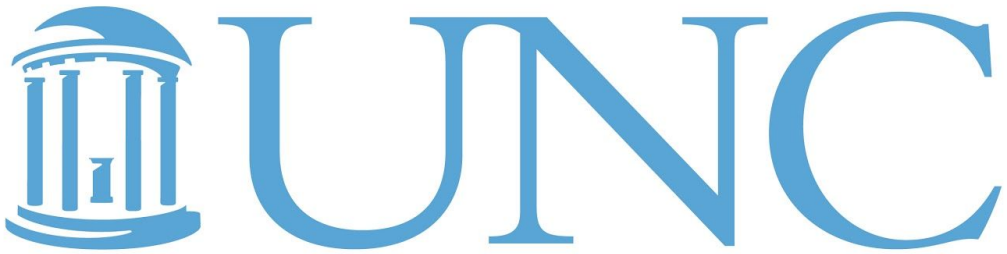

GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH

Nutrition

Handbook for the Master of Public Health in Nutrition (non-RD track)

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. The program is recognized throughout the United States for the excellence of its training in public health nutrition.

The MPH in Nutrition is a program for individuals who already have or do not want the RD credential, or who do not intend to practice nutrition/dietetics in the United States. This includes some international students, students with a medical or dental degree who desire breadth of knowledge of the field of public health with a specialization in nutrition, and students who are already registered dietitians. Students choosing this track do NOT complete RD practicum requirements.

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 with Nutrition Concentration 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 in Nutrition is to prepare future leaders in nutrition and dietetics through effective classroom education and practical community and clinical experiences both locally and globally.

Goals

The following goals are based on 2016 Council on Education for Public Health (CEPH) accreditation criteria:

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)

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. Contact Melissa Walter (missykay@live.unc.edu) with 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 in Nutrition 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 to meet CEPH requirements. For students who have an RD verification statement, electives will be necessary to meet this requirement.
4. 320 hours of supervised field experience.

Required Coursework for the MPH with Nutrition Concentration

The Gillings MPH with Nutrition Concentration 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 that 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 Advanced Nutrition Experience handbook.

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

Course Schedule: Master of Public Health in Nutrition

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

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)
ELECTIVE (3 credits)
Total Semester Credits: 9

Summer Session II
NUTR 992 Master's Paper (3 credits)
Advanced Nutrition Experience (8 weeks)
Total Semester Credits: 3

**MPH 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 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 C. Information about the Gillings MPH Core (semesters 1 and 2) may be found on the Gillings website.

Supervised Field Experience

Field experiences prepare students for careers in clinical nutrition or public health and community leadership. 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. Placement for the MPH field experience spans the globe and is decided based on input from both student and faculty.

The Advanced Nutrition Field Experience for the MPH in Nutrition follows completion of required coursework; it is tailored to the interests and professional goals of the individual. Students are placed in domestic and international organizations (governmental, non-profit, and private sector) that have roles in supporting nutritional health and well-being. The 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. Detailed information about can be found in the Advanced Nutrition Experience Handbook.

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.**

Expanded Study Options

MPH 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, using electives 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.

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 accreditation association, Council on Education for Public Health (CEPH). The competencies listed in Appendix A describe the expected breadth of knowledge and learning outcomes on completion of the MPH 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; 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.

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 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 and summer rates are based on 2017-2018 rates (not yet determined for 2018-2019 rates). Please refer to the Cashier's Office for the most recent tuition rates.*

Tuition and Fees

YEAR 1	NC RESIDENT	NON-NC RESIDENT
Tuition/Fees, Academic Year	$18,573.02	$35,027.02
Graduate Student Orientation Fee	$15.00	$15.00
Books/Supplies (2 semesters)	$1,442.00	$1,442.00
Estimated Total Year 1 *does not include health insurance*	**$20,030.02**	**$36,484.02**

YEAR 2	NC RESIDENT	NON-NC RESIDENT
Tuition/Fees, Academic Year	$18,573.02	$35,027.02
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
Estimated Total Year 2 *does not include health insurance*	**$24,151.02**	**$41,958.02**
Estimated Total, Entire Program	**$44,181.04**	**$78,442.04**

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 experiences locations. Further details can be found in Appendix B.

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.

HANDBOOK: MPH WITH NUTRITION CONCENTRATION ADVANCED NUTRITION EXPERIENCE

Overview of the Advanced Nutrition Experience

The Advanced Nutrition Experience (ANE) is a supervised field experience that includes 320 hours of unpaid, supervised practice. Advanced Experiences take place in host agencies that may include domestic or international health organizations and facilities with a role in supporting nutritional health and well-being of individuals or communities. The Department of Nutrition encourages and helps to secure global placements for students seeking international experiences.

Each selected host 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 skills of the student 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; and
3. the opportunity to achieve competency measures established by the Associations of Schools and Programs of Public Health (ASPPH) and the Council on Education for Public Health (CEPH).

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.

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 Advanced Nutrition Experience.

Advanced Nutrition Experience Management

Planning and Scheduling

The Advanced Nutrition 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 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, 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. 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 the 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. 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 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 Handbook, all students must maintain and provide proof of health insurance; all health care expenses are the responsibility of the student.

Attendance Policy

Failure to complete 320 field hours will lead to an incomplete internship experience. If a student is unable to work, he or she must notify the Faculty Coordinator and the Site Preceptor prior to the time he or she 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.). The Department dress code should be adhered to until the student learns the specific site requirements for site; the student should dress according to site requirements.

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).

Preceptor Approval for International Experiences

The student must be supervised by a nutrition professional. A nutrition professional is defined as someone who 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

Students who choose to complete their Advanced Global Nutrition Experience outside of the U.S. may complete up to 100 hours of a preparatory domestic experience. Faculty coordinators will work with the students to plan an experience that prepares the student for their international experience. Experiences that might qualify 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 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 objectives 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 himself or 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.
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: 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 B: 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 C: 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 adviser. 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.