

Handbook for Dietetic Interns

Policies and Procedures

Clinical Nutrition Dietetic Internship
MS/DI 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 Department of Exercise and Nutrition Science 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 and the Director of Graduate Studies.

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

Acknowledgments

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SECTION 1: DESCRIPTION OF THE MS/DI PROGRAM

PROGRAM MISSION

The University at Buffalo Dietetic Internship with MS in Clinical Nutrition prepares graduates to become competent, entry-level registered dietitian nutritionists for service and practice in global and local communities through educational excellence, interdisciplinary collaboration, use of the research process and critical thinking skills to improve the health of populations, communities and individuals.

ACCREDITATION



The University at Buffalo Dietetic Internship with MS in Clinical 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 Clinical Nutrition program, which includes a total of 55 and 56 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).

STATE LICENSURE and CERTIFICATION

The majority of states have enacted laws that regulate the practice of dietetics. State licensure and state certification are entirely separate and distinct from the registration or credentialing RDNs obtained from the CDR. According to the Academy of Nutrition and Dietetics, requirements to become a licensed dietitian nutritionist in most states are generally similar to those required to become a registered dietitian nutritionist. To be licensed as a dietitian nutritionist, all states require documentation of education or equivalent in addition to non-academic requirements such as supervised practice and satisfactory scores on credentialing exams. Beginning in 2024, candidates for the RD/RDN exam will also need a graduate degree, in any area, to sit for the exam. The UB program includes an integrated graduate degree in Clinical Nutrition. Licensure status by state can be found here and is updated by ACEND as available. <https://www.eatrightpro.org/-/media/eatrightpro-files/advocacy/licensureby-state-data-table.pdf>

SECTION 2: MS/DI PROGRAM SPECIFICS

ESTIMATED COSTS

UB Tuition and fees	http://internaccounts.buffalo.edu/tuition/index.php	
New York State Residency	http://internaccounts.buffalo.edu/residency/index.php	
Health Insurance	http://healthinsurance.buffalo.edu/	
Program Application Fees	\$50	UB graduate school application
DICAS	\$50 /\$25	Profile / 1 st DI / additional DI application
Computer Matching Fee	\$50	D&D Digital
ServeSafe Certification	\$15	Due by August 1
Background Check, Fingerprinting, Drug Screen	Variable	Only if required by practice site
iComp Portal	\$150	\$50/Spring, Summer, Fall 2
Transportation and parking fees	Variable	Up to 60 miles one way. Parking fees vary. Rochester interns are responsible for commuting to Buffalo several times per week.
AND Intern Membership	\$58	For duration of program
NYS District Membership	\$15	For duration of program
Council on Renal Nutrition Conference	\$35	October of Fall 2
Medical Exam	\$100*	* <i>Estimated</i>
Living Expenses	\$500/month	
Educational Expenses	\$200/semester	Resources, lab coat, references, food demonstrations, cultural dining experience
DiSC Communication Evaluation and Report	\$15	January 2021
Rochester-based interns	\$2250	Strong Memorial Hospital clinical, institutional foodservice and research rotations
RD Exam Required Review Materials	\$200	Visual Veggies

Expectations for Graduates
Core Competencies for the RDN 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 NDTRs 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 Concentration 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

Culinary Medicine Concentration Competencies

CM 1.0 Define culinary medicine and its application to patient care and role in health professions nutrition education.

CM 1.1 Demonstrate food-first techniques to educate health professionals and other populations on food as medicine.

CM 1.2 Market, recruit and deliver an interdisciplinary culinary medicine class, course or program for a target population.

REQUIREMENTS and CALENDAR

The MS DI consists of two plans of study with a maximum of 20 interns selected each year.

Requirements for the MS DI include the satisfactory completion of the **1000 hours** of supervised dietetic experience and the successful completion of one of two plans.

Track 1 Comprehensive Exam & Concentration Capstone: Master’s degree seeking interns who will complete required coursework and a comprehensive exam in addition to supervised practice hours to meet graduate degree requirements. Completion in 55 credit hours.

Track 2 Thesis & Concentration Capstone: Master’s degree seeking interns who will complete required coursework and a research thesis to meet graduate degree requirements plus supervised practice hours for the dietetic internship. Completion in 56 credit hours.

Thesis Track			Comprehensive Exam Track		
Semester	Course	Credits	Semester	Course	Credits
Fall 1 4 mos, 13 cr	STA 527	4	Fall 1 4 mos, 13 cr	STA 527	4
	NTR 500	3		NTR 500	3
	NTR 523*	3		NTR 523*	3
	CHB 550	3		CHB 550	3
Winter 1 1 mo, 3 cr	NTR 680	2	Winter 1 1 mo, 3 cr	NTR 675	2
	NTR 524	1		NTR 524	1
Spring 1 4 mo, 12 cr	NTR 501	3	Spring 1 4 mo, 12 cr	NTR 501	3
	NTR 600	3		NTR 600	3
	NTR 680	1		Elective	3
	NTR 540 (SP)	5		NTR 540 (SP)	3
Summer 3 mo, 12 cr	NTR 540 (SP)	8	Summer 3 mo, 12 cr	NTR 540 (SP)	10
	NTR 603	2		NTR 603	2
	NTR 680	2			
Fall 2 4 mo, 13 cr	NTR 540 (SP)	13	Fall 2 4 mo, 12 cr	NTR 540 (SP)	13
	NTR 630	2		NTR 630	2
	NTR 680	1			
Winter 2 3 wks	NTR 540 (SP)	0	Winter 2 3 wks	NTR 540 (SP)	0
Spring 2	If thesis is delayed**				
6 semesters/17 months+, 56 credits Conferral estimate: February 1**			6 semesters/17 months, 55 credits Conferral estimate: February 1**		

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

On Monday April 6, 2020, the ACEND Board voted to temporarily reduce the required number of supervised practice hours for programs accredited under the ACEND 2017 Accreditation

Standards from 1200 hours to 1000 hours for RDN programs for the period starting January 1, 2020 and ending June 30, 2022. If needed, the program may consider alternate practice experiences (APE) or additional make up hours should any intern need to make up time missed due to illness or facilities unable to accept interns/students due to COVID-19. Interns will complete a minimum of 1000 and a maximum of 1200 hours of supervised practice in 4 semesters: Spring semester, summer semester, Fall 2 semester and winter 2 intersession. Practice would begin in January and complete the following January.

All graduates would be eligible for conferral February 1st upon successful completion of thesis or comprehensive exam, and internship requirements. A grade of B- or better is needed for MS required courses, as well as an overall 3.0 GPA.

*Interns 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.

+ Due to the unpredictable nature of research, interns interested in both completing a thesis in 17 months are required to identify a faculty mentor from the Department of Exercise and Nutrition Science Faculty. There are many other opportunities to do research in Public Health, Social Work, Medicine and other faculty at UB. However, their timeline may extend your program here by 1 semester (Spring 2).

**Interns who make insufficient progress on degree audit may delay degree completion, conferral and verification statement

MS CLINICAL 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 intern: (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 (26 total credits)

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.

Interns select one of two concentrations by the start of the first Spring semester and complete a capstone project for successful completion (*nutrition and community wellness or culinary medicine*).

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. Interns 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. Interns 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 interns 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 interns with a wide range of topics relating both to nutritional research and clinical care. Interns present seminars and participate in discussion.

NTR 675 RESEARCH (2)

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

NTR 680 THESIS IN NUTRITION (6 total credits)

Interns 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. Interns who intend to complete the program in 17-months should choose a faculty member from the ENS department. Interns 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 interns.

STA 527 Introduction to Medical Statistics (4)

This course is designed for interns 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, 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 DESCRIPTIONS

The number of hours an intern is engaged in SP each week is set by each rotation type but varies from **24-40 hours/week**. MS DI interns are also graduate interns, enrolled in courses while doing their SP rotations. In addition, seminar is 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 and can be in-person or online.

Increased flexibility for use of simulation, case studies and role playing for supervised practice is incorporated into the ACEND 2017 standards.

Rotation	SP “Weeks”
Clinical Nutrition: (<i>Acute, LTC, Renal, Pediatrics, Critical Care</i>)	14 weeks
WIC	1 week
Food service (<i>Institutional and Community</i>)	12 weeks
Concentration Track (NCW or CM)	10 weeks
Concentration Capstone Project	90 hours
Specialty	2 weeks
Research	10 weeks
Alternative practice experiences	up to 400 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 (APE)

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. Interns participate in interprofessional education forums with several other disciplines both Fall and Spring. 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 interns 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 interns 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 interns 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.

GRADUATION REQUIREMENTS

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

1. Successful achievement and documentation of at least 1000 hours of supervised practice hours
2. A minimum "acceptable mastery" 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/Culinary Medicine, Research. All evaluation forms must be turned in, as outlined on the RED forms (required experience documentation) for the rotation.
3. All competencies must be met at or above the acceptable level per iComp.
4. All assignments must be submitted and deemed acceptable by the Clinical Director and/or Program Director, as outlined on the RED Form 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. The intern has a maximum of 26 months to complete MS DI.

Interns who make insufficient progress on degree requirements may delay completion, conferral and verification statement.

ELIGIBILITY FOR REGISTRATION EXAM (VERIFICATION STATEMENT)

Upon successful completion of the program, the Program Director will work with each intern to complete the eligibility paperwork for the registration exam for dietitian nutritionists (RDN exam). Upon verification, the Program Director will provide the interns with five signed original copies of the verification statement, indicating successful completion of the dietetic internship. In addition, an original signed statement is maintained electronically 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 interns, 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 intern completed their degree requirements. This is typically February 1st, June 1st or September 1st.

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. 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 graduates to become competent, entry-level registered dietitian nutritionists serving the nutrition needs of populations, communities and individuals

Objectives

- At least 80% of program interns complete program/degree requirements within 26 months (150% of the program length)*
- 90% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.*
- 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%.*
- Of graduates who seek employment, 80% are employed in nutrition and dietetics or related fields within 12 months of graduation.*
- 90% of employers who respond to the Employer Survey rate the graduate as a 4 (good) on a scale of 1-5 on entry-level competency for practice.*
- 90% of graduates who respond to the One Year Graduate Survey rate themselves as a 4 (good) on a scale of 1-5 on their ability to serve the nutrition needs of populations, communities and individuals.

Goal 2. Prepare graduates who recognize the importance of research, collaboration and leadership in practice.

- Objectives
- 80% of graduates who respond to the One Year Graduate Survey routinely use current research findings in professional practice.
- 80% of graduates who respond to the One Year Graduate Survey will be a member of a professional organization.

- 25% of graduates who respond to the Five Year Graduate Survey will demonstrate leadership in the field as demonstrated by additional professional certifications, supervisory employment positions, positions in professional organizations, serving as a preceptor, presentation to professional groups, publishing original research/articles or pursuing advanced education (ie-PhD).

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

** Denotes ACEND required objectives*

SECTION 3: INTERN 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. Interns 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 interns and instructors is the responsibility of both. Any intern 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.

FINANCIAL AID

Interns enrolled in the MS DI are considered full time interns 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.

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 interns in internships and graduate studies. Interns may search the Internet for this information also. The address is:

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

Upon completion of the Fall semester in the MS DI, all successful interns (3.00 GPA) are eligible to apply for University at Buffalo, Nutrition Program scholarship monies available through various generous supporters. See the Program Director for this information and application form. <http://sphhp.buffalo.edu/exercise-and-nutrition-sciences/education/financial-assistance/scholarships-fellowships-and-awards.html>

TEACHING ASSISTANTSHIPS

Financial support is occasionally available 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 interns and typically those that include multiple laboratory sessions. TA's may be expected to direct a lab experience, grade 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>).

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 interns either on campus or remotely. Additionally, interns 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 interns 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.

Located on UB North Campus are the [Silverman Recording Studios](#). Interns can develop and produce full-length video presentations or a podcast with the support of helpful library staff. Record in front of the green screen and their state-of-the-art equipment will splice media into the background including presentation slides, videos, still images, input from another camera.

Silverman Recording Studios are great for:

Rehearsing for class presentations	Podcasting
Presenting research papers, thesis or dissertation defenses	Voice over PowerPoints
Creating videos for online instruction	Panopto recordings
Creating ePortfolio materials or video essays	Slate CRM
Recording mock interviews or patient interactions	Zoom, Webex, and other live streaming needs
Green screen effects	Live Green Screen Recording green screen image

A wide variety of [media and technology equipment is available for loan](#) to current UB students, faculty and staff, including:

360 / 3D / AR / VR
Equipment
Adaptors & Cables
Audio Equipment
Camcorders

Camera Accessories
Camera Lenses
DSLR & Mirrorless
Cameras
Point & Shoot Cameras

Smart Phone Accessories
Chromebooks & Laptops
Tech Tools

INTERN SUPPORT

UB Counseling Services can help with emotional issues, stress, and crisis management to support mental wellness through a variety of services. Contact:

<https://www.buffalo.edu/internlife/who-we-are/departments/counseling.html>

UB Health Promotion supports intern well-being and academic success by building a healthy campus culture and provides medical care, health services, immunizations and flu shots.

<https://www.buffalo.edu/internlife/who-we-are/departments/health-promotion.html>

UB Center for Excellence in Writing offers individual consulting, writing retreats and workshops. Appointments may be made for interns with specific questions, brainstorming or to request feedback on a specific aspect of your work. Contact:

<http://www.buffalo.edu/writing.html>

UBIT Help Center offers interns IT, password and printing support throughout campus. Accessible by phone, email, or ticketing, staff are available to help with email, HUB, MyUB, the network, phones, UBLearns and hardware function. Contact: <http://www.buffalo.edu/ubit/get-help.html>

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

<http://www.buffalo.edu/internlife/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.

SECTION 4: INTERN REQUIREMENTS and RIGHTS

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.

ATTENDANCE/PARTICIPATION and WEATHER

Interns have the responsibility to personally notify their clinical instructor(s) or preceptor(s) and Clinical Director 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. 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). During supervised practice we must know where you are at all times.

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).

In both clinical and didactic courses, any intern who does not complete assignments on time, shows little effort to participate in classes, 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 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. See “Discipline” policy.

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.

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 and Dietetic Internship Leadership in the event that inclement weather impacts their ability to report to their 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.

COMPLAINTS

1. Interns who wish to express a complaint or concern about courses, faculty, other interns/interns, 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 intern 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 intern in a timely fashion. If not satisfied, the intern can feel free to make an appointment (without retaliation) with the Department of Exercise and Nutrition Sciences Chair to address any unresolved complaints or concerns.

CONFERENCES

To enhance professional development and to begin networking, interns are encouraged to attend conferences pertaining to nutrition and dietetics. 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 Intern Association as well as the Academy of Nutrition and Dietetics.

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>

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>

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

HEALTH INSURANCE and LIABILITY 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 interns in health related programs.

As long as the interns are completing required supervised practice as part of the program curriculum requirements, and an executed Affiliation Agreement is in place, there is no need for the intern to carry their own liability insurance. SUNY has a policy of general liability and professional liability that covers all program interns during rotations pursuant to the affiliate agreement. Absent an agreement, there is no coverage afforded to the intern.

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, social work, public health, rehab science, athletic training and other programs attend IPE sessions during the internship. The experience is designed to introduce interns 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. Dietetic interns are required to participate in both Fall and Spring IPE forums.

LEAVE OF ABSENCE

Pregnancy, long-term illness, or extenuating circumstances that keep a intern from meeting class and/or rotation demands for an extended period of time (a week or more) will require official documentation (such as a doctor's note) so that the program may formally accommodate the intern's needs. Extended absences may require a formal Leave of Absence or Incomplete for the course. More information on a Leave of Absence can be found in the Graduate school Policy Library: <https://grad.buffalo.edu/succeed/current-interns/policy-library.html> . If an "Incomplete" 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 within 1 year of "I" issued

MISSED SUPERVISED PRACTICE HOURS

Absences from assigned rotations are acceptable in cases of medical necessity or unexpected emergencies. If it is necessary for the intern to leave the rotation setting early, due to illness or personal/family emergency, the intern must obtain permission from the preceptor and notify the Clinical Director.

- Interns are allowed a total of 2 sick days during the internship program
- Medical appointments should be scheduled around supervised practice and graduate courses so that no rotation or class time is lost.
 - All hours missed (including hours for medical appointments, illness or other emergencies) will need to be made up.
 - All other personal business is an unacceptable absence.
- Any leave in excess of two days (other than illness) will need to be approved by the site preceptor and DI Faculty
 - Weekends and vacation days may be used to complete missed days, per site
- Interns must immediately contact their site preceptor and DI Faculty when calling in sick. The intern must also note it in their journal log.
- Prior approval from the preceptor and Clinical Director is required before registering for conferences and other activities that conflict with supervised practice hours. Please note that approval may not be granted.

- It is the responsibility of the intern to arrange and complete any missed days. Any missed days not completed within 6 weeks of the end of the internship program means the intern did not successfully complete the Dietetic Internship program
 - Hours completed in one rotation do not transfer to another rotation and thus, do not count toward “make up” hours for absences.
- Interns are allowed 3 days in the event of the death of an immediate family member. The intern must bring documentation such as the memorial card to the DI Faculty. Days missed still need to be made up as interns must complete 1200 hours of SP

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.

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.

SUPERVISED PRACTICE PRECEPTOR CONTACT

Interns 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 intern/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.

PRIVACY OF INFORMATION and ACCESS TO PERSONAL FILE

Interns may have intern 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 intern 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.

PROFESSIONALISM and DRESS CODE

Conduct:

The impression a intern 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 videos, 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 clinical settings, 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. Interns 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.

Zoom Etiquette and Protocols

Presentation Participant Protocol

[Audio and Video](#)

Audio

Stay muted unless otherwise directed by the presenter. In the case of large Zoom calls, the presenter may automatically mute everyone upon entry, but this may not be the case. Best practice is to arrive muted or to mute immediately upon entering a Zoom.

Video

Unless otherwise directed by the presenter, please display the video. There may be cases when the Zoom participation is extremely large in which limiting video can assist with call quality. However, in smaller more routine Zoom settings please turn on the video.

Why turn on the video?

This enables the presenter to gauge participant reception of the content. It also allows for in the event the presenter needs to call on someone or direct a question to a specific person they know for a fact someone is present.

Some have expressed reasons for not activating the video. Often it stems around concern that their living situation may be distracting to others. During the discussion of these policies, many other students reported that they are not distracted by routine life occurring in the background of other student's lives as participants. In some cases, a visit from a family pet or child can be endearing. There are circumstances in which frequent interruptions are more distracting for the participant than the presenter. Participants can "pin" the presentation and not have to view other student's videos.

However, should a student have strong objections to the displaying of the video, please address these with the instructor or presenter as early as possible so accommodations can be made or understandings reached.

During a Presentation/Lecture

Use of Chat Box

The chat box should be used during the presentation for questions participants would like the instructor to address at the end of the presentation. Comments such as "Yes! I agree with the above question" should be minimized. Students should not expect the instructor to stop during a lecture to address the chat box.

The presenter may direct participants to utilize the chat box to answer a directed question during the presentation. Follow the presenter's instructions on how and what to put into the chat.

Use of "raise hand"

For questions that a participant has during a presentation that the student wants addressed at the next opportunity should utilize the "raise hand" button. This notification appears on the presenter's screen but is not as distracting. This will allow the presenter to come to a natural stopping point to then address the student with the raised hand. Once the student's question has been answered they will need to "lower hand."

During an Open Discussion

Use of Chat Box

The chat box can be used to in-time questions and/or comments during times of open discussion as directed by the instructor.

Use of "raise hand"

This feature can be helpful when multiple people are talking, but feel unseen by the presenter. The presenter will receive this notification and can redirect the conversation.

Use of video

During an open discussion it has been more constructive to the discussion with active videos and everyone muted. We are starting to develop Zoom “body language” in which seeing when someone unmutes themselves is an indication they intend to comment or ask a question. This can help everyone not speak at once. Video also allows for others to see a physical gesture that they intend to speak, such as a raised hand or leaning closer to their camera/screen. Monitor the videos of others to identify cues of anticipated participation.

Stepping Away from a Presentation

There are a few options to convey to the presenter or group that someone has stepped away momentarily. A few suggestions are to put short hand text-speak in the chat box either privately to the presenter or to the group. “BRB” for be right back or “AFK” away from keyboard are older shorthand for notifying others someone has stepped away. Either with the reactivation of a video or a “back” into the chat is all that is needed to announce a return.

Presentation Presenter Protocol

Audio and Video

Audio

Before starting a presentation be sure to assess the audio quality of devices. When audio isn’t clear it can often be described as “faint and faraway,” “underwater/in a bubble,” or “tinny.” There are devices to assist with audio quality such as headphones with attached or embedded microphones. In today’s reality, these may be worth the investment into quality items.

Video

Positioning of webcams can make a world of difference. A top monitor mounted webcam will allow the presenter to look at the camera while also following the presentation. If presenting from a laptop, place it on a stand or sturdy/stable stack of books so it is at eye level. Try to make eye-contact with the camera. Often presenters end up looking at themselves presenting or at the monitor.

During the Presentation

Presenter Space

While these presentations are not occurring in the most ideal of locations there are a few suggested practices that can help for a smoother presentation. If any of these suggestions are not possible for you for any reason, please let the faculty know so other arrangements and accommodations can be made.

- Find a well-lit space that does not have a harsh bright light behind the presenter.
- Uncluttered and generally bare and/or tidy backgrounds.
- Attempt to find a quiet spot. We recognize the challenges of this suggestion, so the emphasis is on attempting to find the best spot possible. It may not be ideal, but it may be the best option.
- While home environments may not always be the best spot, loud coffee shops, sitting areas in shopping centers/stores, or other heavily populated public places may not be the

best fit for giving presentation. If a presenter has trouble finding a suitable spot, contact the faculty for advice.

Mute and Unmute

Depending on the size of the presentation there may be options to mute all entrants on the call. This can help eliminate distracting background noises that a participant may not realize is coming from them. However, this feature may need to be disabled to allow participants to unmute themselves.

Monitoring the Chat Box

Before the start of the presentation, use the opportunity to inform participants the expectations of use of the chat box or raised hand feature. Try not to let the chat box notifications distract from the presentation.

Monitoring for Raised Hands

The raised hand alert will appear in a non-distracting way during the presentation. You can also view the participant list to see who has a raised hand. After the question has been answered, make sure the questioner lowers their raised hand.

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 situation. 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. *This includes when you are moving your laptop while on a web/video call.* 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, Zoom, Clinical and Community Attire:

Business casual attire is appropriate. Business casual includes: slacks or khakis, dress shirt or blouse, open-collar or polo shirt, optional tie or seasonal sport coat, a dress or skirt at knee-length or below, a tailored blazer, knit shirt or sweater, and loafers or dress shoes that cover all or most of the foot. Leggings/jeggings are ONLY permitted when worn with a tunic length top. <https://www.businessinsider.com/what-business-casual-really-means-2014-8>

Prohibited items and styles will include: all denim (including colored denim), shorts, Bermuda shorts, leggings without a tunic length top, excessively tight/form-fitting pants, all athletic apparel, lounge wear, exposed shoulder tops, any item with any type of rip, tear or hole, sweatshirts, sweatpants, or sleeveless tops (unless worn as a twin-set or with a jacket). Fabrics should be conservative – no sequins, sparkles, wild designs or loud colors.

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. 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, 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, winter 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 / Management / Fueling Station Attire

These 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 in the Appendix for reference.

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 interns 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.

RECOGNITION AWARDS

During the program, interns 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.

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. Additional resources (beyond that which is required) are listed below for use as individual interns choose.

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, using the required review materials.

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.

SUPERVISED PRACTICE DOCUMENTATION

The MS/DI utilizes iComp, cloud-based portal for supervised practice hours, assessment and evaluation documentation. Individual rotations, preceptors, and sites are designated to the intern at least 4 weeks prior to the rotation beginning. Preceptors approve rotation hours after completion. Interns evaluate the site and preceptor, and preceptors evaluate the intern through the iComp portal. Instructions for use are provided during orientation and NTR 540 courses.

TECHNICAL STANDARDS FOR DIETETIC INTERNS

The practice of clinical dietetics requires the following functional abilities with or without reasonable accommodations:

Visual acuity must be adequate to assess patients and their environments, as well as to implement the nutrition care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):

- Detect changes in skin color or condition
- Collect data from recording equipment and measurement devices used in patient care such as scales and tape measures, body composition instruments.
- Use of an electronic medical record
- Detect a fire in a patient area and initiate emergency action

Hearing ability must be of sufficient acuity to assess patients and their environments and to implement the nutrition care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):

- Communicate clearly in telephone conversations
- Communicate effectively with patients and with other members of the healthcare team
- Detect sounds related to bodily functions using a stethoscope

Olfactory ability must be adequate to assess patients and to implement the nutrition care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):

- Detect foul odors of bodily fluids or spoiled foods
- Detect smoke from burning materials
- Detect ketones on a client's breath

Tactile ability must be sufficient to assess patients and to implement the nutrition care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):

- Detect unsafe temperature levels in foods and liquids

Strength and mobility must be sufficient

- to lift supplies and equipment (a minimum of 20 lbs) if in a food service, community or clinical setting

Fine motor skills must be sufficient to perform psychomotor skills integral to patient care. Examples of relevant activities (nonexclusive):

- Accurately measure body weight, height, head circumference, waist and skin folds, and to use various body fluids to determine aspects of nutritional status (saliva, urine, blood)
- Accurately place and maintain position of stethoscope for detecting sounds of bodily functions

Physical endurance and health must be sufficient to complete assigned periods of clinical practice, meaning have the stamina to complete a full day in a facility, possibly on one's feet for the majority of the day and to function effectively under stress in acute health care situations.

Ability to speak, comprehend, read, and write English at a level that meets the need for accurate, clear, and effective communication is required.

Professional Compartment is necessary to function effectively under stress, to work as a part of a team and to respond appropriately to supervision; to adapt to changing situations, to respond appropriately to patients and families under stress, and to follow through on assigned patient care responsibilities.

Cognitive ability to collect, analyze, and integrate information and knowledge to make clinical judgments and management decisions that promote positive client outcomes.

Other Abilities sufficient to demonstrate competencies such as the ability to arrive to a site in a timely basis; to meet the demands for timely performance of duties; to meet the organizational requirements to perform these duties in a professional and competent manner.

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. Interns using public transportation assume personal responsibility for their safety. Instructors and fellow interns can usually provide advice about parking at different facilities. A "Site Overview" resource is available for details on each site via iComp portal.

For Rochester, NY based supervised practice rotations: The MS DI program currently has 4-6 available seats in the Rochester, NY area; approximately 70 miles from Buffalo, NY, or about one-hour of driving time. Rochester commuting interns 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 or for scheduled DI meetings/events that occur throughout the year.

SECTION 5: PROGRAM POLICIES

PRIOR LEARNING ASSESSMENT and RECOGNITION (PLAR)

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. It is the responsibility of the intern to disclose all graduate coursework and degrees at the time of program application in order to be considered for these course waivers. Course work that is similar to the designated course work necessary for the MS in Clinical Nutrition degree will be accepted on a case by case basis.

Interns who have already earned a Master’s degree in Nutrition, may be eligible to have the MS degree portion of the program waived. Interns who apply who have an MS in Nutrition will be asked to apply to our Nutrition Advanced Certificate Program. They will be required to complete all of the coursework necessary to meet ACEND hours and competencies that our curriculum provides. These courses include: NTR 540, NTR 603, NTR 523, and NTR 524. The total credit hour requirement will be 32 credit hours.

Interns who have completed some graduate-level course work, but do not have an MS in Nutrition can transfer up to 11 credits and be waved from certain course requirements if the Director of Graduate Studies determines that the competencies of our required courses have been met.

Prior Experiential Learning:

Prospective Interns who believe that they have achieved competence through previous experiential learning or employment are encouraged to submit the documentation prior to beginning the program as outlined below.

- A detailed one-page summary of the experience is required and should include the following: Actual job/experience responsibilities, duties, tasks; time frame (hours/wk, total months/years); with whom; requested total hour waiver.
- 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 intern and professor/supervisor who oversaw the experience. The intern as well as the professor/supervisor will sign off on both evaluation forms.

- The intern will return both evaluation forms to the Program Director of the MS DI for review prior to beginning the program. The Program Director will review the detailed one-page summary, evaluation forms and determine whether credit for Supervised Practice will be given to the intern.

CRIMINAL BACKGROUND CHECK and DRUG TESTING

At present, only a few sites require a criminal background check for interns, 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. Interns 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.

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.

DISCIPLINE and TERMINATION

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 a formal written warning and action plan. Failure to adhere to the action plan as outlined, or addition infractions 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 in this handbook. An intern who is persistently late or absent from the clinical area may be dismissed from the program.

EVALUATION and ASSESSMENT

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 goals and 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 via iComp portal. Preceptor and/or Clinical Instructor evaluations are to be returned via iComp portal. 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.

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

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.

INTERN PERFORMANCE MONITORING and RETENTION

The program has admission criteria that guide the program in choosing interns who are likely to succeed in completing the program. It is the program's intent that every intern will graduate and pass Registration exam.

Academic Performance:

Any graduate intern who receives a grade below a B- in any course, or who indicates a lack of ability as determined by the director of graduate studies, will receive an immediate academic review. Upon completion of the academic review, the director of graduate studies may place the intern on academic probation.

Interns determined to be making unsatisfactory academic progress will be placed on academic probation. A probationary letter is issued to the intern (with a copy to the advisor, if applicable) indicating the conditions that must be met and outlining an appropriate time frame in which to regain good academic standing in the graduate

program. The outcome that will result if the conditions are not met must also be included in the probationary letter. Probationary letters will be made in writing by the director of graduate studies or department chair or designee at the end of the semester (mid-December or mid-May) and will indicate the terms of the probation and its removal. After the specified time frame outlined in the probation letter, the intern must be sent a letter removing the probationary status or a dismissal letter or a second probationary letter with a new set of conditions for regaining good academic standing.

Interns who are unable to make satisfactory progress on assignments or achieve appropriate evaluation benchmarks, even after remediation, will be dismissed from the program and counseled into a career path more appropriate to their ability. The intern may choose to continue in the graduate degree program without completing the internship.

Monitoring Progression of Competence to Practice:

Results of intern progress on Competencies for the RDN (ACEND 2017), evaluations from rotations and accumulated hours are reviewed by program faculty via iComp at the end of each semester. Clinical Director will contact interns who did not receive “acceptable mastery” on any required competencies, and discuss other performance indicators on progress towards competence. Revision to assignments and performance will be required to meet minimum practice standards.

PRACTICE SITE POLICIES

MS DI interns must abide by the University at Buffalo policies, found at the UB Policy Library <https://grad.buffalo.edu/succeed/current-interns/policy-library.html> as well as Supervised Practice site facility policies regarding dress code, grooming requirements, scheduling, completion of paperwork, patient confidentiality. All program policies and procedures are to be observed at all facilities.

REMEDIATION

If an intern fails to pass a Supervised Practice rotation, the intern will be placed on probation and required to meet with the Program Director to develop a written SMART (Specific Measurable Attainable Relevant and Time-bound) remediation plan and be provided assistance and guidance. Every effort is made to help support a intern and provide the needed resources for their success while in the program.

The intern will acknowledge the plan which will be in their file. Interns may be required to repeat a rotation to assure satisfactory achievement of required competencies. If the remediation plan fails to result in a pass for the Supervised Practice rotation the intern may be dismissed from the program based on the evaluation of the Program Director. Costs associated with extensive remediation will be the responsibility of the intern.

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. Please see <http://www.buffalo.edu/internaccounts/billing/financial-liability-deadlines.html>

SECTION 6: RESPONSIBILITIES of GRADUATE DIETETIC INTERN, DI FACULTY, PRECEPTORS

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 intern and assure that the intern 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 policies 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.

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 interns.
- f. Refrain from verbal/physical/emotional/sexual harassment.
- g. Provide objective evaluations of performance for employees, coworkers, and interns 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, interns, 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>

APPENDIX 1: RUBRIC of PROFESSIONAL BEHAVIOR

<i>CRDN 2.10 Demonstrate professional attributes in all areas of practice</i>				
Measure	Outstanding Mastery		Acceptable Mastery	Minimal Mastery
Written communication	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
Oral communications	Clear professional language; articulate and focused; projects voice as required; no informal or casual speak; proper titled and names; respectful		Mostly professional language; occasionally language is too casual; usually uses appropriate volume; proper titles and names; respectful	Poor professional language; often casual and informal; unable to project voice as necessary; disrespectful; unfocused and unorganized; improper titles and names
Professional Dress	Properly dressed on all occasions		Usually appropriately dressed	Revealing and too casual dress
	No tattoos showing or piercings beyond the ears during professional activities		No tattoos showing or piercings beyond the ears during professional activities	Needs consistent instruction in professional dress
Demonstrates cooperation	Consistently contributes as an active member of the team or office. Will engage in activities without prompting.		Usually contributes and will assist when prompted. Needs direction, but minimally.	Rarely participates in activities. Resists prompting to contribute. Needs constant direction.
Demonstrated professional engagement	Consistently demonstrates professional attitudes, behaviors, engagement		Usually demonstrates professional attitudes, behaviors, and engagement	Demonstrates poor professional attitudes, behaviors, and engagement. Generally negative attitude towards others.
	Consistently demonstrates a positive attitude towards others		Usually demonstrates a positive attitude towards others.	
Other professional behaviors	Maintains professional confidences and respects boundaries entirely		Usually maintains professional confidences and respects boundaries	Cannot hold professional confidences or respect boundaries
	Always displays flexibility and resilience when faced with changes to routine		Usually displays flexibility when faced with unexpected changes. May express dismay, but recovers easily	Inflexible to change, does not accept changes in routine without excessive complaint
	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 does not deflect responsibility		Usually accepts responsibility for errors	Does not accept responsibility for errors and blames others frequently
	Organizes time well and works effectively to accomplish all responsibilities		Organizes time and works acceptably to accomplish most responsibilities	Cannot organized time and work effectively to accomplish responsibilities
	Always on time with assigned tasks		Usually on time with assigned tasks	Frequently late or does not complete tasks as directed

APPENDIX 2: POTENTIAL 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 in-service presentation with manager.
- Plan in-service 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 in-service 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 in-service 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.

ACKNOWLEDGEMENT of RECEIPT of HANDBOOK

I acknowledge that I have received the UB MS DI Handbook containing the policies and procedures governing the internship. I acknowledge that I am responsible for knowing, understanding, and following the policies and procedures of the Internship, as well as the Graduate School and the University at Buffalo. I acknowledge that I will not be provided with a verification statement for eligibility to take the examination for Registered Dietitian Nutritionists if the following are not completed:

- 1) Completion of a minimum of 1000 hours of supervised practice, or more, according to the MS DI Planned Supervised Practice Hours
- 2) Completion and preceptor or Program Director verification of required hours, logs, assignments and activities.
- 3) Final mean rating of “acceptable mastery” on all assignments and final rotation evaluations
- 4) Completion of rotation evaluations, surveys, and required experience documentation forms
- 5) Satisfactory completion of graduate coursework. All requirements for graduate degree must be met and official transcript from graduate degree received.
- 6) Attendance at all seminars, workshops, committee meetings, and conferences, as required
- 7) The maximum amount of time allowed for program completion is 150% of the time indicated for a particular track.

Intern name: _____

Intern signature: _____

Date: _____