



COX COLLEGE

**Master's in Nutrition Diagnostics/Dietetic
Internship
Student Handbook
2017-2018**

Welcome to Cox College and the Master's in Nutrition Diagnostics/Dietetic Internship Program (MND/DI)!

This student handbook contains information that is important for your success in the program. It is essential that you are aware of policies, procedures and expectations. Students are responsible for the contents; it is strongly suggested you familiarize yourself with all sections. Many sections will be addressed during the program orientation and you will be asked to sign a verification of understanding indicating that you have read and understand the contents contained in the handbook.

The MND/DI Program reserves the right to change the contents of this document if there is a relevant need to warrant a change.

Cox College is accredited by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, 30 N. LaSalle Street, Suite 2400, Chicago, IL60602-2504, 800-621-7440, www.nahigherlearningcommission.org

Cox College is a single-purpose specialized private college and affiliate of CoxHealth. The college provides integrated, comprehensive educational programs that prepare graduates for a changing health care environment.

Mission Statement

Cox College is committed to excellence by meeting the educational needs of students and the health care community.

Vision Statement

Cox College: Leaders in health care education.

Values

Student First

Highest Quality

Communication

Nothing is Impossible

Lifelong Learning

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MND/DI PROGRAM OVERVIEW

The Cox College MND/DI has a nutrition diagnostics concentration. Over the course of 22 months, students who have completed a bachelor's degree and have met the requirements of the Didactic Program in Dietetics will complete master's coursework, along with supervised practice experiences necessary to write the Registration Examination for Dietitians administered by the Commission on Dietetic Registration. Successful completion of this program and the registration examination meet the requirements to become a Registered Dietitian (RD), as well as a Master's trained clinical nutrition practitioner.

The program, which follows the Cox College academic calendar, spans 22 months (including a one summer term), is based in the Southwest Missouri region and offers experiences in medical nutrition therapy, community nutrition and food service/clinical management dietetics. The majority of rotations are completed in CoxHealth facilities in Springfield with the remainder assigned to facilities in Springfield and the Southwest Missouri region. Throughout the program, students meet regularly with preceptors and college faculty to discuss program progress. Course grades, along with rotation projects and evaluations serve as assessment tools.

MND/DI as a Cohort Program

The Cox College MND/DI cohort program is designed for students to experience the supervised practice experiences and graduate courses as a community of learners. The support gained by these experiences leads to academic success, as well as higher retention/increased likelihood of program completion. The cohort of students will start at the same time and graduate at the same time, completing requirements for supervised practice and the graduate program in a 22-month time frame. At that time, all students will receive the AND Verification Statement (indicating eligibility to sit for the Registration Examination for Dietitians) and the Master's degree in Nutrition Diagnostics.

All students will take the same courses at the same time, as well as complete the supervised practice rotations in the same time frame. Cohort status will be lost if the student drops out or does not maintain a grade of "B" average. The student may be given the option to restart as a student in a subsequent cohort. See details in the Progression Section. Students have to comply with standards of academic honesty and accomplishment. Failure to show academic progress, violations of institutional and program policies including academic honesty policies, and failure to meet financial obligations are all grounds for dismissal from the cohort. In such instances of involuntary dismissal, tuition will be forfeited.

Mission and Philosophy

MND/DI Mission - The Cox College Master's in Nutrition Diagnostics/Dietetic Internship is dedicated to excellence in the preparation of competent dietetic professionals committed to serving their communities, their profession and to transforming the future of nutrition in healthcare.

MND/DI Philosophy – structure a learning environment to promote critical thinking and inquiry, self-improvement, self-reliance, collaboration and lifelong learning.

Accreditation Information

The Academy of Nutrition and Dietetics (AND) & ACEND

AND, the professional organization for dietetic practitioners, is committed to improving health and advancing the profession of dietetics through research, education and advocacy.

AND Vision — A world where all people thrive through the transformative power of food and nutrition.

AND Mission — Accelerate improvements in global health and well-being through food and nutrition.

Dietetic Internship programs are accredited by the ACEND, Accreditation Council for Education in Nutrition and Dietetics, which evaluates program compliance based on the Standards of Education. ACEND is recognized as the accrediting agency for Dietetic Education programs by the Council of Postsecondary Accreditation and the U.S. Department of Education. The Commission on Dietetic Registration (CDR) is the credentialing agency for AND. CDR determines standards for eligibility to write the registration examination. Present standards are: academic preparation, supervised practice, and confirmation of academic and practice requirements by verification statement. Near the end of the MND/DI program, you will receive the materials and information needed to make application to write the AND registration examination and fulfill the requirements for Missouri Licensure for Dietitians. Licensing of dietitians is a relatively recent trend which is being pursued on a state-by-state basis. Missouri began licensing dietitians in 2002.

Accreditation Status

The program has received accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza Suite 2190, Chicago, IL 60606-6995, 800/877-1600, ext. 5400, ACEND@eatright.org., and The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 800-621-7440, www.ncahigherlearningcommission.org.

Code of Ethics for the Dietetic Profession

Revised 2009

PREAMBLE The Academy of Nutrition and Dietetics (AND) and its credentialing agency, the Commission on Dietetic Registration (CDR), believe it is in the best interest of the profession and the public it serves to have a Code of Ethics in place that provides guidance to dietetics practitioners in their professional practice and conduct. Dietetics practitioners have voluntarily adopted this Code of Ethics to reflect the values and ethical principles guiding the dietetics profession and to set forth commitments and obligations of the dietetics practitioner to the public, *clients, the profession, colleagues, and other professionals*. The current Code of Ethics was approved

on June 2, 2009, by the AND Board of Directors, House of Delegates, and the Commission on Dietetic Registration

Application

The Code of Ethics applies to the following practitioners:

- (a) In its entirety to members of AND who are Registered Dietitians (RDs) or Dietetic Technicians, Registered (DTRs);
- (b) Except for sections dealing solely with the credential, to all members of AND who are not RDs or DTRs; and
- (c) Except for aspects dealing solely with membership, to all RDs and DTRs who are not members of AND.

All individuals to whom the Code applies are referred to as “dietetics practitioners,” and all such individuals who are RDs and DTRs shall be known as “credentialed practitioners.” By accepting membership in AND and/or accepting and maintaining CDR credentials, all members of AND and credentialed dietetics professionals agree to abide by the Code.

Principles

Fundamental Principles

1. The dietetics practitioner conducts himself/herself with honesty, integrity, and fairness.
2. The dietetics practitioner supports and promotes high standards of professional practice. The dietetics practitioner accepts the obligation to protect clients, the public, and the profession by upholding the Code of Ethics for the Profession of Dietetics and by reporting perceived violations of the Code through the processes established by AND and its credentialing agency, CDR.

Responsibilities to the Public

3. The dietetics practitioner considers the health, safety, and welfare of the public at all times. The dietetics practitioner will report inappropriate behavior or treatment of a client by another dietetics practitioner or other professionals.
4. The dietetics practitioner complies with all laws and regulations applicable or related to the profession or to the practitioner’s ethical obligations as described in this Code.
 - a. The dietetics practitioner must not be convicted of a crime under the laws of the United States, whether a felony or a misdemeanor, an essential element of which is dishonesty.
 - b. The dietetics practitioner must not be disciplined by a state for conduct that would violate one or more of these principles.
 - c. The dietetics practitioner must not commit an act of misfeasance or malfeasance that is directly related to the practice of the profession as determined by a court of competent jurisdiction, a licensing board, or an agency of a governmental body.
5. The dietetics practitioner provides professional services with objectivity and with respect for the unique needs and values of individuals.

- a. The dietetics practitioner does not, in professional practice, discriminate against others on the basis of race, ethnicity, creed, religion, disability, gender, age, gender identity, sexual orientation, national origin, economic status, or any other legally protected category.
 - b. The dietetics practitioner provides services in a manner that is sensitive to cultural differences.
 - c. The dietetics practitioner does not engage in sexual harassment in connection with professional practice.
6. The dietetics practitioner does not engage in false or misleading practices or communications.
- a. The dietetics practitioner does not engage in false or deceptive advertising of his or her services.
 - b. The dietetics practitioner promotes or endorses specific goods or products only in a manner that is not false and misleading.
 - c. The dietetics practitioner provides accurate and truthful information in communicating with the public.
7. The dietetics practitioner withdraws from professional practice when unable to fulfill his or her professional duties and responsibilities to clients and others.
- a. The dietetics practitioner withdraws from practice when he/ she has engaged in abuse of a substance such that it could affect his or her practice.
 - b. The dietetics practitioner ceases practice when he or she has been adjudged by a court to be mentally incompetent.
 - c. The dietetics practitioner will not engage in practice when he or she has a condition that substantially impairs his or her ability to provide effective service to others.

Responsibilities to Clients

8. The dietetics practitioner recognizes and exercises professional judgment within the limits of his or her qualifications and collaborates with others, seeks counsel, or makes referrals as appropriate.
9. The dietetics practitioner treats clients and patients with respect and consideration.
- a. The dietetics practitioner provides sufficient information to enable clients and others to make their own informed decisions.
 - b. The dietetics practitioner respects the client's right to make decisions regarding the recommended plan of care, including consent, modification, or refusal.
10. The dietetics practitioner protects confidential information and makes full disclosure about any limitations on his or her ability to guarantee full confidentiality.
11. The dietetics practitioner, in dealing with and providing services to clients and others, complies with the same principles set forth above in "Responsibilities to the Public" (Principles #3-7).

Responsibilities to the Profession

12. The dietetics practitioner practices dietetics based on evidence-based principles and current information.

13. The dietetics practitioner presents reliable and substantiated information and interprets controversial information without personal bias, recognizing that legitimate differences of opinion exist.
14. The dietetics practitioner assumes a life-long responsibility and accountability for personal competence in practice, consistent with accepted professional standards, continually striving to increase professional knowledge and skills and to apply them in practice.
15. The dietetics practitioner is alert to the occurrence of a real or potential conflict of interest and takes appropriate action whenever a conflict arises.
 - a. The dietetics practitioner makes full disclosure of any real or perceived conflict of interest.
 - b. When a conflict of interest cannot be resolved by disclosure the dietetics practitioner takes such other action as may be necessary to eliminate the conflict, including recusal from an office, position, or practice situation.
16. The dietetics practitioner permits the use of his or her name for the purpose of certifying that dietetics services have been rendered only if he or she has provided or supervised the provision of those services.
17. The dietetics practitioner accurately presents professional qualifications and credentials.
 - a. The dietetics practitioner, in seeking, maintaining, and using credentials provided by CDR, provides accurate information and complies with all requirements imposed by CDR. The dietetics practitioner uses CDR-awarded credentials (“RD” or “Registered Dietitian”; “DTR” or “Dietetic Technician, Registered”; “CS” or “Certified Specialist”; and “FADA” or “Fellow of the Academy of Nutrition & Dietetics”) only when the credential is current and authorized by CDR.
 - b. The dietetics practitioner does not aid any other person in violating any CDR requirements or in representing himself or herself as CDR-credentialed, when he or she is not.
18. The dietetics practitioner does not invite, accept, or offer gifts, monetary incentives, or other considerations that affect or reasonably give an appearance of affecting his/her professional judgment.

Clarification of Principle:

- a. Whether a gift, incentive, or other item of consideration shall be viewed to affect, or give the appearance of affecting, a dietetics practitioner’s professional judgment is dependent on all factors relating to the transaction, including the amount or value of the consideration, the likelihood that the practitioner’s judgment will or is intended to be affected, the position held by the practitioner, and whether the consideration is offered or generally available to persons other than the practitioner.
- b. It shall not be a violation of this principle for a dietetics practitioner to accept compensation as a consultant or employee or as part of a research grant or corporate sponsorship program, provided the relationship is openly disclosed and the practitioner acts with integrity in performing the services or responsibilities.
- c. This principle shall not preclude a dietetics practitioner from accepting gifts of nominal value, attendance at educational programs, meals in connection with educational exchanges of information, free samples of products, or similar items, as long as such items are not offered in exchange for or with the expectation of, and do not result in, conduct or services that are contrary to the practitioner’s professional judgment.

d. The test for appearance of impropriety is whether the conduct would create in reasonable minds a perception that the dietetics practitioner's ability to carry out professional responsibilities with integrity, impartiality, and competence is impaired.

Responsibilities to Colleagues and Other Professionals

19. The dietetics practitioner demonstrates respect for the values, rights, knowledge, and skills of colleagues and other professionals.

- a. The dietetics practitioner does not engage in dishonest, misleading, or inappropriate business practices that demonstrate a disregard for the rights or interests of others.
- b. The dietetics practitioner provides objective evaluations of performance for employees and coworkers, candidates for employment, students, professional association memberships, awards, or scholarships, making all reasonable efforts to avoid bias in the professional evaluation of others.

Program Goals and Objectives

The MND/DI program at Cox College has defined the following programmatic goals and outcomes to measure program effectiveness:

Prepare graduates to become competent entry level dietitians

- First time pass rate of 80% or greater over a 5 year period on the RD exam
- 80% of employers will rate graduate preparation for the profession as adequately or well prepared
- 90% of students will complete the program with their cohort

Develop skill in the nutrition diagnostic approach to the practice of clinical nutrition

- 80% of employers will rate graduate practice experiences in nutrition diagnostics as adequate or very adequate
- 80% of graduates will rate preparation in nutrition diagnostics as adequate or well prepared
- Over a 5 year period, 70% of graduates seeking gainful employment in dietetics will find employment within in 12 months of program completion

Prepare graduates to effectively utilize current and pertinent scientific literature in practice as a clinical nutrition practitioner

- 80% of employers will agree/strongly agree that graduates are able to incorporate scientific research in their clinical practice
- 80% of graduates will agree/strongly agree that they feel competent to evaluate and incorporate current and relevant literature in their clinical practice
- 25% of graduates will pursue advanced/specialty positions/certifications or further graduate education over a 5 year period

Support the need for clinical nutrition practitioners in southwest Missouri and the Midwest region.

- 25% of graduates will seek employment in southwest Missouri or the Midwest region
- 90% of students will complete the program with their cohort
- First time pass rate of 80% or greater over a 5 year period on the RD exam
- Over a 5 year period, 70% of graduates seeking gainful employment in dietetics will find employment within in 12 months of program completion

Program Graduate Competencies

In addition to programmatic outcomes, the MND/DI has designed curriculum to prepare the student for practice by achieving the ACEND Learning Outcome/Competency Requirements and the Nutrition Diagnostic program concentration competencies. These competencies are outlined below.

ACEND Learning Outcome/Competency Requirements

Revised 2017

Upon completion of the supervised practice component of dietitian education, each graduate's capabilities will include the following core learning outcomes/competencies.

Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.

CRDN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.

CRDN 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature.

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

CRDN 1.4: Evaluate emerging research for application in nutrition and dietetics practice.

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

CRDN 1.6: Incorporate critical-thinking skills in overall practice.

Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.

CRDN 2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.

CRDN 2.2: Demonstrate professional writing skills in preparing professional communications.

CRDN 2.3: Demonstrate active participation, teamwork and contributions in group settings.

CRDN 2.4: Function as a member of interprofessional teams.

CRDN 2.5: Assign patient care activities to NDTRs and/or support personnel as appropriate.

CRDN 2.6: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.

CRDN 2.7: Apply leadership skills to achieve desired outcomes.

CRDN 2.8: Demonstrate negotiation skills.

- CRDN 2.9: Participate in professional and community organizations.
- CRDN 2.10: Demonstrate professional attributes in all areas of practice.
- CRDN 2.11: Show cultural competence/sensitivity in interactions with clients, colleagues and staff.
- CRDN 2.12: Perform self-assessment and develop goals for self-improvement throughout the program.
- CRDN 2.13: Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.
- CRDN 2.14: Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.
- CRDN 2.15: Practice and/or role play mentoring and precepting others.

Domain 3. Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations.

- CRDN 3.1: Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.
- CRDN 3.2: Conduct nutrition focused physical assessment.
- CRDN 3.3: Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings.
- CRDN 3.4: Design, implement and evaluate presentations to a target audience.
- CRDN 3.5: Develop nutrition education materials that are culturally and age appropriate and designed for the educational level of the audience.
- CRDN 3.6: Use effective education and counseling skills to facilitate behavior change.
- CRDN 3.7: Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.
- CRDN 3.8: Deliver respectful, science-based answers to client questions concerning emerging trends.
- CRDN 3.9: Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.
- CRDN 3.10: Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

Domain 4. Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.

- CRDN 4.1: Participate in management of human resources.
- CRDN 4.2: Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.
- CRDN 4.3: Conduct clinical and customer service quality management activities.
- CRDN 4.4: Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.
- CRDN 4.5: Analyze quality, financial and productivity data for use in planning.
- CRDN 4.6: Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment

CRDN 4.7: Conduct feasibility studies for products, programs or services with consideration of costs and benefits.

CRDN 4.8: Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.

CRDN 4.9: Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.

CRDN 4.10: Analyze risk in nutrition and dietetics practice.

Program Concentration Outcome/Competency Requirements

In addition to the core learning outcomes, the Cox College MND/DI has adopted the following Nutrition Diagnostic learning outcomes/competencies:

MND/DI 5.1: Consider the interrelationships of nutrition with biochemical, physiological and anatomical changes associated with acute, chronic, and terminal illness to determine nutrition diagnoses & etiologies, macro/micronutrient needs and formulate appropriate medical nutrition therapy plans utilizing Kight's NCP, the 5 axes of evidence & Nutriokinetic/Nutriodynamic modeling

MND/DI 5.2: Utilize assessment techniques (including NPE, body composition/ changes, ADLs as appropriate) to evaluate physiologic, pathophysiologic, and functional status to determine nutritional status of patients across a myriad of settings

MND/DI 5.3: Perform Nutrition Focused Physical Exam (NPE) to assess nutritional status and identify:

- a. protein calorie malnutrition
- b. micronutrient based lesions

Program outcome data is measured and shared within the college via the college assessment process. The college also shares some outcomes on the college website (pass rates, retention rates). This data is available to students upon request.

PROGRAM INFORMATION, POLICIES AND PROCEDURES

College Schedule, Holidays and Breaks

The internship follows the college academic schedule. Refer to the college academic calendar on the website for specific information regarding breaks and holidays. Time lost due to illness, emergencies, and inclement weather must be made up in order to complete the required hours of practice. **All absences must be reported by phone to the Cox College Dietetic MND/DI Director and your current preceptor in the supervised practice facility to which you are assigned.** Exceptions will be made only for just cause and with the approval of the MND/DI Director and the cooperating facility.

Work Schedule – supervised practice and courses

Hours of work and days off are scheduled by the preceptor to whom the student is assigned. The work week in the first year is at least 32 hours with additional 5-7 hours of classroom time scheduled on Monday and time on evening and weekends to study and complete online courses. The second year will consist of classroom courses along with 8-12 hours per week of advanced supervised practice hours, including some weekends. While at a CoxHealth facility, interns will abide by the HR policy of one half hour for lunch break.

Transportation

Interns are responsible for their own transportation to and from all assigned facilities and experience sites. The college is not responsible for accidents students may have in private automobiles. Students are expected to maintain automobile liability insurance.

Living Arrangements

Interns are responsible for their own housing throughout the program.

Insurance

Students are encouraged to have health insurance coverage. The college does not provide this insurance. The college is, however, self-funded for general liability and professional liability. This coverage is in effect when students are performing duties as part of their supervised practice experiences at outside facilities.

Accidents and Illness

Experience facilities are not responsible for care for non-work related accidents or illnesses. If you are injured or develop a work related illness in a clinical facility, emergency treatment will be provided by the facility. Plans for extended care if necessary will be developed by the college and you and your family. Absences due to illness or other reasons will be considered on an individual basis. Refer to the *Attendance Guidelines and Procedure* in the Appendix for details. Schedule adjustments will also be addressed on an individual basis, with the goal to meet all program requirements for supervised practice experiences and coursework.

Drug Testing and Background Checks

Final admission in the program is contingent upon passing a drug test. Positive results on the drug screening may result in a student's acceptance into the program being denied or rescinded. All students are expected to remain drug free and in a suitable physical and mental condition for the learning environment. Students suspected of being under the influence of drugs or alcohol will be removed from the college or clinical environment, placed on temporary suspension, and evaluated, which will include drug testing. A copy of this policy is provided to all students during college orientation. Additional copies are available in the Academic Resource Center (ARC).

Students applying to any certificate or degree program are subject to a background check. This process is required prior to program admission and the results remain confidential.

Technology

The MND/DI **requires** that each student have a Windows (or Mac) based laptop, as well as a printer outside of the college. Access to a scanner is required, as it is the student's responsibility

to upload various documents to Canvas throughout the program. It is not the college's responsibility to print or copy documents that the faculty may send to you via e-mail attachments or use in the classroom. It is the student's responsibility to be able to send/receive e-mails with attachments and operate basic computer software such as Word, Excel, and PowerPoint. The college will provide you an email account free of charge. **All computers must have an up-to-date active antivirus program in place to prevent sending viruses.** The recommended minimum computer specs are:
<http://coxcollege.edu/online-technical-requirements/>

Mendeley

The program utilizes an electronic reference manager that is a fully-searchable library. Each course has private shared reading lists, references or full-text articles. The above technology requirements allow students to access and use the application on their laptops. Mendeley also has mobile apps for iPad, iPhone and Android, allowing the student to access his/her Mendeley library, read and annotate PDFs, and keep everything in sync across all devices. It is the responsibility of the student to properly upload any required documents, with submission of all necessary details for citations, etc. Group access to all references will be lost at the conclusion of the program.

Trajecsys

The program utilizes a cloud-based reporting system to track and log clinical activities, such as time records, clinical checkoff's and evaluation forms. There is a fee for this service that is the responsibility of the student.

Supervised Practice Experiences

Community experiences involve visiting sites throughout the Springfield area. Traveling is required in this experience. Frequently you will be required to eat meals served at the sites. As a visitor, meals will be an expense for you.

Food service/clinical management consists of experiences in food service systems in medical facilities in the Southwest Missouri area. Traveling to the sites is required, as is payment for meals.

Medical nutrition therapy consists of supervised clinical experiences in assessing, implementing, and evaluating nutritional care of patients in a variety of clinical settings; biological basis of medical, drug, and diet therapy for selected pathologies; consideration of factors in planning and conducting nutritional care of patients. Rotations will be located in Springfield and the southwest Missouri area. Traveling is required in this experience, along with payment for meals.

All supervised practice experiences take place at facilities that have contracted with Cox College. No student may choose their own site; placement is at the discretion of the program clinical faculty and dependent upon facility/site availability. Students are responsible for bringing the appropriate documents and resources to the assigned site, and for submitting evaluations and rotation hour logs to clinical faculty.

Definition of Supervised Practice Experiences by ACEND:

Supervised Practice

‘Supervised practice is defined as hours spent in activities in work environments under the guidance and oversight of a qualified practitioner designated as a preceptor, where students prepare for and perform specific responsibilities done by the preceptor. **Learning activities performed by interns that are not typically performed as part of the preceptor’s work responsibilities, such as writing papers, completing a study guide or other homework, should not be counted towards fulfilling supervised-practice hours.**

Real-life activities in actual work environments are preferred to role-playing, simulations, case studies or other experiences; however, when real-life activities are not available; when real-life activities may endanger students, patients or clients; or when students need additional practice to develop knowledge and skills; supervised practice hours may be substituted with hours of role-playing, simulations, case studies, or other experiences where students perform work-related tasks that contribute to the acquisition of desired competencies.

ACEND encourages programs to provide statistically valid research data comparing the effectiveness of real life activities to role-playing, simulations, case studies or other experiences used to develop knowledge, skills and professional attitudes.’

The MND/DI considers all supervised practice experiences as those that the student complete and participate in as part of the ACEND and program competencies. As the program views these experiences as part of the overall learning experience provided by the program in an academic setting, there is no compensation for any services provided by students. The intent of the MND/DI is to provide relevant learning experiences in the context of the workplace. The student is not placed in a situation where he/she is replacing an employee in their absence. Student experiences do include replacement of an employee as an opportunity to gain responsibility and experience the role of a practicing RD without direct supervision. The RD remains available and has oversight and ultimate responsibility for the care or activities delivered by the learning student.

The following table provides an accounting of the supervised practice hours for the program. It is the responsibility of the student to track and submit these hours as per directed by the clinical faculty.

Required Supervised Practice Hours

<i>Supervised Practice Experience</i>	<i>Minimum Practice Hours</i>
Community	
<ul style="list-style-type: none"> • MND 530/555 Supervised Practice • Throughout program/not associated with a course 	<p>192</p> <p>64</p>
Medical Nutrition Therapy	
<ul style="list-style-type: none"> • MND 530/555 Supervised Practice/Applied MNT1 • MND 570 Applied MNT2 • MND 620 Advanced Applied MNT 1 • MND 630 Advanced Applied MNT 2 • Simulation, MSS case studies, MND 501 	<p>576</p> <p>160</p> <p>144</p> <p>144</p> <p>24-28</p>

Food Service/CM	
<ul style="list-style-type: none"> MND 530/555 Supervised Practice 	160
Total Supervised Practice Hours	1466

The community hours not assigned to MND 530/MND 555 are expected to be accrued over the length of the program. This allows for students to choose some community events and/or rotations where they have particular interests. In addition, it includes some required community events that do not fit into the typical work day or work week. The experiences that are **required by all students** and the approximate hours associated with those experiences are listed below. There are a number of optional and unplanned community events that occur during the year that the student can participate in and count as community hours. An optional experience is the Baby Affair.

In addition, students are required to attend all meetings of the Southwest Missouri Dietetic Association; *attendance does not count* towards supervised practice hours, but meets competency *CDR 2.9*.

Required Community Experiences Not Part of a Course

<i>Supervised Practice Experience</i>	<i>Approximate Practice Hours</i>	<i>Additional Information</i>
KGBX Women's show	6-10 supervised practice hours includes food demo preparation and presentation, as well as booth hours	
National Nutrition Month	4-8 supervised practice hours includes recipe preparation and booth hours	
Legislative Day	6-10 supervised practice hours varies with issues brought forward and seminars attended	Meets Competency <i>CDR 2.14</i> . Write up required for the competency does not count towards supervised practice hours.
Hy-Vee Cooking School/FFD Cooking demonstration	6-7 supervised practice hours/session, includes recipe development & testing, preparation for and the actual demo & written submission/reflection	Meets Competency <i>CDR 3.7</i> See section below for additional experience expectations.
Bright Sky	20 supervised practice hours	Occurs during Years 1 & 2

Hy-Vee Cooking School/Fast Fresh & Delicious (FFD) experiences – expectations and hours
Expectations and Assignment

- Students will work in pairs (in most cases a year one student will be paired with a year two student) to select recipes and conduct a cooking demonstration in collaboration with chefs and dietitians at Hy-Vee. This collaborative experience is an opportunity for students to gain valuable experience, while representing Cox College, CoxHealth and Hy-Vee in the community. Professional behavior, along with sufficient preparation to conduct the demonstration is expected. This will likely include some background study so you can convey confidence in your nutrition knowledge and cooking skills. A practice session is required and will be scheduled by the Hy-Vee RDs and Chef.
- A minimum of two cooking demonstrations are required. Students may be assigned additional dates, if the situation warrants additional students to complete the schedule. Students will sign up for the month/themes and are responsible for all aspects of the project as defined below.
- Year 2 students will be expected to demo 2 recipes, while the year 1 student will demo 1 recipe.
- Dress is business casual. Ladies may want to pull their hair back.
- Students will be responsible for introducing the class topic and focusing on developing audience rapport during cooking demonstration.
- Arrive about 3 hours prior to the start of the class to prep recipes and ingredients.
- Using the tips included in the FFD Assignment, the lead student and the assistant will develop 3 recipes for your class. Chef/Dietitian will prepare 1 of the recipes and the students will be responsible for the other 3.
- The first draft of recipes, ideas, and the class description will be **due 2 months prior** to the class at the beginning of the month. For example if your class is in January we will expect your 1st draft of recipes on November 1st. The Chef and the RDs will review and discuss these and send you our feedback and suggestions.
- Before the final draft is submitted **it is required for you to perform a practice run** of the recipes to allow for ingredient and/or instruction modification. This will be completed at Hy-Vee (student will not be required to pay for food cost) and needs to be completed **at least 1 week before due date of final draft. Be sure to schedule practice run by contacting Amanda Broombaugh at abroombaugh@hy-vee.com several weeks prior to deadline.**
- The final draft of recipes and the class description will be **due 1 month prior** to the class on the 1st. For example if your class is in January, your final draft will be due December 1st. This allows us time to perform proper marketing for the class. With the final draft you will be **required to note all equipment you will need** for your cooking demonstration for each recipe on a separate page. (This will be a helpful tool for you when you come in to set up for class day).
- This experience meets the competency *CDR 3.7: Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management*. The student will be evaluated using the Cooking School Evaluation tool and will need to achieve a satisfactory rating.

- The student is to account for the hours spent in the development of recipes and for the demonstration. See above for typical time spent on this experience.
- Written reflection will be **due within 1 week of demonstration day.**

Study Guides

Study guides serve as preparation for supervised practice experiences, as both review and to provide additional/key information needed to optimize the experience in the specific practice areas. If students do not have the working knowledge of the material, learning and application in the rotations are significantly compromised.

The guides should be thoughtfully completed, using appropriate discipline-specific (and medicine, pharmacological, biochemistry, etc) texts, articles, etc. versus using the Internet. Cutting and pasting from the Internet is not acceptable. The guides should be well organized so others (peers, preceptors & faculty) are able to read. ***Every entry/answer needs to be referenced.*** Assigned study guides will need to be completed prior to start of rotations. All study guides will need to be completed and uploaded via Canvas. If study guides are not completed prior to starting rotations (unless other arrangements are made with the preceptor), students will be sent to the library or home and not be permitted to start the rotation. Students will be required to make up the clinical time/day as outlined in the *Attendance Guidelines and Procedure*. All study guides are to be submitted to Canvas. Students will have a hard copy of the completed study guide/s required for the rotation to use during that practice experience and may be sent home if he/she reports to the rotation without the required guides (even if completed).

General Guidelines for Writing

The MND/DI program uses Tara Gray's writing approach outlined in her text *Publish & Flourish*. You will receive instruction and guidance in this approach. See the MND course in Canvas for details on writing and submission of written work.

Evaluation

Evaluation continues throughout your professional career. You will have the opportunity to develop skills in self-evaluation during your class work and planned experiences. Students and preceptors in the facilities participate in the performance evaluation conferences scheduled on a regular basis during and at the end of rotations in the various practice sites. The conferences identify areas of strength and areas lacking preparation and experience. Conferences should be viewed as positive opportunities for feedback to encourage continued growth and performance of dietetic practitioner skills.

Students are to discuss self-evaluations prior to the rotation evaluation with the preceptor. Evaluation sessions should include discussion of the both preceptor and student assessment of performance with clear identification of strengths and areas for needed growth and improvement. This will assist in identifying, for both student and preceptor, areas to emphasize in further skill development. This, along with the Passport Evaluation, should be a component of orientation to the rotation on the first day of a new rotation. Evaluations should be completed at the end of most rotations.

Formative evaluation is completed by the MND/DI Director, clinical faculty and preceptor whenever possible. Ongoing evaluation using input from the student and preceptor occurs at regular intervals throughout the program. The MND/DI Director and the clinical faculty presence

in the practice facilities and/or community experiences provide first-hand knowledge of the student's performance. Such issues as attitude, responsibility, accountability and interactions with peers, facility employees, and preceptors are monitored and assessed routinely. Evaluation also occurs routinely via each of the didactic courses. Each course syllabus indicates how and when formal evaluation will occur.

College policy dictates that the students are informed of the evaluation procedures at the beginning of each rotation. Records of all graded/evaluated work will be retained by the preceptors and/or college.

Grading Philosophy

The overarching program goal is to provide the didactic knowledge and clinical experiences that serve as a strong foundation for nutrition diagnostic practitioners. In providing these experiences, the accepted and standard approach to determining whether the coursework and experiences have achieved an acceptable level of mastery is via awarding grades. Grades are earned by various assignments, quizzes, projects papers, presentations, demonstrating certain skills and exams. Success in the MND/DI has been defined by receiving a "pass" in the supervised practice courses and a "B" in the didactic courses. Admittance to the program is a very strong indicator that the student is capable of and should earn a passing grade and/or a "B" in the respective courses (and assignments, exams, etc). If that does not happen, consideration should be given to the possible causes – lack of student preparation and/or motivation, undue stress for the student (for a variety of reasons), inadequate instruction and/or evaluation, etc. The program's philosophy is for the student to gain the knowledge and skills necessary to achieve success. If the student does not receive a "B" in a class assignment and/or is not performing at a passing level in practice experiences, the student may be required to set up a meeting with the faculty teaching the course to determine the possible problem/s. Additional assignments and/or taking/retaking another quizzes or tests is a likely outcome, with the goal, again, for the student to achieve success and have the knowledge and skills needed for practice. The student who continues to display a lack of motivation, preparation or effort, may be subject to disciplinary action and/or termination (see Professional Impairment Procedure). Depending on the timing of the assignment or exam that requires revision or amending, the student may receive a grade of incomplete.

Testing

Periodic testing to evaluate learning and to prepare students for the AND Registration Exam will occur. A multiple choice exam will be given during orientation and then again toward the end of the program that will serve as a significant assessment of student learning and program effectiveness. Quizzes and exams will also be utilized in the classroom and in rotations to evaluate learning. Adequate mastery of material is required prior to rotation and course completion. Students will also complete a series of exams utilizing the college online platform to assist in preparation for the RD exam. The student will also be required to pass 4 semester comprehensive exams (fall & spring, year 1 & 2) that evaluate program competencies.

MND Grading Scale

The Cox College grading scale is a 10-point scale. There are no + or – grades. Grades are not rounded up.

A = 100 – 90%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

Progression – Coursework (Didactic and Supervised Practice)

1. The student must achieve a grade of 70% or higher and receive a “pass” in pass/fail courses. Failure to meet these criteria results in loss of cohort status and dismissal from the program.
2. The student must achieve a cumulative GPA of 3.0 or higher for successful completion of the program.
 - a. If a student has a cumulative GPA of less than 3.0 in any given semester, the student will be placed on academic probation for one semester to bring cumulative GPA to 3.0 or higher
 - b. If GPA does not improve to 3.0 or higher in the succeeding semester, cohort status will be lost and student will be dismissed from the program.
3. Failure to pass supervised practice courses (i.e. MND 530, MND 555, and MND 570) also results in loss of cohort status and program dismissal.

* The student may be given the option to restart as a student in the next cohort, with permission of the MND program faculty. The courses with an earned grade of 79% or less and/or ‘fail’ in the supervised practice courses must be repeated. A maximum of 2 courses will be allowed to be repeated.

Progression – MND Comprehensive Exams

The student must successfully pass 4 semester comprehensive exams (Fall & Spring, Year 1 & 2) that evaluate MND competencies. The student may retake the exam one time. Failure to pass the comprehensive exams may result in dismissal and loss of cohort status.

Progression – ACEND & Nutrition Diagnostic Competencies

The student must successfully meet the ACEND required learning outcomes/competencies that reflect the minimal level of expertise that is required for entry level practice. In addition, the student must also be competent in Nutrition Diagnostics as reflected in the program specific competencies.

Successful Completion

The ACEND competencies reflect the minimal level of expertise the intern must achieve. In addition to the minimal level of expertise required by ACEND, satisfactory performance is required in the following if a student wishes to receive a verification statement and graduate degree from Cox College (verification statement granted upon completion of all of the criteria listed below):

- Satisfactory completion of all supervised practice rotations, as evaluated by MND/DI program director, college faculty and preceptors
- Achieving competence in Nutrition Diagnostics as measured by the program concentration specific nutrition diagnostic competencies
- Attendance at all required internship/program meetings, including, but not limited to, SWMDA meetings

- Satisfactory completion of all courses required in the MND/DI plan of study
- Graduate GPA of 3.0 or greater
- Completion of all other degree requirements
- Successful passing of MND Comprehensive Exams

Note – the maximum time allowed to complete all program requirements (defined above as successful completion) is 5 years*Verification Statements*

In order to receive the verification statement, thus eligibility to write the exam, the student must complete all assignments and rotations at the appropriate level of entry-level practitioner competence. This includes successful completion of the objectives for each supervised practice experience and meeting all requirements for the MND. Upon satisfactory completion of both the MND degree and the dietetic internship (the MND has integrated the internship components within the coursework), students will be provided with an AND Verification Statement indicating their eligibility to sit for the Registration Examination for Dietitians.

Portfolio

Students will be required to assemble a portfolio composed of materials from both didactic and supervised practice experiences of the program. The portfolio is a collection of the student's work. The components should relate to the learning outcomes/competencies of the program. The portfolio is designed to provide documentation of student learning. Portfolios should include, but not be limited to, such items as case studies, educational materials developed, presentations, projects, service learning activities, lesson plans for in-services, research presentations, journal reviews and a resume. The program utilizes the college online platform, allowing the student to collect and organize portfolio elements in different media types.

The portfolio process is initiated upon entrance into the program. Students collect and maintain copies of assignments and projects throughout the program and select ones for the portfolio that they feel document their progress in achieving learning outcomes/competencies and meet the guidelines established by the program. Students are responsible for saving all of their work as they progress through the program. The portfolio will be evaluated by the Program Director and/or the Clinical Instructor periodically throughout the program.

Expected Behavioral Standards

Dress Code and Behavior

Professionalism is a central concept in nutrition/dietetic practice. In both classroom and clinical settings, professionalism is demonstrated by appropriate behavior and appearance. The sections below provide an overview of expectations. See the *Professional Impairment Procedure* and the *Dress Code Procedure* in the Appendix for additional details.

General Information

Professional attire and one's presentation contribute to one's credibility. Students are expected to convey an image of competence, confidence and professionalism at all times when they are on the Cox College campus and while in all clinical/rotation settings.

Language (words, tone & delivery) and behavior are to be appropriate, nonconfrontational and respectful at all times. The student represents Cox College and CoxHealth in all clinical settings. Attire, appearance and conduct are to be appropriate and professional at all times.

Appropriate Classroom Attire & Behavior

Attire is to be appropriate for attending a professional educational setting. Clothing items that have the midriff showing are not appropriate. Hats, sweat suits and warm-ups will not be permitted. Refer to the program *Dress Code* in the Appendix for more details.

Academic and Behavioral Expectations

Graduate school is demanding. Much of this program is dependent on team based learning (Sibley & Ostafichuk, 2014), and self-directed learning through doing (Biggs & Tang, 2011). Classes add to the readings and assignments rather than reviewing them. Students are expected to ask questions, find information beyond textbooks, and participate as active learners. Group work is the responsibility of all members; conflict within a group suggests the need for a meeting with the course instructor. Communication between students and teachers is the responsibility of both. Any student who is having trouble with a course or requires special consideration or assistance is encouraged to seek it in the first week of class or as soon as the need arises. Problems and exceptions should be dealt with in advance and in private. Individualized attention and assistance are available, but you must ask for them.

Students seeking accommodations under Section 504 should contact the Academic Resource Center. You may not negotiate accommodations directly with your professors. It is your responsibility to make arrangements in a timely manner for extra time, extra space, or other common accommodations. Forms for accommodations are available in the Student Portal.

Along with the learning and application of theoretical concepts, **development of professional behaviors is a key component of the dietetics curriculum**. Therefore, it is expected that the student will demonstrate professional behaviors in all aspects of the program. Academic integrity and professional conduct are expected of all students. The use of another student's work or the incorporation of work not one's own without proper credit will result in sanctions at the discretion of the PD/instructor/preceptor. Similarly, inappropriate behavior or behavior judged by the PD/instructor/preceptor to be disruptive to the educational environment will not be tolerated.

It is expected that students will:

- a. be prompt and regular in attending classes
- b. be well prepared for class to actively discuss and participate
- c. submit required assignments in a timely manner
- d. carry out assignments or presentations in a professional manner

There is a tremendous amount of challenging content to be covered in the program. You will be best served if you keep current with the readings and participate actively in each of your learning opportunities. It is expected that you will:

- Be on time to class
- Turn off your cell phone during class
- Keep chit-chat to a minimum in class to avoid distraction to others
- Treat your colleagues, preceptors, and the faculty with respect
- Demonstrate ethical and professional behavior in all aspects of the program

Any behavior contradictory to this may result in the removal of the student from the classroom with subsequent additional activities, assignments and/or disciplinary action.

Academic Dishonesty

All students are expected to consistently exhibit scholastic integrity. A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Academic dishonesty is relevant to the evaluation of the students' level of performance and will result in disciplinary action. Dietetics is a profession that upholds the highest standards of integrity and personal ethics (see Code of Ethics section above).

Cox College reserves the right to place on probation, suspend or dismiss students from the college whose conduct or performance is detrimental to the interests of the college or program-specific professions.

Academic/Scholastic integrity involves the following behaviors:

- All examinations, quizzes, tests and assignments of any kind are expected to be the work of the student alone (unless otherwise assigned or approved).
- Class settings are maintained to provide an environment conducive to learning where students are responsible for their own behavior and for contributing to the learning environment.
- Students are expected to avoid the appearance of academic dishonesty. This includes cheating, plagiarizing, falsifying, and colluding.

Cheating is defined by *The American College Dictionary* as “conducting matters fraudulently or deceitfully, especially for profit of oneself.” This includes, but is not limited, to:

1. any method of cheating on a test by copying from another student
2. possession/using unauthorized material during a test
3. not doing own work or representing another's work as being original
4. misuse of electronic data sources

Plagiarizing is defined by *The American College Dictionary* as “copying or imitating the language, ideas, and thoughts of another author and passing off the same as one's original work.”

Falsifying is defined by *The American College Dictionary* as “to misrepresent, to alter fraudulently, to lie.”

Colluding is defined by *The American College Dictionary* as “to act together through a secret understanding for a fraudulent or illegal purpose.”

Any student assignment that is found to violate scholastic integrity will be not be tolerated. The student will be placed on disciplinary probation, suspended or dismissed from the program and the college. **Probation may or may not precede dismissal.**

Students who have knowledge of cheating, plagiarizing, falsifying or colluding by others and hide such information may be considered guilty of the same offense.

ALL WORK assigned in the MND/DI is expected to be done by the person to whom the work is assigned.

Appropriate Clinical Attire & Behavior

Professional dress is required for all clinical areas. Closed toe shoes are required, along with hose (with skirts or dresses) or socks (with pants/slacks). Athletic shoes are not allowed. A

clean, non-wrinkled, white lab coat is required in all clinical areas. Refer to the program *Dress Code* in the Appendix and the CoxHealth dress code policy in the MND Canvas course for more details.

Be cognizant of the impact your appearance/dress may have on the client. Avoid dangling jewelry. Piercings should be removed, including those in your mouth. Scarves generally are not appropriate in a clinical setting. Be aware of what happens to your body and dress if you lean over, squat or bend over. Adjust your dress accordingly. Be aware of your body art and how it may affect a client. Piercings, tattoos and other decorative items may serve to set you apart, but they will be viewed differently from a client's perspective. Covering items is a good way to acknowledge that you have thought about your client and his/her needs first.

When reporting to clinical areas, the student is required to always bring a calculator, black ink pen, note pad and/or clipboard, along with any other items required by the preceptor. The student photo badge is to be worn at all times when on the Cox College campus and when in clinical areas (unless otherwise specified by particular agencies/sites).

Purse and valuables taken to the clinical sites are done so at the students' risk and the college cannot guarantee safety or return of lost or stolen valuables or personal items. The number of items you can bring to the clinical site varies, due to storage limits. Check with the preceptor for details.

Students are expected to come to the clinical site prepared for discussion and participation. All patient and preceptor interactions, assignments or presentations are carried out in a professional manner. Any behavior contradictory to this may result in the removal of the student from the clinical area with subsequent additional activities, assignments and/or disciplinary action. Any lost time from the clinical areas must be made up at the convenience of the preceptor. See *Attendance Guidelines and Procedure* in the Appendix for further details

Clinical Behavioral Expectations

Supervised practice experiences are designed to familiarize you with the discipline a variety of setting. These experiences will introduce you to the roles of dietitians and other key practitioners in each setting. These include client observation skills, beginning interviewing skills and development of therapeutic rapport. The preceptor will tailor these experiences and site objectives to enable each student to gain the most from the learning opportunities in the assigned setting, or may decide to replace it with a more relevant learning experience.

Each place is unique and has different things to offer you. Even if you think you NEVER want to work in a similar setting, make the effort to think about the positive aspects of the clients, the professionals and the setting itself.

You are expected to apply the concepts from your courses while in these supervised practice experiences. In addition, you will be expected to share experiences with your peers so that others may benefit, just as each student will benefit from the experiences and client types that may be available at other sites.

The clinical setting is someone else's workplace. Your professional demeanor, presentation and your manner of interacting with the staff and completing assignments will reflect a great deal about you personally and the MND/DI program at Cox College. Simply having a pleasant personality and a sense of humor is not enough. You should present a professional appearance and demonstrate the ability to ask appropriate questions at appropriate times, to begin to report findings using appropriate terminology, to behave in a safe, appropriate manner, and to respect

the rights and confidentiality of the clients with whom you work. You should not be texting, checking your phone, taking pictures, or using the clinical computers for personal information. These are all basic professional behaviors that are expected of you. Respecting rights and confidentiality of patients, and not taking pictures are an *absolute legal requirement*, not just an expectation.

Note – *students are also responsible for understanding and following all relevant policies and procedures at all clinical and community facilities. Students are representing Cox College, CoxHealth and the MND/DI program and are expected to have appropriate professional dress and behavior in all supervised practice experiences.*

Chain of command

Both you and the program faculty and preceptors are responsible for your learning. If you feel as if you and a program instructor have some communication issues, your first interaction must be with that person. Be clear about your concerns, and ask if there are alternative behaviors that would improve your grades/performance. If you are unable to come to a satisfactory arrangement, contact your advisor. Your advisor will speak to the instructor and will probably arrange a meeting for the three of you to explore options. At this time, a written report of concern will be generated by your advisor with your input; we expect you to sign that you have read it. This provides us (and you) with a path to success. See the *Student of Concern Process* in the Appendix for additional details.

Should this procedure fail to meet your expectations, contact the program director. Again, the issue will be reviewed with your advisor, the instructor in question and you. A meeting may also take place at this point.

Students may contact the Dean of Interprofessional Education at the conclusion of this procedure, if he/she feels that the problems have not been resolved.

Although Cox College supports communication throughout the organization, it is not appropriate to forward complaints to the higher administration without following the above chain of command.

Attendance

Regular attendance and punctuality are considered **essential** to success in the program. This is a professional program, and the College is required to document your attendance as part of your professional development. Classroom and clinical attendance is expected. Missing clinical experiences and course content means you have missed information that you may need to treat future clients in an ethical and appropriate manner.

Absence for any reason does not relieve the student of responsibility for all program requirements. The student is responsible for obtaining information, announcements and assignments covered during absences. See Appendix for *Attendance Guidelines and Procedure*. While you are encouraged to be present in all classes, rotations and program related experiences, you also must judge if you are ill. You cannot learn if you are sick. Contagious conditions that require a doctor's care should have a release for you to return to school.

An absence of more than two weeks may require you to withdraw from the semester. If you are still ill after two weeks, please contact the program faculty by email or phone to collaboratively establish a plan.

An absence for pregnancy and other emergencies that do not allow for schedule adjustments during the course of the semester are addressed by the college Leave of Absence process (see section below for details).

Classroom

Students entering and leaving class during the class session is disruptive to the learning process, disrespectful of classmates and faculty and should not occur, except in an emergency situation. Students arriving after the session has started, may not be permitted to enter the class session until a break and/or may be locked out of class.

Clinical

Arriving late disrupts the clinical experience and is disrespectful of the preceptors/professionals who are providing the clinical experience. Tardiness, leaving early or absence can result in disciplinary action and unsuccessful completion of the rotation.

Punctuality is essential as a nutrition practitioner and a component of **professionalism**. Students are expected to arrive prior to the scheduled clinical time. Arriving late is a tardy. **A tardy will be considered an hour of clinical practice and will have to be completed at the end of said clinical day. All absences will have to be made up as outlined in the *Attendance Guidelines and Procedure*.** In the event of illness or emergency, it is *the student's responsibility to notify the appropriate preceptor a minimum of one hour prior to the time the rotation is to begin*. The student is to also inform the Program Director and clinical faculty of the absence via email or phone.

Inclement weather

Students are expected to attend all rotations, weather permitting. If the student determines it is not safe, the preceptor should be notified as soon as possible. The Program Director and clinical faculty should be notified via email or by phone. The absence is not an excused absence and must be made up as outlined in the *Attendance Guidelines and Procedure*. The closure of Cox College due to inclement weather does excuse the student from supervised practice experiences and classes, however supervised practice and/or classes missed may need to be made up/rescheduled.

Leave of Absence (from the department and college)

A one-semester Leave of Absence (LOA) from the department and college may be approved by the department chair and vice president of academic affair for students accepted into a college program. Students should confer with their academic advisor and complete the *Request for Leave of Absence form*, accessible through the student and faculty portals. Failure to register for the semester immediately following the LOA will be considered a withdrawal from Cox College. A college and a program application will be required for re-admission. Students can request only one Leave of Absence from Cox College. Only students accepted into a college program are eligible to request a leave of absence.

Email/Professional Electronic Communication

Cox College uses your e-mail account to communicate with you about financial, registration, and academic matters. Email is the preferred contact to and from faculty. **It is your responsibility to**

check your Cox College email at twice daily. The expectation from program faculty and preceptors is that you *respond to all email correspondence the same day or within 24 hours*, at the maximum. Assume that what is being communicated is important and that there is some urgency in responding. *You are responsible for information e-mailed to you whether you remember to check your e-mail or not.* Both spam filters and the Cox Health network barriers may block email from non-Cox email providers, so please use your Cox email account. Make sure mail box is emptied on a regular basis. You cannot receive mail if your box is full. Your communication speaks for you and is a reflection of you. Every e-mail you send adds to, or detracts from your reputation. If your e-mail is scattered, disorganized, and filled with mistakes, the recipient will be inclined to think of you as scattered, careless, and disorganized. Other people's opinions matter and in the professional world, their perception of you will be critical to your success.

Some basic email rules of etiquette are:

- Your subject line must match the message, should be descriptive and concise.
- Start with a greeting and the recipient's name.
- If you are uncertain whether the recipient recognizes your e-mail address or name, include a simple reminder of who you are in relation to the person you are reaching out to.
- Be concise, but refrain from sending one-liners. "Thanks," and "Oh, OK" do not advance the conversation in any way.
- *Avoid using shortcuts to real words, emoticons, jargon, or slang.* Words from grown, business people using shortcuts such as "4 u" (instead of "for you"), "Gr8" (for great) in business-related e-mail is not acceptable. If you wouldn't put a smiley face or emoticon on your business correspondence, you shouldn't put it in an e-mail message. Any of the above has the potential to make you look less than professional.
- NEVER USE ALL CAPS or all lowercase. Do not use non-standard fonts and colors.
- Use spell check and punctuation functions and proofread prior to sending. Remember misspelled words make you look ignorant.
- Do not send an email when you are angry or emotional. Sit on it for 24 hours.
- Do not try to resolve a conflict via email.
- Remember – once the send button is hit, you can't take it back and it remains a permanent record of what you have said.

Also, be aware that things posted on the Internet in places such as Facebook, Twitter and other social media even in "closed" groups may make its way to places you don't expect. Always consider maintaining confidentiality and professionalism in all use of social media.

HIPAA

The Health Insurance Portability and Accountability Act (HIPAA, 1996) applies to all healthcare providers and patients. As a healthcare professions student, this includes you! Instruction regarding privacy and HIPAA will be given in your first semester, but essentially, you should not discuss patient information with family or friends, colleagues or non-team members. Remove all patient identifying information before using patient examples or case studies, including logs and fieldwork assignments.

The Health and Human Services Department of the Federal government suggests that “Individually identifiable health information” is information, including demographic data, that relates to:

- the individual’s past, present or future physical or mental health or condition,
- the provision of health care to the individual, or
- the past, present, or future payment for the provision of health care to the individual, and that identifies the individual or for which there is a reasonable basis to believe can be used to identify the individual.

Individually identifiable health information includes many common identifiers (e.g., name, address, birth date, Social Security Number).

In short, the U.S. Department of Health and Human Services suggests the following regarding HIPAA:

The HIPAA Privacy Rule provides federal protections for individually identifiable health information held by covered entities and their business associates and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of health information needed for patient care and other important purposes.

The Security Rule specifies a series of administrative, physical, and technical safeguards for covered entities and their business associates to use to assure the confidentiality, integrity, and availability of electronic protected health information.

(retrieved <http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html> on 9/30/15.)

So, specifically, you should not take pictures, copies or notes containing any patient information from a fieldwork site. You must have a signed permission slip from the patient/client, family members and/or legal guardian for any pictures, camera or digital. Such permissions will become a part of your file.

Discussion of patients/clients online is also prohibited. You may not post pictures, chart information or audio/video files, even in “closed” online groups/services. Again, ALL IDENTIFYING INFORMATION is strictly prohibited and will result in disciplinary actions and/or dismissal from the program.

Communication Devices

Cellular telephones, pagers, and other forms of electronic communication devices must be used in an acceptable manner with concern and consideration for your classmates, faculty, preceptors and patients. The same professional behavior should be afforded to others when attending meetings, events, etc.

Devices in the Classroom

All cellular phones and pagers should be turned off or placed in silent/vibration mode upon entering classrooms or computer labs. Students are **NOT** to answer the cellular phone/pager

during any classroom activities or while in the computer lab. These devices may be confiscated by faculty per discretion.

Special circumstances may be approved as an exception. Permission ahead of time to leave a phone or pager on is necessary for an emergency situation.

Devices in the Clinical areas

Electronic devices may be used in the clinical areas as long as they do not have the ability to record, take picture or voice. The use of cell phones or personal pagers is **NOT** allowed in the clinical areas. These devices should be left in an office and *should not* be taken into the clinical areas. The clinical agency/facility or college is NOT responsible for the loss or theft of any device.

Student Employment

Students are strongly discouraged from working while enrolled in the first year of the MND/DI. The demands of the program – physical, emotional, mental and time are quite high. Employment must not conflict or interfere with learning in the classroom or the clinical settings. Job requirements **DO NOT** constitute an excused absence or serve as an excuse for not doing the quality of work expected at the graduate level. If employed, the student is in no way to represent himself/herself as a student dietitian or nutritionist or performing specific functions learned as a student which are not part of the job description. The Missouri Statute for Professional Licensure, *Chapter 324, Occupations and Professions General Provisions, Section 324.205* states: “2. No person shall practice or offer to practice dietetics in this state for compensation or use any title, sign, abbreviation, card or device to indicate that such person is practicing dietetics unless he or she has been duly licensed pursuant to the provisions of Sections 324.200 to 324.225.”

Section 324.206 Permitted acts by persons not holding themselves out as dietitians states “ (4) A person pursuing an approved educational program leading to a degree or certificate in dietetics at an accredited or approved educational program as long as such person does not provide dietetic services outside the educational program. Such person shall be designated by a title that clearly indicates the person’s status as a student.”

The MND/DI Faculty/preceptors reserve the right to make changes in the program as needed to enhance student learning. Classroom or clinical rotations may be at times other than those originally outlined. Community events outside of the usual working hours are typical of dietitian involvement and are expected of student interns. See section on community events above.

Communication of Policy/Program Changes

Every effort is made to make sure information regarding timelines, course content, assignments and scheduled activities are correct and current. Sometimes changes are unavoidable, requiring an immediate change to schedule, syllabi, or other course content.

These changes are communicated to the student in the following manner:

1. Written communication of policy/procedure changes will be distributed in an electronic format via student college e-mail. It is highly suggested that Cox College e-mail is checked a minimum of twice daily – at the start and end of the working day. You are responsible for information e-mailed to you whether you remember to check your e-mail or not.

2. Changes to schedules, syllabi or other course content will be labelled as a change, dated, and posted in **Canvas™**.
3. Procedural or policy changes will be verbally disseminated, emailed to all students, and the appropriate documents amended with the date of the amendment attached.

Student Issue Process

Student of Concern Process (see Appendix for process and form)

The MND/DI faculty and preceptors are responsible for the academic and supervised practice development of their students. The MND/DI faculty and /preceptors have a responsibility to teach, supervise and evaluate their students in terms of performance in supervised practice experiences, the classroom setting and/or conduct. These individuals are obliged to take action when they have determined the student is either not making acceptable progress or displays inappropriate behavior.

Disciplinary action will be progressive and be accomplished in private in a reasonable and constructive manner to encourage improvement in behavior and performance. The process follows the *Student of Concern Process*. This departmental process (see the Appendix for the *Discipline/Termination Process*) serves to further define criteria for discipline/termination, as well as support the flowing college criteria for disciplinary probation and termination:

Disciplinary Probation

A student may be placed on disciplinary probation for the following reasons:

1. Failure to meet remediation related to laboratory/clinical suspension
2. Unsatisfactory laboratory/clinical performance (including, but not limited to, lack of preparation and irresponsible, unsafe or unprofessional conduct)
3. Scholastic misconduct (including but not limited to plagiarism or dishonesty)
4. Non-academic misconduct in violation of published program standards

Disciplinary Dismissal

A student may be dismissed from Cox College for any of the following reasons:

1. Failure to conduct oneself in a responsible, safe and professional manner
2. Academic misconduct including, but not limited to plagiarism or other forms of dishonesty
3. Failure to meet remediation requirements
4. Use of or being under the influence of alcohol and/or illegal drugs in the classroom, laboratory or clinical setting
5. Sexual offenses or harassment
6. Conviction of a felony

Student Complaints

Students are encouraged to discuss/report any problems that impact their well-being while at Cox College. If the students are unable to resolve issues, they are advised to follow the college process for filing a complaint. The 'Complaint Resolution Process (Grievance)' is outlined in the college catalog and is limited to the following situations where the student alleges to have been:

- Denied opportunities provided to other students;
- Held to standards different from those applied to other students in the same course or clinical group;
- The recipient of the unequal or erroneous application of a departmental or Cox College policy; and/or
- Disciplined or dismissed from Cox College, or an academic program, without due process.

The Complaint Resolution Process is not for the purpose of mediating disputes over grades, grading processes, or how a certain grade is determined. Grade matters are the domain of the instructor, appropriate Chair, Dean and Vice President for Academic Affairs (“VPAA”), and are outside the scope of the Complaint Resolution Process.

Complaints alleging discrimination and/or harassment on the basis of age, sex, color, disability, marital status, race, religion, ethnic or national origin will be handled under the college’s Non-Discrimination/Harassment Policy and Complaint Procedures.

See the Cox College Catalog through the Student Portal, accessible through the college website for the process details.

If the student fails to have complaints against the MND/DI program regarding accreditation standards or policies resolved by following the process outlined in the ‘Complaint Resolution Process (Grievance)’, the student is advised to submit a complaint to ACEND.

Any student may submit a complaint against the MND/DI program to ACEND alleging that the program may not be in compliance with the accreditation standards or policies. The complaint must be signed by the student/complainant. Anonymous complaints are not considered. The ACEND website provides the necessary information to initiate and file a complaint:

(<http://www.eatrightacend.org/ACEND/>) and to the specific area under ACEND Quicklinks to ‘Students’ and Frequently Asked Questions: Frequently Asked Questions about Careers in Dietetics. The section “Filing a Complaint” outlines the ACEND Procedure for Complaints Against Accredited Programs.

COLLEGE POLICIES AND INFORMATION

For information contact these offices at the phone number listed or check the Cox College web homepage at <http://www.coxcollege.edu> for additional information and to find College Catalog.

The Library

269-3460

Financial Aid

269-3160

Childcare

269-8050

Counseling Services

269-3225

Computer Labs

Contact IT at 269-3854

Student Support

269-3598

Academic Resource Center (ARC)

269-3225

Safety and Security

269-3715

Additional services are outlined in the college catalog, located on the college website.

American Psychological Association (APA) Guidelines

These guidelines are to be adhered to when doing professional/scholarly papers for classroom or clinical requirements. There is a book with these guidelines available for purchase at the bookstore, or you can utilize the following web sites to help in understanding the APA system:

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.drgwen.com/materilas/apa/26.htm>

<http://www.apa.org>

If you are unfamiliar with this style, further assistance is available in Canvas, the Academic Resource Center and the Writing Center at Drury University. CoxHealth Libraries also has materials to assist with these guidelines and their use.

Privacy of Information/FERPA

Cox College, the faculty, and you are responsible for meeting the guidelines for student privacy under the Family Education Rights and Privacy Act (FERPA). Generally, what that means is that information about you, your time here at Cox and your performance are held to be confidential and released only with your consent. After the age of 18, this includes the exclusion of your parents without your consent.

To learn more about FERPA, go to <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html> .

Nondiscrimination/Harassment Policy

Cox College has an established policy against discrimination based on age, sex, marital status, race, religion, disability, ethnic or national background and is committed to providing an educational and work environment that is free of sexual harassment and intimidation. This policy applies to the entire college community, including activities, organizations, and physical facilities in which students participate. Any person who believes that he or she has been harassed or the recipient of a discriminatory act prohibited by this policy should contact the department of Student Services. Refer to the *College Catalog* for additional information.

Accommodations

If you have questions about reasonable accommodations; the existence and location of services, activities, and facilities that are accessible to and usable by persons with disabilities; or need other information as required by the Section 504 regulation at 34 C.F.R. § 104.22(f), please

contact the Coordinator of Student Support, Cox College, 1423 N. Jefferson Ave., Springfield, MO 65802 or call 417-269-3598 regarding this information.

Withdrawal

A student may withdraw from the MND/DI at any time and for any reason by completion of the college required *Withdrawal* form. See the college catalog for additional details. Re-entry into the program that year is not possible; however, the student may be considered for re-acceptance in the program in the future.

Withdrawal from a course will likely result in loss of cohort status and dismissal from the program. See *Progression* section above.

Blood/Body Fluid Exposure or Other Injury

Exposure to blood and other potentially infectious body fluids shall be evaluated with appropriate treatment provided, according to CDC guidelines. The policy is applicable to Healthcare Personnel, Students, Volunteers, Patients, and Visitors at CoxHealth who may incur a blood or body fluid exposure during the course of work, educational experience or as a Patient or Visitor, regardless of whether the exposure occurs in the clinical setting or otherwise. See the Appendix for the policy.

Appendices

Cox College MND/DI Attendance Guidelines and Procedure	
Title: Absence/Tardiness	Page <u>1</u> of <u>2</u>
Formulated: 4/08	Effective Date: 8/08
Last Reviewed/Revised: July 2017	
Submitted By: MND/DI Program Director	
Approved By: MND/DI Department	

Rationale:

Attendance at class and in supervised practice is vital to the success of the MND/DI program and the individual student. Unscheduled absences are disruptive to the learning experience.

Procedure:

Absences for any reason are discouraged.

Supervised-practice (SP) hours. Absences that result in loss of supervised practice experiences may need to be made up, depending on the situation. Please note that students are responsible to complete the minimum supervised practice hours and MND/DI competencies for successful completion of the program.

- Absences that result in lost SP hours that **do not** need to be made up include the following: inclement weather where the college is closed, last minute preceptor availability issues.
- Absences that result in lost SP hours that **do need** to be made up include the following: student call-in (illness, family emergency, death in family). See applicable rotation facility's policy on illness.
- Absences that result in disciplinary action include the following: no call/no show (see details below), inappropriate call-in (see details below)

The missed time is required to be made up prior to the end of the semester or the student will receive an Incomplete for the course.

Making up hours (absence or tardiness) is very challenging for both the student and the preceptor. The preceptor will often need to alter their work schedule to accommodate the missed hours.

- The makeup days will only occur during breaks when the college is open: Thanksgiving, Christmas, Fall Break, Spring Break, and require approval of the preceptor, clinical faculty and/or Program Director. The student may negotiate with a preceptor and clinical faculty to make the time up on a weekend only in extenuating circumstances. This requires the permission of both the preceptor and the clinical faculty.
- Made up hours for tardiness are also required. The student can negotiate with the preceptor to come early or stay late or make the hours up as described above for missed days.
- In the event of an illness necessitating an absence from class the student must notify the instructor at least 1 hour prior to start of class. You may negotiate with each faculty and/or get notes from classmates. It may be possible to use SKYPE or other online platforms to

attend class. The student is responsible for all missed information and is expected to have an understanding of the material missed and submission of any work due for the missed class. Unless you have contacted the faculty prior to a test, you will be ineligible for a make-up. There are no make-ups for final examinations.

- In the event of an illness necessitating an absence from a rotation the student must notify the clinical faculty, the Program Director **and** the supervising preceptor at least 1 hour prior to start of rotation.
- An absence of more than two weeks may require that you withdraw from the semester. If you are still ill after two weeks, please contact the Program Director and clinical faculty to collaboratively establish a plan.
- All appointments including those to see a doctor, dentist or other healthcare professionals should be scheduled outside of rotation and/or class hours. Program faculty and preceptors will consider exceptions on an individual case.

Consult the CoxHealth Sick Policy for specific guidelines for patient contact.

The MND/DI program director and/or the clinical faculty will counsel/discipline the student for absence in accordance with the process outlined below:

1. Student will receive a written warning on the 2nd occurrence of absence within the previous 10 months.
2. Student will receive a 2nd written warning on the 4th occurrence of absence within the previous 10 months.
3. Student will be subject to discharge from the MND/DI program on the 5th occurrence of absence within the previous 10 months.

The MND/DI program director and/or the clinical faculty will counsel/discipline the student for tardiness in accordance with the process outlined below:

1. Student will receive a written warning on the 2nd occurrence of tardiness within the previous 30 days.
2. Student will receive a 2nd written warning on the 4th occurrence of tardiness within the previous 60 days.
3. Student will be subject to discharge from the internship program on the 5th occurrence of tardiness within the previous 90 days.

In the event of an unplanned tardy, the student is required to contact the preceptor by phone, or email if the preceptor cannot be reached by phone.

Note:

- Student may present a note from the doctor in the event of an illness.
- Any other reason necessitating an absence from a rotation will be dealt with on a case to case basis.
- *Arriving late at a rotation will result in an additional hour of rotation time at the end of*

said day.

- See section in the MND/DI Student Handbook regarding study guide completion. Incomplete assigned study guides is grounds for being sent home or to the library.
- The student is expected to show up to all rotations and class sessions dressed appropriately and fully prepared:
 - all assignments completed
 - have the needed materials/resources/tools needed for the class or experienceNoncompliance to any of these expectations will result in the student being sent home until he/she can come prepared.

Reminder:

- Failure to meet required competencies and quiz-outs of individual rotations will result in the addition of 1 week to said rotation experience. This week(s) will be made up at the end of the semester term or during breaks when the college is open.
- Failure to meet academic coursework expectations will result in additional assignments and/or remediation.

Definitions:

Absence – an unscheduled occurrence, in which intern is not in class or rotation as expected.

Occurrence – a period of absence consisting of one or more consecutive work/class days. If intern attempts to report to work following an occurrence, subsequently becomes ill again with the same illness within 48 hours, and sustains another period of absence; this will count as one occurrence in total.

No Call No Show – intern does not report to work or class and fails to notify the Internship Coordinator and Supervising Preceptor of absence. **Student may be subject to discharge from the program.**

Tardy – Student who is not present in class or assigned work area, ready for class/work at the beginning of his/her assigned rotation/class time.

Partial Day Absence – Student will be considered absent if he/she misses greater than 2 hours of scheduled class or rotation time. If student has less than a 2 hour absence as a result of leaving class/work early, this will be counted as tardy for disciplinary purposes.

Cox College

Title: Professional Impairment Procedure

Formulated: December 2014

Submitted by: Kristen Williams

Approved by: Department of MND/DI, CoxHealth preceptors

Revised by: Department of MND/DI, May 2017

Purpose: The MND/DI faculty and preceptors are responsible not only for the development of their students, but also to the profession and to the public.

The program faculty/preceptors have a responsibility to teach and supervise their students, which is typically done in the context of an amicable relationship. However, they also have a responsibility to protect the public from incompetent professionals and to maintain the standards of the profession. Unfortunately, it is possible that not all students are capable of becoming competent professionals who will maintain standards of the profession. In these cases, the program faculty/preceptors are obliged to take action when they have determined the student is professionally impaired.

Students who experience continued serious difficulties and do not function effectively in academic and/or interpersonal situations will be counseled in accordance with the Performance Improvement Procedure, made aware of career alternatives, and if necessary, dismissed from the program.

Procedure:

1. Definition of Professional Impairment

Professional impairment has been “defined broadly as an interference in professional functioning that is reflected in one or more of the following ways: (a) an inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior, (b) an inability to acquire professional standards skills in order to reach an acceptable level of competency, and (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning.” (Lamb et al. 1987. *Professional Psychology: Research and Practice* 18: 597-603.

Examples of behaviors which may be evidence of professional impairment include the following. The list contains examples, and is not intended to be definitive; (1) violation of professional standards or ethical codes, (2) inability or unwillingness to acquire and manifest professional skills at an acceptable level of competency, (3) behaviors that can reasonably be predictive of poor future professional functioning, such as extensive tardiness or poor compliance with supervisory requirements, (4) personal unsuitability to the profession, e.g., substance abuse, chronic and disabling physical problems, (5) interpersonal behaviors and

intrapersonal functioning that impair one's professional functioning such as psychopathology, inability to exercise good judgment, poor interpersonal skills, and pervasive interpersonal problems.

2. Possible Actions to Follow Manifestations of Professional Impairment

This list contains examples, and is not intended to be definitive. These actions are not hierarchical and need not be applied in each case; (1) a formal reprimand, (2) an unsatisfactory evaluation in a supervised practice rotation or classroom session with the requirement that the rotation be repeated, (3) personal therapy, (4) leave of absence, (5) required, additional rotation or class work, (6) increased supervision (e.g., more frequent supervision, more than one supervisor), (7) formal probation, (8) recommendation of withdrawal from the program (9) recommendation of formal dismissal from the program by the program faculty and the Dean of IP Research and Graduate Studies..

3. Due Process; Evaluation of Professional Impairment

- a) The progressive process is designed to encourage improvement in behavior and performance.
- b) All students will receive written notification of problems, including written descriptions of specific incidences that may evidence professional impairment, from the program faculty. The improvement process utilized is outlined in the Performance Improvement Procedure.
- c) The student evidencing professional impairment will usually be given an opportunity for remediation (although individual circumstances may not allow this, and this is not legally required), with specific descriptions of problems, suggestions for remediation, time limit, and notice of consequences if remediation is not successful, all noted in writing as per the Performance Improvement policy.
- d) If improvement (which may or may not include probation) is not successful and the judgment is made that serious professional impairment exists with consequences to the intern and the program, the intern may be dismissed.
- e) The intern will be notified in writing per the Performance Improvement Procedure.
- f) After receiving written notification, the student may request a grievance (outlined in the college student handbook) within five working days of receiving the letter of dismissal.

Cox College

Title: Dress Code

Formulated: May, 2010

Revised: July 2016

Submitted by: MND/DI Program Director

Approved by: MND/DI Program

Purpose: To ensure that all dietetic interns present a professional appearance to our patients, visitors, co-workers and all others that they may come in contact with throughout the workday.

Procedure: While in the classroom and in the rotations it is our philosophy that you are CoxHealth & Cox College. Your appearance and the impression you make upon others do much to create the image of our health system, college & program in the eyes of those with whom you come into contact. Professional attire and one's presentation of self add to one's credibility. Students are expected to convey an image of competence, confidence and professionalism at all times when they are on the Cox College campus and while in all rotations.

Students are therefore to dress in an appropriate, professional manner consistent with the following guidelines:

Appropriate Classroom Attire

Attire is to be appropriate for attending a professional educational setting. Clothing items that have the midriff showing are not appropriate. Hats, sweat suits and warm-ups will not be permitted.

Appropriate Clinical (rotation) Attire

Professional dress is required for all clinical areas.

Closed toe shoes are required, along with hose (with skirts or dresses) or socks (with pants/slacks).

Athletic shoes, tennis shoes, canvas shoes are not allowed.

A clean, non-wrinkled, white lab coat is required in all clinical areas. These coats are to be purchased from the college bookstore with *Cox College Nutrition Diagnostics Graduate Student* embroidered in green and be free of colored buttons.

Non-traditional hair color is not acceptable (streaks of blue, green, purple, etc)

Refer to the CoxHealth dress code policy for more details.

The CoxHealth/Cox College name badge is to be worn at all times when on the Cox College campus, in rotations and/or participating in MND/DI program activities. The

badge should be free of pins, stickers, etc and worn at collar/shoulder level with name and picture visible.

These guidelines are to be used in all settings where rotations occur – both in the CoxHealth system facilities and outside facilities – unless those outside facilities require specific dress not outlined in the CoxHealth Dress Code policy and this procedure.

Exceptions include attire specific for food service rotations. Preceptors in these areas will define specific requirements.

If the student does not follow the guidelines outlined above, the student will be sent home. The rotation hours will be required to be made up at the convenience of the preceptor.

This procedure is also subject to the Discipline/Termination Process.

Each student will review this procedure and sign a form verifying that she/he has read and understands the procedure. The signed form will be kept in the student's permanent file.

Forms Utilized: MND/DI signature form: Verification of Understanding

Reference: MND/DI signature form: Verification of Understanding, CoxHealth Standards Manual; CoxHealth Dress Code, Discipline/Termination Process.

Cox College

Title: Discipline/Termination Process

Formulated: April 2010

Submitted by: MND/DI Program Director

Approved by: MND/DI Program

Revised: July 2016

Purpose: The MND/DI faculty and preceptors are responsible for the academic and supervised practice development of their students. The MND/DI faculty and /preceptors have a responsibility to teach, supervise and evaluate their students in terms of performance in supervised practice experiences, the classroom setting and/or conduct. These individuals are obliged to take action when they have determined the student is either not making acceptable progress or displays inappropriate behavior.

Approach: Disciplinary action will be progressive and be accomplished in private in a reasonable and constructive manner to encourage improvement in behavior and performance. The process follows the *Student of Concern Process*. This departmental process serves to further define criteria for discipline/termination, as well as support the college criteria for disciplinary probation and termination:

Disciplinary Probation

A student may be placed on disciplinary probation for the following reasons:

- Failure to meet remediation related to laboratory/clinical suspension
- Unsatisfactory laboratory/clinical performance (including, but not limited to, lack of preparation and irresponsible, unsafe or unprofessional conduct)
- Scholastic misconduct (including but not limited to plagiarism or dishonesty)
- Non-academic misconduct in violation of published program standards

Disciplinary Dismissal

A student may be dismissed from Cox College for any of the following reasons:

- Failure to conduct oneself in a responsible, safe and professional manner

- Academic misconduct including, but not limited to plagiarism or other forms of dishonesty
 - Failure to meet remediation requirements
 - Use of or being under the influence of alcohol and/or illegal drugs in the classroom, laboratory or clinical setting
 - Sexual offenses or harassment
 - Conviction of a felony
1. Verbal counseling will be the first step in the progressive process. The MND/DI faculty and/or preceptor will inform the student of the conduct or performance problem. The in-person or telephone counseling will be conducted in a private setting. The student will be given the opportunity to give his/her side of the situation. Specific expectations of improved performance or conduct will be outlined in a development plan for/with the student using the *Student of Concern Progress Report Form*. Unsatisfactory rating in conduct or performance is to be noted by the preceptor on the evaluation forms.
 2. As noted above the student will receive guidance and counseling from the MND/DI faculty, preceptors and other appropriate support persons to aid her/him in successfully improving performance or behavior.
 3. If a student has a cumulative GPA of less than 3.0 in any given semester, the student will be placed on academic probation for one semester to bring cumulative GPA to 3.0 or higher.
 4. If GPA does not improve to 3.0 or higher in the succeeding semester, cohort status will be lost and student will be dismissed from the program.
 5. Failure to pass supervised practice courses (i.e. MND 530, MND 555, and MND 570) also results in loss of cohort status and program dismissal.
 6. If the student receives an unsatisfactory rating for any reason during the development plan time period or fails to comply with standards of professional behavior or personal conduct, the student may be dismissed from the program.
 7. Dismissal is the final step in the progressive process. A student may be dismissed from the program when he/she has been unable to satisfactorily complete program requirements in designated time frames, had one significant incidence of unethical behavior or misconduct, more than one incidence of noncompliance with professional standards of ethics or behavioral misconduct (see *Professional Impairment Process*), or is unable to satisfactorily complete rotation or classroom requirements during and/or after the development plan time period. See the *Student of Concern Process*.
 8. The student may present a written or verbal appeal of the dismissal through the steps of the grievance process (outlined in the college catalog) within five working days of receiving the letter of dismissal.
 9. Each student will review this policy and sign a form verifying that she/he has read and understands the process. The signed form will be kept in the student's permanent file.

Forms Utilized: MND/DI signature form: Verification of Understanding, Student of Concern Process & Progress Report Forms, Professional Impairment Process

COX COLLEGE PROCESS FOR STUDENTS OF CONCERN

PURPOSE: To provide a consistent process for students who are having difficulty achieving academic or behavioral standards for success at Cox College. This process includes identifying, counseling, documenting, and communicating appropriately regarding students of concern. The plan is meant to ensure students receive due process and faculty have practiced due diligence in assisting students to succeed. This process is integral to the ethical operation, mission, and values of Cox College. Student success requires commitment from both faculty and students. This process is intended to provide written evidence of this commitment.

GOALS:

1. To ensure due process for students at risk for failure.
2. To ensure due diligence from faculty in response to student concerns.
3. To ensure appropriate and transparent communication among College personnel committed to the individual student's success.
4. To ensure a concerted effort between faculty and student that fosters success for the student.

DEFINITIONS:

Student of Concern: Any student who is failing to achieve or maintain academic or behavioral standards for success as identified in the Cox College catalog.

Faculty: Any faculty member who is interacting with a student of concern

Advisor: The faculty advisor who has been assigned to the student of concern

Chair: The chairperson of the student of concern's discipline.

Dean: The Cox College Dean of Interprofessional Education and Research

VPAA: Cox College Vice President of Academic Affairs

Procedure:

1. Student of concern is self-identified or identified promptly by a faculty member.

2. A face-to-face meeting is arranged between the faculty and the student if at all possible. A telephonic appointment is acceptable if not. The faculty member initiates The Cox College Student of Concern Progress Report in order to convey the issue, how it is to be addressed, and how it is re-evaluated over time. This report should be copied to a secure electronic folder (H drive or CAMS), the student's advisor, the department chair, and the dean.
3. A second evaluation of the student's progress is required on or before the date entered on the Progress Report. If the issue is resolved, written notice to all involved will suffice to document this achievement. If some or no progress is made, another meeting is required with updated plans and goals given to the student. This should be noted as a second (third, fourth, etc.) report as appropriate. Counseling at this point may require the presence of the faculty advisor, department chair, or dean. Regardless of outcome, subsequent reports must be sent to all involved.
4. Students who have been given plans and goals and fail to improve may be subject to discipline or dismissal as outlined in the College Catalog. Faculty, advisors, and the department chair may tell students their grades and results, but the discussion of dismissal from the College must be held with the Dean. Unsuccessful students will be referred for an appointment with the Dean.

COX COLLEGE

STUDENT OF CONCERN PROGRESS REPORT

Student Name: _____

Date: _____

Faculty Name: _____

Time of Appointment: _____

Mode of Contact: Student Initiated Faculty Initiated Other: _____

BACKGROUND:

- Academic Issue
- Behavioral Issue
- Academic & Behavioral Issue

Description of the concern/incident:

ANALYSIS (check all that apply; may be both academic and behavioral):

Academic Issue:

- Student does not understand the material
- Student needs to develop better study/test taking strategies
- Student has difficulty expressing understanding in written/oral form
- Student is under personal duress
- Other (explain): _____

Behavioral Issue:

- Student is unsafe with patients in clinical setting
- Student exhibits unprofessional behavior in class/clinical
- Other (explain): _____

ACTION PLAN:

- Student is counseled by faculty to improve likelihood of academic/behavioral success.

- Student is referred to: _____ for academic remediation.
- Student is referred to: _____ for behavioral remediation.
- Student is placed on specific improvement plan (see attached).
- Other referral (specify): _____

GOALS (be specific):

Comments:

Student received specific plan or list of goals:

- In person.
- By email.
- By registered mail.

EVALUATION:

Student progress will be re-evaluated on or before <date> _____ .

The student will be informed of progress and next steps within 48 hours of the re-evaluation.

Student Signature: _____ **Date:** _____
 (Student signature means student was present and received a signed copy of this form- it does not indicate agreement with the assessment.)

Faculty Signature: _____ **Date:** _____

Copies sent to:

- STUDENT ADVISOR (Name)**
- DEPARTMENT CHAIR**
- DEAN**

COXHEALTH SYSTEM POLICY

EH04 TITLE: Blood/Body Fluid Exposure and Follow-up

SUBMITTED BY: Carol Grantham

APPROVED BY: Randall Cross, M.D, Medical Director, Employee Health

PUBLISHED DATE: 4/28/14

PURPOSE: To provide the procedure for management of Healthcare Personnel Students, Volunteers, Patients and Visitors exposed to blood and body fluids.

POLICY: Exposure to blood and other potentially infectious body fluids shall be evaluated with appropriate treatment provided, according to CDC guidelines. The policy is applicable to Healthcare Personnel, Students, Volunteers, Patients, and Visitors at CoxHealth who may incur a blood or body fluid exposure during the course of work, educational experience or as a Patient or Visitor, regardless of whether the exposure occurs in the clinical setting or otherwise.

SCOPE: All CoxHealth locations

DEFINITIONS:

1. Blood/Body Fluid Exposure:

- A. Percutaneous injury in which blood or blood-derived fluids are transferred through the skin via a needle or other sharp object that has been contaminated with blood or blood derived fluids.
- B. A mucous membrane exposure in which blood or blood-derived body fluids contact the mucous membranes of the eye, nose, and/or mouth.
- C. Blood or blood-derived body fluid contact with non-intact skin, i.e. skin that is abraded, chapped, lacerated, or afflicted with dermatitis.
- D. Ingestion of human breast milk by a neonate from a source other than the infant's mother.
- E. Human bite injuries in which the skin is broken and blood exposure occurs to the mouth of the biter. Exposure may also occur to the bitten person if the biter has blood in their mouth prior to biting, or an open sore of the gums or mucous membranes such as active gingivitis, tooth abscess, or aphthous ulcer.

2. Body Fluids:

- A. Blood.
- B. Blood-derived body fluids, i.e. semen, cerebrospinal fluid, pleural fluid, peritoneal

fluid, vaginal secretions, synovial fluid, pericardial fluid, amniotic fluid, or breast milk.

C. Any body fluid or substance containing visible blood.

D. Un-fixed tissue or organ.

E. Fluids or un-fixed tissues containing HIV, or lab specimens of fluid or un-fixed tissue containing HIV.

3. Healthcare Personnel:

A. All persons who provide services at CoxHealth, whether paid or unpaid.

4. Students: All students who engage in educational experiences at Cox College and/or CoxHealth.

PROCEDURE:

1. In the event of a blood or body fluid exposure, the exposed person shall:

A. Wash the site with soap and water or flush mucous membranes with water.

B. Report immediately to:

- Employee Health Nurse.
- Nursing Administration Supervisor (NAO) in the event Employee Health Nurse is unavailable.
- Supervisor.
- Appropriate Faculty Supervisor.

C. Fax completed " Blood and Body Fluid Exposure Form" to: Employee Health, Springfield 417-269-4996

D. Enter an incident report in the on-line reporting system.

Employee Health, Nursing Administration Supervisor, Appropriate Faculty Supervisor, or Designated Persons will implement the following steps:

A. For a Known Source Patient, order the following labs on source patient.

a. Needle Stick Protocol as soon as possible on source patient.

i. Needle stick protocol: HIV 1 Antibody Screen HIV 1/O/2 Antibody
Hepatitis B Surface Antigen by EIA Hepatitis C Antibody

B. For positive HIV results on Source Patient, order PEP baseline labs on exposed health care worker.

- a. Hepatitis B Surface Antibody
- b. Hepatitis B Surface Antigen
- c. Hepatitis C Antibody
- d. HIV 1 & 2 Antibodies by EIA
- e. ALT/SGPT
- f. CBC g. CMP
- h. Beta-hCG serum (if female)

- C. For positive Hepatitis B Surface Antigen results on Source Patient, order baseline Hepatitis B labs on exposed health care worker.
 - a. Hepatitis B surface antibody (if negative order)
 - i. Hepatitis B panel Hepatitis Bs antigen Hepatitis Bc Ab IgM
- D. For positive Hepatitis C result on Source Patient order Hepatitis C baseline labs on exposed person.
 - a. ALT/SGPT
 - b. Hepatitis C Antibody
- E. For an Unknown Source Patient order following baseline labs on exposed person.
 - a. HIV 1/O/2 antibody
 - b. Hepatitis C Antibody
 - c. Hepatitis B Panel i. Hepatitis B panel Hepatitis B Surface Antibody Hepatitis Bs Antigen Hepatitis Bc Ab IgM
- F. Counsel exposed person utilizing attached document. (See Appendix C). For any questions, individuals may contact Employee Health.
- G. Coordinate Post Exposure Prophylaxis (PEP) evaluation with: (See Appendix D).
 - a. Occupation Medicine during regular office hours.
 - b. Emergency Department after office hours will see exposed persons in the following situations
 - i. If source patient is positive for HIV infection.
 - ii. If source patient is positive for Hepatitis B infection.
 - iii. Unknown Source.
- H. Completion of follow-up appointments will be coordinated by Employee Health.

