

MONTANA DIETETIC INTERNSHIP (MDI) PRECEPTOR HANDBOOK

2022-24

Montana Dietetic Internship



College of
**EDUCATION, HEALTH &
HUMAN DEVELOPMENT**

PURPOSE OF THE HANDBOOK

THANK YOU PRECEPTORS

Preceptors prepare Montana dietetic interns for skilled practice. In addition to your daily professional responsibilities, you have taken on the role of developing entry-level nutrition practitioners. You are the lifelong learners who build confidence in rising dietetic professionals. The preceptor's role is to communicate expectations clearly and early, develop resources for practice, plan, document intern progress, role model, coach, evaluate, and provide information to the Montana dietetic interns. The Montana Dietetic Internship (MDI) is reliant on your expertise, time, energy, and efforts, and we are grateful for your willingness to give back to your state and profession.

PRECEPTOR GUIDE AND RESOURCE

The MDI Preceptor Handbook provides resources to guide you through the documentation, activities, and logistics of being a preceptor and professional mentoring.

HANDBOOK ORGANIZATION

First, the handbook addresses the MDI values and philosophy, the role of the preceptor, the role of the intern, and program details. Next, the sections of the handbook are divided by area of practice: clinical, food service management, and community nutrition. Each section contains **documents** to organize the interns' rotations, suggested **activities** to help structure rotations, plus the **MDI Assignments** that interns are responsible for completing in the practice area.

Additionally, the handbook provides resources regarding grievances, tips for efficacy, and MDI Team contact information.

The appendix contains the MDI Assignments, the topics covered in the MDI professional development webinar series, and the various topics covered in the initial intern professional development weeks.

PHILOSOPHY

The Montana Dietetic Internship (MDI) is housed in the Health and Human Development Department of the College of Education, Health & Human Development at Montana State University-Bozeman. MDI strives to meet the goals of the land-grant university by providing education that serves the people of Montana. Many of MDI interns are employed in the state after completion of MDI where they continue to serve the population and advance the profession.

Somewhat unique to MDI, interns experience rural Montana healthcare and are prepared for positions in both urban and smaller medical facilities, community nutrition programs particular to our state and food service operations of various sizes. They understand the role of critical access hospitals in a community as well as the importance of comprehensive care facilities in our state. The necessary travel that Montana's vast area and small population requires provides a rich landscape in which to appreciate health and well-being in large and smaller communities.

MDI also recognizes the relationship between health and agriculture, and many interns choose MDI for its focus in Sustainable Food Systems (SFS). During the three weeks SFS foundational work and NUTR 560: Food Systems Leadership for Nutrition Professionals, interns develop quantity recipes, participate in small-scale organic agriculture at Towne's Harvest Garden, a 3.5 acre university garden on MSU-Bozeman campus, market local food directly to consumers, deliver culinary medicine curriculum to nursing and medical students and explore the role of the dietitian on the healthcare team as the nutrition expert along with supporting a healthy food system with food access for all and making links between food and the health of individuals and communities.

As noted above, there are specific weeks of identified work and learning in SFS with the MSU Towne's Harvest Garden as a center piece of the concentration exposure. Other rotations have SFS components as well, and there are opportunities within the internship months to examine aspects of sustainable food system principles being applied in various settings within Montana and Wyoming, i.e., a rural hospital, university foodservice, K-12 foodservice, for example, along with traditional dietetic supervised practice experiences.

ROLE OF THE PRECEPTOR

The MDI preceptor shares their skills, knowledge, and expertise through supervised practice experiences that prepares the MDI intern to be a highly capable entry-level registered dietitian nutritionist who will serve the needs and enrich the well-being of diverse populations in Montana and the Rocky Mountain region.

The MDI preceptor provides thoughtful and constructive feedback to support intern self-sufficiency and takes a personal interest in the mentoring-learning relationship. The MDI

preceptor serves as a valued professional role model and openly shares their professional knowledge all the while listening and learning from the MDI intern as well.

The MDI intern is expected to complete 35 hours of supervised practice experiences per week at each rotation site, but the full time is not required to be totally face-to-face interactions. Examples of experiences include, but are not limited to: special projects, supervised patient care, program resource development and implementation, plus management activities.

PRECEPTOR TRAINING

To assist your preparation for the preceptor role every MDI Preceptor is strongly encouraged to complete the ACEND Dietetics Preceptor Training Course.

<http://cdrnet.educationdirector.com/>

The MDI team also provides a regional Preceptor Training session in a different geographic area annually. The trainings work in conjunction with one another, and preceptors are encouraged to attend them for continuity of the program.

RDN PRECEPTOR CPEUs

Precepting for the MDI program can be credited as CPEUs in your CDR portfolio. The CPEU credit counts in current cycles only as your time precepting must be completed during the existing recertification cycle. Preceptors complete the [Preceptor Confirmation & Self-Reflection Form](#) then provide to Coleen for confirmation and signature. Retain the form as documentation to be submitted to CDR if audited.

A maximum of 3 CPEUs per year or a total of 15 CPEUs per 5-year reporting period can be awarded to RDNs or RDs, and NDTRs or DTRs for this activity.

PLANNING & FEEDBACK

Interns will contact preceptors 1-2 weeks in advance of their arrival at the site introducing themselves and describing their supervised practice experiences thus far. Preceptors are asked to plan an initial preceptor-intern meeting on the first day of the rotation to discuss the general schedule; the “Intern and Preceptor Supervised Practice Planning Sheet” is used as a framework for this visit and identifies the rotation objectives and practicing competencies to be addressed during the experience along with establishing communication expectations.

In the beginning of the rotation it is helpful to arrange for a facility specific orientation to help the intern navigate the supervised practice site and meet individuals they will encounter or work with during their rotation time.

The following are important topics to include in the orientation process for interns at your site:

- ◆ Obtain appropriate ID, HR onboarding procedures, etc. for intern
- ◆ Locate office, locker, or other space intended for intern use while in the facility
- ◆ Notify of parking restrictions if any

- ◆ Access to electronic medical records, facility computer system, library, etc. including any passwords or logins deemed appropriate
- ◆ Required facility orientation (HIPAA, dress code, etc.)
- ◆ Food and drink policies
- ◆ Mission and goals of the facility
- ◆ Facility policies and code of conduct
- ◆ Introduction to staff
- ◆ Dietitian job description at the site
- ◆ Typical routine i.e. work hours, breaks, special events, rounds
- ◆ Resources i.e. manuals, education materials
- ◆ Tools- items the intern should bring to rotations i.e. calculator, laptop, binder with essential documents
- ◆ Discover the intern’s learning style, comfort and experience with the facility
- ◆ Determine a rotation plan and identify goals using the “Intern and Preceptor Supervised Practice Planning Sheet”

To build the confidence of the intern, preceptors may provide at any point in the supervised practice timely informal or formal feedback related to the intern’s progress through dietetic competencies and performance in the professional environment. At the end of the rotation, the preceptor will complete the “Intern Feedback & Evaluation for Supervised Practice” form to evaluate the intern’s performance and the “Intern and Preceptor Supervised Practice” sheet validating the activities used to meet competencies during the rotation. The final completed forms are electronically submitted by email to coleenk@montana.edu.

PROGRESSION OF LEARNING

The MDI program offers two tracks; primarily a MS/dietetic internship (DI) and a DI-only track for individuals holding a MS degree and Didactic Program in Dietetics (DPD) Verification Statement (VS). In the DI year of the program interns complete 1050 hours/12 credits of professional development and supervised practice to earn a supervised practice VS of completion. The MS/DI program interns complete 27 credits of online coursework for a MS in Dietetic Systems Leadership in year one of the program then complete 1050 hours/12 credits of professional development and supervised practice to complete the MS degree and earn the VS of completion. With both these accomplishments, interns are prepared and eligible to sit for the Commission on Dietetic Registration (CDR) Registered Dietitian Nutritionist examination.

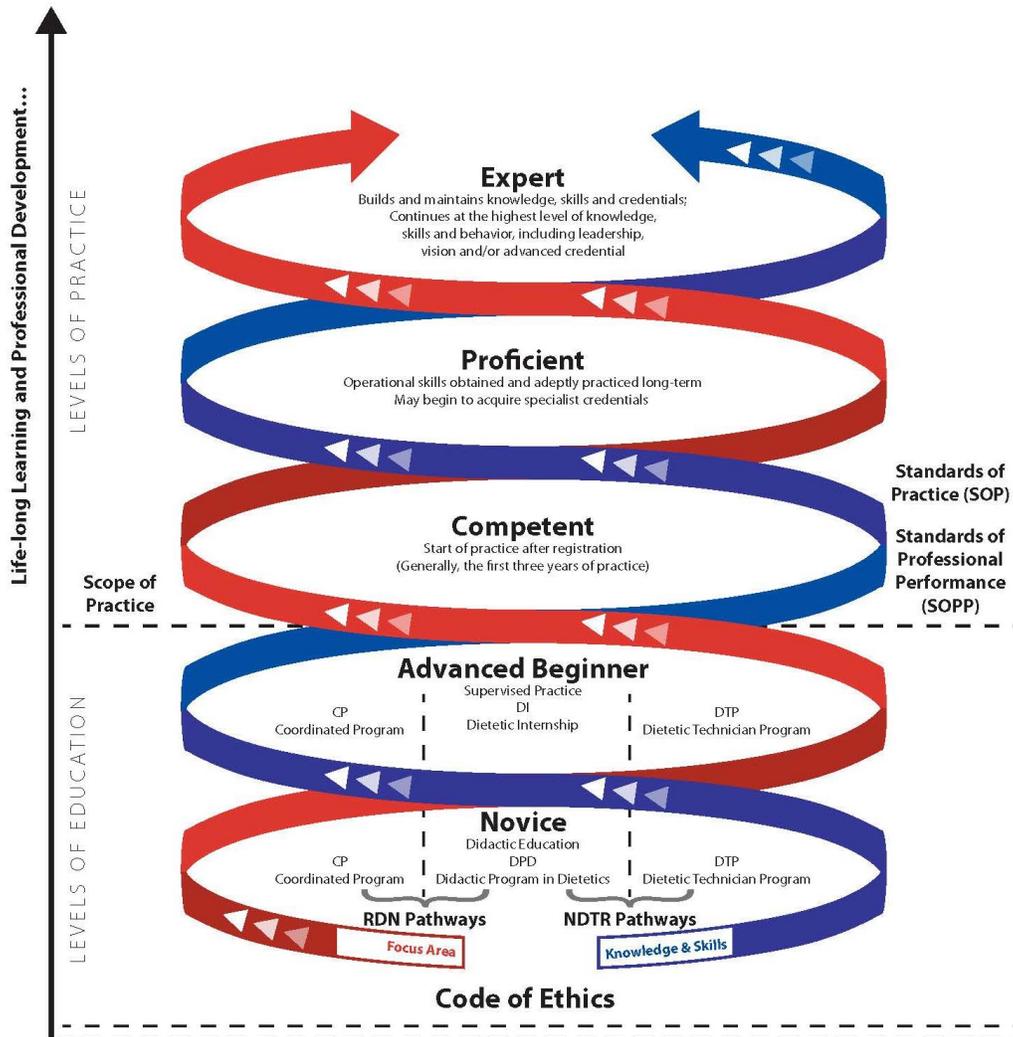
The supervised practice experience is designed to build intern skills and entry-level competency upon the intern’s existing foundational knowledge. Throughout each supervised practice rotation, the goal is to gradually increase the intern’s level of:

- Responsibility
- Proficiency

- Independence
- Competence

Initially the intern may have an observational role in the first few days of the rotation, the intern should gradually take on increasing portions of the preceptor's role until the intern is able to assume all entry-level aspects of the preceptor's job independently. As well, throughout the rotation, the intern should gradually progress from heavily supervised practice to increasing independence and minimal supervision. Responsibilities and problems should progress from basic to complex, additionally the workload and speed expectations should increase similarly.

Nutrition and Dietetics Career Development Guide



Education for Entry into Career Associate, Baccalaureate or Advanced Degree

Definition of Nutrition and Dietetics: Nutrition and Dietetics reflects the integration of Nutrition—which encompasses the science of food, nutrients and other substances contributing to nutrition status and health, with Dietetics—which is the application of food, nutrition and associated sciences, to optimize health and the delivery of care and services for individuals and groups.

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ROLE OF THE INTERN

The MDI intern responsibilities include:

- Being on time, prepared and participating fully in all supervised practice experiences, webinars, and events.
- Communicating regularly and appropriately with preceptors so that expectations, arrangements, and duties are clear and agreement upon.
- Planning carefully and thoroughly as preceptors ask; being organized and willing to assume responsibility for their own learning as appropriate, following through with all supervised practice plans as agreed upon, and being prepared for the unexpected.
- Learning when to ask for guidance and when to be appropriately self-direct.
- Looking for connections between theory and practice, where new information is fused with previous knowledge and understanding, and how to connect the training environment to future practice roles.
- Maintaining an appropriate perspective and staying focused on the learning tasks at hand.
- Taking good care of oneself by eating well, getting enough rest, exercising regularly, and managing stress.
- The MDI Intern is to be organized, respectful and appreciative.

THE MONTANA DIETETIC INTERNSHIP PROGRAM SPECIFICS

SCHEDULE

Interns begin MDI in Bozeman for three weeks of orientation and foundational work in dietetics and Sustainable Food Systems (SFS) experiences. Activities during these weeks include guest speakers, practice area reviews, assignments, field trips, presentations, and orientation to the program. Next, interns spend two weeks of applied work at the Towne's Harvest Garden, the MSU-Bozeman food lab and MSU Hospitality Program kitchen in completing NUTR 560 activities.

Interns complete eight months of supervised practice through assigned rotations in community (6 weeks), clinical (16 weeks) and food service management (6-7 weeks) as well as 2 weeks of self-selected rotations in April. The interns spend their final week reviewing for the registration exam, evaluating the MDI program, plus convening and participating as speakers at the annual Montana Academy of Nutrition and Dietetics Food & Nutrition Summit (MT AND FANS); the week concludes with commencement. Throughout rotations interns prepare and participate in a didactic classroom series to continue building their professional skills and knowledge in the areas of practice.

GRIEVANCES

The process for an intern filing a grievance against a preceptor or program can be found in the MDI Policies and Procedures section of the MS/MDI Program Handbook accessible on the MS/MDI webpage, <http://www.montana.edu/hhd/graduate/dietetics/>.

Most common questions about policies related to intern responsibilities and also be found in the MS/MDI Program Handbook accessible online. Other relevant topics in the handbook that can be searched include:

- Access to personal files
- Access to support services
- Intern accountability
- Injury or illness during Supervised Practice rotations
- Educational purpose of Supervised Practice to prevent use of students to replace employees
- Performance and progress reports
- Program Retention and Remediation Procedures
- Disciplinary and Termination Procedures
- Termination or Resignation
- Preceptor Compensation

TIPS FOR EFFICACY

- Set aside time to orient the intern
 - Developing written materials and a checklist provide a standard framework to begin a rotation with
- Agree together on daily tasks and expectations for supervised practice experiences
- Use planning tools such as prioritized *To Do* lists
- Set limits on the time allotted to complete tasks
- Encourage just-in-time learning
- Debrief at the end of an assigned task and follow up by planning for the next session
- Apply the same experience to multiple competencies
- Take advantage of technology
- Find opportunities to maximize the benefit of the intern's work
 - i.e. assign the menu analysis project that you did not have time to finish to the intern as a way for the intern to meet a competency

INTRODUCTION TO CLINICAL ROTATIONS

Supervised practice in clinical dietetics aims to expose interns to inpatient and outpatient clinical dietetics. The goal of clinical rotations is for each intern to have the opportunity to observe her/his preceptor interacting with patients, patients' loved ones, physicians and other members of the clinical team, hospital administration, and fellow dietitians. As reflected in the ACEND competencies, interns' experiences should include introductions to the Nutrition Care Process, coding & billing, motivational interviewing, evidence-based guidelines for clinical care, and, overall to grow in leadership and self-assessment of their performance. Per the emphasis of MDI values infusion of sustainable food system practices into any rotation including making connections between health outcomes and food production and processing practices and consumption patterns.

Throughout the clinical rotation, the intern should increase in responsibility, proficiency, independence, and competence in clinical practice. To help interns grow in confidence, rotations should begin with an orientation to the hospital or clinic. Interns complete a HIPAA assignment during MDI orientation and may refer to that assignment if they need to review. Preceptors should review eNCPT ([electronic Nutrition Care Process Terminology](#)) language and the electronic health record (EHR) with the intern as part of orientation. At the beginning of the rotation the preceptor and intern also discuss the projects and experiences that the intern will participate in to complete ACEND competencies.

As the intern moves towards competence in clinical rotations, she/he will complete a Professional Practice Assignment: Clinical Staff Relief. It is imperative to note that nutrition licensure laws in Montana require that preceptors review and co-sign all intern notations in medical records, even during staff-relief rotations. Please refer to the following link for the licensed nutritionist statute: [Title 37 Chapter 25 Nutritionists](#).

INPATIENT CLINICAL ROTATION

DOCUMENTATION

Below, you will find the documents that help guide the intern's rotation. The intern is responsible for managing all of their paperwork, submitting it, and sharing key pieces with the preceptor. During clinical rotations, the imperative documents are:

- EVALUATION OF INTERN AND COMPETENCY LOG
 - MDI Intern and Preceptor Supervised Practice Planning Sheet (Clinical)
 - Intern Feedback & Evaluation for Supervised Practice (Clinical)

- INTERN EVALUATION OF PRECEPTOR
 - MDI Intern Feedback for Preceptor

ASSIGNMENTS

The intern is responsible for completing the following assignments during clinical rotations:

- Professional Practice Assignment: Clinical Practice Staff Relief
- Intern led In-Service Training Assignment (this assignment can be completed in clinical, community, or food service rotations)
- Clinical Review & Presentation

OUTPATIENT CLINICAL ROTATIONS

EXPECTATIONS

After outpatient clinical rotations, an intern should be prepared to practice motivational interviewing, find evidence-based information for counseling, and create patient materials/handouts as an entry-level professional. Interns will receive professional development training during foundation weeks and webinars throughout the internship year.

DOCUMENTATION

- EVALUATION OF INTERN AND COMPETENCY LOG
 - MDI Intern and Preceptor Supervised Practice Planning Sheet (Clinical)
 - Intern Feedback & Evaluation for Supervised Practice (Clinical)

- INTERN EVALUATION OF PRECEPTOR
 - MDI Intern Feedback for Preceptor

INTRODUCTION TO FOOD SERVICE MANAGEMENT ROTATION

Supervised practice in food service management aims to expose interns to management practices in hospital, school, and institutional food service operations. The goals of the rotations as reflected in the ACEND competencies include food procurement and production management skills, quality assurance measures and implementation, staff management, food safety and sanitation practices, leadership and communication skills, and human resources. Per the emphasis of MDI, an infusion of sustainable food system (SFS) practices in food service management is encouraged. Preceptors may guide intern experiences and/or offer opportunities to implement SFS practices. Interns will also be exposed to food service management topics in weekly webinars during the internship year.

EXPECTATIONS

At the completion of the food service management rotations intern should be competent to manage staff and daily processes of a food service operation. Interns should complete the Quality Assurance project during one of their food service management rotations. They should be familiar with HACCP plans, receiving and inventory management procedures, food service computer software, food safety policies and practices, and they can choose to complete a staff in-service if it fits well into the rotation and the needs of the preceptor.

DOCUMENTATION

Below, you will find the documents that help guide the intern's rotation. The intern is responsible for managing all of their paperwork, submitting it, and sharing key pieces with the preceptor. During food service management rotations, the imperative documents are:

- EVALUATION OF INTERN AND COMPETENCY LOG
 - MDI Intern and Preceptor Supervised Practice Planning Sheet (Food Service Management)
 - Intern Feedback & Evaluation for Supervised Practice (Food Service Management)
- INTERN EVALUATION OF PRECEPTOR
 - MDI Intern Feedback for Preceptor

ASSIGNMENTS

The intern is responsible for completing the following assignments during food service management rotations:

- Quality Assurance Assignment
- Intern Led In-Service Training Assignment (can be completed in any area of practice)

ACTIVITIES & SUPPLEMENTS

The following activities are included as **optional** tools to help structure the rotation:

- Oversight Agency Mock Audit Report. Accreditation, certification, and licensure requirements change as federal, state, and local laws evolve to protect the public. Professionalism includes the ability to identify and meet these requirements. This report requires the intern to:
 - Select two organizations whose audit requirements this facility must meet in order to provide food preparation and service in the foodservice setting of this rotation. Name the organization, the approval it grants such as certification, accreditation, or licensure; and whether the approval is at the federal, state, or local level. Interview the foodservice director and preceptor for appropriate organizations. Select organizations different from those examined for previous rotation mock audits.
 - List each organization's requirements to maintain approval such as competencies or regulation checks.
 - Compare and contrast the organizations' requirements, audit procedures, and requirements to maintain approval.
 - Perform a mock-audit. Choose five requirements from one of the regulating organizations that reflect, if available, competence in planning, client/community interactions, budget, transparency, and one from a category of the intern's choice. List the requirement and the results of a mock audit of the facility unit in which the intern is practicing. Write how the unit has demonstrated meeting or not meeting the requirement.
 - Once evaluated by their preceptor, interns can submit to sample work for food service management rotations.

- Foodservice Production Manual. Interns discuss the facility's procedures manual and identify: the foodservice sanitation audits and inventory procedures; daily, weekly, and monthly production schedules and forms; policies; and all policies and procedures related to the set-up and operation of the foodservice organization. It is possible that each foodservice organization, such as the bakery or delicatessen, may have their own manual. Interns should review each manual and report back to their preceptor together. Consider whether the facility has the sanitation capacity, storage facilities, and processing equipment to use local produce and/or whole cuts of local Montana beef.

- Cost-Per-Plate Analysis Report. Interns analyze the financial impact of the facility's existing menus or food products, including self-serve and display case items. Interns select the food products or menus to analyze with the advice of their preceptor or foodservice director. The analysis includes:
 - The cost to produce considering the cost of ingredients, preparation, display requirements, spoilage risk, and gas and electricity usage
 - The benefits of the use of existing menus or food products
 - The revenue generated: determine the sale frequency for the item(s)
 - The resulting profit over a month and a plan for intervention, including all appropriate recommendations for the facility.

- Procurement through Inventory Management Report. Interns work with staff in each of their facility's procurement, storage, retrieval, and inventory management positions, documenting procedures and organization. Interns then write a report that includes:
 - An explanation and graphic representation of their facility's procedures for the entire process of procurement through storage and retrieval, and inventory management through the use of narrative explanations and flow charts, process diagrams, or organization charts
 - Identify whether it is desirable and feasible to procure food products locally and make contact with distributors or producers in that regard under the guidance of the preceptor
 - A graphic representation and explanation of each food storage system, such as pantry, freezer, and stock
 - Consider the barriers to local procurement and describe improvements that the facility may need to handle fresh local produce seasonally, preserve local produce in season for later use, storage of whole animals for economic purchasing, and processing equipment that may be needed to achieve these ends as well.
 - An identification and explanation of the procedures used for accessing, collecting, and sharing information identifying the specific data; how it is accessed, collected, and shared; and with whom it is shared
 - The regulatory requirements and procedures for managing the environment care rounds such as sanitation audits and safety checks
 - Consider the safety of chemicals used in the facility for public health of food service workers and customers. Consider the following resources to evaluate the safety of chemicals: Health Care Without Harm Safe Chemicals Guide
 - Under the guidance of the preceptor, contact the chemical supplier to determine the feasibility of stocking safer chemicals as necessary.
 - An analysis and recommendations for the optimum physical set-up considering the cost and benefits such as efficiency in availability of resources, sanitation, safety, reduction of waste, and protection of the environment and food service workers.

INTRODUCTION TO COMMUNITY NUTRITION ROTATIONS

Supervised practice rotations in community nutrition aim to expose interns to community nutrition practitioners. The goal of the rotations as reflected in the ACEND competencies is to introduce interns to assessment and implementation of community interventions, the role of the dietitian in community nutrition programs, evidence-based practice for groups and communities, and the unique role community nutrition plays in reaching populations at nutritional risk. Per the emphasis of MDI, any infusion of sustainable food systems practices into the rotations including making connections between disease epidemiology, agricultural practices, federal and state nutrition programs, and the potential to produce healthful food for healthy people in the future is encouraged. Interns will also be exposed to community nutrition topics in weekly webinars during the internship year.

At the completion of community nutrition rotations, interns should be competent in presentation to group audiences, group counseling, one-on-one motivational interviewing, understanding the implementation of federal nutrition programs, and techniques to improve nutrition in food security outlets.

DOCUMENTATION

Below, you will find the documents that help guide the intern's rotation. The intern is responsible for managing all of their paperwork, submitting it, and sharing key pieces with the preceptor. During community rotations, the imperative documents are

- EVALUATION OF INTERN AND COMPETENCY LOG
 - MDI Intern and Preceptor Supervised Practice Planning Sheet (Food Service Management)
 - Intern Feedback & Evaluation for Supervised Practice (Food Service Management)
- INTERN EVALUATION OF PRECEPTOR
 - MDI Intern Feedback for Preceptor

ASSIGNMENTS

The intern is responsible for completing the following assignments:

- Pre-WIC Training Assignment
- Intern let In-Service Training Assignment can be completed in any area of practice, including community nutrition rotations.

ACTIVITIES & SUPPLEMENTS

The following activities are included as **optional** tools to help structure the rotation:

- Nutrition assessment of community The Center for Disease Control's *Framework for Program Evaluation in Public Health* <https://www.cdc.gov/eval/framework/index.htm>
 - An introduction to public health program implementers to the value of evaluation and process of assessing public health programming.
- Health promotion
 - For children: Team Nutrition of Montana uses the book *How to Teach Nutrition to Kids* to introduce child nutrition health promotion to MDI interns.
 - For adults: Joye Norris *From Telling to Teaching* (2003)
 - Sustainability
 - Sustainable incentives and giveaways for health fairs and community events found in *Sustainable Event Management* (2014) by Meegan Jones and published by Routledge.
 - *Nonprofit Guide to Going Green* (2009) by Ted Hart and published by John Wiley and Sons is the go-to guide for charities to "go green."
- Food Security
 - SNAP-Ed
 - Reports to Congress of the pilot study in Massachusetts that offered SNAP recipients incentives for fruit and vegetable purchases. [SNAP Healthy Incentives Pilot reports through 2014](#)
 - [USDA FNS Snap-Ed Resources](#)
 - [FNS USDA Blog](#)
 - [Sample](#) food bank supervised practice rotation
 - [Montana No Kid Hungry](#)
 - [Nutrition-focused Food Banking](#) discussion paper by Institute of Medicine Members Elizabeth Campbell, Karen Webb, Michelle Ross, Patricia Crawford, Heather Hudson, and Ken Hecht published April 2, 2015 by the National Academy of Sciences

MDI TEAM

DIRECTOR

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ASSISTANT DIRECTORS

ANNA DIFFENDERFER, MS, RDN, LN

LINDSAY GANONG, MS, RDN, LN

ADMINISTRATIVE COORDINATOR

SKYELER HUNTSMAN

DIRECTOR RESPONSIBILITIES

Role model

The MDI directors:

- Supports and promotes high standards of professional practice.
- Treats interns, preceptors, and program stakeholders with honesty, integrity, and fairness.
- Creates trust relationships with interns, preceptors and stakeholders.
- Has an open door policy and is available to address concerns and provide constructive suggestions for challenges faced by intern and/or preceptors.
- Provides mentoring and support for interns and preceptors in a manner that is sensitive to cultural differences and does not discriminate against others on the basis of race, ethnicity, creed, religion, disability, sex, age, sexual orientation, or national origin.

Planner

The MDI directors:

- Plans and adjusts the intern rotation schedule as needed, and communicates changes with appropriate individuals.
- Fully participates in weekly webinar and talk sessions. If the director is unable to participate they will find a suitable replacement for the session.
- Communicates regularly and appropriately with interns, preceptors, and stakeholders so that expectations, arrangements, and responsibilities are well understood and agreed upon.

Information provider

The MDI directors:

- Presents substantiated information and interprets controversial information to their best ability without personal bias and respect that legitimate differences of opinion can co-exist without conflict.
- To their best ability, remains alert to situations that might cause a conflict or have the appearance of a conflict and seeks reasonable resolution.
- Protects confidential information and makes full disclosure about any limitations on his/her ability to guarantee full confidentiality in any given matter.

Resource developer

- Seeks to engage interns, preceptors and stakeholders in constructive feedback that gives clear direction for MDI program improvement, enhancement, and maturity.

- Seeks out professional development resources and pursues opportunities to continue honing program leadership skills.
- Provides job and career information/counseling/resources whenever possible.
- Provides job and career information/resources whenever possible to interns; facilitates referrals and information to preceptors and participating rotation sites as requested.

Facilitator of learning

The MDI director:

- Is timely in their responses to interns, preceptors, and stakeholder inquiries.
- Provides the intern, preceptor and stakeholders with timely feedback and encourages an open door policy by being available for support, resources, and information when requested or needed.
- Supports positive communications between intern to preceptor; preceptor to intern; intern to intern; director to preceptor.
- Provides constructive suggestions for challenges faced by intern or preceptor.

Assessor of learning

The MDI directors:

- Provides objective evaluation of performance for interns, preceptors, former interns seeking employment and/or professional association memberships, awards, or scholarships.
- Makes all reasonable effort to avoid bias in any kind of professional evaluation of others.

CONTACT INFORMATION

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