

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

### **Essential Companion Documents**

- **Health Sciences Calendar** which includes the Language Policy and Immunization Requirements. <http://www.mcgill.ca/students/courses/calendars/current>
- **McGill University Policies, Procedures and Guidelines related to students** (includes Charter of Rights and Responsibilities). <http://www.mcgill.ca/students/srr/>
- **Code de déontologie des diététistes** (Quebec Code of Ethics for Dietitians) <http://legisquebec.gouv.qc.ca/fr/ShowDoc/cr/C-26,%20r.%2097/> .
- **Ordre des diététistes nutritionnistes 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> .
- **McGill Faculty of Medicine Code of Conduct** available at <http://www.mcgill.ca/medicine/about/our-vision-mission-values/code-conduct> provides guidance for professional behaviour in clinical settings.

### **Vision and Mission**

To improve human health and promote healthier societies by training future professional dietitian-nutritionists.

In Quebec, the two titles, dietitian and nutritionist, are protected and equivalent with respect to training background. Dietitian-nutritionists promote health through food and nutrition in various domains including clinical nutrition care, food provision management, and/or population and public health roles. In Quebec, the regulatory body is « l'Ordre des diététistes nutritionnistes du Québec » (ODNQ).

### **Program Goals and Values**

We are committed to excellence, education, collaboration and professionalism. We meet both provincial requirements and national accreditation standards. We strive to enhance dietetic practice in Canada through excellence in teaching and training of the dietitians of tomorrow.

### **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/supervisor will:**

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

- 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.
- 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.
- If there is a discrepancy between the numerical value and the comments written, it will be assumed that the comments are the most reliable.
- 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.
- Complete the final evaluation using an easily identifiable color, font or marking if using the same form as the midway evaluation.
- 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.
- 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.
- 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.
- Preceptors/supervisors who would like feedback from the student about themselves or the rotation, should ask their student verbally for feedback or comments/suggestions.

**The Stage Coordinator will:**

- Be available as support to both students and preceptors, and will provide clarification about expectations and activities.
- Liaise and coordinate between placement sites and students for all aspects related to planning and scheduling of rotations.
- Discuss activities, provide feedback and provide suggestions to enhance learning.
- Be involved in any aspect of evaluation, as needed.
- Add comments to the performance evaluation based on their own observations of the student's performance and written work, as needed.
- Review the evaluation and adjust as needed. This includes to verify with the preceptor if any comments are unclear.
- Review or discuss the final evaluation with the student, as needed.
- Request additional work or "re-do's" within a reasonable time period, when needed.

**Students are expected to:**

- Act with integrity, honesty and professionalism.
- Provide client-centered care, and put the needs of the clients before their own personal needs.
- Recognize and stay within their own limits of competency, and seek assistance or give referral when needed.
- Practice safely.
- Be prepared for their rotations, and meet timelines/deadlines.
- Have a positive attitude.
- Integrate into the placement setting.
- Be communicative and collaborative with colleagues and co-workers.
- Understand and follow all policies and procedures, both of the university and the placement site.
- Meet both the placement site expectations and university expectations.
- Listen actively to feedback received, and seek clarification when needed.
- Reflect on their own performance honestly, and be able to verbalize their own perception of their strengths and weaknesses.
- Receive feedback in good faith and with openness to improve, and act upon the suggestions, feedback and constructive criticism received.
- **Not** engage in behaviour or strategies that could pressure or influence the preceptor/supervisor to give an evaluation which is inflated above observations. Once the rotation is complete and the final evaluation is received, if the student wishes to discuss/dispute their performance and the final evaluation, it should be with the Stage Coordinator and/or Director.
- Understand the roles and responsibilities described above.

## *Professional Practice (Stage) in Dietetics: Policies and Procedures*

### **1. Placement for Stage 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.

Dietetics students who have an acute or chronic physical and/or mental health condition which could place the student themselves, fellow students, staff and/or the public in danger or at risk of negative outcome may be requested to seek assistance and provide proof of fitness for Stage prior to and/or during the Stage. In determining whether the student is fit to participate, it will be considered whether an employee with the same health problem would be allowed to work and/or if a reasonable accommodation can be made.

Students who do not have proof of completion of immunizations from the Student Wellness Hub will be refused participation in Stage.

### 3. **Language Requirement and Policy**

Goal: To assure that each dietetics student meets both the University and placement site requirements for proficiency in English and French.

All placement sites within the McGill network are bilingual or francophone, and require students to have, at minimum, a working knowledge of both English and French, in order to be able function in the work environment of the Stage.

All Stage courses list French as a requirement. French is the official language of Quebec and is the default language of choice as per Bill 96. Patients, clients, supervisors and colleagues have the right to have service in French. Students are expected to be able and willing to provide services in French, and to communicate with their colleagues in French in the workplace. Not being functional in French will mean more limited placement opportunities.

Students are responsible to meet the language requirement. The School of Human Nutrition will do its utmost to place all students, including those who have self-identified that they are not adequately functional in French for a work environment. In the event that there are insufficient placement sites to accommodate student(s) who are not meeting the requirement for French, then students meeting the language requirement will have priority for placement and those student(s) not meeting the language requirements may be delayed for one or more rotation(s) until a suitable Stage rotation(s) can be secured. A delayed Stage or Stage rotation could possibly lead to a later graduation from the program.

In summary, students who do not meet the language requirement for both English and French may have more limited clinical placement opportunities, may have delays in their program and/or may risk failure if the language limitations mean that they cannot successfully meet objectives for that Stage.

#### 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 per level, activity or semester of Stage, students are expected to inform all pertinent persons of absences, and in some cases that may mean informing more than one Stage Coordinator.

If total absence exceeds four (4) days, the extension of Stage dates after the end of any given level of Stage will only be considered by the Director or University Stage Coordinator if the student has had satisfactory performance in the Stage to date and the illness or situation has a clearly defined time to recovery/resolution. It may or may not be feasible to provide extension. All arrangements related to extensions due to absence are the responsibility of the University.

**Hours of Stage:**

The Stages are full-time, normally 8 hours per day (with ½ or 1 hour lunch break), 5 days per week (with the exception of statutory holidays), during regular business hours. Students should work the same scheduled hours and start/finish time as their supervisor works in order to optimize their learning, and should not request hours that differ from their supervisor's hours. If the supervisor works part-time, then students should expect to work longer hours than the supervisor and there should be an agreed plan of how/where the extra hours will be done. Occasional evenings, some early mornings, or weekends may be required for certain activities. Students should expect approximately 1 to 3 hours homework each night. As Stage has a significant time commitment, students are advised not to engage in additional courses and to limit any part-time work (not more than 8 hours per week) during the dates of the Stage.

**5. Withdrawal or Deferral of Stage for medical reasons**

Sometimes a Stage may need to be deferred for medical reasons or a student may need to withdraw for medical reasons. The Stage Coordinator and Director should be informed as soon as possible. A medical note will need to be provided and the Student Affairs office (Associate Dean) informed. In order to defer a Stage, at least one rotation should be successfully completed and the student should be in good standing (i.e. not in jeopardy of failing at the time that the Stage is stopped). Deferral can be complex depending on the dates and timing of the Stage, and therefore each case is dealt with individually. If the Stage or Stage rotation is considered to be either complete, close to completion, or terminated, then deferral or withdrawal would not be applicable. Withdrawal and/or deferral due to medical reasons are the responsibility of the Student Affairs Office (Associate Dean).

**6. Performance, Evaluations and Progress**

Goal: To assure consistency in the evaluation of dietetics student's performance assessment.

Dietetics students participating in Stage will be evaluated on personal performance on site, as well as on activities completed/submitted according to the University course (Stage) manual/materials. Observations and comments will be used to document the students' performance.

The Supervising Dietitian/Preceptor and the Stage Coordinator will work collaboratively to ensure a fair and appropriate evaluation of the student's performance. The Stage Coordinator is responsible to review, or assist with, the use of the evaluation form with the Dietitian/Preceptor at the placement/participating agency. The student is responsible to make an appointment for final evaluation with their Dietitian/Preceptor. The Stage Coordinator can be involved in the final evaluation process. Any difficulty in obtaining requested feedback on performance must be relayed to the Stage Coordinator.

Students' performance will be rated by the evaluator according to the scale established by the University as reflected in the evaluation form and explained in the course (Stage) manual/materials.



**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:

- Progress to the next level of Stage with a warning follow-up letter or
- 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 remaining weeks where they are still registered for the Stage.

If failure occurs, certain conditions will apply in order to repeat the level of Stage, and may include an interview, setting goals/objectives and documenting a plan for successful completion of the program. Only one failed Stage course (with one repeat) is permitted in the program. Students who have already failed and repeated one Professional Practice (Stage) course are not allowed to repeat another Professional Practice (Stage) course, should a second fail occur at any level.

Students who disagree with the performance evaluation should discuss their concerns first with their Stage Coordinator, and then, if necessary, with the Director.

Regular daily feedback, and mid-way feedback is encouraged. Students are responsible to seek feedback. Note that although mid-way feedback/evaluation ideally provides feedback on issues of concern in order that the stagiaire may demonstrate improvement, it is possible for problems to appear or become more pronounced after the mid-way point and thus the final evaluation may be more negative than the mid-way (particularly if an anticipated or expected improvement did not materialize). If a student is encountering difficulty, they should communicate with the Stage Coordinator in a timely manner. The student should develop and act upon a learning plan.

**Early identification of serious impediment to completion of the rotation:**

Students are expected to be adequately prepared, present, punctual and engaged in each rotation of their Stage. Students are expected to have adequate communication and language skills for their rotation. In the situation that the dietitian-supervisor and/or Stage Coordinator observes early in the rotation that there is an important barrier and/or serious concern related to any of those areas (preparedness, attendance, communication skills, language skills, engagement or other relevant important issue) that may seriously impact the ability to achieve objectives and meet expectations for the rotation, then this will be communicated to the student. In this situation, it is possible that there will be delay(s) before the student can fully commence the planned rotation. The student will be expected to demonstrate marked improvement in the area(s) of concern. In the event that marked improvement can not be demonstrated in a timely

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 level 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 improvement to be able to re-gain the confidence of the preceptor(s) and to be permitted to participate at the expected level.

Restriction of level of participation can lead to a Fail because performance indicators, competencies and objectives may not be achieved.

If a student believes that there is a barrier to working with their supervisor, this situation should be reported in a timely manner to the Stage Coordinator. The student should demonstrate willingness to find solutions to manage the given situation or perceived barrier. The student should consult with the Stage Coordinator to determine an approach and plan. The Stage Coordinator may choose to discuss further with the supervisor and/or may assist in supervision depending on the circumstances. If a student stops participating in their Stage and refuses to cooperate with the supervisor and Stage Coordinator to manage the situation, then it will be considered that the student understands that they will either need to withdraw, delay and/or risk failing the rotation/Stage, depending on the timing and circumstances.

**Termination of rotation by a host placement site or supervisor:**

From our standard Teaching Service Agreement with placement sites:

- The Institution (placement site or direct supervisor) agrees to notify the University when student's clinical performance is deficient and is not improving or when the student's level of performance may result in safety concern for patient care.
- The University (School of Human Nutrition) after consulting with the Institution and student, accepts the decision to withdraw any student from the Institution when the student is unacceptable to the Institution for reasons of health, performance or any other reasonable causes.

Not meeting the language requirement in English and/or French can be a reasonable cause for the institution to stop the rotation since lack of language skills can be directly related to deficiency in clinical performance and/or safety concern for patient care.

Termination of a rotation by a host placement, when there is documented poor performance and/or serious professional concerns, constitutes failure of the rotation. If the student wishes to withdraw from the Stage, the normal withdrawal dates on the course outline apply.

## 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 University, the School of Human Nutrition, and all placement sites. Students may be required to sign a confidentiality statement for certain placement sites. Students must conduct themselves in a professional manner to assure confidentiality of all client and employee personal information. If in doubt, students should always use the most conservative and safest approach or policy, in order to ensure confidentiality. A breach of confidentiality guidelines is considered a serious offence.

### **Verbal Discussions:**

Students are to avoid discussing confidential patient or staff information outside the placement site and/or with persons not directly associated with the patient care or Stage experiences. At the placement site, students are to avoid discussing patient care in open areas such as elevators, hallways, stairwells, etc., where the conversation can easily be overheard. When discussions are being held with the Stage Coordinator, care is to be taken to try to find a meeting place where conversations will not be overheard, and to make efforts to speak in low voices and keep confidential information well-guarded.

### **Written work and Confidential Documents:**

Students should follow the strictest of all confidentiality guidelines for written work and retention of documents of the placement site and McGill University. Documents with personal patient or employee/staff information should not be retained by the students, and should not leave the placement site. Documents should be consulted/ used appropriately, as needed, in a safe and secure manner and on site only. Shredding or disposal services are available at many sites, or leave confidential papers with the supervisor. Electronic copies with confidential information should also not be saved. Further details are elaborated below:

- Students are not to photocopy or take photos of patient chart information.
- Students are not to retain any documents containing identifiable confidential information.
- Students are to be aware of shredding or document disposal systems at their placement sites.
- No documents should leave the placement site with any identifiable personal or medical information of any patients or staff.
- For discussion purposes with Stage Coordinators, students should be aware that they only need patient initials, the McGill database forms, other McGill forms and/or draft versions of medical chart entries. If any copies of original site forms or chart entries are being shown, the names and address information must be completely and entirely removed and only initials available.
- Students are expected to do any work which includes or requires use of confidential patient information at the placement site only (i.e. do not bring home any original documents, patient charts, copies of documents or chart numbers which could have identifiable information).
- Students should not write about their Stage experiences or patient care activities on social media.

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 Nutritional Science program, with a name insert, in the cardholder.

If you do not have a McGill ID card, make an appointment at: <https://outlook.office365.com/owa/calendar/MacdonaldCampusSAO@McGill.onmicrosoft.com/bookings/>. NOTE: There is a 25\$ fee for replacement student ID cards.

Some placement sites provide students with an ID card. This card should only be used at that specific site.

9. **Dress Code**

Goal: Students should dress in a manner that portrays a professional, mature and conservative image to clients, patients, colleagues, staff and others. Students should dress in a manner that is considerate of the fact that they are representing McGill University School of Human Nutrition, and that they are “guests” at the site placement. Clothing should be clean and safe to wear in the working environment. At all times, professional conservative appearance is required.

**Should the host placement site have a stricter policy than that described below, then the stricter policy will apply.**

**Students must follow the instructions given below concerning dress code:**

In the event that a student does not comply with the dress code, the student will be asked to leave the placement site and only return once the non-conformity is corrected. This may cause a delay in the stage and/or a delay for program completion.

Jewelry limited to a watch, simple stud earrings for pierced ears in ears only, school or engagement/wedding ring only, no necklaces unless they're under your clothes, medical bracelets only. No other facial or visible piercings. No visible tattoos.

Shoes with low height heel, non-skid soles.

Practice good hygiene/cleanliness and use anti-perspirant/deodorant.

Make-up in moderation, no perfume or cologne. No chewing gum during work hours. Hair colour should be a natural colour/tone.

Lab coat (if applicable): white, clean, pressed, plain, knee length. If the lab coat has a logo, it should only be a simple “McGill” logo, not other logo.

**While in a pandemic situation, the following guidelines are subject to change. Consult your Stage Coordinator for more details on your respective Stage placement sites.**

**Clinical Nutrition Services:**

Skirt, dress or dress pants suitable for business–casual appearance. Clean white, pressed lab coat available if needed. No jeans, leggings, jean skirts, jean shirts, short shorts, casual T-shirts or bulky sweaters.

Appropriate footwear. Shoes with a low heel should be worn (not boots, not flipflops, not canvas sneakers, not high heels).

Hair net, when necessary.

**Management / Food Provision Services:**

The clothes/uniforms that are worn in food services should be different from those worn exterior to the placement site.

Clothing should be conservative, clean and safe.

A white uniform (“scrubs”) is required for most establishments, unless otherwise stipulated by your Stage Coordinator. Clean, white uniform with suitable underclothing or white unlabelled pants (no jeans) with plain clean white or light-coloured shirt.

Clean, safe, secure running shoes that protect the feet and have non-slip soles (non-porous material that is easy to clean, not canvas, in order to best protect feet from spills or dropped items) should be worn. Shoes must be closed toe and heel. Many sites prefer either white or black in colour.

Hair net. Long hair should be tied back or off the collar. Men with beards should wear a beard net. No nail polish, no artificial nails, no long nails.

Stockings to be worn with dress-type uniforms, no bare legs.

**10. Electronic Devices**

Students shall not use their own personal electronic devices (cell phones, etc.) at inappropriate times or locations, or for personal non-urgent reasons during Stage hours. Electronic devices should not be used for taping conversations or recording interventions. Electronic devices should not be used for taking photos without permission. Electronic devices should not be used in a way that could compromise confidentiality.

Students need to be aware that if they are seen using an electronic device at an inappropriate time or inappropriate location, that the observer will not know how the device is being used or the reason. Therefore students must refrain from using the device, for any reason, in a context where/when it could be misconstrued.

Use of hospital and placement site computers is a privilege, and all security and confidentiality policies apply when using site electronic devices. Students will use site computers only for assigned Stage work. Students will not share password and user identification. Students will

log off when the session is completed. Students will not access any personal files or medical records that are not part of their assigned Stage responsibilities. Students will declare any potential conflict of interest to their supervisor. Students will not upload any external programs onto site or hospital computers or download confidential material.

#### 11. **Use of Social Media** (adapted from the Faculty of Medicine)

Professional integrity also applies to social media. Below are guidelines.

- Maintain an appropriate professional distance between patients/clients and preceptors supervisors online.
- Conduct yourself online as you would in public places. Your online identity is a projection of your own behaviour, and thus it is important to maintain professionalism.
- Do not post photos or any details of clinical encounters online. This is considered a breach of confidentiality.
- Always treat supervisors, colleagues and clients with respect. Don't publicize your criticisms or frustrations. If you do have criticisms or frustrations, deal with them in a professional manner. Feedback can be given constructively and anonymously through the Mercury course evaluation.

#### 12. **Use of Placement Site Resources**

Use of hospital and placement site resources is a privilege, and students are expected to use all materials and resources in a professional and respectful way that does not compromise the work of the paid employees at the placement site in any way. Site resources can include, but are not limited to: office space, work space, keys to access rooms, lockers, computers, teaching resources and materials, paper materials, food models, anthropometric equipment, site ID cards and more.

#### 13. **Food Consumption at Placement Site**

Goal: Students should abide by all food safety, food handling and food consumption regulations of the placement site. Students are expected to conduct themselves in a manner which sets a good example for employees and that demonstrates professional integrity.

Students should only consume or taste food as permitted for quality assurance, recipe testing purposes. At placement sites where students are permitted to have a complimentary meal or snack or coffee/tea (i.e. without paying for it), normally the policy of what can be consumed and when/where it should be consumed is clearly explained by the supervising dietitian/manager, and should be followed accordingly.

Students are expected to uphold best practices. If students observe problems or offences related to food safety, food theft and /or food consumption, they should report the offences in a timely manner to their supervising dietitian/manager.

Consumption and storage of personal meal items (such as lunch or snack brought from home) must follow the guidelines of the institution.

#### 14. Carte de Stage

The School of Human Nutrition will request authorization from the provincial regulatory body (ODNQ) for all eligible students to do their Stage in Quebec during the applicable dates for each Stage. Both undergraduate and graduate students will receive a “carte de stage” permitting them to do their Stage.

Note: Since the process for graduate students differs from the undergraduate students, graduate students will receive separate instructions on how to proceed to get this authorization. Some graduate students could experience delays in the process, and therefore graduate students are encouraged to start early in an effort to minimize potential delays.

### *Guidelines for Discussions, Written Work and Documents*

Some experiences may be summarized in a report, refer to guidelines for writing reports on myCourses. Participation in activities within a unit or department will be done with the direction and approval of a dietitian/preceptor. The intern must balance both the expectations of the center/site, and the guidelines from the university. If needed, any clarification regarding expectations should be discussed with the Stage Coordinator as early as possible.

When preparing to submit written assignments, the following points should be noted:

- Written work during Stage: The preceptor/dietitian/manager will have timelines and deadlines or written work which are earlier than those of the university. Often the students will need to submit drafts prior to submission of the final work. Timelines/deadlines for submission of written work for the site placement will be determined by the site placement preceptor. Some written assignments will be submitted directly onto myCourses by the last day of the rotation.
- In the event that work (written work or discussion) is unsatisfactory or incomplete, the Stage Coordinator will ask for it to be “re-done” or re-submitted. The deadline to re-do any work is normally maximum 2 weeks from the time that the re-do is assigned. In the event that “re-do” work remains incomplete and/or unsatisfactory at the time that grades are being entered for the Stage course, then a “K” grade will be entered until the work is completed and resolved in a satisfactory manner. In the event that work remains incomplete and/or unsatisfactory after repeated attempts and an allocated extension deadline, then a further “KF” grade can be entered for the course.





## *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 the performance indicators based on the following descriptors which are reflected on the performance evaluation forms:

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**Directive cues refer to corrective guidance, assistance, intervention and/or feedback.** Student performance is evaluated using the following scale:

- 1 Requires constant directive cues
  - 2 Requires frequent directive cues
  - 3 Requires occasional directive cues
  - 4 Performs with autonomy
  - 5 Performs with exceptional skill, insight, and/or leadership
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The "1 to 5" rating scale is used to reflect the degree of corrective guidance, assistance, intervention and/or feedback given. That being said, **it is the written comments which are of primary concern**, since the written comments and observed performance forms the basis for deciding the numerical rating. Should there be a discrepancy between the written comments and the numerical rating scale, then it will be assumed that **the written comments** are more reflective of the actual observations.

The Stage Coordinator will contact the evaluator to verify any questions/concerns about the performance that need clarification. If the written comment does not reflect the numerical rating, then the Stage Coordinator will adjust the numerical rating to better reflect the comment. The Stage Coordinator can also adjust the evaluation based on their own observations. The Stage Coordinator can complete an evaluation for the evaluator if the evaluator provides their written comments and examples.

Students must pass the performance evaluation to pass the rotation. Any performance indicators at "frequent directive cues" or lower must be carefully reviewed by the Stage Coordinator(s) and Director to decide whether the competency and performance indicator has been met or not. As needed, the Stage Coordinator(s) and/or Director will meet with the student and/or supervisor/evaluator.

Students whose performance is unsatisfactory and who fail the Stage will be notified by the Stage Coordinator(s) and/or Director. Successful completion of all component parts, including each individual rotation, of each Professional Practice (Stage) is required to pass the Stage. If the Stage is failed, certain conditions may apply in order to repeat the Stage. Once one Professional Practice (Stage) course has been failed and then passed on the second attempt, a further fail in another Professional Practice (Stage) course will mean that the student must withdraw from the program.

### **Probation letters and/or Additional Activities**

In some instances, the student is allowed to progress to the next level or rotation, and areas of concern are documented in a probationary letter sent by the Director. Students should receive these warnings seriously, and take steps to make an action plan to address the areas of concern for the next rotation(s).

In some instances, the Stage Coordinator may request additional assignments and/or activities to demonstrate competence for a particular rotation. This can happen when the performance indicator(s) which was not met was an isolated problem and/or was such that it could be relatively easily addressed and corrected with extra work. This may not be possible for performance indicators that are more complex or difficult to correct, or that require a completely new rotation in order to demonstrate competence. If a new additional rotation would be required to demonstrate achievement of the performance indicator and competency, then this is indicative that the rotation was failed (in which case additional work would not be permitted).

**McGill University values academic integrity.** Please refer to this important web site to be sure you understand the meaning and consequences of lapses in academic integrity.

<http://www.mcgill.ca/students/srr/honest>