MASTER OF SCIENCE IN CLINICAL NUTRITION

PROGRAM HANDBOOK
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SECTION 1: CLINICAL NUTRITION PROGRAM

INTRODUCTION TO THE PROGRAM HANDBOOK

This handbook contains policies and requirements that govern academic performance and student and professional conduct for all students enrolled in the Clinical Nutrition Program (Program), within the School of Health Sciences (School) at University of the Pacific (University).

These Program policies are designed to promote standards for academic competency, professional behavior and integrity, conduct, and personal responsibility necessary for practice as a clinical registered dietitian nutritionist. They represent the parameters of achievement and behavior the Program faculty expects of its students as future health practitioners who will be serving the public and consumers. The Program has a responsibility to safeguard the patient and public by educating competent Clinical Nutrition students. As such, the Program reserves the right to outline policies and requirements more stringent than University policy.

This Program Handbook is the primary source of information for the Program. It is the responsibility of all students and Program faculty to be knowledgeable about Program, School, and University policies. The policies will be applied to all aspects of the student's academic progress and conduct for as long as the student is enrolled in the Program. The Program will expect students to refer to it prior to asking or emailing a question. Students are advised to refer to University resources for additional information and material when referenced.

The Program and the University reserve the right to make changes at any time in this handbook or in the requirements for admission, graduation, tuition, fees, and any rules or regulations. The Program maintains the right to refuse to matriculate or graduate a student, as well as the right to remove a student from a clinical experience or rotation who is deemed by the faculty to be academically, clinically or professionally incompetent, or otherwise unfit or unsuited for continued enrollment in the Program.

PROGRAM OVERVIEW

Pacific's Master of Science in Clinical Nutrition Future Graduate Program was granted approval January 2019 to develop a future graduate program in the Future Education Model (FEM) by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®). The program was granted Candidate Status for Accreditation May 14, 2020 to begin enrolling students in its inaugural student cohort which started August 2020.
The Master of Science in Clinical Nutrition (MSCN) is an accelerated 16-month, full-time 59-credit graduate program that is completed in four continuous trimesters (fall, spring, summer, fall). Students complete the curriculum as a cohort, with new cohorts starting annually in the fall. As a future graduate program in the Future Education Model, the program integrates didactic coursework with 1200 hours of supervised experiential learning in a competency-based curriculum designed to prepare nutrition and dietetics practitioners for future practice. Upon fulfilling all program graduation requirements, the Program awards students the degree of Master of Science in Clinical Nutrition (MSCN), and graduates are eligible to become active members of the Academy of Nutrition and Dietetics and to sit for the Registration Examination for Dietitians administered by the Commission on Dietetic Registration (CDR).

The Program is housed within the School of Health Sciences (SHS) which comprises graduate programs in physician assistant, physical therapy, occupational therapy, speech language pathology, audiology, social work and athletic training. MSCN students participate in interprofessional education (IPE) across the SHS and the University, including the Thomas J. Long School of Pharmacy and the Arthur A. Dugoni School of Dentistry.

ACCREDITATION

University of the Pacific
University of the Pacific is fully accredited by the Western Association of Schools and Colleges (WASC). The WASC Commission reaffirmed Institutional Accreditation in June 2019. The next accreditation review is scheduled for 2027.

Clinical Nutrition Program
The University of the Pacific Master of Science in Clinical Nutrition Future Graduate (FG) Future Education Model Graduate Program has been granted candidate status by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics
120 South Riverside Plaza, Suite 2190
Chicago, IL 60606-6995, (312) 899-0040 ext. 5400
http://www.eatrightpro.org/ACEND

ACEND® is recognized by the United States Department of Education as a Title IV gatekeeper. This recognition affirms that ACEND® meets national standards and is a reliable authority on the quality of nutrition and dietetics education programs. ACEND® is also a member of the Association of Specialized and Professional Accreditors (ASPA) and abides by its code of good practice.

A new program that has been determined to be eligible to enroll students as the result of an on-site evaluation visit, but has not had a graduating class may be granted candidate status. The granting of candidate status denotes a developmental program, which is expected to mature in accord with stated plans and within a defined time period. Reasonable assurances are expected to be provided that program may become
accredited as programmatic experiences are gained, generally, by the time the first class is graduated. Graduates of a class designated as having candidate status have the same rights and privileges as graduates of an accredited program.

**PROGRAM MISSION, GOALS AND OBJECTIVES**

**Program Mission Statement**
The mission of the Master of Science in Clinical Nutrition Future Graduate Program is to provide a graduate level, student-centered, interprofessional Nutrition and Dietetics education, that is integrated with leadership, innovative supervised experiential learning and research experiences that prepares students to become skilled and compassionate registered dietitian/nutritionist professionals who practice comprehensive clinical nutrition care using an evidence-based approach.

**Program Goals and Objectives**
The MSCN program is designed to prepare students to practice competently in an increasingly complex health care environment with the skills and knowledge who participate in interprofessional care and take an evidence-based approach to practice. The MSCN program learning objectives will ensure that graduates of the program will be able to:

- Prepare graduates to become employed entry-level registered dietitian nutritionists (RDNs).
- Prepare graduates who participate in interprofessional practice and apply an evidence-based approach to practice.

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal One:</strong> Prepare graduates to become employed entry-level registered dietitian nutritionists (RDNs).</td>
<td>1.1 At least 80% of the students admitted to the program will complete the program requirements within 6 (1.5 x 4 trimesters) trimesters of admission to the program.</td>
</tr>
<tr>
<td></td>
<td>1.2 Ninety percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.</td>
</tr>
<tr>
<td></td>
<td>1.3 The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists will be at least 80%.</td>
</tr>
<tr>
<td></td>
<td>1.4 Of program graduates who seek employment, at least 70% will be employed in nutrition and dietetics or a related field within 12 months of program completion.</td>
</tr>
<tr>
<td></td>
<td>1.5 During their first year of employment, program graduates will be ranked by at least 80% of employers who respond to our employer survey as “satisfactory” or better in professional knowledge and skills as compared to the expected competency of entry-level RDNs.</td>
</tr>
<tr>
<td></td>
<td>1.6 During their first year of employment, 100% of program graduates who respond to our graduate survey will report that they felt well-prepared by the Program as an entry-level registered dietitian nutritionist (RDN).</td>
</tr>
<tr>
<td><strong>Goal Two:</strong> Prepare graduates who participate in interprofessional</td>
<td>2.1 During their first year of employment, 100% of program graduates who respond to our graduate survey will report participating in interprofessional practice activities (interdisciplinary healthcare teams, interprofessional committees/initiatives).</td>
</tr>
</tbody>
</table>
Program outcome data are available upon request from the Clinical Nutrition Program Director.

**COMPETENCY-BASED EDUCATION**

*Competencies*

The MSCN is a competency-based education (CBE) program that measures learning by how well a student demonstrates the ACEND® Future Education Model (FEM) Graduate Degree Competencies, which define the minimum level of proficiency needed of nutrition and dietetics practitioners to function successfully in practice. The FEM Graduate Degree Competencies describe the essential synthesis of knowledge, skills, abilities, behaviors and other characteristics in the seven units described below:

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Future Education Model Graduate Degree Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Foundation Knowledge</td>
</tr>
<tr>
<td></td>
<td>Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.</td>
</tr>
<tr>
<td>2</td>
<td>Client/Patient Services</td>
</tr>
<tr>
<td></td>
<td>Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.</td>
</tr>
<tr>
<td>3</td>
<td>Food Systems Management</td>
</tr>
<tr>
<td></td>
<td>Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.</td>
</tr>
<tr>
<td>4</td>
<td>Community &amp; Population Health Nutrition</td>
</tr>
<tr>
<td></td>
<td>Applies community and population nutrition health theories when providing support to community or population nutrition programs.</td>
</tr>
<tr>
<td>5</td>
<td>Leadership, Business, Management &amp; Organization</td>
</tr>
<tr>
<td></td>
<td>Demonstrates leadership, business and management principles to guide practice and achieve operational goals.</td>
</tr>
<tr>
<td>6</td>
<td>Critical Thinking, Research, &amp; Evidence-Informed Practice</td>
</tr>
<tr>
<td></td>
<td>Integrates evidence-informed practice, research principles and critical thinking into practice.</td>
</tr>
<tr>
<td>7</td>
<td>Core Professional Behaviors</td>
</tr>
<tr>
<td></td>
<td>Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.</td>
</tr>
</tbody>
</table>

Competencies are covered repeatedly throughout the curriculum and build on previous knowledge and experience to progress from introductory to more advanced learning activities, thus providing students multiple opportunities to achieve the competencies at the expected depth and breadth of the competency.

*Performance Indicators and Supervised Experiential Learning*

Performance Indicators are defined by ACEND® for each competency that provide measurable, observable criteria of what competence actually looks like in practice. Learning activities are then planned based on these performance indicators to assess
the student’s progress towards achievement of competence. In CBE, supervised experiential learning is especially important, as students have the chance to practice new skills with hands-on learning, or as it is often described: “learning by doing.”

Pacific’s MSCN Program plans 1200 hours of supervised experiential learning, comprising 1080 hours in Supervised Clinical Practice Experience (SCPE) rotations and 120 hours in didactic courses. The figure below shows the types of learning activities planned:
**Knows, Shows, Does**

Another key tenet of CBE is that competence goes beyond just *knowing* information, but rather the student *shows* how to apply the knowledge or *does* so by performing it in practice. These levels of performance [knows (K), shows (S), does (D)] are designated for each competency and performance indicator by ACEND®. This is why supervised experiential learning – and supervised clinical practice experience (SCPE) rotations especially – are such an important part of the MSCN Program, as students are showing they can *apply* their knowledge and *demonstrate* competence.

**Assessment of Student Learning and Competence**

As is characteristic of CBE, attainment of competence occurs over time and may differ for each student. Assessment of student learning and competence is ongoing (formative and summative) so that feedback to the student is frequent and student-centered to support success throughout the program. [Section 6 covers Assessment of Student Learning and Competence.](#)

**PROGRAM RESOURCES AND EQUIPMENT**

The MSCN Program has a newly constructed state-of-the-art teaching kitchen and classroom with fully equipped AV for lectures, food demonstrations, and skills observation and assessment. The space additionally houses new Nutrition Counseling and Nutrition Assessment (NFPE) Suites. Assessment equipment includes:

- BIA bioelectrical impedance
- Circumference tapes
- Digital scale
- Edema models

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*Source: ACEND Competency-based Education Training Based on Miller's Pyramid of Clinical Competence*
• FitMate indirect calorimetry and fitness testing
• Food models
• Glucose meter and glucose strips
• Hemocues, portables hemoglobin photometers
• Jamar hand grip dynanometers
• Lange skinfold calipers
• Nasogastric tube feeding model
• Pedometers
• Portable bone densitometer
• Pulse oximeter
• Stadiometer
• Urine strips

The Pacific School of Health Sciences Library has created a Clinical Nutrition Subject Guide with access to pertinent databases, journals, books/manuals, drug references, as well as guides for researching, evidence-based practice, and poster presentations. Resources purchased by the MSCN Program include:
• Academy of Nutrition and Dietetics (AND) Nutrition Care Manual
• AND Pediatric Nutrition Care Manual
• AND Sports Nutrition Care Manual
• Electronic Nutrition Care Process Terminology (eNCPT) online
SECTION 2: PROGRAM ADMISSION

PROGRAM ADMISSION REQUIREMENTS

Applicants must meet the following admission requirements:

- Completion of one of the following:

  1. ACEND® accredited U.S. Didactic Program in Dietetics (DPD)
     - A “Verification Statement” or “Declaration of Intent” to complete form must be submitted in student’s GradCAS application to show evidence of DPD enrollment.
     - A “Verification Statement” must be provided by the time of enrollment.

  2. Another bachelor’s degree program completed at any accredited institution and all of the MSCN Program Prerequisite Courses listed below. These courses are listed in a recommended sequence for supporting higher level chemistry and nutrition courses:
     - Anatomy (with Lab)* 4 units or equivalent
     - Physiology (with Lab)* 4 units or equivalent
     - General Chemistry (with Lab) 4 units or equivalent
     - Organic Chemistry (with or without Lab) 3-4 units or equivalent
     - Biochemistry (with or without Lab) 3-4 units or equivalent
     - Microbiology (with Lab) 4 units or equivalent
     - Introduction to Nutrition (from a Nutrition or DPD program) 3 semester units or equivalent
     - Experimental Foods (with Lab) 4 units or [Food Science] equivalent
     - Macronutrient (carbohydrate, protein, fat) Metabolism** 3 units or equivalent
     - Vitamin and Minerals Metabolism OR Micronutrient Metabolism** 3 units or equivalent

     - * The Anatomy and Physiology individual course requirements can also be met by completing a year-long (2 semesters or 3 quarters) combined Anatomy and Physiology course.
     - ** For DPD students, these requirements are met by MNT I & II, Advanced Nutrition, Nutrition Metabolism, Clinical Nutrition, etc.

- Both DPD students and non-DPD students must meet the following admission requirements:
  - Completion of a minimum of a bachelor’s degree from a U.S. regionally accredited institution or foreign equivalent by the time of enrollment.
  - The overall GPA for all MSCN Program Prerequisite Courses must be
3.00 or higher. Students can contact Pacific's Graduate Admissions if assistance is needed on how to calculate the GPA. This GPA is also calculated in GradCAS.

- All MSCN Program Prerequisite Courses must be completed with a minimum grade of “B” and not be older than seven years.

**Note**: Standardized Tests, including the GRE, are not required for admission to the MSCN program.

**REQUIREMENTS PRIOR TO MATRICULATION**

**BACKGROUND SCREENING**

The Program requires students to undergo background screenings prior to matriculation and periodically throughout enrollment. Students have a fiduciary responsibility for the costs associated with the background screening. Recent violations which have yet to be adjudicated and positive findings on a background check may result in dismissal from the Program. Applicants are required to be truthful when completing their application in the GradCAS system regardless of time and disposition. Discrepancies noted on the pre-matriculation background screening will be investigated and may result in denial of matriculation or dismissal from the Program. Some clinical placements require an additional background screening immediately prior to the start of the rotation. Therefore, students may be required to complete multiple background screenings throughout enrollment, at the student’s expense.

**Criminal Background Screening Procedures**

- Upon request of the Program, each student must sign a Release and Authorization Form.
- The non-University entity specializing in lawful background screening will conduct the screening.
- Each student's background may be checked by name, social security number, and license number (if applicable), for up to the prior 7 years, and in state, local, and federal databases for each of their reported addresses showing any activity for that social security number. The screening will include healthcare provider databases. The screening will include criminal records, including arrests and convictions for all offenses of any type, and a review of the registries of reports of child and dependent adult abuse. The screening may include records that have been reported as expunged and judgments that have been deferred.
- Findings from the background screening may be provided to the student for comment, if determined by the Program in its discretion.
- Findings from the background screening will be reviewed and maintained by authorized personnel of the Program in accordance with FERPA laws and regulations.
- A copy of the student's criminal background screening will be provided to any clinical placement that is participating in the academic training of that Clinical
Nutrition student, upon written request from the practice site and/or if determined by the Program in its discretion. The clinical site is responsible for determinations whether the student may participate in clinical educational activities in the facility, department or setting.

**TOXICOLOGY SCREENING**

The Program requires students to undergo toxicology screenings prior to matriculation. Students are the fiduciary responsible for the costs associated with toxicology screening. Some clinical placements require additional toxicology screens immediately prior to the start of the rotation; therefore, students may be required to complete multiple screens throughout enrollment. Abnormalities noted on the pre-matriculation toxicology screening will be investigated and may result in denial of matriculation. Students with abnormal findings on these screening tests may be referred to the Student Progress Committee (SPC) for review, which may result in disciplinary action.

**Toxicology Screening Procedures**

- Upon request of the Program, each student must sign a Release and Authorization Form.
- The non-University entity specializing in toxicology processing will conduct the screening.
- Each student's toxicology screening shall include a 10-drug panel toxicology. Urine toxicology screens will include a urine creatinine.
- Findings from the toxicology screenings may be provided to the student for comment, if determined by the Program in its discretion.
- Findings from the toxicology screenings will be reviewed by authorized personnel of the Program in accordance with FERPA laws and regulations.
- A copy of the student's toxicology results will be provided to any clinical placement that is participating in the academic training of that Clinical Nutrition student, upon written request from the practice site and/or if determined by the Program in its discretion. The practice site is responsible for determinations whether the student may participate in that setting.

**HEALTH CLEARANCE AND IMMUNIZATION COMPLIANCE**

Students must fulfill the requirements listed below prior to, and during the Program in compliance with the Program’s policy for health and communicable disease clearance protocol:

- Health History and Physical Examination
- Hepatitis B Surface Antibody Titer – Titer results showing immunity (quantitative preferred; qualitative accepted). For negative titer results, submit documentation of previous Hep B vaccination(s) and demonstration vaccination series has been restarted.
- MMR (Measles, Mumps, Rubella) – Two documented doses OR antibody titer test showing immunity (quantitative preferred; qualitative accepted)
• Varicella Vaccine (Chickenpox) Series – Two documented doses OR antibody titer test showing immunity (quantitative preferred; qualitative accepted). Documentation of Varicella disease is not acceptable.
• Tdap Vaccine (Tetanus, Diphtheria, Acellular Pertussis) – One documented dose of Tdap (after age 10). Td booster every 10 years.
• Influenza Vaccine – annual requirement due by November 1st. Documentation of Influenza for current season.
• Tuberculosis (or PPD) Test/Screening – initial 2-step with annual 1-step or Chest X-ray.
• Meningococcal Conjugate Vaccine – one documented dose given on or after 16 for all students who are under 22 years of age.

Recommended:
• HPV vaccination series
• Hepatitis A vaccination series
• Submission of all vaccination records – if available (many facilities where you will train require both proof of vaccination and titers)

Forms are found at Pacific Student Health Services Immunization Requirements for Health Profession Students here. 

All health screening information may be made available, as required, to the Program, clinical preceptors and clinical placements. Students whose immunizations and titers are not up to date may be removed from classes or from clinical rotation(s) until the deficiency is corrected. Some clinical training sites require students with positive latent Tb test results to be treated. As a result, students who have not been treated may not be allowed to attend certain clinical placements, which may result in a delay of completion of the Program. Students must report any change in their health not noted on their annual physical examination to the Program and Pacific Student Health Services immediately. Students must meet the Program’s Technical Standards throughout enrollment. Failure to meet the Program’s Technical Standards may result in dismissal from the Program. Failure to notify the Program and University of a change to one’s health that may affect patient care or ability to meet Program Technical Standards is a violation of the Professional Code of Conduct and violation of Program policy thus may result in dismissal from the Program.

Medical Records
Health records required for enrollment at University of the Pacific (i.e., immunization and/or blood test documentation, medical history and physical examination forms and tuberculosis clearance and screening forms) is collected and retained in a secure electronic environment by the University of the Pacific Student Health Center.

The Program utilizes an external agency (EXXAT) to verify and store health records and clearance documents required for enrollment in the Program and clinical rotation placement. Students are responsible for uploading these health records into EXXAT. Instructions are provided during student orientation.
Students are advised to retain a copy of all documents for their records, since these records may be required by a variety of institutions as the student progresses through his/her professional career.

**SELECTION CRITERIA**

A selection committee, comprising the Program Director and faculty, reviews qualifications and skills and rates each applicant using a standardized Applicant Score Sheet. A committee approach is used to foster diversity and prevent unconscious biases. The selection committee selects students on a competitive basis, based on their application and interview. The MSCN Program uses the following selection criteria to assess applicants’ ability to be successful in the program and are listed in order of importance below:

- **Academics based on Official Transcripts.** A strong applicant is one who has done well in both professional nutrition courses and general science courses, with particular attention to advanced nutrition (macronutrient and micronutrient metabolism), anatomy, physiology, and biochemistry courses.

- **Essay Questions.** Applicant’s responses to Pacific’s four short-essay questions are reviewed. Strong responses:
  - Address all components of the questions
  - Include specific examples
  - Follow the instructions
  - Highlight your skills and suitability for the program, including leadership skills, critical thinking and problem solving and professionalism.

- **Two Letters of Recommendation.** Letters of recommendation should be from those who know the student well enough to comment on their strengths, achievements and those qualities that will make the student successful.

- **Resume/CV.** Experience in the food/nutrition field is encouraged but not required. Valued work experience is that which gives a student responsibility, time management, problem solving, ability to work with others and leadership skills.

- **Interviews for applicants meeting admission requirements.** Strong interview candidates demonstrate effective communication, critical thinking and problem-solving skills.

**Non-discrimination Policy**

It is University policy to admit qualified students irrespective of race, age, gender, color, creed, national origin, religion, sexual orientation, or disability. To be considered for admission to any program offered by the University, the student must possess the academic credentials and professional attributes deemed essential by the respective program admissions committee for selection to the program.

**PROGRAM TECHNICAL STANDARDS**
The student must be able to achieve and maintain certain technical standards of knowledge and skill to successfully complete the MSCN Program. The technical standards in this document apply to satisfactory performance in all academic and clinical course work, as well as fulfillment of non-academic essential functions of the curriculum involving physical, cognitive, and behavior factors that are essential to a professional clinical practitioner.

More specifically, a student in the MSCN Program must have adequate abilities and skills in the following four areas:

1. **Observation:** A student must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and other sensory modalities. A student must be able to integrate all information visually and through the other senses.

2. **Communication:** A student must be able to communicate effectively, sensitively, and rapidly in English with patients and members of the health care team. A student must be able to elicit information from patients, perceive nonverbal communications, and describe changes in mood, activity and posture. Communication includes not only speech, but writing, reading, interpreting tables, figures, graphs and computer literacy.

3. **Conceptual, Integrative and Quantitative Abilities:** A student must have the intellect necessary to quickly analyze and resolve problems. These intellectual abilities include numerical recognition, measurement, calculations, reasoning, analysis judgment and synthesis. The student must be able to identify significant information from the patient's history, provide a reasoned explanation for likely issue, and share appropriate information. The ability to incorporate new information from many sources in formulating plans is essential. When appropriate, students must be able to identify and communicate the limits of their knowledge to others.

4. **Behavioral and Social Attributes:** A student must possess the emotional health required for full use of his or her intellectual abilities, the exercise of good judgment and the prompt completion of all responsibilities attendant to the care of patients. The development of mature, sensitive effective and professional relationships with patients and members of the health care team is essential. Students must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, interpersonal skills, interest and motivation are all personal qualities that are desired in a health professional and assessed during the admissions and education processes.
## SECTION 3: MATRICULATION/GETTING STARTED

## TUITION AND OTHER ESTIMATED PROGRAM EXPENSES

<table>
<thead>
<tr>
<th>Expense Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per trimester</td>
<td>$14,350 to $15,375&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>Application Fee (one time only)</td>
<td>$50</td>
</tr>
<tr>
<td>Graduate ASUOP Student Fee</td>
<td>$30</td>
</tr>
<tr>
<td>Professional Liability Insurance</td>
<td>No cost to student</td>
</tr>
<tr>
<td>Wellness Fee</td>
<td>$165</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>$1671&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td>Physical Examination, Immunizations</td>
<td>$345&lt;sup&gt;3&lt;/sup&gt;</td>
</tr>
<tr>
<td>Background Check and Toxicology Screen</td>
<td>$120 one-time&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>Clinical Education Site Onboarding Requirements</td>
<td>$36.50 one-time&lt;sup&gt;5&lt;/sup&gt;</td>
</tr>
<tr>
<td>Housing/Meals/Transportation</td>
<td>Varies by student and accommodations</td>
</tr>
<tr>
<td></td>
<td>$5,000-$6,000 sample estimation</td>
</tr>
<tr>
<td></td>
<td>(student responsibility)&lt;sup&gt;6&lt;/sup&gt;</td>
</tr>
<tr>
<td>Auto Insurance</td>
<td>Varies (student responsibility)</td>
</tr>
<tr>
<td>Textbooks and Reference Materials</td>
<td>~$550-$600 Tri 1, $100-$200 each</td>
</tr>
<tr>
<td></td>
<td>Tri 2, 3, 4</td>
</tr>
<tr>
<td>Academy of Nutrition and Dietetics Student Membership</td>
<td>$65 annually&lt;sup&gt;7&lt;/sup&gt;</td>
</tr>
<tr>
<td>Nutrition Care Professionals (NCPRO) (one time only)</td>
<td>$120 one-time fee (Tri 1) for 18-month</td>
</tr>
<tr>
<td></td>
<td>access&lt;sup&gt;8&lt;/sup&gt;</td>
</tr>
<tr>
<td>EHR Go (one time only; 2nd trimester)</td>
<td>$45 one-time fee (Tri 1)&lt;sup&gt;9&lt;/sup&gt;</td>
</tr>
<tr>
<td>Service/Item</td>
<td>Cost Description</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>ServSafe Manager Certification</td>
<td>One-time fee (Tri 1) You may choose either method described below this table.</td>
</tr>
<tr>
<td>Slip-Resistant Shoe Coverings</td>
<td>$8.99 one-time fee (Tri 1)</td>
</tr>
<tr>
<td>Cut Gloves</td>
<td>$8.99 one-time fee (Tri 1)</td>
</tr>
<tr>
<td>Parking</td>
<td>Free on campus, off-site varies(^{10})</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>There is no graduation fee</td>
</tr>
<tr>
<td>Estimated Total Cost per Trimester</td>
<td>$22,526 to $24,549(^{11})</td>
</tr>
<tr>
<td>Estimated Total Costs for the Program, with estimation for living expenses included</td>
<td>$95,057 (4 Trimesters)(^{12})</td>
</tr>
</tbody>
</table>

1. Pacific MSCN program graduate tuition 2021-22 $1,025/59 credits = $60,475 = $14,350 (14 credit) to $15,375 (15 credit) per trimester. Please visit the Pacific Sacramento Catalog for information on Tuition and Fees.
2. Student may submit annual waiver if student has own comprehensive health insurance plan.
3. Includes $200 initial + $145 annual TB and flu vaccination. Clinical education sites used for supervised clinical practice experience rotations may have additional onboarding requirements, at the student’s expense.
4. Clinical education sites used for supervised clinical practice experience rotations may have additional onboarding requirements, at the student’s expense.
5. Certain clinical education sites require students to use a different platform than Pacific, such as MyClinicalExchange, which is at the student’s expense.
6. The MSCN program oversees the selection, scheduling and student placement at clinical education sites for supervised clinical practice experience rotations (NUTR 287A, B, C). The student is responsible for making arrangements for their housing and/or commuting plans to assigned clinical education sites, at the student’s expense.
7. Enables access to Evidence Analysis Library® used for systematic reviews in 8 courses. CAND is free for student Academy members.
8. Virtual learning environment with comprehensive Academy Nutrition Care Process-centered case studies used in experiential learning.
9. Educational Electronic Health Record (EHR) and learning platform, for proficiency in technology/informatics.
10. There is no cost for parking on the Sacramento campus. Clinical education sites used for supervised clinical practice experience rotation may have parking fees, at the student’s expense.
11. Calculated using $6000 estimate for Housing/Meals/Transportation. Highest value of the range includes the one-time expenses.
12. Includes estimate for Housing/Meals/Transportation, however this expense will vary by student; excludes optional expenses.
ServSafe Manager Certification
Student may choose either method below:
- DPD students with certificate: $0.00
- ServSafe Manager Course with Online Proctored Exam: $135
- ServSafe Manager Book (7th Ed) with Online Exam Voucher $68
ServSafe Manager Website: [https://www.servsafe.com/ServSafe-Manager](https://www.servsafe.com/ServSafe-Manager)

Pacific’s MSCN program supports student success by covering the costs of the following:

<table>
<thead>
<tr>
<th>Expense Description</th>
<th>Cost Paid by Pacific MSCN Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNCE® virtual attendance in Fall 1 trimester, the Academy’s Food and Nutrition Conference &amp; Expo</td>
<td>$105</td>
</tr>
<tr>
<td>RDN Exam Prep Course with Jean Inman</td>
<td>$385</td>
</tr>
<tr>
<td>SPSS Statistics</td>
<td>Pacific provides open access to students</td>
</tr>
<tr>
<td>Program subscriptions to valuable resources, including UptoDate, AND Nutrition Care Manual, AND Pediatric Nutrition Care Manual, eNCPT for the Nutrition Care Process</td>
<td>$1000 a year for all students</td>
</tr>
<tr>
<td>EXXAT online system for supervised clinical practice experience (SCPE), compliance tracking service (immunizations, backgrounds etc.)</td>
<td>$135</td>
</tr>
</tbody>
</table>

FINANCIAL AID SERVICES

Financial aid packages are tailored to each individual’s qualifications and program of study at the University. Students will receive financial aid information once they are admitted and have accepted admission to the program. Students can contact the Office of Financial Aid Department at 916-739-7158 or finaid@pacific.edu.

ASSESSMENT OF PRIOR LEARNING OR EXPERIENCE

Advance Placement
Advance placement cannot be granted in the Program.
Credit by Examination
There is no credit by examination for courses taken at other institutions. All students must take all courses in the program and complete the clinical year of rotations in its entirety.

Transfer of Credit and Credit for Experiential Learning
Transfer of credit is not allowed. No credit or supervised learning experience hours will be granted for prior learning or work related experiences.

COHORT BASED PLAN OF STUDY
The MSCN Program is a full-time program with a cohort-based plan of study. Students are required to enroll full-time and must advance through a pre-determined curriculum in sequence with their cohort. Students are required to successfully pass each course in a given trimester in order to advance to the subsequent trimester with their cohort and progress in the program. Students who do not pass a course, or who withdraw from a course, will not be able to progress with their cohort in the program. Students may be able to rejoin the program at a later date if allowed by program policy and approved by the program chair/director.

STUDENT IDENTIFICATION
Pacific Student Identification
Student identification is required at all times when on campus. Students will be provided with a student identification card, also known as the PacificCard. The card provides access for building entry, residential facility entry (if applicable), checking out library books, and gaining entrance to Pacific sporting events. Additionally, this card can serve as PacificCash, a debit card system, attached to the student’s account. PacificCash allows students to access PacificPrint copy machines, campus laundry facilities, meal plan purchases, etc.

COMMUNICATION
Communication with the Program and the University
Students are assigned a University (@pacific.edu) email address. MSCN Program and/or University personnel will only respond to correspondence from the student’s official University email address. Students are required to use their University issued student email account to communicate with the Program, faculty, and supervised clinical practice experience (SCPE) rotation sites. Email notifications and announcements are sent to official University issued student email addresses. Students may use CANVAS forums to share information and resources relevant to SCPE. Forwarding University email to another email account is discouraged. These accounts can lack the security, capability, and sometimes, adequate space necessary for downloading important attachments.
The structure of clinical health sciences education mandates an increased frequency of electronic communication with students. For email communication, students are expected to:

- Check their University email accounts at least once every 48 hours
- Respond to Program emails within 48 hours or the next business day
- Email responses and forwarded emails should include the original message when appropriate
- Email messages and responses should be saved to a file (if necessary) for reference
- Be responsible for maintaining access to their email account during clinical education rotations
- Utilize the following signature line requirements:
  
  Jane Smith  
  University of the Pacific  
  Clinical Nutrition Program/Class of 2021

For phone communication, students are expected to:

- Ensure that their phone voicemail system is active and able to receive messages
- Provide a phone number in all messages
- Identify themselves in any text message sent to the Clinical Education Director, faculty or clinical education site

Change of Address, E-mail Address, or Phone Number

Students are required to keep the Program and the Registrar informed of any changes to mailing address, e-mail address and/or phone numbers within one business day of the change.

To make changes for official University records, go to Inside Pacific and access Academic Services under the “Academic” tab.

DRESS CODE

Students must maintain neat and clean appearance befitting students attending a professional school. While casual attire is acceptable during didactic training, professional attire may be required for certain situations. Special clothing may be required for specific courses. Hair should be neatly groomed, and students must be conscious of personal hygiene. Fragrances (perfume/cologne or aftershave) should not be worn. Nails should be short and clean. Clothing having caricatures, messages, symbols, etc. that can be construed based on societal norms to be vulgar, offensive, or contribute to the creation of a hostile learning environment is considered to be unacceptable attire. Such attire demonstrates inappropriate professional judgment that is subject to review and action by the Program.

Dress Code for Supervised Clinical Practice Experience

On clinical placements, students must maintain a professional appearance. Expectations include clean, pressed, conservative attire and good personal hygiene, including short and clean nails. Male students should wear collared shirts with ties.
Female students should wear slacks/skirts with dress shirts or dresses. Closed-toed shoes are required. Specific clinical education sites may designate other prescribed clothing such as scrubs and/or tennis shoes. Any clothing, hair color, fragrances, jewelry, or body art that may cause a concern with affiliated faculty, hospitals, or patients should be avoided. Students may be asked to change their appearance to conform to the dress code of rotational sites. Students must wear their University issued identification badges at all times.

REQUIRED MATERIALS AND SUPPLIES

Textbooks
Students can plan on spending approximately $1200 to 1500 on required textbooks for the entire program. Course syllabi also include recommended books which students are not required to purchase but may wish to have as important reference materials. If a required text is available online, purchase of a hard copy text is optional. However, please note that online text versions may vary slightly in presentation. Students are expected to have purchased required textbooks that are not available online by the beginning of class for each term.

Students may purchase books through any source, such as Amazon.com or publisher sites. When purchasing textbooks, please be sure to obtain the correct edition, which is listed next to the title of the book on the book list. Older editions of certain texts may be inadequate as they may provide old information. The ISBN number is provided on the list and is the unique identifier for a specific edition of a text.

Laptop/Tablet Requirements
Students are required to have a laptop computer and mobile device. Laptop computers provide students access to primary and supportive information to better prepare for and supplement the learning process.

- Pacific utilizes CANVAS, a web-based educational program, as the central component of the “electronic classroom” employed throughout much of the curriculum. Assignments, course material, assessments, and other tools are available for each class through CANVAS.

- The Program utilizes EXXAT to manage and coordinate student’s clinical education in supervised clinical practice experience rotations, including pre-rotation screening requirements, site rotation assignments, performance evaluations, timesheets, patient logs, and other activities.

- Nutrition Care Professionals (NCPro) is an online virtual learning program with comprehensive Academy of Nutrition and Dietetics Nutrition Care Process-centered case studies used in experiential learning.

- ehr Go is an educational online electronic health record (EHR) and learning platform with 600+ patient cases and activities that MSCN students use to
simulate patient care and nutrition informatics.

The campus offers a wireless environment enabling access to informational resources via the internet and proprietary Pacific sites such as the online library and other University resources. By making these a Program requirement, the cost is accounted for by Financial Aid.

Any laptop computer made within the last 4 years with at least 2GB of memory is acceptable and should work well. However, please check that your laptop hardware and software meet each requirement.

**Hardware Requirements**

**PC Requirements**
- Processor Manufacturer: Intel or Advanced Micro Devices; NO mobile processors
- Network Interface Card: 10/100 802.11b/g wireless
- RAM: highest recommended for the operating system or 4GB
- Hard-Drive: highest recommended for the operating system or a minimum of 1GB of available space (2GB recommended)

**Surface Pro Requirements**
- Surface Pro 1, 2 & 4 (Non-pro surface devices are NOT supported)
- Surface Pro 3
- External keyboard (USB or Bluetooth) required.
- Hard-Drive: 1GB or higher available space

**MAC Requirements**
- Processor Manufacturer: Intel
- Network Interface Card: 10/100 802.11b/g wireless
- RAM: 4GB
- Hard-Drive: 1GB of available space

**Software Requirements**

**Acceptable operating systems**
- Microsoft Windows 7 or later
- Apple operating systems are acceptable (OS X 10.7 or later)

**Unacceptable operating systems**
- Android, such as Google Chrome books
- Mac IOS
- Mobile processor systems

**Other requirements**
- Adobe Reader
  - PC and Mac: Version 9 or later
Surface Pro: Version 11
- An antivirus suite is required (e.g., MacAfee, Norton Antivirus or Symantec)
- MS Office Suite: Word, Excel and PowerPoint. MS Office 2007 and newer are acceptable

It is also recommended that students purchase an external source to back up their data. Tablets are also acceptable provided they meet the above-mentioned requirements.

The Program recommends that students purchase extended warranties or service contracts should there be a hardware failure. Neither the Program nor University of the Pacific IT offers support to help with hardware or software issues.

CLASSROOM POLICIES

Online Learning
Information and resources will be provided to students during student orientation on synchronous and asynchronous courses via Zoom and the Canvas LMS.

Use of Wireless Devices in the Classroom
Laptops, tablets/iPads and smartphones may be used in the classroom at the discretion of the course instructor for educational purposes only. Use of these and other electronic equipment in a manner not consistent with classroom topics often creates unacceptable disruptions when used during class. Instructors will notify students if electronic equipment will be required for an in-class activity.

Disruptions in class are considered a professionalism issue and will be addressed individually by the course instructor or referred to the Student Progress Committee (SPC) for disciplinary action. The following activities are considered disruptions:
- Texting
- Cell phone ringing
- Web surfing
- Checking email
- Playing games

Recording of Lectures
The Program will make available to students, recordings of lectures via the CANVAS learning system when possible. Permission to individually record lectures is solely at the discretion of the instructor of record and lecturer unless recording is a University approved accommodation. Otherwise, prior approval must be obtained. The instructor of record’s approval is voluntary and as such a privilege, which may be withdrawn at any time. Group discussions and exam reviews may not be recorded.

Intellectual Property
Students will be provided copies (electronic or printed) of instructional lecture materials for individual student use only. Such materials are the intellectual property of the
University. Distribution or alteration of original lecture content without prior approval of the lecturer constitutes academic dishonesty.

OCCUPATIONAL SAFETY AND HEALTH

Required trainings
Students are required to complete self-guided University Canvas trainings, including but not limited to HIPAA privacy and security, infectious disease, bloodborne pathogens, universal precautions and personal protective equipment (PPE). Clinical education sites may require additional site-specific trainings, at the student’s expense.

Infectious Disease and Environmental Hazards
Students enrolled in the Program may be exposed to various infectious diseases and environmental hazards. It is the student’s responsibility to remain compliant. Students who are not in compliance will be removed from classes and/or clinical rotation(s) until such time as the deficiency is corrected. No exceptions will be made.

Allergen Exposure
Students may also be exposed to allergens during training. Students with known chemical or latex allergies must inform the Program. While the Program will attempt to reduce exposure to potential allergens, it is the student’s responsibility to monitor their individual exposure and take the necessary steps for self-protection.

Infectious Disease Impact on Student Learning
The presence of an infectious disease may impact a student’s ability to complete the necessary curriculum requirements within the originally dedicated time period. Students may be removed from learning activities as indicated by the nature of the disease. The inclusion of some clearance policies are dictated by clinical placements, therefore failure to provide documentation may impact clinical rotation placements.

COVID-19 Pandemic
Due to evolving COVID-19 mitigation policies and efforts, student shall refer to the University of the Pacific COVID webpage for the most up-to-date information, and contact the Program Director or Clinical Education Director with any questions.

LIABILITY FOR SAFETY IN TRAVEL

Student Travel
Liability for safety in travel to and from assigned areas is the responsibility of each student. Automobile insurance is the responsibility of each student with a car in the MSCN program. It is the student’s responsibility to establish consistent travel arrangements.
STUDENT SUPPORT SERVICES

Student Advising

Student advising is an important component of the educational process. Each MSCN student is assigned a faculty member in the program who will serve as their advisor. Students are required to meet with their faculty advisor at least twice each trimester, and it is the student’s responsibility to contact their advisor to arrange these meetings. The advisor is responsible for helping students understand the curriculum, policies and procedures, and track student progress towards meeting the competencies and degree completion. These checkpoints allow the student and advisor to see what competencies the student has achieved, review competencies still anticipated to be addressed in the upcoming trimesters, and which competencies the student did not yet achieve. Students are encouraged to discuss the program and offer feedback, reflect on their academic and clinical experiences, and seek professional guidance.

The Program has an open-door policy allowing students to consult with faculty as desired for academic, psychological and/or psychosocial issues. Students may also self-refer to University student support services for academic, psychological and/or psychosocial issues. Non-routine advising appointments can be requested by students at any time, in accordance with the Program’s open-door policy. Additionally, faculty may request additional meetings with a student for academic, psychological, psychosocial or professional issues. Advising is particularly important when a student encounters academic or clinical difficulty.

Counseling Services

Psychological support of enrolled students is important to the Program and University. Students are strongly encouraged to utilize the University’s counseling services, located on the Sacramento and Stockton campuses. Online and afterhours resources are also available. The University counseling services are adept at helping students with both personal and academic psychological issues, including testing anxiety and stress management. Students are advised to contact the counseling office early in the educational experience for support and guidance. The Program may also initiate or recommend student referrals for observed academic, psychological and/or psychosocial issues.

The Counseling & Psychological Services (CAPS) department
209-946-2315, extension 2

Crisis Intervention/Psychological Emergencies:
— During school hours: Call number above and ask for emergency appointment or call 911.
— After hours: 209-946-2315, extension 2, option 4 – this will transfer you to a psychologist for immediate consultation or call 911.
Additional information regarding other student services, such as research consultations and the writing center, can be found on the University’s website University Student Academic Support Services Hub.

EXTRA-CURRICULAR ACTIVITIES

Employment
The Program strongly discourages outside employment. The Program curriculum is rigorous and requires the presence of the student at all classes and rotations. Many hours are committed to classroom work with additional hours dedicated to self-study. If a student feels that it is necessary to work while in the Program, it is advisable that the student inform his/her faculty advisor of this. Program expectations, assignments, schedules, deadlines, and responsibilities will not be altered to adjust or accommodate working students. It is expected that employment will not interfere with a student’s learning experience.

Students may work within the institution while participating in the Federal Work Study Program as long as such work will not interfere in their academic pursuits. When available, students may have the opportunity to seek employment through Pacific Recruitment and Outreach as a student ambassador for the MSCN Program, if approved by the Program based upon student’s academic performance to take on additional work.

Students must not be used to replace clinical or administrative employees during supervised clinical practical experiences. Furthermore, no student will substitute or function as instructional faculty or as the primary instructor for any component of the curriculum.

Student Service Work
In order to avoid practices that might conflict with the professional and educational objectives of the Program and to avoid practices in which students are substituted for regular staff, the following shall be in effect concerning service work:
1. Students may not be hired as employees for any private or public practice, clinic, or institution to perform nutrition services during any time they are part of the MSCN Program under the sponsorship of that specific practice, clinic, or institution. An example of this would be if a student was working at a clinic on the weekends and a student there during the week.
2. Students may not take the responsibility or place of qualified staff.
3. Students may not be given any payments, stipends, or other remuneration for nutrition services performed as part of the MSCN Program.

Volunteer Activities
Community service is an important component of the Clinical Nutrition philosophy. Volunteer work shall not interfere with a student’s academic responsibilities or be conducted at the same time a scheduled classroom or clinical instruction unless prior Program approval has been granted. Students are still required to adhere to all
curricular requirements. Students who wish to volunteer in health-related extracurricular activities (i.e. health tent at a race) must not represent themselves as a Clinical Nutrition student or as a representative of the University of the Pacific Clinical Nutrition Program.

**Student Activities Related to the MSCN Profession**

Leadership development is an essential component of the educational process. This may require that students attend relevant off-campus activities during class/clinical time. Off-campus activities must be in accordance with students’ professional development. It is the responsibility of the student or approved student organization to coordinate the event and receive approval from the Program. Students requesting permission to attend an off-campus conference or program must be in good academic standing. Students must obtain Program approval from their Faculty Advisor to attend any off-campus events. Students attending off-campus events are responsible for making up any missed classes/laboratories or other course assignments. Assignments that are due during the approved absence must be submitted before departure unless other arrangements have been agreed upon with the course coordinator. Attendance at these events will be the fiduciary duty of the student.

**Participation in Clinical Activities**

Students are not allowed to participate in clinical activities, including observation, as a representative of the University of the Pacific, University of the Pacific Clinical Nutrition Program or as a Clinical Nutrition student at a clinical site during enrollment unless the experience is authorized and arranged by the Program. Participation in unauthorized clinical experiences while enrolled is grounds for disciplinary action, including dismissal from the Program.
SECTION 4: PROGRAM SCHEDULE

SCHEDULE OVERVIEW

The Master of Science in Clinical Nutrition (MSCN) is a 16-month, full-time graduate program that integrates didactic courses with supervised experiential learning and research in a rigorous 59-credit program that is completed in four continuous trimesters (fall, spring, summer, fall). Enrollees complete the curriculum as a cohort, with new cohorts starting annually in the fall.

Part-Time Status
The Program does not allow a part-time option for incoming or continuing students. The Program has an integrated lock-step curriculum requiring that all courses each trimester be taken together to facilitate knowledge acquisition and application. Students may not request a part-time curriculum.

Deceleration
Completion of Program curriculum on a decelerated timeline is only permitted as a recommendation by the Student Progress Committee (SPC). Students may not request a decelerated curriculum. Deceleration occurs when a currently enrolled student joins the subsequent cohort. The SPC determines when a student will be required to join a subsequent cohort and what if any coursework must be repeated. Academic standing of a decelerated student is evaluated on an individual basis.

Repeat Coursework
The Program’s integrated curriculum is lockstep. Enrollees complete the curriculum as a cohort. Courses are only offered once a calendar year. The opportunity to repeat coursework is not available unless outlined by the Student Progress Committee (SPC) as a component of a remediation plan. The SPC determines what, if any, coursework must be repeated. At the SPC discretion, a student may be required to repeat any coursework regardless of the grade received during the initial class attempt. The student acknowledges that additional tuition and fees may be incurred with repeat coursework and that said coursework may not be eligible for financial aid. Academic standing of a student repeating coursework is evaluated on an individual basis.

Maximum Hours/Timeframe Allowed
All students are expected to complete degree requirements after having attempted not more than 150% of the number of credit hours of course work required for the degree program, rounded down to the nearest credit. If it is determined at any time within a student’s course of study that he/she will be unable to graduate within the 150% timeframe, the student will become immediately ineligible for financial aid. Please direct questions regarding this policy to the Registrar and/or the Financial Aid Office. Any disciplinary action resulting in content or course remediation may in turn delay a student’s completion of the Program and may result in additional tuition and/or fees.
Reasonable Accommodation
The University of the Pacific will provide reasonable accommodations to students with disabilities otherwise qualified to complete the essential functions of the curriculum. However, such essential functions must be completed by the student in a reasonably independent fashion. The safety and welfare of a patient shall never be put in jeopardy due to an effort to reasonably accommodate a disability.

ACADEMIC PROGRAM CALENDAR

The MSCN Program follows the School of Health Sciences trimester academic calendar, as summarized in the table below.

Holidays and Recess
Pacific observes most federal holidays. During Supervised Clinical Practice Experience (SCPE), students do not follow the university holiday schedule, but rather the holiday schedule for the clinical education site. Students have scheduled time off between the fall and spring trimesters (approximately 3 weeks) and between the summer and fall2 trimesters (approximately 1 week).

<table>
<thead>
<tr>
<th>Fall 2020</th>
<th>Fall 2021</th>
<th>Fall 2022</th>
<th>Fall 2023</th>
<th>Fall 2024</th>
<th>Fall 2025</th>
<th>Fall 2026</th>
<th>Fall 2027</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Campus Classes Begin</td>
<td>8/24</td>
<td>8/23</td>
<td>8/22</td>
<td>8/21</td>
<td>8/26</td>
<td>8/25</td>
<td>8/24</td>
</tr>
<tr>
<td>Labor Day#</td>
<td>9/7</td>
<td>9/6</td>
<td>9/5</td>
<td>9/4</td>
<td>9/2</td>
<td>9/1</td>
<td>9/7</td>
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<tr>
<td>On-Campus Classes End</td>
<td>12/4</td>
<td>12/3</td>
<td>12/2</td>
<td>12/1</td>
<td>12/9</td>
<td>12/8</td>
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<tr>
<td>Final Examinations</td>
<td>12/7-14</td>
<td>12/6-10</td>
<td>12/5-9</td>
<td>12/4-8</td>
<td>12/11-18</td>
<td>12/10-17</td>
<td>12/3-10</td>
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<td>Class Days per semester</td>
<td>71</td>
<td>72</td>
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</tr>
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<table>
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<tr>
<th>Spring 2021</th>
<th>Spring 2022</th>
<th>Spring 2023</th>
<th>Spring 2024</th>
<th>Spring 2025</th>
<th>Spring 2026</th>
<th>Spring 2027</th>
<th>Spring 2028</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Campus Classes Begin</td>
<td>1/4</td>
<td>1/3</td>
<td>1/3</td>
<td>1/8</td>
<td>1/6</td>
<td>1/5</td>
<td>1/4</td>
</tr>
<tr>
<td>Martin Luther King Day#</td>
<td>1/18</td>
<td>1/17</td>
<td>1/16</td>
<td>1/15</td>
<td>1/20</td>
<td>1/19</td>
<td>1/18</td>
</tr>
<tr>
<td>President’s Day#</td>
<td>2/15</td>
<td>2/21</td>
<td>2/20</td>
<td>2/19</td>
<td>2/17</td>
<td>2/16</td>
<td>2/15</td>
</tr>
<tr>
<td>On-Campus Classes End</td>
<td>4/6</td>
<td>4/5</td>
<td>4/5</td>
<td>4/9</td>
<td>4/8</td>
<td>4/7</td>
<td>4/6</td>
</tr>
<tr>
<td>Class Days per semester</td>
<td>65</td>
<td>65</td>
<td>65</td>
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<th>Summer 2021</th>
<th>Summer 2022</th>
<th>Summer 2023</th>
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<th>Summer 2025</th>
<th>Summer 2026</th>
<th>Summer 2027</th>
<th>Summer 2028</th>
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</thead>
<tbody>
<tr>
<td>Independence Day#</td>
<td>7/5</td>
<td>7/4</td>
<td>7/4</td>
<td>7/4</td>
<td>7/4</td>
<td>7/3</td>
<td>7/5</td>
</tr>
<tr>
<td>On-Campus Classes End</td>
<td>7/27</td>
<td>7/26</td>
<td>7/25</td>
<td>7/30</td>
<td>7/29</td>
<td>7/28</td>
<td>7/27</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>7/29-8/5</td>
<td>7/28-8/4</td>
<td>7/27-8/3</td>
<td>8/1-8</td>
<td>7/31-8/7</td>
<td>7/30-8/6</td>
<td>7/29-8/5</td>
</tr>
<tr>
<td>Class Days per semester</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>65</td>
</tr>
</tbody>
</table>

Updated 8/10/2020; Schedule subject to revision.
# Indicates an observed holiday, with no classes on these days; however, the student is expected to work the schedule of their assigned preceptor if holiday occurs during SCPE rotation.

PROGRAM COURSEWORK AND SCHEDULE

The first trimester is dedicated to didactic coursework to establish a strong foundation of knowledge and competencies in preparation for subsequent supervised clinical practice experience (SCPE) rotations. The second and third trimesters have compressed six-week didactic courses followed by ten weeks of SCPE rotations during which students are in rotation 4.5 days and spend a half-day on Friday afternoons in a virtual face-to-face (F2F) classroom with the MSCN program clinical education director and other faculty members for debriefing sessions.

The figure below shows the coursework, delivery modality and schedule for each trimester:

<table>
<thead>
<tr>
<th>Course #</th>
<th>FALL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 didactic courses</td>
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<tr>
<td></td>
<td>Credits</td>
</tr>
<tr>
<td>NUTR 201</td>
<td>Evidence Based Practice &amp; Scientific Inquiry</td>
</tr>
<tr>
<td>NUTR 203</td>
<td>Advanced Nutrition Assessment, Physical Exam &amp; Diagnosis</td>
</tr>
<tr>
<td>NUTR 205</td>
<td>Advanced Nutrition Counseling &amp; Education</td>
</tr>
<tr>
<td>NUTR 207</td>
<td>Advanced Medical Nutrition Therapy I</td>
</tr>
<tr>
<td>NUTR 209</td>
<td>Nutritional Pharmacology &amp;Therapeutics</td>
</tr>
<tr>
<td>Total Units</td>
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</table>

SPRING

2 didactic courses in first 6 wks + 10 wks SCPE rotations (4.5 d/wk + 0.5 d in virtual debrief with cohort and faculty)

<table>
<thead>
<tr>
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<th>FALL 1</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2 didactic courses</td>
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<tr>
<td></td>
<td>Credits</td>
</tr>
<tr>
<td>NUTR 211</td>
<td>Advanced Medical Nutrition Therapy II (6 weeks)</td>
</tr>
<tr>
<td>NUTR 213</td>
<td>Health Care and Food Systems Management (6 weeks)</td>
</tr>
<tr>
<td>NUTR 287A</td>
<td>Supervised Clinical Practice Experience I (10 weeks)</td>
</tr>
<tr>
<td>Total Units</td>
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</table>

SUMMER

2 didactic courses in first 6 wks + 10 wks SCPE rotations (4.5 d/wk + 0.5 d in virtual debrief with cohort and faculty)

<table>
<thead>
<tr>
<th>Course #</th>
<th>FALL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td>Credits</td>
</tr>
<tr>
<td>NUTR 215</td>
<td>Global &amp; Public Health Nutrition (6 weeks)</td>
</tr>
<tr>
<td>NUTR 287B</td>
<td>Supervised Clinical Practice Experience II (10 weeks)</td>
</tr>
<tr>
<td>NUTR 217</td>
<td>Capstone I (Practice Based Research Methods) (6 weeks)</td>
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<tr>
<td>Total Units</td>
<td></td>
</tr>
</tbody>
</table>

FALL 2

2 didactic courses in first 6 wks + 10 wks SCPE rotations (4.5 d/wk + 0.5 d in virtual debrief with cohort and faculty)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUTR 219</td>
<td>Nutrition Leadership and Innovation (6 weeks)</td>
<td>2</td>
<td>H</td>
</tr>
<tr>
<td>NUTR 221</td>
<td>Capstone II project (6 weeks)</td>
<td>3</td>
<td>H</td>
</tr>
<tr>
<td>NUTR 287C</td>
<td>Supervised Clinical Practice Experience III (10 weeks)</td>
<td>9</td>
<td>E</td>
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<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>14</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>MSCN Degree Total</strong></td>
<td><strong>59</strong></td>
<td></td>
</tr>
</tbody>
</table>

I: In Person   E: Experiential Learning   H: Hybrid

**ATTENDANCE POLICIES**

**Attendance**
The Program requires all students to be available for class and instructional activities from 8:00 am – 6:00 pm Monday through Friday regardless of the posted class schedule. Due to the nature of the Program, courses, lectures, and exams may need to be moved on short notice. Students are expected to check the Program calendar frequently.

The Program’s curriculum is designed to provide the education and professionalism training required to be a competent clinical registered dietitian nutritionist. Reliability and punctuality are expectations of professionals in the workplace. Attendance at all classes is considered an aspect of professional responsibility and individual dependability. The Program is fast-paced and builds upon previous instruction. In addition, class discussions and other interactions aid in the development of the clinical registered dietitian nutritionist role. Important information may only be presented once, therefore the Program requires students to attend all lectures, activities, clinics, and other scheduled functions. This includes arriving on time and remaining until the class, clinic, or other function has ended. Since attendance is required of all students, formal attendance will be taken.

Occasionally, students may be required to attend educational events on the weekends. Should this be required, notification will be provided in advance. Additionally, students may be required to attend remediation on academic content during the inter-trimester breaks. Students may also be required to attend a disciplinary meeting during the inter-trimester break.

**Tardiness**
Punctuality and attendance are markers of professional behaviors and attitudes. Tardiness, early departures, and absence from classes are not conducive to optimal learning for any student in the Program. It is your responsibility and an expectation of professional behavior to arrive on time, be prepared for class on time (with your gear stowed before class begins) and remain for the entire class period.
Arriving on time demonstrates respect for instructors and peers. Tardiness in the didactic phase of training has been linked to tardiness and other unprofessional behaviors in the clinical phase of training and as a professional. Therefore, repeated tardiness is considered a professionalism issue. Repetitive tardiness or early departure may result in referral to the Student Progress Committee for disciplinary action.

Late students are fully responsible for the material covered during the time missed. Tardiness will be tracked by the Program across all courses. Two episodes of tardiness shall result in a meeting with the student’s faculty advisor. Three episodes of tardiness shall result in an unexcused absence. Two unexcused absences may result in referral to the Student Progress Committee.

**Absences**

While it is the Program policy that students attend all classes, discussions and other Program related functions, the Program understands a student may have exceptional events which might keep them from classes or Program activities. Students are not permitted to take “vacations” while enrolled in the Program. Students are responsible for all material and examinations missed during their time away. Assignments that are due during an approved absence must be submitted before departure unless other arrangements have been agreed upon with the course instructor.

Students in supervised clinical practice experience must attend all rotations and adhere to the rotation’s schedule.

**Planned Absences**

Planned absence requests will be submitted to the student’s faculty advisor. The faculty advisor shall determine if an absence is approved as excused or is unexcused.

**Unplanned Absences**

Illness and family emergencies (i.e. not routine activities that can be scheduled to accommodate a Clinical Nutrition student’s education and career) are generally the only acceptable reasons for an unplanned absence.

**Program Notification of Unplanned Absences**

Students are required to notify the Program of any absence and the reasons for the absence by calling 916-325-4659 (Program Administrative Assistant) and emailing their current course instructor if the absence is anticipated 24 hours in advance. If 24 hours advance notice is not feasible (e.g. the student got sick during the night), notification by phone and/or email as soon as possible is acceptable. Sending messages through classmates is not an acceptable form of notification.

**Excused/Unexcused Absences**

Student absences will be monitored by the Program. Two unexcused absences may result in referral to the Student Progress Committee. Students with excessive absences, excused or unexcused, may be referred to the Student Progress Committee for disciplinary action.
SECTION 5: SUPERVISED CLINICAL PRACTICE EXPERIENCE

SUPERVISED CLINICAL PRACTICE EXPERIENCE OVERVIEW

An essential component of ACEND’s Future Education Model (FEM) and Competency-Based Education (CBE) is supervised experiential learning. The MSCN Program plans 1200 hours of supervised experiential learning through:

- Supervised Clinical Practice Experience (SCPE) rotations in professional work settings throughout the region (up to 1080 hours)
- Alternate authentic work experiences, including complex case studies, simulations, standardized patient exercises, and role-playing – scheduled within didactic courses to practice, apply and demonstrate competency (120 alternate experiential hours)

SCPE COURSES

During the last three trimesters of the MSCN program, students complete Supervised Clinical Practice Experience I, II, and III (NUTR 287A, 287B, and 287C, respectively). The MSCN program curriculum plans for 30 weeks of supervised clinical practice experience (SCPE) representing the diverse individual and population care delivery settings that registered dietitian nutritionists apply their clinical training and leadership across the continuum of care. The program approaches SCPE holistically and aims to offer learning opportunities with rotations in innovative and expanding areas of practice. SCPE rotations are summarized below, indicating the rotation type and duration (in weeks). SCPE rotations are scheduled within the 10-week blocks afforded by the trimester schedule. While the sequence of rotations will differ for each student, all students complete SCPEs including the same ACEND® Future Education Model (FEM) Graduate Degree Competencies.

Pacific affiliates with clinical education sites throughout California and some out-of-state facilities. The MSCN program is responsible for identifying SPCE clinical education sites and preceptors, and creates the rotation schedule for each student depending on site availability and student needs. It is not the responsibility of students to secure clinical placements. However, students are responsible for making arrangements for their housing and/or commuting plans to assigned clinical education sites, at the student’s expense.
SCPE CURRICULUM

SCPE rotations and learning activities are planned based on the ACEND® Future Education Model (FEM) Graduate Degree Competencies. The Pacific MSCN program has selected specific competencies and performance indicators for each rotation relevant to the practice setting.

Rotation Descriptions
Rotation Descriptions have been developed for each SCPE rotation to orient students and preceptors to the:
— general rotation description;
— facility settings and preceptor;
— populations served in the rotation practice setting;
— supervised experiential learning hours planned in the curriculum;
— ACEND® competencies and performance indicators selected;
— planned learning activities that fulfill the competencies that student can expect to perform; and
— assessment of student learning and competence / performance evaluation methods.

EXXAT OVERVIEW

The MSCN Program utilizes EXXAT, an online clinical education management platform, to manage and coordinate students’ SCPE rotations – including:
— Student profiles and pre-rotation screening requirements (health/immunization, background checks, drug testing, and other required documents)
— Clinical placements of students with clinical education sites
— Performance evaluations
— Student timesheets
— Student patient logs

PACIFIC MSCN PROGRAM RESOURCE EXXAT PAGE

The program uses the following webpage within EXXAT to house MSCN Program Resources:

Students and preceptors can access this public page to review and/or download:
— NUTR 287 Course Syllabi
— Rotation Resources:
  o Rotation Description(s) for their assigned rotations
  o Rotation Resource Packet for their assigned rotations
  o Rotation Day One Checklist
— EXXAT How-to Guides for Preceptors:
  o Completing the rotation performance evaluation
  o Approving student timesheets
— Preceptor Orientation and Training and RDN Preceptor CPEU resources
STUDENT RESPONSIBILITIES WHILE PARTICIPATING IN SCPE

In addition to the policies and requirements described in Section 3 Matriculation/Getting Started, this section defines additional requirements applicable to the SPCE setting. Students must adhere to the following guidelines during their participation in the clinical year.

MAKING PERSONAL ARRANGEMENTS FOR HOUSING AND TRAVEL

Pacific affiliates with clinical education sites throughout California and some out-of-state facilities. Students are responsible for making arrangements for their housing and/or commuting plans to assigned clinical education sites, at the student’s expense. Students may be eligible to rent temporary housing on the Stockton or Sacramento Pacific campus to be in closer proximity to some clinical education sites (subject to availability).

CONTACTING PRECEPTOR BEFORE ROTATION

Students are responsible for emailing the assigned preceptor at the clinical education site at least 6 weeks before the start of the rotation to establish contact to:
  — introduce themselves;
  — request the projected rotation schedule and hours and confirm physical location (to assist with planning housing and/or commute);
  — verify and complete site-specific onboarding requirements;
  — verify pre-rotation assignments; and
  — ask if any special instructions for parking or site dress code.

SITE REGULATIONS

Students must comply with all rules, regulations, bylaws, and policies of the clinical education site. Students are responsible for accessing and completing all site-specific onboarding requirements in EXXAT before the start of the rotation. Failure to do so will result in delay or removal from the rotation and may result in additional disciplinary action.

PREPARATION

Students are expected to complete all pre-rotation assignments by the first day of the rotation, including the Rotation Resource Packet (located in EXXAT).

Students must report to clinical education sites fully prepared to start work at the time designated by the preceptor, with all necessary resources and equipment (e.g. clinical references, completed assignments, etc.).
ATTENDANCE

Students are expected to adhere to the student schedule determined by the preceptor. In the event of illness or emergency necessitating absence from the clinical education site, students are required to contact the preceptor and the clinical education director (by email) prior to the scheduled shift. A student may be required to make up time lost as a result of excused absences, unless specifically exempted by the preceptor and clinical education director. Unexcused absences should be reported to the program.

TIMESHEETS

Students are responsible for completing timesheets of supervised experiential learning hours and shall route weekly on Fridays to the preceptor via EXXAT for preceptor sign-off.

TIMELINESS

It is the responsibility of the student to report to clinical sites promptly at assigned times designated by the preceptor. If a student feels they will be late they must contact the preceptor. Repetitive lateness should be reported to the program.

Students must also submit all required assignments and forms by their designated due date. Repetitive paperwork/assignment tardiness may result in disciplinary action.

IDENTIFICATION AND ATTIRE

Students must wear their Pacific-issued photo ID badges at all times and identify themselves with patients as “clinical nutrition student.” Students are expected to dress in conservative attire and present a clean neat appearance. Please refer to Section: Matriculation/Getting Started for further detail.

STUDENT ROLE

Students must be aware of their limitations as students and of the limitations pertaining to RDN practice. Students at clinical sites must always work under the supervision of a preceptor. Students must not be used to replace employees. Students may not function in the place of an employee or assume primary responsibility for a patient’s care. The student is to contact the Program immediately with any questions or concerns about the student’s role at a site.

LEARNING AND PROFESSIONAL ATTITUDE

Students must take an active part in the learning process during their clinical education. Students should show initiative and an eagerness to learn. Preceptors have very different teaching styles and time constraints. Students must be assertive in pursuing their educational goals, but never aggressive nor disrespectful. In general, preceptors
are likely to invest more time and energy teaching students who demonstrate significant interest and effort. Students are expected to manage their time well and use any slow periods for additional review of resources. Students are responsible for all assignments given by the preceptor and the Program. Students are expected to welcome feedback, accept constructive feedback without defensiveness or excuses and incorporate the feedback to change behavior. Students are responsible for self-evaluation as well as completion of a Patient Log in EXXAT to monitor the breadth and depth of nutrition services and types of populations served.

FLEXIBILITY

MSCN education involves instruction from practicing clinicians with unpredictable schedules and various teaching styles. At times, clinical rotations may need to be adjusted with short notice. The Program requires students to be flexible and tolerant of changes. Student schedules are based upon their preceptor schedules and site operations. Students are expected to maintain a positive attitude and appropriate communication skills when changes occur.

Demeanor

Students must conduct themselves in a professional and courteous manner at all times displaying respect for the privacy, confidentiality, and dignity of patients, preceptors, faculty, staff, health care workers, and fellow students. Displays of aggression, argumentative speech (in verbal and/or written correspondence), threatening language or behavior, inappropriate sexual conduct or speech, demeaning language, and behavior and language that is deemed to be insensitive to, or intolerant of, race, religion, gender, sexual orientation, and ethnicity to and/or overhead by Program faculty, a preceptor, staff, and/or patient will not be tolerated. Students displaying this type of behavior will be referred to the Student Progress Committee, which may result in disciplinary action including possible dismissal from the Program.

INTEGRITY

Students must display the highest ethical standards expected of a health care professional.

CONFIDENTIALITY

In compliance with HIPAA Standards, students must respect and maintain the confidentiality of patients. Students are not permitted to discuss any patients by name or any other identifiable means outside the clinical encounter. For academic presentations and documentation assignments, all identifiable patient information must be removed as per HIPAA requirements.
HEALTH AND SAFETY

Student Conduct
Any student whose actions directly or indirectly jeopardize the health and safety of patients, faculty, clinical site staff, or fellow students may be immediately removed from the clinical site and/or face disciplinary action. Removal from a clinical rotation may prolong the length of the program and delay the student’s graduation.

Personal Safety
A student’s personal safety is very important. Students are advised to call 911 for all emergencies. The University and Program recommend that all students be aware of their surroundings at all times and utilize common sense security techniques (i.e. keeping one hand free, locking their car and concealing valuables from view in car.) Additionally, the University and Program recommend that students utilize any available safety systems present at clinical rotation sites, such as security escorts to their car. If at any time a student does not feel safe in a clinical rotation site, the student is to notify the Program immediately. Students are expected to notify the Program immediately if a crime occurs. For additional campus/facility and crime awareness information, please refer to Section 14 of the Student Handbook.

Student Illness or Injury at the Site during SCPE
MSCN graduate students who are injured or become ill during SCPE will be sent to University Student Health Services, Emergency Room or private physician as appropriate. The student should notify the clinical education director or program director. Preceptors, clinical education director, program director or other authorized personnel will make the clinical judgment to send the MSCN graduate student to seek medical care.

On-Campus SCPE
The supervising manager on duty will complete an accident report if the MSCN graduate student is injured on the job. The MSCN graduate student will take this form to Employee and/or University Student Health Services and/or the Emergency Department.
The MSCN graduate student will be sent to University Student Health Services, Monday through Friday, during normal business hours. On weekends and/or after hours, the MSCN graduate student will be sent to the Emergency Department at their own health insurance expense, unless the injury was job related.

Off-Campus SCPE
If the MSCN graduate student is injured at an offsite SCPE rotation, the MSCN graduate student should contact the Preceptor and Site Supervisor at the SCPE rotation and the Pacific clinical education director immediately. The Site Supervisor or supervisor on duty will complete an injury report per site procedure if the MSCN graduate student is injured on the job.
In the event of a crisis situation, call 911 to attend to the emergency. If the event is an emergency, the student should seek emergent help and notify the preceptor and clinical education director as soon as possible. Students must adhere to exposure protocol of the program and site. Students must immediately report any blood/body fluid exposure(s) to their preceptor, clinical education director, and any hospital personnel (if instructed by their preceptor). Students are expected to submit claims to their own medical health insurance. The Program and University are not responsible for the health care costs accrued if an exposure occurs.

NON-DISCRIMINATION

Students shall deliver quality health care service to patients without regard to their race, religion, gender, creed, national origin, sexual orientation, socioeconomic status, disability, disease status, legal involvement, or political beliefs.

IMPAIRMENT

Students shall not appear at the University or clinical sites under the influence of alcohol or drugs. Should this occur, the student will be immediately removed from the rotation and referred for disciplinary action.

PROBLEMS OR CONCERNS

Students should initially attempt to work out any minor problems with their preceptor or supervisor. If the student continues to perceive a problem, including personality conflicts, communication issues, supervision, or inadequacy of the learning experience, he/she should contact the clinical education director.

STUDENT SELF-EVALUATION DURING SCPE

Students are required to complete a reflective practice activity at the end of each rotation, and are then expected to briefly share these reflections with the incoming preceptor on the first day of the next rotation to facilitate rotation goal setting.

STUDENT EVALUATION OF CLINICAL EDUCATION SITE, ROTATION, AND PRECEPTOR

Students are required to complete an online evaluation of the SPCE clinical education site, rotation, and preceptor upon completion of the rotation. De-identified feedback is aggregated and shared with sites. This feedback is valuable for continuous program/curricular improvement.
REGISTRATION AND FINANCIAL OBLIGATIONS

Students in SCPE rotations must adhere to deadlines concerning tuition bills, financial aid, registration, and relaying current contact information. Students are responsible for ensuring correct registration for the appropriate rotations. Failure to do so may result in removal from clinical rotations, delay in program completion, and additional tuition/fees. Delayed program completion may impact a student’s eligibility for financial aid.

PROGRAM RESPONSIBILITIES FOR SCPE

STUDENT PREPARATION FOR SCPE

The MSCN Program adequately prepares the students for their SCPE rotations, including pre-requisite coursework and advising sessions. Supervised experiential learning activities are planned in the didactic courses to give students meaningful simulation of electronic health records, documentation of their nutrition assessments, and practice working with clients or standardized patients. Debriefing sessions are scheduled for SCPE orientation.

In addition, the Program requires all students to complete a background screening, toxicology screening, student health clearance and required immunizations. This information is managed in EXXAT and can be provided to clinical education sites upon request.

SITE IDENTIFICATION AND EVALUATION

The MSCN Program identifies and verifies eligibility of clinical education sites and preceptors.

AFFILIATION AGREEMENTS

The Program develops and maintains affiliation agreements with all clinical sites, in coordination with the School of Health Sciences clinical education liaison.

CLINICAL EDUCATION SITE PLACEMENT

The MSCN clinical education director determines clinical education site placements for each trimester in EXXAT depending on site availability and student needs.

ROTATION CURRICULUM

The Program develops a Rotation Description for each rotation type, rotation performance evaluations, and rotation tools to support preceptors (including a Rotation Resource Packet, Rotation Day One Checklist).
PRECEPTOR ORIENTATION

The Program provides preceptor orientation and training via:
- Preceptor Handbook
- Scheduled orientation and training sessions

PROFESSIONAL LIABILITY INSURANCE

Pacific provides medical liability insurance for all MSCN students. Students are responsible for their own safety in travel to and from assigned rotations during the program.

ROTATION EVALUATION AND COURSE GRADING

The Program provides ongoing assessment and monitoring of student rotation performance and progress towards competency attainment and can addend rotation performance evaluations accordingly.

The Program is also responsible for assigning a final course grade for SCPE trimesters.

PROBLEMS OR CONCERNS

The Program will interact with all preceptors, sites, and students and be available to respond to any problems or concerns. Should problems arise at the site, the Program retains the right to remove a student from a rotation.

STUDENT SUPPORT

Student advising is an important component of the educational process. Regular meetings with advisors keep communication channels open and enable mentoring relationships to develop. During SCPE, the clinical education director is the primary point of contact for all issues related to a clinical education site or placement. Students are still required to meet with their faculty advisor at least twice each trimester to review and address academic, psychological, psychosocial and professionalism issues.

The Program maintains an open-door policy allowing students to consult with faculty as desired for academic, psychological and/or psychosocial issues. Students may also self-refer to University student support services for academic, psychological and/or psychosocial issues. Advising is particularly important when a student encounters academic or clinical difficulty. Therefore, students are advised to meet with the clinical education director or faculty advisor in the event of rotation difficulties or failure.

PRECEPTOR RESPONSIBILITIES FOR SPCE

Preceptors comprise both registered dietitians and other health care professionals, including nutrition-related supervisors/managers, and professional preceptors who are
chosen by the Program to facilitate students’ clinical education. The preceptor plays a vital role in the educational process. The preceptor acts as a clinical and professional resource while students apply the knowledge and skills obtained during didactic education. The preceptor is responsible for the on-site supervision, training, assessment and evaluation of the MSCN student.

PRE-ROTATION RESOURCE PACKET

The preceptor needs to create a brief packet using the Rotation Resource Packet Tool. This document is loaded into EXXAT by the clinical education director. The template provides space to list the following, and the student is expected to complete the packet to prepare for the rotation by looking up definitions/descriptions of these items (i.e. preceptor does not need to include “answers” to the listed items; student will need to look these up):

- Rotation Key Contacts
- Common diagnoses seen in this rotation (as applicable)
- Terms and Abbreviations to become familiar with
- Medical terms/conditions/procedures to become familiar with (as applicable)
- Reading assignments – if there are key articles or practice standards
- Written assignment you wish to develop such as question sets (such as practice calculations)
- Suggested resources – if you have recommendations for additional resources

DEVELOP THE STUDENT’S SCHEDULE

The preceptor determines the student’s schedule for the rotation. Students are expected to work at the site at least 36 hours per week to fulfill supervised experiential learning hours requirements; if variations are anticipated, the preceptor shall communicate with the clinical education director.

Students are expected to adhere to the preceptor’s work schedule. With the exception of the weekly Friday afternoon debriefing that students are required to attend for Pacific, the student will work the regular schedule of the preceptor – which may include weekends or varied shift lengths if not the traditional Monday through Friday schedule.

Pacific asks preceptors to prepare the projected schedule for their assigned student at least six weeks before the rotation (as students may be relocating and securing housing) and to email to the student and clinical education director.

Student tardiness or unexcused absences should be reported to the program.

PRE-ROTATION COMMUNICATION

The student initiates pre-rotation communication with the Preceptor. Preceptors can expect to receive an email from their assigned students approximately 6 weeks before
the start of the rotation and be prepared to discuss the items described under Student Responsibilities for SCPE: Contacting Preceptor Before Rotation.

**STUDENT ORIENTATION**

The Rotation Day 1 Checklist is used to help the preceptor orient the student and set the stage for the preceptor-student relationship. This checklist covers key topics for:

- facility health and safety
- facility tour and staff introductions
- review resource packet/introduce key features of their rotation
- communicate expectations as the preceptor
- introduce their workflow and thought process

**STUDENT SUPERVISION**

The preceptor is responsible for the overall supervision of the MSCN student’s educational experience at the clinical education site. While on rotations, the MSCN student will be supervised in all their activities commensurate with the complexity of care being given and the student’s own abilities.

Students do not hold the same duty of patient care as the registered dietitian. The registered dietitians retain all responsibility for the patient’s evaluation, assessment, plan, and patient education. An assigned qualified practitioner must be at the facility (and available for remote tasks) while the student is performing patient care tasks. The student must know who this person is and how to contact them.

The preceptor also retains full legal responsibility to obtain informed patient/parental consent prior to student evaluation of a patient.

**Observation of Student Skills**

Especially early in the rotation, the preceptor should observe the student performing clinical or professional functions prior to allowing the student to perform independently. Preceptors will use observation as one of their methods for evaluating student performance. It is not necessary that the preceptor observe these functions for all patients. The students will be expected to present patient cases to the preceptor and have received training and practice giving patient report during didactics.

**Co-signing Medical Record Documentation**

All encounter notes completed by the student must be co-signed by the registered dietitian responsible for the patient’s care. The preceptor retains full responsibility for the content of the medical record. If the practice uses an Electronic Health Record (EHR) system, students should be provided with a student ID and password. Students cannot use the preceptor’s ID and password. Please notify the clinical education director if student EHR access is limited at your clinical education site to discuss options – which
may include the student simulating documentation for their assigned patients and/or providing additional case presentations to the student.

Co-signing is also a valuable teaching method to give feedback to the student on their application of the Nutrition Care Process and nutrition documentation standards.

ASSIGNMENT OF LEARNING ACTIVITIES

Direct Patient Care
Students should spend as much time as possible involved in supervised hands-on patient care activities – “learning by doing!” Students shall be directly involved in the evaluation and management of patients based on the preceptor’s judgment and the individual student’s skill and/or knowledge level. Patient encounter volumes vary depending on the specialty, location and practice. The preceptor should assign the students to appropriate clinical oriented activities such as:

— patient assessments (including the nutrition-focused physical exam)
— nutrition care process development, recommendations, monitoring, and documentation
— diagnosis and treatment research
— case studies related to rotation
— interdisciplinary rounding or communication

Students maintain a formal Patient Log within EXXAT to monitor their experience with various patient populations over their SCPE rotations. The preceptor and student can review this log each rotation to help guide goal setting with assessing target patient populations.

Project-based Activities
Some rotations do not involve direct patient care, but rather concentrate on ACEND® competencies in project, program or service development, execution and evaluation. In these rotation settings, preceptors are expected to assign and discuss these activities on the first day of the rotation and communicate expectations for the deliverables and evaluation of work.

Teaching Activities
The preceptor should allow time for teaching activities. This can be accomplished in a variety of ways such as structured teaching rounds, chart review periods, reading assignments, hallway or informal consultations between patient encounters, and/or discussion of written assignments (e.g. Rotation Resource Packet – discuss key articles, review case studies). It is expected that the preceptor will model, expose students to, and teach in accordance with, current evidence-based practice and accepted standards of care.

STUDENT PERFORMANCE EVALUATION
The preceptor is expected to provide **ongoing formative verbal feedback** to support the student’s growth. The preceptor will **formally assess** the student’s performance using the online EXXAT rotation performance evaluation form and discuss with the student at:

- the rotation mid-point
- the end of the rotation (ideally the last day)

The Preceptor Handbook provides an overview of the evaluation process.

**PRECEPTOR SIGN-OFF ON STUDENT TIMESHEETS**

Students are responsible for managing a daily timesheet of supervised experiential learning hours on EXXAT in compliance with ACEND® Standards. Preceptors will receive an automated email notification from the student via EXXAT with a link that sends them to the weekly timesheet. The preceptor needs to review and sign off electronically on the timesheet.

**PROBLEMS OR CONCERNS**

Preceptors should initially attempt to handle minor problems directly with the student and should contact the clinical education director for major or persistent problems or concerns about the student’s performance. The clinical education director is available for advising with the preceptor to clarify expectations or problem-solve situations the preceptor has encountered.

The clinical education director provides ongoing monitoring of student performance through review of all EXXAT performance evaluations and holds weekly debriefings with the student cohort. The clinical education director also provides periodic 1:1 student advising or refers to their faculty adviser.

**PRECEPTOR SURVEY**

Preceptors will receive an online survey from the program each year of their participation to solicit feedback about the MSCN program. This feedback is valuable for continuous program/curricular improvement.
SECTION 6: ASSESSMENT OF STUDENT LEARNING & COMPETENCE

The ACEND® Future Education Model Graduate Degree Competencies are the basis on which the Program’s curriculum and student learning assessment are built. The student’s demonstration of competence is integrated in the coursework and supervised experiential learning activities throughout the program. As such, the competencies are assessed more than once throughout the curriculum and build on previous knowledge and experience to progress from introductory to more advanced learning activities, skill practice and competency performance – thus providing students multiple opportunities to achieve the competencies at the expected depth and breadth of competence. Competency-based education (CBE) follows the Miller’s Pyramid of Clinical Competence (Miller, 1990), in which competence goes beyond just knowing information, but rather the student shows how to apply the knowledge or does so by performing it in practice. These levels of performance [knows (K), shows (S), does (D)] are designated for each competency and performance indicator by ACEND®.

As is characteristic of CBE, attainment of competence occurs over time and may differ for each student. Assessment of student learning and competence is ongoing (formative and summative) so that feedback to the student is frequent and student-centered to support success throughout the program.

DIDACTIC COURSES

Evaluation Methods
Courses are planned to include both didactic and experiential learning activities which cover the specific ACEND® competencies and performance indicators defined in the syllabus by the Course Learning Objectives/Student Learning Outcomes. These assignments/assessments may include:

- Academic faculty observations
- Capstone II final project
- Capstone research papers such as scoping reviews and systematic reviews
- Case presentations/activities (individual and team based)
- Case study assignments
- Class with lab
- Discussion boards
- Group activity circles, round robins to practice application of skills
- Nutrition-focused physical examinations
- Objective Structured Clinical Evaluations (OSCEs)
- Papers
- Peer evaluations/feedback
- Professionalism assessments
- Projects, which may include oral presentations (individual and team based)
• Quizzes and exams
• Role playing
• Simulation encounters, including standardized patient exercises
• Video recordings and playback to practice application of skills and self-reflective practice
• Other competency-based ‘hands-on’ or ‘real life’ assessments

Didactic Course Grading
At the end of each course, a grade for each student will be submitted to the Registrar. The Program uses the following grading system. The Program does not round grades nor utilize a (+/-) system.

Grading Scale
A = 90.00 – 100
B = 80.00 – 89.99
C = 70.00 – 79.99
D = 65.00 – 69.99
F = < 65.00
W = Withdrawal = Authorized withdrawal from courses after the prescribed period.
I = Incomplete = Inability to complete assigned coursework within the term.

The student must achieve an overall course grade of 80% “B” or higher, while maintaining a minimum trimester and cumulative GPA of 3.00. Failure to meet this requirement shall result in failure of the course.

The MSCN program is a full-time program with a cohort-based plan of study. Students are required to enroll full-time and must advance through a pre-determined curriculum in sequence with their cohort. Students are required to successfully pass each course in a given trimester in order to advance to the subsequent trimester with their cohort and progress in the program. Students who do not pass a course, or who withdraw from a course, may not be able to progress with their cohort in the program. Students may be able to rejoin the program at a later date if allowed by program policy and approved by the program chair/director.

SUPERVISED CLINICAL PRACTICE EXPERIENCE (SCPE) COURSES

Evaluation Methods
Supervised clinical practice experiences are scheduled over multiple rotations which reflect a variety of practice settings, thereby providing the student multiple opportunities to practice and apply the ACEND® competencies and performance indicators listed under the Course Objectives/Student Learning Outcomes. The preceptor may use a variety of assessment methods including:
• Direct observation
• Review of medical record documentation
• Feedback from interdisciplinary healthcare team members based on observation and interactions
• Rotation-specific assignments, such as case studies, question sets, discussions, and projects

SCPE Rotation Performance Evaluations
Each SCPE course (NUTR 287A, NUTR 287B, NUTR 287C) consists of one or more rotations at clinical education sites/settings assigned by the MSCN Program clinical education director. Each rotation serves as a milestone or checkpoint on the student’s progress, with the final rotation performance evaluation conducted determining the degree of mastery of the competencies and performance indicators. Within each rotation, the student’s performance is formally assessed by the preceptor at the following intervals:

• **Mid-point Rotation Performance Evaluation.** The student receives a verbal and written mid-point evaluation from the preceptor during each rotation *(of rotation length greater than one week)* to communicate the student’s progress and identify areas for continued development for the remainder of the rotation. Mid-point performance ratings do not count toward the student’s Rotation Summary – Average Performance Rating.

• **Final Rotation Performance Evaluation.** At the end of each rotation, the student receives a written evaluation from the preceptor. Evaluations rate student performance in rotation learning activities against the ACEND® Future Education Model Graduate Degree Competencies, thereby documenting what the student has done to demonstrate knowledge and competence. Students receive a **Rotation Summary Average Performance Rating** which reflects the average of all the rotation competencies that are assessed. The written evaluation is completed and discussed with the student within three working days of completion of the rotation.

The Program reviews all evaluations and Rotation Summary Average Performance Ratings. If the student achieves a Rotation Summary Average Performance Rating below 3.5 (less than 70%) on a 5-point scale, the clinical education director may meet with the student (and preceptor, as appropriate) for advising to identify the specific competencies needing further practice and development. Depending on the timing of the rotation within the student’s 30 weeks of SCPE, the clinical education director will determine, in coordination with the SPC which monitors students’ academic progress, if a remediation plan for performance improvement is indicated, which may include repeating the SCPE rotation and/or additional SCPE hours to address identified competencies and areas for performance improvement. As consistent with CBE, each student may achieve competence in FEM graduate competencies/performance indicators at different timepoints and, therefore, the need for formal remediation will depend upon the specific competencies and the remaining planned courses/rotations in which assessment occurs in the Program.
SCPE Course Grading
A Pass/Fail grading system is used for SCPE courses.

In order to receive a grade for SCPE courses, the following must be submitted in EXXAT:

- Final rotation performance evaluations (completed by preceptor) for all trimester SCPE rotations
- Student timesheets – signed off by preceptor
- Student evaluations of clinical education site, rotation, and preceptor
- Student self-evaluations
- Patient Log – completed for all rotations with patient/client care

The student must satisfactorily complete all rotations or have successfully completed remediation in order to achieve a SCPE course (NUTR 287A, NUTR 287B, NUTR 287C) grade of Pass.
SECTION 7: STUDENT & PROFESSIONAL CODES OF CONDUCT

Office of Student Conduct and Community Standards
The Office of Student Conduct and Community Standards manages the general student conduct process for students on the Stockton and Sacramento campuses. Pacific has developed policies and procedures to clarify the expectations and standards for students. Each student is responsible for knowing and adhering to all University policies and procedures. The policies are outlined specifically in the Tiger Lore Student Handbook and on the web site at http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Student-Conduct/Tiger-Lore-Student-Handbook-/Pacific-Student-Code-of-Conduct.html

CONDUCT STANDARDS

Student Code of Conduct, University Policies and/or Local, State or Federal Laws
The violation of established policies or procedures and/or local, state or federal laws may constitute a violation of the Student Code of Conduct and University policies. Such violations may include conduct occurring off-campus when students are participating, attending or in some manner connected to a University related activity.

Violations of the Student Code of Conduct and University policies will be referred to the Division of Student Life for disciplinary action. If the violation also violates Program policy for professionalism, the student may be referred to the Student Progress Committee (SPC) for disciplinary action in lieu of or in addition to the Division of Student Life.

Campus Standards
Rather than publish in this handbook a complete and detailed code of the laws, rules, and regulations that students are required to follow, the University and Program declare the intention to uphold all federal, state and municipal laws applicable and expects all students to abide by the Student Code of Conduct and University policies. At the time of admission, each student agrees to follow such standards. Accordingly, any conduct not consistent with responsible and/or lawful behavior may be considered cause for the University to take appropriate administrative, disciplinary or legal action.
In addition, the University acknowledges and actively upholds the adult status of each student with all the rights pertaining thereto and, in accordance with that status, considers each student responsible for his/her own actions.

Honor Code/Academic Integrity
The Honor Code at the University of the Pacific calls upon each student to exhibit a high degree of maturity, responsibility, and personal integrity. All students are required to
sign an honor pledge appropriate to the objectives and relationships of the University. Students are expected to:

- act honestly in all matters;
- actively encourage academic integrity;
- discourage any form of cheating or dishonesty by others; and
- inform the instructor and appropriate University administrator if she or he has a reasonable and good faith belief and substantial evidence that a violation of the Honor Code has occurred.

If the violation also violates Program policy for professionalism, the student may be referred to the Student Progress Committee (SPC) for disciplinary action in lieu of or in addition to the Division of Student Life. If a student is found responsible, it will be documented as part of her or his permanent academic record. A student may receive a range of penalties, including failure of an assignment, failure of the course, suspension, or dismissal from the University.

**Professional Code of Conduct**

Success in the MSCN profession requires certain professional behavioral attributes in addition to content knowledge. Therefore, these professional behavioral attributes – to include empathy, respect, discipline, honesty, integrity, the ability to work effectively with others in a team environment, the ability to take and give constructive feedback, the ability to follow directions, and the ability to address a crisis or emergency situation in a composed manner – are considered to be a part of academic performance.

In keeping with these principles, MSCN students must conduct themselves in a demeanor that is nothing less than professional and consistent with appropriate patient care and adhere to the Professional Code of Conduct. Students will be evaluated not only on their academic and clinical skills, but also on their professional behavioral attributes. Professional conduct surrounds the following, described throughout this Program Handbook:

- Attendance
- Attire
- Communication
- Confidentiality
- Demeanor
- Flexibility
- Health and Safety
- Identification
- Impairment
- Integrity
- Learning and Professional Attitude
- Non-discrimination
- Preparation
- Program Evaluation
- Reliability/Accountability
- Respect
- Self-Guided Learning
- Student Participation in the Learning Process
- Student Role
- Teamwork
- Timeliness
- Weapons

**Respect**
Students are expected to treat all patients, faculty, University staff, clinical preceptors, health care workers, and fellow students with dignity and respect. Students are expected to be respectful of University and Program policies. Students are expected to be able to follow direction and to appropriately express concerns in a professional and respectful manner. Conflicts are to be resolved in a diplomatic and reasoned manner using appropriate communication skills. Students should be sensitive to, and tolerant of, diversity in the student and patient population. Clinical Nutrition education requires a close working environment with other students and includes physical examination of fellow students and discussion groups that may reveal personal information. These situations must be approached with respect for the privacy, confidentiality, and feelings of fellow students.

Students should offer constructive feedback in a thoughtful and reasoned manner that fosters respect and trust. Displays of anger, which include demeaning, offensive, argumentative, threatening language/behavior, or language that is insensitive to race, gender, ethnicity, religion, sexual orientation, gender identity, or disability will not be tolerated. Students must be appropriately responsive to lawful requests from their instructors, preceptors, and clinical sites. Students shall not display disruptive or obstructive behavior at University or clinical sites. Any concerns brought to the Program regarding the student will be addressed and discussed with the student.

**Integrity**
Students are expected to follow all policies in the Professional Code of Conduct outlined in this MSCN Program Handbook, the University Catalog, and the Pacific Tiger Lore Student Handbook. Infractions such as forgery, plagiarism, stealing/copying tests, and cheating during examinations will not be tolerated. MSCN students are also expected to display the highest ethical standards commensurate with work as a health care professional.

**Timeliness**
Students must submit all required assignments by their designated due date. Timeliness is an important aspect of professional behavior. Repetitive tardiness, delay in paperwork/assignment submission in any portion of the Program may result in disciplinary action. Additional information regarding tardiness is noted in the Attendance section.
Reliability/Accountability
Students are expected to accept responsibility and consequences for actions, including mistakes and conflicts. Students are expected to fulfill obligations undertaken and manage time appropriately and effectively.

Impairment
Students shall not appear at the University or clinical sites under the influence of alcohol or controlled substances.

Weapons
Students are not permitted to carry any firearms or other weapons on campus or to clinical sites.

ACADEMY OF NUTRITION & DIETETICS/COMMISSION ON DIETETIC REGISTRATION CODE OF ETHICS

In addition, each student is required to learn and adopt the 2018 Code of Ethics for the Nutrition and Dietetics Profession via in-class training and assessments utilizing the Commission on Dietetic Registration’s Ethics Education Resources:

- [http://www.cdrnet.org/go/and/cdr/cpe_search.cfm](http://www.cdrnet.org/go/and/cdr/cpe_search.cfm)

Students are held by all Code of Ethics Principles:

a. Principle 1: Competence and professional development in practice (Non-maleficence)
b. Principle 2: Integrity in personal and organizational behaviors and practices (Autonomy)
c. Principle 3: Professionalism (Beneficence)
d. Principle 4: Social responsibility for local, regional, national, global nutrition and well-being (Justice)

For any complaints pertaining to a potential infraction in the Academy of Nutrition and Dietetics/Commission on Dietetic Registration Code of Ethics, please first contact the Program Director and/or Clinical Coordinator. Program staff will provide assistance if a formal complaint is indicated.
SECTION 8: ACADEMIC & PROFESSIONAL PROGRESS

ACADEMIC AND PROFESSIONAL PROGRESS

Academic Progress
Satisfactory academic progress must be evident and demonstrated by students in the Program in order to continue in the Program. Satisfactory academic progress is defined as earning a grade of ‘B’ (80%) or higher in each didactic course and ‘Pass’ grade in each SCPE course. Any failure to progress academically up to and including the failure of a course may be cause for referral to the Student Progress Committee (SPC).

Professional Progress
Professionalism is as important as, and holds equal importance to, academic progress. Students are expected to demonstrate the legal, moral, and ethical standards required of a health care professional and display behavior that is consistent with these qualities.

Professionalism and professional ethics are terms that signify certain scholastic, interpersonal and behavioral expectations. Among the characteristics included in this context are the knowledge, competence, responsibility, accountability demeanor, timeliness, organization, communication, attendance, accepting feedback, appearance, mannerisms, integrity, and morals displayed by the students to faculty, staff, preceptors, peers, patients, colleagues in health care and other educational settings and the public. The Program expects respect and professional demeanor from students.

ACADEMIC STANDING

All students must meet satisfactory progress toward curriculum completion within the Clinical Nutrition program (Program). Students must meet the minimum standards and requirements set by the Program and University of the Pacific to remain in good academic standing. Academic Standing Categories are:

- good standing – graduates are required to maintain a cumulative minimum GPA of 3.0 and earn a grade of P (Passing) on all coursework required for the degree.
- probation
- dismissal

CLINICAL COMPETENCY
Prior to taking a course that includes an experiential component, students are required to demonstrate that they have the necessary skills, aptitude and competencies to successfully complete the course. The Program has the discretion of denying or terminating enrollment in these courses to students evaluated as not possessing the necessary clinical competencies. Students who do not demonstrate adequate clinical
and experiential competency can be dismissed from a degree program, regardless of academic standing.

STUDENT PROGRESS COMMITTEE

Student Progress Committee (SPC)
The committee is comprised of Clinical Nutrition faculty members and may include other University or SHS faculty. The SPC reviews and discusses student records and academic standing. The SPC may discuss student records with appropriate faculty members and/or preceptors in evaluating optimal progress towards competence or determining an appropriate course of action for students experiencing academic and/or professional conduct difficulties in the Program. The SPC may choose to request the appearance of the student during a SPC meeting. The SPC may assign remediation. The SPC also makes the determination of academic standing and may institute correction action such as probation, suspension, or dismissal. Remediation plans or changes in academic standing are communicated to the student in writing.

MONITORING STUDENT LEARNING AND PERFORMANCE
Student learning and performance is monitored by way of formative assessments of planned assignments in courses and ongoing feedback provided by preceptors during SCPE rotations, including the formal mid-point rotation performance evaluation. Student-faculty advisor meetings twice a trimester also facilitate monitoring of student progress towards competency attainment. These formative assessment strategies can support early detection of deficiencies so that jointly the faculty member or preceptor can work with the student to identify a plan to address the specific performance issues to support student success in summative assessments.

Student learning and performance is also monitored though summative assessments, such as major course assignments or course grades, or final rotation performance evaluations. Each trimester, the faculty advisor shares with the student a report of student performance and progress. Advising sessions are logged on the advising meeting summary form, signed by both the student and advisor, and placed in the student’s file.

MONITORING SUPERVISED EXPERIENTIAL LEARNING HOURS
The Program also tracks each student’s supervised experiential learning (SEL) hours in professional work settings (SCPE timesheets) and other supervised experiential learning activities, such as course simulations, case studies, role playing, and interprofessional education and interprofessional collaborative practice. The Program monitors each student’s progress towards achievement of the Program’s 1200 SEL hours.

REMEDICATION
In a competency-based education program, students may require more exposure through additional learning activities to achieve competence in all of the FEM graduate
competencies. Student performance issues or gaps in competence can be detected in summative assessments, such as major course assignments or course grades, or final rotation performance evaluations. Student-faculty advisor meetings also serve as checkpoints. Formal remediation may be used to document an action plan in order to improve or rectify progress towards competence, move unsatisfactory student performance to satisfactory student performance, and/or address deficiencies in professional technical standards or conduct. In CBE, for example, when a student has not achieved a specific competency, and the competency is not addressed again in subsequent courses, an additional learning activity or activities may be documented on a formal remediation plan. The remediation plan provides clarity to students and the Program on the gaps identified and actions determined to support the student’s progression towards competence.

Students must have access to remedial instruction.

**Determination of Remediation Plan:**
- Remediation plans will be developed by the SPC and be assigned a specific time period for completion and be presented to the student as a formal remediation development plan, outlining the identified area for development, competency/performance indicator, remediation goal, the learning plan/activity and evaluation strategy, and the timeline and expectations.
- Remediation plans/decisions cannot be appealed.

**Plan Implementation:**
- The SPC chair(s) will work with an assigned faculty member/preceptor to implement the remediation plan.

**Plan Monitoring:**
- Remediation plans are monitored by the assigned faculty member/preceptor in coordination with the SPC.
- Remediation monitoring is documented on the remediation plan form as needed throughout the remediation process, summarizing the student’s progress and compliance with remediation requirements. The frequency of progress checks will vary depending on the duration and components of the remediation plan.

**Post Completion Reevaluation:**
- At the completion of the remediation period, the student will be referred back to the SPC for re-evaluation. Failure to satisfactorily complete the remediation plan within the stipulated period may result in probation or dismissal.

**Documentation:**
- Documentation of the remediation requirements, implementation process and outcome will be placed in the student’s file.
In addition to the programmatic remediation plan, the Program recommends that students utilize all available resources within the University’s Student Academic Support Services and/or Student Health and Psychological Support Services.

**PROBATION**

Probation is a warning that there are deficiencies. Additional steps to remediate these deficiencies will be provided to the student. During probation, the student’s academic/clinical progress and/or professional conduct will be closely monitored. Failure to demonstrate improvement in areas of deficiency may place a student in the category for dismissal. Decisions regarding Academic Probation cannot be appealed.

Academic Probation is the result of unsatisfactory scholarship and/or professionalism, which may lead to dismissal from the Program. *It is documented on the official transcript.*

Professionalism Probation is a subcategory of Academic Probation. It is the result of unsatisfactory professionalism, which may lead to dismissal from the Program. *It is documented on the official transcript as Academic Probation.*

Note: Most state licensure boards request information on academic and professionalism probation on the official Program Completion Verification paperwork. The Program must document when a student has been on Academic and/or Professionalism Probation, and in most cases, the reasons for probation. Additionally, this information is often requested by credentialing agencies and could influence an individual’s ability to obtain employment clearance.

**Criteria for Placement on Academic/Professionalism Probation**
The following are criteria for which a student may be placed on probation:

- Failure of a course
- Failure of re-examination under a remediation plan
- Failure to complete the remediation plan
- Trimester GPA is < 3.0 and/or cumulative GPA < 3.0
- Violation of University of the Pacific’s Code of Conduct policies or any University policies and procedures outlined in the Tiger Lore Student Handbook
- Professional misconduct, behavior and/or attitude inconsistent with the Clinical Nutrition profession or in violation of the Professional Code of Conduct policies found in this Handbook
- Failure to adhere to the Program policies and procedures found in the Program Handbook
- Verbal or written reports and/or evaluations from academic faculty, clinical preceptor or designees indicating that a student is not progressing academically and/or not demonstrating proficiency to a level where it may jeopardize patient safety
- Verbal or written reports and/or evaluations from academic faculty, clinical preceptors, or designees indicating that a student is not adhering to site
regulations, site schedule, ethical standards of conduct, and/or limitations of the student role

- Consistently failing to progress academically or professionally as determined by repetitive documented failure to demonstrate competency across multiple evaluation modalities.
- Failure to maintain the ability to meet the Program’s Technical Standards
- Failure to follow or comply with requirements set forth by the SPC or program director

It is important to remember that some aspects of knowledge integration and clinical judgment cannot be adequately evaluated by examinations alone. Observations from academic and/or clinical faculty are crucial for evaluating these critical skills. Failure to achieve minimum competency in coursework, including supervised clinical practice experiences and satisfactory progress in professional development, behaviors and attitudes may result in probation or dismissal. A pattern of documented evaluator concerns about performance may indicate unsatisfactory progress when the record is viewed as a whole, even though passing grades have been assigned. In such instances, successful completion of a remediation plan is required to continue in the program.

**Terms of Probation**

**Notification:**
- When a student is placed on probation they will be notified in writing by the SPC and the reasons will be stated. A copy of this letter will be provided to the appropriate University officials and placed in the student's academic file. Probation is also noted on the official transcript. The SPC and advisor meet with the student to review the probation and letter. The advisor will monitor student’s progress during the probationary period and report back to the SPC.
- When the terms of probation have been satisfied, notification of removal from probation will be forwarded to the appropriate University officials, so the necessary documentation on the student’s transcript can be made. Documentation will be placed in the student’s academic file.

**Duration of Probation:**
- A student will remain on Academic Probation until the terms of probation have been satisfied, as stated in the remediation plan and probation letter. Probation may continue throughout the remainder of the didactic year, or until graduation, if deemed appropriate.
- A cumulative term and overall cumulative GPA of ≥ 3.0 by the end of the following academic term is required of a student placed on probation.
- A student will remain on Professionalism Probation until the SPC has determined that the student has achieved an acceptable level of professional behavior. Probation may continue throughout the remainder of the didactic year, or until graduation, if deemed appropriate. This information may be gained from professionalism assignments, faculty evaluations, preceptor evaluations, or any other evaluations from individuals the Program deem appropriate.
• Since the Program only offers courses once a trimester per academic year as a cohort-based program, if a student fails a didactic course and the SPC determines that a student must repeat an entire course(s), the student must take a leave of absence from the Program until those course(s) are offered again. A place will be held for the student to return to the Program at the beginning of the term that must be repeated.

Extracurricular Restrictions:
• The primary responsibility of a student is to gain the knowledge, skills, and attitudes to achieve competence and readiness for entry-level RD practice. A student on Academic Probation may not serve as an officer of any official Program or University club or organization (including holding a Class Officer position) as it may detract from time needed to be academically successful. If a student presently serving as an officer/representative is placed on Academic Probation, the other class leaders or the entire class will choose a substitute officer/representative to fulfill the position until the student is removed from probation. And should not be engaged in employment so as to focus on the improvement of deficient academic areas.

STUDENTS WITH MINIMAL CHANCES OF PROGRAM SUCCESS

Students with minimal chances of success in the Program will be counseled into career paths that are appropriate to their ability.

DISMISSAL

The Program, after due consideration and process, reserves the right to require the dismissal of any student at any time before graduation if circumstances of a legal, moral, behavioral, ethical, patient safety concerns, health or academic nature justify such an action.

Criteria for Dismissal
Any of the following may place a student in the category for dismissal:

• Failure of 2 or more didactic courses
• Failure of 2 or more SCPE courses
• Failure of 1 or more didactic courses and 1 or more SCPE courses
• Failure of a repeated or remediated course
• Failure by a student on probation to comply with or complete a remediation program within the defined period
• Meeting Academic Probation criteria for 2 or more trimesters
• Meeting 2 or more criteria for Academic and/or Professionalism Probation
• Meeting criteria for disciplinary action while on Academic Probation
• One egregious or ≥2 other occurrences of professional misconduct, behavior, and/or attitude inconsistent with the Clinical Nutrition profession or in violation of the Professional Code of Conduct Policies
• Semester GPA of <3.0 and/or cumulative GPA of < 3.0 after being on Academic Probation in the prior academic term
• Violation of University of the Pacific’s Code of Conduct policies or any University policies and procedures outlined in the Tiger Lore Student Handbook, while currently on Academic Probation or any egregious violations that are determined to be qualification for Criteria for Dismissal
• Verbal, written reports from academic faculty, clinical preceptors or designees indicating that a student who is already on probation is not adhering to site regulations, site schedules, ethical standards of conduct, and/or limitations of student role
• Verbal, written reports, and/or evaluations from academic faculty, clinical preceptor, or designees indicating that a student, who is already on probation, is not progressing academically and/or not demonstrating clinical or professionalism proficiency to a level where it may jeopardize patient safety
• Consistently failing to progress academically or professionally as demonstrated by repetitive evaluative assessment failures to demonstrate competency across multiple evaluation modalities, including but not limited to, written examinations, simulations/standardized patient exercises, preceptor evaluations, written assignments, faculty observation of clinical skills/decision making, site visits
• Failure to maintain the ability to meet the Program’s Technical Standards
• Two or more occurrences of failure to follow Program policies and procedures as defined in this Handbook
• Unprofessional conduct due to failure to comply with requirements set forth by the SPC and/or Program Director
• Student’s refusal to participate in remediation.

Decisions regarding dismissal are made on an individual basis after considering all pertinent circumstances and extenuating circumstances relating to the case. Other University departments may review dismissals for violations of the University Code of Conduct.

Notification of SPC Decision for Dismissal

The SPC shall notify the student in writing via university email. The student must acknowledge receipt of the letter within 24 hours. The student shall have 72 hours from the time the letter is sent to notify the Program of the student’s acceptance of the dismissal or the plan to appeal. Failure to meet either deadline shall result in immediate dismissal. If a student accepts the dismissal, the dismissal is effective immediately. If a student intends to appeal the decision, the student shall remain enrolled until a final decision is determined.

While the appeal is pending, the enrollment status of the student will not be altered. The student must follow all Program and University policies for enrolled students. The Program reserves the right to remove the student from clinical placements until the appeal decision is rendered by the program director. Removal from a SCPE clinical
rotation may delay the student’s completion of the program should the appeal be granted. Delayed Program completion may result in additional tuition and/or fees.

If a student is dismissed, his/her registration will be void and tuition will be refunded per University policy. Notification will appear on the student’s academic transcript.

**APPEAL PROCESS FOR PROGRAM DISMISSAL**

**Initial Appeal to Program Director**
The student has the right to appeal to the Program Director. The appeal should fully explain the situation and substantiate the reason(s) for advocating a reversal of the dismissal.

The Program Director may perform the following review methods:
1. Independent review of the student record with or without individual interviews.
2. Convene an ad hoc committee consisting of three members to review the SPC’s decision. The ad hoc committee will present its findings to the Program Director for consideration.

The Program Director may grant an appeal only on the showing of one of the following:
1. Bias of one or more of the members of the SPC
2. New information not available to the SPC at the time of its initial decision, as determined through a secondary review.
3. Procedural error

**Secondary Appeal to Dean of the School of Health Sciences**
The student can appeal the decision of the SPC and submit a secondary appeal to the Dean of the School of Health Sciences. The Dean may grant an appeal on the showing of one of the following:
1. Bias of one or more of the members of the Program
2. Procedural error

The appeal decision of the Dean shall be final and binding.
SECTION 9: GRIEVANCE POLICY AND PROCEDURE

ACADEMIC GRIEVANCE POLICY

Student Academic Grievance Policy and Procedures
The following describes the grievance procedures available to students of the Master of Science Clinical Nutrition Program in the School of Health Sciences. These procedures address issues that arise from, relate to, or have direct impact on the academic activities or performance of the student, such as assignment and evaluation of academic work in the course of attempting to fulfill the requirements of a particular course or degree. These procedures afford students and the School an opportunity to resolve grievances in an equitable manner.

Definition of a Grievance
A grievance is a complaint in writing filed with the Program or the Dean of the School of Health Sciences concerning a decision or action made by University faculty or staff that directly and adversely affects the student as an individual in his or her academic capacity. A grievance is not a means to challenge dissatisfaction with a University policy on the grounds that the policy is unfair or inadvisable, nor should a grievance challenge individual school, department, or program academic policies, as long as those policies are not in contravention of general University policy. Additionally, a grievance is not a means to challenge any disciplinary action taken by the Program or School. (Refer to Appeal Process)

A grievance regarding an academic matter usually falls into one of the following general categories:

1. Those that derive from application of, or decisions affected by a Program policy, such as assignment of a grade and attendance.
2. Those that derive from matters addressed by policies, procedures or practices of a department, school or comparable University administrative unit.

NOTE: If a MSCN student believes that behavior in violation of the University's policy against sexual and other unlawful harassment has occurred, the student should notify the Director of Human Resources as soon as possible. Additionally, there are grievance procedures to resolve alleged acts of discrimination outlined in the University’s policy statement on prohibited discrimination. Any person having a complaint of violation of this policy statement should contact the Director of Human Resources. The University's policy against sexual and other unlawful harassment is available in the Department of Human Resources and through Student Life.
Right to Participate in Grievances without Retaliation
No student, student's representative, or other member of the University community who assists or participates in these procedures shall be subject to adverse action by the University, based on their activity in good faith in the course of filing or participating in the grievance procedure.

INFORMAL (PROGRAM LEVEL) GRIEVANCE RESOLUTION PROCESS

Prior to submitting a formal grievance, the student shall:
1. Consult the faculty member whose action is being appealed.

2. If the student and the faculty member are unable to reach agreement, or if the faculty member is unwilling or unable to meet with the student, the student shall meet with the Department Chair/Program Director. The Department Chair/Program Director will meet with the student and may meet with the faculty member, when appropriate. The Department Chair/Program Director will recommend a solution to the student in writing. This written notification will also include the appropriate School committee for filing a formal grievance if desired.

3. If the Program Director is the subject of the grievance, then the student shall contact the Dean of the School of Health Sciences who shall manage the grievance. Any complaint may be brought to the Dean of the School of Health Science directly for prevention of retaliation. Contact the Dean’s Office to file a formal complaint with the SHS Grievance Committee.

FORMAL (SCHOOL LEVEL) GRIEVANCE RESOLUTION PROCESS

Filing Grievance with the School of Health Sciences
A student may submit a formal grievance to the School if the outcome of the informal grievance process is unsatisfactory. A formal grievance contains a concise written statement, identifying the specific actions entailing the complaint, the persons perceived to be responsible for such actions, the harm to the grievant, and the information that the grievant believes is relevant to the grievance. The statement should also include the informal efforts taken to date to resolve the matter.

The corresponding School committee will determine the appropriate method by which the grievance will be resolved. The Dean will proceed in one of the following ways:
1. Resolve the matter by written determination, which may, but need not be preceded by the conferring with the grievant, faculty member(s) and/or other individuals by committee members or other School representatives.

The committee’s determination will be based on the following issues:
1. Utilization of proper facts and criteria
2. The reasonability of the decision
3. Due process or procedural errors
Typically, no more than 30 days should elapse between the filing of a grievance and the determination. The determination of the committee shall be final and binding.

**COMPLAINTS FILED BY PRECEPTORS**
Preceptors have the ability to file written complaints specifically related to the Program with the Program Director or the School of Health Sciences Dean.

**FILING A COMPLAINT WITH ACEND**
The Accreditation Council for Education in Nutrition and Dietetics (ACEND) will review unresolved complaints that relate to the Program’s noncompliance with the ACEND accreditation standards. Students or preceptors shall submit complaints directly to ACEND only after all other options with the Program and University have been exhausted. ACEND is interested in maintaining high standards of quality for ACEND accredited programs, but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or interns.

A copy of the accreditation standards and/or ACEND’s policy and procedure for submission of written complaints may be obtained by contacting ACEND at:

**Accreditation Council for Education in Nutrition and Dietetics**
120 South Riverside Plaza Suite 2190
Chicago, Illinois 60606-6995
Phone (800)-877-1600 ext. 5400
E-mail: acend@eatright.org
www.eatright.org/ACEND

**RECORDS OF STUDENT COMPLAINTS**
The Program maintains a secure chronological record of student and preceptor complaints, including the resolution of complaints, for a period of seven years.
SECTION 10: LEAVE OF ABSENCE/WITHDRAWAL

VOLUNTARY LEAVE OF ABSENCE

Voluntary leave of absence (LOA) is a form of temporary program withdrawal. The Program advises all students considering a LOA to speak with the program director or their faculty advisor. Students requesting a LOA must take a LOA from all courses; a part-time option is not available. A LOA can be requested for medical or personal reasons. To be eligible for a LOA, a student must be in good academic standing. The LOA request must be submitted in writing to the program PRIOR to initiating the withdrawal process with the university. Generally, LOA requests are submitted to the Office of the Registrar prior to the beginning of a semester. If this is not possible, the Program requires that all LOA requests be submitted a minimum of two weeks prior to the first course final examination for the semester. LOA requests will be reviewed by the SPC prior to acceptance. The Program reserves the right to implement criteria for reinstatement to the program and may require a student to restart the program.

The University does not have a formal LOA process. Students are considered either enrolled or not enrolled. Students who intend to take a LOA must initiate the withdrawal process in the Office of the Registrar. The withdrawal date used by Financial Aid for Return in the return of Title IV Aid calculation and the effective date used by Student Accounts for tuition refunds are based on the date of your notification to the Office of the Registrar. Requests made during the semester are governed by additional policies and the timing of such will affect housing, financial aid, tuition charged, health insurance, and progress toward degree. Courses the student was registered for after the last day to drop appear on that student’s transcript with the notation “W” but do not count in the units earned or in the calculation of the grade point average.

An official withdrawal from the University is the termination of rights and privileges offered to currently enrolled students.

MEDICAL LEAVE OF ABSENCE

There are times when a student may require time away from the Program and University due to physical or psychological illness. Under these circumstances, a student may request a Medical LOA/Withdrawal from the Office of the Registrar. With written consent from the student, the medical or mental health provider providing treatment will provide written confirmation that the LOA is necessary due to the student’s health. Documentation must be provided to the University and the Program within 14 days of the request for Medical Leave. The University may request a review of the medical or mental health documentation by a University healthcare professional or other appropriately trained professional identified by the University. This consultation may include a conversation between the treating provider and the designated University...
healthcare professional or representative. Students returning from a Medical Leave of Absence must be able to meet the Program Technical Standards.

RETURNING FROM A LEAVE OF ABSENCE

The Student Progress Committee (SPC) will review each student’s ability to meet the Program Technical Standards. The SPC will also evaluate the student’s preparedness to resume participation in the Program’s curriculum. The SPC may recommend a student restart the program. Additional tuition and/or fees may be applied upon returning from a LOA.

Students returning from a Medical LOA will be required to provide the Program and University with a written “Statement of Readiness to Return” from the healthcare providing treatment prior to submitting a Petition to Return.

WITHDRAWAL FROM PROGRAM

Students who intend to permanently withdraw from the University must initiate the process in the Office of the Registrar. The withdrawal date used by Financial Aid for Return in the return of Title IV Aid calculation and the effective date used by Student Accounts for tuition refunds are based on the date of your notification to the Office of the Registrar. An official withdrawal from the University is the termination of rights and privileges offered to currently enrolled students; therefore, students may not use any University facilities. Students must immediately vacate University housing.

Students who permanently withdraw from the Program, and later desire to return, must complete the same application and interview process as other applicants during a subsequent admissions cycle.

If a student drops classes or leaves the program, a formal withdrawal must be processed with the Registrar's Office. The student must also contact the Office of Financial Aid to arrange for an exit interview. Failure to complete the withdrawal process will result in continued liability for tuition and other charges.

Return of Title IV Funds is a federally mandated policy that applies only to students who receive federal financial aid and who withdraw, drop out, are dismissed, or take a Leave of Absence prior to completing 60% of a semester. The Return of Title IV Funds policy does not apply to students who reduce their units and remain enrolled. Return of Title IV Funds will be used to determine how much aid, if any, must be returned to Title IV loan programs. The Title IV funds considered in the policy are the Federal Direct Subsidized Stafford Loan, Federal Direct Unsubsidized Stafford Loan, and the Federal Direct Graduate PLUS Loan. The policy does not apply to the Federal Work-Study program.

The Return of Title IV funds calculation identifies two types of federal aid, earned and unearned. The earned aid is based on a percentage calculated by dividing the number of days the student completed by the number of days in the payment period. A student who remains enrolled beyond the 60% point earns all disbursed (received) and
disbursable aid. Disbursable aid includes aid received and the aid that could have been (but was not) disbursed as of the withdrawal date. If earned aid exceeds disbursed aid, a post-withdrawal disbursement may be made. McGeorge will first credit post-withdrawal disbursement not credited to school charges. Within 30 days of determination that the student withdrew, the student will be provided with a written notification of any post-withdrawal funds that are available to the student. No post-withdrawal disbursement will be made if the student does not respond within 14 days of the notification date.

Unearned aid is any disbursed aid that exceeds the amount of Title IV aid the student earned. The unearned aid amount is to be returned to the lender, a responsibility shared by McGeorge School of Law and the student. This may create a balance owed on your Student Account. The student is responsible to pay the amount owing on their account.

Pacific must return its share of unearned funds no later than 45 days after it determines that the student withdrew. Students must repay their share according to the terms and conditions stated in their promissory note(s). Funds returned to lenders by UOP will be distributed first to the Federal Unsubsidized Stafford Loan then to the Federal Subsidized Loan, Federal Perkins Loan and finally to the Federal Graduate PLUS Loan.

This policy is based on 34 CFR, Section 668.22 of Title IV of the Higher Education Act of 1964, as amended.

SUSPENSION FROM THE UNIVERSITY

The student is temporarily separated for the University for a specified period, with or without conditions that must be satisfied before resumption of student status is permitted. The record of suspension shall appear on the student’s academic transcript. The student will not participate in any University activity and will be barred from entering the campus, unless otherwise notified in writing. Suspended time will not count against any time limit requirements for completion of a degree. Suspension may be converted to dismissal if it is determined that the specified conditions or resumption of student’s duties have not been satisfied. The SPC will also evaluate the student’s preparedness to resume participation in the Program’s curriculum; including the student’s ability to meet the Program Technical Standards. The SPC may deny reentry or recommend a student restart the program.
SECTION 11: GRADUATION REQUIREMENTS & VERIFICATION STATEMENTS

GRADUATION REQUIREMENTS

A student will be recommended for the Master of Science in Clinical Nutrition (MSCN) Degree provided they have fulfilled the following:
1. Completion of all prescribed academic requirements with:
   A cumulative weighted grade point average of 3.0 or higher in the MSCN Program with no incomplete or unsatisfactory grades, AND
   Achievement of all ACEND FEM Graduate Program Competencies. Once competencies are achieved, the student must also demonstrate sustained performance for the duration of the program.
2. Demonstration of no deficiencies in ethical, professional, or personal conduct.
3. Compliance with all legal and financial requirements of University of the Pacific.
4. Completion of the academic requirements within the required 150% of time frame following matriculation. MSCN graduate students are expected to complete the program in no less than 16 consecutive months and no more than 24 consecutive months.
5. Completion and submission of the “Application for Graduation” to the Office of the Registrar. The registrar oversees clearing the student for graduation, which indicates that all graduate degree requirements have been completed.

Verification Statements

Upon fulfilling all graduation and program completion requirements, a student will be issued a Verification Statement by the Program, delivered via email with an authenticated digital signature of the Program Director. This Verification Statement signifies the student’s eligibility to write the registration examination for dietitian nutritionists administered by the Commission on Dietetic Registration (CDR) and eligibility for Active membership in the Academy of Nutrition and Dietetics. Students should retain the digital Verification Statement in their records for future use, as it may be requested for state licensure/certification and employment. The Program retains an electronic copy of the digitally signed Verification Statement indefinitely in the student/graduate file at the university.

Students who have not completed all graduation and program requirements will not be issued Verification Statements, nor will their names be submitted by the Program to CDR to write the registration examination for dietitians and nutritionists. Both of these steps are required before taking the RDN exam.
SECTION 12: STUDENT RECORDS

STUDENT RECORDS

Student Confidential Records
No information from the student’s personnel record, other than name, job title and an inclusive date of study is to be released without written consent of the student or a court order. The personnel record may be examined only by the student and by faculty/preceptors of the MSCN Program who are or could become responsible for supervision and/or instruction of the student, or assigned MSCN staff. Program Student records that are protected include all reports of corrective action (including records of oral and written warnings), all performance evaluations and supporting documentation, and attendance and employee health records.

By submitting a letter of request with the Clinical Nutrition Program, a current or former student may request that any or all of the above information cannot be released without the student’s prior written consent. This letter may be completed, withdrawn or modified at any time.

Student Access to their own Files
Students may have access to their records by submitting a request in writing to the Program Director. The Director will inform the student when and where records may be inspected. The student reviews their student file in the presence of the program director. Faculty/preceptors are permitted to review the personnel records of their students.
SECTION 13: DISABILITY SERVICES

The University is committed to providing reasonable accommodations to students with documented disabilities. Disabled student rights are protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). It is the policy of the University to ensure that no qualified student with a disability is excluded from participation in or subjected to discrimination in, any University program, activity, or event.

If you are a student with a disability who requires accommodations, please contact the Director of the Office of Services for Students with Disabilities (SSD) for information on how to obtain an Accommodations Request Letter. Requests are handled on a case-by-case basis. To initiate the process, please contact the:

Office of Services for Students with Disabilities
University of the Pacific - Stockton Campus, McCaffrey Center, Rm. 137
Phone: 209.946.3221
Email: ssd@pacific.edu
Online: www.pacific.edu/disabilities

To ensure timeliness of services, it is preferable that you obtain the accommodation letter(s) from the Office of SSD at the start of the semester or earlier. After the instructor receives the accommodation letter, please schedule a meeting with the instructor during office hours or some other mutually convenient time to arrange the accommodation(s).
SECTION 14: STUDENT SAFETY & HARASSMENT

CRIME AWARENESS AND ON/OFF-CAMPUS SECURITY
Pacific makes every effort to ensure student safety on campus and when off campus on clinical placements. The University and Program recommend that all students be aware of their surroundings at all time and utilize common sense security techniques (i.e. keeping one hand free, locking your car and concealing valuables from view in your car.) Additionally, the University and Program recommend that students utilize any available safety systems present at clinical placements, such as “security escorts to your car”. If at any time a student does not feel safe in a clinical placement, the student is to notify the program immediately. Students are expected to notify the program immediately if a crime occurs.

FOR EMERGENCIES CALL 911 OR 9-911 FROM CAMPUS PHONES

Important Phone Numbers
- Campus Public Safety Department (on duty 24 hours/day)………………… 916.739.7200
- Sacramento Fire Department (non-emergency)…………………………… 916.808.1300
- Sacramento City Police Department (non-emergency)…………………….. 916.264.5471

Call 916.217.0896 for 24-hour access to Public Safety when campus phone lines are down or during a campus power outage.

Emergency Management
The Campus Public Safety Department is responsible for publishing the Disaster Operations Control Plan, which is the emergency operations plan for the Sacramento Campus. In the event of a non-life- threatening emergency/incident, members of the campus community should contact Public Safety. For life- threatening emergencies, contact Public Safety and 911. The Dean or the Dean’s designee is responsible for the coordination of this plan during emergency operations through the Director of Public Safety. A copy of this plan is available in hard copy in the Director of Public Safety’s office.

For questions concerning safety and security issues, please refer to the Sacramento Campus, Department of Public Safety website.

For the Annual Security and Fire Safety (Clery) Report, please see the Sacramento Campus, Department of Public Safety website.
HARASSMENT

University of the Pacific is committed to providing a learning environment free of unlawful harassment. The University abides by federal and state laws that prohibit workplace harassment, including the California Fair Employment and Housing Act, Government Code Section 12940, et. seq., and Title VII of the Civil Rights of 1964, as amended.

The University prohibits sexual harassment, environmental harassment and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, or local law or ordinance or regulation. All such harassment is unlawful. This policy applies to all persons involved in the operation of Pacific and prohibits unlawful harassment by any employee of the University, including supervisors, coworkers and preceptors. It also prohibits unlawful harassment based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics.

- Harassment is any behavior by a person(s) that is offensive, aggravating or otherwise unwelcome to another person.
- Environmental harassment is any severe or pervasive action that results in a hostile or offensive working environment for the recipient. Environmental harassment is also known as hostile environment harassment.
- Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature. The conduct need not be motivated by sexual interest but need only be of a sexual nature to be considered sexual harassment. Sexual harassment is one form of unlawful harassment.

Students experiencing harassment may be removed from the environment during the investigation period. All reports will be submitted to the University for a protocol-based investigation. During this investigation, students and witnesses may be contacted for further information.

TITLE IX – RESPONSIBLE PARTY – TITLE IX COORDINATOR

University of the Pacific seeks to promote an environment that is free of Sexual Misconduct, Discrimination, and Retaliation (Misconduct). Misconduct includes sexual violence, stalking, dating violence, domestic violence and gender-based harassment; terms that are defined in Addendum A of this Policy. The University seeks to educate students, faculty and staff about the issue of misconduct and to provide a clear path to
resolution and correction of prohibited misconduct. The University reserves the right to respond with whatever measures it deems appropriate to prevent misconduct and preserve the safety and wellbeing of the University community. University of the Pacific prohibits misconduct in any form. The University is committed to compliance with Title IX of the Education Amendments of 1972, the Campus SaVE Act, and state and federal sexual discrimination laws. Title IX states,

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.”

This policy applies to all University of the Pacific community members, including students, faculty, staff, administrators, consultants, vendors, and others engaged in business with the University. Every community member is responsible for complying with all University policies and procedures. The University’s prohibition of misconduct includes conduct occurring on campus or off-campus, including online and electronic communication or other conduct, when the University determines it has a substantial interest. University policies and procedures apply to conduct that takes place once a person becomes a student or employee of the University, including periods during academic breaks and between semesters/academic terms. This policy applies to and protects visitors to the University. Visitors may file a complaint for alleged violation(s) of University policies and procedures committed by members of the University community. University community members may be held accountable for the conduct of their guests. University of the Pacific’s full Title IX Policy, with appendices, is available here.
SECTION 15: SOCIAL MEDIA POLICY

UNIVERSITY GENERAL GUIDELINES

| Profile Photo | The "P" graphic is reserved for social media accounts administered by the Office of Communications. |
| Pacific seal  | The seal should not be used as an identity element on social media sites. |
| Naming        | Refer to the university as "University of the Pacific" or "Pacific." "UOP" is not an authorized variation on the university's name. |
| Hashtags      | Use the general hashtag #UOPacific where appropriate. |

The Office of Communications reserves the right to review and approve profile photos and graphic and identity elements of any University-affiliated site.

Groups that are not officially connected to the University may not use Pacific logos or wordmarks on their social media sites. This includes student organizations that are not recognized by the Office of Student Life.

Members of the Pacific community are expected to act with honesty, integrity, and respect for the rights, privileges, privacy and property of others when using social media.

The Pacific Social Media Guidelines can be found [here](#).

REGISTERED STUDENT ORGANIZATIONS

Social media accounts that represent registered student organizations should be included in the University's social media directory. To list an account in the directory, complete the [social media directory form](#).

Usernames and passwords should be available to an advisor or other college administrative staff member or an advisor or administrative staff member should be made an administrator on social media accounts of recognized student organizations.

Recognized student organizations are important ambassadors of the University and are expected to represent Pacific responsibly in all activities and communications, including social media.

PERSONAL ACCOUNTS
Each of us is responsible for what we post on our personal accounts and on the accounts of others. Our reputations are best served when we make ethical and career-conscious choices about how we use social media.

We should be cognizant that if we identify ourselves as members of the Pacific community on our personal accounts, our posts and images reflect on the institution.

**PROGRAM SOCIAL MEDIA POLICY AND GUIDELINES**

Social media are internet-based tools designed to create a highly accessible information highway. They are powerful and far-reaching means of communication that, as a Clinical Nutrition student at University of the Pacific, can have a significant impact on your professional reputation and status. Examples include, but are not limited to, LinkedIn, Twitter, Facebook, Flickr, YouTube, SnapChat and Instagram.

Students are liable for anything they post to social media sites and the same laws, professional expectations, and guidelines must be maintained as if they were interacting in person. The following guidelines have been developed to outline appropriate standards of conduct for your future and the reputation of our program:

1. Take responsibility and use good judgment. Incomplete, inaccurate, threatening, harassing posts or use of profanity on postings are strictly prohibited. This includes but is not limited to written posts and emoji symbols.

2. It is inappropriate to use social media sites as a venue for venting. Written or photographic posts directed toward institutional or clinical faculty/staff as well as environmental surroundings are strictly prohibited. Example: A student posts on Facebook about his frustration with a course instructor (or preceptor) after he is given feedback. The instructor is not identified by name, but is identified by title (my course instructor, or my preceptor), with negative or derogatory comments. Another example is posting photographs of facilities or any component within a facility with or without comments.

3. Negative or derogatory posts that may affect the Program’s ability to operate are strictly prohibited.

4. Think before posting as internet and email archives can permanently affect your reputation.

5. Anonymous posts will be thoroughly researched to identify the corresponding IP address.

6. Social networking during class, program activities, and clinical hours is strictly prohibited.

7. HIPAA laws apply to all social networking so it is the utmost priority to protect
patient privacy by not sharing information or photographs. Example of a privacy breach: A student posts heartfelt concern on her Facebook page for a patient she is caring for. The patient is not identified by name, MR number or date of birth. However, the type of treatment, prognosis and the time of treatment are provided and/or personal characteristics of the patient are described making the patient identifiable.

8. Protect your own privacy by using privacy settings to prevent outsiders from seeing your personal information, as you may be held liable for postings from other individuals as well.

9. If you state a connection to the University or the MSCN program, you must identify yourself, your role in the program, and use a disclaimer stating that your views are that of your own and do not reflect the views of the University or the MSCN program.

10. All laws governing copyright and fair use of copyrighted material must be followed.

11. Consult the Academic Director or the Program Director if you have any questions regarding the appropriateness of social networking use.

Failure to follow the above stated guidelines may be considered a breach of appropriate professional behavior and subject to discipline, up to and including dismissal from the Program.
The Program reserves the right to review social media prior to admission to the Program and throughout enrollment.
UNIVERSITY OF THE PACIFIC
MASTER OF SCIENCE, CLINICAL NUTRITION DEGREE PROGRAM

PROGRAM HANDBOOK SIGNATURE SHEET

I have read, understand, and agree to follow the policies and procedures set forth by University of the Pacific, the School of Health Sciences, and University of the Pacific Clinical Nutrition Program. As a student, I am responsible for referring to this Handbook for specific policies and procedures governing my status as a Clinical Nutrition student to include all Program requirements, Program Technical Standards, satisfactory academic and professional progress, and grievance policies.

Every attempt is made to provide a complete handbook that provides an accurate overview of the Program policies and curriculum. However, circumstances and events may make it necessary to modify the handbook during enrollment. Any amendments shall supersede those sections of the original handbook. I understand that amendments may be made to the policy and procedures noted within. I hereby agree to comply with all provisions listed in this handbook and any future amendments.

________________________________________  __________________________________
Student Name (Print)                                          University ID Number

________________________________________  ______________________________
Student Signature                                                Date
REVIEW/REVISION HISTORY

- Draft created 11/2019, Demonstration Program Self-Study Report (A. Davis)
- Revised 08/10/2020, Inaugural Cohort (L. Gray, A. Davis)
- Revised 08/16/2021 (L. Gray, K. Himmerick)