

University of Idaho
Master of Science in Dietetics

Guidebook

for Students, Faculty and Preceptors

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WELCOME

Welcome to the University of Idaho Master of Science in Dietetics! In this guidebook, you will find a wide range of topics written to inform you of the program history, mission, goals, and policies.

History of the Program

The Consortium Coordinated Program in Dietetics sponsored by Eastern Washington University (EWU) and University of Idaho (UI) admitted its first junior class in Fall of 1976 and received accreditation from The American Dietetic Association (ADA) in 1981. Both universities admitted eight students from their respective schools. The consortium was reaccredited in 1986, with another ADA site visit scheduled for April, 1991. Due to budget decreases, EWU withdrew its support for the consortium program in January, 1991. At that time, the College and the School offered their support for the continuation of the Coordinated Program in Dietetics (CPD) at UI. Documentation for developmental accreditation was submitted and approved for the UI CPD in 1991. The coordinated program received official accreditation in 1995 and was last accredited in 2018. As a result of the requirement that students complete both an accredited program and at least a master's degree to be eligible to sit for the CDR Credentialing exam for the Registered Dietitian Nutritionist, the program applied for and was granted candidacy on June 8, 2020 under the 2017 Accreditation Standards for Graduate Degree Programs in Nutrition and Dietetics (FG) (Future Education Model) in 2020 by the:

Accreditation Council for Education in Nutrition and Dietetics Academy of Nutrition and Dietetics
120 South Riverside Plaza, Suite 2190
Chicago, IL 60606-6995

Tel: (312) 899-0040, ext. 5400

Fax: (312) 899-4817

Email: ACEND@eatright.org URL: <http://www.eatrightPRO.org/ACEND>

During the 2022-2023 academic year, the program is applying for full accreditation under the 2022 ACEND Accreditation Standards for Nutrition and Dietetics Graduate Degree Programs (GP) (Future Education Model) [fem-graduate-reformat.pdf \(eatrightpro.org\)](#)

Program Description

The Master of Science in Dietetics is based in Moscow, Idaho at the University of Idaho. The University is a publicly supported, comprehensive land-grant institution with principal responsibility in Idaho for performing research and granting the Doctor of Philosophy degree. The University is a member of the National Association of State Universities and Land-Grant Colleges and is accredited by the Northwest Commission on Colleges and Universities. Approximately 12,000 students from all states and more than 90 foreign countries choose programs from a vast array of disciplines. There are more than 900 faculty members in teaching and research, and more than 2,000 staff and professional personnel. Moscow, the University's "hometown," is a thriving community of about 25,000 friendly people located in the northern part of the state about 90 miles southeast of Spokane, Washington.

The program accepts 18 students into each cohort. The program is full-time for two academic years and one summer session. Students spend the first two semesters completing coursework and supervised experiential learning in nutrition and dietetics at the University and in the community of Moscow. The

summer after the first academic year, students complete supervised experiential learning in or near Moscow, Coeur d'Alene or Boise. Students spend the third semester completing coursework and supervised experiential learning in nutrition and dietetics at the university and in the community of Moscow. During the final semester, students complete supervised experiential learning in or near Moscow, Coeur d'Alene or Boise. Students who are placed at supervised experiential learning sites in Coeur d'Alene (approximately 90 miles from Moscow) or Boise (approximately 300 miles from Moscow) will relocate after the third semester.

Classes include engaging and interactive activities such as case studies, role-plays, and simulations. In addition, students complete group and individual projects. Throughout the program, faculty arrange supervised experiential learning opportunities in a professional setting with experienced preceptors in community nutrition, clinical dietetics, and food service management.

MISSION

University Mission

The University of Idaho will shape the future through innovative thinking, community engagement and transformative education.

The University of Idaho is the state's land-grant research university. From this distinctive origin and identity, we will enhance the scientific, economic, social, legal and cultural assets of our state and develop solutions for complex problems facing our society. We will continue to deliver focused excellence in teaching, research, outreach and engagement in a collaborative environment at our residential main campus in Moscow, regional centers, extension offices and research facilities across Idaho. Consistent with the land-grant ideal, we will ensure that our outreach activities serve the state and strengthen our teaching, scholarly and creative capacities statewide.

Our educational offerings will transform the lives of our students through engaged learning and self-reflection. Our teaching and learning will include undergraduate, graduate, professional and continuing education offered through face-to-face instruction, technology-enabled delivery and hands-on experience. Our educational programs will strive for excellence and will be enriched by the knowledge, collaboration, diversity and creativity of our faculty, students and staff.

Program Mission

Through focused excellence in teaching and supervised experiential learning, the University of Idaho Master of Science in Dietetics comprehensively prepares graduates for practice as a Registered Dietitian Nutritionists (RDN).

PROGRAM PHILOSOPHY, GOALS and OBJECTIVES

Program Philosophy

The philosophy of the University of Idaho Master of Science in Dietetics is to prepare decisive, knowledgeable, and highly skilled food and nutrition professionals capable of meeting the social, political, and technological challenges of society. Successful graduates will be effective communicators with various populations: patients, clients, consumers, employers, and professionals.

They will be critical thinkers and knowledge seekers, networking with others in the task of life-long learning. Exposure to a variety of experiences in clinical dietetics, community nutrition, and foodservice management will provide students with opportunities to become creative and innovative leaders in the dietetic profession.

Program Goals

Goal 1- Graduates will be prepared to successfully complete credentialing and licensing/ certifying.

Goal 2- Graduates will demonstrate high employability in the field of nutrition and dietetics.

Program Objectives

Program objectives measure achievement of goals and provide a basis for program evaluation. Current program objectives are:

1. At least 80% of program students complete the program/degree requirements within 3 academic years (150% of the program length).
2. At least 90% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
3. The program's one year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
4. At least 80% of preceptors would theoretically be willing to employ the graduate.
5. Of graduates who seek employment, at least 80% are employed in nutrition and dietetics or related fields within 12 months of graduation.
6. At least 80% of employers will be "satisfied" when asked about employer satisfaction with graduate's preparation for entry-level practice.

Program objectives are measured for their effectiveness by:

1. Analysis of student lists
2. Analysis of registration examination scores
3. Analysis of graduate surveys
4. Analysis of preceptor surveys
5. Analysis of employer surveys

Program outcomes data are available upon request.

GENERAL INFORMATION

Admission

Applicants to the Master of Science in Dietetics must have earned a bachelor's degree (in any discipline) or be completing the University of Idaho 3 + 2 program B.S. in Food and Nutrition and have taken the following pre-requisite courses before beginning the Master of Science in Dietetics.

Prerequisite Courses

Human Anatomy
Human Physiology
Inorganic Chemistry
Carbon Compounds or Organic Chemistry
Biochemistry
Introduction to Microbiology with a lab
Introduction to Psychology
Pre-Calculus Algebra
Principles of Statistics
Human Nutrition
Advanced Nutrition or Macro and Micro Nutrient Metabolism
Introductory Foods or Food Science with a lab
Meal Management or equivalent

Students may be enrolled with up to fifteen credits of outstanding pre-requisite courses the semester they apply to the program and must demonstrate proof of enrollment in those courses in their application.

Completion of Prerequisites

Required prerequisite courses need to be completed before beginning the program in the fall, but they do not need to be completed before applying to the program. The application is open through February 1. Therefore prerequisites may still be completed in the spring or summer before beginning the program in the fall.

Credit for Prior Learning

Currently the Master of Science in Dietetics does not have a policy to award credit for prior learning for program course work or supervised experiential learning.

Pre-Program Experience

Volunteer or employed time under the direction of a registered dietitian nutritionist in a foodservice facility, a hospital, long term care facility, a health department, extension agency, or other location are highly recommended for admittance to the program. This experience provides insight into the field of dietetics and opportunity for the student to assess the appropriateness of this career for him or her.

Demonstrated Work Experience and Certifications

Work experience in foods, nutrition or medical occupations is desirable. In addition, any certifications in foods, nutrition or medical occupations (such as a food handler's permit, SERVSAFE® manager certification, CDM, or CNA) is also helpful.

How to apply

Apply through the University Of Idaho College Of Graduate Studies:
[Dietetics-Graduate Admissions-University of Idaho \(uidaho.edu\)](https://uidaho.edu/dietetics-graduate-admissions)

Or Apply through DICAS:

[DICAS | Applicant Login Page Section \(liaisoncas.com\)](https://liaisoncas.com)

To begin Fall Semester, the application closes February 1st.

Required application components include:

- Resume or Curriculum Vitae
- Statement of Purpose
- Transcripts
 - Submit transcripts from all colleges and universities attended that contributed to the baccalaureate degree as well as transcripts documenting completion of the prerequisite courses. If prerequisite courses have not been completed at the application deadline, students may demonstrate their enrollment in up to fifteen credits by uploading a screenshot from the college/ university website that demonstrates enrollment in the course(s). International students must submit a foreign degree equivalency statement from an approved professional credential evaluation service.
- Letters of Recommendation
 - Applicants need three letters of recommendation. At least one reference should be a non-University of Idaho faculty member. At least one reference should be a supervisor or manager. The third reference can be either a supervisor/ manager or a non-University of Idaho faculty member.
- 3.0 on a 4.0 scale overall GPA in undergraduate degree
- TOEFL/IELTS (International Students Only)
 - All international applicants must submit an acceptable, official Test of English as a Foreign Language (TOEFL) score. The minimum score accepted is 79/6.5
 - International students do not need to submit a TOEFL/IELTS score, if:
 - English is an official/native language.
- Interview

Curriculum

Courses in the curriculum are designed to be taken in sequence, since learning objectives and concepts build upon preceding coursework. Students are required to take all program courses as scheduled within the program. All future education model graduate degree competencies and performance indicators are covered in the curriculum (Appendix A).

Course Requirements

Year 1 Fall (Moscow)

FN 464 Nutrition Counseling (3)

FN 470 Quantity Food Preparation and Equipment (3)

FN 471 Quantity Food Preparation and Equipment Lab (2)

FN 491 Community Nutrition (3)

FCS 501 Graduate Seminar (1)

Stat 431:10 (Engineering Outreach) (3)

Total Credits= 15

Year 1 Spring (Moscow)

FN 450 Global Nutrition (3)

FN 465 Clinical Dietetics (3)

FN 466 Nutrition Assessment Lab (1)

FN 492 Nutrition Education (3)

Pep 455 Design and Analysis of Research (3)

Total Credits = 13

Summer between Year 1 and Year 2 (Moscow, Coeur d' Alene, or Boise)

FN 591 Applied Community Nutrition (5 credits)

Year 2 Fall (Moscow)

FN 509 Nutrition and Dietetics Professional Skills (1)

FN 565 Nutrition Therapy and Disease (3)

FN 570 Management and Leadership in Dietetics (3)

FCS 501 Graduate Seminar (1)

FCS 599 Non-thesis Requirement (1)

Total Credits = 9

Year 2 Spring (Moscow, Coeur d' Alene, or Boise)

FN 566 Applied Clinical Dietetics (7)

FN 571 Applied Food and Nutrition Management (7)

Total credits= 14

Supervised Experiential Learning

Program faculty members decide the placement of students for supervised experiential learning sites. Students do not arrange their own supervised experiential learning hours.

A number of policies apply to supervise experiential learning:

- During the summer session between the first and second year, each student will complete a minimum rotation of 240 hours of supervised experiential learning in a community nutrition practice setting. The work hours and schedule are to be determined by the preceptor and the instructor. The student should expect to work 40 hours/week (or full time) for six weeks.
- During the spring semester of the second year, each student will complete a minimum rotation of 320 hours of supervised experiential learning each in the areas of clinical dietetics and food and nutrition management. The work hours and schedule are to be determined by the preceptor and instructor. The student should expect to work 40 hours/week (or full-time) for sixteen weeks during the entire final spring semester.
- The assigned schedule may vary each week, but students will be prepared to work the assigned shift, early or late, and the assigned days.
- As a professional, no time clock is punched. Students remain on the job for time required to complete assigned responsibilities for the day.
- Students doing supervised experiential learning hours must not be used to replace employees.
- Students may not be paid for work completed during supervised experiential learning hours.

- Students will not be allowed to alter hours to meet vacation needs. Any changes in the originally approved schedule must be approved in advance by the instructor, director, and preceptor.
- Students will complete supervised experiential learning hours documentation for activities in a professional setting during applied community nutrition, applied clinical dietetics, and applied food and nutrition management through eValue.
- Instructors will include supervised experiential learning hours in a professional setting and alternative setting on their syllabus.
- Instructor will require students to document supervised experiential learning hours in a professional setting or alternative setting and submit them to the director at the end of each semester. (Appendix B Supervised Experiential Learning Documentation)
- The final grades for Applied Community Nutrition, Applied Clinical Dietetics, and Applied Food and Nutrition Management are mutually determined by consultation of university faculty and facility preceptors.

Program Schedule

The program is completed in two academic years and one summer session. Supervised experiential learning is required during the summer between the first and second academic year. The fall, winter and spring breaks follow the academic calendar. [Academic Calendar - University of Idaho \(uidaho.edu\)](http://uidaho.edu)

Program Completion Requirements

A Master of Science in Dietetics degree and a verification statement will be awarded upon

- Completion of required courses
- Completing of at least 1,000 hours of supervised experiential learning
- At least an 80% in each required course.
- At least 80% score on the final comprehensive exam
- Completion of competency-based assessments at required targets

STUDENT RESPONSIBILITIES

Mutual Responsibility

Acceptance of a student for enrollment in the Master of Dietetics constitutes an agreement of mutual responsibility. The student's part of this agreement is to accept and respect established program policies and rules, Academy's Code of Ethics, the regulations of the University of Idaho, and to act responsibly and in a manner appropriate to these regulations and policies. As part of this mutual responsibility agreement, faculty members and preceptors also agree to carry out their commitment to higher education and to provide students high quality instruction and experiences.

Required Documentation by Student

Student Agreement for Participation

Before beginning the program, students must complete an agreement for participation (Appendix B- Student Agreement for Participation in the Master of Science in Dietetics). This form verifies the student has received and agrees to abide by the policies of the program.

Immunizations

Facilities for require students to be up to date on their immunizations, including seasonal flu vaccination, and free of TB. Verification of annual TB test, flu vaccination and current immunizations are required. The immunizations that are currently required by facilities are: T-Dap, MMR, Hep B, Varicella, COVID-19, annual TB and Annual Influenza. All costs associated with tests and immunizations are the responsibility of the student. Documentation must be provided to the program director prior to beginning the first year of the program and an updated TB test and record of season flu vaccination must be provided to the program director prior to beginning the second year of the program.

SERVSAFE® Certification and Food Handler's Permit

Facilities require students to be SERVSAFE® certified and to also hold a food handler's permit from the state. All costs associated with the SERVSAFE® Certification and Food Handler's Permit are the responsibility of the student. Opportunities to obtain this certification and permit(s) will be offered at the beginning of the program.

Criminal Background Check

Facilities require student to pass a criminal background check. All costs associated with all background checks are the responsibility of the student. Details on how to obtain a background check will be provided yearly by the program director. In addition, facilities may require a facility-specific criminal background check.

Drug Testing

Facilities require students to submit to a drug test. Costs associated with drug testing are the responsibility of the student. Details on how to obtain a drug test will be provided yearly by the program director. In addition, facilities may require a facility-specific drug test.

Insurance

Each student is responsible for purchasing his/her own insurance (auto, health, and accident). Health insurance may be purchased through the University Student Health Insurance Program. Students are not covered by Worker's Compensation in any facility, including the University of Idaho, and are therefore liable for injury or illness while in a facility for supervised practice. In the instance of injury or illness while in a facility for supervised practice, the student must contact the preceptor, the instructor, and the program director.

Facilities require that all students have professional liability insurance. The University of Idaho provides Professional Liability for students. No premium is charged to students for this coverage.

Registration and Financial Obligations

Registration

After consulting with an advisor, students are solely responsible for registering for classes.

Student Expense

Students pay the regular tuition and fees required at the university. Books and supplies, lab coats, shoes, professional attire, nametags, student membership to the Academy of Nutrition and Dietetics,

attendance to a state-wide meeting, travel to/from meetings and supervised experiential sites, immunizations, certifications, food handler's permits, background checks, health, accident, and auto insurance are additional expenses. Field trips may be scheduled periodically, for which the student will be responsible for transportation and per diem costs. Students are required to have a laptop computer or tablet to use both in the classrooms and in their supervised experiential learning facilities in order to access the learning management system, read and create documents, develop presentations, and more. Additional information is at <https://www.uidaho.edu/financial-aid/cost-of-attendance>

Student Support Services

Student support services are through the office of the dean of students [Student Support Services - DOS | University of Idaho \(uidaho.edu\)](#) Campus partners include Academic Advising, Career Services, Center for Disability Access and Resources, Counseling and Testing Centers, Finances and Scholarships, International Programs Office, LGBTQA Office, Office of Multicultural Affairs, Student Health Services, Student Support Services (TRIO) (SSS); Tutoring and College Success, Vandal Health Education, and Women's Center.

Withdrawal and Refund of Tuition and Fees

The Office of the Registrar provides current information regarding withdrawal. For information visit:

<https://www.uidaho.edu/registrar/registration/withdraw>

The Office of Student Accounts and Cashier's Office provides current information on the refund of tuition and fees. For information visit:

<https://www.uidaho.edu/current-students/student-accounts/tuition-and-fees-late-fees-refunds/tuition-and-fee-refunds>

Financial Aid

University of Idaho and federal financial aid can be received in the form of scholarships, loans, grants, and/or student employment. More information about the different types of financial aid is available from the Office of Student Financial Aid or at their web site www.uidaho.edu/financialaid. Additional assistance is also available from the State of Idaho in the form of scholarships and can be found at https://boardofed.idaho.gov/scholarship/scholarship_jump.asp. To be considered for all types of financial aid, including scholarships, new students should complete the UI application for admission and the Free Application for Federal Student Aid (FAFSA) by the December 1 priority date. Students who are continuing at the University just need to complete the FAFSA by December 1. Students receiving financial assistance must make academic progress toward their degree to keep their financial aid. Requirements to maintain eligibility for financial aid can be found at www.uidaho.edu/financialaid/applyingforaid/keepingyourfinancialaid.

Scholarships are also available through the Academy of Nutrition and Dietetics Foundation: [Scholarships - Academy of Nutrition and Dietetics Foundation \(eatrightfoundation.org\)](http://eatrightfoundation.org).

The Master of Science in Dietetics is part of the Western Regional Graduate Program (WRGP): [Western Regional Graduate Program \(WRGP\) \(uidaho.edu\)](http://www.uidaho.edu/wrgp)

Housing

Students are responsible for their own housing. University Housing at the University of Idaho offers on-campus residence halls and apartment living options for students at all levels. For more information, visit the university housing website www.uidaho.edu/universityhousing

Additional housing is available in Moscow and the surrounding area. Information about off-campus housing options is available at: [Off-Campus Housing Options - Student Life | University of Idaho \(uidaho.edu\)](#)

Transportation

Students are responsible for transportation to supervised experiential learning facilities, meetings, and special assignments. A reliable vehicle is necessary during the program. Students are liable for their own safety in travel to and from assigned areas.

PROFESSIONAL BEHAVIOR GUIDELINES

Lifestyle, Dress and Conduct

Students have the opportunity to set a good example to their patients and clients by leading a healthy lifestyle. Dietetic students not only study appropriate nutrition, exercise, and rest habits, but should practice them as well.

Because dietetics students present a particular image to the patient, a neat, professional appearance is very important. In some situations, certain attire is recommended or required. For example, students may be required to wear clean and pressed lab coats. Check with the preceptors at each facility for specific requirements for dress and conduct.

Nametags should be worn when in the facilities. Whenever in a foodservice area, a hair restraint must be worn with hair worn off the shoulders and securely pinned away from the face. Students should wear a hairnet or cap in these locations if required by the facility. In foodservice areas and laboratories, enclosed slip-resistant shoes are required.

Avoid wearing nail polish or perfume/cologne in foodservice or clinical areas. The smell of cigarette or cigar smoke can be very offensive to patients and clients; therefore, one should refrain from smoking. Only one pair of non-dangling, non-obtrusive earrings can be worn in clinical, community or foodservice facilities. Tattoos and body piercing should be attempted to be covered during any lab or supervised experiential learning. Facial piercings, such as a nose ring, should be removed during any supervised experiential learning.

Professional dress is expected for class presentations, tours, field trips, guest speakers, health fairs, and professional meetings or anytime you are representing the program. Because you will work in professional settings, your best guideline is conservative dress. Students need to avoid wearing leggings, jeans, tank tops, flip-flops, open-toed shoes, tight-fitting clothes, extremes in fashion, or clothes revealing cleavage or torso. Always wear appropriate undergarments. Professional attire for women includes knee length skirts and dresses and/or casual professional slacks coordinated with appropriate top and jacket or sweater. Professional attire for men includes casual professional slacks, shirt and tie.

Guidelines for Clinical, Community and Foodservice Management Facilities

- Do not chew gum or use alcohol, nicotine, or other drugs while in facilities.
- All supervised experiential learning-related materials and information are confidential. Do not discuss any patient or client information in any public place, especially elevators, lounges, or cafeteria. Use only initials when referring to patients or clients in written case studies, reports,

or log books. Do not repeat gossip or discuss personality conflicts with co-workers. All information obtained through patient assessment and clinical rounds is to remain strictly confidential. Sharing of information with instructor, preceptor, or appropriate health professional should only be done in an appropriate location and not in a public area.

- Microorganisms are more prevalent in the hospital; therefore, avoid mouth contact with hands, pencils, etc.
- Telephones in the clinical facilities are for business purposes ONLY. Cell phones are to be turned off during supervised experiential learning hours.
- Conversation should be kept at a minimum and at a discreet volume while moving through hallways and patient areas within a clinical facility.
- Arrive at the supervised experiential learning facility before the stated time to start work. This allows time to be prepared for your assignment. Be sure that the preceptor knows your general whereabouts when in the facility. *It is the student's responsibility to contact the facility and the instructor and director if unable to arrive as scheduled, due to illness or injury.*
- Attendance for supervised experiential learning hours meet the minimum accreditation requirements. If hours are missed at any time, the student must complete those hours at another arranged time. Extra hours accumulated from additional class experiences or assignments cannot be used to replace "missed" supervised experiential learning hours.
- As a professional courtesy, instructors and preceptors are to be addressed by their appropriate title (Doctor, Professor, Miss, Ms., Mrs., or Mr.).

Ethical Behavior in the Profession of Dietetics

As a professional accredited program, it is our obligation and responsibility to adopt a code of ethics. The Code of Ethics established by the Academy of Nutrition and Dietetics (previously known as the American Dietetic Association or ADA) and the Commission on Dietetic Registration is to be upheld by all members. As student members of the Academy of Nutrition and Dietetics, are to also uphold the Code of Ethics <https://www.eatrightpro.org/practice/code-of-ethics/what-is-the-code-of-ethics>.

POLICIES

STUDENT RIGHTS

Nondiscrimination Policy

The program follows all Federal, State, and University policies related to nondiscrimination.

<https://www.uidaho.edu/ocri/policy-procedure/nondiscrimination-policy> Questions or concerns about the content and application of these laws, regulations or University policy may be directed to the Director of the Office of Civil Rights & Investigations (885-4285); Coordinate of Disability Support Services (885-6307); Idaho Commission on Human Rights (208-334-2873); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Seattle Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor (206-398-8000).

Protection of Private Information

The program follows all Federal (Family Educational Rights and Privacy Act or FERPA), State (Idaho Public Records Law), and University Policies in protecting student information, including information used for identifying students in distance learning.

Upon request, a student may view his/her personal file in the presence of the program director. Student files are kept in a secured location in the director's office.

Grievance

- If a student deems a grade is unfair, he/she may first discuss the issue with the instructor. Second, he/she may appeal through the appropriate departmental administrator, then the college dean, and finally to the Academic Hearing Board.
- If a student has a grievance about a course, he/she is advised to discuss the issue first with the Instructor. If the issue is not resolved, the student should discuss the issue with the program director. If the issue is still not resolved, the student may discuss the issue with the Director of the Margaret Ritchie School of Family and Consumer Sciences (FCS). Finally, the student may discuss the issue with the Dean of College of Agricultural and Life Sciences.
- If a student or preceptor has a complaint about the program, he/she may discuss the issue in confidence with the program director. If that is not appropriate he/she may discuss the issue with the Director of FCS and be assured of confidentiality. The program director (and/or Director of FCS) will document the complaint and resolution of complaint and keep the document on file for a period of seven years to allow for inspection during on-site evaluation visits by ACEND.
- If a student, preceptor, or other has a complaint related to program noncompliance with ACEND accreditation standards they should address the 1) Instructor (if applicable), 2) Program Director, 3) Director of FCS, and 4) Dean of College. The complaint will be documented along with resolution of the complaint and kept on file for a period of seven years to allow for inspection during on-site evaluation visits by ACEND. Students, preceptors, and others are advised to submit complaints directly to ACEND only after all other options with the program and institution have been exhausted. ACEND can be reached at: 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, Tel: (312) 899-0040 ext. 5400, Fax (312) 899-4817, E-Mail ACEND@eatright.org URL: <http://www.eatrightpro.org/ACEND>

- The Master of Science in Dietetics will not in any way retaliate against an individual who makes a complaint, nor permit any faculty member, administrator, preceptor, employee or student to do so.

Assessment of Student Competence

Student competence will be continuously assessed. Formative and/or summative assessments will be completed by instructors and/or preceptors in each course. Students will receive regular reports of performance and progress throughout each semester. At the end of each semester, students will receive a letter grade (A, B, C, D, or F) for each course they are enrolled in.

Remedial Instruction

Tutoring is available to all University of Idaho Students free of charge.

ACADEMIC POLICIES

Student Accountability

Attendance

1. Class attendance: Due to the nature of the content of the courses, it is required that students attend all classes. If you must miss class due to an illness, death or emergency, you must inform your instructor prior to the scheduled class. It is the student's responsibility to make up the missed course work.
2. Supervised experiential learning attendance: Attendance is mandatory and required for all supervised experiential learning. If you must miss a supervised experiential learning due to illness, death or emergency, you must inform your instructor, preceptor and the program director prior to the scheduled shift. It is the student's responsibility to reschedule the missed supervised experiential learning hours with the preceptor.
3. Arrive to class or the facility prior to the start time for class or supervised experiential learning.

Illness or Injury

1. Illness that warrants missing a class or supervised experiential learning include those of an infectious nature indicated by: Temperature 100.5 degrees F or higher, vomiting, or diarrhea. Do not return to school or the facility until 24 hours after your fever has subsided, and/or you last experienced vomiting or diarrhea.
2. Contagious bacterial illness requiring antibiotics such as, "Pink Eye" warrant staying home for 24 hours after the first dose of antibiotics.
3. If you become ill or injured while in a supervised experiential learning facility, inform the preceptor, instructor and program director. Return home and seek medical attention, if needed. Once you are clear to return to supervised experiential learning facility, reschedule your missed hours with your preceptor.

Classroom Courtesy

1. Students who enter the classroom after the start of class or leave prior to the end of class will be considered tardy.
2. Professional behavior and respect for others and diverse viewpoints are expected in class at all times.
3. Permission of the instructor is necessary to record a class or to bring a guest to class.

Course Assignments

1. Written work should be original, typed and professional in appearance. This includes using adequate margins and spacing, as well as correct grammar, spelling, and referencing.
2. Referencing format should follow APA guidelines.

Late Assignments

1. Students are expected to complete all course assignments in accordance with the course syllabus and submit assignments by the listed or verbally stated times and due dates.
2. Late assignments are not accepted without an approved extension. Assignments must be submitted by 11:59 on the due date.
3. Consequence for non-submittal of an assignment may include course failure.

Missed Exams and Quizzes

1. If a student must miss an examination or quiz due to illness, death or emergency, the student is required to contact the instructor before the exam or quiz.
2. If a student misses an examination or quiz, 15% grade reduction on the missed exam will occur if the reason is not deemed reasonable by the instructor or prior notice was not given for the absence.

Student Travel

1. A student's travel time to supervised experiential learning facilities does not count toward supervised experiential learning hours.
2. Time during inter-site travel does not count toward supervised experiential learning hours.

Holidays and Vacation

1. Students follow the academic calendar of the university regarding holidays.
2. Students may not take vacation outside of the scheduled fall, winter and spring breaks.
3. Students are not allowed to take special examinations or alter their supervised experiential learning schedule for the purpose of leaving the institution or facility before the end of the semester or rotation without the permission of the instructor, preceptor, and program director.

Leaves of Absence

1. Leaves of absence from the program is by discretion of the program director.

Outside Employment

1. The MS Dietetics involves a very comprehensive and intensive curriculum. The course load and demands on students' time are such that it is very difficult for students to successfully complete classes and simultaneously hold an outside job.
2. Holding an outside job during the academic year is strongly discouraged. Scheduling of MS Dietetics classes, supervised experiential learning, and professional activities take priority over employment.

Advancement Policy

Student Performance Monitoring

Students will have their performance monitored to provide for the early detection of academic difficulty and will take into consideration professional and ethical behavior and academic integrity of the student. Faculty will communicate with the Director regarding student's poor academic performance. The faculty and/or director will meet with the student to establish a plan for academic success to advance through the program.

Criteria

Students must meet certain criteria to advance through the program. Those criteria include:

1. Earn a grade of "B" (80%) or better in all required program courses. If a student receives below a B in a required program course, the student is removed from regular appointment and is placed on suspension/ probationary status. This policy serves as a protection for the student. Once on suspension/ probation, the faculty and program director will meet to determine what additional work is required of the student with the details listed in a contract.
2. Exhibit professional and ethical behavior and academic integrity in the classroom and supervised practice at all times. If a student exhibits unprofessional, unethical behavior or academic dishonesty, this will constitute as an inappropriate *incident*. (See Appendix C– Incident Report)

Examples of unprofessional, unethical behavior, or academic dishonesty include, but are not limited to:

- a. Late assignments in a course
- b. Excessive tardiness to a class or supervised experiential learning
- b. Unexcused absence to class or supervised experiential learning
- c. Chronic lack of participation in the classroom
- d. Disrespect exhibited toward peers, faculty, or preceptors
- e. Inappropriate or foul language

- f. Refusal to work with another person based on the individual's personal beliefs, race, culture, or religious preference
- g. Failure to display stable mental, physical or emotional behavior(s) which may affect another's well being
- h. Use of any substance that may impair clinical judgment or be harmful to self or others
- i. Dishonesty (the student may receive a grade of F)
- j. Cheating or plagiarism (the student may receive a grade of F)
- k. Failure to maintain confidentiality in interactions or records
- l. Attempting activities without adequate orientation, skill preparation, or appropriate assistance

Discipline Policy

Students will be notified by the Director when an incident has occurred and been recorded.

- 1. The first incident will result in a verbal warning.
- 2. The second incident will result in a written warning.
- 3. The third incident will result in suspension/ probation.
- 4. The fourth incident will result in termination.

Suspension/ Probation Status

- 1. Unprofessional or unethical behavior
 - a. A student whose pattern of unprofessional or unethical behavior, whether within a semester or from semester to semester, is found to be excessive (a total of three incidents) will be removed from a regular appointment in the program. At that time, the student will be placed on suspension/ probation.
 - b. When the student is placed on suspension/ probation status, documentation is completed and placed in his or her personal file (see Appendix D – Notification of Suspension/ Probationary Status).
 - c. If the unprofessional or unethical behavior continues, the student's participation in the program will be terminated.
- 2. Academic performance

Academic actions that result in suspension/ probation include:

 - a. Less than a grade of B or 80% in any program course will result in faculty and program director determining what additional work is required of the student with the details listed in a contract signed by the student, faculty and director.
 - b. Any student receiving an unsatisfactory rating from any supervised experiential learning preceptor, which is mutually substantiated by the instructor, will be required to complete additional work with the details listed in a contract signed by the student, faculty, and director.

Termination or Resignation

1. If unprofessional or unethical behavior continues through the probationary and warning periods, a student's participation in the program will be terminated.
3. If a student receives less than a B grade in two or more courses, the student's enrollment in the program will be terminated.
4. Students terminated from the program for any reason may follow the University appeal procedures.
5. Resignation: If the student finds it necessary to resign from the program, he/she must submit a letter of resignation to the program director. If a student discontinues in the program after the beginning of classes, the position held by that student shall cease to exist. If the student should choose to later reapply to the program, he/she will be considered on an equal basis with all other applicants.

Student Retention

Students with minimal chances of success in the program will be counselled by the program director into a career path that is appropriate to their ability. If the student decides not to complete the program, the student will resign by submitting a letter of resignation to the program director.

Timeframe for Completion

Students will ordinarily complete the program within two years. However, students are permitted a maximum of three years to complete the program requirements applicable at the time the student enrolls.

PROFESSIONAL POLICIES

Membership in the Academy of Nutrition and Dietetics and Attendance to Professional Meetings

1. Upon acceptance into the program, students are required to join the Academy of Nutrition and Dietetics with concurrent membership in the Idaho Academy of Nutrition and Dietetics. Academy membership is expected during the entire program.
2. Students are expected to participate in professional meetings and activities that occur during the program. Students will be advised of upcoming professional meetings that complement their program.
3. During the first year of the program, students are required to attend the Annual Meeting of the Idaho Academy of Nutrition and Dietetics.

GRADUATION AND POST-GRADUATE POLICIES

Graduation

Upon successful completion of the program, the student will graduate with a Master of Science in Dietetics degree and receive a “Verification Statement.” The master’s degree and a verification statement allow the student to take the CDR Credentialing Exam for RDNs.

Program completion requirements include:

- Completion of required courses
- Completing of at least 1,000 hours of supervised experiential learning
- At least an 80% in each required course.
- At least 80% score on the final comprehensive exam
- Completion of competency-based assessments at required targets

The full-time program is designed to be completed in two academic years and one six-week summer session (between year one and year two). The maximum amount of time allowed for completing program requirements applicable at the time student enrolls is three years.

Job and Career Placement

Career services are available for all students and alumni. For more information about career services see <https://www.uidaho.edu/current-students/career-services>

APPENDICES

Future Education Model Graduate Degree Competencies and Performance Indicators

Unit 1: Foundational Knowledge	
Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.	
Competencies	Example Performance Indicators
<p>1.1 Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease.</p>	<p>1.1.1 Analyzes the usefulness and limitations of epidemiological, clinical and other study designs and identifies trends in diet and disease.</p> <p>1.1.2 Demonstrates general understanding of nutrition and genetics, as it relates to health conditions.</p> <p>1.1.3 Communicates epidemiological evidence related to the relationship between diet and the development of disease.</p> <p>1.1.4 Demonstrates an understanding of research techniques and processes used to study the relationship between molecules (e.g. genes, proteins, metabolites) and microbes with disease states.</p> <p>1.1.5 Identifies the influence of food consumption on the development of diseases.</p>
<p>1.2 Applies an understanding of anatomy, physiology, and biochemistry.</p>	<p>1.2.1 Analyzes the impact of food and nutrition on physiological processes.</p> <p>1.2.2 Integrates knowledge of anatomy, physiology, and biochemistry to make decisions related to nutrition care.</p>
<p>1.3 Applies knowledge of microbiology and food safety.</p>	<p>1.3.1 Applies food safety principles of microbiological food spoilage and strategies for controlling microbial growth.</p> <p>1.3.2 Implements key principles and practices to make foods safe for consumption at all stages during the flow of food.</p>
<p>1.4 Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food.</p>	<p>1.4.1 Analyzes the role of fundamental chemistry and organic chemistry principles on food, human health and metabolism.</p> <p>1.4.2 Integrates nutritional biochemistry knowledge to make informed food and nutrition decisions for optimal health.</p> <p>1.4.3 Evaluates the chemical nature and composition of food on food quality, acceptability and compatibility.</p>
<p>1.5 Applies knowledge of patho-physiology and nutritional biochemistry to</p>	<p>1.5.1 Examines nutritional biochemical indicators specific to the disease process.</p> <p>1.5.2 Interprets and analyzes the effect of diet, fluids, electrolytes and nutritional status on the development and progress of the disease process.</p> <p>1.5.3 Interprets and analyzes the effects of disease, clinical condition and treatment on nutritional health status.</p>

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

Unit 1: Foundational Knowledge (cont.)	
Competencies	Example Performance Indicators
1.7 Integrates the principles of cultural competence within own practice and when directing services.	1.7.1 Demonstrates knowledge of the cultural competence models. 1.7.2 Applies knowledge of foods, cultural foods, eating patterns and food trends. 1.7.3 Identifies challenges that arise when different cultures, values, beliefs and experiences exist between clients/patients and nutrition and dietetics professionals. 1.7.4 Identifies and implements strategies to address cultural biases and differences. 1.7.5 Applies culturally sensitive approaches and communication skills. 1.7.6 Develops awareness of one's own personal beliefs, values and biases to better serve clients/patients of different cultures and backgrounds.
1.8 Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy.	1.8.1 Identifies the classifications of nutraceutical pharmacological agents and the action of the body. 1.8.2 Demonstrates understanding of pharmacokinetics, absorption, clearance, drug metabolism, latency period, drug and supplement metabolism, accumulation, half-life, and routes of administration. 1.8.3 Identifies potential drug and food interactions based on physiological responses to pharmacological agents and takes appropriate actions.
1.9 Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health and wellness.	1.9.1 Critically evaluates evidence-based literature to inform decisions about use of complementary and integrative nutrition. 1.9.2 Applies an understanding of the impact of complementary and integrative nutrition on drugs, food, disease states and wellness. 1.9.3 Identifies indications, use and contraindications of complimentary and integrative nutrition.
1.10 Applies knowledge of math and statistics.	1.10.1 Chooses appropriate statistical methods, performs statistical analysis and interprets results in various data analysis situations. 1.10.2 Communicates information on statistical methods, results and interpretation, both orally and in writing. 1.10.3 Applies math skills to perform food and nutrition calculations.
1.11	1.11.1 Interprets and communicates medical terminology to non-health professional audiences.

Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals.	1.11.2 Uses acceptable medical abbreviations and appropriate medical terminology in all forms of communication.
1.12 Demonstrates knowledge of and is able to manage food preparation techniques.	1.12.1 Demonstrates understanding of safe work habits and safety hazards and employs preventive safety measures. 1.12.2 Converts recipes and ingredients based on client/patient's preferences or dietary needs. 1.12.3 Develops recipes and menus and increases or decreases quantities served from the recipe. 1.12.4 Evaluates recipes using sensory evaluation methods.

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

	1.16.3 Examines how globalizing processes impact nutrition, nutrition education and nutrition related diseases in developing countries.
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Unit 2: Client/Patient Services	
Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.	
Competencies	Example Performance Indicators
2.1 Applies a framework to assess, develop, implement and evaluate products, programs and services.	2.1.1 Conducts or coordinates an assessment of the environment, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding nutritional products, programs and services. 2.1.2 Designs nutritional products, programs or services that promote consumer nutritional health, dimensions of wellness and lifestyle management. 2.1.3 Creates a work plan or project plan to implement nutritional programs and services or launch products. 2.1.4 Conducts an evaluation of a product, program or service by analyzing reasons for variance from expected outcomes and implements new strategies as appropriate.
2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations.	2.2.1 Considers all client/patient factors when selecting, developing nutrition screening tools. 2.2.2 Evaluates the validity and reliability of the nutrition screening tools and modifies based on current evidence-informed practice. 2.2.3 Leads the implementation of nutrition screening tools in collaboration with other health professionals. 2.2.4 Prioritize care based on results of screening considering complexity of care needs.
2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings.	<u>Nutrition Assessment</u> 2.3.1 Selects and implements nutrition assessment tools for individuals, groups or populations 2.3.2 Interviews client/patient to collect subjective information considering the determinants of health. 2.3.3 Conducts a nutrition focused physical exam. 2.3.4 Takes a food and nutrition related medical history. 2.3.5 Assesses physical activity and history of physical activity. 2.3.6 Collects, assesses and interprets anthropometric measures and body composition. 2.3.7 Orders, collects and interprets biochemical tests. 2.3.8 Analyzes diagnostic test results relevant to nutrition (e.g. diagnostic imaging related to fluoroscopy, swallowing evaluation, enteral feeding tube placement). 2.3.9 Identifies signs and symptoms of nutrient deficiencies or excesses. 2.3.10 Determines barriers that might influence a client/patient's nutritional status. 2.3.11 Determines accuracy and currency of nutrition assessment data. 2.3.12 Identifies patient appropriate validated formula and performs calculations to determine nutritional requirements. <u>Diagnosis</u> 2.3.13 Analyzes and synthesizes nutrition assessment data to inform nutrition diagnosis(es) and nutritional plan of care.

	<p>2.3.14 Devises PES (problem, etiology and sign symptom) statement and outlines reasons for professional opinion cause and contributing factors.</p> <p>2.3.15 Prioritizes the nutrition diagnosis(es).</p>
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Unit 2: Client/Patient Services (cont.)	
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Competencies	Example Performance Indicators
2.3 (cont.)	<p><u>Intervention</u></p> <p>2.3.16 Develops an individualized plan of care that addresses nutritional care needs diagnosis and client/patient nutrition goals in collaboration with the client/patient and team members.</p> <p>2.3.17 Orders nutrition prescriptions to address nutritional goals.</p> <p>2.3.18 Implements the nutrition plan of care or nutrition intervention with the client/patient and other team members.</p> <p><u>Monitoring/Evaluation</u></p> <p>2.3.19 Monitors and evaluates impact of nutrition intervention on the nutrition diagnosis.</p> <p>2.3.20 Develops and applies nutrition care outcome indicators to measure nutrition intervention.</p> <p>2.3.21 Assesses client/patient's compliance with nutrition intervention.</p> <p>2.3.22 Identifies barriers to meeting client/patient's nutrition goals and makes recommendations to modify the nutrition plan of care or nutrition intervention, and communicates changes to client/patient and others.</p> <p>2.3.23 Summarizes impact of nutrition interventions on client/patient's nutrition outcomes, considering client/patient-centered care.</p> <p>2.3.24 Identifies, analyzes and communicates reasons for deviation from expected nutrition outcomes.</p> <p>2.3.25 Evaluates the availability of services to support access to nutrition care and to help meet client/patient nutrition goals.</p> <p><u>Documentation</u></p> <p>2.3.26 Documents all elements of the nutrition care process following professional standards and organizational policies.</p> <p>2.3.27 Demonstrates coding and billing procedures to obtain payment for nutrition services under alternate health care payment models.</p>
2.4 Implements or coordinates nutritional interventions for individuals, groups or populations.	<p><u>Medical Nutrition Therapy</u></p> <p>2.4.1 Manages medical nutrition therapy for clients/patients.</p> <p>2.4.2 Applies and integrates understanding of foundational sciences to manage medical nutrition therapy, diet and disease management.</p> <p>2.4.3 Applies foundational science knowledge and medical nutrition therapy principles to establish, order, manage and evaluate the need for nutrition support when prescribing and administering nutritional oral, enteral and parenteral diets.</p> <p>2.4.4 Considers and applies all relevant factors when recommending the use of oral nutritional supplements.</p> <p>2.4.5 Refers/transfers care to relevant professionals when client/patient needs or required interventions are beyond personal competence or professional scope of practice.</p>

Unit 2: Client/Patient Services (cont.)

Competencies	Example Performance Indicators
<p>2.4 (cont.)</p>	<p><u>Education</u></p> <p>2.4.6 Applies education theories, adult learning, pedagogy and education principles when developing, modifying, delivering or implementing education materials.</p> <p>2.4.7 Assesses audience’s readiness to learn and identifies barriers to learning.</p> <p>2.4.8 Develops or modifies nutrition education materials or delivery methods to meet the needs of the audience.</p> <p>2.4.9 Develops and provides evidence-informed nutritional wellness and therapeutic diet education to variety of audiences.</p> <p>2.4.10 Translates basic to advanced food and nutrition science knowledge into understandable language tailored to the audience.</p> <p>2.4.11 Communicates complex nutrition information to broad and diverse audiences.</p> <p>2.4.12 Evaluates effectiveness of nutrition education and makes modifications as required.</p> <p><u>Psychological Counseling and Therapies</u></p> <p>2.4.13 Assesses client/patient’s nutritional needs and appropriateness for the recommended counseling or therapy.</p> <p>2.4.14 Applies counseling principles and evidence-informed practice when providing individual or group sessions.</p> <p>2.4.15 Identifies the indications, contraindications, benefits, risks and limitations of the counseling or therapy.</p> <p>2.4.16 Demonstrates understanding of transference and counter transference in the therapeutic relationship.</p> <p>2.4.17 Demonstrates awareness of various appropriate counseling techniques</p> <p>2.4.18 Evaluates effectiveness of the counseling or therapy and makes modifications as required.</p> <p>2.4.19 Refers/transfers client/patient to appropriate health professionals when counseling therapy or client/patient’s mental health issues are beyond personal competence or professional scope of practice.</p>
<p>2.5 Prescribes, recommends and administers nutrition-related pharmacotherapy.</p>	<p>2.5.1 Applies knowledge of foundational sciences and disease when determining the appropriateness of the therapy.</p> <p>2.5.2 Demonstrates awareness of food and drug interactions.</p> <p>2.5.3 Assesses client/patient factors to determine the client/patient’s indication for the nutrition-related pharmacotherapy.</p> <p>2.5.4 Considers client/patient factors, nutritional impact, indications, side effects, contraindications, benefits, risks, alternatives and foundational sciences when prescribing, recommending and administering nutrition related drug therapy.</p> <p>2.5.5 Critically analyzes the potential negative effects of the nutrition therapy or supplement and determines the required knowledge, skill and judgment required to manage negative outcomes.</p> <p>2.5.6 Prescribes, recommends and administers nutrition-related pharmacotherapy adhering to the professional standards and evidence-informed practice.</p> <p>2.5.7 Applies the standard of practice, legislation, organizational policies and evidence-informed practices for prescribing.</p> <p>2.5.8 Applies the principles of safe drug administration.</p>

	<p>2.5.9 Monitors the response and the effects of the nutrition related drugs on the individual and takes the required action to make modifications or adjustments.</p> <p>2.5.10 Consults and refers/transfers client/patient to the appropriate health professional when client/patient's needs are beyond personal competence or professional scope of practice.</p>
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Unit 3: Food Systems Management	
Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.	
Competencies	Example Performance Indicators
<p>3.1 Directs the production and distribution of quantity and quality food products.</p>	<p>3.1.1 Manages or oversees the planning, designing and coordination of meals to ensure delivery of nutritionally sound meals.</p> <p>3.1.2 Analyzes the workflow design and makes recommendations for modifications or approves for implementation.</p> <p>3.1.3 Communicates the organization's mission and how work activities impact the services and organization.</p> <p>3.1.4 Establishes and analyzes policies and performance measures for quality and quantity of work.</p> <p>3.1.5 Implements systems to report on local, state and federal compliance.</p> <p>3.1.6 Directs and analyzes the evaluation of foodservice production and services to inform, change, and/or budget resources and department or corporate direction.</p> <p>3.1.7 Establishes a culture that is ethical and free of safety and health hazards.</p> <p>3.1.8 Investigates and optimizes opportunities to reduce the environmental carbon footprint of foodservice operations and to enhance sustainability.</p>
<p>3.2 Oversees the purchasing, receipt and storage of products used in food production and services.</p>	<p>3.2.1 Follows a matrix or measures to evaluate the need for financial, technical and equipment resources for the provision of foodservices.</p> <p>3.2.2 Applies ethical decision making to determine the need for reduction or increase in resources.</p> <p>3.2.3 Creates internal or external professional relations and/or agreements to solve problems in foodservice operations.</p> <p>3.2.4 Acts as a departmental and organizational liaison between contractual parties involved.</p> <p>3.2.5 Demonstrates knowledge of inventory control as it pertains to the food and supplies of the foodservice operation.</p> <p>3.2.6 Applies the principles of the process of receiving and storing products demonstrating adherence to food safety code, nutrition guidelines and regulations.</p> <p>3.2.7 Applies the relationship between forecasting and production as it pertains to recipe needs and organizational demand.</p>
<p>3.3 Applies principles of food safety and sanitation to the storage, production and service of food.</p>	<p>3.3.1 Maintains currency in and follows applicable legislation and guidelines.</p> <p>3.3.2 Incorporates the required safety and nutritional health policies and procedures in the organization's mission and policies.</p> <p>3.3.3 Develops a plan to minimize vulnerabilities in the food supply chain.</p> <p>3.3.4 Takes into consideration food allergies when preparing menus and foods.</p>
<p>3.4</p>	<p>3.4.1 Has a working knowledge of different agricultural food production systems and related terminology and concepts including potential nutritional impact.</p>

Applies and demonstrates an understanding of agricultural practices and processes.	3.4.2 Understands the local and global food markets and applicable nutrition regulations.
	3.4.3 Identifies and supports partnerships with local and global food growers and producers.

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

Unit 5: Leadership, Business, Management and Organization	
Demonstrates leadership, business and management principles to guide practice and achieve operational goals.	
Competencies	Example Performance Indicators
5.1 Demonstrates leadership skills to guide practice.	5.1.1 Exhibits self-awareness in terms of personality, learning, leadership style and cultural orientation 5.1.2 Demonstrates understanding of social cues and team dynamics. 5.1.3 Communicates at the appropriate level and understands emotions and emotional situations. 5.1.4 Develops conversational and interpersonal skills. 5.1.5 Reflects on situations and critically evaluates outcomes and possible alternate courses of action.

	5.1.6 Understands the mentoring role and practices mentoring and precepting others.
5.2 Applies principles of organization management.	<p><u>Planning</u></p> <p>5.2.1 Establishes operational plan considering budget, inventory control, labor and regular daily tasks.</p> <p>5.2.2 Aligns plans with the organizational strategic plan, mission and vision.</p> <p><u>Organizing</u></p> <p>5.2.3 Assigns responsibilities to various team members according to scope of practice and personal competence.</p> <p>5.2.4 Sets and monitors clear targets for team members, departments and the organization aligned with common objectives and goals.</p> <p>5.2.5 Demonstrates an understanding of how individuals and groups interact within the organization.</p> <p>5.2.6 Takes into consideration individual and organizational culture and behaviors when planning and managing.</p> <p><u>Management</u></p> <p>5.2.7 Engages in, manages or leads human resource activities adhering to applicable legislation and regulations.</p> <p>5.2.8 Integrates change management theories and conflict resolution skills to manage and promote positive change.</p> <p>5.2.9 Uses persuasive communication skills to influence or produce a desired outcome during negotiations and conflict resolution discussions.</p> <p>5.2.10 Understands and respects roles and responsibilities of interprofessional team members.</p> <p><u>Controls</u></p> <p>5.2.11 Collects, understands and analyzes financial data to support fiscally responsible decision making.</p> <p>5.2.12 Conducts cost effectiveness and cost benefit analyses to identify ways to meet budget priorities.</p> <p>5.2.13 Analyzes components of a productivity system including units of service and work hours and makes recommendations.</p> <p>5.2.14 Sets controls to analyze the progress and effectiveness of the operational plan and budget.</p> <p>5.2.15 Collects and analyzes data to evaluate outcomes and determine if established goals and objectives are met.</p> <p>5.2.16 Reevaluates the plan to make modifications to ensure positive outcomes and that goals and objectives are met.</p>

Unit 5: Leadership, Business, Management and Organization (cont.)	
Competencies	Example Performance Indicators
5.2 (cont.)	<p><u>Time Management</u></p> <p>5.2.17 Applies principles of time management to monitor and enhance personal productivity and productivity of others.</p> <p>5.2.18 Prioritizes activities to effectively manage time and workload.</p> <p><u>Motivation and Recognition</u></p>

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

Unit 6: Critical Thinking, Research and Evidence-Informed Practice	
Integrates evidence-informed practice, research principles and critical thinking into practice.	
Competencies	Example Performance Indicators
<p>6.1 Incorporates critical thinking skills in practice.</p>	<p>6.1.1 Considers multiple factors when problem solving.</p> <p>6.1.2 Incorporates the thought process used in critical thinking models.</p> <p>6.1.3 Engages in reflective practice to promote change and continuous learning.</p>
<p>6.2 Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research.</p>	<p>6.2.1 Identifies, explains and applies the steps of the scientific method and processes.</p> <p>6.2.2 Articulates a clear research question or problem and formulates a hypothesis.</p> <p>6.2.3 Identifies and demonstrates appropriate research methods.</p> <p>6.2.4 Interprets and applies research ethics and responsible conduct in research.</p> <p>6.2.5 Collects and retrieves data using a variety of methods (qualitative, quantitative) and technologies.</p>

	<p>6.2.6 Analyzes research data using appropriate data analysis techniques (qualitative, quantitative, mixed).</p> <p>6.2.7 Translates and communicates research findings and conclusions through a variety of media.</p>
<p>6.3 Applies current research and evidence-informed practice to services.</p>	<p>6.3.1 Uses research terminology when communicating with other professionals and publishing research.</p> <p>6.3.2 Critically examines and interprets current research and evidence-informed practice findings to determine the validity, reliability and credibility of information.</p> <p>6.3.3 Integrates current research and evidence-informed practice findings into delivery of safe and effective nutrition care.</p> <p>6.3.4 Analyzes and formulates a professional opinion based on the current research and evidence-based findings and experiential learning.</p>

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

Appendix B: Supervised Experiential Learning Hours Documentation

**University of Idaho Master of Science in Dietetics
Supervised Experiential Learning Hours Documentation**

Course Name and Number _____

Student Name _____

Date	Description of alternative experience (include if this is a case study, role play, simulation, or other)	Description of professional setting	Total Hours
			Grand Total = Alternative Experience= Professional Setting =

Appendix C: Student Agreement for Participation in the Master of Science in Dietetics

I, _____, accept my appointment in the Master of Science in Dietetics. Before accepting this appointment, I have read, understood, and agree to uphold the following: (Please **initial** each statement to illustrate your understanding and agreement.)

_____ I have received and read the Master of Science in Dietetics Program Guidebook for Students, Faculty, and Preceptors. .

_____ I have read and understand the Code of Ethics, and I will abide by them.

_____ If I must miss class or supervised experiential learning due to illness, death, or emergency, I will contact my instructor, preceptor and Director prior to the class or experience. I understand that I am responsible for rescheduling and completing the missed hours.

_____ I must obtain at least a B (80%) in all program courses to remain in and graduate from the program.

_____ I understand the conditions for suspension/ probationary status and termination from the program.

_____ I am responsible for arranging my own housing

_____ I am responsible for arranging my own transportation. A reliable vehicle is necessary.

_____ I must be a student member of the Academy of Nutrition and Dietetics during the entire program. I am responsible for the cost of student membership.

_____ I am required to attend local dietetic meetings, and lectures presented by visiting dietetic professionals.

_____ I am required to attend the Annual Meeting of the Idaho Academy of Nutrition and Dietetics during the first year of the program. For the meeting, I will be responsible for my own expenses, meeting registration, transportation, and lodging.

_____ I am aware that this is a very intense, demanding, professional program. I am aware that I will be working full-time for approximately six weeks during the summer session between the first year and the second year completing supervised experiential learning hours. I am aware that I will be working full time for sixteen weeks during the final spring semester completing supervised experiential learning hours.

_____ I must submit evidence of facility- required immunizations before the beginning of the first year and before the beginning of the second year. I am responsible for the costs of immunizations.

_____ I must obtain the SERVSAFE® certification before or at the beginning of the program. I am responsible for the cost of the certification.

_____ I must obtain Idaho Food Safety Certification and possibly a Washington Food Handler's Permit before or at the beginning of the program. I am responsible for the costs of certifications.

_____ I must obtain a background check each year. I am responsible for the cost of the background check.

_____ I must obtain a drug test at the beginning of the program. I am aware that facilities may require a facility-specific drug test.

_____ If I withdraw from the program for any reason, I will not be guaranteed reentry to the program. Readmission will depend upon space availability and faculty recommendation. No preference will be given to reentry students.

Signature
Updated 10/22

Date

Appendix D: Incident Report

Name of Student: Date of report:

Course and/or Location:

Date and Description of Incident:

Signature of Preceptor/Instructor:

Signature of Director:

Signature of Student:

Nature of Incident (to be completed by the Director):

- Verbal Warning
- Written Warning
- Suspension/ Probation
- Termination

Appendix E: Notification of Suspension/ Probationary Status

This form is to be downloaded and printed. After discussion among the student, faculty member and Director, the form is signed and placed in the student's file. During the suspension/ probationary period, encouragement and direction will be given by all faculty members to assist the student in correcting the inappropriate professional behavior or sub-standard academic performance.

Date:

_____ (student's name) has been placed on suspension/ probationary status due to the following performance during the designated time period. The reason for this action stems from failure to meet the following policy(ies) on page _____ as listed in the Handbook. Incident reports attached.

Performance and Time Period:

Policy:

Actions to remove the probationary or warning status, which have been agreed upon by both student and faculty member in the noted time, include the following:

Actions:

Time Period:

Signature of Instructor/ Preceptor:

Signature of Student:

Signature of Director: