



# Dietetic Intern Handbook

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*Brigham Young University*  
*Department of*  
*Nutrition, Dietetics, and Food Science*

*2016-2017*

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# **Intern Handbook**

**Brigham Young University  
Department of Nutrition, Dietetics, and Food Science  
Dietetic Internship**

**2016-2017**



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# Orientation

*This Fall Semester, you will enter the Dietetic Internship (DI) 😊😊😊  
The purpose of this section is to help you prepare for Fall Semester.*

## To Do List Check-off

Here is your “To Do” list before starting the internship. A description of items follows.

- Internship only track** -- apply and register as a Post-Baccalaureate Student (now).
- Combined master internship track** –register for classes (now)
- Renew your membership in the Academy of Nutrition and Dietetics (by May 31)
- Complete and submit criminal background check (by July 15)
- Complete and submit a drug test (by July 15)
- Complete and submit physical examination form (by July 15)
- Submit immunization records (by July 15)
  - Complete the flu shot in the fall (Sep, Oct,) when the new vaccine is available
- Submit transcript with BS dietetics degree posted (before first day of internship).
- Obtain professional clothing as needed (now through summer)
- Obtain health insurance (August through Fall add/drop deadline)
- Purchase text books (by first day fall class)
  - See each class for required text
  - Renew Adult Nutrition Care Manual Subscription use code MSTU09 for student pricing
  - Organize your files, notes, texts, etc., for easy accessibility and review, and do a bit of reviewing.
- Review any materials sent by faculty (through summer).
  - Complete any assignments sent to you by faculty members during spring/summer
- Complete student forms for rotation facilities (forms will be emailed with due dates).
- Submit travel grant -- optional (Aug 1)
- Prepare for Expenses
  - See in-depth list of expenses under “expenses in the policy and procedure section.



## Application and Registration for Internship only track

To be able to register for classes throughout your internship, you need to fill out a new application to BYU. You will be applying as a “post-baccalaureate non-degree seeking” student. To apply:

- go to the BYU home page
- click admissions and aid
- click apply to BYU
- click application and admissions
- choose apply online
- read through the honor code and dress/grooming standards and click I agree
- Log in with your net ID and passcode
- You will now see a page with instructions for various students
  - Read through the instructions for **Post-baccalaureate Studies Applicants (PBS)** and follow the guides
- Some information you may need
  - Start date: Fall 2016
  - Intended major: Post-baccalaureate Studies
  - Admission type: Post-Baccalaureate Studies
  - Ecclesiastical Endorsement.
    - Have your bishop and stake president submit a **new undergraduate student** form rather than continuing. Even though you have graduated or will be graduating soon you are not applying for graduate school so you are considered an undergraduate for endorsement.
  - Tips for Ecclesiastical Endorsement
    - Go to part 3 of the application and click on the box that states I will abide by the Honor Code and Dress and Grooming Standards
    - Print the page to take to the bishop and stake president. It will have your Net ID which the bishop and stake president need to endorse you.
    - The bishop and stake president go to [endorsement.byu.edu](http://endorsement.byu.edu), then click on Ecclesiastical Leaders, and then click on “Applying Undergraduate Student”. Once he is there he will log on and follow the form.
- Take care of this right now; you don’t need to wait until you’ve graduated.
- Register for classes. Check the class and rotation schedule in this document.

## Registration for Combined Internship Masters Track

- Register for classes. Check the class and rotation schedule in this document.

## Email and Phone

- Most communication will be by email. So check email often.
- Be sure Dr. Williams has your current email and phone

## Academy Student Membership

If you are already an Academy member, be sure to renew your membership by May 31 for the June 2016-May 2017 membership year.

- If you are not a member, go to <http://www.eatrightpro.org/>
- Click on join/renew
- Consider a Practice Group when renewing if you have an area of special interest.

## Criminal Background Check

You may obtain a copy of your Utah criminal history (\$15) in person or through the mail.

- Go to <http://bci.utah.gov>,
  - Click criminal records
  - Click I need to obtain a copy of my Utah criminal history
  - Follow website direction to obtain criminal history in person or by mail.
  - Contact information  
Bureau of Criminal Identification  
3888 West 5400 South  
Salt Lake City, UT 84129  
801-965-4749
  - Fingerprints (\$10) are available with BYU Campus police. Visit their website for details, times, and prices. <https://police.byu.edu/content/fingerprinting>

## Drug Screen (Standard SAM 5)

You may obtain a drug screen at the following places. You need a **SAM 5** drug screen (Marijuana Metabolite, Opiates, Amphetamines, Cocaine Metabolites, Phencyclidine). If you are out of the state of Utah, you may find a facility near your to complete the SAM 5 drug screen; prices may vary. You will need a valid photo ID.

Company	Address	Telephone	~Cost
Orem WorkMed (Intermountain Occupational Health)	830 N 980 W, Orem	801-724-4000	\$30
Springville WorkMed (Intermountain Occupational Health)	385 S 400 E, Springville	801-491-6400	\$30
Orem Work Care	601 N. 1200 W, Orem	801-224-4211	\$30
Occupational Health Center International (OHCI)	1097 S Orem Blvd, Suite 1, Orem	801-561-2777	\$40 \$27

- For more Intermountain Occupational locations in Utah  
<https://intermountainhealthcare.org/services/occupational-medicine/workmed/>
- For more WorkCare locations in Utah <http://workcareutah.com/>
- For more Occupational Health Center International locations in Utah  
[http://www.ohcidrugtest.com/Drug\\_and\\_Alcohol\\_Testing\\_Specialists/Enter.html](http://www.ohcidrugtest.com/Drug_and_Alcohol_Testing_Specialists/Enter.html) click “contact us”

## For both Drug and Background Screens

- **You are required to pay for the drug and background check.** Be sure the expense is **NOT** billed to BYU.
- **Results**  
Have the results sent to Dr. Williams at the address below. If you are given the results you can also bring them to Dr. Williams.  
Pauline Williams  
S-221 ESC  
Provo, UT 84602  
pauline\_williams@byu.edu

## Physical Exam

A physical exam report form is enclosed. If your doctor prefers using another form, that is fine. Return the completed form to the NDFS secretary Lynette Fackrell [lynette\\_fackrell@byu.edu](mailto:lynette_fackrell@byu.edu) and cc Dr. Williams [pauline\\_williams@byu.edu](mailto:pauline_williams@byu.edu) It is preferable to scan and email these documents. If you can't scan you may mail or bring in hard copies.

## Immunization records

Almost every facility requires verification of immunizations before you begin rotations. BYU keeps a copy of your immunization records for your file. You must provide verification/documentation of the following items:

- **Tuberculosis screening requirement.** One of the following is required:
  - (a) 2-step TST (two separate Tuberculin Skin Tests, aka PPD tests) within twelve months of each other. The last **TST should be completed at the time the student begins their rotation (i.e. July/August)**. The TB test may not be more than 12 months old.
  - (b) One (1) Quantiferon Gold blood test with negative result.
  - (c) One (1) T-SPOT blood test with negative result.
  - (c) If previously positive to any TB test, student must complete a symptom questionnaire and have a chest x-ray read by a radiologist with a normal result. If chest x-ray is abnormal, the student needs to be cleared by their physician or local health department before beginning their rotation at an Intermountain facility.
- **Measles (Rubeola), Mumps and Rubella requirement.** One of the following is required:
  - (a) Proof of two (2) MMR vaccinations.
  - (b) Proof of immunity to Measles (Rubeola), Mumps, Rubella through a blood test.
- **Varicella (Chickenpox) requirement.** One of the following is required:
  - Proof of two (2) Varicella vaccinations.
  - Proof of immunity to Varicella through a blood test (titer).  
Note: a Healthcare Provider's documentation of Varicella disease is NOT an acceptable indication of chicken pox immunity.
- **Tdap requirement.**
  - Proof of one (1) Tdap vaccination after age 10.
- **Flu Vaccination requirement.**
  - Proof of current, annual influenza vaccination. Can get in Fall.
- **Hepatitis B requirement. One of the following:**
  - Documentation of three (3) Hepatitis B vaccinations and blood test with "Reactive" result
  - Documentation of three (3) Hepatitis B vaccinations given more than 8 weeks prior to start date with no documented blood test results (no blood test is required, but a baseline titer should be run immediately if the person has a significant exposure to blood or body fluids.)
  - Blood test with "Reactive" result
  - Documentation of six (6) Hepatitis B Vaccinations with blood test result of "Not Reactive" (this person is consider a "Non-Responder")

Email all immunization records to NDFS secretary Lynette Fackrell [lynette\\_fackrell@byu.edu](mailto:lynette_fackrell@byu.edu) and cc Dr. Williams [pauline\\_williams@byu.edu](mailto:pauline_williams@byu.edu) It is preferable to scan and email these documents. If you can't scan you may mail or bring in hard copies.

## Transcripts

Once your BS degree has posted, send an official copy of your BYU transcript to Dr. Williams. Do not submit an "issued to student" copy. If transcript you submitted with your internship application had the BS degree poste you do not need to resubmit. Send electronically to [pauline\\_williams@byu.edu](mailto:pauline_williams@byu.edu)

## Appropriate Clothing/Shoes

Your goal is to look like a credible professional—you are a “professional in training” and a representative of the BYU Dietetic Internship.

- Shop for professional clothing, including tailored slacks or skirts, and tops. We suggest at least two suits.
- Interns will follow the BYU Dress and Grooming Standards. Additional dress guidelines for specific Supervised Practice Experiences are found in the Intern Handbook under dress and grooming.
- A name tag will be provided. Your name tag must be visible. In addition to the BYU nametag, you may be required to wear a site specific name tag as well.

## Health Insurance

- You may use health insurance from any agency or BYU Insurance.
- To enroll in BYU’s student health plan go to BYU OneStop <https://onestop.byu.edu/> and find “Enroll in Student Health Plan”

## Purchase NDFS Textbooks

The good news is you already have the majority of texts you will use in the DI (**remember to keep all your undergraduate NDFS texts**). There may be a few new texts for various courses especially if you are on the combined Masters Internship track.

- Renew your Adult Nutrition Care Manual subscription. Student code (MSTU09)
- BYU will provide access to the Pediatric Nutrition Care Manual
- Purchase any texts shown for courses (see bookstore site)

## Review Course Materials sent by Faculty

- Dr. Fullmer will put materials for NDFS 621 and teaching materials for NDFS 405 on Learning Suite. Contact her with questions. [susan\\_fullmer@byu.edu](mailto:susan_fullmer@byu.edu)

## Student Forms for Rotations/Facilities

- During the summer the Student Materials from various supervised practice (rotation) sites will be emailed.
- These forms must be completed to be cleared to work at the facilities.
- Complete and **return these to the NDFS secretary or Dr. Williams as soon as you receive the materials**. All student forms are processed at the same time regardless of when your rotations are assigned.

## Spring/Summer Assignments

- Assignments may be sent during the spring/summer months
- They may include preparing for wellness classes or other rotation preparation
- The assignments will be sent by email with instructions and due dates
- Be sure to check your email often

## Internship Grant

You may apply for an internship grant from the College of Life Sciences. You all qualify by registering for NDFS 621 fall semester. After you have registered for fall you may apply. To apply visit the Life Sciences Internship website at <http://lifesciences.byu.edu/internships/Home.aspx> click on “Grant App” near the upper right. Here is some information that will be helpful in completing the application

- Organization name: Brigham Young University Dietetic Internship
- Location of Internship: Salt Lake, Ogden, and Provo
- Name of Provider: Pauline Williams, Dietetic Internship Director
- Check the box for a Master Agreement between your Experience Provider and the BYU Internship Office
- Class enrolled for research based experience: NDFS 621
- Describe what you will be researching (you can type this word for word): “Research area, data type and analysis will be dependent on research projects assigned by faculty. Research may include application of clinical, foodservice, or community practice in dietetics. Data may include teaching practices, medical nutrition therapy indicators, client preferences, and food service systems. Quantitative and/or qualitative data may be used dependent on site requirements. Data will be analyzed using appropriate statistical software.”
- Semester taking internship: Fall 2016, Winter 2017
- Start Date: August 15, 2016
- Finish Date: April 28, 2017
- No international travel; No salary;

## Mark Your Calendar

### 2016

- **August 22:** Orientation for **Intern Only Track**, time to be announced via email
- **August 23:** Start Rotations **Intern Only Track**
- **August 29:** Orientation and Start Rotations **Combined Masters Intern Track** time to be announced via email
- **October Oct 14/15-18, 2016:** Food and Nutrition Conference and Expo in Boston, MA
  - All interns are encouraged to attend as part of rotation hours, but are not required.
  - Scholarships are available to cover hotel and registration. Interns will pay for transportation (airfare) and food; amount interns pay is about \$500-1,000 depending on flight costs.
- **December 16:** Last day rotations/classes fall semester both tracks

### 2017

- **January 9, 2017:** Rotations begin both tracks
- **Date TBD Mar/April.** Utah Academy of Nutrition and Dietetics Annual Meeting.
  - You are *required* to attend at least one day (Friday) and depending on timing and rotations may attend both days.
  - Student registration fee is ~ \$60 for one day or ~\$90 for two days. Group discounts are sometimes available. Interns pay fee.
- **April 21:** Last day rotations/classes winter semester **Combined Masters Intern Track** (note you may have finals (April 24-28))
- **April 28:** Last day rotations/classes winter semester **Intern Only Track**
- **Spring 2017 and beyond:** Complete graduate course work and project **Combined Masters Intern Track**



## Class and Rotation Schedules

### Fall Semester

Fall course registration

- NDFS 622 (2 credits) block course; Food Production Management Lab course & rotation. Register according to assigned section below.
  - NDFS 622 1<sup>st</sup> block (section 001): **Intern name blocked**
  - NDFS 622 2<sup>nd</sup> block (section 002): **Intern name blocked**
- NDFS 621 (2 credits); Clinical course & rotation
- NDFS 620R (2 credits); Various supervised practice rotations
- NDFS 631R section 2; Special Topics Interdisciplinary Education course (1 credit) **Required Intern Only Track; Optional Combined Masters Intern Track**

### General Fall Schedule

(All rotation schedules subject to change)

- You will be in class and/or rotations M-F generally 8-5 pm. The exact time is variable and dependent upon preceptor and rotation. For example in one rotation you might start at 9 am, another 8 am, or another 6 am or you may be scheduled for an evening outpatient class in a rotation. You will know your specific schedule as you go into rotations.
- Some rotations are 5-days a week, some 4 days a week. Rotation days off in the week are used for research projects, wellness classes, pencourt training, etc.
- In addition to rotations you will have class for **NDFS 621** (all day M-F one week during the semester, see general schedule below), **622** (M/W 7:30-8:45 am), and **631R** (Monday 5:00-5:50 pm)
- Schedule will follow the BYU calendar for holidays and alternate instruction days, but does not follow the BYU calendar for start date.

		School Starts							FNCE					Thanks-giving			Finals
	22-Aug	29-Aug	5-Sep	12-Sep	19-Sep	26-Sep	3-Oct	10-Oct	17-Oct	24-Oct	31-Oct	7-Nov	14-Nov	21-Nov	28-Nov	5-Dec	12-Dec
Intern 1	Community	NDFS 621	Clinical I					Community	Pen Court								
Intern 2	Community	NDFS 621	Clinical I					Community	Pen Court								
Intern 3	Community	NDFS 621	Clinical I					Community	Pen Court								
Intern 4	Community	NDFS 621	Clinical I					Community	Pen Court								
Intern 5	Community	Pen Court							NDFS 621	Clinical I					Community		
Grad 1		Pen Court							NDFS 621	Clinical I					Community		
Grad 2		Pen Court							NDFS 621	Clinical I					Community		
Grad 3		Pen Court							NDFS 621	Clinical I					Community		

## Winter Semester

Winter course registration

- NDFS 620R (2 credits), Various supervised practice rotations
- NDFS 637 (2 credits), Advance Management in Dietetics
- NDFS 638 (2 credits), Advanced Clinical Nutrition

### General Winter Schedule

(All rotation and break schedules subject to change)

- You will be in rotations M-Th generally 8-5 pm. The exact time is variable and dependent upon preceptor and rotation. Interns are expected to remain in the assigned work area until all assigned tasks are complete or until the preceptor releases them from duty.
- In addition to rotations you will have class for **NDFS 637** and **NDFS 638 on Friday morning**; you will teach wellness classes and/or do research projects **Friday afternoons**.
- Schedule will follow BYU calendar for holidays and alternate instruction days. On rare occasions a weekend rotation will replace one or two of the week-day assigned days. On rare occasions evening work in rotations may be assigned.
- **Combined Masters Intern Track** will have two weeks with no rotations as further supervised practice for graduate project will be completed in the following year(s). There will be classes during weeks with no rotations.

Interns	9-Jan	16-Jan	23-Jan	30-Jan	6-Feb	13-Feb	20-Feb	27-Feb	6-Mar	13-Mar	20-Mar	27-Mar	3-Apr	10-Apr	17-Apr	24-Apr
Grad 1	Clinical II							Various	Management				Leadership			
Grad 2	Clinical II							Various	Management				Leadership			
Grad 3	Clinical II							Various	Management				Leadership			
Intern 1	Clinical II						Various		Management				Leadership		Various	
Intern 2	Management					Various			Leadership			Clinical II				
Intern 3	Management					Various			Leadership			Clinical II				
Intern 4	Management					Various			Leadership			Clinical II				
Intern 5	Management					Various			Leadership			Clinical II				



## Program Overview



## **Dietetic Internship Core Competencies for the RD Accreditation Council for Education in Nutrition and Dietetics (ACEND)**

Interns complete the following competencies during supervised practice and course work.

### **1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice.**

Upon completion of the DI, graduates are able to:

- CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.  
*(Tip: Outcomes may include clinical, programmatic, quality, productivity, economic, or other outcomes in wellness, management, sports, clinical settings, etc.)*
- CRD 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice guidelines, the Cochrane Database or Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.
- CRD 1.2 Justify programs, products, services, and care using appropriate evidence or data.
- CRD 1.4 Evaluate emerging research for application in dietetics practice.
- CRD 1.5 Conduct research projects using appropriate research methods, ethical procedures, and data analysis.

### **2. Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.**

Upon completion of the DI, graduates are able to:

- CRD 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 Dietetics Practice and Code of Ethics for the Profession of Dietetics.
- CRD 2.2 Demonstrate professional writing skills in preparing professional communications (*Tip: Examples include research manuscripts, project proposals, education materials, policies, and procedures*).
- CRD 2.3 Design, implement, and evaluate presentations to a target audience.
- CRD 2.4 Use effective education and counseling skills to facilitate behavior change.
- CRD 2.5 Demonstrate active participation, teamwork, and contributions in group settings.
- CRD 2.6 Assign appropriate patient care activities to DTRs and/or support personnel as appropriate.  
*(Tip: In completing the task, students/interns should consider the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility)*
- CRD 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice
- CRD 2.8 Apply leadership principles effectively to achieve desired outcomes.
- CRD 2.9 Participate in professional and community organizations.

- CRD 2.10 Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.  
*(Tip: Other health professional includes physicians, nurses, pharmacists, etc.)*
- CRD 2.11 Demonstrate professional attributes within various organizational cultures.  
*(Tip: Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.)*
- CRD 2.12 Perform self-assessment, develop goals and objectives, and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration.
- CRD 2.13 Demonstrate negotiation skills.  
*(Tip: Demonstrating negotiating skills includes showing assertiveness when needed, while respecting the life experiences, cultural diversity and educational background of the other parties.)*

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

Upon completion of the DI, graduates are able to:

- CRD 3.1 Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups, and populations of differing ages and health status, in a variety of settings.
  - a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered
  - b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements
  - c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.
  - d. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis
  - e. Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting
- CRD 3.2 Demonstrate effective communication skills for clinical and customer services in a variety of formats.  
*(Tip: Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.)*
- CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.  
*(Tip: Students/interns should consider health messages and interventions that integrate the consumer's desire for taste, convenience and economy with the need for nutrition, food safety.)*
- CRD 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends

- CRD 3.5 Coordinate procurement, production, distribution and service of goods and services.  
(*Tip: Students/interns should demonstrate and promote responsible use of resources including employees, money, time, water, energy, food, and disposable goods.*)
- CRD 3.6 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. **Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.**

Upon completion of the DI, graduates are able to:

- CRD 4.1 Participate in management of human resources
- CRD 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food
- CRD 4.3 Participate in public policy activities, including both legislative and regulatory initiatives
- CRD 4.4 Conduct clinical and customer service quality management activities
- CRD 4.5 Use current informatics technology to develop, store, retrieve and disseminate information and data
- CRD 4.6 Analyze quality, financial or productivity data and develop a plan for intervention
- CRD 4.7 Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment
- CRD 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits
- CRD 4.9 Analyze financial data to assess utilization of resources
- CRD 4.10 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies
- CRD 4.11 Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers.



## **Didactic Dietetics Program Core Knowledge for the Registered Dietitian Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics**

Prior to start of the DI, interns should have completed the following core knowledge items.

### **Scientific and evidence base of practice: integration of scientific information and research into practice**

**KRD 1.1** The curriculum must reflect the scientific basis for the dietetics profession and must include research methodology interpretation of research literature and integration of research principles into evidence based practice.

*(Include: Familiarity with all components of the scientific method, proper interpretation and application of research literature to practice, documentation of the value of registered dietitian services, and understanding of role in adding to the body of scientific knowledge on nutrition, health, and wellness; ability to use current information technologies to locate and apply evidence based guidelines and protocols.)*

### **Professional practice expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice:**

**KRD 2.1** The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

*(Include: Demonstration of effective and professional oral and written communication and documentation)*

**KRD 2.2** The curriculum must provide principles and techniques of effective counseling methods.

*(Include: Demonstration of counseling techniques to facilitate behavior change)*

**KRD 2.3** The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.

*(Include: Application of professional guidelines to a practice scenario; identification of the roles of others with whom the registered dietitian collaborates in the delivery of food and nutrition services)*

### **Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations:**

**KRD3.1** The curriculum must reflect the nutrition care process and include the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

*(Include: Use of the nutrition care process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions)*

**KRD 3.2** The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

*(Include: Development of interventions to affect change, and enhance wellness in diverse individuals and groups)*

**KRD 3.3** The curriculum must include education and behavior change theories and techniques.

*(Include: Development of an educational session or program/educational strategy for a target population)*

## **Practice Management of Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations**

**KRD 4.1** The curriculum must include management and business theories and principles required to deliver programs and services.

*(Include: Application of management theories to development of programs or services; evaluation of budgets and interpretation of financial data; and application of human resource management resource principles to different situations)*

**KRD 4.2** The curriculum must include content related to quality management of food and nutrition services.

*(Include: Application of safety principles related to food, personnel, and consumers; data analysis for assessment and evaluation used in decision making)*

**KRD 4.3** The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.

*(Include: Recognition of impact of public policy position on dietetics practice)*

**KRD 4.4** The curriculum must include content related to health care systems.

*(Include: Recognition of impact of health care policy and different health care delivery systems on food and nutrition services)*

**KRD 4.5** The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers.

### **Support knowledge: knowledge underlying the requirements specified above**

**KRD 5.1** The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.

**KRD 5.2** The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism, and nutrition across the lifespan.

**KRD 5.3** The behavioral and social foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology.



**Dietetic Internship Mission and Goals**  
**Brigham Young University**  
**Department of Nutrition, Dietetics, and Food Science**

**Mission**

The mission of the Brigham Young University Dietetic Internship is to develop informed and productive citizens of the family, community, and nation who are prepared to make meaningful contributions to the dietetics profession.

**Goals**

The Dietetic Internship will:

1. Prepare graduates to successfully complete the Registration Examination for Dietitian Nutritionist and excel in entry-level dietetics positions.

Goal #1 measures include: program completion time, Registration examination for Dietitian Nutritionist pass-rate, graduate survey responses, employer survey responses, and employment rates.

2. Engender the desire and skills for continuing education and personal growth.

Goal #2 measures include: achievement of graduate education, specialty certifications, and/or job promotions; membership in the Academy of Nutrition and Dietetics; and volunteer involvement reported on three-year post-completion surveys.

3. Support the development of ethical and moral values in personal and professional life.

Goal #3 measures include: graduate survey responses and employer survey responses.

## The Academy of Nutrition and Dietetics Mission and Vision

**Mission:** Empowering members to be the nation's food and nutrition leaders

**Vision:** Optimizing the nation's health through food and nutrition

### Code of Ethics for the Profession of Dietetics The Academy of Nutrition and Dietetics and Commission on Dietetic Registration

From: Academy of Nutrition and Dietetics (formerly American Dietetic Association). American Dietetic Association/Commission on Dietetic Registration Code of Ethics for the Profession of Dietetics and process for Consideration of Ethics Issues. *J Am Diet Assoc.* 2009;109:1461-1463.

#### Preamble

The Academy of Nutrition and Dietetics and its credentialing agency, the Commission on Dietetic Registration, believe it is in the best interest of the profession and the public it serves to have a Code of Ethics in place that provides guidance to dietetics practitioners in their professional practice and conduct. Dietetics practitioners have voluntarily adopted a Code of Ethics to reflect the values and ethical principles guiding the dietetics profession and to set forth commitments and obligations of the dietetics practitioner to the public, clients, the profession, colleagues, and other professionals. The current Code of Ethics was approved on June 2, 2009, by the AND. Board of Directors, House of Delegates, and the Commission on Dietetic Registration.

The Code of Ethics applies to the following practitioners:

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

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

#### Principles

##### Fundamental Principles

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

### **Responsibilities to the Public**

4. The dietetics practitioner considers the health, safety, and welfare of the public at all times.
5. The dietetics practitioner complies with all laws and regulations applicable or related to the profession or to the practitioner's ethical obligations as described in this Code.
  - a. The dietetics practitioner must not be convicted of a crime under the laws of the United States, whether a felony or a misdemeanor, an essential element of which is dishonesty.
  - b. The dietetics practitioner must not be disciplined by a state for conduct that would violate one or more of these principles.
  - c. The dietetics practitioner must not commit an act of misfeasance or malfeasance that is directly related to the practice of the profession as determined by a court of competent jurisdiction, a licensing board, or an agency of a governmental body.
6. The dietetics practitioner provides professional services with objectivity and with respect for the unique needs and values of individuals.
  - a. The dietetics practitioner does not, in profession practice, discriminate against others on the basis of race, ethnicity, creed, religion, disability, gender, age, gender identity, sexual orientation, national origin, economic status, or any other legally protected category.
  - b. The dietetics practitioner provides services in a manner that is sensitive to cultural differences.
  - c. The dietetics practitioner does not engage in sexual harassment in connection with professional practice.
7. The dietetics practitioner does not engage in false or misleading practices or communications.
  - a. The dietetics practitioner does not engage in false or deceptive advertising of his or her services.
  - b. The dietetics practitioner promotes or endorses specific goods or products only in a manner that is not false or misleading.
  - c. The dietetics practitioner provides accurate and truthful information in communicating with the public.
8. The dietetics practitioner withdraws from professional practice when unable to fulfill his or her professional duties and responsibilities to clients and others.
  - a. The dietetics practitioner withdraws from practice when he or she has engaged in abuse of a substance such that it could affect his or her practice.
  - b. The dietetics practitioner ceases practice when he or she has been adjudged by a court to be mentally incompetent.
  - c. The dietetics practitioner will not engage in practice when he or she has a condition that substantially impairs his or her ability to provide effective service to others.

### **Responsibilities to Clients**

9. The dietetics practitioner recognizes and exercises professional judgment within the limits of his or her qualifications and collaborates with others, seeks counsel, or makes referrals as appropriate.
10. The dietetics practitioner treats clients and patients with respect and consideration.
  - a. The dietetics practitioner provides sufficient information to enable clients and others to make their own informed decisions.
  - b. The dietetics practitioner respects the client's right to make decisions regarding the recommended plan of care, including consent, modification, or refusal.
11. The dietetics practitioner protects confidential information and makes full disclosure about any limitations on his or her ability to guarantee full confidentiality.
12. The dietetics practitioner, in dealing with and providing services to clients and others, complies with the same principles set forth above in "Responsibilities to the Public" (Principles #4-8).

## Responsibilities to the Profession

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

### *Clarification of Principle:*

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

**Responsibilities to Colleagues and Other Professionals**

20. The dietetics practitioner demonstrates respect for the values, rights, knowledge, and skills of colleagues and other professionals.
  - a. The dietetics practitioner does not engage in dishonest, misleading, or inappropriate business practices that demonstrate a disregard for the rights and interests of others.
21. The dietetics practitioner provides objective evaluations of performance for employees and co-workers, candidates for employment, students, professional association memberships, awards, or scholarships, making all reasonable efforts to avoid bias in the professional evaluation of others.

## Standards of Practice and Professional Performance

The “Academy of Nutrition and Dietetics: Revised 2012 Standards of Practice in Nutrition Care and Standards of Professional Performance for Registered Dietitians and Dietetic Technicians Registered” are a guide to practice and performance for RDs, RDNs, and DTRs. The Standards of Practice in Nutrition Care consist of four standards representing the four steps in the nutrition care process. The Standards of Professional Performance consist of six domains of professionalism.

The Standards can be found in the 2013 June supplement to the Journal of the Academy of Nutrition and Dietetics. The articles can be accessed through the BYU library or through the Academy’s member services online at [www.eatrightpro.org](http://www.eatrightpro.org) under practice, scope of practice.

### Citations for standards:

Academy of Nutrition and Dietetics: Revised 2012 standards of practice in nutrition care and standards of professional performance for Registered Dietitians. *J Acad Nutr Diet.* 2013; 113 (6 suppl 2): S29-S45.

Academy of Nutrition and Dietetics: Revised 2012 standards of practice in nutrition care and standards of professional performance for Dietetic Technicians, Registered. *J Acad Nutr Diet.* 2013; 113 (6 suppl 2): S56-S71.

## Accreditation Status

The Dietetic Internship at Brigham Young University is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics; 120 South Riverside Plaza, Suite 2000; Chicago, IL 60606-6995, 312-899-0040 ext. 5400.

<http://www.eatrightacend.org/ACEND/>

The Dietetic Internship provides for the achievement of ACEND Core Competencies for the RD through approximately 1,200 hours of supervised practice experience and additional course work.

## Classes and Course Sequence Dietetic **Internship Only Track**

### Overview

- 13 credit hours
- Required Courses: NDFS 620R, 621, 622, 631R, 637, 638,
- 1,200 hours supervised practice

### Schedule

Semester	Course Name	Credit Hours
<b>Fall</b>	NDFS 620R: Supervised Practice Hours	2
	NDFS 621: Clinical Practice in Dietetics	2
	NDFS 622: Food Systems Management Practice in Dietetics	2
	NDFS 631R: Special Topics, Interprofessional Education	1
	<b>Semester Total</b>	<b>7</b>
<b>Winter</b>	NDFS 620R: Supervised Practice Hours	2
	NDFS 637: Advanced Management in Dietetics	2
	NDFS 638: Advanced Clinical Nutrition	2
	<b>Semester Total</b>	<b>6</b>

### Required Courses (credits)

NDFS 620R Supervised Practice Experience, (4)  
 NDFS 621 Clinical Practice in Dietetics, (2)  
 NDFS 622 Food Systems Management, (2)  
 NDFS 631R Interprofessional Education (1)  
 NDFS 637 Advanced Management in Dietetics, (2)  
 NDFS 638 Advanced Clinical Nutrition, (2)



## Classes and Course Sequence Dietetic Internship Combined Masters Intern Track

### Overview

- 33\* credit hours (27\* credits course work, plus 6 credits project hours)
- Required Core Courses: NDFS 620R, 621, 622, 637, 638, 691, STATS 511 (16 credits)
- Additional requirements: Minimum of 6 credits from the following NDFS 435, 601, 602, 633, 634, 635
- Electives Courses: Minimum of 4 credits from NDFS courses or other related courses
- 1,200 hours supervised practice
- Project: project proposal, implementation of project, final project report 698R (6 credits)

### Schedule

Semester	Course Name	Credit Hours
<b>Fall 1</b>	NDFS 620R: Supervised Practice Hours	2
	NDFS 621: Clinical Practice in Dietetics	2
	NDFS 622: Food Systems Management Practice in Dietetics*	2
	NDFS 631R: Special Topics, Interprofessional Education (optional)	0-1
	<b>Semester Total</b>	<b>6-7</b>
<b>Winter 1</b>	NDFS 620R: Supervised Practice Hours	2
	NDFS 637: Advanced Management in Dietetics	2
	NDFS 638: Advanced Clinical Nutrition	2
	<b>Semester Total</b>	<b>6</b>
<b>Spring/Summer 1</b>	Elective or Additional Required	2-4
	Elective	2-3
	<b>Semester Total</b>	<b>4-7</b>
<b>Fall 2</b>	NDFS 691: Graduate Seminar	1.0*
	NDFS 698R: Project	2
	Additional Required	2-4
	STATS 511: Statistical Methods for Research	3
	<b>Semester Total</b>	<b>8.0-10*</b>
<b>Winter 2</b>	NDFS 691: Graduate Seminar	1.0*
	NDFS 698R: Project	2
	Elective	2-3
	Additional Required	2-4
<b>Semester Total</b>	<b>7.0-10*</b>	
<b>Spring/Summer 2</b>	NDFS 698R: Project	2
	<b>Semester Total</b>	<b>2</b>

Consult with your graduate advisor for coursework plans beyond internship portion. A minimum of two full-time semesters is required (8.5 credits per semester or 4.5 credits per term). A **Study List** (Program of Study) Form must be submitted no later than the third week of the second semester. For detailed information on forms and graduate requirements visit the NDFS graduate website <http://ndfs.byu.edu/Programs/GraduatePrograms/Introduction.aspx>.

\*Credits for the NDFS 691 course will be changing to 0.5 hours starting fall 2016. This change will affect overall required hours for the combined master internship track.

**Required Core Courses and Project (credit hours)**

NDFS 620R Supervised Practice Experience (4)  
NDFS 621 Clinical Practice in Dietetics (2)  
NDFS 622 Food Systems Management (2)  
NDFS 637 Advanced Management in Dietetics (2)  
NDFS 638 Advanced Clinical Nutrition (2)  
NDFS 691 Graduate Seminar (minimum 2 credits\*, maximum of 2 credits count toward 33\* credits)  
Stats 511 Statistical Methods for Research 1 (3)  
NDFS 698R Project (6)

**Additional Requirements Course Choices (credit hours)**

**Choose a minimum of 6 credits from the following courses**

NDFS 435 Nutritional Biochemistry (4)  
NDFS 601 Advanced Human Nutrition 1 (3)  
NDFS 602 Advanced Human Nutrition 2 (3)  
NDFS 633 Maternal/Child Nutrition & Health (2)  
NDFS 634 Nutrition Education (2)  
NDFS 635 Advanced Topics Human Obesity (2)

**Elective Courses (credit hours)**

**Choose a minimum of 4 credits from the following courses. If a course is chosen as an additional requirement above it may not be counted dually as an elective.**

NDFS 601 Advanced Human Nutrition 1 (3)  
NDFS 602 Advanced Human Nutrition 2 (3)  
NDFS 631R Special Topics (v) (note: This is the optional Interprofessional Education Course)  
NDFS 631R Gerontology (2)  
NDFS 631R Diabetes (2)  
NDFS 631R Diet and Cardiovascular disease (2)  
NDFS 631R Eating Disorders (2)  
NDFS 631R Current Controversies (2)  
NDFS 631R International Nutrition (2)  
NDFS 631R Minerals (2)  
NDFS 631R Vitamins (2)  
NDFS 631R Protein (2)  
NDFS 631R Sports Nutrition (2)  
NDFS 631R Bone Health (2)  
NDFS 632 Diet and Cancer (2)  
NDFS 633 Maternal/Child Nutrition & Health (2)  
NDFS 634 Nutrition Education (2)  
NDFS 635 Advanced Topics Human Obesity (2)  
Course from other departments related to project (v)



## Policies and Procedures

## **Subject:** Admission to the Dietetic Internship

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### **Policy**

#### Dietetic Internship Only Track

Acceptance into the program is contingent on meeting internship admission criteria, admittance to the Post-Baccalaureate program at BYU, faculty assessment of preparation for the program, and the availability of intern positions.

#### Combined Masters Dietetic Internship Track

Acceptance into the program is contingent on meeting internship admission criteria, admittance to the Graduate program at BYU, faculty assessment of preparation for the program, and the availability of intern positions.

Total enrollment for both tracks combined is limited to eight interns per year.

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### **Procedure**

The Brigham Young University DI participates in the pre-select option to computer matching. In the pre-selection process, the program selects eight students per year who have met the admission requirements for the Dietetic Internship and/or Combined Dietetic Internship Masters tracks. The deadline for application submission is January 15 at 9:59 pm MT (11:59 pm EST). Applicants will be notified on or before February 1 confirming his or her acceptance status in the program.

If pre-selected, the applicant's name and email are submitted by February 1 to D&D Digital Systems, Inc. to ensure that the applicant will not participate in the April computer match. If the applicant is not selected through the pre-select process, he or she may apply to any other DI through the computer matching process. D&D Digital Systems may be contacted at (515) 292-0490 or [dnd@sigler.com](mailto:dnd@sigler.com)

### **Criteria for Selection of Dietetic Internship Applicants Include:**

- Bachelor of Science Degree in Dietetics from Brigham Young University
- An undergraduate GPA of 3.2 with no grade lower than a B- in any NDFS course or C- in other major courses
- 1,000 hours of dietetics-related work and/or volunteer experience
- Combined GRE Quantitative and Verbal Reasoning score of 300 and  $\geq 4.0$  on the Analytic Writing test
- Personal interview with the selection committee

Application Instructions are found on the BYU Dietetics Website [dietetics.byu.edu](http://dietetics.byu.edu)

### **Post Acceptance to DI**

After acceptance into the DI program the intern will

- **Internship only track.** Submit an application to BYU as a Post-Baccalaureate, non-degree seeking student along with any applicable fees
- Both tracks. Complete and provide documentation of the following:
  - Official transcript
  - Verification Statement from didactic dietetics program.
  - Physical examination
  - Criminal background check
  - Drug Screen
  - Immunization history
  - Any other forms required by DI and/or supervised practice sites

**Subject:** Assessment of Prior Learning

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**Policy**

Significant post-graduate paid work experience, comparable to a planned internship experience, could fulfill a rotation requirement.

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**Procedure**

- Prospective interns may consult with Program Director regarding work experience.
- If work experience is equivalent to a planned rotation, an alternative rotation may be substituted to allow increased learning.
- Regardless of previous experience, all interns will complete the required hours of supervised practice experience.

**Subject:** Assessment and Evaluation of Intern Learning

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**Policy**

All interns will become competent in the Accreditation Council for Education in Nutrition and Dietetics Competencies and Learning Outcomes for Entry-Level Dietitians and will receive regular reports of their performance.

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**Procedure**

- Intern's performance will be evaluated once at each rotation by the preceptor and/or instructor. Longer rotations will also include a mid-point evaluation.
- Evaluation forms are included in this manual and on the dietetics website, [dietetics.byu.edu](http://dietetics.byu.edu)
- Interns will complete a self-evaluation of competence level at the beginning of the internship and at regular intervals thereafter on a form provided for that purpose.





**FOODSERVICE MANAGEMENT EVALUATION**  
**Utah Dietetic Education Consortium**

Facility \_\_\_\_\_ Date \_\_\_\_\_

Preceptor \_\_\_\_\_ Student/Intern \_\_\_\_\_

- Please evaluate the student/intern on the following areas of performance
- Please circle the number corresponding to your rating
  - Scale: 1 – very weak, needs more work
  - 2 – weak, needs more work
  - 3 – doing well, performing as expected for student/intern level
  - 4 – above average, doing better than expected
  - 5 – outstanding, doing much better than expected for level
  - N/A – not applicable to this rotation
- Add comments in each area for particularly strong or weak performance

<b>PROFESSIONALISM</b>							
<b>Personal Skills</b>		1	2	3	4	5	N/A
CRD 2.11	Appropriate dress and grooming	Comments					
CRD 2.11	Attitude of learning and willingness to work						
CRD 2.10, 2.11	Appropriate interaction with patients/clients/staff						
<b>Responsibility</b>		1	2	3	4	5	N/A
CRD 2.11	Punctual with appropriate tools	Comments					
CRD 2.11	Follows through with responsibilities						
CRD 2.11	Accepts consequences of actions						
<b>Communication</b>		1	2	3	4	5	N/A
CRD 2.5, 2.8, 2.10, 2.13, 3.2	Uses proper channels of communication	Comments					
CRD 2.8, 2.10, 2.11, 3.2	Listens actively						
CRD 2.2, 2.8, 3.2	Appropriate written and oral communication						
CRD 1.5, 2.1	Maintains confidentiality						
CRD 2.11, 2.13	Culturally sensitive						
<b>Problem Solving</b>		1	2	3	4	5	N/A
CRD 2.8, 2.11, 2.12, 2.13	Able to set and accomplish objectives	Comments					
CRD 1.1, 1.3, 1.5, 4.5, 4.6, 4.8, 4.9	Gathers pertinent data						
CRD 2.11, 4.6, 4.8, 4.10	Analyzes and compares data and alternatives						
CRD 1.2, 1.3, 1.5, 2.8, 2.13, 4.4-4.10	Justifies/supports decisions with correct information						
CRD 2.11	Appropriately takes initiative when solving problems						
<b>Effective Time Management</b>		1	2	3	4	5	N/A
CRD 2.11	Sets priorities	Comments					
CRD 2.11	Handles increasing work load						
CRD 2.11	Organizes to accomplish tasks						
<b>Resource Management</b>		1	2	3	4	5	N/A
CRD 1.1, 1.2, 2.1	Uses references materials; current techniques	Comments					
CRD 4.5	Appropriately uses information technology to retrieve, store, and disseminate information or data						
CRD 2.5, 2.8, 2.10, 2.11	Involves management team						
CRD 2.1, 2.10, 2.11, 2.13	Consults with preceptor/instructor; acts within level of competence						
CRD 1.2, 1.3,	Has and uses adequate knowledge base						

<b>IMPLEMENTATION</b>							
<b>Site Procedures</b>		1	2	3	4	5	N/A
CRD 2.1, 4.7	Reviews policies and procedures	Comments					
CRD 2.11	Shows flexibility within facility constraints						
<b>Technical Skills</b> (demonstrates knowledge of)		1	2	3	4	5	N/A
CRD 3.5	Procurement	Comments					
CRD 3.5, 3.6	Production						
CRD 3.5, 3.6	Service, Distribution						
CRD 4.2, 4.7	Sanitation, Maintenance, Security						
CRD 4.6, 4.8, 4.9	Financial management						
CRD 4.1	Human resource management						
<b>Interpersonal Skills</b>		1	2	3	4	5	N/A
CRD 2.8, 2.11	Appropriately assertive	Comments					
CRD 2.8, 2.11	Tactful, courteous						
CRD 2.8, 2.11	Shows respect for others						
CRD 2.8, 2.11	Earns respect for others						
CRD 2.5, 2.8, 2.10	Functions as team member						
CRD 2.8, 4.1	Assesses skills and attitudes of employees						
<b>Conceptual Skills</b>		1	2	3	4	5	N/A
CRD 2.11	Sees "big picture" of foodservice system	Comments					
CRD 1.1, 1.3	Uses systems approach to analyze situations						
<b>EVALUATION</b>							
<b>Monitoring the System</b>		1	2	3	4	5	N/A
CRD 3.5, 3.6, 4.6	Checks product/service quality	Comments					
CRD 3.3, 3.6, 4.4	Participates in quality assurance measures						
CRD 4.1, 4.6, 4.8, 4.9, 4.10, 4.11	Uses appropriate report forms (financial, personnel, etc.)						
CRD 2.11, 3.1e	Documents and reports significant observations						
<b>Self-Evaluation</b>							
CRD 2.12	Evaluates own strengths and weaknesses						
CRD 2.11, 2.12	Accepts suggestions for improvement						
<b>OVERALL PERFORMANCE</b>		1	2	3	4	5	

**Please comment on the student/intern's overall performance:**

Strengths

Areas for further work

Signatures:

Preceptor: \_\_\_\_\_

Student/Intern \_\_\_\_\_

## CLINICAL EVALUATION

### Utah Dietetic Education Consortium

Facility \_\_\_\_\_ Date \_\_\_\_\_

Preceptor \_\_\_\_\_ Student/Intern \_\_\_\_\_

- Please evaluate the student/intern on the following areas of performance
- Please circle the number corresponding to your rating
  - Scale: 1 – Very weak, needs more work
  - 2 – weak, needs more work
  - 3 – doing well, performing as expected for student/intern level
  - 4 – above average, doing better than expected
  - 5 – outstanding, doing much better than expected for level
  - N/A – not applicable to this rotation
- Add comments in each area for particularly strong or weak performance

<b>PROFESSIONALISM</b>		1	2	3	4	5	N/A
CRD 2.11	Appropriate dress and grooming	Comments					
CRD 2.11	Attitude of learning and willingness to work						
CRD 2.1, 2.10	Appropriate interaction with patients/clients/staff						
<b>RESPONSIBILITY</b>		1	2	3	4	5	N/A
CRD 2.11	Punctual with appropriate tools	Comments					
CRD 2.11	Follows through with responsibilities						
CRD 2.11	Accepts consequences of actions						
CRD 2.12	Able to set and accomplish objectives						
CRD 2.12	Able to evaluate own strengths and weaknesses						
<b>TIME MANAGEMENT</b>		1	2	3	4	5	N/A
CRD 2.11	Sets priorities	Comments					
CRD 2.11	Handles increasing work load						
<b>RESOURCE MANAGEMENT</b>		1	2	3	4	5	N/A
CRD 1.2, 1.3, 1.4, 2.1	Uses references materials; current techniques	Comments					
CRD 1.2, 1.3, 2.8, 3.1c	Able to justify/support decisions with correct information						
CRD 2.11, 2.13	Consults with preceptor/instructor; acts within level of competence						
CRD 1.2, 1.3, 1.4, 2.4, 3.1a-e	Has and uses adequate knowledge base						
<b>NCP: ASSESSMENT, MONITORING, EVALUATION</b>		1	2	3	4	5	N/A
CRD 2.6, 3.1a, 4.5	Completes screening procedures	Comments					
CRD 3.1a, 3.1d	History nutrition, personal, medical, family, social						
CRD 3.1a, 3.1d	Food and nutrient intake, access to food						
CRD 3.1a, 3.1d	Medications, supplements						
CRD 3.1a, 3.1d	Pt/client knowledge, belief, attitude, behaviors towards nutrition related concepts						
CRD 3.1a, 3.1d	Anthropometric measurements, assessments						
CRD 3.1a, 3.1d	Biochemical data, medical test, procedures						
CRD 3.1a, 3.1d	Nutrition focused physical findings (wasting, suck/swallow, etc.)						
CRD 3.1a, 3.1d	Compare nutrient and growth needs to standards (energy, pro, fluid, growth, etc.). Accurate needs calculations						
CRD 3.1d, 3.6	Monitor intake of patient po, enteral, parenteral feeds. Evaluate and make appropriate changes.						

<b>NCP: DIAGNOSIS</b>		1	2	3	4	5	N/A
CRD 3.1b	Identify and label nutrition problems, etiology, and signs and symptoms	Comments					
<b>NCP: INTERVENTION</b>		1	2	3	4	5	N/A
CRD 1.2, 3.1a, 3.1c	Implement conversion of one form of nutrition support to another. Implement changes in feeding from ECF or home	Comments					
CRD 3.1a, 3.1c	Able to interpret data collected						
CRD 3.1c, 3.1d	Accurate diet/oral supplement/ calorie count calculations						
CRD 3.1c	Checks work for errors						
CRD 3.1c	Appropriate, accurate nutrition support recommendations						
CRD 2.4, 2.10, 3.1c, 3.4	Appropriate, accurate, complete instructional/counseling materials and methods						
CRD 3.1c, 2.4	Appropriate teaching level for pt/family understanding; family involvement						
CRD 3.1c, 3.1d	Evaluates, pt/client's level of understanding, motivation						
CRD 2.7, 3.1c, 2.10	Establishes, coordinates, implements follow up care short and/or long-term						
CRD 2.7, 3.1c, 3.5	Appropriate involvement and coordination with health care for nutrition interventions						
CRD 4.11	Participates in coding/billing of dietetics/nutrition services						
<b>COMMUNICATION</b>							
CRD 2.13	Uses proper channels of communication	Comments					
CRD 2.11	Listens actively						
CRD 2.2, 3.2, 3.1c	Appropriate written and oral communication						
CRD 2.1	Maintains confidentiality						
CRD 2.11, 2.13	Culturally sensitive						
CRD 2.5	Active participation in team conferences						
CRD 1.4, 3.4	Utilizes current research in formal presentations to professionals and interactions with pt/clients						
<b>OVERALL PERFORMANCE</b>		1	2	3	4	5	

**Please comment on the student/intern's overall performance:**

Strengths

Areas for further work

Signatures:

Preceptor: \_\_\_\_\_

Student/Intern \_\_\_\_\_

**SHORT ROTATION EVALUATION**  
*Use for rotations lasting three (3) weeks or less*  
**Utah Dietetic Education Consortium**

Facility \_\_\_\_\_ Date \_\_\_\_\_

Preceptor \_\_\_\_\_ Student/Intern \_\_\_\_\_

Please evaluate the student/intern on the following areas of performance

- Please circle the number corresponding to your rating

Scale: 1 – Very weak, needs more work  
 2 – weak, needs more work  
 3 – doing well, performing as expected for student/intern level  
 4 – above average, doing better than expected  
 5 – outstanding, doing much better than expected for level  
 N/A – not applicable to this rotation

- Add comments in each area for particularly strong or weak performance

<b>PROFESSIONALISM</b>		1	2	3	4	5	N/A
CRD 2.11	The intern demonstrated professional attributes such as flexibility, customer focus, time management, work prioritization, and work ethics.	Comments					
<b>KNOWLEDGE</b>		1	2	3	4	5	N/A
CRD 1.2, 1.3, 2.1, 2.4, 2.6, 3.1 a-e,	The intern was adequately prepared and knowledgeable in subject matter.	Comments					
<b>SELF DIRECTION &amp; INITIATIVE</b>		1	2	3	4	5	N/A
CRD 2.5, 2.8, 2.9, 3.4	The intern demonstrated active participation and initiative in rotation projects, activities, and experiences.	Comments					
<b>PROJECTS</b>		1	2	3	4	5	N/A
CRD 1.2, 1.5, 2.3, 2.9, 2.11, 3.4	The intern completed and delivered projects as requested by preceptors.	Comments					
<b>COMMUNICATION</b>		1	2	3	4	5	N/A
CRD 2.2, 2.3, 2.4, 2.5, 2.10, 2.11, 2.13	The intern maintains appropriate lines of verbal and written communication with preceptors, staff, and clients.	Comments					

<b>OVERALL PERFORMANCE</b>	1	2	3	4	5	N/A
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How did the intern rate overall in performance expectations for this rotation?

Strengths

Areas for  
further work

Signatures:

Preceptor: \_\_\_\_\_

Student/Intern \_\_\_\_\_

## Presentation Evaluation

Speaker: \_\_\_\_\_ Topic: \_\_\_\_\_ Date: \_\_\_\_\_

	<b>Excellent 10 (A grade)</b>	<b>Satisfactory 7 (B grade)</b>	<b>Needs Improvement 4 (C grade)</b>	<b>Points</b>	<b>Comments</b>
<b>Content</b>	Information was accurate; relevant; and organized	Information was mostly accurate; relevant; or organized	Content largely inaccurate, irrelevant, or unorganized		
<b>Demonstration of Knowledge</b>	Thorough knowledge of subject matter is evident and all information was clearly presented	Knowledge of subject matter is mostly evident but additional depth was needed; or portions not clearly presented	The expected depth of knowledge was not demonstrated or the majority of the presentation lacked clarity		
	<b>Excellent 5 (A grade)</b>	<b>Satisfactory 3 (B grade)</b>	<b>Needs Improvement 1 (C grade)</b>		<b>Comments</b>
<b>Presentation Style</b>	Confident and enthusiastic; able to engage audience; no annoying mannerisms; Makes direct eye contact with audience; minimal use of notes	Could be more comfortable and enthusiastic; or could be more engaging with audience; or some annoying mannerisms; Additional eye contact needed; or read notes	Lacks confidence or enthusiasm; or not engaging; or excessive distracting mannerisms; Very little eye contact; or relied heavily from notes		
<b>Voice and Language</b>	Rate, volume and inflection were effective throughout; Clear diction; minimal filler words; and professional language	Rate, volume and inflection were mostly effective; Could have used clearer diction; or fewer filler words; or more professional language	Rate, volume and inflection were not effective or were distracting; Poor diction; or excessive filler words; or unprofessional language		
<b>Professional Dress</b>	Tailored clothing; tie for men; collar on jacket or shirt; third layer i.e. jacket, cardigan, etc.	Dressed nicely but not professionally	Casual attire or extreme appearance		
<b>PowerPoint/ Visual Support</b>	Slides were professional, enhanced presentation; information was presented, not just read	Some slides were distracting; or had some material that was not explained; or slides were read but not explained	Slides/animations were distracting; or too many slides were read; or often material on slides was not explained		
<b>Use of Time</b>	Time was well used; presentation was comfortably given within time limit	Could have used time more effectively; some material was rushed or belabored	Exceeded time limit; rushed through material; or spent too much time in one area and not enough in another		
<b>Response to Feedback &amp; questions</b>	Comfortable with questions; answered questions completely and positively	Accepts questions and comments but unable to completely answer questions	Excessively nervous or unable to answer questions satisfactorily		

TOTAL: \_\_\_\_\_/50





## SUPERVISED PRACTICE SITE EVALUATION

### Brigham Young University Dietetic Internship

*Interns complete for all rotation sites, form must be typed. The BYU Dietetic Internship program will send the completed site evaluation to preceptors.*

Site: \_\_\_\_\_

Dates of Assignment: \_\_\_\_\_

Student/Intern: \_\_\_\_\_

Please bold the most appropriate response to the following statements.

1. The orientation I received to the site (overview of facility, policies, procedures, resources, etc.) was

1. very poor
2. poor
3. adequate
4. very good
5. excellent

2. Because of my experience at this site, my knowledge increased

1. very little
2. somewhat
3. moderately
4. substantially
5. dramatically

3. Because of my experience at this site, my skill improved

1. very little
2. somewhat
3. moderately
4. substantially
5. dramatically

4. The training I received at this site helped me meet the objectives for this rotation

1. very poorly
2. poorly
3. adequately
4. very well
5. exceptionally well

5. I understood my role and my responsibilities at this site

1. almost never
2. seldom
3. sometimes
4. frequently
5. almost always

Rate the following characteristics of overall experience at this site. Bold response

Overall, my experience was:

- |    |                         |           |                         |
|----|-------------------------|-----------|-------------------------|
| 1. | very tense              | 1 2 3 4 5 | very relaxed            |
| 2. | very easy               | 1 2 3 4 5 | very demanding          |
| 3. | very unorganized        | 1 2 3 4 5 | very organized          |
| 4. | very boring             | 1 2 3 4 5 | very stimulating        |
| 5. | very irrelevant         | 1 2 3 4 5 | very valuable           |
| 6. | very frustrating        | 1 2 3 4 5 | very enjoyable          |
| 7. | very closely supervised | 1 2 3 4 5 | very loosely supervised |

**Comments:** (Interns must make at least one substantive comment)

**Subject:** Attendance

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**Policy**

It is expected that the intern will attend all required classes and experiences unless ill or there is a university approved excuse. Interns will be held responsible for all material presented in class. The supervised practice experience is evaluated on performance. Interns must be present to be evaluated.

It is expected that the intern will be punctual for all supervised practice experiences and classes.

---

**Procedure**

- The intern must participate in each experience for the assigned amount of time
- Interns are expected to be on time and stay for the required time for each rotation whether using private vehicle or public transportation.
- In the event of extended illness, the intern is expected to make up any time that is missed.
- Make-up time should be arranged at the convenience and knowledge of the instructor and preceptor.
- If the intern is unable to go to a scheduled experience, he/she must notify the instructor and preceptor prior to the start of the experience.
- A warning letter will be sent when this policy is violated the first time.
- An intern failing to attend an experience without proper notification a second time may be dismissed from the program.

**Subject:** Background Check/Drug Screen

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**Policy**

All interns will pass a Criminal Background Check and Drug Test.

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**Procedure**

- The Criminal Background Check and Drug Test must be completed and passed prior to beginning any Internship rotations.
- Information on how to obtain these test will be provided to interns
- Send **results** to the dietetic internship director or designee on or before the date specified in any instructional material.
- The intern is responsible for any costs associated with background check and drug screens.

## **Subject:** Calendar, Vacation, and Holidays

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### **Policy**

The Internship Program at BYU will observe all regularly scheduled holidays and vacations as outlined on the University calendar; however, the internship schedule does not follow the regular semester/term schedule.

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### **Procedure**

- The scheduled will follow the BYU calendar for holidays. Holiday dates can be found in the current BYU Class Schedule or Graduate School Catalog.
  - Please **do not schedule vacation or other leave** during supervised practice experiences or classes.
- Fall and/or Winter semester schedules may vary slightly from the University Calendar. Interns will be notified of any variations.
  - See <https://registrar.byu.edu/academic-calendar> for a current academic calendar.

**Subject:** Children in Class or Supervised Practice Rotations

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**Policy**

Because children and babies distract the mother/father, class members, and the instructor, they should not be brought to classes, exams, or supervised practice rotations.

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**Procedure**

- Children are allowed in the intern room and in group projects if they are not disruptive to the working environment. If the child becomes fussy, please be considerate of classmates and take the child out.
- Exceptions to this policy would include occasional emergencies when it is not possible to find appropriate care.
- It is acceptable (and anticipated) that newborns will be brought one day for the class and faculty to enjoy!

**Subject: Nondiscrimination**

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**Policy**

Admission to Brigham Young University and the BYU dietetic internship is nondiscriminatory. The BYU Dietetic Internship follows the nondiscriminatory policy as stated in the general catalog for Brigham Young University.

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**Procedure**

Admission to Brigham Young University is nondiscriminatory. The university admits persons regardless of race, color, national origin, religion, sex (including pregnancy), age, disability, genetic information, or veteran status who meet university and department academic requirements and agree to abide by the university's standards of conduct and behavior. The university does exercise the "religious" exemption in admissions as granted in Title IX of the Education Amendments, 20 U.S.C. 1681(a)(3), and in hiring employees as granted in 41 CFR 60-1.5(a)(5).

Inquiries regarding this statement and/or its application may be directed to the Equal Opportunity Office at (801) 422-5895 during office hours (8 a.m. – 5 p.m. weekdays). Inquiries regarding sex discrimination and sexual misconduct may be directed to the Title IX Coordinator at (801) 422-2130 during office hours (8 a.m. – 5 p.m. weekdays). Individuals may also contact the university's 24-hour hotline at 1-888-238-1062 or visit <http://www.ethicspoint.com>.

**Subject: Confidentiality**

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**Policy**

Federal and state laws, as well as facility policies, assure that confidential information remains confidential and permit its use only for appropriate purposes. Interns will use confidential information only as necessary to accomplish legitimate and approved purposes and will not divulge or misuse confidential information.

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**Procedure**

- All interns will sign confidentiality agreement forms with the BYU Dietetics Program and other facilities as requested.



**Confidentiality Agreement**  
**Supervised Practice Experience**  
**NDFS 621, 620R**

As a Dietetic Intern, you will have access to confidential information. This confidential information may include, but not be limited to:

- Patient records
- Student information (lab results, performance evaluations)
- Employee information (salaries, disciplinary actions)
- Proprietary information
- Financial information including vendors and employer
- Company records (reports, memos, communications, peer reviews, contracts, etc.)

This confidentiality/security agreement requires you to agree to:

- Not disclose or discuss any confidential information with others, including family or friends.
- Not divulge, copy, release, sell, loan, alter, or destroy any information unless authorized to do so.
- Not discuss confidential information in a setting that others can overhear the conversation (hallways, cafeteria, elevators, nursing station).
- Only access information that you legitimately need to know.
- Report to the appropriate leadership any breach of the above, either by you or someone else.
- Not allow someone else to use your access codes/authorizations.

Signing this document acknowledges your understanding of the above, and signifies you agree to abide by its contents. Failure to comply with the agreement may result in disciplinary action as per program policy.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Subject:** Courtesy

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**Policy**

Interns, faculty, and preceptors are deserving of, and expected to show, respect and courtesy to one another.

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**Procedure**

- Punctuality is expected as a courtesy to faculty, preceptors, and classmates.
- Interns should attend all classes and practice experiences for the assigned amount of time—arriving late and/or leaving early from learning experiences is not acceptable.
- Interns will notify the appropriate instructor and/or preceptor if illness precludes attendance
- Listen respectfully to others when they speak and refrain from whispering/talking to classmates when others are talking.
- Refrain from eating during classes. If a medical condition requires you to eat at frequent intervals, discuss the situation with the instructor.
- Come to class and practice sites prepared with the prepared tools and having completed assigned reading and other assignments.
- Cell phones and other noisemaking electronic devices should be turned off prior to entering the classroom.

**Subject:** Expenses

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**Policy**

Interns will pay all required expenses

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**Procedure**

Expense	Estimated Cost	Notes
Tuition Graduate LDS	\$3,340 fulltime \$393/semester hour	The internship credits: <ul style="list-style-type: none"><li>• 7 credits Fall 1 Semester</li><li>• 6 credits Winter 1 Semester</li><li>• <b>Combined Internship Grad</b> student must have two semesters of full-time credits during program.</li></ul> For more details, visit <a href="#">BYU Tuition Service page</a>
Tuition Graduate non-LDS	\$6,680 \$786/semester hour	
Health Insurance Single BYU premium	\$74-273.50/ month	Interns must have either private or BYU health insurance. To enroll in BYU's student health plan go to BYU OneStop <a href="https://onestop.byu.edu/">https://onestop.byu.edu/</a> and find "Enroll in Student Health Plan"
Health Insurance Married BYU premium	\$118.50-413.50/ month	
Malpractice Insurance/Risk coverage	\$0	Risk coverage/Malpractice insurance is provided without charge through BYU's Risk Management Department.
Books	~\$150 intern only ~\$150-\$750 combined intern graduate	There may be a few new texts especially for students on the <b>Combined Internship Graduate</b> track. <ul style="list-style-type: none"><li>• <b>Keep all your undergraduate NDFS texts</b></li><li>• Renew your Nutrition Care Manual subscription</li><li>• Purchase any texts shown, for courses, on the BYU bookstore site.</li></ul>
Professional Clothing and Shoes	\$0-500	May or may not be an expense depending on your current wardrobe
Criminal Background Check	\$15 Background \$10 Fingerprints	
Drug Screen	\$28-40	
Immunizations	\$0-100	Cost varies depending if immunizations are needed
Physical Examination	\$25	Cost varies by insurance plan
Room and Board*	\$12,088	
Transportation*	\$2,720	<ul style="list-style-type: none"><li>• You are responsible for transportation to and from Supervised Practice sites, and assume liability for travel.</li><li>• A reliable car is almost a necessity during the DI. You must have automobile insurance, to be in compliance with Utah laws.</li><li>• Discounted student passes for public transit are available through the UTA website ~\$125/month</li></ul>

Expense	Estimated Cost	Notes
Travel Conferences	~\$500-1,000 FNCE ~\$90 UAND	<b>Food and Nutrition Conference and Expo</b> , October 15-18, 2016 in Boston, MA. (Optional) <ul style="list-style-type: none"> <li>Scholarships covering hotel and registration are available. Interns will be responsible for travel (airfare), food, and incidentals -- cost varies widely.</li> </ul> <b>UAND Annual Meeting</b> Interns are <i>required</i> to attend one day of the UAND Annual Meeting, (generally in Mar/April) and <i>may</i> attend both days. <ul style="list-style-type: none"> <li>Student registration fee is about ~ \$60 for one day or \$90 for two days. Interns pay fee</li> </ul>
Misc. (projects, folders, office supplies)	~\$150	Cost varies
Personal Expenses*	\$3,500	BYU's Official Cost of Attendance
Academy of Nutrition and Dietetics Membership	~\$50 for students ~\$110 first year after graduation ~\$220 active membership	<ul style="list-style-type: none"> <li>Go to <a href="http://www.eatright.org">http://www.eatright.org</a></li> <li>Click on <b>For Students</b>&gt;Click on <b>Joining AND</b>&gt;Click on <b>Join Now</b></li> <li>If you are already a member renew your membership</li> <li>Consider a Practice Group when renewing if you have an area of special interest.</li> </ul>
RD RDN exam fee	~\$200	Post internship completion
Official cost of attendance for BYU can be accessed on the BYU Financial Aid Website <a href="https://financialaid.byu.edu/cost-of-attendance">https://financialaid.byu.edu/cost-of-attendance</a>		
*Expenses from BYU's Official Cost of Attendance as of March 2016		

### Employment

Due to the time commitment involved with the Dietetic Internship, outside employment may be difficult. Interns may be employed as long as the hours do not conflict with supervised practice rotations and classes. Some teaching and research assistant positions may be available.

### Financial Aid

**Both tracks.** Interns may apply for an Academy of Nutrition and Dietetics Scholarship. NDFS Department scholarships are available for dietetic interns. College of Life Science internship grants are also available.

**Combined internship Graduate track.** Student loans and grants may be available. Check with the BYU Financial Aid office.

**NOTE:** All expenses listed here are subject to change.

**Subject:** Educational Purpose of Supervised Practice

---

**Policy**

Interns are placed in supervised practice to receive educational experience as part of the dietetic internship; duties are performed as an intern, not as an employee of the supervised practice site. Interns are not used to replace employees.

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**Procedure**

- Supervised practice sites sign an Internship Master Agreement with BYU
- Interns obtain a copy and verify reading of the master agreement template
- See appendices for copy of BYU Internship Master Agreement

**Subject: Grievances**

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**Policy**

When interns feel they have been treated unfairly, they have a right to voice their concerns through the appropriate channels.

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**Procedure**

- An intern should try first to resolve any grievances with the individual instructor.
- If the result is not satisfactory, a conference with the program director should be scheduled.
- Appeals may be made to the department chair, the dean, and the academic vice-president following the procedures of the university.
- Frequent intern-instructor conferences are scheduled and interns are welcome to discuss matters pertaining to the program with the program director at any time.
- If the grievance has to do with ACEND accreditation standards, and if, after all avenues in the grievance process have been exhausted and the student is not satisfied, the student may address a complaint directly to ACEND at 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (312) 899-0040 ext 5400. <http://www.eatrightacend.org/ACEND/>

## **Subject:** Honor Code and Academic Honesty

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### **Policy**

It is expected that interns will abide by the BYU Code of Honor.

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### **Procedure**

**The Code of Honor** is found at <https://policy.byu.edu/view/index.php?p=26>

### **Academic Honesty**

The first injunction of the BYU Honor Code is the call to “be honest.” Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. “President David O. McKay taught that character is the highest aim of education” (“The Aims of a BYU Education” p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim.

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication of falsification, cheating, and other academic misconduct.

### **Plagiarism**

Intentional plagiarism is a form intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one’s own work. In some cases, plagiarism may also involve violations of copyright law.

*Intentional Plagiarism.* Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one’s own without providing proper attribution to the author through quotation, reference, or footnote.

*Inadvertent Plagiarism.* Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another’s words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Examples of plagiarism include:

- *Direct Plagiarism*. The verbatim copying of an original source without acknowledging the source.
- *Paraphrased Plagiarism*. The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for your own.
- *Plagiarism Mosaic*. The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- *Insufficient Acknowledgement*. The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

### **Fabrication or Falsification**

Fabrication or falsification is a form of dishonesty where a student invents or distorts the origin or content of information used as authority. Examples include:

1. Citing a source that does not exist.
2. Attributing to a source ideas and information that are not included in the source.
3. Citing a source for a proposition that it does not support.
4. Citing a source in a bibliography when the source was neither consulted nor cited in the body of the paper.
5. Intentionally distorting the meaning or applicability of data.
6. Inventing data or statistical results to support conclusions.

### **Cheating**

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples include:

1. Copying from another person's work during an examination or while completing an assignment or allowing someone to copy from you during an examination or while completing an assignment.
2. Using unauthorized materials during an examination or while completing an assignment.
3. Collaborating on an examination or assignment without authorization.
4. Taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you.



### **Other Academic Misconduct**

Academic misconduct includes other academically dishonest, deceitful, or inappropriate acts that are intentionally committed. Examples of such acts include but are not limited to:

1. Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others.
2. Planning with another to commit any act of academic dishonesty.
3. Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such a purpose.
4. Changing or altering grades or other official educational records.
5. Obtaining or providing to another an unadministered test or answers to an unadministered test.
6. Breaking and entering into a building or office for the purpose of obtaining an unauthorized test.
7. Continuing work on an examination or assignment after the allocated time has elapsed.
8. Submitting the same work for more than one class without disclosure and approval.

## **Subject: Housing**

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### **Policy**

All interns are responsible for finding and paying for their own BYU approved living accommodations. The majority of rotation during the first semester of the internship are in Provo, with some rotations in Salt Lake, Davis, and/or Weber counties. The majority of rotations during winter semester are in facilities in Salt Lake, Davis, and/or Weber counties, with minimal to no rotations in Utah County.

---

### **Procedure**

- You may want to consider a one-semester contract in Provo then move to Salt Lake for the remainder of the DI (traveling to Provo for class one day a week) or consider a year contract and travel from Provo to Salt Lake area experiences.
- **BYU Approved Housing:** Even as a non-degree seeking student, you must live in BYU approved housing while in Provo

**Subject: Illness or Injury Involving Supervised Practice**

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**Policy**

Interns will know the procedure for reporting illness or injury involving supervised practice.

---

**Procedure**

- The intern will follow facility policies/procedures for illness and injury and will report any illness or injury incurred or involving supervised practice to the current preceptor, the BYU Dietetic Internship Director, and if applicable the BYU instructor.

**Guidelines for illness and missing rotation days**

- The intern will not attend a rotation if experiencing any of the following:
  1. a fever of 100° F or higher
  2. diarrhea
  3. vomiting (potentially bacterial or virally related i.e. not pregnancy related)
- Interns will notify their current preceptor, the BYU Dietetic Internship Director, and if applicable the BYU instructor for any of the above and the need to miss a day.
- Need for make-up days will be determined by the BYU Dietetic Internship Director

**Subject:** Immunizations

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**Policy**

Interns will be required to provide evidence of immunizations required by supervised practice sites.

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**Procedure**

- Interns will receive a list of required immunizations.
- Immunizations are available at the County Health Department, Student Health Center, or private physician's office.
- Proof of immunization is required.

**Subject:** Liability for Travel

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**Policy**

The University or any employee thereof is not deemed liable for personal safety of the intern as they travel to or from assigned areas for supervised practice experience.

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**Procedure**

- Interns will maintain their own auto and personal liability insurance coverage.

**Subject:** Malpractice Insurance

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**Policy**

Interns will be covered under the BYU Risk Management student malpractice insurance coverage.

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**Procedure**

- Students enrolled in the internship will automatically be covered by BYU Risk Management student malpractice insurance coverage.

### **Policy**

Each dietetic intern will prepare an online portfolio to showcase the intern's work, volunteer, and academic dietetic experiences. The portfolio should include a resume and samples of the intern's course and supervised practice work.

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### **Procedure**

#### *Create a Site*

- Choose an online portfolio program (aka website) or update portfolio site from undergrad work. Some possible sites include:
  - Weebly <http://www.weebly.com/>
  - Google Site <http://www.google.com/>
  - Wix <http://www.wix.com/>
  - Any other comparable website of your choice
- Create portfolio according to website instructions
  - Sites have varying instructions and instructions change often, thus printed instructions for various sites are not included in this policy.
  - Choose professional templates and settings
  - Create Pages and subpages and add attachments and descriptions

#### *Showcase your professional skills, abilities, knowledge, and experience*

You may choose what to present to showcase yourself. The portfolio may include descriptions, documents, photos, videos, etc. Some ideas of items to include in portfolio are:

- Resume (Required to Include)
- List of Rotation Experiences
- Clinical
  - Clinical Topic blog/presentation
  - Sample Lesson-plans or educational handouts
  - Note: Do not post case studies as there may be sensitive information. However describing knowledge, skills, and abilities obtained through the case study process would be appropriate.
- Management
  - Projects, such as theme day
  - Sample Lesson-plans or educational handouts
- Community
  - Sample Lesson Plans
  - Projects
- Leadership
  - Leadership Topic Presentations
  - Leadership annotated bibliography

### *Get Permission*

Obtain permission, or do not post documents from rotation sites with proprietary information. You may have information and data (such as finances) that should not be shared publicly on the web.

*Submit Portfolio Link* (Instructions will be provided)

### *Portfolio Tips*

- Provide a description of what is contained in the portfolio on your home page.
- The home page might contain a picture, contact information, and an outline of attached documents and features.
  - If you have a picture and self-description on your home page, make sure both are professional—avoid folksy or overly personal material.
  - This is a professional portfolio, not a scrapbook, blog, or Facebook entry. Avoid being “cutesy” but certainly work on an attractive and interesting format.
- Think of a logical way to design and organize your portfolio—by area of dietetics may be the most user-friendly.
  - Use pages within the site to organize work. Some possible pages: Resume, Clinical, Community, Management, Food Service, and Volunteer.
  - Order your pages in a logical manner.
  - Consider pasting your resume on the page as well as attaching in document form. Make your resume easy to find. If your resume is longer than one page, it’s too long.
- Give a description about the set of documents in an area. Let the viewer know what they will find and what skills you have in the area.
  - Name documents with a descriptive file name. Ex: “Nutrient\_analysis\_renal” instead of “ESHA\_1.”
  - Convert documents to pdf files. There are many free “pdf printer” programs on the web that will convert files. Some programs are Primo PDF, Cute PDF, and PDF creator.
  - If you need to use an Excel file, name the tabs within the file with descriptive tags.
- Try linking attachments within the text of the page. Ex: “To see my resume click **here**.”
- **Polish up your work – you’ve received feedback on papers and other assignments; you can apply those suggestions/corrections to have really stellar examples of your work**



**Subject:** Privacy of Information & Personal Files

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**Policy**

The Program Director will establish and maintain a confidential file for each intern.

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**Procedure**

- The file will contain private information regarding the intern, evaluations, samples of work/projects, etc.
- The file will be open to the intern at any time upon their request.
- The file will be considered a private file and no information from it will be made available without specific permission from the intern.

## **Subject: Professional Dress and Grooming**

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### **Policy**

Interns are expected to observe BYU Dress and Grooming Standards. In addition, while participating in Supervised Practice Experiences, the following procedures will apply.

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### **Procedure**

#### **Clinical and Community Rotations**

- Hair: Neat and clean. Depending on rotation may need to be off shoulder or attractively pulled back
- Clothing: Neat, modest dress. Tailored slacks, skirt, or dress. No jeans, khakis, or corduroy jeans. Avoid tight fitting clothing.
- Shoes: Closed heel and toe, professional style.
- Jewelry: Limited.
- Makeup: Moderate.
- Perfume: None.
- Name tag visible.

#### **Administrative/Management Food Service Rotations**

- In addition to the guidelines above
- Washable clothing is recommended
- Shoes with non-skid soles are required in food service operations.
- Head covering required as per facility policy.
- No jewelry other than watches, medic alert bracelets, wedding rings, and post earrings.
- No nail polish or acrylic nails.

#### **Presentations**

- Interns are required to dress professionally when making presentations (on or off campus). See policy: “Dress and Grooming for Professional Presentations” for specific information.

#### **Field Trips**

- Interns must observe BYU Dress and Grooming Standards
- Jeans may be acceptable for some field trips – the program director will inform interns if jeans are acceptable.

## **Subject:** Dress and Grooming for Professional Presentations

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### **Policy**

Students are expected to wear professional clothing when making professional presentations as part of course learning activities or to groups on- or off-campus.

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### **Overview**

Professional dress lends an air of credibility to the speaker and allows the audience or client to concentrate on the speaker and the message rather than be distracted by the speaker's appearance.

### **Procedure**

- Interns are required to dress professionally when making presentations (on or off campus). Professional dress includes:
  - tailored clothing
  - a third layer (i.e. jacket, cardigan, etc.)
  - a collar either on the jacket and/or blouse or shirt,
  - tie for men
- Appropriate tailored clothing can range from a matched suit (very tailored) to an unmatched suit (softly tailored) to an unstructured jacket (casual tailored) depending on the setting and student personality. See following page for examples of each level.
- A third layer can be a jacket/blazer, cardigan, or sweater.
- The collar can be on both the jacket and blouse/shirt, jacket only, or shirt only. A collared shirt under a collarless jacket or cardigan is appropriate as is a collarless shirt under a collared jacket. Collared attire looks more polished than collarless attire.
- Men should wear a tie—the pattern can be very formal or more casual depending on the occasion.
- Bare legs are not acceptable when making presentations—wear neutral hose or stockings.
- Select clothing to complement the body shape.
- Select color to complement the complexion. Neutral colors are versatile and include black, grey, brown, tan, taupe, cream, navy blue, teal, wine/plum, olive, sage. Your suit does not have to be black. Patterns like tweed, stripes, and plaids are appropriate if professional in appearance.
- Women can wear either slacks or a skirt. Tight, low cut, or capris slacks are not appropriate for presentations. Skirts should not be shorter than the top of the knee, nor longer than mid-calf.
- Accessories should not be large or noisy, to avoid distracting the audience,



**Matched Suit (Very Tailored)**



**Unstructured Jacket (Casual Tailored)**



**Unmatched Suit (Softly Tailored)**



**Lab Coat (Casual Tailored)**

**Subject:** Program Completion Time Frame

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**Policy**

Students must complete the program requirements within a reasonable amount of time.

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**Procedure**

- As per University Graduate Studies policy, students have five years from the time of their initial enrollment in which to complete all requirements for graduation. Students who have not graduated within five years of their initial enrollment at BYU will be required to meet with the Program Director to determine major and university core graduation requirements and the use of credit previously earned. Where program requirements have changed, students may be required to do additional work to meet graduation requirements.

**Subject:** Requests for Letters of Recommendations

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**Policy**

Requests for letters of recommendation from faculty will be made in a timely and professional manner.

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**Procedure**

- A faculty member should be asked in person if they are willing and able to write a letter of recommendation. Please be prepared to visit with the faculty member to provide information he/she might need to complete the letter.
- An honest assessment by the faculty member of the student's performance and personal characteristics will be provided.
- Every effort should be made to give the faculty member adequate advanced notice.
- The intern should provide in writing the following information:
  1. Date letter(s) need to be completed
  2. To whom the letters are to be delivered (student, direct mailing, online)
  3. Appropriate forms or format to be completed
  4. Names and addresses to whom letters are directed
  5. Number of copies needed
  6. Signed Waivers of Confidentiality when required
  7. A list of the student's accomplishments and goals for resume
  8. Any other special requirements of the faculty member
- This procedure should be followed for all letters of recommendation including internships, scholarships, and employment opportunities.
- Interns will be asked to sign the "Release of Information Waiver" Form. The form can be accessed on the dietetic internship website under current intern forms and handbook.

**Subject:** Sexual Misconduct

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**Policy**

Sex discrimination and sexual harassment in any form is unlawful.

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**Procedure**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

**Policy**

The purpose of any paper is to communicate ideas and information effectively. It follows that an acceptable paper should have something significant to say and should say it clearly, accurately and convincingly. It is the policy that required papers will follow the outlined format.

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**THE FUNCTION OF WRITING IN DIETETICS**

In the professional sequence of the Dietetics Program, you will acquire knowledge and develop skills in the three primary areas of dietetics: medical nutrition therapy, community nutrition, and foodservice systems management. In addition, you will develop some “umbrella skills,” meaning skills that cover or surround everything else you do in dietetics.

Chief among the umbrella skills is writing. As a dietitian, you may write for many different audiences. Depending on your area of practice your writing may be very technical or very simple, but regardless of setting, write you will!

Professional writing ranges from notes in the medical record, a brief but important form of communication between you and other healthcare team members, to research publications in professional journals. Dietitians also communicate with each other via monographs, commentaries, and “best-practice” reports in newsletters and trade journals.

Writing for the public involves translating technical information and language into a “news you can use” format. You may find yourself writing for newspapers or magazines, preparing brochures for industry clients, or scripting events like National Nutrition Month.

Dietitians who see patients or clients in either the in- or out-patient setting must be adept at writing disease-specific instructional material. The materials must be correct, concise, and useful, so you need to know how to target various literacy levels, different learning styles, and possibly even different languages.

Management dietitians communicate with customers, suppliers, co-workers, and employees. You may be writing memos, policy and procedure manuals, specifications, or executive summaries of projects.

In every practice area, effective dietitians communicate effectively. Assignments and exercises in every course in the professional sequence are intended to increase your written (or verbal) communication skills in addition to helping you learn specific course content. Remember, you cannot not communicate. Inattention to spelling and grammar rules, failure to use appropriate language for the audience, and inability to connect concepts logically all communicate something that detracts from your intended message. So pay attention to how you write something, not just what you write. In addition to making you and your message more credible to others, time spent in writing well will clarify ideas, concepts, and principles in your own mind. The audience you influence most just might be you!



## Procedure

*Clear thinking becomes clear writing: one can't exist without the other. It is impossible for a muddy thinker to write good English.*

*- William Zinsser*

- One reason many people get writer's block is because they try to attend to all aspects of the paper at the same time. Seasoned writers generally follow this process:
  1. Focus on content – make sure similar concepts are grouped together and that the flow from one concept to the next is logical. Does each paragraph have a thesis statement (the main point of the paragraph)? Just write. Don't worry about the spelling and grammar, worry about the ideas. (At this stage, you do need to have some system for keeping track of your resources so you can make proper documentation later.)
  2. When that part seems pretty solid, go back and look at the language and word choice – get the tone where it needs to be.
  3. Now check your spelling, grammar, and punctuation. Also, reading aloud at this point helps you find rough spots – do you need to break a long, winding sentence into two; do you need to combine two sentences into one; does the sentence even make sense?
  4. Be sure the citations are correct in the text and on the reference page.
  5. Check your headings and other format issues.
  6. Finally, perform a self-evaluation by using the Paper Grading Key as you read through your paper.
- All of these writing activities are occurring to some degree at the same time, but don't FOCUS on every aspect at the same time. You're far less likely to miss mistakes and far more likely to have a good finished product if you attend to different components in different sessions.
- **Tone** Formal papers should be written in the third person. Most trade journals are written at an 8<sup>th</sup> grade level – don't try to imitate their often casual style; upgrade to a college level. Avoid writing, "An article in XYZ journal said...." Just cite the author(s) and then make the statement. Impacted isn't a great word, and impact is really a noun (though often used as a verb); use carefully.
- **Use of Resources** Be sure to paraphrase (rather than quote) unless the original is so startlingly clear, brilliant, and cogent that paraphrasing just won't do. There aren't many statements like that. Virtually every paragraph in a formal paper should have at least one reference – don't make statements of fact without the documentation.
- **Format. Please follow faculty specific instructions. If no instructions are given use these guidelines.** DO include a cover page on formal papers. DO NOT put the title on the first page of the paper. The first word should be INTRODUCTION (or overview, or something to that effect). As the drafts progress, check the Student Handbook for heading placement, placement of citation numbers, and a model of a finished paper.
- **Documentation. Please follow faculty specific instructions. If no instructions are given use these guidelines.** On the reference page, double space between references, but single space within a reference. Be sure to number the references in the order they appear in the text. The Student Handbook gives directions for citation of various types of material. The reference page is its own page; separate it from the end of the paper.

- **Mechanics. Please follow faculty specific instructions. If no instructions are given use these guidelines.**
  - Include page numbers at bottom right; maintain 1-inch margins unless otherwise specified.
  - Punctuation and grammar matter!
  - If you use quotation marks, the punctuation goes inside the quotation mark [“yada yada” or “blah blah (2).”]
  - Be very careful of noun-verb and noun-pronoun agreement – keep them both singular or both plural in the sentence. For example:
    - If you name a company or entity, it is singular – McDonalds is trying to keep **its** customers (not **their** customers); a foodservice operation must attend to **its** waste management (not **their** waste management).
      - Management **is** working to... (not **are** working to...); an employee attends **his/her** training...(not **their** training).
  - Spell out numbers from one to nine, use numerals for number 10 and over.
  - Avoid one sentence paragraphs.
  - Don’t leave one line dangling at the top or bottom of a page.
  - List REFERENCEES in the order cited in the body of the paper. Follow the Journal of the Academy of Nutrition and Dietetics citation style guide (see **Policy: Standards for an Acceptable Paper: Reference Guide**)
- In addition of clear thinking, good writing depends on patience (with yourself and the process). Don’t let the fact that society doesn’t foster patience blind you to the fact that there are no shortcuts to developing skills. Writing is a skill, and like any skills, it takes time and practice to develop.

**Policy**

Any use of headings, references, or citations in papers must conform to the format outlined below.

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**Procedure**

**Please follow faculty specific instructions. If no instructions are given use these guidelines.**

- **Use of Headings:** The headings correspond to the parts of an outline.
  - I First level
    - A Second level
      - 1 Third level
        - a Fourth level
          - i* Fifth level
- The title is not part of the outline, but generally receives a first level heading or is placed on a title page rather than on the first page of text.

FIRST LEVEL HEADINGS

Second Level Headings

Third Level Headings

Begin text here . . . .

Fourth Level Headings. Begin text here . . . .

Fifth Level Headings. Begin text here . . . .

## RESULTS AND DISCUSSION

### Initial Survey Results

#### Characteristics of Sample

Demographic. The 87 participants in the study were fairly evenly distributed in three age groups: 60 to 65 years (29.9 percent), 66 to 75 years (34.5 percent), and older than 75 years (35.6 percent) (Table I). The sample was predominantly female (69 percent), as was anticipated for this age group. The education level was very high, 49.5 percent holding either a baccalaureate or higher degree. This finding is consistent with the statement of Krond et al. (76) that elderly persons who respond to research studies frequently have a high educational background. The high education level also might be expected in a university community.

Lifestyle. Table 2 shows participant lifestyle characteristics. Of the sample, 41.2 percent lived alone and 58.8 percent lived with a spouse or other family member. Significant differences were disclosed in living arrangements by both age and gender (Tables 21, 22, Appendix K). Those over 75 years and females were more likely to live alone than either those in younger age groups or males.

The majority of the sample had no dietary restrictions, and only 21.8 percent reported minor restrictions. None of these modifications, primarily reducing salt or cholesterol, was severe nor precluded study participation.

- **Citations in Text. Please follow faculty specific instructions. If no instructions are given use these guidelines.**
  - When citing *research*, put reference number after author’s name, before verb, i.e. Smith (1) stated . . .
  - List last name or names when papers have one or two authors, i.e. Smith (1) stated . . . , Phipps and Jones (12) studied . . . .
  - Use et al. if paper has more than two authors, i.e., Rogers et al. (4) found . . . (though all authors will be listed in references).
  - The author’s name does not need to be used every time his/her work is referred to in the text.
  - Place the citation/reference within the text next to the information cited.
  - If summarizing **general information** from several sources, put reference at end of paragraph, i.e., (1, 6-8).
- Be judicious when putting the names of authors at the beginning of the sentence. It is not appropriate to state a *textbook* author’s name in a sentence unless s/he (or they) is the sole author and you are quoting their theory, idea, or creative work. Most textbook “authors” are only editors or compilers of known facts (textbooks are resources of known facts, not a venue for the presentation of new knowledge). Further, *review article* and *trade publication* authors do not generally need to be named in the text. If the author’s name is used, be sure the verb is appropriate – it should not be a verb indicating original discovery such as *found*, *discovered*, *studied*, etc.

- **Using Citations and Maintaining Flow in Text**

**Incorrect:**

Pagana and Pagana (11) report that genetic testing is used to detect fetal disease during pregnancy, and to identify neonates with CF.

**Correct:**

Genetic testing is used to detect fetal disease during pregnancy, and to identify neonates with CF (11).

*Pagana and Pagana is a reference book of diagnostic and lab tests. They compiled the information, they did not invent the idea of genetic testing for fetal diseases. In this instance, the reference should always be at the end of the sentence.*

**Incorrect:**

Even with pancreatic enzyme supplementation, fat-soluble vitamins usually remain inadequately absorbed states Escott-Stump (4).

**Correct:**

Even with pancreatic enzyme supplementation, fat-soluble vitamins usually remain inadequately absorbed (4).

*Escott-Stump is the editor of the Krause textbook. She did not even write the chapter quoted here nor did she research this topic to be able to report the fact. In this instance, the reference should be at the end of the sentence.*

**Incorrect:**

As found by Strate et al, (6), alcohol directly damages the acinar cells of the pancreas which changes their microcirculatory perfusion and alters epithelial permeability, which can lead to

protein plugs and ductal stone formation. Zeman (9) adds that alcohol stimulates an early release of secretin.....

*The “Strate” reference is a literature review on Chronic Pancreatitis. Strate did not “find” anything because Strate did not do any new research to write this document. He/she is reporting a summary of what is known in the current literature. The Zeman reference is a clinical nutrition textbook. Zeman did not research the effects of alcohol on secretin release.*

**Correct:**

Drucker (6) states (*or found*) that characteristics of good managers include.....

*Peter Drucker has researched and written extensively about management theory. In this instance it is appropriate to put his name at the beginning of the sentence because HE personally stated characteristics about good managers from his own work and he personally wrote the book.*

Smith and Drew (4) investigated the effects of a low fat diet on chronic pancreatic insufficiency, and found.....

*In this instance the authors are reporting the findings of their scientific study.*

**Examples of Concise Statements Relative to Citation in the Text:**

<b>Wordy</b>	<b>Concise</b>
Habal (2) gives a detailed look into the function of the pancreas. The pancreas is both an exocrine and endocrine gland.	The pancreas is both an exocrine and endocrine gland (2).
Iwasaki (38) explained GVHD as a condition that results when an allogeneic donor’s T-cells attack the recipient’s organs. Coplean (33) clarified the main theory describing the process of GVHD.	In GVHD, the allogeneic donor’s T-cells attack the recipient’s organs (33, 38).
Charuhas (37) describes several other complications associated with HSCT.	Complications of HSCT include .... (37)
According to an article in the Journal of the Academy of Nutrition and Dietetics, the major source of calcium in the United States is fluid milk (25).	Fluid milk is the major source of calcium consumption in the United States (25).

***Example of Citation in Body of Paper – Original Research***

Food Selection and Purchase by the Elderly

Sherman and Brittan (86) emphasized the impact that available transportation has on food gathering by the elderly. Relocation to suburbs and the merger of foodstores and supermarkets has an effect on the ability of the aged to obtain food. Many elderly may need to walk . . . .

Roundree and Tinklin (87) interviewed 104 people 60 years and older. Fifty-two percent were between 60 and 74 years, 48 percent were 75 or older. Participants answered question. . . .

Clancy (88) studied the effect of media exposure on food habits in the elderly. As . . . .

***Example of Citation in Body of Paper – General Knowledge, Review, etc.***

LIVER PHYSIOLOGY

The liver is the largest gland in the body and it performs many metabolic functions. It is the body's "major biochemical factory (1)." This section will discuss the liver's functions in metabolism and other body processes.

Liver Anatomy

The liver has two major lobes and contains five different types of cells. These cells are: hepatocytes, kupffer cells, lypocites, stellate cells, and pit cells (2). Hepatocytes are the functional cells of the liver, and they secret. . . . Kupffer cells are the liver's . . . and pit cells are natural killer cells in the sinusoidal lumen (3). The hepatic lobule is the functional unit of the liver. This is a hexagonal arrangement of cells where a central vein flows through the middle and branches of the hepatic portal vein and hepatic arteries and bile ducts are at each corner (1).

### **Policy**

The reference style used in dietetics courses is that of the Journal of the Academy of Nutrition and Dietetics (JAND.) The journal uses the American Medical Association (AMA) style of references. Abbreviate periodical titles according to Index Medicus.

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### **Procedure**

The AMA Manual of Style 10<sup>th</sup> edition can be accessed at

<http://www.amamanualofstyle.com/view/10.1093/jama/9780195176339.001.0001/med-9780195176339>

### **General Guidelines: Periodicals**

Most references follow this order:

Author(s). Title of article. Journal. Year;Volume(Issue number if journal is not paginated consecutively):Pages.

- Authors' names are written inversely with no comma between last name and initials [Smith LR.]
- List all authors if six or fewer; if more than six authors, list first three followed by "et al."
- Italicize the journal name.
- If article is in a consecutively numbered journal, use volume and page numbers [87:231-238]
- If periodical is not consecutively numbered, use volume, issue number, and page numbers [91(8):23]
- Include the date for periodicals which do not have issue numbers and are not numbered consecutively [May 15, 2006;52:37-41]
- Use lowercase letters for titles, with the exception of first word, proper nouns, and the first word after a colon.

### **Examples of Periodical Citations**

#### ***No Author Cited***

Color me professional. *Sales Marketing Manag.* 2004;156(5):66.

McDonald's goes very active. *Restaur Institu.* 2005;115(22):13.

#### ***One Author***

Girard BL. Fruits and vegetables galore: Helping kids eat more. *J Nutr Educ Behav.* 2005;37(4):221-221.

Duecy E. Industry can court Hispanic diners by focusing on family, flavor. *Nat Restaur News.* 2005;39(48):18.



### ***Two or More Authors***

Connors PL, Rozell SB. Using a visual plate waste study to monitor menu performance. *J Am Diet Assoc.* 2004;104:94-96.

de Zwaan M, Roerig DB, Crosby RD, Karaz S, Mitchell JE. Nighttime eating: A descriptive study. *Int J Eating Disorders.* 2006;39:224-232.

### **General Guidelines: Books**

Each word in the title of the book is in uppercase letters; the name of an article or chapter within the book is in lowercase letters.

Include edition if book is not original edition.

Include the state after the city of publication only if the city is not well known.

Include the entire name of the publishing company; Co, Inc, Corp, and Ltd. can be used for abbreviations.

Page numbers are not needed unless a specific chapter or section is cited.

### **Examples of Book Citations**

#### ***Book with One Author***

Duffy RL. *American Dietetic Association Complete Food and Nutrition Guide.* 3<sup>rd</sup> ed. Hoboken, NJ: John Wiley & Sons, Inc; 2007.

#### ***Book with Two or More Authors***

Spears MC, Gregoire MB. *Foodservice Organizations: A Managerial Approach and Systems Approach.* 6<sup>th</sup> ed. Upper Saddle River, NJ: Pearson Prentice Hall; 2007.

#### ***Book Written by Committee***

The American Dietetic Association. *Calcium in Your Life.* Minneapolis, MN: Chronimed Publishing; 1998.

#### ***Chapter or Article in Book with Editor***

Grant B. Medical nutrition therapy for cancer. In: Mahan LK, Escott-Stump S, ed. *Krause's Food, Nutrition, & Diet Therapy.* 12<sup>th</sup> ed. Philadelphia: Elsevier; 2008:958-990.

### **Examples of Other Citations**

#### ***Letter to the Editor***

Messina M. Resolving the Soy–Breast Cancer Controversy. *J Am Diet Assoc.* 2006; 106:364. Letter.

#### ***Abstract***

Vanata DF. Folic acid knowledge and intake among young adults. *J Am Diet Assoc.* 2005;105(suppl):A-65. Abstract.

### ***Government Bulletin***

The following information should be included in the order given: (1) name of author (if given); (2) title of bulletin; (3) place of publication; (4) name of issuing bureau, agency, department, or other governmental division; (5) date of publication; (6) page numbers, if specified; (7) publication number, if any; and (8) series number, if given. *For example:*

Bone Health and Osteoporosis: A Report of the Surgeon General. Rockville, MD: US Department of Health and Human Services, Public Health Service, Office of the Surgeon General; 2004.

### ***Personal Letters or Communications***

Austin M. Personal communication. Kramer Food Center, Kansas State University, March 1, 2006.

### ***Citation of Lecture Notes***

Fullmer S. Lecture notes. Clinical Nutrition I, Brigham Young University, Nov. 16, 2009.

### ***Thesis or Dissertation***

Ablah E. Factors Associated with Women, Infants, and Children (WIC) Participants Eating Healthy Foods and Engaging in Exercise. Wichita, KS: Wichita State University; 2005. Dissertation.

## **General Guidelines: Web Sites**

The following information should be provided:

1. Author,( if no author is available, the name of the organization responsible for the website)
2. Title of document
3. URL (web site address)
4. Date accessed

### ***Examples of Web Site Citations***

US Food and Drug Administration. What are the FDA requirements relating to sanitation? <http://www.cfsan.fda.gov/~dms/qa-ind2c.html>. Accessed March 1, 2006.

Risse M, Faucette B. Food waste composting. <http://pubs.caes.uga.edu/caespubs/pubcd/b1189.htm>. Accessed February 11, 2006.

US Bureau of the Census. Disability Status: 2000. <http://www.census.gov/prod/2003pubs/c2kbr-17.pdf>. Accessed June 14, 2006

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2. Kalantar-Zadeh K, Kuwae N, Wu DY, Shantouf RS, Fouque D, Anker SD, Block G, Kopple JD. Associations of body fat and its changes over time with quality of life and prospective mortality in hemodialysis patients. *Am J Clin Nutr.* 2006;83:202-210.
3. Encyclopedia Britannica. Dialysis. <http://search.eb.com.erl.lib.byu.edu/eb/article?tocId=9030260>. Accessed February 26, 2005.
4. Kurella M, Kimmel PL, Young BS, Chertow GM. Suicide in the United States end-stage renal disease program. *J Am Soc Nephrol.* 2005;16:774-781.
5. National Kidney and Urologic Disease Information Clearinghouse. Vascular access for hemodialysis. Bethesda, Maryland: US Department of Health and Human Services, National Institutes of Health; 2003. NIH publication 03-4554.
6. Ray C. Personal communication. DaVita Dialysis Center, Utah Valley Regional Medical Center, Feb. 18, 2005.
7. National Kidney Foundation. Home hemodialysis. <http://www.kidney.org/atoz/atozItem.cfm?id=74>. Accessed February 25, 2005.
8. Gutch CF. *Review of Hemodialysis for Nurses and Dialysis Personnel.* 6<sup>th</sup> ed. New York, NY: Mosby; 1999.
9. Chen W, Lu XH, Wang T. Menu suggestion: An effective way to improve dietary compliance in peritoneal dialysis patients. *J Renal Nutr.* 2006;16:132-13



## PERIODICAL ABBREVIATIONS

PERIODICALS	ABBREVIATION	NUMBERED
Academy of Management Executive	Acad Manag Exec	C
Academy of Management Journal	Acad Manag J	C
Academy of Management Review	Acad Manag Rev	C
Administrative Management	Admin Manag	N
Administrative Science Quarterly	Admin Sci Q	C
Adult Education	Adult Educ	C
Advanced Management	Advanced Manag J	N
American Journal of Clinical Nutrition	Am J Clin Nutr	C
American Journal of Sociology	Am J Soc	C
American Scientist	Am Sci	C
Bakers Digest	Bakers Digest	N
British Journal of Nutrition	Br J Nutr	C
Business Education Journal	Bus Educ J	
Business Horizons	Bus Horizons	N
Business Quarterly	Bus Q	N
Business Travel News	Bus Travel Rev	N
California Management Review	Calif Manag Rev	N
Cornell Hospitality Quarterly	Cornell Hospitality Q	C
Cornell Hotel and Restaurant Administration Quarterly	Cornell Hotel Restaur Admin Q	N
Florida International University Hospitality Review	FIU Hospitality Rev	N
Food Management	Food Manag	N
Food Product Development	Food Prod Dev	N
Foodservice Director	Foodserv Dir	N
Foodservice Equipment and Supplies	Food Equip Suppli	N
Food Technology	Food Technol	N
Gerontologist	Gerontologist	N
Gerontology	Gerontology	N
Harvard Business Review	Harvard Bus Rev	N
Health Care Management Review	Health Care Manager	C
Health Services Research	Health Serv Res	N
Home Economics Research Journal	Home Econ Res J	C
Hospitality Education and Research Journal	Hospitality Educ Res J	
Hospitality Educator	Hospitality Educ	N
Hospitality Scene	Hospitality Scene	N
Hospitals	Hospitals	N
Hotel and Motel Management	Hotel Motel Manag	N
Human Organization	Hum Organ	C

PERIODICALS	ABBREVIATION	NUMBERED
Human Relations	Hum Relations	C
Human Resource Management Journal	Human Resource Mngt J	C
Indian Journal of Nutrition and Dietetics	Indian J Nutr Diet	C
Industrial and Labor Relations Review	Ind Labor Relatio Rev	N
Industrial Management Review	Ind Manag Rev	N
Industrial Relations	Ind Relations	C
International Journal of Hospitality Management	Int J Hospitality Manag	N
Journal of the Academy of Nutrition and Dietetics	J Acad Nutr Diet	C
Journal of the American Dietetic Association	J Am Diet Assoc	C
Journal of the American Medical Association	JAMA	C
Journal of Applied Behavioral Sciences	J Appl Behav Sci	C
Journal of Applied Nutrition	J Appl Nutr	C
Journal of Applied Psychology	J Appl Psychol	C
Journal of Business	J Bus	C
Journal of the Canadian Dietetic Association	J Can Diet Assoc	C
Journal of Child Nutrition and Management	J Child Nutr Manag	C
Journal of Environmental Health	J Environ Health	C
Journal of Food Protection	J Food Protection	C
Journal of Food Quality	J Food Quality	C
Journal of Food Safety	J Food Safety	C
Journal of Food Science	J Food Sci	C
Journal of Food Science and Technology	J Food Sci Technol	C
Journal of Foodservice Management and Education	J Foodserv Mngt Edu	N
Journal of Food Technology	J Food Technol	C
Journal of Foodservice Business Research	J Foodserv Bus Res	C
Journal of Gerontology	J Gerontology	C
Journal of Home Economics	J Home Econ	N
Journal of Management	J Manag	C
Journal of Management Studies	J Manag Studies	C

PERIODICALS	ABBREVIATION	NUMBERED
Journal of Nutrition	J Nutr	C
Journal of Nutrition Education	J Nutr Educ	C
Journal of Nutrition for the Elderly	J Nutr Elderly	C
Journal of Occupational Psychology	J Occup Psychol	C
Journal of Occupational and Organizational Psychology	J Occup Org Psych	C
Journal of Organizational Behavioral Management	J Organ Behav Manag	C
Journal of Organizational Excellence (Global Business and Organizational Excellence after (2006))	J Organ Excel Global Bus Organ Excel	C
Journal of Psychology	J Psychol	C
Journal of Purchasing and Materials Management	J Purchasing Materials Manag	N
Journal of Social Psychology	J Soc Psychol	C
Journal of Travel Research	J Travel Res	N
Journal of Vocational Behavior Lodging	J Voc Behav Lodging	C
Management Accounting	Manag Accounting	N
Management Science	Manag Sci	C
Management Solutions	Manag Solutions	N
Meeting News	Meeting News	N
Meetings and Conventions	Meetings Conven	N
Michigan Business Review	Mich Bus Rev	N
Modern Healthcare	Mod Healthcare	N
MSU Business Topics	MSU Bus Topics	N
NACUFS Journal	NACUFS J	N
Nations Restaurant News	Nat Restaur News	N
New England Journal of Medicine	N Engl J Med	C
Nutrition Research	Nutr Res	C
Nutrition Reviews	Nutr Rev	N
Organizational Behavior and Human Performance	Organ Behav Hum Perf	C

PERIODICALS	ABBREVIATION	NUMBERED
Personnel	Personnel	C
Personnel Administrator	Personnel Administrator	N
Personnel Journal	Personnel J	N
Personnel Psychology	Personnel Psychol	C
Production and Inventory Management	Production Inventory Manag	N
Psychological Review	Psychol Rev	C
Public Administration Review	Public Admin Rev	C
Public Personnel Management	Public Personnel Manag	N
Resort and Hotel Management Restaurant Business	Resort Hotel Manag Restaur Bus	N
Restaurant Business	Restaur Bus	N
Restaurant Hospitality	Restaur Hospitality	N
Restaurant and Hotel Design	Restaur Hotel Design	N
Restaurants and Institutions	Restaur Institu	N
Restaurant Management	Restaur Manag	N
School Foodservice Journal	School Food Serv J	N
School Foodservice and Nutrition	School Food Serv Nutr	N
School Foodservice Research Review	School Food Serv Res Rev	C
School Nutrition	School Nutr	N
Sloan Management Review (1970-1997)	Sloan Manage Rev	N
MIT Sloan Management Review (1998- )	MITSloan Manage Rev	
Social Forces	Social Forces	C
Strategic Change	Strategic Change	C
Tourism Management	Tourism Manag	C
Training	Training	N
Training and Development Journal	Training Dev J	N
Travel and Leisure	Travel and Leisure	N

C = Consecutively Numbered N = Nonconsecutively Numbered

- Spell out journals when the complete title is only one word.
- Omit prepositions and conjunctions in the journal title when abbreviating.
- Abbreviations from Index Medicus are used; some variations do exist, the key is to be consistent within your own list of references.
- For any other Journal abbreviations, go to [www.pubmed.gov](http://www.pubmed.gov). Click on “Journal in NCBI Databases.” Type in Journal name and hit Enter

## Abbreviations for References

Academy = Acad  
Administrative/Administration = Admin  
Agriculture = Agric  
Allied = Allied  
American = Am  
Analysis/Analytical = Anal  
Annal = Ann  
Annual = Annu  
Applied = Appl  
Archives = Arch  
Assessment = Assess  
Association = Assoc  
Bacteriology = Bacteriol  
Behavior = Behav  
Biochemistry/Biochemical= Biochem  
Biology = Biol  
British = Br  
Bulletin = Bull  
Business = Bus  
Canadian = Can  
Chemists/Chemical = Chem  
Children = Child  
Clinical = Clin  
College = Coll  
Computer = Comput  
Communication = Communic  
Current = Curr  
Dairy = Dairy  
Development = Dev  
Dietetics = Diet  
Disease = Dis  
Division = Div

Economics = Econ  
Education = Educ  
Engineering = Eng  
Environment/Environmental = Environ  
Experiment = Exp  
Family = Fam  
Federal = Fed  
Finance/Financing = Financ  
Fundamental = Fundam  
General = Gen  
Geriatric = Geriatr  
Gerontology = Gerontol  
Health = Health  
Hospital = Hosp  
Home Economics = Home Ec  
Human = Hum  
Independent = Independ  
Industrial = Ind  
Institute = Inst  
International = Int  
Investigation= Invest  
Journal = J  
Labor = Labor  
Legal = Leg  
Management = Manag  
Medicine/Medical = Med  
National = Natl  
New England = N Engl  
News = News  
Nursing = Nurs  
Nutrition/Nutritional = Nutr  
Occupational = Occup

Office = Off  
Organization/Organizational = Organ  
Pediatric/Pediatrics = Pediatr  
Performance = Perf  
Personality = Pers  
Planning = Plan  
Philosophy = Philos  
Physiology = Pysiol  
Problems = Probl  
Proceedings = Proc  
Product = Prod  
Progress = Prog  
Professional = Prof  
Psychology/Psychological = Psychol  
Public = Public  
Publication = Publ  
Quarterly = Q  
Report = Rep  
Research = Res  
Restaurant = Restaur  
Review = Rev  
Science = Sci  
Service = Serv  
Society = Soc  
Statistics/Statistical = Stat  
Supervisory = Supervis  
Supplement = Suppl  
Technology = Technol  
Therapy = Ther  
Topics = Top  
Transactions = Trans  
University = Univ





**Subject:** Standards for an Acceptable Paper: Grading Key

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**Policy**

In addition to meaningful content, papers will be evaluated on flow, clarity, and grammar.

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**Procedure**

Many instructors will grade electronically, some may grade hard copy. The following table shows the symbols/abbreviations, meaning, and explanation of marks instructors may use when marking and evaluating papers.

**Paper Grading Key**

<b>Abbreviation</b>	<b>Meaning</b>	<b>Explanation</b>
acr	Acronym	Spell out phrase or agency on first use followed by acronym in parentheses; avoid starting sentence with acronym.
awk	Awkward	Phrasing does not flow smoothly.
DL	Dangling line	Single line at top or bottom of page.
inc	Incomplete sentence	Needs a noun or verb.
N-N	Noun-noun agreement	Both should be plural or both should be singular.
N-Pr	Noun-pronoun agreement	Both should be plural or both should be singular.
N-V	Noun-verb agreement	Both should be plural or both should be singular.
num	Numerals	Spell out numbers below 10; avoid starting sentence with numerals.
per	Person	Avoid first and second person; keep formal paper in third.
PC	Parallel construction	i.e. cooking, sewing, and dancing; not cooking, sewing, and dances.
PR	Pronoun referent	Not clear to whom or what pronoun refers
red	Redundant	Avoid vain repetition.
ref	Reference	Section needs a reference citation
ROS	Run-on sentence	Sentence combines too many thoughts; break into two.
unc	Unclear	Idea not clearly communicated.
WC	Word choice	Word not appropriate for intended meaning.
≡	Capitalize	
/	Make lowercase	

### **Policy**

All interns will be evaluated on performance by their preceptors at supervised practice sites and by university faculty. Signed Verification Statements will be given to interns upon successful completion of all requirements for admitted track.

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### **Overview**

Interns need a Verification Statement, signed by the Program Director, to qualify for the Registration Examination and to have active membership in the Academy.

### **Procedure**

#### **Internship Only Track**

- To receive the Academy required Verification Statement interns must complete all internship classes and rotations with the following performance levels
  - The “overall rating” on the final performance evaluation for each supervised practice rotation must be a “3” or higher.
  - 75% of all other rating areas on the final performance evaluation for each rotation must be a “3” or higher.
    - Lack of significant progress will mean repeating the experiences not completed satisfactorily.
    - Professionalism in appearance, attitude, behavior, and punctuality is expected in all supervised practice experiences and field trips, and is reflected in evaluations.
  - The required classes NDFS 620R, 621, 622, 637, 638 must be successfully completed with a grade of B- or better.
- The verification statement will be given following completion of all requirements.

#### **Combined Masters Internship Track**

- To receive the Academy required Verification Statement interns must be granted the master’s degree and complete all internship supervised practice rotation, graduate courses, and graduate project with the following performance levels
  - The “overall rating” on the final performance evaluation for each supervised practice rotation must be a “3” or higher.
  - 75% of all other rating areas on the final performance evaluation for each rotation must be a “3” or higher.
    - Lack of significant progress will mean repeating the experiences not completed satisfactorily.
    - Professionalism in appearance, attitude, behavior, and punctuality is expected in all supervised practice experiences and field trips, and is reflected in evaluations.
  - The required classes NDFS 620R, 621, 622, 637, 638 must be successfully completed with a grade of B- or better.
- The verification statement will be given following completion of all requirements.

## All Tracks

Interns will be evaluated according to these standards at the conclusion of each rotation block. Interns whose performance does not meet the standards will be referred to the Standards Review Committee, composed of the following members:

- Dietetics Internship Director
- One dietetics faculty member
- One department faculty member (not in dietetics program)
- NDFS Department Chair

The Standards Review Committee will meet as necessary to review the performance of any intern referred by the dietetics faculty or preceptor. The committee may dismiss an intern from the program when any one or more of the above conditions are not met; unless, when meeting with the intern, the committee is satisfied that the intern is making regular and satisfactory progress toward completion of the Dietetic Internship. An appeal may be made by the intern in the event of such a dismissal by following established departmental and university procedures for grievance.

## **Subject:** Standards for Case Study Oral and Written

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### **Policy**

Interns will become proficient in researching and presenting patient/client case studies. Both oral and written case studies will follow the guidelines listed under Procedures. Grading will follow the written case grading rubric and the intern oral presentation evaluation form.

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### **Procedure**

#### *Purpose*

Case studies have two purposes, first to provide an opportunity to study a particular patient/client in detail and second to strengthen both oral and written communication skills. Convince the faculty that you really KNOW your patient's issues and the implications of nutrition assessment and intervention.

#### *Format*

The written case study should follow the *Standards for an Acceptable Paper* guidelines found in the intern handbook.

#### *Content*

The case study allows for an in-depth evaluation of the disease process, nutrition assessment, nutrition intervention, and nutrition monitoring. The following sections should be included in both the oral and written case studies. A description of each section follows.

- Patient Profile
- Present Illness
- Nutrition Assessment
- Nutrition Diagnosis
- Nutrition Intervention
- Nutrition Monitoring and Evaluation
- Appropriateness of Care
- References
- Appendices (for NDFS 638 only)

#### *HIPPA and Case Study*

The following is considered identifiable information by HIPAA and must not be accessed or shared for any purpose (e.g. in a case study) other than patient care.

1. Names (identify patient by initials only)
2. All geographic subdivisions smaller than a State, including street address, city, county, precinct, zip code.
3. All elements of dates (except year) for dates directly related to an individual, including birth date, admission date, discharge date, date of death; and all ages over 89 and all elements of dates (including year) indicative of such age. except that such ages and elements may be aggregated into a single category of age 90 or older. (You may need to identify dates as day 1, week 1, month 1 etc. to show progression of care)
4. Telephone numbers

5. Fax numbers
6. Electronic mail addresses
7. Social Security numbers
8. Medical record numbers; Health Plans Beneficiary Number
9. Account Numbers
10. Certificate/License Numbers
11. Vehicle identifiers and serial numbers, including license plate numbers;
12. Device identifiers and serial numbers
13. Web Universal Resource Locators (URLs)
14. Internet Protocol (IP) address numbers
15. Biometric identifiers, including finger and voiceprints
16. Full face photographic images and any comparable images
17. Any other unique identifying number, characteristic, or code, except a reidentification number to which the key is kept secure. Data that is fully de-Identified no longer requires HIPAA protections or tracking of disclosures. However, de-identified patient information is still confidential and may not be disclosed without [facility's] permission.

### **Patient Profile**

The goals of this section are to portray the patient as a unique individual and gather information to determine nutritional needs, structure realistic goals, and personalize care. The patient profile should present the patient's personal, medical, family, and social history. Patient profile information can be obtained from medical records and patient or caregiver interviews. Items to consider include:

- **Social, family, and economic information** (if nutritionally relevant). Patient's initials, age, residence, race or ethnic group, occupation, religion, education, marital status, family dynamics, economic status.
- **Medical History.** Past medical illnesses, hospitalizations, injuries, and/or surgeries. An indication whether past issues have been resolved. A brief explanation of illnesses, injuries, and surgeries with nutritional implications. Minor problems (i.e. wart excision, bunionectomy) may be mentioned without any discussion or left out if not pertinent to the case.

### **Present Illness**

The goal of this section is to describe the present illness and demonstrate an understanding of the disease/illness etiology, diagnosis, progression, prognosis, and effect on nutrition. Items to consider include:

- **Problem List** as determined by the physician. Discuss one or two main problems briefly, including:
  - Definition of the disease, etiology, pathogenesis, clinical features, signs, and symptoms.
  - Laboratory or test procedures used to diagnose and/or monitor the disease. Briefly explain the principles and procedures involved in the tests. Note any dietary modifications needed for tests. Present dates and result of test for patients. Use tables or graphs to show results of multiple lab tests.
  - Complications, if any.
  - Prognosis.
  - Disease effect on nutritional status.

- **Treatments** for current illness. If more than one problem/illness, list treatments by problem or problem complication. Treatments may be listed categorically under each disease, such as Drugs/Medication, Radiation, Surgery, Physical Therapy, Occupational Therapy, Psychiatric Counseling, Diet, etc. Include a brief description of:
  - General treatment recommendation for illness.
  - Treatments patient has/is receiving. Briefly describe the procedures and/or principles involved in the treatment. Describe any nutritional implications of the treatment. For drug/medication treatments briefly describe:
    - The pharmacologic action of the drug.
    - Side effects both potential and actual experienced by the client.
- PRN (as needed) medications and treatments not necessarily prescribed for a specific problem may be listed under a Miscellaneous or Other category instead of by problem.

### **Nutrition Assessment**

Assessment involves the collection of subjective and objective client data to determine the nutrition status and needs of the patient. Describe and evaluate the assessment and monitoring data categories identified in the electronic *Nutrition Care Process Terminology (eNCPT)*. Summarize the nutrient needs or concerns of the patient/client using the IDNT comparative standards as an organizational guide. Relate assessment data to the patient's overall nutrition status and current medical condition. Assessment areas to consider include:

- **Food/Nutrition Related History** (AKA Diet). Include diet history, allergies, appetite, intake, vitamin/mineral supplements, evaluation of diet history, diet and nutrition support orders (dated) throughout hospital stay, calorie count results, tube feed and/or TPN regimens, nutrients provided in nutrition support, tolerance of diets and/or nutrition support, appropriateness of nutrition orders, and any other pertinent areas indicated in the IDNT.
- **Anthropometrics**. Include height, weight, BMI, percent ideal body weight, weight changes, growth patterns, skinfold and derived measurements. Graphs or growth charts may be used to present information. Present an evaluation of the results.
- **Biochemical Data, Medical Test, and Procedures**. Present labs or other procedures, such as swallow studies that have a relationship to nutrition status or are pertinent to disease/illness. Tables and graphs may be used to present longitudinal data. Explain all abnormal results.
- **Nutrition-Focused Physical Findings** (AKA Clinical). Include findings from assessment of body system. Information can be history and Physical Examination in the medical record or personal client observation.
- **Comparative Standards**. As appropriate, show energy, macronutrient, micronutrient, and fluid needs using prediction formulas, factors, and/or indirect calorimetry results.
- **Client History**. Client history is presented in the patient profile section; however a brief recap of how history was used in nutrition assessment can be reiterated briefly.

### **Nutrition Diagnosis**

Identify one to three nutrition diagnoses and state them in PES (problem, etiology, sign/symptom) format.

### **Nutrition Intervention**

Nutrition interventions should be based on patient assessment and determination of nutrition problem/diagnosis. Interventions are purposely planned actions directed to resolve the nutrition problem/etiology or sometimes the sign/symptom. For each problem, list appropriate nutrition interventions as categorized in the IDNT or eNCPT. Categories include: Food and/or Nutrient Delivery, Nutrition Education, Nutrition Counseling, and Coordination of Nutrition Care. Use goals and objectives to present specific interventions. Objectives are observable steps to goal attainment. Objectives may include short term monitors. Include methods of evaluating patient's long term progress.

- **Example**

*Problem:* Iron deficiency anemia related to limited intake of high iron foods and supplements as evidenced by HCT of 29% and history of anemia in previous pregnancies.

*Intervention:* Nutrition Education; Coordination of Nutrition Care

*Long-Term Goal:* Increase HCT to normal levels for pregnancy.

*Short-Term Goal:* Increase dietary iron intake.

*Specific Intervention and Client Objectives:*

1. Intervention: Nutrition Education
  - a. Discuss iron's role in the body.
    - Objective: Client will be able to explain importance of iron in blood formation and to relate anemic symptoms (such as weakness and shortness of breath) to body's lack of iron.
  - b. Review economical food sources of iron.
    - Objective: Client will be able to list five foods that can be purchased and prepared which are good sources of iron.
  - c. Review selective menu with client and point out foods high in iron.
    - Objective: Client will be able to select high iron foods off the menu.
2. Intervention: Coordination of Care
  - a. Consult with social worker about food stamp program enrollment.
    - Objective: Patient to complete enrollment at discharge, if eligible.

### **Nutrition Monitoring and Evaluation**

Present an evaluation of nutrition interventions. Describe how objectives and goals were monitored for change. Indicate which interventions were actually done in the hospital setting with your patient and which interventions were not completed and why. Describe the impact of the nutrition intervention(s) on nutrition problems, signs, or symptoms. Use indicators from the IDNT monitoring and evaluation section to present information.

### **Appropriateness of Nutrition Care**

Describe your analysis of the provided nutrition care. Was the care effective? If not, in your judgment, what could or should have been done to provide more effective nutrition care?

### **References**

Cite references as presented in the *Standards for an Acceptable Paper* guidelines found in the intern handbook.

**Appendices** (for NDFS 638 only)

As addenda to your written case study, include the following:

**Appendix A: Billing and Coding.** The section should include:

- Brief description of dietitian's potentially billable actions. For example assessment, face-to-face counseling, formula, etc.
- Possible MNT CPT codes (with definition) for patient
- Possible ICD-10 codes (with definition) for patient Medical Diagnosis



**Written Case Study Grading Rubric (note: individual faculty may use an alternate rubric)**

Name \_\_\_\_\_

**Content**

**Patient Profile:** Was the patient portrayed as a unique individual? Was enough information gathered to determine nutrition needs, set goals, and personalize care?

Outstanding/Definitely (5 pts.)	Somewhat (3 pts.)	Not at all (0 pts.)
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**Present Illness:** Did the intern demonstrate an understanding of the disease/illness, etiology, diagnosis, progression, and prognosis? Was the effect of the illness on nutrition discussed? Was information correct?

Outstanding/Definitely (5pts.)	Somewhat (3 pts.)	Not at all (0 pts.)
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**Nutrition Assessment:** Was appropriate data collected? Was the data assessed and evaluated correctly? Were nutrient needs presented and calculated correctly? Was assessment data related to patient’s overall nutrition status and current medical condition?

Outstanding/Definitely (5 pts.)	Somewhat (3 pts.)	Not at all (0 pts.)
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**Nutrition Diagnosis:** Were one to three nutrition diagnoses stated? Was correct diagnosis terminology used? Was the diagnosis statement written in PES format?

Outstanding/Definitely (5 pts.)	Somewhat (3 pts.)	Not at all (0 pts.)
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**Nutrition Intervention:** Were interventions based on patient assessment and nutrition diagnosis? Were interventions directed toward resolving the nutrition problem/etiology or sign/symptom? Were interventions categorized using the IDNT? Were goals and objectives used to present specific information?

Outstanding/Definitely (5 pts.)	Somewhat (3 pts.)	Not at all (0 pts.)
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**Nutrition Monitoring and Evaluation:** Was the impact of nutrition interventions on nutrition problems presented? Was there an indication of which recommendations were followed and why or why not? Was there a discussion of nutrition changes made due to monitoring and evaluation?

Outstanding/Definitely (5 pts.)	Somewhat (3 pts.)	Not at all (0 pts.)
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**Appropriateness of Nutrition Care:** Was a discussion of appropriateness of nutrition care presented? Are intern’s recommendations for changes, if any, appropriate to the case?

Outstanding/Definitely (5 pts.)	Somewhat (3 pts.)	Not at all (0 pts.)
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**Mechanics**

Does the paper flow from section to section? Does the paper have consistent voice? Is the paper visually appealing?

Outstanding/Definitely (5 pts.)	Somewhat (3 pts.)	Not at all (0 pts.)
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Does the paper follow the standard in the intern handbook and assignment guide? Is it grammatically correct? Is the paper free of misspelled words?

Outstanding/Definitely (5 pts.)	Somewhat (3 pts.)	Not at all (0 pts.)
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### Appendix A: Billing and Coding

**Description of Dietitian Activities:** Is a description of the dietitians potentially billable activities presented in sufficient detail without being too wordy? **CPT MNT codes and ICD-10 codes:** Are correct codes identified and described?

Outstanding/Definitely (5 pts.)	Somewhat (3 pts.)	Not at all (0 pts.)
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**Subject:** Student Services

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**Policy**

All interns will have full access to student support services as found in the Graduate Catalog.

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**Procedure**

- Interns may see a full listing of all student services available on campus by accessing BYU OneStop online <https://onestop.byu.edu/>
- Services include:
  - Bookstore (texts and supplies)
  - Counseling and Career Center
  - Equal Opportunity Office
  - Financial Center
  - Health Plans and Services
  - Honor Code Counsel
  - ID Center
  - Information Technology Services
  - International Services
  - Multicultural Student Services
  - Parking
  - Public Transit passes
  - Pre-professional Programs
  - Religious Opportunities
  - Risk Management and Safety
  - Services for Single Parents
  - Services for Students with Disabilities
  - Signature Card
  - Student Center
  - Student Employment Services
  - University Police, Parking, Traffic, and Security
  - Veteran's Support

**Subject:** Students with Disabilities

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**Policy**

The BYU Dietetic Internship follows the University policy for students with disabilities.

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**Procedure**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**Subject:** Tuition, Fees, and Refunds

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**Policy**

All interns will be required to pay graduate school tuition and fees. Tuition and fees will vary each semester, depending on the number of course credits, etc.

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**Procedure**

Information regarding the payment of tuition and fees or refunds is at <https://finserve.byu.edu/content/tuition-and-general-fees>



## Directory of Dietetics Faculty

### Brigham Young University

Department of Nutrition, Dietetics, & Food Science  
S-221 ESC  
Provo, UT 84062  
801-422-3912  
ndfs\_sec@byu.edu

### Dietetics Directors

Pauline Williams, PhD, MPA, RDN, CD  
Director Dietetic Internship  
Associate Teaching Professor  
S-215 ESC  
801-422-4876 (work)  
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Assistant Professor  
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APPENDIX A

**Dietetic Internship**  
Brigham Young University

**Physical Exam Form**

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

**FAMILY HISTORY** (*Intern complete this section*). Indicate if any relatives have or have had

Condition	List Relative(s)
Tuberculosis	
Heart Disease	
Diabetes	
Hypertension	

Condition	Relative(s)
Cancer	
Epilepsy	
Other (list)	
Other (list)	

**PERSONAL HISTORY** (*Intern completes this section*) Indicate is you have or have had

Condition	Yes	No	Condition	Yes	No	Condition	Yes	No
Acne			Hay fever			Pleurisy		
Anorexia/bulimia			Hernia			Pneumonia		
Arthritis			Hepatitis A__ or B			Poliomyelitis		
Asthma			Hypertension			Pneumatic fever		
Cold, frequent (3+/year)			Kidney disorders			Scarlet Fever		
Diabetes			Jaundice			Sinus condition		
Emotional/Psychological illness			Measles			Sore throat, frequent		
Epilepsy			Medication allergies			Tuberculosis		
Fatigue			Meningitis			Treatment for positive		
Food allergies			Menstrual disorders			Recent weight change		
German measles			Mononucleosis					
Headaches, frequent			Mumps					
List serious injuries and hospitalization in last 12 months (include dates):								
List surgical procedures in last 12 months (include dates)								
List Chronic illnesses								
List medication/drugs regularly used								
List conditions which restrict physical activity								
Menstruation (if applicable): Began date: _____ Regular or Irregular (circle) Any activity restriction?								

I authorize \_\_\_\_\_ to release this report to the Dietetic Internship Program.

(Physician)

Intern Signature \_\_\_\_\_

**PHYSICAL EXAMINATION (Completed by physician)**

Height		BP	
Weight		Pulse	

**Systems Review (check appropriate column)**

	Normal	Abnormal	Description of Abnormality
Skin			
Eyes			Requires glasses or contacts?
Ears			Deafness? <u>    </u> R <u>    </u> L
Nose			
Throat			
Neck			
Chest			
Lungs			
Breasts			
Heart			
Abdomen			
Extremities			
Nervous System			

Any special considerations concerning this intern?

Physician's signature: \_\_\_\_\_ Date \_\_\_\_\_

Physician Printed Name: \_\_\_\_\_

Physician Contact Information:

Address:

Phone:

APPENDIX B

**INTERNSHIP  
MASTER AGREEMENT  
Brigham Young University**

This Agreement is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 201\_\_\_\_ (“Effective Date”) between Brigham Young University, a Utah nonprofit corporation and educational institution (“BYU”), and \_\_\_\_\_ (the “Experience Provider”) located at \_\_\_\_\_.

1. **PURPOSE.** In order to facilitate internship opportunities and educational experiences for students, this Agreement is intended to govern the relationship between Experience Provider and BYU with respect to student Interns from BYU in an internship arrangement with the experience Provider.

**2. GENERAL CONSIDERATIONS.**

- 2.1 An internship is a cooperative student program between BYU and the Experience Provider. The Experience Provider will provide supervision, facilities, and instruction that help students of BYU (each an “Intern”) acquire skills and knowledge related to their chosen field of study or occupation.
- 2.2 This Agreement is effective as of the Effective Date and may be terminated by BYU or the Experience Provider for any reason by providing 90 days advance written notice to the other party.
- 2.3 Experience Provider and BYU shall each provide a contact person (the “Internship Coordinator”) for activities related to the performance of this Agreement. The following contact names and addresses shall be the initial Internship Coordinators for the Experience Provider and for BYU. Others may be designated in writing by the parties at any time.

For Experience Provider:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Telephone: \_\_\_\_\_  
 Email: \_\_\_\_\_

For BYU:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Telephone: \_\_\_\_\_  
 Email: \_\_\_\_\_

- 2.4 BYU and the Experience Provider agree to indemnify each other from any claims or liability, including reasonable attorneys’ fees, due to their respective negligent acts or omissions arising from the performance of this Agreement. Each party further agrees to have in effect insurance coverage to adequately underwrite this promise of indemnity.
- 2.5 Neither BYU nor the Experience Provider will be responsible nor held liable for any claims, disputes, losses, damages, injuries, adverse events or outcomes arising out of or caused only by the other party’s actions, inactions or negligence. If, however, such claims, disputes, losses, damages, injuries, adverse events or outcomes are the result of the joint fault of both the Experience Provider and BYU, the obligation of each party to indemnify the other hereunder shall be limited to the extent of the indemnifying party’s respective fault.
- 2.6 This Master Agreement is not intended and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association between BYU and the Experience Provider and their employees, Interns, or agents; but rather is an Agreement by and among two independent contractors. Each Intern is placed with the Experience Provider in order to receive educational experience as part of the academic curriculum; duties performed by an Intern are not performed as an

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the Intern's progress with the Intern and the Experience Provider, and (iv) advises the Intern relative to a program of study related to the internship experience; and

- 3.6 Provide liability insurance to cover damage or harm caused by the Intern in the amount of \$1,000,000 per person, per occurrence, \$3,000,000 in the aggregate.

**4. RESPONSIBILITIES OF THE EXPERIENCE PROVIDER.** The Experience Provider shall:

- 4.1 Provide planned and supervised opportunities for each Intern to perform tasks to acquire and practice various skills based on objectives compatible with those of BYU's program;
- 4.2 Orient the Intern to the Experience Provider's rules, policies, procedures, methods, and operations;
- 4.3 Evaluate the Intern's performance and notify BYU's Internship Coordinator of any cause of dissatisfaction with or of any known misconduct on the part of the Intern;
- 4.4 Comply with all the federal, state, local, and municipal laws, ordinances and codes applicable to Experience Provider;
- 4.5 If applicable, pay the Intern the agreed upon rate of compensation for the term of the internship and fulfill all legal requirements related to Experience Provider's independent contractor/employment relationship with the Intern; and
- 4.6 Accept the primary responsibility for supervision and control of the Intern at the internship site.

**5. ENTIRE AGREEMENT.** This Agreement constitutes the entire agreement of the parties with respect to the subject matter of this agreement.

IN WITNESS WHEREOF, THE PARTIES HAVE AFFIXED THEIR SIGNATURES BELOW:

Experience Provider

Brigham Young University

By \_\_\_\_\_

By: \_\_\_\_\_

Printed Name \_\_\_\_\_

Printed Name Adrienne Chamberlain

Date \_\_\_\_\_

Date \_\_\_\_\_

**EXHIBIT A**  
**STUDENT AGREEMENT**  
**BRIGHAM YOUNG UNIVERSITY**

The student hereby agrees to the following:

1. Be enrolled as an internship student.
2. Comply with all Experience Provider rules, policies and procedures.
3. Complete the internship during the dates specified unless modified by the Experience Provider and BYU. Students who feel they must leave or not start an internship for which they have registered must do the following: (1) Consult the BYU department/college internship coordinator or faculty member supervising the internship and explain their reasons for wanting to discontinue the internship. (2) If the department agrees with the student's decision, the internship provider must be given appropriate, timely notice about the discontinuance. (3) If the decision to discontinue comes after the drop deadline, the student must petition to quit the internship. (4) If the student has received money from a BYU college or department to help defray expenses associated with the internship, the student may be required to give back an amount commensurate with the time not spent in the internship. Students who leave internships early without notifying their BYU supervisor and the internship site supervisor may receive a low or failing grade for the internship and may be blocked from registering for future internships.
4. Work conscientiously under the direction of the supervisor assigned by the Experience Provider, submitting all reports and assignments as required.
5. Report serious problems, including physical, safety and personnel, to the Experience Provider supervisor and the BYU Internship Coordinator.
6. Complete all BYU academic assignments and course work as outlined by the applicable department.
7. Adhere to BYU's Honor Code and the Experience Provider's Standards of Personal Conduct and Dress and Grooming Standards.
8. Receive and read a copy of the Internship Master Agreement between BYU and the Experience Provider. I acknowledge that it is incorporated by reference into this Agreement and that I am bound by such terms and conditions therein which specifically apply to interns.
9. Consult with my personal physician in regard to necessary immunizations and any other medical matters relating to my participation in the internship program.
10. Authorize BYU's designated representative to grant permission for my necessary medical treatment for which I will be financially responsible if, during my participation in the program, I become incapacitated or otherwise unable to provide consent to medical treatment and advance consent cannot be obtained from my family.
11. Participation as an intern may involve risks not found in study at BYU. These include risks involved in traveling to and returning from place of internship; different standards of design, safety, and maintenance of buildings, public places, and conveyances; local medical and weather conditions. I represent that I have made my own investigation and am willing to accept these risks.
12. Be personally responsible for all housing, transportation, study, and other arrangements in connection with my internship and personally bear all associated costs. In addition, be personally responsible for any financial liability and obligation which I personally incur and for any injury, loss, damage, liability, cost or expense to the person or property of another which is caused or contributed to by me during my participation in the internship program. I understand that BYU does not represent or act as an agent for, and cannot control the acts or omissions of, any host institution, host family, transportation carrier, hotel, tour organizer, or other provider of goods or services involved in the internship. I understand that BYU is

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not responsible for matters that are beyond its control, including, without limitation, strikes, war, loss, or theft of personal belongings, delays, weather, acts of God, governmental restrictions or acts, errors, or omissions of third party providers of goods or services.

13. Abide by all applicable laws. I understand I must personally attend to any legal problems I encounter or incur as an intern.
14. Acknowledge and agree that BYU is acting as an internship facilitator only and that BYU will be neither responsible for nor held liable for any claims, disputes, losses, damages, injuries, adverse events or outcomes arising out of or caused by the internship, including but not limited to such claims, disputes, losses, damages, injuries, adverse events and outcomes caused by Experience Provider's actions, inactions or negligence, even if BYU has been advised of the possibility of such.
15. Acknowledge and agree that as an Intern, I am placed with the Experience Provider in order to receive educational experience as part of my academic curriculum; my duties performed as an Intern are not performed as an employee of the Experience Provider but rather in fulfillment of the academic requirements of my educational experience and are to be performed under direct supervision by the Experience Provider's personnel. To the extent allowed under state and/or federal law, neither the Experience Provider nor BYU is required to provide worker's compensation coverage for my participating in this educational experience.
16. Acknowledge that all creative work performed as part of my internship shall be considered a "work made for hire," and that all copyright and other intellectual property rights in any such original creative work produced by me shall be owned entirely by the Experience Provider. Further, I agree not to utilize, incorporate, or otherwise make use of any pre-existing intellectual property and/or trade secrets of Brigham Young University in the creative work or internship performance without the express written permission of Brigham Young University.