

Clinical Nutrition Student Handbook



University at Buffalo (SUNY)

**School of Public Health and Health
Professions**

**Department of Exercise and Nutrition
Sciences**

Introduction to the handbook

Welcome to the graduate program in Clinical Nutrition at the University at Buffalo. We are excited to have you join our program! This handbook will provide students with important information about our program and may serve as a guide throughout your graduate school experience. Please read the handbook carefully. Note that policies and procedures may change over time. This handbook is meant to be a resource, and you can consult the program director on changes that may arise during your time in the program.

Be sure to check the graduate school's website for updates to policies and the registrar and financial aid office for relevant registration and payment dates.

Introduction to the program

The University at Buffalo's hometown is in an era of revival and is known regionally for arts, music, food, diversity, and neighborly culture. The University at Buffalo is part of the SUNY (State University of New York) system and has its roots in public health and medicine that date back to the 1840s. Over 32,000 students from 45 states and 105 countries choose programs from a vast array of disciplines.

We look forward to getting to know you and are honored for you to join our team and program!

Program Accreditation

The graduate program in Clinical Nutrition is accredited by ACEND:



The Accreditation Council for Education in Nutrition and Dietetics (ACEND)
120 South Riverside Plaza, Suite 2190
Chicago, IL 60606-6995.
Phone: 800/877-1600, ext. 5400
acend@eatright.org || <http://eatrightpro.org/ACEND>

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PROGRAM MISSION and GOALS

PROGRAM MISSION

The University at Buffalo Clinical Nutrition Program prepares graduates to become competent, entry-level registered dietitian nutritionists for service and practice through educational excellence, interprofessional collaboration, use of the research process and critical thinking skills to improve the health of populations, communities and individuals.

PROGRAM GOALS and OBJECTIVES

Goal 1. Program graduates will be competent, entry-level registered dietitian nutritionists serving the nutrition needs of populations, communities and individuals

Objectives

1. At least 80% of program students complete program/degree requirements within 3 years (150% of the program length)
2. 90% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
3. 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%.
4. Of graduates who seek employment, 80% are employed in nutrition and dietetics or related fields within 12 months of graduation.
5. 90% of employers who respond to the Employer Survey rate the graduate as a 4 (high) on a scale of 1-5 on entry-level competency for practice.
6. 90% of graduates who respond to the One Year Graduate Survey rate themselves as a 4 (good) on a scale of 1-5 on their ability to serve the nutrition needs of populations, communities and individuals.

Goal 2. Program graduates will participate in interprofessional collaboration and apply an evidence-based approach to practice.

Objectives

1. 90% of graduates who respond to the One Year Graduate Survey routinely use current research findings in professional practice.
2. 90% of graduates who respond to the One Year Graduate Survey will report participating in interprofessional practice activities

PROGRAM STRUCTURE

OVERVIEW

This graduate program is a 2-year program (including 2 winters and 1 summer). The first year of the program includes coursework with integrated experiential learning activities such as case studies, role plays, simulations and interprofessional activities and on-site learning. The last year of the program includes substantial hands-on supervised experiential learning in research, community and population health nutrition, and client and patient MNT services.

ESTIMATED COSTS

UB Tuition and fees	https://www.buffalo.edu/studentaccounts/tuition-and-fees.html	
New York State Residency	https://www.buffalo.edu/studentaccounts/nys-residency.html	
Health Insurance	https://www.buffalo.edu/studentlife/life-on-campus/health/medical-care/health-insurance.html	
Program Application Fees	\$50	UB graduate school application
ServSafe Manager Certification	\$36-\$179	Due by August 1
ServSafe Allergen Training	\$22	Fall Semester
Business casual attire and program branded apparel	\$50-\$200*	Required for SEL Clothes Mentor (gently used women's clothes and accessories) UB Hired: Equitable clothing boutique
Background Check, Fingerprinting, Drug Screen	Variable	Only if required by practice site
iComp Portal	\$53/semester	Competency management portal
Transportation and parking	Variable	Responsible for mileage, tolls and parking costs.
AND Student Membership	\$58	For duration of program
WNYAND District Membership	FREE	For duration of program
Council on Renal Nutrition Conference	\$55	Fall semester
Medical Exam	\$100*	
Housing (shared apartment)	\$500/month*	Buffalo, NY rental market
Educational Expenses	\$200/semester*	Resources, lab coat, references, food demonstrations, cultural dining experience
DiSC Communication Evaluation and Report	\$15	Fall semester
RD Exam Required Review Materials	\$200	Visual Veggies
NYSAND AME	\$50*	Spring semester (apply to GSA for funding support)
*estimated		

ACADEMIC PROGRAM CALENDAR

Primarily follows the University calendar, <https://registrar.buffalo.edu/calendars/academic/>

Supervised experiential learning (NTR 540) may occur outside of traditional business hours, encompassing early mornings, evenings, weekends and/or typical holidays to provide comprehensive and flexible hands-on training opportunities.

Fall 1				Cr	Winter 1				Cr
NTR 500	Macronutrients	Core	3	NTR 675	Research	Core Online	2		
NTR 523	Medical Nutrition Therapy	Core	3						
STA 527	Medical Statistics	Core	4						
NT 540 A	Nutrition Skills: Chronic Conditions	SEL	2						
NTR 540 B	NCP Counseling Skills	SEL	2						
NTR 540 C	Nutrition Skills: Food Service Systems	SEL	1						
				14					2
Spring 1				Summer 1					
NTR 501	Micronutrients	Core	3	NTR 603	Nutrition Interventions	Core Online	2		
NTR 600	Pathophysiology of Nutrition-Related Diseases	Core	3	NTR 540 G	Food Systems Management with Staff Relief	SEL	2		
NTR 609	Community and Global Nutrition Seminar	Core	2	NTR 540 G or NTR 680	Research	SEL / Thesis	2		
NTR 540 D	Nutrition Skills: Acute Conditions	SEL	2						
NTR 540 E	Nutrition Communication, Education and Technology	SEL	1						
NTR 540 F	Nutrition Skills: Leadership, Business, Management, Organization	SEL	1						
NTR 675/680	Optional research credit		1						
				13					6
Fall 2				Winter 2					
NTR 540 H	Community & Population Health	SEL	5-7	NTR 524	Advanced Nutrition Tools	Core	1		
	Culinary medicine	SEL							
	Community Intervention Program Planning	SEL							
CHB 550	Population Health	Core	3						
NTR 680 or	Research (<i>Fall and Spring</i>)	Thesis	1						
Elective / Research	Department Elective or additional research credit (<i>Fall or Spring</i>)		3						
				12					1
Spring 2									
NTR 540 I	Client and Patient MNT Services	SEL	7-8						
NTR 680	Research	Thesis	1						

MS CLINICAL NUTRITION COURSE DESCRIPTIONS

The graduate program in Clinical Nutrition is guided by a competency-based education model that emphasizes learner-centered teaching. Students are expected to thoroughly prepare for each class by completing online learning modules with worksheets and quizzes to gain foundational knowledge in the course topic. Class time is spent primarily on activities in which students are expected to apply what they learned in their online learning modules, often in group activities.

Formative evaluation techniques are used to assess knowledge gained from preclass activities, while summative evaluation techniques are implemented to assess students' ability to apply what they learned. A cloud-based program (iComp) is used to track developments in competence from "knows", to "shows" to "does".

NTR 500 Macronutrients (3)

Covers sources, absorption, availability, metabolism and functions of major nutrients, i.e., carbohydrates, proteins, and lipids. The regulatory role of enzymes and hormones in absorption and metabolism of these nutrients will be examined. Methods used to estimate the requirements and Recommended Dietary Allowances for protein and energy will be discussed.

NTR 501 Micronutrients (3)

Will examine in depth the sources, absorption, availability, metabolism and functions of micronutrients (minerals and vitamins). The interaction between minerals and vitamins will be discussed. Methods used to determine requirements, Recommended Dietary Allowances or amounts recognized as safe for these nutrients will be discussed.

NTR 523 Medical Nutrition Therapy (3)

This course is intended to prepare you to assess the nutritional status of individuals, groups and populations. The course materials will provide the theoretical basis for understanding why nutritional assessments should be performed, the types of assessment methodologies that can be employed, the limitations of methodologies, and how to interpret the findings that arise from their application. The class provides in-person and online lectures to encourage overall understanding of nutritional assessment.

NTR 524 Advanced Nutrition Tools (1)

Through readings, independent study, and assignments the course will focus on the applied principles of advanced clinical nutrition assessment for populations including role play with more complex nutrition needs including pediatric rare diseases, verbal/non-verbal critical care simulation, burns/trauma, EN/PN administration, advanced CAM therapies and interprofessional teams.

NTR 540 A-I CLINICAL PRACTICE IN NUTRITION

Clinical studies in nutrition in one or more settings selected from preventive, health maintenance, acute or long-term health care facilities and community programs

NTR 540 A Nutrition Skills for Chronic Conditions

This course fosters the acquisition of knowledge, skills, and behaviors essential to the delivery of

nutritional care for a variety of conditions and settings. Clinical activities provide hands-on competence. Simultaneously, students screen, assess and document a care plan using the nutrition care process (NCP) and assessment, diagnosis, intervention, monitoring and evaluation criteria (ADIME) in an electronic medical record for chronic nutrition conditions. Students interact with experiential scenarios featuring trained, live standardized patients. Standardized patients and clinical faculty assess the students' competency using a rubric and the experiential learning is solidified with didactic knowledge from NTR 523. Professionalism is evaluated during and at the conclusion of this practice-based course.

NTR 540 B Counseling

This course is focused on building knowledge, skills and behaviors necessary to provide nutrition education and counseling for a variety of patients, conditions and care settings. Students have 1 credit of lecture and 1 credit of arranged lab go on-site to a WIC office. Students learn and apply motivational interviewing techniques to achieve desired behavior change, as well as review other psychotherapy approaches used by the social work and mental health industries. Students complete a communication style assessment to improve their self-awareness (DISC). Roles of the outpatient RDN and certified diabetes educators are explored.

NTR 540 C Food Service Systems

Students learn and apply food service management principles such as food safety, the flow of food through institutional production kitchens for safety (HACCP), waste management, and developing, and implementing and reviewing policies and procedures. Essential food service math such as FTE, AP/EP and standardizing recipes are applied in practice. Students will rotate through institutional kitchens, exploring procurement, inventory, storage, utilization, service, safety, sanitation, equipment, labor management and unionized work settings, sustainability, and menu design (particularly related to food allergies). Students have 1 credit that includes lecture integrated with arranged experiential learning (time spent in an operational kitchens). Roles of the RDN in foodservice management settings will be explored.

NTR 540 D Nutrition Skills for Acute Conditions

This course fosters the acquisition of knowledge, skills, and behaviors essential to the delivery of nutritional care for a variety of conditions and settings. Clinical activities provide hands-on competence. Simultaneously, students screen, assess and document a care plan using the nutrition care process (NCP) and assessment, diagnosis, intervention, monitoring and evaluation criteria (ADIME) in an electronic medical record for acute nutrition conditions. Students interact with experiential scenarios featuring trained, live standardized patients. Standardized patients and clinical faculty assess the students' competency using a rubric. An on-site, medical nutrition therapy-focused experience is provided. Professionalism is evaluated during and at the conclusion of this practice-based course.

NTR 540 E Nutrition Education, Communication and Technology

Students complete a cultural competency workshop and explore institutional bias in the healthcare system. Students complete an introduction to instructional skills and strategies for teaching including an overview of duties and responsibilities, campus resources, student privacy, and accessibility for students with disabilities. Students have an opportunity to engage in the political process and advocacy for RDNs during AND Public Policy Summit.

Students have 1 credit of lecture guided by faculty with experience in the field, and 1 credit of

arranged lab spent on-site in two student-run care settings (Lighthouse, Seneca Babcock Community Center). Students develop education materials for both sites using a variety of modes (paper, electronic, verbal) and delivery methods. Students learn and apply group education and teaching tools for community and academic settings. Students complete a microcredential in “Facilitating Learning in the Health Professions”. Professionalism is evaluated during and at the conclusion of this practice-based course.

NTR 540 F Nutrition Skills in Leadership, Business, Management

Students will learn and apply principles of organization management – project management and planning, running effective meetings, the behavior-based interview, team building, risk assessment, and PDCA or other PI/QI methodologies. Students will draft a business plan with the assistance of business coaches, including performance metrics and measures that will aid in determining achievement of goals. Students will also prepare a program improvement plan for Lighthouse Medical Clinic or Seneca Babcock Food Pantry. Professionalism is evaluated during and at the conclusion of this practice-based course. The roles of RDNs in business, compliance, government and professional volunteer roles will be explored.

NTR 540 G Food Service Management (Theme Meal)

Students develop and scale recipes, modify meal plans and plan, prepare, deliver and evaluate a theme meal to meet the needs of clients. Students will develop a proposal, outline the planning and delegate responsibility, create data collection tools and marketing materials, complete purchasing order requisitions and storage, direct the production and services of food while managing Critical Control Points for safety and sanitation. Students develop a staffing schedule and analyze evaluation data for program improvement. Students design a kitchen to meet emerging trends in foodservice production.

NTR 540 G Research

Students participate in an active, on-going research project within the University, or manage their own thesis/project with an advisor. Students will develop a research poster based on the experience.

NTR 540 H – Community and Population Health

Students design a nutrition program for a target population including a nutrition screening tool, 8-10 lesson plans, a budget, staffing, funding sources, marketing plan, evaluation plan, and literature review. Billing and coding for conditions will be explored and applied. Students participate in a farm tour and review literature on significant agricultural trends. Students participate in a large interprofessional forum focusing on a public health concern in interprofessional health profession groups. Practice occurs in the field at a variety of community food service, community nutrition, and public health sites. Students will complete a specialty rotation in culinary medicine.

NTR 540 I MNT

Students participate in MNT services in a variety of care settings under the supervision of RDNs in the field such as acute and critical care, specialty nutrition, and complete a clinical management week. Students will participate in a large, interdisciplinary forum where a single case study is discussed in small groups made up of various health professions students and complete the TeamSTEPPS program, which is an evidence-based set of teamwork tools, aimed at optimizing patient outcomes by improving communication and teamwork skills among health care professionals.

CHB 550 EPIDEMIOLOGY OF PUBLIC HEALTH FOR HEALTH PROFESSIONALS

(3) A major portion of the course will be devoted to understanding the basic tenets of epidemiology and how the principles and methods used in epidemiology contribute to disease detection, disease prevention at all stages, clinical practice and public health. Students will also gain a basic knowledge of public health as well as an understanding of how their discipline contributes to public health goals. Topics include an overview and history of public health, how epidemiologic methods have evolved over time to help us study disease, the natural history and transmission of disease, investigation of an outbreak, basic epidemiologic study designs, measures of disease occurrence, measures of association and risk, criteria used to assess causal relationships in health, and basic principles of population screening and surveillance. Students will also learn about the major chronic diseases affecting the health of Americans and the risk factors that have been shown to be associated with these diseases. Examples relevant to students in occupational therapy, exercise science, nutrition science and rehabilitation science will be used to describe both exposures and outcomes and to emphasize the breadth of epidemiology as well as its relevance to health professionals.

NTR 600 PATHOPHYSIOLOGY OF NUTRITION RELATED DISEASES (3)

Examines the physiologic and metabolic alterations in chronic and acute illness and trauma requiring modifications in nutritional care; the current scientific basis for nutrition intervention measures; and the interrelationships between diet, other treatment modalities, and nutritional status.

NTR 603 NUTRITION INTERVENTION (2)

Covers advanced individual and group nutrition intervention principles and techniques. The focus includes factors influencing and methods affecting change to positive food selection and eating behaviors to promote health as well as treat disease.

NTR 609 COMMUNITY and GLOBAL NUTRITION SEMINAR (2)

Students review and map the local food system and make recommendations for increased utilization at the individual, community and institutional levels. Students will review how nutrition deficiencies are exacerbated by system-level problems around the world including protein-energy malnutrition (PEM), child growth & development, famine and emergencies, maternal / perinatal nutrition, nutrition and infection, obesity, chronic disease and future directions for research, policy, & programs. The role of nutrition professionals outside of the US, nutrition surveillance systems and interventions are explored. Students complete experiential learning at a community site.

NTR 675 RESEARCH (2)

The purpose of this course is to provide students with an introduction to scientific research in exercise science and nutrition. Students in this course will learn about research ethics, how to conduct literature searches, how to engage in responsible conduct of human research, and current research being conducted by faculty in the department. Students analyze the usefulness and limitations of epidemiological clinical and other study designs and identify trends in diet and disease. Statistical methods and results are explored and interpreted in various data analysis settings. Students complete a research design proposal, literature review, draft manuscript,

poster or abstract, and IRB application (some as part of their thesis). Students complete CITI training (Research Ethics and Compliance Training). Students review the role of research in nutrition care by contrasting two similar studies and their methodologies and results. Literature is used to dispel nutrition myths and controversies. The role of the research-focused RDN is explored

NTR 680 THESIS IN NUTRITION

While they are enrolled in these credits, they will conduct a research project in a laboratory under the supervision of an ENS faculty member or affiliated faculty member. Students will also meet with a committee, discuss their research findings, write a thesis document describing their research findings, and present the thesis research orally to ENS faculty and students.

STA 527 Introduction to Medical Statistics (4)

This course is designed for students concerned with medical data. The material covered includes the design of clinical trials and epidemiological studies, data collection, summarizing and presenting data, probability, standard error, confidence intervals and significance tests, techniques of data analysis including multifactorial methods and the choice of statistical methods, problems of medical measurement and diagnosis, vital statistics and calculation of sample size. The design and analysis of medical research studies will be illustrated. MINITAB is used to perform some data analysis. Descriptive statistics, probability distributions, estimation, tests of hypothesis, categorical data, regression model, analysis of variance, nonparametric methods, and others will be discussed as time permits.

PROGRAM GRADUATION REQUIREMENTS

Students must complete all required courses and applied experiences outlined in the course plan to receive a Master of Science in Clinical Nutrition and a Verification Statement to sit for the Examination for Registered Dietitian Nutritionists. Students complete the coursework in a cohort model. There is no part-time track.

- Successful achievement and documentation of all scheduled supervised experiential learning hours
- A minimum “acceptable mastery” rating on all evaluations from all preceptors in all rotations and all competencies must be met at acceptable mastery.
- All assignments must be submitted and deemed acceptable.
- Completion of a culminating event: comprehensive exam, research project or thesis
- Students must complete the clinical nutrition core courses and the supervised experience learning courses.

Experiential Learning Courses

NTR 540 A – I

Core Courses

NTR 500, NTR 501, CHB 550, NTR 523, NTR 524, NTR 603, NTR 600, NTR 675, STA 527, NTR 609

Comprehensive Exam

Elective course (3 credits)

Thesis / Project

NTR 680 (6 credits) No elective

Students must complete all requirements for the program within 3 years. Students who make insufficient progress on degree audit may delay degree completion, conferral and verification

statement.

GRADUATE CULMINATING EVENT

You can complete either track with a comprehensive exam, project or thesis. Your advisor will guide you through this process.

COMPREHENSIVE EXAM:

You can take the comprehensive exam the semester after you have completed the courses covered on the comprehensive exam (see below). The exam is offered twice a year at the end of each semester.

Faculty members submit questions, and the graduate director chooses eight that cover the required courses. You choose six questions and will have 24 hours to complete the exam.

The courses covered on the comprehensive exam are:

- Three questions from NTR 500
- Three questions from NTR 501
- Two questions from NTR 600

Each exam question is graded by the faculty member who submitted the question, and the identity of the student is not shared with the faculty. Each student will have two attempts to pass the comprehensive exam. If the student fails the exam on the second attempt, he/she may be dismissed from the program. The comprehensive exam will be offered at the end of the Fall, Spring semesters.

PROJECT:

The student must complete a minimum of 4 credit hours, which is equivalent to 180 hours of work.

THESIS:

A thesis also involves a significant amount of research, and depending on the subject, may require you to conduct interviews, surveys and gather primary and secondary resources.

MS Project Supervision

- 1) The MS project must be supervised by a graduate faculty member of ENS.
- 2) If the project is being conducted with a community member or practicum supervisor who is not affiliated directly with UB or ENS, the Director of Graduate Studies (DGS) will be the official supervisor on record and will coordinate with the supervisor to insure completion of the project.
- 3) MS Project students can invite an additional committee member if they wish who can be from within or outside of ENS.

Expectations for MS Project Students

- 1) The student will identify a primary mentor for their project within the first year in the program and have an initial meeting to discuss project ideas.

- 2) The student will write a summary of the project proposal and what they plan to complete and submit it to the primary mentor and the DGS (if the DGS is not already a committee member).
- 3) The student will disseminate the findings of their project at a local, regional, or national meeting either as a poster or a brief (15 minute) talk or will submit their project for publication, if appropriate.

MS Project Plan

1. **General:** The Project structure and scope should be decided by the student and the primary faculty mentor. The student must complete a minimum of 4 credit hours, which is equivalent to 180 hours of work. The type of activities that are supported by these credit hours are to be determined by the student and faculty mentor and can include any combination of the following: literature review, data collection, training and developing training materials, IRB/IACUC protocol writing, pilot testing, data entry, data analysis, writing, and program planning. These projects must be completed under the supervision of a mentor, but that mentor could be someone from outside of ENS who is a practicum or clinical rotation supervisor.
2. **Types of Projects:**
 - A. **Literature Review:** The topic and scope of the literature review should be related to the student's program of study and be agreed upon by the student and faculty advisor. While there is no specified length, in general, a product of at least 25 pages of text (excluding title page, executive summary/abstract page, references and tables) in 12-font type, double-spaced with 1 inch margins would not be unreasonable. Likewise, having at least 30 references would be a reasonable expectation. However, whether fewer pages or references are justified is left to the discretion of the faculty advisor. It is important to produce a professionally appearing document. It is advisable to consult a style manual such as Kate L. Turabian's, *Student's Guide for Writing College Papers* and her *A Manual for Writers of Research Papers, Theses, and Dissertations* (both University of Chicago Press).
 - B. **Meta-analysis:** As with the literature review, the topic and scope of the meta-analysis should be related to the student's program of study and be agreed upon by the student and faculty advisor. Meta-analyses should include a description of search terms, criteria for exclusion and inclusion of papers, a specific hypothesis or hypotheses, and should use high-quality meta-analytic tools, such as RevMan, to assess risk of bias. Again, there is not a specified minimum length for this, but an end product of 25 pages with 30 – 40 references would not be unreasonable.
 - C. **Program Plan:** For this project, students would pick a target population and develop a nutrition or physical activity intervention. They would then work with a faculty member and a community group/agency to implement the program and collect some data on outcomes of interest. The student would turn in for evaluation a description of the project and a portfolio of the teaching materials used and the outcomes of the intervention.

- D. Program Evaluation:** For this project, students would pick an ongoing nutrition or physical activity program that is being implemented in the community and perform a program evaluation. This evaluation should include a clear definition of the resources that are required to run the program, the process of the implementation of the program, the outputs of the program (e.g. how many people are participating? What is being produced?), and the outcomes or impacts of the program on the target community.
- E. Research Project:** Students can work with a faculty advisor on a research project. Typically students conducting research complete the thesis track, but a student who is involved in an ongoing research project or who works on a small ancillary study could complete a project instead that is smaller in scope than a thesis. The student would be expected to write a final document that provides the background and scientific rationale for the study, the methods used, any results or expected results for a study that is not complete, and a discussion of these findings in the context of the broader literature. The final product could be 25 pages in length with ~30 references.
- F. Protocol Development:** Students would again work with a faculty advisor on the development of a new protocol for some aspect of their research. This could include a review of the literature, testing and optimizing of different methods, and preparation of an IRB/IACUC protocol. The student would be expected to write about the background and scientific need for such a protocol, how this protocol will advance the faculty member's research program, what methods were used to develop the protocol, and how the protocol will be used in the future.

MS Project Document

- 1) There should be some form of tangible document produced by this project. Examples include a literature review, and IRB protocol, a manuscript describing a study, a written program plan or evaluation, or a training manual.
- 2) The document should be submitted to the major advisor, other committee member and DGS (if applicable) least 2 weeks prior to the presentation.
- 3) The presentation (if applicable) should be scheduled no later than 3 weeks prior to the date the M-forms are due in the semester that the student plans to confer.
- 4) If there are no local or regional opportunities to present, the student may present in a departmental seminar or a WIPS meeting. Presenting a poster at the NYS Annual Meeting and Expo is expected (Spring).
- 5) If the student is submitting a paper for publication, it should be submitted at least 3 weeks prior to the M-form deadline.

MS Project Timeline

- 1) Establishment of a Masters Project plan within the first **12 months of the program**.
- 2) Written project plan no later than the end of the semester prior to anticipated conferral.
- 3) Written document and presentation **no later than 3 weeks prior to the date that M-forms are due in the semester in which the student plans to confer**.

ELIGIBILITY FOR REGISTRATION EXAM (VERIFICATION STATEMENT)

Upon successful completion of the program, the Program Director will work with each student to complete the eligibility paperwork for the registration exam for dietitian nutritionists (RDN exam).

Verification statements will not be signed until the MS degree is conferred by UB. Degrees are not conferred by UB until the end of the term in which the student completed their degree requirements. This is typically June 1.

STATE LICENSURE and CERTIFICATION

Most states have enacted laws that regulate the practice of dietetics. State licensure and state certification are entirely separate and distinct from the registration or credentialing RDNs obtained from the CDR. According to the Academy of Nutrition and Dietetics, requirements to become a licensed dietitian nutritionist in most states are generally like those required to become a registered dietitian nutritionist.

To be licensed as a dietitian nutritionist, all states require documentation of education or equivalent in addition to non-academic requirements such as supervised practice and satisfactory scores on credentialing exams.

The UB program includes an integrated graduate degree in Clinical Nutrition. Licensure status by state can be found here and is updated by ACEND as available. <https://www.eatrightpro.org/-/media/eatrightpro-files/advocacy/licensureby-state-data-table.pdf>

Expectations for Graduates *ACEND Competencies for the RDN*

Upon completion of the program, graduates are able to:

Unit 1: Foundational Knowledge

Apply foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.

- 1.1 Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease. (S)
- 1.2 Applies an understanding of anatomy, physiology, and biochemistry. (S)
- 1.3 Applies knowledge of microbiology and food safety. (S)
- 1.4 Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food. (S)
- 1.5 Applies knowledge of pathophysiology and nutritional biochemistry to physiology, health and disease. (S)
- 1.6 Applies knowledge of social, psychological and environmental aspects of eating and food. (S)
- 1.7 Integrates the principles of cultural competence within own practice and when directing services. (D)
- 1.8* Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy. (S)
- 1.9 * Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health and wellness. (S)
- 1.10 * Applies knowledge of math and statistics. (S)
- 1.11 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals. (D)
- 1.12 Demonstrates knowledge of and is able to manage food preparation techniques. (D)
- 1.13 * Demonstrates computer skills and uses nutrition informatics in the decision-making process. (D)
- 1.14 Integrates knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle. (D)
- 1.15 * Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations. (S)
- 1.16 * Gains a foundational knowledge on public and global health issues and nutritional needs. (K)

Unit 2: Client/Patient Services

Apply 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. (D)
- 2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations. (D)
- 2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings. (D)
- 2.4 * Implements or coordinates nutritional interventions for individuals, groups or populations. (D)
- 2.5* Prescribes, recommends and administers nutrition-related pharmacotherapy. (S)

Unit 3: Food Systems Management

Apply 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 food products. (D)
- 3.2 * Oversees the purchasing, receipt and storage of products used in food production and services. (D)
- 3.3 Applies principles of food safety and sanitation to the storage, production and service of food. (D)
- 3.4 Applies and demonstrates an understanding of agricultural practices and processes. (S)

Unit 4: Community and Population Health Nutrition

Apply 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. (D)

4.2 Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy. (D)

Unit 5: Leadership, Business, Management and Organization

Demonstrate leadership, business and management principles to guide practice and achieve operational goals.

5.1 * Demonstrates leadership skills to guide practice. (D)

5.2 * Applies principles of organization management. (D)

5.3 * Applies project management principles to achieve project goals and objectives. (D)

5.4 Leads quality and performance improvement activities to measure, evaluate and improve a program's services, products and initiatives. (D)

5.5 Develops and leads implementation of risk management strategies and programs. (D)

Unit 6: Critical Thinking, Research and Evidence-Informed Practice

Integrate evidence-informed practice, research principles and critical thinking into practice.

6.1 Incorporates critical thinking skills in practice. (D)

6.2* Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research. (D)

6.3 Applies current research and evidence-informed practice to services. (D)

Unit 7: Core Professional Behaviors

Demonstrate professional behaviors and effective communication in all nutrition and dietetics interactions.

7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services. (D)

7.2 Uses effective communication, collaboration and advocacy skills. (D)

* Denotes ACEND enhanced competencies

STUDENT SUPPORT SERVICES

Graduate school is demanding. Much of this program is dependent on team-based learning (Sibley & Ostafichuk, 2014) and self-directed learning through doing (Biggs & Tang, 2011). Classes add to the readings and assignments, rather than reviewing them. Students are expected to ask questions, find information beyond textbooks, and participate as active learners. Group work is the responsibility of all members; conflict within a group suggests the need for a meeting with the course instructor.

Communication between students and instructors and preceptors is the responsibility of both. Any student who is having trouble with a course or requires special consideration or assistance is encouraged to seek it in the first week of class or as soon as the need arises. Problems and exceptions should be dealt with in advance and in private. Individualized attention and assistance are available, but you must ask for them.

FINANCIAL AID

Students enrolled in the program are considered full time students for financial aid purposes. See the Graduate Students Department for general advice concerning financial aid and the current UB financial aid point of contact for the program. FAFSA is available through the Financial Aid Office.

SCHOLARSHIPS

Students enrolled in the program are eligible for financial assistance from a variety of sources depending upon financial need and enrollment status. The Academy of Nutrition and Dietetics offers some scholarships for students in studentships and graduate studies. Students may search the Studentet for this information also. The address is:

<https://www.eatrightfoundation.org/apply-for-funding/scholarships>

Upon completion of the Fall semester in the program, all successful students (3.00 GPA) are eligible to apply for University at Buffalo, Nutrition Program scholarship monies available through various generous supporters. See the Program Director for this information and application form. <https://publichealth.buffalo.edu/exercise-and-nutrition-sciences/education/financial-assistance/scholarships-fellowships-and-awards.html>

LIBRARY RESOURCES

Located on the UB South Campus, the Health Sciences Library focuses its resources and services to meet the information needs of the University's five health sciences schools and the departments comprising those schools. Resources include over 9,900 current biomedical journal subscriptions in print or electronic formats, over 365,000 volumes of book and journal titles, multiple digital programs and a well-used history of medicine collection highlighting rare medical instruments.

A growing array of electronic information resources including MEDLINE, CINAHL, EMBASE,

PsycINFO, Web of Science, Evidence Based Medicine Reviews and Nursing Reference Center are available to all students either on campus or remotely. Additionally, students have access to the full array of information resources throughout the University Libraries system.

Reference assistance is provided in person, by phone, chat or via email. Librarians are available to share searching expertise and provide information research consultation for students working on a thesis, dissertation, and research project or grant proposal.

Information Management Education (IME) supports information literacy by providing library instruction on curriculum based and resource based topics including Basic and Advanced Ovid, E-Journals, EndNote, EMBASE. Web 2.0 technologies, and Web of Science, among others. Online tutorials provide instruction and assistance in using information resources and applications. In addition, interlibrary loan and document delivery service either electronically or in print are provided to the university's community via Access Services.

Located on UB North Campus are the [Silverman Recording Studios](#). Students can develop and produce full-length video presentations or a podcast with the support of helpful library staff. Record in front of the green screen and their state-of-the-art equipment will splice media into the background including presentation slides, videos, still images, input from another camera.

Silverman Recording Studios are great for:

- | | |
|---|---|
| Rehearsing for class presentations | Podcasting |
| Presenting research papers, thesis or dissertation defenses | Voice over PowerPoints |
| Creating videos for online instruction | Panopto recordings |
| Creating ePortfolio materials or video essays | Slate CRM |
| Recording mock interviews or patient interactions | Zoom, Webex, and other live streaming needs |
| Green screen effects | Live Green Screen Recording
green screen image |

A wide variety of [media and technology equipment is available for loan](#) to current UB students, faculty and staff, including:

- | | | |
|------------------------------|---------------------------|-------------------------|
| 360 / 3D / AR / VR Equipment | Camera Accessories | Smart Phone Accessories |
| Adaptors & Cables | Camera Lenses | Chromebooks & Laptops |
| Audio Equipment | DSLR & Mirrorless Cameras | Tech Tools |
| Camcorders | Point & Shoot Cameras | |

STUDENT SUPPORT

As a student you may experience a range of issues that can cause barriers to learning or reduce your ability to participate in daily activities. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences. Counseling, Health Services, and Health Promotion are here to help with these or other issues you may experience. You learn can more about these programs and services by contacting:

Counseling Services

120 Richmond Quad (North Campus), phone 716-645-2720

202 Michael Hall (South Campus), phone: 716-829-5800

Health Services

Michael Hall (South Campus), phone: 716-829-3316

Provides medical and health-related services (immunizations, workshops, safer sex supplies) and manages health records. <https://www.buffalo.edu/studentlife/who-we-are/departments/health.html>

Health Promotion

114 Student Union (North Campus), phone: 716-645-2837

Supports student well-being and academic success by building a healthy campus culture and provides healthy eating, stress management, alcohol/drug counseling, violence prevention and financial counseling. <https://www.buffalo.edu/studentlife/who-we-are/departments/health-promotion.html>

Sexual Violence

UB is committed to providing a safe learning environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking. If you have experienced gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), UB has resources to help. This includes academic accommodations, health and counseling services, housing accommodations, helping with legal protective orders, and assistance with reporting the incident to police or other UB officials if you so choose. Please contact UB's Title IX Coordinator at 716-645-2266 for more information. For confidential assistance, you may also contact a Crisis Services Campus Advocate at 716-796-4399.

In cases of emergency or if you feel you are in danger please contact the University Police: 716-645-2222

Food & Basic Needs Security

Any student who faces challenges affording groceries or accessing sufficient food to eat every day may seek Food Support (<https://www.buffalo.edu/studentlife/help/emergency/food-support.html>) services through Blue Table at UB for free groceries to help off-set unanticipated hardship.

Students facing an unforeseen hardship (for example, death in the family, victim of a crime or attack, loss of property, unanticipated educational expense, etc.), and believes this may affect their performance in the course is urged to contact Student Advocacy and refer to the Emergency Funds website (<https://www.buffalo.edu/studentlife/help/emergency/emergency-funds.html>) for support. These funds may be used for items such as off-campus rent, utilities, transportation and child care. UB Counseling Services can help with emotional issues, stress, and crisis management to support mental wellness through a variety of services. Contact: <https://www.buffalo.edu/studentlife/who-we-are/departments/counseling.html>

UB Center for Excellence in Writing offers individual consulting, writing retreats and workshops. Appointments may be made for students with specific questions, brainstorming or to request feedback on a specific aspect of your work. Contact: <http://www.buffalo.edu/writing.html>

UBIT Help Center offers students IT, password and printing support throughout campus. Accessible by phone, email, or ticketing, staff are available to help with email, HUB, MyUB, the network, phones, UBLeads and hardware function. Contact: <http://www.buffalo.edu/ubit/get-help.html>

The University at Buffalo is committed to providing equal access to individuals with disabilities, including physical access to programs and reasonable accommodations for members of the University community. Any student who wishes to receive reasonable accommodations for their disabilities must report to Accessibility Resources before receiving accommodations within the Dietetic Studentship. The Accessibility Resource Office will meet with you to determine what reasonable accommodations are required for you to be successful. Then, they will contact the Directors of the Dietetic Studentship to inform them of what accommodations you need and determine if these can reasonably be provided. This can be done while maintaining confidentiality regarding the disabilities.

Accessibility Resources contact information:

60 Capen Hall, North Campus

Buffalo, NY 14260

<http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>

You are not required to inform us that you have a disability, however, if you request accommodations for a disability it must be done through the Accessibility Resource Office before you can receive reasonable accommodations. This service can also be utilized for any of the graduate classes that the student registers for, as these classes are required for the program, but may be separately administered by the University Faculty.

STUDENT REQUIREMENTS and RIGHTS

COMPLAINTS

1. Students who wish to express a complaint or concern about courses, faculty, other students/students, existing policies and procedures, etc. should follow appropriate lines of communication. Complaints are kept for 7 years, including resolutions.
 - a. The student should first request an appointment with the Program Director to discuss their concern/complaint. Upon advisement, the student may be instructed to attempt to resolve the concern/complaint with an action plan.

The student should be prepared to list: 1. the nature of the concern(s); 2. what steps they have already taken to resolve the matter; and 3. what their expectations are regarding how the matter should be resolved.
 - b. Faculty will make all efforts to resolve the issue with the student in a timely fashion. If not satisfied, the student can feel free to make an appointment (without retaliation) with the Department of Exercise and Nutrition Sciences Chair to address any unresolved complaints or concerns.

DISTANCE EDUCATION

Distance education is effective and flexible. Distance learning is not easier than on-campus or on-site learning; students should be prepared to spend as much or possibly more time on a distance learning course or alternate experience. Students likely to succeed are those who are strongly motivated. Organization and time management are key in distance learning.

Online Learning Technologies

UBLearns: <https://ublearns.buffalo.edu/> Blackboard on UBLearns is UB's course management system.

MyUB: <https://myub.buffalo.edu/> UB's HUB Student Center for enrollment and grades.

UBIT: Students must have a UBIT Name and Password to access any distance education.

ProctorU is an online proctoring service. Schedule exams for the course at least 72 hours in advance (less time in advance will result in additional fees). Learn more about ProctorU at <https://www.proctoru.com/proctoru-live-resource-center>.

Zoom: Zoom is an easy-to-use video communication platform that includes video conferencing, recording, phone, chat and screen sharing. Zoom is available to all UB students, faculty and staff. <http://www.buffalo.edu/ubit/zoom>

Computer Requirements: Reliable internet access on a computer capable of accessing UBLearns is required. More details: <http://www.buffalo.edu/ubit/serviceguides/hardware/getting-started-with-hardware/purchasing->

[or-using-an-existing-computer.html](#).

Support

UBLearns Help: <http://www.buffalo.edu/ubit/service-guides/teaching-technology/ublearns.html>

Technical Support: <http://www.buffalo.edu/ubit/get-help.html>

Required Knowledge and Skills

Students in the program should have reliable and consistent access to a computer with high speed, broadband or DSL internet. Due to the nature of downloading and viewing rich media, dial-up connections are not recommended. Students must have basic computer skills, such as word processing and some experience using the Internet. Students should always check their internet capabilities before class or alternative practice begins. More information can be found at <http://www.buffalo.edu/ubit/start.html>.

Please be aware that content may be recorded, and the recording may be placed in the course in UB Learns for other students to view. Questions you ask in class or interactions you have with the instructor or other students may be included in the recorded content.

Identity Verification

UB's identity management systems are highly integrated with all the applications that are provided to the campus along with network access capabilities. The identity management layer is seamlessly integrated from the operating system layer all the way to the desktop layer.

The university has made significant investments for single sign on capabilities through Shibboleth and federated authentication through the InCommon federation. A robust system of provisioning and de-provisioning accounts from the system of record is managed through a common identity management system which provisions all the downstream resources needed to provide access to the various resources that an individual researcher requires to do business at the university. Appropriate layers of authentication are provided via active directory, LDAP, Kerberos, and radius per the application requirements.

UB uses two-step verification via Duo. Two-step verification is the new standard for account security on the Internet. It pairs something you know (your UBITName and password) with something you have (like a smartphone or a security key) to provide secure access to your UB services.

GRIEVANCE PROCEDURES

Students have access to the University at Buffalo formal grievance procedures. [Refer to the University at Buffalo web site for policies and procedures governing grievances.](#)

Students may contact ACEND (contact information is on page 4) to submit a complaint for unresolved complaints related to ACEND accreditation standards. Students should submit complaints to ACEND only after all other options with the program and department have been exhausted, and only if they are related to an ACEND standard, policy or competency.

HEALTH INSURANCE, LIABILITY INSURANCE, AUTO INSURANCE

Individuals beginning the program should be in good health. Students are responsible for the cost of all personal medical care which is needed during the studentship. Students are required to carry adequate medical insurance.

Evidence of health insurance and a physical examination are required to participate in clinical settings. All students are required to show evidence of required immunizations and tests. The University at Buffalo Health Center at Michael Hall monitors compliance with the health insurance mandate and determines the requirements for students in health-related programs.

If the students are completing required supervised experiential learning as part of the program curriculum requirements, and an executed Affiliation Agreement is in place, there is no need for the student to carry their own liability insurance. SUNY has a policy of general liability and professional liability that covers all program students during rotations pursuant to the affiliate agreement. Absent an agreement, there is no coverage afforded to the student.

Students enrolled in the program who have automobiles should be aware of the following insurance matters:

- New York is a “no-fault” insurance state, which means that insureds are generally reimbursed by their insurance company for damages regardless of who was responsible for causing the accident. Students with automobiles registered out of state should pay particular attention to the New York no-fault auto insurance laws.
- Car insurance policies issued out of state may assume the principal use of the auto will be in the home state.
- Some SEL site placements require that the student use their own car for site business. It may be advisable to increase insurance coverage.
- Students should check with their insurance carrier relative to these and other contingencies before using their automobile to carry out SEL-related activities.
- The insurance rates in Buffalo, NY may be more reasonable than those of the student's home state, so if auto insurance is purchased through a national carrier, a student might be able to save on insurance premiums.

The program is not responsible for ensuring that students have adequate insurance coverage.

INJURY / ILLNESS WHILE IN A FACILITY FOR LEARNING

If a student is injured or becomes ill during a rotation, they are advised to obtain immediate medical assistance or leave the facility to recover. The student should report the injury/illness to their preceptor and to the Clinical Director. The student should confer with the preceptor to reschedule any missed time.

INTERPROFESSIONAL EDUCATION (IPE)

The goal of the UB Interprofessional initiative is to prepare all UB graduates for deliberately and intelligently working together with a common goal of building a safer and more effective patient-centered and community-oriented health care system, ultimately impacting the health and well-being of populations worldwide.

Dental, medical, nutrition, nursing, social work, public health, rehab science, athletic training and other programs attend IPE sessions during the studentship. The experience is designed to introduce students to the importance of best practices for professionalism, roles and responsibilities, teamwork, communication, ethics, and collaborative practice to improve the quality and safety of patient care. Clinical nutrition students are required to participate in both Fall and Spring IPE forums [and are eligible for a microcredential in Interprofessional Communication and Collaboration](#).

LEAVE OF ABSENCE

Pregnancy, long-term illness, or extenuating circumstances that keep a student from meeting class and/or rotation demands for an extended period of time (a week or more) will require official documentation (such as a doctor's note) so that the program may formally accommodate the student's needs. Extended absences may require a formal Leave of Absence or Incomplete for the course. [More information on a Leave of Absence can be found in the Graduate school Policy Library](#). If an "Incomplete" grade is assigned, the individual may re-enter the program later and complete the unfinished academic experience as well as practicum experience as necessary within 1 year of "I" issued.

PRIVACY OF INFORMATION and ACCESS TO PERSONAL FILE

Students may have student records on file in more than one place within UB. A student may access their own paper and electronic files during their studentship and for one year after their program completion, in the presence of the Program Director. Information obtained during the application process to the program, grades, and performance evaluations will not be released except on written request by the student.

Individuals may request to see materials in their file at any time, except for letters of recommendation where the individual has signed a waiver forfeiting their right to see these documents. If a graduate wishes to review their file, they must make an appointment.

The program will maintain the student's original Verification Statement, and the competency packet as an electronic file.

SUPERVISED EXPERIENTIAL LEARNING DOCUMENTATION

The program utilizes iComp, a cloud-based portal for competency tracking and supervised experiential learning hours documentation. Individual rotations, preceptors, and sites are assigned to the student at least 4 weeks prior to the rotation beginning. Preceptors approve rotation hours after completion. Students evaluate the site and preceptor, and preceptors evaluate the student through the iComp portal. Instructors for MS courses also complete competency

assessment in iComp, and the student sees the progression of learning through the skills.

Supervised experiential learning may occur outside of traditional business hours, encompassing early mornings, evenings, weekends and/or typical holidays to provide comprehensive and flexible hands-on training opportunities.

TECHNICAL STANDARDS FOR CLINICAL NUTRITION STUDENTS

The practice of clinical dietetics requires the following functional abilities with or without reasonable accommodations:

Visual acuity must be adequate to assess patients and their environments, as well as to implement the nutrition care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):

- Detect changes in skin color or condition
- Collect data from recording equipment and measurement devices used in patient care such as scales and tape measures, body composition instruments.
- Use of an electronic medical record
- Detect a fire in a patient area and initiate emergency action

Hearing ability must be of sufficient acuity to assess patients and their environments and to implement the nutrition care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):

- Communicate clearly in telephone conversations
- Communicate effectively with patients and with other members of the healthcare team
- Detect sounds related to bodily functions using a stethoscope

Olfactory ability must be adequate to assess patients and to implement the nutrition care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):

- Detect foul odors of bodily fluids or spoiled foods
- Detect smoke from burning materials
- Detect ketones on a client's breath

Tactile ability must be sufficient to assess patients and to implement the nutrition care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):

- Detect unsafe temperature levels in foods and liquids

Strength and mobility must be sufficient

- to lift supplies and equipment (a minimum of 20 lbs) if in a food service, community or clinical setting

Fine motor skills must be sufficient to perform psychomotor skills integral to patient care. Examples of relevant activities (nonexclusive):

- Accurately measure body weight, height, head circumference, waist and skin folds, and to use various body fluids to determine aspects of nutritional status (saliva, urine, blood)

- Accurately place and maintain position of stethoscope for detecting sounds of bodily functions

Physical endurance and health must be sufficient to complete assigned periods of clinical practice, meaning have the stamina to complete a full day in a facility, possibly on one's feet for much of the day and to function effectively under stress in acute health care situations.

Ability to speak, comprehend, read, and write English at a level that meets the need for accurate, clear, and effective communication is required.

Professional Comportment is necessary to function effectively under stress, to work as a part of a team and to respond appropriately to supervision; to adapt to changing situations, to respond appropriately to patients and families under stress, and to follow through on assigned patient care responsibilities.

Cognitive ability to collect, analyze, and integrate information and knowledge to make clinical judgments and management decisions that promote positive client outcomes.

Other Abilities sufficient to demonstrate competencies such as the ability to arrive to a site in a timely basis; to meet the demands for timely performance of duties; to meet the organizational requirements to perform these duties in a professional and competent manner.

TRAVEL

A reliable vehicle is required for the program. All students are responsible for arranging their travel to and from the clinical site. Owners are responsible for travel liability for themselves and riders in their car, as well as any expenses incurred for gas, tolls, meals, and housing to and from assigned supervised experiential learning sites, and professional meetings/conferences. Students using public transportation assume personal responsibility for their safety. Instructors and fellow students can usually provide advice about parking at different facilities. A "Site Overview" resource is available for details on each site via iComp portal.

PROGRAM POLICIES

AFFILIATION AGREEMENTS

An affiliation agreement is a written contract detailing the legal obligations of both the school and the experiential learning site to facilitate experiential learning for students. These agreements are typically executed for five years but may be requested for a shorter/longer or indefinite period. If an agreement is in place for the program with a particular site, all new students will be included under this agreement until expiration of the agreement itself.

CONFIDENTIALITY/HIPAA

The client's right to privacy must be observed. Information about the client obtained from the medical report, other health care personnel, the client or their family is confidential and is not to be repeated or discussed other than in the process of providing nutritional care to the client or during health team evaluation.

Information regarding the client, which is not pertinent to the nutritional care you are providing the client, is not to be revealed to the client or his family.

All students must complete the HIPAA training course. The course is available online and at no cost to the student. Students must complete this training prior to the end of the Fall Orientation. Documentation of completion will be verified by the Program Director prior to clinical assignment of the student. In the case that HIPAA regulations change during the training year, students will be required to complete the updated HIPAA online training course.

CRIMINAL BACKGROUND CHECK and DRUG TESTING

At present, only a few sites require a criminal background check for students, normally completed on-site. Drug testing is not a requirement for any site currently. However, these requirements could change during the program. Students would be required to comply with undergoing a criminal background check and/or drug testing, if required by a site, to complete the program.

Possession, use and/or distribution of illegal drugs, alcohol and/or prescription medication not prescribed for you is prohibited. An individual's use of alcohol or any other drugs on/off campus, which results in a disruption to the campus community or impairment during practice, will be considered a violation of this policy and will result in disciplinary action and/or termination.

DISCIPLINE and TERMINATION

If the Director of Graduate Studies, Program Director, Clinical Director and/or Clinical Instructor determine that a student is not meeting the program standards (clinical or academic), the matter will be discussed with the student and a memo for the record of the discussion will be entered into the student's personal file. Any additional infraction may lead to a formal written warning and action plan. Failure to adhere to the action plan as outlined, or additional

infractions may lead to dismissal from the program.

Examples of infractions which could lead to dismissal are: plagiarism, cheating, lying or other forms of academic dishonesty, insolence, absenteeism, habitual tardiness, refusal to cooperate, academic or supervised practice deficiencies, leaving the practice site before assigned time (without notice), harassment, discrimination or microaggressions towards students, staff, faculty or the public, or non-compliance with the [Academy of Nutrition and Dietetics/CDR Code of Ethics for the Profession of Dietetics](#). A student who is persistently late or absent from the clinical area may be dismissed from the program.

Unsuccessful completion of any NTR 540 credits will result in potential dismissal and students may be prohibited from advancing through the program.

EVALUATION and ASSESSMENT

Student evaluation is an ongoing process. The student is given both written and verbal evaluations throughout the program. Competencies and performance indicators identified on the assignments and activities for the rotations are developed to be measurable and documented. Learning activities and practicing skills include written assignments, case studies and reviews. On the first day of each rotation, it is anticipated that the student and instructor/preceptor will review goals and expectations relative to attire, experience hours, and any additional requirements.

Evaluation of students, clinical instructors, preceptors, and sites are completed at the end of each rotation. For longer experiences, a mid-point and self-evaluation is also completed. The purpose of all evaluations is to enhance professional development and self-improvement, stressing strengths and areas needed development for future rotations. Thus, the evaluation process should be viewed as a learning experience. All student evaluations are to be discussed with the Supervised Experiential Learning preceptor, signed and dated where indicated and returned via iComp portal. Preceptor and/or Clinical Instructor evaluations are to be returned via iComp portal. At the conclusion of a practice semester, 1:1 meetings with the student and program faculty take place. Feedback is given on a variety of topics – academic, professional and on-site performance included. Program evaluation also occurs throughout the semester and at the end of each semester. All evaluation forms on the student are kept in the student's file.

During orientation and immediately following completion of the practice experience, students are required to take the practice questions to prepare for the Registration Examination for Dietitians.

EQUITABLE TREATMENT

Students have the right to learn, teach and work in a setting free of mistreatment, harassment and discrimination. If you have concerns related to treatment you have received from others, we have processes and resources to help you resolve the issue.

If you have experienced discrimination or harassment in violation of [UB's Discrimination and Harassment Policy](#), you can also consult with the [Office of Equity, Diversity and Inclusion](#) (EDI). EDI

ensures UB's compliance with policies covering discrimination, harassment, accommodations, equal opportunity and child protection. *(You can consult anonymously if you do not want to disclose your name.)* Call EDI at (716) 645-2266 or visit [EDI's website](#).

If you feel you have been subjected to mistreatment and/or conduct that violates [UB's Discrimination and Harassment Policy](#), or if you have witnessed behavior you believe violates the policy, you can report the incident via [EthicsPoint](#). EthicsPoint is a comprehensive and confidential reporting tool to help the UB community address abuse and report any incidents related to harassment, discrimination and mistreatment. *(You can report anonymously if you do not want to disclose your name.)*

Retaliation Protection

University policy prohibits retaliation against individuals who, in good faith, provide reports or complaints of incidents of mistreatment and/or violation of this policy. Claims of retaliation will be investigated separately from the initial report. If you believe you have experienced retaliation for reporting discriminatory or harassing conduct, [contact the Office of Equity, Diversity and Inclusion](#).

ATTENDANCE/PARTICIPATION and WEATHER

Students have the responsibility to personally notify their clinical instructor(s) or preceptor(s) and Clinical Director if they will be late or absent from the practice site during their scheduled rotation at least two (2) hours before their scheduled start time. Any arrangements for changing clinical days, hours or assignments must be approved in advance by the Program Director or Clinical Director and the clinical instructor(s) or preceptor(s). During supervised experiential learning we must know where you are, always.

A student who is persistently late or absent from supervised practice or NTR 540 may be dismissed from the program. Being persistently late is defined as arriving five minutes later than the scheduled time more than once a week. **Time off for personal or family vacations, etc. is not allowed during the program, unless scheduled as OFF on the practice calendar.**

In both clinical and didactic courses, any student who does not complete assignments on time, shows little effort to participate in classes, conferences or discussion groups and is absent more than two times from classes/clinical experiences for reasons other than illness is at serious risk for dismissal from the program.

Students have the responsibility to complete assignments within the time allotted at clinical sites. Students unable to complete their assignments on time will review their time management skills with the Program Director and/or Clinical Director. If significant improvement by the students is not demonstrated within a determined time frame, a warning will be issued to the student. After two warnings the Program Director will decide whether the student is given the option to continue in the program or will be required to repeat the experience the following year. See "Discipline" policy.

Students found using supervised experience time for assignments other than those assigned for the supervised experience will be issued a warning. Further disciplinary action will be

taken if this behavior is continued after the warning.

Holidays observed by the University are not observed at the clinical site unless the site observes the holidays. Holidays observed by the clinical site and not by the University may be used for class experiences at the discretion of the Program Director.

Weather:

Snow and weather-related events are common in Western New York. In many situations, leaving ample time and driving slowly will allow you to reach your destination safely. However, there are times when weather patterns, predictions, and road conditions indicate it is wiser not to attend a rotation. Though the program will provide guidance, since weather conditions vary by location, the program respects our students' assessment of their unique conditions based on where they live and where they need to drive to. The student is to contact their site preceptor and program leadership if inclement weather impacts their ability to report to their site.

If the University at Buffalo has called off classes, the student does not need to report to their site, but they need to contact their preceptor. Though not required, if the student lives near their site, and the weather is ok where they reside, they may elect to attend if that is their preference.

PRACTICE SITE POLICIES

Students must abide by the University at Buffalo policies, found at the UB Policy Library <https://grad.buffalo.edu/succeed/current-students/policy-library.html> as well as site facility policies regarding dress code, grooming requirements, scheduling, completion of paperwork, patient confidentiality. All program policies and procedures are to be observed at all facilities.

PRIOR LEARNING ASSESSMENT and RECOGNITION (PLAR)

The PLAR application is designed to grant credit towards supervised experiential learning hours and/or projects based on the qualified applicant's knowledge and learning, as demonstrated through prior coursework, paid work, or volunteer experiences. PLAR is separate from credit transfer. Credits transferred from post-secondary colleges or universities are handled by the Office of the Registrar.

To receive credit towards supervised experiential learning hours and/or projects, students may submit a portfolio documenting how their prior work/volunteer experience helped them meet the competencies required for an entry-level dietetics practitioner as outlined by ACEND.

The portfolio must contain:

- A completed PLAR application form.
- Samples of projects, reports, presentations, and professional practice that demonstrate advanced knowledge and skills in dietetics for which PLAR credit is requested.
- Evidence that shows/demonstrates advanced knowledge and skill, not just work history.

PLAR does not award credit for:

- The number of years you have spent in a job.

- The number of workshops attended.
- The level of your position.

The effort or time you have invested in preparing your portfolio.

Request the PLAR application and portfolio instructions upon admission. Submit the portfolio and PLAR application to the program director by August 1 prior to beginning the program as outlined above.

REMEDIATION

If a student fails to successfully demonstrate a competency or experiential learning rotation, the student will be placed on probation and required to meet with the Program Director to develop a written SMART (Specific Measurable Attainable Relevant and Time-bound) remediation plan and be provided assistance and guidance. Every effort is made to help support a student and provide the needed resources for their success while in the program.

The student will acknowledge the plan which will be in their file. Students may be required to repeat a rotation to assure satisfactory achievement of required competencies. This may delay progress in the program, as well as degree conferral. If the remediation plan fails to result in a pass for the Supervised Experiential Learning rotation the student may be dismissed from the program based on the evaluation of the Program Director. Costs associated with extensive remediation will be the responsibility of the student.

An exception to this policy of informing students of their limited academic progress is when a student does not successfully complete NTR 540 (in any semester), in which case, the student will be offered the opportunity to repeat the modules the following year or, may be immediately dismissed from the program. Students are subject to dismissal from the program if they fail to meet acceptable standards of performance.

STUDENT REPLACEMENT OF EMPLOYEES

Students will not routinely replace regular employees except for specific professional staff experience that is necessary to complete the prescribed learning activities. This is stipulated in our formal agreement with the sites.

STUDENT PERFORMANCE MONITORING and RETENTION

The program has admission criteria that guide the program in choosing students who are likely to succeed in completing the program. It is the program's intent that every student will graduate and pass Registration exam.

Monitoring Academic Performance:

Any graduate student who receives a grade below a B- in any course, or who indicates a lack of ability as determined by the director of graduate studies, will receive an immediate academic review. Upon completion of the academic review, the director of graduate studies may place the student on academic probation.

Students determined to be making unsatisfactory academic progress will be placed on academic probation. A probationary letter is issued to the student (with a copy to the advisor, if applicable) indicating the conditions that must be met and outlining an appropriate time frame in which to regain good academic standing in the graduate program. The outcome that will result if the conditions are not met must also be included in the probationary letter. Probationary letters will be made in writing by the director of graduate studies or department chair or designee at the end of the semester (mid-December or mid-May) and will indicate the terms of the probation and its removal. After the specified time frame outlined in the probation letter, the student must be sent a letter removing the probationary status or a dismissal letter or a second probationary letter with a new set of conditions for regaining good academic standing.

Students who are unable to make satisfactory progress on assignments or achieve appropriate evaluation benchmarks, even after remediation, will be dismissed from the program and counseled into a career path more appropriate to their ability. The student may choose to continue in the graduate degree program without completing the studentship.

Monitoring Progression of Competence to Practice:

Results of student progress on Competencies for the RDN (Graduate Program), evaluations from rotations and accumulated hours are reviewed by program faculty via iComp at the end of each semester. Clinical Director will contact students who did not receive “acceptable mastery” on any required competencies and discuss other performance indicators on progress towards competence. Revision to assignments and performance will be required to meet minimum practice standards.

Monitoring Progression on Culminating Events

When it is forecasted that a student may have minimal chances of success in their chosen academic track (comprehensive exam, thesis or project), students have a 1:1 meeting with the program director and director of graduate studies to discuss their options. This typically involves being counseled about other the other culminating event options available and the timeline and impact to their program completion.

TECHNOLOGY REQUIREMENTS

COMPUTER SPEC MINIMUM - WINDOWS

- Windows 10 or 11 (64-bit) computer - keep your OS up to date
- Intel i5, i7 series processor
- 8GB RAM or higher
- 500GB hard drive or 256GB SSD drive
- Web camera
- Earbud headphones with microphone recommended

COMPUTER SPEC MINIMUM - MAC

- OS 12.2.1 (Monterey) or OS 13.3.1 (Ventura) - keep your OS up to date
- Intel i5, i7 or Apple M1 series processor
- 8GB RAM or higher
- 500GB hard drive or 256GB SSD

- Webcam
 - Earbud headphones with microphone recommended
- BROADBAND SPECS - REQUIRED**
- 1MB download speed
 - 1MB upload speed
- Test your speed at speedtest.net

SOFTWARE SPECS - REQUIRED

- Adobe Reader
 - Free (Uncheck McAfee install box)
- AnyConnect VPN Off-Campus client
 - Free for UB students
- Firefox Web browser
 - Free (You will use this for UBLearns. DO NOT use Internet Explorer, Safari or Chrome)
- Microsoft Office 365 - Windows or MAC
 - Free for UB students
- SPSS (Latest version)
 - At instructor's request (don't purchase it until you need it for a class)
 - Yearly license fee
- Zoom video conference software
 - Free Licensed version for UB Students

SOFTWARE SPECS - RECOMMENDED

- EndNote
 - Free for UB students

OTHER STRONG RECOMMENDATIONS

- Printer
- 32GB Flash Drive (portable backup)
- External Hard Drive 1TB (data collection backup)

OPTIONAL

- Second computer monitor to setup a dual monitor system (good for laptop systems)

WITHDRAWAL and REFUND OF TUITION AND FEES

The University determines policies regarding withdrawal and refund of tuition and fees. The current academic calendar and schedule of classes lists deadlines. The same calendar applies for the Clinical Nutrition Program. Please see

<http://www.buffalo.edu/studentaccounts/billing/financial-liability-deadlines.html>

RUBRIC of PROFESSIONAL BEHAVIOR

<i>7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services. (D)</i>				
Measure	Outstanding Mastery	Acceptable Mastery	Minimal Mastery	
Written communication	Clearly written communications including emails; respectful; well organized; good grammar; no typos	Occasional informal language in communication including emails; adequately organized; occasional poor grammar; very few typos	Informal or unclear communication including emails; disrespectful; poorly organized; poor grammar; frequent typos	
Oral communications	Clear professional language; articulate and focused; projects voice as required; no informal or casual speak; proper titled and names; respectful	Mostly professional language; occasionally language is too casual; usually uses appropriate volume; proper titles and names; respectful	Poor professional language; often casual and informal; unable to project voice as necessary; disrespectful; unfocused and unorganized; improper titles and names	
Appropriate Dress	Appropriately dressed on all occasions	Usually appropriately dressed	Revealing and too casual dress	
	No tattoos showing or piercings beyond the ears during professional activities	No tattoos showing or piercings beyond the ears during professional activities	Needs consistent instruction in professional dress	
			Tattoos showing or piercings beyond the ears during professional activities	
Demonstrates cooperation	Consistently contributes as an active member of the team or office. Will engage in activities without prompting.	Usually contributes and will assist when prompted. Needs direction, but minimally.	Rarely participates in activities. Resists prompting to contribute. Needs constant direction.	
Demonstrated professional engagement	Consistently demonstrates professional attitudes, behaviors, engagement	Usually demonstrates professional attitudes, behaviors, and engagement	Demonstrates poor professional attitudes, behaviors, and engagement. Generally negative attitude towards others.	
	Consistently demonstrates a positive attitude towards others	Usually demonstrates a positive attitude towards others.		
Other professional behaviors	Maintains professional confidences and respects boundaries entirely	Usually maintains professional confidences and respects boundaries	Cannot hold professional confidences or respect boundaries	
	Always displays flexibility and resilience when faced with changes to routine	Usually displays flexibility when faced with unexpected changes. May express dismay, but recovers easily	Inflexible to change, does not accept changes in routine without excessive complaint	
	Takes criticism constructively and acts on it	Takes criticism acceptably and usually acts on it	Does not take criticism constructively	
	Behaves proactively to solve problems	Behaves responsibly to solve problems	Behaves narrowly and reactively in problem solving	
	Accepts responsibility for errors does not deflect responsibility	Usually accepts responsibility for errors	Does not accept responsibility for errors and blames others frequently	
	Organizes time well and works effectively to accomplish all responsibilities	Organizes time and works acceptably to accomplish most responsibilities	Cannot organized time and work effectively to accomplish responsibilities	
	Always on time with assigned tasks	Usually on time with assigned tasks	Frequently late or does not complete tasks as directed	

ACKNOWLEDGEMENT of RECEIPT of HANDBOOK

I acknowledge that I have received the UB Clinical Nutrition Program Handbook containing the policies and procedures governing the studentship. I acknowledge that I am responsible for knowing, understanding, and following the policies and procedures of the Studentship, as well as the Graduate School and the University at Buffalo. I acknowledge that I will not be provided with a verification statement for eligibility to take the examination for Registered Dietitian Nutritionists if the following are not completed:

- 1) Completion of all scheduled SEL hours, according to the Program planned supervised experiential learning plan.
- 2) Completion and verification of required assignments, competencies and activities.
- 3) Final mean rating of “acceptable mastery” on all assignments and final rotation evaluations
- 4) Completion of rotation evaluations, surveys, and required experience documentation forms
- 5) Completion of a culminating graduate degree experience (comprehensive exam, thesis or project)
- 6) Satisfactory completion of graduate coursework. All requirements for graduate degree must be met and official transcript from graduate degree received.
- 7) Attendance at all seminars, workshops, committee meetings, and conferences, as required
- 8) The maximum amount of time allowed for program completion is 150% (3 years).

Student name: _____

Student signature: _____

Date: _____