

Western Michigan University Dietetic Internship Program Intern Handbook

2022-2023

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2022-31 WMU Dietetic Intern List 7/19/22

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Western Michigan University

Dietetic Internship Program

Mission, Goals, and Philosophy

The **Mission** of the Western Michigan University Dietetic Internship Program is to prepare self-directed entry-level nutrition professionals with the knowledge and skills needed to practice as competent registered dietitian nutritionists in diverse and changing health care, community, and food service environments. WMU DI **program goals:** On successful completion of the Western Michigan University dietetic internship program, WMU graduates:

1. Are competent for entry-level practice as registered dietitian nutritionists in all core performance areas;
2. Meet employment needs and opportunities in dietetics, nutrition, health, and food in Michigan and beyond;
3. Demonstrate a commitment to lifelong learning.

Program Philosophy

The WMU Dietetic Internship Program seeks to: help students build on the knowledge already gained in meeting the academic requirements of the Academy of Nutrition and Dietetics, provide opportunities for the application of that knowledge in a variety of settings, and develop the clinical and management skills essential for quality dietetics practice. The program includes both supervised practice and didactic opportunities in clinical nutrition (acute care and long-term and-community care), community nutrition, food service management, wellness, and school food and nutrition. A one-to-one preceptor-student ratio enables interns to build skills and achieve core competencies for the RDN required by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

WMU's internship provides a **concentration** in Sustainable Food Systems per ACEND requirements. This is integrated into the current core curriculum where possible. More information on this is located later in this manual.

Program Outcomes from 2017 through 2021:

1. Program completion rate over five years: 100%.
2. Passage rate on Commission on Dietetic Registration (CDR) exam within one year of first attempt, average pass rates from 2017 through 2021: 95.7%;
3. Of those seeking employment, percent of graduates who found employment in dietetics or related fields within 12 months of graduation: \geq 80% all five years;
4. Graduate satisfaction ("met expectations, satisfied with match") by classes 2017 through 2021: 4.4 average out of 5.

Other program outcomes data are available upon request.

Policies and Procedures for the WMU Dietetic Internship Program 2022-2023

A. Admission into the Program

The following are required for applicants to the Dietetic Internship Program at Western Michigan University (WMU):

- A Baccalaureate degree from an accredited college or university completed by start of internship;
- completion of all undergraduate Didactic Program in Dietetics (DPD) requirements and a Verification Statement or Intent to Complete form signed by the DPD Director;
- a minimum cumulative grade point average (GPA) of 3.0 out of 4.0;
- submission of materials to the Admissions Committee through the online centralized internship application process, DICAS (<https://portal.dicas.org>). The DICAS deadline for submission of materials is on or near February 15 for admission the following fall;
- participation in the D&D Digital computer matching program;
- submission of application fee to Western Michigan University.

The internship accepts a total of 10 interns a year. Applicants are ranked for acceptance on a point system based on personal statement, work and volunteer experience (some food, nutrition, and/or dietetic setting(s) strongly recommended), letters of recommendation, and GPA. For more information about admission requirements and procedures, please visit our website at <https://wmich.edu/familyconsumer/internships/dietetic>.

After admittance to the Dietetic Internship through the D&D Digital matching, accepted interns must apply to the Western Michigan University Graduate School for a MS in Nutrition and Dietetics. <https://wmich.edu/familyconsumer/academics/dietetics>

Prior learning credit policy. It is the policy of this program not to provide credit for prior learning. For those interns entering with work experience that aligns with a specific rotation, the program will seek to provide the intern with supervised practice experience that offers more advanced skill development.

B. Program Calendar and Rotation Scheduling

1. Rotation Assignments

The start of the 40-week program calendar generally coincides with the WMU academic calendar, which is set by the Board of Trustees. **In 2022, the internship Orientation is scheduled to run from August 22nd through September 2nd.**

University classes start August 31st. Orientation includes an introduction to the internship and a hands-on introduction to sustainable food systems. Rotations begin September 6th, the day after Labor Day, continue through Fall and Spring semesters and into the WMU academic Summer I term. The last day of the internship program this year is planned for May 26, 2023.

The Program Coordinator is responsible for scheduling rotation assignments and developing the program calendar in consultation with the program director and preceptors. Adjustments can be made to individual schedules if, in rare instances, the program coordinator, preceptor, and intern agree that this is in the best interest of intern and program. **Note that the last graduate course during the internship program ends near the end of June and is completed online.** See Section “H”.

2. Rotations

ACEND¹, the program’s accreditation body, requires a minimum of 1000 hours of supervised experiential learning. Normally, WMU’s dietetic internship provides approximately 1300 hours of supervised practice that is based on a 40-hour work week on site and includes the following rotations:

Clinical (acute care) nutrition rotation (15 weeks): This usually consists of a clinical core of 12 weeks and clinical staff relief (3 weeks).

Long-term and community care (LTCC) (3 weeks): This continues clinical exposure in a residential care setting.

Food service management (FSM) (5 weeks): This consists of core food service management activities, special projects, and staff relief as assigned by preceptor.

Community nutrition rotation (5 weeks): This consists of exposure to WIC and other community nutrition services and agencies as determined by the preceptor and intern.

School food & nutrition rotation (SFN) (4 weeks): This rotation consists of both school food service and youth-based nutrition education activities.

Wellness rotation (1 week): This rotation provides a brief introduction to one of several settings such as corporate or community wellness or a retail setting.

This year, we will provide as close to the amount of hours normally provided as we can, given health and safety policies and regulations governing sites.

End-of-year enrichment weeks (2 weeks): This time may be used by the intern to explore one or two specialties not provided during the scheduled rotations. Enrichment weeks may also be used, if necessary, to make up sick days and for remedial work if an intern has not yet gained competency in a particular skill or knowledge area. In unusual circumstances, enrichment weeks may be scheduled earlier in the spring, for instance, if an enrichment preceptor will be unable to take the intern during the weeks scheduled on WMU’s master calendar. Such arrangements must be arranged well in advance with approval of the Program Director/Coordinator and all preceptors involved.

Unless otherwise arranged or noted in the Master Calendar, rotations begin on Mondays and finish on Fridays. Assignments to rotations are made by the Program Director and Coordinator based on geographic and program needs of interns and in consultation with preceptors. Supervised practice sites for 2022-23 are located in greater Kalamazoo, greater Grand Rapids, St. Joseph, Battle Creek, South Haven, Holland, Three Rivers, Grand Haven, and Bangor. The Program Director/Coordinator will meet an intern’s geographic preferences to the extent possible. However, changes at facilities or with preceptors participating in the program may mean that some locations are not available and substitutions will need to be made. This occasionally happens even after the start of the internship year. In those instances,

interns may need to travel, within reason, to another participating site. Interns will need access to reliable transportation for the duration of the program.

Once the calendar has been set, each intern will receive a Master Schedule showing all rotations. It is the intern's responsibility to contact the preceptor at minimum one week before the rotation begins for first-day instructions.

3. Educational Purpose. The primary purpose of supervised practice is educational. While interns are expected to spend some time during their internship learning the different roles and skills practiced by both RDNs and support staff, and even step into these roles in an emergency, it is understood that interns should not routinely be used to replace employees. (An exception is the clinical 3-week staff relief.) If an intern feels their ability to complete required competencies is being compromised because of this, then they need to contact the Program Director/Coordinator in a timely fashion. Do not wait until the end of the rotation to inform the Program Director about this.

4. Personal Safety

Interns need to practice common sense when traveling to and from rotations. Here are some safety tips to practice:

- Carry a charged cell phone and emergency phone numbers with you, especially in bad weather.
- Keep your car in good working condition; be prepared for winter driving conditions and emergencies.
- If you will be attending any event or assignment away from your rotation site, be sure that someone knows where you will be going and when to expect you back. In the unlikely event that you make a home visit alone, leave the name, address, and telephone number of that client with your preceptor or supervisor. Leave the number of your cell phone with your supervisor, too, and bring the phone with you. It is good practice to "check in" at the office (by telephone if you prefer) once you have left the client's home.

If you have any concerns about your working conditions, check with your preceptor or Meghan Wilkinson, Program Coordinator or with Suzan Smith-Ayers, PhD, Chair of WMU's Family and Consumer Sciences Department (269) 387-3713. Put these numbers in your cell phone.

5. Didactic Days and Professional Events ("Continuing Education")

Didactic instruction is an integral component of the program. This is normally met through:

- a two-week combined orientation and introduction to sustainable food systems;
- didactic days scheduled roughly once a month for interns to meet on campus or via in-person or virtual trips or other experiences, for additional academic training, presentations, and activities of professional interest, and for sharing experiences with fellow interns;
- participation in at least 24 hours of "continuing education units" activities (CEUs) such as attending area professional conferences and journal reading, and includes attendance at regional and state-level professional meetings;
- didactic activities that are part of individual rotations;
- a three-to-five-day Wrap Up Week at end of internship.

During a normal year, interns attend several conferences. This year, these are likely to be in virtual conference format or replaced by webinars. The Internship will request that interns be allowed to attend these events (we do not yet have the schedules of all upcoming events):

Gordon Food Show – Grand Rapids Virtual Show Oct 4-5 and an equivalent in the Spring (interns doing non-clinical rotations that semester)

<https://www.gfs.com/en-us/who-we-serve/food-service-show-dates>

Michigan Academy of Nutrition and Dietetics (MiAND) Legislative Day, Lansing, Spring 2023.

MiAND Fall conference – Friday Forums

MiAND annual Spring conference, TBD

At least two regional meetings sponsored by Dietitians of West Michigan (DWM) or other applicable district;

Interns will also attend:

- One course during Summer II 2022
- a 2-semester graduate class on Thursday nights 5:30 – 8 pm on campus in Kalamazoo. Check with Dr. Ouyang for schedule of in-person and virtual classes.
- One online course during Summer I (May-June 2023).

If an intern plans to attend special professional events beyond the above that make it necessary to be absent from the facility, the intern needs permission from the preceptor and program director unless organized by one of them. Permission must be requested early enough for the preceptor to modify the intern's rotation calendar, preferably several weeks in advance of the event. A written plan must be developed to clarify how learning objectives will be met upon return from the event. If the event is relevant to that rotation the preceptor may decide to incorporate the event into the intern's learning objectives and not require make up time.

6. Holidays

Interns have breaks at Thanksgiving and between Fall and Spring semesters (Winter Break). Check master calendar for dates. Occasionally an intern may be expected to work the **Friday following Thanksgiving**. It is the responsibility of interns to discuss WMU holidays with their preceptors at the start of each rotation so that preceptors can make any necessary adjustments to the schedule. If the preceptor and intern agree to change the dates of scheduled holidays taken by the intern, it is the intern's responsibility to notify the Program Director/Coordinator by e-mail as soon as possible.

7. Winter Storm Policy

The Intern will discuss the site facility's policy for weather emergencies with the preceptor during the first day of the rotation. **The intern is expected to follow facility policy for weather emergencies** unless agreed otherwise in writing in advance with the preceptor. **If you will be delayed or absent due to weather conditions (or for other reasons), please notify your preceptor of the situation as soon as possible.**

8. Illness and Absence

Interns are allowed up to five sick days during the 40-week program. If an intern becomes ill or a family emergency occurs, the intern must notify the preceptor and the Program Director/Coordinator of his or her absence and the reason for the absence. **Please notify your preceptor as soon as possible so that arrangements can be made to cover any commitments you may have that day.** The intern must discuss with the preceptor how learning objectives will be met considering the absence. This may include working on a weekend, working extra hours during the normal work week, or using Enrichment week days, if necessary. The intern will put in writing how these learning objectives will be met upon return from illness or emergency. If an intern needs to take an extended period of time off for personal illness, this time may be made up Summer 2023 if preceptor(s) are available. See also Section D17.

C. Concentration in Sustainable Food Systems

The *2017 ACEND Accreditation Standards for Nutrition and Dietetics Internship Programs (DI)* states that an internship include a concentration “identified within the mission and goals of the program.” The concentration “builds on the core competencies and develops additional depth necessary for future proficiency in a particular area,...and it includes at least two program-specific competencies with associated learning activities.”¹ We have chosen to continue our Sustainable Food Systems as the concentration for WMU dietetic interns as we find that it tends to be a highlight for our interns. Many come to the program interested in sustainability and we’ve been committed to promoting sustainable practices throughout the rotations. The program’s primary commitment remains to provide all interns with a program that enables them to receive a well-rounded supervised practice experience and an introduction to all core areas of the dietetics profession. Interns continue to gain experience in the major areas of dietetics – clinical, food service management, and community plus experiences in long-term care, school food and nutrition, and wellness -and they will have the opportunity to explore areas of individual interest via the two-week Enrichment rotation near the end of the program.

Food systems include the process of food production, transformation, distribution, access, and consumption as well as waste production throughout. The concept of Sustainable Food Systems (SFS) describes systems where “individuals have equitable and optimal access to food and water, both now and in the future. Sustainability is multidimensional, with sustainable food systems at the intersection of multiple domains including nutrition and health; environmental stewardship; economic vitality; and social, cultural and ethical capital.”²

SFS, also identified by the Academy of Nutrition and Dietetics (AND) as “sustainable, resilient, and healthy food and water systems” (SRHFWS), is an area of growing interest and relevance to RDNs, consumers, and society. As citizens and nutrition professionals, we are facing local, national and global challenges that include loss of plant and animal biodiversity, soil degradation, concerns about long-range energy sources, and climate change, all of which will impact our food and water supply. AND recognizes that “the actions needed to support sustainable food and water systems are not a specialized practice area, they are central to the profession” that also align with U.N. Sustainable Development Goals.”³

¹ Accreditation Council for Education in Nutrition and Dietetics, *ACEND Accreditation Standards for Nutrition and Dietetics Internship Programs (DI)*. Effective June 1, 2017.

² Tagtow A, Robine , Bergquist E, et al. Academy of nutrition and dietetics: Standards of professional performance for registered dietitian nutritionists (competent, proficient, and expert) in sustainable, resilient and healthy food and water systems. *J Acad Nutr Diet*. 2014;114(3): 475-488.

³ Spiker ML et al. Cultivating Sustainable, Resilient, and Healthy Food and Water Systems: A Nutrition-Focused Framework for Action. *JAND*. 2020;120(6):1057-1067.

Resources that make a concentration in SFS a logical choice at WMU include:

- Western Michigan University's commitment to sustainability as a signatory of the Tallories Declaration, membership in University Leaders for a Sustainable Future (ULSF), establishment of the President's Universitywide Sustainability Committee and campus Office of Sustainability;
- affiliations with Bronson, Borgess, Metro Health, Spectrum Health System, and St. Mary's Hospitals, signers of the Healthy Food in Healthcare Pledge (part of the Campaign for Environmentally Responsible Healthcare);
- recognition that SW Michigan farmers produce among the most diverse kinds of fruits and vegetables in the U.S. and contribute to the Michigan economy;
- People's Food Coop, Kalamazoo Farmers Market, DeLano Farms, and an abundance of other regional direct farm-to-consumer organizations and initiatives;
- Can-Do Kitchen, a licensed facility for new & existing food businesses, local-produce processing, and job training, located in Kalamazoo;
- the MSU Center for Regional Food Systems in East Lansing that, along with the Food Bank Council of Michigan and the Michigan Food Policy Council, has coordinated the Michigan Good Food Charter;
- Kalamazoo Valley Community College (KVCC)'s Bronson Healthy Living Campus offering training in food hub work and culinary arts & sustainable food systems;
- Tillers International and W.K. Kellogg Biological Station within easy drives from campus.

Our program concentration includes a multiple-day hands-on introduction to Sustainable Food Systems coupled with supervised practice activities that focus on the importance of sustainability that are integrated, where feasible, into the curriculum. Interns also participate in an internship-long group project component that focuses on one aspect of the food system so that they can study that in depth. The project varies from year to year.

SFS Concentration Learning Outcomes

The program has established the following learning outcomes (competencies) for interns to attain for this concentration::

SFS-1: Demonstrate understanding of basic SFS terms and concepts, and ways RDNs can contribute to their implementation.

- SFS-1a: Demonstrate the above by keeping a journal of SFS activities and site visits this year, evaluate their effectiveness in meeting the needs of stakeholders, considering inter-relationships and multiple perspectives, intersection of environment, social justice, economy, health (start 2019-20).

SFS-2: Demonstrate systems approach and leadership skills by producing a **commercial menu with SFS theme**: Design, market, execute, evaluate theme meal with SFS component in a healthcare or school food service setting, **OR**: Apply knowledge **of business plan or grant writing** to propose a new or modified SFS-related product or service in a healthcare or school setting.

SFS-3: With other interns, implement a project that integrates knowledge of food and human nutrition with environmental and/or social justice implications for local clients/customers; group project to be determined by interns and program director each year.

SFS-4: Apply knowledge of business plan writing to propose a new or modified SFS-related product or service in a healthcare or school setting

SFS-5: Use knowledge and experiences related to SFS in a **nutrition education outreach project** during the year. (This is not a group project.). This can be part of project for SFS-2 or something else.

Interns will become acquainted with other aspects of SFS through field trips, guest speakers, webinars. Those wanting more in-depth exposure may use the two-week Enrichment rotation.

D. Assignments and Evaluation Policies and Procedures

9. Rotation Competency Workbooks and Binders

The rotation competency workbooks state the requirements (competencies) all dietetic interns must meet as established by ACEND, interpret how they can be met, and provide a place to document that they have been completed. In the past, the workbooks were hard copies however we have transitioned them into an electronic format. We will go over the contents during Orientation.

Major assignments and Professional Development are evaluated by preceptors in the competency manual on a scale of 5 (outstanding) to 1 (unsatisfactory). The WMU scale can be compared to CDR's Nutrition and Dietetics Career Development Guide as follows:

<u>WMU:</u>	<u>CDR's Nutrition and Dietetics Career Development Guide</u>
- - - - -	Stage 5 Expert
- - - - -	Stage 4 Proficient
5. Outstanding	Stage 3 Competent [RD, 1-3 years of practice]
4. More than Satisfactory	Stage 2 Advanced Beginner [end of internship]
3. Satisfactory	Stage 2 Beginner
2. Marginal	Stage 1 Novice [knowledge only]
1. Unsatisfactory	- - - - -

It is recommended that interns keep a 3-ring binder or else create an electronic folder (through OneDrive) for each rotation in order to organize the rotation's competency workbooks, assignments, handouts, notes, etc. Whenever possible, assignments should be completed in an electronic format, then printed out for your preceptor if needed. The electronic assignment will then be uploaded into TK20 (more about this below) or OneDrive. Please back up assignments, especially major papers. For backup you may want to keep an external hard drive or a flash drive for this purpose, or a cloud storage unit such as OneDrive, DropBox or Google Drive.

FYI, students have access to **Google Apps for Education**

(<http://www.wmich.edu/google>) and Microsoft OneDrive through WMU. Preceptors and other supervisors sign their name by each completed project and competency in the workbook or in TK20. Ask them to sign off at the time of completion rather than waiting to the end of the rotation. The signed Competency workbooks are due to the Internship Director/Coordinator by the didactic meeting day following completion of the rotation. If paper copies are used, **interns should make photocopies of evaluations and the signed competency curriculum before turning them in if they wish to keep a copy for themselves, as originals will be kept on file as part of the intern's permanent record. Scanned copies are also acceptable. Please recheck to be sure all competencies have been signed off by your supervising R.D. or preceptor and that both you and your supervisor have signed all evaluations before you submit the workbook.**

10. Elearning Electronic Curriculum

The Internship Program has an electronic curriculum to complement the rotation competency workbooks. The electronic curriculum provides reading materials useful for the rotations including most of the required readings listed in the competency workbooks. It also contains material to help you master skills and knowledge areas you will be tested on in the RD exam. The curriculum is a work in progress, so your suggestions and input will be important as we continue to develop it. To access the electronic curriculum, go to WMU's website www.wmich.edu → GoWMU and log in

using Bronco Net ID, then Elearning (icon at top of page). Select FCS 6230 Practicum. The link will also be provided to you.

11. Electronic Quizzes – part of eLearning

Some material asked on the RD Exam will likely not be topics from your day-to-day internship, so self-assessments (“quizzes”) have been installed in Elearning as a way of reminding you to look at your undergraduate materials during the year. The quizzes are in multiple choice format. There are 3 quizzes for the clinical rotation; there is one quiz each associated with food service management, school food/nutrition, and community. Interns should strive for a score of at least 75% on each quiz but may retake to reach this score. This is roughly what each quiz covers:

- Clinical Quiz #1 includes NCP, normal nutrition; #2 includes diabetes, CVD; #3 includes nutrition support, renal.
- Food Service Management includes food service, food safety, food science and food composition
- School Food/Nutrition includes management, government feeding programs related to school-age children
- Community includes child life stage nutrition, maternal nutrition, government programs

The quizzes are for your benefit. Questions come from various sample RD Exam questions.

12. Course Reserves

Course Reserves may contain some journal articles for rotations. (Look first in ELearning.) It is accessed through the WMU Libraries website <http://www.wmich.edu/library/reserves> and then under the course number FCS6230. The course name is “Dietetic Internship Practicum.” The password will be given out during Orientation. It can be accessed directly from eLearning.

13. Journal and TK20 Portfolio

Reflection is an important part of experiential learning. A journal provides a central place to organize your thoughts and experiences, and it also documents what you have accomplished. The journal will be kept in electronic format through your shared OneDrive. You will receive training during Orientation. Update this at least once a week (by Sunday evening). Some people find it easiest to jot down some notes on a daily basis so they will have something to comment on at the end of the week. If you have never kept this kind of journal, here are some ideas that may stimulate reflective writing:

- ✓ How am I feeling about my intern experience and progress as a learner and future dietitian?
- ✓ What happened today that I did not understand or agree with? Why did I agree or disagree with what happened?
- ✓ What questions or ideas about counseling, MNT, teaching, management, research (etc.), future areas of study or employment did this create for me?
- ✓ How or where can I begin to search for answers or solutions to these questions or dilemmas?

- ✓ How does what happened this week connect to information or issues presented and discussed in earlier rotations or undergraduate work, work/volunteer experiences, or didactic days?
- ✓ Have individual experiences influenced what I want to do after I become an RDN?
- ✓ What strengths and interests am I discovering that I hadn't been aware of?
- ✓ What professional "soft" skills, such as self-motivation, effective communication, leadership, confidence, problem solving, flexibility, accepting feedback, am I discovering I need to develop further, and how can I do this?

Plan to upload into OneDrive, all electronic materials for projects you do for your rotations. That way, we do not need to collect hard copies. Please keep a copy for yourself of all materials you have uploaded into TK20 until you have finished the internship. Uploading electronic photos is also welcomed.

14. Formal Evaluations

Interns will be informed of their progress in the program on a regular basis. Please note that "progress" covers both skill level and development of professional attributes and behavior. Professional attributes include traits such as dependability (including punctuality), self-direction and initiative, respect for others, including their time, and ability to work willingly and actively on an equal basis with others. Written evaluations will be shared with the intern, discussed, and signed by intern and supervisor.

Preceptors are asked to fax or scan/e-mail midterm and final evaluations directly to the Program Director/Coordinator as soon as they have been discussed and signed or through TK20. Although interns are not responsible for this, you are asked to remind preceptors to do this. It becomes more difficult to provide timely feedback the longer it takes for evaluations to reach WMU.

Interns will be evaluated by preceptors/supervisors or the Program Director/Coordinator for the following:

- a) Level of competency for each required planned learning experience. Each rotation and field experience has assigned objectives to be met. As the student meets each objective, the supervising RD or preceptor will document and sign off on this on the supervised practice evaluation form in the competencies workbook for that rotation.
- b) Progress in professional development will be assessed using the Professional Development Evaluation Form midway through most rotations and at the end of each. This form is found in each rotation competency workbook.
- c) Written projects and oral presentations will be evaluated by the supervising RD or preceptor. The program director will participate to the extent possible if work is turned in to her (via TK20) on time.

In addition, Interns themselves will evaluate:

- d) their own learning goals using the **"Self-Assessment of Learning Needs"** forms at the start of the internship, midway through the program, and during the final (Wrap Up) week. You are welcome to review the form more frequently and to discuss problem areas with your preceptor(s) and the director.
- e) short field experiences and CEU programs;
- f) each rotation site where the intern is placed for a week or longer;

g) the program at graduation and one year after graduation. The intern will also ask his/her first employer to evaluate the intern's entry-level job skills. (This is an indirect way of evaluating the internship program.)

Both interns and preceptors will receive competency workbooks for each rotation that contain an explanation of the rotation, a list of specific practice activities to facilitate proficiency in related competencies, and evaluation forms.

The Program Director/Coordinator will review with each student his/her progress at least once each term. Both evaluations from preceptors and student-generated evaluations may be used for discussion.

15. Practicum Grades

Practicum grades for which interns receive graduate credit (FCS 6230) will be based on all of the above. Grades also take into account the intern's professional attitude, dependability, and initiative in the program and his or her active participation in didactic activities, including group projects. Feedback from preceptors is solicited.

The following must be completed for each semester:

FALL semester:

- Attended at least one district dietetic association meeting; plan to scan and place a copy of the program and/or CEU credit sheet into OneDrive under the correct tab;
- turned in all Fall semester competency booklets by end of grading period except those still in progress;
- recorded weekly journal entries.
- Satisfactorily completed quizzes for Fall rotation(s) undertaken.
- **Work must be turned in by or before Friday, Dec 9 (½ grade point.)**

SPRING semester:

- Attended at least two district dietetic association meetings since start of DI program, see Fall semester for proof of attendance;
- Must have turned in all completed competency booklets by end of grading period except those still in progress;
- Recorded Weekly journal entries.
- Satisfactorily completed quizzes for Spring rotation(s) undertaken.
- **Work must be turned in by or before Monday, April 24 (½ grade point).**

Any workbooks still not turned in must be returned by start of Enrichment, May 8, 2023.

16. Progress Reviews; program complaints-

Each intern will meet individually with the Program Director or Coordinator at least once per term. The purpose of this meeting is to:

- Review progress,
 - Help the intern meet her/his learning and development goals.
- Clarify issues of concern to the intern and Program Director,
- Maintain and improve quality of the rotation,
 - Foster development of self-evaluation skills,

During the meeting, the intern should be prepared to discuss progress on projects, including case studies, and progress meeting learning outcomes as well as any issues that might be impeding progress. Completed competencies that require the Program Coordinator or Director's signature can be signed at this meeting. Plans to help the intern meet her/his learning and development goals will be formulated and discussed.

Program complaints. Interns who have complaints about the program should first contact the program director/coordinator about the issue. If there is a reason for not wanting to speak to them, then contact the Family & Consumer Sciences department chair Dr. Smith-Ayers. If the issue cannot be resolved by her office, the chair may consult the College of Education and Human Development for guidance. If the intern is still dissatisfied, and the issue has to do with noncompliance with ACEND accreditation standards, the intern may choose at that point to contact ACEND in writing about the matter.

17. Program completion, verification statements, and advancement to registration examination.

The supervised practice (internship) has been completed when the following have been met: Successful completion of all rotations and all accompanying coursework have been signed and turned in; all other projects and paperwork listed on the internship completion checklist you will receive during orientation.

When interns have completed all requirements of the dietetic internship program the Program Director will issue each intern a minimum of five original signed Verification Statements (please keep!!) and then submit names to the Commission on Dietetic Registration. **All names are submitted together as a class.** Therefore, it is important that each intern complete and turn in his or her work in a timely fashion (i.e., signed competency books to director/coordinator, electronic assignments uploaded to TK20 and OneDrive) so as not to hold up the rest of the class. A copy of the internship completion checklist is located in the Appendix of this handbook. Note that many of the forms for you to sign on the list will not be distributed until near the end of the program.

It takes approximately 4 weeks between the time interns finish the program and the time they are notified by CDR and then by Pearson VUE that they are eligible to take the registration examination. Interns are strongly encouraged to take the exam soon after completing the program. However, it is also important to prepare for the exam by reviewing materials from the internship and your undergraduate program. Interns are usually eligible to take the exam by end of June; most interns find they need at least a good 6-8 weeks to prepare and then take the examination by end of summer or early fall. Review courses may be beneficial although not required. The WMU internship will also provide review materials as interns complete the program. Don't buy anything until you have found out what the program plans to buy.

Occasionally, an intern may need to take a leave of absence or temporarily withdraw. Making up supervised practice time can be a problem since rotation sites are planned months in advance and often work with several internship programs. A site may accommodate an intern who needs time, such as for illness, especially if it is a matter of one or several weeks, and the program will help where it can, but the intern is ultimately responsible for locating and negotiating arrangements for longer periods (with the program director/coordinator's approval). It is expected that all interns will have completed the program within 12 months. Graduating on time with your class is the best outcome. See also B8.

E. Insurance Requirements

18. Professional Liability insurance

Liability insurance for all interns is purchased through the University using funds from the Internship fee.

19. Health insurance and Medical Records

All interns must provide proof of health insurance coverage before they begin the internship. Proof of insurance and other medical records are kept at Sindecuse Health Center on campus. The records are kept on permanent file for students during their internship and as they start their career. HIPAA requires that interns must give written consent before these records can be released to a 3rd party, such as a rotation site or future employer.

20. Injury or illness while in the facility for supervised practice

Any injury or illness while in a facility for supervised practice needs to be covered by the student's insurance.

21. Liability for safety in travel to or from assigned areas

The student assumes liability for travel to and from assigned areas and to and from the university.

F. Agreement of Understanding with Participating Site Placements

Preceptors do not receive monetary payment for the time and resources they devote to training interns. WMU has signed Agreements of Understanding with participating hospitals and other agencies where interns are placed. These agreements spell out the responsibilities of each party (site, WMU, intern). In this Agreement it is understood that:

- interns have completed required health exams and tests and/or vaccinations for TB, Rubella, hepatitis B, COVID-19 (if applicable) and other health care precautions as required by the individual agency, state public health regulations, and CDC;
- the agency has primary and ultimate responsibility for the quality of care, service, and operations of the agency and its patients; agency staff will have final responsibility, authority, and supervision over all aspects of patient care client services and its operations;
- interns will comply with all rules, regulations, policies and procedures of their site placement about which they are informed, including confidentiality of patient and agency records and information, and that interns recognize the responsibility and authority of the medical, nursing, dietary, and administrative staff of the agency over patient care and administration;
- interns have been informed of the importance of having in force a health insurance policy to defray the cost of hospital and medical care of any illness or injury that might be sustained while the intern is participating in any field work, and also has been informed of the "substantial monetary liability" that the intern might incur as a result of failure to have such insurance in force;

- the agency may request the withdrawal of any intern from the program for a reasonable cause related to the need for maintaining an acceptable standard of patient care, and that WMU will comply with such a request.

22. Drug testing, CPR and background checks

Individual sites may require interns to complete drug testing, COVID testing, CPR, fingerprinting and/or criminal background checks. WMU will work with each intern to see that the necessary tests and training are completed. By law, WMU may not share background checks with third parties, but a "Determination for Off-Campus Assignment" form can be provided and is often acceptable. If not, WMU will work with the site and intern to meet the site's requirements. Interns are expected to follow through in a timely fashion so as to allow sufficient time for processing and transfer of records back to the requesting agency before starting that rotation. Drug testing and background checks are currently done on all interns during prior to or during Orientation.

G. Maintenance of Intern Records

Records are maintained for all internship students. An original paper copy of the intern's **Verification of Completion form** issued to interns as they complete the program. Hard copies of undergraduate transcripts and DPD Verification of Completion will be kept through the next ACEND site visit.

Please note that interns are responsible for keeping copies of the **Verification of Completion** form they receive from the their DPD program and dietetic internship in a safe place. This is especially important because the dietetic internship is a pre-professional program, not an academic program, and therefore the WMU Registrar does not archive these forms.

H. Coordination of Internship and Graduate Work

WMU's Master of Science in Nutrition and Dietetics was officially approved in summer 2021. By the end of the academic year, interns earn a total of 18 credit hours towards the 30 credit hours required for the M.S. This is accomplished as follows: during Fall Semester, and again during Spring Semester, interns earn 3 graduate credit hours for successful completion of internship assignments (supervised practice). In addition, interns take one academic course Summer II (3 credits), one in the Fall semester (3 credits), one in Spring Semester (3 credits), and one in the Summer I Session (3 credits) for a total of 18 credits. Although the Summer I Session finishes in late June, approximately three weeks after the completion of the internship program, the Summer I course is offered online and can be completed anywhere the student has access to the internet. It is expected that all interns will complete this last course.

Students are encouraged to complete the additional 12 credits to earn the M.S. Courses can be taken on campus in Kalamazoo, Grand Rapids and online. Graduate students have six years in which to complete all requirements for the masters degree from the point of registration for their first course (i.e., the beginning of the internship, not the end.) For more information, contact Dr. Ping Ouyang (ping.ouyang@wmich.edu). Dr. Suzan Ayers, Department Chair, Department of Family and Consumer Sciences (s.ayers@wmich.edu) is the point of contact during 2022 summer sessions.

Courses planned for the 2022-23 academic year are:

FCS 6010	Basic Research Methods & Design
FCS 6230	Practicum (two semesters)
FCS 6140	Nutrient Metabolism I
FCS 6150	Nutrient Metabolism II
FCS 6120	Maternal and Child Nutrition

I. Access to Student Support Services

Interns have access to University Support Services since they are also full-time graduate students. Information about the following student support services can be found in the University catalogs and on the University web site (you can start at www.wmich.edu).

Bronco Transit Bus Service	http://www.wmich.edu/broncotransit/
Career Services:	http://www.wmich.edu/career
Counseling Services:	http://www.wmich.edu/healthcenter/counseling
Disabled Student Resources /Services	http://www.wmich.edu/disabilityservices/
Diversity and Inclusion, Office of	http://wmich.edu/diversity
Sindecuse Health Center	http://www.wmich.edu/healthcenter
Financial Aid	http://www.wmich.edu/finaid/graduate
Housing (on campus)	http://www.wmich.edu/housing/options
Invisible Need food pantry	https://wmich.edu/invisibleneed
Institutional Equity, Office of	http://www.wmich.edu/equity
International Student Services	http://www.wmich.edu/internationaladmissions
Technology HELP Desk (269) 387-4357	http://www.wmich.edu/helpdesk
Libraries, WMU	http://www.wmich.edu/library/
Military Services	http://wmich.edu/registrar/students/veterans/
Multicultural Affairs, Division of	http://www.wmich.edu/multicultural
Ombudsman, Office of the	http://www.wmich.edu/ombudsman/
Parking Services	https://wmich.edu/parking
Public Safety (269) 387-5555 or 911	http://www.wmudps.wmich.edu/
Registrar's Office	http://www.wmich.edu/registrar/
Student Affairs	https://wmich.edu/studentaffairs
Sustainability Office	http://www.wmich.edu/sustainability
Tuition and fees	http://www.wmich.edu/registrar/tuition/
Writing Center	http://www.wmich.edu/writingcenter

University Policies and Procedures

The *Western Michigan University Student Code* in its entirety can be accessed at <http://www.wmich.edu/conduct/code>

Some other useful links:

Information for Students from Registrar's Office:

<http://www.wmich.edu/registrar/students/>

WMU Graduate College: <http://wmich.edu/grad/>

Tuition and fees: <http://www.wmich.edu/registrar/tuition/>

WMU graduation information: <http://www.wmich.edu/registrar/graduation/> (includes cost of attendance calculator)

J. Academic standards policies and Information (Aug 2015)

www.wmich.edu/registrar/policies/standards

1. Graduate Information:

Warning

A warning is issued to the graduate student whenever the grade point average for any enrollment period is less than 3.00, but the overall grade point average is 3.00.

Probation

Graduate students at WMU are placed on academic probation when their cumulative GPA falls below the required 3.00 minimum. Once placed on probation a graduate student must receive a semester GPA of at least 3.00 the next semester. Failure to do so will result in academic dismissal and enrollment in future classes will be prohibited. If—while on probation—a graduate student's GPA the following semester is 3.00 or higher but the cumulative GPA is still below 3.00 the student will be placed on extended probation and given an additional opportunity to bring their GPA up to the required 3.00 minimum.

Extended probation

Graduate students at WMU are placed on extended probation following a semester of academic probation if their cumulative GPA has not reached the required 3.00 minimum but their GPA for the semester is at least a 3.00. Once placed on extended probation a graduate student must receive a semester GPA of at least 3.00 the next semester. Failure to do so will result in academic dismissal and enrollment in future classes will be prohibited. If—while on extended probation—a graduate student's GPA the following semester is 3.00 or higher but the cumulative GPA is still below 3.00 the student will be placed on final probation and given an additional opportunity to bring their GPA up to the required 3.00 minimum.

Final probation

Graduate students at WMU are placed on final probation when—following a semester of extended probation—their cumulative GPA does not reach the required 3.00 minimum but their GPA for the semester is at least a 3.00. Once placed on final probation a graduate student must receive a cumulative GPA of at least 3.00 the next semester. Failure to do so will result in academic dismissal and enrollment in future classes will be prohibited.

Academic dismissal

Occurs when a graduate student does not achieve at least a 3.00 semester grade point average while on probation or extended probation or from failing to achieve a 3.00 overall grade point average while on final probation.

According to University policy graduate students who have been dismissed are not permitted to re-enroll for at least one full fifteen-week semester or two 7.5 week sessions. Exceptions to this policy are granted only in special circumstances through your unit or program's appeal process. If you are a degree seeking student and wish to appeal please contact your academic advisor or the department chair for an appointment. If you are a non-degree student wishing to appeal please contact the [Graduate College](#) for an appointment.

Dismissed students desiring readmission following the fifteen-week waiting period must reapply through the normal admission process. Students must send a Readmission Application to the Admissions Office, which will then forward the Readmission Application to the program or academic unit admission body for a decision. This petition process will establish your eligibility for future readmission and registration.

All registration for upcoming semesters will be cancelled and you will be refunded any tuition you have paid. If you have a residence hall contract please contact [Residence Life](#) at (269) 387-4735 to cancel your contract. If you are receiving financial assistance or have applied for financial aid your eligibility for most financial aid programs may be in jeopardy. Please contact a financial aid counselor by calling the Student Financial Aid at (269) 387-6000. Any graduate student fellowship, assistantship or associateship will be canceled immediately upon academic dismissal. For further assistance please contact the Graduate College at (269) 387-8212.

2. Withdrawal and Refund of Graduate Course Tuition and Fees

The refund of the Internship fee is subject to the same conditions as stated in the WMU policy below. Requests for withdrawal must be made to the University Registrar.

All change in registration or complete withdrawal must be made in accordance with the procedures described by the Registrar's Office "Withdrawing" at this url: <http://www.wmich.edu/registrar/students/withdraw>. A student may not withdraw from graduate courses beyond the midpoint of each semester or session.

K. Family Educational Rights and Privacy Act (FERPA)

See also <http://www.wmich.edu/registrar/policies/ferpa/students/> and <http://www.wmich.edu/housing/parents/ferpa>

Included in FERPA are

- Student Rights under FERPA
- Access to student records
- Amendment of records (challenging academic records)
- Requesting access to records

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service. Or you may contact via the following address:

Family Policy Compliance Office
U.S. Department of Education

L. Institutional Equity <http://www.wmich.edu/equity>

Office mission

Institutional Equity promotes an environment of equal opportunity, equity, access, and excellence for all members of the University community, and provides compliance oversight regarding applicable laws, regulations, and policies to ensure a welcoming, safe, civil and inclusive environment.

Office vision

A university community free from discrimination, harassment, retaliation, and incivility where all members are valued, supported, and afforded equitable access to participate, succeed, and strive for excellence.

WMU equal opportunity statement

Western Michigan University, an equal opportunity employer, complies with applicable federal and state laws and University policies prohibiting discrimination and harassment.

WMU nondiscrimination policy

Western Michigan University prohibits discrimination or harassment that violates the law or that limits opportunities of admission, employment, or education based on the protected classes of race, color, religion, national origin, sex, pregnancy, sexual orientation, gender identity, age, protected disability, protected veteran status, genetic information, height, weight, or marital status. Retaliation against any person or group who makes a good faith complaint or participates in a grievance, investigation or related processes is prohibited by law and policy **(Revised November 2021)** If you would like to speak to an Institutional Equity staff member, please call (269) 387-6316.

M. Affirmative action <http://www.wmich.edu/equity/affirmative-actioneeeo>

Western Michigan University is committed to a policy of nondiscrimination for all persons and, towards that goal, has developed an Affirmative Action Program. The program is designed to ensure that whenever employment decisions and personnel actions are made, Western will make a determined effort to identify and include in all pools of candidates qualified underrepresented racial/ethnic groups, women, disabled veterans, Vietnam era veterans, and individuals with disabilities.

General policy [Affirmative action]:

- It is the policy of the Affirmative Action Program to achieve a representative work force which reflects the diversity of the working population in the University's labor market.

- It is the policy of the Affirmative Action Plan to determine proper diversity by analyzing all major job groups for required utilization.
- It is the policy of Western Michigan University to give special consideration to underrepresented racial/ethnic groups, women, disabled veterans, Vietnam era veterans, and individuals with disabilities when underutilization exists.
- It is the policy of Western Michigan University to designate an affirmative action compliance officer who shall be responsible for maintaining the necessary programs, records, and reports to comply with all government regulations, including the maintenance and monitoring of policy procedures and objectives.
- It is the policy of Western Michigan University to hold all University personnel with hiring authority accountable to the principles, philosophy, and procedures of affirmative action by incorporating into the annual performance review the specific component of affirmative action.

It is a collective responsibility to achieve the objectives of affirmative action, and every member of the campus community is expected to share in the commitment of achieving the University's stated goals. The Affirmative Action Plan can be viewed by appointment in the OIE office, Monday - Friday 8 am - 5 pm.

Equal opportunity

Western Michigan University is committed to a policy of equal opportunity practices and education programs. Our firm commitment to the embodied principles means that all employees are afforded the equal opportunity for participation.

It is the policy of Western Michigan University to ensure equal opportunity for all training, promotions, transfers, and compensation. All decisions pertaining thereto will be based solely on merit and qualifications without regard to race, color, religion, national origin, sex, sexual orientation, age, disability, height, weight or marital status.

N. Diversity (<http://www.wmich.edu/diversity>)

Diversity at Western Michigan University encompasses inclusion, acceptance, respect and empowerment. This means understanding that each individual is unique and that our commonalities and differences make the contributions we have to offer all the more valuable. Diversity includes the dimensions of race, ethnicity, and national and regional origins; sex, gender identity and sexual orientation; socioeconomic status, age, physical attributes and abilities; and religious, political, cultural, and intellectual ideologies and practices.

The Diversity and Multiculturalism Action Plan (DMAP) was adopted by the Board of Trustees in 2006. It is the strategic plan for the University as it relates to diversity and inclusion. It can be accessed at this website:

<http://www.wmich.edu/sites/default/files/attachments/u249/2015/DMAP%20update%20logo%2010.12.15.pdf>

O. Sexual Misconduct (<https://wmich.edu/sexualmisconduct>)

Western Michigan University is committed to an environment which encourages fair, humane, and beneficial treatment of all faculty, staff, and students. In accordance with that fundamental objective, the University has a continuing commitment to

assure equal opportunity and to oppose discrimination because of race, color, sex, sexual orientation, age, religion, national origin, handicap, height, weight, or marital status. Therefore, in that same perspective, sexual harassment will not be tolerated behavior at Western Michigan University. It is expected that each member of the University community will consider himself/herself responsible for the proper observance of this policy.

Definitions

Sexual harassment is defined as unwelcome sexual conduct which is related to any condition of employment or evaluation of student performance. This definition is intended to include more than overt advances toward actual sexual relations. It applies as well to repeated or unwarranted sex-related statements, unwelcome touching, sexually explicit comments, and/or graphics.

All persons should be sensitive to situations that may affect or cause the recipient discomfort or humiliation or may display a condescending sex-based attitude towards a person. Sexual harassment is illegal under both state and federal law. In some cases, it may be subject also to prosecution under the criminal sexual conduct law.

Conduct will be defined as sexual harassment when any or all three of the following conditions exist:

- The sex-related situations are unwelcome by the recipient.[†]
- A specific or implied connection with employment or student status is involved.
- The sexual harassment continues after the recipient has made clear that the conduct is unwelcome.[†]

Depending upon the seriousness of the misconduct, informal corrective action may be adequate.

Complaint procedure

Sexual harassment constitutes acts of misconduct. Therefore, whenever such acts are reported and confirmed, prompt disciplinary action will be taken, up to and including discharge. However, to enable the University to act through these formal procedures, employees and students are encouraged to report such incidents. Employees, students should report such conduct to the Office of Institutional Equity. The Office of Institutional Equity shall investigate thoroughly any complaints of alleged sexual harassment, and then report the results of such investigations to the President of University. See <http://www.wmich.edu/equity/sexualmisconduct>.

[†] In cases of overt physical sexual contact, a blatant threat if sexual favors are not given, or promised reward in exchange for sexual favors, no notice that the conduct is unwelcome shall be necessary and a finding of sexual harassment may be based on a single occurrence.

P. Academic Honesty, the Student Code, and Disciplinary Procedures <http://www.wmich.edu/conduct/honesty>

According to University policies, students may be disciplined for violating academic honesty policies. Academic dishonesty includes cheating, fabrication, plagiarism,

facilitating academic dishonesty, and computer misuse. These terms are defined in the Undergraduate Catalog and the consequences are discussed on the same page.

Students may also be disciplined for violations of the Student Code. Specific non-academic offenses for which a student may be disciplined are discussed in The Student Code. The rules and regulations governing student conduct are developed by the Admissions, Financial Aid, and Student Services Council, composed of faculty, administration, and students. The Student Code is published is available at: <http://www.wmich.edu/conduct/code/>

Q. Ombuds (formerly Ombudsman) Policies and Procedures

The primary contribution the university ombuds can make to Western Michigan University is the confirmation that the university seeks to resolve complaints and provide justice for all members of the university community. To achieve this goal at Western Michigan University, a university ombuds will be appointed by the president.

The ombuds' ability to function effectively comes primarily from skill in working with others to resolve difficulties and from the fact that this office acts under the authority of the president of the university. The ombuds' role is to be dedicated primarily to concerns of the individual as opposed to the power of the institution to impose its will. However, this position must be impartial rather than partisan. To be effective in dealing with students, faculty, and staff, the integrity of the ombudsman must be unquestionable.

The ombuds will:

- a. Investigate, mediate, and resolve disputes, disagreements, and complaints through informal procedures within the university community. Where there is a malfunction in the administrative process or an abuse of power, the ombuds shall assist the client in accomplishing a quick and fair resolution of the problem. The ombuds may be able to remedy some problems directly, but when appropriate, the client may be referred to other university members and/or offices. The ombuds shall have direct and prompt access to all university offices and relevant records.
- b. Keep written confidential words consistent with university policy regarding records.
- c. Explain university procedures, policies, and administrative operations to clients.
- d. Make recommendations to the president for the elimination of problems with departments, colleges, or other administrative units of the university.
- e. Make presentations to university and community groups concerning the functions and responsibilities of the office.
- f. Prepare regular reports to the president about the operation of the office.

(Approved by the president, University Policies and the Faculty 1970; amended March 1977, August 1980, 1983; revised by president 1986)

Kathy Mitchell is the WMU University Ombudsman. The University Ombudsman's website is <http://www.wmich.edu/ombudsman>. You may also ask a question online: <https://www.wmich.edu/ombudsman/contact>

To set up an appointment, contact Eric McConnell, Assistant to the Ombudsman (<http://www.wmich.edu/ombudsman/contact/contact.php>). Office hours: 9 am – 4 pm, Monday-Friday. The office is located at 2420 Faunce Hall Student Services. Telephone is (269) 387-0718. (accessed July 19, 2022)

A university ombuds' role is to provide confidential advice and nonpartisan assistance in solving problems and resolving disputes. An ombudsman is independent of the university's formal administrative structure and cannot impose solutions but can identify options and strategies for resolution. The four guiding principles of an ombudsman are confidentiality, independence, neutrality and informality. No person shall suffer any penalty for seeking assistance from the Ombudsman.

R. COVID-19 Policies and Procedures (as of 7/19/22)

Due to the decreased community spread of COVID-19, the campus returned to near-normal operations at the end of the 2021-22 academic year.

The University strongly encourages but does not require COVID-19 vaccines for students, faculty or staff. The University does not require students, faculty or staff to reveal whether they have been fully vaccinated. The University strongly encourages those who have been fully vaccinated to [upload COVID-19 vaccination documentation](#) at the [Sindecuse Health Center patient portal](#). Do not provide any other health information beyond confirmation of your vaccination status. If you were vaccinated in Michigan, your vaccination status will be confirmed by Sindecuse Health Center through the [Michigan MCIR database](#). If you were vaccinated outside of Michigan, your vaccination status will also be confirmed and may take additional time to verify. Providing false or fraudulent documents regarding vaccination status is a violation of the student code and University policy. Individuals will be considered vaccinated only after their vaccination status is confirmed.

Documentation regarding vaccination status and responses to the COVID-19 health screening will be maintained as protected health information under the HIPAA regulations.

Below is a summary of rights and responsibilities between WMU graduate student/dietetic interns and WMU during the August 22, 2022 – May 26, 2023 program year:

S. Student Rights and Responsibilities

Below is a summary of rights and responsibilities between WMU graduate student/dietetic interns and WMU during the August 22, 2022 – May 26, 2023 program year:

Student Rights and Responsibilities

A. Supervised Practice:

1. Participation in internship orientation program starting August 22 through Sept 2 to include face-to-face or virtual classroom and field work;
2. Full-time participation in the program, which may at times require more than 40 hours a week. Most hours will be completed Mondays through Fridays but, with advance notice, occasional weekend days may be needed. Because of the fluidity of the COVID-19 pandemic, some hours may need to be completed virtually online;
3. Successful completion of all rotations;
4. Successful completion of all classes, didactic days, and student projects;
5. Holiday and vacations in accordance with the WMU and internship calendars or as arranged with rotation supervisors and Program Director (approximately two weeks that are not included in above hours);
6. Up to five sick days are allowed during the program. Time off may need to be made up in order to complete learning objectives and to satisfy accreditation requirements for supervised practice. If necessary, accommodation may be made for more extensive illness.

B. Proof of health insurance and satisfactory completion of a physical examination is required. The student is also required to provide: results of a recent TB test; vaccination records for MMR, Varicella, Pertussis, and Hepatitis B; titers for Rubella, Rubeolla, Mumps, Varicella, and Hepatitis B. The Covid-19 vaccine is required by many of our sites as well. Evidence that the above-mentioned requirements have been met must be provided to the Program Director, or Nurse Manager at WMU's Sindecuse Health Center, prior to starting the program. The student will not be allowed to start the internship without meeting these requirements. A drug screening test and criminal background check may also be required by participating rotation facilities.

C. The student agrees to undergo a criminal background check, fingerprinting, and drug testing if a facility where the student will be placed requires this.

D. The student will abide by each rotation facility's practices as explained by the supervisor, including appropriate dress, behavior, and safety precautions, while representing the facility. The student understands that all client information is to remain confidential.

E. The student will adhere to the schedule determined by the WMU Dietetic Internship Program in conjunction with each rotation facility. Absences or schedule deviations must be approved by the Program Director/Coordinator and rotation supervisor. For the first

unapproved absence or schedule deviation, the Supervising Dietitian will issue and document an oral warning to the student. If a second unapproved absence or schedule deviation occurs, the Supervising Dietitian will issue a written warning to the student. A third occurrence of an unapproved absence or schedule deviation will result in dismissal.

F. The student understands that he or she may be dropped from this program at any point for any of the following reasons:

1. Unapproved absences from classroom, field, or supervised practice activities;
2. Unapproved supervised practice schedule deviation(s);
3. Failure to meet supervised practice performance or health and safety requirements. Performance expectations are defined as timely completion of assigned activities with acceptable proficiency. Business-like behavior and appropriate dress are expected.
4. Being under the influence of alcohol and/or drugs while on duty at any facility;
5. Violation of patient/client confidentiality;
6. Occurrence of academic dishonesty or other violation of Western Michigan University policies related to student responsibility.

G. It is expected that the student will take the Registration Examination for Dietitians within one year of completion of the WMU Dietetic Internship.

H. The student will also register with the intention to complete 18 graduate credit hours towards a masters degree in Family and Consumer Sciences at WMU. This includes one Summer I online course from May 8, 2023, through June 28, 2023.

I. It is also expected that as a graduate of the program, the former student will complete program alumni surveys and, as part of this, grants the WMU Dietetic Internship Program permission to contact their employers so that the program can stay in compliance with the accreditation standards of the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

WMU Dietetic Internship Program Responsibilities

The program's primary goal this year is to provide, at minimum, 1000 hours of supervised practice required by the 2022 ACEND Standards for Dietetic Internship Programs with a minimum of 600 hours in professional settings. The program currently meets ~ 1300 hours of supervised practice, plus at least 100 hours of didactic instruction. To enable the student to obtain a meaningful learning experience, he or she may expect the following commitment during rotations:

A. The Director of Nutrition Services at each rotation facility will assign a staff member to act as supervisor for the duration of the specific rotation. This individual will be responsible for providing orientation to and training of duties and responsibilities.

B. The supervisor will monitor and evaluate the student's activities and provide timely feedback on performance; the supervisor will also provide a formal evaluation to become part of the student's final evaluation.

C. The supervisor will be available for a reasonable amount of time for counseling and technical assistance related to duties.

D. All program students have all the rights and responsibilities of WMU students, both in the classroom setting and in the supervised practice setting. This includes protection of privacy, access to personal files, grievance procedures, and disciplinary/ termination procedures. As such, program students must follow all applicable WMU Policies and Procedures.

The student understands that he or she is not an employee of Western Michigan University nor the rotation facility, and that the facility shall not be liable for any loss or damage to personal property while on the premises of the facility, while providing services to clients, and while in transit to and from facilities.

The rotation schedule for each student and the facilities participating in the program are subject to change.

I have read and I understand what is contained in the Western Michigan University Dietetic Internship Program Handbook. I have had an opportunity to ask about anything I do not understand.

Signed: _____

Date: _____

(Printed Name)

Dietetic Internship Glossary

from Accreditation Council for Nutrition and Dietetics, Appendix A: *Glossary. Guidance Information for ACEND 2022 Accreditation Standards for Nutrition.*

Accreditation Council for Education in Nutrition and Dietetics (ACEND) ©	ACEND is recognized by the US Department of Education as the specialized program accrediting agency for education programs in nutrition and dietetics. ACEND operates administratively autonomously from the Academy of Nutrition and Dietetics. ACEND – Academy of Nutrition and Dietetics 120 South Riverside Plaza, Suite 2190 Chicago, Illinois 60606-6995 Phone: 800/877-1600 or 312/899/0040, ext 5400; E-mail: acend@eatright.org
Accreditation	A voluntary, non-governmental system of evaluation which includes a self-study report and an on-site evaluation by peer reviewers that is used to verify the quality of service provided by academic programs and institutions and to protect the public interest.
Affiliation Agreement	A legally-binding document between an education program and a person or organization, who is providing supervised-practice or experiential learning experiences, which delineates the responsibilities of all parties and the relationships between them.
Alternate Experience	An activity that resembles or imitates real-life work experiences through guided, participative experiences that evoke or replace substantial aspects of the real world in a fully interactive manner. It is used to demonstrate competence and measure learning.
Case Study	Written scenario 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.
Code of Ethics	A formal statement of the values and ethical principles guiding a profession outlining commitments and obligations of the practitioner to patients, clients, society, self and the profession.
Commission on Dietetic Registration	The credentialing agency, recognized by the National Commission for Certifying Agencies, who serves the public by establishing and enforcing standards for certification/recertification for professionals in nutrition and dietetics and issuing credentials to individuals who meet these standards.
Combined program	A program that combines an ACEND accreditation program, such as a nutrition and dietetics internship, with another non-ACEND accredited program such as a master's degree program.
Competency	Synthesis of knowledge, skills, abilities, behaviors that are used as a predictor of professional performance.
Concentration	An area of program focus, within the context of the mission and goals of the program, which builds on the core knowledge and competencies and begins to develop additional depth necessary for future proficiency in a particular area.
Credentialing	The formal recognition of professional or technical competence recognized through registration, certification or licensure.

Critical thinking	The ability to objectively analyze and evaluate information gathered from, or generated by, observation, experience, reflection, reasoning, or communication to form beliefs and guide action about an issue or situation.
Cultural competence	Understanding, appreciating, and working with individuals from cultures other than one's own while reflecting a self-awareness and acceptance of cultural differences, knowledge of other's culture, and adaptation of interpersonal skills to interact effectively.
Didactic instruction	Teaching approaches that rely on information being provided to students in a structured manner through a second-hand source such as a teacher, readings or other media rather than through demonstration, laboratory or other forms of experiential learning.
Dietetic Registration	A three-part process to become a registered dietitian (RD) or dietetic technician, registered (DTR) verified by the Commission on Dietetic Registration (CDR) that includes (1) completion of minimum academic requirements, (2) completion of supervised practice requirements, and (3) successful completion of the registration examination. Registration is maintained by accruing continuing education credit for lifelong learning every five years.
Dietitians of West Michigan (DWM)	A regional professional association for RDs and DTRs living in Grand Rapids, Muskegon, Holland, Allegan and surrounding areas. Interns, especially those living or completing site rotations in these areas, are encouraged to attend meetings. See http://www.dietitiansofwestmichigan.com/
Enrichment	A one or two-week placement usually during the last two weeks of the internship selected by the intern for increasing breadth or depth of professional experience and supervised by an RDN. Enrichment rotation sites need approval by the program director or program coordinator.
Entry level	The term used to specify performance expected of the dietetics practitioner in the first three years of practice.
Evidence-based practice	Integrating the best-available, systematically-reviewed, scientific evidence with professional expertise and patient or client information to make decisions that optimally improve outcomes.
Experiential Learning	An approach to learning that relies on students obtaining knowledge and skills through direct experience usually outside of the classroom in real-world settings, includes reflection and self-analysis, and provides opportunities for students to learn from their success and mistakes.
Interprofessional Education	Occasions when two or more professions learn from and about each other to improve collaboration and the quality of services provided.
Learning Objective	Specific activities and qualitative or quantitative target measures that will be used to assess overall student achievement of knowledge and/or competencies (the expected or desired result).
Licensure	A process by which an agency or government grants permission to an individual to engage in a given occupation upon demonstrating that the applicant has attained the minimal degree of competency necessary to ensure that the public health, safety, and welfare are reasonably well protected.
Nutrition and Dietetics Internship Program (DI)	An education program that provides at least 1000 hours of required supervised practice experiences to meet ACEND's competency requirements to become a registered dietitian nutritionist. A verification statement is issued to individuals who successfully complete the program in order to be eligible to take the CDR credentialing examination.

Nutrition Care Process	A systematic problem-solving method consisting of four distinct steps: (a) Nutrition Assessment, (b) Nutrition Diagnosis, (c) Nutrition Intervention, and (d) Nutrition Monitoring and Evaluation that are used for critically thinking through decisions to address nutrition-related problems and provide safe and effective quality nutrition care.
Nutrition Informatics	The effective retrieval, organization, storage and optimum use of information, data and knowledge for food and nutrition related problem solving and decision making
Preceptor	A practitioner who serves as faculty for students/interns during supervised practice by overseeing practical experiences, providing one-on-one training, and modeling professional behaviors and values.
Primary preceptor	The individual in the supervised practice facility who oversees the practical experience and training provided to an intern for a particular rotation(s), maintains appropriate contact with the program director and intern to coordinate planned learning experiences and assignments, and conducts the intern's final evaluation.
Professional	An individual in an area of work that requires specialized knowledge, skills and a code of conduct that places service to the public, client or patient before immediate personal interests.
Professional development	Continuous process through which dietetics practitioners acquire and expand competence to practice, renew motivation, advance the profession and provide improved service to society.
Program Coordinator	The individual at Western Michigan University who manages day-to-day supervised practice experiences of interns in order to meet curriculum competencies. This includes organizing rotations, intern evaluations, relationships with sites and preceptors; works with program director to meet ACEND accreditation standards.
Program Director	The individual responsible for assuring that ACEND accreditation standards, policies, and procedures are met at Western Michigan University.
Research	An activity that includes all components of the scientific method; i.e., statement of the problem, data collection, analysis and interpretation of results; and decision-making based on results. Activities may include community needs assessment, food science experiments, product development/improvement, continuous-quality improvement activities, or other research projects including master theses and doctoral dissertations.
Rotation	A period of time at one or more locations using experiential learning for interns to learn skills, perform, and ultimately demonstrate competencies, attitudes and values required for an area of practice under the supervision of a preceptor. In our program, Clinical Nutrition, Community Nutrition, Food Service Management, School Food & Nutrition, and Long-Term-and-Community Care are core rotations.
Simulations	Education or training that imitates real situations or processes that can be used to demonstrate competence in a particular area. Hours counted as simulation for supervised practice should only include the time students spend actually demonstrating competence not the time spent gathering information and preparing for the simulation.
Staff Relief	A period near the end of some core rotations, lasting from several days to several weeks, when the Intern is expected to function as an entry level

	dietitian. An Intern can do staff relief only at facilities where s/he has already rotated.
Standards	Minimum levels of quality around which ACEND evaluations and accreditation decisions are based.
Supervised practice (also "Experiential Education")	Planned learning experiences (including activities in professional work settings and alternate supervised experiences such as simulation, case studies and role playing) in which interns perform tasks over a defined period of time to demonstrate mastery of ACEND competencies. Learning activities performed by interns that are not typically performed as part of the preceptor's work responsibilities, such as writing papers, completing a study guide or other homework, should not be counted towards fulfilling supervised practice hours in professional work settings.
Sustainability (food)	Harmon & Tagtow: "A sustainable and resilient food system conserves and renews natural resources, advances social justice and animal welfare, builds community wealth, and fulfills the food and nutrition needs of all eaters, now and in the future "(2008)
Verification Statement	The form completed by the WMU dietetic internship program director indicating that an intern has successfully fulfilled the requirements for completion of an ACEND-accredited program

Core Competencies for the RDN (2022)

Standard 3: Curriculum and Learning Activities⁵

Required Elements: 3.1. The program's curriculum must be designed to ensure the breadth and depth of requisite skills needed for entry-level practice as a registered dietitian nutritionist. a. The program's curriculum must prepare interns with the following core competencies:

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

Competencies. Upon completion of the program, graduates are able to:

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

CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.

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

CRDN 1.4 Conduct projects using appropriate research or quality improvement, methods, ethical procedures and data analysis utilizing current and/or new technologies.

CRDN 1.5 Incorporate critical-thinking skills in overall practice.

2. **Domain 2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the nutrition and dietetics practitioner level of practice.**

Competencies. Upon completion of the program, graduates are able to:

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

CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.

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

CRDN 2.4 Function as a member of interprofessional teams.

CRDN 2.5 Work collaboratively with NDTRs and/or support personnel in other disciplines.

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

CRDN 2.7 Apply change management strategies to achieve desired outcomes.

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

CRDN 2.8 Demonstrate negotiation skills.

CRDN 2.9 Actively contributes to nutrition and dietetics professional and community organizations.

CRDN 2.10 Demonstrate professional attributes in all areas of practice.

CRDN 2.11 Show cultural competence/sensitivity in interactions with colleagues, staff, clients, patients and the public.

CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences.

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

CRDN 2.13 Advocate for local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.

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

Competencies. Upon completion of the DI, graduates are able to:

CRDN 3.1 Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use standardized nutrition terminology as part of the clinical workflow elements 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 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B₁₂ or iron supplementation).

CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose, considering diabetes medication and medical nutrition therapy plan.

CRDN 3.5 Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.

CRDN 3.6 Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.

CRDN 3.7 Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.

CRDN 3.8 Design, implement and evaluate presentations to a target audience.

CRDN 3.9 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.

CRDN 3.10 Use effective education and counseling skills to facilitate behavior change.

CRDN 3.11 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.

CRDN 3.12 Deliver respectful, science-based answers to client/patient questions concerning emerging trends.

CRDN 3.13 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.

CRDN 3.14 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. Domain 4. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.

Competencies: Upon completion of the DI, graduates are able to:

CRDN 4.1 Participate in management functions of human resources (such as hiring, training and scheduling).

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

CRDN 4.3 Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects).

CRDN 4.4 Apply current information technologies to develop, store, manage and disseminate nutrition 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 Engage in 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 (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness).

5. Domain 5. Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.

Competencies: Upon completion of the program, graduates are able to:

CRDN 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.

CRDN 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.

CRDN 5.3 Prepare a plan for professional development according to Commission on Dietetic Registration Guidelines.

CRDN 5.4 Advocate for opportunities in the professional settings (such as asking for additional responsibility, practicing negotiating a salary or wage or asking for a promotion).

CRDN 5.5 Demonstrate the ability to resolve conflict.

CRDN 5.6 Promote team involvement and recognize the skills of each member.

CRDN 5.7 Mentor others.

CRDN 5.8 Identify and articulate the value of precepting.

Concentration Competencies: ~~The curriculum must include at least one program-defined concentration that builds on the core competencies and develops additional depth necessary for future proficiency in a particular area. The concentration must include at least two program-specific competencies with associated learning activities.~~

Upon completion of the DI, WMU graduates are able to:

SFS-1: Demonstrate understanding of basic SFS terms and concepts, and ways RDNs can contribute to their implementation.

- SFS-1a: Demonstrate the above by keeping a journal of SFS activities and site visits this year, evaluate their effectiveness in meeting the needs of stakeholders, considering inter-relationships and multiple perspectives, intersection of environment, social justice, economy, health (start 2019-20).

SFS-2: Demonstrate systems approach and leadership skills by producing a **commercial menu with SFS theme**: Design, market, execute, evaluate theme meal with SFS component in a healthcare or school food service setting, **OR**: Apply knowledge **of business plan** or **grant writing** to propose a new or modified SFS-related product or service in a healthcare or school setting.

SFS3: With other interns, implement a project that integrates knowledge of food and human nutrition with environmental and/or social justice implications for local clients/customers; group project to be determined by interns and program director each year.

SFS-4: Apply knowledge of business plan writing to propose a new or modified SFS-related product or service in a healthcare or school setting

SFS-5: Use knowledge and experiences related to SFS in a **nutrition education outreach project** during the year. (This is not a group project.). This can be part of project for SFS-2

Code of Ethics for the Nutrition and Dietetics Profession

Effective Date: June 1, 2018

Preamble:

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

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

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

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

Principles and Standards:

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

Nutrition and dietetics practitioners shall:

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

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

Nutrition and dietetics practitioners shall:

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

3. Professionalism (Beneficence)

Nutrition and dietetics practitioners shall:

- a. Participate in and contribute to decisions that affect the well-being of patients/clients.

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

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

Nutrition and dietetics practitioners shall:

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

Glossary of Terms:

Autonomy: ensures a patient, client, or professional has the capacity and self-determination to engage in individual decision-making specific to personal health or practice.¹

Beneficence: encompasses taking positive steps to benefit others, which includes balancing benefit and risk.¹

Competence: a principle of professional practice, identifying the ability of the provider to administer safe and reliable services on a consistent basis.²

Conflict(s) of Interest(s): defined as a personal or financial interest or a duty to another party which may prevent a person from acting in the best interests of the intended beneficiary, including simultaneous membership on boards with potentially conflicting interests related to the profession, members or the public.²

Customer: any client, patient, resident, participant, student, consumer, individual/person, group, population, or organization to which the nutrition and dietetics practitioner provides service.³

Diversity: "The Academy values and respects the diverse viewpoints and individual differences of all people. The Academy's mission and vision are most effectively realized through the promotion of a diverse membership that reflects cultural, ethnic, gender, racial, religious, sexual orientation, socioeconomic, geographical, political, educational, experiential and philosophical characteristics of the public it services. The Academy actively identifies and offers opportunities to individuals with varied skills, talents, abilities, ideas, disabilities, backgrounds and practice expertise."⁴

Evidence-based Practice: Evidence-based practice is an approach to health care wherein health practitioners use the best evidence possible, i.e., the most appropriate information available, to make decisions for individuals, groups and populations. Evidence-based practice values, enhances and builds on clinical expertise, knowledge of disease mechanisms, and pathophysiology. It involves complex and conscientious decision-making based not only on the available evidence but also on client characteristics, situations, and preferences. It recognizes that health care is individualized and ever changing and involves uncertainties and probabilities. Evidence-based practice incorporates successful strategies that improve client outcomes and are derived from various sources of evidence including research, national guidelines, policies, consensus statements, systematic analysis of clinical experience, quality improvement data, specialized knowledge and skills of experts.²

Justice (social justice): supports fair, equitable, and appropriate treatment for individuals¹ and fair allocation of resources.

Non-Maleficence: is the intent to not inflict harm.¹

References:

1. Fornari A. Approaches to ethical decision-making. *J Acad Nutr Diet.* 2015;115(1):119-121.
2. Academy of Nutrition and Dietetics Definition of Terms List. June, 2017 (Approved by Definition of Terms Workgroup Quality Management Committee May 16, 2017). Accessed October 11, 2017. <http://www.eatrightpro.org/~media/eatrightpro%20files/practice/scope%20of%20practice/academydefinitionoftermslist.ashx>
3. Academy of Nutrition and Dietetics: Revised 2017 Standards of Practice in Nutrition Care and Standards of Professional Performance for Registered Dietitian Nutritionists. *J Acad Nutr Diet.* 2018; 118: 132-140.
4. Academy of Nutrition and Dietetics "Diversity Philosophy Statement" (adopted by the House of Delegates and Board of Directors in 1995).

Intern Self-Assessment of Learning Needs (do on own, then discuss with preceptor)

Date: _____

Learning Needs: Knowledge & Skills	2022 CRDN reference	Level of Proficiency								
		No Exposure or Poorly Developed Skills			Limited Experience or Skills			Have Core Knowledge & Skills		
Familiarity w/ethical issues in health care, AND Code of Ethics	2.1	0	1	2	3	4	5	6	7	
Use current informatics technology to develop, store, retrieve, disseminate information and data (includes electronic charting, nutrient analysis software)	4.4	0	1	2	3	4	5	6	7	
Clinical Skills: Nutrition Care Process										
NCP: Nutrition assessment of individuals: identify, assess lab, medical, drug data	3.1a	0	1	2	3	4	5	6	7	
Conduct, assess appropriate diet history	3.1a	0	1	2	3	4	5	6	7	
Comfort conducting nutrition-focused physical exam	3.1a, 3.2									
NCP: Nutrition diagnosis: identify dx, problems, create PES	3.1b	0	1	2	3	4	5	6	7	
NCP: Nutr intervention: prioritize nutr dx, formulate nutrition prescriptions, set goals, and follow through	3.2									
Comfort w/therapeutic diet & texture modification	3.1c	0	1	2	3	4	5	6	7	
Comfort w/enteral nutrition to work safely, effectively	3.1c	0	1	2	3	4	5	6	7	
Comfort w/parenteral nutrition to work safely, effectively	3.1c	0	1	2	3	4	5	6	7	
Nutrition counseling to facilitate behavior change; deliver respectful, evidence-based answers to consumers	3.10	0	1	2	3	4	5	6	7	
NCP: Monitor, evaluate problems, etiologies, signs and symptoms, impact of interventions on nutrition diagnosis	3.1d	0	1	2	3	4	5	6	7	
Community Nutrition, Public Health, Wellness (in addition to clinical related)										
Comfort w/nutrition surveillance, assessment of populations	3.1a	0	1	2	3	4	5	6	7	
Familiarity with healthy diets; fad diets vs. evidence-based recommendations, dietary cultural competency/sensitivity.	2.11	0	1	2	3	4	5	6	7	
Familiarity with WIC, SNAP-Ed, other government supplemental food and community nutrition programs		0	1	2	3	4	5	6	7	
Familiarity with legislative processes	4.3	0	1	2	3	4	5	6	7	
Develop, deliver nutrition education to diverse groups to promote behavior change	3.8	0	1	2	3	4	5	6	7	
Food skills										
Ability to conduct sensory testing of foods	3.14	0	1	2	3	4	5	6	7	
Comfort w/food procurement, production, distribution, and service that promotes responsible use of resources	3.13	0	1	2	3	4	5	6	7	
Develop and evaluate recipes and menus for acceptability, affordability, appropriateness; menu development	3.14	0	1	2	3	4	5	6	7	
Know, follow food safety,sanitation regulations, procedures	4.2	0	1	2	3	4	5	6	7	
Comfort w/facility planning: equipment specs, layout		0	1	2	3	4	5	6	7	
Management skills										
Familiar w/personnel management (human resources) including employment processes	4.1	0	1	2	3	4	5	6	7	
Comfort with supervisory skills	2.5	0	1	2	3	4	5	6	7	
Ability to develop budget, monitor resource allocation	3.13 4.5	0	1	2	3	4	5	6	7	
Can conduct clinical, customer service quality management (QA) activities involving human and materials resources	4.3	0	1	2	3	4	5	6	7	
Can market a product or service and pricing strategies		0	1	2	3	4	5	6	7	

Learning Needs: Knowledge & Skills	2022 CRDN reference	Level of Proficiency						
		No Exposure or Poorly Developed Skills			Limited Experience or Skills		Have Core Knowledge & Skills	
Familiar with management skills: plan, organize, direct, control, evaluate	4.2	0	1	2	3	4	5	6 7
Know how to conduct a feasibility study	4.7	0	1	2	3	4	5	6 7
Know how to put a business plan together	4.8	0	1	2	3	4	5	6 7
Oral and Writing skills								
Oral skills – design, implement, evaluate presentation to a target audience based on needs, culture, education level	3.8	0	1	2	3	4	5	6 7
Writing skills: prepare professional communications, project proposals, education materials, policies & procedures	2.2	0	1	2	3	4	5	6 7
Document your work following professional & site's guidelines	3.1e	0	1	2	3	4	5	6 7
Interpersonal Communication Skills								
Comfort with RDNs and as part of an interprofessional team	2.4	0	1	2	3	4	5	6 7
Comfort speaking with patients, clients, staff, customers	2.11	0	1	2	3	4	5	6 7
Show cultural competence/sensitivity in interactions with clients, colleagues and staff.	2.11	0	1	2	3	4	5	6 7
Professional Attributes								
Dependable, punctual, informs supervisor if s/he will be late	2.10	0	1	2	3	4	5	6 7
Time management skills, able to prioritize work; finishes work on time	2.10	0	1	2	3	4	5	6 7
Active participant; contributes in group settings; team player	2.3	0	1	2	3	4	5	6 7
Demonstrate initiative, proactively develop solutions	2.10	0	1	2	3	4	5	6 7
Assertive as needed while respecting others; can negotiate	2.8	0	1	2	3	4	5	6 7
Use critical thinking, can apply knowledge to a real situation	2.10	0	1	2	3	4	5	6 7
Attention to detail in order to produce quality work: minimal math, grammatical, or spelling errors	2.10	0	1	2	3	4	5	6 7
Can apply leadership skills to achieve desired outcomes	2.7, 5.7	0	1	2	3	4	5	6 7
Self-reflective, accepts constructive criticism, develops goals and strives to make improvements to reach them	5.1	0	1	2	3	4	5	6 7
Research & Evidence-Based Practice								
Can search for evidence-based practice guidelines and apply to practice; familiar with ADA Evidence Analysis Library, other guidelines, systemic reviews	1.2	0	1	2	3	4	5	6 7
Conduct projects using appropriate research methods and data analysis	1.4	0	1	2	3	4	5	6 7
Comfort with evaluating and interpreting research proposals, methods, ethical research procedures, data analysis	1.4,1.5	0	1	2	3	4	5	6 7
Sustainable Food Systems Program Concentration								
Can explain effects of food processing, packaging, distribution, and marketing practices on food choices, availability.	SPS. 1-5	0	1	2	3	4	5	6 7
Can explain relationships between natural resources (soil, water, biodiversity), the quantity and quality of food and water supply, and public health.	SPS. 1-5	0	1	2	3	4	5	6 7

Graduation Checklist – WMU Dietetic Internship 2022-2023**Name to appear on CDR DI Verification form:** _____

Name needs to match a picture I.D. you plan to show when you take the RD exam.

___ Copy of transcript confirming degree (B.A. or B.S.) sent by intern on file.

___ DPD Verification of completion of program on file.

___ Copy of Academy membership card and number _____

___ Journal entries throughout year.

___ Rotation curricula; all competencies signed by preceptor, all evaluation forms completed. Upload what you can into OneDrive/TK20.

Rotation:	Assignments	Evaluations
Clinical		
Case study completed: written _____; oral _____		
Long-Term Care		
Community		
Food Service Management		
School Food/Nutrition		
Wellness		
Enrichment rotation eval form(s)		
Independent competencies:		
CRDN 2.9, CRND 5.6 Participate in professional and community organizations (attend MiAND, DWM meetings or evidence of other)		
CRDN 2.13 Legislative advocacy		
CRDN 4.9 Coding and billing nutrition/dietetics services		
CRDN 5.2- 5.4 Career development activity		
CRDN 5.3 Professional development plan (done final week)		
CRND 5.5 Conflict Management Case Studies		
CRDN 5.7 Mentoring with undergraduates		
CRDN 5.8 Precepting reflection (done final week)		
SFS-I Basic terms and concepts		
SFS-2 Theme meal w/sustainable food systems focus		
SFS-3 Group Project with sustainability-related focus		
SFS-4 Business Plan/Grant Proposal – SFS related product or service		
SFS-5 Outreach to others about Sustainability (nutrition ed)		

___ 24 CEU credits completed by intern with appropriate paperwork completed, including the documentation and signatures.

___ Final professional self-assessment turned in (CRDN 5.1)

___ REPS – electronic demographic information for CDR “Updated”

___ Internship Evaluation form (you will receive this in May at end of program)

For your enrichment experiences please list the name, title, institution, and contact e-mail or phone number for your supervisor(s)/preceptor(s), again, for auditing purposes. Please also mention what kind of enrichment experience it was.

Continuing Education Units

Program titles

of CEUs

Make a note of any major projects you worked on during your rotations (e.g., theme meal, curriculum development/teaching, nutrition education, etc.).
