

Appendix 6.

Nell Hodgson Woodruff School of Nursing

Emory University

MS in CLINICAL NUTRITION STUDENT HANDBOOK



2026-2027

Draft 5/30/2025

Table of Contents

<i>WELCOME AND INTRODUCTION</i>	7
Purpose of the Student Handbook	8
<i>PROGRAM OVERVIEW</i>	8
Accreditation	8
Program Mission Statement	8
Program Vision Statement	9
Program Goals and Objectives.....	9
NHWSN Values	9
Respect Statement	9
Scope of Practice	10
Program Outcomes	10
<i>CURRICULUM</i>	12
Curriculum Overview.....	12
Graduation	17
Applying for Graduation	17
Graduation Requirements	17
Financial Requirements for Graduation.....	18
Graduation Attendance.....	18
Verification Statement.....	18
Registration Examination Eligibility Data Submission	18
Credentialing to become a Registered Dietitian and become licensed in your state	18
RDN Exam Preparation	19
<i>SUPERVISED EXPERIENTIAL LEARNING (SEL)</i>	19
Competency Tracking	19
SEL Goal Setting for Student Improvement	19
Supervised Practice Evaluation Requirements.....	20
Prior Assessment of Learning	20
Course Waivers	20
Health and Compliance Requirements.....	21
Basic Life Support (BLS) Certification.....	22
Professional Dress in Academic and Clinical Environments	22
Academic Environment:	22
SEL Environment (Clinical Settings):	22
Professional Conduct and Behavior During SEL.....	22

Treating Patients in the Clinical Setting	23
Confidentiality	23
Attendance Policy	23
Mandatory Attendance.....	23
Notification of Absence	23
Make-Up Policy.....	23
Consequences of Non-Compliance	24
Attendance, Holidays, and Religious Accommodations.....	24
Religious Accommodations	24
Clinical Attendance on Holidays	24
Program Holidays and Vacations.....	24
STUDENT SUPPORT AND ACADEMIC POLICIES.....	25
Advising	25
Student Advisement.....	25
Registration	25
Registrar	25
Academic Expectations	26
Syllabus	26
Remediation and Retention Procedures	27
Academic Progression.....	27
GPA/Semester & Program GPA Requirements	27
Time to Degree Completion	27
Course Failure Policy.....	27
Withdrawal Policy	28
Grading Policy	Error! Bookmark not defined.
Grading Scale	28
Calculating the Grade Point Average (GPA).....	29
Dean's List.....	29
Academic Integrity and honor code	29
Identification Verification.....	29
Code of Ethics for Nutrition Professionals.....	30
Principles and Standards	30
Student Rights and Responsibilities	31
Student Rights Related to Other Students	32
On the Use of Artificial Intelligence.....	32
Employment.....	32
Professional Association Meetings	33
Leave of Absence.....	33
Medical Leave of Absence	34

Re-Enrollment After Leave of Absence Policy	34
INTERNATIONAL EXPERIENCES	35
Competency Equivalence	35
Eligibility Criteria	35
Site Selection and Evaluation	35
Written Agreements	35
Pre-Departure Requirements:	36
Reporting Exposure in Community and Other Settings	36
PROGRAM EVALUATION AND FEEDBACK.....	36
PROGRAM EVALUATION.....	36
Faculty and Course Evaluation by Students	37
Clinical Evaluation of Students	37
Academic Advisor Review of Student Progress	37
Student Evaluation of SEL Site Instruction	38
Student Evaluation of SEL Sites	38
Annual Program Evaluation.....	38
End of Program Exit Interview.....	38
Alumni and Employer Survey.....	38
Summary of Program Evaluation	38
Summary of Evaluations in the Nutrition Program	39
STUDENT RESOURCES	40
Library Services.....	40
Simulation Program at the Emory Nursing Learning Center.....	41
Technology and Computer Services.....	42
Computer Services at Emory.....	42
Computing Center at Cox Hall.....	42
Faculty and Student Computing Support	42
Printing & Photocopying while on campus	42
Softwate	43
Accessing Your Email.....	43
Canvas	43
OPUS: Online Pathway to University Students	43
Personal Computer Specifications	43
Address and Telephone Changes	44
Transportation and Parking	44
Transportation	44
Parking.....	44
Academic and Student Support Services	45

Campus Intensives	45
Financial Aid, Scholarships, and Program Costs	45
Financial Aid	45
Scholarships	46
Grants, Traineeships, and Loans	46
Program Costs	46
Health Insurance	47
<i>POLICIES AND PROCEDURES</i>	47
Impaired Student Policy	47
Use of Marijuana and/or CBD Products	47
Criminal Background and Drug Testing	48
COVID-19 Screening and Testing after Clinical Exposures	48
Protocol for Illness Related Events During Clinical	48
Guidelines for Reporting Critical Incidents	48
Rescinding an Offer of Admission	49
Involuntary Withdrawal	51
Criteria	51
Procedure	51
Evaluation	52
Informal Hearing	52
Appeal to the Dean	53
Emergency Suspension	53
Condition for Re-enrollment	53
Academic & Professional Performance	53
Academic Dismissal	53
<i>COMMUNICATION POLICIES</i>	54
Checking Email	54
Contacting Faculty for Appointments	54
Lines of Communication	54
Example of Use of the Lines of Communication	55
Lines of Communication	55
Civility Policy	55
Social Media Guidelines	55
<i>UNIVERSITY RESOURCES</i>	57
Student Health Services	57

Office of Diversity, Equity, and Inclusion (OEI)	57
Department of Accessibility Services (DAS)	58
Student Responsibility for Accessing DAS Services	58
Emergency and Crisis Response	58
Useful Abbreviations	59
FORMS	60
Acknowledgement Receipt of Handbook	60
ACEND COMPETENCIES	62

WELCOME AND INTRODUCTION

Dear Student,

Welcome to the Master of Science in Clinical Nutrition program. The Master of Science in Clinical Nutrition Student Handbook is specific to the nutrition program and provides an overview of program milestones and processes for academic and clinical progression and graduation. In addition, relevant forms that can be downloaded are included. Each student is responsible for reviewing and adhering to the academic and clinical requirements for this program. For University-wide policies and procedures, the student should refer to the University website.

Due to the dynamic nature of this program, it is likely program changes will occur. The program reserves the right to revise Student Handbook information at its discretion and to make reasonable changes in requirements to enhance the program or improve the quality of education. Changes will be communicated verbally and electronically to students.

If you have any questions regarding the information in the program handbook, please contact the Program Director.

Sincerely,



Jennifer K. Frediani, PhD, RD, ACSM-CES
Assistant Professor
Program Director
jfredia@emory.edu
Office: 404-727-3766
Cell: 404-307-4690



PURPOSE OF THE STUDENT HANDBOOK

This Student Handbook is designed for use by students, faculty, and staff. It is revised and published annually electronically. The School of Nursing reserves the right to revise the Student Handbook information at its discretion and to make reasonable changes in requirements to enhance programs or improve the quality of education. Significant changes will be communicated electronically to students with updates noted in the Student Handbook. It is the student's responsibility to review the Student Handbook annually, and when changes are made. For Emory University related policies and procedures, the student should refer to the Emory University website.

PROGRAM OVERVIEW

ACCREDITATION

The Master of Science in Clinical Nutrition is in candidate status/pre-accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The next step in the accreditation process is "Candidacy for Accreditation." The onsite visit is scheduled for August 25-26, 2025.

Notice of Opportunity and Procedure for Filing Complaints with the Accreditation Council for Education in Nutrition and Dietetics

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) will review complaints that relate to a program's compliance with the accreditation standards.

ACEND is interested in the sustained quality and continued improvement of dietetics education programs but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion or dismissal of faculty, staff, or students.

A copy of the accreditation standards and/or ACEND's policy and procedure for submission of a complaint may be obtained by contacting the Education and Accreditation Team at the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Ste 2190, Chicago, IL 60606, (800) 877-1600, ext. 5400 or by going to the website at: <https://www.eatrightpro.org/acend/public-notices-and-announcements/acend-update>.

PROGRAM MISSION STATEMENT

Aligned with the Emory University mission to "create, preserve, teach, and apply knowledge in the service of humanity," and the NHWSN mission to "transform nursing, health, and systems of healthcare within the local, national, and global community through collaboration and social responsibility," the NHWSN is committed to enacting a vision for the MSCN program with a strong interdisciplinary focus. The NHWSN mission informs the MSCN's mission to *inspire, educate, and prepare students to become authentic leaders in the extensive field of nutrition and dietetics, equipped with innovative and evidence-based education and research, to excel as registered dietitian nutritionists.*

This mission supports the program's intent to prepare students for nutrition and dietetics practice and careers by providing a rich learning experience and substantial preparation for success in any career path they choose. The curriculum allows for ample experience in a hands-on learning environment in every aspect of dietetics, including various clinical settings with a wide variety of acuity, food service management with options for hospital or school based on interest, community, and public health nutrition in both government and non-profit settings, education, research and quality improvement, and business, leadership, and entrepreneurship.

PROGRAM VISION STATEMENT

To be recognized nationally for nutrition education and research relevant to urban communities, with a focus on clinical care and chronic disease prevention and treatment, while providing diverse and flexible pathways for registered dietitians to tailor their education to their professional goals and areas of interest.

PROGRAM GOALS AND OBJECTIVES

Goal 1. Program graduates will be competent registered dietitian nutritionists.

Objective 1. At least 80% of graduates complete program requirements within 2 years (150% of planned program length).

Objective 2. At least 90% percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.

Objective 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%.

Goal 2. Upon completion, our graduates will be prepared as registered dietitian nutritionists, ready to address the unique needs of diverse populations and communities while making significant contributions to the advancement of the profession.

Objective 1. Employers who respond to a survey will indicate a mean rating of 3.0 or higher on a 5-point scale regarding graduates' preparedness to function as registered dietitian nutritionists, including their ability to address the needs of diverse populations and contribute to the profession.

Objective 2. Of graduates who seek employment, at least 80% percent are employed in nutrition and dietetics or related fields within 12 months of graduation.

Our goals and objectives align with our mission by measuring the successful achievement of credentialing and tracking our graduates' professional careers. Our employer surveys will provide data on preparedness and effectiveness of our graduates.

NHWSN VALUES

- **Excellence:** We achieve outcomes that are significant and distinctive with persistent commitment to high quality.
- **Collaboration:** We embrace community, partnerships, mentoring, and diverse perspectives.
- **Social Responsibility:** We treat all with respect and dignity. We engage with others to positively influence health and social justice.
- **Innovation:** We create, use, evaluate, and disseminate cutting-edge approaches to advance our mission and vision.
- **Leadership:** We shape nursing, health care, and the NHWSN through vision, courage, and optimism.

RESPECT STATEMENT

The Nell Hodgson Woodruff School of Nursing is a learning community enriched by diversity. We are committed to inclusiveness recognizing that open exchange is necessary as we learn from each other and respect different perspectives on an issue. We are committed to: Promote Respect We will respect the dignity and rights of students, faculty, and staff regardless of position, rank or authority. Initiate

Dialogue We will initiate thoughtful dialogue and express differences of opinion in a courteous manner, without fear of reprisal or insult. Cultivate Reflection We will listen respectfully while others share ideas, allow speakers to complete their thoughts and be open to considering new approaches. Foster Equity We will foster a safe and equitable academic environment that acknowledges the contributions and experiences of persons from unique identities and backgrounds. Maintain Accountability We will hold ourselves accountable for our ethical conduct and reject intolerance, harassment, or violence towards others.

SCOPE OF PRACTICE

The [Commission on Dietetic Registration](#) provides a Scope and Standards of Practice document. The Revised 2024 Scope and Standards of Practice for the Registered Dietitian Nutritionist (RDN) serves as a key resource for RDNs to understand the practice environment and standards that guide RDN practice; to use to evaluate, improve, and expand their practice, and to demonstrate and assure safe and quality practice for the individuals and organizations they serve.

ACEND competencies for Future Education Model Demonstration programs can be found [here](#).

PROGRAM OUTCOMES

ACEND Domains	Professional Nutrition/Dietetics Education: Student Learning Outcomes	Professional Nutrition/Dietetics Education: End of Program Related Assessments	End of Program Outcomes (ACEND)
GP Unit 1: Foundational Knowledge	<p>Applies knowledge of pathophysiology, nutritional biochemistry, social, psychological, and environmental aspects of eating and food around the globe to formulate comprehensive nutrition care plans for individuals with specific health conditions and nutritional needs, incorporating appropriate food and nutrition calculations and technologies, and consideration of food preparation techniques, drug interactions, and client preference.</p> <p>Applies knowledge of fundamental principles of pharmacology,</p>	<ul style="list-style-type: none"> -Summative Assessments -Skills practice Assignments -Case Studies -Observed Structured Clinical Exams -Simulation experiences -Self-reflection 	Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.

	pathophysiology, complementary and integrative nutrition, and best evidence and guidelines when developing medical nutrition therapy for individuals across the lifespan.		
GP Unit 2: Client/Patient Services	<p>Applies the nutrition care process in diverse practice settings with individuals, groups, or populations, integrating knowledge of nutrition, physical activity, and medical nutrition therapies to address specific patient needs.</p> <p>Evaluates the effectiveness of nutrition interventions with adjustments to plans as needed to achieve targeted health outcomes using efficient monitoring and evaluation strategies.</p>	<ul style="list-style-type: none"> -Summative Assessments -Skills practice Assignments -Case Studies - Observed Structured Clinical Exams -Simulation experiences -Self-reflection 	Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.
GP Unit 3: Food Systems Management	Applies knowledge of food systems management to direct the operations of food production, adapting/creating recipes using cost effective strategies that align with organizational expectations, and regulatory requirements for food safety.	<ul style="list-style-type: none"> -Skills practice Assignments -Self-reflection - Observed Structured Clinical Exams -Research Project 	Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.
GP Unit 4: Community and Population Health Nutrition	Applies program planning steps to develop, implement, monitor, and evaluate community and population programs.	<ul style="list-style-type: none"> -Skills practice Assignments -Self-reflection - Observed Structured Clinical Exams -Research Project 	Applies community and population nutrition health theories when providing support to community or population nutrition programs.
GP Unit 5: Leadership, Business,	Applies project management principles to achieve nutrition management goals and objectives.	<ul style="list-style-type: none"> -Self-reflection 	Demonstrates leadership, business and management principles to guide practice and achieve operational goals.

Management & Operations		- Observed Structured Clinical Exams	
		-Research Project	
GP Unit 6: Critical Thinking, Research, and Evidence-Informed Practice	Demonstrates critical thinking and problem-solving skills to address complex nutritional issues.	-Skills practice Assignments -Self-reflection - Observed Structured Clinical Exams -Research Project	Integrates evidence-informed practice, research principles, and critical thinking into practice.
GP Unit 7: Core Professional Behaviors	Demonstrates professional responsibilities to provide safe, ethical, and effective nutrition services. Support patients and their families in promoting optimal health outcomes by implementing culturally sensitive nutrition education and counseling interventions that address varying literacy levels and influences of the social determinants of health.	-Skills practice Assignments -Self-reflection - Observed Structured Clinical Exams -Research Project	Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.

CURRICULUM

CURRICULUM OVERVIEW

Dietetics practice requires a solid foundation in the biological, physiological, pharmacological, sociological, psychological, and nutrition sciences. Student learning will span in the cognitive (knowledge), psychomotor (skills) and affective (behavior) domains. Case-based scenarios and simulated learning experiences will be used to foster clinical judgement and decision-making skills. As the field of nutrition continues to evolve with emerging technologies and evidence, lifelong learning is emphasized throughout the program.

The MSCN curriculum integrates didactic, simulation, and clinical experiences to equip students with the knowledge and skills to provide high-quality nutrition care to patients and communities across the lifespan in all risk categories; and develop, procure, produce nutritious meals at scale. Courses are taught by Emory University faculty and experienced Registered Dietitian Nutritionists working in healthcare and community settings. Experts in food service management, community nutrition, and medical nutrition therapy may serve as adjunct professors, ensuring students have the highest caliber and up-to-date information.

The MSCN program was developed using the [ACEND Future Education Model Standards](#) for graduate programs in dietetics. It is distinguished from undergraduate degrees by including program evaluation, quality improvement projects, comprehensive literature reviews, research projects, and thesis. The program is delivered online across four (4) semesters, totaling 50 credit hours. It integrates didactic coursework with faculty-supervised experiential learning (SEL) experiences. This is a full-time program and full-time employment outside this curriculum is not permitted.

The syllabi for the 17 courses are designed to meet the competencies required for graduate-level education of registered dietitians. Each syllabus will list the GP Unit(s) addressed in each course as well as the competencies addressed within the GP Unit. The syllabi will be constructed to focus faculty and students on the competency-based education model. Competency statements will be used when constructing practice evaluation tools, to guide course assignments, and for evaluating course and program effectiveness.

Students will participate in:

1. Didactic classes consisting of synchronous/asynchronous lecture sessions,
2. At least two required onsite intensive experiences with hands-on and simulated practice sessions at Emory Nursing Learning Center (ENLC),
3. Virtually simulated experiences, and
4. Faculty supervised experiential learning near your home

Over four semesters, students will complete 1005 total SEL hours, including direct care and simulation. Approximately 19% of SEL hours will involve simulated learning experiences and research project implementation.

The NHWSN has extensive experience with online education, instructional design, providing onsite intensive and virtually simulated experiences, and establishing clinical collaborations across the nation. MSCN students can complete their SEL in locations near their home and can identify their preferred site and preceptors in accordance with their program standards. Securing SELs is a process that requires a collaboration between students, faculty, and the clinical placement team. The clinical placement team and faculty will connect with students regularly to review potential placements. Students are responsible for developing a list of possible SELs and working to secure a site/preceptor. It is important to note that students have an active, required role in the SEL process. Emory provides detailed guidelines, criteria, and expectations for selecting appropriate preceptors and sites to ensure high-quality learning experiences. The program assists students in meeting site requirements, verifying preceptor qualifications, and ensuring alignment with program objectives. Local preceptors will collaborate with Emory-assigned faculty site visitors to review course objectives, oversee SEL assignments, and evaluate student progress.

Opportunities will be explored to provide telehealth nutrition education and consulting with diverse patient populations across the lifespan. Additionally, service-learning direct-care experiences have been developed using an interprofessional model of care to provide optional opportunities for student dietitians to participate in our established programs through the NHWSN and the Lillian Carter Center for Global Health and Social Responsibility (e.g., South Georgia, Clarkston Community Health Center, the Bahamas) for select students interested in those experiences. During all SEL experiences, students will examine the influence of social determinants of health (SDOH) when applying the framework to assess, develop, implement, and evaluate products, programs, and services in the provision of nutrition care.

The research design and methods, implementation, and dissemination courses are sequenced to build a rigorous master's quality product suitable for communication to stakeholders. Each student will be assigned a project director to facilitate timely project completion and on-time graduation. Students will collaborate with faculty and relevant stakeholders to identify, design, and implement a suitable research project. This project will be implemented during the third semester and includes designated SEL hours. Students will demonstrate leadership, teamwork, and collaboration, working directly with key stakeholders within the practice setting to implement their research project. In the fourth semester, students will present their work to peers and stakeholders, offering recommendations for improving client/patient service outcomes and achieving operational goals, including policy and advocacy considerations.

Master of Science in Clinical Nutrition Plan of Study


	Course	Credits	Clinical Hours	Simulation Hours
	Mandatory Virtual Orientation	0		
Semester 1 (Fall)				
NTRN XXXD	Professional Role: Registered Dietitian	1		
NTRN XXXD	Biostatistics	3		
NTRN XXXD	Advanced Macronutrients & Metabolism	3		
NTRN XXXD	Advanced Micronutrients	3		
NTRN XXXD	Exploration in Food Science: Principles & Applications	3		30**
NTRN XXXD	Advanced Nutrition Science Across the Lifecycle	3		
Semester Credit Hours		16		30
Semester 2 (Spring)*				
NTRN XXXD	Nutrition Education & Counseling	2.5		15
NTRN XXXD	Advanced Community Nutrition	4	120	
NTRN XXXD	Advanced Medical Nutrition Therapy	3		30**
NTRN XXXD	Health Policy & Leadership in Food Management	3.5	90	
NTRN XXXD	Research Methods & Project Design	3		
Semester Credit Hours		16	210	45
Semester 3 (Summer)				
NTRN XXXD	Advanced Clinical Practice I	4	240	
NTRN XXXD	Nutrition: Special Topics	3		
NTRN XXXD	Research Project: Implementation	2	120	
Semester Credit Hours		9	360	
Semester 4 (Fall)				
NTRN XXXD	Advanced Clinical Practice II	6	360	
NTRN XXXD	Research Project: Dissemination	2		

NTRN XXXD	Registered Dietitian Board Review	1		
Semester Credit Hours		9	360	
Program Total		50	930	75

*Hours toward 1000-hour requirement- 930 hours of direct supervised practice and 75 hours of simulated learning experiences.

**Students will come onsite for simulation intensives.

Program Course Descriptions

Professional Role: Registered Dietitian 	Students will explore the profession of dietetics, current issues and trends, opportunities, and ethical considerations. Emphasis will be on developing organizational skills, effective team communication, and self-reflective practices.
Biostatistics	This course introduces students to fundamental parametric and nonparametric biostatistical techniques applied to nutrition research. Through analysis, students will use insights to address a range of issues, from general health to specific health-related problems.
Advanced Macronutrients & Metabolism	This course presents the biological and molecular basis of human macronutrient metabolism for various health and disease states. Emphasis is on food sources, functions, digestion, absorption, and metabolism of macronutrients – carbohydrates, fiber, lipids, proteins.
Advanced Micronutrients	Students explore the biological and molecular basis of human micronutrient metabolism (vitamins/minerals/trace elements) in states of health and disease across the lifespan. Emphasis is on food sources, functions, deficiencies & toxicity, metabolism, and excretion of micronutrients.
Exploration in Food Science: Principles & Applications	This course provides both online and hands on simulated examination of scientific principles of food preparation, function of ingredients, effects of preparation techniques, and nutritional considerations. Students will explore principles of food safety and food and nutrition product development.
Advanced Nutrition Science Across the Lifecycle	This course explores human nutritional requirements across the lifespan, from pre-conception through old age.
Nutrition Education & Counseling	Students learn foundational principles of human behavior, nutrition counseling and educational strategies for effectively working with diverse

	groups of individuals, communities, and populations.
Advanced Community Nutrition	Students develop, implement, and evaluate nutrition interventions in community settings using various tools, skills, and processes with communities and populations. Topics address the application of behavior change theories, needs assessments, and effective community-based intervention strategies.
Advanced Medical Nutrition Therapy	This course focuses on evidence-based medical nutrition therapy. Students will actively participate in formulating diagnosis and treatment plans for both healthy individuals and those with various diseases by applying the nutrition care process to case studies and simulations.
Health Policy & Leadership in Food Management	Students gain foundational knowledge and applied practice in using principles of health policy, leadership, and ethics within the food service setting. Emphasis is on production principles, management strategies, planning/evaluation of alternative systems and policy development and implications.
Research Methods & Project Design	This course introduces research methods and designs used in nutrition research. Emphasis is on measurement and data collection techniques, statistics, analysis and interpretation of data, evaluation of research outcomes, and the identification of researchable problems within practice settings
Advanced Clinical Practice I	This course provides supervised experiential learning hours in a clinical setting. Students will rotate through various clinical practice settings (i.e. renal, oncology, medical/surgical, critical care, etc) to hone their skills learned in the first two semesters of study.
Nutrition: Special Topics	Topics covered in this course include discussions on obesity treatment, weight-neutral approaches to dietetics, nutrition support, complementary and integrative nutrition, sustainability, agricultural issues, climate change, and personalized nutrition strategies.
Research Project: Implementation	Under the guidance of a faculty mentor, students will collaborate with stakeholders to execute methodologies, demonstrate project management skills, and apply analytical techniques to collected data.
Advanced Clinical Practice II	This course provides supervised experiential learning hours in a clinical setting to advance

	skills and competencies and achieve the status of a competent dietitian.
Research Project: Dissemination	Students learn various techniques for research dissemination culminating in a final report and presentation to peers and stakeholders. Emphasis is on the effective communication of research findings and professional presentation skills.
Registered Dietitian Board Review	This course will review all competencies in preparation for the CDR Board exam to be taken after degree completion. Board review strategies will be addressed.

GRADUATION

All requirements for graduation must be met in order for a student to participate in commencement activities. Degree verification will be completed by the Office of Registration. The student and their academic adviser will be contacted in the event a discrepancy occurs in order to verify that all academic requirements have been met.

Students may track their progress to graduation using the Emory Degree Tracker system.

The University holds a formal commencement ceremony in May. All August and December graduates of the prior calendar year are invited to participate in May commencement. All requirements for graduation must be met in order to participate in commencement activities. Exceptions to this policy may apply and students should contact the Office of the Associate Dean for Education.

APPLYING FOR GRADUATION

Emory University requires students who are completing their course work to apply for graduation. Graduation application deadline information is available at www.registrar.emory.edu/graduation/index.html.

The online application will be available in OPUS early in the semester in which the student will have met all program requirements. There is no application fee for students' applying before the deadline. A student missing the approved deadline is required to submit a paper degree application to the Director of Registration, accompanied by a late fee. In addition to a formal graduation ceremony each May, the School of Nursing hosts Student Recognition events for the Nutrition program in December.

GRADUATION REQUIREMENTS

Upon completion of the Master of Science in Clinical Nutrition program graduates are Board-eligible for certification as a Registered Dietitian Nutritionist (RDN) through the Commission on Dietetic Registration (CDR). They will receive a verification statement and an MS degree.

Graduation requirements are:

1. Completion of the prescribed curriculum (50 Credits), earning a grade of B- or better each course.
2. Cumulative GPA of 3.0.
3. Completion of course requirements within five (5) years of entrance to the program. Entrance into the program is defined as enrollment into the first course of the program.

LATIN DESIGNATIONS

Latin designations are awarded to first-degree baccalaureate students and are based on the final GPA.

BSN LATIN HONORS GPA DESIGNATIONS ARE AS FOLLOWS:

- Summa cum laude 3.90 - 4.0
- Magna cum laude 3.75–3.899
- Cum laude 3.60–3.749

FINANCIAL REQUIREMENTS FOR GRADUATION

All financial obligations to the University must be satisfied prior to graduation. In the case of outstanding loans not then due and payable, loan documents satisfactory to the University must have been executed and delivered to it, and all payments must be current.

GRADUATION ATTENDANCE

Students must be enrolled in the University for the term in which they wish to graduate. Students who have not met degree requirements because of incomplete course or clinical work should contact the Associate Dean for Education for the determination of whether they may/ may not participate in University or School commencement events.

Official University and School commencement exercises are held in May at the end of the spring semester. Candidates completing degree requirements in the Spring semester should arrange to be present at commencement events, including University commencement and the School of Nursing commencement. Candidates completing degree requirements in the summer or fall of the preceding year have the option of attending spring commencement activities.

VERIFICATION STATEMENT

A Verification Statement is issued upon successful completion of all degree and other requirements leading to a master's degree in GP – has completed the GP requirements (didactic and experiential learning) and the registrar has cleared the student for graduation, which indicates that all graduate degree requirements have also been completed. The NHWSN Registrar's office will send an electronic copy of the verification statement via email to each graduate when the University awards the MSCN. Accreditation Council for Education on Nutrition and Dietetics (ACEND) requires that all programs retain an original electronic copy of each student's verification statement indefinitely.

REGISTRATION EXAMINATION ELIGIBILITY DATA SUBMISSION

The program director submits the names of students who have successfully completed the program to CDR within one week of completing the Verification Statement.

CREDENTIALING TO BECOME A REGISTERED DIETITIAN AND BECOME LICENSED IN YOUR STATE

The MSCN program meets all eligibility requirements for taking the registration examination for dietitians. The Program Director will provide application materials and any additional information. The Program Director will submit student applications to the Commission on Dietetic Registration (CDR) of the Academy of Nutrition and Dietetics (Academy) for eligibility to take the Registration Examination for

Dietitians upon completion of the program. If residing in Georgia, students, upon receipt of the DPD verification statement (if applicable), may apply for a provisional license through the Georgia Secretary of State, Georgia Board of Examiners of Licensed Dietitians. Upon passing the Registration Examination for Dietitians, graduates submit verification to the licensure board and their licensure status will be changed from provisional to active. In the event a student does not apply for a provisional license upon completion of the program, they should apply for licensure through the Georgia Secretary of State, Georgia Board of Examiners of Licensed Dietitians upon passing the Registration Examination for Dietitians. All ACEND competencies should cover requirements in all 50 states. However, students are recommended, especially if you will be an out-of-state paying student, to contact the appropriate state licensing board to confirm that courses within your program taken at Emory University will allow you to practice with professional licensure in your state of residence after graduation.

RDN EXAM PREPARATION

Students will participate in a review course (1 credit hour) in the last semester of study. During which students will take mock exams.

SUPERVISED EXPERIENTIAL LEARNING (SEL)

Students rotate through different clinical sites to provide care for a variety of specialized patient populations. Students will complete approximately 1005 SEL hours during which they will perform a variety of nutrition techniques with varied devices both in a hospital and food service setting, provide clinical management of populations across the lifespan, and providing program education to communities. There will be 90 SEL hours in food service plus 30 hours of virtual simulation during food science, 120 hours in the community setting, 600 hours in a clinical setting plus 30 hours of simulation during Medical Nutrition Therapy (mix of virtual and on-campus), and 15 virtual simulation hours during Nutrition Education and Counseling. The remaining 120 hours will be spent on the final research project that can be in any setting.

SEL is an educational experience with specific goals and objectives. At no time during the experience are students considered employees of the sites to which they are assigned. At no time are students paid for the work that they are assigned to do during their SEL placements. Any student who thinks that they are being taken advantage of by a facility or preceptor should notify the Program director immediately.

COMPETENCY TRACKING

You will have access to the competency and supervised experiential learning (SEL) tracking system CORE. This will be discussed along with a demonstration in your first semester. Briefly, this system will allow you to enter evidence and track hours for all ACEND competencies and SEL hours. These will be reviewed by the program director during and after each semester.

SEL GOAL SETTING FOR STUDENT IMPROVEMENT

SEL goal setting may be required for a student at any time during the program. The Program Director/Faculty Coordinator will lead this process. The following is a list of situations resulting in SEL goal setting. Other situations may prompt initiation of a goal setting plan.

1. Unexcused or excessive absenteeism from SEL experience or required educational activities.
2. Documented unsatisfactory SEL performance.
3. Documented failure to demonstrate the ability to correlate theory with SEL work.
4. Documented failure to acquire the technical skills necessary to provide safe nutrition care.

5. A disinterested or unprofessional attitude in the performance or during attendance of program activities.
6. Late or incomplete records, including but not limited to daily case management plans, daily evaluations, weekly tracking records and monthly assignments.

The duration of goal setting status is usually a two-month period, or a timeframe as specified by the Program Director. If goal setting is due to clinical difficulties, the student may remain at the particular clinical site for further assessment and counseling. Circumstances surrounding the student's problems will be individually evaluated. The Director will review student performance as needed with the faculty and with the student. The faculty will be available to assist students in improving those areas.

The student must demonstrate an active effort and satisfactory improvement in performance and/or behavior during the goal setting period. Clinical re-evaluation will use level objectives as criteria. The Program Director, in consultation with the faculty advisor, will make the decision to remove goal setting status.

SUPERVISED PRACTICE EVALUATION REQUIREMENTS

Satisfactory completion of a supervised practice rotation includes completion of all assignments as described for the experience with a >85% Meets or Exceeds response evaluation by the preceptor and the student for the observed skills/competencies and performance indicators. In addition, the student must successfully complete all of the assigned hours for the experience in CORE and also submit a written description of the learning experience and any related evaluated assignments and projects. Unsatisfactory completion of a supervised practice rotation includes one or more of the following: failure to complete all assignments as described for the experience, <85% Meets or Exceeds response evaluation by the preceptor for the student, failure to submit a description of the learning experience with personal reflections that are acceptable to the Program director, failure to complete all of the assigned hours for the experience or an ethics violation by the student during the experience, based on the NHWSN Honor code, the AND Code of Ethics or the policies and procedures of the practice site. Students who receive an unsatisfactory practice experience evaluation will receive a goal setting plan.

Student performance is evaluated using a variety of assessment methods: rotation evaluations, student self-assessment, rubrics, grades in graduate courses, and overall participation. Evaluations of supervised practice experiences are located in CORE. Evaluations are confidential and only the student, program director, and faculty coordinator have access to evaluations.

PRIOR ASSESSMENT OF LEARNING

Students with a DPD verification statement may have knowledge in areas related to other competencies; while we believe the MSCN program will strengthen that knowledge and better prepare students for the registration examination, we are willing to consider prior learning. You are allowed up to 9 credit hours during the program. All requests must be given to the Program director prior to starting the program. These requests will be reviewed by the Program Director and the Registrar Office. At minimum syllabi and examples of competency will be requested, further documentation may be requested to determine transfer credit eligibility.

Courses are non-transferable if they cannot be used in the approved Plan of Study or do not meet the standard of an NHWSN transfer course as determined by course faculty. Transfer credit will not be awarded if the course was used to satisfy requirements for a previous degree. The grade(s) earned from transfer credits will not be included in the GPA calculation.

COURSE WAIVERS

Course waivers are given only when students demonstrate sufficient experience in a subject and can justify that the course would not enhance their knowledge. It is the current student's responsibility to justify their experience in the subject area. Examples of documentation are testing, portfolio, certification, and other documentation. The Request for Course Waiver can be found on the Registrar resource page under the Information for Current Students tab at <https://www.nursing.emory.edu/resources/audience-guide-forstudents>

Note: A course waiver requires a student to satisfy waived credits with elective credits to meet degree requirements.

HEALTH AND COMPLIANCE REQUIREMENTS

All students accepted into the School of Nursing are required to fulfill health requirements for clinical placement and complete site-specific orientation. Immunization requirements, criminal background investigation, and drug testing are subject to revision. Students who do not have documentation of the required immunizations are required to obtain the immunization(s) and/or titer. Students must also complete the Authorization for Use/ Disclosure of Protected Health Information test, also known as HIPAA. Clinical agencies may require students to complete additional compliance and/or credentialing requirements.

Students are responsible for updating the Office of Clinical Placements at SONCompliance@emory.edu immediately of any changes in their health status, to update certifications, and to report situations that would adversely affect the student's background information. To better serve our students, the Emory School of Nursing partners with Emory University Student Health Services to manage clinical compliance documents. Student Health Services also maintains student immunization records, health history forms, and physical exam records. Students should keep copies of their records to maintain proof of the appropriate requirements.

Students are to provide documentation of all [required immunizations](#) using the [Emory University Student Health Services \(EUSHS\) Immunization Form](#). This form must be signed by a healthcare provider and returned to EUSHS prior to matriculation.

For students, this partnership means:

- Safe uploading and viewing of immunization records
- Electronic access to health compliance documents, 24/7
- Email reminders for those items not yet completed

Students cannot participate in SEL without completing all requirements. Any student without complete documentation will be excluded from the SEL experience. Make-up for the unexcused clinical absence/service learning experience is mandatory. Students should refer to the excused/unexcused absence policy.

Students who are not in compliance with outlined deadlines, or who fall out of compliance during the semester, will not be allowed to participate in clinical experiences. Students may participate in clinical settings only after the appropriate immunization or training has been completed and the documentation is submitted and approved. Students risk receiving an incomplete in the clinical course due to missed time.

This policy exists to provide for and ensure:

- Compliance with CCNE accreditation standards;

- Safety of patients and School of Nursing students, faculty and staff;
- Alignment with provisions in the clinical agency affiliation agreements related to student requirements. Upon request of an affiliate facility, the School of Nursing must provide evidence of student compliance with the requirements

BASIC LIFE SUPPORT (BLS) CERTIFICATION

All students enrolled in the MSCN Program are required to maintain current Basic Life Support (BLS) certification for healthcare providers throughout the duration of the program. Certification must be valid at the start of the program and remain current without lapse.

- Students must submit proof of current BLS certification to the Program Director prior to the start of the first semester.
- Any updated certifications must be submitted to the Program Director as they are obtained.
- Failure to maintain current BLS certification may result in a delay or inability to participate in Supervised Experiential Learning (SEL) experiences.

PROFESSIONAL DRESS IN ACADEMIC AND CLINICAL ENVIRONMENTS

Students are expected to dress in a manner consistent with professional standards in both academic and Supervised Experiential Learning (SEL) settings. Attire should promote a respectful, distraction-free learning environment and reflect the professionalism expected in healthcare settings. House shoes, pajamas, and similar casual attire are not permissible.

ACADEMIC ENVIRONMENT:

- Students must always maintain a neat and professional appearance.
- Clothing should be clean, in good condition, and properly fitted.
- Attire that is suggestive, overly revealing, see-through, or exposes inappropriate areas of bare skin is not permitted.

SEL ENVIRONMENT (CLINICAL SETTINGS):

- Professional appearance and grooming are required at all times.
- Business casual attire should be worn on the first day of each new clinical rotation unless otherwise directed.
- Clinical dress requirements typically include:
 - White lab coat
 - Visible Emory-issued name badge
 - Closed-toe shoes
- Jewelry should be minimal and professional.
- Fingernails must be kept clean and short; artificial nails are not allowed.
- Use of fragrances, cologne, or excessive makeup should be limited to avoid discomfort or allergic reactions in patient-care environments.

PROFESSIONAL CONDUCT AND BEHAVIOR DURING SEL

Professional behavior is required at all times while at Emory University and at SEL sites. Students enrolled in the MSCN program are expected to maintain a level of professionalism in their personal appearance, dress, conduct and speech (both verbal and non-verbal). Behavior or language which is offensive, inappropriate, crude, or polarizing is considered unprofessional and therefore is considered unbecoming to the status of a graduate nutrition student. Students should familiarize themselves with the site Policy and Procedure Manuals which detail appropriate behavior.

Policies and Procedures of specific sites are to be followed at all times. The student is expected to come prepared for the day's experience having done the appropriate readings and preparation, appropriately dressed, and supplies at hand.

Nutrition students are expected to conduct themselves in a manner that is consistent with being a professional in both the academic and SEL settings. Behavior is expected to be supportive of a positive learning environment that is free of distractions and disruptions. Therefore, no inappropriate use of alcohol or any use of illicit substances will be tolerated. Nutrition students are expected to conduct themselves in both the academic and clinical settings in a manner that is befitting a professional dietitian.

TREATING PATIENTS IN THE CLINICAL SETTING

Clinical experiences are designed to allow students to observe and participate in methods of treatment and use of equipment in the clinical setting. No student should attempt to use equipment that they have not been trained to use without appropriate clinical instruction and supervision. Students who feel uncomfortable about attempting an assigned task should always consult a clinical instructor, clinical coordinator or facility designated representative for assistance and/or supervision. The clinical curriculum provides dietetic experiences to build students to become competent nutrition professionals.

CONFIDENTIALITY

The student will respect the confidentiality of all records, charts, medical or personnel folders that come to their attention in the performance of their duties or inadvertently. They shall not disclose any private or business-related information contained in any medical or personnel records or obtained as a result of personal communication concerning any facility or facility client.

ATTENDANCE POLICY

MANDATORY ATTENDANCE

Attendance is required for all classes, labs, simulations, and clinical experiences. These activities are essential for developing the knowledge, skills, and professional judgment necessary for competent practice. Missing sessions can compromise achievement of course objectives and clinical hour requirements.

NOTIFICATION OF ABSENCE

- **Classes:** Notify the course faculty in advance if you will miss a class session. For absences of two or more synchronous class meetings due to illness or other serious circumstances, notify the Program Director.
- **Labs, Simulations, Clinicals:** Notify both your preceptor and faculty as soon as possible, and no later than 30 minutes before the session begins. Use email or the preferred contact method identified by your preceptor (voicemail/text may be acceptable).
- **Extended Absence:** Absences of two or more consecutive days require documentation of when you may return. Extended absences may require withdrawal from the semester and should follow the Leave of Absence Policy.

MAKE-UP POLICY

- **Allowable Absence:** Students are permitted one excused absence from a lab, simulation, or clinical per semester. Missed time must be made up within the same semester to meet course and clinical requirements.

- **Simulation Fee:** For each unexcused missed simulation, a \$250 fee will be charged to cover the cost of rescheduling. The fee must be paid before participating in the make-up session.
- **Excused Absences:** Medical emergencies, hospitalizations, or other extenuating circumstances may be considered excused with appropriate documentation.
- **Reporting Absences or Tardiness:** It is mandatory that the student notify the Program Director via email if for any reason scheduled classes, simulations, meetings, conferences or SEL assignments cannot be attended. Notification must occur prior to the scheduled activity hour. Lateness of any kind must be reported to the Program Director, Faculty Coordinator, and preceptor (if applicable).

CONSEQUENCES OF NON-COMPLIANCE

Failure to comply with attendance and make-up requirements may result in:

- A grade of **Incomplete** with a revised plan of study.
- Failure of the course if clinical hour requirements are not met.
- Additional administrative actions as determined by program leadership.

ATTENDANCE, HOLIDAYS, AND RELIGIOUS ACCOMMODATIONS

RELIGIOUS ACCOMMODATIONS

Students who observe religious holidays that conflict with class, simulation, or clinical schedules must notify faculty in writing at the beginning of the semester—or as soon as they become aware of the conflict—by submitting a Religious Accommodation form. Students remain responsible for all assigned work and required clinical/simulation time.

CLINICAL ATTENDANCE ON HOLIDAYS

Clinical education is an essential component of the MSCN program and requires flexibility to meet course objectives and healthcare site scheduling needs. Clinical experiences may be scheduled on university-recognized holidays such as Labor Day, Martin Luther King Jr. Day, Memorial Day, and Independence Day, depending on clinical site requirements. Students are expected to attend all assigned clinicals, regardless of holiday status, unless otherwise notified by faculty.

WINTER BREAK EXCEPTION: No clinical experiences will be scheduled during the University's official Winter Break as defined by the academic calendar.

PROGRAM HOLIDAYS AND VACATIONS

For the most part, the MSCN program follows the University's academic calendar. However, exceptions may occur:

- Some SEL sites follow the federal holiday schedule, and students at those facilities must comply with the site's policies.
- Specialized SEL experiences or unique opportunities may occasionally be offered during university holidays; students are expected to participate if assigned.

Students are strongly discouraged from scheduling personal vacation time during the program, as schedules may change depending on facility demands. Any unscheduled time should be used for research, project development, group meetings, and other academic responsibilities. All requests for time off must be submitted through CORE and approved at least one semester in advance.

STUDENT SUPPORT AND ACADEMIC POLICIES

ADVISING

Academic advising is a process to promote the exchange of information between a student and faculty member and is designed to help students reach their educational and career goals. Advising is a shared responsibility between an adviser and the student. Ultimately, the student is responsible for making decisions about his/her life goals by creating a plan to reach those goals. Academic advisers can assist in this process by helping the student understand options, determine resources and, when necessary, identify alternatives.

Students are responsible for maintaining regular communication with their advisers to ensure they are progressing on track for graduation and to discuss any issues or concerns during their program. We recommend students schedule an appointment with their adviser(s) every semester.

STUDENT ADVISEMENT

All students will be assigned a faculty advisor from the nutrition program. The role of the advisor is to review both academic and clinical progression of the student. Students or faculty may request meetings at any point to discuss pertinent issues. Such issues may include, but are not limited to:

- Academic progress
- Clinical progress
- Research opportunities or progress
- Personal issues of concern

REGISTRATION

Students are automatically registered for their courses by the Nutrition program. The class schedule is available in OPUS. The first line of contact for an enrollment issue is the program administrator. Further registration assistance is available by email to nursingregistrar@emory.edu

REGISTRAR

The Nell Hodgson Woodruff School of Nursing Registrar is responsible for:

- Assisting students with class registration
- Receiving and processing academic forms. Refer to School website for blank/fillable forms.
- Grade processing
- Verification of program requirements for graduation

Questions related to the School of Nursing Registrar functions should be addressed to: nursingregistrar@emory.edu

PLEASE NOTE: For new incoming (prospective) students must contact School of Nursing Admissions at nursingquestions@emory.edu for support.

The **Emory University Office of the Registrar** is responsible for a variety of duties to assist students during their time at Emory. Students should reach out directly to the University Office of the Registrar for the following:

The homepage of the University Office of the Registrar is: <https://registrar.emory.edu/index.html>

University Office of the Registrar Offices for Support

- [Canvas](#)
- [Change of information](#) – address, email, phone, etc.
- [Degree Tracker](#)
- [Diploma](#)
- [Financial Aid Office](#)
- [Name Change](#)
- [Official Transcripts](#)
- [OPUS](#)
- [Verifications, loans deferments, etc.](#)

ACADEMIC EXPECTATIONS

Active Learning, Engagement, and Attendance

Nell Hodgson Woodruff School of Nursing is committed to engaging nutrition students in the educational process through active learning strategies. Active learning serves to create a student-centric learning environment by engaging students in interactive learning experiences that promote independent thinking and decision-making. Active learning is that process whereby students engage in activities, such as reading, writing, discussion, or problem-solving that promote analysis, synthesis, and evaluation of class content. Active learning requires participating in class, collaborating with each other, analyzing an argument, or applying a concept to a real-world situation.

Consequently, when defining strategies used in preparing the entry-level professional registered dietitian, it is essential to implement varied teaching learning strategies that are creative and that promote the achievement of the core competencies and the development of independent responsibility, active inquiry, and clinical reasoning. Furthermore, economic and market forces, as well as beliefs about sound educational practice require faculty to consider the adoption of alternative teaching/learning strategies that draw upon educator-made materials as well as other resources that are available within the professional community. Finally, the changing demographics in higher education challenge educators to assure maximum learning while respecting the different learning styles and needs of students.

To provide diverse immersive learning opportunities for all students that are consistent with course objectives and specialty aspects of care, students are **expected to attend all classes for which a student is registered**. These requirements and the objectives and the anticipated outcomes of the course shall be clearly outlined by the instructor at the beginning of each course.

A student who is not on the official class roster (signaling they are not registered for the course or may have an outstanding balance) cannot attend or participate in the class, regardless of if the student is taking the course for credit or audit. Any student who is not on the class roster has until the listed deadline on the academic calendar to “add a class” to register. Students cannot attend a class while attempting to resolve the issue that is preventing registration.

SYLLABUS

The course syllabus communicates course expectations set by the faculty and is a key to success in a course. Students should read the syllabus closely as it may contain more detailed standards than those listed in this Student Handbook. Such variations may include additional requirements for attendance, testing, and other classroom assignments.

REMEDIATION AND RETENTION PROCEDURES

ACADEMIC PROGRESSION

Progression in each course is essential for success in the academic program as each course builds on the knowledge and skills acquired in prior courses. Students may be placed on a Goal Setting Plan for Student Improvement by their course faculty/ faculty adviser/ program director if they perform poorly in a required course, if there is concern about the student's progression, or if there is concern about a student's professional behavior. A Goal Setting Plan for Student Improvement may be initiated at any time during the course/program as determined by the course faculty, academic adviser or program director. The Goal Setting Plan will list specific areas in which the student is failing to meet course objectives, clinical competence, or professional behavior and will specify required and recommended steps the student must take to resolve the issue. A copy of the Goal Setting Plan for Student Improvement will be sent electronically to the student, academic adviser, and the course faculty. Students will be provided resources to support their academic success. These may include tutoring through our Nursing Excellence, Scholarship, and Technology program (includes nutrition support), therapy and wellbeing resources, writing support through the Emory Writing Center, etc.

Progression requires meeting all program expectations. If you are unclear of progression, please contact your program director.

GPA/SEMESTER & PROGRAM GPA REQUIREMENTS

- Maintain a >3.0 GPA each semester
- Hold a >3.0 cumulative GPA to graduate

TIME TO DEGREE COMPLETION

Time to degree completion is defined as the specified period of time from enrollment in the first course of a program to graduation from that program. Time to degree completion for all programs in the School of Nursing is five (5) years. A student may submit a formal petition with supporting documentation to the Dean for a one (1) year extension.

COURSE FAILURE POLICY

Students who are not successful in passing a course are required to meet with the Program Director to develop a revised plan of study. Considerations for repeating a course will include the sequencing of subsequent courses, space availability, the next semester a course is being offered, and an evaluation of factors leading to course failure.

A course failure is defined as follows:

1. A final course grade below a C- (< 70%).
2. A rating of unsatisfactory in a clinical course regardless of achievement on tests, papers, or other written assignments in the course. The student will be assigned a course grade of "F."

A student failing a course is required to repeat the course. Most required courses are sequential, and a student who fails to pass a course will require an individualized plan of study that may alter their plan of study and graduation date.

WITHDRAWAL POLICY

Registration may be cancelled by the student until the last day of the Drop/Add period and no entry for that semester will be made on the student's transcript. After the Drop/Add period, a student must withdraw from a course/multiple courses (incomplete withdrawal) or withdrawal from all courses (complete withdrawal) by notifying the course faculty and submitting a Request for Withdrawal form found on the website under Student Resources.

A student who withdraws from a course, multiple courses, or all courses by the withdrawal date will be assigned a grade of "W" for the course regardless of their academic standing in the course. A student who withdraws from a course after the withdrawal date will be assigned a grade of "W" if they are in good academic standing in the course or a grade of "WF" if they are not in good academic standing. Withdrawal dates are noted on the NHWSN Schedule posted on the website and are Friday at 5 pm of week 5 for ½ semester courses; and Friday at 5 pm of week 9 for full semester courses.

Determination of academic standing in a course will be based on the points accumulated at the time of withdrawal. The instructor of the course will determine the grade. For instance, if a course grade is based on 4 tests worth 25 points each but only 3 tests were available to the student at the point of withdrawal, academic standing will be determined based on the performance of the 3 available tests. For example, in a course requiring the student earn a C- or greater ($\geq 70\%$), the calculated average of the three (3) available test scores must be 70% or above to receive a grade of "W" for the course. An average score on the three (3) available tests of less than 70% will result in the assignment of a grade of "WF" for the course. The minimum passing grade for a course is defined by that course.

The earned grade of "WF" factors into a grade point average as an "F" and will constitute a course failure. Progression policies defining the required GPA requirements by program will apply. For a student who has previously failed a course, a second failure will result in dismissal from the program at the end of the academic semester during which the second failure occurs. Because of implications for students receiving financial aid, the student must complete the Request for Withdrawal form as soon as their decision is made. The Request for Withdrawal form must be dated on the date the request is submitted NOT the last day the student attended the class. A student will have five (5) business days following the withdrawal request to submit all supporting documentation.

Students may withdraw from multiple courses during the program; however, a student may only withdraw from a specific course once during their time at the Nell Hodgson Woodruff School of Nursing. A second withdrawal request from a particular course will result in the inability to meet degree requirements for the program and the student will be withdrawn from the school at the end of the academic semester during which the withdrawal occurs.

Withdrawal may have financial aid implications. Please contact your Financial Aid Advisor regarding questions.

GRADING SCALE

The symbols: A, A-, B+, B, B-, C+, C, C-, D+, D, F, W, WF, S, U, WU, I, IF/IU and AUD are used in the School of Nursing for nutrition students. The responsibility for assigning grades rests exclusively with the faculty of a course.

Grades are reported to the Registrar at the end of each semester.

CALCULATING THE GRADE POINT AVERAGE (GPA)

COURSE GPA = Credit Hours X Grade Numerical Equivalent

SEMESTER (TERM) GPA = (Course 1 GPA + Course 2 GPA + Course 3 GPA) / Total Semester Credit Hours

CUMULATIVE GPA = Total Quality Points / Total Credit Hours The GPA is calculated by multiplying the course credits for each course by the numerical equivalent for the grade received in the course, adding the total number and dividing by the total number of credits taken. Averages are tabulated for each semester and on a cumulative basis.

DEAN'S LIST

The Dean's List is an academic notation that recognizes the high academic scholarship demonstrated by a student. The Dean's List citation will appear on the Emory unofficial transcript each semester based on the criteria outlined below, for the fall, spring, and summer semesters. The semester GPA will determine eligibility. Student names will be published on the Dean's List website.

ACADEMIC INTEGRITY AND HONOR CODE

Approved by Faculty, May 2006; Revised August 2024

The Academic Standards and Policies of the Nell Hodgson Woodruff School of Nursing reflect the level of intellectual rigor required by both the University and the profession of Dietetics. As a professional school, the School of Nursing must maintain the highest standards to ensure that the graduates of the program exhibit the level of knowledge, clinical skill, and integrity expected by the public and the profession.

IDENTIFICATION VERIFICATION

As part of the admission and onboarding process, students are required to submit compliance documents, complete health care checks, and upload a photo. Students must also obtain a university-issued student ID, which is verified against an official government-issued photo ID, such as a driver's license or passport.

For online testing, we utilize ExamSoft along with its online proctoring service. Students must create an account, upload a valid photo ID, and have their picture taken by the system prior to their first exam. Examsoft is integrated with Canvas and has been approved by Emory University's security team for any privacy issues.

Faculty members then configure quizzes and exams to use this secure function, which requires facial ID verification before students can begin the assessment.

Online Examination, Testing, Quiz Guidelines

To assure test integrity and an optimal testing experience, all students must follow these guidelines:

1. Students must be present in the United States for all online quizzes, tests and examinations.

2. All quizzes, tests, and examinations are individual effort, with no books, notes, or other resources unless otherwise indicated by course faculty.
3. Position your camera and chair so your face is always well lit and clearly visible.
4. The student's face must be in the camera frame for the entirety of the quiz, test, or examination.
5. It is recommended that students sit in a chair with the computer/laptop on a table to ensure the student's face remains in the camera frame.
6. Eyes and face should remain forward to avoid the perception of looking at resources.
7. Students must plan to take their test in a private and quiet space with good lighting. No other people, noise, etc. should be in the testing area.
8. No other devices should be present in the testing environment.
9. Avoid wearing masks, headphones/earphones, watches and hats/caps.
 - a. If you have a head covering that is part of your usual/cultural attire, please wear similar when you have your initial identification picture taken and when taking quizzes, tests and examinations to help the online program confirm your identification.
10. No eating or drinking during testing.
11. Do not remove yourself from the computer screen during the test.
12. Missed quizzes, tests, or exams, without prior faculty notification and approval may result in a zero, with no opportunity to make up the test.
13. For technical concerns, you may contact your course faculty.
 - a. If unable to contact them in a timely fashion, or if they are unable to help, the next step is to submit a help ticket to son-help@emory.edu
 - b. We encourage students to complete testing before 5pm on weekdays in order to have maximum technology support available.

CODE OF ETHICS FOR NUTRITION PROFESSIONALS

PRINCIPLES AND STANDARDS

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

Nutrition and dietetics practitioners shall:

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

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

Nutrition and dietetics practitioners shall:

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

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

3. Professionalism (Beneficence)

Nutrition and dietetics practitioners shall:

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

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

Nutrition and dietetics practitioners shall:

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

STUDENT RIGHTS AND RESPONSIBILITIES

Student dietitians have the right to expect they will be provided with the quality of education necessary to fulfill the objectives of the program. The program will provide the students with the knowledge, skills, and competencies necessary to administer nutrition services.

Students have the right to be regarded as a professional member of the health care community and receive fair objective evaluations and to exercise due process of appeal.

Students are responsible for demonstrating a professional manner at all times and adhering to regulations and policies set forth in the policy manuals of affiliating clinical settings, Emory University,

and the MSCN Student Handbook. Administrators, faculty and staff should be addressed using their appropriate titles. Written communications (e.g. emails, texts, evaluations) should be composed using professional language. Students should maintain professional behaviors and integrity throughout the program, e.g. including but not limited to times when wearing or carrying Emory branded items, engaging on social media, or dialogue regarding nutrition programs.

Students may access their file at any time, after making a written request and being assisted by the Registrar or their designee.

STUDENT RIGHTS RELATED TO OTHER STUDENTS

Students should not be asked to provide “personal or professional information” about other students in the program. Practitioners should not discuss issues related to student progress or general status in the presence of other students. Students should inform clinical practitioners that they are not allowed to discuss the progress or other issues related to other students. Such matters should be addressed with program faculty in a confidential manner. If you are asked about the status of other students by clinical personnel, you are expected to report this to the Program Director.

ON THE USE OF ARTIFICIAL INTELLIGENCE

Content generated by artificial intelligence programs must be cited and properly acknowledged, and students should only use this content in instances when the professor of the course has authorized it. Editing content generated through artificial intelligence programs is not considered to be work “written entirely in the words of the student” and must, therefore, be cited.

The use of artificial intelligence (AI) tools such as ChatGPT, Genesis, Copilot, or any other AI-generated content platforms is strictly prohibited for the creation of assignments, papers, examinations, homework, or creative work unless expressly authorized in writing or orally by the course faculty. This includes using AI to draft, edit, or brainstorm content.

Content generated by artificial intelligence programs must be cited and properly acknowledged when their use is permitted. Students may only use AI-generated content when explicitly authorized by course faculty. Editing content generated through artificial intelligence programs is not considered work “written entirely in the words of the student” and must therefore be cited.

Using an AI program to generate any content for any assignment (including, but not limited to examinations, papers, homework, and creative work) constitutes plagiarism and is a violation of the Honor Code, unless:

- The student acknowledges the extent to which an AI program contributed to their work, and
- The assignment permits the use of outside resources, including AI tools.

The use of an AI tool when outside resources are not allowed or when its use is explicitly prohibited may also constitute seeking unauthorized assistance or violates other provisions of the Honor Code. Students are responsible for clarifying expectations with faculty prior to using any AI tools. Misuse of AI will be considered an academic integrity violation and subject to disciplinary action.

EMPLOYMENT

It is highly recommended students do not work during the 16-month program. Adequate financial resources should be secured prior to beginning the program. The scheduling of outside employment is not permitted during class, simulation, or clinical time.

Furthermore, schedules for the MSCN program are always subject to change and may cause conflicts with previously scheduled outside employment. It is imperative to realize the faculty will make no concessions in clinical or class time due to outside employment. Any such conflicts are not valid cause for being excused from class or clinical. Further, students are expected to make themselves available for requested consultations or meetings with faculty, and outside employment will not be a valid cause for delaying or missing a meeting. The attendance of all outside appointments during class, simulation or clinical time will be considered an unexcused absence without prior approval from the Program Director or associated faculty.

Students cannot be employed as a dietitian by title or function while in the student status of the MSCN program. A student may not receive compensation for nutrition services or be permitted to render nutrition services outside the nutrition program. A student is forbidden to use the title of registered dietitian nutritionist while in the program as they do not have the required credentials or certifications. Any student using the title of registered dietitian nutritionist will be in violation of the Honor Code and subject to immediate dismissal from the program.

PROFESSIONAL ASSOCIATION MEETINGS

Students are required to be members of the Academy of Nutrition and Dietetics. Application forms are available on the Academy website at <http://www.eatrightpro.org>. Students may also join the regional chapter of the Academy as student members. For the Atlanta area it is the Greater Atlanta Dietetic Association (GADA). This association meets 7 or 8 times per year, usually during the academic year. Information about this group and membership can be found on the website: <http://www.eatrightatlanta.org>.

Students are encouraged to further their professional development by attending professional association meetings and continuing education events. Students are required to attend all meetings for which they have been given time off from class. These meetings help students develop an awareness of the profession of dietetics.

LEAVE OF ABSENCE

A leave of absence (LOA) provides time away from the program for the student to attend to issues. A student may request a LOA for personal, financial, job related, medical, or other reasons. A LOA can begin any time. If the LOA starts in the middle of a semester, a student will be withdrawn from all courses. A student will not be given an incomplete (I) grade and will be required to register for the course(s) on approval for re-enrollment. A student is limited to one (1) LOA, up to one (1) year in duration. With the exception of a medical LOA that suspends the time limit to complete degree requirements until readmission, the time limit to complete degree requirements remains five (5) years for all other approved LOA requests.

Obtaining a leave of absence will affect the student's health insurance coverage. The student should contact the insurance provider to be sure they understand how this important area will be affected.

The official request for a LOA does not ask about the specific reason for the student's requested leave. The student is encouraged to discuss the reason(s) as well as their plan for returning with their faculty adviser. The student and their faculty adviser may wish to create a written record of those discussions, to be kept by the student's program.

Requests for a leave of absence may be granted by the Associate Dean for Education. A leave may be granted, if deemed appropriate, for health, personal, family, financial, or work reasons or for a special academic plan of study. All LOAs of nursing education are reported to the Progression Committee.

A student requesting a leave of absence should meet with the Program Director for a revised plan of study. The revised plan of study will be signed by the student and the Program Director, and a copy will be stored in the student's file.

HOW TO APPLY FOR A LEAVE OF ABSENCE

A student must contact their Program Director to make a formal request, then submit a Request for Leave of Absence Form (LOA) in the student Slate system which can be found at School of Nursing Registrar Resources page. Once approved by the Associate Dean for Education, students will be notified via email. A copy will be stored in the student's Slate file.

MEDICAL LEAVE OF ABSENCE

Degree seeking students in the School of Nursing are eligible to take an official medical leave of absence. The student should discuss/notify the appropriate Program Director and/or the Associate Dean for Education and/or the Associate Dean for Equity and Inclusion, Admissions, and Student Affairs.

To be eligible for a medical leave, the student must provide the Office of Education: 1) a letter stating the nature of the leave with the anticipated return date, and 2) a letter from a health professional documenting the condition that is cause for the leave. If the Medical LOA is approved, the student will be withdrawn from all courses. A grade of 'W' will be noted on the transcript. If a student submits a medical leave of absence during the drop/add/swap period at the beginning of the semester, all courses will be dropped, and there will be no notation of the class(es) on the transcript.

A student requesting a medical leave of absence should meet with the Program Director for a revised plan of study, if possible. The revised plan of study will be signed by the student and the Program Director, and a copy will be stored in the student's file.

A medical clearance letter from a healthcare provider is required when submitting the Re-Enrollment After Leave of Absence form. A readmission request will not be reviewed without a medical release letter. The period during an approved medical leave will not count against the 5-year time limit to complete degree requirements.

RE-ENROLLMENT AFTER LEAVE OF ABSENCE POLICY

Purpose of the Re-Enrollment Policy: The Re-Enrollment Policy is in place to ensure students have the necessary knowledge and skills to continue in their program of study; and to determine the space availability for re-enrollment in the program.

Who should apply for re-enrollment: Any student who has an approved leave of absence from the School of Nursing for any reason for one (1) or more semesters.

Process for re-enrollment: The re-enrollment form must be completed by the student and submitted to the program director no later than 60 days prior to the beginning of a semester in which the student wishes to return to the School of Nursing. The Emory University Academic Calendar identifies the semester start date.

The re-enrollment form is located in the student Slate system which can be accessed and submitted via: School of Nursing Registrar Resources page.

The program director and/or their designee may require an assessment of a student's knowledge, skills, and competencies prior to the decision for reenrollment. Assessment will be relevant to the student's completed coursework and for advanced practice students, specialty area and level of practice on exit from the program. Evaluation may include a written exam, written cases, and demonstration of clinical skills/competencies. A student must demonstrate both clinical safety and proficiency to be considered for reenrollment.

A student approved for re-enrollment may be placed on a Goal Setting Plan to support their academic success in the School of Nursing (Refer to Goal Setting Plan). A revised Plan of Study will be completed prior to re-enrollment by the program or specialty director which may require a delayed graduation date. Re-enrollment may be used only once during a student's program of study.

INTERNATIONAL EXPERIENCES

The MSCN program is exploring offering optional international experiences through the Lillian Carter Center for Global Health and Social Responsibility (LCC), which provides students with the opportunity to engage in Supervised Experiential Learning (SEL) practicing nutrition in diverse cultural and global health contexts. These experiences reflect the program's mission to prepare students for culturally competent, community-engaged nutrition practice. Participation in international experiences is not required for graduation and incurs additional costs to the student.

COMPETENCY EQUIVALENCE

Students participating in international SEL experiences are required to meet the same competencies as those completing domestic placements. Learning activities are designed to ensure comparable skill development, professional practice, and reflective learning.

ELIGIBILITY CRITERIA

To be considered for participation in an international immersion experience, students must:

- Be in good academic standing at the time of application and throughout the experience.
- Submit a formal application to the LCC, including a letter of recommendation.
- Complete all required pre-departure training and documentation

SITE SELECTION AND EVALUATION

International sites are:

- Selected in collaboration with the LCC.
- Evaluated based on the ability to provide structured, supervised, and safe nutrition experiences aligned with ACEND competencies.
- Reviewed and approved by the Program Director before student placement.
- Subject to periodic review to ensure continued safety, educational quality, and relevance.

Site selection criteria include:

- Presence of qualified preceptors.
- Assurance of student safety and logistical support.
- Opportunities for public health engagement and cultural competence development.

Note: Specific sites may change annually; participation at any given location is not guaranteed.

WRITTEN AGREEMENTS

Students selected for international SEL immersions must sign the Student Immersion Agreement, outlining expectations related to academic standing, behavioral conduct, public health protocols, and financial responsibilities.

PRE-DEPARTURE REQUIREMENTS:

Before participating in an international experience, students must:

1. Complete the Safety & Security Training Module
 - a. This module covers international travel safety, emergency protocols, and cultural sensitivity training.
2. Attend a Travel Clinic Appointment
 - a. Students are required to meet with the university-affiliated Travel Clinic to receive location-specific health screenings, immunizations, and health travel guidance.
3. Review SOPs and Well-Being Resources on the Hub
 - a. Students must review the immersion Standard Operating Procedures (SOPs), including expectations for professional conduct, communication with preceptors, and emergency protocols. Mental health and well-being resources are also available and encouraged.

REPORTING EXPOSURE IN COMMUNITY AND OTHER SETTINGS

Locations during service-learning experiences, Lillian Carter Center (LLC) International experiences, and other community venues may pose additional risks of exposure to blood/body fluids. Students should follow universal precautions in every setting not just healthcare agencies. Faculty responsible for international experiences will follow standard operating procedure (SOP) guidelines and reporting processes established by the LLC.

PROGRAM EVALUATION AND FEEDBACK

PROGRAM EVALUATION

Your feedback is important to us. To remain an accredited program and to support our efforts to give you and those who come after you the best nutrition education possible, we are committed to rapid cycle change for continuous improvement of our programs, faculty, staff, and School.

We recognize you will receive many requests to evaluate our courses, programs, faculty, and School during your time in the School of Nursing. For example, each course will provide an evaluation of the course and the faculty teaching the course; and for clinical courses, you will be asked to evaluate the clinical site and faculty/preceptor. You will also have an End of Program Survey to complete and at approximately one (1) year, an Alumni Survey.

Please take your responsibility for evaluation to improve our programs seriously. Constructive feedback drives change. We want to know. As our student, you can provide informed and useful feedback. If there is a particular issue, please do not hesitate to identify it and pose a possible solution. Evaluations are electronic and we have appropriate safeguards for student confidentiality.

While the faculty are blinded to who has completed the survey, they will monitor the percentage completion rate. Our goal is an 90% completion rate on all Faculty, Course, and Clinical Evaluation Surveys. We need your help to reach our goal. We do listen to you! Data from student evaluations are

provided to faculty as aggregate data. Survey data is used to make decisions about courses, faculty teaching in courses, retention and promotion decisions for faculty, and program improvement.

PLEASE RECOGNIZE THE IMPORTANCE OF YOUR ROLE IN PROVIDING FEEDBACK WHEN COMPLETING YOUR EVALUATION.

FACULTY AND COURSE EVALUATION BY STUDENTS

Integral to continuous process improvement, the curriculum is regularly evaluated by both students and faculty with revisions made to keep pace with contemporary nutrition practice. At the end of each course, it is the students' responsibility to complete the Faculty and Course Evaluations. Constructive feedback is a useful tool for identifying things going in the right direction and for providing feedback and suggestions to redirect teaching performance in an area.

Evaluations are sent to the Associate Dean for Academic Advancement for use in annual faculty evaluation (tenure and promotion decisions) and faculty development. Individual faculty receive aggregate data from the faculty teaching evaluation. Course evaluation data is reviewed by the Associate Dean for Academic Advancement and Program Director. The Program Director provides feedback at faculty meetings to be used for program improvement.

CLINICAL EVALUATION OF STUDENTS

Students in the MSCN program are evaluated on an ongoing basis throughout each phase of the program. All evaluations are assembled into a composite profile for each student. Please see Appendices for preceptor rubrics for each type of SEL component.

During courses that include SEL hours, students will be responsible for recording hours in Typhon for each day of directly supervised hours occur. Your preceptor will then verify. The verification should be completed and submitted through Typhon by the preceptor as soon as possible. Students are required to ensure preceptors complete verification and should regularly review any completed evaluations of their performance. The Nutrition program faculty monitor student evaluations.

If a clinical preceptor determines the student is having difficulty in any area, the Faculty Coordinator should be consulted. If the difficulty cannot be resolved with the help of the Faculty Coordinator or if additional assistance is required, the Program Director should be contacted. Students are strongly encouraged to be proactive in discussing any concerns they have related to their academic performance with the Program Director. Failure to perform at a clinical level that is commensurate with safe patient care may result in the removal of the student from the clinical rotation. The student will be placed on a goal setting plan and/or probation, with clear objectives and timelines. Failure of the student to successfully complete the goal setting plan or probation may result in program dismissal.

ACADEMIC ADVISOR REVIEW OF STUDENT PROGRESS

Each semester evaluation includes counseling of the student by the student's academic advisor. The student will complete the Academic/SEL Evaluation Form prior to the meeting with additional comments added during the meeting. The advisor may also complete an evaluation form and attach it to the student's evaluation. Nutrition education respects the uniqueness of the learner and encourages commitment, accountability, leadership, self-awareness, and continued professional awareness. Counseling involves a collaborative analysis of strengths and areas for improvement and the formulation of an action plan for continued professional growth.

The student is required to schedule an evaluation conference at the end of each semester with their faculty advisor. Didactic and SEL performance and progress will be reviewed with the intent of

formulating objectives for continued development/improvement. Additionally, any student problems or concerns should be addressed at this meeting.

STUDENT EVALUATION OF SEL SITE INSTRUCTION

Students will evaluate their SEL instruction experience using the Faculty Coordinator Evaluation and Clinical Preceptor Evaluations annually. The individual evaluation sheets are strictly confidential and for program use. As with any evaluation, students are expected to be professional and to provide constructive feedback.

STUDENT EVALUATION OF SEL SITES

Students will evaluate clinical sites annually using the SEL Site Evaluation Form. The individual evaluation sheets are strictly confidential and for program use. As with any evaluation, students are expected to be professional and to provide constructive feedback. The SEL Site Evaluations will be reviewed by the Program Director and discussed with nutrition faculty at a faculty meeting for the purpose of evaluating the site for future use.

ANNUAL PROGRAM EVALUATION

At the end of each academic year, the student will be expected to complete an evaluation of the program, identifying strengths, weaknesses, and barriers to learning. The Program Director will review the feedback and discuss the results with the program faculty at a faculty meeting for the purpose of quality improvement.

END OF PROGRAM EXIT INTERVIEW

At the end of the program the student will schedule an exit interview with the Program Director. The student will complete a self-evaluation/exit survey and discuss with the Program Director how the Program Outcomes and Standards of Nutrition Education were attained during the program. The student will have the opportunity to provide constructive verbal and written feedback of the program.

ALUMNI AND EMPLOYER SURVEY

Graduates are expected to provide a current email contact at the end of the program and will receive an Alumni Survey electronically between 9-12 months. In addition, graduates will be asked to provide employer information and employers will be surveyed regarding the preparation of the graduate for their professional role. The purpose of obtaining graduate and employer evaluation data is for continuous process improvement of the nutrition program.

SUMMARY OF PROGRAM EVALUATION

The MSCN program conducts an ongoing self-evaluation process at the end of each semester to ensure students are provided with an educational experience of high quality and to maintain accreditation standards set by ACEND. The student has direct responsibility in facilitating this process through the complete and timely completion of required documents. Evaluation includes: faculty and course evaluations, SEL site, site coordinator and preceptor evaluations, exit interviews, annual program, alumni, and employer evaluations. Periodically the program will send out surveys on specific issues.

Reflective practice is important for professional growth. Students will complete a self-evaluation at the end of each semester. The self-evaluation collected daily evaluations, and nutrition plans of care are to be submitted to the program faculty via the required forms. Materials will be reviewed by the faculty and used for providing input at the student-advisor meeting.

Electronically completed evaluations will be in the students permanent electronic file on a secure storage drive with restricted access. Access to clinical, preceptor, and site evaluations will be assigned

by the Program Director to relevant parties. NHWSN Program Evaluation Committee members and Leadership Committee members will have access to aggregate data, as required for the NHWSN/University to monitor programs and maintain accreditation status. Evaluations are unavailable to persons outside of the program faculty and staff.

SUMMARY OF EVALUATIONS IN THE NUTRITION PROGRAM

Student Evaluation					
Area	By Whom	Form	Frequency	Reported To	Summary To
SEL Performance	SEL Preceptor; Faculty Site Coordinator; Instructor/Academic Advisor	SEL Evaluation Rubric; End of Semester Evaluation	Each preceptor	Student	Program Faculty
Self-Evaluation	Student	End of Semester Evaluation; Exit Interview	Semester, End of Program	Program Faculty	Program Faculty
Course Grades	Course Faculty	Posted in OPUS	Semester	Student and Registrar	Program Director
Program Evaluation	Student	Self-Evaluation documenting evidence of attainment of Graduate Program Outcomes; Guided Questions by Program Director/Clinical Coordinator	Annually, Program Completion	Program Director	Program Faculty

Faculty Evaluation					
Area	By Whom	Form	Frequency	Reported To	Summary To
Course Faculty	Student	Classroom Faculty Evaluation Tool	End of each semester	Faculty of Record/ Associate Dean for Academic Advancement	Dean, School of Nursing
Guest Lecturer	Student	Guest Lecturer Evaluation	After the lecture	Course Faculty	Program Director

Preceptor	Student	SEL Preceptor Evaluation	End of each rotation	Program Director	Faculty Site Coordinator
Program Faculty	Associate Dean for Academic Advancement and Associate Dean for Education	Performance Appraisal	Annually (Spring)	Individual Faculty	Dean, School of Nursing
Program Directors	Dean; Associate Dean Academic Advancement	Performance Appraisal	Annually (Spring)	Program Director	Dean, School of Nursing

SEL Site Evaluation					
Area	By Whom	Form	Frequency	Reported To	Summary To
SEL Preceptor	Student	SEL Preceptor Evaluation Form	Each semester	Program Director	Faculty Site Coordinator Program Administration
SEL Coordinator	Student	Faculty Coordinator Evaluation Form	Each semester	Program Director	Faculty Site Coordinator Program Administration
SEL Site	Student, Program Director	SEL Site Evaluation Form Annual Site Visit	Each semester	Program Director	Faculty Site Coordinator Program Administration

*Employers will be surveyed once alum have been employed.

STUDENT RESOURCES


LIBRARY SERVICES

[Emory's Woodruff Health Sciences Center Library \(WHSC Library\)](#) offers a broad range of services and resources that support nursing education, biomedical research, and clinical care. Comprehensive print and electronic collections of books and journals may be accessed 24/7 via the internet and discoverE, the online University library catalog. The WHSC Library is located at 1462 Clifton Road, NE, Atlanta, GA 30322 on the Emory campus and is open 7 days a week. Branch libraries are located in Emory Hospital, Emory University Hospital Midtown, Emory Saint Joseph's Hospital, and on the Grady Hospital campus.

The WHSC Library has computers, wireless internet, comfortable seating areas, and study carrels with power outlets. A quiet study area is located on the upper level. Study rooms for individuals or groups are

also available; bring your Emory card to the Information Desk to request a key. Printers, copiers, and scanners are available. Laptops may be checked out for in-house, short-term use.

The library provides access to many biomedical research resources, eJournals, eBooks and clinical point of care tools including PubMed, DynaMed Plus, Joanna Briggs EBP Database, AccessMedicine, CINAHL, and Web of Science. The Specialized Software Lab has computers installed with SPSS, R, ArcGIS, MatLab, NVivo, and MAXQDA for quantitative, qualitative, and mixed methods data analysis.

To access resources from any on or off-campus location always start at the WHSC Library website: <http://health.library.emory.edu>. When/if prompted, enter your Emory network ID and password. Once in a database, click on this button  for full text options. If full text is not immediately available, you can order anything you need (free of charge) through interlibrary loan (ILL) by clicking the link, "Request through ILLiad." Article ILLs are usually filled within 24-hours as a PDF and are sent to your Emory email.

Click [here](#) to access mobile resources. The library provides reference services and conducts classes on methods of identifying, locating, and evaluating sources of biomedical information.

ADDITIONAL SERVICES THE LIBRARY PROVIDES INCLUDE:

- Development of literature review strategies for thesis topics or projects,
- Identification of specialized information resources or databases for research, and
- Assistance with bibliographic management software (e.g. EndNote, Zotero, Mendeley).

CONTACT INFORMATION:

- Sharon Leslie, the Nursing Informationist (aka librarian), has office hours at the School of Nursing and is available for one-on-one consultations. Contact her at sharon.leslie@emory.edu or 404.727.0285.
- Use the "Ask a Librarian" online form to contact an Informationist and ask a research or resource question: <http://health.library.emory.edu/about/contact/ask.html>
- Information Desk: 404.727.8727.

WHSCS HOURS:

- Monday through Thursday: 7:30am – midnight (Summer hours until 10:00pm)
- Friday: 7:30am – 7:00pm
- Saturday: 10:00am – 7:00pm • Sunday: noon – midnight (Summer hours until 10:00pm) Refer to the website for changes in hours.

SIMULATION PROGRAM AT THE EMORY NURSING LEARNING CENTER

In Fall 2022, the NHWSN expanded its footprint and renovated 70,000 square feet in Decatur, GA to become the Emory Nursing Learning Center (ENLC). The ENLC is a state-of-the-art simulation and skills program providing experiential and immersive learning for students and the Emory Nursing Experience, a program for continuing professional education in partnership with Emory Healthcare Nursing.



For a map of the space:

The Emory Nursing Learning Center

The Emory Nursing Learning Center (ENLC) includes a large student commons area for collaborative learning and events with a large kitchen, comfortable seating and access to an outside courtyard on the first floor.

The Simulation Program at the ENLC includes five skills labs including “The Vault,” five high fidelity rooms (each with a control room) including an operating room, and labor and delivery suite, twelve exam rooms, and seven briefing rooms on the terrace level. Cameras and sound equipment in each room allow each experience to be recorded. Faculty can watch the patient interaction live via a web-based program or can watch the recording after the fact. There is a skills lab, home lab (with control room), telehealth office, and one briefing room on the 2nd floor. A variety of task trainers and life-size human patient simulators (medium and high fidelity) are used to provide students with a range of educational experiences designed to meet course learning objectives. Human patient simulators represent a range of gender, ethnicity, and age and have varying levels of technological capabilities to enhance the student learning experience.

In addition, students have opportunities to work with simulated patients, skilled professionals who are trained to present clinical scenarios in a standardized fashion to each learner, thus earning the title of “standardized patient.” They present the history in a certain manner, simulate abnormal physical findings, and provide feedback to learners about bedside manner, professionalism, and communication skills.

You can learn more about the Simulation Program, including who to contact with simulation-related inquiries at <https://www.nursing.emory.edu/pages/simulation-center>

TECHNOLOGY AND COMPUTER SERVICES

COMPUTER SERVICES AT EMORY

COMPUTER SERVICE DESK—UNIVERSITY TECHNOLOGY SERVICES

Emory employees and students can call the Service Desk to receive technical help on or off campus. There is limited support outside of normal business hours. Call 404.727.7777 for assistance.

COMPUTING CENTER AT COX HALL

This computer lab for students is located on the 2nd floor of Cox Hall. The [Computing Center](#) combines flexible space with integrated technologies to encourage collaboration and facilitate faculty/student interactions. Creative lighting, large computer workstations, LED display screens, reservable classrooms, and comfortable seating all combine to form a modern, relaxed atmosphere perfect for group study or just a cup of coffee.

FACULTY AND STUDENT COMPUTING SUPPORT

There are a wide variety of computing services available to School of Nursing faculty and students. [Library and Information Technology Support \(LITS\)](#) is the primary support unit of Emory University for computing services. For a list of resources available to students and faculty, go to <http://it.emory.edu/catalog/index.html>

PRINTING & PHOTOCOPYING WHILE ON CAMPUS

Student printing and photocopying machines are located on the plaza-level, first and second floors of the School of Nursing. Emory University and the School of Nursing use the EmoryCard to pay for printing.

Your Emory Student ID card is your EmoryCard. Money can be added to your account by going to the website: <http://studentfinancials.emory.edu/> Copy and printing centers are also located in various libraries and computer labs on the campus, including the Woodruff Health Sciences Library. All facilities on campus use the EmoryCard for copy and print charges. Other types of printing and copying, including printing of large format posters, are available at [Emory Document Services](#) in the Dobbs University Center.

SOFTWARE

All students have access to University-licensed software, available either in campus computer labs, for download on personal devices, or both. A full list can be found on the [Academic Technology Services](#) site.

ACCESSING YOUR EMAIL

Email is the primary medium for official communication with students at Emory University. You have been assigned an official Emory email address by the University. Students are expected to maintain their accounts and check their email regularly so that new mail is properly received and read. Certain communications may be time sensitive. Students cannot forward their official Emory email to another address. Emory email is encrypted and secure and must be read at email.emory.edu or via an email program that works with this service. Please refer to <http://it.emory.edu/> for the full Emory University Information Technology Conditions of Use.

CANVAS

[Canvas](#) is Emory's online course delivery system. Many courses at Emory are set up on Canvas using information from the registrar's system to enroll the correct students. Faculty determine the degree to which they use Canvas in their courses. Canvas may contain basic information about a class, such as the course syllabus, or it may contain all the materials necessary to teach and test students. All users must have both an Emory NetID and password. Students who have forgotten their passwords may contact the Help Desk at 404.727.7777 or classes@emory.edu for assistance.

ACCESSING CANVAS

Canvas is Emory's online course delivery system. Canvas users must have both an Emory NetID and password. Students who have forgotten their passwords may contact the Help Desk at 404.727.7777 or <http://canvas-support.emory.edu/> for assistance. Directions for logging into Canvas and navigating are also located at <http://canvas-support.emory.edu/>

OPUS: ONLINE PATHWAY TO UNIVERSITY STUDENTS

[OPUS](#) is Emory's online student information system. Students use OPUS to check their class schedules, access their grades, and review their student financial accounts. All OPUS users must have an Emory NetID and password. Students who have forgotten either a NetID or password may call the Help Desk at 404.727.7777.

After registration is complete, students will be able to view their schedule and tuition bills for the upcoming semester in OPUS (www.opus.emory.edu). The Office of Student Financial Services provides information on payment plans and additional tuition information, <http://studentfinancials.emory.edu> . Students should review both their schedule and bill carefully and report any issues immediately to the Director of Registration via email to nursingregistrar@emory.edu

PERSONAL COMPUTER SPECIFICATIONS

The computer requirements and suggested computer configurations can be found by clicking the link: <http://www.nursing.emory.edu/technology/computer-requirements.html>

ADDRESS AND TELEPHONE CHANGES

It is important that your current address and telephone number are listed accurately with Emory's student information system, OPUS. It is your responsibility to keep this information updated through your OPUS account at www.opus.emory.edu.

TRANSPORTATION AND PARKING

TRANSPORTATION

The MSCN program requires participation in Supervised Experiential Learning (SEL) experiences. Students are expected to arrive at their assigned practice sites on time. These sites vary in location, and students are solely responsible for arranging reliable transportation to and from all SEL sites and other required program activities. This includes, but is not limited to, travel related to supervised experiential learning hours, practice assignments, research activities, and professional meetings. Students are individually responsible for arranging their own travel and accommodations to and from supervised experiential learning (SEL) sites. Access to a personal vehicle is strongly recommended, as the School of Nursing does not provide transportation, lodging, or reimbursement related to travel for SEL placements. Students assume full responsibility for their own safety in the course of travel to and from SEL sites, as well as the cost of travel.

PARKING

Parking on the Emory Campus requires the display of a valid permit. Only permits issued by Emory Transportation and Parking Services are valid. Permits are the property of Emory University. Permits are non-transferrable and are for use by the permit holder only. Parking deck assignments are made by Emory University Transportation & Parking Services department - the School of Nursing has no authority over parking deck assignments. Students are not guaranteed parking at any specific parking deck.

Any permit purchased requires submission of vehicle information for all vehicles that will be used with the permit. Vehicle information includes the make, model, color, style, and state issued license plate number. Failure to maintain current vehicle information with Parking Services will result in a fine. Permits can be requested in person at the Parking Office or online at <http://transportation.emory.edu>. Students are responsible for ensuring their parking permit is valid.

PARKING AT 250 E. PONCE IN DECATUR – EMORY NURSING LEARNING CENTER

You must be registered to park through Emory and have a valid hang permit. You must use your Emory ID to enter and exit this parking deck. This parking deck is managed by Collaborative Real Estate and is not affiliated with Emory University. Emory University students may ONLY park in Emory designated areas on the upper level or the unmarked overflow spaces on lowest level - T. Parking is not allowed in Reserve, Handicap, or Visitor spaces.

Collaborative Real Estate reserves the right to tow or boot any vehicle illegally or improperly parked in Reserve, Handicap, or Visitor spaces at the owner's risk and expense without prior written notice (GA. Code 44-1-12).

You acknowledge and agree that Collaborative Real Estate and the owner of the 250 E Ponce de Leon Ave. assume no responsibility for any loss or damage of any automobile, contents, or any part thereof by

fire, theft, vandalism or otherwise. You park at the Facility at your own risk. No bailment is created, and you will lock my vehicle and retain my keys.

Always use your card to enter and exit the property, even if the gates are up. Please note the card system will not allow two sequential-like transactions. Once used for entry, the card must be used for exit before it can be used to enter again.

You agree to abide by any and all regulations pertaining to the use of the Facility by Collaborative Real Estate and further agree to park any vehicles in the designated area.

ACADEMIC AND STUDENT SUPPORT SERVICES

The School of Nursing offers a comprehensive range of educational resources to promote students' academic success. These resources include peer tutoring, advanced academic support, learning strategies consultations, writing assistance, skill-building workshops, career advisement, and financial literacy education. Tutoring is available through peer-led sessions and/or through advanced academic services offered by [Nursing Excellence, Scholarship, and Technology \(NEST\)](#), which provides individual sessions, group supplemental instruction, and consultation with faculty experts. In partnership with Emory's Counseling and Psychological Services (CAPS), students have access to programs and confidential virtual or in-person services with a SON embedded therapist. Additional resources focused on well-being and self-care are regularly offered to support students' overall health and academic experience. To learn more about academic and student services, please use the following website link: <https://www.nursing.emory.edu/pages/student-services>

CAMPUS INTENSIVES

Students will be required to attend two on-campus intensives and are responsible for covering all associated costs, including but not limited to transportation, housing, meals, and any other personal or academic expenses incurred during the intensive period. The School of Nursing does not reimburse or arrange accommodations or travel for campus intensives. Students must make their own arrangements for lodging and transportation and should plan accordingly to ensure their attendance and full participation in all required intensive sessions.

If completing a clinical placement in Georgia, students are encouraged to utilize student housing support through Georgia Statewide Area Health Education Centers (AHEC). Once approved for a clinical placement, students should visit the Georgia Statewide AHEC website to determine in which of the AHEC service areas they want to request housing support. In some service areas, student housing is free of charge, where others charge students minimal nightly fees. Once a student determines the respective region, they are responsible for completing request forms on the AHEC website and sending to the region's housing coordinator to secure housing. This information can be found on each AHEC website. The general AHEC housing request form as well as the link to the statewide website can also be found on the NHWSN Post-licensure Clinical Requirements Canvas Page. Hotel accommodations, travel and/or AHEC housing will not be reimbursed by the School of Nursing.

FINANCIAL AID, SCHOLARSHIPS, AND PROGRAM COSTS

FINANCIAL AID

Degree-seeking students who apply for financial assistance in the School of Nursing at Emory University are considered for various types of financial resources, including grants, scholarships, and low-interest loans. Graduate students must be enrolled for at least nine (9) semester hours to be

considered full time in the School of Nursing. A graduate student's merit-based aid will be cancelled if the student enrolls for less than nine (9) semester hours.

Each year students must complete a new FAFSA if they wish to be considered for need-based financial aid for the upcoming year. The FAFSA form can be completed online. The FAFSA should be submitted by May 1 to the respective processing center to ensure the University receives the results from the processing agency in a timely manner. Financial aid is available for the summer semester based upon the amount taken out for the previous fall and spring semesters. Need-based awards will be determined based on the data for the current academic year, i.e., summer of 2027 will be based on academic year 2026–2027 information. The Emory University Office of Financial Aid is happy to assist both applicants and current students with any questions concerning need-based aid, student loans, and financial aid packages. Financial aid advisers for the health professions are assigned by the first letter of the student's last name and can be reached by calling 404.727.6039. Visit the website for more information: <https://studentaid.emory.edu/graduate/manage/contact.html>

SCHOLARSHIPS

Scholarships are awarded each year by the School of Nursing based on a student's scholastic achievement. To be considered for scholarships, a completed application must be submitted before the priority admission deadline.

The Academy of Nutrition and Dietetics also has scholarships for nutrition students.

<https://www.eatrightfoundation.org/apply-for-funding/scholarships> The Academy of Nutrition and Dietetics Foundation is proud to serve as the largest provider of dietetic scholarships to deserving students at all levels of study. More than 250 scholarships are available, and applicants only need to fill out **one universal application** to be matched with the ones the applicant is eligible to receive. Individual scholarships range in value from \$500 to \$25,000 each and have varying criteria. The total amount and number of Foundation scholarships awarded each year is determined by fundraising efforts and investment returns on scholarship funds.

GRANTS, TRAINEESHIPS, AND LOANS

Many grants, traineeships, and loans are appropriated each year through a variety of government agencies. Students should contact the Office of Enrollment and Student Affairs for applications and eligibility requirements. Loan funds are available at low interest rates, from both federal and private sources including Emory University loans. Information is available from the Emory University Office of Financial Aid.

PROGRAM COSTS

Tuition and fee information is available at <https://www.emory.edu/home/admission/tuition.html>

When the program launches in Fall 2026, it will cost \$1,751/credit hour, the total cost of tuition will be \$87,550.

Additional fees associated with the MSCN Program are outlined below.

While these costs are variable and may change, the current estimated costs of the program, not including tuition and University fees, are:

- DICAS application fee \$50 (one time)
- Academy Membership (required) \$58 (annual)
- Greater Atlanta Dietetic Association Membership (optional) \$15 (annual)

- Books and Labs approximately \$800
- Incoming Student Enrollment Fee \$500
- Technology Fee \$250
- SEL Intensive One-Time Lab Fee \$600
- SEL Make-Up Fee \$250
- Students are responsible for covering all associated SEL and on campus intensive costs, including transportation, housing, meals, and any other expenses.
- Health Insurance (Proof required)

*Facilities vary on background check, drug screen, immunization, and medical examination requirements. In the event that you are placed within a facility that charges a fee for these services, you will be responsible for payment.

- Professional liability insurance is covered by Emory University. Students may wish to purchase additional coverage at their own expense.

HEALTH INSURANCE

All Emory University students must obtain and maintain health insurance coverage for the duration of the program. Under this requirement, students must either purchase the Emory University Student Health Insurance Plan (administered by Aetna Student Health) or provide documentation of enrollment in a comparable United States-domiciled plan. Students wishing to waive enrollment in the Emory Student Health Insurance Plan must annually complete the form found at <https://www.aetnastudenthealth.com> via OPUS prior to the first day of classes. For information about student health insurance requirements and the health insurance waiver, click <https://www.aetnastudenthealth.com>

POLICIES AND PROCEDURES

IMPAIRED STUDENT POLICY

Students in the classroom, simulation/laboratory and/or clinical area suspected of being under the influence of alcohol or another chemical substance that may impair the student's judgment will be immediately removed from classroom, simulation/laboratory and/or the clinical area and required to take a drug screen. Refusal to submit to a drug screen will be considered a positive drug screen.

If the drug screen is negative, the student will return to classes, simulation/laboratory, and the clinical area. Lost clinical time must be made up. If the screen is positive, the student will be referred to the Emory University Counseling and Psychological Services (CAPS) for the development of a treatment plan. Upon successful completion of the treatment plan, a Goal Setting Plan for Student Improvement will be developed. A student with a second positive drug screen will be dismissed from the nutrition program.

USE OF MARIJUANA AND/OR CBD PRODUCTS

Marijuana is a Schedule 1 drug and is illegal to purchase in Georgia. Apart from a narrow and limited scope of codified/documented medical exceptions, it is illegal for individuals to use marijuana/tetrahydrocannabinol (THC) in Georgia. Although cannabidiol (CBD) products may be purchased and used in Georgia, please be aware that CBD products may contain higher levels of THC

than represented on packaging and use of CBD products can result in a positive drug screen for THC/marijuana. Be aware that current drug testing methods cannot accurately ascertain the origins of THC metabolites (i.e., whether from marijuana or CBD products). Your academic program has the authority to conduct random and/or scheduled drug testing; if your test result is reported as positive for THC metabolites (even if you only used a CBD product), your ability to be accepted into the program, progress in the program, and/or successfully complete the program may be negatively impacted.

CRIMINAL BACKGROUND AND DRUG TESTING

Students should be advised that a state criminal history background check is required prior to participation in clinical rotations in certain areas (i.e. Georgia). Clinical facilities may limit or prohibit students with criminal histories from participating in clinical experiences, and a criminal history could be grounds for dismissal from the program. Additionally, drug screening may be required prior to participation in any clinical practicum. **Failure to comply with requests for drug screening or the occurrence of a positive screen are grounds for dismissal from the program and removal from a clinical site.**

COVID-19 SCREENING AND TESTING AFTER CLINICAL EXPOSURES

For the most up-to-date policies related to COVID-19 Screening and Exposures, please visit Emory University's Student Health [COVID-19 Guide](#).

PROTOCOL FOR ILLNESS RELATED EVENTS DURING CLINICAL

If a student becomes ill during the clinical experience, the following will occur:

- 1) If a Code MET is called by the hospital, the student will be transported to the emergency department by the MET team.
- 2) If a Code MET is not called:
 - i. The School of Nursing's Clinical Instructor will take the student to the onsite emergency department.
 - ii. If the student refuses to go to the emergency department, the student must call their emergency contact to pick them up from clinical site. Neither the Clinical Instructor nor peers are allowed to leave the clinical location and drive the student to a secondary location for assessment and/or treatment. The Clinical Instructor will note the student's refusal on the School's [Incident and Injury Report](#). The student is to sign the form prior to leaving the site.

Following the event, the student will be dismissed from clinical and will follow-up with their clinical instructor to arrange make-up hours as needed. The student is responsible for all medical costs associated with the event. All students are required to maintain health insurance coverage during the academic program.

The responsible faculty must notify the Director of Clinical Placements and submit the [Incident and Injury Report](#) to the Director of Clinical Placements within 24 hours of the event for tracking and recordkeeping.

GUIDELINES FOR REPORTING CRITICAL INCIDENTS

1. During clinical rotations, students are required to follow the hospital's policy and procedure for reporting critical incidents.

2. Students are to immediately report to the Program Director any critical incident they are directly involved in that results in possible or actual adverse outcomes to a patient. An email or text without specific details must be sent to alert the Program Director to call you to discuss the incident by telephone.
3. Failure to comply with these guidelines may result in disciplinary action.

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) includes requirements for ensuring the security and privacy of individuals' medical information. The standards aim to maintain the right of individuals to keep private information about themselves. HIPAA regulations protect medical records and other "individually identifiable health information" (communicated electronically, on paper, or orally) that are created or received by health care entities that transmit information electronically. "Individually identifiable health information" includes any information, including demographic information, collected from an individual and any information that identifies an individual, or could be reasonably believed to identify an individual.

The records and personal information about patients are STRICTLY confidential. The student should never privately or publicly disclose any information about individual patients to anyone including the patient himself. Care must be taken to be on guard as to when and where it is appropriate to discuss questions about individual patients. If the student is questioned about the treatment or condition of a patient, no attempt should be made to answer; but the person requesting the information should be directed to the patient's physician or hospital personnel. Discussion of patient status, pre- and post-operative care, etc., will be limited to conferences, reports, and case presentations assigned. Failure to follow these guidelines may result in disciplinary action which may include dismissal from the program. Clinical requirements for HIPAA training will be identified during orientation to clinical sites. The School of Nursing Code for Professional Conduct will be enforced for any HIPAA violations and the student may be subject to University and federal sanctions.

STUDENT RECORDS

Emory University, like other institutions of higher education, accumulates and maintains records concerning the information, activities, and accomplishments of its students. Because the University recognizes the student's right of privacy, a policy regarding the confidentiality of the information that becomes a part of the student's permanent records and governing the conditions of its disclosure has been formulated and adopted. The School of Nursing fully endorses the University's policy and abides by it in all aspects of the confidentiality of and the release of information from a student's record. The Emory policy: 8.3 Confidentiality and Release of Information about Students is located at <http://policies.emory.edu/8.3>.

FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Federal Family Educational Rights and Privacy Act of 1974 (FERPA) pertains to confidential student educational records. This legislation allows students the right to view upon their request their own

confidential educational records and defines the use of these records by others. No information will be released to any party regarding students in the program without the student's prior written permission. This includes names, addresses, telephone numbers, documents, and other data. It must be stressed that absolutely no one (including family members and employers) will have access to the information maintained in the school files. More information here: <http://registrar.emory.edu/Students/FERPA/>

FERPA Essentials for Students at the Nell Hodgson Woodruff School of Nursing at Emory University is located at: <https://registrar.emory.edu/records-transcripts/ferpa.html>

Emory University adheres to a policy of compliance with the Family Educational Rights and Privacy Act (FERPA). The policy:

1. permits students to inspect their education records,
2. limits disclosure to others of personally-identifiable information from education records without students' prior written consent, and
3. provides students the opportunity to seek correction of their education records where appropriate.

RESCINDING AN OFFER OF ADMISSION

Policy Statement:

This policy describes the Nell Hodgson Woodruff School of Nursing's policy for rescinding an offer of admission.

Who is Affected by this Policy: All admitted applicants and enrolled students.

Definitions: Rescind: revoke, cancel, or appeal.

Emory University expects all admitted and enrolled students to uphold the intellectual, ethical, and professional standards of the University. By accepting admission to the Nell Hodgson Woodruff School of Nursing, students agree to abide by all University and School of Nursing policies including the honor and conduct codes set forth by the Nell Hodgson Woodruff School of Nursing and included in the Nursing Catalog and/or Student Handbooks located on the School of Nursing Website.

The Nell Hodgson Woodruff School of Nursing may rescind an offer of admission for, but not limited to, the following reasons:

- misleading or fraudulent information provided/omitted on the application, i.e. failure to disclose all schools attended, provide transcripts from previous academic institutions or disclosure of disciplinary actions from previous academic institutions, etc.
- failure to disclose misdemeanors or felonies, i.e., DUI, fraud, drug possession, assault, battery, etc.*
- A drug test showing positive results. Any student whose final drug test shows a positive result will not be permitted in any clinical setting and therefore cannot complete program requirements.
- failure to uphold the standards of conduct outlined in the honor and conduct codes referred to above.

*All background checks may reveal a student's unsealed and sealed criminal records.

Once a student has legitimately enrolled in classes, all policies and procedures for enrolled students are followed.

Enrolled students who have presented misleading or fraudulent information or omitted information during the application process have not legitimately registered as enrolled, and their admission may be rescinded under this policy.

All applicants acknowledge this policy when submitting their application and agreeing to the terms of the application.

Procedures

The decision to rescind an offer of admission is made by the Associate Dean for Equity and Inclusion, Admissions, and Student Affairs. An appeal for a rescinded offer of admission is reviewed by the Dean of the Nell Hodgson Woodruff School of Nursing. The Dean's decision is final.

INVOLUNTARY WITHDRAWAL

Emory University considers the safety and welfare of its students, faculty, and staff a top priority. When a student engages in behavior that violates Emory's rules of conduct or NHWSN Student Conduct policies, the behavior will be addressed as a disciplinary matter under the applicable Student Conduct policies (Emory University, NHWSN Code of Academic Conduct and/or Code of Professional Conduct). The NHWSN Student Conduct Codes define prohibited academic and non-academic conduct and outline a process for conducting disciplinary proceedings.

This Involuntary Withdrawal Policy and Procedure is not a disciplinary code, policy, or process. It is not intended to apply to situations in which a student engages in behavior that violates the University's rules of conduct. It is intended to apply when a student's observed conduct, actions and/or statements indicate a direct threat to the student's own health and/or safety, or a direct threat to the health and/or safety of others. There may be situations in which both this Involuntary Withdrawal Policy and the NHWSN Student Conduct Codes may apply. In all cases, the Dean of the NHWSN shall have final authority regarding the decision, enactment, enforcement, and management of the involuntary withdrawal of a student.

CRITERIA

A student may be withdrawn involuntarily from Emory if the University determines that the student represents a direct threat to the health and safety of himself/herself or others by (1) engaging or threatening to engage in behavior which poses a high probability of substantial harm to himself/herself or others; or (2) engaging or threatening to engage in behavior which would cause significant property damage, would directly and substantially impede the lawful activities of others, or would interfere with the educational process and the orderly operation of the University.

PROCEDURE

When the Associate Dean for Education and Associate Dean for Equity and Inclusion, Admissions, and Student Affairs (referred to as Associate Deans), based on a student's conduct, actions or statements, has reasonable cause to believe that the student meets one or more of the criteria for involuntary withdrawal, the Associate Deans may initiate an assessment of the student's ability to safely participate in the University's program.

The Associate Deans initiate this assessment by first meeting with the student to (1) review available information concerning the behavior and/or incident(s) which have cause concern, (2) provide the student with a copy of this Involuntary Withdrawal Policy and Procedure and discuss its contents with the student, (3) provide the student an opportunity to explain his/her behavior, and (4) discuss options available to the student, including counseling, voluntary withdrawal and evaluation for involuntary withdrawal. If the student agrees to withdraw voluntarily from the University and waives any right to any further procedures

available under this policy, the student will be given a grade of W for all courses, will be advised in writing of any conditions necessary prior to re-enrollment, and will be referred to appropriate health services.

If the student refuses to withdraw voluntarily from the University, and the Associate Deans continue to have reasonable cause to believe the student meets one or more of the criteria for involuntary withdrawal, the Associate Deans may require the student be evaluated by an appropriate health professional.

EVALUATION

The Associate Deans may refer the student for a mandatory evaluation by an appropriate health professional. The health professional may be selected by the University, as long as there is no cost to the student for the evaluation. A written copy of the involuntary referral shall be provided to the student.

The evaluation must be completed within five (5) business days after the date the referral letter is provided to the student. Prior to the evaluation, the student will be required to sign a written authorization, authorizing the exchange of relevant information among the health professional(s) and the University. Upon completion of the evaluation, copies of the evaluation report will be provided to the Associate Deans and the student.

The health professional making the evaluation shall make an individualized and objective assessment of the student's ability to safely participate in Emory's program, based on a reasonable professional judgment relying on the most current medical knowledge and/or the best available objective evidence. This assessment shall include a determination of the nature, duration, and severity of the risk posed by the student to the health or safety of himself/ herself or others, the probability that the potentially threatening injury will actually occur, and whether reasonable modifications of policies, practices, or procedures will sufficiently mitigate the risk.

The health professional will, with appropriate authorization, share his/her recommendation with the Associate Deans, who will take this recommendation into consideration in determining whether the student should be involuntarily withdrawn from Emory. A copy of the health professional's recommendation will be provided to the student, unless, in the opinion of the health professional, it would be damaging to the student to do so. If the evaluation results in a determination by the health professional that the student's continued attendance presents no significant risk to the health or safety of the student or others, and no significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of the University, no further action shall be taken to withdraw the student from the University.

If the evaluation results in a determination that the continued attendance of the student presents a significant risk to the health or safety of the student or others, such that there is a high probability of substantial harm, or a significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of the University, the student may be involuntarily withdrawn from the University. In such an event, the student shall be informed in writing by the Associate Deans of the involuntary withdrawal, of his/her right to an informal hearing, of his/her right to appeal the decision of the hearing officer, and of any conditions necessary for re-enrollment. In most cases, a student who is involuntarily withdrawn will be given a grade of W in all courses in which the student is currently enrolled.

INFORMAL HEARING

A student who has been involuntarily withdrawn may request an informal hearing before an ad hoc hearing committee comprised of three (3) faculty members and appointed by the Associate Dean for Education by submitting a written request to be heard within two (2) business days from receipt of the

notice of Involuntary Withdrawal. A hearing will be scheduled as soon as possible. The student shall remain involuntarily suspended pending completion of the hearing.

The hearing shall be informal and nonconfrontational. During the hearing, the student may present relevant information and may be advised by a licensed health professional of his/her choice. The role of the adviser is limited to providing advice to the student.

At the conclusion of the hearing, the chair of the ad hoc hearing committee shall decide whether to uphold the involuntary withdrawal or whether to reconsider. A copy of the ad hoc hearing committee decision will be forwarded to the Associate Deans. The student will be provided written notice of the hearing committee decision within two (2) business days.

APPEAL TO THE DEAN

The student may appeal the ad hoc hearing committee's decision to the Dean, who shall review all information presented and make a final decision as to whether or not to uphold the involuntary withdrawal.

EMERGENCY SUSPENSION

The University may take emergency action to suspend a student pending a final decision on whether the student will be involuntarily withdrawn, in situations in which (a) there is imminent danger of serious physical harm to the student or others, (b) there is imminent danger of significant property damage, (c) the student is unable or unwilling to meet with the Associate Deans, (d) the student refuses to complete the mandatory evaluation, or (e) the Associate Deans determine such other exceptional circumstances exist that suspension is warranted. In the event emergency action is taken to suspend the student on an interim basis, the student shall be given notice of the emergency suspension and an initial opportunity to address the circumstances on which the emergency suspension is based.

CONDITIONS FOR RE-ENROLLMENT

Because the Involuntary Withdrawal Policy applies to cases in which there is a concern about the safety of the student or others, the Dean or their designee may require a student, who has been involuntarily withdrawn under this Policy, to be re-evaluated before they are readmitted in order to assure that they present no direct threat to themselves or others.

ACADEMIC & PROFESSIONAL PERFORMANCE

Grade point average (GPA), time to degree completion, and course grades will be reviewed by the Associate Dean for Education in conjunction with the program director at the end of each semester. Grade point average (GPA), time to degree completion, and course grades requirements may vary by program. Students in all programs must adhere to the Student Code of Conduct and Professional Standards and demonstrate safe clinical practice. A Goal Setting Plan for Student Improvement may be initiated for students who do not meet the progression criteria based on grades, semester/cumulative GPA, and professional behavior.

ACADEMIC DISMISSAL

Dismissal may occur if a student:

- Makes below the required grade in a repeated course, or
- Makes below the required grade in a second course, or

- Demonstrates unsafe or repeated Unsatisfactory clinical practice, or
- Fails to meet specific requirements for progression in a program, or
- Fails to meet the goals set in the Goal Setting Plan for Student Improvement, or
- Is on probation for semester/cumulative GPA below required level for a second time, or
- Has an honor code violation (See Honor Code Procedures)

Recommendation for dismissal is made to the student by the Associate Dean for Education in writing. A written appeal may be made to the Dean of the NHWSN within five business days of receiving the dismissal notice. The NHWSN Dean makes the final decision. Students dismissed from the NHWSN may reapply after a period of 2 years. There is no guarantee that an applicant will be readmitted. Students who are dismissed a second time are not readmitted.

Policies with respect to criminal history checks, drug screening, and general background checks are subject to change without notice during enrollment due to changes in requirements of clinical sites.

COMMUNICATION POLICIES

CHECKING EMAIL

Communication will be through Emory email. Students are responsible for checking email at least once a day for updates or changes. Numerous messages will be routed to the entire student body using the son-students@listserv.cc.emory.edu mailing list. This might include messages related to health and safety, community wide SON events, employment opportunities and job fairs, safety and emergency resources, and so forth. Please follow the instructions outlined below to add the son-students@listserv.cc.emory.edu email account to your safe senders list.

How to Whitelist an Email in Outlook

- Go to <https://outlook.office.com/mail/options/mail/junkEmail>
- Click "Add" under "Safe senders and domains."
- Enter the email address that you want whitelisted - son-students@listserv.cc.emory.edu
- Choose "Save."

CONTACTING FACULTY FOR APPOINTMENTS

Faculty email addresses can be found on the School of Nursing website under the Faculty and Staff Directory: <http://www.nursing.emory.edu/directory/index.html> . The syllabi will also provide information on contacting faculty and scheduling faculty appointments.

LINES OF COMMUNICATION

The School of Nursing is committed to creating an environment that promotes students' learning experiences. Open, respectful dialogue between students and faculty is critical to the enrichment of the learning experience. Please refer to the Respect Statement in this handbook.

To facilitate open communication between students and faculty, the School of Nursing has outlined a line of communication process. To resolve academic and professional issues that may arise in the classroom or online class, simulation, laboratory, or clinical practicum, the student should address issues or concerns promptly and according to the established lines of communication outlined below. Dialog with the next person in the line of communication is necessary only after the prior contact does

not lead to resolution. The lines of communication provide additional guidance for a student who may be having academic or other issues during the semester.

EXAMPLE OF USE OF THE LINES OF COMMUNICATION

If a student is experiencing academic difficulty, they should first speak with the course/clinical faculty regarding their performance. Disputes about course grades or course performance are to be addressed with the faculty in that course. If you believe you are receiving insufficient or unclear feedback you are responsible for discussing the situation with your course faculty.

LINES OF COMMUNICATION

Communicate with the:

1. Course or Clinical faculty
2. Program Director
3. Associate Dean for Education
4. Associate Dean for Clinical Practice Operations
5. Associate Dean for Equity and Inclusion, Admissions, and Student Affairs
6. Dean of the School of Nursing

CIVILITY POLICY

The School of Nursing's community thrives on and is strengthened by respect for all people and diverse perspectives. Any form of incivility, defined as disruptive, ill-mannered, or offensive behavior contrary to the well-being of our community, is unacceptable. This includes all forms of disrespect or disregard for instruction, the faculty, the staff, or a fellow student.

Examples of uncivil behaviors include but are not limited to:

- Use of electronic devices, such as mobile phones, laptop computers, and tablets in clinical or classroom settings for reasons not related to current learning activities,
- Arriving late to classes, clinical rotations, or other agreed upon commitments,
- Use of disrespectful or unprofessional language or behavior when interacting with faculty, staff, peers, patients, or others, including via email. Profanity and other disrespectful language will not be tolerated and will result in a Professional Code of Conduct violation and Honor Council review.
- Participation in distracting, private conversations during learning activities.

Faculty have a range of options at their discretion to address cases of incivility, including the deduction of course points; asking an offending student(s) to leave the classroom, simulation/laboratory, or clinical site; and reporting the incident as a Professional Code of Conduct violation.

SOCIAL MEDIA GUIDELINES

Social networking sites are an integral part of everyday life. How students and programs of Nursing are represented and viewed through social media has become increasingly important. Students should be cognizant when using blogs and social networking sites such as Facebook, Twitter, etc. of the impact they may have on themselves and the program.

Each student is responsible for his/her postings on the Internet and in all varieties of social media. Inappropriate postings on the Internet or social media will be considered a lapse in the standards of professional conduct expected of School of Nursing students and students may be subject to Code for

Professional Conduct policies and may face disciplinary actions including dismissal from the School of Nursing.

Knowing that all students, staff, and faculty use social media – the following should be considered prior to ANY posting:

- **NOTHING IS PRIVATE: THERE IS NO SUCH THING AS AN 'ANONYMOUS' POST.** Anything you say online can be misunderstood or misinterpreted. Anyone with access to the web can gain access to your activity on social media regardless of privacy settings and attempts to separate your personal and professional life may be unsuccessful. Making postings “private” does not preclude others copying and pasting comments on public websites. “Private” postings that become public are still subject to sanctions by the School Code of Conduct.
- **DO NO HARM:** Respect your audience. Do not use ethnic slurs, personal insults, obscenity, or engage in any conduct that would not be acceptable at Emory University or any of our many clinical partners. Show proper consideration for others’ privacy and for topics that may be considered objectionable or controversial such as politics and religion.
- **BE POLITE:** Realize that social media communities have their own culture, etiquette and norms, and be respectful of them.
- **UPHOLD PATIENT CONFIDENTIALITY:** Do not share information in a way that may violate any laws or regulations, i.e., HIPAA. Disclosing information about patients without written permission of the patient and School of Nursing, including photographs or potentially identifiable information is strictly prohibited. This rule also applies to deceased patients.
- **RESPECT COPYRIGHT, FAIR USE, AND FINANCIAL DISCLOSURE LAWS:** It is critical that you show respect for the laws governing copyright and fair use of copyrighted material owned by others, including copyrights and brands such as Emory University and the Nell Hodgson Woodruff School of Nursing logos. When in doubt, students should seek guidance regarding appropriate use of such materials.
- **DON'T PICK FIGHTS:** Be the first to correct your own mistakes and don't alter previous posts without indicating that you have done so.
- **TRY TO ADD VALUE AND CREATE INTEREST:** Provide worthwhile information and perspective. Use your own voice and bring your own personality to the forefront.
- **BE VIGILANT:** Be aware of your association with Emory University and the Nell Hodgson Woodruff School of Nursing in online social networks. If you identify yourself as an Emory nursing student, ensure your profile and related content is consistent with how you wish to present yourself with colleagues and patients.
- **USE YOUR PERSONAL EMAIL ADDRESS - NOT YOUR EMORY EMAIL ADDRESS** as your primary means of identification on social media, just as you would not use Emory or School of Nursing letterhead when writing a personal correspondence. Do not use your Emory School of Nursing email address to express your personal views. Any posts or comments submitted for others to read should be posted with full identification of the writer. Where your connection to Emory is apparent, make it clear that you are

speaking for yourself and not on behalf of Emory. A disclaimer, such as, “The views expressed on this [blog/website] are my own and do not reflect the views of my University or the School of Nursing”.

- **USE YOUR BEST JUDGMENT:** If you are about to publish something that makes you uncomfortable, review the suggestions above. Internet activities may be permanently linked to the author, such that all future employment may be hampered by inappropriate behavior on the Internet.

For additional information, please see the National Council for State Boards of Nursing, Guide to Social Media

- <https://www.ncsbn.org/347.htm>
- <https://www.ncsbn.org/3739.htm>

ULTIMATELY YOU HAVE **SOLE RESPONSIBILITY** FOR WHAT YOU POST TO YOURBLOG OR PUBLISH IN ANY FORM OF ONLINE SOCIAL MEDIA!

UNIVERSITY RESOURCES

STUDENT HEALTH SERVICES

www.studenthealth.emory.edu

Visit this website for information about the following student resources:

- [Student Health Services](#)
- [Office of Health Promotion](#)
- [Student Health Nutrition Services](#)
- [Recreation and Wellness](#)
- [Emergency and After Hours](#)
- [Counseling and Psychological Services \(CAPS\)](#)

OFFICE OF DIVERSITY, EQUITY, AND INCLUSION (OEI)

Emory University’s School of Nursing is committed to ensuring that all University goods, services, facilities, and programs are meaningfully accessible to eligible persons with disability in accordance with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local laws.

[The Office of Diversity, Equity, and Inclusion \(OEI\)](#) ensures Emory University's compliance with Equal Opportunity/Affirmative Action, Title IX, the Vietnam Era Veterans' Readjustment Assistance Act, and the Americans with Disabilities Act federal regulations. OEI also monitors and executes the University's Equal Opportunity Policy. OEI is committed to promoting a fair and accessible campus environment for the Emory University community through collaboration with our university partners. In this role, they serve as

the central clearing house for all accommodations requests from qualified individuals who meet the eligibility requirements and complete the registration process in its entirety.

Students are responsible for initiating the accommodation process by self-disclosing their disability, health, and/or chronic medical condition directly to OEI. All requests and documents are managed and maintained at the highest level of integrity. In addition, OEI may be contacted via phone 404.727.9867 office or via the general email oei@emory.edu or a dedicated/confidential email address at oadisab@emory.edu. The Office is located at 1946 Starvine Way, Suite 310, Decatur, GA 30033.

DEPARTMENT OF ACCESSIBILITY SERVICES (DAS)

Emory provides all persons an equal opportunity to participate in and benefit from programs and services afforded to others. The [Department of Accessibility Services \(DAS\)](#), part of the Office of Equity and Inclusion, assists qualified students, faculty, and staff with obtaining a variety of services and ensures that all matters of equal access, reasonable accommodation, and compliance are properly addressed. Qualified students must register with DAS and make a request for services. Confidentiality is honored and maintained. The Office is located at 1946 Starvine Way, Suite 310, Decatur, GA 30033. DAS may be contacted via phone at 404.727.9877 or for student-related emails: accessibility@emory.edu , oas_testing@emory.edu , and oas_notetaking@emory.edu .

STUDENT RESPONSIBILITY FOR ACCESSING DAS SERVICES

If you have a documented disability and have anticipated barriers related to the format or requirements of a course, or presume having a disability (e.g. mental health, attention, learning, vision, hearing, physical or systemic), and need accommodation, contact the Department of Accessibility Services (DAS) to learn more about steps for requesting accommodations. DAS website: <http://accessibility.emory.edu/about/index.html>

Students who have an accommodation should contact the course faculty and provide written documentation from the DAS no later than the first week of the semester, or as soon as DAS documentation is obtained, to communicate specific needs for the course. All discussions with DAS and faculty concerning the nature of your disability remain confidential. Counseling and Psychological Services <https://counseling.emory.edu/index.html> provides free, confidential counseling for enrolled pre-licensure, post-licensure, and professional Emory students. CAPS is staffed by licensed professional psychologists and clinical social workers who provide individual, group, and couples counseling to assist Emory students in negotiating emotional and interpersonal difficulties and provide support as they attend Emory University. CAPS is located at 1462 Clifton Road. Students should call 404.727.7450 to schedule an appointment. Urgent care walk-in consultations are available Monday-Friday from 8:30 a.m. to 5 p.m.

EMERGENCY AND CRISIS RESPONSE

LIFE THREATENING EMERGENCIES DAY OR NIGHT (while at Emory):

- Call 911 (from on or off campus)
- Emory Police Department: 404.727.6111

- Emory University Hospital Emergency Room: 1364 Clifton Road, 404.712.7100
- Emory Emergency Medical Services (EMS): 404.727.6111

CRISIS SITUATIONS:

- Student Intervention Services (SIS) Team: 404.430.1120
- Counseling & Psychological Services: 404.727.7450
- HelpLine (peer counseling, 8:30 pm-1:00 am) at 404.727.4357 (HELP)
- Student Health Services: 404.727.7551
- Student Health Services' on-call physician: 404.727.7551 and press "0"
- Emory Healthcare psychiatrist-on-call: 404.778.5000 (available after hours or weekends)
- Respect Program (sexual assault/interpersonal violence): 404.727.1514 (press 1) or 404.727.1514
- Georgia Crisis & Access Line: 1.800.715.4225
- Suicide Hotline: 1.800.784.2433
- Crisis Text Line: 741.741

<http://www.emory.edu/home/emergency/>

Note: "Emergency/After-Hours" resources can also be accessed from any page on the website -- look for the red print in the top right corner.

USEFUL ABBREVIATIONS

Academy	Academy of Nutrition and Dietetics
ACEND	Accreditation Council for Education in Nutrition and Dietetics (of the Academy of Nutrition and Dietetics)
CRDN	Competencies for the Registered Dietitian (ACEND requirements)
DPD	Didactic Program in Dietetics (undergraduate program that meets requirements for Verification Statement)
ENLC	Emory Nursing Learning Center
IRB	Institution Review Board (for the Protection of Human Subjects)
MSCN	Master of Science in Clinical Nutrition

NHWSN Nell Hodgson Woodruff School of Nursing

OAA Office of Academic Advancement

OOE Office of Education

FORMS

ACKNOWLEDGEMENT RECEIPT OF HANDBOOK

The MSCN Program Student Handbook is for students entering in August of 2026. This Handbook was discussed during orientation to the program, and I am aware this Handbook along with the Nursing Student Handbook and Nursing Catalog are posted on the School of Nursing Webpage and available for current students at <http://nursing.emory.edu/>.

I have had the opportunity to review and discuss its contents and I agree, as a student enrolled in this program, to adhere to the policies and guidelines set forth. University policies are found on the main Emory website by searching <http://www.emory.edu/home/index.html> .

I am aware that simulation learning is a required component of the program, and all instructional direction, discussion, practice, and testing are confidential.

I agree to not share any information used during the simulation session with anyone. I understand that I may be videotaped during these sessions and that it may be used for educational purposes. I agree to comply with student responsibilities as stated in the Student Code of Conduct. I agree to comply with Social Media Policy guidelines.

I am aware that program faculty reserves the right to revise all information in this handbook at its discretion and to make reasonable changes in requirements to improve the quality of education or enhance the program.

Signature _____

Date _____

**Agreement to Abide by
Code of Ethics for the Registered Dietitian**

I, _____, have read and agree to abide by the Nell Hodgson Woodruff School of Nursing and Professional Code of Ethics. I will also be honest and forthright in my scholarly and professional duties, using ethically sound decision-making processes in my nutrition practice and academic work. Furthermore, I will take responsibility for my actions in the clinical and didactic areas, and will solicit assistance from my peers, instructors, and mentors to hold myself accountable.

Signature _____

Date _____

ACEND COMPETENCIES

**Future Education Model Graduate Degree
Competencies and Performance Indicators
(K=Knows, S=Shows, D=Does)**

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

<p>pathophysiology and nutritional biochemistry to physiology, health and disease. (S)</p>	<p>the development and progress of the disease process(S)</p> <p>1.5.3 Interprets and analyzes the effects of disease, clinical condition and treatment on nutritional health status. (S)</p> <p>1.5.4 Analyzes the correlation between mental health conditions and nutritional health. (S)</p>
<p>1.6</p> <p>Applies knowledge of social, psychological and environmental aspects of eating and food. (S)</p>	<p>1.6.1 Formulates food and nutrition services considering psychological and social factors to meet the needs of individuals, communities and populations. (S)</p> <p>1.6.2 Articulates the impact of nutritional health on psychiatric disorders. (S)</p> <p>1.6.3 Integrates knowledge of maximizing sustainability, food and water waste, reusable/ biodegradable items, local and global produce sourcing and access to food. (S)</p> <p>1.6.4 Analyzes the environmental factors affecting access to services and/or adequate nutrition. (S)</p>

Unit 1: Foundational Knowledge (cont.)	
Competencies	Example Performance Indicators
1.7 Integrates the principles of cultural competence within own practice and when directing services. (D)	<p>1.7.1 Demonstrates knowledge of the cultural competence models. (K)</p> <p>1.7.2 Applies knowledge of foods, cultural foods, eating patterns and food trends. (S)</p> <p>1.7.3 Identifies challenges that arise when different cultures values, beliefs and experiences exist between clients/patients and nutrition and dietetics professionals (S)</p> <p>1.7.4 Identifies and implements strategies to address cultural biases and differences (D)</p> <p>1.7.5 Applies culturally sensitive approaches and communication skills. (D)</p> <p>1.7.6 Develops awareness of one's own personal beliefs, values and biases to better serve clients/patients of different cultures and backgrounds. (S)</p>
1.8 Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy. (S)	<p>1.8.1 Identifies the classifications of nutraceutical pharmacological agents and the action of the body. (K)</p> <p>1.8.2 Demonstrates understanding of pharmacokinetics, absorption, clearance, drug metabolism, latency period, drug and supplement metabolism, accumulation, half-life, and routes of administration. (S)</p> <p>1.8.3 Identifies potential drug and food interactions based on physiological responses to pharmacological agents and takes appropriate actions. (S)</p>
1.9 Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health and wellness. (S)	<p>1.9.1 Critically evaluates evidence-based literature to inform decisions about use of complementary and integrative nutrition. (S)</p> <p>1.9.2 Applies an understanding of the impact of complementary and integrative nutrition on drugs, food, disease states and wellness. (S)</p> <p>1.9.3 Identifies indications, use and contraindications of complimentary and integrative nutrition. (K)</p>
1.10 Applies knowledge of math and statistics. (S)	<p>1.10.1 Chooses appropriate statistical methods, performs statistical analysis and interprets results in various data analysis situations. (S)</p> <p>1.10.2 Communicates information on statistical methods, results and interpretation, both orally and in writing. (S)</p> <p>1.10.3 Applies math skills to perform food and nutrition calculations. (S)</p>
1.11 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals. (D)	<p>1.11.1 Interprets and communicates medical terminology to non-health professional audiences. (D)</p> <p>1.11.2 Uses acceptable medical abbreviations and appropriate medical terminology in all forms of communication. (D)</p>
1.12 Demonstrates knowledge of and is able to manage food preparation techniques. (D)	<p>1.12.1 Demonstrates understanding of safe work habits and safety hazards and employs preventive safety measures. (K)</p> <p>1.12.2 Converts recipes and ingredients based on client/patient's preferences or dietary needs. (D)</p> <p>1.12.3 Develops recipes and menus and increases or decreases quantities served from the recipe. (D)</p> <p>1.12.4 Evaluates recipes using sensory evaluation methods. (D)</p>

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

Unit 2: Client/Patient Services Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes	
Competencies	Example Performance Indicators
2.1 Applies a framework to assess, develop, implement and evaluate products, programs and services. (D)	<p>2.1.1 Conducts or coordinates an assessment of the environment, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding nutritional products, programs and services. (D)</p> <p>2.1.2 Designs nutritional products, programs or services that promote consumer nutritional health, dimensions of wellness and lifestyle management. (D)</p> <p>2.1.3 Creates a work plan or project plan to implement nutritional programs and services or launch products. (D)</p> <p>2.1.4 Conducts an evaluation of a product, program or service by analyzing reasons for variance from expected outcomes and implements new strategies as appropriate (D)</p>
2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations. (D)	<p>2.2.1 Considers all client/patient factors when selecting, developing nutrition screening tools. (D)</p> <p>2.2.2 Evaluates the validity and reliability of the nutrition screening tools and modifies based on current evidence-informed practice. (S)</p> <p>2.2.3 Leads the implementation of nutrition screening tools in collaboration with other health professionals. (D)</p> <p>2.2.4 Prioritizes care based on results of screening considering complexity of care needs. (D)</p>
2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings. (D)	<p><u>Nutrition Assessment</u></p> <p>2.3.1 Selects and implements nutrition assessment tools for individuals, groups or populations. (D)</p> <p>2.3.2 Interviews client/patient to collect subjective information considering the determinants of health. (D)</p> <p>2.3.3 Conducts a nutrition focused physical exam. (D)</p> <p>2.3.4 Takes a food and nutrition related medical history. (D)</p> <p>2.3.5 Assesses physical activity and history of physical activity. (D)</p> <p>2.3.6 Collects, assesses and interprets anthropometric measures and body composition</p> <p>2.3.7 Orders, collects and interprets biochemical tests. (D)</p> <p>2.3.8 Analyzes diagnostic test results relevant to nutrition (e.g. diagnostic imaging related to fluoroscopy, swallowing evaluation, enteral feeding tube placement). (D)</p> <p>2.3.9 Identifies signs and symptoms of nutrient deficiencies or excesses. (D)</p> <p>2.3.10 Determines barriers that might influence a client/patient's nutritional status. (D)</p> <p>2.3.11 Determines accuracy and currency of nutrition assessment data. (D)</p> <p>2.3.12 Identifies patient appropriate validated formula and performs calculations to determine nutritional requirements. (D)</p> <p><u>Diagnosis</u></p> <p>2.3.13 Analyzes and synthesizes nutrition assessment data to inform nutrition diagnosis(es) and nutritional plan of care. (D)</p> <p>2.3.14 Devises PES (problem, etiology and sign symptom) statement and outlines reasons for professional opinion cause and contributing factors. (D)</p>

	<p>2.3.15 Prioritizes the nutrition diagnosis(es). (D)</p>
--	---

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

Unit 2: Client/Patient Services (cont.)	
Competencies	Example Performance Indicators
2.4 (cont.)	<p><u>Education</u></p> <p>2.4.6 Applies education theories, adult learning, pedagogy and education principles when developing, modifying, delivering or implementing education materials. (D)</p> <p>2.4.7 Assesses audiences' readiness to learn and identifies barriers to learning. (D)</p> <p>2.4.8 Develops or modifies nutrition education materials or delivery methods to meet the needs of the audience. (D)</p> <p>2.4.9 Develops and provides evidence-informed nutritional wellness and therapeutic diet education to variety of audiences. (D)</p> <p>2.4.10 Translates basic to advanced food and nutrition science knowledge into understandable language tailored to the audience. (D)</p> <p>2.4.11 Communicates complex nutrition information to broad and diverse audiences. (D)</p> <p>2.4.12 Evaluates effectiveness of nutrition education and makes modifications as required. (D)</p> <p><u>Psychological Counseling and Therapies</u></p> <p>2.4.13 Assesses client/patient's nutritional needs and appropriateness for the recommended counseling or therapy. (D)</p> <p>2.4.14 Applies counseling principles and evidence-informed practice when providing individual or group sessions. (D)</p> <p>2.4.15 Identifies the indications, contraindications, benefits, risks and limitations of the counseling or therapy. (K)</p> <p>2.4.16 Demonstrates understanding of transference and counter transference in the therapeutic relationship. (K)</p> <p>2.4.17 Demonstrates awareness of various appropriate counseling techniques. (K)</p> <p>2.4.18 Evaluates effectiveness of the counseling or therapy and makes modifications as required. (D)</p> <p>2.4.19 Refers/transfers client/patient to appropriate health professionals when counseling therapy or client/patient's mental health issues are beyond personal competence or professional scope of practice. (D)</p>

<p>2.5 Prescribes, recommends and administers nutrition-related pharmacotherapy. (S)</p>	<p>2.5.1 Applies knowledge of foundational sciences and disease when determining the appropriateness of the therapy. (S)</p> <p>2.5.2 Demonstrates awareness of food and drug interactions. (S)</p> <p>2.5.3 Assesses client/patient factors to determine the client/patient's indication for the nutrition-related pharmacotherapy. (S)</p> <p>2.5.4 Considers client/patient factors, nutritional impact, indications, side effects, contraindications, benefits, risks, alternatives and foundational sciences when prescribing, recommending and administering nutrition related drug therapy. (S)</p> <p>2.5.5 Critically analyzes the potential negative effects of the nutrition therapy or supplement and determines the required knowledge, skill and judgment required to manage negative outcomes. (S)</p> <p>2.5.6 Prescribes, recommends and administers nutrition-related pharmacotherapy adhering to the professional standards and evidence-informed practice. (S)</p> <p>2.5.7 Applies the standard of practice, legislation, organizational policies and evidence informed practices for prescribing.</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. (S)</p>
--	---

Unit 3: Food Systems Management Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.	
Competencies	Example Performance Indicators
3.1 Directs the production and distribution of quantity and quality food products. (D)	3.1.1 Manages or oversees the planning, designing and coordination of meals to ensure delivery of nutritionally sound meals. (D) 3.1.2 Analyzes the workflow design and makes recommendations for modifications or approves for implementation. (D) 3.1.3 Communicates the organization's mission and how work activities impact the services and organization. (D) 3.1.4 Establishes and analyzes policies and performance measures for quality and quantity of work. (D) 3.1.5 Implements systems to report on local, state and federal compliance. (D) 3.1.6 Directs and analyzes the evaluation of foodservice production and services to inform, change, and/or budget resources and department or corporate direction. (D) 3.1.7 Establishes a culture that is ethical and free of safety and health hazards. (D) 3.1.8 Investigates and optimizes opportunities to reduce the environmental carbon footprint of foodservice operations and to enhance sustainability. (D)
3.2 Oversees the purchasing, receipt and storage of products used in food production and services. (D)	3.2.1 Follows a matrix or measures to evaluate the need for financial, technical and equipment resources for the provision of food services. (D) 3.2.3 Creates internal or external professional relations and/or agreements to solve problems in foodservice operations. (D) 3.2.4 Acts as a departmental and organizational liaison between contractual parties involved (S) 3.2.5 Demonstrates knowledge of inventory control as it pertains to the food and supplies of the foodservice operation (K) 3.2.6 Applies the principles of the process of receiving and storing products demonstrating adherence to food safety code, nutrition guidelines and regulations. (D) 3.2.7 Applies the relationship between forecasting and production as it pertains to recipe needs and organizational demand (D)
3.3 Applies principles of food safety and sanitation to the storage, production and service of food. (D)	3.3.1 Maintains currency in and follows applicable legislation and guidelines. (D) 3.3.2 Incorporates the required safety and nutritional health policies and procedures in the policies. (D) 3.3.3 Develops a plan to minimize vulnerabilities in the food supply chain. (D) 3.3.4 Takes into consideration food allergies when preparing menus and foods. (D)
3.4 Applies and demonstrates an understanding of agricultural practices and processes. (S)	3.4.1 Has a working knowledge of different agricultural food production systems and related terminology and concepts including potential nutritional impact. (K) 3.4.2 Understands the local and global food markets and applicable nutrition regulations. (S) 3.4.3 Identifies and supports partnerships with local and global food growers and producers. (S)

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

Unit 5: Leadership, Business, Management and Organization Demonstrates leadership, business and management principles to guide practice and achieve operational goals.	
Competencies	Example Performance Indicators
5.1 Demonstrates leadership skills to guide practice. (D)	<p>5.1.1 Exhibits self-awareness in terms of personality, learning, leadership style and cultural orientation. (S)</p> <p>5.1.2 Demonstrates understanding of social cues and team dynamics. (K)</p> <p>5.1.3 Communicates at the appropriate level and understands emotions and emotional situations. (D)</p> <p>5.1.4 Develops conversational and interpersonal skills. (D)</p> <p>5.1.5 Reflects on situations and critically evaluates outcomes and possible alternate courses of action. (D)</p> <p>5.1.6 Understands the mentoring role and practices mentoring and precepting others. (D)</p>
5.2 Applies principles of organization management. (D)	<p><u>Planning</u></p> <p>5.2.1 Establishes operational plan considering budget, inventory control, labor and regular daily tasks. (D)</p> <p>5.2.2 Aligns plans with the organizational strategic plan, mission and vision. (D)</p> <p><u>Organizing</u></p> <p>5.2.3 Assigns responsibilities to various team members according to scope of practice and personal competence. (D)</p> <p>5.2.4 Sets and monitors clear targets for team members, departments and the organization aligned with common objectives and goals. (D)</p> <p>5.2.5 Demonstrates an understanding of how individuals and groups interact within the organization. (D)</p> <p>5.2.6 Takes into consideration individual and organizational culture and behaviors when planning and managing. (D)</p> <p><u>Management</u></p> <p>5.2.7 Engages in, manages or leads human resource activities adhering to applicable legislation and regulations. (D)</p> <p>5.2.8 Integrates change management theories and conflict resolution skills to manage and promote positive change. (S)</p> <p>5.2.9 Uses persuasive communication skills to influence or produce a desired outcome during negotiations and conflict resolution discussions. (D)</p> <p>5.2.10 Understands and respects roles and responsibilities of interprofessional team members. (D)</p> <p><u>Controls</u></p> <p>5.2.11 Collects, understands and analyzes financial data to support fiscally responsible decision making. (D)</p> <p>5.2.12 Conducts cost effectiveness and cost benefit analyses to identify ways to meet budget priorities. (D)</p> <p>5.2.13 Analyzes components of a productivity system including units of service and work hours and makes recommendations. (D)</p> <p>5.2.14 Sets controls to analyze the progress and effectiveness of the operational plan and budget. (D)</p> <p>5.2.15 Collects and analyzes data to evaluate outcomes and determine if established goals and objectives are met. (D)</p> <p>5.2.16 Reevaluates the plan to make modifications to ensure positive outcomes and that goals and objectives are met. (D)</p>

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

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

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