

Integrated Program in Nutrition and Dietetics

Student Handbook
2020-2021



PREFACE

The policies and procedures detailed on the following pages are meant to *supplement*, and not replace, those outlined in the Graduate College Catalog.

The Integrated Program in Nutrition and Dietetics (IPND) supports the policy of *Non-Discrimination, Equal Opportunity and Affirmative Action* as set forth by Hunter College and the Board of Trustees of the City University of New York (CUNY). The Nutrition Program in the Hunter College School of Urban Public Health (UPH) accepts applicants who are qualified individuals, without regard to age, gender, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, disability, veteran or marital status. The Office of Diversity and Compliance monitors policies, procedures, and programs to ensure they are developed and carried out in a manner which does not unlawfully discriminate on the basis of race, color, religion, sex, national origin, age or disability.

MISSION OF THE CITY UNIVERSITY OF NEW YORK AND HUNTER COLLEGE

CUNY's historic mission is to provide broad access to a range of higher education opportunities of quality suited to NYC's diverse population and to NYC's needs. CUNY has a commitment to providing first-rate academic opportunities for students of all backgrounds.

The goal of a Hunter College education is to encourage the fullest possible intellectual and personal growth in each student. While teaching and research are its primary missions, community service is also an essential goal of the College.

MISSION OF THE HUNTER COLLEGE SCHOOL OF URBAN PUBLIC HEALTH

The Hunter College School of Urban Public Health mission is to carry out teaching, research and service to create and sustain a healthier New York City and to promote equitable, efficient, evidence based solutions to pressing health problems facing urban populations around the world.

MISSION OF THE NUTRITION PROGRAM

The mission of the Nutrition Program is to promote the nutritional well-being of individuals and populations through teaching, research and service. It is dedicated to providing the highest quality education in nutrition and food science and contributing to the profession through faculty research and scholarly activity.

MISSION OF THE INTEGRATED PROGRAM IN NUTRITION AND DIETETICS

Consistent with the missions of CUNY, Hunter, the School of Urban Public Health, and the Nutrition Program in which it will reside, the mission of the Integrated Program in Nutrition and Dietetics (IPND) is to prepare graduates with a rigorous, high-quality graduate education and experiential learning that is based on the scientific principles essential to the practice of nutrition and dietetics, while fostering problem solving, communication, and professional skills that will ensure future success in their chosen endeavors, and enable them to support health promotion and disease prevention of individuals, groups and communities. Graduates will be prepared for practice as Registered Dietitian Nutritionists who are

experts in advancing the science and practice, to actively address the changing health needs of society and of urban metropolitan areas such as New York City.

A unique and dynamic program, the Integrated Program (together with the graduate Didactic Program at Hunter College) is one of the only public center for graduate level dietetics education in New York City. Its faculty members are committed to disseminating evidence-based information to students and preparing graduates with advanced nutrition knowledge who will become adept Registered Dietitian Nutritionists. Our ethnically diverse graduates are making significant and meaningful contributions to further the science and practice of the profession. They are prepared to actively address the health needs of society and the unique needs of urban areas.

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For location and contact information for all UPH Faculty and Staff, see: [Hunter homepage directory](#)

IPND Student Handbook

Table of Contents

Topic	Page
PREFACE	2
MISSION OF THE CITY UNIVERSITY OF NEW YORK AND HUNTER COLLEGE.....	2
MISSION OF THE HUNTER COLLEGE SCHOOL OF URBAN PUBLIC HEALTH	2
MISSION OF THE NUTRITION PROGRAM	2
MISSION OF THE INTEGRATED PROGRAM IN NUTRITION AND DIETETICS	2
CONTACT INFORMATION FOR NUTRITION FACULTY AND STAFF	4
INTEGRATED PROGRAM IN NUTRITION AND DIETETICS	7
STATEMENT OF ACCREDITATION	8
NEW YORK STATE CERTIFICATION	8
MISSION, GOALS, OUTCOMES AND TARGET MEASURES	8
EXPECTED OUTCOMES AND TARGET MEASURES.....	9
PROGRAM INFORMATION	10
BRIEF HISTORY.....	10
IPND —APPLICATION PROCESS FOR GRADUATE AND UNDERGRADUATE STUDENTS.....	11
ADMISSION CRITERIA & SELECTION PROCESS	11
<i>CHALLENGE EXAM INFORMATION & GUIDELINES</i>	13
<i>CHALLENGE EXAM DATES</i>	13
<i>Challenge Exam Textbooks</i>	13
CURRICULUM AND GRADUATION REQUIREMENTS OF THE IPND.....	14
<i>IPND Coursework</i>	15
<i>Pre-Registration</i>	16
COMPREHENSIVE EXAM	16
ASSESSMENT OF PRIOR LEARNING AND CREDIT TOWARD PROGRAM REQUIREMENTS.....	17
POLICIES ON PRIOR ASSESSED LEARNING (PAL) FOR THE SEL	17
IPND CHECKLIST FOR REQUIRED DOCUMENTATION	23
2019 – 2021 SUPERVISED PRACTICE “TO DO” CHECK LIST	24
DEGREE(S) AND VERIFICATION STATEMENT AWARDED	25
NUTRITION FACULTY (FULL TIME)	25
PROFESSIONAL BEHAVIOR AND EXPECTATIONS	29
CLASSROOM ETIQUETTE.....	30
EXPECTATIONS OF STUDENTS IN SUPERVISED PRACTICE SETTINGS.....	32

<i>About "Clinical Judgment"</i>	33
THANK YOU NOTES	33
HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)	34
NFS LISTSERV	35
SCHOLARSHIPS AND AWARDS	35
NUTRITION PROGRAM AWARDS	35
NUTRITION PROGRAM DATABASE.....	36
RESOURCES FOR NUTRITION & HEALTH.....	39
FORMAT FOR TERM PAPERS AND CITATIONS.....	41
SUGGESTED STRATEGIES FOR MEETING EXPECTATIONS OF MASTERS STUDENTS	44
FIND YOUR WAY AT THE SCHOOLS OF SOCIAL WORK AND PUBLIC HEALTH LIBRARY	46
INFORMATION ABOUT WEATHER EMERGENCIES	47
NETWORKING	48
PROFESSIONAL MEETINGS AND ACTIVITIES.....	48
STRESS MANAGEMENT RESOURCES.....	49
HOW TO GET A STRONG LETTER OF RECOMMENDATION	50
CAREER OPPORTUNITIES IN DIETETICS AND NUTRITION FOR GRADUATES OF THE INTEGRATED PROGRAM IN NUTRITION AND DIETETICS	52
POLICIES AND PROCEDURES	56
STATEMENT OF NONDISCRIMINATION AND EQUAL OPPORTUNITY	56
ESTIMATED COSTS.....	56
STUDENT REGULATIONS AND RIGHTS	56
GRADES AND COMPLETION OF COURSES	56
ACADEMIC STANDING, PROBATION AND DISBARMENT	57
<i>Early Warnings</i>	57
LEAVE OF ABSENCE & READMITTANCE TO HUNTER.....	58
MAINTENANCE OF STUDENT RECORDS	58
<i>Liability & Medical Coverage for Dietetic Students</i>	59
<i>Confidentiality of Student Records</i>	60
<i>Access to Confidential Records Procedure</i>	60
<i>Student Photo Identification</i>	60
<i>Drug Testing and Criminal Background Checks</i>	61
<i>Preceptor and Rotation Site Selection</i>	61
<i>Program Length & Breakdown</i>	62

<i>Program Schedule</i>	64
<i>Integrated Program in Nutrition and Dietetics Courses</i>	64
<i>Withdrawal & Refund of Tuition</i>	66
<i>Deadlines for Program Course Completion</i>	66
<i>Evaluation of students for achievement of knowledge and skills</i>	66
<i>Evaluation of Students for acquisition of required competencies</i>	67
<i>Program Completion Requirements of the Integrated Program in Nutrition and Dietetics</i>	67
<i>Verification Statement & Registration Exam</i>	68
<i>Conduct</i>	69
<i>Support Services for Dietetic Students</i>	69
<i>Counseling and Wellness Services</i>	70
<i>Conflict Resolution Procedure for Students</i>	70
<i>Attendance/Tardiness Guidelines for Students at rotation sites</i>	71
<i>Disciplinary Action</i>	71
FILING AND HANDLING COMPLAINTS	74
INSTITUTIONAL POLICIES	74
<i>CUNY Student Disciplinary Procedures</i>	75
<i>Non-Retaliation</i>	75
AMERICANS WITH DISABILITIES ACT.....	76
ACKNOWLEDGEMENTS.....	78

Integrated Program in Nutrition and Dietetics

The Hunter Integrated Program in Nutrition and Dietetic (IPND) combines the graduate level didactic and supervised practice programs that afford graduates the eligibility to take the registration examination for dietitians, and to apply for active membership in the Academy of Nutrition and Dietetics. The Integrated Program in Nutrition and Dietetics, a registered program of the New York State Education Department, provides a minimum of 1050 hours of Supervised Experiential Learning (SEL) to meet the competencies for entry-level dietitians and the standards of education set forth by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Completing both a Didactic Program in Dietetics (DP) and Dietetic Internship Program (IP), in addition to passing the registration examination for Registered Dietitian Nutritionists (RD exam), are key requirements to become a Registered Dietitian Nutritionist. The registration is governed by the Commission on Dietetic Registration (CDR). Both components are combined in the Integrated Program in Nutrition and Dietetics, as a Graduate Degree Program in Nutrition and Dietetics, Future Education Model (FG).

The IPND is a full-time program with most classes and SEL conducted during the day. The program length is 2 years (24 months) or 3 years (36 months), including summer sessions and winter breaks.

Statement of Accreditation

The Hunter graduate Nutrition Program curriculum meets the requirements for Graduate Degree Programs in Nutrition and Dietetics (FG) established by ACEND, the credentialing arm of the Academy of Nutrition and Dietetics (hereafter referred to as the Academy), and qualifies students to take the RD exam.

The address and phone number for ACEND are: ACEND, The Academy of Nutrition and Dietetics, 120 S Riverside Plaza #2190, Chicago, IL 60606, (312) 899-0040.

New York State Certification

The New York State Education Department (NYSED) certifies dietitian/nutritionist (CDN) status to those who meet the qualifications. The Hunter IPND program meets the educational components for New York State Certification. The NYSED web site, <http://www.op.nysed.gov/prof/diet/> provides the most up-to-date information and application procedures for this credential.

When completing the application please follow the directions below for FORM 2. Form 1 has recently been made available online.

Form 2- Certification of Professional Education: Complete section 1 indicating IPND as the program. Scan the completed form and email it to Dr. Navder with a cc to Diane Brows (dbrows@hunter.cuny.edu) and make sure that the subject line states “**CDN Nutrition Certification Form2.**” We will forward the form to the Registrar’s office, they will seal and mail it directly to the NYSED-OP address in Albany. Please allow 4-6 weeks for Albany to receive and process your application.

Form 4C – Report of Planned Work Experience: Complete section 1 indicating Hunter College as organization and 20 hours per week. In the Description field, add the following text:

“During my Integrated Program in Nutrition and Dietetics, my duties in the SEL included the provision of nutrition care services that included screening and assessment of nutrition needs and food patterns on patients, interviewing patients and counseling them on proper nutrition and diet necessary, based on their disease or medical condition, calculating TF, TPN and PPN needs, planning menus and evaluating the nutritional content of different menus to assure that patients/clients were receiving proper amounts of nutrients for their physical and nutritional needs, assessing food safety and sanitation of the kitchen, supervising food production and menu planning.”

Scan the completed form and email it to Dr. Navder with a cc to Diane Brows (dbrows@hunter.cuny.edu) and make sure that the subject line states “**CDN Nutrition Certification Form 4C.**” We will complete the form and mail it directly to the NYSED-OP address in Albany.

Note: NYSED does not require transcripts from approved programs but there are occasions when they are unsure of a school/program/educational courses and will ask for a transcript to verify approval.

Mission, Goals, Outcomes and Target Measures

Consistent with the missions of CUNY, Hunter, the School of Urban Public Health, and the Nutrition Program in which it will reside, the mission of the Integrated Program in Nutrition and Dietetics (IPND) is to prepare graduates with a rigorous, high-quality graduate education and experiential learning that is based on the scientific principles essential to the practice of nutrition and dietetics, while fostering problem solving, communication, and professional skills that will ensure future success in their chosen endeavors, and enable them to support health promotion and disease prevention of individuals, groups and communities. Graduates will be prepared for practice as Registered Dietitian Nutritionists who are experts in advancing the science and practice, to actively address the changing health needs of society and of urban metropolitan areas such as New York City.

A unique and dynamic program, the Integrated Program (like the graduate Didactic Program) will be the only public center for graduate level dietetics education in New York City. Its faculty members are committed to disseminating evidence-based information to students and preparing graduates with advanced nutrition knowledge who will become adept registered dietitian nutritionists. Our ethnically diverse graduates will make significant and meaningful contributions to further the science and practice of the profession. They will be prepared to actively address the health needs of society and the unique needs of urban areas.

The themes embodied in the mission statements of Hunter College and the School of Urban Public Health are reflected in the goals.

The IPND has two broad goals to accomplish this mission:

Goal 1: The Program will provide graduates with a high quality integrated advanced didactic education and experiential training in the field of nutrition and dietetics.

Goal 2: The Program will prepare graduates for careers in nutrition and dietetics as skilled practitioners with an advanced degree who are equipped to actively address the changing health needs of urban metropolitan areas such as NYC.

Expected Outcomes and Target Measures

The faculty has established expected program outcomes with target measures to assess achievement of each of the two program goals for the IPND.

Goal 1: The Program will provide graduates with a high quality integrated advanced didactic education and experiential training in the field of nutrition and dietetics.

Target measures:

- 1) Over a 5-year period, at least 80% of students enrolled will complete the program within 3 years (150% of stated time)
- 2) Over a 5-year period, 80% of graduates will take the Commission on Dietetic Registration (CDR) credentialing exam for dietitian nutritionists within 12 months of program completion.
- 3) Over a 5-year period, 80% of program graduates will pass the Registration Exam within one year of their first attempt.
- 4) Over a 5-year period, at least 80% of the graduates who respond to exit surveys will rate the quality of the Integrated Program as Good to Excellent.
- 5) Over a 5-year period, at least 80% of the graduates who respond to alumni surveys will rate the quality of the Integrated Program in preparing them for their first job in nutrition and dietetics as Good to Excellent.

Goal 2: The Program will prepare graduates for careers in nutrition and dietetics as skilled practitioners with an advanced degree who are equipped to actively address the changing health needs of urban metropolitan areas such as NYC.

Target measures:

- 1) Over a 5-year period, at least 80% of program graduates seeking employment will be employed in the field of nutrition and dietetics or related field within 12 months of graduation.
- 2) Over a 5-year period, at least 80% of employers who respond to the employer survey will rate the preparation of Integrated Program graduates as Good to Excellent.

Program Information

Brief History

The Nutrition discipline has been available at Hunter since 1920 when the Home Economics program was created. For over 100 years, Hunter has trained legions of nutrition professionals, many of whom have had a profound impact on the quality of life in our NYC communities.

The undergraduate DPD was established at Hunter in 1976. It received approval by the then Commission on Accreditation/Approval for Dietetics Education (CAADE) in 1990, when approval was the only recognition open to DPDs. The Hunter program was granted Developmental Accreditation by the then Commission on Accreditation for Dietetics Education (CADE) in 2000, when CADE started accrediting DPDs. The DPD was accredited for a 10-year period in 2002 (2002-2012) and the five-year Performance Assessment Report (PAR) was accepted in 2007—reaffirming continuation of the accreditation status for the next five years.

In 2003, the undergraduate DPD began receiving applications from an increasing number of '2nd degree' students who had already earned baccalaureate degrees. Exit surveys completed by our undergraduates documented frustration on the part of these 2nd degree students based on their need to spend three years in school (about 3 semesters on the prerequisite courses and 3 semesters in the undergraduate DPD) and not receive a graduate degree upon program completion. To accommodate the influx of highly motivated post-baccalaureate students, we found ourselves teaching our undergraduate DPD courses at almost the graduate level.

Accordingly, the Nutrition Program faculty proposed to elevate the DPD program to the graduate level. Our plan was consistent with concurrent trends in the other allied health sciences that require more than a bachelor's degree for entry into the profession (*cf.*, *e.g.*, the CUNY programs in physical therapy, audiology and the planned program in pharmacy).

In 2010, the college, university and accrediting body approved the proposal, and our first class of MS-DPD students matriculated in the fall of 2010, now organizationally housed in the new School of Public Health.

In parallel with the DPD program, the Dietetic Internship Program obtained developmental accreditation in 1999, and full accreditation in 2002. Review of the program has been successful since, and the program continues to be accredited, currently until 2022.

Just as the DPD at Hunter College attracted students with substantial academic background, the DI program harbored a large number of students with graduate degrees, completing their SEL often with a background of substantial professional experience in a large variety of fields.

In December 2015, the CUNY Board of Trustees created a new Graduate School of Public Health and Health Policy (GSPHHP) replacing the School of Public Health at Hunter College. The science based Nutrition Program continues to reside at Hunter in the School of Urban Public Health (UPH).

In 2017, ACEND established new Accreditation Standards, for all of its accredited programs, following its five-year cycle of review of these standards. Both DPD and DI programs are in compliance with these new standards at this time.

In the same year, ACEND published Accreditation Standards for Graduate Degree Programs in Nutrition and Dietetics, Future Education Model (FG). This type of program allows students to acquire the competencies of an entry-level dietitian in a one-step approach, as opposed to the more traditional model of a two-step process requiring students to first complete a DPD program and then apply to DI programs. Didactic learning and SEL are integrated in this program type. At the same time, the education is elevated to the graduate level, and new standards were developed to reflect the vision of the Academy for the Future Education Model. Applications for demonstration were invited in 2017.

Given the experience of the Hunter College Nutrition Program with a graduate-level DPD program and a DI program that attracted a large number of students with graduate degrees, the faculty decided to apply to become an early adopter of the Future Education Model. The application was approved with a start date of Fall 2018.

IPND —Application Process for Graduate and Undergraduate Students

This option is designed for students who have at least a baccalaureate (BA or BS) degree and have NOT completed a DPD (all students must complete a set of prerequisite courses prior to applying to the program), since the program includes the didactic components covered in a DPD program. Accordingly, students with a BS in Nutrition and Food Science (NFS) from Hunter who wish to complete requirements for eligibility for the RD exam, are eligible for the IPND, including students in the accelerated BS MS program.

Admission Criteria & Selection Process

Students must meet the following criteria to be admitted to the Hunter College Integrated Program in Nutrition and Dietetics:

- Completion of a Hunter Graduate application. Admission is for Fall semester only.
 - Application content:
 - Hunter Graduate online Application
 - Electronic transcript(s) from all institutions of higher learning attended (official transcript required if currently attending Hunter)
 - Statement of interest (500 words maximum)
 - 2 letters of recommendation
 - Resume
 - TOEFL scores, if applicable
- Undergraduate degree from an accredited university with GPA of at least 3.0 preferred (overall and major).
- Completion of all prerequisites (minimum 34 credits, see table 1 below) by the end of July preceding the Fall semester of expected entry. A 3.3 GPA in all required prerequisite coursework with a minimum grade of "B" for Introductory Nutrition and Food Science, and a minimum grade of "C" for all other courses. (see "Completion Requirements" for a complete list)
- An official transcript verifying an overall 3.0 GPA and a 3.3 GPA in all required prerequisite coursework with no grade less than B in food and nutrition, and a minimum grade of "C" for all other courses.
- Prerequisites may be taken at a two- or four-year accredited institution, either in a traditional setting or online.
- Graduate Record Exam (GRE). The ETS GRE code for Hunter is 2301.
 - Note: the GRE is not required for applicants with a graduate degree from an accredited U.S. or Canadian university.
- TOEFL exam if undergraduate degree is from a country where English is not the official language.
 - Minimum score: 600 (paper-based), 250 (computer-based), or 100 (internet-based). All completed applications are read, reviewed and the highest rated applicants are then ranked for matching.

Completed applications submitted to Hunter College by the application deadline, and demonstrating compliance with all application requirements, will be reviewed by the selection committee.

Applicants who meet admissions requirements will be ranked and accepted depending on available seats.

Students will be notified of their acceptance by mail to the address they indicate on their application.

Students must accept their offered seat by the deadline indicated in the letter. Failure to do so may result in the loss of placement.

Table 1. Pre-Requisite Requirements for Entry into the IPND program	
Prerequisite Courses	Credits
General Chemistry	4
Organic Chemistry	4
Human Anatomy and Physiology I & II, both with lab	8 (2 semesters)
Microbiology (with lab)	3
Biochemistry	3
*Intro to Nutrition (or Challenge Exam)	3
*Intro to Food Science (or Challenge Exam)	3
Statistics or Calculus	3
Psychology/ Sociology/Anthropology/Economics	3
TOTAL Minimum Credits	34 credits

CHALLENGE EXAM INFORMATION & GUIDELINES

The self-study Challenge Exams are offered to establish competency and to fulfil the prerequisite Introduction to Food Science (NFS 13100) and Introduction to Nutrition (NFS 14100) requirements. Those taking the exam must purchase the course textbook, study the material independently, and pass the exam with a minimum 80% score. The cost of each exam is \$125.00

Note: There are no exam study guides or practice tests available, and the exam is not credit-bearing. The exam consists of 100 multiple-choice questions. Exam takers must score at least 80% (grade of 'B'). The exam is open to both Hunter and non-Hunter students. Students planning to apply to other schools should check with these schools if they will accept this exam in lieu of registering for these introductory courses.

CHALLENGE EXAM DATES

The Hunter Nutrition Program administers the exams 3 times per year, in May, August, and December. To schedule to take the exam or for admissions inquiries, please email the Nutrition Program at Nutrition@hunter.cuny.edu On the day of the exam, please bring a check for \$125.00 made payable to "Hunter College Nutrition & Food Science") a #2 pencil, and a calculator.

Challenge Exam Textbooks

Books can be purchased online, from the Hunter College Bookstore and at Barnes & Noble.

Nutrition I / Intro to Nutrition (NFS 14100)

Whitney, E.N., and Rolfes, S.R. Understanding Nutrition, 15th Edition, 2018

Study chapters 1-13 and be prepared for some mathematical calculation questions (you are allowed to use a calculator)

Intro to Food Science (NFS 13100)

McWilliams, M. Food Fundamentals, 10th Edition, Pearson Publishing Co., 2012

Study chapters 1-19 and be prepared for some mathematical calculation questions (you are allowed to use a calculator)

Curriculum and Graduation Requirements of the IPND

The IPND is a 53-credit post-baccalaureate degree curriculum.

The total time limit for completing **all** degree requirements is 3 years (36 months). The time is calculated from your first semester in a matriculated program to the end of your final semester: Courses exceeding the limit at graduation will not be included in degree credits unless approved by the Graduate Advisor AND Division Dean. Note that the program is designed to include summer and winter sessions.

All graduate (MS) or accelerated undergraduate (BS-MS) students, enter the program after having completed the same prerequisites. Students begin the IPND program in the fall semester and take the IPND coursework and SEL in the prescribed sequence as outlined in Table 2. Most MS Nutrition courses are research and writing intensive. Some courses require collaborative work with fellow students and/or research with the external community. When planning your schedule, allow 6 to 9 hours of additional work per week beyond the class meeting time, in addition to the time required for the SEL.

IPND Coursework

Table 2. IPND Course Sequence	
Year/Semester	Course
Year 1: FALL (15 credits)	PH 75000 Biostatistics (3 cr)
	NUTR 71500 Food Service and Management (3 cr)
	NUTR 72000 Community Nutrition Education (3 cr)
	Supervised Practice accompanying NUTR 720 100 hrs*
	NUTR 73100 Advanced Nutrition I (3 cr)
	NUTR 70000 Dietetics seminar (3 cr)
Winter	Supervised Practice (Food Service Management) 150 hrs*
Year 1: SPRING (16 credits)	NUTR 725-Nutrition Research (3 cr)
	NUTR 73200 Advanced Nutrition II (3 cr)
	NUTR 73400 Clinical Nutrition I (3 cr)
	NUTR 756 Food Science and Environment Lec (3 cr)
	NUTR 757 Food Science and Environment Lab (1 cr)
	NUTR 70100 Dietetics seminar (3 cr)
	Supervised Practice (Food Service Management) 50 hrs* (minimum of 200 hours required for FSM)
Summer	Supervised Practice (Community) 300 hrs* or Research
Year 2: FALL (13 credits)	NUTR 73300 Nutrition and Human Development (3 cr)
	NUTR 73500 Clinical Nutrition II (3 cr)
	NUTR 747 Adv. Nutrition and Assessment Lab (1 cr)
	NUTR 74800 Nutrition Assessment and Counseling (3 cr)
	NUTR 70200 Dietetics seminar (3 cr)
	Supervised Practice (Community) 300 hrs* or Research (whichever was not completed in the summer)
Winter	Supervised Practice (Medical Nutrition Therapy) 120 hrs*
Year 2: SPRING (9 credits)	NUTR 74600 Nutrition and Disease (3 cr)
	NUTR 780 Capstone (3 cr)
	NUTR 70300 Dietetics seminar (3 cr)
	Supervised Practice (Medical Nutrition Therapy) 330 hrs* (minimum of 450 hours for MNT required)
	Completion of Capstone Research and SEL

*Please note that all indications of hours are estimates that will be adapted to the student's performance in this competency-based education model.

Pre-Registration

The progression of learning is carefully monitored and is built into the sequential curriculum. Students enter the program in the Fall and move as a cohort taking the same classes in the required prescribed sequence. Students meet with a faculty advisor before they register for the following semester.

Comprehensive Exam

All students in the IPND are required to take a comprehensive exam to demonstrate understanding of the course materials. The exam is constructed in a multiple-choice format, similar in style to the national registration exam for dietitians. A passing score on the comprehensive examination is required to complete the IPND.

The exam is administered during the last (spring) term in one of the sessions of NUTR 780. It is a 2-hour, 150-question multiple-choice test. A score of 75% is the minimum passing grade. A passing grade on the exam is a requirement of NUTR 780. As the exam is a required but non-credited portion of NUTR 780, the grade in the course is independent of the grade on the exam.

A student who passes the exam and successfully completes all the other requirements of NUTR 780 will receive a letter grade for the course. Assuming all other graduation requirements are met, including supervised practice hours and assignments, the student will graduate at the end of the spring semester.

A student who does not pass the exam, will take a make-up exam in summer. Once again, a passing score of 75% is required. A student who passes the exam on the second try will receive a letter grade in NUTR 780 and, assuming all other graduation requirements are met, will be able to graduate at the end of the summer semester.

A student who does not pass the make-up exam will take time to study and will be given a third administration of the examination. The form of the exam will be determined by the IPND director. A passing grade will allow the student to graduate.

A student who fails the comprehensive exam the third time will develop, with the IPND director, a suitable plan of action. The plan must be approved by the senior associate dean for academic affairs.

Provisions due to the COVID-19 pandemic

The safety of our students is our number one priority.

The City University of New York and Hunter College are addressing the current pandemic with policies and procedures as it evolves. These policies and procedures may affect placement of students into rotations, and may cause a delay in completion of the program.

The Accreditation Council for Education in Nutrition and Dietetics, ACEND, as accrediting agency for the Dietetic Internship Program, is also addressing the current pandemic, for example with changes to requirements for supervised practice experience.

Each rotation site establishes policies and procedures to keep their staff and their patients/residents/clients safe. This includes policies and procedures regarding students or interns at their facility. Interns are required to follow these policies and procedures, and failure to do so will result in disciplinary action.

The IPND Program will implement the policies and procedures, and completion of the IPND Program will require that ACEND requirements are met, even if that necessitates a delay in program completion.

It is particularly important to report any ill health, and to not expose others if you feel ill. In the event that you do feel ill, please follow the procedures in place at that time, both at your current rotation site and at Hunter College.

Call your healthcare provider or call 911 if needed.

Contact your preceptor and the IPND Director and the Academic Assessment and Accreditation Manager by phone or email to report your illness. You may need to obtain a COVID-19 test and may not be able to return to rotation or any in-person activity until you have received the results of the test. A decision regarding rotation and return to in-person classes would depend on the results of the test.

As with any other acute health issue, you may need to take time off for recovery, which may delay completion of the program. Any rotation time missed will have to be made up for, until ACEND requirements and course requirements are met, regardless of the anticipated program completion date.

Current policies for Hunter College can be found here:

[Student Vaccination Policy Frequently Asked Questions – The City University of New York \(cuny.edu\)](#)

[Guidance on Academic Continuity to Campuses – The City University of New York \(cuny.edu\)](#)

[#CantStopCUNY – The City University of New York](#)

Assessment of prior learning and credit toward program requirements

Students may receive credits or course waivers in two ways

- 1) Graduate credit and course waiver based on previous, recent (5yrs) graduate coursework
 - (a) If a student has taken one of the **graduate** courses offered in the IPND curriculum and earned a minimum grade of B (pass/fail NOT accepted):
 - (b) The student must supply a description of the course and course syllabus, notes, exams etc. from the other college or university.
 - (c) The IPND Director will determine if courses are equivalent and acceptable. If the course appears substantially equivalent, the student may be required to take an examination administered by the IPND Director. If the student scores $\geq 80\%$ on the exam, the course requirement will be waived and credits transferred.

NOTE: A maximum of four graduate level IPND courses (12 credits) may be transferred into the MS degree program .

- 2) A course waiver may be granted based on prior learning through experience
 - (a) A student with work experience in one of the practice areas covered by the IPND course work, may elect to demonstrate their competency by challenge.
 - (b) An exam covering the material will be administered by the Program Director.
 - (c) If the student scores $\geq 80\%$ on the exam, the course will be waived **without credit**.
 - (d) The student will be required to take replacement graduate level courses in order to meet the minimum 53 credit graduation requirement. No verification statement will be issued unless the student earns an MS degree in Nutrition from Hunter College.

Policies on Prior Assessed Learning (PAL) for the SEL

The Hunter College Integrated Program in Nutrition and Dietetics participates in the Prior Assessed Learning program recognized by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

The Prior Assessed Learning (PAL) program is designed to grant varying degrees of credit for SEL in specific rotations of the Integrated Program based on the qualified applicant's learning, as demonstrated through paid work or volunteer experiences. Experiences considered for PAL must meet competencies required by ACEND that are **equivalent to an entry-level dietitian**. Credit for SEL is given for learning and gaining knowledge, not for work experience, thus is given when an applicant demonstrates an increase in knowledge and skills.

PAL will **not** be granted as a replacement for any of the didactic portion of the Integrated Program in Nutrition and Dietetics.

Experiences submitted for PAL will have taken place **as part of a professional career**, e.g. as a chef in charge of managerial tasks, or as employee at an agency operating or developing nutrition programs.

PAL credit will not exceed 1/2 of the total hours of the supervised practice rotations (currently = 525 hours), but not for experience integrated into the coursework.

The tuition and fees for the Integrated Program will remain the same, regardless of the amount of PAL granted.

Submission of a request for PAL credit does not guarantee that such credit will be awarded, in full or in part as requested.

Decisions regarding the awarding of PAL credit are at the discretion of the director of the SEL. Applicants are encouraged to discuss potential PAL experiences with the director of the SEL prior to preparing and submitting the application materials.

Application for PAL credit shall include the following:

Experiences submitted for PAL evaluation must be classified as: Community Nutrition, Food Service Management, or Medical Nutrition Therapy.

Projects, reports, presentations, and educational materials produced by the applicant which demonstrate advanced knowledge and skills will be evaluated for PAL credit. Job descriptions, performance evaluations, letters from clients, and so on, can be used as supporting documentation of knowledge and skills, as applicable.

These supporting materials shall be clearly labeled as to which experience(s) they are applicable. They must be provided as one pdf file. This can easily be achieved by scanning the material and combining the scans into one file. Copy shops typically provide such service.

All materials must be typewritten. Hand-written materials are **not** acceptable. Applicants should indicate which of the ACEND FEM graduate competencies have been met by each experience submitted for evaluation.

Application for PAL credit should be submitted to the Program Director **at least 6 weeks prior to the start of the studentship term**. Applications will be evaluated in a timely manner, and applicants informed of credit awarded (if any) prior to the start of the studentship term.

Additional documentation / clarification of activities must be provided to the Program Director upon request. Failure to do so in a timely manner may preclude obtaining PAL credit.

The format for application for PAL consists of:

1. a cover page
2. a table of contents

3. a **Summary Page**, (see example below)
4. a **Narrative** describing each experience, what was done, what was learned, and how these apply to the ACEND learning objectives (see example below). ***If more than one experience is being described, a separate narrative is to describe each one.*** These are to be presented in the same order that the experiences are listed on the Summary Page.
5. **Supporting Materials.** Supporting materials include samples of projects, photos, reports, presentations, publications, newsletters, and educational materials produced by the applicant that demonstrate the competencies described. Supporting materials may be returned to the applicant if requested, after they have been evaluated. Original Summary Form and Narrative(s) will be maintained in the Integrated Program in Nutrition and Dietetics file for the student.

Summary Page Example:

Date(s) of Experience(s)	Position (s)/ Location(s)	Activity - Documentation	ACEND Learning Objective(s) met	Hours of Credit Requested
1/5/2005 to 8/10/2007	Nutritionist at Cholesterol Countdown Program – Institute of Human Nutrition New York, N.Y.	<ol style="list-style-type: none"> 1. Job description 2. Newspaper Articles 3. Promotional Flyer for Heart Health Fair 4. Recipe Hand-outs with Nutrition Analysis 5. Report on analysis of program participation statistics 	<p>CRDN 1.3, CRDN1.5, CRDN 2.2 CRDN 2.4 CRDN 3.1 CRDN 3.2 CRDN 3.7</p>	170 hours
10/14/2006 to 10/19/2008	Diabetes Program Assistant – Naomi Berrie Diabetes Center, New York, N.Y.	<ol style="list-style-type: none"> 6. Job description 7. 2006-2008 Performance Appraisals by Supervisor 8. Spanish language “Glucose Control Tips” booklet 10. Job Description 11. 2009 – 2010 Performance Appraisal by Supervisor 12. Quarterly Cycle Menu with Nutritional Analysis 	<p>CRDN 2.2 CRDN 2.3 CRDN 2.4 CRDN 2.6 CRDN 2.7 CRDN 3.1C CRDN 3.1D CRDN 3.2</p>	120 hours
9/1/2009 to 8/17/2010	Food Service Manager – Golden Years SNF, Albany, N.Y.	<ol style="list-style-type: none"> 13. Budget for Monthly food purchasing 	<p>CRDN 3.3 CRDN 3.4 CRDN 3.6 CRDN 3.7 CRDN 4.1 CRDN 4.2 CRDN 4.9</p>	90 hours
TOTAL =				380 hours

Narrative example for the 1st item listed on the Summary Page

Type of Experience: Community Nutrition

Dates: January 5, 2005 to August 10, 2007;

Hours: 35 hours/ week

Position: Nutritionist

Location: Cholesterol Countdown program, Institute of Human Nutrition

375 West 168th Street, New York, N.Y. 10027

Reporting to: Example, DrPH, Program Director

Phone: (212)-574-8696

E-mail: example@columbia.edu

From January 5th 2005 to August 10th 2007 I was employed as a nutritionist in the Cholesterol Countdown project at the Institute of Human Nutrition. As can be seen in the attached job description (1), the duties of this position included; writing articles on heart healthy diet for a community newspaper read by a diverse population; preparing hand-outs for a multi-cultural client population, with modified recipes – including nutritional analysis; obtaining diet histories from and providing diet counseling to – participants at Heart Health Fairs conducted by the program, and collecting and analyzing statistics on Health Fair participants.

These activities are documented by the following Supporting Materials: examples of newspaper articles written by me during this program (2); a promotional flyer I created for the Heart Health Fairs (3); a complete set of my recipe hand-outs with nutritional analysis (4); and a report I compiled to present the statistics collected on program participation to the program's sponsor agency (5).

Through these experiences I learned a great deal about the preparation of educational materials for a diverse client population, having participated in Heart Health Fairs in many different locations, including Columbia University, JWT Advertising Agency, and Long Island Lighting. I also developed skills in interviewing, evaluating, and counseling people from all walks of life.

At the conclusion of the program cycle, I acquired skills in statistical analysis and presentation of statistical results as part of preparing the program evaluation report sent to the program's sponsor.

I am requesting 170 hours of Community Nutrition credit for these activities, by which I have met the following ACEND Learning Objectives:

CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.

CRDN 1.5 Conduct research projects using appropriate research methods, ethical procedures and statistical analysis.

CRDN 2.2 Demonstrate professional writing skills in preparing professional communications (e.g., research manuscripts, project proposals, educational materials, policies and procedures).

CRDN 2.4 Use effective education and counseling skills to facilitate behavior change.

CRDN3.1a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.

CRDN 3.2 Develop and demonstrate effective communications skills for clinical and customer services in a variety of formats. (Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.)

CRDN 3.6 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

*Note that CRDN are from previous standards- the process however remains the same. FEM-G competencies should be used instead

IPND Required Documentation

Before you can begin the IPND, all of these essential documents must be uploaded into the InPlace system.

- (1) Complete **resume**
- (2) Apply for Student **Professional Liability Insurance beginning September 1st** and submit copy of memorandum of insurance to IPND Director on the first day of orientation. You must be covered by liability insurance throughout the entire IPND. While many sites have contracts that use the CUNY liability insurance for students, some sites are not covered by this policy. Coverage limits are 1 million and 3 million, and the anticipated cost for the insurance is less than \$40 for the year.
- (3) Submit **proof of your permission to work in the United States of America**, e.g. passport or visa with work permit, as black & white copies
- (4) Submit your **record of immunization** to the Office of Health Services by **August 1st**. Submit a copy of the form on the first day of orientation.
- (5) Submit **proof of immunization for Measles, Mumps, Rubella, Tetanus, and Hepatitis B, Varicella, Meningitis, as well as a current tuberculosis test** to the IPND Director by August 1st prior to start of the first semester.
- (6) Submit **proof of a physical examination** performed within 3 months of the start of the IPND program, and annually thereafter, on the first day of classes. Please only submit proof that you had a physical examination and are fit for the IPND, including contact with patients. DO NOT submit results of blood tests other than titers in lieu of vaccinations, or findings from the physical exam unless relevant to your work in the IPND program. A letter on the physician's letterhead attesting that you are fit to work, including work with patients, is sufficient.
- (7) Submit **copy of your medical health insurance** to the IPND Director on the first day of classes.
- (8) Some sites require additional vaccinations and tests. A urine toxicology report and fingerprinting are often required. It is the student's responsibility to obtain the test results in time for clearance to start at the respective site for experiential learning.

Experiential Learning – What to Count Towards Required Time

As per our current accreditation with ACEND, the **minimum** number of hours of experiential learning that are necessary for credentialing is 1000, our program includes 1050. All IPND students document their activities and hours completed in required Log Book submissions. Of the many things that IPND students do, only certain ones “count” towards the supervised practice requirement. The table below clarifies how to categorize your activities. Please note that rotation logs, evaluations and associated projects are integrated into the Nutrition Seminar courses and factor into the grade received there:

CN1 rotation->NUTR 700, FSM rotation-> NUTR 702, CN2 rotation -> NUTR 701 and MNT rotation->NUTR 703 respectively.

Count	Don't Count
Hours working at a site	Program Orientation
Breaks at sites, as part of the regular work week	Lunch or other meals at home, lunch break on site
Meetings at sites, both staff meetings and in-service meetings	Seminar (except as noted on syllabus)

Time spent writing modules / assignments / logs /	
Time at conferences	Reading/writing e-mails or texts unless part of an assignment from preceptor
Activities on “road trips” with preceptor	Sleeping, socializing, etc. on road trips
Social media work for preceptor	Social media for yourself
Work done for preceptor away from the site if it will be submitted to preceptor	“Suggested” activities done for your own knowledge.
	Conversations with IPND Director
Work done for the Open House	Partying at Graduation

When preceptors agree to host students from our program, many of them ask us to “send us the **very best** student(s) you have this year.” So ALL of you should be our best student, and consider yourself a representative of Hunter when you are out in the world.

This not only can have a positive effect on your career, it can also open doors for the students who will come after you. A preceptor who is pleased with the performance of the student they have this year, will want to come back to us, and maybe even increase the number of students she/he is willing to host each year.

Degree(s) and Verification Statement Awarded

Upon completion of the IPND curriculum, the graduate students will be awarded the MS degree as well as the FG verification statement; and the undergraduate students in the BS-MS track will receive both, their BS and MS degrees as well as the FG verification statement. Five verification statements with *original* signature are mailed to the students following the posting of their degree in CUNYFirst.

Nutrition Faculty (Full Time)

May May Leung, PhD, RD

Title: Assistant Professor and Undergraduate student advisor (Joined Hunter 2010)

Degrees: PhD in Public Health Nutrition, University of North Carolina at Chapel Hill (2010), MS in Nutritional Sciences, University of Massachusetts at Amherst (1999); BA Psychology, University of Michigan (1995)

Areas of Interest: Development and evaluation of school and community-based interventions to prevent childhood obesity; Research translation and dissemination of evidence-based obesity prevention interventions and policies; Engaging and empowering youth to promote health promotion changes

Dr. Leung’s research includes the development and evaluation of innovative multimodal media interventions to prevent childhood obesity and the translation and dissemination of evidence-based interventions to prevent obesity at the community, environmental and policy-levels.

Allison Marshall, MS, RD, CDN, CDE

Title: Dietetic Internship Director

Allison has been practicing as a registered dietitian, diabetes educator, and faculty member in the New York Metropolitan Area for over two decades. She graduated from Emory University and subsequently earned her graduate degree in clinical nutrition at New York University. After receiving her master's degree, she completed her dietetic internship at New York Presbyterian Hospital Weill Cornell Medical Center and initially worked as a clinical dietitian specializing in HIV/AIDS, before accepting a full-time faculty position in Nutrition Program at Hunter, where she served as the DI Director and taught several nutrition courses. Allison joined the staff at the White Plains Hospital Diabetes Education and Treatment center in 2008, where she provided individual and group nutrition counseling and diabetes self-management education. In addition, she spearheaded several culturally-sensitive community outreach programs aimed at the screening, prevention, and treatment of diabetes in the White Plains area while helping to maintain the center's American Diabetes Association Education Recognition status. Allison has most recently served as the Director of ProHEALTH Care's Nutrition and Diabetes Education Center with a focus on patient-centered counseling in the management of chronic disease, such as diabetes, cardiovascular and renal disease, gastrointestinal conditions, weight management and women's health.

Khursheed Navder, PhD, RDN, FAND

Title: Professor and Campus Director, CUNY School of Public Health; Didactic Program Director and Integrated Program in Nutrition and Dietetics Director (Joined Hunter 1988)

Degrees: PhD in Foods and Nutrition, Kansas State University (1988); MS in Food and Nutrition, SNDT University, Bombay, India (1985); BS in Nutrition, University of Rajasthan, India (1982)

Areas of Interest: Research in biochemical and metabolic regulations of lipid and alcohol metabolism; body composition; food product development.

In collaboration with researchers in the Body Composition Unit of the Obesity Research Center at St. Luke's-Roosevelt Hospital Dr. Navder has looked at ethnic differences in fat distribution patterns in children and neonates, and effect of maternal diet and obesity on fetal growth and offspring adiposity. In addition, along with collaboration with researchers at the Alcohol Research Center at the Bronx VA Medical Center, she has studied the effects of dietary supplementation with soybean-derived polyenylphosphatidylcholine on alcohol-induced fatty liver, hyperlipemia, lipoproteins, lipoperoxides, low density lipoprotein oxidation, mitochondrial injury, and nitric oxide levels. She is a consummate nutrition educator, and has mentored numerous undergraduate and graduate students through independent studies and research projects. She is a firm believer in building a strong research foundation with students she mentors and encourages active student involvement on research projects in the courses she teaches. Students in her Advanced Food Science class employ sensory and instrumental analysis to study product development and food quality.

She has been active in Hunter College administration and has over 25 years of combined experience in nutrition research, curriculum development, and program management. Her knowledge and experience with various administrative entities, facilitated the creation of the ACEND accredited MS-DP and the 5 year accelerated BS-MS pathway, and the IPND Program. She is also actively involved in curriculum development for dietetics education at the national level.

She has played leadership roles within the Academy of Nutrition and Dietetics (AND), has served as the Chair of the Nutrition and Dietetic Educators and Preceptors (NDEP), a Dietetic Practice Group (DPG) of AND on a national ballot (2010-14), and is currently serving as a Commissioner with the Commission on Dietetic Registration (2014-17).

Charles Platkin, PhD, JD, MPH

Title: Director of the New York City Food Policy Center and Distinguished Lecturer (Joined Hunter 2010)

Degrees: PhD (2009) and MPH (2004) in Public Health, Florida International University (2009); JD (1990), Fordham University School of Law; BS, Cornell University (1984)

Areas of Interest: Health Messaging and Behavior Change, Obesity in Adolescents and Adults
Dr. Platkin is a nutrition and public health advocate, whose syndicated health, nutrition and fitness column, the Diet Detective, appears in more than 100 daily newspapers and media outlets. He is also the founder of DietDetective.com, which offers more than 500 articles and interviews on nutrition, food, and fitness.

He was the founder of Integrated Wellness Solutions (IWS). He was also the president and founder of Marinex, a forerunner in health consulting and media relations. Additionally, he was the General Counsel and Vice-President of News Communications, Inc., a publicly-traded newspaper and magazine company based in Manhattan that published The Hill in Washington, and Dan's Papers in the Hamptons, among others.

Dr. Platkin is the author of seven books. His first book, "Breaking the Pattern" was a bestseller in hardcover; it has been used by addiction clinics to assist patients with resolving drug and alcohol-related issues and more than 20 universities around the country as a text to teach behavioral change techniques to nutrition and dietetic counseling interns. His latest books are The Diet Detective's Count Down (Simon and Schuster, 2007), The Diet Detective's Calorie Bargain Bible (Simon and Schuster, 2008), The Diet Detective's Diet Starter Kit (Diversions, 2011), and The Diet Detective's All American Diet (Rodale, 2012).

Dr. Platkin is also the founder of The Health Lab (www.thehealthlab.com). The Health Lab collaborates with innovators and entrepreneurs to create sustainable, commercially viable businesses that solve health-related problems. The goal is to fully support innovators who tackle an exceptional, untapped opportunity related to health and wellness.

Steven Trasino, PhD

Title: Assistant Professor (Joined Hunter 2016)

Degrees: PhD in Nutrition Science, University of Maryland (2011); MS in Nutrition Science, Columbia University (2004)

Areas of Interest: Micronutrient and Phytochemical Metabolism in Obesity and Diabetes

Dr. Trasino, has examined the effects of pro-vitamin A carotenoids and vitamin A on metabolic pathways involved in obesity, and obesity related cancers and revealed a mechanism of how obesity driven hormones and lipid metabolites act to disrupt vitamin A metabolism in tumors cells. At Weill Cornell, he studied the role of vitamin A in the pathophysiology and treatment of obesity, diabetes and other metabolic disorders. At Weill Cornell, he was awarded a 5-year National Institutes of Health training grant in molecular pharmacology where he demonstrated that states of obesity lead to impaired utilization of dietary vitamin A, and a sub-clinical vitamin A deficiency undetectable by standard blood tests – a state coined "silent" vitamin A deficiency. These findings may have overarching consequences on how vitamin A requirements are determined and assessed in obese adults and children. Dr. Trasino's research at Weill Cornell also demonstrated that dietary and synthetic vitamin A analogues possess potent anti-diabetic properties, with the potential to also mitigate fatty liver disease and diabetic kidney disease. As a new faculty member in the department of nutrition at Hunter College, Dr. Trasino will continue to pursue his research in the effects of obesity on the utilization and metabolism of vitamin A and other micronutrients.

Ming-Chin Yeh, PhD

Title: Professor (Joined Hunter faculty in 2003)

Degrees: PhD in Public Health Nutrition, University of North Carolina at Chapel Hill (2000); MEd in Nutrition Education, Columbia University (1995); MS in Nutrition, New York University (1992); BS in Nutrition, Taipei Medical College, Taiwan (1989)

Areas of Interest: Intervention strategies to promote fruit and vegetable consumption in multi-ethnic populations, weight management for those who are overweight or obese

Dr. Yeh completed his post-doctoral training at the Yale University Prevention Research Center. His research involves developing innovative intervention strategies to promote fruit and vegetable consumption in multi-ethnic populations. Another research interest focuses on weight management for those who are overweight or obese. Recent publications appear in the International Journal of Obesity, American Journal of Health Promotion, Preventive Medicine, and Behavior Modification. He has also coauthored two chapters in The Encyclopedia of Primary Prevention and Health Promotion (Kluwer Academic; 2003).

Professional Behavior and Expectations

When you enter the Integrated Program in Nutrition and Dietetics, we expect that you will:

1. Be able to write and speak clear, coherent English so that others can understand you. If you have problems with writing or limited experience writing English, help is available through the Hunter College Reading/Writing Center on line at <http://rwc.hunter.cuny.edu/>. Their website will lead you to the Center's student and faculty guides, current workshop schedule, on-line handout file, and directions for e-tutoring (tutoring over e-mail). The Center is located on the fourth floor of Thomas Hunter Hall. The phone number is 212-650-3937. You may also get in touch with the Hunter College International English Language Institute (IELI) at <http://eslnyc.hunter.cuny.edu/en/index.asp> or 212-772-4290 or 212-772-4294.
2. Have access to a computer on a regular basis.
3. Maintain an e-mail account, check your e-mail **daily**, and reply promptly to messages. All Hunter students are provided with an email address. All official emails will be sent to the Hunter email address.
4. Create an email signature that includes your Name, your 8 digit CUNY First EMPLID and your program designated as "Integrated Program in Nutrition and Dietetics Matriculated _____"
5. Possess basic computer skills, including word processing, the use of email, and finding information on the internet.
6. Be able to find *appropriate* references on nutrition and health topics in a library and online.

You do not need to be on campus to gain access to the journals. You can search the main databases (i.e. Medline, PubMed), from your home computer.

Simply go to the library home page: <http://library.hunter.cuny.edu/>

From the list, click "Databases". There you will find a listing of journal search engines. Click on the one you wish to use (PubMed for example). Then it will prompt you to insert your Hunter email ID and password. You can search for and get access to most of the journal articles for free.

We expect that you will:

7. Become familiar with recent developments and current controversies in nutrition.

This can be achieved by

- a) Following the national news and reading/viewing at least one of the following: national daily newspaper, national weekly newsmagazine, or daily news reports (carried by radio or television, or online). *The New York Times* science section on Tuesdays and the food section on Wednesdays are particularly good sources of information.

- b) Regularly viewing updates on the Academy of Nutrition and Dietetics website www.eatright.org .
 - c) Starting to read some of the Academy of Nutrition and Dietetics' position papers: www.eatright.org Click on the "Position Papers" tab.
 - d) Joining one or more nutrition listservs / discussion groups that are listed at: <http://www.stfx.ca/academic/human%2Dnutrition/resources.htm>
8. Become an affiliate member of the Academy of Nutrition and Dietetics and subscribe to the *Journal of the Academy of Nutrition and Dietetics*. You will also automatically become a member in the state dietetic association of your choice: www.eatright.org. Students who live or work in NYC are encouraged to join the Greater New York Dietetic Association (<http://www.gnyda.org/>) Other nearby groups are the Long Island Academy of Nutrition and Dietetics (LIAND <https://www.eatrightli.org/index.html> , formerly Long Island Dietetic Association) and the Westchester/Rockland Dietetic Association. <http://www.eatrightwrda.org>

Academy student members may also want to join one or more dietetic practice groups (DPGs) to build skills, network, and stay current in a specialty area:

http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/career_481_ENU_HTML.htm

Classroom Etiquette

Take responsibility for your education

Instructors are here to create a learning environment – whether or not you learn depends on your willingness to listen, ask appropriate questions, and do the work necessary to pass the course. Your tuition pays for a seat in the course, not a guaranteed good grade. What you do in that seat or how often you come to class and take that seat is entirely up to you!

Accept that instructors' classroom policies, procedures and teaching styles vary.

Some instructors enforce attendance policies vigorously; others are more lenient. Assignments and classroom discussions/events are at the discretion of the instructor. Each instructor has the freedom and authority to set his or her course policies and guidelines.

Attend class

Students who attend class, listen to the instructor, ask questions, and take good notes are more likely to pass with a higher grade. If you must miss a class, contact your teacher ahead of time to let him or her know that you will not be there. DO NOT ask the instructor to repeat material you missed because you skipped a class.

Be on time

Do not take it upon yourself to decide when class begins or ends. The instructor will start class on time and dismiss the class when appropriate. Walking in late disturbs everyone. At many places of employment, tardiness communicates lack of interest and lack of dependability. If you will

knowingly be late for class, please consider dropping the class (if the problem will be ongoing) or discuss this with your instructor ahead of time.

Come to class prepared – Turn your work in on time

Complete assigned readings before coming to class. Make sure to bring common classroom supplies such as a pencil, paper, textbooks, test materials, etc. along with completed homework. Students who attempt to complete their assigned homework in classroom at the last minute often earn lower grades and are more likely to miss deadlines. Instructors recognize those students who consistently cannot meet assignment deadlines. If an instructor is lenient on an “emergency” extension of an assignment due date, have the good sense to know that it is unreasonable to ask again (and again). * This does not pertain to students who qualify for reasonable accommodations based on a documented disability.

Ask appropriate questions

It’s good to ask questions and make comments, but keep them related to the discussion at hand. Dominating class time with too many questions or comments prohibits other students from participating in discussions.

Practice common courtesy

Remember that in college, as is every other area of life, politeness and respect count.

- Do not have private conversations with your neighbors during class.
- Turn off cell phones and other electronic devices. The noise is distracting to other students.
- Do not send text messages during class. Despite what you think, instructors CAN see you typing.
- Respect all opinions. Others may have different ideas and opinions from yours, they may ask questions that you perceive to be “stupid,” but they deserve the same level of respect from you as you wish from them.
- Unpack before class/pack after. The sound of zippers on backpacks along with the rustling of papers and/or jackets also disrupts the classroom and indicates lack of respect.

Respect your instructor

Openly challenging the instructor’s knowledge or authority in the classroom is improper. If you have differences with your instructor’s information or teaching methods, you may want to discuss your issues with the instructor outside of the classroom in a non-confrontational manner.

If you are struggling with your coursework, seek assistance.

Your instructors are willing to assist you. However, there are many other ways to get help: Tutoring is available through the academic learning center, proofreading and paper critiquing is available at the writing center.

Acceptable Language and Tone

Profane language is unacceptable, at all times in the classroom.

Do not whine or complain. This action reflects on you poorly!

Conduct yourself as you want to be remembered. Know that you will ask the faculty for letters of recommendation at some point.

Expectations of Students in Supervised Practice settings

When you are at a site for SEL, we expect that you will:

1. **All IPND students are expected to dress professionally.** In general this is considered to be business attire, or *as appropriate to the specific rotation's work setting*. Hosiery or socks and closed shoes are required for clinical and food service rotations. Long hair must be clipped back securely, and protective hair covering (hat/hairnet) is generally required for food service management rotations. During the clinical rotations, a white lab coat is required. When attending a seminar or professional meeting representing the IPND program, business attire is required for everyone.
2. When on duty in the rotation facilities, the student shall *follow the regulations for that facility*. Identification badges are to be worn at all times when on duty. These may either be the Hunter College ID or one supplied by the rotation facility. Your preceptor needs to provide you with the regulations to follow, and you need to write down where to find these, and what regulations / regulatory agency they are derived from. This record becomes part of your rotation portfolio.
3. **IPND students are expected to be polite and respectful to their preceptors and everyone at the rotation sites.** Bear in mind that even the most ignorant person on earth could have one little clue to life that could be valuable to you. Pay attention. Keep your eyes and ears open for what you can learn from ANYONE. You should be respectful of everyone you meet. Our preceptors are a diverse group of people, just as our students are. They may be significantly younger or older than you are, or different in some other way. You may also be working with someone who is not a Registered Dietitian Nutritionist. Never think that you know everything that there is to know, or that someone (like a clerk or kitchen worker) cannot teach you anything. If you have an issue with a preceptor, speak to her / him about it first, then the Clinical Nutrition Manager or site supervisor, and finally, if unable to resolve it any other way, bring it to the attention of the IPND Director. IPND students should strive to model professional behavior in all settings, even if others are not behaving in the way most conducive to that standard. **Avoid** the temptation to get involved in office politics at any of your rotation sites.
4. The "world" of each rotation setting is unique. Be respectful of the policies and norms of behavior in each work setting. (For example, the usual way to answer the office telephone, the locations where it is acceptable to eat or drink, lunch and break times, use of cell phones, etc.)
5. **IPND students should refrain from personal telephone conversations and/or texting while on duty at any rotation site. Assignments, including case descriptions beyond collection of the necessary data, should NOT be completed at the sites unless they are part of your work assignment there** (which they mostly are or should be).
6. **IPND students should avoid engaging in office politics and unprofessional discussions or gossip.**

IPND students should accept any and all assignments from preceptors, provided such assignments are not illegal or dangerous. Bearing in mind that “scutt” activities (such as filing or making photocopies) performed by interns can free up more of the preceptor’s time for more substantive discussions and teaching at a later point in the day. Offer to help anywhere that you can.

About “Clinical Judgment”

You may hear your preceptors speaking about *using clinical judgment*. This is sometimes a difficult concept for students, who are used to looking up the “right” answer to every question. However, clinical judgment isn’t something that you can just pick up from a book.

For example, you can study all about quantum mechanics and spectroscopy and eye/brain physiology, but unless you learned your colors, probably back in elementary school, you will still not understand what “green” means, or when to describe something as “light green” or “dark green” etc. The technical knowledge may be there, but the concept is not.

Likewise, you can think about cooking: read food magazines, watch the cooking channel, read food science text books, and STILL not be a good cook. Experience, trial and error, and finally an almost automatic sense of what *feels* right are important determinants distinguishing a competent cook following a recipe exactly, from an excellent cook who just does it, and can be creative and innovative with it.

Clinical judgment is *different from critical thinking*. Critical thinking looks at the big picture and how everything fits together, how this new piece of information attaches to what you already know, how changes in one part of a system impact other parts of the system, or the world. This is all an important part of being an educated person, but it is not clinical judgment.

Clinical judgment stems from a base of evidence-based technical knowledge, but adds multiple experiences of applying that knowledge in real life situations where random actions are also happening. Like doing a dance, or playing a sport, or some other physical skill, practice, a LOT of practice is essential to getting it. Once you “get it” even a little bit of it, the rest is all much easier; it’s just more practice. You develop your clinical judgment by using your clinical judgment. It’s not in a book. No one can just GIVE IT TO YOU any more than they could make you a great tennis player by having you read books about tennis.

You can learn from the examples set by your preceptors, but true cultivation of clinical judgment is up to you.

Thank you notes

IPND students are encouraged to thank their preceptors for the opportunity to work with them.

Writing Thank-You Notes

Writing a thank-you note is a small but gracious way to repay kindness and to make sure that others feel appreciated. Moreover, your note of thanks provides tangible evidence of your appreciation. A thank-you note, especially one that is hand-written, will be appreciated, and long remembered, by those who have hosted you, helped you with a project, lent or given you materials, offered a sympathetic ear, or any other generous acts. The list of possibilities is boundless. For many people, receiving a note of appreciation usually pleases them far beyond the expectations of the note-writer. In fact, notes of thanks attain an almost trophy-like status, and are often saved and displayed. While you may not feel that you can rise to the heights

of perfect prose, common courtesy and consideration for the feelings of others demand that you always take the time to thank those who have spent time, money, or effort on your behalf.

The notes you write demonstrate your thoughtfulness, good manners, and classiness. By demonstrating your thoughtfulness and attention to detail, the recipient's good opinion of you is reinforced. What's more, you'll find that expressing your gratitude in writing comes with a surprising level of personal satisfaction.

Most people use decorated note cards, the kind you buy in boxed sets, for thank-you notes. Note paper, decorated or not, is also a good choice. Of course you'll want **to write these notes by hand**, using either blue or black ink. Experts advise using cursive writing, not printing, unless your handwriting is very illegible. Some experts also advise that you begin your note on the bottom half of the note card if you are using the folding variety. If you want to use the whole page to show your appreciation, go ahead.

Some tips for writing thank-you notes:

- Make it personal. Use the pronouns *I* and *you*, just as you would when carrying on a conversation. Make it clear by the letter contents that you wrote the letter only for the recipient. Avoid form letters.
- Be yourself. Your thank-you note should sound like you. It should be conversational and friendly, not stiff and formal. But don't go overboard. Choose your words and phrases carefully. You want your letter to be graceful and polished.
- Make it lively. Avoid stodgy cliches, such as "your patronage is appreciated" or "I wish to state". Instead, use livelier and more personal phrases such as "I was delighted by" or "I have been fortunate to" or "I want you to know."
- Use correct spelling and grammar. Use a dictionary if you're unsure about spelling.

From: The Art of Thank You – Crafting Notes of Gratitude by Connie Leas; MJF Books, New York, 2002

Health Insurance Portability and Accountability Act (HIPAA)

All IPND students should familiarize themselves with the HIPAA regulations (see below) and comply with these in all facilities

(Also known as the Kennedy-Kassebaum Bill, the Kassebaum-Kennedy Bill, K2, or Public Law 104-191.)

HIPAA (hip-uh) which stands for the Health Insurance Portability and Accountability Act of 1996, is a set of rules to be followed by doctors, hospitals, and other health care providers. HIPAA took effect on April 14, 2006 and has been amended since. HIPAA helps ensure that all medical records, medical billing, and patient accounts meet certain consistent standards with regards to documentation, handling and privacy. In addition, HIPAA requires that all patients be able to access their own medical records, correct errors or omissions, and be informed how personal information is shared or used. Other provisions involve notification of privacy procedures to the patient. HIPAA provisions have led to many cases of extensive overhauling of medical record and billing systems.

"Individually identifiable health information" is information, including demographic data, that relates to:

- the individual's past, present, or future physical or mental health or condition,
- the provision of health care to the individual, or

- the past, present, or future payment for the provision of health care to the individual, and that identifies the individual or for which there is a reasonable basis to believe can be used to identify the individual. Individually identifiable health information includes many common identifiers, such as name, address, birth date, Social Security Number, or medical record number.

Also see: Centers for Medicare and Medicaid Services (CMS) <http://www.hhs.gov/hipaa/for-professionals/index.html>

NFS Listserv

Please make sure to subscribe by doing the following---

[Click here](#) and follow the instructions for subscribing to NFS-L. If you subscribe successfully, you should receive a 'welcome' message within minutes.

If not successful, contact the Hunter Computer Tech area (ICIT) at (212)-772-4946.

Scholarships and Awards

The best place to begin your search for nutrition scholarship awards is with the [Academy of Nutrition and Dietetics Foundation](#), which is the largest provider of nutrition scholarships to deserving students at all levels of study. The number of scholarships varies from year to year, each with a value range of \$500 to \$10,000 each. A limited number of departmental grants may be available. These are need based and can only be awarded to those who show demonstrated need on a FAFSA.

Nutrition Program Awards

These awards are given at graduation. Candidates are nominated by faculty. Recipients are selected by the Nutrition Program faculty.

Irene Von Cseh Award

Established in 1989 to encourage students to achieve high standards in scholarship, and to inspire them to achieve even greater accomplishments in the field of nutrition. Dr. Von Cseh is a former faculty member and alumnus of Hunter College.

Dorothy Epstein Graduate Fellowship

Established in 1988, the award is granted to an outstanding student who shows promise for future excellence in research, teaching or coursework in nutrition.

Vivian Schulte Award

Established in 1962, the award conferred each semester was created to aide *graduate or undergraduate* students of Nutrition and Food Science in the completion of academic work.

Deborah Blocker Award

Established in 2006 in honor of Dr. Deborah E. Blocker for her many years of service to Hunter College. This scholarship is awarded annually to a *minority* student who shows promise in excelling in the field of Nutrition and Food Science.

Nutrition Program Database

As a student of the IPND accredited program, you are *required* to maintain an up-to-date record in the **Hunter College Nutrition and Food Science Information System**. It is your responsibility to make sure that your information in the Nutrition Database is accurate. Since you will be required to upload information even *after* you have graduated from the Nutrition Program (you will need to provide information on when you took the RD exam, or where you are working, etc.), it is important that you use a NON HUNTER email address that you will use post graduation to create your account. The IPND is required by ACEND to collect such data, and it is in the interest of students and practitioners that such data be as complete and accurate as possible.

User Guide

1. Create User Account

- Go to NFS <http://www.hunter.cuny.edu/nutrition-grad>
- : Bookmark this page. You will access this page at least once a semester and will need to update your information even after you graduate.

2. New User Registration and Password Reset

A. Click on Register as New User

- Fill out the Last Name, First Name and Email Address on the form (**use a non-Hunter email that you will continue to use even after you have graduated**)
- The system will send you an email containing a link to the **Confirm Email and Set Password** page
- Follow the link and create your password
- Upon completion you will be redirected back to the **NFS Login** page

B. Click on Forgot my Password if you need to reset or have forgotten your password,

- The system will reset your password and will send you a link to the **Confirm Email and Set Password** page
- Follow the link and create your new password
- Upon completion you will be redirected back to the **NFS Login** page

C. **Set Password**

- A password must be between 8 and 20 characters long and contain at least one lower case character, at least one upper case character and at least one number.

3. NFS Login Page

- [Go to Database Login Page](#). Enter your newly created User Email and Password
- The system will verify your credentials and take you to the first page in the application – **Student Personal Information** page

4. Student Personal Information Page

- Please fill in all the fields. The fields marked with the round bullet are required.
- The email address entered here **MUST** be identical to that used for your login
- Your date of birth and your mother's maiden name are required for completion of your verification statement
- Consideration for departmental grants is only possible if you indicate completion of the FAFSA (this field is optional)
- **You MUST click "Apply Changes" before leaving a page, or else your data entry will not be saved.**
- The navigation between the pages is solely through clicking on the tabs on top.

5. Student Education History Page

- Please fill in the data on **ALL** schools where you have taken the prerequisite courses
- Only School Name and city and state part of address are required. The other fields are optional.
- Click [Add School](#) button to create as many records as necessary
- Please enter Hunter College in your Education History even if you did not take pre-requisites here. It will be required for updating your coursework during the program.
- Click [Delete](#) button if you need to delete a school record. Note: if you have entered any coursework done at the school you will need to delete the associated records first. (See **Student Coursework Tracker** section).
- Click [Pencil and Paper](#) icon next to the School Name on the Student Education History Report screen to edit the school record if necessary
- Click "Apply Changes" to save your data

6. Student Pre-Requisite Tracker Page

- Please fill in the data about all the prerequisite courses you have completed prior to matriculation into the NFS program
- Please select the School Name from the list. The drop down list of schools is formed based on the Education History Information you have supplied on the previous page(s). If you need to add another School, press [Go Back](#) and [Add School](#) buttons.
- Please fill in Course Title, and Discipline and Course Number fields. For example at Hunter they could be General Chemistry, CHEM and 101 correspondingly.
- Please provide the Grade, Number of Credits and Year Taken information.
- Click [Delete Checked](#) button to delete the checked course record(s) if necessary.
- Click "Apply Changes" to save your data

7. Student IPND Course Tracker Page

- IPND courses will be entered following their completion each semester. If you have already completed Biostatistics (summer) Please enter it now.
- You will be presented with the list of all the required courses. You need to enter only grade and year the course was taken If the course was taken at Hunter. If it was taken elsewhere, overwrite the pre-filled values as appropriate. Enter the name of school, discipline, course number, course title, credits earned, grade and year.
- Use Go Back button to return to Education History page in case you need to add another school or Hunter itself.
- Click Delete Checked button to delete the marked course record(s) if necessary.
- Click "Apply Changes" to save your data

8. Honors Page

- **Enter Kappa Omicron Nu or any other awards that you have received**
- Click "Apply Changes" to save your data

9. Graduation Page

- Please fill in the relevant information regarding your licensing and continuing education and/or employment history.
- Fields Job Situation, Continuing Education, Degree date are all required.
- Click "Apply Changes" to save your data

10. Professional Certifications

- Please check all that apply and Click "Apply Changes" to save your data

Resources for Nutrition & Health



American Public Health Association has many useful and interesting articles and links posted. <http://www.apha.org/>

CDC covers epidemiological data through WONDER and NCHS; advises travelers on health precautions; lists job opportunities; publishes condition based health information; and lists distance learning programs offered through the Public Health Training Network (PHTN). www.cdc.gov

Environmental Protection Agency (EPA) produces environmental information on a wide range of topics and links to other related organizations. www.epa.gov

FedWorld is a gateway to over 100 federal government Internet sites. www.fedworld.gov

Food and Drug Administration (FDA) provides professional and public information on drugs, food-borne illnesses, new devices, and links to related pages. www.fda.gov



National Health Information Clearinghouse of the Office of Disease Prevention Health Promotion, DHHS offers information on ODPHP clearinghouses, publications (including Healthy People 2010), and proceedings for the Partnerships for Networked Consumer Health Information Conferences. <http://www.health.gov/nhic/>

US Dept Health & Human Services home page. <http://www.hhs.gov/>

National Institutes of Health (NIH) links to all its constituent institutes which provide health education materials on diverse topics, including AIDS, aging, child health, communication disorders, cancer, genetics, and others. www.nih.gov

- National Center for Alternative and Complementary Medicine <http://nccam.nih.gov/>

National Institute of Diabetes and Digestive and Kidney Diseases
<http://www2.niddk.nih.gov/>

Health Resources and Services Administration <http://www.hrsa.gov/>

National Heart Lung and Blood Institute <http://www.nhlbi.nih.gov/>

Maternal and Child Health Bureau <http://www.mchb.hrsa.gov/>

NIH Office of Rare Diseases
<http://rarediseases.info.nih.gov/default.aspx>

Weight Control Information Network
<http://win.niddk.nih.gov/index.htm>

Women's Health Initiative <http://www.nhlbi.nih.gov/whi/>

- NIH Office of Dietary Supplements
<http://dietarysupplementdatabase.usda.nih.gov/index.html>

National Library of Medicine (NLM) provides free access to MEDLINE using Internet Grateful Med, full text practice guideline documents, health services research resources, and environmental-toxicology information resources. www.nlm.nih.gov

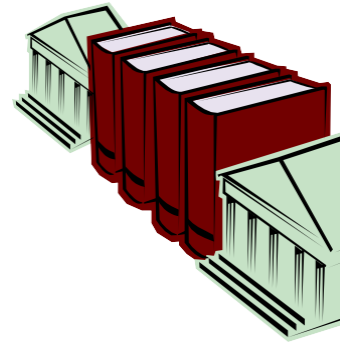
New York Online Access to Health disseminates a wealth of topical health information, links to medical databases and Internet resources, and statistical data for NY in English and Spanish. <http://www.noah-health.org/>

PubMed for Medline searches of journals in the National Library of Medicine.
<http://www.ncbi.nlm.nih.gov/PubMed/>

US Dept. Agriculture (USDA) home page contains important nutrition, child, and family information.
www.usda.gov

USDA Agricultural Research Service includes food composition databases.
<http://www.ars.usda.gov/Aboutus/docs.htm?docid=6300>

International Food Composition Tables Directory
http://www.fao.org/infoods/directory_en.stm



American Medical Association provides articles from current issues of JAMA and other information.
www.ama-assn.org

www.RD411.com provides resources and information by RDs for RDs on a variety of topics.

Cornell Cooperative Extension <http://www.cce.cornell.edu/>

Just Food, Community Supported Agriculture (CSA) in NYC www.justfood.org/csa/

The American Botanical Council (ABC) – promotes science based use of herbs. They publish Herbalgram newsletter. There is also a link to an English Language version of some of the German Commission E Monographs.

<http://abc.herbalgram.org>



Format for Term Papers and Citations

Students enrolled in the MS courses use the Journal of the Academy of Nutrition and Dietetics style for papers, unless otherwise specified by the professor. The *Journal* follows the guidelines of the American Medical Association *Manual of Style* (9th ed.)

Paper and font. Type everything double-spaced on one side of a sheet of 8½ x 11inch paper, with 1-inch margins on all sides. Use 10-point or 12-point font size.

Pagination. Number pages consecutively.

Footnotes are discouraged, except in tables.

Tables are arranged on a separate page for each. Use a self-contained title that is understandable without reference to the text.

Figures should be either neatly drawn or laser printed from a computer, with the legends on the same page. Label graphs on the figure, itself.

References. You are responsible for the accuracy and completeness of all references and for correct text citation using Zotero

Optional:

Appendices and extensive tables are attached after the References.

Supplementary material. Enclose a copy of your relevant work and any nonstandard questionnaires.

References

The *Journal of the Academy of Nutrition and Dietetics* (formerly the *Journal of the American Dietetic Association*) follows the American Medical Association style for references. One exception is that reference citations in JAND must list *all* authors' names; use of "et al" is not acceptable. Abbreviate periodical titles according to *Index Medicus*; (<http://www.nlm.nih.gov/tsd/serials/lji.html>) If a title does not appear in *Index Medicus*, provide the complete title. For more complete coverage, please consult the AMA Manual of Style: A Guide for Authors and Editors. (Ref R119.A 533 1998). Numbers in parentheses refer to section of the AMA Manual.

PRINT SOURCES

BOOK MORE THAN ONE AUTHOR (list all authors if six or less, otherwise list first three followed by "et al.") (AMA 2.12.7 and 2.12.29)

Whitney EN, Cataldo CB, Rolfes SR, et al. *Understanding Normal and Clinical Nutrition*. 5th ed. Belmont, Calif: West/Wadsworth; 1998.

ANTHOLOGY OR COMPILATION (AMA 2.12.7 and 2.12.29)

Armitage JO, Antman KH, eds. *High-dose Cancer Therapy: Pharmacology, Hematopoietins, Stem Cells*. Baltimore, Md: Williams & Wilkins; 1995.

A WORK IN AN ANTHOLOGY (AMA 2.12.30)

Degner LF, McWilliams ME. Challenges in conducting cross-national nursing research. In: Fitzpatrick JJ, Stevenson JS, Polis NS, eds. *Nursing Research and its Utilization: International State of the Science*. New York, NY: Springer; 1994:211-215.

NEWSPAPER ARTICLE (AMA 2.12.37)

Di Rado A. Trekking through college: classes explore modern society using the world of Star Trek. *Los Angeles Times*. March 15, 1995:A3.

MAGAZINE ARTICLE

Gupta S. *Skipping chemo: a lot of breast-cancer survivors are doing it, not always for good reasons.* *Time*. February 3, 2003;161(5):68.

JOURNAL ARTICLE WITH CONTINUOUS PAGINATION (AMA 2.12.12-27)

Moldofsky H. Sleep, neuroimmune and neuroendocrine functions in fibromyalgia and chronic fatigue syndrome. *Adv Neuroimmunol*. 1995;5:39-56.

JOURNAL ARTICLE WITH NONCONTINUOUS PAGINATION (AMA 2.12.15)

Boissoneau R, Schwahn BM. Participatory management: its evolution, current usage. *AORN J*. November 1989;50(5):1079, 1082-1084, 1086.

NONPRINT SOURCES

INTERVIEWS/LETTERS/E-MAIL (AMA 2.12.47)

Do not include "personal communications" in the list of references. The following forms may be used as *parenthetical references in the text*. Include the date of the communication and whether it was in written or oral form. Highest academic degrees should also be given. For example:

In a conversation with J.P Smith, MD (August 2004) . . .

According to a letter from J.P. Smith, MD in August 2004 . . .

Kramer's findings were the same (J.M Kramer [jmkramer@umich.edu], e-mail, August 6, 2004).

VIDEOTAPE OR DVD (AMA 2.12.44)

Obsessive-compulsive Disorder: Pharmacotherapy and Psychotherapy [videotape]. Washington, DC: American Psychiatric Press; 1995. Alger I, ed; Treatment of Psychiatric Disorders Video Series.

ELECTRONIC PUBLICATIONS

NEWSPAPER ARTICLE FROM A SUBSCRIPTION SERVICE (AMA 2.12.46)

Harmon A. In new tests for fetal defects, agonizing choices for parents. *New York Times* [online]. June 20, 2004;A1, A19. Available from: Ebsco Medline. Accessed September 16, 2004.

MAGAZINE ARTICLE FROM A SUBSCRIPTION SERVICE (AMA 2.12.46)

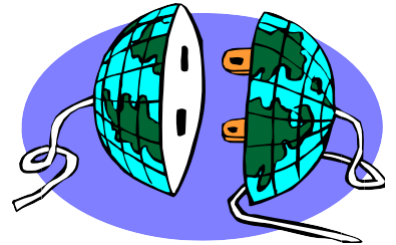
Gupta S. Skipping chemo: a lot of breast-cancer survivors are doing it, not always for good reasons. *Time* [serial online]. 2003;161(5):68. Available from: Ebsco Medline. Accessed October 4, 2004.

JOURNAL ARTICLE WITH CONTINUOUS PAGING FROM A SUBSCRIPTION SERVICE (AMA 2.12.46)

Taylor K. Researching the experience of kidney cancer patients. *Eur J Cancer Care* [serial online]. 2002; 11:200-4. Available from: Ebsco Medline. Accessed October 19, 2004.

JOURNAL ARTICLE WITH NONCONTINUOUS PAGING FROM A SUBSCRIPTION SERVICE (AMA 2.12.46)

Kemp JP, Kemp JA. Management of asthma in children. *Am Fam Physician* [serial online]. 2001;63:1341-8, 1353-4. Available from: Ebsco Medline. Accessed June 4, 2001.



WEB SITES (AMA 2.12.46)

NO AUTHOR

Terre Haute Center for Medical Education. The THCME Medical Biochemistry page. Available at: <http://web.indstate.edu/thcme/mwking/home.html>. Accessed August 24, 1999.

AUTHOR

Lynch T. DSN Trials and Tribble-ations Review. Psi Phi: Bradley's Science Fiction Club Web site. 1996. Available at: <http://www.bradley.edu/campusorg/psiphi/DS9/ep/503r.htm>. Accessed October 8, 1997.

Suggested Strategies for Meeting Expectations of Masters Students

Skills

1. **Be able to carry out mathematical operations (including algebra and statistics) and apply them to public health.** Be able to perform and apply quantitative operations to basic public health problems. Understand basic concepts from algebra and statistics, and be able to carry out operations accurately with numbers up to 1 billion, whether by hand or electronically. Be able to represent numbers in fraction, decimal and exponent form. Own and be familiar with the use of an electronic hand calculator. Consider enrolling in an undergraduate (or non-credit) mathematics/stats course if your background in mathematics is weak or if you received low GRE quantitative scores.

2. **Possess computer skills, including word processing, Excel, the use of electronic mail, and internet research.** For training, see the Office of Instructional Computing and Information Technologies (ICIT) at <http://www.hunter.cuny.edu/icit> Students who need more extensive help to achieve basic computer literacy should enroll in a non-credit course in computers

3. **Be able to express oneself orally and in writing as required to describe and analyze social and scientific issues for both academic and general audiences.** Help and workshops are available through the Hunter College Reading and Writing Center at <http://rwc.hunter.cuny.edu/> Students with writing problems, low GRE verbal scores, or limited experience writing in English should consider enrolling in undergraduate (or non-credit) writing courses. Some students have found it helpful to pair up with a “buddy” to proof and critique one another’s written work.

4. **Maintain membership in at least one professional organization.** Join and become active in The Academy of Nutrition and Dietetics (<http://www.eatright.org>) AND has a reduced student membership fee. AND also offers over 25 Dietetic practice groups (DPG) and 10 Member Interest Groups (MIG) which provide the opportunity to engage with other professionals on topics of special interest.

Join and become active in your local association including Greater New York Dietetic Association (GNYDA) , Long Island Dietetic Association (LIDA) and Westchester/Rockland Dietetic Association (WRDA)

5. **Read at least two monthly professional journals regularly, one of which should be the *Journal of the Academy of Nutrition and Dietetics*** Other journals of interest include:

American Journal of Public Health

Journal of Occupational and Environmental Health

Environmental Health Perspectives

Environmental Research

American Journal of Industrial Medicine

Community Health Education:

Health Education and Behavior

Health Education Research

Health Promotion Practice

Most of these journals are available in print and/or electronic format through the Hunter College library

- 6. Be familiar with current debates on major nutrition, public health and health/food policy issues**, such as health care coverage, food safety, and racial disparities in health. You can do this by following the national news and reading at least one of the following:

National daily newspaper (All major dailies are available free-of-charge online)

National weekly newsmagazine

- 7. Be able to find a variety of appropriate references related to health in a library.** You should be able to conduct a systematic search of the professional literature and lay publications.

Find Your Way at the Schools of Social Work and Public Health Library

Things you need to know...

1. Your Hunter ID is your One Card. Use it to check out library books, make photocopies, print, pay fines, or to access your library account. More info:

<http://www.hunter.cuny.edu/icit/services/onecard>

2. Looking for books, DVDs and more? Search in the online library catalog, CUNY +.

CUNY+ is a listing of all the materials held by the Hunter College Libraries, as well as other CUNY schools. You can find CUNY+ under "Find" on the library website:

<http://library.hunter.cuny.edu/>

3. Need a book that Hunter doesn't own? You can request and borrow books from other CUNY schools using CLICS: CUNY Libraries Inter-Campus Service. Find out more:

<http://library.hunter.cuny.edu/services/CLICS>

4. You can check out laptop computers for personal use in all the Hunter Libraries. For further information, forms and policies visit: <http://library.hunter.cuny.edu/help/laptopuse>

5. The library has study rooms available. Rooms can be reserved for two hours. Reservations must be made in person, not over the phone, and can be made one week in advance.

6. Sometimes instructors will put course materials on reserve in the library. Materials can be on electronic reserve (online) or physically at the library. Learn more about reserves: <http://hunter.docutek.com/eres/>

7. The Hunter College Libraries are staffed with friendly, knowledgeable librarians who are happy to help and can save you loads of time. You can contact a librarian in person at the reference desk, on the phone (212) 396-7656, via email, or IM with *Ask A Librarian* which is accessible through the main library page. The librarians of the Schools of Social Work and Public Health Library are:

Prof. Philip Swan (Head Librarian) pswan@hunter.cuny.edu (212) 396-7658
Prof. Meg Bausman (Social Work Librarian) mbausman@hunter.cuny.edu 396-7659
Prof. Mason Brown (Public Health Librarian) mbr0010@hunter.cuny.edu 396-7660
Prof. John Pell (Public Health Librarian) jpell@hunter.cuny.edu 396-7660

8. All of the Hunter College Libraries have wireless Internet access. Bring your own laptop, or check out one of ours. Learn more here:

<http://www.hunter.cuny.edu/icit/services/hunters-wireless-network>

9. You can access our electronic resources online anytime, anywhere, as long as you have an Internet connection. Find out how: <http://library.hunter.cuny.edu/find/accessfromhome>

10. All the Libraries provide computers with adaptive software, as well as wheelchair accessible workstations.

11. For current Library hours: <http://library.hunter.cuny.edu/about/hours>

12. Keep up to date with Library news and events, leave comments, and learn about new library resources by reading our Blog: <http://library.hunter.cuny.edu/blog/>

Information about weather emergencies

...and other factors that may impact your attendance at rotation sites or coursework is available from:

In severe weather conditions, you can stay informed about possible school closings and schedule changes by subscribing to [CUNY Alert](#). Changes in operations will be also posted at www.hunter.cuny.edu and broadcast through the CUNY Central Administration on the following radio stations:

- [WADO 1280 AM \(Spanish-language\)](#)
- [WBLS 107.5 FM](#)
- [WCBS 880 AM](#)
- [WFAS 1230 AM](#)
- [WFAS 103.9 and 106.3 FM](#)
- [WINS 1010 AM](#)
- [WLIB 1190 AM](#)
- [WOR 710 AM](#)

Students and personnel at the Hunter College Campus Schools follow the procedures issued by the [New York City Department of Education](#). During emergencies, the [CUNY central website](#) will also provide information to the University community.

Networking

We have all heard about networking, and how much having a great network of people around you can be a great boost to your career. If you already have a collection of business cards and contact information, that is a good start. Who you know can be important, but perhaps even MORE important is who knows YOU. A good place to network is at professional meetings and conferences. Don't just stick with the people you know. Ask questions of the speakers, or organizers, or wait staff. People usually like to talk about what they do, or like, or even what they don't like.



Professional Meetings and Activities

The faculty believe in providing opportunities that develop and enhance the professional growth of the student. Thus, as a matter of policy, students are encouraged to participate in professional meetings, conventions, projects, etc. The following activities are suggested: (1) student memberships in local, state,

and national professional organizations; (2) preparation, display, and presentation at professional meetings; (3) participation in National Nutrition Month activities; and (4) attendance and participation at any function in which new knowledge or the quality of professionalism is enhanced.

In promoting the above philosophy, students are encouraged to attend professional meetings of the Greater New York Dietetic Association and New York State Dietetic Association. If you live in Long Island or Westchester or Rockland Counties, look into the Long Island Academy of Nutrition and Dietetics (LIAND, formerly LIDA – Long Island Dietetic Association) or the Westchester/Rockland Dietetic Association (W/RDA).

The faculty encourages students to also attend other nutrition-related meetings and seminars, which are offered at times other than those that require the student to be in class or clinical experience. These are typically announced on the NFS listserv.

Stress Management Resources

The many and varied demands of graduate school can cause students to feel stressed. Managing the daily stress level is ultimately up to each individual, but there are many resources available to help with this.



<u>Symptoms of Stress</u>
- neck pain
- headache
- lower back pain
- fast pulse
- sweating
- sleeplessness
- poor concentration
- dryness of throat & mouth
- weakness

Balancing the demands of college and personal life can be challenging; The Hunter College Personal Counseling Services is available to help students handle this stress and pressure successfully and constructively. At times, just talking can make a difference; while other times, more intervention is needed. **The Office of Personal Counseling Services** strives to help students manage the demands of life through confidential and individualized personal counseling services. Licensed counselors are available to assist students in overcoming personal, academic, and/or crisis situations that could negatively impact their progress and success at Hunter College. Walk-in hours are Monday – Friday, 9:00 am – 5:00 pm in Room 1123 East Building. For further office hours and or for appointments, please visit 1123 East Building or call (212) 772-4931.

How to Reduce Stress

Many stresses can be changed, eliminated, or minimized. Here are some things you can do to reduce your level of stress:

Become aware of your own reactions to stress.

- Reinforce positive self-statements.
- Focus on your good qualities and accomplishments.
- Avoid unnecessary competition.
- Develop assertive behaviors.
- Recognize and accept your limits. Remember that everyone is unique and different.
- Exercise regularly.
- Eat a balanced diet daily.
- Talk with friends or someone you can trust about your worries/problems.
- Learn to use your time wisely:
- Evaluate how you are budgeting your time.
- Plan ahead and *avoid procrastination*.
- Make a weekly schedule and try to follow it.
- Set realistic goals.
- Set priorities.
- Practice relaxation techniques. For example, whenever you feel tense, slowly breathe in and out for several minutes.

Stress Management Resources On-line

<http://health.discovery.com/centers/stress/index/stressindex.html>

<http://www.nlm.nih.gov/medlineplus/stress.html>

<http://www.mayoclinic.com/health/meditation/MM00623>

<http://blogs.yogajournal.com/audio/savasana.mp3>

How to Get a Strong Letter of Recommendation

This is the policy of the Nutrition Program regarding letters of recommendation.

You must get permission from your professor each and every time you want to list him or her as a reference. The question to ask your professor is: *Do you know me well enough to write a good letter of recommendation for me? or Would you be comfortable making a strong recommendation to graduate school or for a dietetic internship?* If the answer is less than enthusiastic, consider your other options. Only ask those professors to write letters who know you well and in whose classes you:

- received high marks, and/or
- made exemplary progress, and/or
- carried out a particularly noteworthy project

The ideal letter comes from a professor who can describe specifically what sets you above the rest, and is able to cite specific examples of your successes rather than vague generalities. The recommender should be able to provide examples of your analytical ability, communication skills, thoroughness, how you follow through on projects and ideas, your reliability, and how you work with others and individually.

Occasionally a professor will suggest that you ask someone else to write a letter. This happens most frequently when the faculty member doesn't know the student well enough to write anything significant, or the professor has too many doubts about the student's abilities or performance to write a strong reference.

If the faculty member is willing to write on your behalf, you must allow a *minimum of 2 to 3 weeks for a letter to be produced*. Some faculty members can write letters in less time. But during particularly busy periods, as much as a month may be required. Please be sure to take this into consideration when requesting recommendation letters. You should never wait until the last minute. Ask how long it will take so you can factor that information into scheduling the application process.

In general, the nutrition faculty at Hunter who act as references want the following information provided together in a single packet:

- a) **Unofficial transcripts** from all post-secondary schools you attended (i.e., all the colleges you attended)
- b) **Personal statement** of your *long-term goals* and *short-term objectives*
- c) **List** of your strengths (giving examples) and areas that need developing
- d) **Resume** that includes information about your work and volunteer experiences
- e) **Brief description** of your involvement in key volunteer activities
- f) Some faculty members will want **samples of the written work you submitted** that *includes their comments and your grade for the assignment*. This will help them highlight what makes you a strong candidate.
- g) **Signed waiver form**. Many letter writers will only write a letter if they know it will not be read by the student. If you don't want to waive your right to read the letter and you're nervous that the

letter writer won't write you a good letter of recommendation, then that's an indication you should consider asking someone else to write on your behalf.

- h) **Stamped addressed envelope** for each reference that will be mailed directly to the program you are applying to. Note that DICAS and many graduate programs now require that letters be submitted electronically.

Be sure to write your recommenders a note of thanks. And let them know what happens.

Additional suggestions:

For more ideas about asking for letters of reference, click on <http://www.boxfreeconcepts.com/reco/#Recommendation%20Overview>

Read what advisors at colleges throughout the country suggest:

Skidmore: <http://www.skidmore.edu/administration/career/handoutsWeb/acrobatFiles/professorref.pdf>

UC Santa Cruz: http://lals.ucsc.edu/undergraduate_program/downloads/letter_of_recommendation.pdf

Berkeley (Cal): <http://career.berkeley.edu/grad/GradLetter.stm>

Univ of Oregon: <http://darkwing.uoregon.edu/~novkov/advising/recmemo.html>

Kenyon: <http://documents.kenyon.edu/english/howtogetgoodlet.doc>

Univ of Texas (Dallas): <http://www.utdallas.edu/bbs/psycareers/6th/goodlettersofrecommendation.doc>

While we're at it, *here's what not to do*:

Professors' Pet Peeves: How to receive a less than enthusiastic letter of recommendation. Click on <http://psych.hanover.edu/handbook/peeves2.html>

If you want to learn how your postings on social networking sites may be used against you, [Click here: Naughty Past Posted Online Jeopardizes Student's Future - Yahoo! News](#)

Career Opportunities in Dietetics and Nutrition for Graduates of the Integrated Program in Nutrition and Dietetics

Upon completion of the IPND, a student is qualified to write the Registered Examination for Dietitians. The successful examinee is recognized as a Registered Dietitian Nutritionist. Various challenging jobs are open to the RDN or graduates who are eligible to sit for the RDN exam.

THE CLINICAL DIETITIAN, provider of food and nutrition services in health care settings, is a vital member of the medical team in hospitals, outpatient clinics, research laboratories and private practice. Responsibilities may include:

- Nutrition screening and assessment
- Nutrition care planning and implementing using state of the art techniques for parenteral and enteral nutrition care
- Patient/family and staff nutrition education /counseling
- Functioning on health care team

As years of experience accumulate, the clinical dietitian may assume additional responsibilities such as a chief clinical dietitian who plans, organizes, implements, and maintains optimal clinical nutrition services and supervises clinical dietitians and dietetic technicians.

THE ADMINISTRATIVE DIETITIAN in health care facilities, school food service programs, cafeterias and restaurants:

- Coordinate food service system or clinical management
- Administer personnel
- Designs and implement employee training programs
- Plan food systems and departmental budgets

THE COMMUNITY DIETITIAN/NUTRITIONIST assumes a vital role in public health agencies, day care centers and health and recreation clubs. In these types of positions, the RDN may be become involved in developing nutrition/health programs and in coordinating and establishing linkages among various community health programs. Responsibilities may include

- Nutrition counseling
- Patient education
- Implementation of community programs
- Supervision of staff and program activities

THE BUSINESS DIETITIAN works as a professional resource for corporations in product development, food styling and menu design; as the sales professional or purchasing agent representing food, equipment or nutrition product accounts; and as a food nutrition or marketing expert in public relations and the media.

THE EDUCATION DIETITIAN teaches the science of nutrition and food service systems management in colleges, universities and hospitals; conducts nutrition and food service systems research, and writes nutrition and food service systems articles, books, columns and newsletters.

THE CONSULTANT DIETITIAN, practicing independently, advises the food and pharmaceutical industries; speaks at professional seminars; authors food nutrition and diet books; counsels patients in nursing homes, medical and dental centers; plans food service systems; and tailors nutrition regimens within fitness programs for athletes dancers and others.

THE SYSTEMS DIETITIAN is a position created in the field of dietetics by the advancement of computer technology. Computerized dietary analysis has become a routine task in many health care facilities and catering departments. The systems dietitian may

- Assist in analyzing and identifying current and future needs
- Produce technical specification for items to be purchased
- Assist in evaluating and selecting the best software system available
- Assist in supervising activities and follow up the implementation plan and supervising the commissioning of the system.

Beyond the RDN – More Credentials to Consider

New York State – Certified Dietitian / Nutritionist (CDN)

<http://www.op.nysed.gov/dietlic.htm>

Certified Diabetes Educator – CDE

<http://www.diabeteseducator.org/>

<http://www.ncbde.org/>

Certified Nutrition Support Dietitian – CNSD

<http://www.nutritioncare.org/>

<http://www.nutritioncare.org/nbnsc/>

AND Specialty Certifications

Board Certified Specialist in Gerontological Nutrition (CSG)

Board Certified Specialist in Sports Dietetics (CSSD)

Board Certified Specialist in Pediatric Nutrition (CSP)

Board Certified Specialist in Renal Nutrition (CSR)

Board Certified Specialist in Oncology Nutrition (CSO)
Certificate of Training in Adult Weight Management
Certificate of Training in Childhood and Adolescent Weight Management

Finding a Nutrition Job... ONLINE

HELPFUL JOB SEARCH URLS FOR NUTRITION PROFESSIONALS INCLUDE:

http://www.sodexo.com/group_en/careers/your-future/so-sodexo.asp

www.call24online.com

www.healthcareerweb.com

www.nationjob.com/medical

www.aramark.com

www.chronicle.com/jobs

www.monster.com

www.hotjobs.com

www.nutritionjobs.com

www.careersinfood.com

www.idealists.org

Policies and Procedures

The policies and procedures detailed on the following pages are meant to supplement, and not replace, those outlined in both the **Graduate College Bulletin** and the **School of Public Health Student Handbook**.

Statement of Nondiscrimination and equal opportunity

The Nutrition Program supports the policy of equal opportunity and Affirmative Action as set forth by Hunter College and the Board of trustees of the City University of New York. The Department of Nutrition and Food Science of The CUNY School of Public Health will treat all qualified students equally, without regard to age, gender, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, disability, veteran or marital status.

Estimated Costs

All tuition and fees are determined by the City University of New York (CUNY) Board of Trustees and are subject to change without notice. Students are encouraged to visit the Bursars website at <http://www.hunter.cuny.edu/bursar/tuition-fees> for most recent information about in-state, out-of-state and international student tuition.

Students must pay tuition and fees in full at the time of registration. Without full payment students will not be considered registered and will not be admitted to class. Financial arrangements for the payment of tuition and fees must be made by the student prior to registration. Information on grants, scholarships and loans can be found in the graduate catalogue.

Estimated tuition and fees (INCLUDES tuition charges and mandatory fees (student activity fee, consolidated service fee and technology fee <http://www.hunter.cuny.edu/nutrition/integrated-program-in-nutrition-and-dietetics/integrated-program-in-nutrition-and-dietetics-1>

Student Regulations and Rights

These statements are abridged. Complete CUNY statements regarding policies and procedures appear in the *Student Regulations and Rights* in the current Undergraduate Catalog and in the Office of the Dean of the CUNY School of Public Health.

Grades and Completion of Courses

As required by Hunter, graduate students must maintain an overall GPA ≥ 3.0 to remain in good academic standing. Grades range from A through F. Pass/Fail is available for Fieldwork only. **There is no credit/no credit option for graduate level coursework.**

Incompletes: Incompletes are the exception rather than the rule. You are expected to complete all course work and attain a grade by the end of each semester. If an extenuating circumstance prevents you from completing required coursework, you must request an incomplete (INC) from your instructor **prior to**

the last scheduled class session. Extensions are granted at the instructor's discretion. If granted, ask your instructor to prepare a **written contract** stating the exact nature of the work to be completed, the deadline for completion, and the consequences for non-compliance. Such contracts must be signed and dated by you (the student) and the instructor, with a copy filed with the UPH office. (Note: This policy does not apply to Fieldwork incompletes) Upon completion of the required coursework, your instructor will use a paper **Change of Grade Form (COG)** to submit your final grade. Allow 2-3 weeks for the grade to appear on your transcript. Email your instructor (cc the UPH Administrative Coordinator) if the changed grade is not posted.

Following the last day of the each semester, instructors have **3-4** weeks to electronically submit grades. Monitor your transcript within the month after classes and email your instructor and Program Director if you fail to receive a grade. In the event you do not receive a reply, email the UPH Administrative Coordinator. In all correspondence, it is important to include your legal name, EMPLID number, semester/year of the course and the instructor's name. **Note:** Those graduating within the given semester **MUST** have all grades posted no later than the day **BEFORE** Commencement in order to graduate. Take necessary action at last two weeks before Commencement.

Academic Standing, Probation and Disbarment

Early Warnings

The IPND director is notified by the course instructor if a student is struggling in a particular class and is doing work averaging a C or below, or if a student's work shows a sudden decline, or if a student stops attending. The IPND director gets in touch with the student and alternative are discussed (official withdrawal, a grade of incomplete).

If your cumulative GPA falls below 3.0, you will be placed on academic probation at which time you may be disbarred from further study.

As an IPND student, you are required to maintain a cumulative GPA of 3.5 or higher.

If you find you are struggling during the early/mid part of a semester, it is your responsibility to speak with your instructor and advisor or Program Director. Program Directors understand unexpected life situations may have consequential impact on a student's academic success. Though not encouraged or expected of graduate students, Hunter allows students to officially withdraw from classes within the first ten weeks of each semester with instructor approval (see Academic Calendar). The resulting W grade is not calculated into one's GPA. On the other hand, an unofficial withdrawal after the College's official withdrawal deadline will result in a grade of F – effectively leading to probation and/or disbarment. In view of the severe consequences, we again say it is critical you speak with your instructor and faculty advisor well before the official withdrawal deadline. Note: there is no tuition refund should you withdraw from a course.

At the end of the semester

If your GPA falls below 3.0 you are required to immediately:

- Email and meet/speak with your faculty advisor

If your IPND Director believes you can meet and maintain academic requirements, s/he may request one semester of continued probationary study with conditions. Stipulated conditions must be met to continue toward the Master's. Failure to meet conditions will result in dismissal from the graduate program. You must provide a contract of the probation status agreement to the UPH Office for your student file and regularly inform your advisor of your progress.

Probation and Registration: The Registrar automatically bars those on academic probation from future registration and will drop courses for those who registered early for a future semester. To be approved for continued study, you must email the Dr. Khursheed Navder, Program Director. The email should include the grounds for your grade and a statement to justify continued study. Send a cc of this email to your Advisor. If your request is approved, the Dr. Navder will send a written request to the Registrar requesting clearance for re-registration with a probationary status. In the future semester, you must obtain a minimum 3.0 GPA or you will be disbarred from the program.

Disbarment: In the event you have two consecutive semester under a 3.0 GPA, Hunter, you will be officially disbarred from further study and all future registrations will be dropped. Should you wish to appeal this decision, complete and give the [Academic Dismissal Removal Form](#) to you Dr. Navder. If your appeal is granted, Dr. Navder will stipulate conditions which must be met for continued study. UPH will forward the Academic Dismissal Removal Form to the Registrar who, upon concurrence, will clear you for one semester future registration under "continued probation".

Leave of Absence & Readmittance to Hunter

You must request a leave of absence in writing. Inform your faculty advisor and submit a [Request for Leave of Absence Form](#) to the UPH Academic Office. At least two months in advance of your return, submit a [Readmission Form](#) to Admissions to reactivate your Hunter record for registration. If any courses on your record are older than 4 ½ years, you must also [attach a time extension form](#).

To register your returning semester, call, meet with or email your faculty advisor during early [registration advisement](#), or well before late registration to reserve space in your preferred classes. You will be unable to register if you fail to submit the required readmission form.

Maintenance of Student Records

Policy:

Student records, including transcripts and Verification Statements, and rotation schedules will be kept indefinitely in an electronic format.

Procedure:

An electronic file will be created for each student at the time at which they start the Program. Application materials previously received from each student will be reviewed and placed into their respective files. Materials will specifically be inspected for presence of all academic transcripts with degrees conferred as appropriate, and completion of all prerequisites and admission requirements. If complete information has not yet been received, incoming students will be contacted and requested to provide this. Students will not be allowed to start the program until they have provided all the required documents to the Program Director of the SEL.

This procedure will be communicated to prospective students in the program's application materials, and to incoming students in the introductory materials sent to them prior to their arrival at the program. It will be reiterated in the Program's Handbook they are introduced to on the first day of orientation. The current version of the handbook will be available from the program website.

The following documents will be retained on file for all Students in the Program:

- Official Transcript(s) with degree(s) conferred
- Application materials and contact information
- Insurance information
- Health verification and documentation
- Background check results
- Rotation schedules
- Evaluations
- Verification Statements
- Name/Address Verification Form

Liability & Medical Coverage for Dietetic Students

Policy:

All students in the Integrated Program for Nutrition and Dietetics are required to obtain professional liability insurance and medical insurance prior to starting the Program, and must maintain it throughout the program duration.

Procedure:

Students are responsible for securing their own professional liability insurance and medical insurance for coverage during the course of the Integrated Program in Nutrition and Dietetics Program.

All dietetic students will provide proof of professional liability insurance and medical insurance coverage prior to the start of the Integrated Program in Nutrition and Dietetics Program, and at the start of each new year while they are in the Program. Proof that either insurance policy is current must be provided by the student within 1 business day upon request at any point in time throughout the program.

Professional liability insurance can be obtained through Proliability/Mercer Consumer, for which AND members can use the organization's discount. It is required that each student has a policy that covers a minimum of \$1,000,000 each incident/\$3,000,000 aggregate.

If a student is injured or becomes ill while on duty, he/she will be treated at the nearest emergency care center at the intern's expense.

Students are responsible for their own safety in travel to and from assigned rotations during the course of the Integrated Program in Nutrition and Dietetics Program.

Confidentiality of Student Records

Policy Statement:

Board of Trustees guidelines and the Federal Education Rights and Privacy Act (FERPA) of 1974 permit only specific information concerning current and former students to be made available to those parties who have a legitimate interest in the information.

No information from the student's personnel record, other than name, job title and an inclusive date of study is to be released without written consent of the student or a court order. The personnel record may be examined only by the student and by faculty/preceptors of the Integrated Program in Nutrition and Dietetics who are or could become responsible for supervision of the student.

Student records that are protected include all reports of disciplinary action (including records of oral and written warnings), all performance evaluations and supporting documentation, and attendance and employee health records.

Access to Confidential Records Procedure

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

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

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

Student Photo Identification

Policy:

An initial Photo ID will be issued to all enrolled students free of charge. The student photo I.D. will allow entrance and use of the college library and other facilities. All students are required

to show their Hunter College Photo ID at all times when entering the college and transacting college business. Although Hunter College maintains an open school policy, students entering the campus are required to present their current ID to gain access. A replacement ID will be available at a nominal fee. Appropriate identification will be required before issuing a student I.D.

Procedure:

Students obtain their ID card, the Hunter OneCard, in the beginning of the semester in the West Building Lobby entrance of the building at 68th Street, or in the Hunter West 203 Lobby at other times in the semester. Regular hours are Monday through Friday 9 am to 5 pm (excluding holidays). All students must have their current semester bursar receipt in addition to another form of photo identification.

Newly admitted students receive their first I.D. free of charge during their first semester.

See <http://www.hunter.cuny.edu/it/it-services/onecard> for more information.

Drug Testing and Criminal Background Checks

Policy:

Students comply with the drug testing and/or criminal background checks required by any of the rotation sites. Since some sites require for such check to be obtained by the school, the Program may require students to drug testing, criminal background checks, or both. Records obtained from such checks are kept confidential, with the student's records.

Procedure:

Upon request, students provide any required information and/or test results, also including but not limited to fingerprinting, blood or urine specimens.

Preceptor and Rotation Site Selection

Policy:

Appropriate rotation sites and qualified preceptors are recruited and retained.

Procedure:

Utilizing the ACEND Accreditation Standards for Demonstration Programs in Nutrition & Dietetics and the Core Competencies for the RDN, along with input from students and program alumni as guidelines, preceptor recruitment and retention is continuous and ongoing.

Criteria and Process Used to Select Preceptors

Criteria:

1. Sites must have an ongoing nutrition program or activities with a specific plan of activities for the intern(s) they plan to host.
2. Preceptors must hold a current RDN credential with at least 1 year of experience for clinical rotations. For community and foodservice rotations, RDN credential is desirable but not required. Preceptors must have a degree or certification in a dietetics related field with 1 year of experience or equivalent work experience without degree or certification.
3. Prospective preceptors must have a good reputation within their field of expertise as evidenced by past performance or verification from supervisor/manager/director/co-workers.
4. Prospective preceptors must demonstrate the desire to take on the extra responsibility of students.
5. Prospective preceptors must demonstrate excellent communication skills orally and in writing and collaborate with Director of the SEL on a continual basis.
6. Prospective preceptors must understand and ascertain that rotating students must not replace employees.

Process:

Each year students evaluate each rotation / preceptor on the following criteria:

Professionalism, Support/Encouragement of Learning, Mentorship, Respect for Intern, Organization of the Experience, Expertise, and Teaching Ability

Once a preceptor is chosen that fits the above criteria they are given a trial period through one academic year. Based on the evaluations and feedback from students and communication or issues that may have arisen, a determination is made as to whether this preceptor will be allowed to continue. Preceptors must maintain an overall “satisfactory” rating from 80% of students in order to remain with our program.

Program Length & Breakdown

The studentship begins with an orientation to the program. Distance students will participate in orientation activities concurrently with all other students.

Orientation activities include:

- Overview of the School and Program
- Review of the Policies and Procedures Manual and Handbook
- Collection and review of all required documents (if not previously submitted)
- Paperwork for first rotations (assignments, schedules, processing through volunteer office)
- Semester schedule (mandatory meetings, seminar dates, etc.)

- Overview of supervised practice rotations (what to expect, professional conduct, pre-rotation assignments and curriculum, journals, competencies, evaluations)

Following orientation, students begin their coursework, and later in the semester, their supervised practice rotations. The AND competency statements for entry-level dietitians were used to design the curriculum for the Integrated Program. There are three major rotation areas of supervised practice:

- Food Service Management
- Medical Nutrition Therapy (in-patient setting)
- Community Nutrition and Public Health, partly integrated into coursework, and with a research project integrated into the rotation

The number of hours of full-time supervised practice per week varies from site to site with a range of 21 to 35 hours/week, depending on the schedules of the site. During rotations, students begin by observing and assisting staff members and progress through increasingly more responsible activities. Experiences are sequenced to allow for the development of competencies and students are expected to demonstrate near entry-level competency at the end of each rotation. During the supervised practice hours, students also participate in departmental in-service programs, rounds, staff meetings, case study presentations, journal clubs, and professional development workshops. Constructive performance appraisals during supervised practice rotations encourage self-improvement. Preceptors provide informal and formal feedback during each rotation, as well as at the rotation's conclusion. In addition, the Program Director periodically meets with each student to discuss his or her overall progress in the program.

When the students participate in the supervised practice portion of the Program, they simultaneously attend the Seminar in Dietetics Practice held by the Director of the SEL. During the seminar, direct experience is supplemented with informal discussions, assignments, group and individual projects, case studies, presentations, and exams. Students are expected to commit to the program full-time, spending time outside of coursework and supervised practice for readings, rotation journals, assignments, case studies, projects, presentations, curricula, and general preparation for courses and rotations. The seminar also provides an opportunity for support and shared learning. Students are able to discuss their experiences in the supervised practice sites with the Program Director and classmates. During the second spring semester, the seminar focuses on preparation for the Registration Examination for Dietitians (e.g., study guides, review questions, practice exams), while career development is covered mainly during the second fall semester (e.g., resumes, cover letters, interviewing skills, preparation of the CDR continuing education portfolio).

Throughout the program, students attend local dietetic association meetings and participate in activities that encourage professional development. In addition, the Hunter Nutrition Program

sponsors on-campus meetings and workshops. Each student is encouraged to become an affiliate member of the Academy of Nutrition and Dietetics.

Student membership in the Greater New York Dietetic Association is also recommended.

Students who successfully complete the Integrated Program in Nutrition and Dietetics by achieving the program goals, abiding by the program policies, and reaching the expected level of competence for dietetics practice become eligible to take the Registration Examination for Dietitians.

Program Schedule

The Integrated Program in Nutrition and Dietetics runs from the first day of the fall semester for two years, through all sessions of the Academic year. The program consists of a minimum of 1050 hours of supervised practice, 41 credits of academic coursework, and 100 hours of didactic instruction (class room and on-line) in the Supervised Practice Seminar for a total of 12 credits, over the course of 24 months.

Vacation time of four weeks per Academic year will be according to the CUNY academic calendar (available at http://registrar.hunter.cuny.edu/subpages/academic_calendar.shtml) unless arranged otherwise with the Integrated Program in Nutrition and Dietetics Director and preceptor(s). Field visits and attendance at professional meetings will be coordinated during the year and compensatory time will be arranged as appropriate. Time off for religious holidays/observances can be arranged according to the policy and procedures of the facility and with the approval of the Integrated Program in Nutrition and Dietetics Director and the student's preceptor. In addition, students may take **3 personal days** which must be pre- approved by the Integrated Program in Nutrition and Dietetics Director and the student's preceptor.

A leave of absence may be granted in extenuating circumstances. It must be agreed upon in writing between Program Director and Student, and carry a clear end date of the agreement, by which time reassessment of the situation must occur.

Integrated Program in Nutrition and Dietetics Courses

The following courses will be taken by all Dietetic Students. Together, they constitute the Integrated Program in Nutrition and Dietetics (IPND). (See also curriculum above)

COMPONENT	
Prerequisite Courses (min credits)	General Chemistry w/lab, 4 credits Organic Chemistry w/lab, 4 credits Anatomy and Physiology I w/lab, 4 credits Anatomy and Physiology II w/lab, 4 credits Microbiology, 3 credits Biochemistry (3 credits) Intro to Nutrition*, 3 credits

	<p>Intro to Food Science* I, 3 credits Intro Statistics or higher, 3 credits Econ, Psych, Anthro, <i>or</i> Sociology, 3 credits TOTAL 34 prerequisite credits (students can take courses with a higher credit value)</p> <p>*Can be taken as self-study for no credit with a challenge exam given by Hunter Nutrition 3x per year. Science prerequisites require a minimum grade of C. Nutrition/Food Science prerequisites require a minimum grade of B or 80% for the challenge exam.</p>
Program Courses (total 41 credits, courses 3 credits each unless otherwise noted)	<p>PH 75000 Biostatistics or equivalent NUTR 72500 Nutrition Research NUTR 71500 Food Service and Management NUTR 72000 Community Nutrition Education NUTR 73300 Nutrition and Human Development NUTR 73100 Advanced Nutrition I NUTR 73200 Advanced Nutrition II NUTR 73400 Clinical Nutrition I NUTR 73500 Clinical Nutrition II NUTR 74600 Nutrition and Disease) NUTR 74700 Advanced Nutrition & Assessment Lab (1 credit) NUTR 74800 Nutrition Assessment & Counseling NUTR 75600 Food Science & Environment NUTR 75700 Food Science & Environment Lab (1 credit) NUTR 78000 Capstone <i>plus</i> Comprehensive Exam (3 credits)</p>
Dietetics Seminar (12 credits, courses 3 credits each)	<p>NUTR 70000 Seminar in Dietetics Practice NUTR 70100 Pre- Professional Practice-Clinical NUTR 70200 Pre-Professional Practice – Food Service NUTR 70300 Pre-Professional Practice -Community</p>
Supervised Practice (total approx. 1050 hours)	<p>Basic community Nutrition: integrated into coursework, approx.. 100 hours Food Service: approx. 200 hours Advanced Community: approx. 300 hours Clinical Nutrition: approx. 450 hours</p>
Research	<p>Research for the capstone project, varies in time requirement, typically around 300 hours minimum</p>

The program coursework will provide knowledge and skills required for entry-level practice with advanced competency in Nutrition and Dietetics. The Seminar in Dietetics Practice course sequence is designed to provide didactic experiences that support and enrich the supervised practice component of the Integrated Program in Nutrition and Dietetics. Students will register for NUTR 700 and NUTR 701 in the first and second fall, respectively, and for NUTR 702 and

NUTR 703 for the first and second spring, respectively. *A Verification Statement is granted only upon completion of all required credits and completion of all required supervised practice.*

Sessions will cover topics of current interest in the practice of dietetics and public health nutrition. Students will have opportunities to share their experiences from the Integrated Program in Nutrition and Dietetics sites. Guest lecturers will be invited to speak on a variety of topics throughout the semester. The spring semester course in the second spring will focus on RD Exam review (including practice exams, test-taking tips, etc.).

Withdrawal & Refund of Tuition

Policy:

Any student who chooses to withdraw from the program or from a course will receive a refund in accordance with the schedule outlined in the Bursar's website.

Procedure:

As of June 1994, three diverse refund policies were implemented for CUNY students. They are: CUNY, Federal Pro Rata refund and Federal other than Pro Rata refund. The latter two refund policies apply only to Federal Financial Aid recipients. Students should refer to the Bursar's website for deadlines and explanations of these procedures. <http://www.hunter.cuny.edu/bursar/tuition-fees/refunds>

Deadlines for Program Course Completion

All course assignments and activities should be completed by the end of the second spring session. Under extenuating circumstances, an IPND student may be allowed to complete assignments after the last day of that spring session, with permission from the Program Director.

Evaluation of students for achievement of knowledge and skills

Policy:

Student progress shall be monitored by course directors, and insufficient progress or performance of a student in a specific course shall be communicated to the Program Director when it becomes evident. Summative and formative evaluation of student performance is evaluated at the end of each semester.

Procedure:

Learning goals for each course are defined in the syllabus, along with learning outcomes measures. Course directors evaluate student progress throughout the semester, following their respective course plan. Any concerns about insufficient progress or performance of a student is discussed with the Program Director at or around the monthly Nutrition Program Faculty meeting or as soon as it becomes evident. The Faculty member and the Program Director will determine possible remedial action to be taken, including use of the College's support services like the Writing Center, and recommendation of tutoring services as applicable.

Evaluation of the overall performance of each student is performed at the end of each semester, when grades are entered. The Program Director will check each student's record with respect to grades below 80% that require that a course be retaken.

Evaluation of overall student learning in a course takes place each semester via surveys requesting evaluation by students, review of grades and samples of graded assignments, and review of final grades.

Evaluation of Students for acquisition of required competencies

Policy:

Student progress shall be measured using a variety of strategies during and at the conclusion of the program to verify competence.

Procedure:

The following practices will be used throughout the program to verify student competence:

- Preceptor Evaluations
- Weekly logs/journals are reviewed by the Director of the SEL.
- Case descriptions – Students document their work with patients with a variety of diseases. examples of this exchange are reviewed by the Director of the SEL
- Preceptors and students evaluate Service Improvement Projects together, and include the evaluation in the student's write-up of their SIP. Director of the SEL reviews each report.
- Overall written evaluation of each student is submitted electronically by each site preceptors for each rotation at the end of a rotation.

Students must successfully complete each rotation, a score of 80% or greater must be achieved on all performance indicators. A grade of B- or better is required for every course of the program coursework.

All evaluation instruments used during a rotation will be collected by the preceptor(s), and sent to the Program Director shortly after completion of the rotation by the dietetic students. Written comments regarding the dietetic students' completion of the rotation will be included in the materials sent to the Program Director. Following review of evaluation instruments and preceptor comments, the Program Director will schedule a meeting with each IPND student to review the experience, as needed.

During the Seminar in Dietetics Practice in the second spring semester, all students will be administered repeated exams (similar in content to the dietetic registration exam) to evaluate their overall performance and readiness to sit for the RD Exam. A minimum score in a mock RD exam is set for students to successfully complete the Integrated Program in Nutrition and Dietetics.

Program Completion Requirements of the Integrated Program in Nutrition and Dietetics

Policy:

Students pass all program coursework with a grade of B- or better (80% or better), will meet all supervised practice requirements and comply with all policies, procedures and standards of professional behavior for graduation from the program.

Procedure:

Students will complete a minimum of 53 credits of the Program Coursework and seminars, including integrated experiential learning, and 1050 hours of supervised practice established by the Integrated Program in Nutrition and Dietetics of the Nutrition Program in the CUNY School of Urban Public Health.

Performance in the Program coursework will be assessed throughout the semester per the respective syllabi. Student who do not achieve at least 80% in the overall course evaluation (B- or better) may repeat the course once when it is next offered. **If they still do not pass the course, they will be dismissed from the program.**

Learning experiences will be documented and the student will be evaluated at the completion of each rotation. Students will be evaluated on professional competencies related to both general dietetics practice and to specialty areas in food service management, community and public health nutrition, and clinical nutrition therapy.

Students must receive a score of 80% or higher (The equivalent is an average rating of **3.0** on preceptor evaluations.) for each, assignment, case study, project, curriculum/lesson plan, group nutrition education class, presentation, checklists of objectives/competencies and professionalism evaluation in order to successfully complete the program.

If an 80% score is not obtained on an evaluation instrument, the student will be given additional assignments, projects or other work and then be re-evaluated on the relevant material. If this is not passed with an 80% score the second time, the student will complete another week of the rotation or complete another case study, assignment or other work prior to being re-evaluated for the third time. These assignments will be set out in a remedial action plan by the Director of the SEL and preceptor(s).

Failure to complete the activities described in the remedial action plan will result in a final warning that the next failing score will result in termination from the program.

Students must consistently demonstrate compliance with policies, procedures and standards of professional behavior throughout the studentship to complete the program. Any lapse in compliance will be addressed with the student and corrective action will be taken. The first instance of non-compliance with policies, procedures or standards of professional behavior will result in a verbal warning, the second instance in any of the categories designated will result in a written warning, and the third instance in any area of compliance will result in termination.

Note: It is the responsibility of the preceptor to evaluate the student during SEL rotations, to document scores and any lapse in compliance with policies, procedures and standards and to notify the Program Director of evaluation results and behavior issues. It is the responsibility of the Program Director to ensure adherence to this policy.

Verification Statement & Registration Exam

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

Students who successfully complete the Integrated Program in Nutrition and Dietetics Program by achieving the program goals, abiding by the program policies, and reaching the expected level of competence for dietetics practice will receive a Registration Eligibility Application Name/Address Verification Form and instructions. The Commission on Dietetic Registration (CDR) copy is to be completed and returned to the Program Director. The Program Director will forward the Computerized

Registration Eligibility Application to CDR. It is the responsibility of each IPND student to complete the application from PearsonVue, provide the required fee, and schedule an examination appointment.

Students who have not completed all Program requirements will not be given Verification Statements, nor will their names be submitted to CDR to sit for the RD Exam.

Conduct

Policy:

All students are expected to abide by the policies and procedures of the Hunter College Nutrition Program, its affiliates, rotation sites, and the Academy of Nutrition and Dietetics (AND).

Procedures:

Upon entry to the Program, each IPND student will be introduced to the Student Handbook, which includes policies and procedures for conduct, ethics, program operation, and student performance. Students are expected to read and follow the policies, procedures and performance requirements of the Hunter College Integrated Program in Nutrition and Dietetics, the affiliations, Hunter College and the Academy of Nutrition and Dietetics.

Policy:

All students shall conduct themselves in a respectful and professional manner in all settings throughout the Program.

Procedures:

Whereas students are entering into the work environment of their preceptors for the purpose of learning from them, and meeting the competencies required by the studentship, it is incumbent upon them to treat every preceptor as a valued teacher, regardless of the rotation or work site.

Students are expected to be respectful of the policies and norms of behavior in each work setting. (For example, the usual way to answer the office telephone, the locations where it is acceptable to eat or drink, lunch and break times, etc.)

Students should accept any and all assignments from preceptors, provided such assignments are not illegal or dangerous. Bearing in mind that “scutt” activities (such as filing or making photocopies) performed by students can free up more of the preceptor’s time for more substantive discussions and teaching at a later point in the day.

Students should refrain from personal telephone conversations and/or texting while on duty at any rotation site.

Students should avoid engaging in office politics and unprofessional discussions or gossip.

Support Services for Dietetic Students

Policy:

The Integrated Program in Nutrition and Dietetics Program within the Nutrition Program of the CUNY School of Urban Public Health ensures that all dietetic students have the appropriate support services available during the program.

Available Support Services:

Reference texts, manuals, curricula, documents, and relevant articles are held in the Nutrition Program of the CUNY School of Urban Public Health and/or the library and are available for study and review by the students.

Educational technologies can be obtained through the Office of Instructional Computing and Information Technology (OCIT).

[Counseling and Wellness Services](#)

Wellness Services at Hunter College offers a range of clinical services, as well as health-related activities, information, and resources that are responsive to the needs of students.

If you find yourself struggling with your mental or physical health this semester, please feel free to approach me. I try to be flexible and accommodating, and I am committed to helping connect you to support services available. [Counseling and Wellness Services](#) are available to all students in need of help in Room 1123, East Building, Hunter College, email: PersonalCounseling@hunter.cuny.edu, (212) 772-4931.

Library Support is found here <https://library.hunter.cuny.edu/ask-a-librarian>

Reference texts, manuals, curricula, documents, and relevant articles are held in the library and are available for study and review by the students

Technology Support is found at (212) 650-3624 or e-mail studenthelpdesk@hunter.cunyy.edu
Educational technologies can be had through the Office of Instructional Computing and Information Technology (OCIT)

[Conflict Resolution Procedure for Students](#)

Policy Statement:

All dietetic students have the opportunity through a conflict resolution process to resolve Integrated Program in Nutrition and Dietetics Program-related problems. The conflict resolution process refers to the means by which the Nutrition Program facilitates acceptable relations between students and Integrated Program in Nutrition and Dietetics faculty. The process is a coordinated effort by all involved and its outcome is focused on improved understanding.

Conflict Resolution Procedure:

The students are encouraged to voice their concern to the course director or rotation preceptor.

If the issue is not resolved with the course director or preceptor, or the conflict involves the course director or preceptor, the IPND student is encouraged to discuss the issue with the department chair or the supervisor of the preceptor, as applicable. If still unresolved with the course director's or preceptor's supervisor, the student is encouraged to discuss the issue with the Director of the Integrated Program in Nutrition and Dietetics.

If moving beyond the Director of the Integrated Program in Nutrition and Dietetics is necessary, a final appeal in the form of a written grievance may be made to the Dean of the School of Urban Public Health.

If this appeal fails to resolve the issue, and the issue involves noncompliance of the Program with ACEND Standards, the student may file a complaint with ACEND.

Attendance/Tardiness Guidelines for Students at rotation sites

Policy:

All dietetic students are responsible for maintaining acceptable attendance and punctuality. Students who do not maintain acceptable standards of attendance or punctuality may compromise the quality of their education and ability to remain within the program.

Specific Requirements:

Students in rotations are expected to be at their assigned rotation (ready to work) by their designated start time. Students failing to do so are considered tardy.

Attendance and tardiness records will be monitored on an ongoing basis. Appropriate corrective action will be based on this policy.

A student who is unable to report to work is required to notify the Program Director and the preceptor for the current rotation before the start of his/her scheduled time at the designated site.

A rotating student who fails to report to work as scheduled and fails to notify the Director of the SEL and preceptor shall be considered absent without leave (AWOL) and may be subject to a letter of final warning. A student who is AWOL for two or more scheduled consecutive work days is considered to have withdrawn from the program without proper notice, unless there are extenuating circumstances which are accepted by the Program. A student will be informed of the termination of student status whenever practical.

Students will be required to complete time missed due to absences, tardiness and scheduled time off (except vacations, school holidays, and personal days as noted above).

Corrective action standards for occurrences are as follows:

Tardiness (i.e, when an IPND student is not ready for work at the assigned rotation at the beginning of his/her shift)

# of occurrences:	2 Oral Warning
	4 Written Warning
	6 Final Warning*
	7 Discharge

*After a final warning is issued, any attendance problem may result in termination.

Note: All faculty members are responsible for monitoring attendance of their students and communicating occurrences to the Program Director. It is the Program Director's responsibility to ensure that this policy is applied in an equitable and consistent manner.

Disciplinary Action

Policy:

All students are expected to achieve and maintain the standards of performance, practice, conduct and proficiency as outlined by the Integrated Program in Nutrition and Dietetics, Hunter College and the Academy of Nutrition and Dietetics. When standards and policies are not being met, disciplinary action may be imposed. Disciplinary action is defined as a corrective measure or penalty action taken against an IPND student for cause involving ineptitude, inefficiency or misconduct.

Procedures:

The Program Director will monitor students' conduct and performance via personal observation and feedback from faculty and preceptors. When a problem is identified with a student's conduct or

performance, the Program Director will first verbally counsel the IPND student in an attempt to correct the problem. If the problem continues, disciplinary action will follow. For first offenses that are severe infractions and result in probation, suspension or dismissal disciplinary action will be administered versus verbal counseling. Table 1 lists Disciplinary penalties.

The IPND Director will collect all facts leading to disciplinary infractions, including data and student/preceptor interviews. Disciplinary actions of admonishment and first probation do not require Committee review. Second probation and dismissal penalties will be brought before the disciplinary committee. Incidents brought before the CUNY Disciplinary Committee will proceed as per the CUNY Student Disciplinary Procedures below.

The IPND Director will present the student with a disciplinary memo. The original signed copy of the memo will remain in the student’s folder. The copy with original signatures (IPND Director and student) will be handed to the student. If the student refuses to sign the notice, the IPND Director will sign and date that line with notation “student refusal to sign.” If the student refuses to accept the notice, it will be mailed to the student’s address of record return receipt requested. These memos will be kept and may be communicated electronically. Email acknowledgment of the memo will serve as acceptance of notice, and an email expressing agreement with the memo will serve as signature. These emails will be kept electronically.

A student may appeal admonishments and probation decisions to the Dean of the School of Public Health in writing. Disciplinary actions beyond probation may be appealed in writing through the Dean of the School of Urban Public Health.

Table of Examples of Disciplinary Penalties for offenses at rotation sites, and Instructions for Use of Table

1. The range of penalties indicated in this table is to be used as a guide in administering discipline to help assure that like disciplinary action is taken for like offense.
2. In using this table, consideration will be given to the following:
 - a. The table is designed to be sufficiently broad to include most types of offenses. For other offenses, appropriate penalties may be prescribed by disciplinary officials for application within their jurisdiction, consistent with the range of penalties for comparable offenses listed in the table.
 - b. This guide does not cover all offenses for which disciplinary penalties are expressly provided by law or Civil Service regulations.
 - c. When a student has committed a combination or series of offenses, a greater penalty than is listed for a single offense is appropriate.
 - d. Disciplinary penalties will generally fall between the ranges indicated in the guide, but in unusual circumstances greater or lesser penalties may be imposed.

3. Definitions

<u>Admonishment/Warning:</u> <u>(Adm)</u>	Written reprimand of a single infraction with warning against repetition. Repetition may result in probation.
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Probation: (Prob)	Written notice of probation for repeated offenses of a similar nature. Based on seriousness and number of offenses can lead to suspension.
Suspension: (Susp)	Written notice with enforced temporary unpaid absence from duty as a result of repeated offenses beyond probation. Time lost will have to be made up.
Dismissal: (Dism)	Dismissal from program for infractions beyond suspension penalty.

TABLE OF DISCIPLINARY PENALTIES

Offense	1st Offense	2nd offense	3rd offense
1. Repeated, unexcused lateness	Adm	Prob	Susp
2. Unauthorized absence (failure to report for duty or leaving rotation without authority during on duty hours)	Adm	Prob	Susp
3. Willful carelessness, negligence or endangering patient safety in patient care	Adm – Prob	Prob-Susp	Dism
4. Deliberate failure or inexcusable delay in carrying out instructions of duties	Adm – Prob	Prob-Susp	Susp - Dism
5. Abuse of patients, beneficiaries, peers, faculty, verbally or physically	Susp	Susp – Dism	Dism
6. Substance abuse on duty	Susp	Dism	---
7. Insubordination – intentional/deliberate refusal to carry out duties or instructions; insolent/abusive/obscene language/behavior toward faculty, Director or others	Prob	Susp	Dism
8. Theft – actual/attempted theft of government or personal property of others	Prob – Susp	Susp – Dism	Dism
9. Falsehood – Intentional falsification, misstatement, or concealment of material fact in connection, inquiry or other proceedings; willfully forging or falsifying government records or documents	Adm – Prob	Prob – Susp	Susp - Dism

Filing and Handling Complaints

All students have the opportunity to file complaints and a conflict resolution process to resolve these problems is in place.

The Nutrition Program facilitates acceptable relations between students, faculty and staff. The process is a coordinated effort by all involved and its outcome is focused on improved understanding.

When a concern arises, the student is encouraged to voice his/her concern to the individual (fellow student, staff or faculty member) involved. If the issue is not resolved, the student is encouraged to discuss the issue with the Dr. Navder.

Institutional Policies

[See this link for institutional policies](#) related to:

Accessibility

Academic Integrity/Plagiarism

Course Withdrawals & Grading including the credit/no credit option

Grade Incompletes
Grade Appeals
Sexual Misconduct

CUNY Student Disciplinary Procedures

Complaint Procedures: Any charge, accusation, or allegation which is to be presented against a student, and, which if proved, may subject a student to disciplinary action, must be submitted in writing in complete detail to the office of the dean of students promptly by the individual, organization, or department making the charge. The chief student affairs officer of the college or his or her designee will conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. That officer advises the student of the charge(s) against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, the student affairs officer takes one of the following actions: dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions, refer the matter to conciliation, or prefer formal disciplinary charges.

Conciliation Conference: The conference shall be conducted by the counselor in the office of the dean of students or a qualified staff or faculty member designated by the student affairs officer.

Appeals: An appeal from the decision of the faculty-student disciplinary committee may be made to the president who may confirm or decrease the penalty but not increase it. His/her decision shall be final except in the case of dismissals or suspension for more than one term. An appeal from a decision of dismissal or suspension for more than one term may be made to the appropriate committee of the board. Any appeal under this section shall be made in writing within 15 days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or board committee as the case may be. If the president is a party to the dispute, his/her functions will respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor.

Committee Structure: Each faculty-student disciplinary committee shall consist of two faculty members and two student members and a chairperson. A quorum shall consist of the chair and any two members. Hearings shall be scheduled at a convenient time and efforts shall be made to insure full student and faculty representation

Non-Retaliation

Any student who reports suspected fraudulent activity, in good faith, shall be protected against any retaliation for making such a report. The reporting member of the campus community shall refrain from confrontation with the suspect, further examination of the incident, or further discussion of the incident with anyone other than the student's supervisor or others involved in the resulting review or investigation. Persons found to be making frivolous claims under this Policy will be disciplined, up to and including expulsion from the System for a student.

Americans with Disabilities Act

Section 504 of the Rehabilitation Act of 1973 states that not otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.* Enforcement and remedy of grievances are under the jurisdiction of the Office of Civil Rights. The 1990 Americans with Disabilities Act (ADA), greatly expands the provisions of the Rehabilitation Act, extending its jurisdiction to employment, covering businesses that employ 15 or more persons, public services (including transportation and public accommodation), work settings that employ more than 15 persons, and telecommunications services. Enforcement is under the jurisdiction of the Department of Justice.

The function of the ADA/504 Coordinator at Hunter is to make sure that the provisions of the laws are fully implemented, to advise on issues of reasonable accommodation, and to hear complaints. The Section 504 Coordinator for the Disabled is located in the West Building, Room 1425A, and can be reached at 772-5061.

Americans with Disabilities Act - What it means for Students

The Americans with Disabilities Act gives civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications.

Employment (and academic program) discrimination is prohibited against "qualified individuals with disabilities." This includes applicants for employment, employees, and students. An individual is considered to have a "disability" if s/he has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

These must substantially limit major life activities such as seeing, hearing, speaking, walking, breathing, performing manual tasks, learning, caring for oneself, and working. An individual with epilepsy, paralysis, HIV infection, AIDS, a substantial hearing or visual impairment, mental retardation, or a specific learning disability is covered, but an individual with a minor, non-chronic condition of short duration, such as a sprain, broken limb, or the flu, generally would not be covered.

The second part of the definition protecting individuals with a record of a disability would cover, for example, a person who has recovered from cancer or mental illness.

The third part of the definition protects individuals who are regarded as having a substantially limiting impairment, even though they may not have such an impairment. For example, this provision would protect a qualified individual with a severe facial disfigurement from being denied employment because an employer feared the "negative reactions" of customers or co-workers.

A qualified individual with a disability is a person who meets legitimate skill, experience, education, or other requirements of an employment position that s/he holds or seeks, and who can perform the

essential functions of the position with or without reasonable accommodation. Requiring the ability to perform "essential" functions assures that an individual with a disability will not be considered unqualified simply because of inability to perform marginal or incidental job functions.

Applicants to the program who have a disability must meet all **the same qualifications** as those without a disability.

Reasonable accommodation is any modification or adjustment to a job or the work environment that will enable a qualified applicant or employee with a disability to participate in the application process or to perform essential job functions. Reasonable accommodation also includes adjustments to assure that a qualified individual with a disability has rights and privileges in employment equal to those of employees without disabilities.

Employers (educators, preceptors) are not required to lower quality or quantity standards as an accommodation; nor are they obligated to provide personal use items such as glasses or hearing aids.

An employer is only required to accommodate a "known" disability of a qualified applicant or employee. If the individual does not request an accommodation, the employer is not obligated to provide one except where an individual's known disability impairs his/her ability to know of, or effectively communicate a need for, an accommodation that is obvious to the employer. If a person with a disability requests, but cannot suggest, an appropriate accommodation, the employer and the individual should work together to identify one.

The individual with a disability requiring the accommodation must be otherwise qualified, and the disability must be known to the employer. In addition, an employer is not required to make an accommodation if it would impose an "undue hardship" on the operation of the employer's business. "Undue hardship" is defined as an "action requiring significant difficulty or expense" when considered in light of a number of factors. These factors include the nature and cost of the accommodation in relation to the size, resources, nature, and structure of the employer's operation.

An employer is not required to reallocate essential functions of a job as a reasonable accommodation.

Students who need accommodation of a disability must inform the IPND Director of their disability, and provide medical documentation of this, prior to beginning the program, along with their request for "reasonable accommodation" that, if given, will allow them to successfully complete all course requirements.

Adapted from: ADA Questions and Answers, U.S. Dept of Justice.

<http://www.ada.gov/publicat.htm#Anchor-14210>

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