

# Student Handbook

## 2024-2025

MPH in Nutrition  
*Department of Social and Behavioral Sciences*



Updated August 2024

 **Temple  
University**  
College of Public Health

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## Student Handbook Acknowledgement

I have received and read a copy of the Temple University Master's in Public Health Student Handbook and understand all policies and procedures contained herein.

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Student's Signature

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Student's Name (Please Print)

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Date

- \* Please complete the form and upload a copy of the completed form to your **Exxat** account

## WELCOME TO THE PROGRAM

Dear Graduate Student:

Welcome to the Master of Public Health (MPH) in Nutrition at Temple University! Thank you for selecting Temple University for your graduate training and professional preparation. We are excited to provide you with high quality learning opportunities in the classroom and in the field that will help you develop the knowledge, skills and critical thinking needed to address complex public health nutrition problems.

Temple University was founded with the vision of providing superior education to academically talented students from all backgrounds. Today, Temple University maintains the commitment to providing equitable access to an education and supporting the needs of our surrounding community. The history of Temple University and the relationships with the community allow for a rich public health learning experience.

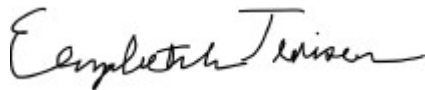
The College of Public Health (CPH) supports the [mission of Temple University](#) by providing interdisciplinary and interprofessional education and training. Students will learn about the pillars of public health and study the core disciplines of public health: epidemiology, biostatistics, health policy, social and behavioral sciences, and environmental health. Learning beside students from other disciplines will help students build interprofessional skills that are critical for public health nutrition professionals.

The MPH in Nutrition is housed in the Social and Behavioral Sciences Department. A complete listing of faculty and staff is found in Appendix 1. Our faculty expertise in nutrition, physical activity and behavioral change will support your growth and professional development.

During your time in the program, you will develop professional connections with other students, faculty, and preceptors. These relationships will help you grow as an individual and as a professional, while laying the foundation for future professional networks that will support you throughout your career.

We encourage you to be curious, be bold, and be present. Use this time to try new things, learn from your mistakes, and get involved. Listen and learn from the people around you and share your strengths and experience with others. Most importantly, enjoy the journey!

Sincerely,



Elizabeth Tenison, PhD, RDN  
Assistant Professor, Program Director



Alissa Smethers, PhD, RDN, LDN  
Assistant Professor, Field Placement  
Coordinator

## **Purpose and Use of Handbook**

This Student Handbook serves to share with you certain resources, policies, and procedures that may be useful to you during your graduate studies in the MPH in Nutrition Program in the Department of Social and Behavior Sciences in the College of Public Health at Temple University. While we have attempted to provide you with a comprehensive handbook, it does not stand alone. Students are responsible for understanding academic policies and procedures of the College of Public Health. Important College-wide policies are found on the [policies](#) webpage. Throughout this handbook there are references to ACEND accreditation standards referred to as "Required Elements." The complete list of standards can be found here:

<https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model-standards-and-templates>. If you should have any questions throughout your academic career here, we encourage you to reach out to your Program Director, Elizabeth Tenison, or Academic Advisor, Shannon Johnson. The MPH in Nutrition Program reserves the right to amend or add to the academic policies and scholastic regulations at any time, provided that such changes or additions are intended to improve the quality of education and are introduced in a fair and deliberate manner with appropriate notice provided to all students affected by the change.

### **Accreditation Status (Required Element 7.3a)**

The Temple MPH in Nutrition program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND) which is located at 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995. Find more information and contact resources [here](#).

The Temple MPH in Nutrition program is recognized by ACEND as an early adopter demonstration program following ACEND's *Future Education Model Standards for Graduate Programs*. The program curriculum includes competency-based education that integrates didactic and supervised learning experiences necessary to prepare students to pass the registration exam and practice as competent, entry-level registered dietitian nutritionists.

## MPH IN NUTRITION PROGRAM OVERVIEW

The Temple University MPH in Nutrition program was established in 2020 in response to a growing need for Registered Dietitian Nutritionists (RDN) with public health training. The U.S. Department of Labor projects that the fields of dietetics and public health will grow rapidly in the 21<sup>st</sup> century due to high rates of obesity and chronic diseases and the need to promote healthy lifestyles. While the fields of dietetics and public health are a natural complement to each other, each discipline encompasses its own unique knowledge, skills, and set of judgements.

The **mission** of the MPH in Nutrition program is to train graduate students in both the fundamentals of nutrition and dietetics and public health practice, with a focus on underserved, urban populations, to prepare graduates for practicing as public health RDNs. The MPH in Nutrition achieves this mission by providing dual training in dietetics and public health. Students will complete coursework and experiences that meet the requirements for both dietetics and public health.

We envision our program playing a key role in expanding cultural humility and diversity in the field of dietetics. Graduates will acquire the dietetics and public health knowledge and skills needed to address social determinants of health and promote systematic change, allowing them to serve as change agents and leaders in the field of public health nutrition.

Our **program goals and objectives** include the following (Required Element 7.3b):

*Program Goal #1:* Graduates are prepared to practice evidence-based nutrition.

- Objective 1.1: Program Completion
  - At least 80% of students complete program requirements within two years and eight months (32 months; 150% of planned program length)
- Objective 1.2: Graduate Performance on Registration Exam
  - The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
- Objective 1.3: Exam Attempt
  - At least 80% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.

*Program Goal #2:* Program Graduates will have the advanced knowledge and skills that contribute to the evidence-informed practice of RDNs in a public health setting.

- Objective 2.1: Graduate Employment
  - Of graduates who seek employment, at least 80 percent are employed in nutrition and dietetics or related fields within 12 months of graduation.

Outcomes data measuring the program's achievement of these goals is available upon request. Please contact the Program Director, Elizabeth Tenison, if you would like this information.



## ORIENTATION AND REGISTRATION

### Orientation

Once accepted, students must complete program orientation requirements prior to starting in their first semester. The program orientation requirements includes but is not limited to: HIPAA training, a physical exam, vaccinations, TB clearance, and membership in the Academy of Nutrition and Dietetics, Pennsylvania Academy of Nutrition and Dietetics, and the Philadelphia Academy of Nutrition and Dietetics (or preferred local district association).

The orientation process for students in the MPH in Nutrition includes three main components:

#### *1. Online orientation modules*

After submitting the deposit for the MPH in Nutrition program, students will be sent access to our online orientation modules. The online orientation consists of asynchronous seven modules: Introduction to Temple University, Who's Who in Temple's MPH Program, Testing Technology, Resources for Success, Readiness for Success, Readiness for Statistics and MPH in Nutrition.

#### *2. Small group orientation and course registration*

The Senior Academic Advisor of Graduate Public Health Programs, [Shannon Johnson](#), schedules small group orientations. April through July. In addition to registering for courses, students meet with Dr. Johnson to discuss their professional goals and how the program will help them meet those goals.

#### *3. In-person MPH in Nutrition program orientation*

During an in-person orientation in mid-August students will meet their cohort, program faculty and support staff. Students will explore the program, campus, their expectations for the program and our expectations for students. Students will receive notification of the orientation date by the end of July.

### Registration Process

For the first semester of the program, students will register for courses during the small group orientation with Dr. Johnson in the summer before the fall semester.

In subsequent semesters, students register for classes during the Temple University registration period, which takes place approximately three weeks before the end of the current semester. Students register for courses in [self-service banner](#) **after** meeting with Dr. Johnson and their nutrition faculty advisor. These meetings are opportunities to discuss questions or concerns about the current or future semesters. Dr. Johnson addresses general concerns, provides information on the MPH program of study, and, if necessary, provides additional academic or professional resources. The nutrition faculty advisor will discuss students' performance in nutrition courses, interests and career pathways in the field of public health dietetics, and resources to help maximize success.

## GETTING AROUND CAMPUS

The Department of Social and Behavior Sciences is located in Ritter Annex, which is located on Temple's [Main Campus](#). Students can access campus by car and [park on campus](#) or take the [SEPTA](#) (train). A map of Temple University's main campus can [be found here](#).

A Temple University ID, the OWLcard, is needed to access buildings on campus, Temple medical facilities and parking services. Students can make an [appointment to get your OWLcard](#) and bring government issued ID to Howard Gittis Center, Suite 101. The first card is free and replacement cost for lost, stolen or intentionally damaged cards is \$20.

## **MPH IN NUTRITION CURRICULUM**

The MPH in Nutrition curriculum includes coursework and experiences that meet the accreditation standards set by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and the Council on Education in Public Health (CEPH). Both ACEND and CEPH completed rigorous reviews of the program to ensure the program provides high quality dietetics and public health education.

The dietetics education and training component includes eight nutrition courses and 1,000 hours of experiential clinical, food service and public health nutrition learning. The curriculum covers competencies that fall under the following areas; foundational nutritional science knowledge, client/patient services, food systems management, leadership and business management, critical thinking and evidence-informed practice, and core professional behaviors. See Appendix 2 for more information about the dietetic competencies. Upon successful completion of these degree requirements, graduates will be eligible to sit for the RDN exam after completing this training.

The public health education and training component includes ten public health courses and 500 hours of experiential learning at a public health nutrition site. The curriculum covers the main areas of public health; evidence-based approaches, health care systems, planning and management, policy, leadership, communications, interprofessional practice and systems thinking. See Appendix 3 for more information about the public health competencies.

The MPH in Nutrition program of study combines learning experiences in the classroom and in the field, regular feedback and engagement from faculty across the College, and ongoing support from academic advisors to support student mastery of dietetics and public health competencies.

## **Program Schedule**

The MPH in Nutrition Program will follow the Temple University [Academic Calendar](#) that is published on the Office of the University Registrar website (Required Element 7.3g and 8.2q).

### University Breaks/Observed Holidays

*Fall Break* – typically the fourth week of November during Thanksgiving

*Winter Break* – typically three weeks, from the middle of December to the middle of January

*Dr. Martin Luther King Day* – the third Monday in January

*Spring Break*- typically the first week of March

*Memorial Day*- the last Monday in May

*Juneteenth*- June 19<sup>th</sup>

*Independence Day* – July 4<sup>th</sup>

## Coursework Schedule

The coursework for the MPH in Nutrition includes core public health courses, combined with didactic training in clinical nutrition, foodservice and management, and public health nutrition. Below is the course schedule for each semester.

Table 1: MPH in Nutrition Schedule	
<b>Year One – Fall Courses</b>	<b>Credits</b>
NUTR 5035: Nutritional Biochemistry	3
SBS 5001: Fundamentals of Public Health	3
EPBI 5101: Fundamentals of Epidemiology	3
HRPR 5001: Current and Emerging Issues in Public Health	0
<b>Year One – Spring Courses</b>	<b>Credits</b>
NUTR 5535: Medical Nutrition Therapy	3
SBS 5015: Public Health Nutrition	3
NUTR 5087: Food Preparation and Management I <sup>a</sup>	1.5
EPBI 5006: Biostatistics & Applied Analysis	4.5
<b>Year Two – Summer Courses</b>	<b>Credits</b>
SBS 5002: Program Planning from Theory to Practice	3
HPM 5006: Political and Economic Aspects of Health	3
NUTR 9289: Fieldwork I <sup>b</sup>	3
<b>Year Two – Fall Courses</b>	<b>Credits</b>
NUTR 5525: Food Preparation and Management II	1.5
NUTR 5187: Nutrition Education and Counseling <sup>c</sup>	3
ENVH 5004: Environmental Health	1.5
NUTR 9389: Fieldwork II <sup>d</sup>	3
<b>Year Two – Spring Courses</b>	<b>Credits</b>
NUTR 5835: Nutrition through the Lifecycle	3
NUTR 5887: Cultural and Community Nutrition <sup>e</sup>	3
NUTR 5387: Dietetics Experiential Learning <sup>f</sup>	3

<sup>a</sup> Accompanied by 140 hours of supervised experiential learning in a foodservice setting

<sup>b</sup> Accompanied by 170 hours of supervised experiential learning in a public health setting

<sup>c</sup> Accompanied by 40 hours of supervised experiential learning in a clinical setting

<sup>d</sup> Accompanied by 250 hours of supervised experiential learning in a public health setting

<sup>e</sup> Accompanied by 40 hours of supervised experiential learning in a clinical setting

<sup>f</sup> Accompanied by 360 hours of supervised experiential learning in a clinical setting

## **Description of Nutrition Coursework**

The dietetics curriculum provides introductory and intermediate nutrition coursework, followed by experiential learning, and finishing with advanced coursework that extends beyond the experiential learning. The sequencing of courses across clinical nutrition, food service and management, and public health nutrition are described below with the experiential described in the Supervised Experiential Learning section.

### Clinical Nutrition

*NUTR 5035: Nutritional Biochemistry:* An introductory clinical nutrition course that provides students with foundational knowledge about nutrient metabolism. Students will learn about the role of micro- and macro-nutrients in the maintenance of health and the progression of disease. After completing this course, students will be able to describe the physiology and pathophysiology of micro- and macronutrients.

*NUTR 5187: Nutrition Education and Counseling:* An introductory public health course that explores the role individual and community factors on food and nutrition behaviors. Students will learn about individual influences on nutrition behavior and the application of behavioral change theory to individual nutrition counseling and group education. Course assignments will include counseling simulations and developing and presenting a nutrition education session. After completing this course, students will be prepared to work with a diverse range of people in individual and community settings. After completing this course, students will be prepared to work with a diverse range of people in individual and community settings. Students will participate in experiential learning (40 hours throughout the semester).

*NUTR 5535: Medical Nutrition Therapy:* An intermediate clinical nutrition course that provides students with the skills to diagnose and treat nutrition-related diseases. Students will apply their nutritional biochemistry background as they explore the role of nutrition in treating disease. After learning about the key components of Nutrition Care Process, students will complete case studies in which they assess, diagnose, treat and monitor mock patients. After completing this course, students will have the knowledge and skills needed for clinical Supervised Experiential Learning.

*NUTR 5835: Nutrition through the Lifecycle:* An advanced clinical nutrition course that draws on students' existing clinical knowledge, skills and judgement. Students will explore acute nutrition conditions at each stage of the lifecycle, as well as the longitudinal effect of chronic diseases. After completing this course, students will be competent in applying the Nutrition Care Process in health promotion and disease treatment at all stages of the lifecycle.

*NUTR 5387: Dietetics Experiential Learning:* This practicum course consists of two components: Supervised Experiential Learning in the field, accompanied by classroom sessions. Students will spend a minimum of 280 hours rotating through inpatient and outpatient clinical nutrition settings. Students will observe and assist preceptors in providing nutrition services, including nutrition assessments, diagnosis, intervention, and monitoring of patients across disease states. Classroom sessions will involve discussions about relevant nutrition issues and student presentations.

### Foodservice and Management

*NUTR 5087: Food Preparation and Management I:* Food Preparation and Management I is an introductory food service course that provides students with principles of food science and techniques of food preparation. This course entails a minimum of 140 hours of supervised experiential learning

hours in a food service facility. It includes development of food service skills, application of culinary techniques, and joint supervision by a preceptor and faculty member. Completion of the ServSafe Manager Certification is required for all students prior to starting the course.

*NUTR 5525: Food Preparation and Management II:* Food Preparation and Management II is an upper-level food service course that provides students advanced food service and management skills. Students will develop a deeper understanding of food systems by reflecting on their food service Supervised Experiential Learning and completing collaborative assignments. The course culminates in a Capstone Meal, a project that requires the application of advanced food service knowledge and skills. After completing this course, students will be competent in large-scale menu planning, food safety principles, food storage practices and food distribution.

### Public Health Nutrition

*SBS 5015: Public Health Nutrition:* This seminar course explores nutrition as a science and platform for public health promotion and disease prevention. The fundamental contribution of nutrition to public health as well as the potential of food and nutrition policy, programs, and interventions to reduce risk and promote health are examined.

*NUTR 5887: Cultural and Community Nutrition:* Cultural and Community Nutrition is an advanced public health course that explores the social determinants of health. Students will explore the role of cultural identity, social and physical environment and economic status on food and nutrition behaviors. Assignments will involve engaging with the community and reflecting on this experience. After taking this course, students will have skills for practicing cultural responsiveness and have a deep understanding of environmental influences on health. After completing this course, students will be prepared to work with a diverse range of people in community settings. Students will participate in a minimum of 40 hours supervised experiential learning throughout the semester.

*NUTR 9289: Fieldwork I:* Course that entails a fieldwork project or internship in a public health agency. It includes seminars, oral and written reports of progress, and joint supervision by a preceptor and faculty member.

*NUTR 9389: Fieldwork II:* Continuation and evaluation of the fieldwork project or internship using a full range of research methodologies. Data are collected, analyzed, and reported in a comprehensive final report. Oral and/or poster presentations are presented to public health organizations, and as a final oral defense.

### **Description of Public Health Coursework**

The curriculum covers the main areas of public health; evidence-based approaches, health care systems, planning and management, policy, leadership, communications, interprofessional practice and systems thinking.

*SBS 5001: Fundamentals of Public Health:* Course encompasses historical and sociocultural approaches to understanding public health and bioethics. Emphasis is on understanding public health systems from the dawn of history to the 21st century and the evolution of bioethical issues including the application of bioethical principles, regulations, and strategies in research and health practice. This seminar emphasizes the integration of conceptual and experiential learning. This is reflected in the

course design and in teaching and learning processes.

*EPBI 5101: Fundamentals of Epidemiology:* Course provides a graduate-level introduction to the fundamental concepts and methods used in epidemiology, the basic science of public health and prevention. This course covers terminology used in epidemiology; basic measures of frequency of disease occurrence; concepts of exposure, outcome, and association; epidemiologic study designs; epidemiologic criteria for causality; potential sources of bias and controlling for bias; and the role of epidemiology in public health policy.

*EPBI 5006: Biostatistics & Applied Analysis:* An integrated course with a lecture component focused on the fundamentals of biostatistics and a lab component where students learn and apply statistical computing skills related to the fundamentals of biostatistics, which are necessary for public health practice and research.

*SBS 5002: Program Planning from Theory to Practice:* Course covers all aspects of the public health program planning cycle: (1) the identification of community stakeholders and conducting needs assessments; (2) using scientific literature and best practices to inform program development; and (3) implementation and evaluation of community programs. The course will introduce major models of human health behavior and use theory and evidence to guide students as they develop a public health program. Final program proposals include measurable goals and objectives, activities, and an evaluation plan, with a focus on cultural competence and tailoring to meet the needs of the community. Upon completion of the course, students will have the tools to design and evaluate public health programs in the community.

*HPM 5006: Political and Economic Aspects of Health:* Course provides an introduction to the structure and delivery of healthcare in the United States, as well as an introduction to health policymaking.

*ENVH 5004: Environmental Health:* Course incorporates not only the common concepts associated with environmental exposures (air, water, soil, food, etc.) but also legacy and emerging issues associated with environmental threats to human health, including the potential impacts of emerging contaminants on human health. The emphasis is on biological, chemical, and physical sources of exposures, their salient characteristics, potential effects on human and ecological health, and the modern responses (methods, actions, and policies) for limiting exposures and effects.



## **SUPERVISED EXPERIENTIAL LEARNING (SEL)**

Supervised Experiential Learning (SEL) includes learning activities that require the application of knowledge and promote critical thinking skills. SEL will take place in the classroom, the community and in professional settings. The MPH in Nutrition provides 1,000 hours of SEL that meet ACEND and CEPH requirements. The MPH in Nutrition program does not have a policy in place for assessing prior learning or competence and therefore does not grant SEL for students' prior learning (Required Element 8.2i).

The SEL hours that take place in the classroom or community settings include assignments and activities that simulate the experience of a public health nutrition professional. These include case studies, community needs assessments, interviewing community members and presenting nutrition education sessions in the community.

The SEL hours that take place in the professional setting may also be referred to as fieldwork or internship hours. Students are placed in sites as unpaid interns with the expectation that they will have supervision and opportunities to learn, not to perform menial tasks or serve as replacement for other employees. Students are not paid compensation during any portion of the SEL rotation (Required Element 8.2f). SEL rotation sites must not use students (as part of their unpaid SEL efforts) to replace site employees (Required Element 8.2e). Any concerns that a student's time is not being used appropriately should be discussed with the Program Director. Issues related to vacation, university holidays, closures due to weather, and making up missed time should also be discussed with the Program Director and/or Field Placement Coordinator. The facilities used for SEL will be evaluated every 2 years by the program faculty.

Students are assigned to SEL sites throughout the greater Philadelphia area. Students' preferences will be taken into consideration; however, the program cannot guarantee that students will be placed in their first-choice institution. Students are not required to locate their own SEL sites or preceptors (Required Element 7.3k). Students assume full responsibility for their own safety in the course of travel to and from SEL sites, as well as the cost of travel. Students must complete onboarding documentation required by the University, as well as their site, including items such as criminal background checks and immunizations. Students are covered by Temple University liability insurance during approved and assigned SEL rotations.

The SEL hours are broken down into three components: 1) Foodservice, 2) Public Health/Community Fieldwork, (this is the fieldwork component which is required for all students in the MPH programs in the College of Public Health, and 3) Clinical.

### 1. Foodservice

Students will complete ~140 hours during the spring semester of year one. These SEL hours will be a part of *NUTR 5087: Food Preparation and Management I*. The Foodservice SEL will count towards supervised experiential learning hours required by ACEND. It will involve working with dietitians in hospital kitchens, schools, and cafeterias, learning about food safety, large scale food production and management principles.

### 2. Public Health/Community Fieldwork

Students will complete 420 hours of public health fieldwork, during the summer II session of year one and the fall semester of year two. The public health fieldwork will take place in partnership with community organizations, government agencies, foodbanks, and other community/public health

organizations. This SEL will be a part of *NUTR 9289: Fieldwork I* and *NUTR 9389: Fieldwork II*. The public health fieldwork hours count towards those required by ACEND and CEPH.

In *NUTR 9289 Fieldwork I* & *NUTR 9389 II*, students develop, implement, and evaluate their MPH capstone project, which is also referred to as the culminating project in which students demonstrate achievement of public health core and concentration competencies. The fieldwork is designed to be an opportunity to integrate and apply public health knowledge and skills acquired in the program. Examples of MPH capstone projects include a qualitative assessment of parents' perception of the backpack program that sends food home from school; evaluation of nutrition lessons delivered at corner stores; and qualitative assessment of food insecurity among immigrants.

Students will work with the Fieldwork Placement Coordinator to select a site that meets their professional goals. At the end of the fall semester of year one, students will review various public health organizations and work with the Fieldwork Placement Coordinator to secure a site. By the end of the spring semester of year one, students will begin writing their proposal for the MPH capstone project.

Students will complete an additional 40 hours of public health/community hours in both *NUTR 5187 Nutrition Education and Counseling* and *NUTR 5887 Cultural and Community Nutrition*. These hours will allow students to learn from the many diverse organizations that are a part of the Philadelphia Community. Projects will be assigned to deepen students learning of public health and strengthen skills related to education, communication, needs assessment, and counseling.

### 3. Clinical

Students will complete ~360 hours during the spring semester of year two. These SEL hours will be a part of *NUTR 5387: Dietetics Experiential Learning*. The Clinical SEL will count towards supervised experiential learning hours required by ACEND. As part of the clinical fieldwork, students will work with clinical dietitians in hospitals and outpatient clinics, learning how to provide medical nutrition therapy and nutrition counseling. Students will learn about nutrition-related diseases, such as diabetes and cardiovascular disease, as well as the role of nutrition in recovery from surgery or burns.

#### Tracking Supervised Experiential Learning Hours (Required Element 8.1c)

Students are expected to spend and track at least 1000 fieldwork hours in clinical, foodservice, and public health nutrition sites. Additional SEL hours are built into coursework and should also be tracked. Students will track hours using a software system designated by the College of Public Health. Preceptors and faculty will then verify that students completed all required hours. If a student does not complete hours due to injury and illness, the hours must be completed at a later time agreed upon by program faculty, the preceptor, and the student.

## EVALUATION OF STUDENT PERFORMANCE AND PROGRESS

Students will be assessed based on academic performance and preceptor evaluations during their time in the MPH Nutrition program (Require Element 8.1a and 8.2j).

### Evaluation of Academic Performance

Assignments are designed to help students meet the ACEND and CEPH competencies. For the ACEND competencies, students will take part in both formative and summative assessments. The list of ACEND competencies and corresponding summative assessments can be found in Appendix 2. Each CEPH competency (Appendix 3) will be assessed at least one time throughout the program of study to assess student mastery. Students will be evaluated on their knowledge and their ability to critically think when applying knowledge. Learning assessments in each course are to be utilized to inform the instructor of student progress and academic performance. Course syllabi provide detailed information regarding expectations of student behavior and academic performance. Courses will consist of formative and summative assessments to ensure a progression in learning occurs. Learning assessments will be graded using rubrics and are provided to students with assessments. The final grades from course learning assessments determine the course grade.

### *Formative Assessment of Competencies*

Formative assessments evaluate student learning while providing feedback to ensure they are on pace to meet the competencies. Examples of formative assessments include exams or small assignments, such as short reflection papers.

Students' scores on formative assessments count towards their final course grades.

### *Summative Assessment of Competencies*

Summative assessments are used to assess their overall level of competency. Course syllabi outline competencies that are addressed in the course and the corresponding summative assessments for each course. Students must earn a B- or better on summative assessments. Student who do not earn a B- or better on summative assessments will be provided with additional resources and receive guidance from program faculty to ensure that they are able to meet the competency.

### Preceptor Evaluations

Preceptor evaluations will also be used to assess progress in attaining competencies during fieldwork. Preceptors will provide feedback throughout the SEL rotations as a means of formative assessment, as well as a final evaluation at the end of the rotation. The preceptor will review the student's ability to perform specific tasks and rate their competency level as "exceeds", "meets", or "below" expectations. Students must receive "meets" or "exceeds" for all competencies.

## Academic Standards

### *Overall GPA*

Students are expected to maintain a cumulative GPA of 3.0 or higher to remain in good academic standing. As designated by the Graduate School, if a student's GPA falls below 3.0 at any time, including their last semester in the program, s/he will be dismissed from the program. A minimum GPA of 3.0 is required to graduate.

### *Final Course Grades*

Grades for Fieldwork I, Fieldwork II, and all nutrition courses will be reported to the Program Director at the end of each semester as a means of monitoring the cohort's achievement of the competencies. The Program Director will meet with students who do not earn a B- or better in nutrition courses to identify barriers and challenges they are experiencing and a forward path to success.

As designated by the Graduate School, students who earn more than one F, or more than two grades below B-, will be dismissed from the program. Students earning a grade below a B- will be required to repeat the course without merit-based funding and their overall funding may be withdrawn. Failing a course may also delay their progress toward graduation. In order to ensure students' progress towards graduation, the number of attempts per course will be limited to a maximum of three (3). Students will be counselled by their Academic Advisor and Program Director and/or Fieldwork Placement Coordinator to improve performance and provided every opportunity to return to full standing in the program. For additional policies on academic standards please refer to the [Graduate Bulletin](#).

Graduate student must follow all CPH and departmental policies and procedures governing [grade appeals and appeals for all other academic matters](#). The Graduate Board and Graduate School have authority over reinstatement after academic or administrative dismissal. A student must file a petition with the Graduate School to initiate an appeal to either body for reinstatement. [Petition forms can be found in the TU portal](#). Click on the "College of Public Health" tab and then scroll to "Academic Resources". [Information](#) regarding the policy and Student Grievance Procedure can be found at: <https://secretary.temple.edu/sites/secretary/files/policies/03.70.02.pdf> (Required Element 8.1b).

## GRADUATION REQUIREMENTS

### Graduation Requirements (Required Element 7.3h)

Students must meet all ACEND and CEPH competencies to graduate, as well as complete the 48 credits of required coursework, 1000 hours of SEL, and the final MPH capstone project. Students may also need to complete additional requirements upon faculty or preceptor's advice. Students must complete all work within two years and eight months (32 months; 150% of planned program length).

### Applying for Graduation

Students are responsible for being aware of deadline dates, requirements for degrees, and requirements for graduation. Students *must submit a graduation application by deadlines posted on the university calendar*.

The graduation application is available using Self-Service Banner (SSB). To access the application, go to [Tuportal](#) and select Social and Behavioral Sciences. When in Social and Behavioral Sciences, select Student » Student Records » Apply to Graduate. Upon accessing the graduation application, verify that the correct degree and program are indicated. If the wrong degree or program is listed, *stop*. Students must contact their advisor to submit a Graduate Change of Program Workflow. When the Graduate School confirms via e-mail that the change of program is completed, return to the Social and Behavioral Sciences graduation application and submit.

## **RDN REQUIREMENTS (Required Element 7.3d)**

### Completing the RDN exam

The Commission of Dietetics Registration (CDR) administers the [credentialing exam](#) for RDNs. Individuals must complete an ACEND accredited dietetics training program to be eligible to take the exam. As of January 2024, a graduate degree, such as an MPH, is also required.

Successful completion of the MPH in Nutrition will provide the dietetics training and the graduate degree required by CDR. The Program Director will complete a Verification Statement for students who have met all academic and supervised practice requirements. The Verification Statement is required by the Academy of Nutrition and Dietetics, Commission on Dietetic Registration (CDR) in order to be eligible to sit for the Registration Examination for Dietitians. Pearson Vue is the testing agency for the RD exam. Following CDR approval of all verification requirements, Pearson Vue will email students to schedule their examination. (Required Element 8.2n)

### Licensure

**You may need to obtain licensure in your state of practice, if applicable.**

It is applicable in nearby states such as PA, NJ, DE, NY, MD, CT, WV, DC, and OH (as well as [many additional US states](#)). Refer to the [Pennsylvania State Board of Nursing website](#) to learn more about licensure in PA, or click [here](#) to read about licensure statutes and information by state. Graduates of the Temple MPH in Nutrition program will meet education and experience eligibility requirements for licensure in every US state and territory where it is applicable.

### Maintenance of RDN Credential

Registered Dietitian Nutritionists must maintain competency and stay up to date on new information related to their practice. In order to accomplish that, they must complete continuing professional education. The CDR monitors the continuing education of professionals in the field by requiring RDNs to earn 75 Continuing Professional Education Units (CPEUs) every 5 years.

### Professional Development Portfolio (PDP)

The CDR constructed the PDP process, which is a tool to ensure continuous learning to support professional competence. This is an automated tool which guides you in selecting areas of focus and logging CPEUs earned from approved educational sources. See the [information provided here](#) to learn more.

### Professional Organizations

Academy of Nutrition and Dietetics (the Academy)  
Pennsylvania Academy of Nutrition and Dietetics (PAND)  
Philadelphia Academy of Nutrition and Dietetics (PhillyAND)  
American Society of Nutrition (ASN)  
American Society of Parenteral and Enteral Nutrition (ASPEN)  
Society for Nutrition Education and Behavior (SNEB)  
School Nutrition Association (SNA)

## EXPENSES RELATED TO THE MPH IN NUTRITION PROGRAM

<b>Expenses Related to MPH in Nutrition Program (Required Element 7.3e)</b>	
<b>Tuition and Fees</b>	
Pennsylvania Resident tuition cost per credit	\$1,109
Out-of-State Resident tuition cost per credit	\$1,521
<b>Other Program-Related Expenses</b>	
Liability Insurance (paid for by Temple) (Required Element 8.2a)	\$0
Clearances (In-State Background Check, Child Abuse, and Fingerprints) *Some sites may require additional clearances and/or screenings such as drug testing	\$84-\$86
Immunizations and Physical Examination	Varies
Exxat software student fee	\$35
Books, Supplies, and Course fees	\$300-500/semester
Laptop Computer (All students are required to have a reliable laptop computer with internet access. More information can be found on the <a href="#">CPH IT website</a> .)	Varies
Academy of Nutrition and Dietetics student membership	\$58 per year
Philadelphia Academy of Nutrition and Dietetics student membership	\$16 per year
Registration Examination fee	\$200
<b>Living Expenses</b>	
Rent (Students make their own living arrangements; costs vary widely depending on neighborhood and living arrangements)	Varies
Transportation (Students must provide their own transportation to/from camps and to supervised experiential learning (SEL) sites. Some SEL sites may not be accessible by public transportation. Pennsylvania law requires that all drivers carry a minimum of collision and liability insurance. For students taking public transportation, Temple participates in a <a href="#">SEPTA pass program</a> which offers a discounted transit pass) (Required Element 8.2b)	Varies
Parking ( <a href="#">Student parking rates</a> are available for parking on campus)	Varies
Health Insurance	Varies

## PROGRAM POLICIES

### Professionalism Policy

#### I. **Dress Code Policy**

While attending any MPH in Nutrition program-sponsored events (e.g., meetings, lectures, guest speakers, health fairs) requires appropriate personal appearance and dress. MPH in Nutrition students present a particular image to the patient/agency/community and a neat, professional appearance is especially important.

Students must dress in professionally appropriate attire for each supervised experiential learning rotation. Preceptors will share any specific dress code requirements associated with their work/facility (please clarify expectations with the preceptor *prior* to starting the rotation). A student who is inappropriately dressed may be sent home by the preceptor to change into proper attire and disciplinary action will be taken such as a verbal warning. When verbal warnings are given, the faculty member will provide counseling to students on the aspect of behavior or performance that is unacceptable. The counseling session will be conducted in private. Students will be given the opportunity to state their side of the issue. Documentation of this counseling session should be completed, forwarded to the Program Director, and saved in the student's advising record.

This policy does not discriminate against legally protected characteristics, such as race, sex, gender identity, sexual orientation, religion, disability, or national origin.

Unless a facility has specific dress code requirements outlined, the following dress code shall be applied:

<b>MPH in Nutrition Program Dress Code</b>	
Clothing	<p>Clothing should be clean and should not be tight, short, low-cut, or wrinkled.</p> <p>Students are not to wear casual items such as jeans; shorts; cut-offs; hats; sweatpants/shirts; workout attire; leggings as pants; short skirts; crop tops; halter tops; or ripped, torn, or see-through clothing.</p> <p>Students should wear closed-toe, clean walking shoes with non-slip soles unless otherwise approved by the preceptor. No stilettos, sandals, clogs, or slippers. Reasonable accommodations can be made for individuals requiring exceptions to the footwear guidelines.</p> <p>A lab coat may be suggested or required at some facilities.</p>
Jewelry	<p>Jewelry should not be distracting in size or number and should not be offensive.</p> <p>Minimize the size of facial and ear piercings. Some facilities may ask that they be covered or removed. If you have multiple facial or ear piercings clarify with your preceptor <i>prior</i> to starting any rotations.</p>
Nails	<p>Fingernails should be kept trimmed and clean.</p> <p>Nail length should not exceed 1 centimeter.</p> <p>Avoid wearing nail polish.</p>



Tattoos	Students may not exhibit tattoos. Any tattoos should be attempted to be covered. If you have multiple tattoos clarify expectations with your preceptor <i>prior</i> to starting any rotations.
Perfume/Aftershave/Cologne	No excessive or heavy perfumes or aftershaves/colognes. The smell of smoke can be offensive to patients and clients and therefore one should refrain from smoking prior to rotation.
Hair	Hair should be neat, clean, and arranged so as not to interfere with patient care. Students will be required to abide by the standards of the facility regarding hair care and grooming. Food Service rotations may require hair net and facial hair coverings. Please see the dress and grooming requirements of your facility before starting a rotation

## II. Professional Behavior Policy

- a. *Communication*: Students should communicate with preceptors prior to arriving to their first day of the rotation. Students are expected to meet with their preceptors regularly (e.g., weekly) to find out what is expected and not act of their own accord or do something non-rotation related on the preceptors' time.
- b. *Confidentiality*: Students are exposed to confidential information by virtue of their role as students in clinical and fieldwork settings. Each student is expected to observe and follow all Health Insurance Portability and Accountability Act (HIPAA) privacy policies and procedures at all times. Any breach of confidentiality on the part of a student will be reported to the Program Director for action. Breaches include, but are not limited to: unauthorized possession, use, copying or disclosure of a client record; disclosure of client, staff, or faculty information in unauthorized areas or outside of the clinical or teaching area; contacting a client at their residence either by visit or telephone unless authorized as part of the clinical or fieldwork experience; social media related to clients, and pictures related to clients. Any documentation from the student's clinical and/or fieldwork site must be shredded. Students only have access to clients' records during designated SEL hours, or at the discretion of the instructor.
- c. *Cell phones*: Cell phone use should be limited to work or emergencies during class and while at rotation sites. Cell phones should not be used for personal reasons including calls, texts, social media, etc. Students should also clarify and meet expectations for use of personal phones while on breaks at the facility. Cell phone use may be prohibited in clinical settings even while on break. Absolutely no photographs can be taken in patient areas. For HIPPA compliance, no photographs of patients, families, or any images of the patient record may be taken. Further, no recording of conversations with patients or staff is allowed.
- d. *Laptops*: Laptop use should be limited to class work during classes and rotation work while at rotation sites. Students should not be working on class work or studying for exams while at rotation sites. Laptops should also not be used for personal reasons, including messaging, social media, online shopping, etc.

*Social Media*: Before any information related to a rotation site (e.g., pictures, infographics) is shared on social media, permission must be obtained from the preceptor. HIPPA protected information should never be shared or posted. It may be appropriate to post pictures of yourself or some completed projects, but explicit permission should be obtained, and the posts should be made on personal time. In the absence of a conversation with your

preceptor about social media use, avoid taking or posting any pictures taken at your rotation site.

### III. Online Conduct Policy

- a. Students will be communicating with people inside and outside the Temple community and are asked to follow the guidelines outlined in the [Student Code of Conduct](#) and below.
  - i. *Text messages*: Students are discouraged from sending or reading text messages while in class or at the supervised experiential learning sites, unless instructed to do so by the professors or preceptor. If students are communicating with fellow students, professors, or preceptors, keep the tone professional and respectful. In addition, avoid sending text messages late at night or early in the morning.  
*Email*: To facilitate communication, the university requires you to have an email account ending in @temple.edu (<https://secretary.temple.edu/sites/secretary/files/policies/04.74.11.pdf>). When communicating via email, consider each message a professional interaction. Address professors, preceptors, and fellow students by their formal title (i.e., Professor or Dr.); use an informative subject header; check the message for proper grammar and spelling; and keep the tone respectful. Do not use any slang, jargon, derogatory, or inappropriate language. Use of offensive language in communications can be hurtful. Please respond to all communication from professors, preceptors, and fellow students within a timely manner (e.g., 36-48 hours).
  - ii. *Discussion boards*: Maintain a respectful tone towards one another, the subject matter, and populations that students are discussing. This includes using people first language and avoiding slang. Also ensure that discussion board posts are grammatically sound and cite secondary sources per the plagiarism policy.
  - iii. *Zoom/live video*: During synchronous class sessions, conduct yourself as you would in a classroom. Students are expected to keep their video cameras on throughout class sessions. Please mute the microphone when not speaking in order to minimize background noise and use Zoom tools to raise your hand or ask a question. Dress appropriately and avoid eating and other distracting activities while on video camera.
  - iv. *Blogs or social media posts*: Students should speak to the preceptor about the organization's guidelines for posting information online.

### IV. Attendance Policy

The nature of a professional program necessitates participation in each and every learning experience, be it class lecture, or supervised practice. **Therefore, attendance at class and supervised practice is mandatory.** Personal, medical or dental appointments should be scheduled at times which do not conflict with class or supervised practice. Students are expected to budget time so that needs for study, library, research, or work do not interfere with the regularly scheduled supervised practice or class attendance.

- i. *Tardiness*: Transportation to and from the supervised practice facilities and campus are the student's responsibility. Travel of up to one hour or more may be required for some supervised practice locations. It is suggested that students be in a supervised practice facility about 10 or 15 minutes before the assigned time. Disregard for promptness demonstrates a lack of responsibility and will not be tolerated.
- ii. *Absences*: Serious sudden illness or injuries are the only permissible excuses for same day notification of intended absence. All other absences require prior approval from the Program Director. If a student finds it necessary to be absent because of illness or other grave reason, notification of the intended absence must be given *one hour prior* to supervised practice to **both** the Program Director and supervised practice site preceptor in writing (e.g., email or text, as appropriate).
- iii. *Unplanned Absences*: Understanding that some absences are unpredictable or unavoidable (such as an illness (i.e., hospitalization, etc.), a student is obligated to make up for the lost time. For unplanned absences that cause a student to fall below the required hours for the semester, the student will need to

consult with the Fieldwork Coordinator and Program Director to come up with a written plan to make up the time lost.

- iv. *Holidays*: Students are entitled to the holidays listed in the academic calendar, though the effect on supervised practice commitments should be discussed in advance with the Fieldwork Coordinator or Program Director. Students should be excused for the observance of religious holidays that fall on supervised practice days. Observation of any religious or cultural holidays should be discussed with the Fieldwork Coordinator or Program Director in advance, as a professional courtesy. If absences due to religious observance cause the student to fall short of the required hours, the student must make up the time in accordance with the site's schedule.
- v. *Vacation time*: There is no permitted vacation time during the academic year or supervised practice hours.
- vi. *Weather*: There are times when Temple University Main Campus will be closed, or classes cancelled due to inclement weather. In this case, students are to follow their supervised practice site's policy and hours of operation around this issue.

All absences, unexcused or excused, **are to be made up**. Arrangement for make-up time must be made through the preceptor(s) involved and the Program Director at the convenience of same, prior to the completion of the course or rotation.

#### Leave of Absence (Required Element 8.2q)

Information about the [Leave of Absence](#) process is located at the Graduate School bulletin website. To access the Leave of Absence application, students can sign in to the [TUportal](#) and under *Student Tools*, navigate to *University Forms*. In the Search box type *Leave of Absence* and click on the item 557, *Graduate School Leave of Absence Request*. Complete the necessary information and submit along with payment for fees to Dr. Elizabeth Tenison.

Leave of Absence requests do not extend the time limit to complete the degree; they only allow students to meet the requirement for continuous enrollment in lieu of being dismissed from the program.

#### Time Limits for Completion of Degree

The [time limit](#) for completing the MPH in Nutrition is two years and eight months or 150% of planned program length. On the recommendation of the student's advisor, the department chair may grant a one- year extension. Any additional requests for extensions require the approval of the Temple University Graduate Board Student Appeal Committee.

Students must remain continuously enrolled in fall, spring and summer semesters to retain active student status. If students do not register for a course each semester, they must request a Leave of Absence from the university.

## V. Harassment and discrimination policy

a. The University and the MPH in Nutrition program is committed to providing a workplace and educational environment, programs, and activities, free of unlawful discrimination and harassment. The University and the MPH in Nutrition Program do not tolerate unlawful discrimination or harassment in the workplace, academic setting or its programs or activities based on an individual's age, color, disability, marital status, national or ethnic origin, race, religion, sex (including pregnancy), sexual orientation, gender identity, genetic information, or veteran status. This University [policy 04.81.11 Preventing and Addressing Discrimination and Harassment](#) is intended to be consistent with applicable federal, state, and local laws and other university policies. This policy does not allow curtailment or censorship of constitutionally protected expression and will not be applied in a way that infringes upon an individual's constitutional rights of freedom of expression. The Office of Equal Opportunity Compliance is responsible for enforcing this policy on behalf of the university and has complaint procedures available to enable it to do so (Required Element 8.1d).

b. Sexual harassment includes, but is not limited to, physical or verbal abuse of a sexual nature including graphic commentaries about an individual's body, sexually degrading remarks used to describe an individual, or unwelcome propositions and physical advances of a sexual nature. Sexual harassment also includes the threat or insinuation that sexual submission or the lack thereof will be used as a basis for employment or education decisions affecting or interfering with an individual's salary, academic standing or other conditions of employment, academic, or career development. Sexual harassment of or by any administrator, faculty member, employee, or student is prohibited. A violation of the student sexual harassment guidelines shall constitute grounds for disciplinary action up to and including dismissal/expulsion from the University. The University reaffirms its commitment to the concept of nondiscrimination and to providing an educational forum and work environment free of sexual harassment. The University student sexual harassment policy provides for an informal and formal grievance procedure. Students who feel they have been sexually harassed or need information about the Temple University Sexual Harassment Guidelines should contact any Equal Opportunity Ombudsperson (Refer to the [Temple University Policy on Sexual Harassment 04.82.02](#)). The MPH in Nutrition Program has adopted the Temple University Sexual Harassment Guidelines. The following list contains explanations of inappropriate behavior that may be construed as sexual harassment.

- Engaging in conduct with client or patient that is sexual, or may reasonably be interpreted as sexual, is inappropriate behavior and is grounds for immediate dismissal from the MPH in Nutrition Program.
- Verbal remarks or comments that are seductive or sexually demeaning to a client or patient is inappropriate behavior and is grounds for immediate dismissal from the MPH in Nutrition Program.
- Engaging in sexual exploitation of a client or patient is inappropriate behavior and is grounds for immediate dismissal from the MPH in Nutrition Program.

c. Safety, Harassment, Discrimination and Workplace Concerns During fieldwork, students are encouraged to report any concerns about safety, harassment/discrimination, or other issues to their preceptor. Students should also report their concerns to the Program Director so s/he/they can assist the student and the site in promptly resolving concerns. The [University's policies](#) on safety, harassment, discrimination, and workplace concerns can be found here.

If necessary, the Program Director will work with the Diversity Nexus at Temple University. The Diversity Nexus is responsible for enforcing the Temple University Policy on Preventing and Addressing Discrimination and Harassment and the Policy on Sexual Harassment. Persons who feel they have been victims of discrimination or harassment may make an informal or formal complaint to any [Equal Opportunity \(EO\) Ombudsperson](#).

If injury or illness occurs while in a facility for SEL, students are required to follow facility protocols. This may include but is not limited to emergency department visit, urgent care, or physician clearance. If emergency treatment is required, it will be at the student's expense. Students must assume the cost of hospitalization if required. After an incident has been resolved at the SEL site, the student is responsible for submitting documentation of the incident, signed by the preceptor, to the Program Director(Required Element 8.2c).

## **VI. Ethical Behavior Policy**

Students are required to adhere to the Academy of Nutrition and Dietetics Code of Ethics at all times (see Appendix 4). Students must exhibit professional and ethical behavior and academic integrity in the classroom and supervised practice at all times. If a student exhibits unprofessional, unethical behavior or academic dishonesty, this will constitute inappropriate conduct subject to disciplinary action. Examples of unprofessional, unethical behavior, or academic dishonesty include, but are not limited to:

- a. Unexcused absence from class or supervised experiential learning hours
- b. Disrespect exhibited toward peers, faculty, or preceptors
- c. Inappropriate or foul language
- d. Refusal to work with another person based on the individual's personal beliefs, race, culture, or religious preference.
- e. Use of any substance that may impair clinical judgment or be harmful to self or others  
failure to pass drug screen
- f. Failure to pass background check
- g. Cheating or plagiarism (the student may receive a grade of F)
- h. Failure to maintain confidentiality in interactions or records (HIPAA violation)
- i. Attempting activities without adequate orientation, skill preparation, or appropriate assistance

## **VII. Student Conduct Code Policy**

Students and faculty have a shared responsibility to create an environment in the classroom and supervised experiential learning sites that is conducive to learning. Such an environment is only possible when those who participate have respect for one another. Please review [the Student Conduct Code Policy 30.70.12](#). The Office of Student Conduct and Community Standards is responsible for administering the Student Conduct Code. Violations of the University's conduct code, including, among other things, stealing, cheating, disorderly conduct, plagiarism, and possession of illegal drugs, may result in a student being brought before the Office of Student Conduct and Community Standards.

The process for disciplinary Actions is explained in the University Student Conduct Code Policy. A

finding of responsibility may result in disciplinary procedures such as a fine, suspension, and/or dismissal from the program and/or university (Required Element 8.2l). A disciplinary hold is placed on the student's record until sanctions are filled. For more on these issues, visit <https://studentconduct.temple.edu/student-conduct-code>.

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

- a. The first incident will result in a verbal warning discussing the incident and documentation in the student file.
- b. The second incident will result in a written letter outlining the details of probation from the program. Copy of the letter is kept in student file. (Appendix 5)
- a. The third incident will result in a written letter outlining the details of suspension or expulsion from the program. Copy of the letter is kept in student file. (Appendix 6)

Any incident or violation of the Student Conduct Code Policy will result in contacting the Office of Student Conduct and Community Standards.

## **VIII. Plagiarism Policy**

Plagiarism is taken very seriously at Temple University, and violators will face serious consequences. According to the University [\*Student Code of Conduct\*](#), students must not commit, attempt to commit, aid, encourage, facilitate, or solicit the commission of academic dishonesty and impropriety including plagiarism, academic cheating, and selling lecture notes or other information provided by an instructor without the instructor's authorization. Violations may result in failing the assignment, failing the course, or other sanctions as enumerated in the *Student Code of Conduct*.

Department and program faculty members regularly use TurnItIn or SafeAssign, software linked through Canvas that evaluates student products for plagiarism. A faculty member who suspects that a paper has been plagiarized will present the paper (without any student identification) along with supporting evidence of plagiarism to another departmental faculty member. That faculty member will review the paper and evidence. If the second reader concurs that there is sufficient evidence of plagiarism, the student will be presented with the evidence and will be asked to respond. The faculty member has the choice of filling a [\*Settlement of an Academic Dishonesty Charge form\*](#).

To avoid "accidentally" plagiarizing, familiarize yourself with the Publication Manual of the [\*American Psychological Association\*](#), 6<sup>th</sup> ed. and the [\*American Medical Association Manual of Style\*](#), 10<sup>th</sup> ed., copies of which are held in the University Library and are available online. These are the required writing styles for all work in the program.

The APA manual clearly explains the approved methods for documenting sources in text and in references, as well as writing style, grammar, punctuation, and other important writing tips. Additional writing help can be obtained through the [\*Writing Center\*](#). Being unaware of correct citation methods is not a valid excuse for plagiarizing.

## **IX. Additional Policies**

### Grievance Procedure (Required Element 8.2g and h)

Students and preceptors are asked to file grievances and complaints about program compliance with accreditation standards internally before involving the accrediting body. The Program Director is responsible for ensuring the quality of the program and solicits feedback from students and preceptors to



continuously improve the program. If a student or preceptor does not feel comfortable speaking to the Program Director, they can speak to the Department Chair and/or the College of Public Health Associate Director of Assessment and Accreditation. Grievances and complaints will remain anonymous to prevent retaliation; however, a record of the complaint with the name of complainant will be maintained for seven years.

If problems arise, the following is recommended to achieve resolution:

Level 1: Discuss the issue directly and privately to the individual(s) involved (student, faculty, etc.) If the problem cannot be resolved at this level, discuss concerns with the program director. Program director will recommend that all students with program complaints (regarding faculty, coursework, ethics, etc.) submit an email documenting key details of the complaint including name, topic area for complaint (Faculty/Staff, course, Guidelines/Policies. Other), description of complaint, desired outcome (Address issue with faculty/staff member, discuss as potential program change for future, suggest making policy change as soon as possible, other).

Level 2: If the problem cannot be resolved at this level, the next appropriate step would be to discuss concerns with Social and Behavioral Sciences Department Chair, Dr. Stephen Lepore.

Level 3: If resolution is not reached at this level, the Department Chair will advise of further appropriate action, such as to take the case to the Dean of the College of Public Health.

If the student has exhausted all grievance options listed above, the Accreditation Council for Education in Nutrition and Dietetics (ACEND) will review complaints that relate to a program's compliance with the accreditation/approval standards. ACEND is interested in the sustained quality and continued improvement of programs but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion or dismissal of faculty, staff, or students. It acts only upon a signed allegation that the program may not be in compliance with the Accreditation Standards or policies. A formal complaint related to the MPH in Nutrition accreditation/approval standards can be filed with ACEND here: <https://www.eatrightpro.org/acend/public-notices-and-announcements/filing-a-complaint-with-acend>. A copy of the accreditation/approval standards and/or the Council's policy may be obtained by contacting ACEND:

120 South Riverside Plaza, Suite 2190

Chicago, IL 60606-6995

Phone: 800-877-1600, ext. 5400

Email: [ACEND@eatright.org](mailto:ACEND@eatright.org)

#### Protection of Privacy of Information (Required Element 8.2r)

Students' privacy of information is protected in accordance with the specifications of the Family Educational Rights and Privacy Act of 1974 as described in the [Temple University Policy Regarding Confidentiality of Student Records](#).

#### Student Academic Documents (Required Element 8.2s)

Student academic documents are maintained by the Program Director. MPH in Nutrition Program faculty and staff are the only personnel who have access to these files. Application documentation, competency tracking files, performance evaluations, and advising materials are stored in the student academic file. Students may access their file at any time; assistance is required from faculty to unlock

office or cabinet and access password protected computers.

### Clearances and Liability Insurance

Students will work with the Program Director during their first semester in the program to ensure that they obtain and submit the necessary clearances to work in their assigned field-based experiences. Hospitals and other clinical sites may require a physical, immunization records, and drug testing (Required Element 8.2d). These clearances can take up to 4-6 weeks to process. Ultimately, students are responsible for ensuring that they have completed all requirements for their fieldwork sites to avoid a delay to the start date and, ultimately, graduation. Students completing their SELs are covered by a university liability insurance policy when they are acting within the scope and direction of their education. Students will not need to purchase their own general or professional liability insurance to cover them during their SEL rotations.

### Financial Assistance

Students are eligible for [financial assistance](#). Information on financial support for graduate students is located on the Graduate School website.

### Tuition and Fee Refunds (Required Element 8.2p)

The Office of the Bursar website provides information on tuition rates and registration fees for the current and coming academic year: <http://www.temple.edu/bursar/about/tuitionrates.htm>.

### Laptop Requirement (Required Element 7.3i)

Laptops are integrated into CPH curricula, and all students are required to have a laptop for full participation in class activities; online class sessions; online exam proctoring; and the use of special software, which is used to reinforce the learning objectives and program student learning competencies in certain classes. A laptop that meets the minimum device specifications defined on the website listed below IS REQUIRED across the board for all graduate students in CPH.

More information on specifications is provided by CPH IT here:

<https://cphapps.temple.edu/wiki/it/student/laptop>.

### Identity Verification (Required Element 7.3i and 8.2o)

Verification of student identity is done upon application/admission to Temple University well as through the use of Canvas, which requires a TUID and password, as well as secondary verification through DUOPush.

### Other Policies

For other College, Graduate School and University Policies (e.g., Student Rights, Code of Conduct, Disciplinary Procedures, Appeals) consult the [Temple University Policies & Bylaws](#).

### Temple University Non-Discriminatory Statement

Temple University is committed to a policy of equal opportunity for all in every aspect of its operations, including employment, service, and educational programs. The University has pledged not to discriminate on the basis of age, color, disability, marital status, national origin or ethnic origin, race, religion, sex (including pregnancy), sexual orientation, gender identity, genetic information, or veteran status.



## STUDENT SUPPORT AND RESOURCES

Students are expected to familiarize themselves with the online information sources listed below and elsewhere in this handbook. They will provide students with the most current information on policies, procedures, and deadlines that govern graduate studies (Required Element 8.2t).

<b>College and Department Websites</b>	
Temple Graduate School	<a href="https://grad.temple.edu/">https://grad.temple.edu/</a>
College of Public Health	<a href="http://cph.temple.edu/">http://cph.temple.edu/</a>
Department of Social and Behavioral Sciences	<a href="https://cph.temple.edu/departments-research/departments/department-social-and-behavioral-sciences">https://cph.temple.edu/departments-research/departments/department-social-and-behavioral-sciences</a>
Graduate Bulletin	<a href="https://bulletin.temple.edu/graduate/">https://bulletin.temple.edu/graduate/</a>
Tuition, Fees, Fellowships, Assistantships	<a href="https://grad.temple.edu/admissions/costs-financial-aid-more">https://grad.temple.edu/admissions/costs- financial-aid-more</a>
TUportal (Self-Service Banner)	<a href="https://tuportal.temple.edu/">https://tuportal.temple.edu/</a>
Temple Academic Calendar	<a href="https://registrar.temple.edu/academic-calendar">https://registrar.temple.edu/academic-calendar</a>
Graduate School Policies and Procedures	<a href="https://bulletin.temple.edu/graduate/graduate-policies/">https://bulletin.temple.edu/graduate/graduate- policies/</a>
Graduate Forms	<a href="#">TUPortal -&gt; College of Public Health -&gt; Student Resources -&gt; Academic Forms (https://tuportal.temple.edu/)</a>

<b>Student Support Services and Resources</b>	
Temple Email	<a href="https://tumail.temple.edu/">https://tumail.temple.edu/</a>
Canvas	<a href="https://templeu.instructure.com/">https://templeu.instructure.com/</a>
Charles Library	<a href="https://www.temple.edu/about/libraries/charles">https://www.temple.edu/about/libraries/charles</a>
Nutrition Program Guide (Databases, Journals, Registered Dietitian Exam Materials, etc.)	<a href="https://guides.temple.edu/c.php?g=1292115&amp;p=9487870">https://guides.temple.edu/c.php?g=1292115&amp;p=9487870</a>
The Writing Center	<a href="https://studentsuccess.temple.edu/programs/writing/">https://studentsuccess.temple.edu/programs/writing/</a>
Biostatistics Resource Center	<a href="http://cph.temple.edu/epibio/research/biostatistics-support-center">http://cph.temple.edu/epibio/research/biostatistics-support-center</a>
Temple University Graduate Student Association (TUGSA)	<a href="http://tugsa.org/">http://tugsa.org/</a>
Scholarships & Financial Aid (Required Element 7.3i)	<a href="http://cph.temple.edu/nutrition-scholarships">cph.temple.edu/nutrition-scholarships</a>

<b>Health and Wellness</b>	
Tuttleman Counseling Services	<a href="https://counseling.temple.edu/">https://counseling.temple.edu/</a>
Student Health Services	<a href="https://www.temple.edu/studenthealth/">https://www.temple.edu/studenthealth/</a>
Wellness Resource Center	<a href="https://wellness.temple.edu/">https://wellness.temple.edu/</a>
Housing and Dining	<a href="http://www.temple.edu/life-at-temple/housing-and-dining">http://www.temple.edu/life-at-temple/housing-and-dining</a>

## Appendix 1

### College of Public Health Graduate Program Staff

<i>Name</i>	<i>Role</i>	<i>Office*</i>	<i>Phone Ext.</i>	<i>Email</i>
Boyer, Jessica	Associate Director, Assessment & Accreditation	Bell Bldg, Suite 370	215-204-5586	<a href="mailto:Jessica.boyer@temple.edu">Jessica.boyer@temple.edu</a>
Butler, Alanna	Field Education Coordinator (MPH)	Ritter Annex, Suite 370	215-204-5489	<a href="mailto:alanna.butler@temple.edu">alanna.butler@temple.edu</a>
Johnson, Shannon	Senior Academic Advisor, Graduate Programs	Ritter Annex 968	215-204-1588	<a href="mailto:shannon.johnson@temple.edu">shannon.johnson@temple.edu</a>

### College of Public Health Administration

<i>Name</i>	<i>Role</i>	<i>Office*</i>	<i>Phone Ext.</i>	<i>Email</i>
Ibrahim, Jennifer	Dean	Bell Bldg. Suite 370	215-204-9657	<a href="mailto:jennifer.ibrahim@temple.edu">jennifer.ibrahim@temple.edu</a>
Silverman, Ross	Associate Dean of Faculty Affairs	Bell Bldg. Suite 370	215-204-6021	ross.silverman@temple.edu
Mansell, Jamie	Associate Dean of Undergraduate Studies	Bell Bldg. Suite 370	215-204-2153	jmansell@temple.edu
Pachik, Kimberly	Associate Dean of Graduate Studies	Bell Bldg. Suite 370	215-204-0822	kimberly.pachik@temple.edu
Sarwer, David	Senior Associate Dean for Research and Strategic Partnerships	Bell Bldg. Suite 370	215-204-5292	<a href="mailto:dsarwer@temple.edu">dsarwer@temple.edu</a>
Ozard, Sheri	Vice Dean of Finance and Administration	Bell Bldg. Suite 370	215-204-5396	<a href="mailto:sheri.ozard@temple.edu">sheri.ozard@temple.edu</a>
VonNessen-Scanlin, Susan	Associate Dean for Clinic Affairs and Interprofessional Education	Bell Bldg. Suite 370	267-625-0627	<a href="mailto:sv430@temple.edu">sv430@temple.edu</a>

*\* All offices are in the Dean's suite in the Bell Building, Ste 370*

## Department of Social and Behavioral Sciences Faculty

Faculty members in the Department of Social and Behavioral Sciences have national reputations in research and teaching. Many have received honors and awards. Faculty research provides students opportunities to apply for internships, assistantships, and volunteer experiences. Faculty hold degrees and certifications required by accrediting and credentialing bodies. See the table below for the list of SBS faculty and view their faculty webpage for details about their research.

Faculty	Name (press control key and click on name for faculty webpage)	E-mail	Phone (215) Office
Department Chair, Professor	<a href="#"><u>Dr. Stephen Lepore</u></a>	<a href="mailto:stephen.lepore@temple.edu"><u>stephen.lepore@temple.edu</u></a>	204-5112 Ritter Annex 957
Associate Professor	<a href="#"><u>Dr. Susannah Anderson</u></a>	<a href="mailto:susannah.anderson@temple.edu"><u>susannah.anderson@temple.edu</u></a>	204-5111 Ritter Annex 970
Professor	<a href="#"><u>Dr. Sarah Bass</u></a>	<a href="mailto:sbass@temple.edu"><u>sbass@temple.edu</u></a>	204-5110 Ritter Annex 951
Assistant Professor	<a href="#"><u>Dr. Linda Bomboka Wilson</u></a>	<a href="mailto:linda.bomboka.wilson@temple.edu"><u>linda.bomboka.wilson@temple.edu</u></a>	204-1693
Assistant Professor	<a href="#"><u>Dr. Marissa Cloutier</u></a>	<a href="mailto:marissa.cloutier@temple.edu"><u>marissa.cloutier@temple.edu</u></a>	204-1166 Ritter Annex 961
Professor	<a href="#"><u>Dr. Bradley Collins</u></a>	<a href="mailto:collinsb@temple.edu"><u>collinsb@temple.edu</u></a>	204-2849 Ritter Annex 946
Associate Professor	<a href="#"><u>Dr. Deirdre Dingman</u></a>	<a href="mailto:deirdre.dingman@temple.edu"><u>deirdre.dingman@temple.edu</u></a>	204-6370 Ritter Annex 949
Professor	<a href="#"><u>Dr. Jennifer Orlet Fisher</u></a>	<a href="mailto:jofisher@temple.edu"><u>jofisher@temple.edu</u></a>	707-0921 3223 N. Broad St.
Professor	<a href="#"><u>Dr. Heather M. Gardiner</u></a>	<a href="mailto:heather.gardiner@temple.edu"><u>heather.gardiner@temple.edu</u></a>	204-8330 Ritter Annex 954
Professor	<a href="#"><u>Dr. Chantelle Hart</u></a>	<a href="mailto:chantelle.hart@temple.edu"><u>chantelle.hart@temple.edu</u></a>	707-8639 3223 N. Broad St.
Assistant Professor	<a href="#"><u>Ryan W. Mckee</u></a>	<a href="mailto:ryan.mckee0001@temple.edu"><u>ryan.mckee0001@temple.edu</u></a>	204-6086 Ritter Annex 970
Assistant Professor	<a href="#"><u>Dr. Gabriella McLoughlin</u></a>	<a href="mailto:gabriella.mcloughlin@temple.edu"><u>gabriella.mcloughlin@temple.edu</u></a>	204-1665 Ritter Annex 242
Assistant Professor	<a href="#"><u>Dr. Chasity Riddick</u></a>	<a href="mailto:chasity.riddick@temple.edu"><u>chasity.riddick@temple.edu</u></a>	204-3535 Ritter Annex 958
Professor	<a href="#"><u>Dr. Mark Salzer</u></a>	<a href="mailto:mark.salzer@temple.edu"><u>mark.salzer@temple.edu</u></a>	204-7879 1700 N. Broad St.

Assoc Dean for Research, Professor	<u>Dr. David Sarwer</u>	<u>david.sarwer@temple.edu</u>	204-5292 3223 N. Broad St.
Assistant Professor	<u>Dr. Leah M. Schumacher</u>	<u>Leah.schumacher@temple.edu</u>	204-4614 Ritter Annex 945
Professor	<u>Jay S. Segal</u>	<u>Jay.segal@temple.edu</u>	204-5107 Ritter Annex 934
Professor	Dr. <u>Laura Siminoff</u>	<u>lasiminoff@temple.edu</u>	204-8624 1700 N. Broad
Associate Professor	Dr. <u>Melody Slashinski</u>	<u>melody.slashinski@temple.edu</u>	204-7535 Ritter Annex 982
Assistant Professor	<u>Dr. Alissa Smethers</u>	<u>alissa.smethers@temple.edu</u>	204-1957 Ritter Annex 978
Assistant Professor	<u>Elizabeth Thomas</u>	<u>Elizabeth.thomas@temple.edu</u>	204-1699 1700 N. Broad Street, 301 E .
Assistant Professor	<u>Dr. Elizabeth Tenison</u>	<u>elizabeth.tenison@temple.edu</u>	204-8704 Ritter Annex 961
Assistant Professor	<u>Dr. Gina Tripicchio</u>	<u>gina.tripicchio@temple.edu</u>	707-8642 3223 N. Broad St.
Assistant Professor	<u>Dr. Christopher Wheldon</u>	<u>chris.wheldon@temple.edu</u>	204-5184 Ritter Annex 955
Assistant Professor	<u>Dr. Yaara Zisman-Ilani</u>	<u>yaara@temple.edu</u>	204-5618 1700 N. Broad St

## Appendix 2: ACEND Competency Assessments

As per ACEND guidelines, students will complete formative and summative assessments for each competency. Students must successfully complete summative assessments to progress through the program. For this reason, students should review the tables below and be aware of when the summative assessments occur.

### Temple University MPH in Nutrition ▪ GP Competency Assessment (Required Element 4.1)

Competency (level)	List course and course number or rotation in which the competency is assessed	List specific, required summative assessment method(s) (exam, rubric, project, etc.) used to measure achievement of the competency
Knows (K)		
Shows (S)		
Does (D)		
<b>Unit 1: Foundational Knowledge</b> <b>Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.</b>		
1.1 Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease. (S)	NUTR 5035 Nutritional Biochemistry	Genetics and Nutrition Case Study
1.2 Applies an understanding of anatomy, physiology, and biochemistry. (S)	NUTR 5035 Nutritional Biochemistry	Bioenergetics Applied to Nutrition Case study
1.3 Applies knowledge of microbiology and food safety. (S)	NUTR 5525 Food Preparation & Management II	HACCP Plan & Reflection
1.4 Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food. (S)	NUTR 5835 Nutrition through the Lifecycle	Inborn Error of Metabolism Formula and Disorder Table
1.5 Applies knowledge of pathophysiology and nutritional biochemistry to physiology, health and disease. (S)	NUTR 5835 Nutrition through the Lifecycle	Breastfeeding Education Session Video
1.6 Applies knowledge of social, psychological and environmental aspects of eating and food. (S)	NUTR 5887 Cultural and Community Nutrition	Cultural Meal Plan
1.7 Integrates the principles of cultural competence within own practice and when directing services. (D)	NUTR 5887 Cultural and Community Nutrition	Cooking with Cultural Competence Recipe Development and Education for Community Partners
1.8* Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy. (S)	NUTR 5535 Medical Nutrition Therapy	Create Infographic “Avoid Grapefruit with Statins” along with mock counseling video

1.9* Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health and wellness. (S)	NUTR 5535 Medical Nutrition Therapy	Create Infographic “Herbal Supplements in GI Cancer” along with mock counseling video
<b>Competency (level)</b>	<b>List course and course number or rotation in which the competency is assessed</b>	<b>List specific, required summative assessment method(s) (exam, rubric, project, etc.) used to measure achievement of the competency</b>
<b>Knows (K)</b>		
<b>Shows (S)</b>		
<b>Does (D)</b>		
<b>Unit 1: Foundational Knowledge (cont.)</b>		

1.10* Applies knowledge of math and statistics. (S)	NUTR 9289 Fieldwork I NUTR 9389 Fieldwork II	Evaluation Plan Mid-year Paper  Abstract Poster Final Paper Final Presentation
1.11 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals. (D)	NUTR 5387 Dietetics Experiential Learning	Preceptor evaluation
1.12 Demonstrates knowledge of and is able to manage food preparation techniques. (D)	NUTR 5025 Food Preparation & Management I  NUTR 5525 Food Preparation & Management II	Cooking Labs Preceptor evaluation  School Menu Plan
1.13* Demonstrates computer skills and uses nutrition informatics in the decision-making process. (D)	NUTR 5187 Nutrition Education and Counseling	Review Apps or Website to aid patients in tracking data for health Nutrition Education Project
1.14 Integrates knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle. (D)	NUTR 5835 Nutrition through the Lifecycle	Lifelong Wellness: Integrating Nutrition and Physical Activity Across the Lifespan including “a pamphlet” Assignment.
1.15* Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations. (S)	NUTR 5887 Cultural and Community Nutrition?	Cooking with Cultural Competence Recipe Development and Education for Community Partners
1.16* Gains a foundational knowledge on public and global health issues and nutritional needs. (K)	NUTR 5887 Cultural and Community	Reflection #3 Cultural Meal Plan
<b>Unit 2: Client/Patient Services</b> <b>Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.</b>		

2.1* Applies a framework to assess, develop, implement and evaluate products, programs and services. (D)	NUTR 5887 Cultural and Community	Measuring the Food Environment
2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations. (D)	NUTR 5187 Nutrition Education and Counseling	Needs Assessment for Nutrition Education Presentation

<b>Competency (level)</b>	<b>List course and course number or rotation in which the competency is assessed</b>	<b>List specific, required summative assessment method(s) (exam, rubric, project, etc.) used to measure achievement of the competency</b>
<b>Knows (K)</b>		
<b>Shows (S)</b>		
<b>Does (D)</b>		

**Unit 2: Client/Patient Services (cont.)**

2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings. (D)	NUTR 5887 Cultural and Community Nutrition	Recipe Development and Education for Community Partners
2.4* Implements or coordinates nutritional interventions for individuals, groups or populations. (D)	NUTR 5835 Nutrition through the Lifecycle	Nutrition education presentation on geriatric sarcopenia
2.5* Prescribes, recommends and administers nutrition-related pharmacotherapy. (S)	NUTR 5835 Nutrition through the Lifecycle	Prenatal and infant nutrition dietary supplement chart  Clinical Nutrition SEL

**Unit 3: Food Systems Management**  
**Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.**

3.1* Directs the production and distribution of quantity and quality food products. (D)	NUTR 5087 Food Preparation & Management I  NUTR 5525 Food Preparation & Management II	Food Service SEL Hours  HACCP Plan & Reflection School Meal Plan
3.2* Oversees the purchasing, receipt and storage of products used in food production and services. (D)	NUTR 5087 Food Preparation & Management I  NUTR 5525 Food Preparation & Management II	Food Service SEL Hours Reflection #2 Final Presentation School Meal Plan



<b>3.3</b> Applies principles of food safety and sanitation to the storage, production and service of food. <b>(D)</b>	NUTR 5087 Food Preparation & Management I  NUTR 5525 Food Preparation & Management II	Cooking Labs Food Service SEL Hours  Capstone Meal
<b>3.4</b> Applies and demonstrates an understanding of agricultural practices and processes. <b>(S)</b>	NUTR 5525 Food Preparation & Management II	Agricultural Project
<b>Unit 4: Community and Population Health Nutrition</b> <b>Applies community and population nutrition health theories when providing support to community or population nutrition programs.</b>		
<b>4.1*</b> Utilizes program planning steps to develop, implement, monitor and evaluate community and population programs. <b>(D)</b>	SBS 5002 Program Planning, Theory,	Final Program Plan
<b>4.2</b> Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy. <b>(D)</b>	NUTR 5887 Cultural and Community Nutrition	Letter to a Legislator

### Appendix 3: CEPH Competencies

As per CEPH requirements, mastery of public health competencies are at least one time throughout the program. Students are expected demonstrate mastery of the competencies to through the program.

#### **Evidence-based Approaches to Public Health**

1. Apply epidemiological methods to settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate or a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

#### **Public Health & Health Care Systems**

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels

#### **Planning & Management to Promote Health**

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

#### **Policy in Public Health**

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes

14. Advocate for political, social or economic policies and programs that will improve health in diverse populations

15. Evaluate policies for their impact on public health and health equity

### **Leadership**

16. Apply leadership and/or management strategies for different audiences and sectors decision making

17. Apply negotiation and mediation skills to address organizational or community challenges

### **Communication**

18. Select communication strategies for different audiences and sectors

19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation

20. Describe the importance of cultural competence in communicating public health content

### **Interprofessional Practice**

21. Integrate perspectives from other sectors and/or professions to promote and advance population health

### **Systems Thinking**

22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative

### **Nutrition Degree Specific Competencies**

1. Apply principles of food safety and sanitation to storage, production, and services.

2. Integrate knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle

3. Apply knowledge of nutritional health and disease prevention for individuals, groups and populations

4. Select, develop and/or implement nutritional screening tool for individuals, groups or populations

5. Utilize the nutrition care process with individuals, groups or populations in a variety of practice settings

## **Appendix 4: Code of Ethics for the Nutrition and Dietetics Profession**

The Code of Ethics for the Nutrition and Dietetics Profession was revised and published in 2018. Temple MPH in Nutrition students are required to abide by the principles of the Code of Ethics and have a particular concern with ethical standards because of the unique demands of dietetic practice. To guide the students along the path of ethical dietetic practice, the [Code of Ethics](#) (JAND, 2018) is as follows:

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

Nutrition and dietetics practitioners shall:

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

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

Nutrition and dietetics practitioners shall:

- a. Disclose any conflicts of interest, including any financial interests in products or services that are recommended. Refrain from accepting gifts or services which potentially influence or which may give the appearance of influencing professional judgment.
- b. Comply with all applicable laws and regulations, including obtaining/maintaining a state license or certification if engaged in practice governed by nutrition and dietetics statutes.
- c. Maintain and appropriately use credentials.
- d. Respect intellectual property rights, including citation and recognition of the ideas and work of others, regardless of the medium (e.g. written, oral, electronic).
- e. Provide accurate and truthful information in all communications.
- f. Report inappropriate behavior or treatment of a patient/client by another nutrition and dietetics practitioner or other professionals.
- g. Document, code and bill to most accurately reflect the character and extent of delivered services.
- h. Respect patient/client's autonomy. Safeguard patient/client confidentiality according to current regulations and laws.
- i. Implement appropriate measures to protect personal health information using appropriate

techniques (e.g., encryption).

### **3. Professionalism (Beneficence)**

Nutrition and dietetics practitioners shall:

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

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

Nutrition and dietetics practitioners shall:

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

## Appendix 5: Probation Letter Sample

Date

Name

Address

Dear “name”

This is to confirm our conversation on (date) regarding your status in the Temple University MPH in Nutrition Program. The MPH in Nutrition Program has decided to place you on probation for the following reason(s):

Failure to meet academic standards/academic dishonesty

Failure to meet supervised experiential learning professional behavior policies

Failure to follow AND Code of Ethics

Failure to maintain appropriate professional behavior

Failure to meet professional dress code policies

As a result of the above reasons, the following actions are being taken: as  
— determined by the MPH in Nutrition Program

It is our sincere hope that you will take this opportunity to reflect on current progress so that you can make the necessary changes in order to return to full eligibility within the Temple MPH in Nutrition Program

Sincerely,

Elizabeth Tenison, PhD, RD  
Assistant Professor, Program Director

## Appendix 6: Suspension Letter Sample

Date

Name

Address

Dear “name”

This is to confirm your status in the Temple University MPH in Nutrition Program. The MPH in Nutrition Program has decided to suspend you for the following reason(s):

- second failure to meet minimum academic standards/academic dishonesty
- situation involving substance abuse
- continued or second violation of policies related to ethical behavior and/or supervised experiential learning
- any incident of harassment, or lack of sensitivity to cultural diversity

The following outcomes are the decision of the MPH in Nutrition Program

- All supervised practice experiences will cease as of date of suspension.
- Notification of the Dean or Provost’s Office

The student has the right to appeal a suspension . Please see details regarding the appeal process in the [Student Conduct Code Policy](#).

Sincerely,

Elizabeth Tenison, PhD, RD  
Assistant Professor, Program Director