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A GUIDELINE FOR THE ESTABLISHMENT OF A
FOOD SERVICE ADMINISTRATION INTERNSHIP
IN THE PHILIPPINES

by

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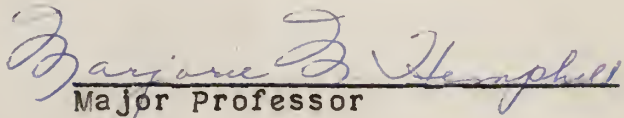
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INTRODUCTION

The dietetic internship in the United States of America is a post college learning-working situation of one year in a program approved by the American Dietetic Association. At this time, the intern begins to engage in the practice of the profession of dietetics and is characterized by Wilder (1950) as being similar to an apprentice in a craft or trade who must serve as well as learn. The college student is on the receiving end of the intellectual heritage of the profession, whereas the intern learns to produce.

In an internship program, Robinson (1965) stressed that the emphasis should be on correlation of theory and practice, research approach to learning, management responsibilities based on modern techniques, team concept of patient care, and effective techniques in teaching others. Awareness of the importance of objectives and goals is important. Opportunity should be given for the intern to build on past experience and previously gained knowledge and to learn the role of a professional person. As Laboskey (1960) stated:

Professional training would be accomplishing a great deal if it would be impressed on individuals in the profession the need for life-long learning, both in depth and breadth, in order to promote the desired professional attitudes, accomplishments and personal satisfactions.

Dietetics, as a profession, is still in the process of development in the Philippines. Foremost among many problems confronting Philippine dietitians is that of proving the

worth and place of dietetics as a professional field.

Therefore setting high standards of work and following them through is of paramount importance.

In the Philippines at present, only four hospital dietetic internships are available. As yet no food service administration internship has been developed. Jones (1963) reported that the number of applicants from the Philippines for appointments to dietetic internships in the United States exceeded the limited number of openings. Excellent cooperation exists between the American Dietetic Association and the Dietetic Association of the Philippines in providing opportunities for the best qualified Philippine applicants.

The purpose of this report is to provide a guide for the establishment of a food service administration internship in the Philippines. When using the guide, availability of teaching staff, facilities and time should be considered.

REVIEW OF LITERATURE

Concept of the Internship

According to Ross (1961), the internship is an orientation to professional life. It represents a period of planned education and experience for 12 months in an accredited hospital, with the candidate under continuous and expert supervision. Leavitt (1965) described it as a program of participation where the intern starts out with limited but

definite responsibilities that soon develop into a full-fledged practicing of the profession. The intern is enabled to: (1) develop a more comprehensive view of the profession; (2) apply lessons learned in the academic course work to direct experience; (3) test areas of competency; and (4) develop a correct interpretation of professional ethics.

Dietetic education has been divided by Patterson (1964) into three related phases: undergraduate preparation, internship and/or graduate study. The undergraduate program fulfills the need for acquisition of fundamental knowledge and stimulates the desire for further study. The internship provides the framework for gaining further knowledge related to dietetics and for translating this knowledge into desired results through the development of specific skills (Robinson, 1961). Graduate study is advanced education for the specialists (Robinson, 1965).

Development of the Internship

In the United States of America, education in dietetics started as early as 1903. For the most part, the internship was on-the-job training. The first student enrolled in such a course, E. Grace McCullough, described its content at the eighth Lake Placid Conference on Home Economics in 1906. Applicants were required to be graduates of domestic science, to have taught one year, and to be over 25 years of age. Robinson (1961) pointed out that the course was for three

months and the dietitian's responsibility primarily was supervising the feeding of patients on special diets in hospitals. The systems and procedures used by the dietitian in charge were learned by the student. This was considered an effective method of education during this period.

By 1927, many hospitals offered training programs for student dietitians. As a result, commented Robinson (1961), a definite curriculum emerged and a standard course outline was developed and approved at the Annual Meeting of the American Dietetic Association that year. The first list of approved courses, published in 1928, included 48 programs in the United States and one in Canada.

According to Robinson (1965), the first internship emphasizing food service administration was established by Quindara Oliver Dodge at the Women's Educational and Industrial Union in Boston in 1933. The fifth year of training and experience was considered by Dodge (1940) to be fundamental to future professional success in any job that required administrative leadership.

In 1947, the terminology was changed officially. Student dietitians became "dietetic interns;" courses for student dietitians, "dietetic internships;" and course directors, "dietetic internship directors." These changes were recommended because the designation "student dietitian" implies an undergraduate student. The term "intern" suggests a person who has earned a degree and who, like a medical

intern, is continuing his or her education. The word "course" means a semester's or quarter's study of a single subject, while the term "internship" infers a more comprehensive program, including practical application (Robinson, 1964).

With the passage of years and increase in knowledge, Robinson (1961) reported a gradual change in length of the internship from the original three months to six months, to nine months, and eventually to the current plan of one year. The number of dietetic internships increased from the original 48 to 64 programs. Approved internships are now listed each year in the American Dietetic Association's Annual Reports and Proceedings.

Academic Preparation of the Dietitian

Godfrey (1941) believed that college education of a dietitian was more difficult as standards of the profession became more clearly defined. At first, only a course in domestic science was considered adequate for academic preparation for the internship. Then, a two-year college program was required. Finally, a degree from a four-year college or university program, with certain courses, was specified by the American Dietetic Association.

A review of recommendations for the development of Institutional Management curriculums was reported by Augustine et al. (1954). This study revealed the need for

a broad general education combined with specialized education, including the areas of physical and biological sciences, education, foods and nutrition, and institutional management. Daza (1956) investigated the relationship of instructional units in required courses in institutional management at Cornell University to professional duties of hospital dietitians. She concluded that academic preparation was inadequate in these areas: menu planning, food purchasing, supervisory functions of food production involving the instruction of employees, human relations and personnel management, personnel administration, methods of effective teaching, record keeping, production costs and control, and public relations. Galster (1963) examined the relationship between education and training of a student majoring in institutional management and actual duties of dietitians. Based on these findings, she defined and proposed 161 criteria to be considered in planning and evaluating the professional or specialized aspects of institutional management curriculums.

A two-part opinionnaire was designed by Mongeon (1964) to assess beliefs of professional educators and internship directors regarding (1) adequacy of academic preparation of students entering internship programs from 1958 to 1963, and (2) degree and place of emphasis considered best for attainment of managerial competences by dietetic students. Results of the study showed that internship directors

indicated more inadequacies in academic preparation than did professional educators. Both agreed that application of personnel management would be a more profitable experience in the internship than in college. Absence of complete agreement on degree and place of emphasis revealed that the total education of dietitians might be enhanced by joint curriculum planning by professional educators and internship directors.

The American Dietetic Association has listed subjects that must be included in the curriculums of colleges whose graduates may be candidates for admission to approved post-graduate courses for dietitians. In 1958, an academic plan, known as Plan III became effective as a basis for qualification for membership in the American Dietetic Association and entrance to approved dietetic internships. Reflected in the plan are possibilities for greater emphasis in management, therapeutic nutrition, and education (Robinson, 1965).

Plan III provides for stronger emphasis in management by allowing a choice between Concentration A and Concentration B. Concentration A offers the best background for "generalists," i.e. dietitians prepared for both therapeutic and administrative responsibilities. Concentration B puts strong emphasis on business, which is of increasing importance for those who become specialists in food service administration. Either Concentration A or B may be followed

to qualify for entrance to dietetic internships offering specialization in food service administration (Robinson, 1965).

Dietetic Internship

Hospital dietetic internships continue to be in the majority, noted Robinson (1961), as 56 of the 64 approved programs are sponsored by hospitals. This type of internship provides a broad program of study, including administrative, therapeutic and educational phases of dietetics.

According to Robinson (1961), approximately half of the hospital program is devoted to study and experience in food service administration. An understanding of food service administration is basic to effective performance in therapeutic dietetics, teaching, or other phases of the profession. If the internship graduate is to be prepared to meet the challenge of administration in hospital dietetics, emphasis on financial management, cost control, personnel management, human relations and development of executive ability is important. Experience in the study and practice of menu planning and its evaluation, purchasing, quality food production and distribution, and the planning of food service facilities are essential aspects in management. A need to develop skill in training and supervising employees in sanitary practices is important

because of the dietitian's responsibility for maintenance of high standards of sanitation.

Experience in therapeutic dietetics, stated Robinson (1961), is important for the intern. Background knowledge in anatomy and physiology, biochemistry, normal nutrition and related subjects gained in the undergraduate program should provide a sound basis on which to build a practical approach to dietary treatment of patients. Insight into how the dietitian works effectively with the doctor, nurse, and other members of the medical team is of vital importance to prepare the intern for practice as a dietitian. Of significance is patient contact, learning to provide all possible assistance to each patient to meet his nutritional needs. In the internship, experiences in therapeutic dietetics include planning modifications of the normal diet, visiting and instructing patients, cooperating with other members of the medical team, and studying relationships between diet therapy and total medical care.

Robinson (1961) further stated that the intern must develop proficiency in teaching, because a dietitian has many educational responsibilities, no matter what type of position she chooses. Approved internship programs include the study of teaching methods and practice in teaching patients, employees, and students in allied professions, such as nursing and medicine and all those with whom she

works and associates professionally. A period of time is scheduled for intensive experience in group instruction.

Experience in a metabolic research unit is recommended in a hospital internship. Excellent opportunities for a deeper appreciation of the relationship between nutrition and total medical care is provided in this type of experience (Robinson, 1961).

Another important phase noted by Robinson (1961) is an opportunity for the intern to gain an appreciation of the breadth of the field of dietetics. A general concept of the extent and function of health and welfare agencies in the community is included in this emphasis. Comprehension of this concept results in cooperation between the hospital dietitian and personnel of these agencies. This is of definite value to the patient who is referred to an agency on dismissal from the hospital. Field trips or a brief period of experience may be arranged for the intern to meet and talk, not only with the personnel of health and welfare agencies, but also with dietitians in school, college, and commercial food service programs. Robinson (1961) stressed the need for an understanding of the scope of dietetics by the intern during development as a professional person.

Food Service Administration Internship. Primary objectives of a food service administration internship are outlined by Robinson (1961) as study and experience related to application of principles of efficient food service management and maintenance of the nutritional status of people

who do not necessarily require modifications in their meal patterns because of illness. Eight programs of this type of internship are available. Four are sponsored by universities, one by a hospital, and three by business and industry. Assignments in the administrative internship are organization and management of food production and service units, menu planning, food and equipment purchasing, food merchandising, financial management, cost control, personnel management, work simplification, and the planning of food service facilities.

Emphasis in university programs is on management of various types of campus food services. These may include cafeterias and dining rooms in university union buildings, residence halls, faculty clubs or tearooms. Experiences may be obtained through affiliation with a public school system, a commercial food service, such as a cafeteria or restaurant, and a hospital. Internships sponsored by business and industry offer experiences in cafeterias or dining rooms provided for personnel of the company and for the public. Differing types and sizes of units and menu patterns afford the neophyte dietitian opportunities for participation in varied real life management situations under supervision (Robinson, 1961).

Robinson (1961) emphasized the necessity for administrative interns to have a broad overview of dietetics as in hospital programs. To provide opportunity for the acquisition

of knowledge of therapeutic dietetics, affiliation with a hospital is recommended. Arrangements may be made also for experience in school food service programs and different kinds of commercial food services. Field trips may include health and welfare agencies, as well as other institutions of interest.

Classwork in the Internship. Class sessions are included in all internship programs. These may be planned as seminars, conferences, lectures, or demonstrations, depending on subject matter. Internships located where a university graduate school is available may offer more extensive and formal class programs than those in an internship without such an affiliation. The primary purpose of class sessions is to relate theory to actual practice. Robinson (1961) stated that classes also allow the staff and interns to share current research findings.

Interns are required to assume responsibility for giving case histories, journal reports, and seminar assignments commented Robinson (1961). From these, valuable experience is gained in orderly presentation of information. Organization of subject matter promotes a search for data through a variety of resources. Techniques of effective communication with persons within the profession and with others whose educational background and work experience are different are learned also.

Projects should be an important part of the internship curriculum and may be used in all areas of the program. This method of teaching provides a means of coping successfully with differences among dietetic interns and allowing each to progress according to individual capabilities. This type of "progressive learning" is stressed in the program content of the American Dietetic Association Minimum Standards for Dietetic Internships as reported by Robinson (1964).

Radke (1959) proposed implementation of the case method of instruction in the internship program. This educational process should be an effective means of developing administrative potential of the intern. The objective of this method of teaching is to increase the ability of the intern to work effectively with superiors, associates and employees.

Trends in Internships

Current trends have brought innovations into the planning for dietetic internships. The curriculum has altered as concepts of dietitians' responsibilities and opportunities have expanded. As new drugs become available for use in treating patients and as new discoveries are made, diet therapy has been modified. The changing role of the dietitian has affected the internship. Currently, more emphasis is placed on food service administration in hospital internships as management has become more complex (Robinson, 1964).

The dietitian today must employ effective management techniques, know how to organize, utilize personnel advantageously, and keep the administrator informed both orally and through comprehensive written reports observed Robinson (1964). Well developed and continuous employee training programs are essential. Routine supervisory responsibilities must be delegated to food service supervisors. Studies in work simplification and methods improvement should be a part of every dietetic intern's experience. Techniques of planning food service department layouts and knowledge of modern equipment are required. Data processing equipment is used for inventory and cost records, selective menu tabulation, and nutritional analyses. Dietitians must be able to evaluate new equipment and ideas.

Robinson (1964) remarked that teaching experiences for dietetic interns formerly consisted of an assignment in planning and teaching a class of nursing students. Many changes have occurred in the curriculums of schools of nursing with consequent alteration in the teaching of nutrition. Skill is needed to teach normal nutrition and diet therapy, not only to nursing students but to other groups with differences in knowledge and experience. The dietetic intern must be able to teach subject matter related to food production and service required in employee training programs. Therefore, requirements for teaching experiences for interns have changed considerably. This type of experience is expected

to be included in all phases of the internship. Interns should have many opportunities to instruct or conduct group discussions on normal nutrition, diet therapy, sanitation, safety, department procedures, and policies. The intern is expected to teach patients, students, and employees. Sufficient practice is needed to facilitate discussion of varied subject matter with audiences representing different backgrounds and experiences.

A new internship sponsored by the State of New York Department of Mental Hygiene which emphasizes hospital food service administration was described by Katherine E. Flack, Director of Nutrition Services (Robinson, 1963):

Scarcity of skilled food preparation personnel, the high cost of all kinds of labor, and the shorter work week have caused us to review our division of labor and seek industrial engineering techniques which will help in better utilization of skills in the food service department. Training and experience in using these techniques develop the productive power, initiative, intelligence and creative ability of the intern.

The emphasis of our whole internship is on administrative phases of institution food services and is aimed to strengthen the business acumen of the participant. All learning experiences for the intern are aimed toward the development of food administrators who will be able to assume the responsibility of directing large food service departments.

Combining theory and practice, a dietetic internship coordinated with the undergraduate curriculum in dietetics has been described by Lewis and Lachner (1963). Administered by a faculty in medical dietetics, the program was established at the Ohio State University in 1961 and was

approved by the American Dietetic Association in 1964. It extends over 14 quarters, including two summer sessions. Clinical experience formerly available only in the year of internship has been integrated into the junior and senior years of college.

In Canada, summer experience has been combined with undergraduate programs in dietetics since 1958. The dietetic internship is completed in 20 weeks, following college graduation. Robinson (1965) reported 25 institutions participating in the Canadian program, 9 of which offered the traditional post-graduate internship.

A dietetic internship and academic program leading to a master's degree was outlined by Robinson (1965). Completion of the coordinated program is possible in 18 or 19 months. In 1960, the internship at the University of Kansas Medical Center was combined with an academic program leading to a master's degree granted by the University of Kansas. The first five and a half months are spent in the initial internship experience. Two terms of academic study follow (spring and summer sessions), and the final phase involves six months of internship experience in the specialty chosen by the intern. The total program may be completed in 18 months.

Robinson (1965) announced a new program at the University of California at Berkeley, in the School of Public Health. This plan, which also combines the dietetic internship and

master's degree, recognizes the need for dietary consultation in institutions of various types. Graduates are nutritionist-dietitians with a background in both public and institutional food service. Experiences in several hospitals and public health agencies are included in this program which may be completed in 19 months.

Three dietetic internships in Cleveland initiated a coordinated master's degree program with Western Reserve University in July 1965. Two new sponsors are Mount Sinai Hospital and the Cleveland Veterans Administration Hospital. The third sponsor is the University Hospitals of Cleveland, where a traditional hospital dietetic internship has been offered since 1933. Classwork for the dietetic interns from all three plans will be coordinated and the length of each program will be 19 months (Robinson, 1965).

A new internship sponsored by the Pennsylvania State Institution Food Research and Services admitted interns for the first time in July 1965, revealed Robinson (1965). This program will emphasize food service administration in state institutions, with experience in food service on the Pennsylvania State University campus. Excellent learning experiences in the use of data processing in institutional food service will be provided.

Future Educational Needs

Robinson (1965) stressed that management today is different from management when the first administrative dietetic internship was developed. Preparation for the role of food service administrator has changed because of increased labor costs, differences in food processing, use of electronic computers in record keeping and analyses. The administrator must have knowledge and skill in planning for effective and economical operation, setting realistic objectives, and developing policies to implement attainment of goals. Establishment of educational programs for personnel is necessary. Dietitians must not only establish and maintain high standards of quality and satisfaction in food production and service, but must be experts in business management.

According to Donaldson (1961), the food service industry is an expanding field closely allied to social, economic, and technological developments. With this in mind, she presented a question worthy of consideration, "Should there be more emphasis in the internship program on research and development in administration rather than on just the routine of food production?" She further commented that "if the needs of the people are to be met, if the profession is going to rise to the challenge of other professions and industries, if efficient means of providing satisfaction and service are to be developed, then more research is needed to

provide the key to solve the problems." This idea was corroborated by Eppright's (1959) comment: "Research is the life blood of a profession."

Changing Concept of Education. Administrators, staff dietitians, interns, and undergraduates who are studying dietetics or institution management must recognize that the evolving philosophy of management requires a changing concept of education for the dietitian. Four years of undergraduate study and one year of internship do not appear to provide the special technical and managerial skills necessary for those who continue in food administration. Today, the new concept would distribute over a lifetime the amount and kind of formal education needed (Staab, 1964) and this education should include a proper combination of general and professional knowledge and managerial skills. Continuing education, graduate study and research will be necessary for the dietitian in food administration to avoid obsolescence. As Hunsher (1963) has stated, "A philosophy of life-time learning urgently needs to be instilled and vigorously maintained if the individual and the profession are to maintain excellence."

Donaldson (1965) declared that an important aspect of education for food administration is the development of the intern's potential. They must be kept on the move to new and challenging assignments if their mental processes are to be maintained at a level that will prevent obsolescence.

They must be guided in developing their capabilities to their fullest potential.

For use in the changing environment, internship should teach principles and theories relating to decision-making, control and use of resources, innovation, and adaptation to accelerated change. At the undergraduate level of education, more emphasis should be placed on principles, which change slowly, and less on techniques which become quickly outmoded, according to Donaldson (1965). She further stated,

We sow the seed of obsolescence in every new dietitian we indoctrinate with specific methods rather than the objectives, principles and theories of management. Educators and those in food administrative positions will need to work more closely together to plan for education which emphasizes problem-oriented teaching based on theoretical concepts and principles.

Curriculum Planning and Evaluation

Miller (1960) made a study to appraise the program offered in food service management in the College of Home Economics at Michigan State University with respect to needs of industry. The program was compared with seven other large universities. Inadequacies expressed by graduates and by employers of these graduates showed close correlation. In the area of management, more competence in skills of personnel management, arts involved in effective communication, and factors that influence organization control was considered as essential by both groups. Inadequacies were because of omission rather than insufficient coverage.

A study of dietetic training in the College of Home Economics at Cornell University, conducted by Bloetjes, Couch and Gottlieb (1962), included a detailed analysis of production, service, and maintenance operations in New York Hospital dietary service departments. Findings indicated a need to strengthen student preparation for professional aspects of dietary administration.

A selected group of home economics faculty and dietetic internship directors convened at the University of Wisconsin in April 1962, to consider the education of the dietitian. Among the expressed objectives of this conference were:

(1) to evaluate the total educational preparation and experience of the dietitian in view of changing conditions in institutions of higher education and the changing role of the dietitian, and (2) to explore methods of learning and programs of professional experience to allow for acceleration and enrichment of the dietitian's education (Robinson, 1963). In this conference, Cederquist and Shugart (1962) presented some thought-provoking questions for group discussion:

1. Do we need to shorten the time that it takes to educate the dietitian? Is five years too long?
2. If we shorten the time, how can we include all that we need to teach?
3. Would integration of the internship in the curriculum help to attract more students in the field of dietetics?

4. Is there too much variation in the basic preparation of students entering internships? Would it be feasible to have all graduates of one school intern at one place?

These questions are reflected in present trends in dietetic education.

The program of the annual Conference of Approved Dietetic Internship and University Faculties has featured for some years curriculum planning in the internship, along with academic preparation at the undergraduate level. Reports are presented at these conferences as new developments occur in college or university programs and in internships. Special workshops held by college teachers of food and nutrition and of institution management are indications of the interest and cooperation of college and university faculties in preparing students for the profession of dietetics.

A new "Guide to Curriculum Planning in Dietetic Internships" was developed by Arlene Payne (1961), Educational Director, Department of Dietetics and Nutrition, University of Kansas Medical Center. In the preface of the Guide, she stated: "This document was designed to serve as a guide for the study and improvement of the curriculum of the dietetic internship." Two assumptions relating to the responsibilities of internship staff were included:

1. Those persons best qualified to identify the nature and cause of curriculum problems in each internship and to select the most desirable solutions are those most closely involved with the problems, namely the internship staff.

2. Participation of staff members in the planning process will result in greater understanding of and interest in the changes which result.

According to Mongeon (1964), problems and needs within a profession change constantly. Education, if effective, should provide students with a kind of knowledge and attitude of mind that gives facility and flexibility to meet the needs of tomorrow.

Minimum Standards for Internships. A revision in 1963 of the American Dietetic Association minimum standards for dietetic internship programs recommended program content, updated subject matter and terminology. Revised standards, also specified that each dietetic internship director appointed after June 1, 1963, have a master's degree. New standards provide a basis for specialization in the various areas of dietetics as well as for the generalized program.

Emphasis is placed on continuing education for internship staff members through participation in planned staff development meetings, workshops, institutions, professional conferences, and advanced academic study. A workshop for directors and staffs of dietetic internships to evaluate revised standards and the present educational program was held at Michigan State University in February, 1963. Jones (1963) reported a stimulating discussion which inspired each of those attending to take a critical look at her own curriculum to see whether it met the needs of today's college graduates.

Professionally Qualified Dietitian

Robinson (1961) described the professionally qualified dietitian as an individual who is a member of the American Dietetic Association and is actively applying the principles of effective management and nutrition in planning and supervision for a total food service program. The American Dietetic Association has listed responsibilities and activities of the dietitian based on present-day concepts and current practices. The role of the director of a department of dietetics is to plan, organize and direct activities, educational and research programs of the department. Duties and responsibilities of a staff of dietitians in administration, therapeutics and research are outlined (Appendix B). The American Dietetic Association stressed that although "director" implies a large department in which a staff of dietitians is employed, the activities are applicable in situations in which there is one dietitian who is designated as head of a department (ADA Report, 1965).

BACKGROUND

Dietetics came into its own in the Philippines with the passage of Republic Act Number 2674 - " AN ACT TO REGULATE THE PRACTICE OF DIETETICS IN THE PHILIPPINES." The act took effect upon its approval on June 18, 1960. This was the culmination of several years of hard work and earnest effort

as well as disappointments on the part of individuals interested in and concerned with the field of dietetics (Roa, 1960).

In countries where the profession of dietetics is established, its standards are controlled and maintained by the national professional group. However, the Dietetic Association of the Philippines, organized in February, 1955, felt that the only way to gain professional standing was through government recognition in the form of legislation.

During the Third Session of the Third Congress of the Philippines in 1955, a bill was drafted known as House Bill No. 5318. It was introduced in the House of Representatives by Congresswomen Tecla S. Ziga and C. Dinglasan Consing, two women who believed that much could be gained by the nation through regulation of the practice of dietetics by authorizing the employment of qualified dietitians in all hospitals and institutions both of the local and national governments. This bill passed the first and second readings but was shelved because of a controversy which plagued Congress regarding another bill.

In 1958 during the First Session of the Fourth Congress of the Philippines, a different form of the same bill was reintroduced in the lower house by Congresswoman Tecla S. Ziga. Simultaneously, Senate Bill No. 178 was sponsored by Senator Pacita Gonzales in the Upper House. The two bills suffered many delays and setbacks, but because of the

devoted and unstinted work of the Dietetic Bill Committee of the Dietetic Association of the Philippines and the cooperation of sympathetic members of other scientific organizations, the two bills were approved in 1959. After study by a Conference Committee composed of members from both houses, the best features from each bill were incorporated into one measure. Finally a consolidated bill was approved in the Fourth Session of the Fourth Congress of the Philippines, and signed into law by the President of the Philippines, Carlos P. Garcia, on June 18, 1960.

With the passage of the Dietetics Bill, dietetics became a legal profession. In order to qualify to practice, a dietitian must have a Bachelor's degree from an accredited college or university with foods and nutrition as the major field of study and have completed an approved dietetic internship. Lastly, the dietitian must pass a board examination to be given by qualified board examiners. These examiners are chosen by the President of the Philippines from a list recommended by the Commissioner of Civil Service. Individuals on the list have been certified by the national professional organization of dietitians in the Philippines.

The purpose of this report was to provide a guide for the establishment of a food service administration internship in the Philippines. The proposed plan was based on the American Dietetic Association's minimum standards for a dietetic internship with special emphasis on Food Service

Administration. The program was designed to fit the needs of students and existing conditions in the Philippines. The proposed learning experiences were developed to provide the dietetic interns varied opportunities for learning with thought-provoking problems and situations. The areas of experience included for each area will be: objectives, areas of concentration and organization of experiences. Orientation, practical experience and staff performance comprised the organization of experiences. These were planned for the intern to develop ability and skill to apply principles in actual work situations.

PROPOSED PLAN FOR AN ADMINISTRATIVE DIETETIC INTERNSHIP

AREAS OF EXPERIENCE

I.	Orientation to Administrative Dietetics	2 weeks
II.	Food Service Administration	32 weeks
	1. Food Production	12 weeks
	2. Food Service	6 weeks
	3. Formulary Preparation	3 weeks
	4. Methods Improvement and Equipment	4 weeks
	5. Food Procurement and Storeroom Management	4 weeks
	6. Personnel Management	3 weeks
III.	Normal and Therapeutic Nutrition	8 weeks
IV.	Community Nutrition	1 week

V. Staff Performance	6 weeks
VI. Field Trips	1 week
VII. Vacation	2 weeks

Class work should include:

Lectures

Reading assignments and reports

Projects

Seminars

Adjustments should be made to provide needed or desired experiences and to take advantage of opportunities for in-depth learning assignments.

Purpose

Emphasis of the internship is on administrative phases of institution food service. The proposed plan is based on the Minimum Standards established by the American Dietetic Association for Administrative Internship. Goal of the program is to develop a food administrator who will be able to assume the responsibility of directing a large food service department.

Practical experiences in food service administration are planned to provide progressive opportunity to learn basic skills and to assume responsibilities identified with a staff dietitian. These areas include institution organization and management; food procurement; menu planning;

food production and service; fiscal management; report writing; storeroom operation; personnel management and training; work simplification; sanitation; accident prevention and safety; and equipment design, layout and maintenance. Other phases of dietetics in which on the job training may be included are diet therapy, nutrition education for nurses, and dietary assistance to family care.

Staff performance experiences are provided so that each intern may apply the principles of organization and management to directing efficient production and service of food. The individual interest and professional potential of each intern is recognized and, under guidance, each intern is encouraged to achieve the highest level of competence within her capabilities.

Orientation Program

Two weeks at the beginning of the internship are planned to help the intern adjust to the new environment and become oriented to the food service institution. Introduction to the staff and their responsibilities in each area is scheduled to familiarize the intern with the administrative services. Discussion of professional ethics and conduct, and presentation of rules and regulations applying to the dietetic intern are provided to aid the intern in professional adjustment and establishment of high professional standards. Tours of the grounds, food production center and

food service areas are planned to familiarize the intern with the organization and function of the food service institution.

Food Production

Objectives:

To understand and to supervise the production of quality food for group service within budgetary allowances.

To recognize the principles of good organization and management and to apply these principles to the effective operation of the food service department.

Areas of Concentration:

1. Kitchen organization
2. Supervision of employees
3. Quantity food production with emphasis on quality food and maintenance of nutritional value
4. Sanitary handling and storage of food
5. Safety in kitchen operation
6. Proper equipment operation
7. Preventive maintenance
8. Menu planning
9. Food budget
10. Cost control

Organization of Experiences:

Food production experience allows the intern to observe and practice under supervision the management of an efficient

food service. The intern should acquire skill in supervisory techniques with the responsibility of directing various phases of a large food production unit.

I. Orientation to Food Production

1. Know kitchen organization.
2. Review work schedules of kitchen personnel.
3. Know characteristics of high quality food production.
4. Review basic principles of food production.
5. Know uses of production sheets, records and preparation schedules to insure quality food.

II. Practical Experience

1. Operate, clean and maintain all equipment in kitchen.
2. Direct opening and closing routine for preparation of breakfast, lunch and dinner.
3. Make sanitation inspection of the kitchen.
4. Assist in preparation of employees' work schedules.
5. Work with chief supervisor to know routine and responsibilities.
6. Work with cooks to become acquainted with specific duties of each.
7. Plan and conduct yield studies on different retail cuts of meat.

8. Conduct detailed waste studies on processing of fresh produce.
9. Analyze food products using approved criteria and standards.
10. Observe the function of production meetings.

III. Staff Performance

1. Make work schedules for kitchen employees.
2. Assist with reports of financial management.
3. Analyze, develop and keep up-to-date job descriptions and specifications for all positions.
4. Plan menus according to established principles, patterns, and food budget.
5. Supervise kitchen operations in the last two weeks, with emphasis on maintenance of high standards of food preparation, sanitation and safety.
6. Conduct production meetings.

Food Service

Objectives:

To understand and to supervise meal service for people of various ages in relation to acceptability, appetite appeal and preservation of nutritive value.

To develop creativity in the presentation of food.

To know types of service appropriate for different occasions.

Areas of Concentration:

1. Dining room organization
2. Food service supervision
3. Sanitation and dishwashing
4. Proper service equipment operation
5. Preventive maintenance of facilities
6. Personnel supervision
7. Food merchandising
8. Planning, preparation, and service of special events, function, and meals
9. Public relations

Organization of Experiences:

Food service experience allows the intern to organize and supervise service of high quality food. Acquisition of knowledge of activities and procedures used in a commercial food service operation, methods of food merchandising and skill in customer relations are a part of the intern's experience in this area.

I. Orientation to Food Service

1. Know dining room organization and serving areas.
2. Review work schedules of food service personnel.
3. Know procedures used to maintain quality of food during service.
4. Review methods used for different types of service.
5. Study preventive maintenance record of equipment.

II. Practical Experience

1. Check daily time sheets, keep time and accrual records up to date.
2. Orient a new dining room employee.
3. Operate, clean and maintain equipment in dining areas.
4. Conduct plate waste studies.
5. Direct opening and closing routine. Check in employees and rearrange work schedules as needed. Check out employees.
6. Supervise and inspect food service areas.
7. Plan and supervise special functions such as teas, luncheons and dinners.
8. Check serving lines, determine hot food arrangement for easiest service and advise employees as to portions, utensils and serving problems.

III. Staff Performance

1. Make out weekly time and work schedules of employees.
2. Supervise all functions of dining room employees in beverage preparation, food service and portion control, dishwashing and dish storage, sanitation standards, proper equipment and safety standards operation.
3. Attend scheduled food meeting with the staff.

4. Establish and maintain rapport with customers.
5. Analyze the service of quality food.

Formulary Preparation

Objectives:

To understand and apply the principles of quality food preparation in the standardization of quantity recipes.

To standardize and cost quantity recipes.

Areas of Concentration:

1. Standardization of recipes
2. Food cost control
3. Portion control
4. Employee training and supervision
5. Maintenance of high quality food
6. Operation of equipment
7. Sanitary handling of food
8. Establishment of taste panels

Organization of Experiences:

This area offers experience for the dietetic intern to formulate working plans, check food portions and food costs, apply basic principles of food preparation to development of large quantity recipes, and evaluate procedures for obtaining quality food.

I. Orientation to Formulary Preparation

1. Know requirements of a good recipe.
2. Know characteristics of quality products.

3. Understand how proportion, method, and yield affect cost of food preparation.
4. Know basic principles of food preparation.

II. Practical Experience

1. Prepare food from quantity recipes.
2. Standardize and cost recipes. Check enlarged formulas for accuracy of calculations.
3. Analyze and alter recipes to obtain improved products at desired cost.
4. Analyze working operations used to obtain quality food.
5. Establish a taste panel for standardization of a food product.

III. Staff Performance

1. Conduct a meeting for cooks and supervisors to discuss problems involved in testing recipes and to evaluate methods and procedures.
2. Develop guide lines to use for recipe standardization.
3. Add a new standardized recipe to the menu.
4. Plan ways for employees to be aware of food quality.
5. Supervise cooks in maintaining high quality products.
6. Plan ways for employees to be aware of food costs and the importance of strict portion control.

7. Establish a taste panel on new products for the staff and dietetic interns.

Methods Improvement and Equipment

Objectives:

To develop an experimental attitude toward motion economy.

To understand and use the tools of work simplification and to put improved methods into effect.

To develop the ability to select and maintain equipment for food service institutions.

Areas of Concentration:

1. Work simplification
2. Labor saving equipment and products
3. Specifications for food service equipment
4. Design and arrangement of work areas

Organization of Experiences:

This area provides the intern with a philosophy of methods improvement and the opportunity to use the tools of work simplification. The intern gains knowledge of how to introduce improved methods to employees. She learns to apply knowledge of various types of construction used for institution equipment.

- I. Orientation to Methods Improvement and Equipment
 1. Know the principles of work simplification.

2. Review uses of work distribution chart and process chart.
3. Become familiar with equipment catalogues and specifications.
4. Know correct procedures in cleaning and upkeep of equipment to ensure satisfactory maintenance.

II. Practical Experience

1. Develop a work distribution chart and complete a flow process chart for a specific kitchen unit.
2. Develop an improved method for a specific task and introduce to employees.
3. Prepare job breakdown for operation of equipment.
4. Interpret specifications for equipment.
5. Assist in establishing policies for equipment replacement.
6. Make sanitation rounds with supervisor.
7. Assist in setting up routine procedures and schedules for cleaning of equipment.
8. Investigate new methods of carrying out work procedures and use those that are suitable.

III. Staff Performance

1. Delegate routine duties effectively to employees.
2. Write requests for repairs of equipment.
3. Conduct sanitation rounds and write a report.

4. Conduct a work simplification project and evaluate results.
5. File up to date equipment catalogues, specifications and all available information pertaining to equipment used in the department.

Food Procurement and Storeroom Management

Objectives:

To understand purchasing and accounting procedures, storeroom control and inspection techniques for food procurement.

To prepare orders, inspect deliveries, issue supplies and take inventories.

Areas of Concentration:

1. Storeroom organization
2. Cost control
3. Inventory procedures
4. Record keeping
5. Standards in food storage
6. Standards and grades for staple food products, canned goods and perishable foods
7. Specifications used in competitive bidding
8. Techniques and procedures for food purchasing
9. Monthly reports for revision of budgets

Organization of Experiences:

This area provides the intern with an opportunity to

gain knowledge in purchasing and accounting procedures, storeroom control and inspection techniques. The experience attained gives the intern skill in food procurement and storeroom management.

I. Orientation to Food Procurement and Storeroom Management

1. Know storeroom procedures.
2. Know food specifications.
3. Study invoices, delivery slips, order sheets and credit slips. Know their significance in control of incoming goods and storeroom stock.
4. Study competitive bids and award contracts.
5. Know types of packaging and sizes commonly used for various commodities and yield of each.
6. Know systems of organization and management of the business office.

II. Practical Experience

1. Price individual food items and assist in calculating purchased food cost and total cost.
2. Check against specifications all items delivered to storeroom for quality and quantity.
3. Participate in inspection of fresh produce, egg and meat deliveries.
4. Assist in keeping storeroom records up to date.
5. Check storage conditions including refrigerator temperatures and sanitary conditions.

6. Check on layout of bulk storage area for proper storage methods, adequate aisle space and efficient use of area.
7. Check on rotation of stock.
8. Check on requisitioning of items from the store-room by different kitchen units.
9. Do a daily and monthly inventory.

III. Staff Performance

1. Make out food orders for meat, fresh produce, bread, dairy and eggs.
2. Draw up specifications used in competitive buying.
3. Work with preparation of food contracts.
4. Check monthly reports and records to help provide control.
5. Supervise personnel so that receiving, storing and issuing procedures are carried on efficiently.

Personnel Management

Objectives:

To understand the dietitian's role in personnel policy formation, interviewing and hiring of employees, orientation and training procedures, work scheduling, supervision, and periodic job performance evaluation.

To understand techniques of supervision in achieving employee satisfaction and efficiency in meeting the goals of the institution.

Areas of Concentration:

1. Training programs for employees
2. Job specifications
3. Personnel policies and procedures
4. Interview techniques, recruitment, selection and induction of employees
5. Techniques of supervision
6. Use of employee appraisals
7. Evaluation of training results
8. Job analyses, worksheets and schedules
9. Management planning

Organization of Experiences:

This area provides the intern with an opportunity to become familiar with the various aspects of planning, developing, directing and integrating a personnel program. Experiences planned give the intern skill in techniques of personnel management.

I. Orientation to Personnel Management

1. Know methods used in training and upgrading employees.
2. Study techniques used in evaluating services of employees.
3. Review personnel forms.
4. Read job descriptions for employees to compare with what employees are doing.

II. Practical Experience

1. Analyze, develop and keep up to date a job description and a job schedule for a specific position.
2. Interpret policies, laws and regulations to employees to promote efficiency and satisfaction.
3. Assist and coordinate with Methods Improvement staff in the development, writing or revision of job analysis and work schedules.
4. Assist in an interview of an applicant.

III. Staff Performance

1. Develop an orientation program for new employees.
2. Interview an applicant and write an evaluation.
3. Orient, train, supervise, and evaluate a new employee.
4. Assist in the evaluation of employees' work performance.
5. Plan and conduct an employee training session.

Normal and Therapeutic Nutrition

Objectives:

To understand the functions of specific nutrients in meeting the nutritional needs throughout the life cycle in health and disease.

To evaluate dietary patterns and plan adequate diets for patients.

To understand the role of the therapeutic dietitian in patient care, research and teaching.

Areas of Concentration:

1. Hospital organization and procedures
2. Dietary department organization
3. Diet therapy and normal nutrition
4. Nutrition education for patients and student nurses
5. Menu planning for patients
6. Food service for patients and staff
7. Preparation of diets

Organization of Experiences:

This area is planned to acquaint the intern with medical conditions requiring modified diets and to give experience in preparation and service of such diets; to provide teaching experience for the intern; to offer an opportunity to work with patients, correlating the social, medical and nutritional aspects; to offer an opportunity to observe the organization and function of a metabolic unit; and to establish a good interpersonal relationship with members of the hospital team.

1. Orientation to Normal and Therapeutic Nutrition
 1. Become familiar with department diet manual.
 2. Know dietary modifications and their relationship to the total management of patients with various disease conditions.

3. Review nutritional requirements of individuals and variations in requirements which may be imposed by activity, growth and age.
4. Know basic principles of interviewing patients for the purpose of obtaining dietary information.

II. Practical Experience

1. Assist in the preparation of foods required for modified diets.
2. Prepare food for balanced diets.
3. Write modified diets for patients.
4. Plan and calculate quantitative diets.
5. Visit patients and establish desirable relationship.
6. Check charts, study diagnosis and observe progress of patients.
7. Attend ward rounds and seminars.
8. Observe and give individual diet instruction to house patients and outpatients.
9. Observe and teach diabetic classes for patients.
10. Observe and teach classes on good nutrition for expectant mothers.
11. Write a care study on a patient.
12. Participate in the instruction of student nurses.
13. Plan patient menus with emphasis on palatability as well as nutritional adequacy.
14. Evaluate menus served to patients in the hospital for acceptability.

III. Staff Performance

1. Evaluate a week's set of regular and modified diets.
2. Supervise food service of regular and modified diets.
3. Evaluate patients' acceptance of regular and modified diets.

Community Nutrition

Objectives:

To know the duties of nutrition workers in the community and the function of the various health, welfare and educational agencies in the community.

To understand the dietitian's role as a member of a team of community workers.

Areas of Concentration:

1. Organization of health, welfare and educational agencies
2. Functions and activities of health, welfare and educational agencies.
3. Nutrition education
4. Nutritional problems

Organization of Experiences:

This area provides for the orientation of the intern to community nutrition and observation of the organization and functions of the various health, welfare and educational

agencies in the community. Community teaching experience for the intern would be included.

I. Orientation to Community Nutrition

1. Know purpose of affiliation.
2. Read assigned references for background information.
3. Know organizations, functions and activities of the health, welfare and educational agencies which operate within the community.

II. Practical Experience

1. Observe health education activities in a school.
2. Develop plans with a nutritionist for in-service training of a special group (nurses, sanitarians, teachers, or social workers).
3. Observe work in community planning for the carrying out of a health program.
4. Join a nurse on a home visit.
5. Review methods of preparation and distribution of health educational materials.
6. Develop a summary chart showing organizational pattern of health, welfare and educational agencies in the community.

III. Staff Performance

1. Assist a nurse in planning a guide for a low cost food plan suited to the economic, social and cultural pattern of a family.

2. Prepare teaching materials for and teach one session of a group class on family nutrition, foods for families with young children, or weight control.

Class Instruction

The American Dietetic Association has defined class instruction as a meeting of a group of interns to share reports on pertinent literature or evaluation of experiences; to discuss current practice in food service administration, nutrition, diet therapy or education; to listen to speakers on pertinent subjects; or to observe procedures that have some relationship to the food service department. These meetings may be planned as seminars, group discussions, lectures, or field trips.

General topics recommended for inclusion in the class program are:

1. Administration
 - a. Organizational structure of a food service institution
 - b. Management planning
 - c. Supervisory techniques
 - d. Human relations in management
 - e. Executive development
 - f. Delegation of authority
 - g. Work simplification

- h. Communication techniques
 - i. Report writing
- 2. Fiscal Controls
 - a. Establishing standards
 - b. Developing management controls
 - c. Constructing equipment and food estimates
 - d. Analyzing equipment maintenance records
- 3. Therapeutic Diets
 - a. Routine therapeutic diets
 - b. Specific therapeutic diets
 - c. Metabolic disorders
 - d. Dietary routine for laboratory tests
- 4. Education
 - a. Teaching methods to be employed for student nurses and patients in institutions
 - b. Employee training

Projects

Projects are necessary learning experiences as pointed out in the American Dietetic Association's Minimum Standards for Dietetic Internships. The method learned in preparing a project will enable the intern to generalize and use the knowledge in her career.

Projects or studies are intended to be shared with the entire group of interns either by oral or written reports. They cover subject matter areas as stated in the American

Dietetic Association Minimum Standards for Dietetic Internships. Topics include: analysis of food and labor costs; basic plan for a continuing program for employee instruction; cost controls; communication; employee work performance evaluation; equipment needs and justifications; selection or testing of new equipment; financial management, including budget planning; food acceptance; food distribution procedures; food merchandising; food service department layout and equipment selection; job analysis; menu evaluation; personnel management or supervisory techniques; personnel utilization; portion control; program plans for the promotion of effective practices in sanitation and safety; quality standards and controls; record keeping; safety factors; specifications for food; waste controls; work simplification and/or methods improvement; and other management techniques.

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APPENDIX

THE AMERICAN DIETETIC ASSOCIATION

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DIETETIC INTERNSHIP GOALS

1. To provide opportunities for the application under guidance of previously acquired knowledge.
2. To encourage the intern to acquire knowledge and practical resourcefulness through a research approach.
3. To provide opportunity for the intern to apply the principles of organization and management in directing the efficient production and service of food.
4. To provide opportunity for the intern to acquire skills in using various methods of promoting improved nutritional practices.
5. To recognize the individual intern's professional potential and interests, and to provide opportunities for developing them.
6. To stimulate the intern to develop sound judgment in evaluations.
7. To provide opportunity for the intern to learn the role of the dietitian.
8. To utilize available resources to provide intellectual challenges for the intern so that the internship will be a vital new educational experience.

APPROVED - Executive Board, August, 1961

THE AMERICAN DIETETIC ASSOCIATION
620 North Michigan Avenue
Chicago, Illinois 60611

MINIMUM STANDARDS ESTABLISHED BY THE AMERICAN DIETETIC ASSOCIATION
FOR THE APPROVAL OF A DIETETIC INTERNSHIP WITH
SPECIAL EMPHASIS ON FOOD SERVICE ADMINISTRATION

I. STANDARDS FOR ORGANIZATION SPONSORING DIETETIC INTERNSHIP

- A. An internship with special emphasis on food service administration may be offered by any qualified organization responsible for the food service to large groups of people. The following standards are the criteria for qualification:

1. Acceptable standards of performance shall be determined by the reputation of the organization for consistent maintenance of high standards for food, sanitation, service, and personnel relations.

If the organization sponsoring the internship is a college or university, accreditation by a Regional Educational Accrediting Agency is required.

If the organization sponsoring the internship is a hospital, accreditation by the Joint Commission on Accreditation of Hospitals is required.

2. The volume of business must be sufficient to provide varied and intensive learning experiences for a group of interns.
3. If the organization sponsoring the internship does not operate a food service offering three meals a day, an affiliation shall be arranged to provide opportunity for experience in a unit serving three meals a day. The period of affiliation shall be no less than three months.
4. The equipment of the food service units shall be modern and sufficient in variety and quantity to facilitate the maintenance of high standards of food, sanitation, and service.

5. Personnel policies shall be defined in writing and shall be consistent with accepted practices for personnel management. Personnel policies which are pertinent to dietetic interns shall be in writing and consistent with accepted practices.
6. The Food Service Director and at least two other members of the food service supervisory and management staff shall be members of The American Dietetic Association.

If the organization sponsoring the internship is a college or university, the head of the specific department or division in which the internship is located must be a member of The American Dietetic Association.

II. DIRECTOR OF THE INTERNSHIP PROGRAM (NOT NECESSARILY THE FOOD SERVICE DIRECTOR)

A. Required professional qualifications:

1. The director shall be a member of The American Dietetic Association.
2. The director shall have an advanced academic degree in food, nutrition, institution management, or education. Completion of an approved dietetic internship is desirable. An internship director appointed prior to June 1, 1963, is not required to have an advanced degree.
3. The director shall have had at least five years of successful experience in responsible positions, preferably as a staff member of an approved dietetic internship. This experience shall include

Five years' experience in the administrative phases of dietetics

or

At least three years' experience in the administrative phases of dietetics, plus at least two years' experience in teaching institution management.

4. The director shall show evidence of professional leadership through active participation in professional organizations and frequent participation in professional institutes, workshops, or graduate study programs.

5. The director shall demonstrate an alertness to and participation in the educational opportunities within the institution and community.

III. PERSONAL QUALIFICATIONS OF DIRECTOR AND STAFF OF THE INTERNSHIP PROGRAM

The director and staff members shall maintain the high standards of personal appearance and conduct expected of leaders in the profession of dietetics.

IV. CONTINUING PROGRAM FOR STAFF EDUCATION

Staff members shall be required to keep themselves informed on recent developments in dietetics and related fields through a planned program for continuing staff education and active participation in professional organizations. At least one staff member should participate each year in a professional institute, workshop, or a graduate study program.

V. CONFERENCES FOR INTERNSHIP DIRECTORS AND STAFFS

- A. Attendance of at least one representative of each approved dietetic internship is required at the annual conference sponsored by The American Dietetic Association for internship directors and staffs. It is urged that more than one staff member attend.
- B. If a special Workshop for internship staffs is scheduled, attendance of at least one representative of each approved dietetic internship is required.

VI. REQUIREMENTS FOR DIETETIC INTERNS

- A. Entrance requirements: A bachelor's or advanced degree from an accredited college or university with courses which meet the academic requirements for entrance to dietetic internships approved by the Executive Board of The American Dietetic Association.
- B. Five years is the limit of time which may elapse between completion of the academic requirements and admission to an approved dietetic internship. If five years have elapsed between the completion of the academic requirements and application for an appointment to an internship, the applicant must present three semester hours credit in the areas of nutrition, food service management, or related sciences earned within the five year period prior to application.

VII. PROCEDURE FOR INTERN APPOINTMENT

Letters of appointment are to be sent to the college faculty members designated to receive them, such as the head of the department granting the degree or the advisor of dietetic majors. The letters are to be given to the students on April 15th or November 15th. (Please write to the Dietetic Internship Liaison Director, The American Dietetic Association, for further details concerning the routine procedures relative to intern appointments).

VIII. MINIMUM AND MAXIMUM NUMBER OF INTERNS

- A. The number of appointments annually to each approved dietetic internship shall be no fewer than four. If there are fewer than four appointments thirty days prior to the entrance date, the matter shall be referred to the Executive Board of The American Dietetic Association. The maximum number shall be determined on an individual basis by the Executive Board, based on the number of dietetic staff, the facilities available, and the opportunities for experience having educational value.
- B. An increase in the maximum number of appointments must be approved by the Executive Board of The American Dietetic Association.

IX. GENERAL ORGANIZATION OF DIETETIC INTERNSHIP

- A. The internship program shall be planned for a period of 52 weeks.
- B. There shall be a planned program for orientation of the interns to the organization and to the profession of dietetics.
- C. In the internship with special emphasis on food service administration the recommended time allotments are

Food Service administration -- 32 weeks
 Normal and therapeutic nutrition -- 8 weeks
 Community nutrition -- 1 week
 Vacation -- 2 weeks

The remaining nine weeks may be allotted as desired to orientation, staff experience, and electives. There shall be included in the program at least four weeks of staff experience (not less than two weeks at one time).

X. PROGRAM CONTENT

- A. It is required that certain Basic Learning Experiences be included in all dietetic internships. These experiences are those in which principles are reviewed or learned and basic skills are developed. These experiences also include those related to procedures practiced in the organization sponsoring the internship. The points of emphasis are listed under XI. Recommendations for Learning Experiences.
- B. In addition to the Basic Learning Experiences that provide the foundation of an internship program, Intensive Learning Experiences to further develop the interns' knowledge and skills are required. In respect to Intensive Learning Experiences, only general recommendations are made as the planning for the experiences should be based on staff review of all the resources available within the organization sponsoring the internship and other resources in the community. These assignments should stimulate the interns to analyze, evaluate, and to think creatively.
- C. Internship programs should be planned so that there is progressive learning. Each intern should progress as rapidly as he or she is capable from the basic skills to responsibilities similar to those assumed by the staff dietitian. The intern should assume as much responsibility as is reasonable, but always there should be sufficient guidance to make these experiences as meaningful as possible. Ample time shall be allowed for study, projects, and the writing of reports throughout the program.

XI. RECOMMENDATIONS FOR LEARNING EXPERIENCES

- A. Varied learning experiences in Food Service Administration are of particular importance in a Dietetic Internship with Special Emphasis on Food Service Administration. Dietetic interns should have opportunities to gain knowledge and understanding of the management of at least three different types of food service (as cafeteria, table service, buffet, snack bar, centralized tray service, decentralized tray service, etc., preferably in both profit making and non-profit making operations).
- B. Basic Learning Experiences in the area of Food Service Administration

1. Menu planning, food purchasing, food and supply storage, records of food costs, and nutritional values.

To include emphasis on:

- a. The basic principles of nutrition as applied to menu planning within prescribed budgetary allotments to meet individual and group needs; the development of appreciation and skill in planning menus that are interesting and palatable.
- b. Amounts required, quality standards as indicated by specifications, purchase procedures, and ethics in the purchase of food.
- c. The development of skills in promoting safe and sanitary practices and procedures in receiving and storage of food and supplies to safeguard their quality, safety, and security.
- d. Practice in record keeping and use of analyses in preparing reports that provide up to date information concerning the cost and the nutritive value of the food served.

2. Food production practice and supervision; personnel selection, training, and supervision; sanitation, safety; and cost controls

To include emphasis on:

- a. The practice of production of food in quantity for sufficient understanding of techniques to direct the work of others engaged in quality food production. This may be accomplished through experience in recipe standardization and food production procedures.
- b. The instruction of others in the techniques of the production of quality food products
- c. The establishment of standards and judging of quality of food products
- d. Personnel policies of the organization
- e. Employee selection
- f. The orientation and training of employees
- g. Plan for scheduling personnel involved in food production

- h. Continuing programs of sanitation and safety
 - i. Cost controls
3. Food service department organization and layout; equipment use, specifications, selection, and maintenance; and food distribution and service. To include emphasis on:
- a. Departmental and unit organization
 - b. Effective management techniques and cooperative relationships
 - c. Evaluation and development of plans for layouts of food service units
 - d. The operation and care of major food service equipment in the food production area
 - e. Specifications and justification for purchase of at least one major item of food service equipment
 - f. Supervision of the distribution of food to serving units and the supervision of the serving of food to customers, patients, etc.
 - g. Plan for scheduling personnel involved in food distribution and service
 - h. Time schedule for food distribution and quality of the food served as to appearance, temperature, and taste
 - i. Portion control

4. Education

The educational function is so integrated into all other areas of experience, it is assumed this will be an integral part of all experiences planned. In addition, however, each intern shall:

Attend and participate in at least two classes relative to food production and service taught to non-professional personnel

- C. Intensive Learning Experiences in the area of Food Service Administration
To include emphasis on:

1. Management of food production units
2. Management of serving units
3. Selection, assignment, and evaluation of work performance of employees
4. Techniques of averting and solving problems
5. Communication with others at all levels, oral and written
6. Effective delegation of responsibility
7. Public relations
8. Use of records in planning for and maintaining cost control
9. Use of records in personnel management
10. Use of records in financial management, including budget planning and use
11. Evaluation and maintenance of sanitation, safety, and security controls
12. Evaluation of work accomplished in relation to goals set
13. Food merchandising
14. Work simplification and methods improvement
15. Interpretation, evaluation, and practical application of research findings
16. Education:
Participation in instruction relative to food service administration
To include opportunities to:
 - a. Participate in a continuous program of instruction for food service personnel
 - b. Plan group instruction for food service personnel and lead the discussions, present the demonstrations or lectures, etc., and evaluate results
 - c. Orient at least two employees to jobs new to the employees

17. Projects or studies

- a. Each intern shall complete a number of projects or studies and shall use the type of format recommended by the Journal Board of The American Dietetic Association for at least one individual project report.
- b. During the period of the 52-week internship, projects or studies shall cover a wide range of subject matter areas. All projects or studies, including any completed as requirements for graduate credit, shall be shared with the entire group of interns, either by oral or written reports.
- c. Recommended subject matter areas:
 - (1) Analysis of food and labor costs
 - (2) Basic plan for a continuing program for employee instruction
 - (3) Cost controls
 - (4) Communication
 - (5) Employee work performance evaluation
 - (6) Equipment needs and justifications, selection or testing (new equipment)
 - (7) Financial management, including budget planning
 - (8) Food acceptance
 - (9) Food distribution procedures
 - (10) Food merchandising
 - (11) Food service department layout and equipment selection
 - (12) Job analysis
 - (13) Menu evaluation
 - (14) Personnel management or supervisory techniques
 - (15) Personnel utilization
 - (16) Portion control
 - (17) Program plans for the promotion of effective practices in sanitation and safety
 - (18) Quality standards and controls
 - (19) Record keeping (possible use of electronic data processing equipment)
 - (20) Safety factors
 - (21) Specifications for equipment
 - (22) Specifications for food
 - (23) Waste controls
 - (24) Work simplification and/or methods improvement
 - (25) Other management techniques

D. Basic Learning Experiences in the area of Normal and Therapeutic Nutrition

To include emphasis on:

1. Application of the basic principles of nutrition in planning menus to meet the needs of different individuals and groups
2. Evaluation of the nutritional adequacy of menus and menu combinations planned for and served to different individuals and groups
3. Analyses of the nutritional adequacy of food intakes of different individuals
4. Accurate evaluation of nutrition information and its sources
5. Use of varied methods, techniques, and aids to provide nutrition information to individuals and groups
6. Instruction as to individual and family dietary patterns
7. Techniques of the nutrition interview and the diet history
8. Reading and interpretation of information in medical records that is of value in diet therapy
9. Menu planning for modified diets to conform to diet prescriptions
10. Use of a diet manual or handbook as a guide in planning menus for normal and modified diets. Adaptation of the menus to individuals and to conform to practices within the specific institution
11. Effective cooperation with physicians and other members of the medical team through individual consultation, group conferences, and/or bedside rounds
12. Nutrition education
It is recommended that each dietetic intern
 - a. Attend and participate in at least two classes on nutrition and/or diet therapy taught to groups of students, patients, or personnel (not dietetic interns)

- b. Develop a lesson plan for one class, lead the group discussion, and present the demonstration or lecture (students, patients, or personnel)

E. Basic Learning Experiences in the area of Community Nutrition

To include emphasis on:

1. Functions of community agencies as related to nutrition
2. Roles of nutritionists and dietary consultants in community and state agencies and ways in which cooperation between dietitians and nutritionists can benefit the community

XII. CLASS INSTRUCTION

- A. In addition to the practical experiences planned for the interns, there shall be at least 125 hours of class instruction throughout the major portion of the internship. Class hours included in courses taken on a college campus for graduate credit may be applied toward the 125 hours, but at least 45 hours shall be planned for group discussion related to the practical experience in progress.
- B. Class instruction shall be defined as a meeting together of a group of interns to share reports on pertinent literature or evaluation of experiences, to discuss current practice in food service administration, nutrition, diet therapy, or education; to listen to speakers on pertinent subjects; or to observe procedures that have some relationship to the food service department. These meetings may be planned as seminars, group discussion, lectures, or field trips. (The hours of credit for a field trip shall be either the number of hours spent in observation or one-half of the total number of hours required for the trip).
- C. The class program shall be supervised by a dietetic staff member. It is further required that the majority of the members of the dietetic staff participate in some way in the intern class program and that there is in attendance at each class at least one dietetic staff member who is competent in the area being discussed. It is further recommended that the dietetic interns be given considerable responsibility in conducting the sessions. Classwork shall be planned to supplement the material covered at the undergraduate level and to relate theory to actual practice. Insofar as possible class hours shall be included in "on duty" time.

- D. Adequate up to date reference material must be available in conveniently located libraries.
- E. General topics recommended for inclusion in the class program are:
 - 1. Professional ethics
 - 2. Business organization and inter-departmental relationships
 - 3. The American Dietetic Association
 - 4. Food service administration
 - a. Communication
 - b. Department records
 - c. Department organization
 - d. Disaster feeding
 - e. Financial management
 - f. Food distribution and service systems
 - g. Food merchandising
 - h. Food production and service
 - i. Human relations
 - j. Local, state, and federal laws and union regulations related to employment practices
 - k. Menu planning and evaluation
 - l. Personnel management
 - m. Physical layouts and equipment
 - n. Purchasing
 - o. Research
 - p. Safety
- B. Class instruction shall be defined as a meeting together of a group of interns to share reports on pertinent literature or evaluation of experiences, to discuss current practice in food service administration, nutrition, diet therapy, education, or public health, to listen to speakers on pertinent subjects or to observe procedures that have some relationship to the nutrition service. These meetings may be planned as seminars, group discussions, lectures, or field trips. (The hours of credit for a field trip shall be either the number of hours spent in observation or one-half the total number of hours required for the trip).
- C. The class program shall be supervised by a staff member. It is further required that the majority of the members of the staff participate in some way in the intern class program and that there is in attendance at each class at least one staff member who is competent in the area being discussed. It is further recommended that the dietetic interns be given considerable responsibility in conducting the sessions. Classwork shall be planned to supplement the material covered at the

undergraduate level and to relate theory to actual practice. Insofar as possible, class hours shall be included in "on duty" time.

- D. Adequate up to date reference material must be available in conveniently located libraries, including medical libraries.
- E. General topics recommended for inclusion in the class program are:
 - 1. Professional ethics
 - 2. Hospital or clinic organization and inter-departmental relationships
 - 3. The American Dietetic Association
 - 4. Nutrition clinic or food service administration
 - a. Communication
 - b. Department records
 - c. Department organization
 - d. Disaster feeding
 - e. Financial management
 - f. Food distribution and service systems
 - g. Food production and service
 - h. Human relations
 - i. Menu planning and evaluation
 - j. Personnel management
 - k. Physical layouts and equipment
 - l. Purchasing
 - m. Research
 - n. Safety
 - o. Sanitation
 - p. Selection, orientation, training, and supervision of employees
 - q. Storage and control of food, equipment, and supplies
 - r. Union regulations and local, state, and federal laws related to employment practices
 - s. Waste prevention
 - t. Work simplification and methods improvement
 - 5. Nutrition and diet therapy
 - a. Establishing desirable relationships with patients
 - b. Feeding psychiatric and mentally retarded patients
 - c. Formula preparation and formula room management
 - d. Geriatric nutrition
 - e. Infant and child feeding
 - f. Normal nutrition, including evaluation of the nutritional adequacy of both normal and modified diets
 - g. Nutrition in pregnancy and lactation

- h. Physiologic conditions (Discussions led by physicians and surgeons).
- i. Therapeutic modifications of the normal diet
- 6. Public Health nutrition and dietetics
- 7. Rehabilitation and home care programs
- 8. Budget planning and counseling of outpatients
- 9. Ethnic and religious influences on food habits and other factors influencing food acceptance
- 10. Social service
- 11. Food protection
- 12. Nutrition research
- 13. Nutrition education for students in allied professions
- 14. Techniques of teaching, including visual aids
- 15. Evaluation of teaching tools and methods
- 16. Combating nutrition misinformation
- 17. Journal review
- 18. Continuing education

XIV. CURRICULUM DEVELOPMENT

It is recommended that the procedures explained in A GUIDE TO CURRICULUM PLANNING IN DIETETIC INTERNSHIPS be used as the basis for continuing curriculum development. Cooperative planning by all staff members is essential for the effective coordination of internship experiences and class-work.

XV. EVALUATION OF INTERN'S WORK PERFORMANCE

Interim and final conferences to evaluate the work performance of each dietetic intern on each assignment shall be regularly scheduled between the supervising dietitian or dietitians and the dietetic intern. Written evaluations shall be discussed at the final conference and shall be signed by both the supervising dietitian and the dietetic intern.

RESPONSIBILITIES OF THE DIRECTOR OF A DEPARTMENT OF DIETETICS

A. Planning, organizing, and directing activities of the department

1. Establishing both long- and short-range objectives for the department which are consistent with the goals of the institution.
2. Recommending policies and standards for the department to administration.
3. Interpreting objectives, accomplishments, and needs of the department to administration.
4. Planning for effective budget management and personnel utilization.
5. Planning, organizing, evaluating, and directing the total food service, including: normal and therapeutic food service to patients and personnel, purchasing specifications for facilities and materials, food production, and sanitation and safety standards.
6. Participating in conferences of department heads.
7. Attending general medical staff meetings and clinical conferences in accordance with the hospital policy.
8. Establishing and maintaining effective and intra- and interdepartmental communications patterns.
9. Coordinating and integrating departmental services with those of other departments.
10. Developing and maintaining an organization chart of the department showing responsibilities and authority of all personnel.
11. Delegating responsibilities to all professional staff members and supervising their work.
12. Supervising maintenance of cost control and personnel records and reports without duplicating information kept in other departments.
13. Participating in professional and community activities.

B. Planning, organizing and directing educational programs of the department.

1. Developing and maintaining an active and effective staff development program.
 2. Planning, advising, and/or participating in the development and execution of educational programs for: nursing students; medical and dental students, interns and residents; dietetic interns; and other groups in the institution.
 3. Participating in formulation and maintenance of an effective and continuous program for the orientation, training, and supervision of personnel.
- C. Planning, organizing and directing research programs of the department.
1. Developing and implementing research programs in administration, food production, normal and therapeutic nutrition and education.
 2. Cooperating and assisting with medical research related to nutrition.

ADMINISTRATIVE RESPONSIBILITIES OF THE DIETITIAN

1. Planning, developing, implementing and evaluating food service for patients and personnel within budgetary limitations and according to current nutritional principles, in order to maintain and improve the nutritional status of patients and personnel.
2. Maintaining high standards in quality of food procurement, production and service; economical use of labor and food; and the training of efficient staff.
3. Planning regular and modified menus according to established patterns, in cooperation with dietitians concerned with patient food service.
4. Standardizing recipes and supervising their use.
5. Delegating duties and responsibilities to competent individuals.
6. Assisting with reports of financial management.
7. Maintaining safety and sanitary standards of the department.
8. Assisting with the maintenance of records for planning and control of the department.

9. Analyzing, developing and keeping up-to-date job descriptions and specifications for all positions.
10. Contributing to over-all departmental planning and co-ordination of services with other departments.
11. Instructing, supervising and evaluating dietetic interns, food service supervisors and other food service personnel.

THERAPEUTIC RESPONSIBILITIES OF THE DIETITIAN

1. Maintaining or improving the nutritional status of patients by adapting menus, evaluating foods consumed, and counseling in principles of nutrition.
2. Interviewing, teaching, and assisting patients to satisfactory fulfill nutritional needs in following prescribed diets at home.
3. Cooperating in patients' care by acting as consultant to physicians, nurses, medical social workers, and other paramedical persons in all areas of normal and therapeutic nutrition.
4. Consulting with physicians concerning dietary prescriptions and implementing these through meals adapted to the needs of individual patients.
5. Consulting with community agencies responsible for home or institutional care of patients following discharge from the hospital.
6. Recording on patients' charts, when indicated, appropriate information, including patients' dietary histories, food consumed in the hospital, and progress notes on patients' education.
7. Participating and contributing to over-all departmental planning.
8. Delegating duties and responsibilities to competent individuals.
9. Instructing, supervising and evaluating dietetic interns, food service supervisors, and other food service personnel.
10. Participating in nutrition education of dietetic interns, nursing and medical students and others.

11. Preparing, reviewing, and revising materials on modified diets for the department diet manual and for use in educational programs for professional students and department personnel.

EDUCATIONAL RESPONSIBILITIES OF THE DIETITIAN

1. Developing, organizing, and teaching courses or units of instruction related to normal and therapeutic nutrition.
2. Coordinating and integrating current principles of normal and therapeutic nutrition into teaching programs for patients in the over-all educational programs for patients in the over-all educational curriculum, dietetic interns, and medical, nursing, and other professional students.
3. Formulating, directing, and participating in staff development and in-service education and training of dietary personnel.
4. Incorporating current trends into the educational program by maintaining liaison with colleges, universities, professional associations, and allied groups.
5. Using effective motivating and learning techniques in presenting current nutrition and/or management instruction to nursing and medical students, dietetic interns, graduate professional groups and the public.
6. Preparing manuals, brochures, visual aids, and other materials used in teaching.

INVESTIGATIVE RESPONSIBILITIES OF THE DIETITIAN

1. Originating and/or assisting in planning, organizing, and conducting research programs in nutrition, administration, and education.
2. Studying and analyzing recent scientific findings in these areas for application to present research and development of tools for planning the research.
3. Analyzing, evaluating, and interpreting this research.
4. Contributing personnel to a medical research team, wherever appropriate.

A GUIDELINE FOR THE ESTABLISHMENT OF A
FOOD SERVICE ADMINISTRATION INTERNSHIP
IN THE PHILIPPINES

by

ESPERANZA R. BRIONES

A. B., St. Paul College of Manila, Philippines, 1960

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

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The dietetic internship is a training period of 12 months under qualified supervision in a program approved by the American Dietetic Association. Its purpose is to bridge the gap between the theory of academic preparation and the practical demands of the job. In such a program the emphasis should be on correlation of theory and practice, research approach to learning, management responsibilities based on modern techniques, team concept of patient care, and effective techniques in teaching others.

Two types of internships offered are the hospital and the food service administration. The hospital internship provides a broad program of study, including administrative, therapeutic, and educational phases of dietetics. The food service administration internship emphasizes study and experience related to application of principles of efficient food service management and maintenance of the nutritional status of people who do not require diet modification. Several internships may be combined with a graduate program leading to a master's degree. One undergraduate curriculum in dietetics in a college of medicine is coordinated with an internship allowing for completion of both the requirements for the bachelor's degree and the internship in four years.

Dietetics, as a profession, is still in the process of development in the Philippines. Only four hospital dietetic internships are available. As yet no food service

administrative internship has been developed. The purpose of this report was to provide a guide for the establishment of such an internship.

Materials used to assist in the planning of the internship were criteria and standards developed by the American Dietetic Association for internship goals; approval of a dietetic internship with special emphasis on food service administration; responsibilities of the director of a department of dietetics; and administrative, therapeutic, educational and investigative responsibilities of a dietitian. Brochures from eight different administrative programs were also used.

The proposed program was designed to fit the needs of students and existing conditions in the Philippines. Learning experiences were developed to furnish the dietetic interns varied opportunities for learning with thought-provoking problems and situations. The program was divided into eight areas: food production; food service; formulary preparation; methods improvement and equipment; food procurement and storeroom management; personnel management; normal and therapeutic nutrition; and community nutrition. Orientation, staff experience, field trips, class work and projects were planned also. Continued progressive development of the educational pattern should be stressed. This guide was designed to be flexible, with objectives adjustable to change.