

**COORDINATED MASTERS PROGRAM,  
PUBLIC HEALTH NUTRITION  
MPH DEGREE PROGRAM  
School of Public Health**

**2021-2022**

# **CMP COMPANION STUDENT GUIDEBOOK**

## Welcome!

We are delighted to have you as part of the Coordinated Master's Program (CMP) in Public Health Nutrition at the University of Minnesota! You are one of eleven students selected to be a part of this unique program. This guidebook is to be utilized as a companion to the Public Health Nutrition (PHN) Guidebook. The PHN Guidebook can be found at:

### [2020-2021 Public Health Nutrition MPH Student Guidebook](#)

There is a PDF copy of the 2021-2022 PHN MPH Student Guidebook in your student folder. The link above will be replaced once the new version is online. This companion guidebook includes only those things that are specific to being a CMP student. The PHN MPH Guidebook is your best resource for UMN basics, UMN Resources, School of Public Health information, Advising, Grading, Registration, Financial Aid, Scholarships, Course Withdrawal, Tuition fees, UMN calendar, Privacy, UMN policies, Complaints and Grievances and much more. It is a 61 page document. Please don't forget about the PHN MPH Guidebook. As you move through the program, you will learn for your MPH degree there are specific requirements (such as an Applied Practice Experience and a Master's paper, now termed Integrated Learning Experience. These are in the PHN MPH Guidebook.

This companion student guidebook answers many questions that you may have regarding the CMP. If you have additional questions that this guidebook or the PHN guidebook do not answer, don't hesitate to contact the program director.

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September 2021

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## Introduction to the Coordinated Master's Program

The CMP provides both a Master of Public Health (MPH) degree in Public Health Nutrition (PHN) and the didactic coursework and supervised practice components for registration eligibility and entry into dietetics practice. The CMP provides a public health nutrition concentration area that focuses on rural and disadvantaged populations. Supervised practice experiences are integrated throughout the 24-month program utilizing sites both within and outside of Minnesota.

This guidebook is meant to guide your participation in the program. Additional materials will be provided to you throughout the program and will also be available via the CMP's Google Drive folders. You will have your own student folder that you will store and document requirements in that is shared with the program director.

### History

The program applied for candidacy as a seamless graduate degree Demonstration Program in May 2008. The demonstration program proposal was written after much consideration of existing and potential opportunities for training future public health/community nutrition practitioners. The program faculty also considered resources available and interest expressed by practitioners in rural areas, including RDs at the Indian Health Service (I.H.S) on reservations across the country. The CMP received provisional accreditation from the Accreditation Council for Nutrition and Dietetics (ACEND) in August of 2008, with the first cohort of 8 students admitted that fall. In 2014, it was approved for admitting 10 students a year, and in 2015 it was approved for admitting 11 students a year. The CMP had a site visit in October 2010, and received full 7-year accreditation in June 2011. As part of the regular re-accreditation schedule, the CMP completed a self-study and had a site visit in April 2017.

### Mission Statement

The mission of the Coordinated Master's Program in Public Health Nutrition is to prepare competent, entry-level Registered Dietitians who have the knowledge and skills to simultaneously enact the 10 essential public health services and the standards of professional performance for Registered Dietitians while addressing the current and emerging needs of *rural and disadvantaged groups* at the individual, community and population levels.

### The Ten Essential Public Health Services

1. **Monitor** health status to identify and solve community health problems.
2. **Diagnose and investigate** health problems and health hazards in the community.
3. **Inform, educate, and empower** people about health issues.
4. **Mobilize** community partnerships and action to identify and solve health problems.
5. **Develop policies and plans** that support individual and community health efforts.
6. **Enforce** laws and regulations that protect health and ensure safety.
7. **Link** people to needed personal health services and assure the provision of health care when otherwise unavailable.
8. **Assure** competent public and personal health care workforce.
9. **Evaluate** effectiveness, accessibility, and quality of personal and population-based health services.
10. **Research** for new insights and innovative solutions to health problems.

## Academy of Nutrition and Dietetics' Standards of Professional Performance (2017)

### Standard 1: Quality in Practice

*The Registered dietitian nutritionist (RDN) provides quality services using a systematic process with identified leadership, accountability and dedicated resources.*

### Standard 2: Competence and Accountability

*The Registered dietitian nutritionist (RDN) demonstrates competence in and accepts accountability and responsibility for ensuring safety and quality in the services provided.*

### Standard 3: Provision of Services

*The Registered dietitian nutritionist (RDN) provides safe, quality service based on customer expectations and needs, and the mission and vision of the organization/business.*

### Standard 4: Application of Research

*The Registered dietitian nutritionist (RDN) applies, participates in, and/or generates research to enhance practice. Evidence-based practice incorporates the best available research/evidence in the delivery of nutrition and dietetics services.*

### Standard 5: Communication and Application of Knowledge

*The Registered dietitian nutritionist (RDN) effectively applies knowledge and expertise in communications.*

### Standard 6: Utilization and Management of Resources

*The Registered dietitian nutritionist (RDN) uses resources effectively and efficiently.*

## Program Goals and Outcomes

**Goal 1:** To prepare competent entry-level dietetics practitioners who possess all the skills and knowledge required to practice as a Registered Dietitian Nutritionist.

**Outcome measures:**

1. Over a five-year period, the pass rate for program graduates taking the registration examination for the first time will be at least 80%.
2. Over a five-year period, 70% or more of program graduates who sought employment in dietetics will be employed within six months of program completion.

**Goal 2:** To train public health dietitians who are committed to improving the nutritional health and well-being of diverse, rural and disadvantaged groups at the individual, community and population levels.

**Outcome measures:**

1. Within one-year post-graduation, 70% of program graduates will be employed in health care organizations that provide services to disadvantaged groups within the community (including but not limited to racial/ethnic minorities, low income communities experiencing health disparities, recent immigrants and rural residents).
2. 80% of employers surveyed will rate program graduates as competent entry-level public health dietitians.
3. 80% of graduates surveyed will rate their preparation for entry-level practice in public health as adequate.

**Goal 3:** To train public health dietitians/nutritionists to be strong and effective leaders who are committed to lifelong learning and service to the profession.

**Outcome measures:**

1. Over a five-year period, 80% of program graduates will be involved in leadership activities within the profession.
2. Within one-year post-graduation, 80% of program graduates who have become registered dietitians will have completed at least one professional development activity in accordance with their CDR Essential Practice Competencies.

**Goal 4:** To provide graduate students with a seamless innovative educational experience to meet the requirements for RDN credentialing eligibility as well as for obtaining a MPH degree in public health nutrition.

**Outcome measures for goal 4:**

1. 80% of enrolled CMP students will complete the program/degree requirements within 36 months for students admitted with an undergraduate degree in nutrition, or within 54 months for students admitted without an undergraduate degree in nutrition.
2. 80% of graduate students will rate their overall experience in the Coordinated Master's Program in Public Health Nutrition as good to very good in providing them with a wide variety of learning opportunities.
3. 90% of students will report a better understanding of the unique nutrition needs of disadvantaged populations, including but not limited to racial/ethnic minorities, low income communities experiencing health disparities, recent immigrants and rural residents.

## Concentration Area

The area of concentration is public health nutrition that focuses on rural and disadvantaged populations. The wealth of experiences in Minnesota and surrounding areas make this a feasible concentration. In addition, the School of Public Health has a long history of research, advocacy and outreach with agencies that work with disadvantaged populations. The concentration builds upon strengths in our curriculum, namely the focus on community-based interventions and nutrition epidemiology.

The wealth of experiences in Minnesota and surrounding areas make this a feasible concentration. While Minnesota has an overall high ranking in quality of life and good health, that bar has not been raised for all our citizens equally or even proportionally. Because of this, significant health disparities exist.

All racial groups have recently shown significant growth in Minnesota, but specifically between 2010 and 2015 the number of people of color (those who identify as a race other than White alone, and/or those who are Hispanic) increased at a rate of four times greater than non-Hispanic White people. Of this increase, the fastest growing racial group in Minnesota was the Asian population, which grew by 22%, adding nearly 48,000 people. The second fastest was the Black population, which grew by 16%, adding 45,000 people, followed by the Hispanic population, which grew by 13%, adding 32,000 people. According to the 2015 population estimates by the U.S. Census Bureau, in Minnesota, people of color make up 19% of the total population. Non-Hispanic White people of Minnesota represent the remaining 81% of the state's population. There is an uneven distribution of people of color throughout the state; they are more likely to reside in metro areas than rural areas. Total population in all counties is expected to grow through 2030.

As the state of Minnesota has diversified, minority populations have disproportionately experienced health disparities, with more than 40% of Black and American Indian children, and 30% of Hispanic children in Minnesota living in poverty in 2014. While the Twin Cities rank number 1 among the 25 largest metro areas for the overall proportion of adults working, some of the worst income, education and health disparities in the nation also exist here.

Although the presence of minority groups has increased, the Twin Cities currently ranks twenty-fourth in terms

of diversity among the top twenty-five metropolitan cities in the U.S., with 22% of people identifying as minority. However, this number is expected to increase to 40% by 2040. In addition, Minnesota has a large Native American population. To date there are 11 Indian reservations in the state of Minnesota. Our state has also welcomed many refugee groups over the years. The Twin Cities have the largest population of Somali people and the second largest Hmong population in the country.

In addition to ethnic and cultural diversity, Minnesota has a diverse geographic distribution where students can gain experience working with a large urban population, a suburban population, and a rural population that is easily accessed by a 60 to 90-minute drive. Minnesota also has varied governmental structures. There are 70 local boards of health ranging from those in small rural communities to those in large communities with complex health planning issues.

The Twin Cities provides students an opportunity to work with culturally, socially, and ethnically diverse populations for health promotion and disease prevention. The variety of local field settings provides students with unique opportunities to gain a broad understanding of public health issues. With easy access to city, county, and state public health and community agencies, students are able to integrate and apply knowledge of community assessment, program planning, implementation, evaluation, advocacy, and policy development.

## Concentration Area Goals and Competencies

**Goal 1:** To prepare competent entry-level public health dietitians/nutritionists who exhibit the knowledge and skills to assess the nutritional needs of individuals, groups and communities and design interventions that benefit rural and/or disadvantaged populations at a local, state or national level.

**Competencies:**

*At the completion of the program students will be able to:*

CACRDN 1.1: Complete a needs assessment of the nutritional needs of a disadvantaged group or community.

CACRDN 1.2: Develop a nutrition intervention for a disadvantaged group or community based on results of a needs assessment.

CACRDN 1.3: Develop an evaluation tool for a nutrition intervention within a disadvantaged group or community.

**Goal 2:** To prepare entry-level public health dietitians/nutritionists who exhibit cultural competency skills to develop programs and services that are responsive to the cultural, social, linguistic, and ethnic diversity of individuals, groups and communities.

**Competencies:**

*At the completion of the program students will be able to:*

CACRDN 2.1: Design and implement services that are matched to the unique needs of individuals, groups or communities from diverse backgrounds.

CACRDN 2.2: Evaluate education materials and implement changes or alternatives based on the needs and preferences of the populations served.

CACRDN 2.3: Describe and address factors associated with and the effects of health disparities in nutrition programs and services for individuals, communities and populations.

## Accreditation Information

### Accreditation Council for Nutrition and Dietetics

The CMP has full 7-year accreditation status from the Accreditation Council for Nutrition and Dietetics (ACEND). The program completed a self-study and site visit in the spring of 2017 to renew its accreditation.

ACEND is the Academy of Nutrition and Dietetics' (AND) accrediting agency for education programs preparing students for careers as registered dietitians or dietetic technicians, registered. It exists to serve the public by

establishing and enforcing eligibility requirements and accreditation standards that ensure the quality and continued improvement of nutrition and dietetics education programs. Programs meeting those standards are accredited by ACEND. ACEND credentialing is what makes this CMP program a program and the program is designed to ensure all students meet the competencies set forth by ACEND via curriculum and field experiences. If at any point you need to contact ACEND with questions or concerns you can feel free to do so.

*Contact Information:*

Academy of Nutrition and Dietetics  
Accreditation Council for Nutrition and Dietetics  
120 South Riverside Plaza Ste 2190  
Chicago, IL 60606  
Tel. (312) 899-0040 x5500  
Fax (312) 899-4772  
<http://www.eatrightacend.org/ACEND/>

### **Council on Education for Public Health Accreditation**

The University of Minnesota is accredited by the North Central Association of Colleges and Schools which is part of the Council for Higher Education Accreditation and the US Department of Education. The School of Public Health (SPH) is accredited by the Council on Education for Public Health (CEPH). It was reaccredited for a full seven-year period in 2014.

*Contact Information:*

Council on Education for Public Health  
800 Eye Street, NW, Suite 202  
Washington DC 20001-3710  
Telephone: (202) 789-1050  
Fax: (202) 789-1895

### **Role of the Program Director**

The CMP Director has many responsibilities, often at the same time. The director is responsible for administrating, teaching, grading, supporting students, recruiting and maintaining preceptors, evaluating the program, and most importantly helping you become excellent dietitians and ultimately making a real difference in the lives of many and in the world of public health. The position's official job description outlines program management as about 55% of the time allocation, student training/support as 40% of the time and 5% of the time serving as an academic advisor for the integrated learning experience and participation in the admissions committee.

2021 Note from Amy:

I am extremely excited about being your CMP director! I have a very strong passion for working with you and supporting you so you can achieve your goals. I believe strongly in diversity, equity and inclusion overall and from a director to student perspective. I love hearing from you and learning about your perspective. I have a strong background in counseling people and I plan to use those skills often with students. In order to do that, you should know that I am approachable and here for you. Students, student experiences and paths to your own unique success is my priority.

Throughout the CMP you will learn about public health, you will gain experiences, build knowledge and grow in

your professionalism. Independent studies, also called Directed Studies, is a weekly one-hour course. Its main purpose is professional development. Some of the content will prepare you for your field experiences but the overarching goal is to grow your professional skills. One way to do this is working on effective communication. In this program you will communicate with a wide range of people (faculty, preceptors, me, your target audiences at the time and other students). It is important to recognize this is an extremely important professional skill that should be practiced throughout your CMP.

## Director/Student Communication Expectations

**EMAILS:** The CMP director will communicate with you in a variety of ways but email is one of the primary methods. If you send an email to me that needs a reply, I will do my best to get back to you in a timely manner. More specifically: I will return your email within 24-48 hours (business days). If you do not hear back from me in 48 hours, please feel free to send me a nudge email as I get many emails and email chains and there may be one that has gotten missed.

As students are expected to act with professionalism during the CMP, you are expected to return emails within the exact same time frame (24-48 business day hours). It is important to know that not returning an email may result in a missed opportunity for support or an experience.

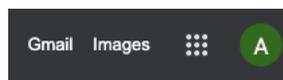
**PHONE CALLS:** You are welcome to try my phone during business days at the last minute but I often don't pick up unless I know who it is from, due to robocalls. I would prefer a scheduled phone call but also realize there may be urgent issues that arise.

**TEXTS:** For the same professional reasons, in general we won't communicate over texts but they can be used in a similar fashion to phone calls, especially because you can text me who you are first. You may use text for more urgent communication, especially outside of business hours with something pressing. Know that during work hours, a text is not necessarily a faster way to communicate with me compared to an email.

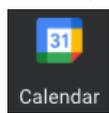
**APPOINTMENTS:** I am happy to meet with you one on one anytime within business hours (8:00 am to 5:00 pm Monday-Friday). One of the easiest ways to just set up a meeting in my Google Calendar. *If you are seeking a time with me outside of those hours, we can find a time, just start with an email to me first. Please don't assume I will be okay with an evening or weekend meeting without talking to me first.*

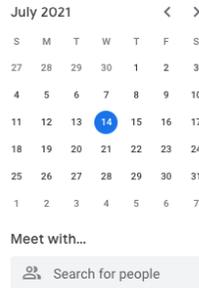
Here are the instructions to set up a time to meet using Google Calendar:

1. Go into Google Apps by clicking on the 9-dotted square box.



2. Open the calendar app





3. The main menu should open up: Type Amy Pleimling or pleim005 into the **search for people** box. (Note: I have 2 kids at UMN so make sure it is me)
  
4. Once you are seeing my Google Calendar it is pretty self explanatory. Pick a date and time within the business day that is available to me. Add a title to the meeting.
  
5. When you are setting up an appointment with me, be sure to add a Zoom link if we are doing Zoom. If we are meeting over the phone, just put that in the description: “Amy please call my phone at 555-555-5555 at the time of the appointment”. Or suggest a meeting place. Also add a description of what the meeting is regarding. Be sure to hit “send an invite” at the end or I won’t know about the meeting.
  
6. If the meeting request is within 24 hours - please also send me an email telling me about the meeting.

**OFFICE VISIT:** My office is located in the WBOB Building across 35W on the West Bank. I am happy to meet there for a scheduled meeting in person. In fact, this is my ideal form of communication. Please email me or use my Google Calendar to set up an appointment. You may also suggest a meeting place on campus and I will see if that works for me (i.e. Moose Starbucks area).

**OFFICE HOURS:** At this time, please just schedule with me when you need a meeting by using the Appointment instructions above.

## Annual Program Costs

Students incur a \$120 fee for the Schools of Public Health Application System (SOPHAS) when applying to the program. If admitted, students need to submit a \$250 deposit to the School of Public Health to secure their spot. This amount is deducted from tuition when enrolled, but is non-refundable if the student later decides to decline the offer.

The following is a list of anticipated CMP costs per academic year.

|   | Fall + Spring Semesters | Summer Term    |
|---|-------------------------|----------------|
| <b>Tuition &amp; Fees (resident status)</b> | \$1,014/credit          | \$1,014/credit |

|  |                |                |
|--|----------------|----------------|
| <b>Tuition &amp; Fees (non-resident)</b> | \$1,332/credit | \$1,014/credit |
| <b>Student Services Fee</b>              | \$1,050        | \$1,050        |
| <b>Rent</b>                              | \$5,370        | \$3,000**      |
| <b>Food</b>                              | \$2,400        | \$800          |
| <b>Gas/Transportation</b>                | \$900          | \$300          |
| <b>Books/Supplies</b>                    | \$400          | \$150          |
| <b>Personal/ Miscellaneous***</b>        | \$900          | \$300          |

\*Based on School of Public Health 2020-2021 tuition of \$1014/credit for residents and \$1332/credit for non-residents fall & spring semesters. Summer tuition for 2021 is not available yet, it is anticipated to be approximately \$1014/credit for residents and non-residents. Refer to the sample course schedules for credit approximations per term.

\*\*Rent during summer months factor in extra costs that may be incurred if a student pays double rent for living in a different city for the practicum. Most students, however, sublet their apartment in the Twin Cities during the summer months.

\*\*\*Personal/Miscellaneous includes costs such as parking, immunizations, background checks, or any other incidental costs that could be incurred.

Some additional costs that a CMP student may incur are:

- Student membership to the Academy of Nutrition and Dietetics (\$50/year)
- Lab coat if required by clinical rotation (\$25-\$40- one-time cost)
- Background check (\$30-\$100 depending on site-specific requirements)
- Travel to practicum site over the summer, transportation/transit costs (\$200-\$500/year depending on location)
- Parking fees at supervised practice locations (approx. \$100/year)

Here is the link to the Public Health Nutrition Tuition and Finances Page  
[Tuition-finances/#mph-tuition](#)

Here is the link to the Public Health Nutrition Cost of Living Page  
[Cost-living-minnesota](#)

Refer to the [School of Public Health page Financial Aid, Loans and Grants](#) for Financial Aid information..

## Employment and Compensation

The CMP does not provide compensation or a stipend to enrolled students.

Most CMP students seek employment during the program. Students are expected to prioritize their time as follows: **First**, they must attend their courses and participate in all class assignments and projects. **The next priority** is their supervised practice experience and activities related to the experience, as well as time set aside for CMP meetings and activities. After the class and/or Applied Practice Experience (APEX) schedules have been determined the student can decide upon hours in which he/she can pursue employment.

If a student is unable to adequately devote time to his/her assigned SP experience due to employment conflicts, disciplinary action will take place, which may include repeating the supervised practice experience in another semester, thus increasing the length of the program.

## Supervised Practice Experiences

Students in both tracks (Non-Nutrition/Dietetics Undergraduate Majors and Nutrition/Dietetics Undergraduate Majors) WERE required to complete a minimum of 1200 supervised practice hours. **This has changed for the 2022 and 2023 graduating cohort to 1000 hours and will likely be changing with the new 2022 ACEND standards.** You will track your hours in supervised practice experiences in a supervised practice timesheet throughout the program.

### Clarification of terms:

All of your supervised practice experiences need to be done under registration of a course. Your community experience (community practicum) and your clinical experience (clinical practicum) are each separate courses. There are four experiences that are shorter in length; these are referred to as your applied practice experiences or your “field experiences”. All six of your experiences can also be called your “rotations” or “internships”. People use these words interchangeably and this can be confusing. One of these experiences is also counted toward an MPH graduation requirement (remember the CMP has 2 credentialing bodies that set standards, ACEND and CEPH - above on page 7). Under CEPH to get your MPH you will need to complete one applied practice experience or APEX. This should be 120 hours but will also count towards one of your field experiences. More explanation on this is below the table on the next page.

**Supervised Practice Experience (SP experience)** - Any experience that is done under the supervision of both the program director and a preceptor under the UMN contract that is termed a “learning agreement”. This is the preferred term for all of your internship experiences.

**Field Experience** - another name for SP experience but also is the online/electronic module or platform CMP uses to create all learning agreements (with 1 exception) “field experience module”

**Applied Practice Experience** - also another term for any SP experience. In addition to this, an Applied Practice Experience Or APEX is a separate supervised practice experience that is required by CEPH to achieve your MPH (you might think of the APEX as your Master’s Project). CMP students will do their MPH APEX during one of their SP experiences. In other words, at some point students will do their APEX during one of their CMP rotations (It will count for both at the same time).

### Supervised Practice Experiences Layout

The 2022 cohort of graduate students will complete four 70-hour experiences in one semester, either fall or spring. The 2023 cohort will do one experience each semester (fall and spring) in the following areas: food service, food assistance programs/community programs, WIC, and Long-term care. Over the course of the program, graduate students complete a total of four “field experiences” (280 hours). Please note that the order in which experiences are scheduled depends upon the student's background, preceptor availability and preceptor/student match.

Spring/Summer supervised practicum in clinical nutrition (~ 320 hours) and supervised practicum in community nutrition (~320 hours). The summer SP is completed at various sites, including local and state health and nutrition agencies, federal agencies, non-profit/non-governmental organizations, etc. These are located throughout the United States and sites within Minnesota.

Applied Practice Learning Experience (APEX) for MPH (120 hours)

All students in the Public Health Nutrition major are required to complete an APEX. The details of this are in Section 8.5 of the PHN Guidebook for details. In general, you will use one of your already planned SP experiences to double as the MPH APEX as described above.

Integrated Learning Experience (ILE) (80 hours)

As with the APEX, all students in PHN MPH programs are required to complete an ILE. The details of this are in section 8.8 of the PHN Guidebook. This is often done in the second semester of the second year. We don't track those as supervised practice hours because your supervisor is not a preceptor, rather a UMN faculty.

**The following table is an example of the timeline that each cohort may achieve their 1000 supervised practice hours.** Because of the pandemic, there is a difference between how the 2022 cohort and the 2023 cohort will disperse these hours. The order in which field experiences are scheduled depends upon the student's background and preceptor availability. The below timeline of experiences is only an example.

| Course    | Supervised Practice Experiences                   | 2022 Cohort Timeline | 2023 Cohort Timeline    | Hours |
|-----------|---|----------------------|-------------------------|-------|
| PubH 7996 | SP Experience (+ APEX): Food Assistance/Community | Fall Semester Year 2 | Spring Semester Year 1  | 120 * |
| PubH 7996 | SP Experience: Food Service                       | Fall Semester Year 2 | Fall Semester Year 1    | 70    |
| PubH 6995 | Practicum: Community Nutrition                    | Spring Semester 2    | Summer Year 1 or Year 2 | 320   |
| PubH 7996 | SP Experience : Long Term Care                    | Fall Semester Year 2 | Fall Semester Year 2    | 70    |
| PubH 7996 | SP Experience: WIC                                | Fall Semester Year 2 | Fall Semester Year 2    | 70    |
| PubH 6996 | Practicum: Clinical Nutrition                     | Summer Year 2        | Summer Year 1 or Year 2 | 320   |

|  |                      |               |  |      |
|--|----------------------|---------------|--|------|
|  | Community Engagement | 28 hours/year |  | 56   |
|  | <b>TOTAL HOURS</b>   |               |  | 1026 |

- The 120 MPH APEX can be done in any rotation, it is not just limited to the food assistance rotation.

**Community Engagement** (CE) is also required as part of the CMP program and is acting as a professional who is practicing engagement in professional or community organizations. CE hours will meet 3 ACEND competencies (described in Appendix D). There are many opportunities for this but the following are the most common and count toward the CE hours.

Before doing any Community Engagement: (liability)

Fill out a contract on the SPH Intranet at <https://publichealth.ahc.umn.edu/sphcommunity/index.cfm> It does require students to log in to fill out the contract. Once the contract is signed someone in the SPH (Carol's replacement) will set up the enrollment then the student enrolls. It is a Zero credit, zero fee course so it won't add to their financial tuition costs.

| <b>Community Engagement Experience</b>   | <b>Timeline</b> | <b>Approximate hours over the 2-year program</b> |
|--|-----------------|--|
| Phillips Neighborhood Clinic (3-6 hours/semester in year 1 or 2 or both).  | Various times   | 20-40  |
| Minnesota Academy of Nutrition & Dietetics Public Policy Committee and/or Public Policy Activities.<br><i>There is a document in your student folder in the subfolder entitled Community engagement. The Public Health Nutrition Advocacy document give you directions to the Action Alert Process</i> | Various times   | 1-20 hours                                       |
| Mentoring<br>Each Second year student will mentor a first year student for a minimum of 4 hours during that year.  | Various times   | varies   |
| Miscellaneous public speaking opportunities with program director or another RDN. Other opportunities announced by the program director. or approved by the program director.  |                 |  |

Phillips Neighborhood Clinic (PNC) (approximately 8-16 hours/semester) – CMP students have been encouraged to volunteer at the PNC, which is a free, student run clinic in Minneapolis. These hours are recorded and tracked. PNC provides students with exposure to outpatient and wellness counseling with people of diverse backgrounds, and learning about food access and referring patients to food assistance programs, all under RD supervision. This is an invaluable component of the students' training. Note that only time in the clinic counts as supervised practice. Other outreach experiences connected with PNC do not count.

Minnesota Academy of Nutrition & Dietetics Public Policy Committee and/or Public Policy Activities – Students are encouraged to participate in the Public Policy Committee or in public policy related activities. These may

include writing a letter to their legislator at various times when food and nutrition issues are being addressed, attending Day on the Hill or serving on the Public Policy Committee. Over the past 6 years, CMP students have been on the planning committee for the annual Day on the Hill for Minnesota registered dietitians/nutritionists (RDNs). These students have organized all the logistics leading to the day and have coordinated activities during the Day on the Hill, including scheduling all meetings with legislators. This offers valuable experience to students as well as quality time with local RDNs who are in leadership positions within the state. Please see Amy for the most current Public Policy Representative for the Minnesota Academy of Nutrition and Dietetics..

## Tracking Experiences

All CMP students are required to track ALL of their time spent in SP experiences. This is not done for you. It is the responsibility of the student to keep track regularly and often throughout the program. Besides being enriching to students and preparing them to be excellent dietitians in the field, SP experiences are required by ACEND. There are two tracking sheets students need to manage.

1. Supervised Practice Timesheet
2. CMP Competency Tracker

Each SP experience comes with a syllabus and within each syllabus there are instructions on tracking and checkpoints are built in at the end of each rotation as assignments to ensure students are filling out both sheets as the program progresses. Students have a copy of each sheet in their student folder and save each as their own via the instructions. The program director will offer reminders about both tracking on both sheets during Independent Study but again, the student is responsible for having both sheets fully completed at the program's end. This is the way to prove that ACEND competencies are met and as such, unless both sheets are fully completed with honesty and integrity, the program director will not sign the CMP program Verification Statement.

## Selection of Supervised Practice Sites

The CMP director continuously identifies sites that can provide SP experiences to students in the areas of: School Nutrition/Food Service, Food Assistance/Community Nutrition, WIC clinics, Long-Term-Care facilities, Public Health sites, Non-profit organizations, Outpatient programs, and Acute Care hospitals. Sites must have a Registered Dietitian/Nutritionist or credentialed professional (in the case of school food service directors or community educators and managers) that has the experience and qualifications to be an adequate preceptor and is able to provide practical instruction and supervision to the student.

Sites for fall and spring semester experiences must be in the Twin Cities or surrounding areas since students are taking coursework at the University of Minnesota, Twin Cities campus, during these semesters. Many of the sites will work with or serve disadvantaged populations, which would include recent immigrants, ethnic minorities, individuals suffering from health disparities, low socioeconomic-status, individuals without health benefits, individuals with low health literacy, populations in remote or medically underserved communities, etc. Not all sites, however, will serve underserved or disadvantaged populations. Some sites are selected due to the rich experiences they provide to students, even if the population does not match the CMP's areas of concentration.

Sites for summer rotations may be in the Twin Cities (limited number), in rural Minnesota, or in other states. These facilities are identified through the program director and the faculty's networking efforts at local and national conferences and workshops. Students should remember that one of the criteria for admission into the CMP included agreeing to be placed outside of the Twin Cities area for supervised practice.

A student should not search for his/her own supervised practice rotations. Violating this rule will result in disciplinary action. The CMP director is available to discuss practice site assignments with students at any time and is open to hearing site ideas. Students are also encouraged to discuss concerns regarding practice sites with the program director.

Currently students are not able to complete supervised practice experiences outside of the United States of America. Students wishing to complete public-health Applied Practice Experience (APEX) outside of the U.S. may do so but the hours will NOT count toward CMP supervised practice hours. Therefore, this Applied Practice Experience (APEX) would be in addition to the four Applied Practice Experiences (APEXs) and two summer practicums that are required for the CMP. In addition, a CMP student that chooses to complete an additional Applied Practice Experience (APEX) abroad cannot use any of the skills acquired to fulfill any of his/her ACEND competencies. This stipulation is due to our current Accreditation status, which has stringent requirements for international experiences, and we are currently not authorized to pursue them.

### **Evaluation of Supervised Practice Facilities:**

Evaluation of supervised practice facilities is an ongoing process. During the rotation, students are encouraged to speak with the CMP director immediately if they have problems or concerns regarding the quality of the supervised practice site and/or the preceptor's ability to train the student.

In addition to encouraging open communication between students and the program director, students provide feedback regarding supervised practice facilities and preceptors at the end of each rotation. Students are not able to obtain a grade for their rotation unless the evaluation is completed. To assure that students can freely express their views regarding facilities, preceptors are not able to view the students' evaluations.

The program director reviews each evaluation at the end of each experience. Any negative feedback found is discussed with the individual student to clarify issues. The CMP director decides whether negative feedback needs to be communicated to the preceptor and in which manner it should be communicated.

If the program director determines that any problems with a facility or preceptor might have been unique to a specific student-preceptor pairing (for example, personality issues), the director will continue to assign students to that facility/preceptor. If similar negative feedback arises again, the CMP director will meet with the preceptor in person to discuss the issue. The preceptor and director decide if the facility is still appropriate for students or if changes need to be made to make it more conducive to student learning. Every effort is made to keep the conversation positive and constructive.

### **Student Folder**

Each student has a folder that is shared with them at the beginning of the program. This folder is where many things are housed. The program director and the student are the only ones who have access to the folder - each student's is their own (not shared with other students). There is a document called "Where to save things in your CMP folder". Please read this and save documents as per label instructions. Many of these things are proof of the student meeting ACEND standards and requirements and so please keep it organized and clean. The folder contains the following student information:

- Admissions survey
- Background study results
- Community Engagement documents (Mentoring Reflection and Advocacy instructions)
- Immunization Records
- Resume, picture, About Me

- Self Assessments from each rotation
- Signed competency sheets that turn into the preceptor evaluations (should be 6 there in the end)
- Preceptor Evaluations (all moved from online modules by director)
- CMP Competency Tracker
- CMP Supervised Practice Timesheet
- Rotation Syllabi and Competency sheet links
- Where to save things in the folder

## Dress Code

All students enrolled in the CMP are expected to always dress in a professional manner in supervised practice sites. We encourage you to dress in a manner that is both comfortable for you and appropriate for your assigned site. This includes:

Skirts, dresses, dress pants, dress slacks or khakis (if allowed by facility) - no shorts, miniskirts, or jeans

Short sleeved or long-sleeved blouses

A dress shirt and tie or sports shirt

Nylons are recommended with dresses and skirts unless not required by the facility

Shoes must be closed toe and closed heel unless not required by the facility

A clean and pressed lab coat (if the site uses lab coats)

Hair must be worn in a style that is out of the face and/or contained

No tank tops, camisoles, T-shirts, low-cut tops, or muscle T-shirts

No flip flops, crocs or slide on sandals

No personal fragrances unless this is allowed by the facility

This dress code should be adhered to until you know the specific requirements for your site. Some sites may have different dress requirements, which you will need to comply with. Some facilities may serve populations that find excessive exposure of skin, tattoos, or piercings offensive; students **must** consider the cultural norms of their populations in determining appropriate dress at work.

## Privacy

The School of Public Health is committed to protecting the privacy of students, staff, and research participants. Students have privacy rights that assure confidentiality of their student records. Research Participants have many rights that guarantee their safety and their privacy. Often School of Public Health students work as Teaching Assistants and Research Assistants [that may require exposure] to private information. Please be aware of privacy laws, complete required privacy trainings, and act with the highest honor towards all private information.

### FERPA (Family Educational Rights and Privacy Act): Student records

FERPA grants four specific rights to a post-secondary student:

1. To see the information that the institution is keeping on the student.
2. To seek amendment to those records and in certain cases append a statement to the record.
3. To consent to disclosure of his/her records.
4. To file a complaint with the FERPA Office in Washington.

In addition: U of MN Faculty and Staff have a legal responsibility, under FERPA, to protect the confidentiality of your student educational records. Student educational records are considered confidential and may not be released without written consent of the student. Student information stored in electronic format must be secure and available only to those entitled to access that information.

For more information about privacy and FERPA, please visit [Student Records Privacy](#) page in One Stop Student Services (Twin Cities).

## HIPPA (Health Insurance Portability and Accountability Act)

HIPAA is a federal law related to the privacy of an individual's health care information. All students in the Academic Health Center (AHC), including School of Public Health students, must complete the University's [online HIPAA Privacy training](#). Assigned courses are available for completion through ULearn. See the Training Instructions page for step-by-step instructions.

1. to request amendments of such records if the student believes they are inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.
2. A record custodian may require that the request for access be in writing. Compliance with the request should be made within five days. The custodian must respond to reasonable requests for explanations and interpretations of the record, and must provide copies at a reasonable fee if requested. The record custodian should always be present with the student and file as the file is being examined.

## Health Insurance

All students **must have health insurance** per [Academic Health Center policies](#). Students not covered by a family insurance plan must purchase the university's health insurance.

### Summer Coverage

Students enrolled in the University-sponsored AHC Student Health Benefit Plan during spring semester will be automatically covered on the Plan through the summer semester at no additional charge. These students should choose "Purchase University insurance" when registering for summer classes (because you were enrolled in the AHC-SHBP Spring semester, no charge will be placed on your account).

## Liability

The School of Public Health provides liability insurance to students when they are enrolled in supervised practice. Because of this, the SPH requires that students who enroll in each of the courses/experiences listed below must complete an SPH learning agreement. This agreement must be approved and signed by the preceptor, CMP Director, and SPH representative. When fully signed, the student registers for the course and is then covered for liability insurance. The courses that require an agreement are: PubH 7996 (Applied Practice Experience (APEX)), PubH 6995 (Community Nutrition Practicum), PubH 6996 (Clinical Nutrition Practicum)

## Injury or Illness During a Rotation

Student's health insurance provides coverage in case the student gets sick or sustains an injury when involved in a SP experience in or outside of the Twin Cities area. Students must always carry proof of insurance.

If an injury or illness occurs while at a supervised practice site, students must contact their preceptor and program director as soon as feasible. If a student experiences illness or injury that interferes with their ability to complete their supervised practice, students should notify the program director and preceptor as soon as possible. The program director will work with students in these cases to create a plan for completing supervised practice hours.

## Immunizations

<https://boynton.umn.edu/ahs>

CMP Students are part of the Academic Health Sciences and follow all AHS immunization requirements. Proof of immunizations is required before enrolling in ANYSPexperience. Students in the CMP are also required to get the influenza (flu) vaccine every fall semester (free for students at Boynton Health). Here is the most recent document of the immunization policy:

<https://docs.google.com/document/d/1r7L9dILTwerTYf77QXjVSrobBDwyBRGf448mwxoYmc/edit?usp=sharing>

There has been a recent update to Covid-19 vaccines:

[Get the Vax 2.0](#)

## Transportation Liability

The CMP student must provide his/her own transportation throughout the program. Transportation is needed to access the University of Minnesota, Practicum facilities, Applied Practice Experience (APEX) facilities, and to attend meetings. The student must also carry automobile liability insurance throughout the program. The student is responsible for all liability for safety in travel to or from assigned facilities.

## Inclement Weather Procedure

The following procedure should be followed regarding attendance at supervised practice facilities in cases of inclement weather:

1. If the facility is open and the preceptor will be at work, the student is expected to report to the supervised practice facility at the time specified by the preceptor. Even if the University of MN is closed due to weather, IF the facility is open and the preceptor will be at work, the student must also report to the facility.
2. If the facility is closed due to inclement weather, the student and preceptor need to agree on an alternate day to make up the missed hours. If it is impossible to make up the missed hours at the facility, the student must inform the program director immediately as to make alternate plans.
3. If the facility is open but the student is unable to get to the facility due to weather-related constraints (for instance, road closings), the student must inform the preceptor of his/her inability to be at the facility. The student and preceptor need to agree on an alternate day to make up the missed hours. If it is impossible to make up the missed hours at the facility, the student must inform the program director immediately as to make alternate plans.

## Criminal Background Checks

All students complete a criminal background check before the first Fall semester of enrollment. As noted above in the "Program Costs" section above, students should plan to pay a fee for background check. These fees are approximately \$30 (\$20 for the background check, and \$9.10 for fingerprinting). Some facilities require additional background checks, which could add up to \$100. If a facility requires additional background checks, the student must complete them and incur the expense. Because each CMP student is placed at six different sites over 2 years, it is impossible to place a student who fails to be Cleared through a background test. For this reason, failure to pass a criminal background test will result in dismissal from the program. Students can opt to transfer to the Standard Public Health Nutrition (PHN) track after discussion with the PHN director. This process is being remodeled in 2021/2022. Updates to follow.

## Alcohol/ Drug Testing

Students should be aware that some facilities will require drug testing prior to starting the rotation. These facilities typically conduct their own testing; however, some facilities require that it be done by an outside laboratory. The student is responsible for paying for the testing if it needs to be performed by an outside laboratory. Testing will be scheduled prior to the first scheduled day at the facility. Failure to pass an alcohol

and/or drug test may result in dismissal from the program.

## **Educational Purpose of Supervised Practice**

The training given to CMP students is for the benefit of the student. He/She/They does not displace regular employees. He/She/They works under the close supervision of the preceptor. The student is aware that he/she/they is not entitled to wages for the time spent in training nor to a job after the experience. If at any point the student feels like he/she/they is being utilized as an employee substitute, the student must contact the program director.

## **Program and/or Director-Related Complaints and Grievances**

If a student or preceptors wishes to file a complaint regarding the CMP program, they should speak directly to the program director. If the complaint is regarding the CMP program director it is preferable that this complaint is also shared with the program director first. In circumstances when the student and/or preceptor do not feel like the program director was able to satisfactorily address their concerns, the complaint should be filed via the Director of the Public Health Nutrition (PHN) Program.

The Director of the PHN program will be responsible for investigating the complaint and resolving the matter. If the Director of the PHN Program is unable to satisfactorily resolve the matter, he/she may involve the Division Head of Epidemiology and Community Health and/or the appropriate Dean from the School of Public Health. Whenever possible, the student or preceptor will remain anonymous. The student or preceptor are assured of no retaliation on the part of any program faculty or staff.

Because of accreditation requirements, a record of student complaints regarding the program and/or program director are documented in detail. These are retained and filed for a minimum of 7-years. Complaints are available for on-site review during a re- accreditation site visit.

ACEND may be contacted directly for complaints (see page 4 for contact information) only after the student has pursued all other options to try to remedy the situation via the program, School or University.

## **Prior Learning for Supervised Practice Hours**

The CMP does not award exemption from supervised practice rotations/ assignments for prior education courses, and/or experiences.

## **Prior Learning for Courses**

The School of Public Health requires that students pass an equivalency exam to waive a Public Health Core course. Examinations are given at least twice each year, but may not be taken more than once by each student.

Equivalency exams satisfy competency requirements for the following core courses only:

PubH 6751 Principles of Management in Health Services Organizations

PubH 6414 Biostatistical Methods I

PubH 6101 Environmental Health

PubH 6320 Fundamentals of Epidemiology

PubH 6741 Ethics in Public Health: Professional Practice and Policy

## **Student Evaluation**

Evaluation of student skill acquisition will occur throughout SP experiences and at the end of each rotation.

- Evaluation will be an ongoing process during SP experiences or practicum to help the student modify skills and behaviors. This should be viewed as communication between the student and the instructor or preceptor.
- Preceptors are asked to provide ongoing feedback and complete a mid-rotation evaluation of student professional behavior.
- During SP experiences the CMP director will also evaluate the student's performance through the completion of required assignments.
- At the end of a rotation the preceptor will complete a student evaluation. The evaluation includes assessment of the student's professional attributes and skills as well as the competencies completed during the rotation.
- The CMP director will also evaluate the student's performance and will provide a grade for the rotation based on the student's completion of all required assignments as well as the preceptor's evaluation of the student.

Students input regarding the CMP, the facilities and the program in general is strongly encouraged. At the end of each rotation the student can provide input regarding the preceptor and the facility via the online evaluation completed by students.

Feedback regarding the CMP in general is requested from students on a yearly basis. Students are asked to rate the quality of learning experiences, quality and variety of SP experiences, responsiveness by the program director and faculty advisors, and overall satisfaction with the program.

## Procedures for Suboptimal Performance

Students must obtain a satisfactory evaluation and a Pass grade for all Supervised Practice Experiences. In addition, students must obtain a satisfactory evaluation and a grade of B- or above for clinical and community and summer practicums.

If a student receives a Failing grade for a "rotation" or a grade below B- for a summer practicum, the student needs to repeat the rotation. The School of Public Health also requires that all core courses be taken for a letter grade and that the student obtains a letter grade of B- or above. A letter grade below B- in a Public Health core course is considered a failing grade and the student must repeat the course.

## Disciplinary Actions

The student is subject to disciplinary counseling by a preceptor and/or program director at any time during the program when the student does not abide by the program or facility's policies, procedures, rules of conduct\* or Standards of Professional Practice and Performance. The specific disciplinary action is based upon which rule of conduct that was violated and whether previous warnings were given for the same behavior. Certain serious offenses are cause for immediate termination.

Whenever disciplinary counseling occurs at a supervised practice facility, the preceptor informs the director, documents the discussion, and a copy is filed by the Program Director in the student's file. The program director meets with the student and reviews the occurrence and assists with any remediation procedures when warranted. If disciplinary action is unrelated to a supervised practice rotation, the program director meets with the student, discusses the issue, documents the discussion, and files it in the student's file. Every effort is made by the program director to assist the student in his/her success during the supervised practice experiences and the program in general.

If a student receives three disciplinary actions, the following steps are taken:

- The Program Director, academic advisor and PHN director meet with the student to discuss the

- problem.
- The CMP Director, academic advisor and PHN Director meet privately to determine if the student should be placed on probation and decide on terms for the probation period.
- If a student on probation does not abide by the terms of probation or receives an additional disciplinary action, the student, CMP Director, academic advisor and PHN Director meet again to discuss the issue.
- The CMP Director, academic advisor and PHN Director, in consultation with the Division Chair and appropriate SPH Dean, meet privately to determine if the student should be terminated from the CMP. See next section about Disciplinary termination.
- A student terminated from the CMP can transfer into the PHN standard track, at the discretion of the PHN Director, academic advisor, Division Chair, and appropriate SPH Dean.

Disciplinary actions are maintained on file for a period of 7 years, and are available to program reviewers during re-accreditation site visits.

\*Note: The University of Minnesota Code of Conduct can be accessed at:

[http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf)

## Disciplinary Termination

As outlined in the above section, students can be terminated from the program based on receiving 3 or more disciplinary actions. Students can also be dismissed from the program if:

- a) their behavior/performance is in violation of the Academy's Code of Ethics or Standards of Professional Practice or Performance,
- b) commits a criminal offense (misdemeanor, felony),
- c) fail to pass a background, alcohol or drug test, or
- d) violate the student Conduct Code with an infraction that warrants being expelled from the University

Termination is based on written documentation of the student's behavior and/or performance. When a student is terminated, termination is immediate.

### Steps to Termination of a Student

- If the CMP Director and the PHN Director determine that termination is warranted based on disciplinary actions or other violations, they discuss the issue with the academic advisor, the Division Chair and the appropriate SPH Dean.
- The CMP Director and PHN Director meet and discuss the decision with the student.
- If the student does not agree with the termination, he/she may follow the School of Public Health Grievance Policy and Procedure.
- If the student accepts the decision to terminate without filing a grievance, the CMP Director writes a summary of the decision.
- The student signs the summary, which is filed in the student's file for 7 years. The student terminates immediately.
- If the student files a grievance and the Chair of Epidemiology and Community Health and/or the appropriate Dean determines that the student should terminate, the CMP Director writes a summary of the proceedings which the Division's Chair and/or Dean signs. A copy goes in the student's file. The student terminates immediately.
- If the student files a grievance and the Division Chair and/or appropriate Dean determines that the student should remain in the program, the CMP Director writes a summary of the proceedings which the Division Chair and/or Dean signs. A copy goes in the student's file. The student resumes his/her

usual schedule.

## Withdrawal from the Program

A student may withdraw at any time from the CMP. Withdrawal is immediate. If the student chooses to complete the MPH, the student can transfer to the MPH standard track and cannot return to the CMP program after withdrawal. Withdrawal is different from Absences for Personal Reasons.

The following steps are taken for withdrawal from the CMP

- The student writes a letter to the Program Director informing him/her of the withdrawal and the reason for withdrawal.
- The Program Director meets with the student to discuss his/her decision.
- After the discussion, if the student decides to remain in the program, the student resumes his/her usual schedule.
- The student writes on his/her original letter that he/she decided to remain in the program. The student and program director sign and date the letter. The letter is filed in the student's file.
- After the discussion, if the student decides to withdraw from the program, the student withdraws immediately.
- The student and Program Director sign and date the original letter of withdrawal. The letter is filed in the student's file.
- The student informs the Major Coordinator and the Public Health Nutrition Director of his/her decision to withdraw from the CMP and his/her desire to transfer into the MPH-Nutrition standard program if this is the student's plan.

## Assuring Student Success (Retention, Remediation and Satisfaction)

The success of each CMP student is a priority. Each student has three advisors who follow the student's progress closely and intervene as soon as difficulties are identified: The Student Advising Manager, the Academic Advisor, and the CMP Director.

- The Student Advising Manager tracks students' curricular progress and performance. The School has a requirement that a GPA of 3.0 or higher must be maintained to obtain an M.P.H. degree.
- The student's academic advisor meets with the student at least once a semester to discuss the student's progress and performance. The academic advisor also has access to the student's transcript, thus assuring the satisfactory completion of courses.
- The CMP Director also has access to the students' transcripts, which are reviewed at the completion of each semester. During the semester, however, the CMP Director meets with each student at least once, and stays in touch via email at least month, but typically more often. The CMP Director also meets with each cohort bi-weekly or monthly. Students should share any academic or practice-site difficulties as soon as possible to obtain assistance.
- **A note from Amy on this topic:** *It is my role to support you in this program. The program is complex with constant moving parts. I know it is not easy to ask for help. That said, please consider asking for support if you need it from me or someone you are comfortable with in the program. Letting things go can lead to a downward spiral, so please, seek support when and if you need it. And my "door" is always open.*

## Tutoring

For the most part, class sizes are small, with a maximum number of students between 20-25. This allows

instructors to stay abreast of student progress and identify any potential difficulties. Most courses do not involve taking an exam. Instead, students complete projects that involve working with fellow students and, oftentimes, engaging with community members. In these instances, tutoring is not a necessity; instead instructors mentor students who are having difficulties.

Some courses are larger in size, including Biostatistics and Epidemiology. Students take these courses with many other students in the School of Public Health. These courses have Teaching Assistants and divide the classes into small groups, each with a Teaching Assistant that monitors students' progress closely. They are also available for individual consultations as needed. Students that need tutoring are provided with a list of tutors who can be contracted by the student for individual help. Given that the University has many doctoral students, finding a tutor is not difficult.

## Code of Ethics for the Profession of Dietetics

CMP students must be familiar with the Code of Ethics for the Profession of Dietetics and should always exemplify ethical behavior. Please read the Code of Ethics before you start your rotations. You will be held accountable for knowing this information and failure to follow the Code of Ethics could result in disciplinary action.

It is the responsibility of the student to review the [Code of Ethics](#) in its entirety, and to abide by all its guidelines at all times during the program. Failure to comply to the Code of Ethics will result in disciplinary action.

## Program Completion and Timeline

Students must complete all the following program requirements for graduation and to obtain a Verification Statement for eligibility to sit for the Registered Dietitian exam:

- Complete all required courses.
- Complete all supervised practice hours through the completion of four Applied Practice Experiences (APEX), two summer practicums, 56-hours of Community Engagement, and one Integrated Learning Experience (ILE), totaling 1,000 hours of supervised practice.
- Submit a completed competency spreadsheet to the Program Director at least one week prior to the anticipated graduation date.
- Complete all assignments, evaluations and forms required by the Program Director.
- Complete and present an Integrated Learning Experience (ILE) project and successfully pass the evaluation of the ILE.

The School of Public Health has a five-year limit to complete all Master of Public Health degree requirements. The five-year timeline STARTS on the first semester of enrollment into the program.

The CMP must assure that the student's knowledge remains current for entry-level dietetics practice. Therefore, the following policy regarding issuing a verification statement is in place for CMP students:

- CMP students that complete all graduation requirements (including Integrated Learning Experience presentation) within one calendar years of completing the LAST supervised practice rotation will obtain a verification statement immediately upon graduation. For example, a student that completed the last rotation in August of 2020 has until August 30<sup>th</sup>, 2021 to complete all MPH requirements and obtain a verification statement immediately upon graduation.
- CMP students that complete all graduation requirements within 2 and 3 calendar years after the last

supervised practice rotation will need to take and pass (85% correct answers) a comprehensive written exam before obtaining a verification statement. For instance, a student that completed the last rotation in August of 2020 who graduates between September 1st, 2021 and August 30, 2022, must take and pass a comprehensive exam to obtain a verification statement.

- CMP students that complete all graduation requirements after 3 calendar years of the completion of their last supervised practice rotation will not be eligible to receive a verification statement. For instance, for a student that completed the last rotation in August of 2020, if he/she does not graduate by August 30, 2022, he/she will not be eligible to obtain a verification statement and therefore cannot sit for the RD exam.

## **MPH Graduation Checklist**

See Section 1.12 of the PHN Student Guidebook. Students need to use that guidebook and not this one for APEX and ILE instructions, competencies, product choices

## **More on Verification Statements and the Registration Exam**

As stated above, upon successful program completion the program director will issue a verification statement to students, which verifies that they have completed all requirements to be eligible to sit for the RDN exam.

The program director submits documents to the Commission on Dietetics Registration (CDR) of the Academy of Nutrition and Dietetics (AND) verifying the names of students who have been issued a Verification Statement and are eligible to take the exam. CDR sends candidates a packet of information including the application to take the registration exam. Additional information regarding the registration exam can be found on the CDR website at in the section entitled: [Registration Handbook Information and Study Outline](#).

## **State Licensure**

Most states have enacted laws which regulate the practice of dietetics. Should you plan to practice dietetics in these states it is important that you contact a state regulatory agency prior to practicing dietetics. In many states it is a VIOLATION of state law to practice dietetics without a license.

The CDR website has a list of [State Licensure Agencies](#) is also available via the CDR website.

## Appendix A

A copy of student responsibilities for each rotation. This is part of each syllabus.

Example from Food Assistance Rotation:

### **Responsibilities of the Student at the Applied Practice Experience Before the rotation starts:**

1. Review this syllabus for your assigned rotation and contact the preceptor to discuss schedule, expectations, and competencies. Review the list of competencies from this assigned competency sheet with your preceptor and decide which of these can be met during your rotation along with a discussion on potential activities that will get you to meet those specific competencies. This will make the learning agreement more clear.

Note: student work schedules cannot interfere with availability for supervised practice hours. A warning will be given if it does and continual conflicts can result in excusal from the CMP program.

#### **W Competencies2021 FA.Community FE.docx**

**This Food Assistance/Community rotation** is usually the one students choose to complete their required **SPH APEX** (your official applied practice experience to meet CEPH competencies - see your COMP companion guidebook for more. You choose your competencies and agree to proceed. Use the Public Health Nutrition MPH Guidebook, pages 50-55 for detailed information about your APEX. [PHN MPH Guidebook](#) You will need to fill out a preliminary learning agreement first [Preliminary Learning Agreement](#) and send to [epichstu@umn.edu](mailto:epichstu@umn.edu). The faculty member designated to serve as the AP advisor is currently Dr. Mark Pereira.

2. Draft the electronic contract for this field experience. If this rotation is NOT being used as your APEX, use the regular Field Agreement link to create your Learning Agreement:

#### [Learning Agreement Link](#)

If this is your APEX, use the Applied Practice agreement. This is the agreement site: **(IT IS DIFFERENT FROM THE OTHER 5 ROTATIONS)**

#### [Applied Practice Login](#)

- Follow Applied Practice Experience Guidelines found in your CMP companion guidebook.
- **You need to indicate which of the CEPH competencies you are going to complete in this rotation. The following are 2 documents that will make this easier but are just cut and pasted from the large PHN Student Guidebook. Still, they are nice to have when working with your APEX preceptor:**
  - APEX Competencies**
  - APEX Products Choices**
- You can get more information on this from Marlin. In this agreement, you will also include the CMP objectives listed above.
- Once the electronic contract is drafted it will be reviewed and signed by the Program Director, the preceptor and the major coordinator. Once the preceptor and program director sign, student services should get an email which will prompt them to send you, the student, a registration permission code. Now the student can register for the course. If the student knows all parties have signed the agreement and still has not received the permission code, the student should email student services asking for it.

- The student cannot start the applied practice experience until the contract is signed and the student has registered for this course (PubH 7996).
3. Complete the [Self-Assessment form](#). This is an assessment form that students fill out **before, during and after** internship rotations. Keep this in the self assessment folder of your student folder. It is open-ended and meant to guide students to reflect on their knowledge, skills, and experiences, over the course of their time in their internship. It is also meant to inform your professional development.

*The preceptor doesn't need to do anything with this. It's just for the program. We use these to meet a competency CRDN 2.12 and CRDN 2.13.*

## Responsibilities of the Student at the Applied Practice Experience

### During the Rotation:

- Adhere to the Academy of Nutrition & Dietetics Code of Ethics for the Profession of Dietetics and the policies outlined in the Public Health Nutrition Guidebook.
- Adhere to policies of the supervised practice setting.
- Make sure that objectives and activities planned for this applied practice experience are being met. If an objective and activity needs modification, discuss the change with the preceptor.
- Document time spent at the facility using the CMP log of hours.
- Let the program director know if there are problems with the rotation as soon as these are encountered. If the problem cannot be resolved, the student might be reassigned to another site.

### Mid- Rotation (Student responsibility):

1. **Link: Mid-Rotation Evaluation Survey** Qualtrics survey. Students are responsible for sending their preceptors the link to this survey and requesting that they fill it out at the approximate mid-way point of their internships. It was created to provide feedback between preceptors and students midway through the rotation so that corrections can be made if needed.
2. Self-Assessment form (use initial as described above, make additions, keep in your Google folder)

### End of Rotation (Student Responsibilities):

1. Preceptor Evaluation 1.  
The electronic learning agreement becomes the final evaluation (when the "end" date is submitted). **This is an automatic electronic evaluation generated and distributed by the Learning Agreement platform** (both field experience and applied practice). This evaluation is largely based in assessing the student's professional conduct rather than any dietetic competencies.
2. Preceptor Evaluation 2.  
Students **MUST** send the rotation's corresponding competency evaluation form to their preceptor at or near the end of each rotation. **This is student-led. Preceptor completes the form and both the student and preceptor sign.**

**Important: download your final preceptor competency evaluation forms into the Signed Competency folder in your student folder (there should be 6 in the end)**

3. Self Assessment form(use initial and make final additions) (save in the assessment folder in your student folder)
4. Track your competencies met by this rotation in the CMP competency tracker spreadsheet
5. When supervised practice ends - track hours in the supervised practice timesheet.
6. File all of the above in your student folder

## Appendix B

### Applied Practice and Field Experience Module (on online contracts)

#### New Contract

- Only a student or major coordinator (Marlin Farley) can initiate a new contract.
- To start a new contract, click on the "Start the contract for a new Applied Practice Experience (APEX) (or Field Experience)" link.
- You can save the contract at any time and come back to it later to complete by clicking "Save as Draft" at the bottom of the form.

#### Existing Contract

- Students and major coordinators are the ONLY ones that can edit an existing contract.
- To edit an existing contract, login and find the contract in the list. The list will show the status of signatures, so you always know the status of the contract(s) that you are working on.
- Click on the contract heading to edit.
- To delete a contract, contact your major coordinator (Marlin Farley).

#### Contract process

- The contract is automatically sent through a process that includes: Student initiates and completes the contract, Preceptor reviews and approves, Academic advisor reviews and approves (in the case of the CMP, the CMP Director signs and approves, not the academic advisor), Major coordinator reviews and finalizes the contract.
- When you check the signature box on the bottom of the contract and click "Submit," the contract will automatically move to the next step in the process. The next person to review the contract will receive an email and will be able to login to this application to review and sign the contract.
- The major coordinator will receive an email after the student initiates the contract and after each person "signs" the contract.
- The student will receive an email when both preceptor and advisor have "signed" the contract and when the major coordinator has "signed" the contract.
- If edits are made to the contract after some "signatures" are received, but before the major coordinator finalizes the contract, all existing "signatures" become unchecked and the contract moves back to the first step in the contract process.
- After all "signatures" are received, the contract will be available to view and print, but will no longer be editable, except by your major coordinator (Marlin Farley).
- After the contract is complete and the "to" date of the contract has expired, the student and preceptor evaluations will be made available for the student and preceptor to complete.
- The student has the option to generate an email to their preceptor, reminding him/her to login and complete their evaluation. It is recommended, however, that the student send the preceptor a

separate email with the link. Emails generated from the APEX site are more likely to be ignored, than an email from a student.

- Once the evaluations are completed, only the coordinator will be able to make edits.
- The student evaluation will be viewable by the student, faculty advisor, and coordinator, but not by the preceptor. The preceptor evaluation will be viewable by the student, faculty advisor, preceptor, and coordinator.

**2. What information do I need to have on hand to complete my contract?**

The Following is an example of a blank contract – note that you need to have some information prior to completing your contract:

**University of Minnesota - School of Public Health  
Applied Practice Experience (APEX) Contract**

**A. STUDENT**

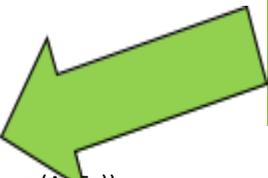
1. Name: \_\_  
 2. Major = Public Health Nutrition 3. Degree = MPH  
 4. Interdisciplinary Concentration (if any): \_\_  
 5. U of M E-mail: \_\_ 6. Phone: \_\_

**B. FACULTY ADVISOR**

7. SPH Faculty (responsible from Applied Practice Experience (APEX)) \_\_  
 8. U of M E-mail: \_\_ 9. Phone \_\_

**C. PRECEPTOR**

Amy Pleimling is ALWAYS the advisor for CMP Field Experiences! Past preceptors will already have info entered, look them up.



|                           |    |                  |  |
|---------------------------|----|------------------|--|
| 10. First name            |    | Last name        |  |
| 11. Phone                 |    | 12. E-Mail       |  |
| 13. Title                 |    |                  |  |
| 14. Agency Name           |    | 15. Agency Phone | __   |
| 16. Department or Program | __ |                  |  |
| 17. Address               |    | City             |  |
| State/Province            | -  |                  |  |
| Zip Code                  | -  | Country          |  |

**D. REGISTRATION INFORMATION**

18. Period of Applied Practice Experience (APEX) (estimated date agreed to by the organization and the student)  
 From: \_\_ To: \_\_ Total number of hours \_\_  
 Hours and days of week scheduled for this Applied Practice Experience (APEX) \_\_

19. Term/Year registere(ed) for Applied Practice Experience (APEX) \_\_  
Term/Year to complete Applied Practice Experience (APEX) \_\_

Course Number \_\_

20. Number of credits \_\_

21. Are you financially supported or compensated for this Applied Practice Experience (APEX)?

- Yes, from the organization hosting my Applied Practice Experience (APEX).
- Yes, from another organization.
- No.

22. What is the overall goal for the Applied Practice Experience (APEX)?

23. Learning and Professional Development Objectives

- 1.
- 2.
- 3.
- 4.
- 5.

24. Outline activities intended to be used to accomplish the above stated objectives.

- 1.
- 2.
- 3.
- 4.
- 5.

25. Other Considerations: Note any additional information that is necessary for defining the Applied Practice Experience (APEX) plan or expectations, roles and relationships of parties involved, or final outcome, papers or projects. Note responsibility for liability coverage, travel or insurance if relevant.

26. **INTERNATIONAL EXPERIENCES** only Is this an international experience?  Yes  NO

27. **SIGNATURES**

- I am in compliance with HIPAA.
- I am in compliance with AHC immunization requirements.
- By checking this box, I am signing this contract.** Date \_\_

I have reviewed the attached written learning objectives, activities, timeline, and other considerations for this Applied Practice Experience (APEX) and agree with the plan outlined.

|           |  |         |
|-----------|--|---------|
| Preceptor | <input checked="" type="checkbox"/> By checking this box, I agree and abide to the plan outlined in this contract. | Date __ |
|-----------|--|---------|

|                      |  |        |
|----------------------|--|--------|
| SPH Field<br>Advisor | <input checked="" type="checkbox"/> By checking this box, I agree and abide to the plan outlined in this contract. | Date _ |
| Major<br>Coordinator | <input checked="" type="checkbox"/> By checking this box, I have reviewed this contract.                           | Date _ |

## Appendix C

### Field Experience Module and Applied Practice Experience (APEX) Module - Evaluations

At the end of the rotation, the Applied Practice Experience and/or Field Experience) contract becomes the online evaluation. When you finish your experience, you need to complete the electronic Evaluation and **email the link to your preceptor for him/her to also complete the electronic evaluation.** You will NOT receive a grade unless both you and your preceptor have completed these evaluations!

1. Student's Name \_\_\_\_\_ 2. Term/Year Registered \_\_\_\_\_
3. Major Public Health Nutrition 4. Dual Degree none 5. Interdisciplinary Concentration none
6. Student's E-mail \_\_\_\_\_ 7. Student's Phone Number \_\_\_\_\_
8. Preceptor's Name \_\_\_\_\_ 9. Preceptor's Phone Number \_\_\_\_\_
10. Preceptor's Title \_\_\_\_\_ 11. Preceptor's Email \_\_\_\_\_
12. Field Agency/Organization Name \_\_\_\_\_
13. Course Number \_\_\_\_\_ 14. Credits \_\_\_\_\_ 15. Time of Applied Practice Experience (APEX): From \_\_\_\_\_ To \_\_\_\_\_
16. **Actual Hours Worked** \_\_\_\_\_
17. **Briefly describe the agency and the program** in which you worked, including its mission and who is served.
18. **Learning and Professional Development Objectives:** Briefly describe how each objective was met. Rate each one using a number from 1 to 3.

1. Objective (automatically copied from your online contract)

Rating:

- 1 - did not meet objective
- 2 - met objective
- 3 - met objective better than I expected

This objective was met through the following activities:

- The list of activities that you entered in your online contract will automatically be copied here and you check off which met that objective
- 

2. Objective from your online contract will be automatically copied here

Rating:

- 1 - did not meet objective
- 2 - met objective
- 3 - met objective better than I expected

This objective was met through the following activities:

- o  Activities will go here as a list

ETC- You will have 5 objectives that will be evaluated, and the same 5 activities will be copied under each objective.

19. **Resources:** list other organizations or resources utilized in your Applied Practice Experience (APEX). For example: Websites or organizations you used for data collection, data analysis, etc.

20. **Outcomes:** what were the most important outcomes for you from this experience?

21. **Timeline:** was the proposed timeline met?  Yes  No

If not, what was the reason? *Limit 4000 characters or approximately 1 1/2 pages.*

22. Did you receive adequate orientation guidance?  Yes  No  Unsure

23. Would you recommend this agency, program and/or preceptor to other students?  Yes  No  
 Unsure

24. Other comments:

## Appendix D Disciplinary Action/ Feedback Forms

|   |  |             |  |
|---|--|-------------|--|
| University of Minnesota<br>SCHOOL OF PUBLIC HEALTH<br>Coordinated Masters Program |  |             |  |
| Student Constructive Feedback Form  |  |             |  |
| Student Name:   |  | Facility:   |  |
|   |  | Preceptor:  |  |
| <b>Problem</b>  |  |             |  |
| <i>Date</i>   |  | <i>Time</i> |  |
| <i>Location</i>   |  |             |  |
| <b>Description</b>  |  |             |  |
|   |  |             |  |
| <b>Action Taken</b>   |  |             |  |
|   |  |             |  |
|   |  |             |  |
| Preceptor   |  | <i>Date</i> |  |
| Student   |  | <i>Date</i> |  |
| Program Director  |  | <i>Date</i> |  |
| If 3 <sup>rd</sup> Action or higher, Advisor or PHN Chair                         |  | <i>Date</i> |  |
|   |  |             |  |

University of Minnesota  
 SCHOOL OF PUBLIC HEALTH  
 Coordinated Masters Program

Student Constructive Feedback Form

|               |  |                |  |
|---------------|--|----------------|--|
| Student Name: |  | Feedback from: |  |
|               |  | Title:         |  |

**Problem**

|                 |  |             |  |
|-----------------|--|-------------|--|
| <i>Date</i>     |  | <i>Time</i> |  |
| <i>Location</i> |  |             |  |

**Description**

**Action Taken**

|   |  |             |  |
|---|--|-------------|--|
| Faculty/Staff providing feedback                          |  | <i>Date</i> |  |
| Student   |  | <i>Date</i> |  |
| Program Director  |  | <i>Date</i> |  |
| If 3 <sup>rd</sup> Action or higher, Advisor or PHN Chair |  | <i>Date</i> |  |



## Appendix E

### UMN CMP: ACEND Knowledge (KRDN) and Competency (CRDN) Requirements Map

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) has a set of Core Knowledge and Competencies that are the basis on which all accredited program curriculum and learning activities are built. Below is a list of the Knowledge (KRDN) and Competencies (CRDN) as well as how each will be met during your time in the CMP.

| <b><i>Domain 1: Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.</i></b> |  |  |
|--|--|--|
| <b>Knowledge (KRDN)</b>  | <b>Course(s) to meet KRDN</b>  |  |
| KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.        | PubH 6414 Biostat Literacy <b>OR</b><br>PubH 6450 Biostatistics I<br>PubH 6320 Fundamentals of Epidemiology<br>PubH 6933 Nutrition & Chronic Disease<br>PubH 7994 Integrated Learning Experience (ILE) PHN |  |
| KRDN 1.2 Use current information technologies to locate and apply evidence-based guidelines and protocols.   | PubH 6933 Nutrition & Chronic Disease<br>PubH 7994 Integrated Learning Experience (ILE) PHN  |  |
| KRDN 1.3 Apply critical thinking skills.   | PubH 7994 Integrated Learning Experience (ILE) PHN   |  |
| <b>Competency (CRDN)</b>   | <b>Course(s) to meet CRDN</b>  | <b>Activity or Activities to meet CRDN</b>   |
| CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.                                       | PubH 7996: Food Service Management Applied Practice Experience (APEX)  | Food Service (FS): Assignment 1, Procurement, Storage, Retrieval & Inventory; Assignment 2, Food Production; Assignments 3-4, QA of a menu.<br>Students will obtain a score of 85% or higher at least 85% of the time on FS assignments 1-4. |
| CRDN 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature   | PubH 7996 (various Applied Practice Experiences (APEX)),<br>PubH 6996 (Clinical Practicum),<br>PubH 6995 (Community Practicum)<br>Evaluation by CMP Director will happen through PubH 6933:                | PubH 7996, PubH 6996, PubH 6995 can be met when the student researches the literature on topics related to the population served and applies evidence based principles for education, planning, patient/client care, evaluation,             |

|   |  |  |
|---|--|--|
|   | Nutrition in Chronic Disease   | <p>etc.</p> <p>Evaluation by CMP Director:<br/>Nutrition in Chronic Disease Assignment 1.<br/>Students will obtain a score of at least 20 points (out of 25) at least 85% of the time in Assignment 1 of Nutrition in Chronic Disease.</p>   |
| CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data           | <p>PubH 7996 (various Applied Practice Experiences (APEX)), PubH 6996 (Clinical Practicum), PubH 6995 (Community Practicum), PubH 7994 (Integrated Learning Experience (ILE)). May be met in any of these depending on the work the students is involved in.</p> <p>Evaluation by CMP Director will happen through PubH 7991: Directed Study</p> | <p>PubH 7996, PubH 6996, PubH 6995, PubH 7994- can be met when the student is assigned an activity that involves evaluating a program, a product or a services being used at the facility and justifies continuing to use this product/ program or service, or recommends making a change based on data.</p> <p>Evaluation by CMP Director: Emergency Preparedness Project. All students will receive a score of 85% or higher at least 85% of the time in the Emergency Preparedness Project.</p> |
| CRDN 1.4 Evaluate emerging research for application in dietetics practice                           | <p>PubH 6996 (Clinical Practicum), PubH 7996 (LTC)</p> <p>Evaluation by CMP Director will happen through PubH 6933: Nutrition in Chronic Disease</p>   | <p>PubH 6996 and/or PubH 7996 (LTC)- review and evaluate research to make recommendations of nutrition care of patients in a clinical setting.</p> <p>Evaluation by CMP Director: Nutrition in Chronic Disease Assignment 4.<br/>Students will obtain a score of at least 51 points (out of 60) at least 85% of the time in in Assignment 4 of Nutrition in Chronic Disease.</p>   |
| CRDN 1.5 Conduct projects using appropriate research methods, ethical procedures and data analysis. | <p>Evaluation by CMP Director will happen through PubH 7994: Integrated Learning Experience (ILE)</p>  | <p>Integrated Learning Experience (ILE).<br/>All students will complete a research project (original, secondary data analysis or technical field report), will write a</p>   |

|   |   |   |
|---|---|---|
|   |   | manuscript about their research, and will receive a passing grade during their first defense.   |
| CRDN 1.6 Incorporate critical-thinking skills in overall practice | <p>PubH 7996 (various Applied Practice Experience (APEX)), PubH 6996 (Clinical Practicum), PubH 6995 (Community Practicum), PubH 7994 (Integrated Learning Experience (ILE)). May be met in any of these depending on the work the students is involved in.</p> <p>Evaluation by CMP Director will happen through PubH 7991: Directed Study</p> | <p>PubH 7996 (various), PubH 6995, PubH 6996, PubH 7994- critical thinking skills can be demonstrated in various experience- examples:</p> <ul style="list-style-type: none"> <li>• Show understanding of links between findings when assessing a program, activity or situation.</li> <li>• Show ability to prioritize nutrition problems of individuals, communities or populations.</li> <li>• Show ability to reflect on own assumptions and values and those of others (individuals, staff, community, etc.).</li> </ul> <p>Evaluation by CMP Director: Emergency Preparedness Project. All students will receive a score of 85% or higher at least 85% of the time in the Emergency Preparedness Project.</p> |

|  |   |
|--|---|
| <b>Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.</b>   |   |
| <b>Knowledge (KRDN)</b>  | <b>Course(s) to meet KRDN</b>   |
| KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation.  | <p>PubH 6901 Public Health Nutrition Leadership<br/>         PubH 6933 Nutrition &amp; Chronic Disease<br/>         PubH 7994 Integrated Learning Experience (ILE) PHN (2 credits)</p>  |
| KRDN 2.2 Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and describe interprofessional relationships in various practice settings. | <p>Orientation to CMP<br/>         PubH 6741 Ethics in Public Health<br/>         PubH 6901 Public Health Nutrition Leadership<br/>         PubH 6920 Foundations of Interprofessional Communication &amp; Collaboration<br/>         PubH 6995 (Community Nutrition Practicum)<br/>         PubH 6996 (Clinical Nutrition Practicum)</p> |

|   |   |   |
|---|---|---|
| KRDN 2.3 Assess the impact of a public policy position on nutrition and dietetics practice.   | PubH 6741 Ethics in Public Health<br>PubH 6901 Public Health Nutrition Leadership   |   |
| KRDN 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.  | PubH 6741 Ethics in Public Health<br>PubH 6901 Public Health Nutrition Leadership   |   |
| KRDN 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services.                                     | PubH 6901 Public Health Nutrition Leadership<br>PubH 6920 Foundations of Interprofessional Communication & Collaboration<br>PubH 6995 (Community Nutrition Practicum)<br>PubH 6996 (Clinical Nutrition Practicum) |   |
| KRDN 2.6 Demonstrate an understanding of cultural competence/sensitivity  | PubH 6995 (Community Nutrition Practicum)   |   |
| KRDN 2.7 Demonstrate identification with the nutrition and dietetics profession through activities such as participation in professional organizations and defending a position on issues impacting the nutrition and dietetics profession. | PubH 6901 Public Health Nutrition Leadership<br>PubH 6995 (Community Nutrition Practicum)<br>PubH 6996 (Clinical Nutrition Practicum)<br>PubH 7991 Directed Study   |   |
| KRDN 2.8 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.  | PubH 6901 Public Health Nutrition Leadership<br>PubH 6995 (Community Nutrition Practicum)<br>PubH 6996 (Clinical Nutrition Practicum)   |   |
| <b>Competency (CRDN)</b>  | <b>Course(s) to meet CRDN</b>   | <b>Activity to meet CRDN</b>  |
| CRDN 2.1 Practice in compliance with federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics. | PubH 7996 Applied Practice Experience (APEX)<br>PubH 6995 (Community Nutrition Practicum)<br>PubH 6996 (Clinical Nutrition Practicum)   | Can be met in various experiences, examples: <ul style="list-style-type: none"> <li>Review policies, procedures, regulations and statutes that govern the institution or agency; abide by these regulations and the dietetics scope and code of ethics during the rotation</li> <li>Follow confidentiality and HIPPA standards.</li> <li>Abide by institution's policies &amp; procedures.</li> </ul> |

|   |   |   |
|---|---|---|
|   |   | <p>CMP Director will evaluate through School of Public Health Rotation evaluations by preceptor. All students will receive a positive evaluation (will be given a rating of “met” for the objective “Conforms to standards of agency”) in their preceptor’s evaluation at each rotation.</p>  |
| <p>CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.</p> | <p>PubH 7996 (various Applied Practice Experience (APEX)), PubH 6996 (Clinical Practicum), PubH 6995 (Community Practicum). May be met in any of these depending on the work the students is involved in.</p> <p>Evaluation by CMP Director will happen through PubH 7994: Integrated Learning Experience (ILE)</p>                       | <p>Can be met in various experiences, through demonstrating professional writing skills when completing projects for the institution or agency, and when writing nutrition assessment notes for patients/clients.</p> <p>Evaluation by CMP Director will happen through Integrated Learning Experience (ILE). All students will complete a research project (original, secondary data analysis or technical field report), will write a manuscript about their research, and will receive a passing grade during their first defense.</p> |
| <p>CRDN 2.3 Demonstrate active participation, teamwork, and contributions in group settings</p>   | <p>PubH 7996 (various Applied Practice Experience (APEX)), PubH 6996 (Clinical Practicum), PubH 6995 (Community Practicum). May be met in any of these depending on the agency/ site and opportunities to demonstrate these skills.</p> <p>Evaluation by CMP Director will happen through PubH 6914: Community Nutrition Intervention</p> | <p>Evaluation by CMP Director will happen through Community Nutrition Intervention. All students will receive a score of 85% or higher, at least 85% of the time in the final group project (grant proposal) in Community Nutrition Intervention.</p>   |
| <p>CRDN 2.4 Function as a member of interprofessional teams</p>                                   | <p>PubH 7996 (various Applied Practice Experience (APEX)), PubH 6995 (Community Practicum), PubH 6996 (Clinical Practicum). May be met in various rotations that involve working with people</p>  | <p>Evaluation will happen through Clinical Nutrition Practicum. All students receive a score of 3 or 4 (Performs adequately &amp; independently with minimal guidance, Performs adequately &amp;</p>  |

|   |   |   |
|---|---|---|
|   | <p>from different professions, not necessarily clinical.</p> <p>Evaluation will happen through PubH 6996: Clinical Nutrition Practicum</p>  | <p>independently without guidance, respectively) on this competency at least 85% of the time during their Clinical Nutrition Practicum.</p>   |
| <p>CRDN 2.5 Assign patient care activities to DTRs and/or support personnel as appropriate.</p>                                   | <p>PubH 7996 (LTC), PubH 6996, Clinical Practicum). May be met in rotations that involve patient care.</p> <p>Evaluation will happen through PubH 6996: Clinical Nutrition Practicum</p>  | <p>Evaluation by CMP Director will happen through Clinical Nutrition Practicum. All students receive a score of 3 or 4 (Performs adequately &amp; independently with minimal guidance, Performs adequately &amp; independently without guidance, respectively) on this competency at least 85% of the time during their Clinical Nutrition Practicum.</p>   |
| <p>CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice</p> | <p>PubH 7996 (WIC), PubH 002 (PNC Community Engagement), PubH 6996 (Clinical Practicum). May be met in various rotations that involve patient/ client care.</p> <p>Evaluation will happen through PubH 6996: Clinical Nutrition Practicum</p> | <p>May be met at rotations (WIC, PNC, Clinical) when student refers clients or patients to other services and professionals).</p> <p>Evaluation by CMP Director will happen through Clinical Nutrition Practicum. All students receive a score of 3 or 4 (Performs adequately &amp; independently with minimal guidance, Performs adequately &amp; independently without guidance, respectively) on this competency at least 85% of the time during their Clinical Nutrition Practicum.</p> |
| <p>CRDN 2.7 Apply leadership skills to achieve desired outcomes.</p>  | <p>PubH 7996 Applied Practice Experience (APEX)<br/> PubH 6995 (Community Nutrition Practicum)<br/> PubH 6996 (Clinical Nutrition Practicum)<br/> May be met in various rotations where student demonstrates leadership skills.</p>           | <p>May be met in various rotations when student takes initiative with a project and is able to complete it successfully and/or when a student makes suggestions for adapting or changing procedures or processes to achieve desired outcomes more expediently or to a greater extent.</p> <p>Evaluation by CMP Director will happen through School of Public Health Rotation evaluations by</p>   |

|  |  |   |
|--|--|---|
|  |  | <p>preceptors.</p> <p>All students will receive a score of “met” at least 85% of the time in the following item: “Identifying needs and priorities, setting goals &amp; selecting appropriate methods” in their Preceptor’s evaluation at each rotation.</p>  |
| <p>CRDN 2.8 Demonstrate negotiation skills.</p>                                | <p>PubH 7996 Applied Practice Experience (APEX)<br/> PubH 6995 (Community Nutrition Practicum)<br/> PubH 6996 (Clinical Nutrition Practicum)<br/> May be met in various rotations that involve working with people or scenarios where negotiation skills can be exercised.</p> <p>Evaluation will happen through PubH 6996: Clinical Nutrition Practicum</p> | <p>May be met in various rotations when student demonstrates negotiation skills. Examples: when working with an individual needing to make a health behavior change, with a co-worker when brainstorming ideas, or when negotiating services when planning an activity.</p> <p>Evaluation will happen through Clinical Nutrition Practicum. All students receive a score of 3 or 4 (Performs adequately &amp; independently with minimal guidance, Performs adequately &amp; independently without guidance, respectively) on this competency at least 85% of the time during their Clinical Nutrition Practicum.</p> |
| <p>CRDN 2.9 Participate in professional and community organizations.</p>       | <p>Evaluation by CMP Director will happen through PubH 0020 Community Engagement</p>   | <p>Evaluation by CMP Director will happen through Student report of community engagement in time logs.</p> <p>100% of students will complete at least 12 hours of Community Engagement (PubH 0020) during their 2 years in the CMP.</p>   |
| <p>CRDN 2.10 Demonstrate professional attributes in all areas of practice.</p> | <p>PubH 7996 Applied Practice Experience (APEX)<br/> PubH 6995 (Community Nutrition Practicum)<br/> PubH 6996 (Clinical Nutrition Practicum)<br/> May be met in various rotations, since professional attributes are expected in supervised practice.</p>  | <p>May be met in various rotations when student demonstrates professional behavior and attributes.. Examples:</p> <ul style="list-style-type: none"> <li>• Demonstrate problem-solving skills in client interactions, when assigned projects and when participating in meetings.</li> <li>• Demonstrate flexibility in adjusting work schedules to meet the needs of the</li> </ul>   |

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|  |  | <p>patient/client and the facility.</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to prioritize the workload.</li> </ul> <p>Evaluation by CMP Director will happen through School of Public Health Rotation evaluations by preceptors.</p> <p>All students will receive a score of “met,” at least 85% of the time, in parameters of Professional Practice (4 parameters) and Personal Characteristics (4 parameters) in their preceptor’s evaluation for each rotation.</p> |
| CRDN 2.11 Show cultural competence/sensitivity in interactions with clients, colleagues and staff.                 | <p>PubH 7996: WIC Applied Practice Experience (APEX), other Applied Practice Experience (APEX).<br/> PubH 6995 (community practicum)<br/> PubH 6996 (Clinical practicum)<br/> PubH 002 (PNC, Community Engagement).</p> <p>May be met in various rotations where the student comes in contact with people from various cultural backgrounds.</p> | <p>May be met in various rotations where student demonstrates cultural competence with various individuals and groups.</p> <p>Will be formally evaluated through WIC Applied Practice Experience (APEX).</p> <p>All students receive a score of 3 or 4 (Performs adequately &amp; independently with minimal guidance, Performs adequately &amp; independently without guidance, respectively) on this competency at least 85% of the time during their WIC Applied Practice Experience (APEX).</p> |
| CRDN 2.12 Perform self-assessment and develop goals for self-improvement throughout the program.                   | <p>PubH 7996 Applied Practice Experience (APEX)<br/> PubH 6995 (Community Nutrition Practicum)<br/> PubH 6996 (Clinical Nutrition Practicum)</p>   | <p>Evaluation by CMP Director will happen through Self-assessment of Experiential Learning. Students complete self-assessment of experiential learning during all rotations and develop a plan for self-improvement.</p>  |
| CRDN 2.13 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines. | <p>PubH 7996 Applied Practice Experience (APEX)<br/> PubH 6995 (Community Nutrition Practicum)<br/> PubH 6996 (Clinical Nutrition Practicum)</p>   | <p>Evaluation by CMP Director will happen through Self-assessment of Experiential Learning. Students select Competencies and Performance Indicators for various areas of practice after each rotation, and document them in</p>   |

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|  |                                      | their Self-Assessment of Experiential Learning, at the completion of each rotation.   |
| CRDN 2.14 Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession. | PubH 0020 Community Engagement       | Evaluation by CMP Director will happen through Community Engagement.<br>All students will complete a minimum of 4 action alerts about public policies and legislative issues affecting food and/or the nutritional health of the population (at the state or federal level) during their 2 years of training. |
| CRDN 2.15 Practice and/or role play mentoring and precepting others  | Mentoring Documentation & Reflection | Evaluation by CMP Director will happen through Mentoring Documentation & Reflection.<br>All students will participate in mentoring a student or students (high-school, pre-college, college, prospective student or newly admitted student), a minimum of 4 hours, during the 2-year program.                 |

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| <b><i>Domain 3. Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations.</i></b> |   |
| <b>Knowledge (KRDN)</b>  | <b>Course(s) to meet KRDN</b>   |
| KRDN 3.1 Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.             | PubH 6915 Nutrition Assessment<br>PubH 6933 Nutrition & Chronic Disease<br>PubH 6995 (Community Nutrition Practicum)<br>PubH 6996 (Clinical Nutrition Practicum)  |
| KRDN 3.2 Develop an educational session or program/educational strategy for a target population.   | PubH 6907 Maternal, Infant, Child Adolescent, Nutrition   |
| KRDN 3.3 Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.                   | PubH 6901 Public Health Nutrition Leadership<br>PubH 6904 Nutrition & Aging<br>PubH 6907 Maternal, Infant, Child & Adolescent Nutrition<br>PubH 6914 Community Nutrition Intervention<br>PubH 7991 Directed Study |

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| KRDN 3.4 Explain the processes involved in delivering quality food and nutrition services.   | PubH 6995 (Community Nutrition Practicum)<br>PubH 6996 (Clinical Nutrition Practicum)   |   |
| KRDN 3.5 Describe basic concepts of nutritional genomics.  | PubH 6915 Nutrition Assessment  |   |
| <b>Competency (CRDN)</b>   | <b>Course(s) to meet CRDN</b>   | <b>Activity to meet CRDN</b>  |
| CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings. | PubH 6996: Clinical Practicum   | Evaluation by CMP Director will happen through: All students will receive a score of 85% or higher, at least 85% of the time, in their final case study during their Clinical Nutrition Practicum.  |
| CRDN 3.2 Conduct nutrition focused physical exams.   | PubH 6996: Clinical Practicum (Review)  | Evaluation by CMP Director will happen through: All students will receive a score of 85% or higher, at least 85% of the time, in an evaluation of a nutrition focused physical assessment during the Clinical Nutrition Review, as part of a simulation.  |
| CRDN 3.3 Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings.  | PubH 7996 Applied Practice Experience (APEX)<br>PubH 6995 (Community Nutrition Practicum)<br>PubH 6996 (Clinical Nutrition Practicum)<br>May be met in various rotations. | <p>May be met in various rotations. Examples:</p> <ul style="list-style-type: none"> <li>• Develop and deliver an in-service, class or lecture for clients or staff. Develop handouts and utilize visual aids.</li> <li>• Prepare and conduct a lecture or class for a group, or design a bulletin board, poster or educational material if a lecture is not possible. Take into account the group's eating habits, demographics and socio-economic status. Reflect on outcome and ideas for improvement, if any, and discuss with preceptor.</li> </ul> <p>Evaluation by CMP Director will happen through School of Public Health Rotation evaluations by preceptors.<br/>All students will receive a score of "met" at least 85% of the time in the following item:</p> |

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|  |   | <p>“Communication skills: appropriate for various audiences, oral and written” in their Preceptor’s evaluation at each of their 6 rotations.</p>  |
| <p>CRDN 3.4 Design, implement and evaluate presentations to a target audience.</p>   | <p>PubH 7996 Applied Practice Experience (APEX)<br/> PubH 6995 (Community Nutrition Practicum)<br/> PubH 6996 (Clinical Nutrition Practicum)<br/> May be met in various rotations.</p> <p>Evaluation by CMP Director will happen through PubH 6995: Community Practicum</p> | <p>May be met in various rotations.<br/> Examples:</p> <ul style="list-style-type: none"> <li>● Prepare and conduct a lecture or class for a group, or design a bulletin board, poster or educational material if a lecture is not possible. Take into account the group’s eating habits, demographics and socio-economic status. Reflect on outcome and ideas for improvement, if any, and discuss with preceptor.</li> </ul> <p>Evaluation by CMP Director will happen through Flipgrid assignment completion and peer evaluation.<br/> All students receive a score of 85% or higher, at least 85% of the time, for the Flipgrid assignment and peer evaluation during the Community Practicum rotation.</p> |
| <p>CRDN 3.5 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.</p> | <p>PubH 7996 Applied Practice Experience (APEX)<br/> PubH 6996 (Clinical Nutrition Practicum)<br/> May be met in various rotations.</p> <p>Evaluation by CMP Director will happen through PubH 7996: Community Applied Practice Experience (APEX)</p>                       | <p>May be met in various rotations where the student is engaged in developing nutrition education materials for the population served.</p> <p>Evaluation by CMP Director will happen through Community Nutrition Applied Practice Experience (APEX) Assignment 4.<br/> All students receive a score of 85% or higher, at least 85% of the time, for Assignment 4 (development of an educational piece) in their Community Applied Practice Experience (APEX).</p>   |
| <p>CRDN 3.6 Use effective education and counseling skills to facilitate behavior change.</p>   | <p>PubH 7996 (WIC, LTC)<br/> PubH 002 (PNC, Community Engagement).</p>  | <p>Clinical Practicum.<br/> All students receive a score of 3 or 4 (Performs adequately &amp;</p>   |

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|  | Evaluation will happen through:<br>PubH 6996: Clinical Practicum   | independently with minimal guidance, Performs adequately & independently without guidance, respectively) on this competency at least 85% of the time during their Clinical Practicum.  |
| CRDN 3.7 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.                           | Evaluation by CMP Director will happen through PubH 7996: Community Applied Practice Experience (APEX)   | Evaluation by CMP Director will happen through Community Nutrition Applied Practice Experience (APEX) Assignment 4. All students receive a score of 85% or higher, at least 85% of the time, for Assignment 4 (development of an educational piece) in their Community Applied Practice Experience (APEX).   |
| CRDN 3.8 Deliver respectful, science-based answers to client questions concerning emerging trends.   | PubH 7996, PubH 002 (PNC, Community Engagement), PubH 6996 (Clinical rotation), PubH 6995 (Community rotation).<br><br>Evaluation by CMP Director will happen through PubH 6933: Nutrition in Chronic Disease                            | May be met in various rotations where student is engaged with clients/ patients, community members and is involved in answering questions about food and nutrition issues and practices.<br><br>Evaluation by CMP Director will happen through Nutrition in Chronic Disease Assignment 1. Students will obtain a score of at least 20 points (out of 25) at least 85% of the time in Assignment 1 of Nutrition in Chronic Disease.   |
| CRDN 3.9 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources. | PubH 7996 (Food service). Could be met in other rotations as well, including PubH 6995 (Community Rotation).<br><br>Evaluation by CMP Director will happen through PubH 7996: Food Service Management Applied Practice Experience (APEX) | May be met in rotations where the student is involved in food procurement, production, etc. For example, in a project involving farm to school or farm to institution, or work related to food shelf development or support.<br><br>Evaluation by CMP Director will happen through Food Service (FS): Assignment 1, Procurement, Storage, Retrieval & Inventory; Assignment 2, Food Production; Assignments 3-4, QA of a menu. Students will obtain a score of 85% or higher at least 85% of the |

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|   |   | time on FS assignments 1-4.  |
| CRDN 3.10 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals. | PubH 7996, PubH 6995, PubH 6996. May be met in various rotations.<br><br>Evaluation by CMP Director will happen through PubH 7991: Directed Study | May be met in various rotations.<br>Examples: <ul style="list-style-type: none"> <li>• WIC: Develop sample menus for toddlers, preschoolers, pregnant and lactating women utilizing foods provided by the WIC program.</li> <li>• Develop recipes that can be prepared utilizing foods that participants can obtain through the WIC program.</li> <li>• Develop a recipe or menu to be utilized at the facility. Develop an evaluation tool and collect evaluation data.</li> </ul><br>Evaluation by CMP Director will happen through Emergency Preparedness Project. All students will receive a score of 85% or higher at least 85% of the time in the Emergency Preparedness Project. |

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| <b><i>Domain 4. Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.</i></b> |   |
| <b>Knowledge (KRDN)</b>  | <b>Course(s) to meet KRDN</b>   |
| KRDN 4.1 Apply management theories to the development of programs or services.   | PubH 6751 Principles of Management in Health Services Organizations (2 credits) |
| KRDN 4.2 Evaluate a budget and interpret financial data.   | PubH 6751 Principles of Management in Health Services Organizations (2 credits) |
| KRDN 4.3 Describe the regulation system related to billing and coding, what services are reimbursable by third party payers and how reimbursement may be obtained.                             | PubH 7991 Directed Study  |

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| KRDN 4.4 Apply the principles of human resource management to different situations.   | PubH 6751 Principles of Management in Health Services Organizations (2 credits)  |  |
| KRDN 4.5 Describe safety principles related to food, personnel and consumers.   | PubH 7991 Directed Study   |  |
| KRDN 4.6 Analyze data for assessment and evaluate data to be used in decision-making for continuous quality improvement.                          | PubH 7991 Directed Study   |  |
| <b>Competency (CRDN)</b>  | <b>Course(s) to meet CRDN</b>  | <b>Activity to meet CRDN</b>   |
| CRDN 4.1 Participate in management of human resources.  | <p>PubH 7996 (various rotations), PubH 6995 (Community Practicum)</p> <p>May have opportunity to meet this competency in various rotations depending on the environment at the time the student is present.</p> <p>Evaluation by CMP Director will happen through PubH 6995: Community Nutrition Practicum</p> | <p>May be met in various rotations. Examples:</p> <ul style="list-style-type: none"> <li>Participate in and/or observe the screening/ interviewing process when an agency is recruiting staff.</li> <li>Participate in and/or observe the process of providing feedback to an employee, informally or formally via an employee evaluation.</li> </ul> <p>Evaluation by CMP Director will happen through Community Nutrition Practicum Assignment Submission</p> <p>All students receive a satisfactory score on assignment that includes an interview with preceptor or HR about human resources management, including process for hiring, training and employee evaluation at the facility.</p> |
| CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food. | <p>PubH 7996 (Food Service, LTC), PubH 6996 (Clinical).</p> <p>May have opportunity to meet at facilities that have a food service operation.</p> <p>Evaluation by CMP Director will happen through PubH 7996: Food Service Management Applied</p>   | <p>May be met in various rotations that have food service operations. Examples:</p> <ul style="list-style-type: none"> <li>Conduct a HACCP analysis of the food service operation during LTC, Food Service or Clinical rotation.</li> </ul>  |

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|  | Practice Experience (APEX)   | Evaluation by CMP Director will happen through Food Service (FS): Assignments 3-4, Quality Assessment of a menu item. Students will obtain a score of 85% or higher at least 85% of the time on FS assignments 3-4.   |
| CRDN 4.3 Conduct clinical and customer service quality management activities.                                  | <p>PubH 7996 (various rotations), PubH 6995 (Community Practicum), PubH 6996 (Clinical Practicum).</p> <p>May be met in various rotations if student is involved in evaluating customer satisfaction or conducting quality assessments of services provided.</p> | <p>May be met in various rotations when student is engaged in quality control and/or customer satisfaction.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Conduct meal rounds in clinical rotation (hospital or LTC) to ascertain patient satisfaction.</li> <li>• Conduct a plate-waste study in a school food service cafeteria.</li> <li>• Distribute and analyze customer service surveys at a WIC clinic.</li> <li>• Conduct taste tests and collect customer preferences in a cafeteria, classroom or among patients/clients.</li> </ul> <p>Evaluation by CMP Director will happen through Clinical Practicum.</p> <p>All students receive a score of 3 or 4 (Performs adequately &amp; independently with minimal guidance, Performs adequately &amp; independently without guidance, respectively) on this competency at least 85% of the time during their Clinical Practicum.</p> |
| CRDN 4.4 Apply current nutrition informatics to develop, store, retrieve and disseminate information and data. | <p>PubH 7996 (various rotations), PubH 6995 (Community Practicum), PubH 6996 (Clinical Practicum).</p> <p>May be met in various rotations if student utilizes electronic media to perform functions at the site.</p>   | <p>May be met in various rotations when student is engaged in activities that involve creating, storing, finding, manipulating and sharing information.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Create and analyze recipes utilizing the facility's</li> </ul>  |

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|   | <p>PubH 6996: Clinical Practicum</p>   | <p>software.</p> <ul style="list-style-type: none"> <li>● Perform nutrition analysis of recipes and/or menus.</li> <li>● Utilize electronic patient/client records to obtain and input data, including writing nutrition notes.</li> </ul> <p>Evaluation by CMP Director will happen through Clinical Practicum.</p> <p>All students receive a score of 3 or 4 (Performs adequately &amp; independently with minimal guidance, Performs adequately &amp; independently without guidance, respectively) on this competency at least 85% of the time during their Clinical Practicum.</p>  |
| <p>CRDN 4.5 Analyze quality, financial and productivity data for use in planning.</p> | <p>PubH 7996 (Food Service), PubH 6995 (Community Practicum). May be met in rotations where student is involved in reviewing budgetary allowances and comparing these with expenses, or when developing a budget for an agency or project.</p> <p>Evaluation by CMP Director will happen through PubH 7991: Directed Study</p> | <p>May be met in various rotations when student is engaged in analyzing financial data and budgets.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>● Review food service budget, including inputs/ outputs / productivity and make recommendations accordingly.</li> <li>● Develop a budget for a new or existing program, or for a grant proposal.</li> <li>● Assist in developing a productivity report to superiors or to a funding agency (for instance, submitting a report about how grant funds were spent).</li> </ul> <p>Evaluation by CMP Director will happen through Emergency Preparedness Project. All students will receive a score of 85% or higher at least 85% of the time in the Emergency Preparedness Project.</p> |

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| <p>CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.</p> | <p>PubH 7996 (various Applied Practice Experience (APEX)), PubH 6995 (Community Practicum), PubH 6996 (Clinical Practicum). May be met in various rotations when student is involved in planning a meal, program or event.</p> <p>Evaluation by CMP Director will happen through PubH 7991: Directed Study</p>                                   | <p>May be met in various rotations when student is engaged in planning or evaluating an event or service that involves natural resources.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>● Propose a recycling and/or composting activity at a rotation that involves food service.</li> <li>● Propose processes for cultivating a school or agency garden that utilizes a few natural resources and environmentally-friendly practices.</li> </ul> <p>Evaluation by CMP Director will happen through Emergency Preparedness Project. All students will receive a score of 85% or higher at least 85% of the time in the Emergency Preparedness Project.</p> |
| <p>CRDN 4.7 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.</p>                               | <p>PubH 7996 (various Applied Practice Experience (APEX)), PubH 6995 (Community Practicum), PubH 6996 (Clinical Practicum). May be met in various rotations depending on the needs and activities at the agency.</p> <p>Evaluation by CMP Director will happen through PubH 7996: Food Service Management Applied Practice Experience (APEX)</p> | <p>May be met in various rotations when student is engaged in evaluating the feasibility of a product, program or service.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>● Evaluating different oral supplements for patient/resident consumption.</li> <li>● Evaluating a menu or recipe for use in a food service facility.</li> <li>● Evaluating a community program.</li> </ul> <p>Evaluation by CMP Director will happen through Food Service (FS): Assignments 3-4, Quality Assessment of a menu item. Students will obtain a score of 85% or higher at least 85% of the time on FS assignments 3-4.</p>  |
| <p>CRDN 4.8 Develop a plan to</p>  | <p>PubH 7996 (various Applied</p>  | <p>May be met in various rotations</p>  |

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| <p>provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.</p>   | <p>Practice Experience (APEX)), PubH 6995 (Community Practicum), PubH 6996 (Clinical Practicum). May be met in various rotations if the student is engaged in the development of a program or product for the community, patients or residents.</p> <p>Evaluation by CMP Director will happen through PubH 7991: Directed Study</p> | <p>when student is engaged in developing a program or product for the agency.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Develop a program for community members, patients or residents on nutrition-related topics (i.e. diabetes prevention).</li> <li>• Develop a plan for a booth at a health fair that includes nutrition content (taste testing, screening, information, etc).</li> </ul> <p>Evaluation by CMP Director will happen through Emergency Preparedness Project. All students will receive a score of 85% or higher at least 85% of the time in the Emergency Preparedness Project.</p> |
| <p>CRDN 4.9 Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.</p> | <p>PubH 6996 (Clinical Practicum).</p> <p>Evaluation by CMP Director will happen through PubH 7991: Directed Study</p>  | <p>May be met in clinical practicum through student discussion with nutrition manager about process of coding and billing for nutrition services (inpatient and outpatient).</p> <p>Evaluation by CMP Director will happen through Coding and Billing Assignment and Case Study. All students receive a score of 85% or higher, at least 85% of the time, in the Coding and Billing Assignment and Case Study.</p>  |
| <p>CRDN 4.10 Analyze risk in nutrition and dietetics practice.</p>  | <p>PubH 7996 (various Applied Practice Experience (APEX)), PubH 6995 (Community Practicum), PubH 6996 (Clinical Practicum). May be met in various rotations if the student is engaged in risk assessment at the agency.</p> <p>Evaluation by CMP Director will happen through PubH 7991: Directed Study</p>                         | <p>May be met in various rotations if the student is involved in assessing the risk of the provision of food and nutrition services, patient/ client education and counseling.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Conducting a HACCP analysis at a food service facility, reporting risks, discussing possible adverse effects with</li> </ul>   |

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|  |  | <p>preceptor.</p> <ul style="list-style-type: none"> <li>• Discussing risk of providing erroneous formulations to patients on nutrition support.</li> <li>• Discussing risk of overfeeding or underfeeding patients in clinical setting.</li> </ul> <p>Evaluation by CMP Director will happen through Directed Study case scenarios of risk assessment when providing nutrition and dietetics services. All students will receive a score of 85% or higher at least 85% of the time in the Directed Study risk assessment case studies</p> |
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| <b>Concentration Area Competencies</b>   |  |  |
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| <p><b>Goal1:</b> To prepare competent entry-level public health dietitians/nutritionists who exhibit the knowledge and skills to assess the nutritional needs of individuals, groups and communities and design interventions that benefit rural and/or disadvantaged populations at a local, state or national level.</p> |  |  |
| <b>Competency (CRDN)</b>   | <b>Course(s) to meet CRDN</b>              | <b>Activity to meet CRDN</b>   |
| CACRDN 1.1 Complete a needs assessment of the nutritional needs of a disadvantaged group or community.   | PubH 6995 Community Nutrition Practicum    | <i>Community Nutrition Needs Assessment Rubric.</i><br>PubH 6995 Community Nutrition Practicum. All students will receive a score of 85% or higher in the Community Nutrition Needs Assessment Project during their Community Nutrition Practicum. |
| CACRDN 1.2 Develop a nutrition intervention for a disadvantaged group or community based on results of a needs assessment.   | PubH 6914 Community Nutrition Intervention | <i>Community Nutrition Intervention Project Grade.</i><br>PubH 6914 Community Nutrition Intervention. All students will receive a score of 85% or higher in their Community Nutrition Intervention Plan and grant proposal during this course.     |

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| CACRDN 1.3 Develop an evaluation tool for a nutrition intervention for a disadvantaged group or community. | PubH 6914 Community Nutrition Intervention | <i>Community Nutrition Intervention Project Grade.</i><br>PubH 6914 Community Nutrition Intervention. All students will receive a score of 9 points (out of 15 points) or higher in their Evaluation Plan for a Community Nutrition Intervention Plan and Grant Proposal. |
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| <b>Concentration Area Competencies</b>   |  |   |
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| <b>Goal 2:</b> To prepare entry-level public health dietitians/nutritionists who exhibit cultural competency skills to develop programs and services that are responsive to the cultural, social, linguistic, and ethnic diversity of individuals, groups and communities. |  |   |
| <b>Competency (CRDN)</b>   | <b>Course(s) to meet CRDN</b>  | <b>Activity to meet CRDN</b>  |
| CACRDN 2.1 Design and implement services that are matched to the unique needs of individuals, groups or communities from diverse backgrounds.  | PubH 7996: Community Nutrition/ Food Assistance Applied Practice Experience (APEX) | <i>Nutrition Education Project Assignment Rubric.</i><br>PubH 7996 Community Nutrition/ Food Assistance Applied Practice Experience (APEX).<br>All students will receive a score of 85% or higher in their community nutrition Applied Practice Experience (APEX)'s nutrition education project, geared for the population they are working with at their assigned facility/site. |
| CACRDN 2.2 Evaluate education materials and implement changes or alternatives based on the needs and preferences of the populations served.  | PubH 7996: Community Nutrition/ Food Assistance Applied Practice Experience (APEX) | <i>Nutrition Education Project Assignment Rubric.</i><br>PubH 7996 Community Nutrition/ Food Assistance Applied Practice Experience (APEX).<br>All students will receive a score of 85% or higher in their community nutrition Applied Practice Experience (APEX)'s nutrition education project, geared for the population they are working with at their assigned facility/site. |
| CACRDN 2.3 Describe and address factors associated with and the effects of health disparities in   | PubH 7996 Community Nutrition/ Food Assistance Applied Practice Experience (APEX)  | <i>Nutrition Education Project Assignment Rubric.</i><br>PubH 7996 Community Nutrition/   |

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| <p>nutrition programs and services for individuals, communities and populations.</p> |  | <p>Food Assistance Applied Practice Experience (APEX).<br/>All students will receive a score of 85% or higher in their community nutrition Applied Practice Experience (APEX)'s nutrition education project, geared for the population they are working with at their assigned facility/site.</p> |
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