

# **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 or the graduate school 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. 31,923 total 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 future graduate program in Clinical Nutrition is seeking full accreditation by ACEND as a reorganized future graduate program:



The Accreditation Council for Education in Nutrition and Dietetics (ACEND)  
120 South Riverside Plaza, Suite 2190  
Chicago, IL 60606-6995.  
Phone: (312) 899-0040 x 5400  
[acend@eatright.org](mailto:acend@eatright.org) || <http://eatrightpro.org/ACEND>

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# PROGRAM MISSION, VISION, GOALS, HISTORY

## PROGRAM MISSION

The University at Buffalo Clinical Nutrition Program prepares graduates to become competent, entry-level registered dietitian nutritionists for service and practice in global and local communities through educational excellence, interdisciplinary 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. Prepare graduates to become 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 (high) on a scale of 1-5 on their ability to serve the nutrition needs of populations, communities and individuals.

Goal 2. Prepare graduates who recognize the importance of research, collaboration and leadership in practice.

### Objectives

1. 80% of graduates who respond to the One Year Graduate Survey routinely use current research findings in professional practice.
2. 80% of graduates who respond to the One Year Graduate Survey will be a member of a professional organization.
3. 25% of graduates who respond to the Five Year Graduate Survey will demonstrate leadership in the field as evidenced by additional professional certifications, supervisory employment positions, positions in professional organizations, serving as a preceptor, presentation to professional groups, publishing original research/articles or pursuing advanced education (ie-PhD).

## PROGRAM HISTORY

The program has maintained good accreditation status since its inception in 2000, including its last 2013 site visit, the 2009 PAR and the 2003 initial accreditation site visit. After a substantive change submission in 2016, and an increase in maximum enrollment to 20 in 2017, the program then accepted 20 interns and included an integrated Master of Science in Clinical Nutrition. The first class of graduates to complete the integrated DI and MS were conferred in 2019. The

program continued in good standing until its phase out and reorganization in January 2024. The program applied for and was granted approval to reorganize in 2021 under the accreditation standards for graduate degree programs in nutrition and dietetics (FG) a Future Education Model pilot program.

## PROGRAM STRUCTURE

### OVERVIEW

This graduate program is a 2-year program (including 2 winters and 1 summer). The first 1.5 years of the program includes coursework with interactive and engaging experiential learning activities such as case studies, role plays, simulations and interprofessional activities and on-site learning. The last 6 months includes substantial hands-on supervised experiential learning in community and population health nutrition, client and patient MNT services, and leadership, business, management and organization.

### PROGRAM GRADUATION REQUIREMENTS

Students must complete all required courses and applied experiences outlined in the course plan in order 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.

- Successful achievement and documentation of a minimum of 1000 supervised experiential learning hours
- A minimum “acceptable mastery” rating on final evaluations from all preceptors in all rotations and all competencies must be met at.
- All assignments must be submitted and deemed acceptable.
- All evaluation forms must be submitted.
- 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

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.

### STUDENT LEARNING & EVALUATION

The graduate program in Clinical Nutrition is guided by a competency-based education model that emphasizes learning-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”.

## ACADEMIC PROGRAM CALENDAR

Primarily follows the University calendar, including inter-semesters (winter and summer).  
<https://registrar.buffalo.edu/calendars/academic/>

## COURSE PLAN

Fall 1				Cr	Winter 1				Cr
NTR 500	Adv Clinical Nutrition 1 – Macronutrients	Core	3	NTR 675	Research	Core Online	1		
NTR 523	Medical Nutrition Therapy	Core	3						
CHB 550	Population Health	Core	3						
NT 540 A	Nutrition Skills 1: Chronic Conditions	SEL	1						
NTR 540 B	NCP Counseling Skills	SEL	2						
NTR 540 C	Skills 2 – Food Service Systems	SEL	2						
				14					1
Spring 1				Cr	Summer 1				Cr
NTR 501	Adv Clinical Nutrition 2 – Micronutrients	Core	3	NTR 603	Nutrition Interventions	Core Online	2		
NTR 600	Pathophysiology of Nutrition- Related Diseases	Core Online	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	Skills 3 – Acute Conditions	SEL	1						
NTR 540 E	Nutrition Communication, Education and Technology	SEL	2						
NTR 540 F	Skills 4 – Leadership, Business, Management, Organization	SEL	1						
				13					6
Fall 2				Cr	Winter 2				Cr
NTR 540 H	Community & Population Health	SEL	5-7	NTR 524	Advanced Nutrition Tools	Core	1		
	Specialty Nutrition Assessment	SEL							
	Community Intervention Program Planning	SEL							
STA 527	Medical Statistics	Core	4						
NTR 680 or	Research	Thesis	1						
Elective / Directed Study	Department Elective	Cmp Ex only	3						
				12					1
Spring 2				Cr					
NTR 540 I	Client and Patient MNT Services	SEL	7-8						
	Leadership, business, management, and organization	SEL							

NTR 680	Research	Thesis	1	
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## **MS CLINICAL NUTRITION COURSE DESCRIPTIONS**

### **NTR 500 Advanced 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 Advanced 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. Individually planned assignments, clinical conferences, structured field reports and a one-week workshop prior to the fall semester, foster the acquisition of skills and knowledge essential to assuming leadership roles in the delivery of nutritional care.

### **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 PRINCIPLES OF 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 (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 two community sites (example: department of public health, WIC program office, Head Start, Meals on Wheels site, school-based setting).

### **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 (6 credits)**



Students who select the thesis option are required to complete 6 credits of NTR 680. 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 who intend to complete the program in 17-months should choose a faculty member from the ENS department. 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.

### **GRADUATE CULMINATING EVENT**

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

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.

### **ADMISSION**

Applicants to the graduate program in Clinical Nutrition must have earned a bachelor's degree and have taken required pre-requisite courses before beginning the program.

*Chemistry 1 & 2 with labs*

*Organic Chemistry*  
*Organic Chemistry\**  
*Biochemistry\**  
*Human Anatomy and Physiology\**  
*Microbiology*  
*Statistics*  
*Introductory Human Nutrition*  
*Lifecycle Nutrition*  
*Food Science (Intro)*  
*Quantity Foods / Meal Management*  
*Community Nutrition*  
ServeSafe Certified

*\*For these courses, a lab is recommended but not required for admission Pre-requisite coursework.*

Students may be enrolled in up to 15 credits of outstanding pre-requisite courses the semester they apply to the program and must demonstrate proof of enrollment in those courses in their application. The application is open October 1 – January 31<sup>st</sup>.

Applicants must submit the following materials with the graduate school application portal by the application deadline to be considered for admission to the program:

**Resume:** limited to one page and list relevant experiences within the last five years as related to the field of dietetics where possible.

**A statement of intent:** May not exceed 1000 words; and should include a summary of relevant educational, professional and research experiences, as well as career and professional goals. The statement will be reviewed for writing quality and fit of the applicant's stated goals with the program's purpose and scope.

**Transcripts** must be submitted from corresponding institutions for all post-secondary coursework completed.

**Letters of Recommendation:** Applicants must submit three (3) letters.

Choose people who have knowledge of your strengths and goals. This may include professors, clinical instructors or employers. Areas of discussion can include but are not limited to, personal and professional development and follow through, work ethic, interpersonal skills, maturity and attitude toward learning and critical thinking.

**Completion of all prerequisite courses or their equivalents with a C or higher.**

Applications will be reviewed in January and competitive applicants will be scheduled for a holistic interview in early February. Prior experiences, knowledge of the profession and personal career goals will be evaluated at this time. Admissions decisions will be made by March.

Students with a bachelor’s degree from an ACEND–accredited Didactic Program in Dietetics (DPD) will be required to upload their DPD Verification Statement with their Graduate School application

## **EQUAL OPPORTUNITY**

All individuals who meet the eligibility requirements outlined above and in the University Graduate Policies, have equal access to the program. The University at Buffalo does not discriminate on the basis of race, sex, age, creed, color, disability, national origin, religion, sexual orientation, marital or veteran status in the admission to the Graduate School or in any activity related to the Graduate Program in Nutrition, including the program. The university policy concerning Discrimination and Harassment can be found at:

<http://www.buffalo.edu/administrative-services/policy1/ub-policy-lib/discrimination-harassment.html>

The university policy concerning Reasonable Accommodation can be found at:

<http://www.buffalo.edu/administrative-services/policy1/ub-policy-lib/reasonable-accommodation.html>

## **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. Beginning in 2024, candidates for the RD/RDN exam will also need a graduate degree, in any area, to sit for the exam.

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>

## ESTIMATED COSTS

<b>UB Tuition and fees</b>	<a href="http://studentaccounts.buffalo.edu/tuition/index.php">http://studentaccounts.buffalo.edu/tuition/index.php</a>	
<b>New York State Residency</b>	<a href="http://studentaccounts.buffalo.edu/residency/index.php">http://studentaccounts.buffalo.edu/residency/index.php</a>	
<b>Health Insurance</b>	<a href="http://healthinsurance.buffalo.edu/">http://healthinsurance.buffalo.edu/</a>	
<b>Program Application Fees</b>	\$50	UB graduate school application
<b>ServeSafe Certification</b>	\$15	Due by August 1
<b>Background Check, Fingerprinting, Drug Screen</b>	Variable	Only if required by practice site
<b>iComp Portal</b>	\$120	Competency management portal
<b>Transportation and parking fees</b>	Variable	Responsible for mileage, tolls and parking costs.
<b>AND Student Membership</b>	\$58	For duration of program
<b>NYS District Membership</b>	\$15	For duration of program
<b>Council on Renal Nutrition Conference</b>	\$35	Fall semester
<b>Medical Exam</b>	\$100*	<i>*Estimated</i>
<b>Living Expenses</b>	\$500/month	
<b>Educational Expenses</b>	\$200/semester	Resources, lab coat, references, food demonstrations, cultural dining experience
<b>DiSC Communication Evaluation and Report</b>	\$15	January 2021
<b>RD Exam Required Review Materials</b>	\$200	Visual Veggies

## **Expectations for Graduates**

### ***ACEND Competencies for the RDN (Future Graduate)***

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)

### **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.

## **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.eatrightpro.org/membership/student-member-center/scholarships-and-financial-aid>

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. <http://sphhp.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<br>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     | Tech Tools              |
| Camcorders                   | Cameras               |                         |
|                              | Point & Shoot Cameras |                         |

**STUDENT SUPPORT**

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 Health Promotion supports student well-being and academic success by building a healthy campus culture and provides medical care, health services, immunizations and flu shots. <https://www.buffalo.edu/studentlife/who-we-are/departments/health-promotion.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, UBLearns 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>.

**WebEx:** Cisco WebEx is UB's Web conferencing tool that enables fully interactive video and audio with people locally and around the world. Find detailed guides at: <https://www.buffalo.edu/ubit/webex>

**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 UBLeans is required. More details: <http://www.buffalo.edu/ubit/serviceguides/hardware/getting-started-with-hardware/purchasing-or-using-an-existing-computer.html>.

## Support

UBLeans Help: <http://www.buffalo.edu/ubit/service-guides/teaching-technology/ubleans.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 Leans 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.

## 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. See <http://grad.buffalo.edu/study/progress/policylibrary.html>

Students may contact ACEND (contact information is on page 4) in order 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.

## HEALTH INSURANCE and LIABILITY 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 to the health insurance mandate and determines the requirements for students in health-related programs.

As long as 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.

## **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 as a means 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: <https://grad.buffalo.edu/succeed/current-students/policy-library.html> . If an "Incomplete" grade is assigned, the individual may re-enter the program at a later date 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.

After 7 years, the student paper and electronic files will be thinned, and the program will maintain the dietetic student's original and physical Verification Statement, and the competency packet as an electronic file.

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.

## **SUPERVISED EXPERIENTIAL LEARNING DOCUMENTATION (iComp)**

The program utilizes iComp, a cloud-based portal for competency tracking and supervised experiential learning hours documentation. Individual rotations, preceptors, and sites are designated 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. Instructions for MS courses also complete competency assessment in iComp, and the student sees the progression of learning through the skills.

## **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 the majority 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 Compartment** 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 studentship. 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. 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**

### **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 course of 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 at on-site. Drug testing is not a requirement for any site at this time. 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, in order to complete the program.

### **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 a formal written warning and action plan. Failure to adhere to the action plan as outlined, or addition 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) or non-compliance with the Academy of Nutrition and Dietetics/CDR Code of Ethics for the Profession of Dietetics found in this handbook. A student who is persistently late or absent from the clinical area may be dismissed from 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 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 Practice preceptor, signed and dated where indicated and returned via iComp portal. Preceptor and/or Clinical Instructor evaluations are to be returned via iComp portal. 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 Registration Examination for Dietitians.

## **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 Supervised Practice 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 program will consider prior experiential learning as follows. However, students are encouraged to demonstrate a spirit of lifelong learning and take advantage of all opportunities given.

### **Prior Experiential Learning:**

#### Prior Experiential Learning:

- Prospective students who believe that they have achieved competence through previous experiential learning or employment are encouraged to submit the documentation prior to beginning the program as outlined below.
- A detailed one-page summary of the experience is required and should include the following: Actual job/experience responsibilities, duties, tasks; time frame (hours/wk, total months/years); with whom; requested total hour waiver.

- A map to specific ACEND FG competencies demonstrated during the time indicated, for which you are seeking credit/waiver for.
- The professor/supervisor during this experience must sign off on the detailed one-page summary. Separate evaluation forms may need to be completed by the student and professor/supervisor who oversaw the experience in the iComp portal

## **REMEDICATION**

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. If the remediation plan fails to result in a pass for the Supervised Practice 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.

## **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.

## **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.

### 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 (Future Graduate), 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.

## **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>

## APPENDIX 1: RUBRIC of PROFESSIONAL BEHAVIOR

7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services. (D)				
Measure	Outstanding Mastery		Acceptable Mastery	Minimal Mastery
<b>Written communication</b>	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
<b>Oral communications</b>	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
<b>Professional Dress</b>	Properly 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
<b>Demonstrates cooperation</b>	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.
<b>Demonstrated professional engagement</b>	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.	
<b>Other professional behaviors</b>	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 a minimum of 1000 hours of supervised practice, or more, 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) Satisfactory completion of graduate coursework. All requirements for graduate degree must be met and official transcript from graduate degree received.
- 6) Attendance at all seminars, workshops, committee meetings, and conferences, as required
- 7) The maximum amount of time allowed for program completion is 150% (3 years).

Student name: \_\_\_\_\_

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_