



The Mary Rose Tully Training Initiative Student Handbook

Table of Contents

| | |
|--|----|
| General Information | 6 |
| Accreditation Status | 6 |
| About MRT-TI | 6 |
| Program Goal | 7 |
| Course Competencies | 7 |
| Public Health Competencies: | 7 |
| IBCLC Clinical Competencies: | 8 |
| Continuing Education Topics: | 9 |
| Admissions Policies | 9 |
| Early Registration and Admission Policy | 9 |
| Non-Discrimination Policy for Admission | 9 |
| Disability Statement | 9 |
| Admission Requirements and Procedure for Applying | 10 |
| Policies on Advanced Placement | 11 |
| Policies on Transfer of Credits | 12 |
| Number of Credits Required for Program Completion | 12 |
| Essential Standards for Admission, Progression and Graduation | 12 |
| Introduction | 12 |
| Accessibility and Resources Statement | 12 |
| Cognitive Abilities | 12 |
| Psychomotor Abilities | 13 |
| Affective Abilities | 13 |
| Social Abilities | 13 |
| Physical Abilities | 13 |
| Professional Risk | 13 |
| Immunizations and CPR | 14 |
| Criminal Background Checks | 14 |
| Computer Requirements | 15 |
| Transportation | 15 |
| Student Review Policy for Unsafe or Unprofessional Practice | 15 |
| Social Media Policy | 15 |
| Social Media | 15 |
| UNC Health Care System Use of Social Media | 16 |
| Guidelines & Procedures | 16 |
| Student Personal Safety | 18 |
| Alcohol and Drugs Policy | 18 |

| | |
|--|----|
| Student Grievance Policy | 18 |
| Faculty Grievance Policy | 18 |
| Non-Discrimination Policy for Faculty Employment | 18 |
| Student Support Services and Resources | 19 |
| Discrimination and Harassment | 19 |
| Academic and Course Policies..... | 19 |
| University and MRT-TI Calendars | 19 |
| University Calendar | 19 |
| MRT-TI Calendar | 19 |
| Criteria for Successful Completion of Each Segment of the Program | 20 |
| Criteria for Graduation/Course Completion..... | 21 |
| Appropriate Classroom Behavior..... | 22 |
| Attendance | 22 |
| Policy on Excused Absences for Religious Reasons..... | 22 |
| Inclement Weather | 23 |
| Assistive Devices..... | 23 |
| Clinical Placement Policy..... | 23 |
| Academic Warning Policy..... | 23 |
| Faculty Responsibilities | 23 |
| Student Responsibilities..... | 24 |
| General Responsibilities..... | 24 |
| Responsibilities in the Didactic Setting | 24 |
| Responsibilities in the Clinical Setting..... | 24 |
| Exams and Evaluations..... | 25 |
| Grading | 25 |
| Honor System of University of North Carolina-Chapel Hill..... | 25 |
| Policies and Procedures for Performing Service Work While Enrolled in the Program..... | 26 |
| Policies on Credits for Experiential Learning..... | 26 |
| Program Evaluation and Student Assessment | 26 |
| Program Evaluation..... | 26 |
| Student Assessment..... | 27 |
| Facility Assessment | 28 |
| Core Competencies..... | 28 |
| Policies and Procedures for Student Withdrawal/Refund of Tuition and Fees | 28 |
| Clinical Regulations and Compliance Policies..... | 29 |
| Dress and Appearance | 29 |
| Health and Safety | 29 |

Student Criminal Background Check 29

Drug Screening..... 29

Insurance 30

Student Responsibilities..... 30

MRT-TI Administration Role and Responsibilities..... 31

Technical Standards 31

CPR 31

Immunizations..... 31

Infectious/Communicable Disease Policy 32

General Information

Accreditation Status

| Sponsor | Accreditation Status |
|---|--|
| UNC Gillings School of Global Public Health 170 Rosenau Hall CB #7400 135 Dauer Drive Chapel Hill, NC 27599-7400 919-966-3215 sph.unc.edu | Re-accreditation in July 2010 by the Council on Education for Public Health (CEPH), accreditation current through 2017 Council on Education for Public Health 1010 Wayne Avenue, Suite 220 Silver Spring, MD 20910 202-789-1050 ceph.org |
| MRT-TI | Accreditation Status |
| Carolina Global Breastfeeding Institute Department of Maternal and Child Health Gillings School of Global Public Health University of North Carolina at Chapel Hill 422 Rosenau Hall CB# 7445 421 Pittsboro Street Chapel Hill, NC 27599-7445 919-966-0928 cgbi@unc.edu | The Mary Rose Tully Training Initiative is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Lactation Education and Approval Review Committee. The program earned its initial accreditation on January 21, 2016 and is current until January 31, 2021. CAAHEP 25400 U.S. Highway 19 North, Suite 158 Clearwater, FL 33763 727-210-2350 www.caahep.org |

About MRT-TI

Mary Rose Tully was a co-founder and senior clinical associate of the Carolina Global Breastfeeding Institute (CGBI), which was established in 2006 within the Department of Maternal and Child Health in the Gillings School of Global Public Health at UNC-Chapel Hill. CGBI serves as the first Public Health Breastfeeding Institute of its kind. She was one of the first Lactation Consultants certified in the United States, and was proud that she came from a teaching and psychology background, rather than clinical, prior to becoming an IBCLC. Additionally, Tully served as the director of Lactation Services at UNC Hospitals and was a faculty member in the UNC Schools of Medicine and Nursing.

In 2007, Mary Rose Tully, Miriam Labbok and Kathy Alden were awarded an ILCA grant to develop a curriculum for training IBCLCs worldwide. Hannah Pollet Edens, Research Assistant for CGBI, assisted with the development of the curriculum. Dedicated to supporting the academic pursuits of their students, the team worked diligently to launch the program in August of 2009. With the leadership of Mary Rose Tully, the curriculum was modified to meet the criteria of an IBLCE-approved Pathway 2 clinical training program, and had a strong emphasis on training future leaders in the field of Lactation Consulting. Miriam Labbok began the program as the lead instructor, assisted by Brook Colgan, and with the help of Lactation Consultants from NC Women's



Hospital. While Tully was only able to witness the first semester of the program, her legacy lives on as the program continues to grow and thrive. The program was named the Mary Rose Tully Training Initiative (MRT-TI) at her passing because of her priceless contributions to the program and mothers and babies everywhere.

In its first year of existence, the MRT-TI students received their training clinical training at NC Women’s Hospital and a variety of student selected off-site experiences. Over the years, the MRT-TI continued to expand its clinical sites to meet the needs of its students, as well as, the needs of the North Carolina community at large, as attention is given to specific areas of need within the state when clinical sites and experiences are considered.

In the 2013-2014 year, the number of affiliated clinical sites grew from five to seven to give students more exposure to a variety of preceptors and health care settings. IBCLCs and MRT-TI graduates in the state have been mapped by zip code so that MRT-TI can target areas with lower numbers of IBCLCs, improving access to care for NC citizens. The level of breastfeeding friendliness is also used to target specific clinical sites. New hospitals to MRT-TI must be participating in the Division of Public Health’s North Carolina Maternity Center Breastfeeding-Friendly Designation program, EMPOWER Breastfeeding initiative or be designated as Baby Friendly by Baby Friendly USA. Current clinical sites for the program include: NC Women’s Hospital (UNC), Randolph Hospital, Rex Hospital, Vidant Medical Center, WakeMed Cary Hospital, and Women’s Birth and Wellness Center.

The Mary Rose Tully Training Initiative is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Lactation Education and Approval Review Committee.

The MRT-TI is proud to be the first Lactation Consultant training program to earn accreditation through CAAHEP. The program earned its initial accreditation was earned on January 21, 2016 and is current until January 31, 2021.

Program Goal

As a Lactation Consultant training program, the goal is:

- To prepare competent entry-level lactation consultants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Course Competencies

MRT-TI students receive instruction based on the competencies set forth by the Department of Maternal and Child Health at the Gillings School of Global Public Health as well as specific competencies for Lactation Consultant training as outlined by the Lactation Education Accreditation and Approval Review Committee (LEAARC). The Lactation Consultant competencies can be viewed in their entirety on the Clinical Competency Student Checklist.

Public Health Competencies:

Communication and Informatics --*The ability to collect, manage and organize data to produce information and meaning that is exchanged by use of signs and symbols; to gather, process, and present information to different audiences in-person, through information technologies, or through media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.*

1. Demonstrate effective written and oral health communication skills appropriately adapted to professional and lay audiences with varying knowledge and skills in interpreting health information.
2. Use information technology tools effectively in core public health functions such as retrieval of institutional and online public health data and dissemination of public health information.
3. Engage in collective information sharing, discussion and problem solving.

Diversity & Cultural Competency - *The ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.*

1. Demonstrate awareness of and sensitivity to the varied perspectives, norms and values of others based on individual and ethnic/cultural differences (e.g., age, disability, gender, race, religion, sexual orientation, region and social class).
2. Show effective and productive skills in working with diverse individuals including co-workers, partners, stakeholders, and/or clients.
3. Develop, implement, and/or contribute to effective public health programming and conduct research that integrates: (1) knowledge levels of health access among individuals and within communities, and (2) culturally-appropriate methods for conducting practice or research.

Leadership - *The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.*

1. Demonstrate basic team building, negotiation, and conflict management skills.
2. Create a climate of trust, transparency, mutual cooperation, continuous learning, and openness for suggestion and input with co-workers, partners, other stakeholders, and/or clients.
3. Exercise productive organizational, time-management and administrative skills.
4. Develop knowledge of one's individual strengths and challenges, as well as mechanisms for continued personal and professional development.

Professionalism & Ethics *The ability to demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.*

1. Review, integrate, and apply ethical and/or legal principles in both personal and professional interactions, as well as public health practice and/or research.
2. Apply evidence-based concepts in public health decision-making.
3. Appreciate the need for lifelong learning in the field of public health.
4. Consider the effect of public health decisions on social justice and equity.

Program Planning - *The ability to plan for the design, development, implementation and evaluation of strategies to improve individual and community health.*

1. Discuss social, behavioral, environmental, and biological factors that contribute to specific individual and community health outcomes.
2. Identify needed resources for public health programs or research.

Systems Thinking - *The ability to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.*

1. Identify characteristics of a system.
2. Respond to identified public health needs within their appropriate contextual setting.

IBCLC Clinical Competencies:

- Communication and Counseling
- Documentation and Communication
- History Taking and Assessment
- Prenatal and Perinatal Breastfeeding Support
- Extended Breastfeeding Support
- Problem-Solving Skills

- Newborn/Child Breastfeeding Challenges
- Maternal Breastfeeding Challenges
- Use of Techniques and Devices
- Public Health
- Research, Legislation and Policy
- Professional Responsibilities and Practice
- Leadership and Teaching

Continuing Education Topics:

Students are required to complete Self-Study Modules prior to the beginning of the program. Accepted students are given modules to complete that are mandatory for students prior to entering each facility. While each facility has their specific topics, all facilities cover the following:

- Medical Documentation
- Medical Terminology
- Occupational Safety and Security for Health Professionals
- Professional Ethics for Health Professionals
- Universal Safety Precautions and Infection Control

Students are required to show proof of valid training in Basic Life Support. It is the student's responsibility to maintain this training for the duration of the program. In addition to the self-study modules for each facility, the MRT-TI program lectures also address the topics listed above, with the exception of Basic Life Support.

Admissions Policies

Early Registration and Admission Policy

The application documents for the MRT-TI are posted on February 1st of each year. Applicants are informed of acceptance decisions by the end of May. The exception to this policy is for MSPH candidates, who are applying simultaneously to the UNC Masters in Public Health in Maternal and Child Health and MRT-TI Programs. These students will be notified of their acceptance by March 30th.

Non-Discrimination Policy for Admission

The MRT-TI admissions policies adhere to those of the University:

The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.

The Equal Opportunity/ADA Office (100 E. Franklin Street, Unit 110, CB #9160, Chapel Hill, NC 27599-9160 or (919) 966-3576) has been designated to handle inquiries regarding the University's non-discrimination policies.

Please visit the following website for additional details: policies.unc.edu

Disability Statement

The MRT-TI is committed to providing reasonable accommodations to otherwise qualified students with disabilities, so long as such disabilities, as determined on a case-by-case basis, do not preclude the student from meeting the MRT-TI Student Handbook

qualifications considered essential by the MRT-TI administration for successful completion of the educational objectives of its curriculum.

The University of North Carolina-Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, call 919-962-8300 or email accessibility@unc.edu Please contact ARS as early in the semester as possible.

Admission Requirements and Procedure for Applying

Admission to the MRT-TI is based on the information provided by the individual's program application, college transcripts, personal statement, and two letters of recommendation. An in-person meeting or conversation over the phone with/between the interested applicant and the Director of Training is recommended as part of the application process. A masters or clinical degree is encouraged, students who are in such a degree program at the time of application are also considered. Students must have completed the prerequisite courses as outlined by the Pathway Two Program guidelines set forth by the International Board of Lactation Consultant Examiners (IBLCE).

Prerequisite courses:

| | |
|--------------------|--------------------------|
| Biology | Nutrition |
| Human Anatomy | Psychology/Communication |
| Human Physiology | Introduction of Research |
| Growth/Development | Sociology/Anthropology |

An applicant may still be considered for admission if one of the listed prerequisite classes has not been completed prior to the beginning of the program. It is expected that individuals in this situation provide evidence of enrollment in the remaining prerequisite class prior to beginning the MRT-TI, and must show proof of successful completion. Failure to successfully complete the outstanding class will result in dismissal from the program.

It is imperative to recognize that transcripts submitted are reviewed only for application and admissions purposes, it is the responsibility of the student to ensure that his or her prerequisite classes meet the requirements for the IBCLC exam. Please reference the [IBLCE Health Sciences Education Guide](#).

ENROLLMENT PROCESS

Please reference the chart below that illustrates the process for applying to the MRT-TI as well as the process for applying to UNC- Chapel Hill based on your student/employment status once accepted to the MRT-TI.

| 1. Applicants must apply to MRT-TI first | |
|--|---|
| MRT-TI Application | <p>All those interested in applying to the MRT-TI are required to fill out the application and submit it to the Director of Training, Catherine Sullivan at Catherine_Sullivan@unc.edu . Please review the following information prior to application submission.</p> <p>The Director of Training will send a receipt of confirmation email within 72 hours of receiving any application related documents. Please contact Catherine Sullivan if you do not receive a confirmation email.</p> <p>Note: Application and enrollment at the University of North Carolina at Chapel Hill is a separate process and should not be confused with application and enrollment to the Mary Rose Tully Training Initiative (MRT-TI). MRT-TI is not a degree program. This is a two semester course, applicants must take the two classes in succession, beginning with MHCH 765 in the fall and MHCH 766 in the spring.</p> <p>Please contact Catherine Sullivan with any questions.</p> |

| | | | | |
|--|---|---|--|---|
| Transcripts | Please submit college transcripts. Please visit the IBCLE website for a list of qualifying prerequisite classes. Students are responsible for ensuring their prerequisite classes meet the IBCLE requirements | | | |
| Letters of Recommendation | All applicants are required to submit two letters of recommendation. Current or past employers, academic advisors, co-workers, and professors are examples of individuals who may submit a letter on your behalf. | | | |
| 2. Accepted MRT-TI applicants must apply to take courses at UNC Chapel Hill (Individuals do not have to be formally enrolled at UNC to be accepted into this program) | | | | |
| Apply to UNC based on current status | Current UNC student | UNC employee or UNC Healthcare employee | Currently enrolled student at Duke, NC State, NCCU, UNC-G or UNC-C | Not currently a student and no plans to enroll at UNC for other courses of study |
| | MRT-TI courses are considered MCH electives. Each course is worth three credits. Enrollment will be handled by the Director of Training and the MCH Student Services Manager. You must provide your PID to the Director of Training | Please reference this website for the exact terms of applying to this course based on employment status, and the website for Friday Center enrollment . | Students at another affiliated university must complete an inter-institutional acceptance form to take classes at UNC-Chapel Hill. | Enroll in Friday Center Part Time Post-baccalaureate program |
| Tuition | Please visit this website for a breakdown of costs | | | |
| Additional requirements and fees | | | | |
| Immunizations | Proof of immunizations will be required prior to the start of the program. Required health documentation includes: <ol style="list-style-type: none"> 1. Negative TB skin test within the last year. For students who have no documentation of a TST within the last year, a 2-step TST screening procedure will be necessary to establish baseline results. Please see MRT-TI Student Handbook on Health and Safety for complete details regarding the TB skin test. 2. Physician diagnosed and documented measles (rubeola), mumps, and rubella, or documented lab results demonstrating immunity to measles, mumps, and rubella, or documentation of 2 MMRs or a combination of (2)measles, (2)mumps, and (2)rubella vaccines. 3. Physician diagnosed and documented varicella (chickenpox), or documented lab results demonstrating immunity to varicella, or documentation of 2 varicella vaccines. 4. Hepatitis B immunity – Immunity confirmed by documentation, or documented lab results demonstrating positive immunity, or signed declination. 5. Adult-dose tetanus, diphtheria, pertussis (whooping cough) vaccine, Tdap 6. Students are required to submit documentation of the seasonal influenza vaccine by November 1st of the fall semester. | | | |
| CPR | BLS, such as CPR and/or neonatal pulmonary resuscitation will meet the requirement. Proof of current certification will be required. Please see Student Handbook for further details. | | | |
| Background Check | Students will need to successfully pass a background check prior to starting the program. The program administration will submit the background check on behalf of the student, the fee for this is included in the Clinical Practicum Fee. Please reference the Student Handbook for full details. | | | |
| Clinical Practicum Fee | All participants will pay a \$4000.00 clinical practicum fee that is separate from the tuition fees. This fee encompasses the background check, student liability insurance, administrative costs, and costs associated with program including orientation and workshops. | | | |

Policies on Advanced Placement

MRT-TI students are required to take both MHCH 765 and 766 in succession, there is no option to test out of either class, and no other class may be taken in lieu of MHCH 765 and 766.

MRT-TI Student Handbook

Policies on Transfer of Credits

All students are required to meet the prerequisites of the program as outlined in the Admissions Requirements and Procedure for Admission.

Number of Credits Required for Program Completion

Successful completion of each class is required in order to receive full credit for the program and meet the qualifications of a Pathway Two Program and meet eligibility criteria to sit for the certification exam. Students must complete a total of 6 credits (3 credits in the fall semester for MHCH 765 and 3 credits in the spring semester for MHCH 766).

Essential Standards for Admission, Progression and Graduation

Introduction

The Mary Rose Tully Training Initiative (“MRT-TI”) program requires students to participate in clinical and didactic training and experiences directed at the acquisition and practice of essential breastfeeding and lactation knowledge, skills, and functions. Combinations of cognitive (knowledge), psychomotor (skills), affective (behavior), social and physical abilities are required to acquire the knowledge, skills, and functions needed to progress and complete the MRT-TI program and to become a certified Lactation Consultant.

It is imperative that students who are interested in the MRT-TI program review the Essential and Technical Standards for Admission, Progression, and Graduation prior to enrolling in the program. Applicants accepted into the program are expected comply with the Essential and Technical Standards for Admission, Progression, and Graduation with or without reasonable accommodations.

Accessibility and Resources Statement

The University of North Carolina at Chapel Hill (the “University”) encourages students who seek accommodations, resources, or services relating to a chronic medical condition or a temporary or permanent disability to contact the Accessibility Resources and Service Office (ARS) (<http://accessibility.unc.edu>) at 919.962.8200. Students are urged to contact ARS as early in the semester as possible.

Cognitive Abilities

Students are expected to have the ability to measure, calculate and synthesize data and make sound decisions based on this data to formulate an appropriate plan of care. Examples of relevant activities include, but are not limited to:

- Calculating weight loss/gain of a newborn
- Calculating milk requirements or determining sufficient milk transfer
- Synthesizing data in print and electronically, as well as extrapolating data from verbal and nonverbal cues, to determine a plan of care
- Recognizing whether further interventions are needed beyond the Lactation Consultant scope of practice

In addition, the ability to demonstrate problem solving skills, set priorities, and be a self-motivated learner is a critical cognitive ability requirement of the MRT-TI program.

Psychomotor Abilities

Students are expected to demonstrate the ability to function in the didactic and clinical environments with sufficient visual, auditory, and tactile psychomotor skills. Examples of relevant activities include, but not limited to:

- Detecting changes in breathing patterns indicating distress during feedings
- Detecting nonverbal cues of both mother and infant and the ability to perceive pain and movement of mother and infant
- Detecting sounds indicative of effective milk transfer and identifying sounds indicating distress of infant before, during and after feeding
- Detecting abnormalities through palpation or examination in infant anatomy or maternal anatomy in relation to lactation

Affective Abilities

Students are expected to be able to maintain a calm, emotionally stable, and professional demeanor when interacting with individuals in the clinical and didactic realms. Students will encounter a variety of clinical locations and environments during the program. It is expected that students demonstrate the ability to be flexible and function in accordance with program standards, despite the fluctuating locations and environments.

Social Abilities

It is expected that students have the ability to communicate and discuss plans of care to other members of the healthcare team, family members and patients using culturally sensitive approaches and professionalism.

Physical Abilities

Students will complete one clinical day per week, consisting of approximately 8 hours, (not to exceed 12 hours daily) of clinical time. Students must demonstrate sufficient physical stamina to move from one location to another for extended periods of time while seeing and treating patients, with or without reasonable accommodations. The didactic component of the course requires consistent attendance during 3 hour class sessions held once a week.

Students must also demonstrate the gross and fine motor skills to safely handle mothers, infants and small children when performing tasks related to lactation. Examples of relevant activities include, but are not limited to:

- Transferring an infant from its bassinet to the mother
- Positioning the infant at the breast
- Assisting a mother to move into a comfortable position for nursing
- Positioning an infant or child for an oral examination

Professional Risk

During the clinical portion of the program, students may come into contact with individuals who have known or unknown communicable diseases. While transmission of communicable diseases is rare if students use proper preventive measures, students need to be aware that there is always a slight risk of transmission. Pregnant students may wish to consult with their health care providers regarding the implications of this risk for their unborn child.

The MRT-TI program provides the students with training specific to all seven clinical sites regarding infection control, emergency procedures, environmental safety, and blood borne pathogens. It is the responsibility of the student to remain up-to-date on all required immunizations, safety, and health related trainings during the duration of the program. A description of the required immunizations can be found within the Student Handbook section on Health and

Safety. Additionally, the student is responsible for notifying the Director of Training for the MRT-TI Program (“Director of Training”) of any significant changes to his/her health status that may affect his/her ability to perform to program standards. Students who experience this situation are encouraged to contact the Accessibility Resources and Service Office.

The health of both the MRT-TI students and the patients served throughout the duration of the program is paramount. Students are expected to have health insurance either through the University if qualified, or carry personal health insurance. Proof of health insurance will be required prior to the start of the program.

Students enrolled in the MRT-TI will be covered by liability insurance through the program. The fees for this are covered within the Clinical Practicum Fees. Please reference the Health and Safety section of the Student Handbook for more details pertaining to health insurance.

Immunizations and CPR

Proof of immunizations will be required prior to the start of the program. Required health documentation includes:

1. **Negative TB skin test** within the last year
 - a. Initial: for students who have no documentation of a TST within the last year, a 2-step TST screening procedure will be necessary to establish baseline results. Please see the MRT-TI Student Handbook section on Health and Safety.
2. Physician diagnosed and documented **measles (rubeola), mumps, and rubella**, or documented lab results demonstrating immunity to measles, mumps, and rubella, or documentation of 2 MMRs or a combination of (2)measles, (2)mumps, and (2)rubella vaccines.
3. Physician diagnosed and documented **varicella (chickenpox)**, or documented lab results demonstrating immunity to varicella, or documentation of 2 varicella vaccines.
4. **Hepatitis B immunity** – Immunity confirmed by documentation, or documented lab results demonstrating positive immunity, or signed declination.
5. Adult-dose **tetanus, diphtheria, pertussis** (whooping cough) vaccine, Tdap
6. Students are required to submit documentation of the **seasonal influenza** vaccine by November 1st of the fall semester.

Students may petition for an exemption from a required immunization under certain circumstances. Appeals regarding immunization requirements must be based on a student’s health condition, medical disorder or religious beliefs.

Documentation supporting the exemption should be submitted to the Director of Training and include: (1) a written justification from the student’s personal medical provider explaining why the vaccination is contraindicated; OR (2) a notarized copy of the “Request for Exemption from Immunization Requirements: Religious Reasons” form.

Students will also need to show proof of current BLS/CPR certification prior to the start of the program. BLS, such as CPR and/or neonatal pulmonary resuscitation will meet the requirement. It is the student’s responsibility to maintain current certification for the duration of the MRT-TI program. **Certification/recertification via online courses is not acceptable for meeting the CPR requirement.** Students who are unable to provide proof of current and acceptable certification will not be allowed to begin the program.

Criminal Background Checks

Students must submit to a criminal background check as part of the admissions process. The fee for the criminal background check is included as part of the MRT-TI program fees. The MRT-TI program administration may rescind an offer of admission if an applicant’s criminal background check reveals that the applicant has committed a serious offense. Serious offenses include, but are not limited to, felonies, drug offenses, forgery, assault, and abuse and neglect. All determinations of eligibility or disqualification will be made in light of each individual case (i.e., no single type of offense will be used as an automatic rescission of acceptance or reason for dismissal from the program), and will depend on a variety of factors including but not limited to the nature of, and circumstances surrounding the crime; the time

MRT-TI Student Handbook

elapsed since the conviction; the rehabilitation record; the actions and activities of the individual since the crime; and truthfulness and completeness of the candidate in disclosing the conviction; and the relevance of the conviction to program participation.

If at any point during enrollment a student is charged with or convicted of any criminal act that may or not have been on a previous criminal background check, that student should contact the MRT-TI Director of Training immediately to self-disclose. Failure to self-disclose could lead to an honor court violation and/or program dismissal. Students will not be required to disclose expunged arrests, charges or convictions.

The MRT-TI follows the University's Human Resources policies and procedures regarding criminal background checks, and the University's Office of Human Resources handles the background checks for the MRT-TI program. Upon receipt of the Background Check Request Form, the Background Check unit of the University's Office of Human Resources will send the candidate instructions for submitting basic information and consent for the criminal background check to be conducted by the University's background check service provider. Please reference the MRT-TI Student Handbook or the following website for more information regarding the background check process (<http://hr.unc.edu/policies-procedures-systems/spa-employee-policies/employment/policy-on-unpaid-volunteers-interns-and-visiting-scholars/> .)

Computer Requirements

While there is access to computers on UNC-Chapel Hill's campus, students in the MRT-TI program are expected to have easy access to a personal computer. The receiving and sending of email will be required for communications with course faculty, classmates, and clinical sites. MRT-TI documents, required reading, and presentations will be loaded to Sakai Learning Management Systems online, and students will be required to access this information frequently via a reliable Internet source. Course assignments require research presentations and clinical presentations, which are to be submitted to the Director of Training electronically. For assistance with purchasing a computer, please contact the Carolina Computing Initiative (<http://cci.unc.edu/>).

Transportation

Students are expected to have reliable transportation, as the sites for the clinical experiences are at different locations throughout North Carolina. It is the responsibility of the student to provide transportation to and from the clinical site and to incur all travel-related expenses. Reasonable accommodations may be made based on geographical preferences for clinical sites; however, some travel should be expected in order to experience a diverse range of clinical settings.

Student Review Policy for Unsafe or Unprofessional Practice

The MRT-TI has a legal and ethical responsibility to protect members of the public and the health care community from unsafe or unprofessional practices during all aspects of the program. Any student who demonstrates practices that endanger the public or who is unable to comply with the MRT-TI Essential Standards for Admission, Progression and Graduation will be referred to and reviewed by the Office of the Dean of Students.

Social Media Policy

Social Media

As used in this policy, the term "Social Media" includes any of a variety of different forms of electronic media, including but is not limited to collaborative projects (e.g., Wikipedia), blogs and microblogs (e.g., Twitter), content communities (e.g., YouTube), social networking sites (e.g., Facebook), virtual game worlds (e.g., World of Warcraft), and virtual social worlds (e.g., Second Life). Technologies include, but are not limited to, wikis, blogs, picture-sharing and video-sharing, vlogs, wall postings, e-mail, instant messaging, and music-sharing – whether used during work or personal time, on personal computers and devices, or on UNC HCS-owned computers and devices.

Because Social Media and other forms of electronic communications are rapidly evolving and changing, the examples contained in this policy are meant to be illustrative, but by no means represent the entire field of Social Media. As technology changes and newer forms of communication develop, this policy shall apply to the various forms of electronic communication that are available.

UNC Health Care System Use of Social Media

UNC Health Care System (HCS) recognizes that appropriate use of Social Media can have beneficial effects both within UNC HCS and among the general public. Accordingly, departments and employees within UNC HCS, with the guidance and assistance of UNC HCS's Public Affairs and Marketing Department, are encouraged to use the various forms of UNC HCS-sponsored Social Media as tools to communicate internally within UNC HCS and externally with other providers, patients, and the general public. Such use of UNC HCS-sponsored Social Media should be preapproved by the appropriate individual or department with authority. For use of UNC HCS-sponsored Social Media, see "UNC Health Care Social Media Terms of Use," available at <http://news.unchealthCSare.org/unc-health-care-social-media-terms-of-use>, and related guidelines, attached to this policy as Exhibit A. If there are questions contact Public Affairs & Marketing (PA&M) at paffairs@unch.unc.edu.

These restrictions do not apply to the use of e-mail communications for treatment or business purposes that are consistent with applicable UNC HCS policies (see, e.g., Electronic Mail, ADMIN #0065).

Guidelines & Procedures

Applicable Policies

Communications using Social Media that are directly or indirectly related to UNC HCS should be consistent with the mission, values, policies, and procedures of UNC HCS, and with all applicable laws and regulations. Applicable policies include:

- . Privacy and Confidentiality of Protected Health Information (Admin #0139)
- . Use and Disclosure of PHI Based on Patient Authorization (Admin #0015)
- . Information Security (Admin #0082)
- . Minimum Necessary Standard for Accessing, Disclosing, and Requesting PHI (Admin #0101)
- . Release of Patient Information to the News Media (Admin #0148)
- . Verbal Release of PHI (Admin #0156)
- . Release of PHI from the Patient's Medical Record (MIM Policy)
- . Electronic Mail (Admin #0065)
- . Code of Conduct (Admin #0204)
- . Confidentiality of Patient Information (Admin #0026)
- . Identity Theft Prevention, Red Flag Program (Admin #0202)
- . Identity Theft Protection (Admin #0088)
- . Internet Usage and Connectivity (Admin #0085)
- . Notice of Privacy Practices (Admin #0117)
- . Photographs and Motion Pictures (Admin #0133)
- . Conflict of Interest (Admin #0037)
- . Corrective Action (HR #1201)
- . Unlawful Harassment (HR#0204)

Patient Information

Communications using Social Media may not divulge confidential or proprietary information about UNC HCS and may not violate patient privacy and confidentiality policies and laws. Such communications must never contain any information that directly or indirectly identifies a patient. This may include information that does not directly identify a patient, but would permit someone to identify a patient, either through the identification of a disease or health condition; an event precipitating the patient's health condition, such as an accident or other trauma; the patient's or provider's location within UNC HCS; the names and or specialties of the patient's health care team; the patient's language or country of origin; or any other detail that alone or in combination with other facts in the public or private domain might allow a third party to identify the patient.

This prohibition includes patient photos, whether such photo directly or indirectly identifies a patient or only includes non-identifiable patient images, such as wounds, diseases, the results of diagnostic tests, or similar images. Unless in the context of providing treatment or educational use, it is never permissible to photograph or disclose any photograph of a patient or his or her anatomy or test results without a signed release, available from PA&M at paffairs@unch.unc.edu. These restrictions do not apply to the use of patient information or images for treatment purposes or for internal educational purposes, consistent with HIPAA and authorized by the patient in the General Consent to Treatment and the Consent to Operation/Procedure.

Confidential Business Information

Communications using Social Media must not contain confidential or proprietary UNC HCS information, including but not limited to business, personnel, and trade secret information.

UNC HCS Logo

UNC HCS Representatives may not use the UNC HCS logo or other UNC HCS trademarked information without prior approval from PA&M. If you have questions contact PA&M at paffairs@unch.unc.edu.

Inappropriate Language

Communications using UNC HCS Social Media must not include information that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful, disparaging, or humiliating to fellow employees, business partners, competitors, patients, students, volunteers, or other representatives of UNC HCS. Such communications may violate other UNC HCS policies even when posted or communicated on personal sites.

Reporting

Violations or suspected violations of this Policy may be reported to the UNC HCS Privacy Officer at 966-9659 (office number) or 619-8512 (cell).

Consequences Related to the Misuse of Social Media

Any UNC HCS Representative who makes any defamatory statement regarding UNC HCS or UNC HCS Representatives, shares confidential patient or business information, or who otherwise violates this policy, will be held personally responsible and will be subject to corrective action consistent with UNC HCS Corrective Action policies.

Nothing in this policy is intended to prohibit or discourage any employee from exercising his or her right to express opinions about matters of public concern.

Individuals who have concerns regarding workplace conduct or inappropriate behavior regarding internet postings or the use of Social Media are encouraged to contact their immediate supervisor or one or more of the following departments: UNC HCS Employee Relations; Legal; Compliance; or the Privacy Office.

Questions?

Contact the UNC HCS Privacy Officer at 966-9659 (office number) or lacy_farrell@unchealthcare.org. The Social Media Policy can be viewed in its entirety by visiting <https://gme.unchealthcare.org/gmepolicy/Social%20Media%20Policy>

Student Personal Safety

Didactic lectures are held primarily at UNC Health Sciences Library and within the Gillings School of Global Public Health building. Students are expected to abide by the safety/emergency procedures that are posted within these facilities. Similarly, students are expected to follow the safety/emergency procedures specific to each clinical location. An overview of specific policies will be reviewed during initial visits to the clinical sites during the August mini-workshop and through pre-program training. Immediate concerns during clinical days should be directed to the student's clinical preceptor or to safety officers within the facility.

Alcohol and Drugs Policy

Use of tobacco products are not allowed on hospital or university grounds. Students shall not use, possess, purchase, sell, distribute or manufacture any illegal drug at any time, or use or possess alcohol on hospital or university grounds. Any student who is taking a legal drug (or alcohol-containing cough syrup) which the prescribing physician or pharmacist indicates might impair the student's ability to safely perform functions of her duties must advise a clinical instructor and course coordinator before reporting to clinical.

Student Grievance Policy

MRT-TI students will follow the procedures outlined by the UNC Chapel Hill Office of the Dean of Students when desiring to file a grievance against a student or faculty member. <https://deanofstudents.unc.edu/student-support/student-grievances>.

Faculty Grievance Policy

The MRT-TI follows the policies and procedures outlined by the University's Human Resources Department. Those wishing to process faculty grievances are encouraged to follow the link below, or call Main Phone: 919-843-3444 for Employee/Management Relations.

<http://academicpersonnel.unc.edu/faculty-policies-procedures-guidelines/>

Non-Discrimination Policy for Faculty Employment

The MRT-TI policy for faculty employment adheres to those of the University:

The University is an equal opportunity, affirmative action employer and welcomes all to apply without regard to age, color, creed, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, or sexual orientation. We also encourage protected veterans and individuals with disabilities to apply.

The Equal Opportunity/ADA Office (100 E. Franklin Street, Unit 110, CB#9160, Chapel Hill, NC 27599-9160 or (919) 966-3576 has been designated to handle inquiries regarding the University's non-discrimination policies.

Please visit the following website for additional details related to the Policy statement on Non-Discrimination:

[Policies.unc.edu](https://policies.unc.edu)

Student Support Services and Resources

The University and the Friday Center offer various services to students such as the Writing Center, Information Technology Services, Career Services, The Learning Center, Libraries, Math Help, and resources through the UNC Police (list not all-inclusive). Please reference the following websites:

The Friday Center: <http://www.fridaycenter.unc.edu/cp/cs/resources.html#its>

UNC Chapel Hill: <http://studentaffairs.unc.edu/departments>

Discrimination and Harassment

The MRT-TI does not tolerate any forms of discrimination or harassment. The MRT-TI will follow University policies and procedures for matters of this nature. Please see the UNC Chapel Hill Policy on Prohibited Discrimination, Harassment and Related Misconduct, Including Sexual and Gender-Based Harassment, Sexual Violence, Interpersonal Violence and Stalking.

<http://policies.unc.edu/files/2013/04/PPDHRM.pdf>

Academic and Course Policies

University and MRT-TI Calendars

University Calendar

Please reference the UNC Chapel Hill calendar, found on the University's [Registrar website](#) for dates such as registration, drop/add and university holidays.

MRT-TI Calendar

The MRT-TI runs from mid-August through May, and for the most part, follows the UNC Chapel Hill academic calendar. There is a mini-workshop immediately prior to the start of the program in mid-August, and another in January immediately prior to the spring semester. Attendance at both workshops is mandatory. MRT-TI students are supported to attend the Breastfeeding and Feminism International Conference in March.

Didactic classes are held on Friday each week, either from 9:05 am to 12:05 pm or from 1:25 pm to 4:25 pm. The time is selected based on the time that works best for the majority of the accepted students.

Clinical days are assigned by the Director of Training, based on the preferences listed by accepted students. An effort is made to meet the needs of the students, however there may be days where students need to make accommodations to meet the needs of the program. For example, students are required to attend an EPIC electronic health record training, which is only offered on specific days during the week. An effort is made to give students advanced notice of class requirements, but again, some flexibility is necessary to meet course requirements.

Due to the need to meet the 300 required clinical hours, on weeks where there are University holidays, clinical days may need to be adjusted to keep the student on target. These adjustments will be made at the discretion of the Director of Training.

Criteria for Successful Completion of Each Segment of the Program

Please reference the chart below for a description of MHCH 765 and MHCH 766 requirements.

| Assignment Type | Description | Grade Percentage |
|--------------------|--|------------------|
| Participation | Participants will demonstrate active participation in all aspects of the course. This includes participation and discussion during didactic sessions and active listening, shadowing, and asking questions during clinical sessions. Qualtrics survey results from clinical instructors will weigh into this part of the grade. | 30% |
| Weekly Assignments | Each semester, participants will be graded on at least two case study presentations from their experiential notes and one critical review of a relevant journal article. Students will maintain experiential notes in the form of a clinical journal, and will use these notes during clinical case study presentations. Participants will be required to review a research or clinical article each semester and will be responsible for presenting this to the class and leading a group discussion. | 40% |
| Semester Projects | Each semester students will be given one project to work on and turn in at the end of the semester. Fall Semester: students will work on a group project related to topic literature and policy statement review, with close attention to clinical and public health implications. This will include a group presentation. Spring Semester: participants will either design a facility/hospital-based research project or develop a programmatic approach to increase hospital or community breastfeeding support activities. | 20% |
| Examinations | Participants will be given a written exam | 10% |

Students will progress through the clinical practicum portion of the program beginning with direct observation, then transitioning to assisting, followed by completing consultations while being observed by the clinical instructor. The culminating experience will include students practicing independently with the clinical instructor available for assisting, if needed.

Phase I. Observation of the Supervising IBCLC (1st half of fall semester)

- Student observes, takes notes and asks questions, when appropriate, of the clinical instructor

Phase II. Supervised Clinical Practice (2nd half of fall semester and beginning of spring semester)

- Student begins working directly with breastfeeding families, under supervision of clinical instructor
- Begins with student participating in small ways, doing some of the teaching (feeding cues, hand expression, etc.)
- Progresses with student conducting some of the physical assessment/breastfeeding assessment
- Clinical Instructor helping with the breastfeeding assessment and developing plan of care
- Ends with student doing complete consultation with IBCLC observing

Phase III. Independent Clinical Practice (spring semester)

- Student will begin to manage care of breastfeeding families with oversight of Clinical Instructor
- Students will utilize their Clinical Competency checklists and daily clinical goals to demonstrate their readiness and preparedness to move through the Phases of Student Learning.

- Students will be evaluated by their clinical instructors at the end of each clinical day with the exception of WBWC who will complete student evaluations at the end of each month, through the use of an online Qualtrics survey. The feedback provided by the instructors will be reviewed by the Director of Training and shared with the student during scheduled feedback sessions. This feedback will be utilized when determining the student's final grade and satisfactory progress towards the clinical competencies. Qualtrics survey results will be taken into account when formulating the Participation percentage of the grade.

Criteria for Graduation/Course Completion

This two-semester clinical course is structured to provide supervised breastfeeding support and education in the context of clinical lactation services and public health practice. Students will be expected to complete 300 hours of supervised clinical experience and 90 hours of didactic lactation education to comply with the requirements of an IBLCE Approved Pathway Two Program.

Successful completion of all clinical coursework, competencies, and passing grades for both MHCH 765 and 766 are required for graduation from the program. Clinical logs will be kept on file to demonstrate the meeting of the Pathway Two Program guidelines for clinical experience.

Total Clinical Hours:

Clinical rotation experiences each week (8-12 hour shifts) = 256+ hours

15 hrs of external experience* = 15 + hours

1hr experiential sharing, clinical topic discussions= 30

TOTAL: 301+ hours

Students must reach 300 hours of clinical experience in order to complete the program and be eligible for the IBCLC exam

Total Didactic Hours:

2 hours topic lecture each week (fall semester) = 28 hours

2 hours topic lecture each week (spring semester) = 28 hours

4 days orientation and introductory lectures (fall semester) = 30 hours

1.5 days spring workshop = 11 hours

1 day of Breastfeeding and Feminism International Conference (spring semester) = 7 hours

TOTAL: 104+ hours

*Coordinating external experiences is the responsibility of the student and must include ALL of the following:

1. At least two mother-to-mother support meetings (minimum of 4 hours total)
2. At least two prenatal breastfeeding classes (minimum of 5 hours total)
3. At least two 3-hour periods with a WIC peer counselor or WIC Nutritionist (minimum of 6 hours)

All students are expected to attend at least one local/state coalition meeting (NCBC, TBA, etc.).

For information about meetings, go to:

North Carolina Breastfeeding Coalition – www.ncbfc.org

North Carolina Lactation Consultant Association (see NCBC website)

Triangle Breastfeeding Alliance – www.nctba.org

Once the student has successfully completed the MRT-TI, the Director of Training will give each graduate a letter of verification of completion of the program that may be submitted to the International Board of Lactation Consultant Examiners (IBLCE).

Once the program has been completed, individuals will receive a certificate of Continuing Education Units (CEU) from the Friday Center in the amount of 30.0 CEUs.

MRT-TI Student Handbook

Appropriate Classroom Behavior

Students are expected to actively engage during class, as class participation is a graded requirement of the program, comprising of 30% of the grade for both MHCH 765 and 766. It is expected that students be respectful of the comments of classmates, faculty and guest faculty, and that the comments made during class do not contain derogatory or discriminatory language. Students should be careful to de-identify case studies as not to reveal patient names or names of individual clinical instructors

Attendance

Students are expected to attend all scheduled clinical days and didactic class lectures. Punctuality is essential. More than two absences may result in failure to meet course objectives, or dismissal from the program. One excused lecture absence per semester is permissible with completion of the make-up assignment. You are expected to call or text the Director of Training at least two hours before your scheduled lecture or clinical.

Absences do not relieve students of the responsibility for course content or clinical hours. Students are responsible for completing the make-up assignment and making arrangements with the course coordinator. A physician's verification for illness may be required at the course coordinator's discretion. Do not make arrangements for make-up time directly with clinical instructors.

To protect the patients, instructors, and others, the student is expected to call in sick for any illness that is communicable, or any illness that results in the student being unable to perform expected clinical activities. If the student is running a fever, we expect the student to call out. This call is expected to be at least 2 hours prior to the start of the clinical day. The student should call and leave a voice mail for the correct clinical location for which they are scheduled that day. A text or call should also be sent to the Director of Training, **Catherine Sullivan (919-614-2804)**. If the student is running late for clinical, they should also call, out of respect for the instructors. Greater than two, documented, late arrivals in a semester to clinical or lectures, will result in a meeting with the Director of Training to discuss actions needed to remedy the situation.

Students may not switch clinical days. Prior approval is required and will be granted on a case-by-case basis. Please discuss this with the course coordinator before or after lectures on Fridays, or by appointment. Regular office hours will be from 12:30-2:00 on Friday afternoons. Other times will be accommodated.

Policy on Excused Absences for Religious Reasons

The MRT-TI follows the University Policy on Excused Absences for Religious Reasons which reads as follows:

Students are authorized up to two excused absences each academic year for religious observances required by their faith. Students who wish to request more than two excused absences in an academic year for religious observances required by their faith will need to contact their course instructors and request the additional absence, which will only be granted with the course instructor's permission. Primary holy days for religious observance are noted on a Web-based interfaith calendar site at www.interfaithcalendar.org.

Students are responsible for providing a written notice for an excused absence for a religious observance two weeks in advance of the date requested or as soon as possible if the date occurs within the first two weeks of the semester. This policy also applies to students who have an excused absence for a religious observance during the summer.

Students must be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Make-up tests may entail an alternative examination, or other accommodation which allows the student not to be penalized for an excused absence for a religious observance.

Please follow the [link](#) to read this document in its entirety.

Incident Weather

Weather cancellations are expected and that time will still need to be made up. If the University is closed due to weather, then you will not be expected to attend lecture or clinical. You should, however, still call to notify your instructors, because even with extreme weather they will be required to be at the hospital.

Assistive Devices

Assistive devices, such as PDAs, calculators, translators, or other electronic devices are not allowed for use during an exam unless faculty has given prior approval, or approval has been given by the Accessibility Resources and Services Office. Please visit the following website: <http://accessibility.unc.edu> , call 919-962-8300 or email accessibility@unc.edu.

Clinical Placement Policy

Students will be scheduled to have hospital based clinical experiences throughout both semesters at the sites designated by the Director of Training. This placement is done at the discretion of the Director of Training, with attention given to student needs, preceptor availability, and quality of experience. Students will be responsible for coordinating the additionally required off-site external clinical experiences, with the oversight of the Director of Training. All off-site locations must be approved by the Director of Training prior to the student making the arrangements. Coordinating external experiences is the responsibility of the student and must include ALL of the following:

1. At least two mother-to-mother support meetings (minimum of 4 hours total)
2. At least two prenatal breastfeeding classes (minimum of 5 hours total)
3. At least two 3-hour periods with a WIC peer counselor or WIC Nutritionist (minimum of 6 hours)

Academic Warning Policy

Students who are not progressing in accordance with the program's established criteria will be required to meet with the Director of Training as soon as the situation is identified either by student report, by feedback gained from Qualtrics surveys, or notification to the Director of Training by the Lead Clinical Preceptors. A corrective course of action will be implemented and more frequent feedback sessions will begin at the discretion of the Director of Training. Referrals will be made as necessary to University resources. While formal feedback is done on a scheduled and/or as needed basis, students may schedule informal feedback sessions with the Director of Training during posted office hours.

Faculty Responsibilities

Director of Training Responsibilities

- Provide didactic and clinical experiences as described in the syllabus.
- Respond to telephone and email requests within 48 hours. Be available by telephone/email on Fridays from 12:30-2pm and by appointment; in-person meetings will be granted upon availability.
- The Director of Training will post his/her availability and anticipated response times during non-academic periods (i.e. holidays, school breaks).
- Seek out situations that will provide the lactation student with beneficial learning experiences.
- Review all oral and written work and provide feedback to the lactation students at a minimum of two times during each semester, at times to be determined based on presentation schedules.
- Provide appropriate guidance and counseling during scheduled evaluations and during didactic sessions, as needed.
- Review the student clinical log sheets and clinical journals.

- Model behaviors in line with the ethical and professional expectations of an IBCLC and UNC faculty member.

Clinical and/or Didactic Instructors

- Be aware of the students' learning objectives in order to provide guidance and structure during the clinical and/or didactic experience.
- Provide appropriate opportunities for the student to participate in learning about patient care.
- Give honest, constructive feedback at the end of each clinical day using the online Qualtrics evaluation system.
- Sign clinical and competency logs (if competency has been met) at the end of each clinical day.
- Inform the course coordinator of any issues or problems that may arise with a student.
- Refrain from any behaviors that could be interpreted as showing favoritism to any student(s).
- Model behaviors in line with the ethical and professional expectations of his/her stated profession.
- Model behaviors in line with the IBCLC Code of Professional Conduct.

Student Responsibilities

General Responsibilities

- Participate in the orientation webinar held in June.
- Complete all necessary paperwork by dates given by the Director of Training.
- Pay practicum fees according to the schedule given during the orientation webinar.
- Abide by the rules, policies and procedures of the course, didactic, and clinical sites.
- Follow the dress code as described in the student orientation. Note that expectations may differ by site.
- Follow the policy for calling in absent or ill as described in the student handbook. Complete necessary make-up work/hours as described in the student handbook.
- Actively seek out beneficial learning experiences.
- Maintain a professional appearance and demeanor at all times during didactic and clinical experiences.
- Arrive on-time to both didactic and clinical sessions.
- Complete the IBLCE exam application by the deadline and ensure that clinical and competency log sheets are finalized and submitted to the Director of Training for final paperwork needed to submit to IBLCE.
- Complete course and program evaluations in a timely manner.

Responsibilities in the Didactic Setting

- Students are expected to actively engage in discussion during didactic sessions.
- Be respectful of thoughts and comments offered by classmates, faculty, and guest speakers, avoiding all acts of discrimination and harassment.
- Present all course-required presentations in a factual and sensitive manner, with attention to avoiding plagiarism, HIPPA violations, and identification of preceptors/clinical location.
- Avoid using electronic devices such as laptops, tablets, or phones for purposes other than educational or pertaining to class.
- Silence all phones and devices during class.
- Submit all course related presentations by 12 pm the day before the didactic session.
- Be a team player when assigned to group projects.

Responsibilities in the Clinical Setting

- Read and sign the MRT-TI Learning Agreement during orientation.
- Arrange all external experiences as stated in the student handbook.

- Use good judgment regarding the care of patients-particularly recognize your own limitations, ask for help, and never work more than a 12 hour clinical shift.
- Any time in addition to the standard 8 hour day needs to be previously approved by the Director of Training.
- It is the responsibility of each student to be aware of the clinical competencies he/she must have verified by a clinical instructor.
- Students are expected to arrive to their clinical site having already reviewed the competencies he/she wishes to try to accomplish that day, and to initiate a discussion with the clinical preceptor.
- Students, with the guidance of the clinical preceptors, should actively seek out learning opportunities in the clinical environment.
- Students are responsible for keeping track of their clinical hours and having their Clinical Log signed off by their preceptor each clinical day.
- Students should remind clinical preceptors to fill out Qualtrics surveys. The Director of Training provides the lead instructors with the weblink.

Exams and Evaluations

Students will take an exam at the end of both MHCH 765 and 766. Additionally, students will be given practice questions based on the format of the IBCLC exam in order for the students to gain experience with what they will encounter during the real exam.

Grading

The following definitions will be used as a guide for the assignment of Graduate Grades:

| | |
|-----------|---|
| H | High Pass |
| P | Pass |
| L | Low Pass |
| F | Fail |
| IN | Work Incomplete: A temporary grade that converts to an F* unless the grade is replaced with a permanent grade by the last day of the classes for the same term one year later |
| AB | Absent from Final Examination: A temporary grade that converts to an F* unless the grade is replaced by the last day of classes for the same term one year later |

If a student is concurrently enrolled in a bachelor's degree program, students will be graded according to the UNC undergraduate grading policy that states "Letter grades of A, B, C, D, and F are used. Pluses and minuses may be assigned to grades of B and C. Minus may be assigned to an A, and plus may be assigned to D". Please visit the following website for questions regarding grading policies:

<http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/#under>

Honor System of University of North Carolina-Chapel Hill

MRT-TI students are expected to adhere to the Honor System of the University.

"The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected."

It is the responsibility of the MRT-TI student to familiarize him/herself with the Honor Code, and ask for clarification when needed from Lead Instructors, Clinical and Didactic faculty, and the MRT-TI Director of Training.

MRT-TI Student Handbook

Please reference the information below in regards to reporting procedures as outlined by the Office of Student Conduct: Any person may report suspected misconduct by a UNC - Chapel Hill student to the University Honor System. A report may be filed using the online reporting system found below. The Office of Student Conduct will review the report and refer it to the appropriate Student Attorney General for action.

[Report a Violation of Academic Dishonesty](#)

Academic Dishonesty violations include cheating, plagiarism, or violating procedures pertaining to the academic process. General classroom misbehavior is considered a non-academic violation. If you have questions about whether a behavior is considered academic misconduct or need assistance in completing this form, please contact the Office of Student Conduct 919-962-0805. Instructors who report suspected academic dishonesty should issue the accused student an "Incomplete" in the course. A final grade will be assigned once the allegations have been resolved.

[Report a Violation of Non-Academic Misconduct](#)

Non-Academic Misconduct includes behaviors adversely affecting members of the University Community. Examples of behavior that constitutes a violation include, but are not limited to, fighting, hazing, drugs, lying, disorderly conduct, etc. If you have questions about whether a behavior is considered a violation, please contact the Office of Student Conduct. **If you have trouble using the online form, written reports concerning violations of the Honor Code and relevant materials (copy of the course syllabus, original versions of papers, exams, website print outs, etc.) may be submitted to the Office of Student Conduct, Campus Box 5100, Chapel Hill, NC 27599.**

If you have any questions or require further information, please contact us 919-962-0805 or jpa@unc.edu.

[Policies and Procedures for Performing Service Work While Enrolled in the Program](#)

Clinical hours will only be generated from course approved clinical experiences. Students may not count time at places of personal employment towards the required clinical hours. MRT-TI participants are to remain in student status for the duration of the program and may not be counted as lactation educators or staff members for patient census purposes. Questions about specific policies should be directed towards the Lead Clinical Instructor(s) at the site as well as the MRT-TI Director of Training.

[Policies on Credits for Experiential Learning](#)

Students are required to meet course requirements regarding experiential learning throughout the semester in order to receive full credit for the course. This includes, but is not limited to receiving satisfactory reviews from clinical preceptors, participating and contributing to in-class discussions, progressing through clinical competency phases at an acceptable pace, and presenting clinical case study presentations and research findings per course outline.

[Program Evaluation and Student Assessment](#)

[Program Evaluation](#)

A variety of evaluations and assessments are utilized in order to ensure the needs of the students, faculty, and communities of interest are being met. The program is continuously evaluated and revised to ensure the content presented reflects the current trends in literature and practice, and that it is in line with the core competencies, and mission of the program.

Student Assessment

Students are evaluated at the end of each clinical day by their preceptor with the exception of WBWC who evaluates the students at the end of each month. Preceptors are provided with a link to a Qualtrics Survey where feedback is provided that the Director of Training uses to determine if the students are progressing appropriately through the program and whether any corrective action needs to be taken. Students are provided with formal feedback at the mid-point during the semester and as needed. Qualtrics survey results are taken into account for the Participation portion of the grade. The following scale is used to rate the student on the criteria listed below:

Significant concerns

Some concerns, but not unsafe

Performing as expected for this level

Exceeds expectations

Please rate the student on the following statements:

Phase 1 Criteria:

- Appears on time and prepared for clinical observation
- Dresses appropriately for the facility
- Demonstrates professional demeanor in interactions with patients, peers, and clinical instructors
- Actively engaged in observation and listening
- Asks pertinent questions related to lactation and patient care
- Complies with standard procedures, such as hand washing
- Takes initiative to assist, when appropriate

Phase 2 and 3 Criteria:

Please rate the student on the following statements regarding: interactions with patients/clients

- Demonstrates caring behaviors towards clients and families
- Provides accurate information to clients and families
- Uses appropriate and respectful words and tone in verbal communications
- Actively listens

Please rate the student on the following statements regarding: professional behavior

- Appears on time and informs instructors of any absences
- Adheres to facility dress and appearance policies
- Demonstrates professional demeanor in interactions with clinical instructors, peers, and staff
- Takes criticism constructively

Please rate the student on the following statements regarding: student expectations and knowledge

- Demonstrates ability to contribute to discussion of patient plan of care
- Student demonstrates ability to engage in phase-appropriate aspects of patient care such as teaching feeding cues, hand expression, etc.
- Knows limits and seeks assurance when the situation is beyond the student's knowledge/expertise
- Demonstrates enthusiasm for learning
- Participates in self-evaluation
- Student takes responsibility for identifying core competencies needing completion and discussing these with preceptor

Facility Assessment

Students have the opportunity to rate the clinical facility at the end of each semester using the following criteria:

- Instructor is on time and prepared for student shadowing
- Instructor dresses according to facility policy
- Instructor demonstrates professional behavior in interactions with patients, peers and students
- Instructor actively engages student in relevant discussion and activity/ies related to phase of learning
- Instructor poses pertinent questions to student related to lactation and patient care
- Instructor complies with standard procedures, such as hand washing
- Instructor's expectations of the student are in line with MRT-TI's phased learning process

Students are given a University generated survey at the end of each semester that evaluates a variety of aspects of the class.

Core Competencies

Students are required to be signed off on specific core competencies related to lactation consulting. As the student progresses through the phases of learning, the student is to be first signed off as observing and then as actually performing the competency. The core competency checklist will be reviewed by the Director of Training during feedback sessions to ensure the student is progressing appropriately. Additionally, students will be required to meet program and school specific competencies, as outlined in the course syllabi.

Policies and Procedures for Student Withdrawal/Refund of Tuition and Fees

There are specific policies and procedures to follow for withdrawal based on your student/employee status when you applied directly to UNC Chapel Hill. Refunding of tuition and fees is handled in accordance to UNC Chapel Hill policy or the Friday Center policy. Please visit Registrar.unc.edu or <http://www.fridaycenter.unc.edu/cp/cs/canceldrop.html> .

A student wishing to withdraw from the program must withdraw from course MHCH 765 or 766. In order to receive any refund from the University, the student must withdraw before the "drop date" per University policies. The student must also notify the Director of Training in writing and indicate the reason for withdrawal (i.e. academic, medical, personal, financial, etc.). **Please note that the fee for the Criminal Background Check is nonrefundable.**

The following are reasons for involuntary dismissal of a student (list is not all-inclusive)

- Does not meet clinical standards
- Is unsafe in the clinical area
- Is dishonest
- Is absent excessively
- Fails to comply with professional behavior policies
- Fraudulent marking or falsification of records
- Misuse of records or confidential information
- Engaging in any criminal, dangerous, or violent activity
- Obscene or offensive language or behavior, including sexual harassment
- Attending clinical or lecture while under the influence of alcohol or drugs
- Selling, distributing, or giving unauthorized drugs or alcohol to students, employees, patients, visitors, etc.
- Theft or removal of any facility's student's, employee's, patient's or visitor's property without permission
- Tampering with, damaging, or using clinical faculty property without permission

Clinical Regulations and Compliance Policies

Dress and Appearance

NOTE: Individual sites may have dress codes policies specific to their site. The standards listed below are the minimum of the program.

- Business dress is the default standard and is always appropriate. When visiting another clinical site, follow or exceed their standards.
- Wear your MRT-TI lab coat to all sites except Women's Birth and Wellness Center.
- Shoes should be close-toed and comfortable.
- No denim is allowed.
- Wear your hospital issued UNC ID badge at all times when at a clinical site. Wear your WakeMed hospital issued student ID badge when rotating at WakeMed Cary.
- Jewelry and other accessories must be conservative and not interfere with the performance of job duties or pose a safety hazard (avoid wearing hoop earrings). No wrist jewelry or watches that will prevent you from scrubbing your hands and arms when washing your hands.
- Excellent personal hygiene is expected. Nails must be clean, neat, trimmed and short enough so that if you look at your palms, you cannot see your nails from the other side. If polish is used, it must be clear and not chipped. Fake nails are not permitted.
- Avoid noticeable scents: perfumes, strong-smelling lotion, hair spray, etc. We do not want to interfere with the mother and baby smelling each other.
- Hands should be washed and sanitized frequently. Students should follow individual site protocols for hand washing.

Health and Safety

Student Criminal Background Check

Students must submit to a criminal background check as part of the admissions process. This background check helps ensure the safety of the patients encountered during the clinical experiences as well as the safety of students and faculty. The fee for the criminal background check is included as part of the MRT-TI clinical practicum fees, and is non-refundable. The MRT-TI program administration may rescind an offer of admission if an applicant's criminal background check reveals that the applicant has committed a serious offense. Serious offenses include, but are not limited to, felonies, drug offenses, forgery, assault, and abuse and neglect.

If at any point during enrollment a student is charged with or convicted of any criminal act that may or not have been on a previous criminal background check, that student should contact the Director of Training immediately to self-disclose. Failure to self-disclose could lead to an honor court violation and/or program dismissal. Please see the Essential and Technical Standards on page 9 for a full description of the background check requirements.

Drug Screening

Students must submit to a drug screening as part of the admissions process. The fee for the drug screening is included as part of the MRT-TI clinical practicum fees, and is non-refundable. The MRT-TI program administration reserves the right to rescind an offer of admission based on the results of the drug screening.

Insurance

The health of both the MRT-TI students and the patients served throughout the duration of the program is paramount. Students are expected to have health insurance either through the University if qualified, or carry personal health insurance. Proof of insurance will be required prior to the start of the program.

As stated on the UNC Campus Health Services (CHS) website:

Individuals eligible to receive care at CHS include:

- All undergraduate and graduate students and Postdoctoral Fellows registered in the current enrollment term and who are paying the Campus Health Fee. This charge appears on your University account as Campus Health Fee.
- Students who have paid the Campus Health Fee during a given enrollment term are eligible for care until the beginning of the next enrollment term.
- Students coming to Chapel Hill early, before an enrollment term begins, who will pay the Campus Health Fee for the academic period are eligible for pre-paid care as soon as the University officially opens based on the UNC Academic Calendar.
- Students whose official relationship with the University necessitates their reporting prior to opening of University Housing are eligible for care. Resident Assistants, certain athletic teams and other specific programs are within this category.
- Spouses of full-time students and Postdocs are eligible for care. The spouse must pay the Campus Health Fee for the current enrollment period and the spouse must show proof of insurance coverage. Spouses are also required to provide proof of marriage, or a notarized affidavit of domestic partnership.
- Any student who is not enrolled in summer sessions and remains in the Chapel Hill community during the summer months is eligible to receive summer care. To be eligible, the student must have paid the Campus Health Fee for the previous spring semester, be pre-registered for the upcoming fall semester, and pay the summer Campus Health Fee, regardless of your health insurance coverage.
- For an individual who graduates from the University, eligibility for services at Campus Health Services ends thirty (30) days post commencement.

Individuals not eligible to receive care at CHS include:

Evening College, Continuing Education, Online, Distance Education, Friday Center Programs, Part-Time Students (students that do not have the Campus Health Fee calculated with their tuition), or any other program that is not paying the Campus Health Fee, are not eligible for care.

Dependent children are not eligible for care at Campus Health Services

Please visit the following website for more information pertaining to student health insurance:

<https://campushealth.unc.edu/charges-insurance/whos-eligible-campus-health-services>

Students enrolled in the MRT-TI will be covered by liability insurance through the program. The fees for this are covered by the Clinical Practicum Fees.

Student Responsibilities

It is the responsibility of the student to remain up-to-date on all required immunizations, safety, and health related trainings during the duration of the program. Additionally, the student is responsible for notifying the Director of Training of any significant changes to his/her health status that may affect his/her ability to perform to program

standards. Students who experience this situation are encouraged to contact the Accessibility Resources and Service Office.

MRT-TI Administration Role and Responsibilities

The MRT-TI provides the students with training specific to all seven clinical sites regarding infection control, emergency procedures, environmental safety, and blood borne pathogens both during the mini work-shop/orientation immediately prior to the start of the program and through webinar prior to the start of the program. The MRT-TI administration is responsible for updating students throughout the course of the program on any health and safety related policy changes.

Technical Standards

Technical Standards are outlined in the MRT-TI student handbook and are made accessible at the time of application, and reviewed during the mini-workshop in August and in January. Student signature is required, indicating he/she understands the Technical Standards prior to being accepted into the program.

Adherence to the Technical Standards with or without reasonable accommodation is essential in order to protect the safety of both students and patients. Please reference the Essential and Technical Standards for further details.

CPR

A variety of basic life support courses such as Cardiopulmonary Resuscitation (CPR) and/or Neonatal Pulmonary Resuscitation (NPR) will meet this requirement. It is the responsibility of the student to ensure this certification does not lapse during the course of the program. **Students may not begin the program without current certification.**

Immunizations

Proof of immunizations will be required prior to the start of the program. Students have the right to refuse an immunization if they can establish that the immunization is contraindicated because of a medical condition or if it is contrary to a religious belief.

Appeals regarding immunization requirements must be based on a student's health condition, medical disorder or religious beliefs. Documentation supporting the exemption should be submitted and include: (1) a written justification from the student's personal medical provider explaining why the vaccination is contraindicated; OR (2) a notarized copy of the "Request for Exemption from Immunization Requirements: Religious Reasons" form.

Required health documentation includes:

1. Tuberculosis Skin Test (TST: purified protein derivative of *Mycobacterium tuberculosis*) and results within the past 12 months, unless the test is contraindicated upon a health care provider's written advice. Effective May 2001, the University's Campus Health Services is requiring a two-step initial TST. All matriculating students shall undergo the primary test as described above, then within no less than 7 days and no more than 12 weeks report to CHS or preferred primary provider for a second test. This approach establishes a baseline test reaction in each student. Annual testing is required thereafter.

A student with a positive TST shall:

- a. If reaction is >5mm induration, adhere to the follow-up/therapeutic regimen of CHS or his/her health care provider
- b. If reaction is >10 mm induration, present documentation of: TST results, follow-up therapeutic regimen, treatment received (if any), and chest film results (if any). If treatment is initiated, a negative chest x-ray must be submitted one year post-diagnosis. An Annual TB Symptoms Questionnaire completed by CHS or the student's health care provider is required annually thereafter
- c. A student who has diagnosed pulmonary symptoms suggestive of TB shall refrain from contact with patients/subjects until his/her health care provider submits written documentation that the health of patients/subjects is no longer jeopardized. Neither faculty, staff nor students of the School of Nursing may "read" a student's TST.
- d. Persons allergic to the preservative in the TST, have been vaccinated with BCG or prefer an alternative to the TST, may instead undergo QuantiFERON-TB Gold testing initially and on an annual basis to diagnose current and latent cases of TB.
- e. All students travelling outside the US must obtain a TST 6-8 weeks subsequent to their return to the US.

2. Physician diagnosed and documented **measles (rubeola), mumps, and rubella**, or documented lab results demonstrating immunity to measles, mumps, and rubella, or documentation of 2 MMRs or a combination of (2)measles, (2)mumps, and (2)rubella vaccines.

3. Physician diagnosed and documented **varicella (chickenpox)**, or documented lab results demonstrating immunity to varicella, or documentation of 2 varicella vaccines.

4. **Hepatitis B immunity** – Immunity confirmed by documentation, or documented lab results demonstrating positive immunity, or signed declination.

5. Adult-dose **tetanus, diphtheria, pertussis** (whooping cough) vaccine, Tdap

6. Students are required to submit documentation of the **seasonal influenza** vaccine by November 1st of the fall semester.

Infectious/Communicable Disease Policy

MRT-TI students will receive instruction on infection control, standard precautions and hospital safety at the beginning of and throughout the MRT-TI program and must abide by any facility-specific guidelines at clinical sites.

Students who are exposed to bloodborne pathogens during their clinical rotations or in cases of student-to-patient transmission of bloodborne pathogens are required to follow facility protocol. Students must immediately inform the Director of Training and the Lead Clinical Instructor of any such incidents. University resources will be utilized in these circumstances to ensure students receive adequate assistance in dealing with these matters.

During the clinical portion of the MRT-TI, students may come into contact with individuals who have known or unknown communicable diseases. While transmission of communicable diseases is rare if students use proper preventive

measures, students need to be aware that there is always a slight risk of transmission. Pregnant students may wish to consult with their health care providers regarding the implications of this risk for their unborn child.

Similarly, students need to protect the patient population and those around them from any communicable or infectious disease they may be experiencing. Students in this situation are encouraged to utilize University resources and speak with the Director of Training. All matters concerning these circumstances will be handled with confidentiality, and if necessary, involve contacting legal counsel for the University.