credits
NUTR 1610 – Food Application, 3 credits
NUTR 1045 – Food Application Lab, 2 credit
NUTR 1625 – Nutrition Therapy, 4 credits
NUTR 1090 Cultural Influences in Food and Nutrition [if not taken previously]) 2 credits or NUTR
1614 Nutrition Critical Thinking, 3 credits
Semester Total 17-18 credits

Graduate Program
DPD graduates enter here.
First MS Year, Fall Term
HRS 2004 – Pathophysiology Across the Lifespan, 4 credit
HRS 2623 – Advanced Medical Nutrition Therapy 1, 3 credits
HRS 2631 – Nutrition Focused Physical Examination with Lab, 3 credits
HRS 2680 – Evidence-Based Professionalism in Dietetics, 2 credits
Mentor Approved Elective Graduate Level (2000 and above), 3 credits
Semester Total 15 credits

First MS Year, Spring Term
HRS 2612 – Advanced Medical Nutrition Therapy 2, 3 credits
HRS 2625 – Counseling Methods, 3 credits
Elective: HRS 2646 – Introduction to Functional Nutrition with Lab, 3 credits or HRS 2639
Advanced Maternal and Pediatric Nutrition, 3 credits
HRS 2655 – Research Methodology and Applied Statistics, 3 credits
Mentor Approved Elective Graduate Level (2000 and above), 3 credits
Semester Total 15 credits

Undergraduate students will receive a BS in Nutrition Science after the completion of first MS year.

Second MS Year, Fall Term
HRS 2658 – Capstone Project, 2 credits
HRS 2675 – Practicum in Dietetics 1, 2 credits
<u>HRS 2676 – Experiential Practice 1, 11 credits</u>
Semester Total 15 credits

Second MS Year, Spring Term
HRS 2672 – Experiential Practice 2, 7 credits
HRS 2652 – Experiential Practice 3, 3 credits
HRS 2674 – Capstone Project, 3 credits
<u>HRS 2659 – Practicum in Dietetics 2, 2 credits</u>
Semester Total 15 credits

Graduate students will receive a Master of Science after the second MS year.

Students will receive a Verification Statement after completion of all ACEND FEM Summative Competencies at a satisfactory level.