

GILLINGS SCHOOL OF
GLOBAL PUBLIC HEALTH

Nutrition

Handbook for the
Master of Public Health Nutrition and Dietetics Program

Fall 2023

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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 continues to grow. In 2018, The Gillings School of Global Public Health at the University of North Carolina at Chapel Hill¹ (UNC) became one of the first in the country to be an [ACEND®](#) (Accreditation Council on Education in Nutrition and Dietetics)-accredited [Future Education Model](#) (FEM) [Graduate program](#), a model focused on the [acquisition of competencies and skills \(Appendix A\)](#). The Gillings School is also fully accredited by the [Council on Education for Public Health \(CEPH\)](#). CEPH is an independent agency, recognized by the US Department of Education to accredit schools and programs of public health. 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 diseases. The safety, quality, quantity, and distribution of local, national, and world food supplies are major public policy issues.

Completion of the MPH Nutrition and Dietetics program provides graduates with a strong background in the science and practice of public health along with a sound knowledge of the science of human nutrition and of food science.

Mission

The mission of the [MPH Nutrition and Dietetics program](#) is to prepare registered dietitians to be leaders in nutrition and dietetics through effective classroom education and practical community and clinical experiences both locally and globally. We are committed to ensuring that our program is a diverse, inclusive, civil, and welcoming community.

Diversity, Equity, and Inclusion

Diversity, equity, and inclusion are central to the **mission of the [School of Public Health](#)—to improve public health, promote individual well-being, and eliminate health inequities across North Carolina and around the world.** Diversity and inclusion are assets that contribute to our strength, excellence, and individual and institutional success. We welcome, value, and learn from individual differences and perspectives. **Diversity, inclusiveness, and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.**

¹ The University of North Carolina at Chapel Hill is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, education specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-479-4500 for questions about the accreditation of the University of North Carolina at Chapel Hill.

The [Department of Nutrition](#) calls on each of its students, faculty, and staff to commit to nurturing an environment of inclusion, equity, and belonging. We actively value diversity of perspectives and background, support the success of all members of our community, and affirm that we are strongest when we embrace diversity in all its forms. The department and its members acknowledge that we have contributed to the crises of racism, inequities, and health disparities through our policies, hiring practices, clinical practices, education, and research. We commit to listening and learning to address these crises through thoughtful and intentional action within our department. It is only through commitment to anti-racism and inclusivity that we can achieve our **mission—to improve and protect the public’s health through teaching, research, and practices that foster optimal nutrition for all in our local communities and around the globe.**

In order to promote humility in the realm of diversity, the Department of Nutrition houses its own [Diversity, Equity and Inclusion \(DEI\) Committee](#), which consists of various faculty, staff, and student representatives. The **DEI Committee’s mission is to ensure the department is continually striving to welcome, value, and learn from diverse student backgrounds both within Gillings and the department itself.**

Furthermore, we are committed to expanding diversity and inclusiveness within the MPH Nutrition and Dietetics program and in the field of dietetics. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty, and staff members perceive the School’s environment as welcoming, valuing all individuals, and supporting their development. Additionally, **we recognize that while the field of dietetics is not traditionally the most diverse, it is crucial for the advancement of this field that its practitioners are representative of the diverse populations they serve.**

For more information, please visit the Gillings School of Global Public Health’s [Inclusive Excellence website](#).

Goals

Two program goals have been established, 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. Program Satisfaction: 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. Program Completion: At least 80% of program graduates will complete program/degree requirements within 3 years (150% of the program length).”
3. Registration Exam: At least 80% of program graduates will take the Commission on Dietetic Registration (CDR) credentialing exam for dietitian nutritionists within 12 months of program completion.
4. Registration Exam: The program’s one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.

5. Graduate Employment: Of graduates who seek employment, at least 70% percent are employed in nutrition and dietetics or related fields within 12 months of graduation.
6. Employer Satisfaction: At least 80% of employers will rate the program as “meets expectations” or higher when asked about this program goal on the employer survey.

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 pass in the Clinical Nutrition Experience.
2. 95% of students will receive a final grade of “P” or pass in the Public Health Nutrition Experience.
3. 95% of students will receive a final grade of “P” or pass in the Advanced Nutrition Experience.
4. 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" that they feel prepared to do this.
5. When answering the question on the employer survey about their ability to assess and support the nutritional needs of individuals and communities, 90% of employers will "agree" or "strongly agree" that the graduate is prepared to do this.

The 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 Nutrition and Dietetics with Registered Dietitian training. Full time registration requires a minimum of 9 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.

Licensure

The University of North Carolina's Gillings School of Global Public Health is an Accredited School of Public Health under the Council on Education for Public Health (CEPH). The UNC Gillings School of Global Public Health MPH Nutrition and Dietetics program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®), following the Future Education Model.

The MPH Nutrition and Dietetics leads to a Master’s degree in Public Health and eligibility for the [Commission on Dietetic Registration \(CDR\) exam](#). This program does not itself lead to a license. State and federal statutes and regulations may specifically require or exempt licensure in order to practice. Additionally, individual facilities may have requirements that are above or separate from state specific regulations. For most states, registration with CDR, graduation from an accredited program, fulfilling

supervised experiential learning requirements, and passage of an exam fulfills the baseline licensure requirements.

The table found [here](#) provides a state by state breakdown of comparable licenses, including a determination of eligibility for licensure. This information is designed as a baseline determination of whether the program meets individual state specific requirements. Other licenses may be more applicable and/or require additional standards. Licensure requirements and appropriate pathways are subject to change and may differ based on individual student backgrounds, including coursework taken outside the scope of the program. Students should do their own due diligence and determine the appropriate pathway and license type for themselves. The Academy of Nutrition and Dietetics (AND) provides its members with an [overview of regulation and licensure laws across the US](#).

Program Support

The Academic Coordinator

The Academic Coordinator for MPH Nutrition and Dietetics ([Lena Hudock](#)) will help students navigate academic policies, procedures, program requirements, and campus resources. The Coordinator helps with necessary paperwork including, but not limited to, registration information and processes, policy exceptions, transfer requests, and continuous enrollment or leave of absences. The Coordinator assists in tracking student progress toward degree completion.

The Academic Coordinator is also able to support or make referrals to address student needs related to learning strategies, effective study habits, test-taking strategies and test anxiety, time management, campus involvement in various groups and activities, and other campus resources. The Academic Coordinator is available via email, appointment, or drop-in (263 Rosenau Hall).

During the admissions process, most students will have interacted with the Department of Nutrition's Academic Coordinator, who is available as a student advocate to assist students in identifying and locating resources and requirements in the department, School of Public Health, and University levels.

This support may include:

- Course and registration advising
- Obtaining Email addresses
- [UNC One Card](#)
- Finding the Nutrition Student Workroom
- [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 based on the student's interest in a specific field of study within the nutrition concentration. The mentor provides feedback regarding career interests, trends in the field, conferences and professional development opportunities, academic goals, course selection, and job and award activities. Faculty mentors often write letters of reference and support students who are seeking funding, awards, or jobs.

The faculty mentor meets with the student at the beginning of the term and during each pre-registration period. You may use [this form](#) to guide you in your communication with your mentor. The faculty mentor is available by appointment; contact your faculty mentor by email and request a meeting within the first few weeks of the semester to introduce yourself. Do not hesitate to email again if the first message does not get a reply within 2 business days.

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. You will get to know faculty from the classes you take, from research positions or jobs, and through other meetings or activities at Gillings. Faculty members can serve as future references for you, connect you with future employers, and/or help you with networking and career planning in your area of study. Students are responsible for seeking out, scheduling, preparing for, and keeping appointments with faculty members.

The Practicum Coordinator

Every summer, a practicum coordinator is assigned to each student to guide the student through supervised experiential learning that occurs in the field—providing email, telephone, technical, and problem solving support; answering questions about deliverables; meeting students at the midpoint of their clinical and public health rotations; communicating with site preceptors, etc.

PRISM Support

All onboarding documents, course syllabi and supervised experiential learning handbooks, assignments, and evaluation rubrics are kept in [PRISM](#), your MPH program management system. You will complete assignments, track your time completing supervised experiential learning, and be evaluated by your preceptors here.

To set up your PRISM account, go to <https://unc.myprismonline.com/login>. Click “Forgot Your Password?” You will receive an email guiding you to set a password and access PRISM. This email is good for one hour. Please be sure to add your contact and emergency contact information; you may also include your preferred pronouns and your racial background if you choose. Contact PRISM support staff (prism@unc.edu) with any questions.

The MPH Committee

A committee of department faculty is responsible for the administration of the MPH program. Their responsibilities include both admission to the MPH program and curriculum requirements. For the

2022-2023 school year, committee members included co-chairs Kim Truesdale and Amanda Holliday, as well as members Seema Agrawal, Stephanie Martin, Katie Meyer, Beth Jenks, Jessica Soldavini, Susan Sumner, Carmina Valle, and student representative Callia Cox.

SCHOOL OF PUBLIC HEALTH and DEPARTMENT OF NUTRITION REQUIREMENTS

Required Coursework for the Master of Public Health Nutrition and Dietetics Program

The Gillings MPH Nutrition and Dietetics 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](#)² from an ACEND® Accredited/Approved Didactic Program in Dietetics. The program includes coursework and experiences that satisfy the [Future Education Model-Graduate Requirements](#) of ACEND® 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 candidates for the MPH Nutrition and Dietetics degree in the Gillings School of Global Public Health (GSGPH) are required to participate in both course 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: SPHG 701, 711, 712, 713, 721, 722; SPHG 702 (MPH Nutrition and Dietetics students will substitute NUTR 723 for SPHG 702). **When registering, see the course outline below for course numbers and prerequisites.**
2. A nutrition concentration that provides both in-depth knowledge of biological, clinical, and behavioral aspects of human nutrition and food selection AND an understanding of nutrition problems in the community and application of public health solutions.
3. A minimum of 42 credit hours.
4. 1058 hours of supervised experiential learning—960 supervised experiential learning hours, with the remaining 98 hours completed during training, simulation, and field activities throughout coursework—to obtain a [verification statement](#) to establish eligibility to take the [registration examination for dietitians](#). Information about the content and hours of supervised experiential learning can be found in the Public Health, Clinical, Advanced Nutrition and Foodservice Management Experience handbooks.

² An official Verification Statement must be given to the Academic Coordinator if completed prior to entering UNC's MPH Nutrition and Dietetics program.

Course Schedule: Master of Public Health Nutrition and Dietetics Program

Fall Semester I

SPHG 701 Leading from the Inside-Out (2 credits)
 SPHG 711 Analysis (2 credits)
 SPHG 712 Methods and Measures (2 credits)
 SPHG 713 Systems Approaches to Understanding Public Health Issues (2 credits)
 NUTR 711 Nutrition Across the Lifecycle (3 credits)*
 NUTR 712 Nutrition Counseling, Communication and Culture (3 credits)
Total Semester Credits: 14

Spring Semester I

SPHG 721 Conceptualizing Public Health Solutions (2 credits)
 SPHG 722 Implementing Public Health Solutions (4 credits)
 NUTR 714 Nutritional Biochemistry (3 credits); *students must take NUTR 714 concurrent with NUTR 715*
 NUTR 715 Medical Nutrition Therapy (4 credits)
 Foodservice and Management: Supervised Experiential Learning (80 hours)
[Comprehensive Exam](#)
Total Semester Credits: 13

Summer Session I:

Students may begin supervised experiential learning in the field after completing all of the above course requirements; the order and timing of internships may vary based on site availability.
 Clinical Nutrition Experience (10 weeks)**
 Foodservice Management Experience (2 weeks)**
Total Semester Credits: 0

Fall Semester II

NUTR 723 Community Nutrition (3 credits): *for MPH Nutrition and Dietetics students, this substitutes for SPHG 702. Students must register for NUTR 723 following their Summer Session I internships.*
 NUTR 805 Nutrition Policy (3 credits)
 Elective(s): (minimum 3 credits)***
Total Semester Credits: 9

Spring Semester II

SPHG 992 Nutrition MPH Integrative Learning Experience (3 credits)
 NUTR 765 Nutritional Epidemiology (3 credits)
 NUTR 760/L Food Science and Food Science Lab (3 credits)*
 Elective(s): *students may take NUTR 716 MNT Case Study elective or others*
Total Semester Credits: 9

Summer Session II

The order and timing of internships may vary based on site availability.
 Public Health Nutrition Experience (6 weeks)**
 Advanced Nutrition Experience (6 weeks)**
Total Semester Credits: 0

**Students who have received a verification statement MAY be exempted from NUTR 711 and NUTR 760/L. Students who have completed the BSPH at UNC may be exempted from some SPHG Core courses. Please speak to your academic coordinator if you are interested in these exemptions; you will be required to provide a course description and syllabus to determine if you have met competencies addressed in these courses.*

***Students who are able to demonstrate competency attainment through prior experience—via resumes, posted job descriptions, conversations with prior supervisors, or similar—MAY be exempted from supervised experiential learning that meets those competencies. Instead, students may elect other areas of SEL in which they would like to meet hourly requirements for ACEND® and for licensure.*

****Note that students are required to take 9 credit hours per semester to maintain full-time status for financial aid.*

Course Descriptions

Descriptions for all nutrition courses may be found on [UNC's website](#). Information about the Gillings MPH Core may be found on the [Gillings website](#).

Comprehensive Exam

The [MPH Comprehensive Exam](#) is a written exam designed to evaluate students' ability to apply foundational public health knowledge and skills developed in the MPH Core courses to novel contexts, problems and populations. It also is designed to further the development of students' integrative and critical thinking skills. MPH Nutrition and Dietetics students take the exam during SPHG 722 *Developing, Implementing and Evaluating Public Health Solutions*; all students must have completed the MPH Core courses prior to taking the exam. Students will know the public health topic in advance as it will be the same topic as the SPHG 722 team project. Six questions, with topics covering the 22 foundational MPH core competencies taught in the core courses, will be written for students to prepare answers to in advance. Responses must be prepared individually, consistent with the UNC Honor Code. Of six possible questions, each student will be randomly assigned two questions to which they will write answers. Students will frame their answers around the specific public health problem, population, and setting they addressed in their SPHG 722 team project. Each answer must be 200 words or less. Students will have approximately 2 weeks to complete the written exam. The exam grade (pass/fail) is NOT part of the course grade. If needed, exam remediation is offered a minimum of 90 days after the first exam; students must be enrolled in at least one credit in the term in which they retake the exam.

Program Schedule

The MPH in Nutrition and Dietetics program follows the Graduate School's policies regarding [leaves of absence](#) and follows the University's [academic calendar](#) with regard to holidays. However, students will be expected to follow the schedules of their supervised experiential learning sites (hospitals, health departments, and others) during their times in the field and should plan vacations outside of this time. All SEL hours missed must be made up.

Supervised Experiential Learning

Supervised experiential learning or applied practice experiences in the field prepare students for careers in clinical nutrition or public health and community leadership. Your [ACEND®-accredited supervised experiential learning](#) includes the Clinical Nutrition Experience, Foodservice Management Experience, Public Health Nutrition Experience, and Advanced Nutrition Experience. Your [CEPH-accredited applied practice experience/practicum](#) consists only of your Clinical or Public Health Nutrition Experience, whichever is completed first. Together, these four primary field experiences include 1000 hours of "hands-on" practice. Additional supervised experiential learning hours will be completed throughout coursework, for a total of 1058 hours. 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 and competencies. Detailed information about each of these experiences can be found in UNC Nutrition Experience Handbooks, which will be posted in PRISM and given to students in advance of each experience.

Students assume full responsibility for their own safety in the course of travel to and from supervised experiential learning sites, as well as for the cost of this travel. Students are also responsible for the treatment cost of any injury that occurs during these placements. Students must complete onboarding documentation required by their site, including drug testing, criminal background checks, and immunizations. **Students completing 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.**

Onboarding Requirements

Liability Insurance

Liability insurance is provided through the department. Each site is given a Certificate 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 or similar entities. Background checks are performed by Castle Branch or similar. 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. Student health services can assist with most of these. 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
- Influenza – annually
- TB/PPD (tuberculosis skin screening) – 2-step or QuantiFERON-TB Gold
- COVID-19 – as required by the site or recommended by the CDC

Nearly all supervised practice sites in NC, and most outside the state, require COVID vaccines and boosters. Please load to PRISM a copy of your vaccine card, including any booster(s) you have received. See Amanda Holliday with any questions or if you are unable to be vaccinated for health reasons. Students who choose not to be vaccinated may be unable to complete the program if they are unable to locate alternate placement sites.

Other items that may be required by some facilities include, but are not limited to, hepatitis A and polio immunizations and a physical exam.

Finally, all students must maintain and provide proof of health insurance; all health care expenses are the responsibility of the student, even if the student is injured or becomes ill at a supervised experiential learning site. We encourage students to determine whether their insurance covers them at the nearest

hospital/emergency room, in the case of emergency. We also encourage students to check the end date of their health insurance to be sure that coverage is provided through the end of the second summer experience. Previously, the student health plan has expired prior to the end of the experience.

[Clinical Nutrition Experience](#)

The Clinical Nutrition Experience (400 supervised experiential learning hours in the field) offers learning experiences to meet both [ACEND®](#) and [CEPH competencies](#) in clinical nutrition and dietetics practice. Through hands-on practice under the supervision of a Registered Dietitian, accompanied by the development of CEPH practicum products to benefit the field site and projects to support student learning, students develop 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. Students receive additional clinical simulation hours during NUTR 712 Communication, Counseling and Culture and during NUTR 715 Medical Nutrition Therapy.

[Foodservice Management Experience](#)

The Foodservice Management Experience (80 supervised experiential learning hours in the field and 80 supervised experiential learning hours in a group simulation project) consists of a field experience affiliated with the student's clinical nutrition site or at a local institutional foodservice facility (university, hospital, long term care, etc.). Students also complete prerequisites including a ServSafe Manager's Training course and certification exam (10 hours), online foodservice management modules with simulation (25 hours), and a school nutrition menu planning activity focused on food allergens using Health-e Menu Planner Pro software (45 hours). These activities, which all meet [ACEND®](#) competencies, prepare students for their foodservice rotations (80 hours).

[Public Health Nutrition Experience](#)

The Public Health Nutrition Experience (240 supervised experiential learning hours in the field) offers learning experiences to meet [ACEND®](#) competencies. It 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.

[Advanced Nutrition Experience](#)

The Advanced Nutrition Experience (240 supervised experiential learning hours in the field) offers more focused learning experiences to meet [ACEND®](#) competencies. 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.

Please see [Appendix C](#) for Frequently Asked Questions about your CEPH practicum and the above supervised experiential learning.

Expanded Study Options

MPH Nutrition and Dietetics 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. Students may extend the course of study for an additional semester to meet such goals.

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 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 Nutrition and Dietetics program. The School must have documentation for all graduate students about their progress toward achieving these specific competencies. Students will be taught and assessed on competencies in their MPH integrated core and nutrition program courses. Students have access to their own academic records through [ConnectCarolina](#) and [PRISM](#), both of which are secure sites that meet FERPA requirements regarding the protection of student data.

Student Monitoring and Evaluation

Both formal evaluation (course grades, supervised experiential learning performance assessments, and competency evaluations) and informal evaluation (on-site or phone assessment by field experience preceptors during guided conversations about student performance) are built into the program. Faculty and students have a mutual responsibility to work together to assure appropriate performance in coursework.

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, students should first address their 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](#). The student is protected from retaliation as a

result of filing a complaint related to the Nutrition and Dietetics program. 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 2190
Chicago, IL 60606-6995
312.899.0040 x5400
ACEND@eatright.org

STUDENT EXPENSES

Estimated expenses for students include tuition, internship costs, fees, books, supplies, health insurance and miscellaneous program incidentals. *Note that expenses below are estimated based on [2023-2024 estimated tuition 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	\$20,395.64	\$36,941.82
Internship Costs 1st Summer:		
Program Registration	\$3,131.00	\$3,131.00
Field Experience 1*	\$3,131.00	\$3,131.00
Misc. Educational Expenses (2 semesters)	\$1,500.00	\$1,500.00
Estimated Total Year 1 <i>does not include health insurance</i>	\$28,157.64	\$44,703.82
YEAR 2	NC RESIDENT	NON-NC RESIDENT
Tuition/Fees, Academic Year	\$20,445.64	\$36,991.82
Internship Costs 2nd Summer:		
Field Experience 2*	\$3,131.00	\$3,131.00
Field Experience 3*	\$3,131.00	\$3,131.00
Educational Expenses (2 semesters)	\$1,500.00	\$1,500.00
Estimated Total Year 2 <i>does not include health insurance</i>	\$28,207.64	\$44,753.82
Estimated Total, Entire Program	\$56,365.28	\$89,457.64

Miscellaneous Expenses

Miscellaneous educational expenses noted above may include items such as textbooks, lab coats, non-slip shoes, a clinical pocket guide, Academy of Nutrition and Dietetics memberships or other professional memberships. The above fees and expenses do not include charges for housing, food, travel, etc. incurred during supervised field experiences. [NC Area Health Education Centers \(AHEC\) student housing](#) is available in some North Carolina field experience locations.

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

Students must be registered for 3 credits of SPHG 992 during the semester they expect to graduate, signifying that they have completed all course requirements for the master's degree and are eligible to graduate at the end of their final field rotation. 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 MPH Nutrition and Dietetics students once they have met all ACEND® competency and hourly requirements, completed all degree program requirements, and the Graduate School has cleared them for graduation. Required paperwork/online forms for verification statement completion and scheduling the RD exam are given to students and reviewed by the program prior to graduation, during the graduate exit meeting. Verification statements are then generally mailed and/or given to students electronically.

APPENDIX A: ACEND® Competencies

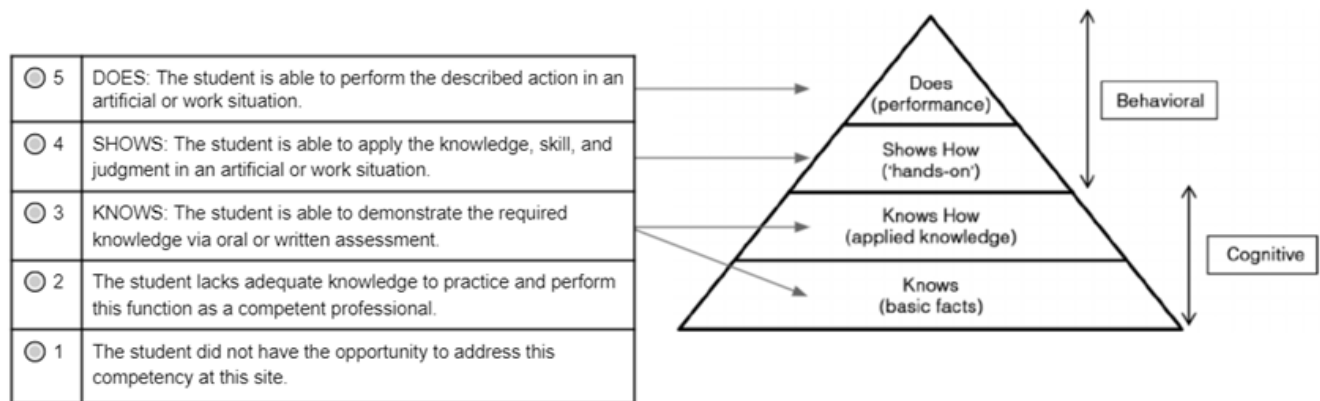
The ACEND® Standards Committee developed standards and competencies for a new model for education in nutrition and dietetics with the purpose of advancing the profession and protecting the public. These comprise the [Future Education Model Accreditation Standards for Graduate Degree Programs in Nutrition and Dietetics](#). UNC’s MPH Nutrition and Dietetics program is a Future Education Model (FEM) early adopter demonstration program.

Competency Based Education Under the Future Education Model

Over the past decade, competency-based education (CBE) has become the format for numerous health profession education programs to improve graduates’ entry-level performance. In a CBE framework, the focus is on defining and measuring progress toward reaching the required competencies (the described knowledge, skill and judgment) needed to perform as a professional, rather than focusing on the successful completion of required courses and supervised experiential learning hours.

The ACEND® Future Education Model Accreditation Standards emphasize integration of didactic and experiential learning to develop competence as the organizing principle of the curriculum and focus assessment on demonstration of competence. Both formative assessment (during the instruction period to provide feedback for improvement) and summative assessment (at the end of an instruction or training period) are used in the FEM demonstration programs.

ACEND® has modeled the development and assessment of competencies in the demonstration programs on Miller’s Assessment Pyramid (Miller GE. The assessment of clinical skills/competence/performance. Acad. Med.1990; 65(9):63-67.), illustrating the progression of competence development from “knows”, to “shows” and then “does” in practice. FEM students at UNC will see their evaluations based on ACEND®’s adaptation of Miller’s Pyramid, as shown below:



UNC’s MPH Nutrition and Dietetics program has adopted the following FEM competencies to guide the development of the program. Course/supervised experiential learning in which the primary evaluation takes place is noted in parentheses, as well as remediation activities should a student require additional practice and evaluation. A full list of the following competencies and related performance indicators of these competencies may be found [here](#). 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 other supervised experiential learning and in coursework may be found in course syllabi.

Unit 1 - Foundational Knowledge: Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.	
1.1	Applies understanding of environmental, molecular factors (e.g. genes, proteins, metabolites), and food in the development and mgmt of disease. (CNE)
	<i>Remediation: Student will complete new EHR Go case study and presentation that allows for application of understanding.</i>
1.2	Applies understanding of anatomy, physiology, biochemistry (CNE)
	<i>Remediation: Student will complete new EHR Go case study.</i>
1.3	Applies knowledge of microbiology and food safety. (NUTR 760/L)
	<i>Remediation: Student will repeat or update lab(s) in which competency was measured.</i>
1.4	Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modification to food. (NUTR 760/L)
	<i>Remediation: Student will repeat or update project in which competency was measured.</i>
1.5	Applies knowledge of pathophysiology and nutritional biochemistry to physiology, health, and disease. (CNE)
	<i>Remediation: Student will complete new EHR Go case study.</i>
1.6	Applies knowledge of social, psychological, and environmental aspects of eating and food. (PHNE/CNE)
	<i>Remediation: Student will complete a public health case study that includes application of socio-ecological model. Student will present this to a specific audience; student will complete a brief community/environmental/psychological assessment of audience prior to presentation development.</i>
1.7	Integrates the principles of cultural competence within own practice and when directing services. (NUTR 712)
	<i>Remediation: Student will receive feedback and guidance on (recorded) simulated patient experience then will counsel on the same case, with instructor or TA as patient, and be recorded/reassessed.</i>
1.8	Applies knowledge of pharmacology to recommend, prescribe, and administer medical nutrition therapy. (CNE)
	<i>Remediation: Student will complete new EHR Go case study.</i>
1.9	Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health, and wellness. (NUTR 715)
	<i>Remediation: Student will receive feedback and guidance on simulated patient experience then will counsel on the same case, with instructor or TA as patient, and be recorded/reassessed.</i>
1.10	Applies knowledge of math and statistics. (SPHG 711)
	<i>Remediation: Student will demonstrate application of knowledge in NUTR 765.</i>
1.11	Applies knowledge of medical terminology when communicating with individuals, groups, and other health professionals. (CNE)
	<i>Remediation: Student will be required to complete role-play activity with NUTR instructor or preceptor.</i>
1.12	Demonstrates knowledge of and is able to manage food preparation techniques. (NUTR 760/L)

	<i>Remediation: Student will repeat course if unable to meet competency after FSM and NUTR 760.</i>
1.13	Demonstrates computer skills and uses nutrition informatics in the decision making process. (CNE)
	<i>Remediation: Student will complete new EHR Go case study with chart note.</i>
1.14	Integrates knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle. (NUTR 715)
	<i>Remediation: Student will repeat assignment in which competency was measured.</i>
1.15	Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations. (PHNE)
	<i>Remediation: Student will develop and provide presentation that demonstrates understanding of this competency.</i>
1.16	Gains a foundational knowledge of public and global health issues, policies, and nutritional needs. (NUTR 805)
	<i>Remediation: Student will repeat assignment in which competency was measured.</i>
Unit 2 - Client/Patient Services: Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.	
2.1	Applies a framework to assess, develop, implement, and evaluate products, programs, and services. (NUTR 723)
	<i>Remediation: Student will receive feedback on grant proposal project; student will make revisions and be reassessed on new proposal.</i>
2.2	Selects, develops and/or implements nutritional screening tools for individuals, groups, or populations. (NUTR 715)
	<i>Remediation: Student will choose a nutrition screening tool and utilize this with instructor/TA.</i>
2.3	Utilizes the nutrition care process with individuals, groups, or populations in a variety of practice settings. (CNE)
	<i>Remediation: Student will be required to complete eNCP case study provided by the Academy of Nutrition and Dietetics.</i>
2.4	Implements or coordinates nutritional interventions for individuals, groups, or populations. (CNE)
	<i>Remediation: Student will be required to complete eNCP case study provided by the Academy of Nutrition and Dietetics.</i>
2.5	Prescribes, recommends, and administers nutrition-related pharmacotherapy. (CNE)
	<i>Remediation: Student will complete EHR Go case study that requires diet or supplement order or similar.</i>
Unit 3 - Food Systems Management: Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.	
3.1	Directs the production and distribution of quantity and quality of food products. (FSM SEL/NUTR 760/L)
	<i>Remediation: Student will demonstrate application of knowledge in NUTR 760L Food Science Lab or FSM Field Experience.</i>
3.2	Oversees the purchasing, receipt and storage of products used in food production and services. (FSM/NUTR 760/L)
	<i>Remediation: Student will complete Foodservice Inventory Project or demonstrate application of knowledge in NUTR 760L Food Science Lab.</i>

3.3	Applies principles of food safety and sanitation to the storage, production and service of food. (FSM/NUTR 760/L)
	<i>Student will complete Flow of Food Activity or demonstrate application of knowledge in NUTR 760L Food Science Lab.</i>
3.4	Applies and demonstrates an understanding of agricultural practices and processes. (NUTR 805)
	<i>Remediation: Student will repeat assignment in which competency was measured.</i>
Unit 4 - Community and Population Health Nutrition: Applies community and population nutrition health theories when providing support to community or population nutrition programs.	
4.1	Utilizes program planning steps to develop, implement, monitor ,and evaluate community and population programs. (NUTR 723)
	<i>Remediation: Student will receive feedback on grant proposal project; student will make revisions and be reassessed on new proposal.</i>
4.2	Engages in legislative and regulatory activities that address community, population, and global nutrition health and nutrition policy. (NUTR 805)
	<i>Remediation: Student will repeat assignment in which competency was measured.</i>
Unit 5 - Leadership, Business, Management, and Organization: Demonstrates leadership, business, and management principles to guide practice and achieve operational goals.	
5.1	Demonstrates leadership skills to guide practice. (PHNE/CNE/ANE)
	<i>Remediation: Faculty coordinator and preceptor will review at mid-point of experience and determine opportunities for competency to be met by end of experience.</i>
5.2	Applies principles of organization management. (NUTR 723)
	<i>Remediation: Student will receive feedback on group project and modify project.</i>
5.3	Applies project management principles to achieve project goals and objectives. (SPHG 992)
	<i>Remediation: Student will receive feedback on project and modify project.</i>
5.4	Leads quality and performance improvement activities to measure, evaluate, and improve programs, services, products, and initiatives. (CNE)
	<i>Remediation: Student will revise quality improvement project or complete new one with one of supervised experiential learning sites.</i>
5.5	Develops and leads implementation of risk management strategies and programs. (FSM SEL)
	<i>Remediation: Student will revise project, will complete remote Flow of Food Activity, or will create HACCP plan for foodservice site.</i>
Unit 6 - Critical Thinking, Research, and Evidence-Informed Practice: Integrates evidence-informed practice, research principles, and critical thinking into practice.	
6.1	Incorporates critical thinking skills in practice. (PHNE/CNE/ANE)
	<i>Remediation: Student critical thinking skills will be reassessed in subsequent experiences.</i>
6.2	Applies scientific methods utilizing ethical research practices when reviewing, evaluating, and conducting research. (SPHG 992)
	<i>Remediation: Student will revise integrative learning project until competency met.</i>
6.3	Applies current research and evidence-informed practice to services. (CNE)

	<i>Remediation: Student will complete new EHR Go case study and will utilize Evidence Analysis Library.</i>
Unit 7 - Core Professional Behaviors: Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.	
7.1	Assumes professional responsibilities to provide safe, ethical, and effective nutrition services. (PHNE/CNE/FSM/ANE)
	<i>Remediation: Faculty coordinator and preceptor will review at mid-point of experience and determine opportunities for competency to be met by end of experience. Student will also be reassessed in subsequent field experiences.</i>
7.2	Uses effective communication, collaboration, and advocacy skills. (NUTR 992)
	<i>Remediation: Student will revise integrative learning project until competency met.</i>

APPENDIX B: Competencies and Learning Objectives **(2016 Council on Education for Public Health [CEPH] Criteria)**

Foundational Public Health Knowledge: Throughout students' MPH Core courses and practica, 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

Profession and Science of Public Health

- 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.

Factors Related to Human Health

- 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

- 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 above, each student will develop the following six nutrition competencies in this program:

- NUTR01. Assess the scientific evidence for nutritional guidelines/recommendations. (NUTR 714 Nutritional Biochemistry)
- NUTR02. Assess dietary intake and nutrition status of individuals and populations. (NUTR 711 Nutrition across the Lifecycle, NUTR 765 Nutritional Epidemiology)
- NUTR03. Evaluate how social, cultural, environmental and community factors impact dietary intake and nutrition related outcomes in individuals, families, and communities. (NUTR 712 Nutrition Communication, Counseling and Culture; Clinical Nutrition Experience; Public Health Nutrition Experience)
- NUTR04. 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, Clinical Nutrition Experience, Public Health Nutrition Experience)
- NUTR05. Demonstrate proficiency in writing evidence-based nutrition related professional and consumer communications using a variety of communication platforms. (NUTR 712 Nutrition Communication, Counseling and Culture)
- NUTR06. Practice in compliance with current federal regulations, state statutes, and rules related to public health nutrition programs. (Clinical Nutrition Experience, Public Health Nutrition Experience)

APPENDIX C: Practicum - Frequently Asked Questions

What is the difference between my practicum and my field experiences? The MPH Nutrition and Dietetics program requires four supervised experiential learning opportunities in the field (field experiences) including Clinical Nutrition, Public Health Nutrition, Foodservice Management, and Advanced Nutrition experiences. These allow you to meet ACEND® competencies necessary to take the Registered Dietitian exam. In addition, all Gillings MPH students are required to complete a Gillings MPH practicum (also called Applied Practice Experience) required by CEPH (the Council on Education for Public Health). Your cohort will meet requirements for BOTH the supervised experiential learning and the practicum simultaneously during your Clinical Nutrition Experience and/or Public Health Nutrition Experience.

During your practicum, you are required by CEPH to create a minimum of two practicum products that support the field site in which you are working and also meet a minimum of five CEPH competencies.

What are the components of the Gillings MPH practicum program? The Gillings MPH practicum program has three components:

1. A two-credit practicum preparation course (NUTR 701 MPH Practicum Preparation) that provides support for the practicum process and trains students on how to ethically, meaningfully, and professionally engage with practicum organizations and their stakeholders through building skills in leadership and interprofessional practice.
2. A zero-credit practicum experience (PHNE or CNE) that yields at least two student-generated products, produced in the practicum setting for the practicum setting, that allow for attainment of five (CEPH) MPH Foundational competencies.
3. A three-credit course (NUTR 723 Community Nutrition) that awards credit for a series of activities designed to facilitate critical reflection on, and sharing of, practicum experiences. Completion of the required activities helps students translate their practicum work into their long-term career goals.

Our goal for the Gillings MPH practicum program is to facilitate high-quality, equitable, and consistent practicum supports and experiences for all Gillings MPH students with an ongoing commitment to:

- Ensuring all MPH students have a strong grounding in practice;
- Facilitating opportunities for students to develop skills that support their career goals and employability;
- Increasing the impact of MPH practice activities within the state and beyond;
- Strengthening campus-community partnerships; and
- Feasibly meeting and documenting Council on Education for Public Health (CEPH) accreditation requirements.

What practicum/supervised experiential learning hours are required of MPH Nutrition and Dietetics Students? CEPH no longer has a minimum hourly requirement. There is a 200-minute practicum hour requirement within the School of Public Health. Regardless of the number of hours you complete, to satisfy accreditation criteria, each practicum must yield a minimum of two student-generated products produced for the practicum setting that demonstrate five CEPH competencies.

When can students begin their practicum hours? Students can begin their practicum hours after completing the Gillings MPH Core courses (SPHG 701, 711, 712, 713, 721, and 722), Nutrition courses (NUTR 711, NUTR 712, NUTR 714, NUTR 715) and the Foodservice and Management supervised experiential learning project. Residential students begin their hours during their first summer's supervised experiential learning—either PHNE or CNE.

What type of organization can host a practicum student? Governmental, non-governmental, hospital, non-profit, industrial, for-profit settings, and university-affiliated settings are all appropriate practicum sites. University-affiliated settings must be primarily focused on community engagement, typically with external partners. University health promotion or wellness centers may also be appropriate.

Can students do a practicum with their regular place of employment? Students are discouraged from completing a practicum with their regular or past place of employment, so that they may gain exposure to different types of public health work, networks, and work settings. However, with the approval from the student's practicum coordinator, a student may do a practicum with their regular or past place of employment if the opportunity meets Gillings MPH practicum requirements and is different from the student's current/former role. For example, a student could work in a different division/department at their place of employment or work on a project that encompasses different work. If a student pursues a practicum at their regular place of employment, their preceptor must be someone other than their regular supervisor.

What are the responsibilities of a student during his or her practicum/supervised experiential learning?

- Adheres to all UNC international [travel policies and registration](#) requirements as needed
- Develops a practicum learning agreement in collaboration with the preceptor and faculty mentor that is complete, accurate, and includes signatures of approval from the student, preceptor, and faculty mentor prior to submitting it to the practicum coordinator for final approval and signature
- Maintains professionalism at all times during the practicum experience
- Acts in accordance with all practicum organization rules, regulations, and professional standards dress, personal conduct, and attendance
- Meets regularly with the preceptor to discuss the progress of the practicum and receive support, guidance, and feedback
- Maintains contact with the practicum coordinator and faculty mentor (as needed) regarding progress on the practicum
- Completes and ensures the timely submission of all practicum assignments and products

What are practicum products? A product is a tangible output from the student's practicum work. Students must produce a minimum of two products in the practicum setting, for the practicum setting, that demonstrate attainment of five CEPH MPH Foundational Competencies. MPH Nutrition and Dietetics students complete the following products for their host agencies during their first summer in the field (either CNE OR PHNE)

CNE Practicum Products

Competencies Met

Food Environment Assessment:	<p>MPH07: Assess population needs, assets, and capacities that affect communities' health.</p> <p>MPH19: Communicate audience-appropriate public health content, both in writing and through oral presentation</p> <p>MPH22: Apply systems thinking tools to a public health issue.</p> <p>Nutrition Competency NUTR03: Evaluate how social, cultural, environmental and community factors impact dietary intake and nutrition related outcomes in individuals, families, and communities</p>
Quality Improvement Project:	<p>Nutrition Competency NUTR04: Independently plan, develop and evaluate nutrition related health promotion/disease prevention services, products, programs, or interventions (including policy analysis) using appropriate evidence or data.</p>

PHNE Practicum Products

Competencies Met

Food Environment Assessment:	<p>MPH07: Assess population needs, assets, and capacities that affect communities' health.</p> <p>MPH19: Communicate audience-appropriate public health content, both in writing and through oral presentation</p> <p>MPH22: Apply systems thinking tools to a public health issue.</p> <p>Nutrition Competency NUTR03: Evaluate how social, cultural, environmental and community factors impact dietary intake and nutrition related outcomes in individuals, families, and communities.</p>
Nutrition Presentation/Handout:	<p>Nutrition Competency NUTR04: Independently plan, develop and evaluate nutrition related health promotion/disease prevention services, products, programs, or interventions (including policy analysis) using appropriate evidence or data.</p>

Who can serve as a practicum preceptor?

- A Registered Dietitian
- A nutrition professional that is approved by the practicum coordinator (this applies primarily to global sites)

Can students work with Gillings faculty for the practicum? Students may produce a project for a practice setting under a faculty member's supervision. Students must be regularly working/consulting with key agency staff to produce a useful evaluation product. An experience conducted solely under faculty supervision, such as a case study or simulation or preparing a manuscript for publication, would not meet CEPH criteria. The product must arise from significant contact with a practice setting, whether that is structured like a traditional internship or through a series of faculty-led contacts, such as those arising from service learning experiences.

What are the roles and responsibilities of a preceptor? Preceptors mentor the practicum student and supervise the practicum work. The preceptor:

- establishes, in collaboration with the student and the student's faculty mentor, an appropriate and feasible scope of work that is directly aligned with the practicum organization's needs and

provides a valuable learning experience for the student. During the CEPH practicum, this is documented in the student's learning agreement.

- orients the student to the health topic(s), people, policies, procedures, and norms related to the practicum work.
- meets regularly with the student to provide guidance, support, and timely, constructive feedback.
- communicates with the student's practicum coordinator (and the student's faculty mentor as needed) to provide feedback on the student's performance.
- models professional, ethical behavior.
- completes an evaluation of the student and the practicum experience.
- identifies a suitable replacement if unable to continue in the role of a preceptor.

Do the student-preceptor interactions need to be in-person? In-person interaction is preferred; however, it is not always possible. When not possible, interactions must be pre-approved by the practicum coordinator.

When should students register for Community Nutrition (NUTR 723)? Students should register for NUTR 723, their practicum reflection course, in the term following completion of the practicum.

Do students receive compensation for their practicum work? Compensation for the practicum is rare and it varies significantly by the type of practicum organization, project, and location.

Are students responsible for the costs associated with the practicum experience? Yes. Students are responsible for the cost of their own travel, housing, and meals associated with completing their practicum hours. NOTE: If the practicum placement is in North Carolina, students can apply for free housing sponsored by our [Area Health Education Center](#). If the practicum involves travel abroad, there may be helpful funding resources through the Office of Research, Innovation and Global Solutions ([funding resources](#)).

Does Gillings provide any funding to support practica? Yes. The school offers schoolwide self-nominated travel awards and a global practice award for students completing a global practicum (i.e., a practicum through an international or domestic placement with an organization that either works with populations outside the US or with global populations [e.g. immigrants, refugees, foreign-born] within the US). Some awards are only available to residential MPH students whereas others are open to all graduate students. Some departments/programs have additional funds to support unmet need for the practicum.

Are students guaranteed a practicum site within commuting distance of their home? No. **Gillings does not guarantee that MPH students will find a practicum within commuting distance of their current place of residence; in fact, most students should expect to be placed outside commuting distance.** AHEC housing will be available, at no cost, to any student completing a practicum in NC. AHEC does not provide housing for spouses, partners, children, or pets.

Are students offered practicum experiences on bus lines? Gillings cannot guarantee placements on bus lines. **Students are REQUIRED to provide their own transportation.**

If I have a pet, is housing for pets provided during practicum experiences? No. Like many of you, we love our pets! However, Gillings cannot not provide housing for pets during practicum experiences. Students are allowed to take therapy animals to AHEC Housing only after being approved for a special accommodation by the program and AHEC. A pet does not qualify as a dependent that will allow for special preference on site placements. You are, of course, always welcome to rent pet-friendly housing in the vicinity of your practicum!

APPENDIX D: Housing with Area Health Education Centers (AHEC)

During the Public Health, Clinical, and Advanced Nutrition Experiences, students are responsible for the cost of their own travel, housing, and meals. NC Area Health Education Center (AHEC) student housing—short-term lodging in 50 towns/cities across North Carolina—is available for health science students who are completing community-based rotations in NC if their site is more than 50 miles from Chapel Hill. The North Carolina Area Health Education Centers Program (AHEC) will provide some financial support to assist students with lodging expenses. **Students wishing to use AHEC housing are encouraged to apply for AHEC housing as soon as they receive their practice site assignment. AHEC housing is not guaranteed and is assigned on a first-come, first-served basis.** 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. If students are asked to pay for AHEC housing, please reach out to Tammy Elliott. The student should not pay for AHEC housing from personal funds.

AHEC Cancellation Policy: The housing application must be canceled 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 can be found at [NC AHEC Travel Guidelines for UNC-Chapel Hill Faculty, Staff, and Students](#).

APPENDIX E: MPH Nutrition and Dietetics Admissions Policies

Program graduates will be eligible to take the Commission on Dietetic Registration (CDR) credentialing exam to become a Registered Dietitian Nutritionist. Candidates must meet the following requirements for admission to the program. Throughout the 2-year program, students must then meet all ACEND® and CEPH requirements outlined in this handbook and must graduate with a minimum of 42 credit hours.

Minimum Requirements for Admission

Applicants must hold an appropriate baccalaureate degree from a four-year college or university or its international equivalent with a 3.0 GPA or better.

The following prerequisite courses are required. They do not need to be completed at the time of application, but applicants must show that they will be able to complete them prior to enrolling in the program if admitted. Applicants should have no more than two remaining pre-requisites to complete during the spring and summer terms before enrolling. Prerequisites may be completed at most any regionally accredited two- or four-year institution.

- Chemistry (Chemistry I and Lab, Chemistry II and Lab, and at least one semester of Organic*)
- Biochemistry*
- Human Anatomy*
- Human Physiology*
- Microbiology with lab
- Human Nutrition
- General Psychology
- Introduction to Anthropology or Sociology I

*For these courses, a lab is recommended but not required for admission

All international applicants, with some exceptions, are required to submit TOEFL or IELTS scores. Please visit The UNC Graduate School's admissions instructions for additional information.

The program no longer requires GRE scores.

APPENDIX F: Integrity Standards - The Honor Code

Upon admission, all students are required to uphold the University's Honor Code. The Honor System forms a bond of trust among students, faculty, and administrators. The University of North Carolina at Chapel Hill operates under a system of self-governance, as students are responsible for governing themselves. As such, our University is transformed into a powerful community of inquiry and learning. The Honor Code embodies the ideals of academic honesty, integrity, and responsible citizenship, and governs the performance of all academic work a student conducts at the University. Acceptance of an offer of admission to Carolina presupposes a commitment to the principles embodied in our century-old tradition of honor and integrity.

Mutual Responsibilities of the Faculty and Students

Academic work is a joint enterprise involving faculty and students. Both have a fundamental investment in the enterprise and both must share responsibility for ensuring its integrity. In relation to the Honor Code, therefore, specific responsibilities of the faculty which parallel the responsibilities of the students have been formally adopted by the Faculty Council.

Responsibilities of the Faculty

1. Awareness: To assure that community-wide expectations regarding academic integrity are understood and communicated, and that students are held accountable for conforming their conduct to such expectations.
2. Communicating Expectations and Administering Examinations: To assist students in complying with their responsibilities relating to academic integrity, faculty members, teaching assistants, and other instructional personnel should
 - Use good judgment in setting and communicating clear ground rules for academic work conducted under their supervision.
 - Require students to sign the honor pledge as a condition of submitting academic assignments.
 - Take steps to prevent unauthorized access to examinations during development, duplication, and administration.
 - Avoid reusing prior examinations in whole or in part to the extent possible.
 - Take all reasonable steps consistent with physical classroom conditions to reduce the risk of cheating during the administration of examinations.
 - Maintain proper security during the administration of examinations, including as appropriate overseeing distribution and collection of examinations and proctoring the examination session.
3. Oversight: In the event of student misconduct that appears to violate the requirements of the Honor Code, faculty members, teaching assistants, and other instructional personnel should
 - Report to the appropriate Student Attorney General any instance in which the instructor has reasonable basis to conclude that a student under the faculty member's supervision has engaged in academic dishonesty or substantially assisted another to do so in connection with academically related work.
 - In the instructor's discretion, notify the student of the instructor's intention to report the suspected academic dishonesty and permit the student to provide relevant further information if the student chooses to do so.
 - Refrain from taking unilateral punitive action as to a student rather than reporting conduct in suspected violation of the Honor Code.
 - Cooperate with representatives of the Honor System in conducting necessary investigation, providing testimony or other evidence, recommending appropriate sanctions, or otherwise bringing the matter to prompt conclusion.

4. Involvement: To bring to bear requisite faculty judgment regarding the nature and importance of academic integrity, and to nourish a strong campus-wide understanding and commitment to associated intellectual and personal values, faculty members, teaching assistants, and other instructional personnel should
 - Explore issues of integrity in connection with instructional activities where relevant and appropriate.
 - Encourage their academic units to take matters of academic integrity seriously, become informed regarding related problems and advisable means of preventing problems from arising, and provide requisite training and support to instructional personnel.
 - Participate upon request as part of educational initiatives, faculty advisory panels, and University Hearing Boards designed to create, nurture, and enforce high standards of academic integrity within the University community.

Responsibilities of Students

To ensure effective functioning of an Honor System worthy of respect in this institution, students are expected to

1. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
2. Consult with faculty and other sources to clarify the meaning of plagiarism, to learn the recognized techniques of proper attribution of sources used in the preparation of written work, and to identify allowable resource materials or aids to be used during examination or in completion of any graded work.
3. Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.
4. Comply with faculty regulations designed to reduce the possibility of cheating—such as removing unauthorized materials or aids from the room and protecting one’s own examination paper from the view of others.
5. Maintain the confidentiality of examinations by divulging no information concerning an examination, directly or indirectly, to another student yet to write that same examination.
6. Treat all members of the University community with respect and fairness.
7. Report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work or in other respects violated the Honor Code. Such report should be made to the Office of the Student Attorney General, the Office of the Dean of Students, or other appropriate officer or official of their college or school.
8. Cooperate with the Office of the Student Attorney General and the defense counsel in the investigation and hearing of any incident of alleged violation, including the giving of testimony when called upon.

Procedure for Reporting

Members of the University community who wish to report possible violations of the Honor Code should contact the Office of Student Conduct at (919) 962-0805 or fill out the [online form](#). The Office of Student Conduct will review the report and refer it to the appropriate Student Attorney General for action.

APPENDIX G: Handbook Acknowledgement and Acceptance

ACEND® (the Accreditation Council for Education in Nutrition and Dietetics) and the Department of Nutrition both require that you be given a copy of the current MPH Nutrition and Dietetics Handbook for 2023-2024. By signing below, you are confirming receipt and acknowledging that you have been made aware of, read, and agree to the contents of the MPH Nutrition and Dietetics Handbook.

In addition, the Department of Nutrition requires that you maintain your current and emergency contact information in PRISM.

Please check/sign below to indicate that you have met these requirements, then upload this page into PRISM Onboarding for “Course Assignments and Activities.”

- I have completed my current and emergency contact information in PRISM.

- I have read, understand, and agree with the contents of this handbook.

Student signature

Date