STUDENT HANDBOOK

Dietitian Education Program

BUFFALO STATE COLLEGE

Dietetics & Nutrition

Buffalo State, SUNY
August, 2019
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**History of Dietitian Education Program (DEP) Program at Buffalo State**

The Dietitian Education Program at Buffalo State, SUNY began in the Fall of 1971 and was named the Coordinated Undergraduate Program (CUP) in Dietetics. Funding had been obtained through a five-year grant from the Allied Health and Manpower Division, National Institutes of Health, for the program's implementation. Buffalo State was one of six Institutions of Higher Education nationally to develop such an educational endeavor. It was the first to utilize a variety of health care facilities within a community as key clinical sites for student learning.

Subsequent special improvement grants for the years 1975-77 and 1977-80 were obtained from NIH to support the on-going development and evaluation of the program. Initially eight students were admitted to the program. Over a five-year period a gradual increase to 16 students was accomplished.

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) changed the name of the Coordinated Program in Dietetics to the Dietitians Education Program (DEP). This name change was formally adopted by SUNY in Fall, 2014. The 2017 ACEND Standards changed the name of the DEP to Coordinated Program (CP). A program name change application for the DEP to CP is forthcoming.

The design of the DEP is built on the concept of an integrated curriculum where the educational environment is expanded and coordinated to include hospitals, long-term care facilities, community agencies, private counseling firms, and other sites in which nutrition services are delivered. The goal of the program is to provide the student with opportunities to apply knowledge and acquire the skills necessary for an entry level dietitian. To accomplish this program goal, there is a need for the coordination of learning opportunities and supervision and evaluation of student performance in a variety of clinical settings. Additional clinical sites are utilized for individualized student experiences throughout the program. In order to maximize student learning and make best use of clinical experiences available, program accreditation has restricted the number of students in the program, therefore, screening for admission is necessary. To facilitate learning, a staff of clinical instructors and a director teach courses, plan, supervise and evaluate the student learning experiences.

The Dietitian Education Program is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND) 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, Phone: 800/877-1600.
**Verification Statement**

The signed verification statement documents that an individual has completed all the requirements of a dietetics education program accredited or approved by ACEND. Verification statements are essential to the ACEND dietetics education, Commission on Dietetic Registration (CDR) registration eligibility, and Academy of Nutrition and Dietetics (A.N.D.) active membership process.

For students earning their baccalaureate degree, verification statements will be issued when the student has completed ACEND-accredited DEP requirements (didactic and supervised practice) and the registrar has cleared the student for graduation, which indicates that all degree requirements also have been completed. DEP requirements include a completed competency checklist and timesheets documenting 1200 hours of supervised practice that are verified by the program director. In order to complete these requirements, students must comply with the program’s policy for good standing.

For students who have previously completed a baccalaureate degree, a verification statement can be issued upon completion of DEP requirements (didactic and supervised practice). [http://www.eatrightacend.org/ACEND/content.aspx?id=6442485467](http://www.eatrightacend.org/ACEND/content.aspx?id=6442485467).

Upon successful completion of all academic and supervised practice requirements, DEP students are given multiple original signature verification statements for use in applying to jobs, A.N.D. membership, future certification or licensure applications, and personal record.

For more information about verification statements, visit the following ACEND website for a fact sheet on "Frequently Asked Questions about Verification Statements". [http://www.eatrightacend.org/ACEND/content.aspx?id=6442485472](http://www.eatrightacend.org/ACEND/content.aspx?id=6442485472)

**Health, Nutrition, and Dietetics Department**

In September 2015, the Dietetics and Nutrition Department merged with the Health and Wellness Department to form the new Health, Nutrition, and Dietetics (HND) Department. The DEP is currently housed within the HND Department within the School of Natural and Social Sciences.
Philosophy

Dietetics is a major component of comprehensive health care. The DEP is designed to promote a continuous learning process, permitting creative participation by the student. A plan for progression of learning allows the student to build on knowledge, understanding and skills, as the individual demonstrates various levels of competency toward attainment of stated student outcomes.

The didactic and supervised practice experiences are integral parts of the educational environment. Guided supervised practice dovetails with theory to provide opportunity for applied learning. The student is encouraged to become self-evaluative and self-directive by completion of the program.

College faculty, clinical instructors, preceptors, and students share the responsibility for achieving the outcomes of the program.

Bachelor of Science Degree Granted

The DEP at Buffalo State has been an accredited dietetic program since 1973. It is the only coordinated program in the SUNY system. The DEP is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, 800/877-1600. acend@eattright.org.
**DEP Mission, Goals and Program Objectives**

Approved DEP Clinical Faculty August 18, 2016  
Approved by HND Faculty September 20, 1016  
Reviewed April 3, 2018

**Mission Statement**

The mission of the Dietitian Education Program, a coordinated program in dietetics, is to prepare entry-level registered dietitian nutritionists for competent practice-by providing a quality education--in the context of academic excellence, experiential learning and community service--that translates into an ongoing commitment to professional and leadership growth, community service, and a passion for life-long learning.

**Goal 1:** Graduates will attain the knowledge, skills, and professional characteristics needed for success as an entry level dietetics practitioner.

**Objectives:**

a. Ninety-five percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.

b. The program’s one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitians nutritionists is at least 80%.

c. Ninety percent or program graduates who begin the DEP will complete the program within 3 years (normal length 2 years x 1.5).

d. Of graduates who seek employment, 75 percent are expected to be employed in nutrition and dietetics or related fields within 12 months of graduation.

e. Ninety percent of first year graduates meet or exceed employer expectations for entry-level RDNs.

**Goal 2:** Graduates will demonstrate commitment to life-long learning, professional development, service and leadership in diverse professional and community endeavors.

**Objectives:**

a. Seventy-five percent of graduate respondents report pursuing practice certification, or pursuing graduate credit or additional degrees when surveyed three years after graduation.

b. Thirty percent of graduates respondents report active membership (committee member or leadership position) in a dietetics-related professional or volunteer organization when surveyed three years after graduation.
Description of the DEP Experience

Semester I

In the first semester the focus of Nutritional Care A is centered on introduction to acute and care, community nutrition, nutrition education, and food service experiences that apply the knowledge and skills learned in NFS 102 Introduction to Nutrition, NFS 401 Medical Nutritional Therapy I, NFS 315 and 316 Life Cycle/Community I and II, and NFS 211 Applied Management in Dietetics II.

The experiences allow for the development of basic interviewing, nutrition education, presentation, food service management skills, introduction to electronic medical records, and use of medical nutritional therapy and nutrition care process knowledge, skills and tools. Individual and group teaching assignments allow the student to develop skills in applying nutrition knowledge to various age groups, food/project management and group skills. Students learn about various community agencies/organizations providing food and nutrition services. Professional development of the student is emphasized throughout the courses.

Semester II

As the students learn more about medical nutritional therapy in the classroom, supervised practice at acute care settings two half-days per week often parallel and reinforce this knowledge. Reviewing medical records and visiting patients gives students first-hand experiences that case studies in a text cannot equal. Formative experiences build skills in executing the nutrition care process. Diet histories from patients are obtained in the hospitals and are used by students, along with information from electronic medical records, to assess patients and write nutritional care plans with specific goals. Although the plans do include ways of implementing the goals, as well as ways to evaluate the success of the care plan, the students do limited implementation until proficient skill levels are attained. The emphasis is on identifying and obtaining the necessary care rather than implementing the plan, this process allows students to gain experience while working with hospital patients (adults and children) and medical records. A portion of the semester is spent in a clinic setting providing nutrition counseling to selected patients.

Summer (between Junior and Senior Year)

The student applies knowledge and principles of food systems management in a health care facility. Emphasis is on the operational aspects of food service production and clinical services, continuous quality improvement and food service management roles and responsibilities.
Semester III

This semester builds upon knowledge and skills learned in previous semesters. The first semester in the senior year is divided into three rotations: 2 acute care rotations and 1 community/counseling rotation. Students are given responsibility for accomplishing the entire nutritional care process for selected patients/clients within the time allowed and facility policies. Students learn how to coordinate the implementation and evaluation of medical nutrition therapy (MNT) with other members of the health care team (i.e. nurses, physicians, social workers, etc.). While still under the supervision of their clinical instructor, the students often work closely with facility dietitians and diet technicians regarding specific patients. Their MNT notes are reviewed and co-signed by a dietitian or clinical instructor in electronic medical record (EMR). The students deal with a wide variety of patients, instruct patients on all types of modified diets, and become familiar with resources available for referral. In addition, experiences in counseling, community nutrition, and specialty practice are provided in a variety of settings. Supervised practice takes place two days a week (16 hours/week).

Semester IV

The second semester in the senior year is divided into three rotations to complete the requirements in NFS 448 Nutritional Care D, NFS 449 Nutritional Care E, NFS 450 Senior Practicum in Dietetics, and NFS 451 Specialty Practice.

NFS 448 is focused on acute patient care. Students will be in the hospital 5 days a week for a minimum for 40 hours per week over a four - five week period. The purpose of this rotation is to provide total nutritional care for increasing numbers of patients, refining and developing clinical management skills, continued learning and application of medical nutrition therapy and assuming the responsibilities of an entry level dietitian. This is a staff relief rotation in which the student becomes the supervised dietitian on the floor. An additional nutrition support rotation is planned at the end of the rotation.

NFS 450 Senior Practicum allows the student to function in a professional role for 40 hours a week, over a four - five week period. The student, faculty, and dietitian mentor select and develop goals for an area of dietetic practice to meet the student's learning needs and/or interest. The practicum provides an opportunity for students to gain a greater depth and breadth of experience and refine skills for independent functioning in dietetic practice. Students function under the supervision of a registered dietitian or facility staff designee who evaluates their professional performance. The course is writing intensive and requires an oral senior practicum report during senior seminar days.

The third rotation during this semester exposes students to nutritional care in a long-term facility (NFS 449). Students learn the differences between acute and chronic care, and how the various departments (i.e. physical therapy, occupational therapy) work together as a team in providing care. A portion of the third rotation provides opportunities for students to work on skills and needed for areas of specialty practice nutrition.
communication including radio show, YouTube video, and a business plan for nutrition services. Students during this rotation also prepare a seminar for senior seminar days.

**Program Emphasis (Concentration):**

In accordance with the ACEND Standards of Education, all supervised practice programs are required to define a program emphasis (concentration). The program must include at least one concentration designed to begin development of the entry-level depth necessary for future proficiency in a particular area.

The College uses the term, concentration to designate focused areas of study within a department. In the HND Department, the DEP and the DPND are considered concentrations. This designation is reflected in the College’s audit system and determines degree requirements. Therefore, we use program emphasis to indicate the area of practice that we have developed to support development from entry-level to future proficiency. The DEP program has developed a program emphasis in nutrition communication:

**Nutrition Communication Emphasis**

Goal: Communicate nutrition knowledge in a variety of settings at different levels from individuals to professionals to the general public utilizing traditional and mass media tools.

 Competencies:

- **Demonstrate how to apply evidence-based practice in working with the media.**
  Outcome(s):
  - NFS447-Create a media kit (media fact sheet/backgrounder, pitch letter for media, press release, public service announcement, and consumer information sheet
  - NFS451 Create a script for either MNT related or food demonstration
  - NFS 451 Participate in a radio and/or TV program

- **Create and launch a nutrition education piece to a mass media outlet.**
  Outcome(s):
  - NFS445 Develop and upload blog entries related to nutrition issues
  - NFS449 Develop “one minute” messages for a targeted audience
  - NFS451 Develop a streaming video or YouTube presentation

Many health care institutions, food companies, internet resources and practitioners are expanding their presence on the internet to disseminate information for healthy living and prevention and treatment of medical and nutritional problems. As more individuals use technology to access information and self-treat, the more important it is for dietitians to make sure that accurate, practical information is available. Dietitians, who have nutrition communication skills, will have the skills needed in current and future jobs to provide targeted and individualized MNT and nutrition knowledge.
Policy for Maintenance of Good Standing in Dietitian Education Program

Policy

It is the policy of the DEP that students who are provisionally or fully admitted into the DEP maintain required academic and professional standards. Academic standards are set by the DEP in the DEP Handbook. Professional standards are set by the Academy of Nutrition and Dietetics/Commission on Dietetic Registration Code of Ethics for the Profession of Dietetics.

Procedures

A. Provisional Admission into the DEP

Admission to the DEP is provisional, i.e., selected candidates may enter the DEP in Fall if they earn a C or better in all prerequisite courses during Spring semester and Summer sessions, maintain a minimum 2.75 GPA, and conduct themselves in a manner that is consistent with the Academy of Nutrition and Dietetics (A.N.D.)/Commission on Dietetic Registration (CDR) Code of Ethics for the Profession of Dietetics. The Code’s fundamental principle requires that an individual conduct himself/herself with honesty, integrity, and fairness. Additionally, the Code requires responsibility to demonstrate respect for the values, rights, knowledge, and skills of others. Failure to meet academic standards or a failure to exercise conduct consistent with the Code of Ethics will lead to a rescinding of an offer to be admitted to the DEP. If the reason for the rescinded offer is grades, the DEP Director will write the student notifying him/her of the decision. If the reason for the rescinded offer is a failure to exercise conduct consistent with the AND Code of Ethics:

1. The DEP Director will write a letter to the student stating concerns regarding failure to conduct themselves in a manner that is consistent with the A.N.D./CDR Code of Ethics.
2. Within one week of date of the letter, the student may either accept the decision or request a meeting to appeal the decision in writing. If a written response is not received by the DEP Director within one week, the decision to rescind will stand.
3. The meeting must be scheduled one week after receiving the student’s response. The meeting will be between the DEP Director, the student and any other member of the faculty whom the HND Chair determines should attend.
4. After the meeting, the DEP Director will notify the student of the final decision in writing.

B. Attendance/Participation/Supervised Practice

A minimum number of clinical hours are required each semester. Therefore, all absences from supervised practice will be rescheduled or alternate learning experiences arranged
based on individual student needs, by the clinical instructor during the semester. When students are scheduled for supervised experiences off campus in the afternoon they will be required to take evening classes after 6:00 p.m. During the last semester of the senior year, evening classes should not be taken unless special permission is given by the program director.

Students have the responsibility to personally notify and request an excused absence from their clinical instructor(s) if they will be late or absent from the clinical area during their scheduled rotation. Absence from a clinical area must be made up. Excused absences include unavoidable extenuating circumstances (subject to the clinical instructor’s discretion) that can be documented to the instructor’s satisfaction. Examples of extenuating circumstances include illness (explanatory note from physician or clinic); family death (obituary); accident (police report); etc. Any arrangements for changing clinical days, hours or assignments must be approved in advance by the clinical instructor. A student who is persistently late or absent from the clinical area may be dismissed from the program. Being persistently late is defined as arriving five minutes later than scheduled time more than once a week.

In both clinical and didactic courses, any student who does not complete assignments on time, shows little effort to participate in classes, post-conferences or discussion groups and has unexcused absence for more than two times from NFS classes/clinical experiences illness can be dismissed from the program. Absences and tardiness will negatively affect the course grade. Faculty will notify the DEP director of unexcused absences.

Students have the responsibility to complete clinical assignments within the time allotted with an acceptable level of proficiency at supervised practice sites. Students unable to complete their assignments on time or with an acceptable level of proficiency will review their time management and competencies with the clinical instructor with written documentation. If significant improvement by the student is not demonstrated within a time frame decided on by the clinical instructor and student, a warning will be issued to the student. After two warnings the DEP faculty will decide whether the student is given the option to continue in the program or will be required to repeat the course the following year.

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

Students must keep timesheets for each supervised practice rotation and for supervised practice hours that have been assigned to select didactic courses. Each supervised practice experience has been assigned an expected number of professional work setting and other hours. Timesheets must be totaled by the student and signed by clinical instructors and/or preceptors prior to submission to the program director. Students must not be used to replace employees.
C. Clinical Evaluation

Each clinical course (Nutritional Care A, B, C, D, E, Specialty Practice, Senior Practicum, and NFS471) will be graded on an S (Satisfactory) and U (Unsatisfactory) basis. Nutritional Care B & C have multiple rotations which must be passed with an S to attain a final S grade for the course; any unsatisfactory or conditional evaluations on specific objectives must be changed to a satisfactory by the end of the semester. In order to pass a clinical course, students must earn a satisfactory evaluation for ACEND competencies assigned to the course.

At the beginning of each rotation, the student may meet with the clinical instructor to discuss student's written personal objectives. Each clinical instructor will provide on-going feedback regarding student performance on a continual basis during the clinical rotation. Students are expected to assume the responsibility for initiating opportunities to discuss their performance with the clinical instructor, or the program director, any time they feel it is necessary. The student and the instructor at the end of each clinical rotation, will complete a formal written and oral evaluation of a student’s performance. Nutritional Care A-D may also contain mid-rotation evaluation. If at any time during the clinical rotation a student's performance is deemed unsatisfactory, a warning will be issued and the student will be required to meet with the instructor and/or the program director. During this meeting, the faculty and the student will establish a plan of action to assist the student in the improvement of his/her performance. If the student's performance remains unsatisfactory he/she may be given permission to repeat the clinical rotation upon the recommendation of the clinical faculty within the following academic year, or be dismissed from the program at the discretion of the DEP director.

D. Definition of Good Standing in the DEP

To remain in good standing and to continue in the program, a student is required to:

a. Comply with program policies specified in the DEP handbook

b. Attain satisfactory evaluation in each clinical rotation/course

c. Attain a minimum grade of "C" in each NFS didactic course

d. Maintain a minimum cumulative average of 2.75.

e. Demonstrate consistent improvement in professional development based on formative evaluation of professional characteristics in each clinical rotation.

f. Conduct oneself in a manner that is consistent with the Academy of Nutrition and Dietetics/Commission on Dietetic Registration Code of Ethics for the Profession of Dietetics
Students who do not meet the stated attendance and grade criteria and professional conduct code may be:

1. dismissed from the Program or
2. placed on Program probation for one semester and allowed to continue if the conditions for the probation are met

Students dismissed from the Program may appeal the decision for reasons other than grade criteria for which they may follow the College’s appeal process. Students who are dismissed from the DEP may change to the Didactic Program in Nutrition and Dietetics (DPND) to complete their degree if they meet the DPND’s criteria for good standing. Those students must then complete an accredited dietetic internship after graduation to complete eligibility requirements to take the national registration examination to attain the credential, Registered Dietitian Nutritionist.

E. Appeal Procedure

1. Appeals must be submitted in writing to the DEP Director. The DEP Director has broad discretion to determine how to proceed including, but not limited to, dismissing the appeal, assembling an appeals committee, requesting further information, resolving the case through educational activities, or any other way deemed advisable.

2. When the DEP Director determines how to proceed, the DEP Director will recommend and consult with the HND Chair.

3. The DEP Director will notify the student of the appeal process. The student must respond in writing within one week if he/she chooses to proceed with the appeal. If the student fails to respond within one week, the appeal will be considered inactive.

4. Should it be determined that a department appeals committee hear the case, the DEP director will either assemble a physical meeting of the appeals committee (all full-time DEP faculty) or submit the student’s written appeal electronically to DEP faculty.

5. Appeals committee may accept or reject the appeal or request more information.

6. When the appeals committee arrives at a majority decision, the student will be notified by the DEP Director in writing.

VI. References –

Code of Ethics for the Profession.
Policy: Standards for Appearance

Introduction

The Standards of Appearance Policy provides a consistent expectation of the appearance for all DEP students. As professional students, DEP students must display the highest levels of professionalism at all times. The Standards of Appearance policy sets the DEP expectations for the professionalism in attire, hygiene and appearance that health professionals exhibit on a daily basis. Facilities have developed dress codes to promote safety, present a professional appearance to clients and staff, and meet regulations; therefore, the dress codes are to be followed.

A. General Provisions:

1. Generally accepted business norms will determine appropriate hair color, hairstyle and ornamentation. Hair color should be within naturally occurring color tones. Shoulder length or longer hair must be pulled back and off the collar.
2. Students are expected to maintain good hygiene at all times. Beards must be kept short, neat and clean (maximum beard length of 1 inch). Non-bearded men are required to be clean-shaven.
3. Jewelry should be conservative. In the patient care areas it is limited to: simple watches, wedding rings, necklaces worn inside uniform and stud or small hoop earrings (maximum two per ear). Body piercing jewelry must be limited to the ears.
4. Tattoos, which may be inappropriate in the workplace or offensive to patients, must be covered at work.
5. Opaque or dark shaded sunglasses may not be worn unless need is documented by a physician’s order.
6. Cosmetics should be conservative.
7. Perfume, cologne, or aftershave fragrances must be light and non-offensive. Fragrances should not be worn in patient care areas.
8. Nails should be well groomed and not interfere with performance of duties and should be appropriate for business. No artificial nails or tips may be worn by direct patient care givers; and may be prohibited in other areas such as Food Service.
9. The official Buffalo State identification name badge must be worn at all times in affiliated sites and must be clearly visible.

B. General Provisions Regarding Clothing:

1. All footwear must be clean and appropriate for the work area and must be closed toe and closed heel. Beachwear, sandals, moccasins and slippers are not permitted. Sneakers are not acceptable unless part of a department uniform policy. Socks or stockings are required.
2. All skirts, culottes, and dresses must be of an appropriate business length and style. Slits in skirts and tops should be business appropriate (no revealing tops).
3. All pants should be properly fitted and pressed. Painter’s pants, sweat pants, exercise 
attire (such as leggings, tight fitting stirrup pants, leg warmers and leotards) are not 
permitted. Jeans are not permitted. Halter, tube, tank or midriff tops are not permitted.
4. Individuals who are out of compliance with this policy will be may be sent home and 
required to make up the lost time. The DEP director must approve requests on an 
individual basis for accommodations due to disability, religion or national origin one 
month in advance of clinical placements.
5. Professional attire in the clinical area consists of a pressed, clean white lab coat worn 
over business attire. Lab coats are for clinic ware only, i.e., they should not be worn 
outside the assigned facility for infection control.
Professional Liability Insurance

Students are required to purchase a one-year liability coverage plan for the junior and senior year clinical experiences effective the first day of classes of the fall semester each year. Proof of the policy (certificate of insurance) is to be submitted to the program director prior to the first clinic day of the junior and senior years. A photocopy of the policy cover page will satisfy the proof requirement.

Health Requirements

Prior to participating in the DEP each student must have a physical examination (within one year), a health history and immunization records on file at the Student Health Services. A copy of the health data summary is to be given to the program director as proof of this requirement. The health forms are distributed by the program director.

Required immunizations are Rubella, Measles, Mumps, Varicella (chickenpox) and annual two-step Tuberculin Testing (PPD), and tetanus booster within 10 years. The Hepatitis B vaccine is required. Meningococcal meningitis immunization is determined by NYS law and College health policy. Documentation of annual flu shot will be required. Documentation for vaccination against influenza is required annually. NYS regulations require that students who do not obtain a flu shot to wear a face mask continuously in health care facilities.

A health data summary form must be completed each year and show evidence that the student has had a physical examination and a tuberculin (PPD) test within the last twelve months in order to meet the current New York State Health Code.

Students enrolled full time are automatically enrolled in a mandatory student health insurance plan unless the student applies for and receives a waiver. Part time students are eligible to purchase the coverage but are not automatically enrolled. There is a specific health coverage that is required of all international students. Evidence of health insurance is required for some clinical sites.

Additional information about College immunization requirements and health insurance is available in the College Catalog.

Illness or Injury during Supervised Practice

Emergency medical care during supervised practice in hospitals will be provided to students at the students’ expense/insurance. In the even that a student is exposed to an infectious or environmental hazard or other occupational injury while at a clinical supervised practice site, the site, upon notice of such incident from the student will provide such emergency care as is provided it employees, including, where applicable: examination and evaluation by the site’s emergency department or other appropriate
facility as soon as possible after the injury. In the event that the site does not have the resources to provide such emergency care, the site will refer such students to the nearest emergency facility.

**Drug Testing and Criminal Background Checks**

Some supervised practice sites require drug testing and criminal background checks. The costs for drug testing and background checks are the responsibility of the student, unless the site authorizes coverage of the costs. All testing and background checks must be completed prior to reporting for supervised practice. All testing and background checks must be completed prior to reporting for supervised experiential learning rotations. Students in this course who have been convicted of a felony must review the college policy at: [https://deanofstudents.buffalostate.edu/admission-persons-prior-felony-convictions](https://deanofstudents.buffalostate.edu/admission-persons-prior-felony-convictions) and contact the dean of students before participating in the community engagement experience.

**Transportation/Travel**

All students are responsible for arranging their travel to and from clinical sites. Most of the facilities in which supervised practice takes place are accessible by public transportation. Many students have shared rides with each other in the past; however, this neither commits those owning cars to provide rides for others nor guarantees those without cars a ride. Owners of cars are responsible for travel liability for themselves and riders in their car. Students using public transportation assume personal responsibility for their safety. Instructor and fellow students can usually provide advice about parking at different facilities. Sites vary as to fees for parking; some are free and others charge.

**Pagers and Telephones**

In order to maintain a learning atmosphere, protect individual privacy, and avoid disruption of classroom and clinical settings, pagers and telephones are not permitted unless they can be set to vibration mode only. Some clinical sites may completely prohibit cell phones. Students will be made aware of the site policy during orientation sessions. Any misuse of pagers and telephones will result in the pager and/or telephone being banned from the classroom and clinical site. Repeated misuse can result in disciplinary action affecting the course grade.

**On campus**, any pages or calls may be returned at designated breaks or after class. If someone needs to reach a student in case of emergency, the following is the established procedure: students can be reached through the College Public Safety Office or through the Department Office (878-5913).

**Clinical Sites**: any pages or calls may be returned at designated breaks, during lunch, or after clinic. If someone needs to reach a student in case of emergency, the following is
the established procedure: students can be reached through the clinical instructor or a designated person on the clinical staff. Clinical instructors will make students aware of specific communication protocols that have been established to facilitate communication with students and clinical staff.

Access to Student's Files


Student Grievances

If a student has an academic grievance with a course the student should first consult the course instructor. If a solution cannot be found, the DEP program director should be consulted. If the problem resolution is unsatisfactory, the complaint should submitted in writing to the Health, Nutrition and Dietetics Chair and Buffalo State College grievances procedures will be followed.  http://catalog.buffalostate.edu/undergraduate/student-complaints-grievances-and-appeals.htm

Library Resources

Most DEP students have found it necessary to explore resources other than Butler Library for papers, coursework and additional information while working in the various hospitals. They have found the Health Sciences Library at UB, public libraries, and the libraries located in hospitals to be helpful to them, as well as HUBNET. Buffalo State students can request particular books be sent to BSC for them to sign out through interlibrary loan. One must have a Buffalo and Erie County Library card to sign out books at the public libraries. Policies regarding DEP students' use of hospital libraries vary. Clinical Instructor will inform students of library policies during orientation to clinical site.

Outside Employment While in the Program

Some students have found it difficult to combine working part-time with their busy schedule in the DEP program, especially after the first semester of the junior year. Others have been able to coordinate the two with organizing and planning of their schedules. Students should consider their own abilities as well as financial needs in deciding whether or not they will be able to handle working while in the program. It is important to note that the student needs to arrange work hours around clinical hours, which cannot be altered. Students are strongly advised not to work during the last semester of the senior year when they have 40 hours a week schedules in health care facilities.
Working in food service operations has given some students a better understanding of the food production and management aspect of dietetics. Other students with jobs at local hospitals and nursing homes as diet clerks found that these experiences were helpful because they had more exposure to patient care, menu selection, use of special products, and different nutritional services departments. Whenever possible work experience is encouraged during the summers.

Scholarships

In addition to the scholarships available to all students in college, students in Dietetics have several other scholarships for which they may apply. Many students from Buffalo State have received scholarships from the organizations listed below. The criteria for scholarships may be based on academic performance and financial need, but students should investigate eligibility requirements because qualifications and availability vary greatly. For more information, students should see their advisor and/or the Financial Aid Office.

Organizations awarding scholarships to students in the field of Dietetics:

   Academy of Nutrition and Dietetics  
   Phi Upsilon Omicron

Additional Experiences

Opportunities for independent studies or special projects are available to students. Students can also participate in the College’s Undergraduate Research Program. Often these experiences can be useful in exploring an area of special interest. If students are interested in either of these options, they are encouraged to discuss this matter with their academic advisor.

Memberships in Professional Organizations

ACADEMY OF NUTRITION AND DIETETICS (A.N.D.) Students may apply for student membership in the Academy of Nutrition and Dietetics (special rate for students). This entitles the member to receive a copy of the Journal of the Academy of Nutrition and Dietetics (monthly) and access to member only benefits on the professional web site. Visit the Student Membership page to learn more about member benefits: http://www.eatrightpro.org/resources/membership/student-member-center. Membership is mandatory in the senior year. Call 1 800 877 1600 to become a member.

Benefits of student membership in the academy include:
• **Scholarships and Financial Aid**: Find scholarships and educational stipends for individuals pursuing undergraduate and advanced degrees in dietetics.
• **EatRight Careers**: Accelerate your career search by posting your resume, viewing openings and receiving job alerts.
• **Education and Internship Matching Information**: Find information for students seeking a career in nutrition and dietetics, as well as students who are currently enrolled in nutrition and dietetics program through the Accreditation Council for Education in Nutrition and Dietetics.
• **Career Toolbox**: Get access to the resources, tips and information to make your job or internship search easier.
• **Mentoring Opportunities**: Academy student members are supported by a wide range of mentoring or career guidance programs.
• **Student Community**: The Student Community is a networking resource that connects student members nationwide. Exchange ideas and learn more about the profession.
• **Student Scoop**: An e-newsletter exclusively for you. It's published five times a year and includes articles on relevant topics such as preparing for internships and ways to volunteer.
• **Student Liaison**: As a liaison participate in recruitment and retention of student members and will communicate with the Academy on important topics.
• **Volunteer Opportunities**: Opportunities are available to get involved at all levels of the organization — leadership positions, advocating for the profession or getting involved with your affiliate.

THE WESTERN NEW YORK DIETETIC ASSOCIATION (WNYDA): The WNYDA is a local affiliate of the New York State Academy of Nutrition and Dietetics (NYSAND) and A.N.D. At activities sponsored by the WNYDA (i.e. meetings, lectures, workshops, etc.), students have a chance to meet dietitians from various settings in the community. Programs are held to promote nutrition knowledge of both the general public as well as professionals in the field of nutrition. A special rate for annual membership is available for students. E-mail communication keep members informed of upcoming events, announcements, job openings, etc. Membership in WNYDA is strongly encouraged ($15): [http://www.eatrightwnyda.org/membership-account/membership-levels/](http://www.eatrightwnyda.org/membership-account/membership-levels/).

ERIE/NIAGARA COUNTY NUTRITION COMMITTEE: Student membership in this group is available. The goal of this Committee is "to improve the nutritional status, interpret and promote understanding of nutritional needs of the people of Erie/Niagara County, New York. A special rate for annual membership is available for students.

**Areas of Dietetic Practice**
Registered dietitians practice in many different settings, such as, acute care hospitals, long-term care facilities, corporate food management systems, wellness centers and private practice. The following are the areas of practice listed by ACEND:

- **Hospitals, HMO's or other health-care facilities**, educating patients about nutrition and administering medical nutrition therapy as part of the health-care team. They may also manage the foodservice operations in these settings, as well as in schools, day-care centers and correctional facilities, over-seeing everything from food purchasing and preparation to managing staff.

- **Sports nutrition and corporate wellness programs**, educating clients about the connection between food, fitness and health.

- **Food and nutrition-related business and industries**, working in communications, consumer affairs, public relations, marketing, product development or consulting with chefs in restaurants and culinary schools.

- **Private practice**, working under contract with health-care or food companies, or in their own business. RDs may provide services to foodservice or restaurant managers, food vendors and distributors or athletes, nursing home residents or company employees.

- **Community and public health settings**, teaching, monitoring and advising the public and helping improve their quality of life through healthy eating habits.

- **Universities and medical centers**, teaching physician’s assistants, nurses, dietetics students, dentists and others the sophisticated science of foods and nutrition.

- **Research areas** in food and pharmaceutical companies, universities and hospitals directing or conducting experiments to answer critical nutrition questions and find alternative foods or nutrition recommendations for the public.


Additional resources about the dietetics profession can be found on the A.N.D. web site, through journal articles, Dietetic Practice Group (DPG) publications and other A.N.D. publications.

**Resumes**

Below are some suggestions that may be used when DEP students begin writing resumes:

- Attend a Resume Clinic on campus given by the Career Development Center in Grover Cleveland Hall.
- Consider using the Resume Referral Service offered by the Career Development Center. They will send a copy of your resume to employers calling for possible candidates with a degree in Dietetics.

- Utilize information provided in the “Student Portfolio Packet”.

- Ask one of the clinical instructors to look over your resume and make any suggestions for improvement.

- Supervised Practice, if detailed, should be included under the Education category, rather than the Employment category.

- Supervised Practice amounts to a total of at least 1200 hours in the DEP program.

The Registration Process and RDN Exam

In order to become a Registered Dietitian Nutritionist (RDN), a student completing the DEP program must pay a registration fee and pass the registration examination. Specific information about registration will be given to seniors in the last semester of the program. The registration exam is computerized and offered year round at designated sites. Exam candidates must make their own appointment. Study guides for the exam and various review workshops are available.

After becoming a Registered Dietitian Nutritionist, one must design and complete a Commission on Dietetic Registration (CDR) "Professional Development Portfolio" every five years in order to maintain registration (as well as paying an annual registration fee). Explanation of this portfolio development process will be discussed during the senior year spring semester.

Professional Practice Guidelines

Professional practice is guided by the A.N.D Code of Ethics, Scope of Dietetic Practice Framework, Standards of Practice and Standards of Professional Performance. Specific information about these resources is included in coursework and discussed in senior year. The A.N.D Code of Ethics are included in this handbook for reference. All of these guides can be accessed on the A.N.D website.
A.N.D Standards of Practice and Standards of Professional Performance

The Standards of Practice reflect the Nutrition Care Process and workflow elements as a method to manage nutrition care activities with patients/clients/populations that include nutrition screening, nutrition assessment, and nutrition diagnosis, nutrition intervention/plan of care, nutrition monitoring and evaluation, and discharge planning and transitions of care. The Standards of Professional Performance consist of six domains of professional performance: Quality in Practice, Competence and Accountability, Provision of Services, Application of Research, Communication and Application of Knowledge, and Utilization and Management of Resources. Within each standard, specific indicators provide measurable action statements that illustrate how the standard can be applied to practice.*

PRACTICE TIPS: When to Cosign

Step 1: Understand What It Means to Cosign

Medical Legal Aspects of Medical Records, states that cosigning implies that the registered dietitian nutritionist (RDN) instructor/staff has approved the care given and assumes responsibility for it. The staff RDN is responsible for the nutrition care provided by the individual (dietetic students, interns, unlicensed and/or unregistered dietitian). The individual works under the supervision of an RDN and this assigned RDN is ultimately responsible and accountable to the patient/client, employer/organization, and regulator for nutrition activities assigned to this individual.

Understand Use of Credentials and Titles

How should the notes be cosigned?

The Commission on Dietetic Registration (CDR) recognizes and certifies the terms RDN or RD and NDTR or DTR.

If an instructor is supervising the student or intern, the instructor should cosign the student or intern note with their name, credential and university name.

If staff RDN is supervising the student or intern, the staff RDN should cosign the student or intern note with their name and credentials.

Cosigner may add to the notes entered by the student or intern. It is best practice to use the student status which best represents the individual, e.g.; student dietitian or dietetic intern.

Cosign the notes with the first initial, last name, Student Dietitian or Dietitian Intern, and university name (name can be abbreviated). After reviewing and verifying the notes, the staff RDN will sign the note with first initial, last name and credentials, e.g.; J. Smith, Student Dietitian, DU / R. Doe, RDN.
b. The program’s curriculum must prepare students with the following core knowledge and competencies:

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

   **Knowledge**
   
   Upon completion of the program, graduates are able to:
   
   KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.
   
   KRDN 1.2 Use current information technologies to locate and apply evidence-based guidelines and protocols.
   
   KRDN 1.3 Apply critical thinking skills.

   **Competencies**
   
   Upon completion of the program, graduates are able to:
   
   CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.
   
   CRDN 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature.
   
   CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.
   
   CRDN 1.4 Evaluate emerging research for application in nutrition and dietetics practice.
   
   CRDN 1.5 Conduct projects using appropriate research methods, ethical procedures and data analysis.
   
   CRDN 1.6 Incorporate critical-thinking skills in overall practice.

2. Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.

   **Knowledge**
   
   Upon completion of the program, graduates are able to:
   
   KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation.
   
   KRDN 2.2 Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and describe interprofessional relationships in various practice settings.
   
   KRDN 2.3 Assess the impact of a public policy position on nutrition and dietetics practice.
   
   KRDN 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.
   
   KRDN 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services.
   
   KRDN 2.6 Demonstrate an understanding of cultural competence/sensitivity.
   
   KRDN 2.7 Demonstrate identification with the nutrition and dietetics profession through activities such as participation in professional organizations and defending a position on issues impacting the nutrition and dietetics profession.
   
   KRDN 2.8 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.
Standard 5: cont.

**Competencies**

Upon completion of the program, graduates are able to:

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

CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.

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

CRDN 2.4 Function as a member of interprofessional teams.

CRDN 2.5 Assign duties to NDTRs and/or support personnel as appropriate.

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

CRDN 2.7 Apply leadership skills to achieve desired outcomes.

CRDN 2.8 Demonstrate negotiation skills.

CRDN 2.9 Participate in professional and community organizations.

CRDN 2.10 Demonstrate professional attributes in all areas of practice.

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

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

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

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

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

3. **Domain 3: Clinical and Customer Services**

   Development and delivery of information, products and services to individuals, groups and populations.

   **Knowledge**

   Upon completion of the program, graduates are able to:

   KRDN 3.1 Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.

   KRDN 3.2 Develop an educational session or program/educational strategy for a target population.

   KRDN 3.3 Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.

   KRDN 3.4 Explain the processes involved in delivering quality food and nutrition services.

   KRDN 3.5 Describe basic concepts of nutritional genomics.

   **Competencies**

   Upon completion of the program, graduates are able to:

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

   CRDN 3.2 Conduct nutrition focused physical exams.

   CRDN 3.3 Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings.
Standard 5: cont.

| CRDN 3.4 | Design, implement and evaluate presentations to a target audience. |
| CRDN 3.5 | Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience. |
| CRDN 3.6 | Use effective education and counseling skills to facilitate behavior change. |
| CRDN 3.7 | Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management. |
| CRDN 3.8 | Deliver respectful, science-based answers to client questions concerning emerging trends. |
| CRDN 3.9 | Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources. |
| CRDN 3.10 | Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals. |

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

**Knowledge**

- Upon completion of the program, graduates are able to:
  - KRDN 4.1 Apply management theories to the development of programs or services.
  - KRDN 4.2 Evaluate a budget and interpret financial data.
  - KRDN 4.3 Describe the regulation system related to billing and coding, what services are reimbursable by third party payers, and how reimbursement may be obtained.
  - KRDN 4.4 Apply the principles of human resource management to different situations.
  - KRDN 4.5 Describe safety principles related to food, personnel, and consumers.
  - KRDN 4.6 Analyze data for assessment and evaluate data to be used in decision-making for continuous quality improvement.

**Competencies**

- Upon completion of the program, graduates are able to:
  - CRDN 4.1 Participate in management of human resources.
  - CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.
  - CRDN 4.3 Conduct clinical and customer service quality management activities.
  - CRDN 4.4 Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.
  - CRDN 4.5 Analyze quality, financial and productivity data for use in planning.
  - CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.
  - CRDN 4.7 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.
  - CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.
  - CRDN 4.9 Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.
  - CRDN 4.10 Analyze risk in nutrition and dietetics practice.
Standard 5: cont.

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

5.3 The program’s curriculum must provide learning activities to attain the breadth and depth of the required curriculum components, core knowledge and competencies and program-defined concentration competencies. Syllabi for courses taught within the academic unit and supervised practice rotation descriptions must include these learning activities with the associated KRDN/CRDN.

a. Learning activities must prepare students for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity; endocrine disorders; cancer; malnutrition and cardiovascular, gastrointestinal and renal diseases.

b. Learning activities must prepare students to implement the Nutrition Care Process with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and older adults.

c. Learning activities must use a variety of educational approaches necessary for delivery of curriculum content, to meet learner needs and to facilitate learning objectives.
Filing complaints regarding the program

The process for filing and handling complaints about the program from students and preceptors should begin with a discussion with the individual instructor. If the student is not satisfied with the determination of the instructor, the matter is then presented in writing to the program director who will follow College grievance procedures (http://catalog.buffalostate.edu/undergraduate/student-complaints-grievances-and-appeals.htm). The program maintains a record of student complaints for a period of seven years, including the resolution of complaints.

Retaliation against a person who files a complaint, serves as a witness, or assists or participates in any manner in this procedure is strictly prohibited.

Filing complaints regarding ACEND related to program noncompliance

For complaints related to ACEND accreditation standards, a student with a complaint should attempt to resolve the complaint informally with the faculty or staff member involved. The assistance of the program director may be sought to resolve the dispute to the satisfaction of both parties. A student must initiate the process no later than five weeks into the following semester. Complaints regarding ACEND related to program noncompliance with ACEND accreditation standards may be filed after all other options with the program and institution have been exhausted.

“ACEND® has established a process for reviewing complaints against accredited programs in order to fulfill its public responsibility for assuring the quality and integrity of the educational programs that it accredits. Any individual, for example, student, faculty, dietetics practitioner and/or member of the public may submit a complaint against any accredited program to ACEND®. However, the ACEND® board does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admissions, appointment, promotion or dismissal of faculty or students. It acts only upon a signed allegation that the program may not be in compliance with the Accreditation Standards or policies. The complaint must be signed by the complainant. Anonymous complaints are not considered. The procedure for filing a complaint may be found via the following link:


Retaliation against a person who files a complaint, serves as a witness, or assists or participates in any manner in this procedure is strictly prohibited.

(ACEND Policy and Procedure Manual, May, 2018)
Preamble:
When providing services the nutrition and dietetics practitioner adheres to the core values of customer focus, integrity, innovation, social responsibility, and diversity. Science-based decisions, derived from the best available research and evidence, are the underpinnings of ethical conduct and practice.

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

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

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

Principles and Standards:

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

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

Nutrition and dietetics practitioners shall:

a. Disclose any conflicts of interest, including any financial interests in products or services that are recommended. Refrain from accepting gifts or services which potentially influence or which may give the appearance of influencing professional judgment.

b. Comply with all applicable laws and regulations, including obtaining/maintaining a state license or certification if engaged in practice governed by nutrition and dietetics statutes.

c. Maintain and appropriately use credentials.

d. Respect intellectual property rights, including citation and recognition of the ideas and work of others, regardless of the medium (e.g. written, oral, electronic).

e. Provide accurate and truthful information in all communications.

f. Report inappropriate behavior or treatment of a patient/client by another nutrition and dietetics practitioner or other professionals.

g. Document, code and bill to most accurately reflect the character and extent of delivered services.

h. Respect patient/client’s autonomy. Safeguard patient/client confidentiality according to current regulations and laws.

i. Implement appropriate measures to protect personal health information using appropriate techniques (e.g., encryption).

3. **Professionalism (Beneficence)**

Nutrition and dietetics practitioners shall:

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

b. Respect the values, rights, knowledge, and skills of colleagues and other professionals.

c. Demonstrate respect, constructive dialogue, civility and professionalism in all communications, including social media.

d. Refrain from communicating false, fraudulent, deceptive, misleading, disparaging or unfair statements or claims.

e. Uphold professional boundaries and refrain from romantic relationships with any patients/clients, surrogates, supervisees, or students.

f. Refrain from verbal/physical/emotional/sexual harassment.

g. Provide objective evaluations of performance for employees, coworkers, and students and candidates for employment, professional association memberships, awards, or scholarships, making all reasonable efforts to avoid bias in the professional evaluation of others.

h. Communicate at an appropriate level to promote health literacy.

i. Contribute to the advancement and competence of others, including colleagues, students, and the public.

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

Nutrition and dietetics practitioners shall:

a. Collaborate with others to reduce health disparities and protect human rights.

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

Glossary of Terms:

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

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

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

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

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

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

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

**Justice** (social justice): supports fair, equitable, and appropriate treatment for individuals¹ and fair allocation of resources.
Acknowledgement of Handbook Receipt Form

I, ___________________________________________(printed name of student) acknowledge that I have received a copy of the DEP handbook for my personal use/reference.

The contents of the handbook have been explained to me and I have been provided an opportunity to discuss and/or question the contents.

I understand that I am expected to be responsible for following the policies/guidelines as specified in the handbook and that failure to comply with them may result in program probation or dismissal.

Student signature:

Date: