

# **MASTER OF SCIENCE IN CLINICAL NUTRITION**



**2020 – 2021**

## **STUDENT HANDBOOK**

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## SECTION 1: CLINICAL NUTRITION PROGRAM

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### INTRODUCTION TO THE STUDENT 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 Student Handbook is your primary source of information for the Program. It is the responsibility of all students 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 you 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

The Master of Science in Clinical Nutrition (MSCN) is a 16-month, full-time graduate program that offers an entry-level degree combining in-person didactic, supervised clinical practice experiences (SPCE), and distance learning educational experiences. The Program is housed within the School of Health Sciences (SOHS) which is recognized for its competency-based approach to education and training, emphasizing an evidence-based, interprofessional approach to professional education. MSCN students participate in interprofessional education (IPE) and interprofessional practice (IPP) experiences across the University in both simulated case sessions and supervised experiential learning with physician assistant, pharmacy, dental, medical and other health professions graduate

students. Students develop a strong foundation in clinical nutrition and science, integrated with supervised experiential learning and research.

Upon fulfilling all program graduation requirements, the Program awards students the degree of Master of Science in Clinical Nutrition (MSCN). 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).

## 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 Master of Science in Clinical Nutrition program is seeking national accreditation through the Accreditation Council for Education in Nutrition and Dietetics (ACEND<sup>®</sup>) as a Future Education Model Future Graduate (FG) program. The Future Education Model Accreditation Standards for Graduate Degree Programs in Nutrition and Dietetics *integrate* didactic coursework *with* supervised experiential learning in a competency-based curriculum designed to prepare nutrition and dietetics practitioners for future practice. The Program has been granted candidate status by ACEND<sup>®</sup>. Following the graduation of two cohort classes, the program will apply for *Full Accreditation*. This program was developed based on the ACEND competencies and standards for the preparation of an entry-level registered dietitian.

ACEND<sup>®</sup> is recognized by the United States Department of Education as a Title IV gatekeeper. This recognition affirms that ACEND<sup>®</sup> meets national standards and is a reliable authority on the quality of nutrition and dietetics education programs. ACEND<sup>®</sup> is also a member of the Association of Specialized and Professional Accreditors (ASPA) and abides by its code of good practice. 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, (312) 899-0040 ext. 5400. <http://www.eatrightpro.org/ACEND>

## PROGRAM MISSION, GOALS AND OBJECTIVES

### Program Mission Statement

The mission of the Master of Science in Clinical Nutrition **FG** Demonstration 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.

#### **Goal One:**

1. Prepare graduates to become employed entry-level registered dietitian nutritionists (RDNs).

#### **Objectives:**

- 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.
- 1.2 Ninety percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
- 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%.
- 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.
- 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.
- 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).

#### **Goal Two:**

2. Prepare graduates who participate in interprofessional practice and apply an evidence-

based approach to practice.

**Objectives:**

- 2.1 During their first year of employment, 100% of program graduates who respond to our graduate survey will report participating in interprofessional education of client and patient-centered care activities during the 16-month program.
- 2.2. During their first year of employment, 100% of program graduates who respond to our graduate survey will report how they will routinely use current evidence-based research in professional practice.

## COMPETENCY-BASED EDUCATION

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.

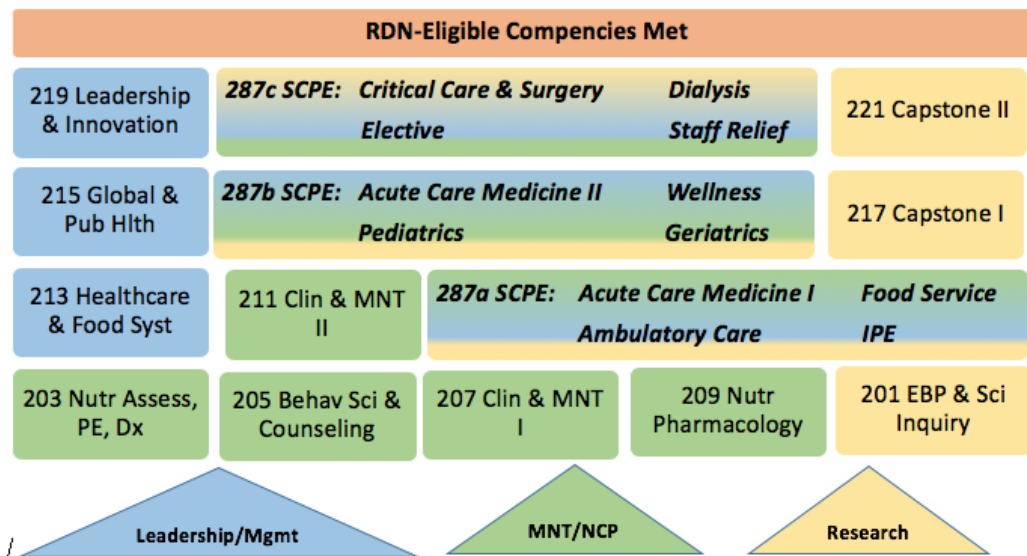
**Performance Indicators** are defined for each competency that provide measurable, observable criteria of what competence looks like in practice – and form the basis of **course student learning outcomes**. **Course learning activities and assignments** are planned to assess these student learning objectives and the student’s progress towards achievement of competence. **Assessment (formative and summative)** is ongoing so that feedback is frequent and student-centered to support success. A 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®. Students receive education on Competency-Based Education, the curriculum and goal competencies during new student orientation.

Future Education Model Graduate Degree Competencies	
<b>Competency Unit 1</b> Foundation Knowledge	Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.
<b>Competency Unit 2</b> Client/Patient Services	Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.
<b>Competency Unit 3</b> Food Systems Management	Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.
<b>Competency Unit 4</b> Community and Population Health Nutrition	Applies community and population nutrition health theories when providing support to community or population nutrition programs.
<b>Competency Unit 5</b>	Demonstrates leadership, business and management principles

Leadership, Business, Management and Organization	to guide practice and achieve operational goals.
<b>Competency Unit 6</b> Critical Thinking, Research, and Evidence-Informed Practice	Integrates evidence-informed practice, research principles and critical thinking into practice.
<b>Competency Unit 7</b> Core Professional Behaviors	Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.

## CURRICULUM AT-A-GLANCE

The competencies are the basis on which the Program’s curriculum is built, and the student’s demonstration of competence is integrated in the coursework and supervised experiential learning activities throughout the program. As such, the 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. Satisfactory completion of these Competencies is evaluated by multiple modalities, such as, but not limited to, observing interactions with faculty, staff, University personnel and colleagues, multiple choice examinations, individual and group projects, performance in observed standardized clinical encounters (OSCEs), preceptor evaluations and writing assignments.



## Integrated MSCN Program Curriculum to Meet ACEND® FG Standards & Competencies



## SECTION 2

## PROGRAM ADMISSION

### PROGRAM ADMISSION REQUIREMENTS

Applicants 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 before the start date of the program.
- Completion of a U.S. Didactic Program in Dietetics (DPD) *or* all of the prerequisite courses listed below (completed at any accredited institution):
  - Anatomy (4 semester units or equivalent) with Lab
  - Physiology (4 semester units or equivalent)\* with Lab
  - Introduction to Nutrition (3 semester units or equivalent)
  - General Chemistry (4 semester units or equivalent) with Lab
  - Macronutrient (carbohydrate, protein, fat) metabolism (3 semester units or equivalent)
  - Experimental Foods (4 semester units or equivalent) with Lab
  - Microbiology (4 semester units or equivalent) with Lab
  - Organic Chemistry (3-4 semester units or equivalent) with or without Lab
  - Biochemistry (3-4 semester units or equivalent) with or without Lab
  - Introduction to Vitamins and Minerals Metabolism or Micronutrient Metabolism (3 semester units or equivalent)
  - *\* The Anatomy and Physiology individual course requirements can also be met by completing a year-long combined Anatomy and Physiology course.*
- All prerequisite courses must:
  - be completed with a minimum grade of "C"
  - not be older than seven years
- The overall GPA for all prerequisite courses must be a 3.00 or higher to be considered for admission.

### SELECTION GUIDELINES

The MSCN Program uses the following selection criteria to assess applicants' ability to be successful in the program:

- Official Transcripts
- Four short-essay questions
- Two Recommendations
- Resume/CV (Note: The resume/CV must include Work and Volunteer Experience and Extracurricular Activities)

- Interviews for applicants meeting admission requirements

Selection criteria are defined for prospective students on the Program website:

<https://www.pacific.edu/academics/schools-and-colleges/school-of-health-sciences/programs/clinical-nutrition/admissions.html>

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.

### **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.

## **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.

## STUDENT HEALTH ADMISSION REQUIREMENTS

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 1<sup>st</sup>. 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 <https://www.pacific.edu/campus-life/student-services/student-health-services/immunization-requirement/health-profession-students.html>

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 to 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.

## 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 Clinical Nutrition Program must have adequate abilities and skills in the following four areas: 1) Observation; 2) Communication; 3) Intellectual, Conceptual, Integrative and Quantitative Abilities and 4) Behavioral and Social Attributes.

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 COSTS

MSCN PROGRAM COSTS (Estimated)	2020-2021 (per trimester)*
Tuition per trimester	\$15,000
Application Fee (one time only)	\$50
Graduate ASUOP Student Fee	\$30
Professional Liability Insurance	No cost to student
Wellness Fee	\$165
Health Insurance	\$1,671 per term or may submit annual waiver if student has own comprehensive health insurance plan
Physical Examination, Immunizations	\$200 (flu and TB test renewed annually)
Background check and Toxicology Screen	\$120
Housing/Meals/Transportation	\$4,000 (location, accommodations-specific if single/shared)
Auto Insurance	Varies
Textbooks and Reference Materials	~\$550-\$600
Academy of Nutrition and Dietetics Student Membership/California Academy of Nutrition and Dietetics Student Membership (renewed annually)	\$65/year (CAND free for student Academy members) enables access to Evidence Analysis Library® used for systematic reviews in 8 courses
Nutrition Care Professionals (NCPro) (one time only)	\$120 – covers 18-month access Virtual learning environment with comprehensive Academy Nutrition Care Process-centered case studies used in experiential learning
ServSafe Manager Certification (one time only)	You may choose either method below: <ul style="list-style-type: none"> <li>• ServSafe Manager Course with Online Proctored Exam: \$135</li> <li>• ServSafe Manager Book (7<sup>th</sup> Ed) with Online Exam Voucher \$68</li> <li>• Certification due no later than 10/15/2020</li> </ul> <a href="https://www.servsafe.com/ServSafe-Manager">https://www.servsafe.com/ServSafe-Manager</a>
Slip-Resistant Shoe Coverings (one time only)	\$8.99 <a href="https://www.amazon.com/LEGELITE-Reusable-Silicone-Waterproof-Protectors/dp/B07RN5DRT6/ref=sr_1_1_sspa?dchild=1&amp;keywords=non+slip+shoe+covers&amp;qid=1591640619&amp;sr=8-l_spons&amp;psc=1&amp;spLa=ZW5icmludGVkUXVhbGlnaWVvPUEwOTp5NDIwMTpYNdV0lpIRiZ3aWRnZXROyW1lPjNwX2F0ZiZlY3Rpb249Y2spY2tSZWRpcemVidCZkb05vdExxZ0NsaWNrPXJvdWU=">https://www.amazon.com/LEGELITE-Reusable-Silicone-Waterproof-Protectors/dp/B07RN5DRT6/ref=sr_1_1_sspa?dchild=1&amp;keywords=non+slip+shoe+covers&amp;qid=1591640619&amp;sr=8-l_spons&amp;psc=1&amp;spLa=ZW5icmludGVkUXVhbGlnaWVvPUEwOTp5NDIwMTpYNdV0lpIRiZ3aWRnZXROyW1lPjNwX2F0ZiZlY3Rpb249Y2spY2tSZWRpcemVidCZkb05vdExxZ0NsaWNrPXJvdWU=</a>
Cut Gloves (one time only)	\$8.99 <a href="https://www.amazon.com/Dowellife-Resistant-Protection-Shucking-Processing/dp/B06XC1HFL8/ref=sr_1_1_sspa?dchild=1&amp;keywords=cut+gloves+kitchen&amp;qid=1591640683&amp;sr=8-l_spons&amp;psc=1&amp;spLa=ZW5icmludGVkUXVhbGlnaWVvPUEwOTp5NDIwMTpYNdV0lpIRiZ3aWRnZXROyW1lPjNwX2F0ZiZlY3Rpb249Y2spY2tSZWRpcemVidCZkb05vdExxZ0NsaWNrPXJvdWU=">https://www.amazon.com/Dowellife-Resistant-Protection-Shucking-Processing/dp/B06XC1HFL8/ref=sr_1_1_sspa?dchild=1&amp;keywords=cut+gloves+kitchen&amp;qid=1591640683&amp;sr=8-l_spons&amp;psc=1&amp;spLa=ZW5icmludGVkUXVhbGlnaWVvPUEwOTp5NDIwMTpYNdV0lpIRiZ3aWRnZXROyW1lPjNwX2F0ZiZlY3Rpb249Y2spY2tSZWRpcemVidCZkb05vdExxZ0NsaWNrPXJvdWU=</a>
Professional Development/Conference Attendance (Food and Nutrition Conference Expo, California Academy Annual Meeting, or similar)	\$1,000 (optional)
RDN exam review course	\$400 (end of program)
Parking	There is no cost for parking on the Sacramento campus. There may be a cost to one or more affiliated supervised experiential learning sites (at student expense)
Graduation Fee	There is no graduation fee
<b>Estimated Total Cost per Trimester</b>	<b>\$21,986 - \$23,174</b> *highest includes one-time expenses
<b>Estimated Total Costs for the Program</b>	<b>\$89,132 (4 Trimesters)</b>



## 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 [fnaid@pacific.edu](mailto:fnaid@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 will be granted for work related experiences.

### **Transfer Students from other MSCN Programs**

Coursework completed at University of the Pacific or at other regionally accredited institutions of higher education since completion of the baccalaureate can be evaluated for transfer credit work with the following restrictions:

- Up to nine (9) semester units can be transferred at the Master's level and up to 12 semester units at the doctoral level.
- Only courses that qualify for graduate or first-professional credit by the transferring institution can be transferred.
- Only courses in which a grade of B or better are eligible for consideration of transfer credit. Some departments set higher standards and are identified by individual program catalog sections.
- The course work must be less than five years old for Master's degrees and less than 10 years old for Doctoral degrees at the time the University of the Pacific's degree is awarded.
- Extension courses do not qualify for transfer credit except for university-approved transfer agreements.

Grade points earned in those courses are not counted in the student's Pacific grade point average. This process is initiated using the Degree Requirement Adjustment Form and must be approved by the Director of the Graduate Program and the Office of the Registrar.

[https://catalog.pacific.edu/stocktongraduate/academicregulations/#Transfer\\_Credit](https://catalog.pacific.edu/stocktongraduate/academicregulations/#Transfer_Credit)



## 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), allows you to check out books from the library and gain entrance to Pacific sporting events. Additionally, this card can serve as PacificCash, a debit card system, attached to your student account. PacificCash allows students to access PacificPrint copy machines, campus laundry facilities, meal plan purchases, etc.

### **MSCN Program Student Identification**

Students will be provided a Program specific nametag that must be worn while on clinical placements. Students must always identify themselves as a “Clinical Nutrition student” to patients and clinical site staff, and never present themselves as dietitian, nutritionist, medical students, licensed dietitian nutritionist, or utilize previously earned titles (i.e., RN, Ph.D., etc.) for identification purposes.

The Program nametag does not replace a student’s Pacific identification card. Students may be required to wear both forms of identification while at clinical sites. Students are financially responsible for the replacement of any identification items.

## 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 clinical 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 clinical rotations. Forwarding your 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 your email account as you move during your clinical education
- Utilize the following signature line requirements:

Joe Smith  
University of the Pacific  
Clinical Nutrition Program/Class of 2021  
123.456.7890

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 Coordinator, faculty or clinical 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 <http://insidepacific.pacific.edu> 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. Specialty clinical placements or specific training 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. Short student white coats with University issued identification badges are required.

## REQUIRED TRAININGS

Students will be provided information on how to complete health sciences trainings in preparation for completing supervised clinical practice experience rotations, including but not limited to HIPAA and Personal Protective Equipment. Each site may also have additional trainings.

## REQUIRED MATERIALS AND SUPPLIES

### Textbooks

Students can plan on spending approximately \$2,500 to \$3,000 on required textbooks for the entire program. Course syllabi and the Program Textbook List 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 the Pacific bookstore or any other 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 supervised clinical practice experiences, including pre-rotation screening requirements, site rotation assignments, performance evaluations, 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.

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 coordinator 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 coordinator 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

### **Infectious Disease and Environmental Hazards**

Students enrolled in the Program may be exposed to various infectious diseases and environmental hazards. Students are required to complete Occupational Safety and Health Administration (OSHA) training prior to matriculation. This training will address environmental hazards, infectious disease, and universal precautions. These topics are reviewed in didactic curriculum. Clinical placements may require students to complete additional, facility specific, training procedures. 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.

### **Infectious Disease Prevention and Protocol**

The University's Student Blood, Body Fluid and Tuberculosis Exposure Policy and the MSCN Blood/Body Fluid Exposure Protocol will be reviewed with students early in didactic training and again prior to clinical placements. This protocol and necessary documents will also be available to students through the CANVAS learning system. This policy includes student responsibilities for prevention, post-exposure student responsibilities, as well as financial and learning activity implications.

## LIABILITY FOR SAFETY IN TRAVEL

### **Student Travel**

Student travel to and from SCPE sites during NUTR 287A, B and C 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 is an important component of the educational process. Regular meetings with advisors keep communication channels open and enable mentoring relationships to develop. Each student will be assigned a faculty advisor. 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. Students are required to meet with their faculty advisor at least once each semester to review and address academic, psychological, psychosocial and professionalism issues. Scheduling this meeting is the student's responsibility. When possible, time will be allocated in the schedule to allow for routine advisor meetings. 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. Therefore, students are advised to meet with a faculty advisor or course instructor in the event of an exam or course failure.

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}.

<https://www.pacific.edu/campus-life/student-services/counseling-and-psychological-services.html>

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 University student supportive services can be found on the University website.



## 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. Students must not be employed by or be required to perform clerical and administrative work for the Program. In addition, 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 medical 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 medical 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.

Refer to the examination policy for information regarding missed examinations. 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

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### 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 semester 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

University of the Pacific observes most federal holidays. Refer to the University calendar for observed holidays. Students on clinical placements do not follow the University holiday schedule, but rather the holiday schedule for the clinical site.

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Orientation	8/17-18	8/18-20	8/17-19	8/16-18	8/22-24	8/21-23
On-Campus Classes Begin	8/24	8/23	8/22	8/21	8/26	8/25
Labor Day#	9/7	9/6	9/5	9/4	9/2	9/1
Thanksgiving#	11/25-27	11/24-26	11/23-25	11/22-24	11/28-30	11/27-29
On-Campus Classes End	12/4	12/10	12/6	12/5	12/9	12/9
Final Examinations	12/7-14	12/13-17	12/8-15	12/7-14	12/11-18	12/11-18
Days per semester	71	72	69	71	72	72

	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
On-Campus Classes Begin	1/4	1/3	1/9	1/8	1/6	1/5
Martin Luther King Day#	1/18	1/17	1/16	1/15	1/20	1/19
President's Day#	2/15	2/21	2/20	2/19	2/17	2/16
On-Campus Classes End	4/6	4/5	4/11	4/9	4/8	4/7
Final Examinations	4/8-15	4/7-14	4/13-20	4/11-18	4/10-17	4/9-16
Days per semester	65	65	65	65	65	65

	Summer 2021	Summer 2022	Summer 2023	Summer 2024	Summer 2025	Summer 2026
On-Campus Classes Begin	4/26	4/25	4/24	4/29	4/28	4/27
Commencement – STK	5/8	5/14	5/13	5/11	5/10	5/9
Commencement - PHRM	5/15	5/14 5/21	5/13 5/20	5/18	5/17	TBD
Commencement – DENT	6/13	6/19	6/18	6/16		
Commencement - LAW	5/22					
Commencement - SOHS						
Memorial Day#	5/31	5/30	5/29	5/27	5/26	5/25
Independence Day#	7/5	7/4	7/4	7/4	7/4	7/3
On-Campus Classes End	7/27	7/26	7/25	7/30	7/29	7/28
Final Examinations	7/29-8/5	7/28-8/4	7/27-8/3	8/1-8	7/31-8/7	7/30-8/6
Days per semester	65	65	65	65	65	65

Updated 8/10/2020; Schedule subject to revision.

# Indicates an observed holiday, with no classes on these days

## CURRICULUM BY TRIMESTER

The table below summarizes the course curriculum by each of the four trimesters.

Course #	FALL 1 2020 Master of Science Clinical Nutrition	Trimester At-a-Glance		
		• 5 didactic courses		
		Credits	Mode	Credit Hours
NUTR 201	Evidence Based Practice & Scientific Inquiry	2	I	30
NUTR 203	Nutrition Assessment, Physical Exam & Diagnosis	3	I	45
NUTR 205	Behavioral Science, Interviewing, & Counseling	3	I	45
NUTR 207	Clinical & Medical Nutrition Therapy I	4	I	60
NUTR 209	Nutritional Pharmacology & Therapeutics	3	I	45
	Total Units	15		
Course #	SPRING 1 2021 Master of Science Clinical Nutrition	Trimester At-a-Glance		
		<ul style="list-style-type: none"> <li>• 2 didactic courses in first 6 weeks</li> <li>• 10 weeks clinical rotations 4.5 days/week on rotation 0.5 day virtual debrief class/faculty</li> </ul>		
		Credits	Mode	Credit Hours
NUTR 211	Clinical & Medical Nutrition Therapy II	4	I	60
NUTR 213	Health Care and Food Systems Management	2	I	30
NUTR 287A	Supervised Clinical Practice Experience I Acute care medicine I 4 weeks Ambulatory care 4 weeks Interprofessional Practice Experience 2 weeks Total = 10 weeks	9	E	400
	Total Units	15		

Course #	SUMMER 2021 Master of Science Clinical Nutrition	Trimester At-a-Glance		
		Credits	Mode	Credit Hours
NUTR 215	Global & Public Health Nutrition	3	H	45
NUTR 287B	Supervised Clinical Practice Experience II Acute care medicine II (+surgery) 4 weeks Wellness 2 weeks Pediatrics 2 weeks Geriatrics 2 weeks Total = 10 weeks	9	E	400
NUTR 217	Capstone I (Practice Based Research Methods)	3	H	45
	Total Units	15		
Course #	FALL 2 2021 Master of Science Clinical Nutrition	Trimester At-a-Glance		
		Credits	Credits	Credits
NUTR 219	Nutrition Leadership and Innovation	2	H	30
NUTR 221	Capstone II project	3	H	45
NUTR 287C	Supervised Clinical Practice Experience III Critical care medicine and surgery 4 weeks Dialysis 1 week Staff relief 4 weeks Elective 1 week Total = 10 weeks	9	E	400
	Total Credits	14		
	MSCN Degree Total	59	36% H	1680

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 or retest on academic content during the inter-semester breaks. Students may also be required to attend a disciplinary meeting during the inter-semester 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 licensed clinician. 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 coordinator.

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 via email [MSCNprogram@pacific.edu](mailto:MSCNprogram@pacific.edu) or phone 916-325-4659 (Program Administrative Assistant) 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 –also referred to as supervised clinical practice experience or SPCE. The MSCN Program plans 1200 hours of supervised experiential learning through:

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

#### SPCE 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). These courses comprise rotations in clinical nutrition and food service systems management and prepare students for professional practice in food service, acute and ambulatory settings with a variety of acute and chronic condition in all life stages. Under supervision, students are introduced to interprofessional practice and function as part of the interprofessional health care team in real-life professional work settings. The MSCN Clinical Coordinator identifies the SPCE sites and creates the rotation schedule for each student depending on site availability and student needs.

#### MSCN Clinical Rotations

Clinical Course	Rotations	Weeks	Hours <sup>1</sup>
<b>SPRING TRIMESTER</b> NUTR 287A Clinical Nutrition & Dietetics Supervised Clinical Practice Experience I	Acute Care Medicine I Food Service Ambulatory Care Interprofessional Education	2 weeks 2 weeks 4 weeks 2 weeks	400 total
<b>SUMMER TRIMESTER</b> NUTR 287B Clinical Nutrition & Dietetics Supervised Clinical Practice Experience II	Acute Care Medicine II & Surgery Wellness Pediatrics Geriatrics	4 weeks 2 weeks 2 weeks 2 weeks	400 total
<b>FALL 2 TRIMESTER</b> NUTR 287C Clinical Nutrition & Dietetics Supervised Clinical Practice Experience III	Critical Care Medicine & Surgery Dialysis Staff Relief Elective Experience	4 weeks 1 week 4 weeks 1 week	400 total

<sup>1</sup>Note: The weeks above are full time estimates. As a competency-based program, there may be situations in which students achieve competencies in each area and progress to other program competencies, and there may be situations wherein a student needs more time to achieve the required program competencies.



## STUDENT RESPONSIBILITIES WHILE PARTICIPATING IN SPCE

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.

### **Communication with the Program and University**

Effective verbal, non-verbal, written and email communication are required for quality Clinical Nutrition practice. It is critical that students maintain excellent communication throughout their clinical education experiences with the Clinical Coordinator and assigned site (Preceptor and Site Supervisor). Students are expected to develop rapport with classmates, colleagues, patients and other healthcare providers. Students shall maintain effective communication in times of stress and/or when faced with complexity, uncertainty or ambiguity.

### **Timeliness**

Students must report to clinical sites prior to assigned times and remain at the site for the entire time designated on their approved schedule. Any modifications to their approved schedule must be immediately reported to the Clinical Coordinator. If a student anticipates being late, they must contact the Preceptor immediately. Repetitive tardiness (>2) may result in lowering of the rotation's professionalism grade for that rotation by 5% and/or disciplinary action such as referral to the Student Progress Committee for professionalism. Students must also submit all required assignments and forms by their designated due date. Repetitive paperwork/assignment tardiness may result in disciplinary action.

### **Unplanned Absences**

Students are required to notify both the Program and the Site of any unplanned absence and the reasons for the absence. Notify Program via email [MSCNprogram@pacific.edu](mailto:MSCNprogram@pacific.edu) or phone 916-325-4659 (Program Administrative Assistant) 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. Notify the Site Preceptor (using the contact information provided by the site); some Sites may also require you to notify the Site Manager. Expectations by Site will be communicate prior to the start of SPCE.

### **Preparation**

Students must report to clinical sites fully prepared for work with all necessary resources and equipment (e.g. clinical references, completed assignments, etc.). Additionally, students must always have the following documents:

- Immunization Certificate  
 It is the student's responsibility to ensure that they remain current on all required immunizations, such as TB clearance and annual influenza vaccination
- Resume or CV
- Any hospital forms required for the rotation

While the Program works diligently to monitor the specific requirements of all facilities, there may be instances in which a facility may change a protocol without notifying the Program. Students are responsible for notifying the Program Clinical Coordinator of any protocol changes that they discover, for the Program to update the requirements for future students.

### **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 may not function in the place of an employee or assume primary responsibility for a patient's care. Students should seek advice when appropriate and should not be evaluating or treating patients without supervision from, and direct access to, a supervising clinical preceptor. Such behavior is fraudulent and illegal, thus will result in communication with the Program and may result in disciplinary action. Students shall perform only those procedures authorized by the preceptor. Students must adhere to all regulations of the Program and the clinical sites. The student is to contact the Program immediately with any questions or concerns about the student's role at a site.

### **SPCE Student Hours and Timesheets**

Every student will receive their SCPE rotation site and Preceptor assignments in the EXXAT clinical management software system. Each preceptor will set the weekly hours for the MSCN student. Daily digital timesheets (arrival time and exit time) must be completed by each student in EXXAT. At the end of each rotation, the student will electronically submit all their timesheets for the rotation to the Preceptor for approval in EXXAT. Thereby, the Preceptor may review the student's time sheet and rotation final evaluation together.

### **Informed Consent**

The Clinical Preceptor retains responsibility to obtain informed consent for involvement in a student's educational experience from the patient or guardian prior to a student-patient encounter. Students should obtain exposure to the process of obtaining and documenting informed consent. Students should obtain patient/parental consent prior to evaluating a patient or performing a preceptor assigned evaluation. The informed consent obtained by the student is for patient participation in the student's educational experience.

## **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 toward 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. The registered dietitian and MSCN student role require teamwork and the ability to carefully follow directions from a clinical supervisor. The role of the clinical preceptor commands the utmost respect.

## **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**

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.

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 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 rotation sites, such as security escorts to your 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 Coordinator or Program Director. Preceptors, SCPE Coordinator, MSCN

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 at the SCPE rotation and the Clinical Coordinator. The Clinical Coordinator will arrange for medical care. 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 coordinator as soon as possible. Students must adhere to the Program's exposure protocol and any site protocol(s). The protocol is available on CANVAS. Students must immediately report any blood/body fluid exposure(s) to their preceptor, the Clinical Coordinator, 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.**

Should a student become injured or ill during the work hours of a SCPE rotation and **the event is not an emergency**, the event should be reported to the preceptor immediately and the Clinical Coordinator by the end of the workday. The preceptor and student together will decide if the event warrants the student to resume work, reduce work level or go home. With the latter two options, the preceptor and clinical coordinator will decide if the time for competency development must be made up.

#### **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.

## **Site Regulations**

Students must comply with all rules, regulations, bylaws, and policies of the site for which they are assigned. Failure to do so will result in removal from the rotation and may result in additional disciplinary action.

## **Learning Expectations**

Students are responsible for fulfilling all general instructional objectives, as well as those covered on the topic lists for core rotations. It is not possible nor expected that the student be exposed to each entity or problem listed during their rotations; however it is the student's responsibility to ensure comprehensive knowledge about all the objectives for each discipline.

## **Student Participation in the Learning Process**

Students must take an active part in the learning process during their clinical education. Active listening skills must be applied to all clinical encounters whether observational or interactive. 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 slow periods for medical reading and preparation for examinations. Students are responsible for all assignments given by the preceptor and the Program.

## **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.

## **Self-guided Learning**

Life-long learning is a fundamental component of the nutrition profession. Students should demonstrate enthusiasm toward learning through participation and assignment completion. Students must take initiative and commitment to acquiring and maintaining knowledge and clinical skills throughout the educational process. Self-assessment and constructive feedback are important components of the learning process. Students are expected to accept constructive feedback without defensiveness or excuses and incorporate the feedback to change behavior. The preceptor evaluations are one method of providing feedback during the clinical year. Students cannot contact a preceptor during or after completion of the rotation to have evaluations modified. Such behavior is a violation of our professional code of conduct and may result in disciplinary action. Preceptors should never feel pressured during or after the evaluation process.

## **Teamwork**

The nutrition profession is based on the principle of collaboration with healthcare professionals. The healthcare team concept has expanded to include a multidisciplinary approach. Learning to work effectively in a group and collaborative environment is key to the nutritionist role. Students are assigned to multiple educational groups throughout the curriculum. Some groups will remain the same for the length of the program, others are course or semester specific. Students are expected to contribute, collaborate, and cooperate effectively in team and small group-based learning environments. Students are expected to provide specific, objective, and relevant constructive feedback to classmates.

## **Problems/Conflicts**

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 Coordinator.

## **Registration and Financial Obligations**

Students on clinical 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 Feedback**

Students will provide an evaluation of the SPCE site, facility and preceptor(s) upon completion of the rotation. This feedback is valuable for the Program's assessment and continuous program improvement activities.

## **PROGRAM RESPONSIBILITIES FOR SCPE**

### **Student Preparation for Clinical Experience**

The Program will adequately prepare the student for his/her clinical experiences.

### **Assignment**

The Program is responsible for assigning students to clinical sites that will provide a quality learning experience.

### **Objectives for Clinical Experiences**

The Program will provide learning objectives for clinical experiences to students and preceptors. The Program shall evaluate the student's competency based on the objectives.

### **Site Identification and Evaluation**

The Program will identify and verify eligibility of clinical sites and preceptors.

### **Affiliation Agreements**

The Program will develop and maintain affiliation agreements with all clinical sites.

### **Preceptor Orientation**

The Program will provide preceptors with a handbook that outlines the Program's policies and procedures as well as preceptor expectations.

### **Professional Liability Insurance**

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

### **Student Evaluation**

The Program is responsible for assigning a final grade to every student for all rotations. The Program will also monitor student progress over time.

### **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.

### **Health and Safety of Patients, Faculty, Staff, or Students**

The Program will interact with preceptors and sites to help maintain patient safety. 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. This action may delay program completion and result in additional tuition/fees.

### **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 the clinical year, the Clinical Coordinator is the primary point of contact for all issues related to a clinical rotation site or placement. Students are still required to meet with their faculty advisor at least once each semester to review and address academic, psychological, psychosocial and professionalism issues. Scheduling this meeting is the student's responsibility. 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 Coordinator or faculty advisor in the event of an exam or rotation 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 provides opportunities within his/her practice for the student to gain knowledge, skills, and experience to evaluate and manage patients within the preceptor's medical/surgical specialty. The preceptor plays a vital role in the educational process. The preceptor acts as a clinical resource while students apply the medical knowledge obtained during the didactic education. It is not the expectation that a preceptor act as an instructor for said didactic knowledge. The preceptor is responsible for the on-site supervision, education, and evaluation of the MSCN student.

### Student Schedule

The preceptor determines the student's schedule. Students are expected to adhere to the preceptor's work schedule. Students are expected to work at the site at least 36-40 hours per week but this can vary depending on the site, with a maximum of 60 hours per week. When a preceptor is seeing patients, it is expected that the student is working as well. Students are expected to work nights, weekends, and be on-call if required by the site.

### Clinical Experience

Students should spend as much time as possible involved in supervised hands-on patient care activities. Seeing the largest number and greatest diversity of patients that is possible at the site enhances the learning experience. It is especially important that all students obtain exposure to patients across the entire life span. Additionally, students should be exposed to all aspects of a clinician's daily duties.

### Learning Objectives/Student Learning Outcomes

ACEND<sup>®</sup> competencies and performance indicators are selected for the given rotation and guide the planned learning activities. The performance indicators serve as the learning objectives for the rotation and describe what performance of the competency looks like in practice.

### Supervision

The preceptor is responsible for the overall supervision of the MSCN student's educational experience at the clinical site. An assigned qualified practitioner **must be at the facility and available** while the student is performing patient care tasks. The student must know who this



person is and how to contact them. Students may document their preliminary findings, but the preceptor retains full responsibility for the content of the medical record. All encounter notes must be co-signed by the registered dietitian responsible for the patient's care. Co-signing is also a valuable teaching method to give feedback to the student as to the adequacy of data gathered, differential diagnosis, nutrition therapy, and appropriate documentation practices. While on rotations, the MSCN student will be supervised in all his/her 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 dietitian retains all responsibility for the patient's evaluation, assessment, plan, and patient education.

### **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 recommending specific conferences. It is expected that the preceptor will model, expose students to, and teach in accordance with, current evidence-based medicine/practice guidelines and the accepted standards of care.

### **Assignment of Activities, Case Studies and Projects**

Students shall be directly involved in the evaluation and management of patients based on the clinical preceptor's preference 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:

- patients to examine, evaluate and/or follow
- procedures to perform (including the nutrition-focused physical exam)
- nutrition care process development, recommendations, monitoring, and documentation
- diagnosis and treatment research
- case studies related to rotation
- projects related to rotation
- health care/other team contributions

### **Informed Consent**

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

### **Patient Presentations**

Preceptors should have the student present patients on a regular basis.

### **Co-Signing Documentation**

Preceptors must review and co-sign all student documentation and charting. 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. If the office/system uses predominately checklists or student EHR access is limited, the Program encourages the preceptor to assign (and subsequently evaluate) written notes to the student and/or additional case presentations to the student.

### **Student Performance Evaluation**

The preceptor, or his/her designee, must observe and assess the student performing clinical functions, including documentation, on a regular basis and provide constructive formative verbal feedback to the student regularly over the course of the rotation. The preceptor may also be asked to give feedback on student performance to faculty members during site visits. The preceptor or designee is responsible for completing two summative performance evaluations, covering clinical knowledge and professionalism. Receiving honest critique and constructive feedback is critical to the academic and professional progression of a student. The Clinical Coordinator provides preceptor training on the performance evaluation process and competency-based education.

## SECTION 6

# ASSESSMENT OF STUDENT LEARNING & COMPETENCE

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The ACEND® Future Education Model Graduate Degree Competencies are the basis on which the Program’s curriculum and student learning assessment is built, and the student’s demonstration of competence is integrated in the coursework and supervised experiential learning activities throughout the program. As such, the Competencies are covered repeatedly throughout the curriculum and build on previous knowledge and experience to progress from introductory to more advanced learning activities and skill practice, thus providing students multiple opportunities to achieve the competencies at the expected depth and breadth of competency. 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®.

In a competency-based education model, assessment of student learning is ongoing (formative and summative) so that feedback is frequent and student-centered to support success.

## METHODS OF STUDENT ASSESSMENT/EVALUATION

### Evaluation of Student Performance

#### SCPE

For rotations occurring within the professional work setting, preceptors evaluate student performance at multiple time points based on:

- Clinical Preceptor (or designee) observations/rotation performance evaluations
- Patient encounter care plans and electronic health record nutrition documentation
- Feedback from healthcare team members based on observation and interactions
- Professionalism assessments
- Rotation assignments, such as pre-rotation questions and case studies



## Courses

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:

- Class with lab
- Case Study assignments
- Papers, projects and oral presentations
- Case presentations/activities (individual and team based)
- Physical examinations (Nutrition Assessment- NFPE)
- Graded Objective Structured Clinical Evaluations (OSCEs)
- Graded simulation encounters
- Course and Field Projects/Assignments
- Graded role playing
- Graded demonstration or education
- Academic Faculty Observations
- Capstone II final project
- Capstone Research papers such as scoping reviews and systematic reviews
- Professionalism assessments
- Other competency-based assessments

## 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.

### Didactic Course Requirements

- An overall course grade of 80% “B” or higher, while maintaining a minimum semester and cumulative GPA of 3.00

Failure to meet any of the above requirements will result in failure of the course, referral to the Student Progress Committee, and may result in placement on academic probation (see section on [Probation](#)).

If a student is already on academic probation, the course failure will meet criteria for dismissal (see section on [Criteria for Dismissal](#)).

A student meeting the criteria for course failure prior to the end of the term must continue to attend all classes and complete all assignments and exams in order to be eligible for future remediation of the course.

## ASSESSMENT GRADING DURING DIDACTIC SEMESTERS

### Written Examinations

A score of 80% (B) or greater for final didactic course grades. If a student fails an assessment, the following will apply:

- Failure to obtain a minimum score of 80% (B) shall result in:
  - Failure of the course
  - Repeating the didactic course
  - Possible delay in entering SCPE

## ASSESSMENT GRADING DURING SUPERVISED CLINICAL PRACTICE EXPERIENCE

### SCPE Rotation Performance Evaluations

Within each rotation of each SCPE course, the student must pass the final (end) performance assessment of pre-identified competencies in order to score of 80% or greater for the SCPE respective course, NUTR 287 A, B, C. Mid-rotation performance evaluations do not apply. If a student fails a rotation performance evaluation at the end of the rotation, the following will apply:

- Completion of a repeated SCPE rotation
  - The student must achieve a score of 80% or greater to pass the SCPE rotation evaluative assessment and its corresponding competencies
  - Students are advised to meet with the student's Preceptor and Clinical Coordinator faculty to determine a plan of remedial instruction
- Failure to obtain a minimum score of 80%:
  - Failure of the SCPE rotation
  - A "Program Warning"
  - The student may need additional SCPE hours in identified areas of identified performance

Failure of any three (3) major assessments or assignments (written and/or rotation) within a single course or SCPE may result in referral to the Student Progress Committee and placement on Academic Probation.

Failure of three (3) or more exams or major assessments (written and/or rotation) across multiple courses and/or rotations within the academic term may result in referral to the Student Progress Committee and placement on Academic Probation. SCPE evaluations are summative comprehensive assessment prior to each SCPE section completion. A score of 80% or greater is required to pass the SCPE section. If a student fails, the following will apply:

Completion of a repeat of the deficient section in SCPE

- A score of 80% or greater is required to pass the repeat SCPE
- If a score of 80% or greater is achieved on the repeat SCPE section, the recorded score is 80%.

Failure to obtain a minimum score of 80%:

- May require a second and last repeat of the SCPE section provided the preceptor is in agreement

### **SCPE Rotation Performance Evaluation Periods**

For each rotation, a baseline evaluation is conducted to assess each student's level of knowledge and skill usually via a case study. Each rotation has a minimum of a midpoint review with their preceptor to evaluate progress and areas to strengthen with the intention the student should receive daily constructive feedback from their preceptor and there should be no surprises for the student. At the end of each rotation, the student receives a final rotation performance evaluation from their preceptor. Students are also required to evaluate each rotation and preceptor.

### **In-Class Quizzes**

The Program may utilize in-class quizzes for formative and summative assessment of student preparation for class. Therefore, there are **no make-up quizzes**. Students who arrive within the first five minutes of class will be required to take the quiz, but will not receive any additional time to complete it. Students arriving more than five minutes late to class are not allowed to complete the quiz, and a zero will be recorded.

### **Examination Grading**

The Program retains sole authority for finalization of grades. Prior to finalization of grades, the Program shall review exam statistics. The Program reserves the right to make grading modification until grades are finalized. The timing for finalization of grades varies upon exam type.

- Written examinations: 2 business days
- Written papers: 5 business days

### **Missed Exams**

Should a student miss a written examination, regardless of the reason, the missed examination must be taken within three (3) days of returning to classes or at the course instructor's discretion.

### **Late Submitted Assignments/Papers**

Should a student turn in an assignment, project or paper late, the grade is decreased by one full letter grade per each day late unless there is a documented medical reason.

## SECTION 7                      STUDENT AND PROFESSIONAL CODES OF CONDUCT

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### **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, Clinical Nutrition 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:

- [Communication](#)
- [Respect](#)
- [Integrity](#)
- Preparation
- [Timeliness](#)
- [Attendance](#)
- [Reliability/Accountability](#)
- [Attire](#)
- [Identification](#)
- Demeanor
- Teamwork

- Student Role
- Confidentiality
- Health and Safety
- [Non-discrimination](#)
- [Impairment](#)
- [Weapons](#)
- Learning Expectations
- Student Participation in the Learning Process
- Flexibility
- Self-Guided Learning
- Program Evaluation

## **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 handbook, the University Catalog, <http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Student-Conduct/Tiger-Lore-Student-Handbook-/Pacific-Student-Code-of-Conduct.html> and the Clinical Education handbook including those pertaining to academic honesty. 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 drugs.

### **Weapons**

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

### **Program Evaluation**

Just as self-assessment is an important component of professional development, student evaluation of the Program is an important component for curriculum development and improvement. Students will be required to complete course, instructor, and preceptor evaluations. Students are expected to provide professional constructive feedback regarding the curriculum and curriculum delivery. Evaluations will be completed electronically and will not be anonymous. The Program reserves the right to withhold final grades and/or block registration for non-compliance.

Additional opportunities will be available to provide intermittent general program feedback as well. Students will be able to discuss concerns with the Program Director during *advisement meetings* which will be scheduled at least once per semester. These meetings may also be utilized to provide information to students regarding previous survey results. In addition to formal methods of evaluation and feedback, the Program believes in an “open door” policy, so that students may discuss concerns with the Program as desired.

## ACADEMY OF NUTRITION AND 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)
- <https://www.eatrightpro.org/-/media/eatrightpro-files/career/code-of-ethics/coeforthenutritionanddieteticsprofession.pdf?la=en&hash=0C9D1622C51782F12A0D6004A28CDAC0CE99A032>

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.

## CONSEQUENCES FOR NON-ADHERENCE

Failure to adhere to the Professional Standards and Professional Code of Conduct will result in the following consequences for unprofessional behavior:

**1. First minor incident of unprofessional behavior:**

Program Warning - The Program will provide the student with a verbal and/or written warning to change the behavior depending on the severity of the offense. The appropriate faculty member (e.g. faculty advisor or Clinical Director) will document the incident in the student file.

**2. Second minor incident of unprofessional behavior:**

Academic Probation - The Program will document the incident in writing and the student will meet with the faculty. This documentation will go on the student's permanent record.

**3. Third minor incident of unprofessional behavior or any incident of egregious unprofessional behavior:**

The student will be automatically referred to the SPC Committee. The Committee will meet to determine a course of action for the behavior that can include but is not limited to corrective or disciplinary action, probation or dismissal.

## SECTION 8 ACADEMIC AND PROFESSIONAL PROGRESS

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### 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. 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). The SPC monitors academic progress for the entire program to include the clinical year of experiences.

#### **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, demeanor, attitude, 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.

### STUDENT PROGRESS COMMITTEE AND REVIEW PROCESS

#### **Student Progress Committee (SPC)**

The SPC is charged with monitoring all Clinical Nutrition students both academically and professionally, promoting students who have successfully completed a semester, as well as reviewing the cases of students who meet the disciplinary criteria. The committee is comprised of faculty members from University programs and Colleges that provide instruction to the Clinical Nutrition students. Certain circumstances may also require the inclusion of University faculty members from programs not associated with the Clinical Nutrition program or its students, as well as the Student Conduct and Community Standards Office. The SPC may review student records and discuss student records with appropriate faculty members and/or preceptors in 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. Disciplinary action decisions are made by the SPC. The SPC can assign disciplinary action statuses such as, but not limited to, probation, remediation, suspension, or dismissal. Disciplinary decisions are made on an individual basis after considering all pertinent circumstances. The chair of the SPC will issue a letter of decision to the student regarding his/her status in the Program.

Since the Program only offers courses once a year, if the SPC recommends that a student repeat an entire term, the student must take a leave of absence from the Program until those courses 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.

## ACADEMIC STANDING

All students must make satisfactory progress toward curriculum completion within the Clinical Nutrition program. Students must meet the minimum standards and requirements set by the Program and University of the Pacific to remain in good academic standing. The University has minimum criteria for academic progress, as it relates to grade point average, for all graduate programs. The Program has additional criteria that define academic progress. Failure to meet any defined criteria may result in disciplinary action and the changing of a student's academic standing. Academic Standing Categories are described below.

## PROGRAM WARNING

Program Warning is a level of academic standing internal to the Program and is not documented on the official transcript. It is instituted when a student fails a major course exam or has professionalism issues. It serves as a warning that improvement is needed. Students will be advised to meet with the student's advisor. A student must successfully pass reexamination of the failed course material and/or demonstrate improvement in professional behaviors. Failure to successfully remediate the material may result in SPC referral and placement on Academic Probation. Failure to improve professionalism issues will result in placement on Professionalism Probation.

The following are criteria for which a student may receive a program warning:

- Failure of a course exam and the retake exam
- Failure of two course exams or major assessments on the first attempt
- Failure of same curriculum content (module) across courses
- Failure of one End of Rotation performance evaluation
- Minor Professional misconduct, behavior and/or attitude inconsistent with the Clinical Nutrition profession
- 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 as expected for the level of/timing within clinical education

## PROBATION

Probation is a warning that there are deficiencies. 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 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 3 end-of-rotation performance evaluation resulting in < 80% grade for SCPE course
- Failure of any 3 (initial and/or retake) exams or major assessments across multiple courses within the same academic term
- Failure of re-examination under a remediation plan
- Semester 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 outline 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 Student 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 demonstrated by repetitive 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 clinical assignments 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 he/she 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.
- 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  $\geq 3.0$  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.

### Extracurricular Restrictions:

- The primary responsibility of a student is to gain the knowledge, skills, and attitudes to become a competent and professional Clinical Nutritionist. 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.

## **Remediation**

Remediation is the opportunity to correct unsatisfactory performance, progress, and/or professional conduct in the Program. The offer of remediation is not automatic or guaranteed. Remediation is to be regarded as a privilege, which must be earned by a student through demonstrated dedication to learning, and active participation in the educational program to include, but not limited to, overall academic/clinical performance, regular attendance, individual initiative and utilization of resources available to him/her.

Determination of Remediation Plans:

- Remediation plans will be proposed by the SPC and will be assigned a specific period for completion.
- Remediation plans/decisions cannot be appealed.

Plan Implementation:

- The SPC chair(s) will work with an assigned faculty member to implement the proposed remediation plan. The SPC proposed remediation plan may be amended by the Academic Director and assigned faculty member if needed to facilitate the remediation process.
- Meetings with student
  - Initial meeting to develop a contract/plan that outlines and defines the remediation program, successful completion criteria and responsibilities of the student.
  - Student self-assessment of weaknesses and deficiencies that resulted in current academic or professionalism status. When appropriate, this self-assessment may precede remediation plan development.
  - Summaries of the meetings will be documented and retained by the program. The frequency of student meetings during the remediation process will vary depending on the duration and the components of the remediation plan.

Plan Monitoring:

- Remediation plans are monitored by the assigned faculty member and/or the SPC chair(s).
- Remediation Monitoring Form will be completed as needed throughout the remediation process summarizing the student's progress and compliance with remediation requirements. The frequency of form completion 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 the SPC for re-evaluation. Failure to meet the requirements of a remediation plan in the stipulated period shall result in referral to the SPC and will meet criteria for dismissal.

Documentation:

- Documentation of the remediation requirements, implementation process and outcome will be placed in the student's file.

The SPC may recommend a remediation plan that includes, but is not limited to, the following:

- A remediation exam of failed subject material and/or the entire course
- Repeating the course(s)/rotation(s) failed the next time the course(s) is offered
- Delay the start of the clinical curriculum
- Content specific remediation
- Repeating an entire academic term, with or without previously passed courses.
- Restarting the program with the next student cohort, waving any waiting period
- Reenrollment only through the normal admissions process
- Complete additional assignments/examinations of the failed subject material
- Complete additional assignments as deemed appropriate
- Auditing previously taken courses or laboratory classes. If a student is advised to audit a class, he/she is expected to follow the attendance policy for registered students, unless otherwise specified. Students may be required to sit for all course exams or may choose to do so. If a student takes exams, he/she must meet the same criteria as registered students to pass the remediation (e.g. score of  $\geq 70\%$  on exams)
- Demonstrating continued competency in previously learned material by passing re-entry competency requirements for students with a remediation plan that includes extended time away from studies
- Complete additional clinical rotation(s)
- Requiring corrective action for unprofessional behavior and/or misconduct. This may include but is not limited to direct apologies, letters of apology, professionalism assignments, additional clinical rotation(s), ongoing monitoring, and reports of professional behavior corrections by faculty, preceptors etc.

In addition to the programmatic remediation plan, the Program recommends that you utilize all available resources within the university's Student Academic Support Services and/or Student Health and Psychological Support Services.

## STUDENTS WITH MINIMAL CHANCES OF PROGRAM SUCCESS

To support the successful achievement of each ACEND competency, the program director reserves the right to require that an intern repeat course work, courses and/or rotations where competencies have not been met; this includes when course assignments related to competencies receive a grade that is below “C;” a course grade is below “B” or the cumulative GPA is below 3.0. If a student receives a C in a graduate course in the spring, they will not be scheduled for rotations in the summer to ensure adequate academic progress that will allow them to complete supervised experiential learning. Students struggling in their program should work with their Academic Success Coach.

After evaluating the barriers preventing academic and/or competency success, the first step is gathering data to understand the problem. Areas evaluated include Insufficient ability, learning disability, Insufficient preparation, Life stressors, Mental illness, Physical illness, New interests and Personality conflicts. When intervention(s) (additional training, medical care, change in mentor, leave of absence, probationary period with set remedial plans and milestones) for identified problems have not been successful, an exit strategy may be indicated. This process must occur as early as possible within the MSCN program so that MSCN graduate students do not perceive a false impression of success. An exit strategy may occur before or after a probationary period. Optimal solutions and decisive action involve close working with the student, faculty mentor, program director, Support Services Resources, CAPS, Clinical Coordinator and other needed resources. A positive exit strategy goal is to determine a graduate school path of success with the student as part of the shift in their career goal. Depending upon student interest(s), aptitude, short and longer-term goals, alternative graduate health profession programs are explored as well as all graduate program opportunities. The student is encouraged to meet with program directors and shadow program students. Barriers to success in the MSCN program must not be potential issues in a newly selected program. If aptitude is an issue, a graduate certificate may be an immediate solution. Ideally, the exit strategy will include the selection and acceptance to a new graduate program with minimal loss of credits towards completion in the new graduate program. If there is no matching graduate program or certificate to the student’s interest and aptitude at UOP, every effort will be made with the student to search and establish a graduate education plan either locally or in the location of the student’s choice.

## 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 clinical placements
- Failure of 1 or more didactic courses and 1 or more clinical placements
- Failure of 3 or more end-of-rotation examinations on the first attempt
- 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 semesters
- Meeting 2 or more criteria for Academic and/or Professionalism Probation
- Meeting criteria for disciplinary action while on Academic Probation
- One egregious or  $\geq 2$  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, OSCEs, 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, as well as those defined in the Clinical Education Handbook
- Unprofessional conduct due to failure to comply with requirements set forth by the SPC and/or Program Director

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 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 seven (7) calendar days from the date on the dismissal letter to submit a formal written appeal to the Program Director. The written appeal must be received, via email or hard copy, by the Program Director within this seven (7) calendar day period. The narrative should fully explain the situation and substantiate the reason(s) for advocating a reversal of the dismissal. Failure to submit an appeal within the deadline will cause the student to lose his/her right to appeal, thus resulting in immediate 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

The Program Director may choose any of the following options when an appeal to dismiss a student is under consideration:

1. Concur with recommendation of the SPC
2. Amend the recommendation of the SPC
3. Repeal the recommendation of the SPC

### **Secondary Appeal to Dean of the School of Health Sciences**

If the Program Director, during the primary appeals process, upholds the SPC decision, the student has seven (7) calendar days to submit a petition to 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

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### 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 Campus Life. <http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Sexual-Assault--Title-IX-Resources-and-Support.html>

### **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. This consultation generally must take place within seven (7) calendar days of the start of classes after the grading period in question. The faculty member is expected to meet with the student and respond to his/her grievance in writing within seven (7) calendar days.
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 within seven (7) calendar days. This written notification will also include the appropriate School committee for filing a formal grievance if desired. If the Department Chair/Program Director is not available within the given time frame, the student shall contact the Academic Director. Should the grievance be with the Department Chair/Program Director, then the student shall contact the Dean of the School of Health Sciences.

## **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 complained of, 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. It is the responsibility of the grieving MSCN student to initiate any grievance within seven (7) calendar days of the informal grievance resolution. A delay in filing a grievance may constitute grounds for denial of the grievance.

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

Normally, 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.

## FORMAL (ACCREDITATION LEVEL) GRIEVANCE RESOLUTION PROCESS

### **Filing Grievance with the Accreditation Council for Education in Nutrition and Dietetics**

All students may file complaints and a conflict resolution process to resolve these problems is in place typically not resolved after the Informal Program Level and Formal School Level processes.

The MSCN Program advocates for productive and supportive relations between students, faculty and staff. The process is a coordinated effort by all involved and its outcome is focused on improved understanding. When a concern arises, the student is encouraged to voice his/her concern to the individual (fellow student, staff or faculty member) involved. If the issue is not resolved, the student is encouraged to discuss the issue with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) released the *Future Education Model Accreditation Standards* for programs in nutrition and dietetics (see [www.eatrightpro.org/FutureModel](http://www.eatrightpro.org/FutureModel)). The successful completion of all graduate course work, SCPE and FG competencies will lead to a Master of Science (MS) degree in Clinical Nutrition. Program graduates will be eligible to take the Commission on Dietetic Registration (CDR) credentialing exam to become a Registered Dietitian Nutritionist.

Program graduates should check licensing laws in the state in which they intend to practice.

### **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](mailto:acend@eatright.org)

[www.eatright.org/ACEND](http://www.eatright.org/ACEND)

### **Filing a Complaint with ACEND**

ACEND® has established a process for reviewing complaints against accredited programs to fulfill its public responsibility for assuring the quality and integrity of the educational programs that it accredits. Any individual, for example, student, faculty, dietetics practitioner and/or member of the public may submit a complaint against any accredited program to ACEND®. However, the ACEND® board does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admissions, appointment, promotion or dismissal of faculty or students. It acts only upon a signed allegation that the program may not be compliant with the Accreditation Standards or policies. The complaint must be signed by the complainant. Anonymous complaints are not considered.

The complaint investigation form is found here: <https://www.eatrightpro.org/acend/public-notices-and-announcements/filing-a-complaint-with-acend>

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## SECTION 10 LEAVE OF ABSENCE/WITHDRAWAL

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### **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 Academic 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.

UOP 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 from 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

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### **Graduation Requirements**

A student will be recommended for the Master of Science in Clinical Nutrition (MSCN) Degree provided he/she has 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.
2. Demonstration of no deficiencies in ethical, professional, or personal conduct, which would make it inappropriate to award the degrees and receipt of a final overall satisfactory rating on the Professional Evaluation.
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. The MSCN Program is a full-time program at this time. Should special circumstances arise such as a prolonged illness, pregnancy and others, each student will be considered on a case-by-case basis. Any coursework that becomes greater than 5 years in time will need to be repeated. The ability to complete SCPE rotations outside of the student's cohort will depend upon availability of preceptors and sites.
6. Completion and submission of the "Application for Graduation" to the Office of the Registrar

### **Verification Statements**

Upon fulfilling all program graduation requirements, a student will be provided six (6) Verification Statements. Original Verification Statements may be required for transfer of AND Membership status from Student to Active member, licensure/certification and employment. Students should retain a personal file copy for future use. Additional Verification Statements will be available from the Program Director upon request.

Students who successfully complete the Clinical Nutrition graduate program by achieving the program goals, abiding by the program policies, and reaching the expected level of competence for dietetics practice will receive a Registration Eligibility Application Name/Address Verification Form and instructions. The Commission on Dietetic Registration (CDR) copy is to be completed and returned to the Program Director. The Program Director will forward the Computerized Registration Eligibility Application to CDR. It is the responsibility of each Student to complete the application from Pearson Vue, provide the required fee, and schedule an examination appointment.

Students who have not completed all Program requirements will not be given Verification Statements, nor will their names be submitted to CDR to sit for the RDN Exam. Both of these steps are required before taking the RDN national examination.

## SECTION 12

## STUDENT RECORDS

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### STUDENT RECORDS

#### **Student Confidential Records and their Access**

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. Student records that are protected include all reports of disciplinary 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. Students may have access to their records by submitting a request in writing to the Program Director. The Director will inform the students when and where records may be inspected. Faculty/preceptors are permitted to review the personnel records of their students.

**Note:** It is the responsibility of all preceptors to inform their students of this policy and to adhere to it. It is the responsibility of the Clinical Nutrition Program Director to administer this policy.



## SECTION 13

## DISABILITY SERVICES

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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](mailto:ssd@pacific.edu)  
Online: [www.pacific.edu/disabilities](http://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 AND HARASSMENT

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### 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:

[http://www.mcgeorge.edu/Students/Services/Public\\_Safety.htm](http://www.mcgeorge.edu/Students/Services/Public_Safety.htm)

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

[http://www.mcgeorge.edu/Students/Services/Public\\_Safety.htm](http://www.mcgeorge.edu/Students/Services/Public_Safety.htm)

Public Safety Department  
 3451 5th Ave, Muddox Building 1<sup>st</sup> Floor  
 Sacramento, CA 95817

## 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 at:

<https://webshare.pacific.edu/sites/policies/Pages/Policy%20Prohibiting%20Sexual%20Misconduct%20Discrimination%20and%20Retaliation.aspx>

## SECTION 15

## SOCIAL MEDIA POLICY

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### 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.

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-Communications/Social-Media-at-Pacific/Social-Media-Guidelines.html>

### 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:

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-Communications/Social-Media-Directory-Form.html>

Username 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

STUDENT HANDBOOK  
**SIGNATURE SHEET**

Class of 2021

I have read, understand, and agree to follow the policies and procedures set forth by University of the Pacific and University of the Pacific Clinical Nutrition Program as outlined in the Tiger Lore student handbook and this handbook. 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 Program requirements, goals and objectives, satisfactory academic and professional progress, graduation requirements 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.

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Student Name (Print)

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University ID Number

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Student Signature

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Date