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GILLINGS SCHOOL OF  
GLOBAL PUBLIC HEALTH

# Nutrition

Handbook for the  
Master of Public Health/Registered Dietitian Program

Fall 2018

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## INTRODUCTION

### Program Overview

The Master of Public Health (MPH) in Nutrition was the first degree offered by the Department of Nutrition. Since the first three students received their MPH degrees in 1951, the program has grown to 28 residential students per year. Beginning in 2018, The Gillings School of Global Public Health at the University of North Carolina at Chapel Hill is one of the first in the country to be an ACEND®-accredited [Future Education Model](#) program. UNC's program is recognized throughout the United States for the excellence of its training in public health nutrition.

Nutrition is recognized as one of the most important environmental determinants of health throughout the life cycle. It is a key factor in successful pregnancy outcomes, in the physical and mental development of infants and children, and in promoting health throughout the lifespan. Current research stresses nutrition and diet as critical factors in prevention and treatment of most chronic disease including obesity, heart disease, cancer, stroke, diabetes, and osteoporosis. The safety, quality, quantity, and distribution of local, national, and world food supplies are major public policy issues.

Completion of the MPH/Registered Dietitian program provides the graduate with a strong background in the science and practice of public health along with a sound knowledge of the science of human nutrition and food science.

### Mission

The mission of the MPH/RD program is to prepare future leaders in nutrition and dietetics through effective classroom education and practical community and clinical experiences both locally and globally.

### Goals

Two program goals have been identified, with the following outcome measures:

**Goal one:** To provide an educational environment that enhances students' critical thinking, problem solving and decision-making skills producing graduates that will be leaders in the field of nutrition and dietetics (public health, clinical, policy or nutrition research).

#### Outcomes:

1. At least 90% of students will rate the program as "meets expectations" or higher when asked about this program goal on the exit survey.
2. At least 80% of employers will rate the program as "meets expectations" or higher when asked about this program goal on the employer survey.
3. At least 90% of students who enroll in the program are expected to complete program/degree requirements within 150% of the time planned for completion (36 months).
4. Over a 5 year period, 80% of graduates who take the RD exam will pass the test on the first attempt.

5. At least 70% of MPH graduates who seek employment in nutrition will be employed within three months of program completion.

**Goal two:** To prepare competent entry-level practitioners in nutrition and dietetics who can assess and support the nutritional needs of individuals and communities.

Outcomes:

1. 95% of students will receive a final grade of "P" or higher in Nutrition 710: Clinical Nutrition Experience.
2. 95% of students will receive a final grade of "P" or higher in Nutrition 720: Public Health Nutrition Management Experience
3. 95% of students will receive a final grade of "P" or higher in Nutrition 730: Advanced Nutrition Experience.
4. 90% of the students taking the MPH Exam will pass it.
5. When answering the question on the graduate survey about their ability to assess and support the nutritional needs of individuals and communities, 90% of graduates will "agree" or "strongly agree."
6. When answering the question on the employer survey about their ability to assess and support the nutritional needs of individuals and communities, 90% of graduates will "agree" or "strongly agree."

The outcome data measuring program achievement of these goals is available upon request. Please contact the Program Director if you would like this information.

Additional public health and nutrition goals, based on 2016 Council on Education for Public Health (CEPH) accreditation criteria, may be found in [Appendix B](#).

### **Time Required**

Typically, it takes 24 months to complete the MPH with Nutrition concentration. Full time registration requires a minimum of nine credits per semester, but 12-15 credits per semester is a more usual course load. Students may also choose to extend their program to take additional elective coursework or to complete a research project. Students enrolling in the MPH Program may also wish to consider completing a [certificate program](#) concurrently.

An MPH graduate student has 36 months (150% of program length) from the date of first registration in the Graduate School to complete the Master's degree.

## **Program Support**

### **The Academic Coordinator**

During the admissions process, most students will have interacted with the Department of Nutrition's academic coordinator, Jonathan Earnest. The academic coordinator is available as a student advocate to assist students in identifying and locating resources and requirements at the department, School of Public Health, and University levels. The academic coordinator can assist students with a variety of needs including:

- Course and registration advising

- Obtaining Email addresses
- [UNC One Card](#)
- Finding Nutrition Student Workroom/Mailboxes
- [Health Science and other University libraries](#)
- Health Affairs Bookstore within Student Stores
- Seeking Financial assistance or department employment opportunities
- Assistance with registering, adding/dropping courses, or withdrawal from the University
- University-wide resources
- Student health, insurance, and counseling services
- Parking permits
- [Connect Carolina](#) - online registration system
- [The Writing Center](#)
- Access to tutorial support and remedial instruction

For more information and graduate school policies pertaining to withdrawal from the university, refund of tuition and fees, protection of privacy of student information, access to health services, counseling, testing, and financial aid, please view the [Graduate School Handbook](#). For information about accessing student records, please view the [Policies and Procedures under the Family Educational Rights and Privacy Act of 1974](#).

### **The Faculty Mentor**

A faculty mentor is assigned to each student to guide the student through his or her experience. The mentor serves as a source of guidance to the student in the areas of field placement and career planning. This academic mentor meets with the student during orientation and during each pre-registration period. The following form may be used to guide you in your communication with your mentor: <https://sph.unc.edu/nutr/department-of-nutrition-student-advising-meeting-notes/>

Student/faculty communication is a mutual responsibility; meetings may be scheduled periodically as desired by the student or the mentor. In addition to guidance from a mentor, students are encouraged to consult with other faculty members in order to benefit from the diversity of faculty research and experience.

### **PRISM Support**

All onboarding documents, course and field experience syllabi, assignments, and evaluation rubrics are kept on [PRISM](#), your MPH program management system. You will complete assignments here, communicate with instructors and preceptors, etc.

To set up your PRISM account, go to <https://prism.sirs.unc.edu>. Click “Forgot Your Password?” You will receive an email guiding you to set a password and access PRISM. You will receive PRISM training during your first week at UNC; you may contact Melissa Walter ([missykay@live.unc.edu](mailto:missykay@live.unc.edu)) with any questions.



## The MPH Committee

A committee of Department faculty is responsible for administration of the MPH program. Their responsibilities include both admission to the MPH program and curriculum requirements. For the 2018-2019 school year, Committee members include Peggy Bentley (co-chair), Amanda Holliday (co-chair), Saroja Voruganti, Heather Wasser, Katie Meyer, Raz Shaikh, Jonathan Earnest, Beth Jenks, Stephanie Martin, and Kim Truesdale.

## SCHOOL OF PUBLIC HEALTH and DEPARTMENT OF NUTRITION

### REQUIREMENTS

All candidates for the MPH/RD degree in the Gillings School of Global Public Health (GSGPH) are required to successfully complete:

1. 12 MPH Core credits (SPHG 711, 712, 713, 721, 722)
2. A concentration in one of the departments or curricula of the School, by satisfying whatever requirements that department or curriculum may set.
3. A minimum of 42 credit hours (49 hours required to obtain a [verification statement](#) to establish eligibility to take the registration examination for dietitians).
4. 920 hours of supervised field experience to obtain a [verification statement](#) to establish eligibility to take the registration examination for dietitians.

## Required Coursework for the Master of Public Health/Registered Dietitian

The Gillings MPH/RD is a twenty-four month program preparing students for careers in clinical nutrition or public health and community leadership. This program is also for students who have received a Verification Statement\* from an ACEND® Accredited/Approved Didactic Program in Dietetics. The program includes coursework and experiences that satisfy the [Future Education Model Requirements](#) of the Academy of Nutrition and Dietetics to prepare students for eligibility to take the examination for dietetic registration; coursework also satisfies competencies for the Associations of Schools and Programs of Public Health (ASPPH) and the Council on Education for Public Health (CEPH).

All students are required to participate in a set of course requirements and experiential requirements. Course content includes:

1. Public health core courses that orient all MPH students to the public health perspective and use of population based data management;
2. In-depth knowledge of biological, clinical and behavioral aspects of human nutrition and food selection; and
3. Understanding of nutrition problems in the community and application of public health to their solutions.

Information about the content and hours of supervised field experience can be found in the [Public Health](#), [Clinical](#), and [Advanced Nutrition Experience](#) handbooks.

*\*An official Verification Statement must be given to the Academic Coordinator.*

## **Course Schedule: Master of Public Health/Registered Dietitian (MPH/RD)**

### **Fall Semester**

SPHG 711 Analysis (2 credits)

SPHG 712 Methods and Measures (2 credits)

SPHG 713 Understanding Public Health Issues (2 credits)

NUTR 611 Nutrition Across the Lifecycle (3 credits)\*\*

NUTR 630 Nutrition Counseling, Communication and Culture (3 credits)

*Total Semester Credits: 12*

### **Spring Semester**

SPHG 721 Conceptualizing Public Health Solutions (2 credits)

SPHG 722 Implementing Public Health Solutions (4 credits)

NUTR 400 Introduction to Nutritional Biochemistry (3 credits)\*

NUTR 640 Medical Nutrition Therapy (4 credits)

*Total Semester Credits: 13*

### **Summer Session I**

Public Health Nutrition Management Field Experience (6 weeks)

Clinical Nutrition Field Experience (6 weeks)

*Note that these experiences will occur in the same county.*

*Total Semester Credits: 0*

### **Fall Semester**

NUTR 600 Macronutrient Metabolism (3 credits)

NUTR 723 Public Health Nutrition Management (3 credits)

NUTR 805 Nutrition Policy (3 credits)

*Total Semester Credits: 9*

### **Spring Semester**

NUTR 620 Micronutrient Metabolism (3 credits)

NUTR 813 Nutritional Epidemiology (3 credits)

NUTR 650/650L Food Science and Food Science Lab (3 credits)\*\*

Foodservice Management Experience (3 weeks)

*Total Semester Credits: 12*

*April-May Comprehensive Examination: Preparation for RD exam*

### **Summer Session II**

NUTR 992 Master's Paper (3 credits)

Advanced Nutrition Experience (8 weeks)

*Total Semester Credits: 3*

*\*MPH/RD students may opt to take an exemption exam for Nutrition 400 early in the Fall semester. Contact Academic Coordinator Jonathan Earnest at [earnestj@email.unc.edu](mailto:earnestj@email.unc.edu) to schedule an examination date.*

*\*\*Students who are RDs or have a verification statement may take an elective or a core public health course in place of this course. Policies and procedures for prior learning credits may be found in the [Graduate School Handbook](#).*

## Course Descriptions

Descriptions for all nutrition courses may be found in [Appendix D](#). Information about the Gillings MPH Core (semesters 1 and 2) may be found on the [Gillings website](#).

## Supervised Field Experiences: Master of Public Health/Registered Dietitian (MPH/RD)

Field experiences prepare students for careers in clinical nutrition or public health and community leadership. These experiences are comprised of 920 hours over course curriculum activities and three primary field experiences: the Public Health Nutrition Management Experience, Clinical Nutrition Experience, and Advanced Nutrition Experience. These experiences provide students an opportunity to apply the knowledge and skills acquired through their coursework and further develop and demonstrate attainment of program learning outcomes. Placements are decided based on input from both student and faculty. Detailed information about each of these experiences can be found in the UNC Nutrition Experience Handbooks.

Students assume full responsibility for their own safety in the course of travel to and from field sites, as well as for the cost of this travel. Students are also responsible for the treatment cost of any injury that occurs during field placements. Students must complete onboarding documentation required by their site, including drug testing and criminal background checks. **Students doing supervised field practice must not be used to replace employees. Any student being paid compensation as part of the program must adhere to policies set forth by the program.**

### [Public Health Nutrition Management Experience](#)

The Public Health Nutrition Experience provides students with an understanding of how a public health department or organization supports its community. Students are assigned to a state or local health agency for their community field experience under the direction of a public health nutritionist/dietitian preceptor.

### [Clinical Nutrition Experience](#)

The Clinical Nutrition Experience provides learning experiences to provide basic competencies in clinical nutrition and dietetics practice. The student develops an understanding of the role of the clinical dietitian, the opportunities and constraints of the healthcare setting in providing nutritional care to patients, and awareness of the need for continuity of patient care between the healthcare facility and the public health agency.

### [Advanced Nutrition Experience](#)

The Advanced Nutrition Experience is the final field experience for MPH/RD students. Students are

placed in domestic and international organizations (governmental, non-profit, and private sector) that have a role in supporting nutritional health and well-being. This experience provides students with the opportunity to integrate theory with practice, facilitate the transition from student to professional status, and clarify short-term career objectives in a supportive and nurturing environment. The Advanced Nutrition Experience is tailored to the interests and professional goals of the individual student.

In addition to the three primary field experiences, students will also complete a short Food Service/Systems Management Experience and Online Module. The Food Systems Management Experience occurs at a local foodservice facility (university, hospital, etc.) during the final spring semester. Students will complete an online Food Systems Management Module to prepare for their foodservice rotations.

## **Expanded Study Options**

MPH/RD students may wish to extend the period of study to include expanded study in an area related to nutrition professional practice. For example, some students wish to pursue additional coursework in exercise science, maternal and child health or health behavior. At UNC, a formal minor in a subject area requires 9-credit hours for a master's student and requirements vary across departments and disciplines. However, many students take fewer credits to gain the desired knowledge and skill base. Students are encouraged to discuss these interests with the academic coordinator early in the course of study in order to tailor the educational program of study. Many students extend the course of study for an additional semester to meet such goals.

## **MPH EXAMINATION**

Upon completion of the program didactic requirements, each MPH/RD student must pass a written comprehensive examination designed to help prepare students for the [Registration Exam for Dietitians](#). The examination will be offered in April/May only.

## **MASTER'S PAPER**

The master's paper provides students an opportunity to synthesize, integrate and apply knowledge and skills learned in coursework and other learning experiences and requires students to demonstrate attainment of program competencies. The master's paper is a requirement of graduate training in public health nutrition. It may take the form of:

1. A policy brief or white paper in which the student explores and analyzes an important nutrition policy issue and recommends a realistic approach to addressing it.
2. A manuscript suitable for publication in a scholarly peer review journal that adheres to the Instructions for Authors for a selected journal.
3. A grant proposal following a specific Request for Application (RFA) relevant to the field placement.
4. A clinical case report.
5. Other type of paper, for example a business plan (these alternate types must be discussed with and agreed upon by the student's academic advisor).

## **LEARNING OUTCOMES AND STUDENT EVALUATION**

The MPH Program in the Department of Nutrition is designed to provide graduates with a breadth of integrated knowledge and skills in nutrition science, clinical nutrition, nutrition behavior, and public health principles and practice. Learning outcomes are based in part on knowledge and skills articulated by the relevant professional accreditation associations such as the [Accreditation Council for Education in Nutrition and Dietetics](#) (ACEND®) and the [Council on Education for Public Health](#) (CEPH). The competencies listed in [Appendices A](#) and [B](#) describe the expected breadth of knowledge and learning outcomes on completion of the MPH/RD program in Nutrition. Learning outcomes are used to develop course-specific content.

### **Student Monitoring and Evaluation**

Graduate student progress is monitored in a variety of ways including monitoring of course grade performance; monitoring of experiential performance through individual conferences between students, faculty, and field faculty; performance on the MPH Examination; and the master's paper. The faculty advisor and the student have a mutual responsibility to work together to assure appropriate performance in coursework and planning, in order to prepare for successful completion of the MPH Examination.

Student assessment is a part of course requirements. Both formal evaluation (course and field experience grades, master's paper grade) and informal evaluation (on-site evaluation by field experience preceptors during guided conversations about student performance) are built in to the program.

### **Academic Eligibility**

Please see [The Graduate School Handbook](#) for information on Graduate grading policies, academic eligibility, remediation, disciplinary action, and reinstatement.

## **RESOLUTION OF CONFLICTS**

A variety of avenues exist for problem-solving. In the event that there is a dispute regarding a permanent course grade, the student should first address his or her concerns with the instructor who assigned the grade. Thereafter, procedures are outlined in the [Graduate School Handbook](#). For other conflicts between students and staff or faculty, every attempt should first be made to solve the problem independently. If resolution is not gained, the Chair of the MPH committee should be consulted. If unresolved by the committee chair, a faculty member appointed by the department Chair to head the department grievance committee can be asked to meet with both parties of a dispute. Subsequent steps to resolve disputes are set forth in the booklet [Teaching Assistants and Professors as a Teaching Team](#), available from [The Center for Faculty Excellence](#). A record of student complaints will be kept by the program director for a period of seven years, including the resolution of complaints.

The [Accreditation Council for Education in Nutrition and Dietetics \(ACEND®\)](#) will review complaints that relate to a program's compliance with the accreditation/approval standards. This should only occur after the student has exhausted all other options available to him/her. Contact information for ACEND®:

Accreditation Council for Education in Nutrition and Dietetics  
 Academy of Nutrition and Dietetics  
 120 South Riverside Plaza, Suite 2000  
 Chicago, IL 60606-6995  
 312.899.0040 x5400  
[ACEND@eatright.org](mailto:ACEND@eatright.org)

*The intern is protected from retaliation as a result of filing a complaint related to the dietetic internship program.*

## **STUDENT EXPENSES**

Expenses for students include tuition, fees, books, supplies, health insurance and miscellaneous program incidentals. *Note that expenses below are estimated based on [2018-2019 tuition rates](#). Please refer to the [Cashier's Office](#) for the most recent tuition rates.*

### **Tuition and Fees**

| <b>YEAR 1</b>                            | <b>NC RESIDENT</b> | <b>NON-NC RESIDENT</b> |
|--|--------------------|------------------------|
| Tuition/Fees, Academic Year              | \$18,573.02        | \$35,027.02            |
| Graduate Student Orientation Fee         | \$15.00            | \$15.00                |
| Tuition/Fees/1st Summer:                 |                    |                        |
| Program Registration                     | \$3,131.00         | \$3,131.00             |
| Public Health Nutrition Experience       | \$3,131.00         | \$3,131.00             |
| Clinical Nutrition Experience            | \$3,131.00         | \$3,131.00             |
| Books/Supplies (2 semesters)             | \$1,442.00         | \$1,442.00             |
| <b>Estimated Total Year 1</b>            | <b>\$29,423.02</b> | <b>\$45,877.02</b>     |
| <i>does not include health insurance</i> |                    |                        |
| <b>YEAR 2</b>                            | <b>NC RESIDENT</b> | <b>NON-NC RESIDENT</b> |
| Tuition/Fees, Academic Year              | \$18,573.02        | \$35,027.02            |
| Food Science Lab Fee                     | \$50.00            | \$50.00                |
| Tuition/Fees/2nd Summer:                 |                    |                        |
| Masters Paper                            | \$ 1,005.00        | \$2,358.00             |
| Advanced Nutrition Experience            | \$3,131.00         | \$3,131.00             |
| Books/Supplies (2 semesters)             | \$1,442.00         | \$1,442.00             |
| <b>Estimated Total Year 2</b>            | <b>\$24,201.02</b> | <b>\$42,008.02</b>     |
| <i>does not include health insurance</i> |                    |                        |
| <b>Estimated Total, Entire Program</b>   | <b>\$53,624.04</b> | <b>\$87,885.04</b>     |

## Miscellaneous Expenses

The above fees do not include expenses for housing, food, travel, etc. incurred during supervised field experiences. NC Area Health Education Centers (AHEC) student housing is available in some field experience locations. Further details can be found in [Appendix C](#).

Additional program expenses may include items such as lab coats, non-slip shoes, a clinical pocket guide, Academy of Nutrition and Dietetics memberships or other professional memberships.

## Health Insurance

While students are in Chapel Hill, their routine health needs may be met through [Campus Health Services](#). All students dually enrolled in a graduate program and supervised field experience are required to have health insurance coverage throughout their enrollment, including during all field experiences. Coverage options may be found below.

- **UNC Student Blue:** <http://studentbluenc.com/#/uncch>
- **Other Policy Options:**  
<https://campushealth.unc.edu/charges-insurance/mandatory-student-health-insurance-hard-waiver-process/health-insurance-options>

Costs for services not covered by insurance are the responsibility of the student and not the Department. Students completing field experiences are required to demonstrate health insurance coverage to their field sites. Malpractice insurance is provided for all students involved in supervised field experiences; the Department presently covers the cost of this insurance. Proof of insurance is sent to sites prior to students' first day.

Liability for safety in travel to or from assigned areas is the student's responsibility.

## **APPLICATION FOR GRADUATION**

Each student must be registered for 3-credits of NUTR 992 during the semester he/she expects to graduate, signifying that he/she has completed all requirements for the master's degree and is eligible to graduate at the end of the Advanced Nutrition Field Experience. Students must complete the *Application for Graduation* form online through the [ConnectCarolina](#) student portal prior to the posted deadline. Please visit the [site of the Office of the University Registrar](#) for deadlines.

## **VERIFICATION STATEMENTS**

Verification statements are issued to students once they have completed all program requirements and the Graduate School has cleared the student for graduation. Required paperwork/online forms for verification statement completion and scheduling the RD exam are given and reviewed prior to graduation, during the graduate exit meeting. Verification statements are then generally given to students at graduation.

## HANDBOOK: MPH/RD PUBLIC HEALTH NUTRITION EXPERIENCE

### Overview of the Public Health Nutrition Experience

UNC's supervised practice experiences consist of the Public Health Nutrition Experience, the Clinical Nutrition Experience, and the Advanced Nutrition Experience. The Public Health Nutrition Experience (PHNE) is the first of three distinct supervised practice experiences in the coordinated MPH/RD program. The field experience includes 240 hours of unpaid, RD-supervised practice. Students are typically placed in teams of two; however, on occasion students may need to work independently or, in rare situations, in teams of three. Your role in the PHNE is to fully and enthusiastically participate in order to acquire a solid foundation in community nutrition. This handbook will provide you with guidance as you navigate the Experience.

### Purpose of the Public Health Nutrition Experience

The purpose of the Public Health Nutrition Experience is to enhance the knowledge and skill of the student through a supervised work experience, while also exposing the student to many different aspects of a career in public health or community nutrition. This exposure will provide:

1. an understanding of how a public health department or organization supports their community.
2. the skills and confidence necessary to perform at entry level in a public health setting;
3. the perspective to choose areas of interest and expertise for those interested in public health/community nutrition careers;
4. the opportunity to achieve competency measures established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®), the Associations of Schools and Programs of Public Health (ASPPH), and the Council on Education for Public Health (CEPH); and
5. 240 supervised practice hours necessary to complete the supervised practice requirements to be eligible to sit for the registration examination given by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics.

### Goals of the Public Health Nutrition Experience

The goals of the Public Health Nutrition Field Experience are to **help the student understand/experience:**

1. the breadth and scope of public health nutrition in a changing environment;
2. the roles and responsibilities of the public health nutritionist and the dynamics of his or her interactions with other health professionals and community members;
3. the cultural diversity of the community and socio-economic/cultural impacts on nutrition-related practices, beliefs, needs, and services;
4. the variety of traditional and non-traditional agencies providing public health nutrition programs and services, and how these agencies can cooperate in their efforts;
5. strategies to assess the nutritional needs of communities and to identify the gaps in services currently provided using both quantitative and qualitative sources of data;
6. strategies for coalition building with the community organizations and with public health agencies to develop program plans and provide nutrition services addressing the needs identified;
7. the principles of evaluating public health nutrition programs and services;



8. basic principles of leadership and management, including personnel management and fiscal allocation;
9. strategies to influence policy action related to healthy eating and active living.

**AND to assist the preceptor and agency by:**

1. providing services and documents that will further public health nutrition efforts in the community; e.g., direct services to clients, in-service training, material development, literature reviews, community health promotion, community assessment, and program planning and evaluation;
2. enhancing coalition building with the community and other public health nutrition agencies through student contacts; and
3. assisting with efforts to increase public health nutrition visibility at the county and state levels.

### **Core Knowledge & Competencies**

The following ACEND® competencies (*Future Education Model*) are mapped to the Public Health Nutrition Experience through field assignments (blog posts, case presentations, etc.) and final preceptor evaluations:

- Performance Indicator 1.15: Applies knowledge of nutritional health promotion and disease prevention for individuals, groups, and populations.
- Competency 1.6: Applies knowledge of social, psychological, and environmental aspects of eating and food.

### **Foundational Learning Objectives and Competencies**

The School must have documentation for every graduate student about his or her progress toward the achievement of competencies based on [2016 Council on Education for Public Health \(CEPH\) competencies](#). Students will design a plan to achieve these competencies during the Public Health Nutrition Experience.

## **Public Health Nutrition Experience Management**

### **Planning and Scheduling**

The Public Health Nutrition Experience is scheduled after the student has completed the preparatory course work. The following list summarizes the events that occur as the placements are made. Every effort is made to assign student placements five to six months prior to the start of the Experience.

1. The faculty coordinator meets with students to discuss the experience, including time commitment, fees, sites used in the past, experience requirements, etc.
2. The faculty coordinator contacts the sites to verify continued placement opportunities for the students. Written agreements are negotiated between the facility and the University.
3. Students identify facility preferences.
4. The facility coordinator finalizes placements.
5. Students requiring housing submit applications through Area Health Education Centers (AHEC) or secure alternate housing.

6. Immunizations, background checks, and other onboarding documents/activities **required by individual sites** are completed by students and loaded into PRISM. **These requirements are set by host facilities, NOT by the University, and are non-negotiable. Students who are not in compliance will not be permitted to complete their supervised practice experience.**

### Time Commitment

The experience is a full-time, supervised practice of 240 hours. During each week, time is spent on site at the assigned public health facility working under a registered dietitian/nutritionist. Hourly schedules may vary according to the dietitians' schedules. Students should plan to work holidays and some weekend hours if their departments work these days; this will be determined by your site preceptor.

In addition to time spent on site, time will be spent completing the experience requirements. Time is not always available during the day to attend to these assignments; these may need to be worked on at night and on the weekends. **With this time commitment in mind, working in addition to participation in the Experience is not recommended.**

### Public Health Nutrition Experience Requirements

Students will work with preceptors to identify and schedule a variety of observations and visits within the host agency/community, and to complete activities that expose students to a variety of clinics, services, and decision-making processes/styles within the host agency. These experiences provide students an opportunity to learn about a variety of nutrition-related services in the community. All assignments and evaluations and their rubrics will be viewed and completed in [PRISM](#). Detailed instructions can be found in PRISM under the "Resources" tab for your Public Health rotation.

## Policies and Procedures

### Site Selection

Public/community health sites are located throughout North Carolina; these vary annually depending upon the facilities' ability to work with students. Prior to site selection, a brief [Description of Clinical Sites](#) will be distributed to students. Students are encouraged to make an appointment with the faculty coordinator to discuss any preferences. Every effort will be made to assign each student to one of his/her choices but there is no guarantee that this will happen. **All students should be prepared for possible placement outside of the Raleigh, Durham, Chapel Hill area.**

### Onboarding Requirements

#### Liability Insurance

Liability insurance is provided through the department. Each site is given a Memorandum of Insurance as evidence that students are covered.

#### Criminal Background Checks

Facilities request criminal background checks and drug screening on students as they do for potential employees. Drug screens are performed by LabCorp; test results are reported to Castle Branch.

Background checks are performed by Castle Branch, Inc. All results are kept in PRISM for verification by the site preceptor.

### Immunizations, Health Care, and Insurance

All facilities require specific immunizations prior to the start of the experience that are the student's responsibility to obtain. Student health services can assist with this. Standard immunizations for all facilities include the following;

- Varicella (chickenpox) – 2 vaccines or positive titer test
- MMR (measles, mumps and rubella) – 2 vaccines or positive titer test
- DTaP (diphtheria, tetanus and pertussis/whooping cough) – 5 doses of the DTaP vaccine before age 7 or titer test
- Tdap (tetanus, diphtheria, and pertussis/whooping cough) – 1 booster vaccine every 10 years
- Hepatitis B – 3 vaccines or positive titer test
- Flu immunization
- TB/PPD (tuberculosis skin screening) - 1- or 2-step, depending on site requirements

Others that may be required by some facilities include, but are not limited to, hepatitis A, polio, and a physical exam. As noted in the MPH-RD Handbook, all students must maintain and provide proof of health insurance; all health care expenses are the responsibility of the student.

### **Attendance Policy**

The length of the Public Health Nutrition Experience is based on the number of supervised practice hours required by ACEND. Failure to complete hours will lead to an incomplete supervised practice experience. If a student is unable to work, s/he must notify the Faculty Coordinator and the Site Preceptor prior to the time s/he is expected to begin duty. Two unexcused absences will put the student at risk of an incomplete supervised practice experience. Absences will have to be made up either on a weekend or at the discretion of the Site Preceptor. After the second day of medical leave, students must have a doctor's permission to return to work.

### **Dress Code**

All students enrolled in the Public Health Nutrition Experience are expected to dress in a professional manner during duty hours at all facilities. The Department of Nutrition dress code is as follows:

1. Skirts, dresses or dress pants. (Skirt hemlines no more than 2” above the knee; pants to the ankle or longer.)
2. Short sleeved or long sleeved blouses or shirts. Tank tops, low-cut tops, t-shirts, and shirts with words/text/pictures are not permitted.
3. Hose, tights, or socks.
4. Closed toe and closed heel, non-slip shoes (e.g. [Safe-T-Step](#) from Payless) as required by sites.
5. A clean and pressed lab coat (if the site uses lab coats).
6. Hair in a style that is out of the face and neatly groomed. Neatly trimmed sideburns, beard or moustache.

Each student should talk with his or her preceptor regarding additional dress requirements (e.g. piercings, tattoos, jewelry, etc.). This dress code should be adhered to until the student learns the specific requirements for his/her site; if site requirements are different, the student may dress accordingly.

## **Roles and Responsibilities**

The successful completion of the Public Health Nutrition Experience involves the active commitment of all involved: the faculty coordinators, the site preceptors, and the students. All parties involved should periodically review their responsibilities, below, and bring any concerns to the attention of the faculty coordinator.

### **Responsibilities of the Faculty Coordinator**

The faculty coordinator is employed by the University and is responsible for the organization of the Public Health Nutrition Experience. Responsibilities include:

1. Developing and maintaining relationships with sites;
2. Assigning students to the public health site that is felt to best meet the needs of each student;
3. Providing the knowledge base for the field work through the didactic and interactive experiences in the classroom;
4. Orienting preceptors and students to the purposes and objectives of the Experience;
5. Maintaining contact by telephone or personal visit to each field site (once per summer; more often upon request) to identify and resolve problems, keep abreast of agency programs, and assess the students' performance and learning;
6. Ensuring that all students have met site-specific onboarding requirements;
7. Ensuring that each student is covered by professional liability insurance in the amount of \$1,000,000 per occurrence and \$3,000,000 aggregate;
8. Ensuring that students understand their responsibility for their own transportation, including parking at some sites, while involved in the learning experiences associated with the site;
9. Terminating an individual student's experience if his/her performance is shown to be detrimental to client welfare.

### **Responsibilities of the Site Preceptor**

Preceptor Responsibilities include:

1. Obtaining administrative approval to supervise student(s) in the agency and communicating this in writing to faculty coordinator. Please contact faculty coordinators if an affiliation agreement or memorandum of understanding is required by your agency. It can take two or more months to complete this process.
2. Submitting a "Field Site Preceptor Application" describing the field site, the activities in which students are likely to be engaged, and specific needs or limitations of the field agency. The application should provide enough information for the students to get a sense of what they will learn/experience if they select the site. A "Field Site Profile" is derived from this document and then shared with students to assist with their identification and ranking of potential field sites.

3. Reviewing the personal profile and resume for students who express a strong interest in interning with the field agency and providing the faculty coordinator with feedback. Preceptors may request an interview with student(s) to assess the student fit with the agency.
4. Reviewing Public Health Nutrition Field Experience orientation materials and participating in preceptor training which will include an overview of all student assignments and evaluations.
5. Getting students started as soon as possible--students may need a gentle nudge to "take the plunge" but many are ready (and want) to jump in and contribute. Provide some support and supervision but allow students to grow and develop.
6. Serving as a public health nutrition role model for students: be an example to students in the areas of professionalism, confidentiality, and the role of the dietitian by following the Code of Ethics for the Profession of Dietetics.
7. Providing an opportunity for students to meet with and talk with other dietitians/nutritionists and/or program/clinic coordinators in the agency.
8. Assisting students with identifying other community agencies providing public health nutrition services (students are responsible for making contacts and setting up appointments with these agencies).
9. Providing meaningful learning experiences and projects for students.
10. Reviewing student deliverables and evaluations throughout the experience to evaluate student progress; reviewing and adjusting the Learning Contract at the midpoint of the experience if needed.
11. Maintaining periodic contact with the faculty coordinator concerning each student's performance and contact faculty instructor for guidance.

### **Responsibilities of the Student**

Student responsibilities include:

1. Reviewing field site profiles and meeting with faculty coordinator for additional guidance.  
Submitting top four field sites of interest based on past experiences, opportunities for growth, and long-term career goals.
2. Submitting a personal profile and an updated resume in PRISM.
3. Applying for AHEC housing, as needed, AFTER being matched.
4. Completing "Community At-a-Glance" assignment to learn about the community and the field agency as part of the pre-field orientation.
5. Maintaining appropriate health insurance throughout the experience.
6. Receiving the appropriate immunizations required by the facility prior to the start of the experience and being able to provide documentation that such has been received.
7. Communicating with the preceptor prior to beginning of the experience to develop preliminary work plan.
8. Conducting him/herself as a responsible and mature professional during the public health experience and complying with the site's code of conduct and standards for professionalism. The principles contained in the Code of Ethics for the Profession of Dietetics pertain to the student as well as the credentialed RD.
9. Arriving at his/her workstation in sufficient time to be prepared to start working at the assigned hour.

10. Complying with agency policies and procedures, including dressing appropriately to maintain a professional image while working in the health agency.
11. Developing the Learning Contract with preceptor by end of the second week, and scheduling the proposed activities and/or projects.
12. Scheduling conferences with the preceptor for guidance and evaluation. The Learning Contract can be used to guide these conversations.
13. Communicating with the preceptor regarding any problems that may interfere with meeting expectations.
14. Welcoming and integrating feedback on work performance; accepting responsibility for time management, resource-finding, and quality performance.
15. Phoning the preceptor before the expected arrival time on any morning when illness, bad weather or any emergency prevents the student from participating in the Public Health Nutrition Experience.
16. Referring to the syllabus for the Public Health Nutrition Experience to make sure that requirements are being met throughout.

## **HANDBOOK: MPH/RD CLINICAL NUTRITION EXPERIENCE**

### **Overview of the Clinical Nutrition Experience**

UNC's supervised practice experiences consist of the Public Health Nutrition Experience, the Clinical Nutrition Experience, and the Advanced Nutrition Experience. The Clinical Nutrition Experience (CNE) includes 240 hours of unpaid, RD-supervised practice within a hospital. (An additional 80 hours of clinical experience will be offered throughout the program in simulation labs and other experiences.) Your role in the CNE is to fully and enthusiastically participate in order to acquire a solid foundation in clinical skills. This handbook will provide you with guidance as you navigate the Experience.

### **Purpose of the Clinical Nutrition Experience**

In both disease prevention and health promotion, nutrition science is challenging, exciting and important--the practice of clinical dietetics is expanding and changing with the rapid gains in nutrition science and knowledge. The purpose of the clinical nutrition experience is to enhance the knowledge and skill of the student through a supervised work experience, while also exposing the student to many different aspects of a career in clinical dietetics. This exposure will provide:

1. the skills and confidence necessary to perform at entry level in a clinical setting;
2. the perspective to choose areas of interest and expertise for those interested in clinical dietetics careers;
3. the opportunity to achieve competency measures established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®), the Associations of Schools of Public Health (ASPH), and the Council on Education for Public Health (CEPH); and
4. 240 supervised practice hours toward the 320 hours necessary to complete the supervised practice requirements to be eligible to sit for the registration examination given by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics.

### **Goals of the Clinical Nutrition Experience**

The goals of the clinical nutrition experience are:

1. To provide an opportunity for the student to observe the unique features of the field of clinical dietetics and the role of the clinical dietitian on the healthcare team;
2. To provide an opportunity for the student to practice the skills necessary to contribute to patient care, recovery, and continued improved health. These skills include:
  - a. Interviewing, counseling and patient teaching techniques as well as professional communication with other members of the health-care team;
  - b. Assessment of physiological function and development of appropriate, coordinated nutrition care plans;
  - c. Decision-making ability in applying the principles of nutrition to a real-life situation in order to modify a patient's intake in compliance with a physician's orders while at the same time recognizing each patient's unique circumstances.
3. To guide and support the student in his/her ability to accept increasing responsibility for patient care over time.

## Core Knowledge & Competencies

The following ACEND® competencies (*Future Education Model*) are mapped to the Clinical Nutrition Experience through field assignments and final preceptor evaluations:

- Competency 1.1: Applies understanding of environmental, molecular factors (e.g. genes, proteins, metabolites), and food in the development and mgmt of disease.
- Competency 1.2: Applies understanding of anatomy, physiology, biochemistry.
- Competency 1.5: Applies knowledge of pathophysiology and nutritional biochemistry to physiology, health, and disease.
- Competency 1.8: Applies knowledge of pharmacology to recommend, prescribe, and administer medical nutrition therapy.
- Competency 1.11: Applies knowledge of medical terminology when communicating with individuals, groups, and other health professionals.
- Performance Indicator 1.11.1: Interprets and communicates medical terminology to non-health professional audiences.
- Performance Indicator 1.11.2: Uses acceptable medical abbreviations and appropriate medical terminology in all forms of communication.
- Competency 1.13: Demonstrates computer skills and uses nutrition informatics in the decision making process.
- Performance Indicator 1.13.1: Analyzes appropriate data in electronic format to make best decisions related to nutrition and diet.
- Performance Indicator 1.13.2: Evaluates accuracy and reliability when accessing and evaluating nutrition information in electronic format.
- Performance Indicator 1.13.3: Operates nutrition informatics systems in practice.
- Performance Indicator 1.13.5: Proficiently uses technology and informatics skills to aggregate data, enhance practice and client/patient care.
- Competency 2.2: Selects, develops and/or implements nutritional screening tools for individuals, groups, or populations.
- Performance Indicator 2.2.4: Prioritize care based on results of screening considering complexity of care needs.
- Competency 2.3: Utilizes the nutrition care process with individuals, groups, or populations in a variety of practice settings.
- Competency 2.4: Implements or coordinates nutritional interventions for individuals, groups, or populations.
- Performance Indicator 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.
- Performance Indicator 2.4.4: Considers and applies all relevant factors when recommending the use of oral nutritional supplements.
- Performance Indicator 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.



- Performance Indicator 2.4.9: Develops and provides evidence-informed nutritional wellness and therapeutic diet education to variety of audiences.
- Competency 2.5: Prescribes, recommends, and administers nutrition-related pharmacotherapy.
- Performance Indicator 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.
- Performance Indicator 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.
- Performance Indicator 2.5.6: Prescribes, recommends, and administers nutrition related pharmacotherapy adhering to the professional standards and evidence-informed practice.
- Performance Indicator 2.5.7: Applies the standards of practice, legislation, organizational policies, and evidence-informed practices for prescribing.
- Performance Indicator 2.5.8: Applies the principles of safe drug administration.
- Performance Indicator 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.
- Performance Indicator 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.
- Competency 5.4: Leads quality and performance improvement activities to measure, evaluate, and improve programs, services, products, and initiatives.
- Performance Indicator 5.4.1: Identifies and communicates quality and/or performance improvement indicators and benchmarks using evidence-informed practice.
- Performance Indicator 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.
- Performance Indicator 5.4.3: Develops, implements, and communicates a quality and/or performance improvement action plan for further improvement and monitors impact.
- Performance Indicator 5.4.4: Develops, implements, and communicates an ongoing measuring and monitoring system to ensure ongoing quality and performance improvement.
- Performance Indicator 5.4.5: Applies change management theories and principles to effectively implement change.
- Competency 6.1: Incorporates critical thinking skills in practice.
- Competency 6.3: Applies current research and evidence-informed practice to services.
- Performance Indicator 6.3.3: Integrates current research and evidence-informed practice findings into delivery of safe and effective nutrition care.
- Competency 7.1: Assumes professional responsibilities to provide safe, ethical, and effective nutrition services.
- Performance Indicator 7.1.3: Adheres to nutrition related legislation, regulations, and standards of practice.
- Performance Indicator 7.1.4: Applies client/patient-centered principles to all activities and services.
- Performance Indicator 7.1.5: Identifies and takes steps to manage unethical, incompetent and unsafe behavior.

- Performance Indicator 7.1.6: Practices in a manner that respects diversity and avoids prejudicial treatment.
- Performance Indicator 7.1.7: Adheres to legislative requirements and facility/employer guidelines regarding protection of privacy and security of information.
- Performance Indicator 7.1.8: Maintains confidentiality and security in the sharing, transmission, storage, and management of protected health information.

## Clinical Nutrition Experience Management

### Planning and Scheduling

The Clinical Nutrition Experience is scheduled after the student has completed the preparatory course work. The following list summarizes the events that occur as the placements are made. Every effort is made to assign student placements five to six months prior to the start of clinical experience.

1. The faculty coordinator meets with the students to discuss the experience, including time commitment, fees, sites used in the past, experience requirements, etc.
2. The faculty coordinator contacts the sites to verify continued placement opportunities for the students. Written agreements are negotiated between the facility and the University.
3. Students identify facility preferences.
4. The faculty coordinator finalizes placements.
5. Students requiring housing submit applications through Area Health Education Centers (AHEC) or secure alternate housing.
6. Immunizations, background checks, and other onboarding documents/activities **required by individual sites** are completed by students. **These requirements are set by host facilities, NOT by the University, and are non-negotiable. Students who are not in compliance will not be permitted to complete their supervised practice hours.**

### Time Commitment

The experience is a full-time, supervised practice of 240 hours. During each week, time is spent on site at the assigned clinical facility working under a registered dietitian. Hourly schedules may vary according to the dietitians' schedules. Students should plan to work holidays and some weekend hours if their hospital departments work these days; this will be determined by your site manager/preceptor.

In addition to time spent on site, time will be spent completing the experience requirements. Time is not always available during the day to attend to these assignments; these may need to be worked on at night and on the weekends. **With this time commitment in mind, working in addition to participation in the Experience is not recommended.**

### Clinical Nutrition Experience Requirements

Students will work in a variety of clinical nutrition settings within a hospital and will complete activities and assignments that introduce them to various staff and management functions. All assignments and evaluations and their rubrics will be viewed and completed in [PRISM](#). Detailed instructions can be found in PRISM under the "Resources" tab for your Clinical rotation.

In addition to a final formal evaluation, the faculty coordinator, the site coordinator, and the student will meet once by phone or in person during the experience to discuss the student's performance and any concerns.

## Policies and Procedures

### Site Selection

Clinical sites are primarily located throughout North Carolina; these vary annually depending upon the facilities' ability to work with students. Students may request the development of a site in their hometown so they can live at home for the summer. Every effort will be made to develop such a placement.

Prior to site selection, a brief Description of Clinical Sites will be distributed to the students; please see PRISM for more detailed descriptions of current sites and feedback from prior students. You are encouraged to make an appointment with the faculty coordinator to discuss your preferences. Every effort will be made to assign you to one of your choices but there is no guarantee that this will happen. You may have to be placed in a site that you did not request. **All students should be prepared for possible placement outside of the Raleigh, Durham, Chapel Hill area.**

### Onboarding Requirements

#### Liability Insurance

Liability insurance is provided through the department. Each site is given a Memorandum of Insurance as evidence that students are covered.

#### Criminal Background Checks & Drug Screening

Facilities request criminal background checks and drug screening on students as they do for potential employees. Drug screens are performed by LabCorp; test results are reported to Castle Branch. Background checks are performed by Castle Branch, Inc. All results are kept in PRISM for verification by the site preceptor.

#### Immunizations, Health Care, and Insurance

All facilities require specific immunizations prior to the start of the experience that are the student's responsibility to obtain. Student health services can assist with this. Standard immunizations for all facilities include the following;

- Varicella (chickenpox) – 2 vaccines or positive titer test
- MMR (measles, mumps and rubella) – 2 vaccines or positive titer test
- DTaP (diphtheria, tetanus and pertussis/whooping cough) – 5 doses of the DTaP vaccine before age 7 or titer test
- Tdap (tetanus, diphtheria, and pertussis/whooping cough) – 1 booster vaccine every 10 years
- Hepatitis B – 3 vaccines or positive titer test
- Seasonal flu vaccination
- TB/PPD (tuberculosis skin screening) - 2 part

Others that may be required by some facilities include, but are not limited to, hepatitis A, polio, and a physical exam. As noted in the MPH-RD Handbook, all students must maintain and provide proof of health insurance; all health care expenses are the responsibility of the student.

### **Attendance Policy**

The length of the Clinical Nutrition Experience is based on the number of supervised practice hours required by ACEND®. Failure to complete hours will lead to an incomplete supervised practice experience.

If a student is unable to work, s/he must notify the Faculty Coordinator and the Site Preceptor prior to the time s/he is expected to begin duty. After the second day of medical leave, students must have a doctor's permission to return to work.

### **Dress Code**

All students enrolled in the Clinical Nutrition Experience are expected to dress in a professional manner during duty hours at all facilities. The Department of Nutrition dress code is as follows:

1. Skirts, dresses or dress pants. (Skirt hemlines no more than 2" above the knee; pants to the ankle or longer.)
2. Short sleeved or long sleeved blouses or shirts. Tank tops, low-cut tops, t-shirts, and shirts with words/text/pictures are not permitted.
3. Hose, tights, or socks.
4. Closed toe and closed heel, non-slip shoes (e.g. [Safe-T-Step](#) from Payless).
5. A clean and pressed lab coat (if the site uses lab coats).
6. Hair in a style that is out of the face and neatly groomed. Neatly trimmed sideburns, beard or moustache.

Each student should talk with their preceptor regarding additional dress requirements (e.g. piercings, tattoos, jewelry, etc.). This dress code should be adhered to until the student learns the specific requirements for his/her site; if site requirements are different, the student may dress accordingly.

## **Roles and Responsibilities**

The successful completion of the Clinical Nutrition Experience involves the active commitment of all involved: the faculty coordinators, the clinical site coordinators, the site preceptors, and the students. All parties involved should periodically review their responsibilities, below, and bring any concerns to the attention of the faculty coordinator.

### **Responsibilities of the Faculty Coordinator**

The faculty coordinator is employed by the University and is responsible for the organization of the Clinical Nutrition Experience. Responsibilities include:

1. Developing and maintaining relationships with sites;
2. Assigning students to the clinical site that is felt to best meet the needs of each student;
3. Providing the knowledge base for the field work through the didactic and interactive experiences in the classroom as well as through learning modules related to each clinical specialty;

4. Orienting preceptors and students to the purposes and objectives of the Experience;
5. Maintaining contact by telephone or personal visit to each field site (once per summer; more often upon request) to identify and resolve problems, keep abreast of agency programs, and assess the students' performance and learning;
6. Ensuring that all students have met site-specific onboarding requirements;
7. Ensuring that each student is covered by professional liability insurance in the amount of \$1,000,000 per occurrence and \$3,000,000 aggregate;
8. Ensuring that students understand their responsibility for their own transportation, including parking at some sites, while involved in the learning experiences associated with the site;
9. Terminating an individual student's experience if his/her performance is shown to be detrimental to client welfare.

### **Responsibilities of the Clinical Site Coordinator**

Clinical site coordinators are the main contact person at each facility. This is frequently the Clinical Nutrition Manager. Site coordinators are responsible for:

1. Obtaining administrative approval to supervise student(s) in the agency and communicating this in writing to faculty coordinator. Please contact faculty coordinators if an affiliation agreement or memorandum of understanding is required by your agency. It can take two or more months to complete this process.
2. Reviewing Clinical Nutrition Field Experience orientation materials and participating in preceptor training which will include an overview of all student assignments and evaluations.
3. Serving as a clinical nutrition role model for students: being an example to students in the areas of professionalism, confidentiality, and the role of the dietitian by following the Code of Ethics for the Profession of Dietetics.
4. Providing a 6-week clinical experience including
  - a. exposing the student to as many different clinical situations as possible;
  - b. offering opportunities to build student skill development in interviewing, assessment, counseling, teaching, and professional communication; and
  - c. helping the student to develop confidence by giving the student as much independence as he/she is capable of handling.
5. Providing notices of lectures, grand rounds meetings and conferences taking place at the facility that the student can attend; allowing students to attend these events if they do not conflict with the completion of daily responsibilities and are deemed educational experiences that will contribute to the student's growth.
6. Addressing problems with the students as they arise; notifying the faculty coordinator if help is needed with problem resolution.
7. Aiding the faculty coordinator with the establishment of the clinical experience and module objectives regarding feasibility, timeliness, and current relevance.
8. Providing feedback to the faculty coordinator regarding overall performance of the student.

## Responsibilities of the Site Preceptor

Site preceptors are the individual dietitians who are responsible for covering a particular service, specialty, or area in the facility. In small facilities, this may be the same as the clinical site coordinator.

Preceptors are responsible for:

1. Being an example to the student in the area of professionalism, confidentiality, and the role of the dietitian in the team approach to patient care by following the Code of Ethics for the Profession of Dietetics.
2. Introducing the student to the healthcare professionals on the team.
3. Reviewing with the student the modules completed during that specialty.
4. Introducing and demonstrating skills and supervising the day-to-day activities of the student within their specialty area.
5. Providing the student with resources particular to the specialty which will enrich the learning experience.
6. Progressively involving the student in their duties with the eventual transference of some responsibilities.
7. Providing ongoing informal feedback in a timely manner and completing an evaluation on the student's performance while in their area.
8. Meeting periodically with the clinical coordinator to review the progress of the student.

## Responsibilities of the Student

Student responsibilities include:

1. Reviewing hospital profiles and meeting with faculty coordinator for additional guidance. Submitting top four sites of interest based on past experiences, opportunities for growth, and long-term career goals.
2. Applying for AHEC housing, as needed, AFTER being matched.
3. Maintaining appropriate health insurance throughout the experience.
4. Receiving the appropriate immunizations required by the facility prior to the start of the experience and being able to provide documentation that such has been received.
5. Conducting him/herself as a responsible and mature professional during the Clinical Nutrition Experience and complying with the site's code of conduct and standards for professionalism. The principles contained in the Code of Ethics for the Profession of Dietetics pertain to the student as well as the credentialed RD.
6. Arriving at his/her workstation in sufficient time to be prepared to start working at the assigned hour.
7. Complying with agency policies and procedures, including dressing appropriately to maintain a professional image while working in the health agency.
8. Participating in the day-to-day schedules of the preceptor including such things as days off, scheduled rounds, conferences and meetings--both within the department and outside the department if appropriate.
9. Participating in as many patient/dietitian/professional interactions as possible.
10. Welcoming and integrating feedback on his/her performance of patient-related experiences; accepting responsibility for time management, resource-finding, and quality performance.

11. Completing routine patient-related activities in a timely fashion, checking with the preceptor **prior** to documenting activities in the chart.
12. Planning for scheduled conferences with the dietitians during and/or at the end of each clinical specialty. Students may tactfully share their observations, impressions and concerns about the experience **as it progresses**.
13. Planning with the clinical site coordinator and/or the appropriate clinical instructor to include opportunities for the clinical instructor to observe the performance of the student.
14. Completing assignments made by the clinical site at appropriate times during the experience. Communicate to the preceptor under whom you are working any problems or situations that may interfere with completing any assigned work.
15. Referring to the syllabus for the Clinical Nutrition Experience to make sure that requirements are being met throughout.
16. Working with the dietitians on the selection of manageable case studies. Any information obtained from medical records during the course of work is confidential and may not be disclosed to anyone not directly involved in the care of that patient. **For assignments, all patients are identified by initials only.**
17. Working with the site on the preparation of a quality improvement project so that the end result is of value to the site and the student.
18. Using time in an appropriate manner. Once the day-to-day activities are completed and special requests have been attended to, patient-related work may be addressed. Chart reading and data gathering for case studies should be done during the day when this material is available. The gathering of book knowledge and working on modules should be done during off hours if there is no time in the working day for this. Students should inform their preceptor about where they are going to be if they plan to be gone for an extended period of time to work on projects (example: a trip to the library to read or watch videotapes).
19. Phoning the preceptor before the expected arrival time on any morning when illness, bad weather or any emergency prevents the student from participating in the Clinical Nutrition Experience.
20. Noting that at the start of the rotation, it is expected that students will require supervision. However, if at the end of two specialty areas (about two to four weeks) a student is felt to be unable to perform satisfactorily (for the level of professional development) in any of the areas, the course instructor reserves the right to terminate the experience.

# **HANDBOOK: MPH/RD ADVANCED NUTRITION EXPERIENCE**

## **Overview of the Advanced Nutrition Experience**

UNC's supervised practice experiences consist of the Public Health Nutrition Experience, the Clinical Nutrition Experience, and the Advanced Nutrition Experience. The Advanced Nutrition Experience (ANE) is the final supervised practice experience in the coordinated MPH/RD program and the MPH program in nutrition. The field experience includes 320 hours of unpaid, RD-supervised practice in a host agency that may include domestic or international health organizations and facilities that have a role in supporting nutritional health and well-being of individuals or communities. The selected agency and Experience is tailored to the interests and professional goals of each student; the projects and activities of each student are planned by the student and the preceptor in the host site. Your role in the ANE is to fully and enthusiastically participate in order to both broaden and deepen your nutrition knowledge and skills. This handbook will provide you with guidance as you navigate the Experience.

### **Purpose of the Advanced Nutrition Experience**

The purpose of the Advanced Nutrition Experience is to enhance the knowledge and skill of the student in the selected concentration area of practice (clinical or public health nutrition) through a supervised work experience, while continuing to expose the student to many different aspects of a career in nutrition. This exposure will provide:

1. the skills and confidence necessary to perform at or above entry level in the nutrition field;
2. the perspective to choose areas of interest and expertise throughout various careers in nutrition;
3. the opportunity to achieve competency measures established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®), the Associations of Schools of Public Health (ASPH), and the Council on Education for Public Health (CEPH); and
4. the supervised practice hours necessary to complete the supervised practice requirements to be eligible to sit for the registration examination given by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics.

### **Goals of the Advanced Nutrition Experience**

The goals of the Advanced Nutrition Field Experience are to help the student understand/experience:

1. the breadth and scope of nutrition practice;
2. the roles and responsibilities of the dietitian and the dynamics of his or her interactions with other health professionals and community members;
3. reinforcement of strategies and skills to address the nutritional needs of individuals and communities.

### **Core Knowledge & Competencies**

The following ACEND® competencies and performance indicators (*Future Education Model*) are mapped to the Advanced Nutrition Experience through field assignments and final preceptor evaluations:

- Competency 5.1: Demonstrates leadership skills to guide practice.
- Performance Indicator 5.1.1: Exhibits self-awareness in terms of personality, learning, leadership style, and cultural orientation.



- Performance Indicator 5.1.2: Demonstrates understanding of social cues and team dynamics.
- Performance Indicator 5.1.3: Communicates at the appropriate level and understands emotions and emotional situations.
- Performance Indicator 5.1.4: Develops conversational and interpersonal skills.
- Performance Indicator 5.1.5: Reflects on situations and critically evaluates outcomes and possible alternate courses of action.
- Performance Indicator 5.1.6: Understands the mentoring role and practices mentoring and precepting others.
- Competency 7.2: Uses effective communication, collaboration, and advocacy skills.

## Advanced Nutrition Experience Management

### Planning and Scheduling

The Advanced Experience is scheduled after the student has had the preparatory course work. The following list summarizes the events that occur as the placements are being made. Every effort is made to assign student placements five-six months prior to the start of the Experience.

1. The faculty coordinator meets with students to discuss the Experience, including time commitment, fees, desired experience and location, sites used in the past, Experience requirements, etc.
2. The faculty coordinator contacts the site to verify a placement opportunity for the student. Written agreements are negotiated between the facility and the University.
3. Immunizations, background checks, and other onboarding documents/activities **required by individual sites** are completed by students. **These requirements are set by host facilities, NOT by the University, and are non-negotiable. Students who are not in compliance will not be permitted to complete their internship experience.**

### Time Commitment

The experience is a full-time, supervised practice of 320 hours; start and end dates may be negotiated with the faculty and field preceptors. During each week, time is spent on site at the assigned facility, generally working under a registered dietitian/nutritionist. Hourly schedules may vary according to the preceptor's schedule. Students should plan to work holidays and some weekend hours if their departments work these days; this will be determined by your site preceptor.

In addition to time spent on site, time will be spent completing the experience requirements, and students are often completing Master's papers during this time. **With this time commitment in mind, working in addition to participation in the experience is not recommended.**

## Advanced Nutrition Experience Requirements, Policies, and Procedures

Students will complete activities and assignments related to their field experiences. All assignments and evaluations and their rubrics will be viewed and completed in [PRISM](#). Detailed instructions can be found in PRISM under the "Resources" tab for your Clinical rotation. In addition to a final formal evaluation, the faculty coordinator, the site coordinator, and the student will meet once by phone or in person during the experience to discuss the student's performance and any concerns.

## Site Selection

The Advanced Nutrition Experience may be completed in a domestic or international hospital, public health, non-profit, government, or business/industry setting. For students in the MPH/RD program, a Registered Dietitian must be the primary mentor and supervisor of the student's experience. Students must meet with a faculty coordinator to discuss their learning objectives and potential organizations where the student can develop the desired knowledge and skills. Students are responsible for researching sites and submitting a short list of sites of interest to the faculty coordinator. Students may make first contact with a site to share their resume and preliminary learning objectives and explore the site's interest in hosting the student. This is usually followed by a conference call between the student, the faculty coordinator, and the preceptor. The final decision about a student's placement must be mutually agreeable with the host site and the University. Host sites may request a formal memorandum of agreement with the University.

Students may participate in paid internships as long as the requirements for the Advanced Nutrition Experience can be met at the site.

## Onboarding Requirements

### Malpractice Insurance

Malpractice insurance is provided through the department. Each site is given a Memorandum of Insurance as evidence that students are covered.

### Criminal Background Checks

Facilities providing internship sites for students often request criminal background checks on students as they do for potential employees. The University has contracted with Castle Branch, Inc. to provide these criminal background checks for students. Students are required to sign a notification and release form in order to have this check performed. The results are sent to the student and are kept in PRISM for the verification by the site preceptor.

### Immunizations, Health Care, and Insurance

All clinical facilities and many other host agencies require specific immunizations prior to the start of the experience that are the student's responsibility to obtain. Student health services can assist with this.

Standard immunizations for all clinical facilities include the following:

- Varicella (chickenpox) – 2 vaccines or positive titer test
- MMR (measles, mumps and rubella) – 2 vaccines or positive titer test
- DTaP (diphtheria, tetanus and pertussis/whooping cough) – 5 doses of the DTaP vaccine before age 7 or titer test
- Tdap (tetanus, diphtheria, and pertussis/whooping cough) – 1 booster vaccine every 10 years
- Hepatitis B – 3 vaccines or positive titer test
- Flu immunization
- TB/PPD (tuberculosis skin screening)

Others that may be required by some facilities include, but are not limited to, hepatitis A, polio, and a physical exam. International host agencies/countries will likely have additional requirements or

recommendations. As noted in the MPH-RD Handbook, all students must maintain and provide proof of health insurance; all health care expenses are the responsibility of the student.

### Attendance Policy

The length of the Advanced Nutrition Experience is based on the number of supervised practice hours required by ACEND®. Failure to complete hours will lead to an incomplete internship experience. If a student is unable to work, s/he must notify the Faculty Coordinator and the Site Preceptor prior to the time s/he is expected to begin duty. Two unexcused absences will put the student at risk of an incomplete internship experience. Absences will have to be made up either on a weekend or at the end of the Experience. After the second day of medical leave, students must have a doctor's permission to return to work.

### Dress Code

All students enrolled in the Advanced Nutrition Experience are expected to dress in a professional manner during duty hours at all facilities. The Department of Nutrition dress code is as follows:

1. Skirts, dresses or dress pants. (Skirt hemlines no more than 2" above the knee; pants to the ankle or longer.)
2. Short sleeved or long sleeved blouses or shirts. Tank tops, low-cut tops, t-shirts, and shirts with words/text/pictures are not permitted.
3. Hose, tights, or socks.
4. Closed toe and closed heel, non-slip shoes (e.g. [Safe-T-Step](#) from Payless) if required by site.
5. A clean and pressed lab coat (if the site uses lab coats).
6. Hair in a style that is out of the face and neatly groomed. Neatly trimmed sideburns, beard or moustache.

Each student should talk with his or her preceptor regarding additional dress requirements (e.g. piercings, tattoos, jewelry, etc.). This dress code should be adhered to until the student learns the specific requirements for his/her site; if site requirements are different, the student may dress accordingly.

### Global Advanced Nutrition Experience Requirements

The Global Advanced Nutrition Experience may be completed in the US with an organization/agency that works globally or it may be completed internationally. Students who want international experiences are encouraged to begin planning a year in advance of their placement to ensure that travel visas can be obtained and paperwork can be completed well in advance of the experience. In addition to the following requirements, the requirements for the international experience are the same as those for the domestic experience (above).

For students enrolled in the MPH/RD Program, the international experience differs from the domestic experience in two important ways:

1. The preceptor of the experience MUST be a nutrition professional and, ideally, a Registered Dietitian with U.S. credentials.

2. The international component of the experience can contribute only 220 of the 320 required ACEND® internship hours.

Students enrolled in the MPH/RD program completing international experiences must obtain pre-approval for non-RD supervision as well as their plan for completing 100 hours of domestic practice that prepares the student for the global experience.

### **Preceptor Approval for International Experiences (MPH/RD only)**

The student must be supervised by a nutrition professional when an RD is not available. A nutrition professional is defined as someone that has a degree in nutrition or significant training in nutrition as evidenced by the preceptor resume/CV. When a non-RD is the preceptor, the person's resume/CV must be submitted to the Advanced Nutrition Experience faculty coordinator for approval. The student must have routine contact with the nutrition professional and the preceptor must be available to mentor and guide the student's experience. In remote locations, day-to-day supervision may be provided by a local health care provider and nutrition mentoring may occur via Skype and/or routine meetings. In some cases, an RD in the US may serve as the preceptor if a plan for distance-supervision is pre-approved by the Program Director.

### **Approval of Internship Hours for International Experiences**

MPH/RD students who choose to complete their Advanced Global Nutrition Experience outside of the U.S. must complete 100 hours of a preparatory domestic experience under the supervision of an RD prior to the 220 international hours. Faculty coordinators will work with the students to plan an experience that prepares the student for their international experience. Experiences that might "count" for these 100 hours domestically could include:

- Working for a domestic arm of the global organization.
- Completing a related domestic experience that mirrors the planned international experience (e.g., spend this time in a pediatric clinic in the U.S. in preparation for a pediatric experience in India).
- Attending a conference or workshop that is directly related to the planned international experience.
- Participating in supervised activities that allow the student to compare food/nutrition systems.

Plans for the preparatory domestic experience must be approved by the faculty coordinator. The Preparation for Global Experience document must be completed prior to starting global component of global experience.

### **Roles and Responsibilities**

The successful completion of the Advanced Nutrition Experience involves the active commitment of all involved: the faculty coordinators, the site preceptors, and the students. All parties involved should periodically review their responsibilities, below, and bring any concerns to the attention of the faculty coordinator.

## Responsibilities of the Faculty Coordinator

The faculty coordinator is employed by the University and is responsible for the organization of the Advanced Nutrition Experience. Responsibilities include:

1. Guiding students in the development of learning objectives during the Experience.
2. Assisting students with identifying and finalizing field placements that will best meet their learning objectives.
3. Providing the knowledge base for the field work through the didactic and interactive experiences in the classroom.
4. Developing and maintaining relationships with sites.
5. Orienting preceptors and students to the purposes and objectives of the Experience;
6. Maintaining contact by telephone or personal visit to each field site (once per Experience; more often upon request) to identify and resolve problems, keep abreast of agency programs, and assess the students' performance and learning.
7. Ensuring that all students have met site-specific onboarding requirements.
8. Ensuring that each student is covered by professional liability insurance in the amount of \$1,000,000 per occurrence and \$3,000,000 aggregate.
9. Ensuring that students understand their responsibility for their own transportation, including parking at some sites, while involved in the learning experiences associated with the site.
10. Terminating an individual student's experience if his/her performance is shown to be detrimental to client welfare.

## Responsibilities of the Site Preceptor

Preceptor Responsibilities include:

1. Obtaining administrative approval to supervise student(s) in the agency and communicating this in writing to faculty coordinator. Please contact faculty coordinators if an affiliation agreement or memorandum of understanding is required by your agency. It can take two or more months to complete this process.
2. Reviewing Advanced Nutrition Field Experience orientation materials and participating in preceptor training which will include an overview of all student assignments and evaluations.
3. Providing the student with a 320-hour experience that meets the student's learning objectives, contributes to his or her professional skill development, and develops the student's confidence by giving the student as much independence as he or she is capable of handling.
4. Providing an orientation to the host site to include the organizational culture, structure, policies and procedures, expectations, staff and team members, work space, etc.
5. Providing meaningful learning experiences and projects for students, including supervision of day-to-day activities, guidance, and information necessary to practice in the specialty area.
6. Assigning the student a special project of benefit to the student's learning and to the site.
7. Reviewing student deliverables and evaluations throughout the experience to evaluate student progress; reviewing and adjusting the Learning Contract at the mid-point of the experience if needed.
8. Providing notice of lectures, grand rounds, meetings, and conferences taking place at/near the host agency that the student can attend; allowing students to attend these events if they do not

conflict with the completions of daily responsibilities and are educational events that will contribute to the student's growth.

9. Serving as a nutrition role model for the student in the areas of professionalism, confidentiality, and the role of the dietitian by following the Code of Ethics for the Profession of Dietetics.
10. Maintaining periodic contact with the faculty coordinator concerning each student's performance.

### **Responsibilities of the Student**

Student responsibilities include:

1. Developing learning objectives, updating his/her resume, and researching potential sites for the the Advanced Nutrition Experience.
2. Meeting with the faculty coordinator to discuss possible placements and develop a strategy for approaching potential preceptors.
3. Maintaining appropriate health insurance throughout the experience.
4. Receiving the appropriate immunizations and other onboarding requirements of the facility prior to the start of the experience and being able to provide documentation that such has been received.
5. Communicating with the preceptor prior to beginning of internship to develop a preliminary work plan.
6. Conducting him/herself as a responsible and mature professional during the Advanced Nutrition Experience and complying with the site's dress code, policies and procedures, code of conduct, and standards for professionalism. The principles contained in the Code of Ethics for the Profession of Dietetics pertain to the student as well as the credentialed RD.
7. Developing a Learning Contract with the preceptor by end of the first week, and scheduling the proposed activities and/or projects.
8. Scheduling conferences with the preceptor for guidance and evaluation. The Learning Contract can be used to guide these conversations.
9. Communicating with the preceptor regarding any problems that may interfere with meeting expectations.
10. Welcoming and integrating feedback on work performance; accepting responsibility for time management, resource-finding, and quality performance.
11. Phoning the preceptor before the expected arrival time on any morning when illness, bad weather or any emergency prevents the student from participating in the Advanced Nutrition Experience.
12. Referring to the syllabus for the Advanced Nutrition Experience to make sure that requirements are being met throughout.
13. Submitting the final joint evaluation of performance with the preceptor.

## APPENDIX A: ACEND Competencies

The ACEND® Standards Committee has been developing standards and competencies for a new model for education in nutrition and dietetics with the purpose of advancing the profession and protecting the public. The ACEND® Board released the [Future Education Model Accreditation Standards for Graduate Degree Programs in Nutrition and Dietetics](#). UNC's MPH/RD program is an early adopter demonstration program, adopting the following competencies to guide the development of the program. A full list of the following competencies and performance indicators of these competencies may be found at the link above (page 13). The competencies and performance indicators being measured in field experiences may be found in field experience handbooks; the competencies and performance indicators being measured in coursework may be found in course syllabi.

| <b>Unit 1 - Foundational Knowledge: Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.</b>             |  |
|--|--|
| 1.1  | Applies understanding of environmental, molecular factors (e.g. genes, proteins, metabolites), and food in the development and mgmt of disease. (Competency) |
| 1.2  | Applies understanding of anatomy, physiology, biochemistry   |
| 1.3  | Applies knowledge of microbiology and food safety.   |
| 1.4  | Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modification to food.            |
| 1.5  | Applies knowledge of pathophysiology and nutritional biochemistry to physiology, health, and disease.  |
| 1.6  | Applies knowledge of social, psychological, and environmental aspects of eating and food.  |
| 1.7  | Integrates the principles of cultural competence within own practice and when directing services.  |
| 1.8  | Applies knowledge of pharmacology to recommend, prescribe, and administer medical nutrition therapy.   |
| 1.9  | Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health, and wellness.                                   |
| 1.10   | Applies knowledge of math and statistics.  |
| 1.11   | Applies knowledge of medical terminology when communicating with individuals, groups, and other health professionals.  |
| 1.12   | Demonstrates knowledge of and is able to manage food preparation techniques.   |
| 1.13   | Demonstrates computer skills and uses nutrition informatics in the decision making process.  |
| 1.14   | Integrates knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle.  |
| 1.15   | Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations.  |
| 1.16   | Gains a foundational knowledge of public and global health issues, policies, and nutritional needs.  |
| <b>Unit 2 - Client/Patient Services: Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.</b> |  |

|   |  |
|---|--|
| 2.1   | Applies a framework to assess, develop, implement, and evaluate products, programs, and services.                                      |
| 2.2   | Selects, develops and/or implements nutritional screening tools for individuals, groups, or populations.                               |
| 2.3   | Utilizes the nutrition care process with individuals, groups, or populations in a variety of practice settings.                        |
| 2.4   | Implements or coordinates nutritional interventions for individuals, groups, or populations.   |
| 2.5   | Prescribes, recommends, and administers nutrition-related pharmacotherapy.   |
| <b>Unit 3 - Food Systems Management: Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.</b>                                     |  |
| 3.1   | Directs the production and distribution of quantity and quality of food products.  |
| 3.2   | Oversees the purchasing, receipt and storage of products used in food production and services.   |
| 3.3   | Applies principles of food safety and sanitation to the storage, production and service of food.                                       |
| 3.4   | Applies and demonstrates an understanding of agricultural practices and processes.   |
| <b>Unit 4 - Community and Population Health Nutrition: Applies community and population nutrition health theories when providing support to community or population nutrition programs.</b> |  |
| 4.1   | Utilizes program planning steps to develop, implement, monitor ,and evaluate community and population programs.                        |
| 4.2   | Engages in legislative and regulatory activities that address community, population, and global nutrition health and nutrition policy. |
| <b>Unit 5 - Leadership, Business, Management, and Organization: Demonstrates leadership, business, and management principles to guide practice and achieve operational goals.</b>           |  |
| 5.1   | Demonstrates leadership skills to guide practice.  |
| 5.2   | Applies principles of organization management.   |
| 5.3   | Applies project management principles to achieve project goals and objectives.   |
| 5.4   | Leads quality and performance improvement activities to measure, evaluate, and improve programs, services, products, and initiatives.  |
| 5.5   | Develops and leads implementation of risk management strategies and programs.  |
| <b>Unit 6 - Critical Thinking, Research, and Evidence-Informed Practice: Integrates evidence-informed practice, research principles, and critical thinking into practice.</b>               |  |
| 6.1   | Incorporates critical thinking skills in practice.   |
| 6.2   | Applies scientific methods utilizing ethical research practices when reviewing, evaluating, and conducting research.                   |
| 6.3   | Applies current research and evidence-informed practice to services.   |
| <b>Unit 7 - Core Professional Behaviors: Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.</b>                                   |  |
| 7.1   | Assumes professional responsibilities to provide safe, ethical, and effective nutrition services.                                      |
| 7.2   | Uses effective communication, collaboration, and advocacy skills.  |



## **APPENDIX B: Competencies and Learning Objectives**

### **[2016 Council on Education for Public Health (CEPH) Criteria]**

**Foundational Public Health Knowledge:** Each student will develop the 12 graduate-level public health foundational learning objectives and 22 MPH foundational competencies listed below:

#### **Graduate-level Foundational Learning Objectives**

FLO01. Explain public health history, philosophy and values.

FLO02. Identify the core functions of public health and the 10 Essential Services.

FLO03. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.

FLO04. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.

FLO05. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.

FLO06. Explain the critical importance of evidence in advancing public health knowledge.

FLO07. Explain effects of environmental factors on a population's health.

FLO08. Explain biological and genetic factors that affect a population's health.

FLO09. Explain behavioral and psychological factors that affect a population's health.

FLO10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.

FLO11. Explain how globalization affects global burdens of disease.

FLO12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health).

#### **MPH Foundational Competencies**

You will develop the 22 MPH Foundational Competencies in this program.

MPH01. Apply epidemiological methods to the breadth of settings and situations in public health practice.

MPH02. Select quantitative and qualitative data collection methods appropriate for a given public health context.

MPH03. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.

MPH04. Interpret results of data analysis for public health research, policy or practice.

MPH05. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.

MPH06. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.

MPH07. Assess population needs, assets and capacities that affect communities' health.

MPH08. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.

- MPH09. Design a population-based policy, program, project or intervention.
- MPH10. Explain basic principles and tools of budget and resource management.
- MPH11. Select methods to evaluate public health programs.
- MPH12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
- MPH13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
- MPH14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
- MPH15. Evaluate policies for their impact on public health and health equity.
- MPH16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
- MPH17. Apply negotiation and mediation skills to address organizational or community challenges.
- MPH18. Select communication strategies for different audiences and sectors.
- MPH19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
- MPH20. Describe the importance of cultural competence in communicating public health content.
- MPH21. Perform effectively on interprofessional teams.
- MPH22. Apply systems thinking tools to a public health issue.

### **Nutrition Competencies**

In addition to the public health foundational knowledge competencies, each student will develop the following six nutrition competencies in this program:

1. Assess the scientific evidence for nutritional guidelines/recommendations. (NUTR 400: Introduction to Nutritional Biochemistry)
2. Assess dietary intake and nutrition status of individuals and populations. (NUTR 611: Nutrition across the Lifecycle and NUTR 813: Nutritional Epidemiology)
3. Evaluate how social, cultural, environmental and community factors impact dietary intake and nutrition related outcomes in individuals families and communities. (NUTR 630: Nutrition Communication, Counseling and Culture)
4. Independently plan, develop and evaluate nutrition related health promotion/disease prevention services, products, programs, or interventions (including policy analysis) using appropriate evidence or data. (NUTR 805: Nutrition Policy)
5. Demonstrate proficiency in writing evidence based nutrition related professional and consumer communications using a variety of communication platforms. (NUTR 630: Nutrition Communication, Counseling and Culture)
6. Practice in compliance with current federal regulations, state statutes, and rules related to public health nutrition programs. (APE)

## **APPENDIX C: AHEC Housing**

During the Public Health Nutrition Experience, students are responsible for the cost of their own travel, housing, and meals. The North Carolina Area Health Education Centers Program (AHEC) will provide some financial support to assist students with lodging expenses. NC AHEC student housing--short-term lodging in 50 towns/cities across the state--is available for health science students who are completing community-based rotations in NC. Students are not required to use AHEC housing, and it is not meant to replace or serve as a permanent residence while students complete community rotations.

Students must apply for AHEC housing through <http://my.ncahec.net/>. Students will create a MyAHEC account and complete the housing application process online. Once the application is submitted, the local AHEC will contact students with further instructions. Most AHECs require a signed housing agreement and some may ask for a refundable housing deposit. When a student application is approved, the school will be billed for the use of AHEC housing (current rate of \$7.00 night). Please make sure the school is aware of any request for housing.

**AHEC Cancellation Policy:** The housing application must be cancelled at least 5 days prior to arrival date in order for the school not to be billed (cancellations can be made online). For cancellations that are less than 5 days out, students must contact the local AHEC directly (phone or email). Contact information for the local AHEC will be included in your initial housing confirmation or can be found on the MyAHEC site, student housing section, "Request Housing" page.

Complete details on NC AHEC Travel Guidelines for UNC-Chapel Hill Faculty, Staff, and Students can be found at <http://www.ncahec.net/about-nc-ahec/travel-guidelines/>.

## **APPENDIX D: Nutrition Course Descriptions**

### **NUTR 175 INTRODUCTION TO FOOD STUDIES; FROM SCIENCE TO SOCIETY (3)**

Introduction to food studies covering a variety of topics including how food was consumed over history, land use and aquaculture, food in the arts, food and culture in the American South, food politics and nutrition science. Fall. Beck and Faculty.

### **NUTR 240 INTRODUCTION TO HUMAN NUTRITION (3)**

Prerequisites, BIOL 101/101L and CHEM 102/102L. Relationships of human nutrition to health and disease. Integration of biology, chemistry, and social sciences as related to human function. Nutrient composition of foods and safety of the food supply. Fall. Beck and Faculty.

### **NUTR 245 SUSTAINABLE LOCAL FOOD SYSTEMS: INTERSECTION OF LOCAL FOODS AND PUBLIC HEALTH (3)**

Examines the intersection of local foods and public health in respect to nutrition, environmental, economic, and community issues. Students explore impacts of the increasingly industrialized and centralized food system, as well as, potential solutions, while assisting community partners increase opportunities for farmers, local food marketers, distributors, and entrepreneurs. Spring. Demarco and Ammerman.

### **NUTR 295 UNDERGRADUATE RESEARCH EXPERIENCE IN NUTRITION (3)**

Permission of the instructor. For undergraduates enrolled in the department's baccalaureate degree program. Directed readings or laboratory study on a selected topic. May be taken more than once for credit. Fall, Spring, Summer. Faculty.

### **NUTR 400 INTRODUCTION TO NUTRITIONAL BIOCHEMISTRY (3)**

Prerequisites, BIOL 101, CHEM 101, 102 and NUTR 240. Permission of the instructor for students lacking the prerequisites. Function of the human body focusing on chemical properties, function and metabolism of nutrients. Biochemistry of nutrients with a limited focus on medical aspects of nutrient metabolism. For advanced undergraduates and graduate students needing to enhance background prior to NUTR 600. Spring. Styblo and Krupenko, S.

### **NUTR 600 HUMAN METABOLISM: MACRONUTRIENTS (3)**

Prerequisite, NUTR 400. Permission of the instructor for students lacking the prerequisites. Cell biochemistry and physiology emphasizing integration of proteins, carbohydrates and lipids in whole-body metabolism, regulation of energy expenditure, food intake, metabolic adaptations, and gene expression, and macronutrient-related diseases (atherosclerosis, obesity). Fall. Coleman.

### **NUTR 611 NUTRITION ACROSS THE LIFE CYCLE (3)**

Prerequisite, NUTR 400. This course covers nutrition during the life cycle. Units include women during preconception, pregnancy, and lactation; infancy; childhood; adolescence; and older adults (65+). Nutrient and energy needs, assessment of nutritional status, and cultural and socioeconomic barriers are discussed for each phase. Fall. Holliday and Wasser.

### **NUTR 620 HUMAN METABOLISM: MICRONUTRIENTS (3)**

Prerequisite, NUTR 400 and 600. Permission of the instructor for students lacking the prerequisites. Cell biochemistry and physiology emphasizing metabolism of vitamins and minerals including antioxidant protection, immune function, nutrient control of gene expression and disease states induced by deficiencies (e.g., iron-deficient anemia). Spring. Krupenko, N.

#### NUTR 630 NUTRITION COMMUNICATION, COUNSELING AND CULTURE (3)

Prerequisite, NUTR 240. Permission of the instructor for students lacking the prerequisite. Course teaches the future nutrition professional the art and science of communicating with individuals, groups, and the public. Students will enhance cultural awareness, practice counseling individuals and facilitating groups, and frame nutrition messages for mass media including social media. Fall. Sayre

#### NUTR 640 MEDICAL NUTRITION THERAPY(4)

Prerequisite, NUTR 630. Course designed to examine the rationale and implementation of diet therapy and nutrition support in the prevention or treatment of chronic diseases. Spring. Holliday.

#### NUTR 650 FOOD SCIENCE AND CULINARY ARTS (2)

Prerequisite, NUTR 400. Introduction to foods, chemical and physical properties, nutritional composition, food safety, production, and regulation. NUTR 650 Lab required. Spring. Faculty

#### NUTR 650L FOOD SCIENCE AND CULINARY ARTS LAB (1)

Concurrent with NUTR 650. Classes illustrate biochemical processes and food properties covered in lecture. Introduction to new foods and food ideas. Critical evaluation of recipes. Lab fee required. Three lab hours per week. Spring. Faculty

#### NUTR 670 NUTRITION AND HEALTH BEHAVIOR (3)

Introduction to social and behavioral science theories, research and interventions aimed at promoting health through nutrition. Spring. Ward and Valle.

#### NUTR 692H HONORS RESEARCH IN NUTRITION (3)

Permission of instructor. Directed readings or laboratory study of a selected topic. Requires a written proposal to be submitted to and approved by BSPH Committee and faculty research director. A written report is required. May be taken more than once for credit. Six laboratory hours per week. Fall, spring, summer. Faculty.

#### NUTR 695 NUTRITION RESEARCH (VAR. 1-9)

Permission of the instructor. Individual arrangements with faculty for bachelor and master students to participate in ongoing research. Fall, spring, and summer. Faculty.

#### NUTR 696 READINGS IN NUTRITION (VAR. 1-9)

Permission of the instructor. Reading and tutorial guidance in special areas of nutrition. Fall, spring, and summer. Faculty.

#### NUTR 700 NUTRITION IN MEDICINE (2)

Prerequisite, BIOL 252 and NUTR 600 or equivalent. Comprehensive review of nutrition basics with strong clinical perspective. Integrates nutrient biochemistry and metabolism into a framework of

nutritional assessment and dietary intervention. Fall. Kohlmeier.

### NUTR 723 PUBLIC HEALTH NUTRITION MANAGEMENT (3)

Prerequisites, NUTR 630 and 640, HBEH 600. Focuses on the roles and functions of the public health nutritionist in providing nutrition services at the community level that includes domestic and international nutrition programs, essential public health services, community assessment methods, and community engagement. For the MPH-RD student, it includes the 336 hours of field experience. Fall. Gallagher and Martin

### NUTR 745 INTERNATIONAL NUTRITION (3)

Provides a broad overview of international nutrition research issues, programs, and policies. Topics will include micronutrient deficiencies, child feeding and growth, determinants of under- and over-nutrition, chronic disease and nutrition, food fortification and supplementation, and nutrition intervention programs and policy. Fall. Adair and Bentley.

### NUTR 746 TAXES, BANS, & BURGERS: DIRECTED READINGS IN GLOBAL FOOD POLICY (1)

Prerequisite, permission of the instructor for non-majors. Course will explore the social, historical, and political context of how individuals make decisions about what to eat; how this context shapes food policy; and how these policies in turn shape individual behavior, by employing a comparative framework over three countries (China, Mexico, and the U.S.) Spring. Smith-Taillie

### NUTR 785 GRADUATE TEACHING EXPERIENCE (1)

Prerequisite, permission of the instructor. Individual arrangements with faculty for a graduate student to serve as a teaching assistant for a Nutrition course. Fall and Spring. Beck.

### NUTR 805 NUTRITION POLICY (3)

Prerequisite, permission of the instructor for non-majors. Course will address current public health nutrition policy challenges and controversies including school lunch standards, sugar sweetened beverages, the Farm Bill, federal food programs, the Affordable Care Act, and policies affecting local food systems such as food policy councils, farm to school programs, and agricultural practices (GAP) certification. The course will cover policy issues at federal, state, and local levels, as well as issues that affect multiple levels of policy. Fall. Ammerman and Ng

### NUTR 812 INTRODUCTION TO OBESITY: CELL TO SOCIETY (3)

Prerequisite, permission of the instructor. This course provides a broad survey of obesity research including measurement issues, biological, social and economic etiologies, health and economic consequences, and prevention and treatment of obesity. Spring. Voruganti and Poti.

### NUTR 813 NUTRITIONAL EPIDEMIOLOGY (3)

Prerequisites, EPID 600 or 710 and BIOS 600 or equivalent. This course introduces basic methods of dietary assessment, reviews various topics in nutrition epidemiology and teaches the skills needed for critical evaluation of the nutritional epidemiologic literature. Spring. Meyer and Smith-Taillie

### NUTR 814 OBESITY EPIDEMIOLOGY (3)

Prerequisites, BIOS 600, EPID 710, EPID 715, and NUTR/EPID 813. Examines epidemiology research

on the causes, consequences, and prevention of obesity. Emphasis on methodological issues pertinent to obesity research. Spring, alternating years. Stevens and Poti.

#### NUTR 818 ANALYTICAL METHODS IN NUTRITIONAL EPIDEMIOLOGY (3)

Prerequisites, EPID 600 or 710, NUTR 813 and BIOS 545, or permission of the instructor. Skills and techniques to study how dietary exposures, physical activity and anthropometric status relate to disease outcomes. Focus is hands on data analysis using STATA, and interpretation of results from statistical analysis. Fall, alternate years. Adair and Meyer.

#### NUTR 845 NUTRITIONAL METABOLISM (3)

Prerequisite, NUTR 600 or equivalent. A problem-based approach to examine current topics in biochemistry relevant to nutrition and metabolism. Students interpret data and design experiments related to recent advances in nutritional biochemistry. Spring. Carroll

#### NUTR 865/GNET 865 ADV. NUTRITIONAL BIOCHEMISTRY: NUTRIGENETICS AND NUTRIGENOMICS (2)

Permission of Instructor. Course focuses on nutrigenetics and nutrigenomics with an emphasis on the genetic and dietary interactions predisposing one to increased risk of disease. Spring. Voruganti.

#### NUTR 868 ADV. NUTRITIONAL BIOCHEMISTRY: NUTRITION AND CANCER (2)

Permission of Instructor. Course evaluates literature and current concepts in the field of nutrition and cancer to develop skills in presenting and discussing scientific research. Spring. Hursting and Krupenko, S.

#### NUTR 880 ELEMENTS OF BEING A SCIENTIST (3)

Prerequisites, for doctoral students permitted by instructor/prepared with PHD aims/focus. Students must have successfully completed the comprehensive exam prior to enrolling. Course focuses on key elements that contribute to a successful career as a scientific researcher. These include scientific presentations, NIH proposal grant writing, evaluating published manuscripts, sources of funding, peer review, use of animals and humans in research, and scientific ethics. Fall. Zeisel, Ward, and Gordon-Larsen.

#### NUTR 885 DOCTORAL SEMINAR (1)

This course is designed for doctoral and master of science students only. Critical review of current literature in nutritional biochemistry, intervention and policy, and population-based nutrition science. Focuses on the development of skills in reviewing and criticizing articles. Fall/Spring. Faculty.

#### NUTR 910 NUTRITION RESEARCH (VAR. 1-9)

Individual arrangements with faculty for doctoral students to participate in ongoing research. Fall, spring, and summer. Faculty.

#### NUTR 920 RESEARCH ROTATIONS FOR NUTRITIONAL BIOCHEMISTRY DOCTORAL STUDENTS (VAR. 1-3)

Two laboratory or research group rotations supervised by nutritional biochemistry faculty. Provides a breadth of research experience for students prior to selecting dissertation advisor. Up to six laboratory hours per week. Fall, spring, and summer.

NUTR 992 MASTER'S PAPER (3)

Fall, spring, and summer. Faculty.

NUTR 993 MASTER'S THESIS (3)

Fall, spring, and summer. Faculty.

NUTR 994 DOCTORAL DISSERTATION (3)

Fall, spring, and summer. Faculty.