

Thomas Jefferson University
College of Health Professions
Master of Science in
Nutrition and Dietetic Practice

Student Handbook

2021-2022

Notice of Equal Opportunity

Thomas Jefferson University (TJU) is committed to providing equal educational and employment opportunities for all persons without regard to race, color, national or ethnic origin, marital status, religion, sex, sexual orientation, gender identity, age, disability, veteran's status or any other protected characteristic. The consideration of factors unrelated to a person's ability, qualifications and performance is inconsistent with this policy. Any person having inquiries or complaints concerning Thomas Jefferson University's compliance with Title VI, Title IX, the Age Discrimination Act of 1975, the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act is directed to contact their Student Affairs Dean or Human Resources – Employee Relations, who have been designated by Thomas Jefferson University to coordinate the institution's efforts to comply with these laws. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202, or the Director, U.S. Department of Education, Office for Civil Rights, Region Three, Philadelphia, Pennsylvania, regarding the University's compliance with the equal opportunity laws.

Purpose and Use of Handbook

This Student Handbook serves to share with you certain resources, policies, and procedures that may be useful to you during your graduate studies in the MS in Nutrition and Dietetic (MS/RDN) Program in the Jefferson College of Health Professions (JCHP). While we have attempted to provide you with a comprehensive handbook, it does not stand alone. Students are responsible for understanding academic policies and procedures of Thomas Jefferson University and the Jefferson College of Health Professions (JCHP). Important University-wide policies, including the Community Standards and Student Sex and Gender Based Misconduct Policy, and information on University Services are found on the [Thomas Jefferson University Student Handbook website](#). Students are also directed to the policies and procedures provided in the JCHP Student Handbook and Course Catalog, both of which can be found [here](#).

If you should have any questions throughout your academic career here, we encourage you to reach out to your program director, advisor, or to the Associate Dean for Student Affairs and Academic Affairs, Ms. Nannette Fromm at Nannette.fromm@jefferson.edu.

The MS/RDN program reserves the right to amend or add to the academic policies and scholastic regulations at any time, provided that such changes or additions are intended to improve the quality of education and are introduced in a fair and deliberate manner with appropriate notice provided to all students affected by the change.

Table of Contents

Notice of Equal Opportunity	1
Purpose and Use of Handbook	1
Table of Contents	2
Foreword.....	6
Jefferson College of Health Professions.....	7
The TJU MS/RDN Program	7
Mission Statement	7
Goals and Objectives.....	7
ACEND Accreditation	8
The Future Education Model – Standards and Competencies	8
Program Matriculation and SEL Rotation Facility Requirements.....	9
Preparation for Didactic and Supervised Experiential Learning	9
Foundational Knowledge	9
Orientation Requirements	9
Health Insurance	9
General and Professional Liability Insurance	9
Trainings.....	10
Tests and Immunizations	10
Background Checks and Drug Testing.....	11
TJU MS/RDN Program Curriculum and Integrated Learning	11
Curriculum Overview and Program Length.....	11
Procedures for Evaluating Prior Learning:	12
Transferring Credits	12
Bypassing Courses vs. Transfer of Credits:.....	12
Procedures for Evaluating Prior Professional Experience:.....	13
Curriculum Progression.....	14
Suggested Curriculum Path.....	14
Didactic Courses with Experiential Learning Activities	17
Supervised Experiential Learning (SEL) Rotations with Didactic Learning Activities	17
Supervised Experiential Learning Details.....	17
Supervised Experiential Learning in the TJU MS/RDN Program	17

Schedule for Supervised Experiential Learning (SEL) Rotations	17
Tracking Supervised Experiential Learning	18
Preceptor's Role and Responsibilities in Supervised Experiential Learning	18
SEL Experience Evaluations	18
MS/RDN Student Employment Policies	19
Academic Performance and Progress	19
Advising	19
Evaluating Student Performance	20
Grades	20
SEL Performance Evaluations.....	21
Academic Performance	21
Periodic Feedback to Students	22
Requirements for Program Completion and Graduation	22
Time Allotted to Complete the Program	22
Grade and GPA Requirements	22
Competency Achievement Requirements	23
Academic Remediation	23
Redirecting of Students into Appropriate Career Paths	24
Academic Disciplinary/Termination Procedures	25
Academic Probation	25
Academic Dismissal	25
Professional Misconduct Disciplinary/Termination Procedures.....	26
Professional Misconduct Remediation	26
Professional Misconduct Probation	26
Professional Misconduct Dismissal	27
Code of Ethics	27
Academic Integrity	29
Expectations of TJU MS/RDN Students.....	29
Standards of Professional Behavior	29
Appropriate Communication	29
Preparation for SEL Rotations.....	30
Interactions with SEL Preceptors and Other Team Members	30
Completion of SEL Tasks Assigned by Preceptors.....	30

Cell Phone Policy	30
Social Media Policy.....	30
Dress Code	31
Impairment	32
Health and Safety	32
Food, Drink, Gum, and Tobacco.....	32
Characteristics of TJU MS/RDN Students.....	32
Rights and Responsibilities of the Student	33
Injury or Illness.....	34
Occupational Exposures.....	34
Personal Leave of Absence	34
Refund of Tuition and Fees	34
Readmission Procedure	34
Verification Statements	35
Tuition and Fees 2021-2022	35
Fees & Expenses.....	35
Program Schedule	36
JCHP Academic Calendar.....	36
Typical Academic Schedule	36
Vacations/Holidays	37
Additional Program Policies and Procedures.....	37
Travel and Safety Liability	37
Weather	37
Communication from and within the Program.....	37
Student Identification on Electronic Learning Assessments.....	38
Protection of Privacy of Information	38
Student Academic Files	38
Grievance Procedure	38
Maintenance of Student Complaint Records.....	38
Grievances Related to the MS/RDN Program Accreditation Standards	39
Student Support Services & Resources.....	39
Academic Support Services.....	39
Student Writing Center	39

Accessibility Services.....	39
Behavioral Intervention Team	39
Health Services.....	40
Jefferson Occupational Health Network for Employees & Students (JOHN).....	40
Student Counseling Center	40
Recreation and Fitness Center	40
Student Life & Engagement	40
Commuter Services Office	40
Off-Campus Housing and Navigating a Move to Philadelphia	40
Financial Aid Resources.....	41
Emergency Financial Assistance.....	41
Title IX and Sex-Based Discrimination.....	41
Becoming a Registered Dietitian Nutritionist	41
Future Education Model Pathway (applies to the TJU MS/RDN program).....	41
Traditional Pathway	41
Maintenance of RDN Credential	42
Professional Development Portfolio (PDP)	42
Professional Organizations	42
Appendices.....	44

Foreword

Welcome!

On behalf of the faculty of the Master of Science in Nutrition and Dietetic Practice (MS/RDN) program of the Jefferson College of Health Professions, we wish to extend you a heartfelt welcome. It is our sincere wish that you find personal and career satisfaction and growth as a MS/RDN student at Thomas Jefferson University (TJU).

This Student Handbook is a guide that provides information about the program and the educational process you are embarking upon. The information presented here outlines the regulations and policies above and beyond those published by JCHP and TJU.

Please do not hesitate to consult with any MS/RDN faculty member for further clarification and information. The faculty and staff of the program are here to help you attain your goals throughout your academic career.

Thank you!

Thomas Jefferson University

Faculty & Staff of the MS/RDN Program

Jefferson College of Health Professions

The MS/RDN program is an integral part of the Jefferson College of Health Professions (JCHP). All programs feature state-of-the-art classrooms and teaching laboratories, a simulation center, as well as an interprofessional center. The programs within JCHP reflect the University's commitment to educate future healthcare professionals of the highest quality and ethical standards for contemporary practice in the global community. The College is committed to innovative teaching, a culture of clinical excellence through interprofessional education and practice, integrated experiential learning, and evidence-based practice.

The TJU MS/RDN Program

Mission Statement

The mission of the Master of Science in Nutrition and Dietetic Practice program at Thomas Jefferson University is to provide an educational experience that will prepare caring, competent, entry-level registered dietitian nutritionists for practice in diverse settings throughout the region, nation, and world. We are committed to providing our students a learning experience of the highest quality that emphasizes interprofessional practice, sustainability, and equity. We intend to inspire graduates to engage in lifelong learning and social justice advocacy. We aspire to create a diverse and inclusive environment, knowing this is imperative to achieving excellence in education and patient care, as it allows people to bring their whole selves to all classroom and professional interactions. We aim to provide our community with master's-prepared registered dietitian nutritionists who apply critical thinking and evidence-based nutrition information in an ethical, responsible, and collaborative manner. We engage in fair and open conduct that enhances student, faculty, and preceptor morale.

Goals and Objectives

Program Goal 1: To develop graduates to be competent, highly qualified entry-level registered dietitian nutritionists who are well prepared to work in interdisciplinary teams and in a variety of practice settings.

Objectives:

- At least 80% of program graduates complete program/degree requirements within 2.75 years (150% of the program length).
- 90% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
- At least 90% of alumni survey respondents rate themselves as "prepared" or "very prepared" to be a competent professional entry-level Registered Dietitian Nutritionist in their employment setting.
- At least 90% of alumni survey respondents rate themselves as "prepared" or "very prepared" to work as a member of an interdisciplinary team.
- 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%.
- Of graduates who seek employment, 90% percent are employed in nutrition and dietetics or related fields within 12 months of graduation.

- At least 90% of employers who complete a survey on program graduates report that the graduate “meets” or “exceeds” expectations for entry-level registered dietitian nutritionists in terms of professional knowledge and interprofessional skills.

Program Goal 2: To develop graduates who engage in social justice advocacy and activities that promote social, professional, and/or environmental sustainability.

Objectives:

- At least 80% of graduate survey respondents report engaging in at least one social justice leadership or active service effort within 3 years of program completion.
- At least 80% of graduate survey respondents report engaging in at least one effort that promotes social, professional, and/or environmental sustainability within 3 years of program completion.

ACEND Accreditation

The TJU MS/RDN program is a candidate for accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND) which is located at 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995. Find more information and contact resources [here](#).

The TJU MS/RDN program is recognized by ACEND as an early adopter demonstration program following ACEND’s *Future Education Model Standards for Graduate Programs*. The program curriculum includes competency-based education that integrates didactic and supervised learning experiences necessary to prepare students to pass the registration exam and practice as competent, entry-level registered dietitian nutritionists. See below for more information.

The Future Education Model – Standards and Competencies

The TJU MS/RDN program is a demonstration program that uses the [Future Education Model Accreditation Standards for Graduate Degree Programs in Nutrition and Dietetics](#) developed by ACEND. This program is recognized by ACEND as an early adopter demonstration program.

What does it mean to be a demonstration program following the Future Education Model Accreditation Standards?

In efforts to improve dietetics education and to better prepare entry-level dietetics practitioners, ACEND has developed a new model for education with the aim of advancing the profession. This model focuses on competency-based education as opposed to time-based education. Students receive personalized learning opportunities and progress based on their skills and abilities. The experiential learning is integrated throughout the program and is present in both the didactic courses and the supervised experiential learning (SEL) rotations. The didactic courses will include experiential learning activities and the SEL rotations will include didactic learning activities.

The focus in this model is more on progressing through competencies rather than completing a specified number of hours in specific settings. The learning assessments move beyond that of “Did the student complete all the items on a list during the allotted time?” to “How did the student demonstrate understanding and application of competencies during learning experiences?”

Students can access the [FEM Standards](#) as well as the [competencies and performance indicators](#) online. Additionally, a copy of the professional competencies and performance indicators is found in the appendices of this document.

The FEM Graduate Program competencies and performance indicators will be reviewed in the student orientation. The program director and program coordinator will work together to 1) determine the competencies and performance indicators that are practiced by the student; and 2) determine the appropriate assessment tools for student evaluation.

Program Matriculation and SEL Rotation Facility Requirements

Preparation for Didactic and Supervised Experiential Learning

Foundational Knowledge

Students in the program are required to have completed a specific list of course prerequisites prior to entrance into the program. This ensures that students are entering with knowledge in life sciences and math among other subjects. A basic human nutrition course is a required prerequisite.

Orientation Requirements

Once accepted, students complete program orientation requirements prior to starting in their first semester. The program orientation requirements include: HIPAA training, Bloodborne Pathogens training, safety training, a physical exam, vaccinations, TB clearance, criminal background check, child abuse clearance, and membership in the Academy of Nutrition and Dietetics, Pennsylvania Academy of Nutrition and Dietetics, and the Philadelphia Academy of Nutrition and Dietetics (or preferred local district association). University Orientation requirements and online training modules must be completed. Students will also complete a program orientation workshop one week prior to their first semester.

Health Insurance

Students are required to maintain health insurance during their time in the MS/RDN program. TJU requires all matriculated students to have health insurance and to complete the enrollment or waiver process every academic year.

If the student has their own health insurance through another provider, it must meet the stated [minimum requirements](#) to qualify for a waiver.

If the student does not have coverage through another provider that meets the minimum requirements, the student must enroll in the student health insurance plan through United HealthCare. Please refer to the TJU Student Life & Engagement website for more information about [Student Health Insurance plans](#) and rates. Students may also visit [this site](#) to learn more.

General and Professional Liability Insurance

General liability insurance protects the student against physical injury to people or damage to property arising during daily operations within any professional facility. Professional liability insurance covers negligence related to professional services or advice. Both general and professional liability insurances cover accidental damage to third parties.

Students are insured under the TJU general liability and professional liability policies *when they are acting within the scope and direction of their education*. Students will NOT need to purchase their own general or professional liability insurance policies to cover them during supervised experiential learning activities completed as part of the program.

Trainings

Provided by the TJU MS/RDN program at the beginning of their first academic year, students are required to complete an in-person program orientation workshop prior to the start of their first semester. Students will receive scheduling and preparation information for the Orientation approximately 4-5 weeks prior to the start of their first semester. The Orientation will address program competencies and performance indicators, expectations of professional behavior, requirements for program completion, and other program-related standards and protocols. The Orientation will also include a diversity, equity, and inclusion (DEI) training; students will engage with peers and faculty on topics of implicit bias, health disparities, racial bias, weight bias, and other socially sustainable topics related to DEI.

Students will also complete a University Orientation and the following online modules:

- HIPAA: Health Insurance Portability and Accountability Act
- Patient Privacy and Confidentiality
- Fire and Life Safety & Hazardous Communication
- OSHA Bloodborne Pathogens
- Jefferson University Occupational Exposure Protocol for Students
- Ouch! That Stereotype Hurts
- Defeating Unconscious Bias: 5 Strategies
- Inclusion in Action
- Anyone Can Be an Ally

Students may also be asked to participate in additional compliance requirements, including:

- Human Subjects Protection: Training and certificates related to human subjects protection in research can be obtained [here](#).
- Some facilities may also require a Food Handler's Permit.

Tests and Immunizations

All matriculating students must complete and submit the pre-matriculation health requirements no later than 30 days prior to the first day of class. Review the steps of this process at [this page](#) of the Jefferson Occupational Health Network (JOHN) website.

Failure to comply with this requirement will result in additional fees and prevent student access to the TJU learning management system (Canvas) as well as any SEL sites. Students are responsible for any costs associated with required tests and immunizations.

Students need to provide documentation that they are up to date on the following immunizations:

- Hepatitis B (hepB vaccine series and an anti- HBs serologic test 1-2 months after the final dose)
- Influenza – annually
- Measles, Mumps, Rubella (MMR) – 2 dose series or up-to-date blood test revealing immunity

- Varicella – 2 dose series or up-to-date blood test revealing immunity
- Tetanus, Diphtheria, Pertussis (Tdap) – 1 dose and Td booster every 10 years thereafter
- Meningococcal – the MenACWY conjugate vaccine protects against 4 serogroups and MenB protects against one serogroup
- Tuberculosis – proof of negative TB test within 6 months of starting the program, and annually while in the program

Students should be aware that some facilities will require proof of testing for Tuberculosis and completion of the Hepatitis B series of shots before starting a supervised learning experience. Proof of having a Tetanus shot within a defined period of time may also be required. Information related to various kinds of immunizations that may be needed can be found at the following CDC sites [here](#) and [here](#).

Background Checks and Drug Testing

In addition to the criminal background check and child abuse clearances required of all MS/RDN students, some SEL facilities require students to complete fingerprint clearances and/or additional background checks. Facilities requiring such clearances will provide direction regarding completion of these requirements.

Many facilities also require completion of a drug test prior to starting a SEL rotation. If not provided by the facility, the student will be physically and financially responsible for the drug test. Some facilities may complete random drug testing.

Students are responsible for any costs associated with the clearance process.

The criminal background check results will be cross-checked against the admitted student's TJU application. If admitted or matriculated students are found to have misrepresented their criminal background on their application or if a significant incident is reported via either the criminal background check or the child abuse clearance, the student will be referred to the Community Standards Board (CSB) for review. Potential sanctions recommended by the CSB include dismissal from the program, College, or University. Rotation placements may be denied by SEL facilities due to an adverse result on the Child Abuse Clearance, Criminal Background Check, Drug Test and/or FBI Fingerprinting report, and the inability to be placed at an SEL site will prohibit the student from graduating. In these situations, the offer of acceptance to the MS/RDN program may be rescinded.

TJU MS/RDN Program Curriculum and Integrated Learning

Curriculum Overview and Program Length

The MS/RDN program curriculum adheres to ACEND accreditation standards, and through the didactic (classroom) and supervised experiential learning (SEL) courses students are able to demonstrate all required competencies and are assessed according to relevant performance indicators. The didactic curriculum covers subjects including medical nutrition therapy (MNT), social justice, nutrition research, nutrition communication, leadership, management, nutrition counseling, nutrition education, sustainable nutrition practices, and interprofessional practices. Supervised experiential learning will be embedded in these courses in the form of simulations, practicums, field experience projects, and on-site visitations. The SEL rotation courses provide students the opportunity to apply what they've learned in

their didactic courses in a variety of dietetic settings and practices. Students can complete the MS/RDN program in 22 months or five consecutive semesters.

Procedures for Evaluating Prior Learning:

Students who have completed an ACEND-accredited didactic program in dietetics (DPD) and earned a verification statement no more than 5 years prior to their anticipated TJU matriculation date may opt to request credit for demonstrated prior learning, earning them advanced standing in the program. The purpose of this option is to minimize repetition of learning activities for knowledge and skills already attained in foundational coursework while ensuring students are well prepared to begin more advanced didactic and SEL courses. Through this method, DPD graduates can complete the MS/RDN program on a shortened timeline, potentially decreasing their required coursework by up to 15 credits and 1 full semester. The foundational courses that students may not be required to complete at TJU if they are able to demonstrate relevant prior learning include: Nutritional Biochemistry & Physiology; Integrative Nutrition Across the Life Cycle; Food Science & Safety; Culinary Nutrition, Functional Foods, & Diet Planning; and Global & Public Health Nutrition.

1. The student will contact the Program Director with interest in a prior learning evaluation prior to applying to the program, and be provided with a prior learning portfolio template, to be completed by the student and submitted with the application materials to Thomas Jefferson University.
2. The prior learning portfolio will document completion of required foundational knowledge through DPD coursework. The prior learning portfolio submission should include all of the following:
 - Completed Prior Learning Portfolio Course Alignment Document (the Program Director will provide the student with this document)
 - Verification Statement (or Declaration of Intent to Complete form) from ACEND-accredited DPD
 - *Preferred:* Course syllabi for completed courses listed in the Course Alignment Document
3. The Program Director will review the portfolio to determine whether the student meets the eligibility requirements for advanced standing. If offered a position in the program, the student will receive a decision regarding advanced standing status with the acceptance letter.

TJU MS/RDN Course to be Bypassed	Example Course Names with Potentially Similar Content
Integrative Nutrition Across the Life Cycle	Lifecycle Nutrition <i>and</i> Nutrition & Wellness
Nutritional Biochemistry & Physiology	Advanced Nutrition <i>or</i> Nutrient Metabolism
Food Science & Safety	Food Science I & II <i>or</i> Food Safety & Service
Culinary Nutrition, Functional Foods, & Diet Planning	Food Production <i>and</i> Food for Health
Global & Public Health Nutrition	Community Nutrition

The Program Director reserves the right to require completion of one or more of the bypassed foundational courses as part of a remediation plan, if needed, for any student enrolled in the program.

Transferring Credits

Bypassing Courses vs. Transfer of Credits:

Students who bypass foundational prerequisite courses as a result of our Prior Learning Process are not receiving TJU academic credits for prior learning or transferring credit from other institutions.

Students accepted into the TJU MS/RDN program may only transfer graduate credits from other institutions in cases where the graduate courses are deemed equivalent in scope and content to TJU MS/RDN courses. In those cases, students must receive approval from the Program Director to transfer those credits based on a review of transcripts, syllabi, and an evaluation of prior learning (as described above). The maximum number of allowable transfer credits is 9. Credits to be transferred must be completed prior to matriculation into the MS/RDN program.

Procedures for Evaluating Prior Professional Experience:

Prior Professional Experience Evaluation is an avenue by which a student may document demonstration of competencies through experience in a paid position with responsibilities that fulfill program competencies typically demonstrated through SEL rotation projects. Examples of potentially applicable positions include dietary manager, dietetic technician, WIC Aide, or certified professional chef. To be eligible, students must have worked in the position either:

- Full time for at least one year *or*
- 20 or more hours per week for at least two years

1. Students will identify the SEL courses for which they believe they are eligible for prior professional experience evaluation as well as the semester during which they are scheduled to complete those courses.

2. Students will contact the Program Director with interest in a prior professional experience evaluation, and be provided with a prior professional experience portfolio template, to be completed by the student and submitted to the Program Coordinator at least 6 weeks prior to the start of the semester they are scheduled to complete the relevant SEL course.

3. The prior professional experience portfolio should thoroughly describe and document knowledge and skills gained through paid professional experience, and should specifically demonstrate completion of ACEND Future Model Graduate program (FG) Competencies. The prior learning portfolio submission should include all of the following:

- Completed Prior Professional Experience Portfolio Competency Alignment Document (the Program Coordinator will provide the student with this document)
- Supporting documentation to demonstrate that listed competencies were achieved
 - Examples include completed projects (such as lesson plans, budget reports, copies of developed employee scheduling, menus) and performance evaluations
- A letter from the student's immediate supervisor(s) corroborating work experience and assessing level of competence
 - In situations where students require documentation from a former employer / supervisor, it is the student's responsibility to maintain communication with the professional(s) appropriate for corroborating the work experience

4. The Program Coordinator will review the portfolio to determine which SEL rotation projects, if any, will be waived due to prior professional experience, or how to modify existing projects to enhance learning beyond the student's previous related paid position experiences. If the Program Coordinator

determines that rotation projects will be waived, it is likely this will decrease the amount of time required of the student to complete the relevant rotations. Tuition and fees are not adjusted.

Curriculum Progression

To prepare students for success, the TJU MS/RDN program has been developed as a cohesive set of courses and experiences enabling progressive learning. This means that opportunities to gain knowledge are provided prior to opportunities to apply knowledge. Students will be assessed on their knowledge before they are assessed on their ability to demonstrate application of that knowledge. For example, students must learn the basics of Medical Nutrition Therapy before gaining supervised field experience in an intensive care unit.

The course numbering system at TJU indicates the difficulty level of the course through the hundreds position. Students should complete 500- and 600- level courses before enrolling in 700-level courses.

There are two reasons that students are required to progress using the course level and curriculum path documents:

- 1) Students are to accumulate learning skills in a progressive fashion.
 - a. For example, 500- level courses may require students to summarize one research article in a one-page report. Students will learn how to read the article, how to structure a one-page report, and how to cite and reference the article in their paper.
 - b. In comparison, in a 600-level course the same students may be required to compose a 10-page report on a topic while citing and referencing a minimum of 10 research articles. In this course, the instructor will assume that the students have learned how to find articles, write papers, and cite and reference sources.
- 2) Students are to accumulate content information in a progressive fashion.
 - a. For example, the information learned in RDN 531: Integrative Nutrition Across the Life Cycle will be referred to as common knowledge in all subsequent RDN courses and experiences. Similarly, the information in RDN 571: Medical Nutrition Therapy 1 will be required for successful completion of RDN 671: Medical Nutrition Therapy 2 and RDN 772: SEL - Clinical Experience 1. The capstone course recalls the information across all RDN courses.

Students are to review their course schedule with their advisor before the start of each semester to ensure timely progression through the program. Note that when students don't follow the recommended course progression, completion of the program could be delayed.

Please refer to the suggested curriculum path below that will ensure the most timely progression through the program curriculum.

Suggested Curriculum Path

MS/RDN Suggested Curriculum Path	
Fall Year 1	Credits
RDN 571: Medical Nutrition Therapy 1 (<i>Health Mentors 1</i>)	3

MS/RDN Suggested Curriculum Path	
RDN 531: Integrative Nutrition Across the Life Cycle	3
RDN 511: Nutritional Biochemistry & Physiology	3
RDN 535: Food Science & Safety	3
RDN 537: Culinary Nutrition, Functional Foods, & Diet Planning	3
<i>Total credits</i>	<i>15</i>
Spring Year 1	Credits
RDN 614: Nutrition Counseling (<i>Health Mentors 2</i>)	3
RDN 671: Medical Nutrition Therapy 2	3
RDN 612: Nutrition Communication, Education, & Leadership	3
SCJU 632: Social Justice Seminar: <i>Interprofessional Perspectives</i>	0.5
RDN 712: SEL – Nutrition Communication, Education, & Leadership Experience	1
<i>Total Credits</i>	<i>10.5</i>
Summer Year 1	Credits
RDN 622: Global & Public Health Nutrition	3
RDN 681: Nutrition Research	3
SCJU 631: Social Justice Seminar: <i>Food, Weight, and Health</i>	1
RDN 675L: Nutrition Support	0.5
RDN 714: SEL – Nutrition Counseling Experience	1.5
RDN 771: SEL – Introduction to Nutrition Therapy Experience	1
<i>Total Credits</i>	<i>10</i>
Fall Year 2	Credits
RDN 661: Management in Nutrition	3
SCJU 633: Social Justice Seminar: <i>Systemic Barriers and Challenges (Health Mentors 3)</i>	1
RDN 722: SEL – Public Nutrition Experience	1
RDN 761: SEL – Nutrition Management Experience	1.5
RDN 772: SEL – Clinical Experience 1	3
<i>Total Credits</i>	<i>9.5</i>
Spring Year 2	Credits
RDN 692: Capstone Course	1
RDN 665: Sustainable Nutrition Practice	1
SCJU 634: Social Justice Seminar: <i>Analysis and Advocacy</i>	1
RDN 762: SEL – Food Service and Culinary Experience	1
RDN 773: SEL – Clinical Experience 2	3
RDN 782: SEL – Individualized Professional Experience	1.5
RDN 765: SEL – Sustainable Nutrition Experience	0.5
<i>Total Credits</i>	<i>9</i>
Overall Total Credits	54

SEL = Supervised Experiential Learning (SEL may contain one or more rotations with different preceptors).

Suggested Curriculum Path for MS/RDN Students with Advanced Standing	
Fall Year 1	Credits
RDN 571: Medical Nutrition Therapy 1 (<i>Health Mentors 1</i>)	3
RDN 661: Management in Nutrition	3
RDN 665: Sustainable Nutrition Practice	1
RDN 765: SEL – Sustainable Nutrition Experience	0.5
RDN 722: SEL – Public Nutrition Experience	1
RDN 762: SEL – Food Service and Culinary Experience	1
<i>Total credits</i>	<i>9.5</i>
Spring Year 1	Credits
RDN 614: Nutrition Counseling (<i>Health Mentors 2</i>)	3
RDN 671: Medical Nutrition Therapy 2	3
RDN 612: Nutrition Communication, Education, & Leadership	3
SCJU 632: Social Justice Seminar: <i>Interprofessional Perspectives</i>	0.5
RDN 771: SEL – Introduction to Nutrition Therapy Experience	1
RDN 712: SEL – Nutrition Communication, Education, & Leadership Experience	1
<i>Total Credits</i>	<i>11.5</i>
Summer Year 1	Credits
RDN 681: Nutrition Research	3
SCJU 631: Social Justice Seminar: <i>Food, Weight, and Health</i>	1
RDN 675L: Nutrition Support	0.5
RDN 772: SEL – Clinical Experience 1	3
RDN 714: SEL – Nutrition Counseling Experience	1.5
<i>Total Credits</i>	<i>9</i>
Fall Year 2	Credits
RDN 692: Capstone Course	1
SCJU 633: Social Justice Seminar: <i>Systemic Barriers and Challenges (Health Mentors 3)</i>	1
SCJU 634: Social Justice Seminar: <i>Analysis and Advocacy</i>	1
RDN 761: SEL – Nutrition Management Experience	1.5
RDN 773: SEL – Clinical Experience 2	3
RDN 782: SEL – Individualized Professional Experience	1.5
<i>Total Credits</i>	<i>9</i>
Overall Total Credits	39

SEL = Supervised Experiential Learning (SEL may contain one or more rotations with different preceptors).

The schedule of the suggested curriculum path will follow the academic calendar and will include the summer semester. The curriculum path may be altered for students transferring in credits or bypassing courses. The timeline for SEL courses may be altered based on site availability. The program director reserves the right to modify the course schedule indicated in the suggested curriculum path as needed.

Didactic Courses with Experiential Learning Activities

Applied learning is an educational theme that resonates throughout the curriculum. The didactic courses within this program will include reading, writing, attending/watching lectures, notetaking, discussions, projects, group work, presentations, etc. In addition to these traditional methods, these courses will also include simulations, role playing, on-site visits to facilities, case studies, and other types of experiential learning activities. These experiential activities ensure that students are able to apply the course information to real-life scenarios.

Supervised Experiential Learning (SEL) Rotations with Didactic Learning Activities

SEL rotations are segments of the program dedicated to a particular emphasis, such as counseling. Didactic components will be at the beginning of each segment to serve as a refresher and to close any knowledge gaps prior to on-site learning and practice. Didactic components may include workshops, written assignments, case studies, practice exams, and experiential activities. For example, the counseling segment may start with a refresher reading on methods of counseling and education and may include review of simulated counseling session videos.

After the didactic component, students will work with a variety of preceptors in a variety of settings. For example, in the Nutrition Counseling Experience a student may work with a private practice RDN providing in-home nutrition counseling to families with children with autism, then may work with a sports dietitian providing nutrition counseling to athletes, or a student may work with an outpatient dietitian providing diabetes education. Each SEL rotation will vary in the number of preceptors and facilities to which a student is assigned. Additionally, each SEL rotation will address multiple professional competencies despite having a particular emphasis. For example, the Clinical Nutrition Experience 1 and 2 SEL courses may both provide opportunities for nutrition counseling and education.

Supervised Experiential Learning Details

Supervised Experiential Learning in the TJU MS/RDN Program

Supervised experiential learning (SEL) refers to engaging in activities that require the students to “do” or “practice” through an experience (whether it is a project, a simulation, a case study, or practicing on-site in the field). SEL is integrated throughout the program in a variety of settings including but not limited to the classroom, simulation laboratory, electronic platform, healthcare facilities, and multiple other practice settings. Students will encounter experiential learning in both didactic courses and SEL rotations.

Schedule for Supervised Experiential Learning (SEL) Rotations

The specific site assignment and weekly schedule for the SEL rotations will vary for all students as these aspects of SEL scheduling are dependent on the learning needs and professional priorities of the students as well as the availability of the preceptors and SEL sites. Attendance for special events will sometimes be required in the evenings or on the weekends. The specific experiences within each SEL rotation will vary for each student.

SEL rotations will consist of one or more SEL preceptors and/or sites. Each course credit is equivalent to 80 hours of experience dedicated to the SEL rotation. For example, the Food Service and Culinary Nutrition Experience is worth 1 credit (80 total hours) and a student may spend one 40-hour experience

in a foodservice setting focusing on food production and safety and spend another 40-hour experience in a different facility completing a culinary nutrition project. Many SEL courses will incorporate supervised experience in multiple practice settings with multiple different preceptors.

It is important to recognize the application of two underlying principles within the program:

1. Didactic activities will be integrated into SEL rotations.
2. Allocation of SEL hours may vary in response to need for remediation or specialization.

The schedule for these rotations will be discussed, based on academic and professional priorities, by the student and advisor and be managed by the Program Coordinator and will be provided to students approximately 2 to 4 weeks prior to each semester.

Tracking Supervised Experiential Learning

All SEL hours will be documented in the AEFIS cloud-based management platform, and tracked by the Program Coordinator. SEL activities that are embedded in didactic coursework are directed by the instructor and are accompanied with instructions, support materials, and a rubric. SEL rotations are shaped by the preceptor and documented through evaluations of student performance on related competencies and evaluations by the preceptor.

Preceptor's Role and Responsibilities in Supervised Experiential Learning

Above all else, the preceptor is a professional model who engages in open communication and feedback with the student. Each preceptor provides the student with an example of professional practice, application of field-related knowledge, and professional judgement. Preceptors are unique and all have their own methods and perspectives. Exposure to many preceptors within the field will allow students to reflect on the similarities and differences of professional practices.

In general, preceptors will:

- orient students to their facility, policies, procedures, and their job
- communicate processes (thought, procedural, etc.), guidance, and feedback
- discuss the associated competencies and performance indicators and translate them into duties/tasks associated with their job
- teach as they work by thinking aloud and revealing their critical thinking methods
- create opportunities for independence by introducing challenging opportunities and encouraging “why” and “how” questions

Refer to the TJU MS/RDN Preceptor Handbook to learn more about the preceptor's role.

SEL Experience Evaluations

Documentation of student and preceptor performance will be collected for each rotation. Both students and preceptors will complete evaluations on their experiences and observations a minimum of twice per rotation. The students will evaluate the preceptor for each rotation. See the Preceptor Evaluation Form in the appendix. The preceptor will evaluate the student's performance using an Observed Evaluation Form designed for the rotation. See the Final Observed Evaluation for Clinical Experience document as an example in the appendix.

MS/RDN Student Employment Policies

Students may choose to hold a job for pay to help support themselves during the MS/RDN program.

Students should reach out to their advisor if interested in completing any SEL rotations at facilities where they have worked, performed volunteer work, have a pre-existing formal arrangement (such as scholarships/contract or job commitment after graduation) or other such situations. Volunteer work includes any observation or volunteer time at a facility for >80 hours. In some situations, students may be granted the opportunity to complete SEL hours at a facility where this type of relationship exists. However, the rotation cannot be in the same department where the student has a pre-existing relationship, nor can the primary preceptor be the same person who supervises the student in any capacity within their scope of employment or volunteering.

If the job is at a current MS/RDN program SEL site or the job is dietetics-related, the hours worked for pay during enrollment in the program may not be used as hours required for the MS/RDN program, nor can students be reimbursed for activities or services completed during the SEL rotations. Time worked for pay is and will be kept completely separate from time applied toward SEL hours.

SEL rotation sites must not use students (as part of their unpaid SEL efforts) to replace facility employees.

Students' hours will vary depending on rotation site. No adjustments in scheduling or special considerations will be made for the students' off-duty employment. The students' employment schedule must fit around their schedule for the MS/RDN program.

Academic Performance and Progress

Advising

All students will be assigned a full-time faculty member in the program who will serve as their advisor. Each student is expected to meet with their advisor a minimum of two times per semester (once during weeks 1 - 2 and again during weeks 7 - 9) to discuss program requirements, course schedule and SEL placements, student performance, and student experience within the program. These meetings are designed to allow the student to obtain clarifications, address any issues or conflicts within the program, discuss learning goals, reflect on academic performance, and obtain professional guidance. It is the students' responsibility to contact their advisor, with adequate advance notice, to arrange these meetings.

It is imperative that students understand that the program policies will be enforced. This includes fulfillment of the course prerequisites and program requirements.

What to discuss with the MS/RDN program advisor:

Students are encouraged to contact/meet with their advisor to discuss the MS/RDN program, MS/RDN courses, MS/RDN supervised learning experiences, student activities, and professional activities.

What to discuss with other University advisors, as MS/RDN faculty advisors are not qualified to provide these services:

- Students are to direct personal, emotional, and/or psychological issues/concerns to the [TJU Student Counseling Center](#).
- Other student health and wellness issues/concerns should be directed to the [Jefferson Occupational Health Network for Employees & Students](#).
- Questions and concerns about financial aid, tuition, and fees must be directed to the University [Office of Student Financial Aid](#) or [Office of Admissions](#).

Current MS/RDN program advisors are:

Program Director – Kati Fosselius, MS, RDN, LDN

Program Coordinator – Rabiya Bower, RD, LDN

Evaluating Student Performance

The courses and supervised experiential learning (SEL) rotations are designed to focus on specific competencies and performance indicators. The performance indicators are embedded within the graded assessments and evaluated activities. The assignment grades and evaluation scores will reveal student progress in achieving the competencies. There are two main methods in which student performance will be evaluated: traditional grading and performance evaluations. Performance evaluations will be incorporated into course and SEL grades in accordance with the course syllabus.

Grades

Each course and SEL syllabus will contain specific information about course/SEL grading procedures. Rubrics for all learning assessments (assignments, exams, projects, practicums, etc.) will be provided to students prior to submission date. The rubrics will detail assessment objectives and point distribution. The syllabus will provide information regarding point values and weight of learning assessments as well as policies regarding the course grade.

Formative and Summative Assessments

Since the TJU MS/RDN curriculum is competency-based education, assessment of student achievement of competencies will occur frequently and by multiple methods. Students are expected to progress towards achieving competencies and are not expected to fully succeed in their initial attempts to show their ability to apply their knowledge and skills.

Formative assessments are conducted during the learning process to support a gradual learning philosophy and are used to monitor a student's progress toward meeting a competency. Instructors and preceptors use formative assessments to: 1) identify students' strengths and weaknesses; and 2) guide their feedback and instruction methods in order to improve students' learning. Formative assessments ensure feedback is provided early on in the learning process and allow students and faculty to target specific areas that need further development. These types of assessments are not always assigned grades, points, or scores. For example, a draft literature review might be reviewed by the instructor/preceptor and formative feedback given to the student with no points awarded for the initial submission compared to the final literature review that could be worth 200 points. As another example, a preceptor may provide informal feedback to students after observing them complete the dietary recall portion of a nutrition assessment, but may not complete a formal evaluation until after observing a full patient interview and nutrition assessment at the end of a clinical rotation.

Summative assessments are completed at the end of instruction (such as at the end of a course section or rotation). These assessments have the goal of evaluating the degree of achievement of the competency and performance indicators, and are weighted more heavily than formative assessments. The results of the summative assessments will be tracked by the program director to assess student performance throughout the program and the potential need for programmatic changes.

Students will be evaluated on their performance on specific tasks and duties throughout their supervised experiential learning (SEL) rotations. See below for more information about *SEL Performance Evaluations*. The results from performance evaluations and other learning assessments will be used to determine the grade for each SEL credited experience. For example, the Clinical Nutrition 1 Experience may include eight separate experiences with different preceptors, possibly in multiple settings. Formative and summative assessments would be performed across these experiences. The results of the assessments for each of the eight experiences would be used to determine the grade for the Clinical Nutrition 1 Experience.

Students who wish to appeal a final course grade are advised to utilize the student [grade appeal protocol](#) outlined in the Thomas Jefferson University Student Handbook.

[SEL Performance Evaluations](#)

Students will be evaluated on their performance on specific tasks and duties throughout their supervised experiential learning (SEL) rotations. The preceptors will use evaluation forms with 5-point and 9-point scales to address the competencies and performance indicators associated with the experience. The students will be provided these forms at the beginning of their SEL rotation. The preceptors will submit scored performance evaluation forms a minimum of twice per SEL rotation, midway and at the end. The program faculty will use this data to track each student's performance in achieving the competencies.

It is anticipated that students' performance will progressively improve with repeat exposure and practice. Students are not required to fully succeed upon their initial attempts to apply their knowledge and skills in courses or SEL rotations. Formative assessments throughout the rotations will provide opportunities for students to obtain feedback on their performance. These may be in the form of both didactic activities (such as case study presentations, project material submission, reports, self-reflections, etc.) and preceptor/instructor observations. Summative assessments will be executed toward the end of each SEL experience/rotation and will be used to evaluate student ability to achieve competency through successful demonstration of performance indicator(s). Scores, grades, and feedback will be used by the student, preceptors, and faculty members to evaluate student performance and progress.

[Academic Performance](#)

Students will be evaluated on their knowledge and their ability to critically think when applying knowledge. Learning assessments in each didactic course are to be utilized to inform the instructor of student progress and academic performance. Course syllabi provide detailed information regarding expectations of student behavior and academic performance. Courses will consist of formative and summative assessments to ensure a progression in learning occurs. Learning assessments will be graded using rubrics, assignment instructions, and other grading tools provided to students prior to completion. The cumulative grades from course learning assessments determine the course grade. Course grades

will be reviewed by the course instructors and program director in the middle and end of each semester to identify students needing additional assistance.

Periodic Feedback to Students

The instructor of each course will provide instruction, rubrics, assessments, narrative feedback, and scores to the student throughout the course. For SEL courses, preceptors will additionally provide these same types of feedback to students throughout the rotation experience. It is the student's responsibility to obtain clarification of each of these components as necessary.

As part of their regular advising sessions, program advisors will speak with students about their strengths and whether they fall below expectations for any competencies that pose a cause for concern at that time. Student and advisors will discuss potential strategies to address these target areas and follow up at subsequent advising sessions.

Requirements for Program Completion and Graduation

Time Allotted to Complete the Program

Students are expected to complete the 54-credit program requirement over 5 semesters of two academic years (22 months). Students will begin in August of Year 1 and continue through May of Year 2. Please see the suggested curriculum paths outlined above. (Students with advanced standing are expected to be able to complete program requirements in 4 semesters if they bypass 12-15 credits of the foundational courses.)

Some students may require more time to complete the program due to unforeseen circumstances (e.g. illness/injury, loss of a loved one, etc.) that require temporary deferment in academic progress. The maximum time allowed to complete the program is 44 months, which is twice the standard length of the program.

Grade and GPA Requirements

Students must complete all of the required courses in the MS/RDN curriculum sequence, and are expected to earn a grade of C+ or better in each of those courses.

Any course (didactic or SEL) for which the student earns a C grade or lower must be repeated by the student.

- A course can be repeated only once. Therefore, students who do not earn a minimum C+ grade in a repeated course will be dismissed from the program.
- Repeating a course may result in a delay of progression through the program sequence and therefore a delay in the completion of the program.

Students must additionally maintain a minimum cumulative MS/RDN grade point average (GPA) of 3.0 in order to remain in good academic standing in the program.

While a course grade of C+ or better is considered a passing grade in the curriculum, grades earned below a B (B-, C+) will make it more difficult to remain in good academic standing and achieve the minimum required 3.0 cumulative GPA to progress in the curriculum and meet graduation eligibility requirements. Students should consult with their academic advisor regarding academic progress.

Competency Achievement Requirements

In order to meet the requirements for graduation, in addition to meeting course grade and overall GPA requirements, students will need to achieve all professional competencies by earning a “meets expectations” rating or higher on all summative performance indicator evaluations completed by preceptors/instructors. Many competencies will be assessed multiple times during the program. The competencies include assessments of professional behavior and effective communication.

Any SEL project or assignment that serves as a summative evaluation for which the student earns an overall “needs improvement” rating or lower must be repeated by the student. In some cases, this will require the student to repeat the project at a new SEL facility, which may result in a delay in the completion of the program. Refer to the section on Academic Remediation, below, for more information.

Please see ‘Competencies and Performance Indicators’ in the appendix for more information on each of the required competencies.

Academic Remediation

Student success is a priority of the program and some students may require more exposure and practice to improve their performance and gain competence. The need for academic remediation can be identified in the routine midterm progress grades/evaluations, end-of-semester grades/evaluations, or at any point that a faculty member, preceptor, or student identifies an extraordinary gap in knowledge or lack of improvement in performance.

In the event of any “Needs Improvement” or “Unsatisfactory” ratings on formative evaluations, the faculty member or preceptor will determine, jointly with the student, corrective action that positions the student for a successful summative evaluation. If needed, the program director can also be involved in this decision. A formal remediation counseling session will be held if these corrective actions do not result in a “satisfactory” score (or higher) on the student’s summative evaluation.

Any of the following circumstances will result in an academic remediation meeting with the student’s advisor and/or the Program Director:

- A grade below C+ in any course
- A semester MS/RDN grade point average (GPA) of below 3.0
- An incomplete grade given in any course
- An overall “needs improvement” rating or lower on any SEL project or assignment that serves as a summative evaluation
- 3 or more “needs improvement” ratings or lower on individual criteria on any single SEL project or assignment that serves as a summative evaluation (even when overall project rating is “satisfactory” or above)
- Preceptor or faculty report (written or verbal) that student is not progressing in development of one or more competencies with repeated exposures and practice

If a course instructor, preceptor, or student identifies a need for remediation outside of the circumstances described above, that individual will bring the concern to the attention of the student’s advisor and/or program director.

The program director or advisor will hold a meeting with the course instructor/preceptor and student and develop a plan of remediation. Remediation plans will include opportunities to address foundational knowledge gaps, increase exposure and practice to specific tasks, and gain additional feedback. As part of the remediation plan, the student might be directed to TJU Academic Support Services, the Student Writing Center, Accessibility Services, and/or Health Services. For students displaying non-urgent instances of behavior that cause a concern for the student's well-being, a report may be made to the TJU Behavioral Intervention Team.

Remediation plans will be customized in each case to directly reflect the needs of each individual student and situation. For example, in the case of a student who earns one C grade, the remediation plan might require only successfully passing the course when it is repeated. In the case of a student who is progressing consistently in an SEL rotation but hasn't yet achieved a small number of the expected competencies, the student might be given an Incomplete grade in the SEL course, with a remediation plan requiring continued supervised experiences, successful demonstration of the remaining rotation competencies, and a passing final grade within six weeks of the end of the semester in which the rotation is completed. The SEL rotation schedule or placement may need to be changed in order to accommodate additional supervised practice hours.

Upon completion of the remediation plan, the student will undergo additional performance evaluation to determine if the remediation was successful or if the plan needs to be continued/amended. In cases in which the student completes the expected corrective actions by the deadlines agreed upon, no disciplinary actions will be taken.

If the corrective actions for remediation are not completed by the proposed dates, and/or the student requires remediation for more than two distinct academic concerns or infractions, the student will be placed on academic probation (described in further detail below).

Students requiring remediation in one area of competence may exceed expectations in their performance of another area of competence. SEL schedules and settings may be rearranged to emphasize the areas in which the student can grow the most while diverting from areas in which the student has already demonstrated competence.

Redirecting of Students into Appropriate Career Paths

Students who meet program expectations as they relate to ethics and integrity but demonstrate the need for repeated remediation meetings (instances occurring over more than one semester), who complete assigned corrective actions for remediation without achieving expected competencies in re-assessment of projects/assignments, or who struggle in multiple courses in the absence of extenuating circumstances (such as illness, bereavement, or trauma) may not be well matched to the dietetics career path. In these situations, the Program Director and/or advisor will meet with students to discuss their academic progress, likeliness of overall success in the program, and potential alternative professional options that meet students' career goals and are well-aligned with their abilities. As circumstances dictate, the student might be referred to other university support offices (such as the Office of Enrollment Management or Career Development Office) for consideration of alternative degree options. This process does not represent disciplinary action or a dismissal from the program; it is rather a strategy to ensure students are informed and empowered to pursue an academic and professional path that is most appropriate to their strengths and skills.

Academic Disciplinary/Termination Procedures

Academic Probation

Criteria for placement on Academic Probation:

- A cumulative GPA below a 3.0
- A grade below C+ in two or more courses within a semester
- An incomplete grade in two or more courses within a semester
- An overall “needs improvement” rating or lower on three or more SEL projects or assignments that serve as a summative evaluation within a semester
- A failure to complete the corrective actions outlined in a remediation plan

Students placed on academic probation will receive a probation letter as well as a probation plan outlining remedial procedures, expectations, and a schedule for corrective action. If the expectations for improving academic performance are met in a satisfactory manner and in the appropriate timeframe according to the requirements outlined in the probation plan, students will be returned to good academic standing.

Students who fail to perform the corrective actions successfully within the designated timeframe may be dismissed from the program.

Additionally, being placed on probation may affect financial aid or scholarships. Students should consult with the Office of Financial Aid.

Academic Dismissal

Students whose academic record includes one or any combination of the following will be eligible for dismissal from the Program:

- Students placed on probation who do not meet standards to return to good academic standing at the end of the probationary period
 - Specifically, students cannot be on academic probation for two subsequent semesters, unless otherwise noted on the remediation plan/contract
- Students who refuse to sign or comply with the remediation plan/contract
- Students who do not earn a minimum grade of a C+ on a repeated course
- Students who fail to correct deficiencies outlined in their probation letter and plan
 - This includes, but is not limited to, failure to repeat specified courses as stipulated in the student’s probation letter and plan
- Students who obtain a semester GPA below 3.0 for any two terms
 - These terms do not have to be sequential
- Students whose academic performance would warrant probation for a third time
 - A student may only be placed on academic probation twice throughout the curriculum; any circumstance that would warrant academic probation for a third time would result in program dismissal
 - These do not have to be sequential; academic or conduct probation both apply.
- Students who are unable to successfully complete the requirements of the program over a 44-month period.

A written notice of dismissal will be given to the student, and a copy saved in the student’s file.

Tuition and fees will not be refunded to students who are dismissed from the program.

Professional Misconduct Disciplinary/Termination Procedures

Professional Misconduct Remediation

Registered Dietitian Nutritionists are expected to uphold strict standards of integrity and professional behavior, and therefore so are students of the TJU MS/RDN program (see sections below on *Code of Ethics* and *Standards of Professional Conduct*). Disciplinary actions, including probation and dismissal (as outlined below) may be brought against a student who violates any of the policies and procedures of the MS/RDN program, JCHP, or TJU and/or who fails to meet acceptable standards of professional practice. The student may also be referred to University level disciplinary proceedings according to University policy.

If students are exhibiting any behaviors that fail to meet program or SEL facility standards of professional conduct, faculty members and/or preceptors are expected to bring these concerns to the students' attention immediately. Except in exceptional circumstances where behavior is deemed to be egregious or University policy dictates additional action, students will be issued a verbal warning prior to being placed on probation. A warning could be issued as a result of behaviors that include but are not exclusive to unprofessional, uncooperative or otherwise inappropriate behavior. These behaviors may be observed by insolence, lack of cooperation, repeated tardiness, leaving the worksite early, or disregard for the attendance policies of the program. When verbal warnings are given, the faculty member or preceptor will provide counseling to students on the aspect of behavior or performance that is unacceptable. The counseling session will be conducted in private. Students will be given the opportunity to state their side of the issue. Documentation of this counseling session should be completed, forwarded to the Program Coordinator or Program Director, and saved in the student's advising record.

Professional Misconduct Probation

If the stated behavior does not improve, or other unacceptable behavior is exhibited, a written warning will be given, signifying a probationary period. The Program Director will list the reason for probation, the behavior / performance requirements, and a timeframe for re-evaluation in a letter to the student, a copy of which will be added to the student's advising record. Additionally, the student may be placed on probation at the discretion of the Program Director (see *Professional Misconduct Remediation*, above).

There may only be one professional misconduct probation period allowed during the program; therefore, additional instances of unsatisfactory behavior or failure to comply with corrective actions assigned through remediation will result in dismissal from the program.

Instances of academic misconduct, which represent a breach of ethics, are subject to sanctions as determined by the Program Director, and will lead to the initiation of a professional misconduct probationary period as well as notice to the Jefferson College of Health Professions Dean's Office. Depending on the nature and severity of the academic misconduct, the Dean's Office designee may refer the incident for review by the Community Standards Board (CSB). Potential sanctions recommended by the CSB include dismissal from the program, College, or University. Extreme cases of academic misconduct (such as forgery or extensive plagiarism) will result in the withholding, denial, or rescinding of the program Verification Statement.

Professional Misconduct Dismissal

Positive results from any drug/alcohol screen, significant incidents reported via either the criminal background check or the child abuse clearance, or significant unethical behavior (particularly if it places the health or safety of patients/clients at risk) may be grounds for immediate disqualification from entering or continuing in the TJU MS/RDN program.

Dismissal from the program may be required if the above remediation and probation steps are followed and the student still exhibits continued unacceptable behavior. As stated above, positive results from any drug screen, actions that compromise the safety of patients or clients, or significant unethical behavior may result in immediate dismissal from the program (without first following the above steps). A written notice of dismissal will be given to the student, and a copy saved in the student's file.

Tuition and fees will not be refunded to students who are dismissed from the program.

Code of Ethics

The Code of Ethics for the Nutrition and Dietetics Profession was revised and published in 2018. Please see a copy of the full publication in the appendix. TJU MS/RDN students are required to abide by the principles of the Code of Ethics, and have a particular concern with ethical standards because of the unique demands of dietetic practice. To guide the students along the path of ethical dietetic practice, the [Code of Ethics](#) (JAND, 2018) is as follows:

1. Competence and professional development in practice (Non-maleficence)

Nutrition and dietetics practitioners shall:

- a. Practice using an evidence-based approach within areas of competence, continuously develop and enhance expertise, and recognize limitations.
- b. Demonstrate in depth scientific knowledge of food, human nutrition and behavior.
- c. Assess the validity and applicability of scientific evidence without personal bias.
- d. Interpret, apply, participate in and/or generate research to enhance practice, innovation, and discovery.
- e. Make evidence-based practice decisions, taking into account the unique values and circumstances of the patient/client and community, in combination with the practitioner's expertise and judgment.
- f. Recognize and exercise professional judgment within the limits of individual qualifications and collaborate with others, seek counsel, and make referrals as appropriate.
- g. Act in a caring and respectful manner, mindful of individual differences, cultural, and ethnic diversity.
- h. Practice within the limits of their scope and collaborate with the inter-professional team.

2. Integrity in personal and organizational behaviors and practices (Autonomy)

Nutrition and dietetics practitioners shall:

- a. Disclose any conflicts of interest, including any financial interests in products or services that are recommended. Refrain from accepting gifts or services which potentially influence or which may give the appearance of influencing professional judgment.
- b. Comply with all applicable laws and regulations, including obtaining/maintaining a state license or certification if engaged in practice governed by nutrition and dietetics statutes.

- c. Maintain and appropriately use credentials.
- d. Respect intellectual property rights, including citation and recognition of the ideas and work of others, regardless of the medium (e.g. written, oral, electronic).
- e. Provide accurate and truthful information in all communications.
- f. Report inappropriate behavior or treatment of a patient/client by another nutrition and dietetics practitioner or other professionals.
- g. Document, code and bill to most accurately reflect the character and extent of delivered services.
- h. Respect patient/client's autonomy. Safeguard patient/client confidentiality according to current regulations and laws.
- i. Implement appropriate measures to protect personal health information using appropriate techniques (e.g., encryption).

3. Professionalism (Beneficence)

Nutrition and dietetics practitioners shall:

- a. Participate in and contribute to decisions that affect the well-being of patients/clients.
- b. Respect the values, rights, knowledge, and skills of colleagues and other professionals.
- c. Demonstrate respect, constructive dialogue, civility and professionalism in all communications, including social media.
- d. Refrain from communicating false, fraudulent, deceptive, misleading, disparaging or unfair statements or claims.
- e. Uphold professional boundaries and refrain from romantic relationships with any patients/clients, surrogates, supervisees, or students.
- f. Refrain from verbal/physical/emotional/sexual harassment.
- g. Provide objective evaluations of performance for employees, coworkers, and students and candidates for employment, professional association memberships, awards, or scholarships, making all reasonable efforts to avoid bias in the professional evaluation of others.
- h. Communicate at an appropriate level to promote health literacy.
- i. Contribute to the advancement and competence of others, including colleagues, students, and the public.

4. Social responsibility for local, regional, national, global nutrition and well-being (Justice)

Nutrition and dietetics practitioners shall:

- a. Collaborate with others to reduce health disparities and protect human rights.
- b. Promote fairness and objectivity with fair and equitable treatment.
- c. Contribute time and expertise to activities that promote respect, integrity, and competence of the profession.
- d. Promote the unique role of nutrition and dietetics practitioners.
- e. Engage in service that benefits the community and to enhance the public's trust in the profession.
- f. Seek leadership opportunities in professional, community, and service organizations to enhance health and nutritional status while protecting the public.

Academic Integrity

The Administration and Faculty of the Jefferson College of Health Sciences believe that academic integrity is one of the most important values and behaviors that should be practiced by students during their academic and clinical education. Integrity and honesty are especially valued in the healthcare professions because accurate diagnosis and treatment of patients are greatly dependent upon a health practitioner's honest and capable assessment of symptoms and diagnostic tests. This assessment can be rendered only by the practitioner who has "real" knowledge obtained as a student who completed assessments of knowledge and skills independently, thereby identifying and correcting mistakes. The successful practitioner can communicate important diagnostic and therapeutic information in writing because as a student, such skills were developed and/or enhanced by completing writing assignments independently. The practitioner who was dishonest in his or her educational pursuits is at great risk for making diagnostic and therapeutic mistakes and such errors can mean that someone's health care is mismanaged.

Because we are committed to educating practitioners who provide the highest quality of health care, the administration and faculty are equally committed to mandating and enforcing the practice of academic integrity by all students.

The program will adhere to the University's Academic Integrity policy and procedures for disciplinary action related to academic misconduct and may withhold, deny, or rescind the program Verification Statement. Please refer to the TJU Student Handbook for more information on the [Academic Integrity Policy](#).

Expectations of TJU MS/RDN Students

Standards of Professional Behavior

TJU MS/RDN students should uphold community standards for professional behavior in all SEL facilities and other educational settings throughout the program. All students are required to follow the Code of Ethics governing the Academy of Nutrition and Dietetics (see above). Any failure to comply with the Standards of Professional Behavior as outlined in this section will result in the initiation of disciplinary procedures (see above).

Appropriate Communication

Students must always treat classmates, faculty, staff, preceptors, and patients respectfully and avoid using insulting or insensitive language with or about them. Students should default to using last names (Dr., Professor, Ms., Mr., etc.) when conversing with or about preceptors, faculty members, patients, and clients unless otherwise instructed by the individual. Use of offensive language in students' communications can be hurtful and undermine their efforts to help people in need. Students should not use derogatory language in their written or verbal communications to or about patients and should use accurate and respectful language in all communications to and about patients. Students should use appropriate email etiquette in communication with faculty, staff, and any team members at clinical sites.

Preparation for SEL Rotations

Students are responsible for being familiar with content relevant to a given SEL rotation in order to perform adequately in SEL learning experiences. Students should review major concepts related to each SEL rotation before the first day in that rotation, and complete any homework assigned by the preceptor by the stated deadline. If, during the course of a rotation, a preceptor identifies any concepts/terms/resources that a student should review, the student should consider this a further requirement for the rotation, and should determine a plan in consultation with the preceptor and/or SEL instructor for meeting this requirement. Contact all preceptors at their place of work or facility approximately two weeks prior to the start of the experience in order to prepare for the start of the rotation.

Interactions with SEL Preceptors and Other Team Members

Students are expected to behave as though they are team members at each facility; courtesy, respect, and good manners are expected from each student. Students are required to treat all preceptors in each of their SEL settings as valued teachers and respected professionals. Students must consistently interact with all staff at their SEL facilities with this same respect. Students should refrain from becoming involved in any conflicts between staff members at their supervised experiential learning sites. If a conflict or concern arises between the student and a staff member at the SEL site, the student should address these concerns with the preceptor and additionally bring them to the attention of the Program Coordinator.

Completion of SEL Tasks Assigned by Preceptors

Students should treat any and all tasks assigned by preceptors (unless the tasks are illegal or dangerous) as opportunities for learning. This can include tasks ranging from data entry to food production to creating documents and performing presentations, etc. If students are concerned about the tasks assigned them, or feel that these additional tasks are being assigned in excess (and possibly interfering with their ability to take advantage of other meaningful learning opportunities at the facility), then they should address these concerns with the preceptor and/or the Program Coordinator. Students wishing to file a formal complaint regarding a preceptor should follow the *Grievance Procedure*, as outlined below.

Cell Phone Policy

Students must avoid entirely using or carrying cell phones for personal use (for phone calls, texts, or any other personal purposes) while on duty at their SEL sites. Students should also clarify and meet expectations for use of personal phones while on breaks at the facility. For instance, cell phones may be prohibited on patient floors or in public clinic areas, even while on break.

Absolutely no photographs may be taken in patient areas. No photographs of patients, families, or images of the patient record may be taken for HIPAA compliance. No recording of conversations with patients or staff is allowed. If a student is found in violation of the policy, disciplinary action and possible legal action may be taken.

Social Media Policy

Refer to the University Social Media Policy, found [here](#).

It may be appropriate to take pictures of yourself, certain completed projects, and/or other team members at your SEL site as long as no patients, clients, or confidential information appear in the images. Seek out and secure explicit permission from your facility preceptor to take and/or post pictures that follow these guidelines, and seek out and secure permission from team members before taking or

posting pictures in which they appear. Even with permission to post pictures taken at the SEL site, this must only be done on your personal time, not during your time at the SEL rotation (unless it is required for a project for the facility, such as a social media campaign). In the absence of a conversation with your preceptor about social media use, avoid taking or posting any pictures taken at your SEL site.

Dress Code

While attending program-sponsored events (including meetings, lectures, or field trips), appropriate personal appearance and dress are required for the particular setting at each location.

Students must dress in professionally appropriate attire for each supervised learning experience. Preceptors will share any specific dress code requirements associated with their work/facility (please clarify expectations with the preceptor at each site). A student who is inappropriately dressed may be sent home to change into proper attire and disciplinary actions may be taken.

Unless a facility's dress code requirements specifically outline otherwise, the following dress code shall be applied:

Clothing

Clothing should be clean and should not be tight, short, low-cut, or wrinkled.

Students are not to wear casual items such as jeans; shorts; cut-offs; T-shirts; hats; sweatpants/shirts; workout attire; leggings as pants; short skirts; crop tops; halter tops; or ripped, torn, or see-through clothing.

Students should wear closed-toe walking shoes with non-slip soles. No sneakers, running shoes, or tennis shoes unless otherwise approved by the preceptor. No stilettos, sandals, clogs, or slippers.

A lab coat may be suggested or required at some facilities.

Jewelry

Jewelry should not be distracting in size or number and should not be offensive.

Minimize the size of facial and ear piercings.

Nails

Fingernails should be kept trimmed and clean.

Nail length should not exceed 1 centimeter.

Tattoos

Students may not exhibit tattoos.

Perfume/Aftershave/Cologne

No excessive or heavy perfumes or aftershaves/colognes.

Hair

Hair should be neat, clean, and arranged so as not to interfere with patient care.

Facial hair should be neatly trimmed and groomed.

Some settings may require the use of hair covering.

Student IDs

A student ID identifying you as a Jefferson student must be worn at all SEL sites.

Impairment

Students must be appropriately alert in classes and in clinical rotations. Students shall not appear at the university or clinical sites under the influence of alcohol, drugs, or any other substance. Please refer to the [TJU Drug and Alcohol Policy](#) for more information.

Health and Safety

Students shall not exhibit any behavior that may jeopardize the health and safety of patients, faculty/staff, themselves, or fellow students. Students must not utilize preceptors or faculty members as personal healthcare providers.

Food, Drink, Gum, and Tobacco

Consumption of food and drink should be limited to designated times and places. Gum chewing and use of tobacco products are not allowed while completing SEL experiences.

Characteristics of TJU MS/RDN Students

Below is a list of characteristics and expectations of students enrolled in our program.

Integrity -- Our students are expected to be honest and truthful at all times. Students must always identify themselves as “student dietitians” and not registered dietitians to all patients, clients, and site staff. Students must respect the confidentiality of patients, fellow students, faculty, and staff and are not permitted to discuss any patients by name outside the clinical encounter situation. For any academic presentations, please use patients' initials. Personal social media is not an appropriate outlet for posting patient histories, images, or stories. Students may not accept gifts or gratuities from patients or families.

Respectful – Our students are expected to demonstrate respect for program peers, preceptors, professors, and policies. Students are expected to be flexible and adaptable when unexpected changes occur, and to respond in a positive manner. Students must comply with all policies and procedures associated with the program, College, and University. Students are additionally expected to comply with policies and procedures of all facilities and settings included in their learning experiences.

Enthusiastic – Our students are expected to have a positive attitude and show enthusiasm regarding their learning experiences. Beyond completing assigned tasks, students are expected to seek out and utilize opportunities to further develop. Students are expected to be motivated about learning and overcoming obstacles, including discomfort of the unknown and unfamiliar, in order to grow and learn. Students are to project a positive image and represent our program as respectful, patient, caring, and appreciative individuals.

Punctual – Our students are required to be punctual and maintain confirmed schedules. Students must arrive for all supervised practice experiences on time, prepared and ready to begin work by the time scheduled with the preceptor for that rotation. Attendance and punctuality will be evaluated by the preceptors.

Students must respect the time and efforts of the faculty and preceptors within this program. In the event that tardiness may occur, students must quickly communicate to their professor and/or preceptor their anticipation of being late along with their apologies. Additionally they should inform the Program

Coordinator in the event that they will be late or miss time with a preceptor. Students are expected to obtain permission from the preceptor to leave the assigned facility during the scheduled supervised learning experience. Students must always “check in” and “check out” with their preceptor each day.

Engaged – Our students are expected to be engaged and present. They are to actively contribute to learning activities and refrain from engaging in personal business (including sending or receiving personal messages, visiting websites, or using apps that aren’t related to course content) during all learning experiences within the program. Our students are expected to be focused on the task at hand while being self-aware and aware of the environment around them.

Open – Our students are expected to clearly communicate their thoughts, questions, concerns, goals, and needs regarding their learning experiences while in the program. Students are expected to provide genuine feedback regarding their learning experiences on all program evaluations. Our students are expected to be open and receptive to constructive criticism provided by faculty and preceptors and to implement that feedback appropriately throughout their educational experience in our program.

Rights and Responsibilities of the Student

As members of the Thomas Jefferson University and the Jefferson College of Health Professions communities, MS/RDN students acquire rights and responsibilities. Expectations of student rights and responsibilities are outlined in the Thomas Jefferson University [Handbook website](#).

Every student is responsible for being knowledgeable about the policies and procedures outlined in:

1. the [JCHP Student Handbook](#)
2. all pages of the Thomas Jefferson University [Handbook website](#)
3. the TJU MS/RDN Student Handbook (this document)

Changes in policies and procedures will be made available to students and each student will be responsible for being aware of and abiding by the changes. Students enrolled in the MS in Nutrition and Dietetic Practice program have:

1. a right to:
 - a sound education;
 - due process
2. a right to and a responsibility for:
 - participating in a dynamic and respectful educational environment;
 - engaging with enthusiastic and knowledgeable professors and preceptors;
 - providing consistent programmatic feedback that will shape future curriculum planning;
 - achieving self-directed learning;
 - participating in interdisciplinary activities;
 - ensuring peer review and self-evaluation;
 - organizing and participating in an organization directed toward achieving professional goals;
 - facilitating change in health care delivery through various channels;
 - assembling and exploring fundamental and current professional issues and concerns;
 - organizing in a flexible structure to encompass and represent the diversities within dietetics and be representative of the fundamental and current professional issues and concerns;

- fostering a better correlation between dietetics education and practice.

Injury or Illness

Notify your course instructors in the event of sickness, injury, or other emergency that necessitates absence from any course activity (as you would any employer). If illness, injury, or emergency will require you to miss SEL activities, notify your preceptor as well as the Program Coordinator with as much advance notice of the scheduled arrival time as possible.

If students become ill or injured while at any SEL facility, they will report to the preceptor, who will advise the student as follows:

- a. If the injury or illness is emergent – call 911.
- b. If the illness or injury is not severe or life threatening – request that students contact their area health care provider or JOHN.
- c. If students do not have an area provider - direct them to the nearest urgent care or emergency care centers.

Any injury must be reported to the preceptor at the facility, and the student must follow facility policies for work-related injuries. This may include but is not limited to emergency department visit, urgent care, physician clearance, or a visit to Jefferson Occupational Health Network. If emergency treatment is needed, it will be at the student's expense. Students must assume the cost of hospitalization if required. Documentation of the incident must be completed by the student, signed by the preceptor, and forwarded (via email) to the Program Director. In the event of any injury requiring medical attention, a letter of clearance from a treating medical provider or from Jefferson Occupational Health Network must be sent to the Program Coordinator prior to returning to the clinic. Students are not covered by worker's compensation as they are not employees of TJU or the affiliated facilities.

For more information, refer to the *Injury/Illness* section of the Jefferson College of Health Professions Student Handbook, found [here](#).

Occupational Exposures

Refer to the University's *Occupational Exposure to Blood and Bodily Fluids policy* found [here](#).

Personal Leave of Absence

Refer to the *Personal Leave of Absence* section of the Jefferson College of Health Professions Student Handbook, found [here](#).

Refund of Tuition and Fees

Refer to the TJU Title IV refund policy found [here](#).

Readmission Procedure

Refer to the *Readmission Procedure* section of the Jefferson College of Health Professions Student Handbook, found [here](#).

Additionally note the following:

The application for readmission to the program within 1 year of withdrawal should include:

- A letter requesting consideration for readmission.
- An outline of planned or completed activities since separation to support success upon potential readmission.
- A minimum of two letters of recommendation.

Students are only eligible to apply for readmission once.

If a student has been *dismissed for professional misconduct* from the MS/RDN program for any reason, no future application will be considered. If a student has been *dismissed for academics*, they should contact the Program Director to determine whether an application for readmission will be considered.

Verification Statements

The TJU MS/RDN program provides the required nutrition and dietetics coursework and supervised experiential learning opportunities to meet ACEND's competency requirements to be eligible to become an RDN. A verification statement is issued to individuals who successfully complete the program in order to be eligible to take the CDR RDN credentialing exam (RDN exam).

The verification statement is required to apply to take the RDN exam. Each successful graduate will receive an electronic and paper copy of their verification statement. Verification statements will be filed indefinitely under the custodianship of the Program Director.

Tuition and Fees 2021-2022

Fees & Expenses

Tuition and fees are subject to annual board approval. The information below reflects approved tuition and fees for the 2021-2022 academic year; tuition and fees may change for the 2022-2023 academic year.

The table below includes estimated expenses for travel, housing, books, insurance, medical exams, and uniforms, in addition to program fees and tuition.

Program Expenses	
Tuition and Fees	Board-Approved Costs
Tuition: \$1,170 per credit Reflects 31-36.5 credits completed in year 1 Reflects 8-17.5 credits completed in year 2	\$36,270 - \$42,705 in year 1 \$9,360 - \$20,475 in year 2
Program Fees: \$67 per credit Reflects 31-36.5 credits completed in year 1 Reflects 8-17.5 credits completed in year 2	\$2,077 - \$2,445.50 year 1 \$536 - \$1,172.50 in year 2
Application fee	\$50
Other Program-Related Expenses	Estimated Costs
Professional Liability & General Liability Insurance (will be paid for by TJU)	\$0
Academy of Nutrition and Dietetics student membership	\$58

Philadelphia Academy of Nutrition and Dietetics student membership	\$16
Campus Parking or Public Transit to Campus <i>Note: Students are eligible for discounts on transit passes/tickets/tokens/and parking passes</i>	Varies
Books, Supplies, Meetings Some institutions may require a lab coat.	\$300-\$700 / semester
Immunizations, Physical Examination, and Drug Screen (Annual physical exam, flu vaccine and TB testing can be performed free of charge by Jefferson Occupational Health Network after a student has matriculated in the program)	\$50-\$100
Criminal / Background Clearances	\$85
Living Expenses:	
Rent Students must make their own living arrangements. Costs can vary widely depending on neighborhood, whether living alone, etc.	\$1,500-\$2,200/mo.
Transportation Students must provide their own transportation to/from campus and SEL sites. Some SEL sites are not accessible via public transportation and/or will require travel throughout the day. Pennsylvania law requires that all drivers carry a minimum of collision and liability insurance.	Varies
Personal Health Insurance Students must secure personal health insurance coverage that will last the duration of the program year. Payment for this coverage is the responsibility of the students.	Varies

Program Schedule

JCHP Academic Calendar

The [academic calendar](#) for the MS/RDN program will be published under the JCHP Academic Calendars webpage on the University Office of the Registrar website.

Typical Academic Schedule

Orientation – Orientation will typically occur the week prior to the first week of the fall semester.

Fall semester – Online registration for the fall semester will typically start in the beginning of April. The fall semester will typically start the last week of August or the beginning of September and classes will end in mid-to-late December.

Spring semester – Online registration for the spring semester will typically start in the beginning of November. The spring semester typically begins in early-to-mid January and ends in late April.

Summer semester – Online registration for the summer semester will typically start in the beginning of April. The summer semester typically begins in mid-May and ends late August.

Please see the posted academic calendar for each school year for exact dates.

Vacations/Holidays

Vacation is defined as the time between semesters. This typically provides a 3-week break between fall and spring semesters, a 2-week break between spring and summer semesters, and a 1-week break between summer and fall semesters. This time can be utilized to address a student's remediation plan as appropriate and needed.

The MS/RDN program will not hold didactic classes on holidays recognized by the University. Students engaged in on-site supervised learning experiences will refer to their preceptor for expectations of attendance on holidays.

Thanksgiving Break (late November – 1 week)

Martin Luther King Jr. Day (January – 1 day)

Spring Break (mid-March – 1 week)

Memorial Day (May – 1 day)

Independence Day (July – 1 day)

Additional Program Policies and Procedures

Travel and Safety Liability

The MS/RDN program utilizes a variety of clinical sites, some of which will require travel to the site via car or public transportation and some of which are not accessible via public transportation and/or will require travel throughout the day. Students are responsible for arranging their own transportation to and from the clinical site experiences and for covering the cost of travel. TJU and the TJU MS/RDN program do not take any responsibility for incidents related to students' travel. Students are advised not to accept offers of transportation from preceptors, TJU faculty members, patients, or clients.

Weather

Refer to the TJU [Inclement Weather Policy](#).

Students are expected to sign up for the JeffALERT notification system, described [here](#), to ensure they're kept up to date during major emergencies.

If the conditions will impact your ability to travel safely to your supervised experiential learning site, please contact your preceptor and the Program Coordinator. Personal safety should not be sacrificed.

Communication from and within the Program

The MS/RDN email listserv is the main mode of program-wide communication between the program director and students within the program. All TJU MS/RDN students will be added to the listserv upon enrollment. Please notify the program director immediately if you suspect that you are not receiving these emails.

The program director will send emails regarding the orientation, experiential learning activities, didactic learning activities, SEL rotations, field-related opportunities, professional organization events, academic seminars, and student-driven events. Program faculty and staff will make efforts to ensure that the

information communicated to students is consistent. The program director is to be notified of any inconsistencies of information, directives, etc.

Communication with program faculty shall only be completed using the University email system, or through the Canvas learning management system. Any commercial email address from a student will be disregarded by the program faculty, staff, and preceptors in efforts to deter identity fraud.

(yourname@students.jefferson.edu is a unique identifier while yourname@gmail.com can be created by anyone impersonating you).

Student Identification on Electronic Learning Assessments

It is imperative that students include their full name, date, and campus key on all online submissions. Students should use a sign-in and password to access the learning management system (Canvas) and any other software systems/applications associated with the program. Students should keep their password private and should not share it with anyone.

Protection of Privacy of Information

Students' privacy of information is protected in accordance with the specifications of the Family Educational Rights and Privacy Act of 1974 as described in the Thomas Jefferson University Student Handbook, [Confidentiality of Student Records policy](#).

Student Academic Files

Student academic files are maintained in the MS/RDN program by the Program Director. Program faculty and staff are the only personnel who have access to these files. Application documentation, learning assessments, competency tracking documents, performance evaluations, and advising materials are stored in the student academic file. Students should refer to the [Confidentiality of Student Records policy](#) in the Thomas Jefferson University Student Handbook.

Applications and transcripts are on file in the Admissions Office.

Grievance Procedure

All students in the Jefferson community have the right to express a grievance when they allege they have been treated in a manner inconsistent with the community standards at the university. Students wishing to file a grievance against a faculty member, staff member, or administrator should follow the University Grievance Procedure, outlined [here](#).

Please note that where the policy references the Department Chair, students of the MS/RDN program should interpret the policy as referring to the Program Director.

Grievances related to discrimination or bias can be reported via the aforementioned university grievance process. For reporting incidents related to sexual misconduct and Title IX, please refer to the [Title IX policy](#).

Maintenance of Student Complaint Records

The records of student complaints and resolution of complaints will be maintained for a period of seven years by the program director.

Grievances Related to the MS/RDN Program Accreditation Standards

For grievances related to the MS/RDN Program accreditation standards, students should report to the MS/RDN Program Director. If the issue is not resolved, students are encouraged to consult with the TJU administrators using the grievance policy outlined above.

If the student has exhausted all grievance options listed above in accordance to TJU policy, the Accreditation Council for Education in Nutrition and Dietetics (ACEND) will review complaints that relate to a program's compliance with the accreditation/approval standards. ACEND is interested in the sustained quality and continued improvement of dietetics education programs but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or students. It acts only upon a signed allegation that the program may not be in compliance with the Accreditation Standards or policies.

A formal complaint related to the MS/RDN accreditation/approval standards can be filed with ACEND [here](#).

A copy of the accreditation/approval standards and/or the Council's policy may be obtained by contacting ACEND:

120 South Riverside Plaza, Suite 2190
Chicago, IL 60606-6995
Phone: 800-877-1600, ext. 5400
Email: ACEND@eatright.org

Student Support Services & Resources

Academic Support Services

The [TJU Office of Student Affairs](#) provides Academic Support Services to all TJU students in efforts to promote academic success. These services include one-on-one consultations and group workshops.

Student Writing Center

The [Student Writing Center](#) provides services to promote development of all aspects of writing including planning, researching, drafting, revising, and editing. These services are provided in 30- or 60-minute in-person tutoring sessions.

Accessibility Services

TJU will provide reasonable accommodations to all qualified individuals with disabilities to allow equal access and full participation to all University-related activities and programs. Refer to the [Office of Student Affairs](#) information about and directives concerning disability accommodations.

Behavioral Intervention Team

The [Behavioral Intervention Team](#) at TJU was created to help students displaying concerning or inappropriate behavior in which follow-up is not urgent, but needed.

For urgent or threatening concerns, contact the TJU [Campus Security Department](#) directly at (215) 955-8888 or their Anonymous Tip Line at (215) 955-5678.

Health Services

Jefferson Occupational Health Network for Employees & Students (JOHN)

JOHN provides medical care to all TJU students at two locations in the city of Philadelphia: Center City Campus 833 Chestnut Street and Jefferson Methodist Hospital at 2301 South Broad Street. For detailed information, go to the [JOHN website](#).

JOHN Services to Students

JOHN provides many services, several of which are free of charge to students. Visit [this page](#) of the JOHN website for more information.

Student Counseling Center

Contact the TJU [Student Counseling Center](#) for confidential mental health services. TJU students, including students of the TJU MS/RDN program, are entitled to three free visits prior to requesting health insurance coverage of sessions.

Recreation and Fitness Center

The Jefferson [Recreation & Fitness Center](#) is managed by the [Office of Student Life & Engagement](#). It provides students access to exercise equipment (cardio and weightlifting equipment), group exercise rooms, TRX studio, swimming pool, dry heat sauna, racquetball court, strength and stretching room, gymnasium, and locker rooms. Students also have access to activities and services such as intramural sports, group exercise classes, fitness testing, exercise prescriptions, personal fitness training, dance lessons, swim lessons, and tennis instruction.

Student Life & Engagement

The [Office of Student Life & Engagement](#) is the hub to learn about student events, activities, organizations, orientation programs, leadership training, and wellness services. Students can learn about health and dental insurance options, HIPAA & safety training, and the Jefferson Humanities & Health office.

Commuter Services Office

The [Commuter Services Office](#) (CSO) provides transportation and parking assistance to students and employees of Thomas Jefferson University, Thomas Jefferson University Hospital, and Jefferson University Physicians. A partnership with CSO and those companies providing area transportation and parking results in a savings passed on to you. The benefits include discounts on the following: transit passes, transit tickets, transit tokens, and parking permits. Note: all sales are final and returns or exchanges are not permitted.

Off-Campus Housing and Navigating a Move to Philadelphia

The Office of Residential Life provides a variety of resources for students relocating to Philadelphia and/or looking for off-campus housing. If you're looking for rental listings, roommates, tips on budgeting, guidelines for setting up utilities, or recommendations for local eateries and attractions, please visit [this website](#).

Financial Aid Resources

The Financial Aid Office in Center City is a resource to students looking to obtain federal, state, institutional, and private funding for costs associated with schooling and it is an educational debt management resource for students.

Learn more about the application process, financial aid programs, entrance and exit counseling, policies regarding satisfactory academic progress and the Title IV Refund Policy, as well as the code of conduct for financial aid professionals at the [Financial Aid Office website](#).

Emergency Financial Assistance

The [JeffSecure](#) emergency fund is intended to provide matriculated Jefferson students with short-term financial assistance in the event of unforeseen and unavoidable emergency expenses. The fund is intended to minimize immediate critical needs as a result of unanticipated financial stress.

Title IX and Sex-Based Discrimination

If students have any questions about Title IX or sex-based discrimination, there are many resources available through the University, including but not limited to Campus Safety, the Title IX Coordinator, and the Student Counseling Center. Contact information for these resources can be found below. Your MS/RDN advisors are available to support you and can help connect you to appropriate departments across the University if you'd like their assistance in connecting, and you are also free to connect directly (and confidentially) with the departments below.

Campus Security: 215-955-8888

Title IX Coordinator: Kathleen.vodzak@jefferson.edu, 215-951-2520

Student Counseling Center: 215-955-HELP (4357)

Becoming a Registered Dietitian Nutritionist

Future Education Model Pathway (applies to the TJU MS/RDN program)

There are three requirements to become an RDN following ACEND's *Future Education Model Standards*. Successful completion of the TJU MS/RDN program will fulfill the first requirement.

1. **Complete an ACEND-accredited graduate program.** This entails completion of didactic and supervised learning experiences as well as competency assessments required by the program.
2. **Pass the national RDN credentialing exam.** The [Commission on Dietetic Registration](#) (CDR) provides a national exam at various testing centers throughout the nation.
3. **Obtain licensure in your state of practice, if applicable.** It is applicable in PA, NJ, DE, NY, MD, CT, WV, DC, and OH (as well as many additional US states). Refer to the [Pennsylvania State Board of Nursing website](#) to learn more about licensure in PA, or click [here](#) to read about licensure statutes and information by state. Graduates of the TJU MS/RDN program will meet education and experience eligibility requirements for licensure in every US state and territory where it is applicable.

Traditional Pathway

For students enrolled in programs that follow the *2017 ACEND Standards*, there are four main requirements to become an RDN. These requirements are provided for *reference only* and do not apply to TJU MS/RDN students.

- **Bachelor's Degree:** Completion of a minimum of a Bachelor's degree in dietetics or a related field from an accredited college or university. Beginning in 2024, a Master's degree will be required.
- **DPD Verification Statement:** Completion of Didactic Program in Dietetics (DPD) requirements in an ACEND-accredited DPD as evidenced by a DPD verification statement.
- **DI Verification Statement:** Completion of an ACEND-accredited dietetic internship (DI)/supervised practice program as evidenced by a DI verification statement.
- **Pass the national RDN Credentialing Exam.** The Commission on Dietetic Registration (CDR) provides a national exam at various testing centers throughout the nation.
- **Gain licensure in your state, if applicable.**

For more information, please visit the [Academy of Nutrition and Dietetics website](#) or review the Registered Dietitian Nutritionist Fact Sheet found [here](#).

Maintenance of RDN Credential

Registered Dietitian Nutritionists must maintain competency and stay up to date on new information related to their practice. In order to accomplish that, they must complete continuing professional education. The CDR monitors the continuing education of professionals in the field by requiring RDNs to earn 75 Continuing Professional Education Units (CPEUs) every 5 years.

Professional Development Portfolio (PDP)

The CDR constructed the PDP process, which is a tool to ensure continuous learning to support professional competence. This is an automated tool which guides you in selecting areas of focus and logging CPEUs earned from approved educational sources. See the information provided [here](#) to learn more.

Professional Organizations

[Academy of Nutrition and Dietetics](#) (the Academy)
[Pennsylvania Academy of Nutrition and Dietetics](#) (PAND)
[Philadelphia Academy of Nutrition and Dietetics](#) (PHILLYAND)
[American Nutrition Association](#) (ACN)
[American Society of Nutrition](#) (ASN)
[American Society of Parenteral and Enteral Nutrition](#) (ASPEN)
[Society for Nutrition Education and Behavior](#) (SNEB)
[School Nutrition Association](#) (SNA)
[National Association of Nutrition Professionals](#) (NANP)
[The Association of Nutrition & Foodservice Professionals](#) (ANFP)

**VERIFICATION OF RECEIPT AND AGREEMENT
AND CONFIDENTIALITY STATEMENT
FILE COPY**

I, _____ have received a copy of the Thomas Jefferson University Master of Science in Nutrition and Dietetic Practice Student Handbook and understand that it contains important information regarding the program's policies and my obligations as a student in this program.

I have familiarized myself with the material in the handbook and understand that I am governed by its contents. I attest that I understand all of the material presented in this handbook (and that I have consulted with the Program Director and/or Coordinator to clarify any policies or information for which I desired/required clarification).

I understand and agree that I am bound by all policies and procedures outlined in the handbook, as well as by all policies and procedures required of students by Jefferson College of Health Professions and Thomas Jefferson University. I further understand and agree that I am bound by the Academy of Nutrition and Dietetics' Code of Ethics.

I understand and agree that the granting of a Verification Statement from the Thomas Jefferson University Master of Science in Nutrition and Dietetic Practice Program is no guarantee that I will be licensed, certified, or accepted for practice by professional licensing agencies.

I also understand and agree that in my performance as a student of the Thomas Jefferson University Master of Science in Nutrition and Dietetic Practice Program, I will maintain the confidentiality of all medical and/or personal information regarding the patient, client, resident, and/or family at all times. I understand that any violation of this confidentiality will constitute a breach of the Health Insurance Portability and Accountability Act (HIPAA), the Thomas Jefferson University Community Standards, and the Academy of Nutrition and Dietetics' Code of Ethics.

STUDENT SIGNATURE _____

DATE _____

Appendices

Future Education Model Graduate Degree

Competencies and Performance Indicators

(K= Knows, S= Shows, D= Does)

Unit 1: Foundational Knowledge Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.	
Competencies	Example Performance Indicators
1.1 Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease. (S)	1.1.1 Analyzes the usefulness and limitations of epidemiological, clinical and other study designs and identifies trends in diet and disease. (S) 1.1.2 Demonstrates general understanding of nutrition and genetics, as it relates to health conditions. (K) 1.1.3 Communicates epidemiological evidence related to the relationship between diet and the development of disease. (S) 1.1.4 Demonstrates an understanding of research techniques and processes used to study the relationship between molecules (e.g. genes, proteins, metabolites) and microbes with disease states. (K) 1.1.5 Identifies the influence of food consumption on the development of diseases. (K)
1.2 Applies an understanding of anatomy, physiology, and biochemistry. (S)	1.2.1 Analyzes the impact of food and nutrition on physiological processes. (S) 1.2.2 Integrates knowledge of anatomy, physiology, and biochemistry to make decisions related to nutrition care. (S)
1.3 Applies knowledge of microbiology and food safety. (S)	1.3.1 Applies food safety principles of microbiological food spoilage and strategies for controlling microbial growth. (S) 1.3.2 Implements key principles and practices to make foods safe for consumption at all stages during the flow of food. (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)	1.4.1 Analyzes the role of fundamental chemistry and organic chemistry principles on food, human health and metabolism. (S) 1.4.2 Integrates nutritional biochemistry knowledge to make informed food and nutrition decisions for optimal health. (S) 1.4.3 Evaluates the chemical nature and composition of food on food quality, acceptability and compatibility. (S)
1.5 Applies knowledge of patho-physiology and nutritional biochemistry to	1.5.1 Examines nutritional biochemical indicators specific to the disease process. (K) 1.5.2 Interprets and analyzes the effect of diet, fluids, electrolytes and nutritional status on the development and progress of the disease process. (S) 1.5.3 Interprets and analyzes the effects of disease, clinical condition and treatment on nutritional health status. (S)

physiology, health and disease. (S)	1.5.4 Analyzes the correlation between mental health conditions and nutritional health. (S)
1.6 Applies knowledge of social, psychological and environmental aspects of eating and food. (S)	1.6.1 Formulates food and nutrition services considering psychological and social factors to meet the needs of individuals, communities and populations. (S) 1.6.2 Articulates the impact of nutritional health on psychiatric disorders. (S) 1.6.3 Integrates knowledge of maximizing sustainability, food and water waste, reusable/ biodegradable items, local and global produce sourcing and access to food. (S) 1.6.4 Analyzes the environmental factors affecting access to services and/or adequate nutrition. (S)

Unit 1: Foundational Knowledge (cont.)	
Competencies	Example Performance Indicators
1.7 Integrates the principles of cultural competence within own practice and when directing services. (D)	1.7.1 Demonstrates knowledge of the cultural competence models. (K) 1.7.2 Applies knowledge of foods, cultural foods, eating patterns and food trends. (S) 1.7.3 Identifies challenges that arise when different cultures, values, beliefs and experiences exist between clients/patients and nutrition and dietetics professionals. (S) 1.7.4 Identifies and implements strategies to address cultural biases and differences. (D) 1.7.5 Applies culturally sensitive approaches and communication skills. (D) 1.7.6 Develops awareness of one's own personal beliefs, values and biases to better serve clients/patients of different cultures and backgrounds. (S)
1.8 Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy. (S)	1.8.1 Identifies the classifications of nutraceutical pharmacological agents and the action of the body. (K) 1.8.2 Demonstrates understanding of pharmacokinetics, absorption, clearance, drug metabolism, latency period, drug and supplement metabolism, accumulation, half-life, and routes of administration. (S) 1.8.3 Identifies potential drug and food interactions based on physiological responses to pharmacological agents and takes appropriate actions. (S)
1.9 Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health and wellness. (S)	1.9.1 Critically evaluates evidence-based literature to inform decisions about use of complementary and integrative nutrition. (S) 1.9.2 Applies an understanding of the impact of complementary and integrative nutrition on drugs, food, disease states and wellness. (S) 1.9.3 Identifies indications, use and contraindications of complimentary and integrative nutrition. (K)
1.10 Applies knowledge of math and statistics. (S)	1.10.1 Chooses appropriate statistical methods, performs statistical analysis and interprets results in various data analysis situations. (S) 1.10.2 Communicates information on statistical methods, results and interpretation, both orally and in writing. (S)

	1.10.3 Applies math skills to perform food and nutrition calculations. (S)
1.11 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals. (D)	1.11.1 Interprets and communicates medical terminology to non-health professional audiences. (D) 1.11.2 Uses acceptable medical abbreviations and appropriate medical terminology in all forms of communication. (D)
1.12 Demonstrates knowledge of and is able to manage food preparation techniques. (D)	1.12.1 Demonstrates understanding of safe work habits and safety hazards and employs preventive safety measures. (K) 1.12.2 Converts recipes and ingredients based on client/patient's preferences or dietary needs. (D) 1.12.3 Develops recipes and menus and increases or decreases quantities served from the recipe. (D) 1.12.4 Evaluates recipes using sensory evaluation methods. (D)

Unit1: Foundational Knowledge (cont.)	
Competencies	Example Performance Indicators
1.13 Demonstrates computer skills and uses nutrition informatics in the decision making process. (D)	1.13.1 Analyzes appropriate data in electronic format to make best decisions related to nutrition and diet. (S) 1.13.2 Evaluates accuracy and reliability when accessing and evaluating nutrition information in electronic format. (S) 1.13.3 Operates nutrition informatics systems in practice. (D) 1.13.4 Uses electronic databases to obtain nutrition information and evaluate credible sources in decision making. (D) 1.13.5 Uses technology and informatics skills proficiently to aggregate data and enhance practice and client/patient care. (D)
1.14 Integrates knowledge of nutrition and physical active ity in the provision of nutrition care across the life cycle. (D)	1.14.1 Evaluates, integrates and communicates nutritional requirements across the life cycle. (D) 1.14.2 Identifies nutritional risk factors across the life cycle. (D) 1.14.3 Teaches the benefits of physical activity across the life cycle to individuals, groups and populations. (D) 1.14.4 Explains and takes into consideration how nutrients, nutritional supplements and hydration influence physical activity and wellness. (K)
1.15 Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations. (S)	1.15.1 Recognizes and communicates the cause of disease and nutrition risks. (K) 1.15.2 Identifies, prioritizes and implements health risk reduction strategies for individuals, groups and populations. (S) 1.15.3 Examines the influence of the determinants of health on health and wellness. (S) 1.15.4 Designs food and nutrition activities for various audiences considering factors relevant to individuals, groups and communities. (S) 1.15.5 Applies behavior change theories for nutritional health promotion and disease prevention. (S)
1.16 Gains a foundational knowledge on public and global health issues and nutritional needs. (K)	1.16.1 Examines the trends and current issues that impact public and global health from existing, new and reemerging diseases that spread through immigration, travel and global trade. (K) 1.16.2 Examines the impact of global food supply and sustainability and related factors. (K) 1.16.3 Examines how globalizing processes impact nutrition, nutrition education and nutrition related diseases in developing countries. (K)

Unit 2: Client/Patient Services Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.	
Competencies	Example Performance Indicators
2.1 Applies a framework to assess, develop, implement and evaluate products, programs and services. (D)	2.1.1 Conducts or coordinates an assessment of the environment, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding nutritional products, programs and services. (D) 2.1.2 Designs nutritional products, programs or services that promote consumer nutritional health, dimensions of wellness and lifestyle management. (D) 2.1.3 Creates a work plan or project plan to implement nutritional programs and services or launch products. (D) 2.1.4 Conducts an evaluation of a product, program or service by analyzing reasons for variance from expected outcomes and implements new strategies as appropriate. (D)
2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations. (D)	2.2.1 Considers all client/patient factors when selecting, developing nutrition screening tools. (D) 2.2.2 Evaluates the validity and reliability of the nutrition screening tools and modifies based on current evidence-informed practice. (S) 2.2.3 Leads the implementation of nutrition screening tools in collaboration with other health professionals. (D) 2.2.4 Prioritizes care based on results of screening considering complexity of care needs. (D)
2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings. (D)	<u>Nutrition Assessment</u> 2.3.1 Selects and implements nutrition assessment tools for individuals, groups or populations. (D) 2.3.2 Interviews client/patient to collect subjective information considering the determinants of health. (D) 2.3.3 Conducts a nutrition focused physical exam. (D) 2.3.4 Takes a food and nutrition related medical history. (D) 2.3.5 Assesses physical activity and history of physical activity. (D) 2.3.6 Collects, assesses and interprets anthropometric measures and body composition. 2.3.7 Orders, collects and interprets biochemical tests. (D) 2.3.8 Analyzes diagnostic test results relevant to nutrition (e.g. diagnostic imaging related to fluoroscopy, swallowing evaluation, enteral feeding tube placement). (D) 2.3.9 Identifies signs and symptoms of nutrient deficiencies or excesses. (D) 2.3.10 Determines barriers that might influence a client/patient's nutritional status. (D) 2.3.11 Determines accuracy and currency of nutrition assessment data. (D) 2.3.12 Identifies patient appropriate validated formula and performs calculations to determine nutritional requirements. (D)

	<p><u>Diagnosis</u></p> <p>2.3.13 Analyzes and synthesizes nutrition assessment data to inform nutrition diagnosis(es) and nutritional plan of care. (D)</p> <p>2.3.14 Devises PES (problem, etiology and sign symptom) statement and outlines reasons for professional opinion cause and contributing factors. (D)</p> <p>2.3.15 Prioritizes the nutrition diagnosis(es) . (D)</p>
--	--

Unit 2: Client/Patient Services (cont.)	
Competencies	Example Performance Indicators
2.3 (cont.)	<p><u>Intervention</u></p> <p>2.3.16 Develops an individualized plan of care that addresses nutritional care needs diagnosis and client/patient nutrition goals in collaboration with the client/patient and team members. (D)</p> <p>2.3.17 Orders nutrition prescriptions to address nutritional goals. (D)</p> <p>2.3.18 Implements the nutrition plan of care or nutrition intervention with the client/patient and other team members. (D)</p> <p><u>Monitoring/Evaluation</u></p> <p>2.3.19 Monitors and evaluates impact of nutrition intervention on the nutrition diagnosis. (D)</p> <p>2.3.20 Develops and applies nutrition care outcome indicators to measure nutrition intervention. (D)</p> <p>2.3.21 Assesses client/patient's compliance with nutrition intervention. (D)</p> <p>2.3.22 Identifies barriers to meeting client/patient's nutrition goals and makes recommendations to modify the nutrition plan of care or nutrition intervention, and communicates changes to client/patient and others. (D)</p> <p>2.3.23 Summarizes impact of nutrition interventions on client/patient's nutrition outcomes, considering client/patient-centered care. (D)</p> <p>2.3.24 Identifies, analyzes and communicates reasons for deviation from expected nutrition outcomes. (D)</p> <p>2.3.25 Evaluates the availability of services to support access to nutrition care and to help meet client/patient nutrition goals. (D)</p> <p><u>Documentation</u></p> <p>2.3.26 Documents all elements of the nutrition care process following professional standards and organizational policies. (D)</p> <p>2.3.27 Demonstrates coding and billing procedures to obtain payment for nutrition services under alternate health care payment models. (D)</p>
2.4 Implements or coordinates nutritional interventions for individuals, groups or populations. (D)	<p><u>Medical Nutrition Therapy</u></p> <p>2.4.1 Manages medical nutrition therapy for clients/patients. (D)</p> <p>2.4.2 Applies and integrates understanding of foundational sciences to manage medical nutrition therapy, diet and disease management. (D)</p> <p>2.4.3 Applies foundational science knowledge and medical nutrition therapy principles to establish, order, manage and evaluate the need for nutrition support when prescribing and administering nutritional oral, enteral and parenteral diets. (D)</p> <p>2.4.4 Considers and applies all relevant factors when recommending the use of oral nutritional supplements. (D)</p> <p>2.4.5 Refers/transfers care to relevant professionals when client/patient needs or required interventions are beyond personal competence or professional scope of practice. (D)</p>

Unit 2: Client/Patient Services (cont.)	
Competencies	Example Performance Indicators
2.4 (cont.)	<p><u>Education</u></p> <p>2.4.6 Applies education theories, adult learning, pedagogy and education principles when developing, modifying, delivering or implementing education materials. (D)</p> <p>2.4.7 Assesses audience's readiness to learn and identifies barriers to learning. (D)</p> <p>2.4.8 Develops or modifies nutrition education materials or delivery methods to meet the needs of the audience. (D)</p> <p>2.4.9 Develops and provides evidence-informed nutritional wellness and therapeutic diet education to variety of audiences. (D)</p> <p>2.4.10 Translates basic to advanced food and nutrition science knowledge into understandable language tailored to the audience. (D)</p> <p>2.4.11 Communicates complex nutrition information to broad and diverse audiences. (D)</p> <p>2.4.12 Evaluates effectiveness of nutrition education and makes modifications as required. (D)</p> <p><u>Psychological Counseling and Therapies</u></p> <p>2.4.13 Assesses client/patient's nutritional needs and appropriateness for the recommended counseling or therapy. (D)</p> <p>2.4.14 Applies counseling principles and evidence-informed practice when providing individual or group sessions. (D)</p> <p>2.4.15 Identifies the indications, contraindications, benefits, risks and limitations of the counseling or therapy. (K)</p> <p>2.4.16 Demonstrates understanding of transference and counter transference in the therapeutic relationship. (K)</p> <p>2.4.17 Demonstrates awareness of various appropriate counseling techniques. (K)</p> <p>2.4.18 Evaluates effectiveness of the counseling or therapy and makes modifications as required. (D)</p> <p>2.4.19 Refers/transfers client/patient to appropriate health professionals when counseling therapy or client/patient's mental health issues are beyond personal competence or professional scope of practice. (D)</p>
2.5 Prescribes, recommends and administers nutrition-related pharmacotherapy. (S)	<p>2.5.1 Applies knowledge of foundational sciences and disease when determining the appropriateness of the therapy. (S)</p> <p>2.5.2 Demonstrates awareness of food and drug interactions. (S)</p> <p>2.5.3 Assesses client/patient factors to determine the client/patient's indication for the nutrition-related pharmacotherapy. (S)</p> <p>2.5.4 Considers client/patient factors, nutritional impact, indications, side effects, contraindications, benefits, risks, alternatives and foundational sciences when prescribing, recommending and administering nutrition related drug therapy. (S)</p> <p>2.5.5 Critically analyzes the potential negative effects of the nutrition therapy or supplement and determines the required knowledge, skill and judgment required to manage negative outcomes. (S)</p> <p>2.5.6 Prescribes, recommends and administers nutrition-related pharmacotherapy adhering to the professional standards and evidence-informed practice. (S)</p>

	<p>2.5.7 Applies the standard of practice, legislation, organizational policies and evidence-informed practices for prescribing. (S)</p> <p>2.5.8 Applies the principles of safe drug administration. (S)</p> <p>2.5.9 Monitors the response and the effects of the nutrition related drugs on the individual and takes the required action to make modifications or adjustments. (S)</p> <p>2.5.10 Consults and refers/transfers client/patient to the appropriate health professional when client/patient's needs are beyond personal competence or professional scope of practice. (S)</p>
Unit 3: Food Systems Management Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.	
Competencies	Example Performance Indicators
3.1 Directs the production and distribution of quantity and quality food products. (D)	<p>3.1.1 Manages or oversees the planning, designing and coordination of meals to ensure delivery of nutritionally sound meals. (D)</p> <p>3.1.2 Analyzes the workflow design and makes recommendations for modifications or approves for implementation. (D)</p> <p>3.1.3 Communicates the organization's mission and how work activities impact the services and organization. (D)</p> <p>3.1.4 Establishes and analyzes policies and performance measures for quality and quantity of work. (D)</p> <p>3.1.5 Implements systems to report on local, state and federal compliance. (D)</p> <p>3.1.6 Directs and analyzes the evaluation of foodservice production and services to inform, change, and/or budget resources and department or corporate direction. (D)</p> <p>3.1.7 Establishes a culture that is ethical and free of safety and health hazards. (D)</p> <p>3.1.8 Investigates and optimizes opportunities to reduce the environmental carbon footprint of foodservice operations and to enhance sustainability. (D)</p>
3.2 Oversees the purchasing, receipt and storage of products used in food production and services. (D)	<p>3.2.1 Follows a matrix or measures to evaluate the need for financial, technical and equipment resources for the provision of foodservices. (D)</p> <p>3.2.2 Applies ethical decision making to determine the need for reduction or increase in resources. (D)</p> <p>3.2.3 Creates internal or external professional relations and/or agreements to solve problems in foodservice operations. (D)</p> <p>3.2.4 Acts as a departmental and organizational liaison between contractual parties involved. (S)</p> <p>3.2.5 Demonstrates knowledge of inventory control as it pertains to the food and supplies of the foodservice operation. (K)</p> <p>3.2.6 Applies the principles of the process of receiving and storing products demonstrating adherence to food safety code, nutrition guidelines and regulations. (D)</p> <p>3.2.7 Applies the relationship between forecasting and production as it pertains to recipe needs and organizational demand. (D)</p>
3.3 Applies principles of food safety and	<p>3.3.1 Maintains currency in and follows applicable legislation and guidelines. (D)</p>

sanitation to the storage, production and service of food. (D)	3.3.2 Incorporates the required safety and nutritional health policies and procedures in the organization's mission and policies. (D) 3.3.3 Develops a plan to minimize vulnerabilities in the food supply chain. (D) 3.3.4 Takes into consideration food allergies when preparing menus and foods. (D)
3.4 Applies and demonstrates an understanding of agricultural practices and processes. (S)	3.4.1 Has a working knowledge of different agricultural food production systems and related terminology and concepts including potential nutritional impact. (K) 3.4.2 Understands the local and global food markets and applicable nutrition regulations. (S) 3.4.3 Identifies and supports partnerships with local and global food growers and producers. (S)

Unit 4: Community and Population Health Nutrition Applies community and population nutrition health theories when providing support to community or population nutrition programs.	
Competencies	Example Performance Indicators
4.1 Utilizes program planning steps to develop, implement, monitor and evaluate community and population programs. (D)	4.1.1 Recognizes how determinants of health, epidemiological findings, health disparities, political interest, availability of resources, and accessibility influence the nutritional health and well-being of a community and population. (D) 4.1.2 Conducts community and population based assessments considering all relevant factors. (D) 4.1.3 Identifies the resources and connects with partners needed for sustainability of the program. (D) 4.1.4 Develops and implements a program considering relevant data addressing the nutrition needs of the community or population. (D) 4.1.5 Interprets and uses nutrition surveillance and global health and safety data. (D) 4.1.6 Evaluates the program using measurement indicators and outcomes. (D) 4.1.7 Communicates evaluation findings, outcomes, recommendations and research findings to promote change and justify program. (D)
4.2 Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy. (D)	4.2.1 Interprets legal terminology used to establish nutrition regulations and policies for populations. (K) 4.2.2 Navigates governmental, intergovernmental and nongovernmental organizations to promote nutrition legislation and regulations that address public, population and global nutrition health. (D) 4.2.3 Analyzes political interests and their impact on program development, goals and objectives. (D)

Unit 5: Leadership, Business, Management and Organization Demonstrates leadership, business and management principles to guide practice and achieve operational goals.	
Competencies	Example Performance Indicators
5.1 Demonstrates leadership skills to guide practice. (D)	5.1.1 Exhibits self-awareness in terms of personality, learning, leadership style and cultural orientation. (S) 5.1.2 Demonstrates understanding of social cues and team dynamics. (K) 5.1.3 Communicates at the appropriate level and understands emotions and emotional situations. (D) 5.1.4 Develops conversational and interpersonal skills. (D) 5.1.5 Reflects on situations and critically evaluates outcomes and possible alternate courses of action. (D) 5.1.6 Understands the mentoring role and practices mentoring and precepting others. (D)
5.2 Applies principles of organization management. (D)	<u>Planning</u> 5.2.1 Establishes operational plan considering budget, inventory control, labor and regular daily tasks. (D) 5.2.2 Aligns plans with the organizational strategic plan, mission and vision. (D) <u>Organizing</u> 5.2.3 Assigns responsibilities to various team members according to scope of practice and personal competence. (D) 5.2.4 Sets and monitors clear targets for team members, departments and the organization aligned with common objectives and goals. (D) 5.2.5 Demonstrates an understanding of how individuals and groups interact within the organization. (D) 5.2.6 Takes into consideration individual and organizational culture and behaviors when planning and managing. (D) <u>Management</u> 5.2.7 Engages in, manages or leads human resource activities adhering to applicable legislation and regulations. (D) 5.2.8 Integrates change management theories and conflict resolution skills to manage and promote positive change. (S) 5.2.9 Uses persuasive communication skills to influence or produce a desired outcome during negotiations and conflict resolution discussions. (D) 5.2.10 Understands and respects roles and responsibilities of interprofessional team members. (D) <u>Controls</u> 5.2.11 Collects, understands and analyzes financial data to support fiscally responsible decision making. (D) 5.2.12 Conducts cost effectiveness and cost benefit analyses to identify ways to meet budget priorities. (D) 5.2.13 Analyzes components of a productivity system including units of service and work hours and makes recommendations. (D)

	<p>5.2.14 Sets controls to analyze the progress and effectiveness of the operational plan and budget. (D)</p> <p>5.2.15 Collects and analyzes data to evaluate outcomes and determine if established goals and objectives are met. (D)</p> <p>5.2.16 Reevaluates the plan to make modifications to ensure positive outcomes and that goals and objectives are met. (D)</p>
--	---

Unit 5: Leadership, Business, Management and Organization (cont.)	
Competencies	Example Performance Indicators
5.2 (cont.)	<p><u>Time Management</u></p> <p>5.2.17 Applies principles of time management to monitor and enhance personal productivity and productivity of others. (D)</p> <p>5.2.18 Prioritizes activities to effectively manage time and workload. (D)</p> <p><u>Motivation and Recognition</u></p> <p>5.2.19 Promotes team involvement and values the skills of each member. (D)</p> <p>5.2.20 Models behaviors that maximize group participation by consulting, listening and communicating clearly. (D)</p> <p>5.2.21 Takes innovative approaches to build support and maintain a diverse workforce. (D)</p> <p>5.2.22 Coaches and advises team leaders on resolving differences or dealing with conflict. (D)</p>
5.3 Applies project management principles to achieve project goals and objectives. (D)	<p>5.3.1 Leads the development and completion of a project plan and budget. (D)</p> <p>5.3.2 Identifies the project strengths, weaknesses, opportunities and threats. (D)</p> <p>5.3.3 Identifies and manages potential and real risks to the plan, individuals or organization. (D)</p> <p>5.3.4 Conducts regular review of project to note strengths and opportunities for improvement and to implement adjusted actions. (D)</p>
5.4 Leads quality and performance improvement activities to measure, evaluate and improve a program's services, products and initiatives. (D)	<p>5.4.1 Identifies and communicates quality and/or performance improvement indicators and benchmarks using evidence-informed practice. (D)</p> <p>5.4.2 Develops quality and/or performance improvement measurement tools and analyzes data to inform baselines and to identify root causes and potential solutions. (D)</p> <p>5.4.3 Develops, implements and communicates a quality and/or performance improvement action plan for further improvement and monitors impact. (D)</p> <p>5.4.4 Develops, implements and communicates an ongoing measuring and monitoring system to ensure ongoing quality and performance improvement. (D)</p> <p>5.4.5 Applies change management theories and principles to effectively implement change. (D)</p>
5.5 Develops and leads implementation of risk management strategies and programs. (D)	<p>5.5.1 Assesses potential and real risks to an individual, group and or organization. (D)</p> <p>5.5.2 Identifies and takes action to manage, reduce and or eliminate risk to self, others and the organization. (D)</p> <p>5.5.3 Develops risk management plans and protocols. (D)</p>

Unit 6: Critical Thinking, Research and Evidence-Informed Practice Integrates evidence-informed practice, research principles and critical thinking into practice.	
Competencies	Example Performance Indicators
6.1 Incorporates critical thinking skills in practice. (D)	6.1.1 Considers multiple factors when problem solving. (D) 6.1.2 Incorporates the thought process used in critical thinking models. (D) 6.1.3 Engages in reflective practice to promote change and continuous learning. (D)
6.2 Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research. (D)	6.2.1 Identifies, explains and applies the steps of the scientific method and processes. (D) 6.2.2 Articulates a clear research question or problem and formulates a hypothesis. (D) 6.2.3 Identifies and demonstrates appropriate research methods. (D) 6.2.4 Interprets and applies research ethics and responsible conduct in research. (D) 6.2.5 Collects and retrieves data using a variety of methods (qualitative, quantitative) and technologies. (D) 6.2.6 Analyzes research data using appropriate data analysis techniques (qualitative, quantitative, mixed). (D) 6.2.7 Translates and communicates research findings and conclusions through a variety of media. (D)
6.3 Applies current research and evidence-informed practice to services. (D)	6.3.1 Uses research terminology when communicating with other professionals and publishing research. (D) 6.3.2 Critically examines and interprets current research and evidence-informed practice findings to determine the validity, reliability and credibility of information. (D) 6.3.3 Integrates current research and evidence-informed practice findings into delivery of safe and effective nutrition care. (D) 6.3.4 Analyzes and formulates a professional opinion based on the current research and evidence-based findings and experiential learning. (D)

Unit 7: Core Professional Behaviors Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.	
Competencies	Example Performance Indicators
7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services. (D)	7.1.1 Demonstrates ethical behaviors in accordance to the professional Code of Ethics. (D) 7.1.2 Engages in self-reflective practice activities to develop and maintain ongoing competence and professional behaviors. (D) 7.1.3 Adheres to nutrition related legislation, regulations and standards of practice. (D) 7.1.4 Applies client/patient-centered principles to all activities and services. (D) 7.1.5 Identifies and takes steps to manage unethical, incompetent and unsafe behavior. (S) 7.1.6 Practices in a manner that respects diversity and avoids prejudicial treatment. (D) 7.1.7 Adheres to legislative requirements and facility/employer guidelines regarding protection of privacy and security of information. (D) 7.1.8 Maintains confidentiality and security in the sharing, transmission, storage and management of protected health information. (D)
7.2 Uses effective communication, collaboration and advocacy skills. (D)	7.2.1 Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes. (D) 7.2.2 Works with and facilitates intraprofessional and interprofessional collaboration and teamwork. (D) 7.2.3 Participates in advocacy activities to change or promote new legislation and regulation. (D) 7.2.4 Selects mode of communication appropriate to the messaging to meet the needs of the audience. (D)

7.3 Assumes social responsibilities to provide fair, equitable, and ethical nutrition services.

PI 7.3.1 Engages in self-reflective practice activities to develop a continued awareness of implicit, personal, and systemic biases that impact quality of nutrition services.

PI 7.3.2 Applies people-first language in all activities and services provided to clients and patients.

PI 7.3.3 Engages in professional practice activities that identify, address, and prevent underlying explicit and/or implicit weight bias in nutrition services.

PI 7.3.4 Participates in social advocacy activities to change or promote equal access to food as well as to health and nutrition services.

Example Evaluation of Preceptors

TJU MS/RDN Program

This form is to be completed by the students of the TJU MS/RDN program during or immediately after their experience each week during a Supervised Experiential Learning (SEL) rotation. Please rate the following criteria on a scale of 1-9 with the lowest score being 1 and the highest score being 9.

Preceptor Name: _____

SEL Rotation: _____

Date Range of Rotation: _____

Date of Evaluation: _____

SEL Rotation: _____							
Week	1	2	3	4	5	6	7
Preceptor's Initials							
Ex. Open: Preceptor communicated in a nonjudgmental manner; was receptive to my input and thought process; etc.	7	9	6	7	7	4	9
Communication: Preceptor clearly oriented me to the rotation and explained expectations; encouraged questions and helped me feel supported. Preceptor provided constructive feedback; disclosed all necessary information in a timely manner; was nonjudgmental, honest, encouraging; and receptive. Preceptor thought aloud and communicated their thought process while they worked. Preceptor scheduled a time to review, discuss, and provide feedback daily or on a routine basis.							
Commitment to Interns: Expresses interest in preceptor role; preceptor was enthusiastic about my learning with a positive attitude about their field, supportive (focused), and finds time for the intern. Preceptor was flexible and adaptable to my learning needs.							
Organization & Planning: Preceptor communicated their organizational methods and planning strategies to me. Preceptors revealed methods they used to manage distractions and prioritize responsibilities.							
Interpersonal Skills: Preceptor promoted positive interpersonal relationships through tactful, patient, direct, and sensitive interactions. Listens effectively and empowers subordinates, peer, and/or students.							
Analytical Skills: Preceptor shared their critical thought process related to practice situations. Preceptor encouraged me to find evidence-based answers to my questions. Preceptor promoted my curiosity by encouraging me to ask "why" and "how" questions.							

Professional & Competent: Preceptor displays professionalism through their level of formality, communication style, and emotional responses at work. Preceptor was flexible and adaptable to changes in schedules, procedures, requirements as a preceptor, and/or other changes at the workplace. Preceptor was able to explain all aspects of their work and refer to other specialists as needed.							
Constructive Feedback: Preceptor provided focused and specific feedback that focused on my performance and professional actions. Feedback provided by preceptor was balanced by including both areas needing improvement and areas performed well. Preceptor provided feedback immediately as I performed as well as at scheduled times. Preceptor was respectful of my status as a learning pre-professional and provided feedback in private settings.							
Self-Efficacy: Preceptor was confident in their ability to engage in nutrition practice, do their job, and be an effective preceptor.							

Comments about overall communication:

Comments about preceptor characteristics:

Comments about constructive feedback:

1. Addressing Difficult Situations (only if applicable)

During your rotation, did your preceptor inform you that you were not meeting an expectation?

If yes, please explain the situation. What actions did the preceptor take to address this situation? Do you feel that your preceptor's response was reasonable and useful? How have you grown from this situation?

Please provide any other comments that pertain to your experience with the rotation and the preceptor. Your feedback provides insight into the student experience. This information will be used when reviewing learning experiences and preceptors. We may follow up for further information as needed.

Student Name: _____

Student Signature: _____

Date: _____

Observed Practice Evaluation – Clinical Nutrition Experience

TJU MS in Nutrition and Dietetic Practice

Clinical Experience Evaluation Tool. Please evaluate the student's achievement of the following competencies by rating final observed performance on each of the following performance indicators. Please provide comments and explanations as needed.

Rotation/Simulation:	Student Name:
Evaluator Name:	Date Range of Evaluation:

Due to their ubiquitous nature, the above performance indicators are being rated on a 9-point scale in order to assist the evaluator in providing

Comp. No.	Criteria/Performance Indicator	Below expectations			Met expectations			Exceeded expectations			N/O	Rationale for Scoring
1.11	Applies knowledge of medical terminology when communicating with individuals, groups, and other health professionals.											
1	Interprets and communicates medical terminology to non-health professional audiences.	1	2	3	4	5	6	7	8	9		
2	Uses acceptable medical abbreviations and appropriate medical terminology in all forms of communication.	1	2	3	4	5	6	7	8	9		
1.13	Demonstrates computer skills and uses nutrition informatics in the decision-making process.											
1	Analyzes appropriate data in electronic format to make best decisions related to nutrition and diet.	1	2	3	4	5	6	7	8	9		
2	Evaluates accuracy and reliability when accessing and evaluating nutrition information in electronic format.	1	2	3	4	5	6	7	8	9		
3	Operates nutrition informatics systems in practice.	1	2	3	4	5	6	7	8	9		
1.15	Applies knowledge of nutritional health promotion and disease prevention for individuals, groups, and populations.											
1	Recognizes and communicates the cause of disease and nutrition risks.	1	2	3	4	5	6	7	8	9		
2.2	Selects, develops and/or implements nutritional screening tools for individuals, groups or populations.											
1	Considers all client/patient factors when selecting, developing nutrition screening tools.	1	2	3	4	5	6	7	8	9		
4	Prioritizes care based on results of screening considering complexity of care needs.	1	2	3	4	5	6	7	8	9		

a more precise rating. The performance indicators throughout the rest of the form will be evaluated using the defined rating scale below.

Observed Practice Evaluation – Clinical Nutrition Experience

Rating Scale

1 – I had to do – (i.e. student completes hands-on guidance student did not do, or was not given the opportunity to do)

2 – I had to talk them through – (i.e. student was able to perform tasks but requires constant direction)

3 – I needed to be present just in case (i.e. student was independent but unaware of risk and still requires supervisor for safe practice)

4- I had to prompt them from time to time - (i.e. student demonstrates some independence but requires intermittent direction and supervision)

5- I did not need to be there (i.e. student competently completes independently, applies principles, and can communicate a rationale for actions)

N/O – not observed

Comp. No. 2.3	Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings.	Rationale for Scoring					
2	Interviews client/patient to collect subjective information considering the determinants of health.	1	2	3	4	5	N/O
3	Conducts a nutrition focused physical exam.	1	2	3	4	5	N/O
4	Takes a food and nutrition related medical history.	1	2	3	4	5	N/O
6	Collects, assesses and interprets anthropometric measures and body composition.	1	2	3	4	5	N/O
7	Orders, collects and interprets biochemical tests.	1	2	3	4	5	N/O
8	Analyzes diagnostic test results relevant to nutrition (e.g. diagnostic imaging related to fluoroscopy, swallowing evaluation, enteral feeding tube placement).	1	2	3	4	5	N/O
9	Identifies signs and symptoms of nutrient deficiencies or excesses.	1	2	3	4	5	N/O

Observed Practice Evaluation – Clinical Nutrition Experience

11	Determines accuracy and currency of nutrition assessment data.	1	2	3	4	5	N/O	
12	Identifies patient appropriate validated formula and performs calculations to determine nutritional requirements.	1	2	3	4	5	N/O	
13	Analyzes and synthesizes nutrition assessment data to inform nutrition diagnosis(es) and nutritional plan of care.	1	2	3	4	5	N/O	
15	Prioritizes the nutrition diagnosis(es).	1	2	3	4	5	N/O	
16	Develops an individualized plan of care that addresses nutritional care needs diagnosis and client/patient nutrition goals in collaboration with the client/patient and team members.	1	2	3	4	5	N/O	
17	Orders nutrition prescriptions to address nutritional goals.	1	2	3	4	5	N/O	
18	Implements the nutrition plan of care or nutrition intervention with the client/patient and other team members.	1	2	3	4	5	N/O	
19	Monitors and evaluates impact of nutrition intervention on the nutrition diagnosis.	1	2	3	4	5	N/O	
21	Assesses client/patient's compliance with nutrition intervention.	1	2	3	4	5	N/O	
22	Identifies barriers to meeting	1	2	3	4	5	N/O	

Observed Practice Evaluation – Clinical Nutrition Experience

	client/patient's nutrition goals and makes recommendations to modify the nutrition plan of care or nutrition intervention, and communicates changes to client/patient and others.							
23	Summarizes impact of nutrition interventions on client/patient's nutrition outcomes, considering client/patient-centered care.	1	2	3	4	5	N/O	
25	Evaluates the availability of services to support access to nutrition care and to help meet client/patient nutrition goals.	1	2	3	4	5	N/O	
26	Documents all elements of the nutrition care process following professional standards and organizational policies.	1	2	3	4	5	N/O	
2.4	Implements or coordinates nutritional interventions for individuals, groups, or populations.							
1	Manages medical nutrition therapy for clients/patients	1	2	3	4	5	N/O	
3	Applies foundational science knowledge and medical nutrition therapy principles to establish, order, manage and evaluate the need for nutrition support when prescribing and administering nutritional oral, enteral and parenteral diets.	1	2	3	4	5	N/O	
4	Considers and applies all relevant factors when recommending the use of oral nutritional supplements.	1	2	3	4	5	N/O	
5	Refers/transfers care to relevant	1	2	3	4	5	N/O	

Observed Practice Evaluation – Clinical Nutrition Experience

	professionals when client/patient needs or required interventions are beyond personal competence or professional scope of practice.							
12	Evaluates effectiveness of nutrition education and makes modifications as required.	1	2	3	4	5	N/O	
13	Assesses client/patient's nutritional needs and appropriateness for the recommended counseling or therapy.	1	2	3	4	5	N/O	
2.5	Prescribes, recommends and administers nutrition-related pharmacotherapy.							
1	Applies knowledge of foundational sciences and disease when determining the appropriateness of the therapy.	1	2	3	4	5	N/O	
2	Demonstrates awareness of food and drug interactions.	1	2	3	4	5	N/O	
3	Assesses client/patient factors to determine the client/patient's indication for the nutrition-related pharmacotherapy.	1	2	3	4	5	N/O	
4	Considers client/patient factors, nutritional impact, indications, side effects, contraindications, benefits, risks, alternatives and foundational sciences when prescribing, recommending and administering nutrition related drug therapy.	1	2	3	4	5	N/O	

Observed Practice Evaluation – Clinical Nutrition Experience

5	Critically analyzes the potential negative effects of the nutrition therapy or supplement and determines the required knowledge, skill and judgment required to manage negative outcomes.	1	2	3	4	5	N/O	
6	Prescribes, recommends and administers nutrition related pharmacotherapy adhering to the professional standards and evidence-informed practice.	1	2	3	4	5	N/O	
9	Monitors the response and the effects of the nutrition related drugs on the individual and takes the required action to make modifications or adjustments.	1	2	3	4	5	N/O	
10	Consults and refers/transfers client/patient to the appropriate health professional when client/patient's needs are beyond personal competence or professional scope of practice.	1	2	3	4	5	N/O	
5.1	Demonstrates leadership skills to guide practice.							
3	Communicates at the appropriate level and understands emotions and emotional situations.	1	2	3	4	5	N/O	
4	Develops conversational and interpersonal skills.	1	2	3	4	5	N/O	
6.1	Incorporates critical thinking skills in practice.							
1	Considers multiple factors when problem solving.	1	2	3	4	5	N/O	

Observed Practice Evaluation – Clinical Nutrition Experience

3	Engages in reflective practice to promote change and continuous learning.	1	2	3	4	5	N/O	
6.3	Applies current research and evidence-informed practice to services.							
3	Integrates current research and evidence-informed practice findings into delivery of safe and effective nutrition care.	1	2	3	4	5	N/O	
4	Analyzes and formulates a professional opinion based on the current research and evidence-based findings and experiential learning.	1	2	3	4	5	N/O	
7.1	Assumes professional responsibilities to provide safe, ethical and effective nutrition services.							
1	Demonstrates ethical behaviors in accordance to the professional Code of Ethics.	1	2	3	4	5	N/O	
2	Engages in self-reflective practice activities to develop and maintain ongoing competence and professional behaviors.	1	2	3	4	5	N/O	
4	Applies client/patient-centered principles to all activities and services.	1	2	3	4	5	N/O	
7	Adheres to legislative requirements and facility/employer guidelines regarding protection of privacy and security of information.	1	2	3	4	5	N/O	
8	Maintains confidentiality and security in the sharing, transmission, storage and management of protected health information.	1	2	3	4	5	N/O	

Observed Practice Evaluation – Clinical Nutrition Experience

7.2	Uses effective communication, collaboration and advocacy skills.							
1	Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes.	1	2	3	4	5	N/O	

Thank you for completing the evaluation. Please contact the program director with any comments, concerns, or suggestions. We are thankful for your mentoring efforts.

****This document will be revised to reduce length and formatted to fit within the electronic documentation system that will be utilized within the program.*

Code of Ethics for the Nutrition and Dietetics Profession



The **Academy of Nutrition and Dietetics** (Academy) and its credentialing agency, the **Commission on Dietetic Registration** (CDR), believe it is in the best interest of the profession and the public it serves to have a **Code of Ethics** in place that **provides guidance to nutrition and dietetics practitioners in their professional practice and conduct**. Nutrition and dietetics practitioners have voluntarily adopted this Code of Ethics to reflect the values and ethical principles guiding the profession and to set forth commitments and obligations of the nutrition and dietetics practitioner to the public, clients, the profession, colleagues, and all others to which they provide service. The updated Code of Ethics was approved by the Academy Board of Directors and the Commission on Dietetic Registration, effective June 1, 2018.

THE CODE OF ETHICS APPLIES TO THE FOLLOWING PRACTITIONERS:

- All members of the Academy who are credentialed by CDR
- All members of the Academy who are not credentialed by CDR
- All CDR credentialed practitioners whether or not they are members of the Academy

The Code is overseen by a three-person Ethics Committee, with representation from the Board of Directors, Commission on Dietetic Registration and House of Delegates. The term of office is three years.

Code of Ethics

A preamble, 4 principles and 32 standards comprise the code

NON-MALEFICENCE

AUTONOMY

BENEFICENCE

JUSTICE

PREAMBLE

When providing services the nutrition and dietetics practitioner adheres to the core values of customer focus, integrity, innovation, social responsibility, and diversity. Science-based decisions, derived from the best available research and evidence, are the underpinnings of ethical conduct and practice.

This Code applies to nutrition and dietetics practitioners who act in a wide variety of capacities, provides general principles and specific ethical standards for situations frequently encountered in daily practice. The primary goal is the protection of the individuals, groups, organizations, communities, or populations with whom the practitioner works and interacts.

The nutrition and dietetics practitioner supports and promotes high standards of professional practice, accepting the obligation to protect clients, the public and the profession; upholds the Academy of Nutrition and Dietetics (Academy) and its credentialing agency the Commission on Dietetic Registration (CDR) Code of Ethics for the Nutrition and Dietetics Profession; and shall report perceived violations of the Code through established processes.

The Academy/CDR Code of Ethics for the Nutrition and Dietetics Profession establishes the principles and ethical standards that underlie the nutrition and dietetics practitioner's roles and conduct. All individuals to whom the Code applies are referred to as "nutrition and dietetics practitioners". By accepting membership in the Academy and/or accepting and maintaining CDR credentials, all nutrition and dietetics practitioners agree to abide by the Code.

PRINCIPLES AND STANDARDS

1. Competence and professional development in practice (Non-Maleficence)

Nutrition and dietetics practitioners shall:

- Practice using an evidence-based approach within areas of competence, continuously develop and enhance expertise, and recognize limitations.
- Demonstrate in depth scientific knowledge of food, human nutrition and behavior.
- Assess the validity and applicability of scientific evidence without personal bias.
- Interpret, apply, participate in and/or generate research to enhance practice, innovation, and discovery.
- Make evidence-based practice decisions, taking into account the unique values and circumstances of the patient/client and community, in combination with the practitioner's expertise and judgment.
- Recognize and exercise professional judgment within the limits of individual qualifications and collaborate with others, seek counsel, and make referrals as appropriate.
- Act in a caring and respectful manner, mindful of individual differences, cultural, and ethnic diversity.
- Practice within the limits of their scope and collaborate with the inter-professional team.

2. Integrity in personal and organizational behaviors and practices (Autonomy)

Nutrition and dietetics practitioners shall:

- Disclose any conflicts of interest, including any financial interests in products or services that are recommended. Refrain from accepting gifts or services which potentially influence or which may give the appearance of influencing professional judgment.
- Comply with all applicable laws and regulations, including obtaining/maintaining a state license or certification if engaged in practice governed by nutrition and dietetics statutes.
- Maintain and appropriately use credentials.
- Respect intellectual property rights, including citation and recognition of the ideas and work of others, regardless of the medium (e.g. written, oral, electronic).
- Provide accurate and truthful information in all communications.
- Report inappropriate behavior or treatment of a patient/client by another nutrition and dietetics practitioner or other professionals.
- Document, code and bill to most accurately reflect the character and extent of delivered services.

- h. Respect patient/client's autonomy. Safeguard patient/client confidentiality according to current regulations and laws.
- i. Implement appropriate measures to protect personal health information using appropriate techniques (e.g., encryption).

3. Professionalism (Beneficence)

Nutrition and dietetics practitioners shall:

- a. Participate in and contribute to decisions that affect the well-being of patients/clients.
- b. Respect the values, rights, knowledge, and skills of colleagues and other professionals.
- c. Demonstrate respect, constructive dialogue, civility and professionalism in all communications, including social media.
- d. Refrain from communicating false, fraudulent, deceptive, misleading, disparaging or unfair statements or claims.
- e. Uphold professional boundaries and refrain from romantic relationships with any patients/clients, surrogates, supervisees, or students.
- f. Refrain from verbal/physical/emotional/sexual harassment.
- g. Provide objective evaluations of performance for employees, coworkers, and students and candidates for employment, professional association memberships, awards, or scholarships, making all reasonable efforts to avoid bias in the professional evaluation of others.
- h. Communicate at an appropriate level to promote health literacy.
- i. Contribute to the advancement and competence of others, including colleagues, students, and the public.

4. Social responsibility for local, regional, national, global nutrition and well-being (Justice)

Nutrition and dietetics practitioners shall:

- a. Collaborate with others to reduce health disparities and protect human rights.
- b. Promote fairness and objectivity with fair and equitable treatment.
- c. Contribute time and expertise to activities that promote respect, integrity, and competence of the profession.
- d. Promote the unique role of nutrition and dietetics practitioners.
- e. Engage in service that benefits the community and to enhance the public's trust in the profession.
- f. Seek leadership opportunities in professional, community, and service organizations to enhance health and nutritional status while protecting the public.

Glossary of Terms

Autonomy: ensures a patient, client, or professional has the capacity and self-determination to engage in individual decision-making specific to personal health or practice.¹

Beneficence: encompasses taking positive steps to benefit others, which includes balancing benefit and risk.¹

Competence: a principle of professional practice, identifying the ability of the provider to administer safe and reliable services on a consistent basis.²

Conflict(s) of Interest(s): defined as a personal or financial interest or a duty to another party which may prevent a person from acting in the best interests of the intended beneficiary, including simultaneous membership on boards with potentially conflicting interests related to the profession, members or the public.²

Customer: any client, patient, resident, participant, student, consumer, individual/person, group, population, or organization to which the nutrition and dietetics practitioner provides service.³

Diversity: "The Academy values and respects the diverse viewpoints and individual differences of all people. The Academy's mission and vision are most effectively realized through the promotion of a diverse membership that reflects cultural, ethnic, gender, racial, religious, sexual orientation, socioeconomic, geographical, political, educational, experiential and philosophical characteristics of the public it services. The Academy actively identifies and offers opportunities to individuals with varied skills, talents, abilities, ideas, disabilities, backgrounds and practice expertise."⁴

Evidence-based Practice: Evidence-based practice is an approach to health care wherein health practitioners use the best evidence possible, i.e., the most appropriate information available, to make decisions for individuals, groups and populations. Evidence-based practice values, enhances and builds on clinical expertise, knowledge of disease mechanisms, and pathophysiology. It involves complex and conscientious decision-making based not only on the available evidence but also on client characteristics, situations, and preferences. It recognizes that health care is individualized and ever changing and involves uncertainties and probabilities. Evidence-based practice incorporates successful strategies that improve client outcomes and are derived from various sources of evidence including research, national guidelines, policies, consensus statements, systematic analysis of clinical experience, quality improvement data, specialized knowledge and skills of experts.²

Justice (Social Justice): supports fair, equitable, and appropriate treatment for individuals¹ and fair allocation of resources.

Non-Maleficence: is the intent to not inflict harm.¹

Approach to Ethical Decision-Making*

STEP 1

STATE AN ETHICAL DILEMMA

Identify components of potential ethical dilemma

- Is it an ethical issue, OR a
- Communication problem, OR a
- Practitioner-patient issue, OR a
- Practitioner-supervisor/employer issue, OR a
- Legal matter
- What are the facts of the situation?
- Objectively identify the issue
- Who are key participants
- Identify your perceptions/values
- What further information is needed

STEP 2

CONNECT ETHICAL THEORY TO THE DILEMMA IN PRACTICE

Employ four key principles of ethical theory*

- Autonomy
- Non-Maleficence
- Beneficence
- Justice

STEP 3

APPLY THE ACADEMY/CDR CODE TO THE ISSUE AND YOUR ETHICAL DECISION-MAKING

There are four principles of the current Academy/CDR Code of Ethics:

- Competence and professional development in practice
- Integrity in personal and organizational behaviors and practices
- Professionalism
- Social responsibility for local, regional, national, global nutrition and well-being

STEP 4

SELECT THE BEST ALTERNATIVE AND JUSTIFY YOUR DECISION

Identify possible alternatives to resolve the dilemma, considering:

- Cultural influences affecting your decision-making process
- How alternative solutions track with your values and your institution's values
- Your confidence in and ability to defend the ultimate decision?
- Whether the decision aligns with the Academy/CDR Code of Ethics and/or the SOPs/SOPPs
- How the decision might affect others and whether they will support it
- Make a final decision

STEP 5

DEVELOP STRATEGIES TO SUCCESSFULLY IMPLEMENT THE CHOSEN DECISION

Strategies to successfully implement the chosen resolution

- Seek additional knowledge to clarify or contextualize the situation as needed
- Implement chosen resolution

STEP 6

EVALUATE THE OUTCOMES AND HOW TO PREVENT A SIMILAR OCCURRENCE

- Monitor outcomes, ensuring intended outcome(s) are achieved
- What are the strategies to prevent a similar issue in the future?

References

1. Fornari A. Approaches to ethical decision-making. *J Acad Nutr Diet*. 2015;115(1):119-121.
2. Academy of Nutrition and Dietetics Definition of Terms List. June, 2017 (Approved by Definition of Terms Workgroup Quality Management Committee May 16, 2017). Accessed October 11, 2017.
3. Academy of Nutrition and Dietetics: Revised 2017 Standards of Practice in Nutrition Care and Standards of Professional Performance for Registered Dietitian Nutritionists. *J Acad Nutr Diet*. 2018; 118: 132-140.
4. Academy of Nutrition and Dietetics "Diversity Philosophy Statement" (adopted by the House of Delegates and Board of Directors in 1995).

INDIVIDUAL -VS- ORGANIZATIONAL ETHICS

What if my ethics complaint concerns an organization or group, not an individual?

The Code of Ethics for the Nutrition and Dietetics Profession pertains to individual practitioners, not organizations. The Academy is an individual professional membership organization. Thus, the Academy cannot accept ethics complaints that pertain to organizations. If you have an organizational ethics issue:

- Reach out to the governing body or Board of Directors, if your concern involves a for-profit or non-profit organization,
- Consider contacting the American Hospital Association (AHA), if your concern relates to a hospital or healthcare system,
- The America's Health Insurance Plans (AHIP) may be able to assist, if your complaint involves a health insurer,
- Consider contacting the professional organization that represents that profession or their state department of professional regulation, if your concern relates to a non-CDR credentialed nutrition and dietetics practitioner that is not an Academy member.

How Do I Know if it is Really an Ethics Issue?

In the Ethics Committee's experience, many of the matters brought to them are not ethics matters. Instead, the matters presented are business disputes, employment disputes, or legal matters. What is...



AN ETHICAL ISSUE?

The violation of established rules or standards governing the conduct of a person or the members of a profession. An ethical issue is specific to one of the four principles and 32 standards of the Code.



A LEGAL ISSUE?

Many state and federal laws apply to our profession. If a state or federal law has been violated, the issue could result in action by the Ethics Committee. However, not every violation of the law is a breach of the Academy/CDR Code of Ethics for the Nutrition and Dietetics Profession.



A BUSINESS ISSUE?

An issue may be a business issue, but not an ethical issue, if it arises from a business dispute or breach of a contractual obligation, or a failure to provide products or services of an expected quality. Examples include billing or contract disputes, scheduling problems or other dissatisfaction with services provided. You should not attempt to use the Code to resolve business disputes between practitioners, other health care providers or consumers.



AN EMPLOYMENT ISSUE?

Employment issues can be addressed by an employer's policy or policies or can be resolved in the workplace via the appropriate structure to provide oversight (i.e., Human Resources) or through federal and state laws that protect employees. An employment issue may not be an ethical issue, such as a disagreement with a supervisor or other employee about how to conduct business. Additional examples of an employment issue include: disagreement about time or hours worked; misleading statements to supervisors, co-workers, customers, or vendors; and misusing an employer's assets.

The focus of the code is:



EDUCATION



REMEDICATION



SELF-REGULATION

The purpose of the code is not policing practitioners.