

General Policies and Procedures for Professional Practice (Stage) in Dietetics

External Documents

- x **Health Sciences Calendar** which includes the Language Policy and Immunization Requirements. <http://www.mcgill.ca/students/courses/calendars/current>
- x **McGill University Policies Procedures and Guidelines related to** (includes Charter of Rights and Responsibilities). <http://www.mcgill.ca/students/srr/>
- x **Cde de dégie des déies** (Quebec Code of Ethics for Dietitians) <http://legisquebec.gouv.qc.ca/fr/ShowDoc/cr/C-26,%20r.%2097/> .
- x **Ordre des déies déies du Québec** Normes de pratique relatives à l'utilisation des médias sociaux (use of social media guidelines) <https://odnq.org/documents/guide-normes-de-pratique-relatives-a-lutilisation-des-medias-sociaux/content/uploads/2013/10/CharteMediasSociaux.pdf> .
- x **McGill Faculty of Medicine Cde de déies**

Professional Integrity

Students are expected to adhere to the highest level of professional integrity both in the classroom and in Stage placement sites. Refer to essential companion documents listed above for guidelines in ethical and professional behaviour, and to Policies and Procedures listed below. Behaviours that are important breaches of professional integrity can affect a student's standing in the program, including failure of the Stage and/or dismissal from the program. The Faculty of Agricultural and Environmental Sciences, through the Disciplinary Officer, reserves the right to require withdrawal from the program when there has been a major breach of professionalism and/or the student demonstrates incompetence. Early termination of a rotation by a host placement, prior to completion of the rotation, due to the student's poor performance, incompetence and/or unprofessional behaviour, constitutes failure of the rotation. Formal written complaints received from a placement site, either during or at the end of the placement, concerning a student's inappropriate behaviour or lack of professional integrity are viewed seriously and can result in failure of the Stage.

Evaluation of Preceptors, Stage Coordinators and Stage Rotations

Feedback can be given via three mechanisms:

1. Verbally to direct preceptors/supervisors, Stage Coordinators or the Director.
2. In writing, using confidential and non-anonymous Evaluation Survey of site placement and/or direct supervisors on myCourses.
3. In writing, using Anonymous Course Evaluation Survey through myCourses.

Reporting Structure for Dietetic Education and Practice (Stages)

The Director of Dietetics Practice and Education works with the Stage Coordinator team to resolve problems which are outside the normal day-to-day operation of the Stages. The Stage Coordinators manage and supervise the day-to-day operations of the program and are the first point of contact for students in the program and preceptors/supervisors.

The reporting structure is such that students should first report to the Stage Coordinator of their site for any concerns or problems. The immediate Stage Coordinator will consult with the Director on an "as needed" basis. Students may also directly approach the Director for matters which need to be addressed at a higher level. If a student has an urgent complaint about their Supervisor at a placement site, it is recommended that the student contact the Stage Coordinator and/or Director in a timely manner and as soon as feasible.

Professional Practice (Stage) in Dietetics: Roles and responsibilities

The preceptor:

- x Provide the opportunity, guidance and feedback to allow the student to learn in the “real world” while still in a supervised setting.
- x Orient the student to the workplace and resources.
- x Provide necessary instructions and materials needed to function in the area.
- x Establish timelines and schedules for activities, meetings and written work (both drafts and final products).
- x Observe the student in action.
- x Provide constructive feedback, guidance or direction to the student in a timely manner.
- x Read submitted written work, and provide feedback/guidance in a timely manner.
- x Co-sign medical chart entries, if applicable.
- x Allow the student the opportunity to reflect upon their activities and verbalize their learning.
- x Allow the student the opportunity to identify his/her strengths and weaknesses and build strategies for growth. Promote the students own self-learning.
- x Contact the Stage Coordinator as early as possible, if concerns arise over the students’ progress.

Role of the preceptor related to evaluation of students performance:

- x The preceptor/dietitian/supervisor observes the student’s performance and documents the observations. The preceptor does not determine whether the rotation is a Pass or Fail, and does not attempt to tell the student whether they think it is a Pass or Fail.
- x If a preceptor/dietitian/supervisor is not sure how to evaluate a student for particular performance indicator(s) or competency(ies) on the numerical scale, then the preceptor may write comments and ask that the Stage Coordinator decide on the numerical value.
- x If there is a discrepancy between the numerical value and the comments written, it will be assumed that the comments are the most reliable.
- x If the student does a self-evaluation which appears to be inflated in comparison to the supervisors’ observations, then the supervisor should adjust the evaluation to be reflective of the observations, and should contact the Stage Coordinator to inform them of the discrepancy.
- x Complete the final evaluation using an easily identifiable color, font or marking if using the same form as the midway evaluation.
- x A preceptor/supervisor should not feel pressured to document a positive or inflated evaluation if expectations were not attained. It is possible that a final evaluation could be lower or less positive than a mid-way evaluation.
- x The preceptor may ask that the Stage Coordinator be present for the final evaluation or may ask that the Stage Coordinator deliver the final evaluation.
- x If important information comes to light after the final evaluation, the preceptor should communicate the information to the Stage Coordinator, who can adjust the evaluation if needed.
- x Preceptors/supervisors who would like feedback x

Professional Practice (Stage) in Dietetics: Policies and Procedures

1. Placement Experiences

Goal: To assure access to facilities and resources (human and material) which allow achievement of competencies outlined in the University course (Stage) manual for each level of Stage.

The University will select and confirm placement sites and student placement in the participating agencies for Stage rotations, considering Stage learning activities and resources available at the placement(s).

Students are not permitted to arrange their own placement.

The University maintains affiliation agreements, and ensures that insurance requirements, immunization requirements, and police/security requirements are met, as applicable to each placement site.

The University makes every effort to accommodate individual student preferences when possible, but ultimately needs to ensure that all eligible students have a Stage and that needs of the placement sites are also respected. Dietetics students are given the opportunity to indicate ranked placement preferences.

Draft schedules are posted in advance, however last minute changes may occur due to a variety of reasons. Some locations may be convenient from a travel perspective, and some may require travel of approx. 1.5 hours for one way direction. Similarly, some locations may be easily accessed by public transport whereas some locations may have additional expenses related to travel.

The majority of Stage placements occur in the province of Quebec, and mainly in the Greater Montreal area. Opportunities for Stage in other countries or other provinces are limited and not guaranteed. When available, they are reserved for senior students in good standing, and in their final semester of internship.

2. Immunizations

Goal: To assure that each dietetics student is eligible to participate in Stage in University placements by meeting both the University and placement medical policies and/or health requirements.

The Student Wellness Hub is responsible for determining whether or not a student is “complete” or “incomplete” in terms of their vaccinations and immunizations. Undergraduate and graduate Dietetics students must submit and complete required immunizations (and mask fit, if available) in accordance with the Student Wellness Hub procedures, prior to commencing Stage placements in health care centers. Information regarding the process and deadlines are given in Stage 1a (NUTR 208) for undergraduates and by the director of the MSc A Human Nutrition (Credentialing Option) for the graduates.

4. Attendance/Absence and Hours of Stage

Goal: To assure completion of 40 weeks of Stage and, therefore, eligibility to provincial regulatory bodies. To assure appropriate reporting of absences. To promote optimal Stage experiences. To ensure safety and wellness of both stagiaires, colleagues and clients.

Illness: If sick, stagiaires should absent themselves from Stage in order to prevent others getting sick, and should use appropriate reporting and communication to report the absence in a timely manner to all pertinent persons.

Planned absence: If there is a known predicted absence for a specified and legitimate reason (for example, a planned medical or dental appointment), the stagiaire should request the absence in a timely manner, in order to determine the processes for that individual situation. Normally reasonable requests are accommodated. The request could be refused if it is not done in a timely manner, or if it does not seem to be a required or legitimate absence, or if another better alternative is available.

If unexpectedly absent from Stage site for illness or other reasons, dietetics students will contact early in the morning:

1. The dietitian (P.Dt.) or other supervisory person within whose area of responsibility the student was expected to participate at the placement.
2. The Stage Coordinator in charge of the placement.

Note: The Stage Coordinator may request a medical note if the day missed is significant (ex.: orientation day, clinical nutrition day...)

Preferably, contact is made by both phone and e-mail. If the contact person is not available by phone, a message should be left. If there is any doubt regarding the reception message, the student must confirm later that morning that the message was received.

If the illness is of a contagious nature, the student must follow the center's policy & procedure regarding the number of days to stay home before returning.

If the total sick days exceed two (2) days, the student must submit a physician's letter/note to the Stage Coordinator. Whenever total absences for one level or one semester of Stage exceeds two (2) days, the student must make a plan, with the Stage Coordinators input and approval, to document how the missed time will be made up.

Since students may have more than one rotation and more than one Stage Coordinator t svec Coordinator t

Pass/Fail:

Students must pass the final performance evaluation to pass each rotation. Any performance indicators rated at “frequent directive cues” or “constant directive cues” which have supporting comments indicative of a problem from the Dietitian/Preceptor and/or Stage Coordinator will be considered to be problematic, and could result in a Fail. The comments will be reviewed and the Stage Coordinator, Director and Dietitian/Preceptor will discuss and validate that the evaluation is correct and complete. In the event of “frequent” or “constant” ratings, the student will either:

- x Progress to the next level of Stage with a warning follow-up letter or
- x Fail the Stage if a review of the file and the student’s performance indicates that the problem is an important concern and the student is not ready to progress.

Successful completion of all component parts, including each individual rotation, of each level or semester of Professional Practice (Stage) is required to pass the Stage. Each component part of Stage impacts on the next planned experiences; rotations may be altered or cancelled if a previous rotation is not at a pass level, and the Stage is failed. If some of the remaining planned weeks of Stage at a placement site(s) are altered or cancelled due to failure, then students may be offered some educational or practice activities to assist them with their learning during those

manner, then the student will be referred to discuss the situation with the Director. If the situation can not be resolved, and if it is still early in the rotation (before mid-way feedback) then the rotation may need to be stopped. If a rotation is stopped early (before mid-point) then the student may have a delay in their program which could include having a later graduation date.

Restriction of Participation

If the mid-way feedback/evaluation documents important concerns with the student's progress, and the Dietitian/Preceptor finds the demands of supervision of the student are impacting on patient care and potentially placing the public in danger, the Dietitian may restrict the student's participation level to a level that can be supervised within human resource constraints.

Restriction of activities due to excessive need for supervision can be a serious impediment to satisfactory completion of the Stage. The student in this situation must demonstrate a significant

7. Confidentiality

Goal: To ensure that students behave with professional integrity with regard to confidentiality and privacy of clients, staff and colleagues at placement sites and in the program of dietetics.

Students must abide to confidentiality policies of McGill Un

8. **McGill Stage ID (name tag)**

Goal: The student will wear appropriate identification.

A McGill Lanyard with cardholder will be provided. If lost, you may replace it from the McGill Bookstore: <https://lejames.ca/mcgill-lanyard-deluxe-with-card-holder> at a cost of approximately \$7.99 (cost may be subject to change). During Stage, you will use your McGill student ID card that states you are in a Nutritiona

log off when the session is completed. Students will not access any personal files or medical

Evaluations Procedures

Performance evaluation forms (Appendix 1) are based on the ICDEP competencies and performance indicators, as described earlier in this manual, and are adapted to suit the integrated internships.

The performance evaluation form is used to assess achievement of competency and/or performance indicator statements. Policies and procedures are elaborated in the Policy and Procedure section of this manual.

The preceptor/supervisor will observe and document the student's progress towards or achievement of

