

# **Handbook for Dietetic Interns**

## *Policies and Procedures*

Dietetic Internship  
with  
Master of Science in Nutrition Program



**University at Buffalo (SUNY)**

**School of Public Health and Health  
Professions**

**Department of Exercise and Nutrition  
Sciences**

Welcome to the University at Buffalo Dietetic Internship Program with Master of Science in Clinical Nutrition (MS DI). It is our pleasure to guide you through your journey to become a Registered Dietitian Nutritionist (RDN). The learner of today is the leader of tomorrow! You have an exciting and busy year ahead. You will rotate through many general and specialized nutrition areas during the internship so that you will develop competence in all areas of dietetics. By the end of the program you will be well prepared to take the Registration Examination for Dietitian Nutritionists and obtain an entry-level position in dietetics.

This handbook is a compilation of materials regarding policies and procedures involved with the MS DI. The Handbook is meant to assist interns and faculty in the process of handling these procedures and it was designed to supplement the Exercise and Nutrition Science Department Web Site and the Graduate School Web Site. The faculty will periodically review the policies, procedures, curriculum and any other information contained in this manual as necessary. Any changes and/or additions will be distributed to the interns in writing and will supersede previous policies and/or procedures. If answers to any of your pertinent questions cannot be found in any of these sources of information, please consult with the Dietetic Internship Program Director.

Interns are required to read and understand all items in the Handbook, or seek clarification with the Program Director. Students will be asked to sign a memo, reflecting receipt and understanding of the Handbook.

### **Acknowledgments**

The Nutrition Program, University at Buffalo acknowledges the contribution of the following in developing this edition of the MS DI Handbook:

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## PROGRAM MISSION AND GOALS

The mission of the Dietetic Internship with MS in Nutrition is to provide supervised dietetic experience to students of Accreditation Council for Education in Nutrition and Dietetics (ACEND) approved undergraduate programs so that they achieve the performance requirements of entry-level dietitians, while achieving their MS in Nutrition. The program emphasizes the interaction of students, faculty and staff who act with integrity and seek personal and professional excellence. The mission further reflects the research, service and training missions of the University, School of Public Health and Health Professions, and the Exercise and Nutrition Sciences Department in that it intends to train health practitioners who will provide leadership in research and clinical settings in the region, state and nation. Moreover, its chosen area of concentration, “Nutrition and Community Wellness,” addresses the service need in Buffalo and the Western New York area for practitioners who are trained to utilize research and technology in the prevention and amelioration of illness.

The MS DI at the University at Buffalo will provide an opportunity to develop competencies in dietetic practice. Competency mastery is not limited to academic knowledge. Professional behavior is also a requirement for successful completion of the internship. Further, through graduate course work offered in conjunction with the clinical practice, interns will acquire and maintain state-of-the-art knowledge reflecting the rapidly changing technology and modes of practice in health care for the Master of Science program in Clinical Nutrition either by way of the Comprehensive Exam track or Thesis track.

Graduates of the MS DI program will be equipped to provide quality services to their patients/clients as defined by the Academy of Nutrition and Dietetics 2017 Core Competencies for the Registered Dietitian. Students should refer to this resource throughout the program for self-reflection concerning the minimum competent level of dietetic practice and professional performance for Registered Dietitians.

## ACCREDITATION



The University at Buffalo Dietetic Internship with MS in Nutrition program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics 120 South Riverside Plaza, Suite 2190 Chicago, IL 60606-6995. Phone: (312) 899-0040 x 5400 Website: <http://eatrightpro.org/ACEND>

## CREDENTIALING

Upon successful completion of the Dietetic Internship with MS in Nutrition program, which includes a total of 54 and 55 credit hours of graduate course work via the Comprehensive Exam track and Thesis track, respectively, the intern will receive a Verification Statement of completion of the MS DI program and will be eligible to sit for the Registration Examination for Dietitians. Once the RD exam is passed, graduates are eligible to apply for status as a Certified Dietitian/Nutritionist of New York State <http://www.op.nysed.gov/prof/diet/> In addition, a Registered Dietitian (RD) may now use the optional term Registered Dietitian Nutritionist (RDN).

## **Expectations for Graduates**

### ***Core Competencies for the RD 2017***

### ***Program Learning Objectives***

#### Competencies

Upon completion of the program, graduates are able to:

#### ***1. Integrate scientific information and research into practice***

CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives (*note: outcomes may include clinical, programmatic, quality, productivity, economic or other outcomes in wellness, management, sports and clinical settings*)

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

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

CRDN 1.4 Evaluate emerging research for application in dietetics practice

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

CRDN 1.6 Incorporate critical-thinking skills in overall practice

#### ***2. Demonstrate beliefs, values, attitudes and behaviors for the professional dietitian level of practice***

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

CRDN 2.2 Demonstrate professional writing skills in preparing professional communications (*note: examples include research manuscripts, project proposals, education materials, policies and procedures*)

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

CRDN 2.4 Function as a member of interprofessional teams

CRDN 2.5 Assign duties to NDTR's and/or support personnel as appropriate (*note: in completing the task, interns should consider the needs of the patient/client or situation, the ability of support personnel, scope of practice, and policies within the facility*)

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

CRDN 2.7 Apply leadership skills to achieve desired outcomes

CRDN 2.8 Demonstrate negotiation skills (*note: demonstrating negotiation skills includes showing assertiveness when needed, while respecting the life experiences, cultural diversity and educational background of the other parties*)

CRDN 2.9 Participate in community and professional organizations

CRDN 2.10 Demonstrate professional attributes in all areas of practice (*note: Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization, and work ethic*)

CRDN 2.11 Show cultural competence/sensitivity in interactions with clients, colleagues and staff

CRDN 2.12 Perform self-assessment and develop goals for self-improvement throughout the program

CRDN 2.13 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines

CRDN 2.14 Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession

CRDN 2.15 Practice and/or role play mentoring and precepting others

### ***3. Develop and deliver information, products and services to individuals, groups and populations***

CRDN 3.1 Perform Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings

CRDN 3.2 Conduct nutrition focused physical exams

CRDN 3.3 Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings (*note: formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing*)

CRDN 3.4 Design, implement and evaluate presentations to a target audience (*note: a quality presentation considers life experiences, cultural diversity and educational background of the target audience*)

CRDN 3.5 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience

CRDN 3.6 Use effective education and counseling skills to facilitate behavior change

CRDN 3.7 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management (*note: interns should consider health messages and interventions that integrate the consumer's desire for taste, convenience and economy with the need for nutrition, food safety*)

CRDN 3.8 Deliver respectful, science-based answers to client questions concerning emerging trends

CRDN 3.9 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources (*note: interns should demonstrate and promote responsible use of resources, including employees, money, time, water, energy, food and disposable goods*)

CRDN 3.10 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals

### ***4. Strategically apply principles of management and systems in the provision of services to individuals and organizations***

CRDN 4.1 Participate in management of human resources

CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food

CRDN 4.3 Conduct clinical and customer service quality management activities

CRDN 4.4 Apply current nutrition informatics to develop, store, retrieve and disseminate information and data

- CRDN 4.5 Analyze quality, financial and productivity data for use in planning
- CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment
- CRDN 4.7 Conduct feasibility studies for products, programs or services with consideration of costs and benefits
- CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies
- CRDN 4.9 Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems
- CRDN 4.10 Analyze risk in nutrition and dietetics practice

### **Nutrition and Community Wellness Competencies**

**NCW 1.0** Manage nutrition care within primary and secondary prevention care programs for diverse populations across the lifespan

**NCW 2.0** Participate in and critique community based or prevention based research

**NCW 3.0** Participate in comprehensive community wellness programs in Western New York. Plan, integrate, conduct and evaluate education sessions within these programs.

**NCW 4.0** Analyze and critique the mission, goals and operational management of a community wellness program

**NCW 5.0** Identify underserved populations and design a food and nutrition wellness program for this population

**NCW 6.0** Design a health promotion/disease prevention intervention project that integrates with the wellness program designed in NCW 6.0

**NCW 7.0** Develop tools and conduct community based food and nutrition program outcomes assessment and evaluation



## REQUIREMENTS and CALENDAR

The MS DI consists of two plans of study tracks with a maximum of 20 interns selected each year. Requirements for the MS DI include the satisfactory completion of the 1200 hours of supervised dietetic experience and the successful completion of one of two tracks.

Track 1: Master's degree seeking students who will complete required coursework and a comprehensive exam in addition to supervised practice hours to meet graduate degree requirements. Completion in 54 credit hours (16-months)

Track 2: Master's degree seeking students who will complete required coursework and a research thesis to meet graduate degree requirements plus supervised practice hours for the dietetic internship. Completion in 55 credit hours (21-months)

### SUMMER-1

NTR 540 Clinical Practice in Nutrition	- 7 Credits
<b>Total.....</b>	<b>7 credits</b>

### FALL-1

NTR 500 Energy/Protein Nutrition	- 3 Credits
NTR 523 *Nutrition Assessment or Pre-Approved Elective	- 3 Credits
NTR 540 Clinical Practice in Nutrition	- 6 Credits
<b>Total.....</b>	<b>12 credits</b>

### SPRING-1

NTR 501 Vitamins & Minerals	- 3 Credits
NTR 600 Pathophysiology of Nutrition Related Diseases	- 3 Credits
NTR 540 Clinical Practice in Nutrition	- 6 Credits
<b>Total.....</b>	<b>12 credits</b>

### SUMMER-2

NTR 524 Nutrition Assessment Instruments	- 1 Credit
NTR 603 Principles of Nutrition Intervention	- 2 Credits
NTR 675 Research – <b>COMP EXAM ONLY</b>	- 2 Credits
NTR 680 Thesis in Nutrition – <b>THESIS ONLY</b>	- 2 Credits
NTR 540 Clinical Practice in Nutrition	-7 Credits
<b>Total.....</b>	<b>12 credits</b>

### FALL-2

CHB 550 Epidemiology of Public Health for Health Profs	-3 Credits
NTR 630 Nutrition Seminar	-2 Credits
CEP 532 Medical Statistics (or STA 527)	-3/4 Credits
Elective – <b>COMP EXAM ONLY</b>	-3 Credits
NTR 680 – Thesis in Nutrition – <b>THESIS ONLY</b>	-3 Credits
<b>Total.....</b>	<b>11/12 credits</b>
	<b><u>53/54 Credits</u></b>

### SPRING-2 (FOR THESIS ONLY)

NTR 680 – Thesis in Nutrition – <b>THESIS ONLY</b>	- 1 Credits
	<b><u>55 Credits</u></b>

CITI Training for participation in human research will need to be completed prior to participating in any research on the UB campus.

Students who already possess a Master's degree, may be required to enroll in the same number of comparable graduate course hours to ensure recent graduate training in nutrition. These alternate courses are selected in consultation with the Program Director and Director of Graduate Studies. In order to transfer credits to the M.S. degree Program in Nutrition or Exercise Science, a grade of "B" or better is required.

The supervised practice portion of the dietetic internship is completed in the first 12 months of the 16-month program via Comprehensive Exam track and 21-month program via Thesis track. A grade of B- or better is needed for MS required courses, as well as an overall 3.0 GPA.

\*Students who determine that they have had sufficient upper level undergraduate nutrition assessment course work may opt to register for a pre-approved elective in place of NTR 523. Prior to the start of the internship, incoming interns are asked to compare their undergraduate curriculum in nutrition assessment with the current course syllabus and lecture schedule for NTR 523 to make this determination. Program Director and NTR 523 Instructor approval is required for any NTR 523 course replacement.

All graduate courses applied to the MS in Nutrition degree must equate to a minimum of a 3.0 GPA average and all course grades must be B- or better.

## **MASTER OF SCIENCE NUTRITION COURSE DESCRIPTIONS**

### **NTR 500 NUTRIENT METABOLISM IN HEALTH AND DISEASE (3)**

Covers sources, absorption, availability, metabolism and functions of major nutrients, i.e., carbohydrates, proteins, and lipids. The regulatory role of enzymes and hormones in absorption and metabolism of these nutrients will be examined. Methods used to estimate the requirements and Recommended Dietary Allowances for protein and energy will be discussed.

### **NTR 501 VITAMINS AND MINERALS (3)**

Will examine in depth the sources, absorption, availability, metabolism and functions of micronutrients (minerals and vitamins). The interaction between minerals and vitamins will be discussed. Methods used to determine requirements, Recommended Dietary Allowances or amounts recognized as safe for these nutrients will be discussed.

### **NTR 523 NUTRITION ASSESSMENT (3)**

Considers the scientific basis and methods for determining nutritional status of individuals throughout the lifespan. The lecture series includes (1) nutritional assessment methods (laboratory indices, anthropometric and dietary methods and standards) (2) nutritional

assessment in maternal and child populations at risk; and (3) the epidemiologic and clinical basis for assessing and monitoring major nutritional risks in adult years.

#### **NTR 524 NUTRITION ASSESSMENT INSTRUMENTS (1)**

Uses basic principles of evaluation and measurement research to have the student: (1) identify a problem relative to nutrition services for a given population, (2) determine how to evaluate the problem, (3) choose, design and pilot test measurement instrument.

#### **NTR 540 CLINICAL PRACTICE IN NUTRITION (6-7)**

Clinical studies in nutrition in one or more settings selected from preventive, health maintenance, acute or long-term health care facilities and community programs. Individually planned assignments, clinical conferences, structured field reports and a one-week workshop prior to the fall semester, foster the acquisition of skills and knowledge essential to assuming leadership roles in the delivery of nutritional care. Clinical assignments will provide experiences in the student's chosen specialty area in health care.

#### **CHB 550 EPIDEMIOLOGY OF PUBLIC HEALTH FOR HEALTH PROFESSIONALS**

(3) A major portion of the course will be devoted to understanding the basic tenets of epidemiology and how the principles and methods used in epidemiology contribute to disease detection, disease prevention at all stages, clinical practice and public health. Students will also gain a basic knowledge of public health as well as an understanding of how their discipline contributes to public health goals. Topics include an overview and history of public health, how epidemiologic methods have evolved over time to help us study disease, the natural history and transmission of disease, investigation of an outbreak, basic epidemiologic study designs, measures of disease occurrence, measures of association and risk, criteria used to assess causal relationships in health, and basic principles of population screening and surveillance. Students will also learn about the major chronic diseases affecting the health of Americans and the risk factors that have been shown to be associated with these diseases. Examples relevant to students in occupational therapy, exercise science, nutrition science and rehabilitation science will be used to describe both exposures and outcomes and to emphasize the breadth of epidemiology as well as its relevance to health professionals.

#### **NTR 600 PATHOPHYSIOLOGY OF NUTRITION RELATED DISEASES (3)**

Examines the physiologic and metabolic alterations in chronic and acute illness and trauma requiring modifications in nutritional care; the current scientific basis for nutrition intervention measures; and the interrelationships between diet, other treatment modalities, and nutritional status.

#### **NTR 603 PRINCIPLES OF NUTRITION INTERVENTION (2)**

Covers advanced individual and group nutrition intervention principles and techniques. The focus includes factors influencing and methods affecting change to positive food selection and eating behaviors to promote health as well as treat disease.

### **NTR 630 NUTRITION SEMINAR (2)**

An introduction to the current literature, this required course familiarizes students with a wide range of topics relating both to nutritional research and clinical care. Students present seminars and participate in discussion.

### **NTR 675 RESEARCH Independent Study (2)**

Students complete a research rotation in one of our laboratories and learn about conducting human or animal research.

### **NTR 680 THESIS IN NUTRITION (3)**

Students who select the thesis option are required to complete 6 credits of NTR 680. While they are enrolled in these credits, they will conduct a research project in a laboratory under the supervision of an ENS faculty member or affiliated faculty member. Students will also meet with a committee, discuss their research findings, write a thesis document describing their research findings, and present the thesis research orally to ENS faculty and students.

### **CEP 532 MEDICAL STATISTICS (3)**

This course is designed for students concerned with medical data. The material covered includes: the design of clinical trials and epidemiological studies; data collection; summarizing and presenting data; probability; standard error; confidence intervals and significance tests; techniques of data analysis including multifactorial methods and the choice of statistical methods; problems of medical measurement and diagnosis; and vital statistics and calculation of sample size. The design and analysis of medical research studies will be illustrated. MINITAB is used to perform some data analysis. Descriptive statistics, probability distributions, estimation, tests of hypothesis, categorical data, regression model, analysis of variance, nonparametric methods, and others will be discussed as time permits.

## **SUPERVISED PRACTICE**

The number of hours an intern is engaged in SP each week is determined by the preceptor and intern. MS DI students are also graduate students, enrolled in courses while doing their SP rotations. It is anticipated that interns work between 30 to 40 hours per week with an additional 3-5 hours reserved for Seminar, a time for meeting together as a group, introducing and clarifying material pertinent to your rotations, reviewing topics and trends in dietetics, presenting case studies, projects, active learning on-campus and discussion. This is scheduled for Wednesdays in the Fall, and Thursdays in the Spring.

The remainder of the week is scheduled for off-campus supervised practice experiences. Increased flexibility for use of simulation, case studies and role playing for supervised practice is incorporated into the ACEND 2017 standards. Keep in mind, foodservice directors and managers may themselves fill in for employees when they are short-staffed.

*Required supervised practice hours*

Rotation	Hours*
Acute care	284
Food service / management	240
Community nutrition	160
WIC	24
Long term care	90
Renal / dialysis	30
Specialty	78
Orientation	55
Pediatrics	24
Research	128
Alternative practice experiences	140
Total	1253

*\*Required minimum hours*

Supervised Practice can be scheduled by the Clinical Director between 7 am and 5 pm Monday-Friday. Occasionally, additional experiences may be scheduled in the evenings or weekends and must be approved by the Clinical or Program Directors and the site preceptors.

### **SUPERVISED PRACTICE (SP) HOURS IN PROFESSIONAL WORK SETTINGS**

Planned learning experiences in which interns perform tasks over defined periods of time to demonstrate mastery of ACEND competencies. Learning activities performed by interns that are not typically performed as part of the preceptors work responsibilities, such as writing papers, completing a study guide or other homework, should not be counted towards fulfilling supervised-practice hours in professional work settings.

Most of the required assignments to meet ACEND competencies directly relate to actual job functions a preceptor would perform in their work setting. In these instances, the intern's time to complete the assignment while at the site can be counted towards supervised practice.

### **SUPERVISED PRACTICE (SP) HOURS AS ALTERNATIVE PRACTICE EXPERIENCES**

Alternative practice experience hours can count towards the intern's minimum required supervised practice hours. These hours must be pre-approved by the Program Director and not exceed 300 hours. Interns will be provided with a list of alternative hours by their Clinical Director which will primarily include didactic types of assignments such as case studies. Interns participate in an Interprofessional Day training with several other disciplines. This type of experience will also count towards the intern's alternative supervised practice hours. The types of alternative hours as defined by ACEND are as follows:

#### **Simulation**

Education or training that imitates real situations or processes that can be used to demonstrate competence in a particular area. Hours are counted as simulation for supervised practice should only include the time students spend actually demonstrating competence, not the time spent gathering information and preparing for the simulation.

### **Case Studies**

Written scenarios based on realistic experiences and data that can be used to demonstrate competence in a particular area by requiring solutions to problems that involve recommending appropriate strategies for resolving the problems, weighing the pros and cons of options or strategies, and formulating a rationale for the final resolution. Hours counted as case studies for supervised practice should only include the time students spend presenting and discussing the case, not time spent gathering information and preparing for the discussion.

### **Role Playing**

An activity that involves performing a particular role and assuming the attitudes, behaviors and skills expected of someone in that role that can be used to demonstrate competence in a particular area. Hours counted as role playing for supervised practice should only include the time students spend in the role playing activity and discussion, not time spent preparing for, researching or documenting planned discourse in the role.

### **Other alternative practice experiences**

Learning activity that doesn't fit definition of simulation, case study or role playing but isn't "real" work in a professional work setting either. An example might be a pre-approved professional development webinar with an associated learning activity to demonstrate what was learned.

## **ASSESSMENT OF PRIOR LEARNING**

The MS DI program will take into account prior graduate course work and experiential learning as follows. However, interns are encouraged to demonstrate a spirit of lifelong learning and take advantage of all opportunities given.

### **Prior Graduate Course Work:**

- Graduate course work previously taken must have been taken within 5 years of the start of the internship program
- Official transcripts, syllabi for all courses, and course descriptions must be available for review prior to the start of the internship year
- Grades for all course work being submitted for review must be "B" or better

The Program Director and Director of Graduate Studies will only review materials submitted by Interns that meet the above criteria. Course work that is similar to the designated course work necessary for the MS in Nutrition degree will be accepted on a case by case basis.

### **Prior Experiential Learning:**

Prospective Interns who believe that they have achieved competency through previous experiential learning or work are encouraged to submit the documentation as outlined below. A detailed one-page summary of the student's experience is required. The summary should include the following: what the student did-duties, responsibilities, tasks; time frame; with whom; stating how many hours of experience the student gained will also be necessary in order to receive credit. The professor/supervisor during this experience must sign off on the detailed

one-page summary. Separate evaluation forms may need to be completed by the student and professor/supervisor who oversaw the experience. The student as well as the professor/supervisor will sign off on both evaluation forms. The student will return both evaluation forms to the Program Director of the MS DI for review. The Program Director will review the detailed one-page summary, evaluation forms and determine whether credit for Supervised Practice will be given to the student.

## **STUDENT SUPPORT SERVICES**

Graduate school is demanding. Much of this program is dependent on team-based learning (Sibley & Ostafichuk, 2014) and self-directed learning through doing (Biggs & Tang, 2011). Classes add to the readings and assignments, rather than reviewing them. Students are expected to ask questions, find information beyond textbooks, and participate as active learners. Group work is the responsibility of all members; conflict within a group suggests the need for a meeting with the course instructor.

Communication between students and teachers is the responsibility of both. Any student who is having trouble with a course or requires special consideration or assistance is encouraged to seek it in the first week of class or as soon as the need arises. Problems and exceptions should be dealt with in advance and in private. Individualized attention and assistance are available, but you must ask for them.

## **Library Resources**

Located on the UB South Campus, the Health Sciences Library focuses its resources and services to meet the information needs of the University's five health sciences schools and the departments comprising those schools. Resources include over 9,900 current biomedical journal subscriptions in print or electronic formats, over 365,000 volumes of book and journal titles, multiple digital programs and a well-used history of medicine collection highlighting rare medical instruments.

A growing array of electronic information resources including MEDLINE, CINAHL, EMBASE, PsycINFO, Web of Science, Evidence Based Medicine Reviews and Nursing Reference Center are available to all students either on campus or remotely. Additionally, students have access to the full array of information resources throughout the University Libraries system.

Reference assistance is provided in person, by phone, chat or via email. Librarians are available to share searching expertise, and provide information research consultation for students working on a thesis, dissertation, and research project or grant proposal.

Information Management Education (IME) supports information literacy by providing library instruction on curriculum based and resource based topics including Basic and Advanced Ovid, E-Journals, EndNote, EMBASE. Web 2.0 technologies, and Web of Science, among others. Online tutorials provide instruction and assistance in using information resources and



applications. In addition, interlibrary loan and document delivery service either electronically or in print are provided to the university's community via Access Services.

## Learning Resources

UB maintains mainframe systems that are accessible from the Dietetic Internship room (31 Farber, computer labs in Kimball Tower and The Health Sciences Library) and from off-campus. There are also numerous microcomputer facilities located around the university, such as the computer lab in Kimball Hall. UB Micro IT Support Services provides personal student technology support, on a fee based schedule.

Teaching resources include overhead projectors, slide projectors, and most lecture halls are equipped with high technology delivery systems, including on-line presentations. In addition, the University offers some undergraduate and graduate classes by distance learning. This includes one course in Introductory Nutrition and a hybrid graduate course in the Fall/Summer semesters.

UB Student Support Services can provide academic tutoring, disability support, counseling and testing. The Teaching and Learning Center provides continuing education for better instruction by UB faculty. The University at Buffalo is committed to providing equal access to individuals with disabilities, including physical access to programs and reasonable accommodations for members of the University community. Any intern who wishes to receive reasonable accommodations for their disabilities must report to Accessibility Resources before receiving accommodations within the Dietetic Internship. The Accessibility Resource Office will meet with you to determine what reasonable accommodations are required for you to be successful. Then, they will contact the Directors of the Dietetic Internship to inform them of what accommodations you need and determine if these can reasonably be provided. This can be done while maintaining confidentiality regarding the disabilities. Accessibility Resources contact information:

60 Capen Hall, North Campus

Buffalo, NY 14260

Phone: (716) 645-2608

Fax: (716) 645-3116

<http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>

**You are not required to inform us that you have a disability, however, if you request accommodations for a disability it must be done through the Accessibility Resource Office before you can receive reasonable accommodations.** This service can also be utilized for any of the graduate classes that the intern registers for, as these classes are required for the MS DI, but may be separately administered by the University Faculty.

## Other Support Services

The Student Wellness Team offers student counseling, health and wellness education services. 1Capen provides student advisement, resources and financial services (<https://1capen.buffalo.edu/>). Career Services offers career counseling and job placement assistance (<http://www.buffalo.edu/career.html>).



## ESTIMATED COSTS

**UB Tuition and fees:** <http://studentaccounts.buffalo.edu/tuition/index.php>

*Rochester-based dietetic interns placed at Strong Memorial Hospital for their clinical, institutional foodservice and research rotations, incur an additional expense of \$2250 for the Fall semester.*

**New York State Residency:** <http://studentaccounts.buffalo.edu/residency/index.php>

**Health Insurance:** <http://healthinsurance.buffalo.edu/>

<b>Liability Insurance</b>	\$35-40/year
<b>Medical Exam</b>	\$100**
<b>Living Expenses</b>	
-Housing/Food	\$500/Month**
-Educational resources, lab coat	\$200/Semester**
<b>Program Application Fees</b>	\$50 to the Graduate School for the MS in Nutrition degree. DICAS \$45 for first DI/\$20 for each additional DI. All fees are non-refundable.
<b>Computer Matching Fee</b>	\$50 (D&D Digital)
<b>AND Student Membership</b>	\$58/year-required while in the DI
<b>WNYDA Membership</b>	\$15/year-required for the DI through June
<b>RD Exam Required Review Materials</b>	\$400
<b>GRE Exam by August 1</b>	\$205**
<b>ServSafe by August 1</b>	\$15
(FAFSA Available through the Financial Aid Office)	

Transportation and parking fees are the responsibility of the student. **A car and driver's license is required** for the MS DI program. An estimate for mileage is up to 60 miles each way for field placements. Parking fees vary by clinical site.

Rochester-commuting students will have the majority of their supervised practice rotations in the Rochester, NY area. However, they are responsible for commuting to the UB campus for in-person graduate classes each semester and seminar days (typically, in the first 12 months of the program, commuting will be twice a week in the Fall-1 and Spring-1 semesters and minimally in the Summer-2 semester), or for scheduled DI meetings/events that occur throughout the year. A facility may require fingerprinting and a background check before the start of the rotation. This cost is the responsibility of the student. It is noted that the New York State Police Department offers fingerprinting and background checks and will be considered as an option.

*\*Tuition/University fees are billed to you by the University and late fees established by the University apply to Tuition/University fees*

*\*\*Estimated*

## SCHOLARSHIPS

Interns enrolled in the Dietetic Internship are eligible for financial assistance from a variety of sources depending upon financial need and enrollment status. The Academy of Nutrition and Dietetics offers some scholarships for students in internships and graduate studies. Interns may search the Internet for this information also. The address is:

<https://www.eatrightpro.org/membership/student-member-center/scholarships-and-financial-aid>

Upon completion of the Fall semester in the MS DI, all successful interns (3.00 GPA and “Pass” for internship activities) are eligible to apply for University at Buffalo, Nutrition Program scholarship monies available through the Annette Rachman Fund and Glenda’s Gift. See the Program Director for this information and application form.

## FINANCIAL AID

Students enrolled in the MS DI are considered full time students for financial aid purposes. See the Director of Graduate Studies for general advice concerning financial aid and the current UB financial aid point of contact for the program. FAFSA is available through the Financial Aid Office.

## TEACHING ASSISTANTSHIPS

Financial support is provided in the form of Teaching Assistantships (TA). The role of the TA is generally to support the teaching mission of the Department. TA’s are assigned to classes with a large number of students and typically those that include multiple laboratory sessions. TA’s may be expected to direct a lab experience, grad homework assignments and exams, conduct tutorial/review sessions and on occasion, to give a lecture. TA’s are awarded according to the following criteria (<http://sphhp.buffalo.edu/exercise-and-nutrition-sciences/education/financial-assistance/assistantships.html>).

Applicants for a teaching assistantship submit an application and two letters of recommendation to Dr. Jennifer Temple, PhD, Director of Graduate Studies, Department of Exercise and Nutrition Sciences by March 15<sup>th</sup>. Assistantships are awarded by April 15<sup>th</sup> of each year. The workload for each course is determined in conjunction with the Graduate and Undergraduate Program Directors and the faculty members responsible for each course.

## RECOGNITION AWARDS

During the program, students will be assessed by preceptors and program faculty for outstanding qualities, including professionalism, enthusiasm, decision-making, interest and initiative, academic performance, critical thinking and application of knowledge. Nomination for awards are available at the Department, University and regional AND affiliate levels.

## **POLICIES AND PROCEDURES**

### **HEALTH CERTIFICATE AND MEDICAL INSURANCE**

Individuals beginning the internship experience should be in good health. Interns are responsible for the cost of all personal medical care which is needed during the internship. Interns are required to carry adequate medical insurance.

Evidence of health insurance and a physical examination are required to participate in clinical settings. All interns are required to show evidence of required immunizations and tests. The University at Buffalo Health Center at Michael Hall monitors compliance to the health insurance mandate and determines the requirements for students in health related programs.

### **EQUAL OPPORTUNITY**

All individuals who meet the eligibility requirements outlined above and in the University Graduate Policies, have equal access to the MS DI program. The University at Buffalo does not discriminate on the basis of race, sex, age, creed, color, disability, national origin, religion, sexual orientation, marital or veteran status in the admission to the Graduate School or in any activity related to the Graduate Program in Nutrition, including the DI program. The university policy concerning Discrimination and Harassment can be found at:

<http://www.buffalo.edu/administrative-services/policy1/ub-policy-lib/discrimination-harassment.html>

The university policy concerning Reasonable Accommodation can be found at:

<http://www.buffalo.edu/administrative-services/policy1/ub-policy-lib/reasonable-accommodation.html>

### **PRIVACY OF INFORMATION AND ACCESS TO PERSONAL FILE**

Interns may have student records on file in more than one place within UB. An intern may access their own paper and electronic files during their internship and for one year after their program completion, in the presence of the Program Director. Information obtained during the application process to the MS DI program, grades, and performance evaluations will not be released except on written request by the intern.

Individuals may request to see materials in their file at any time, except for letters of recommendation where the individual has signed a waiver forfeiting their right to see these documents. If a graduate wishes to review their file, they must make an appointment.

After 7 years, the student paper and electronic files will be thinned, and the DI program will maintain the dietetic intern's original and physical Verification Statement, and the competency packet as an electronic file.

## **DISCIPLINE**

If the Director of Graduate Studies, Program Director, Clinical Director and/or Clinical Instructor determine that an intern is not meeting the MS DI program standards (clinical or academic), the matter will be discussed with the intern and a memo for the record of the discussion will be entered into the intern's personal file. Any additional infraction may lead to dismissal from the program. Examples of infractions which could lead to dismissal are: plagiarism, cheating, lying or other forms of academic dishonesty, insolence, absenteeism, habitual tardiness, refusal to cooperate, academic or supervised practice deficiencies, leaving the practice site before assigned time (without notice) or non-compliance with the Academy of Nutrition and Dietetics/CDR Code of Ethics for the Profession of Dietetics found starting on page 37.

## **NECESSITY TO REPEAT MS DI REQUIREMENTS**

If an intern enrolled in the MS DI program is unable to fulfill the clinical and academic requirements due to reasons of health or other extenuating circumstances, a grade of "I" may be assigned. If an "I" grade is assigned, the individual may re-enter the MS DI program at a later date and complete the unfinished academic experience as well as practicum experience as necessary. Refer to the Graduate School Web Site for deadlines concerning "I" grades. There will be no Dietetic Internship additional fee for continuation of the program after re-entry in the case of health or other extenuating circumstances. The maximum amount of time to complete the program is three years.

## **REMEDIAION FOR SUPERVISED PRACTICE**

If a student fails to pass a Supervised Practice rotation, the student will meet with the Program Director to develop a written remediation plan. The student will acknowledge the plan which will be in their file. If the remediation plan fails to result in a pass for the Supervised Practice rotation the student may be dismissed from the program based on the evaluation of the Program Director.

## **WITHDRAWAL AND REFUND OF TUITION AND FEES**

The University determines policies regarding withdrawal and refund of tuition and fees. The current academic calendar and schedule of classes lists deadlines. The same calendar applies for the MS DI.

## **SUPERVISED PRACTICE PRECEPTOR CONTACT**

Students are required to contact their scheduled SP Preceptor at least **two weeks** in advance of the start of their rotation. The purpose of this contact is to set up the initial starting time and place for the rotation, as well as giving the preceptor the ability to convey any other key details needed for the start date. If the intern cannot reach the SP Preceptor by email/phone 5 business days prior to the start, they should contact the Program Director and/or Clinical Director

immediately for additional instructions. Interns are not to show up at a SP site, without this initial student/preceptor contact. When each SP rotation is completed, it is strongly suggested that the intern send a brief, handwritten thank you note to the preceptor for their time and mentoring.

## **CRIMINAL BACKGROUND CHECK AND DRUG TESTING**

At present, only a few sites require a criminal background check for students, normally completed at the SP site. Drug testing is not a requirement for any SP site at this time. However, these requirements could change during the dietetic internship year. Students would be required to comply with undergoing a criminal background check and/or drug testing, if required by a SP site, in order to complete the MS DI program.

## **STUDENT COMPLAINTS**

1. Interns who wish to express a complaint or concern about courses, faculty, other interns/students, existing policies and procedures, etc. should follow appropriate lines of communication.
  - a. Courses: The intern should first request an appointment with the Program Director and/or Director of Graduate Studies to discuss their concern/complaint. Upon advisement of the Program Director and/or Director of Graduate Studies, the intern may be instructed to attempt to resolve the concern/complaint with the instructor. Faculty have office hours. A request for an appointment may be made in person, by phone, voice mail or email. If the problem remains unresolved (or if the intern feels they are unable to approach the instructor of record about the matter). The intern should be prepared to list: 1. the nature of the concern(s); 2. what steps they have already taken to resolve the matter; and 3. what their expectations are regarding how the matter should be resolved.
  - b. Dietetic Internship: Each student should feel free to express any complaints or concerns about the program to the Program Director, Clinical Director and/or Clinical Instructor. Faculty will make all efforts to resolve the issue with the student in a timely fashion. If not satisfied, the student can feel free to make an appointment (without retaliation) with the Exercise and Nutrition Sciences department Chair to address any unresolved complaints or concerns.

## **GRIEVANCE PROCEDURES**

Dietetic Interns have access to the University at Buffalo formal grievance procedures. Refer to the University at Buffalo web site for policies and procedures governing grievances. See <http://grad.buffalo.edu/study/progress/policylibrary.html>

Students may contact ACEND (contact information is on page 4) in order to submit a complaint for unresolved complaints related to ACEND accreditation standards. Students should submit complaints to ACEND only after all other options with MS DI have been exhausted.

## **INTERN ADVISEMENT**

The Program Director and Director of Graduate Studies serve as academic advisors to all interns enrolled in the MS DI program for the duration of the program.

## **REGISTRATION EXAMINATION PREPARATION**

The Program Director will identify the required RD exam preparation materials/programs at the beginning of the internship year. It is expected that interns will study and fully prepare to pass the RD exam on the first attempt.

## **PRACTICE SITE POLICIES**

MS DI students must abide by the University at Buffalo policies, found at the UB Policy Library <http://grad.buffalo.edu/study/progress/policylibrary.html> as well as Supervised Practice site facility policies regarding dress code, grooming requirements, scheduling, completion of paperwork, patient confidentiality. The following policies and procedures are to be observed at ALL facilities:

## **INTERN REPLACEMENT OF EMPLOYEES**

Interns will not routinely replace regular employees except for specific professional staff experience that is necessary to complete the prescribed learning activities.

## **PROFESSIONALISM**

### *Conduct:*

The impression a student leaves with preceptors, patients, and clients is important for future success, as well as for the program to maintain good working relationships with these generous practitioners. Some preceptors may be future employers. Each place is unique and has different things to offer you. Even if you think you NEVER want to work in a similar setting, make the effort to think about the positive aspects of the clients, the professionals and the setting itself.

The clinical setting is someone else's workplace. Your professional demeanor, presentation and your manner of interacting with the staff and completing assignments will reflect a great deal about you personally, and the MS DI program at the University at Buffalo. Simply having a pleasant personality and a sense of humor is not enough. You should present a professional appearance and demonstrate the ability to ask appropriate questions at appropriate times, to begin to report findings using appropriate terminology, to behave in a safe, appropriate manner and to respect the rights and confidentiality of the clients with whom you work. You should not be texting, checking your phone, taking photos, or using clinical computers for personal information. These are all basic professional behaviors that are expected of you. Respecting rights and confidentiality of patients, and not taking pictures are an absolute legal requirement, not just an expectation.

Unless asked to do otherwise, use the formal form of address: Mr., Ms., Mrs., Dr., etc. rather than the first name when addressing faculty, clients/patients, facility personnel, supervising dietitian/preceptors and other members of the health care team.

Punctuality is essential as a nutrition practitioner and a component of professionalism. Students are expected to arrive and be prepared for work 15 minutes prior to the scheduled start time. Arriving late is a tardy. A tardy will be considered an hour of clinical practice and will have to be complete at the end of said clinical day.

*E-mail:*

The University at Buffalo uses your email account to communicate with you about financial, registration, and academic matters. Email is the preferred contact to and from faculty. It is your responsibility to check your UB email at least twice daily – at the start and end of the working day. The expectation from program faculty and preceptors is that you respond to all email correspondence the same day or within 24 hours, maximum. Assume that what is being communicated is important and that there is some urgency in responding. You are responsible for information emailed to you whether you remember to check your email or not. Make sure your email is emptied on a regular basis. Your communication speaks for you and is a reflection of you. Every email you send adds to, or detracts from your reputation. If your email is scattered, disorganized, and filled with mistakes, the recipient will be inclined to think of you as scattered, careless and disorganized. Other people’s opinions matter and in the professional world, their perception of you will be critical to your success.

*Some basic email rules of etiquette:*

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

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

*Communication devices:*

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

*Dress code:*

Keep in mind that you may be younger than many of the clients/patients with whom you will come in contact. A professional appearance will help you establish credibility with your patients and clients. Casual dress that is permissible on a college campus is not acceptable in any area of the work environment, which includes all affiliations.

Supervised Practice facilities have developed dress codes to promote safety and present a professional appearance to clients. Dress codes are to be followed by all interns at all times. Professional attire in the clinical area consists of a clean and pressed white lab coat worn over business attire with UB nametag clearly displayed.

If an intern's appearance is considered inappropriate during a rotation by the preceptor, the intern will be requested to correct the situations. The preceptor will notify the Program Director and/or the Clinical Director of the dress code violation and the intern may be asked to leave the facility and return in appropriate attire. The intern will need to make-up lost hours at the preceptor's convenience and approval of the Clinical Director.

Be aware of what happens to your body and dress if you lean over, squat or bend over. Adjust your dress accordingly. Be aware of your body art and how it may affect a client. Piercings, tattoos, faddish hair style or colors and other decorative items may serve to set you apart, but they will be viewed differently from a client's perspective. Covering items is a good way to acknowledge that you have thought about your client and their needs first.

Fragrances and cologne should not be obvious due to sensitivities patients or other staff may have. That is, if you wear fragrances or use highly scented products, the smell should not be noticeable from a distance of more than 1-2 feet.

*Classroom Attire:*

Attire is to be appropriate for attending a professional educational setting. Clothing items that have midriff showing are not appropriate. Hats, sweat suits, flannel/pajama pants and spandex clothing or workout attire will not be permitted.

*Clinical and Community Attire*

Business attire does not include extreme styles of dress, jewelry, footwear, make-up or hairstyles. Business attire is defined as dresses, skirts, and dress slacks or Dockers-type pants, shirts of modest exposure (at all openings, including buttons) and ties. Suits, sport jackets or sweaters are appropriate. Cropped pants, cargo pants, blue jeans or other types of colored jean pants, flannel, corduroys, shorts or "cut-offs", elastic or string-pull waisted pants, tube tops, bare shoulders, spaghetti straps, halter dresses, mini-skirts, t-shirts, and off the shoulder blouses are prohibited, and skirts must be knee length or longer.



Fabrics should be conservative – no sequins, sparkles, wild designs or loud colors. Blouses not designed to be worn on the outside should be tucked in. Sundresses are also not acceptable. Sleeveless shirts in general convey a less professional appearance and should be avoided unless covered by a jacket or sweater (not a lab coat). Legging style pants are not allowed unless there is a knee length skirt/sweater worn over them.

Simple post earrings (1 or 2 posts) are often allowed but dangling earrings should not exceed ½ inch. Facial piercing, body piercing, or tongue piercing jewelry is not to be worn during Supervised Practice hours. Light make-up is acceptable, but avoid bright or dramatic colors. Any tattoos should be covered. If clothing will not hide the tattoo, available options include [www.tatjacket.com](http://www.tatjacket.com), dermablend and Kat von D makeup products.

Long fingernails, artificial fingernails, nail art and/or bright nail polish are not allowed in rotations. Closed shoes should cover the foot with no part of the foot exposed (no clogs, flip flops, slides, mules, canvas slip on shoes, sneakers, tennis-, or running-shoes, boots or sandals) and hosiery or socks should be worn at all times unless specified by preceptor (flats are acceptable). Men should be clean shaven each day as some facilities will not allow men to have facial hair. If allowed, beards and mustaches should be neatly trimmed.

The clinical and/or community rotations may require a white lab coat or jacket. The lab coat or jacket should be clean (free of stains) and pressed (wrinkle free) prior to the start of each day. No ornamental jewelry is to be worn with uniform attire. Scarves are generally are not appropriate in a clinical setting.

#### *Food Service Systems / Dietetic Management Attire*

The food service systems and management rotations will require that all interns comply with safety and sanitation regulations. Interns should discuss the safety and sanitation regulations enforced in the kitchen, serving areas, and patient delivery areas with the preceptor, manager or supervisor. Appropriate dress includes khakis and a polo shirt.

The food service systems and management rotations may require that no jewelry (including wedding rings and watches) be worn. Interns should check with the preceptor, manager or supervisor before the start of the rotation to clarify what is considered appropriate jewelry that is allowed in the kitchen. It is highly suggested that interns review the department's dress code policy for the kitchen, serving areas and patient delivery areas. Hosiery and socks must be worn at all times. Shoes must have a closed toe and heel with a non-slip sole.

Hair needs to be up and not touching the back of the neck or collar. Hair nets, surgical caps or baseball caps may be used as head covering in many facilities but interns should check with preceptor. Long hair in a ponytail violates sanitation standards if the ponytail is hanging out the back of the baseball cap or not completely covered by hair net or surgical cap. Fingernails should be short, clean and unpolished during foodservice rotations. Interns cannot have artificial nails (acrylic or press-on). This type of nail violates the safety and sanitation standards for food service.

See the rubric of professional behavior, page 36.

## CONFIDENTIALITY/HIPAA

The client's right to privacy must be observed. Information about the client obtained from the medical report, other health care personnel, the client or their family is confidential and is not to be repeated or discussed other than in the process of providing nutritional care to the client or during health team evaluation.

Information regarding the client, which is not pertinent to the nutritional care you are providing the client, is not to be revealed to the client or his family.

All interns must complete the HIPAA training course. The course is available online and at no cost to the intern. Interns must complete this training prior to the end of the Fall Orientation. Documentation of completion will be verified by the Program Director prior to clinical assignment of the Intern. In the case that HIPAA regulations change during the course of the training year, interns will be required to complete the updated HIPAA online training course.

## TRAVEL

A reliable vehicle is required for the internship. All interns are responsible for arranging their travel to and from the clinical site. Owners are responsible for travel liability for themselves and riders in their car. Students using public transportation assume personal responsibility for their safety. Instructors and fellow interns can usually provide advice about parking at different facilities.

For Rochester, NY based supervised practice rotations: The MS DI program currently has 6 available seats in the Rochester, NY area; approximately 70 miles from Buffalo, NY, or about one-hour of driving time. Rochester commuting students will have the majority of their supervised practice rotations in the Rochester, NY area. However, they are responsible for commuting to the UB campus for in-person graduate classes each semester and seminar days (typically, commuting twice a week in the Fall-1, Spring-1 semesters and minimally in the Summer-2 semester); or for scheduled DI meetings/events that occur throughout the year.

## ATTENDANCE/PARTICIPATION

Interns have the responsibility to personally notify their clinical instructor(s) or preceptor(s) if they will be late or absent from the clinical area during their scheduled rotation at least two (2) hours before their scheduled start time. They must also notify the Clinical Director. Any arrangements for changing clinical days, hours or assignments must be approved in advance by the Program Director or Clinical Director and the clinical instructor(s) or preceptor(s). An intern who is persistently late or absent from the clinical area may be dismissed from the program. **Being persistently late is defined as arriving five minutes later than the scheduled time more than once a week.** Time off for personal or family vacations, etc. is not allowed during the DI, unless scheduled as OFF on the Supervised Practice calendar (1 week in November, 2 weeks

in December, 1 week in March or April). Refer to the MS DI website for most current academic calendar. <http://sphhp.buffalo.edu/exercise-and-nutrition-sciences/education/dietetic-internship/calendar.html>

In both clinical and didactic courses, any intern who does not complete assignments on time, shows little effort to participate in classes, post-conferences or discussion groups and is absent more than two times from classes/clinical experiences for reasons other than illness is at serious risk for dismissal from the program.

Interns have the responsibility to complete clinical assignments within the time allotted at clinical sites. Interns unable to complete their assignments on time will review their time management skills with the Program Director and/or Clinical Director. If significant improvement by the intern is not demonstrated within a determined time frame, a warning will be issued to the intern. After two warnings the Program Director will decide whether the intern is given the option to continue in the program or will be required to repeat the experience the following year.

Interns found using supervised experience time for assignments other than those assigned for the supervised experience will be issued a warning. Further disciplinary action will be taken if this behavior is continued after the warning.

It will be necessary to make up any days that are missed in the clinical area in order to comply with the requirements of MS DI program. Personal, medical, or dental appointments should be scheduled at times that do not conflict with class or clinical hours. Holidays observed by the University are not observed at the clinical site unless the site observes the holidays. Holidays observed by the clinical site and not by the University may be used for class experiences at the discretion of the Program Director.

#### *Weather:*

Snow and weather related events are common in Western New York. In many situations, leaving ample time and driving slowly will allow you to reach your destination safely. However, there are times when weather patterns, predictions, and road conditions indicate it is wiser not to attend a rotation. Though the internship will provide guidance, since weather conditions vary by location, the internship respects our interns' assessment of their unique conditions based on where they live and where they need to drive to. The intern is to contact their site preceptor, as well as the internship staff in the event that inclement weather impacts their ability to report to their precepting site.

If the University at Buffalo has called off classes, the intern does not need to report to their site but they need to contact their preceptor. Though not required, if the intern lives near their site, and the weather is ok where they reside, they may elect to attend if that is their preference.

## **PERSONAL DIETARY RESTRICTIONS**

It is important for a foodservice manager to be directly involved in the evaluation of food quality. Interns are expected to set aside preferences, and are encouraged to set aside lifestyle

commitments with respect to food, in order to try small amounts of the food being served by the department to patients and the public.

## **CONFERENCES**

To enhance professional development and to begin networking, interns are encouraged to attend conferences pertaining to nutrition and dietetics. As part of their course of study, interns are strongly encouraged to attend professional meetings, such as the New York State Academy of Nutrition and Dietetics annual conference (Spring) and the Academy of Nutrition and Dietetics Food and Nutrition Conference and Expo (Fall). Additionally, the Society for Nutrition Education, Restaurant & Foodservice Show of New York, Today's Dietitian and others sponsor conferences throughout the year. There is financial support available through the Graduate Student Association as well as the Academy of Nutrition and Dietetics.

## **PUBLICATIONS & PRESENTATIONS**

One way to forge a professional name for oneself is to write for publication. While not required, interns are encouraged to explore professional writing experiences, such as writing articles for professional newsletters or the School of Public Health and Health Professions communications. Presentation opportunities exist for students at the NYS Academy of Nutrition and Dietetics and WNY/GDA Dietetics Association meetings and UB Research week for posters developed in conjunction with research, thesis or community projects. Other opportunities may arise throughout the academic year, which should be discussed with the Internship or Graduate Program Director.

## **INTERPROFESSIONAL EDUCATION (IPE)**

The goal of the UB Interprofessional initiative is to prepare all UB graduates for deliberately and intelligently working together with a common goal of building a safer and more effective patient-centered and community-oriented health care system, ultimately impacting the health and well-being of populations worldwide.

Dental, medical, nutrition, nursing, exercise science and other programs attend IPE sessions during the internship. The experience is designed to introduce students to the importance of best practices for professionalism, roles and responsibilities, teamwork, communication, ethics, and collaborative practice as a means to improve the quality and safety of patient care.

## **OUTSIDE EMPLOYMENT DURING THE INTERNSHIP**

Interns are strongly discouraged from assuming outside employment during the internship. Past experience has demonstrated that interns who work during the program have difficulty completing the requirements of the program in a timely and satisfactory manner. For interns needing or choosing to accept employment, they will need to arrange this outside work around the widely varying rotation schedules. Interns should not accept jobs that require them to report Monday through Friday. Some rotations require interns to work daytime and evening

hours on these days of the week and occasional there may be some weekend works hours required. Job requirements do not constitute an excused absence or serve as an excuse for not doing the quality of work expected at the graduate level.

## **ROLES AND RESPONSIBILITIES OF INTERNSHIP TEAM**

### **Program Director and Clinical Director**

*To direct and coordinate the DI at the University at Buffalo and at the affiliations*

- To orient the interns to the program
- To organize the rotations throughout the year
- To coordinate with the preceptor the objectives, learning experiences and projects for the intern for each rotation
- To monitor and evaluate the intern's progress in each rotation throughout the year.
- To communicate with the preceptor at the mid- and end-points of each rotation, or as needed.
- To plan the intern's general schedule
- To plan and schedule seminar days
- To counsel and guide the intern
- To serve as a role model
- To serve as a mentor
- To act as a liaison between the preceptor and intern as needed
- To serve as an advocate for the intern when appropriate and justified
- To enforce policies and procedures
- To enforce the role and responsibilities of both the intern and preceptor
- To recruit adequate and appropriate preceptors
- Inform preceptor of appropriate information about abilities and limitations of student and assure that the student performs professionally

### **Additional program responsibilities**

- To direct the selection and procession of new interns
- To evaluate and revise the program as needed to improve quality and meet the Academy of Nutrition and Dietetics requirements
- To recruit members of the DI Advisory Committee

### **Preceptor Role and Responsibilities**

*To teach the intern the skills and knowledge required functioning as an entry-level dietitian or manager in the preceptor's area of specialty.*

- To orient the intern to the facilities, objectives, learning experiences and due dates
- To review the schedule and competencies of the rotation with the intern
- If appropriate, to complete orientation to unit checklist on the first day of the rotation with the intern
- To inform other employees of the dates when the intern will be in their area
- To communicate with the intern at least once each week to discuss projects/concerns

- To correct, return and review any applicable projects after receiving them from the intern, in order to allow the intern adequate time for completion.
- To provide positive feedback and constructive criticism throughout the rotation to the intern
- To act as a resource person when the intern has questions
- To refer the intern to appropriate resources when needed
- To be aware of internship policies and procedures
- To enforce policies and procedures when needed
- To discipline the intern as needed
- To serve as a role model at all times
- To empower interns to an interdependent, but autonomous level of function
- To review, in a timely matter, the intern's progress with the internship staff at the mid-point and end of the rotation, or as needed
- To provide constructive feedback on the internship program

### **Intern role and responsibilities**

*To acquire the skills and knowledge to function as an entry-level dietitian or manager in each area of dietetics. Failure to follow these rules might result in termination from the program.*

- To be punctual and available throughout the rotation
- To act in a professional manner and appearance at all times
- To represent the University at Buffalo in an appropriate manner and appearance when visiting affiliations, class days and field observations
- To complete competencies, learning experiences, reading assignments and projects by due dates and following the academic integrity principals.
- To be prepared for each rotation by reading required texts and article's and by completing assignments prior to or during each rotation
- To follow hospital, department, and program polices and procedures
- To maintain confidentiality of all information discussed within the hospital and department
- To ask for the preceptor's approval to modify their schedule and to communicate to their instructor when attending meeting or conferences out of the building
- To accept any change in the preceptor's schedule that may arise
- To maintain respect for positions of authority
- To function as a team player
- To seek guidance when needed
- To research and look up information as needed, using evidence-based guidelines
- To accept constructive criticism
- To completely accept responsibility for all actions
- To maintain a positive and hard-working attitude
- To maintain open and frequent communication with staff
- To attend all required conferences, meetings and classes
- To abide by drug and alcohol free policies in the workplace

### **Intern Professional Development**

*The intern's ability to relate to patients, employees, department staff and other healthcare professionals will help to ensure success during the internship and as a professional dietitian.*

The following are expectations for professional behavior:

- Confidentiality is vital. It's also the law. HIPAA regulations require all health care personnel to keep patient information confidential – in all forms of information (written, spoken, fax, email). Hospital, department, and patient affairs must not be discussed outside the unit or among other interns. Patient care plans, notes etc should NOT be taken home and should not be left unattended.
- Always use a surname when greeting adult patients (e.g. “Good morning Mrs. *Last Name*\_\_\_”)
- Introduce yourself with your full name and your title (e.g. “Nancy Nutrition, Dietitian Intern from the University at Buffalo”)
- Unless given permission to do otherwise, use formal form of address – Mr., Ms., Mrs., Miss, Dr. or Professor, rather than the first name when addressing faculty, staff, preceptors, clients and other members of the health care team, including dietetic technicians, foodservice staff or clerical personnel. When in doubt, ask a person how they would like to be addressed.
- Be friendly but business-like in all contacts with professional staff and employees
- Mistakes can be expected. Report your mistakes to the appropriate person immediately; don't cover up, blame someone else or fail to report them.
- Avoid saying “I don't know” or “Nobody told me” when questioned; better to say “May I find out for you?” or “I'll check and let you know”.
- Bring “issues” (things that bother you) to the proper person for discussion – preceptor, manager and/or internship staff. It's far better to discuss and resolve issues than to build up negative feelings.
- Demonstrate tactfulness in all work relationships. Learn the differences between constructive criticism (useful, helpful judgements) and complaining (fault finding, whining, grumbling)
- Chewing gum is not permitted during work time, on field trips, at professional meetings or in class.
- Cell phone use is prohibited during work hours at rotation sites, unless authorized.
- During class and meetings, remember the speaker deserves your attentiveness – intellectually and physically (i.e. good posture)
- Remember: interns will have comparable, NOT identical experiences. Each intern is expected to engage in leadership opportunities for additional professional growth.

## **INJURY OR ILLNESS DURING SUPERVISED PRACTICE**

Policies regarding injury or illness at work and enforced at the supervised practice site will be observed by the intern. Interns will be advised of those policies by their site preceptors. The Program Director or Clinical Director should also be notified concerning any injury or illness that occurs at the supervised practice site.



## EVALUATIONS

Intern evaluation is an ongoing process. The intern is given both written and verbal evaluations throughout the program. Competencies identified on the assignments and activities for the supervised practice rotations are developed to be measurable and documented. Learning activities and practicing skills include written assignments, case studies and reviews. On the first day of each supervised practice rotation, it is anticipated that the intern and preceptor will review rotation expectations relative to attire, experience hours, and any additional requirements.

Evaluation of interns, clinical instructors, preceptors and sites are completed at the end of each rotation. For longer rotations, a mid-point evaluation is also completed. The purpose of all evaluations is to enhance professional development and self-improvement, stressing strengths and areas needed development for future rotations. Thus, the evaluation process should be viewed as a learning experience. All intern evaluations are to be discussed with the Supervised Practice preceptor, signed and dated where indicated and returned to the Program Director. Preceptor and/or Clinical Instructor evaluations are to be returned to the Program Director. Program evaluation also occurs throughout the semester and at the end of each semester. All evaluation forms on the intern are kept in the intern's file.

## RD PRACTICE REGISTRATION EXAMINATION

During orientation and immediately following completion of the practice experience, interns are required to take the practice Registration Examination for Dietitians.

## PROGRAM GRADUATION REQUIREMENTS

The intern will require the following to pass the MS DI:

1. Successful achievement and documentation of at least 1200 hours of supervised practice hours
2. A minimum "Satisfactory Performance" (SP) rating on final evaluations from all preceptors in all rotations: Acute Care, Long Term Care, Clinical Nutrition Management, Renal, Specialty, Institutional Food Service, Community Food Service, Pediatric, Critical Care, Community Wellness, Research. All evaluation forms must be turned in, as outlined on the summary of assignments and activities for the rotation.
3. All competencies must be met at or above the satisfactory level. Passing is defined for each competency, as found on the Learning Assessment Matrix.
4. All assignments must be submitted and deemed acceptable by the Clinical Director and/or Program Director, as outlined on the Summary of Documentation for each semester.
5. For the Comprehensive Exam track, 55 hours of graduate coursework must be completed with a minimum grade of "B-" to pass the MS DI.  
For the Thesis track, 56 hours of graduate coursework must be completed with a minimum grade of "B-" to pass the MS DI.



6. Three paper copies of the verification statement will be provided to the students who have successfully and satisfactorily completed the above noted Graduation Requirements and have been issued the MS in Nutrition graduate degree to signify program completion. The verification statements will be signed in ink color other than black. Verification statements will be awarded after the registrar confers the degree.
7. The student has a maximum of 3 years to complete MS DI.

## ELIGIBILITY FOR REGISTRATION EXAM

Upon successful completion of the program, the Program Director will work with each student to complete the eligibility paperwork for the registration exam for dietitian nutritionists (RDN exam). During this meeting, the Program Director will provide the students with at least three signed original copies of the verification statement, indicating successful completion of the dietetic internship. In addition, an original signed statement is maintained in the program files, indefinitely.

Following completion of all Commission on Dietetic Registration (CDR) paperwork, the Program Director submits registration eligibility applications electronically to CDR. Graduates should receive confirmation of their RDN exam application eligibility from CDR within approximately one week via email. Graduates will also receive their registration exam application and handbook from Pearson VUE with specific instructions for testing. It is the graduate's responsibility to follow those instructions and schedule the test in a timely manner. The program would appreciate that you release your name when signing in at Pearson VUE to take the RDN exam and to be informed on your success!

For MS DI students, verification statements will not be signed until the MS degree is conferred by UB. Degrees are not conferred by UB until the end of the term in which the student completed their degree requirements. This is typically February 1<sup>st</sup> for comprehensive exam track graduates and June 1<sup>st</sup> for Thesis track graduates.

## RD EXAM PREPARATION RESOURCES

**Notes and exams on domains** from seminar, graduate courses.

**Jean Inman review class** materials.

**AND Study Guide**, practice exam, sign out from the Program Director. Very helpful to see the exam format by using the practice cd prior to the test. <https://www.eatrightstore.org/product-type/study-guides/study-guide-for-the-registration-examination-for-dietitians-10th-edition>

**EatrightPREP** Database of 900+ practice questions with explanations for correct answers. Three different practice exams. Performance statistics to identify individual strengths and

weaknesses. 3-month subscription for \$199.99 for members; \$249.99 for nonmembers

<https://www.eatrightstore.org/product-type/subscriptions/eatrightprep>

**Review of Dietetics, 2017-2019 edition.** Hess and Hunt, covers content areas in detail but no exam questions. <http://www.hessandhunt.com/reviewofd.html>

**Registration Examination for Dietitians, Handbook for Candidates,** Commission on Dietetic Registration, discusses Computer Based Testing, free online from CDR.

<https://www.cdrnet.org/vault/2459/web/.../2017%20CDR%20RD%20Handbook.pdf>

**Visual Veggies 800+** practice questions, including explanations of correct answers \$175

<https://visualveggies.com/> \$25 off your order with code BUFFALO25

**Breeding and Associates** [www.rdexam.us](http://www.rdexam.us) – online practice exam questions and answers. \$135 for the online exam, unlimited use.

**RD in a Flash** [www.rдинаflash.com](http://www.rдинаflash.com)- 600 flash cards, with answers, \$120, for those who like a flash card system. Sign out from Program Director if desired.

### **Suggested Apps:**

**Registered Dietitian Exam App (by Med Preps LLC)** \$20 - 1900+ multiple choice practice questions. Study on-the-go! Free download, but requires in-app purchase for full access to the database

**Dietitian Pocket Prep** 500 practice questions, \$20 for premium version

<https://www.pocketprep.com/exams/cdr-rd/>

### **Other Suggestions from Previous Dietetic Interns:**

Focus less on knowing exact numbers and more on concepts

Schedule your exam date as soon as possible – you can always change it. Study hard for a month or two after completing the internship and take the exam right away

Make a study schedule beginning when you can start seriously studying

Suggested studying schedule: 1-2 hours per day on most days of the week about 6 weeks before the exam; daily intense studying 3 weeks before, review all Jean Inman notes and practice exams and a week before the exam.

Study and take your mock exams in an environment that will mimic the testing center where you will take the real RD exam. The centers are very quiet so if you're used to studying with music, the quiet can kind of be unsettling at first.

The most important tip, however, may just be to BELIEVE IN YOURSELF! Seriously do a reality check of strengths and weaknesses. Nobody gets the questions all right—we've never seen a perfect score. Have courage, work hard, and then you will be applauding your accomplishment of exam success.

***Please note: do NOT attempt to take the RD exam unless you are fully prepared. If you fail on your first try you will be disappointed and will have to pay for another exam. In addition, first time pass rate is very critical to the success of the Dietetic Internship. So please, if you need any help in RD exam preparation, do not be afraid to ask.***

## ALUMNI

The program tries to cultivate relationships with our graduates to further job leads, recruit preceptors for the program, gain mentors for community projects, or any other opportunities that become available. Plus, the program likes to celebrate the accomplishments of our graduates! We ask that graduates keep us apprised of their current email address and when the time comes, take a moment to respond to our brief electronic alumni survey.

## ALUMNI SURVEYS

As part of our ACEND accreditation, we are required to send out surveys at one and five year mark following graduation. Your responses help us evaluate the effectiveness of our program, how it prepares our graduates for the RDN exam, and gives us an idea of our graduate's employment prospects after they leave the program. Without these surveys, we cannot make adjustments that continually improve the program and put our graduates in a more competitive position.

## PROGRAM ASSESSMENT AND QUALITY MANAGEMENT

### **Goal 1. Prepare entry-level dietitians, who take the Registered Dietitian examination, become employed and demonstrate leadership in the field of nutrition**

#### Objectives

1. At least 80% of program interns complete the program/degree requirements within 24 months for the comp exam track and 31 months for the Thesis track (150% of program length)\*
2. 90% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.\*
3. The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.\*
4. Of graduates who seek employment, 80% are employed in nutrition and dietetics or related fields within 12 months of graduation.\*
5. 90% of employers who respond to the One Year Employer Survey, rate the graduate as a 4 on a scale of 1-5, on entry-level performance as an employee. \*

6. 90% of graduates who respond to the One Year Graduate Survey rate the DI as a 4 on a scale of 1-5, on overall impression of the program\*
7. 90% of interns demonstrate improvement on post-RD practice exam scores, when compared with pre-RD exam scores

**Goal 2. Prepare future professional leaders, preceptors, researchers and educators with an advanced degree.**

Objective

1. 25% of graduates who respond to the Five Year Graduate Survey demonstrate leadership in the field of nutrition and dietetics as demonstrated by advanced practice certifications, supervisory employment positions or positions in professional organizations, serving as a preceptor or pursuing advanced education (ie-PhD) in academic research settings\*
2. 5% of graduates will present to professional groups or publish original research/articles within 5 years

*Actual program outcomes data is available for review by students and the public, upon request and appointment with the Dietetic Internship Program Director.*

*\* Denotes ACEND required objectives*

## Rubric of Professional Behavior

Measure	Exceeds Expectations	Satisfactory Performance	Needs Improvement
<b>Written communication</b>	Clearly written communications including emails; respectful; well organized; good grammar; no typos	Occasional informal language in communication including emails; adequately organized; occasional poor grammar; very few typos	Informal or unclear communication including emails; disrespectful; poorly organized; poor grammar; frequent typos
<b>Oral communications</b>	Clear professional language; articulate and focused; no informal or casual speak; proper titled and names; respectful	Mostly professional language; occasionally language is too casual; proper titles and names; respectful	Poor professional language; often casual and informal; disrespectful; unfocused and unorganized; improper titles and names
<b>Professional Dress</b>	Properly dressed on all occasions, including in class	Usually appropriately dressed for school	Revealing and too casual dress, even for a student
	Professionally dressed for presentations and interviews	Mostly well dressed for professional occasions	Needs consistent instruction in professional dress
	No tattoos showing or piercings beyond the ears during professional activities	No tattoos showing or piercings beyond the ears during professional activities	Tattoos showing or piercings beyond the ears during professional activities
<b>Demonstrates cooperation</b>	Consistently pulls more than share of weight with others in class, in research and leadership experiences	Usually works well with others in class, in research and in leadership experiences	Has consistent complaints about group work in class, in research and during leadership experiences
<b>Demonstrated professional engagement</b>	Consistently demonstrates professional attitudes, behaviors, engagement	Usually demonstrates professional attitudes, behaviors, and engagement	Demonstrates poor professional attitudes, behaviors, and engagement
	Enthusiastically contributes to group projects and to class discussions	Regularly contributes to group projects and to class discussions	Inconsistently contributes to group projects and rarely to class discussions
	Strongly self-motivated in work assignments in and out of the classroom	Is usually self-motivated in work assignments in and out of the classroom	Needs frequent reminders in work assignments in and out of the classroom
	Consistently demonstrates a positive attitude towards others	Generally demonstrates a positive attitude towards others	Consistently demonstrates a poor attitude towards others
<b>Other professional behaviors</b>	Maintains professional confidences entirely	Usually maintains professional confidences	Cannot hold professional confidences
	Takes criticism constructively and acts on it	Takes criticism acceptably and usually acts on it	Does not take criticism constructively
	Behaves proactively to solve problems	Behaves responsibly to solve problems	Behaves narrowly and reactively in problem solving
	Accepts responsibility for errors and does not blame others	Usually accepts responsibility for errors	Does not accept responsibility for errors and blames others frequently
	Organizes time and work effectively to accomplish responsibilities	Organizes time and work acceptably to accomplish most responsibilities	Cannot organized time and work effectively to accomplish responsibilities
	Always on time with assignments and at meetings	Usually on time with assignments and at meetings	Frequently late with assignments and to meetings

## The Academy of Nutrition and Dietetics/Commission on Dietetic Registration Code of Ethics for the Profession of Dietetics (Effective June 1, 2018)

### Preamble

When providing services the nutrition and dietetics practitioner adheres to the core values of customer focus, integrity, innovation, social responsibility, and diversity. Science-based decisions, derived from the best available research and evidence, are the underpinnings of ethical conduct and practice.

This Code applies to nutrition and dietetics practitioners who act in a wide variety of capacities, provides general principles and specific ethical standards for situations frequently encountered in daily practice. The primary goal is the protection of the individuals, groups, organizations, communities, or populations with whom the practitioner works and interacts.

The nutrition and dietetics practitioner supports and promotes high standards of professional practice, accepting the obligation to protect clients, the public and the profession; upholds the Academy of Nutrition and Dietetics (Academy) and its credentialing agency the Commission on Dietetic Registration (CDR) Code of Ethics for the Nutrition and Dietetics Profession; and shall report perceived violations of the Code through established processes.

The Academy/CDR Code of Ethics for the Nutrition and Dietetics Profession establishes the principles and ethical standards that underlie the nutrition and dietetics practitioner's roles and conduct. All individuals to whom the Code applies are referred to as "nutrition and dietetics practitioners". By accepting membership in the Academy and/or accepting and maintaining CDR credentials, all nutrition and dietetics practitioners agree to abide by the Code

### Principles and Standards

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

Nutrition and dietetics practitioners shall:

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

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

Nutrition and dietetics practitioners shall:

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

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

Nutrition and dietetics practitioners shall:

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

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

Nutrition and dietetics practitioners shall:

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

- f. Seek leadership opportunities in professional, community, and service organizations to enhance health and nutritional status while protecting the public.

*Code of Ethics for the Nutrition and Dietetics Profession.* <https://www.eatrightpro.org/practice/code-of-ethics/what-is-the-code-of-ethics>

## Learning Experiences

The following is a list of **possible** learning experiences to help you achieve the competencies for each general rotation type.

### Food Service Systems

- Read policies and procedures concerning menus. Evaluate the facility's ability to meet nutritional needs of patient/including social, cultural, religion, psychological, and economics factors.
- Investigate orientation procedures that are currently in practice.
- Observe a preceptor deliver an inservice class.
- Study departmental organization chart; assign names to positions represented in the chart.
- Analyze pathways for communication and promotion within the department.
- Study organization charts of entire healthcare facility; assign names to key positions.
- Analyze routes for informal and formal communication with the facility.
- Attend hospital-wide and/or departmental orientation for new employees; evaluate its comprehensiveness; assess correlation between the hospital-wide and the departmental orientations.
- Read hospital and/or departmental orientation manuals; evaluate its comprehensiveness; assess correlation between the hospital-wide and the departmental manuals.
- Choose topic for inservice presentation with manager.
- Plan inservice education program for immediate application; provide detail so that the lesson plan is useful for other practitioners in future, include:
  - Objectives
  - A list of materials (to include a handout and resources)
  - Activity (to include audio visuals)
  - Discussion
  - Pre- and Post-assessment
- Conduct inservice education program, including employee evaluation tool.
- Prepare a report to include personal evaluation and the accumulative employee evaluation of the learning experience.
- Plan and conduct an orientation class for a new employee(s).
- Analyze current cycle menu; compare to previous cycles.
- Attend staff meetings of foodservice personnel, question what is not understood; contribute when possible.
- Write or modify a portion of a cycle menu (or a subset such as catering, holiday, etc.) incorporating dietary guidelines.
- Analyze by computer, selected normal and modified menus using departmental and/or UB software.
- Standardize preselected regular or modified recipes.
- Train the employees to follow recipes; supervise the preparation of the newly standardized recipes.



- Develop taste panel and evaluation form; conduct taste test of recipe, prepare written report of results.
- Cost preselected recipes; determine appropriate (cafeteria) selling price.
- Review purchasing guidelines and previous purchasing records, i.e. vendors, delivery dates, specifications.
- Investigate inventory process and controls for security.
- Identify procedures for requisitioning food and supplies from the food production manager and from departmental policy manual.
- Review entire accounting process related to purchasing from the menu to accounts payable.
- Communicate with sales representative or broker concerning new products or data for products currently in use.
- Determine quantity required utilizing specifications for quality standards.
- Prepare and place orders for the items needed for a segment of the cycle menu and/or special function following quality specifications and purchasing procedures.
- Receive at least one delivery, check in; process invoices.
- Requisition food and supplies from dry and low temperature storage according to policies established within the facility.
- Fill requisitions, issue items, keep inventory, and use proper methods of storage, safety, sanitation and security.
- Conduct inventory according to facility policies.
- Read state health code and JCAHO standards for safety, sanitation, and security.
- Observe safety, sanitation, and security procedures in practice.
- Identify any problems encountered in the survey and make recommendations for improvements.
- Participate in departmental sanitation inspection of all equipment and work areas.
- Report any potential or actual safety or sanitation problems to the food production manager.
- Identify standards as specified in the policy and procedure manual, state health code, and JCAHO requirements.
- Evaluate each monitoring system for consistency of performance and effectiveness; give suggestions for possible improvement. Submit report to preceptor.
- Develop HACCP Procedures for selected recipes or food items.
- Attend inter- and intradepartmental meetings of safety, sanitation, and security committees.
- Check foodservice areas for compliance with sanitation safety and security procedures. Submit a report including recommendations, if necessary.
- Make an appointment with sanitation to discuss a typical hospital inspection; retain a copy of the form used.
- Follow a food item from delivery to service. Evaluate for compliance with HACCP standards.
- Read policies related to use, care maintenance, and purchasing of institutional equipment.
- Review equipment catalogs in foodservice, maintenance department, or through a sales representative.
- Read professional publications, trade journals and publications produced by the facility.

- Participate in local, state and/or national professional meetings and food shows.
- Assess operational aspects of equipment; prepare a maintenance work order, if possible.
- Prepare a checklist of institutional equipment including data, equipment operated, item prepared or demonstrated.
- Operate all institutional equipment in a given rotation. Read use and care manual, observe operation, direct questions to employee in area prior to operating the equipment.
- Evaluate present layout of dietary department from receiving thorough service including aisle space, storage space, office space, work space per employee and staff assessment; note structural strengths and defects; develop a flow chart.
- Determine foodservice area(s) to be modified or redesigned; assist in the implementation and evaluation of the project.
- Write specification and justification to purchase one major item of foodservice equipment including placement and installation, if possible.
- Follow system within the facility to gather data from institutional equipment suppliers; prepare report of findings.
- Assist in the equipment decision-making process.
- Observe food preparation in the production unit; analyze menu and determine purpose(s) of each food item prepared.
- Participate in food preparation areas on a rotational basis; note use of standardized recipes.
- Taste and assess quality food products prepared.
- Analyze how hot and cold prepared food is held to maintain safe temperatures and items that are prepared by batch cookery and prepared to order.
- Read policies and procedures related to food distribution; observe food distribution system(s); note differences among the three meals.
- Supervise the distribution of food items that are sent to the various serving areas; check for proper delivery time, temperature, taste, and appearance.
- Assume a position on the line; check trays for diet prescription, and accuracy.
- Follow trays to designated end point; recheck tray for time, temperature, taste and appearance.
- Conduct a time and temperature study; analyze results.
- Evaluate efficiency of delivery systems; note delays and resolutions; make recommendations for change, if necessary.
- Develop a plan to stimulate food sales of a selected cafeteria food item.
- Design a food acceptance survey. Administer it to patients or another specific population, analyze results, and prepare a written report.
- Identify procedures used which serve as a monitoring system for sanitation, safety, and security.
- Read the departmental facility-wide (or human resources) sections of the policy and procedure manual that relate to personnel matters.
- Read related literature and research.
- Meet with director of the foodservice department to identify departmental goals for current year.
- Learn scheduling procedure from the employee responsible for the task.
- Read departmental job description and specifications in policy and procedure manual.

- Randomly select policies and check for compliance within the facility; report findings to the manager.
- Determine how new or updated information is disseminated to current and prospective employees.
- Compare current goals with the statement of purpose (mission) or strategic plan for the facility.
- Compare individual professional goals to the job responsibilities of the preceptors.
- Write schedule (or partial schedule) for next scheduling period including coverage of each shift, vacation and personal days.
- Interview a human resources staff member concerning hiring practices of dietary employees at all levels.
- Write or revise a job description for an assigned position.
- Observe interview conducted by the Director, if possible.
- Assist with the hiring process by evaluating credentials, checking references, meshing candidate's capabilities with the job description for the vacant position.
- Make recommendation for hire from the available applicant pool.
- Do follow-up of new employee's adaptation to the position and the work environment; report findings to Director
- Examine policies and procedures related to the budget, i.e. records, demographic reports, financial reports.
- Learn sources of data and corresponding records that are maintained that are vital to budget preparation.
- Discuss forecasting of budgetary needs with person(s) responsible for the preparation of the budget.
- Assist in aspects assigned for monitoring of current budget and/or preparation of the budget for the next fiscal year.

#### Marketing

- Discuss current and proposed cooperative efforts with the community.
- Investigate cooperative efforts with other departments within facility to broaden prospective.
- Participate in efforts to increase the visibility of the facility and to meet the needs of the community, i.e. health fair, newspaper article, National Nutrition Month promotion, radio talk show.
- Note types or frequency of problems that require resolution by a manager.
- Ask Manager to select a problem and develop a corresponding timeline for resolution.
- Develop and implement solution that may involve revision of policy or inservice education of a segment or all of the staff. Evaluate the outcome.

#### *Community Nutrition*

- Review materials related to supplemental feeding programs, i.e. incidence/prevalence of problems, food intake and education; social service programs.
- Determine federal and state eligibility requirements for community agencies.
- Review policies and procedures material.
- Analyze routes for informal and formal communications.
- Review data on funding, budgeting, salaries, and supplies.

- Review grant writing procedures utilized by facility and identify sources of grants available.
- Identify communication routes, referral procedures and ancillary support systems for services that complement the community nutrition program.
- Observe the process of nutrition assessment in a community setting.
- Determine and obtain necessary information for assessment.
- Plan menus, information sheets or brochures for appropriate client population, i.e. pregnancy and lactation, infants and children, women's health issues, or geriatric nutrition.
- Analyze intake for nutritional quality.
- Prepare interpretation of findings in lay terms.
- Integrate cultural, educational, religious and economic facts influencing client's behavior.
- Document assessment, intervention, outcomes and follow-up in manner appropriate to facility.
- Attend team conferences and other meetings related to client care.
- Determine specific religious and cultural groups served by site.
- Develop appropriate educational materials including food preferences to instruct a special population group.
- Develop instructional material on normal life cycle nutrition for use by professionals at community health agency.
- Discuss criteria for food outlet selection, training of staff, and monitoring of participation.
- Assess nutritional status of individual clients of various ages.
- Use instruments provided by site to determine degree of risk for nutritional deficiency.
- Provide counseling for individuals at nutrition risk using various educational methods, techniques and teaching aids suitable for each client.
- Record pertinent data in client records using techniques specific by community nutrition site.
- Plan, present and evaluate classes for special population groups.
- Record pertinent data in clients' records using techniques specified by community nutrition site.
- Review statistical literature of the agency.
- Examine statistical data collected by facility and determine statistical methods utilized.
- Assist in the data collection process, if possible.
- Analyze subset of data using appropriate statistical techniques.
- Using statistics obtained; interpret data, form conclusions.
- Identify nutrition issues that need public awareness.
- Identify appropriate person/agency/elected official to contact about nutrition issues.
- Communicate information regarding the issue with preceptors.
- Read popular magazines, newspapers, and advertisements or view television programming with nutrition information related to nutrition focus of agency.
- Evaluate effectiveness of printed matter regarding sound nutrition practices and its potential impact upon the lay public; utilize professional literature to substantiate recommendations.

- Disseminate a nutrition related issue through a contribution to a professional newsletter, press release or through a poster, bulletin board or public forum such as a health fair.

### *Clinical Dietetics*

- Review job descriptions for chief clinical dietitian, staff clinical dietitian, dietetic technician.
- Interview chief clinical dietitian regarding the impact of other professionals in nutrition services-nutrition support team, pharmacists, nursing staff, respiratory therapist, physicians, physical and occupational therapists, medical technologists, and paraprofessionals included in patient care.
- Differentiate among complexity of acute care areas in the facility.
- Observe physical therapist, occupational therapist, social worker, and/or other professional interaction that impacts nutritional care.
- Learn documentation format of specific institution.
- Use International Dietetics Nutrition Terminology and standardized language of care
- Review handbook of food and drug interactions for commonly prescribed drugs.
- Review condition-related and other medical and nutritional information regarding laboratory tests for nutritional assessment.
- Identify normal ranges for laboratory values and factors affecting abnormal values.
- Observe medical technologists perform advanced laboratory techniques related to nutritional status.
- Review both medical and nutrition literature on assigned disorder.
- Review diet manual, appropriate literature and food composition data related to assigned disease states.
- Plan modified diet for specific patient with each disease state.
- Select and review patient medical records.
- Identify protocols.
- Read policies and procedures, and JCAHO guidelines that relate to Quality Assurance.
- Read professional publications, trade journals, and publications produced by the facilities; investigate professional workshops, conferences and seminars.
- Identify record keeping required to maintain Quality Assurance standards.
- Participate in local, state and national professional meetings and food shows.
- Locate specific examples of the implementation of Quality Assurance standards.
- Read internal and external reports which document compliance with Quality Assurance standards.
- Use diet history, food frequency, 24 hour recall, plate waste, calorie count or other tools of nutrition counseling to gather information on nutrition intake; utilize computer analysis.
- Utilize appropriate forms of obtaining dietary, social and medical information. Demonstrate appropriate interviewing techniques.
- Communicate with physician or nurse as needed for patient information.
- Develop modified diet plans individualized for each patient.
- Synthesize a nutrition assessment and care plan for patient with selected disease state.
- Prioritize patients according to nutrition risk criteria.

- Complete thorough assessment of patient's nutritional status, interview patient, prepare nutrition counseling plan with prioritized objectives.
- Write synthesized medical record notes for patients using prescribed format.
- Chart food/drug interaction by methods utilized within facility.
- Attend grand rounds, bedside rounds and conferences.
- Attend meetings and rounds of the nutrition support team.
- Attend conferences and medical rounds of nutrition support team.
- Using all available resources, teach patients basic information related to modified diets.
- Learn referral process at facility and identify community agencies providing nutrition services; provide assistance to patient when appropriate.
- Provide nutrition care for the following conditions:
  - Diabetic
  - Renal
  - Cardiac
  - Oncology
  - Neurological
  - Metabolic (other than diabetic)
  - Pediatric
  - Surgical
  - OB/GYN
- Using all available resources, teach patients basic information related to modified diets.
- Observe a surgical procedure or an autopsy to apply knowledge of physiology and nutrition interaction.
- Observe placement of nasogastric, jejunostomy, gastrostomy and TPN tubes; identify formulas used.
- Complete a thorough assessment of patient on nutrition support.
- Calculate appropriate formulations for patients on nutritional support.
- Develop and present case study to staff dietitians.
- Develop or update a Quality Assurance form or procedure including justification or need, development, implementation, documentation, and evaluation.
- Determine appropriateness of educational materials for a specific population, i.e. children, nonreaders, elderly, handicapped.
- Define topics, goals and objectives for presentations.
- Identify and locate or develop appropriate teaching aids used in presentations.
- Prepare a minimum of two types of instructional materials such as poster, slides, pamphlet, food display, or demonstration.
- Use foods, posters, food models, demonstrations, audio-visual materials and handouts to enhance teaching.
- Prepare presentations for various groups
- Self-evaluate effectiveness of presentation and rewrite presentation outline to reflect changes necessary for improvement.
- Disseminate nutrition information to the public at health fairs or other public forums.
- Document class for departmental file and chart attendance in medical records, if appropriate.