

# NUTRITION STUDENT GUIDE

Simmons College  
Undergraduate, DPD Certificate, and Graduate  
Programs in Nutrition  
Boston, MA

**SIMMONS**  
School of Nursing and  
Health Sciences

*Preparing the Future Leaders of Healthcare*

2011-2012

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**The 2011-2012 Academic Calendar can be accessed at the following link:**

<http://www.simmons.edu/overview/academics/calendars/>

## **INTRODUCTION:**

This Student Guide is a comprehensive summary of our undergraduate and graduate options offered by the Simmons College Nutrition Department; in addition it summarizes Nutrition Department policies and our expectations for our students. This is not an inclusive resource and should be used in conjunction with the following resources as well as in conjunction with your faculty adviser:

- undergraduate catalog  
(<http://www.simmons.edu/undergraduate/academics/departments/nutrition/>)
- graduate catalog (<http://www.simmons.edu/shs/academics/catalog/nutrition/>)
- the Simmons College student handbook  
(<https://my.simmons.edu/life/handbook/index.shtml>)
- the School of Nursing and Health Sciences student handbook  
( <http://my.simmons.edu/life/handbook/schools/shs/policies-regulations.shtml>)
- The Dietetic Internship Program (DIP) Handbook-provided to Dietetic Interns at the beginning of their internship.

It is recommended that you ask for clarification whenever you have questions about your program or progress.

In 1899, Ellen Swallow Richards, the founder of the American Home Economics Association, participated in the establishment of the School of Housekeeping of the Women's Educational and Industrial Union. The School was subsequently transferred, in 1902, to Simmons where it became one of the four original units of the College. The School of Household Economics, as it was known then, was the forerunner of the current Department of Nutrition.

Simmons College is in an enviable position because its students and faculty have a wealth of resources available for learning experiences beyond the College. In addition, the local institutions have a pool of potential part-time employees in the form of nutrition undergraduates; dietetic internship and graduate faculties are able to select students from a population group coming from a known local institution; and employers of entry-level practitioners have opportunities to choose dietitians who are locally educated and often experienced at local work sites. The happy circumstance of Simmons' location has served the Nutrition Department well over its 100-year history.

## ***OUR MISSION***

The Simmons College Department of Nutrition has a two-fold reason for existing. The first is to educate students and foster an appreciation of lifelong learning in preparation for their success in advanced nutrition or dietetics education or employment so that they can be effective in a profession that works to affect the eating behaviors and subsequent health and quality of life of a multicultural and diverse population, a profession that adds to the scientific investigation about food and health, and one that fosters an appreciation

of food's relationship to other sciences; and second, to provide the College community with the intellectual basis and professional expertise for achieving and/or maintaining health through food habits.

The mission of the Department of Nutrition embraces the broad mission of the College. Simmons College, chartered in 1899, was founded upon the groundbreaking concept of helping young women prepare for the working world by combining a liberal arts education with career preparation. Unlike most women's colleges of the time, Simmons was created so women could be educated in order to earn an independent livelihood.

Simmons College is a diverse community that educates students for professional success and intellectual fulfillment. The mission of Simmons College was revised in 2010 and is "Where academic and real world experience prepares undergraduate women and graduate students for rewarding lives and career success" (<http://www.simmons.edu/overview/about/today/>).

Simmons College's Values are:

- Focus on exceptional, student-centered learning experience.
- Higher education for leadership in the professions
- Excellence in teaching, applied research and practice
- Gender equity and advancement of women in society
- Commitment to a diverse and inclusive community
- Tradition of community and civic engagement.

The educational atmosphere of Simmons' small class setting allows students to receive the personal attention and encouragement necessary for a meaningful learning experience, and allows for the College's objectives to be realized. Additionally, the larger community of metropolitan Boston is as important to students as the classroom setting, and much learning takes place off campus. Many departments include field work and internships as part of their regular course of study. The office of a business or financial enterprise, a publishing house, a government department, a hospital, or a welfare agency - any one of these may play a major role in the Simmons educational experience.

The creation of the Colleges of Fenway consortium in 1996 has favorably expanded the educational opportunities for students. This collaboration of five institutions, within walking distance of Simmons campus, enables students to attend classes at other colleges including Emmanuel College, Wheelock College, Massachusetts College of Pharmacy and Allied Health Studies and Wentworth Institute of Technology.

As a result, Simmons students enjoy the resources of a large university, with separate undergraduate and graduate programs, as well as a low student-faculty ratio without leaving their own backyard. This educational alliance also supports the College's goal of providing a flexible liberal arts and graduate education by allowing students to develop an individualized educational program suited to the students' individual interests and career goals.

The Department of Nutrition believes that nutrition is a science governed by the rigorous rules of scientific investigation. It is a biological science because its elements, nutrients, are chemicals and chemical compounds which participate in the regulation of homeostasis and, thus, the continuity of life. Nutrition is further a social science because

its elements are consumed primarily in the form of food on a regular basis. How and why food is chosen is determined by a set of human behaviors that are constantly refined by such diverse forces as biology, environment, economics, politics, culture and the effect of the media. Since the faculty further believes that the practice of Dietetics is predicated in large part on the science of Nutrition, the Department of Nutrition's contribution to the education of dietetic practitioners is philosophically consistent with the mission of the College and in harmony with societal expectations of professional health care workers.

### **NUTRITION DEGREE/CERTIFICATE OPTIONS:**

Several nutrition degrees/options (listed below) can be completed through the Nutrition Department.

#### **Undergraduate:**

- Nutrition and Dietetics (Didactic Program in Dietetics option)
- Nutrition and Food Science
- Nutrition and Food Service Management
- Minor in Nutrition

#### **Accelerated BS-MS Degree Programs:**

- BS in Nutrition/MS in Nutrition and Health Promotion
- BS in Exercise Science/MS in Nutrition and Health Promotion
- BS in Public Health/MS in Nutrition and Health Promotion
- BS in Biology/MS in Nutrition and Health Promotion

#### **Post-Baccalaureate and Graduate:**

- Didactic Program in Dietetics Certificate (DPD)
- MS in Nutrition and Health Promotion
- Certificate in Sports Nutrition
- Dietetic Internship Program

#### **Didactic Program in Dietetics (DPD)**

Fulfilling the courses required by the DPD is one step towards completing the requirements to becoming a Registered Dietitian. The Simmons College Didactic Program in Dietetics is currently granted accreditation by the Commission on Accreditation for Dietetics Education, 120 South Riverside Plaza, Chicago, IL 60606, 312-899-0040 ext.5400 (see the Didactic Program in Dietetics program goals and outcomes below). In addition to a minimum of a bachelor's degree, the DPD completion (either as part of the BS in Nutrition and Dietetics or through a post-Baccalaureate DPD certificate program) must be followed by the successful completion of an accredited supervised practice program (e.g., a dietetic internship program (DIP)) to ensure eligibility to take the RD examination.

### **NUTRITION DEPARTMENT GOALS:**

The Department of Nutrition is dedicated to quality teaching and learning. Goals of the Department of Nutrition and the Didactic Program in Dietetics are:

1. The Simmons College Nutrition Department will prepare graduates to become competent entry level professionals.
2. The Nutrition Department will prepare graduates to succeed in one or more of the following: a graduate program, an accredited dietetic internship program, or employment.
3. The Nutrition Department will prepare graduates to serve a culturally diverse population.

### **ACADEMIC ADVISING:**

Academic advising is the student's best source of information about academic programs, majors, procedures and sequence of taking courses at Simmons College. Academic advisers also provide guidance on gaining work experience in the nutrition profession and on applying to Dietetic Internship Programs. Each student in the nutrition department is assigned an adviser at the beginning of her/his academic program. Faculty members and students should review requirements and suggested course sequences and then meet to discuss course selection and workload. The student may meet with her/his adviser at any pre-arranged time. Students should meet with their advisers at least once a semester prior to registration. It is the student's responsibility to set meetings with her/his adviser.

### **SIMMONS COLLEGE NUTRITION FACULTY:**

There are five full-time faculty members that comprise the Simmons College Nutrition Department. See table 1 on the following page for a summary of their credentials, research, and courses that they teach.

**Table 1. Nutrition Department Faculty Information**

Faculty Member	Course(s) Taught	Degree(s) & Areas of Interest
<b>Lisa S Brown, PhD, RD (Dietetic Internship Coordinator)</b>	NUTR 111 – Fundamentals of Nutrition Science (F, S, U) NUTR 112 – Introduction to Nutrition Science (F, S, U) NUTR 237 – The Practice of Community Nutrition (F, S) NUTR 381 – Advanced Practice in Community Nutrition (S)	Assistant Professor B.S. Clark University M.S. Simmons College Ph.D. Boston University School of Medicine Dietetic Internship - Simmons College <b>Research interests:</b> maternal and child, epidemiology and cardiovascular health
<b>Sari Edelstein, PhD, RD</b>	NUTR 201 – Advanced Food Science (F) NUTR 248 – Food Production and Service Systems (F) NUTR 249 – Management of Food Service Systems (S) NUTR 350 – (Food Service) Independent Study (F, S, U) NUTR 380 – (Food Service) Independent Study (F, S, U) NUTR 462 – Sports Nutrition Practice (S)	Associate Professor of Nutrition B.S. Florida State University M.S. Florida International University Ph.D. University of Florida Dietetic Traineeship – Baptist Memorial Hospital, Jacksonville, FL <b>Research interests:</b> Development of novel food products to support a healthy lifestyle and facilitate the prevention of disease; theories of management and leadership; bioethics
<b>Teresa T. Fung, ScD, RD</b>	NUTR 311 – Nutrient Metabolism (F) NUTR 334 – Medical Nutrition Therapy (S) NUTR 453 – Advanced Topics in Preventive Nutrition (U)	Professor of Nutrition B.S., M.S. Cornell University Sc.D. Harvard School of Public Health Dietetic Internship – Yale New Haven Hospital <b>Research interests:</b> diabetes, CVD, and cancer
<b>Nancy H. Herbold, EdD, RD (Dietetic Internship Director)</b>	NUTR 349 – Directed Study (F, S) NUTR 350 – Independent Study (F, S) NUTR 370 – Internship (F, S) NUTR 380 – Field Experience (F, S) NUTR 381 – Advanced Practice in Community Nutrition (S) NUTR 489 – Nutrition Proposal Development (F) NUTR 490 – Nutrition Research Project (S) NUTR 451A/NUTR 451B – Dietetic Internship (F/S)	Professor of Nutrition Ruby Winslow Linn Professor and Chair Department of Nutrition B.S. University of Rhode Island M.S., Ed.D. Boston University Dietetic Internship – Peter Bent Brigham Hospital (Brigham & Women’s Hospital) <b>Research interests:</b> nutrition and sports; supplement use by adolescents and athletes
<b>Elizabeth Metallinos-Katsaras, PhD, RD (DPD Director)</b>	NUTR 110 – Sociocultural Implications of Nutrition (F) NUTR 111 – Fundamentals of Nutrition Science (F, S, U) NUTR 112 – Introduction to Nutrition Science (F, S, U) NUTR 237 – The Practice of Community Nutrition (F, S) NUTR 390 – Seminar: Selected Topics in Nutrition (S) NUTR 460 – Nutritional Epidemiology (S)	Associate Professor of Nutrition B.S., M.S., Ph.D. University of California/Davis Dietetic Internship – University of California/Davis <b>Research interests:</b> childhood overweight, nutritional consequences of food insecurity; iron deficiency anemia and growth and development in children, the Mediterranean Diet

## **UNDERGRADUATE MAJORS:**

### **Nutrition and Dietetics Undergraduate major:**

The nutrition and dietetics major includes all courses required for the Didactic Program in Dietetics (DPD). To plan their schedules appropriately, students meet with their academic advisers and should note that the courses in the basic sciences are prerequisite to upper-level work in the department (courses numbered in the 200 and 300 series). See table 2 for a suggested course sequence. Students are expected to meet departmental criteria regarding academic performance, health status, and professional behavior.

All students must meet the all-College GPA requirements and earn a 2.0 GPA. For the nutrition department the student must earn a C- or better in all the required science courses and nutrition courses. If a student does not earn at least a C- she must repeat the course. It is not necessary to repeat the course in any particular sequence although it is suggested that the student repeat the course prior to taking the next course in the series which requires it as a prerequisite. However, if a grade of F was earned (which constitutes a failure, and no credit is earned), it is necessary to repeat the course prior to taking the next course in the series. The following courses are required for the Nutrition and Dietetics major. See the undergraduate catalog for course descriptions.

#### **Science Requirements:**

BIOL 113 General Biology\*

BIOL 221 Microbiology\*

BIOL 231 & 232 Anatomy & Physiology I and II\*

CHEM 111 or 113 Introductory Chemistry: Inorganic\* or Principles of Chemistry\*

CHEM 112 or 114 Introductory Chemistry: Organic\* or Organic Chemistry I\*

CHEM 223 Introduction to Biochemistry

MATH 118 Introductory Statistics

\*with Laboratory

**Nutrition Requirements:** Students must complete the following nutrition requirements. These requirements also fulfill the Didactic Program in Dietetics requirements:

NUTR 112 Introduction to Nutrition Science

or NUTR 111 Fundamentals of Nutrition Science\*

NUTR 201 Advanced Food Science\*

NUTR 231 The Practice of Clinical Dietetics

NUTR 237 The Practice of Community Nutrition

NUTR 248 Food Production and Service Systems

NUTR 249 Management of Food Service Systems

NUTR 311 Nutrient Metabolism\*

NUTR 334 Medical Nutrition Therapy

NUTR 381 Advanced Practice in Community Nutrition

NUTR 390 Seminar: Selected Topics in Nutrition (also called “Senior Seminar” for short)

\*with Laboratory

*There are two required social science courses; at least one of these should be in sociology or psychology.*

Independent learning: At least four semester hours of the all-College independent learning requirement must be fulfilled by enrolling in NUTR 390 (Seminar: Selected Topics in Nutrition). The remaining 4 semester hours will be met by NUTR 381.

**Table 2. Suggested Sequence of Courses for Nutrition & Dietetics Major**

	<b>Fall Semester</b>	<b>Spring Semester</b>
<b>First Year</b>	<input type="checkbox"/> First Year Experience (FYS 101) <input type="checkbox"/> Writing Seminar (FYW 101) <input type="checkbox"/> BIOL 113 - General Biology** <sup>a</sup> <input type="checkbox"/> NUTR 112 - Introduction to Nutrition Science <b>OR</b> <input type="checkbox"/> NUTR 111 – Fundamentals of Nutrition Science* <input type="checkbox"/> Language Requirement	<input type="checkbox"/> BIOL 221 Microbiology** <sup>a</sup> <input type="checkbox"/> MCC 102 - Culture Matters <input type="checkbox"/> Language Requirement <input type="checkbox"/> Elective
<b>Second Year</b>	<input type="checkbox"/> CHEM 111 – Introductory Chemistry: Inorganic* <b>OR</b> <input type="checkbox"/> CHEM 113 - Principles of Chemistry* <input type="checkbox"/> NUTR 237 - The Practice of Community Nutrition <input type="checkbox"/> MATH 118 - Introductory Statistics <input type="checkbox"/> One Elective - Language or other Elective	<input type="checkbox"/> CHEM 112 - Introductory Chemistry: Organic* <b>OR</b> <input type="checkbox"/> CHEM 114 - Organic Chemistry I* <input type="checkbox"/> Three Electives
<b>Third Year</b>	<input type="checkbox"/> BIOL 231 - Anatomy & Physiology I* <input type="checkbox"/> NUTR 248 - Food Production and Service Systems <input type="checkbox"/> Three Electives	<input type="checkbox"/> NUTR 249 - Management of Food Service Systems <input type="checkbox"/> BIOL 232 - Anatomy & Physiology II* <input type="checkbox"/> CHEM 223 - Introduction to Biochemistry <input type="checkbox"/> NUTR 231 - The Practice of Clinical Dietetics
<b>Fourth Year</b>	<input type="checkbox"/> NUTR 201 - Advanced Food Science* <input type="checkbox"/> NUTR 311 - Nutrient Metabolism* <input type="checkbox"/> Two Electives	<input type="checkbox"/> NUTR 334 - Medical Nutrition Therapy <input type="checkbox"/> NUTR 381 - Advanced Practice in Community Nutrition <input type="checkbox"/> NUTR 390 – Seminar: Selected Topics in Nutrition <input type="checkbox"/> Elective

\*with laboratory component

<sup>a</sup> Biology or chemistry can be taken freshman and sophomore year; sometimes taking chemistry freshman year and biology sophomore year gives students more flexibility later.

*NOTE: All BS students must earn a C- or better in all the required DPD science and nutrition courses. If a student does not earn the minimum grade she must repeat the course.*

### **Nutrition and Food Science:**

Students interested in a major in food science and nutrition should complete the nutrition requirements listed below. The all-College policy requires a student to repeat a course if a grade of F is earned, since no credit is received for a failed course. Students will be encouraged to repeat a course in which a grade of D-, D, or D+ is earned. Suggested sequencing will be determined by the student with consultation from her adviser. It should be noted that this major does not meet the DPD requirements.

**Science Requirements:**

BIOL 113 General Biology\*

BIOL 221 Microbiology\*

BIOL 231 & 232 Anatomy & Physiology I and II\*

CHEM 111 or 113 Introductory Chemistry: Inorganic\* or Principles of Chemistry\*

CHEM 112 or 114 Introductory Chemistry: Organic\* or Organic Chemistry I\*

CHEM 223 Introduction to Biochemistry

MATH 118 Introductory Statistics

**And any three of the following:**

CHEM 225 Organic Chemistry II\*

CHEM 226 Quantitative Analysis\*

CHEM 347 Advanced Topics in Biochemistry\*

BIOL 225 Cell Biology\*

BIOL 336 Genetics\*

\*with Laboratory

**Nutrition Requirements:**

NUTR 101 Food Science\*

NUTR 111 Fundamentals of Nutrition Science\*

or NUTR 112 Introduction to Nutrition Science

NUTR 201 Advanced Food Science\*

NUTR 237 The Practice of Community Nutrition

NUTR 311 Nutrient Metabolism\*

NUTR 334 Medical Nutrition Therapy

NUTR 350 and 380 Independent Study

NUTR 390 Seminar: Selected Topics in Nutrition

\*with Laboratory

**Nutrition and Food Service Management:**

A possible track within the nutrition program is food service management. It should be noted that this track does not meet the DPD requirements. The following courses are required:

**Science Requirements:**

BIOL 113 General Biology\*

BIOL 221 Microbiology\*

CHEM 111 Introductory Chemistry: Inorganic\*

CHEM 112 Introductory Chemistry: Organic\*

MATH 118 Introductory Statistics

\*with Laboratory

**Nutrition Requirements:**

NUTR 111 Fundamentals of Nutrition Science\*

or NUTR 112 Introduction to Nutrition Science

NUTR 201 Advanced Food Science\*

NUTR 237 The Practice of Community Nutrition

NUTR 248 Food Production and Service Systems

NUTR 249 Management of Food Service Systems

NUTR 350 and 380 Field Experience

\*with Laboratory

### **Pick One Option:**

Option 1:

MGMT 110 Principles of Financial Accounting

MGMT 260 Principles of Finance

MGMT 250 Principles of Marketing or MGMT 221 Project Management

Option 2:

MGMT 238 Managing Your Venture's Financial Bottom Line

MGMT 250 Principles of Marketing

MGMT 221 Project Management

### **DIDACTIC PROGRAM IN DIETETICS (DPD) AND THE DPD CERTIFICATE PROGRAM:**

The Didactic Program in Dietetics fulfills one of the requirements for becoming a Registered Dietitian. The courses required for this program (shown below) can be completed within the context of the Simmons College curriculum either as a part of a Bachelor's degree or in addition to an already completed Bachelor's degree through the Didactic Program in Dietetics (DPD) Certificate. *The curriculum required for the BS in Nutrition was outlined previously.* Dr. Elizabeth Metallinos-Katsaras is the DPD Director. The Simmons College Nutrition Department's Didactic Program in Dietetics is currently granted Accreditation by the Commission on Accreditation for Dietetics Education (CADE), 120 South Riverside Plaza, Suite 2000, Chicago, IL, 60606-6995, tel: (312) 899-5400.

For those students who have already completed a Bachelor's degree and who would like to complete solely the Didactic Program requirements to become a Registered Dietitian, the Simmons College Certificate in the Didactic Program in Dietetics (DPD) is a post-baccalaureate program which allows students to do just the DPD. Even students who have already obtained a Bachelor's degree in a different discipline can complete the DPD certificate program to apply for a CADE accredited supervised practice program (i.e., dietetic internship).

### **DPD Goals and Program Outcomes:**

The Didactic Program in Dietetics' goals and corresponding program outcomes are shown below:

1. The Simmons College DPD will prepare graduates to become competent entry level professionals.

*Corresponding program outcomes:*

- At least 70% of those students enrolled in the BS will complete it within 150% of the time planned for completion.
- Over a five year period, the pass rate for program graduates taking the registration examination for the first time will be at least 80%.

- At least 75% of graduates will assign a 4 (i.e., agree) or a 5 (i.e., strongly agree) to being well prepared on 75% of the items on the graduate survey.
- At least 75% of Directors of Supervised Practice will rate Simmons College DPD graduates as acceptable or higher on 75% of items listed on the survey.

2. The DPD will prepare graduates to succeed in one or more of the following: a graduate program, an accredited dietetic internship program, or employment.

*Corresponding program outcomes:*

- Over a five-year period, 60% of DPD graduates will apply to supervised practice programs the academic year they complete the program.
- Over a five year period, 80% of those applying to supervised practice programs the academic year that they complete the program will be accepted.
- Within 12 months of completing the program at least 70% of those who did not apply or were not accepted to a DIP will secure one or more of the following: appointment to a graduate program, or employment.

3. The DPD will prepare graduates to serve a culturally diverse population.

*Corresponding program outcomes:*

- 80% of DPD students will demonstrate academic preparation in cultural factors affecting both nutrition and counseling via their DPD coursework.
- 75% of graduates will report satisfaction with their ability to serve culturally diverse groups.

### **Required DPD Courses:**

Irrespective of whether the DPD is done within the context of completing a Bachelor Degree in Nutrition or Dietetics or the DPD Certificate program, the Commission on Accreditation of Dietetic Education (CADE) didactic course requirements for the Simmons College DPD are shown below. It should be noted that these are undergraduate courses.

BIOL 113 General Biology\*  
 BIOL 221 Microbiology\*  
 BIOL 231 & 232 Anatomy & Physiology I and II\*

CHEM 111 or 113 Introductory Chemistry: Inorganic\* or Principles of Chemistry\*  
CHEM 112 or 114 Introductory Chemistry: Organic\* or Organic Chemistry I\*  
CHEM 223 Introduction to Biochemistry  
MATH 118 Introductory Statistics  
\*with Laboratory

Nutrition Courses:

NUTR 201 Advanced Food Science \*  
NUTR 112 Introduction to Nutrition Science OR  
NUTR 111 Fundamentals of Nutrition Science\*  
NUTR 231 The Practice of Clinical Dietetics  
NUTR 237 The Practice of Community Nutrition  
NUTR 248 Food Production and Service Systems  
NUTR 249 Management of Food Service Systems  
NUTR 331 Nutrient Metabolism\*  
NUTR 381 Advanced Practice in Community Nutrition  
NUTR 334 Medical Nutrition Therapy (6 credits)  
NUTR 390 Seminar: Selected Topics in Nutrition  
\*with Laboratory

*In addition, there are two required social science courses; at least one of these should be in sociology or psychology.*

Important note: Students are expected to take all aforementioned **nutrition courses** at Simmons College. Pre-requisite courses can be taken elsewhere with prior approval of the DPD director to ensure equivalency.

It should also be noted that fulfilling the aforementioned courses required for the Didactic Program in Dietetics is only one step in the credentialing process for dietetics practitioners. In addition to a minimum of a Bachelor's degree, the undergraduate DPD course completion must be followed by an accredited supervised practice program (i.e., a dietetic internship program (DIP)) to ensure eligibility to take the ADA administered Registered Dietitian (RD) examination. The application to the DIP is a separate process and completion of the DPD in no way guarantees acceptance into a DIP (see "Being matched to a Dietetic Internship Program" below). The dietetic internship application process is competitive and not all applicants are accepted. Statistics on the acceptance rates to dietetic internships are shown on the following Web site:

<http://www.eatright.org/CADE/content.aspx?id=186>. Nationally, in 2009 and 2010 about half of those applying were accepted into internships. Among Simmons College DPD students/graduates applying for the first time, about 81-82% have matched over the past two years. For more information on becoming a registered dietitian please see <http://www.eatright.org/students/education/starthere.aspx>.

Please see table 3 for the suggested course sequence for completion of the DPD Certificate. This course sequence assumes that none of the DPD course requirements have been completed prior to coming to Simmons College. The length of time to complete the program may vary, depending on whether some courses were already completed.

**Table 3. Suggested Sequence of Courses for the DPD Certificate**

	<b>Fall Semester</b>	<b>Spring Semester</b>
<b>First Year</b>	<input type="checkbox"/> BIOL 113 - General Biology* <input type="checkbox"/> NUTR 112 - Introduction to Nutrition Science <b>OR</b> <input type="checkbox"/> NUTR 111 – Fundamentals of Nutrition Science* <input type="checkbox"/> CHEM 111 – Introductory Chemistry: Inorganic* <b>OR</b> <input type="checkbox"/> CHEM 113 - Principles of Chemistry* <input type="checkbox"/> MATH 118 - Introductory Statistics	<input type="checkbox"/> BIOL 221 Microbiology* <input type="checkbox"/> NUTR 237 - The Practice of Community Nutrition <input type="checkbox"/> CHEM 112 - Introductory Chemistry: Organic* <b>OR</b> <input type="checkbox"/> CHEM 114 - Organic Chemistry I*
<b>Second Year</b>	<input type="checkbox"/> BIOL 231 - Anatomy & Physiology I* <input type="checkbox"/> NUTR 248 - Food Production and Service Systems	<input type="checkbox"/> NUTR 249 - Management of Food Service Systems <input type="checkbox"/> BIOL 232 - Anatomy & Physiology II* <input type="checkbox"/> CHEM 223 - Introduction to Biochemistry <input type="checkbox"/> NUTR 231 - The Practice of Clinical Dietetics
<b>Third Year</b>	<input type="checkbox"/> NUTR 201 - Advanced Food Science* <input type="checkbox"/> NUTR 311 - Nutrient Metabolism*	<input type="checkbox"/> NUTR 334 - Medical Nutrition Therapy <input type="checkbox"/> NUTR 381 - Advanced Practice in Community Nutrition <input type="checkbox"/> NUTR 390 – Seminar: Selected Topics in Nutrition**

\*with laboratory component

\*\*Starting Fall, 2012, this course will be offered in the fall semester.

*NOTE: All students must earn a C- or better in all the required science courses and a B- or better in all DPD nutrition courses. If a student does not earn the minimum grade she must repeat the course.*

### **Obtaining a Verification Statement Attesting to DPD Completion:**

Students must successfully complete the courses required for the DPD; even if coursework equivalent to the aforementioned requirements has been completed elsewhere, a minimum of 5 courses must be completed at Simmons College to be eligible to obtain a verification statement from Simmons College. Students who complete the DPD at Simmons College (either as part of the DPD certificate or as part of the BS degree in Nutrition) will receive a verification statement which documents such completion, once they have submitted the following to the DPD director:

- All official transcripts from all colleges attended for credit toward their degree and all colleges attended at which students took courses which fulfilled the Certificate in the DPD requirements (approval of all courses proposed to be taken for the DPD at a college other than Simmons College is required). CADE requires that all official transcripts be included in your student file in the nutrition office even if the College already has them on file.
- A request for the verification statement (hard copy). This request should include the student's full name (including middle name), last four digits of their social security number, and the address to which the verification statements should be sent. A form will be provided by the DPD director.

There is a 1-2 week turn-around time between the time of receipt of all aforementioned documents and the sending out of the verification statement.

### **MINOR IN NUTRITION:**

A minor in nutrition consists of the following courses:

NUTR 101 Food Science\*  
NUTR 111 Fundamentals of Nutrition Science\*  
or NUTR 112 Introduction to Nutrition Science  
NUTR 150 International Nutrition Issues  
or NUTR 110 Sociocultural Implications of Nutrition  
NUTR 237 The Practice of Community Nutrition  
One additional NUTR course at the 200-level or above.  
\*with Laboratory

### **GUIDELINES FOR INDEPENDENT STUDY AND FIELDWORK COURSES:**

#### **Independent Study: NUTR 350-01, 02; NUTR 450-01, 02:**

This course requires the consent of the instructor as a prerequisite. Students enrolled in this course receive four (4) semester hours of credit upon completion of NUTR 350 and 3 semester hours for the completion of NUTR 450. The independent study option is designed to enable the student to participate in a sustained and substantial investigative experience on a specific topic. This topic may be selected from the variety that have been discussed or suggested in previous nutrition courses. The student choosing this option will be expected to:

1. Perform independently by selecting a topic of interest in the nutritional sciences.

2. Formulate a specific and provocative question bearing on the topic so that the topic chosen may be focused and the question answered in a definitive manner.
3. Perform independently in the library by seeking out appropriate reference material, i.e., experimental and review articles in the scientific literature.
4. Selectively choose the articles of relevance to answer the question rather than to merely summarize the literature.
5. Evaluate and interpret information found in scientific literature.
6. Organize the information in a coherent, cohesive, concise and clear paper of 20-30 pages that is grammatically correct and devoid of spelling errors.
7. Cite references throughout the paper using The Journal of The American Dietetic Association (JADA) as a model for correct reference citation. All statements that are not the student's own thought must be cited.
8. Accomplish these objectives within a realistic time frame.
9. Students must enroll in this course for a letter grade; students are not eligible for the Pass/Fail option for this course.

**The student's responsibility starts prior to pre-registration at the end of the semester before the semester of independent study. At that time she is advised to choose a topic of interest and select a preceptor from the nutrition faculty whose interests and expertise coincide with the topic chosen.**

If the faculty preceptor accepts the student's proposal, the student may pre-register for NUTR 350. Within the first week of the term the student must meet with the faculty preceptor to focus the topic of investigation, and to have the question approved. During the semester, the student must continue to meet periodically with the faculty preceptor in order to:

1. Discuss the progress of the topic under investigation.
2. Ensure clarity of thought and purpose.
3. Limit the breadth and depth of the topic appropriate for the length of the paper and capabilities of the student.
4. Stimulate questions and answers for deeper investigation.
5. Ensure completion of work within one semester.

**Fieldwork: NUTR 380-01, 02; NUTR 480-01, 02:**

The prerequisite is consent of the instructor. Students enrolled in NUTR 350 receive four (4) semester hours of credit upon completion of the course 350 and 3 semester hours for the completion of NUTR 480 and are expected to spend a minimum of 8 hours per week at the field site itself in addition to library research, documentation of her learning experiences and consultation with her faculty adviser. The student should outline her objectives, methods of implementation and evaluation, and identify her resources at the beginning of the experience. These will, of course, be consonant with the needs and objectives of the field site so that the student can have a positive effect on the institution with which she is affiliated.

The student's responsibility starts prior to pre-registration at the end of the semester before the semester of fieldwork. At that time she is advised to choose a topic of interest and select a preceptor from the nutrition faculty whose interests and expertise coincide with the topic chosen.

### **Steps to Follow for Fieldwork:**

1. Identify goals and objectives before pre-registrations. After identifying goals, objectives and interests, students should consult with their faculty adviser for suggestions of possible sites and areas of investigation.
2. Arrange fieldwork placement before pre-registration.
3. Request that a faculty member to act as your mentor. Provide your goals and objectives to this faculty member for approval.
4. Student must enroll in NUTR 380/480 for a letter grade; students are not eligible for the Pass/Fail option in this course.
5. All written assignments are due on the last day of classes.
  - A. The general objective of the fieldwork placement is to enable the student to gain an understanding of an agency as it relates to the nutrition component. Therefore, the student will:
    1. Explore the nutrition component of an agency.
    2. Gain experience working with a variety of professionals.
    3. Be provided with opportunities to develop, plan and execute learning activities with and for professional and non-professional groups and individuals.
  - B. The responsibilities of the fieldwork supervisor will include:
    1. Aiding the student in the development and refinement of her personal objectives.
    2. Introducing the student to the setting and individuals within that setting.
    3. Being available for guidance and evaluation of the student's work and experience, preferably a fixed time each week.
    4. Alerting Simmons College faculty to any problems regarding student's performance.
    5. Providing formal evaluation of a student's performance to be given to the student on her last day of fieldwork and forwarded to Simmons College faculty.
  - C. The responsibilities of the faculty member include:
    1. Being available to the student for appointments and to the fieldwork supervisor for conferences and evaluation.
    2. Working with the student to rectify any problems with performance while at the agency.
    3. Evaluating the student's progress and work.
  - D. The responsibilities of the student include:
    1. Accepting guidance on performance from fieldwork supervisor and faculty.
    2. Discussing any problems related to fieldwork participation with the fieldwork supervisor and faculty.
    3. Planning for scheduled meetings with fieldwork supervisor and faculty member on a regular basis.

4. Discussing with fieldwork supervisor accuracy of observation for term paper.
5. Planning project and learning activities approved by fieldwork supervisor.
6. Preparing a self-evaluation to be given to fieldwork supervisor on last day of fieldwork (forwarded by Simmons College).
7. Completing all assignments in a thorough manner and on time.
8. Professional conduct.

*\*This section adapted from Guidelines of Field Courses in Public Health Nutrition, compiled by the joint Field Education Committee of the Association of State and Territorial Public Health Nutrition Directors and the Course Directors of Graduate Programs in Public Health.*

### **Suggestions and Guidelines for Fieldwork Write-Up:**

1. It may be helpful to keep a diary of activities and information learned to draw upon later in the semester when preparing for the final paper.
2. Agency goals, objectives, services rendered and population served should be defined. Also demographic data (age, sex, income, etc.) should be included. Define nutritionist's (if there is one) role in the agency. If there is not a nutritionist, how do you see her role if there were one?
3. The student should analyze her observations and activities. One activity in particular should be selected for an in-depth analysis.
4. The student should submit class outlines, educational booklets, etc. to the faculty.
5. Conclusions and discussions of fieldwork and suggestions for improvement should be submitted to faculty.
6. **Note: Make sure all information cited is referenced.** Style should follow that used by The Journal of the American Dietetic Association.

### **Term Paper:**

1. A topic should be selected and researched that will be useful in your fieldwork  
For example:
  - Behavior modification in weight control program if you are working with a weight group of overweight individuals.
  - Adolescent nutrition and pregnancy if you are involved with a WIC program.
2. The paper should have an approximate length of 10 double-spaced typed pages on a computer.
3. References – see above; use only research from the previous ten years.

## **ACCELERATED BS-MS DEGREE PROGRAMS:**

There are four accelerated degree options that allow a student to pursue a graduate degree in Nutrition and Health Promotion after completing their BS in Nutrition, Exercise Science, Public Health, or Biology. Please visit <http://www.simmons.edu/shs/academics/catalog/nutrition/> and view the Nutrition Catalog 2011–2012 for graduate requirements. Students may apply to the joint programs during their second semester of their junior year. Formal application should be made to the Admissions Office, School of Nursing and Health Sciences. Starting Fall 2011 the application requirements for all three programs are as follows:

- The student must be earning a BS degree, have completed the prerequisites for the MS degree, and are in their junior year of their BS.
- The student must have maintained satisfactory academic progress in their coursework and attained a final minimum GPA of 3.3 at the time of their application (GPA usually through their fall semester of their junior year).
- The student must show strong evidence of communication skills and motivation.
- The student must present two favorable letters of recommendation from Simmons College faculty members; at least one must be from a full time faculty member in the department of their major.

In order for an accepted student to continue with the program after her senior year (UG), she/he must meet the following academic standards her senior year:

- Have maintained satisfactory academic progress in coursework through the Spring semester of her/his senior year and attained a final undergraduate minimum GPA of 3.0 upon graduation (including spring semester grades).
- Have met the MS in Nutrition and Health Promotion requirement of attaining a minimum of a B in each of the graduate courses taken as part of the program during her/his senior year.

Specific criteria for each program are listed next.

### **BS in Nutrition/MS in Nutrition & Health Promotion:**

This program allows students interested in nutrition to obtain a BS in nutrition and a MS in nutrition and health promotion in an accelerated five-year program. Working with her adviser, a student will take two SNHS courses, usually SNHS 410 Research Methods and SNHS 450 The Health Care System: Interdisciplinary Perspectives during the fall and spring of her senior year.

### **BS in Exercise Science/MS in Nutrition & Health Promotion:**

This program allows students interested in exercise science and nutrition to obtain a BS in exercise science and a MS in nutrition and health promotion. Working with her adviser, a student will take two SNHS courses, usually SNHS 410 Research Methods and SNHS 450 The Health Care System: Interdisciplinary Perspectives during the fall and spring semester of her senior year. Please see the Department of Biology for the required courses to enter this program.

### **BS in Public Health/MS in Nutrition & Health Promotion:**

The Public Health major is an interdisciplinary major in Biology and Sociology and offers two tracks (Biology and Sociology). An accelerated five-year BS Public Health (Biology track)/MS Nutrition program is jointly offered by the Biology Department, College of Arts and Sciences and the Nutrition Department, School of Nursing and Health Sciences.

Students complete this accelerated BS/MS program in five years and receive a Bachelor of Science degree with a major in Public Health and a Master of Science degree in Nutrition and Health Promotion. Graduates of this program will find opportunities and careers in a variety of fields promoting health, which include research, government programs, weight loss centers, and exercise facilities. Working with her adviser, a student will take two SNHS courses, usually SNHS 410 Research Methods and SNHS 450 The Health Care System: Interdisciplinary Perspectives during the fall and spring semester of her senior year.

### **BS in Biology/MS in Nutrition & Health Promotion:**

Students complete this accelerated BS/MS program in five years and receive a Bachelor of Science degree with a major in Biology, a minor in Chemistry, and a Master of Science degree in Nutrition and Health Promotion. Working with her adviser, a student will take two SNHS courses, usually SNHS 410 Research Methods and SNHS 450 The Health Care System: Interdisciplinary Perspectives during the fall and spring semester of her senior year.

## **GRADUATE PROGRAMS IN NUTRITION:**

### **MS in Nutrition and Health Promotion:**

The Program also provides students with the opportunity to earn a Master of Science in Nutrition and Health Promotion. The suggested course sequence for both full-time and part-time tracks is shown below in tables 4 and 5. For further information, please go to [www.simmons.edu/shs/academics/nutrition/degrees/msn.shtml](http://www.simmons.edu/shs/academics/nutrition/degrees/msn.shtml).

**Table 4. Suggested Sequence of Courses for MS Nutrition & Health Promotion Program – Full-time**

<b>Fall</b>	<input type="checkbox"/> NUTR 452 – Nutrition Practice: Program Planning, Implementation, & Evaluation <input type="checkbox"/> NUTR 455 – Nutrition, Fitness, & Wellness <input type="checkbox"/> NUTR 461 – Exercise Assessment & Prescription <input type="checkbox"/> NUTR 489 – Nutrition Proposal Development <input type="checkbox"/> SNHS 410 – Research Methods <input type="checkbox"/> SNHS 570 – Health Promotions: A Global Perspective
<b>Spring</b>	<input type="checkbox"/> SNHS 450 – The Health Care System: Interdisciplinary Perspectives <input type="checkbox"/> NUTR 460 – Nutritional Epidemiology <input type="checkbox"/> NUTR 490 – Nutrition Research Project <input type="checkbox"/> Elective
<b>Summer</b>	<input type="checkbox"/> NUTR 453 – Advanced Topics in Preventive Nutrition

**Table 5. Suggested Sequence of Courses for MS Nutrition & Health Promotion Program – Part-time**

	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer Semester</b>
<b>First Year</b>	<input type="checkbox"/> SNHS 570 – Health Promotion: A Global Perspective <input type="checkbox"/> NUTR 455 – Nutrition, Fitness, & Wellness	<input type="checkbox"/> SNHS 450 – The Health Care System: Interdisciplinary Perspectives <input type="checkbox"/> Elective	
<b>Second Year</b>	<input type="checkbox"/> NUTR 452 – Nutrition Practice: Program Planning, Implementation & Evaluation <input type="checkbox"/> SNHS 410 – Research Methods	<input type="checkbox"/> NUTR 460 – Nutritional Epidemiology	<input type="checkbox"/> NUTR 453 – Advanced Topics in Preventive Nutrition
<b>Third Year</b>	<input type="checkbox"/> NUTR 461 – Exercise Assessment & Prescription <input type="checkbox"/> NUTR 489 – Nutrition Proposal Development	<input type="checkbox"/> NUTR 490 – Nutrition Research Project	

### **Certificate in Sports Nutrition:**

Combines nutrition and exercise knowledge to build competence in the area of fitness. For further details, please go to [www.simmons.edu/shs/academics/nutrition/degrees/csn.shtml](http://www.simmons.edu/shs/academics/nutrition/degrees/csn.shtml).

### **SUPERVISED PRACTICE COMPONENT OF BECOMING A REGISTERED DIETITIAN:**

#### **Being Matched to a Dietetic Internship Program:**

Being matched to and successfully completing a Dietetic Internship Program (DIP) is one of the requirements for becoming a Registered Dietitian. In the past several years obtaining a DIP match has become more competitive. We, in the Department of Nutrition, are committed to supporting students through this process; however, we would like students to be aware of their responsibility in their success. One very important component of a student's qualifications to which internship selection committees pay particular attention is the applicant's GPA. Although there are other factors such as letters of recommendations, work experience and graduate degrees with which selection committees use to rank their applicants, the GPA is central because it is predictive of registration examination passage.

In the Spring 2009 and 2010 semesters, only about 50% of those applying to a DIP *nationally* were matched to a dietetic internship. Among Simmons College DPD students who applied to DIPs in February of, 2010 and 2011, this percentage was considerably higher at about 81% and 82% respectively. That still leaves about 20% of applicants who were not matched. In 2009, we did a further assessment of our students that applied to DIPs and found the following evidence indicating that, indeed, a student's GPA is strongly predictive of matching to a Dietetic Internship Program:

- Among those with a GPA less than 3.0, none (0%) of our students matched to a DIP.
- Among those with a GPA 3.0 or greater, about 77% of our students matched to a DIP.
- Among those with a GPA of 3.5 or higher, about 90% of our students matched to a DIP.

#### **Preparing to Succeed in Matching to a Dietetic Internship Program:**

In light of the competitive nature of being matched to a Dietetic Internship Program, the Nutrition Department has developed several resources to both inform and support students through the process. First, a module which introduces students to the dietetics profession and provides materials to assist students in applying to Dietetic Internship Programs has been developed. This module will be used for the first time in the Fall of 2011 in The Practice of Community Nutrition course. In addition, in late September/early October every year Dr. Metallinos-Katsaras holds a DIP Application Orientation session *which is mandatory for all those planning to apply to supervised practice programs in the Spring of that academic year*. This would generally include

students who are completing their BS in Nutrition and Dietetics or the DPD Certificate in the Spring of that academic year.

### **Simmons College Dietetic Internship Program:**

The Department of Nutrition offers an accredited dietetic internship program to prepare baccalaureate nutrition graduates for entry-level dietetic practice and eligibility for the registration examination. The emphasis of the seven-month program is on community dietetics practice, health promotion, and wellness. Admission to the nutrition and dietetics program/certificate does not guarantee admission to a dietetic internship. Please go to <http://www.simmons.edu/shs/academics/nutrition/degrees/dietetic.shtml> for further details.

### **SIMMONS COLLEGE POLICIES, PROCEDURES AND GUIDELINES:**

#### **Simmons Tuition & Fees:**

Information about Simmons College undergraduate and graduate tuition, fees, and other costs can be found at <http://www.simmons.edu/financialaid/tuition/index.php>.

#### **Additional Student Expenses (APPROXIMATE):**

- Laboratory coat, for clinical practice and food science laboratories (\$35)
- Name pin, for clinical practice (\$5)
- CORI check-(\$15-45) for certain courses with a clinical placement or a fieldwork placement.
- Individual course materials, (i.e. presentation posters, copying costs, computer discs, etc.) should be expected
- Membership fees recommended for the program may include the American Dietetic Association (\$50, OPTIONAL but strongly recommended)
- Transportation to clinical and fieldwork sites (\$30/semester)
- Transportation, meal costs, and registration fees should be expected to attend professional meetings and practical experiences
- Most internships charge an application fee between \$50 and \$100. Additionally, it will cost to register with the Dietetic Internship Centralized Application System (DICAS - \$40 for the first application and \$20 for each application after) and \$50 to apply to the computer matching process used to determine intern placement (through D & D Digital)
- OPTIONAL: Student subscriptions to professional journals (e.g., Nutrition Reviews)

#### **Insurance:**

- Compulsory Professional Liability – Professional liability insurance for all students in the Nutrition department is required. Without insurance, students

- cannot participate in clinical courses or courses with a fieldwork placement. The cost of the policy is a set fee and is paid by the College.
- Health Insurance – State law in Massachusetts requires all undergraduate and graduate students to have health insurance. More information about health insurance can be found in the All-College Student Handbook (<http://my.simmons.edu/life/handbook/services/health-services.shtml>), on the Simmons College Health Center website (<http://my.simmons.edu/services/health/insurance.php>), or on the Student Financial Services website (<http://www.simmons.edu/financialaid/accounts/insurance.php>).
  - Travel Liability – Travel either as part of the DPD program or commuting time to field experiences is not covered by Simmons College. Each student is responsible for his/her own travel liability when traveling between the College and an assignment off campus.

### **Financial Aid:**

To apply for financial aid, please visit the Financial Aid Office in the Simmons Main College Building, Room W-207 or the Financial Aid Office website <http://www.simmons.edu/financialaid/>.

### **Academic Exclusion, Suspension & Dismissal:**

- Simmons College policies pertaining to student academic progress, standing, termination, and re-admittance can be found in the Simmons College student handbook (<https://my.simmons.edu/life/handbook/index.shtml>) and in the School of Nursing and Health Sciences Student Handbook (<http://my.simmons.edu/life/handbook/schools/shs/policies-regulations.shtml>).

### **Transfer Credits:**

- Simmons College policies pertaining to transfer credits for undergraduate students can be found in the CAS Undergraduate Programs section of the Simmons College student handbook (<http://my.simmons.edu/life/handbook/schools/undergraduate/index.shtml>) and for graduate students in the School of Nursing and Health Sciences Student Handbook (<http://my.simmons.edu/life/handbook/schools/shs/policies-regulations.shtml>) as well as the Simmons Course Catalog (<http://www.simmons.edu/shs/academics/catalog/nutrition/>).

### **Grievance, Appeal, and Complaints:**

A student with a grievance regarding a grade should discuss the grievance with the course instructor and, if not resolved, with the instructor's department chair or program director. The department chair/program director may consult with the instructor, but the final decision regarding a grade rests with the instructor. If the instructor is the department chair/program director, the student may discuss the grievance with the dean. Grade changes are given only if a clerical error was made in the calculation of the grade.

The faculty of the department/program in which the student is enrolled monitors each student's academic progress. A student has the right to appeal a faculty decision regarding academic progress. The student's department chair or program director should be consulted concerning the appropriate procedures for appeal of any decisions related to unsatisfactory academic progress. If issues of academic progress are not resolved at the department/program level, the student may appeal to the CAS Dean's office (for undergraduate students) or the SNHS Committee on Policy through the dean (for graduate students). A student with a grievance or complaint regarding other aspects of her/his academic program should discuss the grievance/complaint with her/his department chair or program director and, if not resolved, with the dean.

## **DEPARTMENT OF NUTRITION POLICIES:**

### **Academic Policies: Assessment of Prior Learning and Credit toward Program Requirements:**

Prior to registering for courses, student's transcripts are evaluated for possible course transfer and equivalency. For science and nutrition requirements for either the BS or the DPD Certificate Program, students must provide course descriptions and if needed syllabi for review. For the DPD program, there is a 10 year recency requirement for courses. If the student has been working in a field that uses the skills and knowledge based taught in a specific course that was taken more than 10 years prior to beginning the program, the DPD director may waive this recency requirement for that specific course

In the event that a current student requests to substitute a required (DPD or other program requirement) course from another college or university, the student must submit a course description to their adviser and then if needed a syllabus **prior to taking the course**. If it is not clear from the course description that the course is equivalent to the Simmons College course, the student must submit a syllabus. If this is a science pre-requisite and there continues to be questions of equivalency then the concomitant faculty in the biology, chemistry or math departments are asked to review the syllabus and will provide the nutrition department with a determination. If it is a nutrition course, the adviser must have the faculty who teaches that specific course at Simmons, review the course for equivalency and the student must provide a strong justification for not taking the course at Simmons.

In addition, if the student is seeking credit hours to be transferred toward their degree, the student must also complete, the credit transfer form and submit this to the registrar's office for approval. **This also must be completed prior to taking the course** (even if the course content has been deemed equivalent by the nutrition department faculty).

### **Academic Policies: Didactic Program in Dietetics (DPD):**

All DPD students must complete all nutrition courses (unless approval has been given otherwise) at Simmons College and **must take NUTR 334 Medical Nutrition Therapy** at Simmons even if they have had a similar course at another academic institution. Courses taken at other institutions must be approved by the student's faculty adviser prior to taking those courses. If the student does not meet these academic requirements, no verification statement will be given.

The following are general policies related to taking DPD courses elsewhere under specific circumstances, however, if a student is receiving or has applied for financial aid she/he

must consult with their financial aid adviser regarding any implications of these special circumstances on their financial aid.

- If a student goes on a Leave of Absence (LOA), the student can take courses elsewhere if the Nutrition department chair or DPD director approves this in advance. Please see details regarding application process for LOA, requirements and restrictions for a Leave of Absence in the SNHS Student Handbook <http://my.simmons.edu/life/handbook/schools/shs/policies-regulations.shtml>.
- With respect to withdrawal from the College please see policies in the Student Handbook, SNHS section, regarding process for withdrawal and readmission. If a student takes courses elsewhere during the period for which she/he has withdrawn from the college, content area for a specific DPD course will not be applied unless students obtain prior approval from either the Nutrition Department Chair or DPD director.
- If a DPD Certificate student has special circumstances which makes it necessary for them to take a pre-requisite DPD course elsewhere, she/he needs to obtain prior approval from the Chair of the Department or DPD director. Students may be able to take pre-requisite DPD courses for the content area of a specific course elsewhere as long as they obtain this approval *in advance* and are not transferring in the credits. If credit transfer is needed, please see the policy for this in the SNHS Student Handbook <http://my.simmons.edu/life/handbook/schools/shs/policies-regulations.shtml>.

### **Academic Policies: Certificate in Sports Nutrition (CSN):**

**Non-matriculated students** who have the prerequisite requirements may take 1 required course from the 4 required CSN courses (NUTR 455, 460, 461 and SNHS 415). This course is acceptable for transfer into the CSN once students are accepted into the CSN program. It is the responsibility of the student to complete a petition for transfer credit. No courses from another institution will be accepted for transfer into the CSN program.

**Matriculated students** in the Simmons MS program who apply to the CSN and are accepted can transfer credits from NUTR 455 and 461 completed while an MS student into the CSN program. It is the student's responsibility to complete a petition for transfer credit. No courses from another institution will be accepted for transfer into the CSN program.

### **Academic Policies: Master of Science in Nutrition and Health Promotion:**

**Non-matriculated students** may take a total of two courses from either the nutrition department offerings or SNHS 410 Research Methods, SNHS 450 Sports Psychology. Once accepted in the MS program these two courses are acceptable for transfer into the MS program. It is the student's responsibility to complete a petition for transfer credit.

**Matriculated students** under special circumstances may transfer in 2 courses from another institution to the MS program if approved by their faculty adviser and/or department chair. It is the student's responsibility to complete the petition to transfer credit.

### **Academic Policies: Prerequisites:**

Applicants who have a BS degree in nutrition and completed the prerequisites courses more than 10 years ago but are working in a field of nutrition and dietetics will not need to repeat prerequisite courses with the exception of statistics. Webstat or an equivalent will be suggested or required as determined by the Department Chair.

Applicants who earned a BS degree in nutrition and completed a Didactic Program in Dietetics accredited by the Commission on Dietetics Education (CADE) are considered to have all the necessary prerequisite courses for the MS degree program. (Note: some schools may not require courses with the same titles as those at Simmons College but the same academic competencies must be included in their program as required by CADE.)

### **Academic Policies: Master of Science in Nutrition and Health Promotion and DPD Certificate:**

Students may work on the MS degree and DPD Certificate simultaneously. Students will not be enrolled in any nutrition graduate courses without the necessary science and nutrition prerequisites for those courses.

Those who are admitted into both the MS and the DPD Certificate Program may use graduate courses in their MS program to fulfill the requirements of two of the aforementioned DPD courses, Advanced Practice in Community Nutrition, and Seminar: Selected Topics in Nutrition. However, to obtain the exemption from these courses the following graduate courses must be completed prior to completion of the DPD Certificate.

- Advanced Practice in Community Nutrition (NUTR 381) is covered by the following graduate courses:
  - NUTR 452 Program Planning, Implementation and Evaluation
  - NUTR 455 Nutrition Fitness and Wellness
  - NUTR 460 Nutritional Epidemiology
  - SNHS 450 Introduction to Health Care Systems
  - SNHS 570, Health Promotion: Global Perspective

- Seminar: Selected Topics in Nutrition (NUTR 390) is covered by the following graduate courses.
  - SNHS 410 Research Methods
  - NUTR 489 Proposal Development

**Academic Policies: Academic Performance:**

**Student Learning Outcomes Assessment:**

Student learning is assessed in a variety of ways in the courses that students take at Simmons College. Most of our undergraduate courses must meet the competencies required by the Commission on Accreditation on Dietetics Education because they are courses that are part of the Didactic Program in Dietetics. In addition to the course grades students are asked to complete a variety of learning activities (i.e. assignments, case studies and projects) and their performance on these are evaluated by the faculty and represent in part, the degree to which students are learning the material; exam performance is another way faculty assess student learning. Feedback on student performance is given throughout the course so there are opportunities for improvement. Below, are two examples of learning outcomes used to assess student learning and the methods used to assess them (in italics).

Nutrition 237

- Students are able to develop an educational session or program/ educational strategy for a target population.

*90% of students will develop 2 educational sessions for which they earn a minimum of 80%, and document these in the form of lesson plans for young children from diverse communities.*

Nutrition 248

- Students are able to apply safety principles related to food, personnel and consumers.

*80% of students will attain HACCP and ServSafe certification.*

**Grades:**

Do you ever wonder why you got the mark you did? Or what things a professor considers in writing you a reference for a job or postgraduate studies? Appendix 1 gives you an idea of what goes into such an evaluation.

All courses offered by the Nutrition Department follow a standard grading policy with respect to assignment of letter grades. The following are the cut-offs for each letter grade.

Final Course Grades are based on the following scale:

A	≥ 94	B	84-86	C	74-76	D	64-66
A-	90-93	B-	80-83	C-	70-73	D-	60-63
B+	87-89	C+	77-79	D+	67-69	F	≤ 59

## *Undergraduate Grade Requirements*

All undergraduate students intending to declare one of the nutrition majors are required to complete a Junior audit and meet with their adviser by October 1<sup>st</sup> of their junior year; a copy of the Junior Audit can be found in Appendix 2 to this guide. Students must complete the audit prior to declaring a major in the nutrition department. Specific academic requirements of each major are discussed below.

The Simmons College undergraduate requirement for graduation is a minimum grade point average (GPA) of 2.00, to be calculated from all courses taken at Simmons using the letter grade system. See the 2011-2012 Undergraduate course catalog for further details on this (<http://www.simmons.edu/shs/academics/catalog/nutrition/>).

**BS Nutrition and Dietetics** All students in this program must earn a C- or better in all the prerequisites and required DPD courses. If a student does not earn a grade of C- they must repeat the course. **It is not** necessary to repeat the course in any particular sequence although it is suggested that the student repeat the course prior to taking the next course in the series which requires it as a prerequisite. The all College policy requires a student to repeat a course if a grade of F is earned since no credit is received for a failed course. If the student gets lower than a C- in the last semester, no verification statement will be given.

**BS in Nutrition and Food Science and Food Service Emphasis.** The all College policy requires a student to repeat a course if a grade of F is earned since no credit is received for a failed course. Students will be encouraged to repeat a course where a grade of D-, D, or D+ is earned and suggested sequencing will be determined by the student with consultation from her adviser. The Simmons College GPA requirements of 2.0 for graduation will still apply.

## *Graduate Grade Requirements*

Graduate nutrition students (including, MS, CSN and DPD Certificate students) must earn a grade of B- or better (Fall entrants) in all required DPD nutrition courses (listed previously) and a B or better in all master's level courses (400 and above). The Simmons College graduate requirement for graduation is a minimum grade point average (GPA) of 3.00, to be calculated using the letter grade system.

Dietetic Internship Program (DIP) Students should consult the DIP specific handbook for academic performance guidelines and other internship specific policies.

Didactic Program in Dietetics Certificate (DPD) All students are required to complete a DPD audit of their progress in the DPD and meet with their adviser prior to Feb. 1<sup>st</sup> of their second semester in the DPD certificate program; see a copy of the DPD audit form in Appendix 3 of this guide. All students in this program must earn a C- or better in all the science prerequisites and a minimum of a B- in the required DPD Nutrition courses (the latter requirement is for Fall 2011 entrants); if these grade requirements are not met the course(s) must be repeated. **It is not** necessary to repeat the course in any particular sequence although it is suggested that the student repeat the course prior to taking the next course in the series which requires it as a prerequisite.

### **Academic Policies: Leave of Absence (LOA):**

**Undergraduate Programs** - If a student goes on leave of absence (LOA), the student may take courses elsewhere if the Nutrition Department Chair or DPD Director approves this in advance. A leave of absence is generally granted for no longer than one year. However, a student may petition for an extension with good cause. With respect to withdrawal from the college, please see policies in the all-College Student Handbook regarding the process for withdrawal and readmission. If the student takes courses elsewhere during the period for which she/he has withdrawn from the college, content area for a specific DPD course will not be applied unless the student gets prior approval from either the Nutrition Department Chair or DPD Director. Students in any of the undergraduate programs should refer to the all College undergraduate student handbook for the leave of absence policy.

<http://my.simmons.edu/life/handbook/schools/undergraduate/index.shtml>.

**Graduate Programs** - Students in any of the graduate nutrition programs (MS, CSN, DIP, and DPD) may petition for a leave of absence. If a student goes on leave of absence (LOA), the student may take courses elsewhere if the Nutrition Department Chair or DPD Director approves this in advance. A leave of absence is generally granted for no longer than one year. However, a student may petition for an extension with good cause. With respect to withdrawal from the college, please see policies in the SNHS Student Handbook regarding the process for withdrawal and readmission. If the student takes courses elsewhere during the period for which she/he has withdrawn from the college, content area for a specific DPD course will not be applied unless students get prior approval from either the Nutrition Department Chair or DPD Director. See the SNHS Student handbook for additional information at:

<http://my.simmons.edu/life/handbook/schools/shs/policies-regulations.shtml>.

### **Academic Policies: Completion of a Program:**

#### **Graduate Programs**

Students must complete the CSN in 3 years unless a LOA is granted. Students in the MS program must complete the program in 5 years unless a LOA is granted. DIP students must complete the program in 1 year unless a LOA is granted.

### **Academic Policies: Student Evaluation of Courses:**

The faculty and administration is eager to receive *constructive* feedback regarding courses. This feedback is used to improve course content, teaching, and even required readings. The course evaluation form is to be completed by students enrolled in each nutrition course (see Appendix 4). The faculty does not review the course evaluation until the students' final grades are submitted to the Registrar.

### **Academic Policies: Complaints:**

A student with a complaint regarding a grade should discuss the issue with the course instructor and, if not resolved, with the instructor's department chair or program director. The department chair/program director may consult with the instructor, but the final

decision regarding a grade rests with the instructor. If the instructor is the department chair/program director, the student may discuss the complaint with the dean. Grade changes are given only if a clerical error was made in the calculation of the grade.

The faculty of the department/program in which the student is enrolled monitors each student's academic progress. A student has the right to appeal a faculty decision regarding academic progress. The student's department chair or program director should be consulted concerning the appropriate procedures for appeal of any decisions related to unsatisfactory academic progress. If issues of academic progress are not resolved at the department/program level, the student may appeal to the CAS Dean's office (for undergraduate students) or the SNHS Committee on Policy through the dean (for graduate students). A student with an issue regarding other aspects of her/his academic program should enter the college grievance process which is explained in an earlier section of this document.

### **Academic Policies: Professional Behavior:**

The classroom is similar to any and all professional settings. As in all professional environments, the following behaviors demonstrate commitment to professional standards of conduct:

- Attending each class
- Arriving on time and being well-prepared for class
- Staying in the classroom for the entire class period
- Turning off all pagers and cell phones
- Refraining from side conversations with classmates
- Being attentive to and respectful of the faculty presenting the class
- Being attentive to and respectful of classmates discussing questions, cases or issues raised during class
- Notifying the professor well in advance in the unusual circumstance that you will be late, unable to attend class, or unable to meet class requirements
- Adhering to the Simmons College Honor code at all times in clinical and classroom situations
- Being respectful of all department staff
- Faculty have the right to ask a student to withdraw from a course if the student's behavior is inconsistent with to any of the guidelines stated in the Student Guide.
- Students are also expected to arrive on time at clinical placements and fieldwork sites. If a student is not behaving in what the faculty or preceptor considers to be a professional

manner, she/he may be asked to withdraw from the course and/or be referred to the Counseling Center.

### **Academic Policies: Make-up Examinations:**

Missed examinations will be rescheduled only upon receipt of a valid, acceptable excuse for something that was beyond the control of the individual (i.e. car accident, family illness/death). Illness must be accompanied with a MD/Health Service note. Jury duty will be excused with proper documentation. Valid and acceptable excuses should be submitted in writing ASAP and no later than within 48 hours of the scheduled exam. Advanced requests to take an examination at an alternate date/time should also be made ASAP and no later than 48 hours before the date of the scheduled exam, whichever is earlier, and will be honored at the Instructor's discretion. Failure to comply with this policy will result in the assigned grade of F on this exam.

### **Academic Policies: CPR Certification:**

Graduate nutrition students in the master's or CSN programs need to become CPR certified. For certification, the student will need to take an American Heart Association Heartsaver CPR course. To find one locally, please check <http://www.americanheart.org/presenter.jhtml?identifier=3012360> and enter zip code. Select Heartsaver CPR as the course. To sort the list by mileage, click on "Mi". Course prices are set by the location, but should be between \$20-\$80 for the Adult, Child, and Infant CPR course. Certification is valid for two years.

For those wishing to practice their CPR skills, the American Heart Association has a Family & Friends CPR Anytime kit for less than \$30. However, this kit does not provide certification. The Nutrition department does have one kit which can be checked out. Leah Smith in the Nutrition Department will help you sign them out.

Before coming in to pick up a kit, please e-mail Leah Smith at [Leah.Smith@simmons.edu](mailto:Leah.Smith@simmons.edu) and let her know when to expect you. She is available to help between 9am-1pm and 2pm-4pm Monday through Friday. Proof of CPR certification must be presented by the end of NUTR 461 Exercise Assessment and Prescription.

### **Academic Policies: Academic References:**

No matter what career path you take after graduation, chances are that you will be asked to provide references. In many cases, at least one of these will be an academic reference. Who should you ask to write your academic reference? The best person to ask is a professor you feel knows you well. It is unlikely that a professor who has had you in only one class will be able to comment effectively on your overall abilities. You should also consider what information is being sought in the reference. Graduate schools, internships, and many others have a form that the person providing the reference is asked to fill out. They are usually asked to express their opinion on more than just the grades you earned in their class. Here are some items that are commonly included: (You will notice that a lot of the things noted here were also identified as factors affecting grades.)

<b>Trait</b>	<b>What the professor may use to develop an assessment:</b>
Dependability	Was the student in class? On time? Did the student hand in assignments on time? Were the assignments of good quality (demonstrate adequate work)? Did she carry out tasks to completion rather than stopping in the middle?
Creativity/originality	Did the student ask questions which demonstrated prior thought? Was the student able to develop new approaches to old problems? (Anything from looking at an academic problem in a new way to designing an attractive menu or table setting might be considered)
Independence	Did the student require an unusual amount of assistance to complete assigned work? Did the student organize and carry out assigned tasks on her own or as part of a group? Was the student able to make decisions on her own?
Initiative	How willing was the student to take on tough tasks, investigate new areas, try something new, or organize a team effort? Did the student do “extra”?
Communication skills	Was it easy to understand what the student was saying in both spoken and written work? Many things affect understanding: logical organization, ability to clearly state the idea or question, proper grammar and spelling... Where oral presentations by the student of the same quality?
Organization	How well did the student organize time? Written work? Did the student demonstrate the ability to manage others when necessary (for example, in food lab or other working groups)?
Ability to work with others	Did the student do her share of group work? Did the work for the group meet group expectations? What roles did the student tend to assume in groups?
Response to criticism	Did the student react defensively to criticism or use it as an opportunity for improvement? Did the student develop effective plans to deal with problems and then act on them?

Again, remember that it is the pattern of behavior that is important. For example, handing something in late once when there is a good reason is not a problem, but if you do this all the time it will be noticed. Furthermore, the way you handle the problem may have an impact. Using the above example, if you see the professor beforehand, explain the problem and provide a revised timetable for completion of the assignment, they may

wind up admiring your ability to act effectively in a crisis rather than wondering if you are a procrastinator.

One final thought...

There is more to achieving success in college than making an "A" on a report or exam. While academic performance is important, you have to learn to balance academics with personal growth. To be successful in our program, you need to develop your organizational and interpersonal skills and learn to take setbacks in stride. If you encounter a problem, try first to find a solution on your own, but remember that the faculty and staff are here to help you learn.

*Academic References reprinted with permission from The Nutrition and Food Science Student Handbook of the School of Nutrition and Food Science, Acadia University, Wolfville, N.S., Canada.*

### **Academic Policies: Guidelines for Student Performance in Courses with a Clinical or Community Fieldwork Component:**

#### **Courses Include:**

- NUTR 231
- NUTR 237
- NUTR 381
- NUTR 350 (dependent upon placement)
- NUTR 380 (dependent upon placement)

#### **Health Status Requirement for courses with a Clinical Fieldwork component:**

A recent physical (within the past year) will be required of students before they are allowed in the clinical areas. Students with known health problems may be admitted to courses with prior approval of the faculty and health officials of the College.

For the fieldwork component of certain courses, (e.g. Community Nutrition), students must have written proof of a negative TB test taken within the past 6 months of the class start date and proof of vaccination for measles, mumps, rubella (MMR) or a safe titer level. The following can assist students in providing appropriate documentation of immunizations required for certain courses (e.g. Introduction to Clinical Dietetics) prior to hospital lab rotation (**these are subject to change**).

#### **MMR (Measles, Mumps, Rubella) 2 doses required.**

- Dose 1 (Immunized on or after first birthday)\_\_\_\_\_
- Dose 2 (Given at least 1 month after Dose 1)\_\_\_\_\_

#### **OR**

#### **Measles (If given instead of MMR) 2 doses required**

- Dose 1 (Immunized on or after first birthday) \_\_\_\_\_
- Dose 2 (At least one month after dose 1) \_\_\_\_\_

If unable to document 2 Measles Immunization dates, *must provide*:

- Measles Serology Results\_\_\_\_\_

#### **Mumps (If given instead of MMR) 2 doses required**

- Dose 1 (Immunized on or after first birthday)\_\_\_\_\_
- Dose 2 (At least one month after dose 1) \_\_\_\_\_

If unable to document Mumps Immunization dates, *must provide*

Mumps Serology Results \_\_\_\_\_

**Rubella** (If given instead of MMR) **1 dose required**

Dose 1 (Immunized on or after first birthday) \_\_\_\_\_

If unable to document Rubella Immunization date, *must provide*

Rubella Serology\* Results \_\_\_\_\_

**Diphtheria/Tetanus**

Booster within last ten years \_\_\_\_\_

**Hepatitis B**

Primary Series #1 \_\_\_\_\_ #2 \_\_\_\_\_  
#3 \_\_\_\_\_

**If unable to document dates, titer required**

(COMPLETED)

Hepatitis B Serology\* Results \_\_\_\_\_

**Meningococcal Vaccine:** Polysaccharide Vaccine within the last 5 years, Conjugate Vaccine anytime in the past or a signed waiver. (***Required Only for Students Living On-Campus***)

Vaccine \_\_\_\_\_

***Or Signed Waiver***

*These immunizations are also required for Ntr 231*

**PPD: documentation of a PPD within one year of rotation**

PPD Results \_\_\_\_\_

Chest X-ray (if positive PPD) Results \_\_\_\_\_

**Completed course of INH** yes \_\_\_ no \_\_\_\_\_

**Note: If you have not had a PPD in the past 2 years, you need a 2-step PPD**

**Varicella**

History of Disease \_\_\_\_\_

Serology Results \_\_\_\_\_

Vaccine, 1<sup>st</sup> dose \_\_\_\_\_

Vaccine, 2<sup>nd</sup> dose \_\_\_\_\_

\*All nursing, physical therapy and nutrition students are required to submit rubella serology and hepatitis B serology results in addition to the Hepatitis B and Rubella (MMR) immunizations

\_\_\_\_\_  
Signature of Health Care Provider  
Number

\_\_\_\_\_  
Telephone

Students accepted into the course with known health problems, or students who develop health problems during the semester, will be advised that they may be requested to withdraw from the course when, in the opinion of the faculty:

1. The student has difficulty coping with the demands of the course.
2. The student's health problem has a detrimental effect on his or her peers and /or clients.

**Dress Code:**

In some clinical placements students are required to wear laboratory coats and name pins. Students are expected to purchase their own laboratory coats (\$25-30). Preceptors will define appropriate dress.

**CORI (Criminal Offender Record Information) / DSS Check (Dept of Social Services):**

Students in courses with a clinical fieldwork component are required to undergo a CORI or a DSS/CORI check (NUTR 237 and others).

**Criminal Offender Record Inquiry (CORI) Policy:**

Where Criminal Offender Record Information (CORI) checks are part of a general background check for placement in clinical rotations and for independent preceptorships by the Nutrition Programs of Simmons College the following practices and procedures will generally be followed.

I. CORI checks will only be conducted as authorized by as part of the Massachusetts Criminal History Systems Board (CHSB). All students will be notified that a CORI check will be conducted. All students will be provided with a copy of the Simmons College Nutrition Programs CORI Policy.

II. An informed review of a criminal record requires adequate training. Accordingly, all Simmons College Nutrition Programs faculty and staff authorized to review CORI in the decision-making process will be thoroughly familiar with the educational materials made available by the CHSB.

III. Prior to the beginning of clinical Nutrition coursework, each student will be required to request a CORI check by the CHSB. For undergraduate students, the CORI is run prior to the beginning of the sophomore year and again before senior independent preceptorships. For graduate students CORI is run when needed.

IV. If a criminal record is received from CHSB, the authorized Nutrition Programs faculty or staff will closely compare the record provided by CHSB with the information on the CORI request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant.

V. Unless otherwise provided by law, a criminal record will not automatically disqualify a Nutrition student. Rather, determinations of suitability based on CORI checks will be made by the Chair of Nutrition. A student with any criminal convictions, or past court appearances for any reason, or pending criminal cases (including misdemeanors) or past or pending disciplinary action is advised that the Simmons College Nutrition Program may not be able to secure a placement. Students have an obligation to notify the Chair of Nutrition if any new complaints occur after the initial CORI is obtained or if there is an incidence which changes CORI status while a student.

a) Some clinical agencies will require the actual data obtained from a CORI. In this case, the agency will require a CORI performed by the CHSB of students placed in their agency. Students will be informed before the CORI is done and will be asked to sign a

CORI release form. All student placements are at the discretion of the agency; therefore, agencies do not have to accept students with CORI issues. The Nutrition Department at Simmons cannot be responsible for alternate placements for students who are withdrawn from a placement or who cannot be placed in an agency because of background checks.

VI. From: Criminal History Systems Board Policy for Administrator's conducting CORI checks of Agency Submitters:

Student Appeals Process:

Before making a finding of unsuitability to review CORI based on a student's criminal history, the Administrator shall provide the individual with the opportunity to dispute the accuracy and relevance of the CORI. The Administrator will notify said student of the potential adverse decision and provide the individual with the following:

- (a) A copy of the CORI;
- (b) A copy of this policy;
- (c) The CHSB's Information Concerning the Process for Correcting a Criminal Record and the CHSB's Information Concerning the Process on How to Establish Yourself as a Victim of Identity Theft for CORI Purposes;
- (d) The Administrator will identify the parts of the criminal record that appear to make him/her ineligible; and
- (e) An opportunity to dispute the accuracy and relevance of the CORI.

A student seeking to exercise the opportunity to dispute the accuracy of the CORI may submit a statement to the Administrator specifying the information he or she believes is inaccurate. The statement must include any documentation the individual has to support the claim. The administrator may contact the CHSB for assistance with disputes as to accuracy.

A student seeking to exercise the opportunity to dispute the relevance of the CORI must submit a statement to the Administrator describing why he or she believes the CORI does not affect his or her ability to effectively administer the CORI process in compliance with all applicable laws and regulations.

The administrator may request additional information from the individual and/or assistance from the CHSB in this process. Upon receipt of all information, the administrator will review the request and inform the individual of the final decision in writing. The administrator shall document all steps taken to comply with this process and must be able to provide this information to the CHSB upon request. Documentation must be maintained for a period of two years.

VII. If Simmons College Nutrition Programs is inclined to make an adverse decision based on the results of the CORI check, the student will be notified immediately. The student shall be provided with a copy of the criminal record, a copy of the Simmons Nutrition Program's CORI policy, advised of the part(s) of the record that make the student unsuitable for the position, and given an opportunity to dispute the accuracy and relevance of the CORI record.

VIII. If Simmons College Nutrition Programs reasonably believes the record belongs to the student and is accurate, based on the information as provided in section IV on this policy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to the following:

- (a) Relevance of the crime to the proposed clinical practicum;
- (b) Nature of the proposed clinical practicum;
- (c) Time since the conviction;
- (d) Age of the student at the time of the offense;
- (e) Seriousness and specific circumstances of the offense;
- (f) The number of offenses;
- (g) Whether the student has pending charges;
- (h) Any relevant evidence of rehabilitation or lack thereof;
- (i) Any other relevant information, including information submitted by the student or requested by Simmons College Nutrition Programs.

IX. Simmons College Nutrition Programs will notify the student of the decision and the basis of the decision in a timely manner.

Students are also expected to arrive on time at clinical placements and fieldwork sites. If a student is not behaving in what the faculty considers to be a professional manner, she may be asked to withdraw from the course and/or be referred to the Counseling Center.

#### **Other Fieldwork Requirements:**

-Credit check

#### **COLLEGE LABORATORY SAFETY PROCEDURES:**

Due to the storage of chemicals used for laboratory procedures, the nutrition lab will not be about to host non-academic functions. By receiving this Student Guide, you signed a form agreeing to abide by the following safety policies while in the laboratory at Simmons College as outlined below.

#### **Personal Safety:**

**Eye Protection-** When chemicals are to be handled, chemical splash goggles meeting the OSHA approved, ANSI Z87.1 standard (imprinted on the goggle) for impact and splash protection must be worn over the eyes at all times. Contact lenses should not be worn in laboratories. When food is being cooked over the stove, goggles or eyeglasses may be worn to prevent liquid splashes to the eye area.

**Clothing-** Clothing must be worn which completely covers the entire leg from the waist to the ankle. Clothing must be worn which completely covers the torso from the waist to the neck. Shoulders must be completely covered and sleeves must be worn which cover the arm from the shoulder to at least halfway to the elbow. The wearing of lab coats and aprons is encouraged; however, the wearing of a lab coat or apron cannot be substituted for the wearing of proper clothing. Loose clothing that might come into contact with hot liquids or chemicals or get caught in apparatus or machinery must be avoided.

**Footwear-** Shoes must be worn at all times in the laboratory. The foot must be completely covered making open-toed or backless shoes and sandals unacceptable. Uppers made of woven material should not be worn.

Hair- Hair coverings must be worn at all times.

Gloves- Gloves should be worn for all food and chemical handling and discarded after use.

Fume Hoods- Whenever an experiment is likely to produce vapors that might exceed the permissible exposure limit for any chemical involved; the experiment must be confined to an operating fume hood.

Material Safety Data Sheets (MSDS) - Laboratories must have MSDS for all chemicals used in that laboratory available at all times. Laboratory personnel should read and understand the MSDS for any chemical before using it for the first time.

Training- All personnel working in laboratories are required to know laboratory safety principles. Students will be trained in class by the Instructor prior to entering the lab.

Accidents- All accidents, injuries and hazardous situations occurring in the laboratory must be reported to the Nutrition Department.

### **Chemical Safety: Storage**

- a. All laboratories must have a complete, accurate and up-to-date inventory of all the chemicals in the lab.
- b. Keep chemicals in dated containers appropriate for them, preferably the same container in which they were received.
- c. Chemical containers must be clearly and accurately labeled.
- d. Liquid chemicals must be stored below eye level.
- e. Incompatible chemicals must be stored separately from each other, following published guidelines.
- f. Chemicals must be arranged for storage according to reactivity.
- g. Flammables and corrosives should be stored in cabinets designed to hold them.
- h. All chemicals should be returned to storage when not in actual use.
- i. Chemicals must not be kept for long times in storage. Any chemical not in active use must be removed from storage and disposed of as waste.

### **Chemical Safety: Transfer & Transportation**

All pipetting must be done with a bulb or pump, never by mouth.

## **Chemical Safety: Disposal**

Chemical wastes must be stored in the immediate vicinity of the related work process. Chemical wastes may not be moved to a different room or work area for storage. Chemicals that are incompatible must be segregated. For more information, see <http://usfweb.usf.edu/proced/EH&S/HWM.htm>.

## **Safety Equipment:**

Emergency Equipment- Know the location and use of all safety equipment (fire extinguisher and first aid kit) and the exits from the laboratory.

Spill Kit- Every laboratory must have a spill kit available. Its location must be clearly marked and available to all personnel. The kit must contain sufficient types and amounts of materials to enable personnel to clean up a spill of the largest size container of any chemical in the lab.

First Aid Kit- Every laboratory must have a first aid kit available. Its location must be clearly marked and available to all workers. The kit must be inspected periodically and its contents replenished as needed.

Refrigerators- Any refrigerator used to store flammable chemicals must be rated as suitable for storage of such materials.

Electrical Equipment- Any motor-driven electrical equipment cannot be used where flammables are present unless equipped with non-sparking induction motor. Hot plates, unless designed as explosion-proof, cannot be used in conjunction with flammables. Equipment with frayed cords or other damage must be taken out of service until repaired.

## **Standards for Bloodborne Pathogens:**

This policy was designed for blood glucose testing by glucometer that might occur as a part of a nutrition lab. Its purpose is to inform participants of standards by the Occupational Safety and Health Administration (OSHA) for handling blood and body fluids.

Bloodborne pathogens are micro-organisms in human blood that can cause disease in humans. These pathogens include, but are not limited to, the Hepatitis B virus (HBV) and the human immunodeficiency virus (HIV) which causes AIDS. As a nutrition student, you will be participating in caregiving activities and may be exposed to infectious diseases such as Hepatitis B, Acquired Immunodeficiency Syndrome (AIDS) and other infectious and/or communicable diseases. To reduce the risk of exposure, follow these guidelines:

All nutrition students are expected to follow **Universal Precautions** to prevent contact with blood. All blood is considered to be potentially infected. A nurse should be available for any blood handling and all research used from blood draws should have been cleared with the Institutional Review Board.

The Universal Precautions are as follows:

1. All nutrition students and the nurse will be expected to wash their hands with soap and water before and after exposure to blood, and after removal of contaminated gloves or other personal protective equipment.
2. Disposable latex gloves will be used by nutrition students while handling blood and blood testing supplies.
3. Needles and other contaminated "sharps" will be discarded as soon as feasible in closable, puncture-resistant, leak-proof containers that are appropriately labeled. Glucose strips will be discarded in "red bags," as they denote biological hazard risk.
4. Work surfaces will be disinfected after use.

### **NUTRITION LIAISON:**

The Nutrition Liaison is a student organization consisting of all interested Nutrition students. The group elects officers and meets as often as members choose. The purpose of the group, as the name suggests, is to serve as a liaison between the students and the faculty of the Programs in Nutrition. One member of the faculty serves as the group's adviser.

Through this medium the faculty can collectively inform the student of upcoming events in the Programs in Nutrition and solicit their opinion about changes in Program activities, staffing and policy. The students provide the faculty with feedback and insight as to what they expect from the Department. A member of the Liaison is invited to attend monthly Program faculty meetings to serve as the conduit of communications between the two groups.

The Nutrition Liaison plans and executes a number of events during the academic year. Ongoing fund raising is accomplished primarily through food sales. (Some financial support is forthcoming each year through the Office of Student Activities.) Each fall the Liaison sponsors a Career Night for both majors and potential majors. Other events include guest speakers and faculty-student luncheons to allow informal faculty and student interaction. A major event of the year is National Nutrition Month, during which time Liaison members organize and staff events and exhibits to reach all members of the Simmons community. These activities frequently extend into Alumnae activities, as requested.

### **MARION MASON NUTRITION SEMINARS:**

Each semester the Programs in Nutrition host seminars on various topics in the nutrition, food science or food service fields. These seminars are open to the general nutrition community in the greater Boston area. All undergraduate nutrition concentrators are encouraged to attend.

## **APPENDICES**

## **APPENDIX 1: GRADING CRITERIA**

### **Grading Criteria: Making the Most of Your Academic Opportunity:**

This section is meant to give you some idea of what goes into such evaluations.

Remember that professors will only be able to comment fairly on abilities or strengths that you have shown to them during your time at Simmons. They cannot comment on how well you performed at a summer job unless you worked for them. They cannot say how poised you are as a speaker until they have seen you present a talk. They can't give you credit for knowing something on an exam if you didn't write it down. Professor's evaluations of you, therefore, will be mostly related to classroom work including exams and assignments; to your performance outside the classroom including labs, group work and community projects; and, to your personal interactions with them. Professors try to include learning objectives and activities that will allow you to demonstrate areas where you are strong and help you gain skills in new areas.

You should also remember that many of your qualities might be demonstrated as much by your day-to-day approach to your studies as in the marks you get. This is not a competitive event. Professors don't award only one "A" in a class. Work for yourself, not against others. The extent to which you take advantage of the opportunity to develop your skills depends on you and generally the more effort you put into the process the greater the reward.

In most cases, the grade you earn in a course will be based primarily on written work such as exams and assignments. Grades may also be assigned for participation or presentations, depending on the goals of the course. Many students seem to feel that the primary determinant of how well you do in a course is whether you are "smart". It's true that grades are affected by ability or "brains". But many talented people do poorly despite their ability and a lot of students without natural ability do well because they "work at it". Simmons College has tough entrance standards. If you are here, you have the ability. The following excerpt from *The Teaching Professor* outlines some key behaviors that will help you to make the most of your time at Simmons.

The following information is designed to explain what behaviors are likely to earn you an A versus a C. Treat the nine dimensions as guidelines for earning these grades rather than rigid conditions for, or guarantees of, success. In particular classes, for example, an A student may earn an A without satisfying the characteristics of an A student in all nine dimensions. It is very difficult for anyone, no matter how exceptional, to consistently exhibit every quality associated with that of an A student.

**A or OUTSTANDING STUDENTS****C or AVERAGE STUDENT****1. Ability (talent)**

... have special aptitude, motivation, or a combination of both. This talent may include either or both creativity and organizational skills.	... vary greatly in aptitude. Some are quite talented but their success is limited by a lack of organizational skills or motivation. Others are motivated but lack special aptitude.
-----------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**2. Attendance (commitment)**

... never miss a class. Their commitment to the class resembles that of their professor. Attending class is their highest priority.	... periodically miss class and/or often late. They either place other priorities, such as a job, ahead of class or have illness/family problems that limit their success.
-------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**3. Attitude (dedication)**

... show initiative. Their desire to excel makes them do more work than is required.	... seldom show initiative. They never do more than required and sometimes do less.
--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------

**4. Communication Skills**

... write well and speak confidently and clearly. Their communication work is well organized, covers all relevant points, and is easy to listen to/read.	... do not write or speak particularly well. Their thought processes lack organization and clarity. Their written work may require a second reading by the professor to comprehend its meaning.
----------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**5. Curiosity**

... are visibly interested during class and display interest in the subject matter through their questions.	... participate in class without enthusiasm, with indifference, or even boredom. They show little, if any, interest in the subject matter.
-------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------

**6. Performance**

... obtain the highest scores in the class. They exhibit test-taking skills such as an ability to budget their time and to deal with test anxiety. They often volunteer thoughtful comments and ask interesting questions.	... obtain mediocre or inconsistent scores. They often do not budget their time well on exams and may not deal well with test anxiety. They rarely say much during class discussion and their answers indicate a cursory understanding rather than mastery of material.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*Note: Performance is a joint function of a student's native ability and motivation. Punctuality, attendance, attitude, curiosity, effort or time commitment, and preparation all indicate motivation.*

### **7. Preparation**

... are always prepared for class. They always respond when called on. Their attention to detail sometimes results in catching text or teacher errors.	... are not always prepared for class. They may not have fully completed the assignment, have completed it in a careless manner, or hand in their assignment late.
--------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------

### **8. Retention**

... learn concepts rather than memorize details so they are better able to connect past learning with present material.	... memorize details rather than learn concepts. Since they usually cram for tests, they perform relatively better on short quizzes than on more comprehensive tests such as final exams.
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### **9. Time Commitment (effort)**

... maintain a fixed study schedule. They regularly prepare for each class no matter what the assignment. They average 3-4 hours of study for every hour in class.	... study only under pressure. When no assignment is due, they do not review or study ahead. They average no more than 2 hours of study for every hour in class. They tend to cram for exams.
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*From: Solomon P, Nellen A. Communicating About the Behavioral Dimensions of Grades, The Teaching Professor. February 1996, 3-4. This article is reprinted by permission from Magna Publications and The Teaching Professor from the February/1996 issue. Subscription and submission information at [dharvill@magnapubs.com](mailto:dharvill@magnapubs.com)*

**APPENDIX 2: JUNIOR AUDIT FORM**

Name: \_\_\_\_\_

**Nutrition Department Junior-Entrant Audit**

To be completed by October 1 of Junior year before declaration of major

**All College Requirements:**

Current GPA: \_\_\_\_\_

MCC: \_\_\_ Complete            iComps: \_\_\_ Complete

Modes Completed: \_\_\_1 \_\_\_2 \_\_\_3 \_\_\_4 \_\_\_5 \_\_\_6

Language: \_\_\_ Complete            \_\_\_ In progress

\_\_\_ Exempt, due to: \_\_\_\_\_ (Dix scholar, native speaker of other language)

Written documentation on file with Registrar \_\_\_

Minor: \_\_\_ No planned minor

\_\_\_ plan to declare minor, but have not submitted paperwork

\_\_\_ Declared minor in \_\_\_\_\_

**Grades:**

Did you receive any grade lower than C- in a prerequisite class? \_\_\_ No

\_\_\_ Yes, in \_\_\_\_\_

Did you receive any grade lower than a B in a nutrition class? \_\_\_ No

\_\_\_ Yes, in \_\_\_\_\_

**Applying for Internship Programs:**

Spoken with your faculty adviser about preparing to apply for internships: \_\_\_\_\_

Volunteer Work:

Paid work in dietetics:

*I have reviewed this information with my adviser:*

\_\_\_\_\_  
Adviser's Signature

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

<p>GPA Legend: Chance of DIP Match Based on Prior Experience of Simmons Students</p> <p>3.5-4.0-Strong chance of internship placement</p> <p>3.0-3.4-fair/good chance of internship placement</p> <p>2.5-2.9-minimal chance of internship placement</p> <p>*based on GPA-does not take into account other factors which also play a role</p>
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**APPENDIX 3: DPD AUDIT FORM**

**Nutrition Department DPD Certificate Audit**

To be completed by February 1<sup>st</sup> of the second DPD semester

**Name:** \_\_\_\_\_

**General Requirements:**

Current GPA: \_\_\_\_\_

**Grades:**

Did you receive any grade lower than C- in a prerequisite science class?

\_\_\_\_ No \_\_\_\_ Yes, in \_\_\_\_\_

Did you receive any grade lower than a B- in a nutrition class?

\_\_\_\_ No \_\_\_\_ Yes, in \_\_\_\_\_

**Applying for Internship Programs:**

Spoken with your faculty adviser about preparing to apply for internships: \_\_\_\_\_

Volunteer Work:

Paid work in dietetics:

Paid work in field related to dietetics:

*I have reviewed this information with my adviser:*

\_\_\_\_\_  
Adviser's Signature

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

GPA Legend: Chance of  
DIP Match Based on  
Prior Experience of  
Simmons Students

3.5-4.0-Strong chance of  
internship placement

3.0-3.4-fair/good chance  
of internship placement

2.5-2.9-minimal chance  
of internship placement

\*based on GPA-does not  
take into account other  
factors which also play a  
role

## **APPENDIX 4: STUDENT COURSE EVALUATION FORM**

Course name and number: \_\_\_\_\_ Section \_\_\_\_\_  
Semester \_\_\_\_\_ Year: 20\_\_\_\_ Instructor: \_\_\_\_\_.

**For Questions 1-15, please CIRCLE your responses.**

1. I increased my knowledge and understanding of the subject matter in this course.

Strongly Disagree    Disagree    Neutral    Agree    Strongly agree

2. I improved my ability to evaluate new information and to analyze the central ideas of this subject area.

Strongly Disagree    Disagree    Neutral    Agree    Strongly agree

3. This course included content related to diversity (such as, age, race/ethnicity, gender, socioeconomic status) issues.

Strongly Disagree    Disagree    Neutral    Agree    Strongly agree    N/A

4. Students had freedom to ask questions and express opinions.

Strongly Disagree    Disagree    Neutral    Agree    Strongly agree

5. The expectations for course assignments were clearly explained.

Strongly Disagree    Disagree    Neutral    Agree    Strongly agree

6. The course assignments contributed to my understanding of the subject.

Strongly Disagree    Disagree    Neutral    Agree    Strongly agree

7. Readings (i.e. textbook, articles etc) and other materials (e.g., videos, CDs, lectures, lecture outlines) contributed to my learning and understanding of the subject.

Strongly Disagree    Disagree    Neutral    Agree    Strongly agree

8. The course was well organized.

Strongly Disagree    Disagree    Neutral    Agree    Strongly agree

9. The instructor communicated content clearly.

Strongly Disagree    Disagree    Neutral    Agree    Strongly agree



17. Please indicate your impression of the course workload, compared to other courses you have taken in the department.

Much lighter workload	Lighter workload	Similar workload	Greater workload	Much greater workload	N/A
_____	_____	_____	_____	_____	_____

18. How many hours per week did you spend on this course outside of class.

1-3	4-6	7-10	more than 10
_____	_____	_____	_____

**Comments**

1. What aspects of this course (readings, exercises, class discussions, etc) contributed most to your growth and development (please be as explicit as possible)?

2. What changes would you recommend, to strengthen the course (again, please be as explicit as possible)?

## APPENDIX 5: CODE OF ETHICS

American Dietetic Association/Commission on Dietetic Registration Code of Ethics for the Profession of Dietetics and Process for Consideration of Ethics Issues

### **PREAMBLE**

The American Dietetic Association (ADA) 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 (Figure) 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 ADA 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 ADA who are Registered Dietitians (RDs) or Dietetic Technicians, Registered (DTRs);
- (b) Except for sections dealing solely with the credential, to all members of ADA 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 ADA.

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 ADA and/or accepting and maintaining CDR credentials, all members of ADA and credentialed dietetics practitioners 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 ADA 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 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.

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I have read and comprehend the information presented in the Simmons College Nutrition Handbook. I agree to abide by the policies set forth in this handbook throughout the remainder of my studies in Nutrition and Dietetics.

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Signed

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Print name

Please hand in to your nutrition professor or adviser.

Date \_\_\_\_\_