

PERCEPTIONS OF COMPETENCIES GAINED DURING THE
ADMINISTRATIVE DIETETIC INTERNSHIP

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CHAPTER I

INTRODUCTION

Many professional fields have their "founders"; medicine has Hippocrates, nursing has Florence Nightengale. Yet when one tries to unearth a "father" of dietetics, one becomes lost in the mazes of antiquity (1). "The ebers papyrus, written perhaps a thousand years before Hippocrates, contained what may be the first recorded diet prescription" (1:573). The Apicius (the world's oldest known cookbook, dating from the Imperial Roman Empire) is filled with techniques pertaining to retention of minerals in vegetables, and other basic dietetic principles, still sound today.

Through the course of history, diet and health found secure footing. In 1917 the American Dietetic Association (A.D.A.) was founded (2). At that time a dietitian was defined as "one skilled in diet; a dietist" (3:339).

Time brought forth changes, and change broadened the field of dietetics to encompass wide versatility of roles and functions. In 1972, a study commission on dietetics issued a Report on the Profession of Dietetics (4). Commission finding III indicated that a review of current forces producing change in the area of health service led to the study commission's belief that dietetic practice in the future would be altered in the following six ways:

1. There will be increased differentiation in the roles and functions of dietitians.

2. Dietitians will become more specialized.
3. New and additional competencies will be required.
4. Dietitians will increasingly delegate some of their present tasks and roles to other less highly trained workers.
5. More dietitians will practice in association with other health professionals.
6. A greater proportion of dietitians will be self-employed (4:4).

In 1974, a committee to develop a glossary on terminology for the association and profession of dietetics, offered a report of titles, definitions, and responsibilities of the field. A registered dietitian was defined as:

An A.D.A. dietitian who has successfully completed the examination for registration and maintains continuing education requirements. In providing nutritional care, the R. D. applies the science and art of human nutrition in helping people select and obtain food for the primary purpose of nourishing their bodies in health or disease throughout the life cycle. This participation may be in single or combined function; in food service systems management; in extending knowledge of food and nutrition principles; in teaching these principles for application according to particular situations; or in dietary counseling (5:661).

In 1979, this definition was further updated in the position paper on recommended salaries and employment practices for members of the A.D.A.:

A specialist educated for a profession responsible for the nutritional care of individuals and groups. This includes the application of the science and art of human nutrition in helping people select and obtain food for the primary purpose of nourishing their bodies in health or disease throughout the life cycle. This participation may be in single or combined functions; in foodservice systems management; in extending knowledge of food and nutrition principles; in teaching these principles for application according to particular situations; or in dietary counseling. This dietitian has also successfully completed the examination for professional registration and maintains continuing education requirements (6:496).

Recent advances in technology, accelerated discoveries in scientific knowledge, and expansion of health services resulted in a demand for more dietitians and for increased diversity in the services they performed (7:254). Dietitians today must reflect these changes in the professional definition and be ready to acknowledge new roles and functions. Dietitians must become more specialized (4).

Associated with changes in the field of dietetics is the need for further definitions, goals for the profession, and educational requirements. In 1978, the A.D.A. submitted a grant for a Role Delineation Study (8) to the Health Resources Administration, Public Health Service, and Department of Health, Education, and Welfare substantiating the needs brought forth through these changes. Limitations, problems, patterns of change, and needs were outlined in quest of funding through grants to initiate research in these areas. Funds for a 15-month study became available in January, 1980 (9).

The educational competencies established by A.D.A. and identified or adapted by programs accredited by A.D.A., should and must be congruent with those competencies the entry-level dietitians are confronted with in the real world. A very limited number of studies are available in this area of competency congruency.

Purpose and Objectives

The purpose of this study was to evaluate the educational program offered in the administrative dietetic internship at Oklahoma State University. The evaluation framework chosen was evaluation as the assessment of congruence between performance and objectives of standards

of performance (10). Graduates of the program from 1974 to 1979, and their immediate supervisors were contacted to participate in this study.

Specific objectives identified for this study were as follows:

1. To assess the graduates' perception of competencies attained in their internship and competencies required on the job.
2. To assess the immediate supervisors' perception of the graduates' attained competencies and the competencies required on the job.
3. To assess the importance of competencies in positions as perceived by the graduates vs. the employers.
4. To assess the importance of attained competencies as perceived by the graduates vs. the employers.

Hypotheses

The hypotheses postulated in this study were as follows:

- H₁: There will be no significant differences in ratings between competencies attained in the post-baccalaureate administrative internship program and competencies required on the job, according to the graduates.
- H₂: There will be no significant differences in ratings between competencies exhibited by the graduates of the post-baccalaureate administrative dietetic internship program and competencies required on the job, according to the employers.
- H₃: There will be no significant differences in ratings of importance of competencies on the job as perceived by the graduates vs. the employers.
- H₄: There will be no significant differences in ratings of attained competencies as perceived by the graduates vs. ratings of job performance by the employers.
- H₅: There will be no significant differences in ratings of importance of competencies required on the job according to the employers vs. ratings of attained competencies as perceived by the graduates.

Assumptions and Limitations

It is assumed that the questionnaires were answered to the best of the respondents' abilities. A limitation in this study is that only the Administrative Dietetic Internship program at Oklahoma State University was evaluated.

Definitions

Definitions pertinent to this study include:

Competency - Minimum knowledge, skills, affective behavior, and/or judgment which a person is certified to possess on a set of criteria and level of expectations (11:134).

Congruence - The fact of condition of according or agreeing, accordance, correspondence, harmony (3:826).

Dietetic Internship - (Established in 1927) A formalized, post-baccalaureate educational program in dietetics sponsored and conducted by an organization and accredited by the American Dietetic Association (12). The curriculum of the program is designed to provide didactic and supervised clinical experience to meet the qualifications for practice in dietetics (6:473).

Dietetics - A profession concerned with the science and art of human nutritional care, as an essential component of health science. It includes the extending and imparting knowledge concerning foods which will provide nutrients sufficient for health and during disease throughout the life cycle, and the management of group feeding (6:473).

Entry-Level Dietitian - An individual who has completed the pre-professional (undergraduate plus internship, coordinated undergraduate or undergraduate plus traineeship) requirements and has entered the profession in a first position. The dietitian has been employed in this position for at least two months and has become thoroughly familiar with the institution, the department or program, and the area for which he/she is responsible. The first position is viewed as a staff position with responsibility for an area or unit within the organization. The individual would be supervised by an experienced dietitian (13:92).

Level of Competence - The dietitian's ability to perform tasks independently or in cooperation with or under the direction of the administrative or clinical head of the department (11).

Perceive - To apprehend with the mind; to become aware or conscious of; to observe, understand (3:670).

Performance - Behavior judged to contribute to the goals of the organization (14:111).

Responsibilities - Term used to represent competencies and/or functions of dietitians (6).

Specialization in Dietetics - Three basic branches of dietetic practice; clinical, management of foodservice systems, or community dietetics, each requiring defined competencies (6:473).

CHAPTER II

REVIEW OF THE LITERATURE

Of those to whom much is given, much is required. And when at some future date the high court of history sits in judgment on each of us, recording whether in our brief span of service we fulfilled our responsibilities, we will be measured on the answers to four questions: Were we truly men of courage? Were we truly men of judgment? Were we truly men of integrity? Were we truly men of dedication? Mankind waits upon our answer; and many look to see what we will do. We cannot fail their trust. We cannot fail to try (Quote from former President John F. Kennedy as found in 15:391).

This quote, though not directed at dietitians as a group, could be used as a measure of personal progress and contribution of dietitians. Dietitians are faced with challenges, and outstanding among these challenges, is the challenge of change (15). In the field of dietetics there are three basic branches of specialization: clinical, management of foodservice systems, and community dietetics (6). Each of these areas require specific and different competencies, and there is a definite need to establish these competencies in well-defined terms for each specialization (15).

Academic Progression: History

Philosophies and standards in dietetics have a long history (12). At the eighth Lake Placid Conference on Home Economics in 1906, McCollough (12) discussed the control of the dietary department of hospitals and she emphasized the need for adequately-trained women in

the new field of dietetics. She stated:

Today a successful dietitian must be an all round woman with a technical training . . . I know of only one solution . . . that pupil dietitians be introduced. . . . Notices were sent to Pratt and Drexel Institutes and Teachers College. The requirements were as follows: Applicants must be graduates of domestic science, have taught one year and be over twenty-five years of age. They should conform to the rules governing the institution and be responsible to the resident dietitian for work and conduct. Have field maintenance which included board, lodging, and laundry. The term to be three months. A certificate of excellence to be granted at the end (12:612).

In 1918, the first Annual Meeting of the American Dietetic Association convened, and one of the topics of discussion was training of the student dietitian. It was here that special interest groups were organized into four sections: diet therapy, teaching (later changed to education), social welfare, and administration (12). Recommendations made within the education group were that the dietitian have a four year college education, with numbers of hours devoted to various subjects. Lengths of hospital courses (internship) at this time varied from three to six months (12).

During the next five years, significant strides were made, especially in the field of education. In 1922, Bryan (16) made a statement in her presidential report at the end of her office that is still pertinent today:

Dietitians are quietly beginning to understand their own field, its subject matter, its scope, its problems. As an Association we are very young. Our work is closely tied to the fields established by organizations and professions with traditions of long standing. We must insure their confidence and respect. Our training must be sound. We must be keenly alert to new developments (16:33).

The first internship programs were generalist in nature, with time apportioned to administrative practice, diet therapy, and teaching. In 1927, an "Outline for Standard Course for Student Dietitians in

Hospitals" was approved and published by the A.D.A. (12). This publication outlined the standards a training course for dietitians must follow: students were to have a bachelor's degree in foods and nutrition; the course was to be at least six months in length; the educational facility was to be a member of the American Hospital Association; and the staff dietitians were to be members of the A.D.A. (12). Site visitations in 1932 were established to assure enforcement of the standards.

The A.D.A. has revised the requisites for membership as changing job requirements and technological and cultural developments have changed the role of the dietitian (17). In 1934, course and semester hour requirements were delineated for food and nutrition and institution management majors (18). In 1940, course requirements were added, to include biochemistry, quantity cooking, and organization management (19). In 1947, the academic standards were again revised to indicate courses required of graduates entering an A.D.A. approved hospital, food clinic, or administrative internship programs (20). In 1956, the 1947 standard was designated as "Plan I" and the 1955 plan was designated as "Plan II." Discontinuation dates were October, 1962 and October, 1965, respectively (21). "Plan III" was adopted in 1958 (22) and "Plan IV" became effective in 1972 (23). "Plan III" indicated core subject areas students were to take and identified an area of emphasis and concentration (selected by student) rather than listing titles of courses to designate academic standards as did "Plans I and II" (22). "Plan IV" was expressed in terms of knowledge areas and basic competencies (23).

On June 1, 1969, the American Dietetic Association became a pioneer among professional organizations when it launched a voluntary program of professional registration, designed to assure continuing competency of dietitians, guaranteed by evidence of self-improvement through continuing education (24:616).

The requirements for registration at that time were (a) membership in the American Dietetic Association, (b) successful completion of a written examination, (c) annual payment of a registration fee, and (d) completion of 75 clock hours of continuing education every five years (24:616). Membership in A.D.A. eventually became optional and not a requirement for registration when the association became an accrediting body in 1974.

Requirements for Membership and/or

Registration in the A.D.A.

At present, an individual who wishes to apply for active membership in the A.D.A. and/or who seeks eligibility for the registration examination must: 1) successfully complete the current minimum academic requirements (Plan IV), 2) present the appropriate qualifying experience, and 3) obtain the required written endorsement(s) (25, 26, 27).

Academic Requirements

The academic requirements (Plan IV) are expressed in terms of basic competencies and knowledge areas. Individual colleges and universities develop their own programs for meeting these requirements, and the program must be approved by the A.D.A. before the requirements can be applied to individual students.

Coursework presented by an individual to meet Plan IV must be submitted through a college or university which has an approved Plan IV curriculum. The academic adviser in charge of Plan IV at the college or university must assess if previous and/or transfer coursework may be substituted for the Plan IV coursework.

Experience Requirement

An individual is eligible to begin his/her qualifying experience upon completion of the academic requirements (except for the Coordinated Undergraduate Program). The experience requirements may be met by completing one of the following programs: 1) Dietetic Internship, 2) Dietetic Traineeship (to be phased out in 1980), 3) Associate Membership--Three Year Pre-Planned Experience (25), 4) Master's degree-Approved Experience (one year half-time or six months full-time), and 5) Doctoral degree and experience (academic background and experience are reviewed on an individual basis by the Committee on Association Membership).

Endorsement Requirements

A third necessary component for active membership in A.D.A., is the presentation of proper endorsement. Endorsers are A.D.A. members for at least three years who have supervised the experience being presented for membership. The endorser must be familiar with the educational preparation or experience of the applicant, and must ensure that the applicant not only has completed the requirements for membership and/or registration, but is also ready to practice.

Dietetic Internship Programs

Currently, there are 73 A.D.A. accredited dietetic internship programs in the United States (26, 27). Although the programs are predominantly generalist in nature, there are programs offering one, two, or three areas of concentration (27) (Table I).

TABLE I
 INTERNSHIP PROGRAMS BY CONCENTRATIONS

| Area of Emphasis | No. Programs Offered |
|---|----------------------|
| Clinical | 12 |
| Administrative | 5 |
| Community | 2 |
| Clinical/Community | 1 |
| General | 49 |
| General/Administrative/Clinical/ Community | 1 |
| General/Clinical | 1 |
| General/Administrative/Clinical | <u>1</u> |
| Total Internship Programs Offered | 73 |

The internship time spans ranged from six months to 21 months (27). These programs offered coursework and actual practice situations in the areas of dietetics, under guidance and supervision.

Competencies

Competencies in the area of dietetics is not a totally new concept.

When the A.D.A. was organized in 1917, the profession of dietetics acknowledged its responsibility to society by requiring excellence in education as a sound basis for competent practice. In recognition of this responsibility, the Administrative Committee of the Council on Educational Preparation (C.E.P.), with the support of the Board of Directors, commissioned a Task Force to develop uniform competencies (28:63).

It became apparent that other issues needed to be addressed before

competencies could be developed. The Task Force was granted permission to alter the original charge to ". . . develop a conceptual framework for the profession of dietetics that would serve as essential preliminary work for competency-based education" (29:281). In 1929 a list of competencies were being revised and restated (29). In 1978, a Task Force was given the responsibility of developing the principle objectives

. . . to examine the prevailing issues which produce ambiguity and frustration for both educators and practitioners and to develop a systematic technique for assuring excellence which can serve as the mechanism for professional responsiveness to external changes (28:283).

This task force offered eight recommendations which reflected a master plan for assuring quality, relevance, and responsiveness in dietetic education, practice, and continuing education (28:284).

Hart (30) stated that there was a need to establish competencies for the different areas of specialization in the field of dietetics. Today, minimum competencies, resultant of many committee meetings and extensive discussions, are required (a) in general--for all areas of specialization, and (b) for a particular area of specialization in dietetics. Chambers and Hubbard (31) concluded in their study for assessing achievement for minimum academic competency that individual academic programs and the A.D.A. need to design and administer evaluation studies in which criterion-referenced tests were to be used to measure student achievement of the minimum academic competencies established by the Association. They indicated that there needs to be an awareness of the need for developing tools to assess academic competency of the graduating dietetic student and further indicated a

need for better understanding of the specified competencies and more expertise in developing and using criterion-referenced tests to measure academic competencies (31:28).

Much controversy and confusion concerning competency-based education exists partially due to the numerous descriptions used as definition of this concept (32). Gale and Pol (32) provide a functional definition of competence as adequacy ". . . in performing the tasks and assuming the role of a specified position . . . with the requisite knowledge, ability, capability, skill, judgement, attitudes, and values" (32:20).

The Administrative Dietitian

Blaker (33) voiced concern for the identity of the dietitian in the administrative field.

While my concern today is for the identity of the administrative dietitian, my long-range concern is for our profession as a whole. Whether we talk about nutritional care or nutrition care and management, our major emphasis appears to be on the hospital dietitian. What about the dietitian in business, employed by food and/or equipment companies? What about the teacher; the researchers in food, nutrition, or management; and the dietitians in commercial, university, or school food service? Are they being properly identified so that their contribution can be recognized by those outside the profession (33:428)?

Blaker continued that the administrative dietitian lacked visibility. This may be due to the unique role of dietitians as being concerned with nutritional care (33).

Today, several years after Blaker voiced these opinions, areas in the field of dietetics continue to be defined. But has our educational system changed as rapidly as the demands placed in the area of dietetics? Have young graduates utilized what they have learned in

their dietetic training programs, or have they gained the bulk of their operating knowledge on the job? Rinke (33) concluded, in his study on employers/perceptions of the adequacy of educational preparation in administration, that employers regarded the educational preparation in the area of administration as generally inadequate in the four routes tested (internship, traineeship, advanced degree, and C.U.P.).

Eleven competencies in management for the entry-level dietitian were identified by the Food Service Systems Management Education Council (F.S.M.E.C.) in 1975 and were revised in 1977 (35). Many colleges and universities in the United States and Canada have used these competencies as guidelines in curriculum planning and implementation. The administrative dietetic internship program at Oklahoma State University utilizes these competencies identified by F.S.M.E.C. for the foodservice systems managements portion of the program, which comprises 35 weeks or 73 percent of this program (36:107).

In October, 1979, a workshop was conducted at the University of Missouri, Columbia, to identify management competencies for different levels of practice. Thirteen management educators and practitioners from several states were invited to the workshop. A doctoral student has compiled the results and will be validating the statements identified for each level of practice under each competency in the near future (37).

Meeks and Zallen (38), in a study to identify dietitians' perceptions of administrative competencies gained during professional education, stated that some administrative competencies are not perceived as being achieved at the same level as others during professional

education (38:159). Budget and personnel management were identified as areas in which educational preparations were not optimal in a study conducted by Roach et al. (39), with graduates of a C.U.P. with a generalist emphasis.

Studies are needed to identify and validate competencies for all levels of practice, not only for the administrative dietitian but for other areas of specialization as well. There is also a need to evaluate congruence between what is attained and what is required in practice. This study will attempt to bring forth information that could be utilized by educators to improve their programs.

CHAPTER III

METHOD

The material in this chapter is presented in four sections. The first section is a description of the research design; the second section describes the sample. Section three consists of data collection which involves planning and development, instrumentation, and research procedures. The final section is data analyses.

Research Design

The research design to be used in this study was the descriptive correlational survey. This design describes a specific set of phenomena at one point in time (40:423), and estimates the extent to which different variables are related to each other in the population of interest (40:428).

Sample

The sample for this study consisted of two groups. Both groups were invited samples (40:320). The first invited sample consisted of dietetic internship graduates from Oklahoma State University, beginning from graduating year 1974 and ending at graduating year 1979. The second invited sample for this study consisted of the employers of the intern-graduates.

Data Collection

Planning and Development

Planning and development were done during the summer and fall of 1979. Data collection procedures were determined and data analysis techniques appropriate to answer the research hypotheses were chosen.

Instrumentation

Questionnaires are generally used to obtain opinions, preferences, facts known to the individual respondent, and attitudes (41). To study congruence between perceptions of dietitians and their employers for competencies attained and job performance, questionnaires were developed for both sample groups. Based on previous research (39:41), questionnaires were developed for each of the six functional titles of dietetic practitioners as delineated by the A.D.A. (6) (Appendix A). Each of the six questionnaires was divided into two rating columns, the first was designed to measure the intern-graduates' perception of importance of major responsibilities and the second column was designed to measure the intern-graduates' perception of how adequately they perceived their internship at Oklahoma State University prepared them for each major responsibility.

Six questionnaires were also developed for the employers of each practitioner type (Appendix A). Each of the six questionnaires was also divided into two rating columns; the first was designed to measure the employers' perception of how important each major responsibility was in the intern-graduates' present position and the second

column was designed to measure the employers' perception of the level of performance the intern-graduates' exhibited. The responsibilities listed under each functional types of dietitian was developed by a designated committee appointed by the Association and validated by a group of experts (6). Validity for the instruments (questionnaires) was assumed since the researcher was assessing the congruence of competencies attained by the intern-graduates to position responsibilities identified for each functional title by the A.D.A., the professional organization responsible for delineating criteria for dietetic practice. Permission to use the responsibilities under each functional title of dietetic practice was obtained from the editors of the Journal of the American Dietetic Association (Appendix B).

In addition to the 12 questionnaires, biographical questionnaires for both intern-graduates and their employers were developed (Appendix C). Based on a previous study (39), scales were arbitrarily constructed to accompany questionnaires. Ratings were organized numerically, one through five, one signifying no importance (for job responsibility)/definite weakness (internship preparation), and five signifying essential (for job responsibility)/definite strength (internship preparation) (Appendix A). All questionnaires were examined by the thesis research committee for content validity and clarity of instructions.

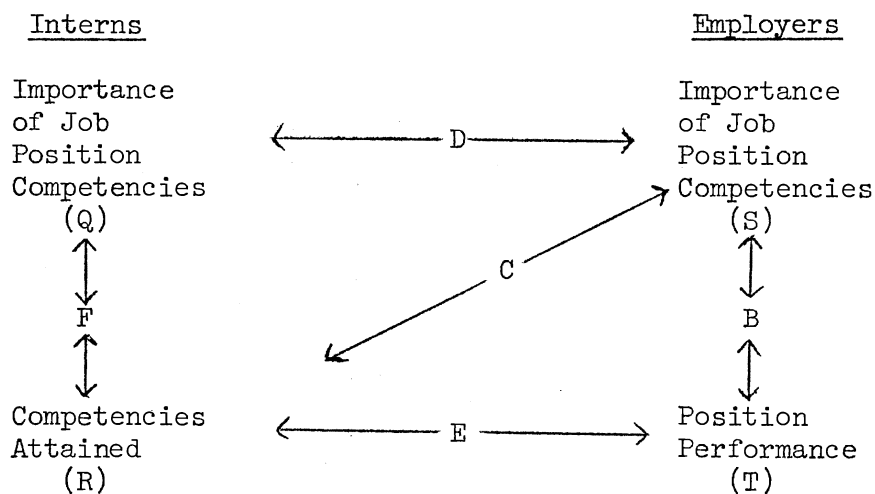
Research Procedure

Forty-seven intern-graduates from 1974-1979 were invited to participate in the study. Those who were willing to participate were asked to return a form indicating functional title, name, and tital

and address of their immediate supervisors (Appendix D). Of the 47 intern-graduates contacted, three were not practicing dietetics and 21 did not respond. Questionnaires corresponding to the functional title of the 23 intern-graduates willing to participate in the study were sent out between March 1-15, 1980, requesting responses by March 25, 1980. A follow-up memorandum was sent early in April to remind the intern-graduates and their supervisors to complete and return the questionnaires.

Data Analyses

Prior to statistical analysis, data were recorded, organized, and key-punched onto cards for processing by the computer. The Statistical Analysis System (S.A.S.) (43) was employed to generate frequency data to transform demographic variables into meaningful and usable information (41), as well as paired tests to examine the five postulated hypotheses. Visual presentation of the hypotheses is shown in Figure 1.



$F = Q - R$, where according to the intern-graduates: Q is importance of competencies to the job, and R is competencies attained in the administrative internship. F represents Hypothesis One (H_1).

$B = S - T$, where according to the employers of the inter-graduates: S is importance of competencies to the job, and T is job performance. B represents Hypothesis Two (H_2).

$D = S - Q$, where according to the employers of the intern-graduates, and according to the intern-graduates, respectively: S is importance of competencies to the job, and Q is importance of competencies to the job. D represents Hypothesis Three (H_3).

$E = T - R$, where according to the employers of the intern-graduates, and according to the intern-graduates, respectively: T is job performance, and R is competencies attained in the administrative internship. E represents Hypothesis Four (H_4).

$C = S - R$, where according to the employers of the intern-graduates, and according to the intern-graduates respectively: S is importance of competencies to the job, and R is competencies attained in the administrative internship. C represents Hypothesis Five (H_5).

Figure 1. Visual Presentation of Hypotheses

CHAPTER IV

RESULTS AND DISCUSSION

Chapter IV describes the results of a study conducted to determine the importance of professional competencies as established by the American Dietetic Association to intern-graduates' positions and also how adequately the intern-graduate perceived the internship program at Oklahoma State University prepared them for these positions. This study also described the results of the intern-graduates' employers' perceptions of the importance of professional competencies to the intern-graduates' positions, and the level of performance of the intern-graduates in those responsibilities. The study further identified certain personal and professional characteristics of the intern-graduates and their employers.

Demographic Description of Sample

A group of administrative dietetic intern-graduates and their employers was invited to participate in this study. Six classes, 1974-1979, were invited, for a total possible sample of 47. Of this sample, three were not employed in the area of dietetics. Of the 44 graduates who were employed in dietetic practice, 23 (52 percent) responded to the questionnaire. The group varied in areas of dietetic professional employment. Of the 23 respondents, 43.5% were employed in an administrative capacity, 21.7% were employed in a clinical capacity, 4.4%

were employed in a community capacity, 13.0% were employed in a teaching capacity, 8.7% were employed in a research capacity, and 8.7% were employed in a consultant capacity (Table II).

TABLE II
 INTERN-GRADUATES' AREA OF PROFESSIONAL
 EMPLOYMENT

| Area of Professional Employment | Respondents | |
|------------------------------------|-------------|-------|
| | N | % |
| Administrative | 10 | 43.5 |
| Clinical | 5 | 21.7 |
| Community | 1 | 4.4 |
| Teaching | 3 | 13.0 |
| Research | 2 | 8.7 |
| Consultant | 2 | 8.7 |
| Total Number of Respondents | 23 | 100.0 |

A biographical questionnaire was completed by each participant. This information sheet included the demographic information: age, education level, position title, employment status, years in present position, number of jobs prior to present position, professional status, location of institution (intern-graduate only), annual salary (intern-graduate only), route to A.D.A. membership (employer only) (Appendix C).

Age

The intern-graduates' ages ranged from 22 to 39. Their corresponding employers' ages ranged from 22 to over 50 (Table III).

TABLE III
AGE RANGE FOR INTERN-GRADUATES
AND THEIR EMPLOYERS

| Range | Intern-Graduate | Employers |
|-------------|---------------------|--------------------|
| 22-29 | 20 (9) ^a | 7 (4) ^b |
| 30-39 | 3 (1) ^a | 7 (2) ^b |
| 40-49 | 0 | 4 (1) ^b |
| 50 and over | 0 | 5 (3) ^b |

^aNumbers in parentheses indicate intern-graduates employed in administrative dietetics.

^bNumbers in parentheses indicate supervisors of intern-graduates employed in administrative dietetics.

Education Level

All intern-graduates completed undergraduate education with eight completing the master's degree. Twenty-one of the employers completed undergraduate education and ten completed graduate education (eight, Master of Science; two, Doctorate). Two supervisors reported "other" educational training: one specified having completed the Hospital

Institution and Educational Food Service Society (H.I.E.F.S.S.) course, and the other did not specify what education was completed (Table IV).

TABLE IV
EDUCATION OF INTERN-GRADUATES AND
THEIR EMPLOYERS

| Degree and Area of Concentration | Intern-Graduate | Employer |
|----------------------------------|---------------------|---------------------|
| No Baccalaureate Degree | 0 | 2 |
| Baccalaureate Degree | 23 (8) ^a | 21 (4) ^b |
| Dietetics or Food and Nutrition | 18 (9) ^a | 13 (6) ^b |
| Food Science | 0 | 1 |
| Institution Administration | 9 (4) ^a | 3 (2) ^b |
| Business Administration | 0 | 0 |
| Education | 2 | 1 |
| Other | 0 | 1 |
| Graduate | 8 (2) ^a | 10 (3) ^b |
| Dietetics or Food and Nutrition | 3 | 3 |
| Food Science | 2 | 1 |
| Institution Administration | 6 (3) ^a | 5 (3) ² |
| Business Administration | 0 | 2 |
| Education | 1 | 3 |
| Other | 1 | 2 |

^aNumbers in parentheses indicate intern-graduates employed in administrative dietetics.

^bNumbers in parentheses indicate supervisors of intern-graduates employed in administrative dietetics.

Note: Numbers in this table are not in agreement with degree number totals because some individuals reported more than one area of concentration and others reported graduate area of concentration, but not undergraduate area of concentration.

Position Title

Eight intern-graduates reported position titles of Administrative Dietitian, four reported position titles of Clinical Dietitian, three reported position titles of Consulting Dietitian, two reported position titles of Teaching Dietitian, and six reported position titles of "other" (this included such titles as Assistant Director of Food Services, Project Manager-U.S.D.A. Grant, Service Manager, Research Dietitian, and Patient Care Dietitian). Two employers of the intern-graduates reported position titles of Administrative Dietitian, five reported position titles of Head or Chief Dietitian, and 16 reported position titles of "other" (this included such titles as Associate Professor, Professor of Animal Science, Consultant Dietitian, Home Economist in Extension, Administrator, Project Manager-U.S.D.A. Grant, Assistant Director and Senior Clinical Dietitian, Director of Food Services, Administrator and District Director-Extension Service, Food Service Manager, and Food Service Coordinator).

Employment Status, Years in PresentPosition, Number of Jobs Prior toPresent Position

Of the 23 intern-graduates responding, 20 held full time positions and three held part time positions. Of the intern-graduates' employers, 21 of the 23 respondents held full time positions and two held part time positions. Nineteen intern-graduates reported spending one to three years in their present position and three reported spending four to six years in their present position. Eleven employers reported

one to three years in their present position, five reported four to six years, and seven reported seven or more years in their present position. Of the 23 intern-graduate respondents, 18 reported having one to two jobs prior to their present position, and one reported having three to four jobs prior to the present position. Of the intern-graduates' employers, seven reported one to two jobs, eight reported three to four jobs, and five reported five or more jobs prior to their present position (Table V).

TABLE V
EMPLOYMENT STATUS, YEARS IN PRESENT POSITION,
AND NUMBER OF JOBS PRIOR TO PRESENT
POSITION FOR INTERN-GRADUATES
AND THEIR EMPLOYERS

| Variables | Intern- Graduate | Employer |
|------------------------------------|----------------------|----------------------|
| Employment Status | | |
| Full Time | 20 (10) ^a | 21 (10) ^b |
| Part Time | 3 | 2 |
| Years in Present Position | | |
| 1-3 | 19 (9) ^a | 11 (3) ^b |
| 4-6 | 3 (1) ^a | 5 (3) ^b |
| 7 or more | 0 | 7 (4) ^b |
| No. Jobs Prior to Present Position | | |
| 1-2 | 18 (8) ^a | 7 (3) ^b |
| 3-4 | 1 | 8 (2) ^b |
| 5 or more | 0 | 5 (3) ^b |

^aNumbers in parentheses indicate intern-graduates employed in administrative dietetics.

^bNumbers in parentheses indicate supervisors of intern-graduates employed in administrative dietetics.

Note: Where the totals do not equal 23, data were not available.

Professional Status, Employers' Route to
A.D.A. Membership, Location of Institution

Of the intern-graduates responding to the questionnaire, 21 reported being registered dietitians and being members of the A.D.A., and two reported as being members of A.D.A. only. Of the 23 intern-graduates' employers responding to the questionnaire, 16 reported being registered dietitians and members of the A.D.A., one reported being a registered dietitian only, four reported "other" (including Licensed Nursing Home Administrator, Certified H.I.E.F.S.S.), and two did not respond to this particular question.

Of the 23 intern-graduates' employers responding to the question of route to A.D.A. membership, 11 responded as completing internship requirements, one responded as completing a C.U.P., one completed advanced degree requirements, three completed the three-year pre-planned experience program, and seven did not respond to this question.

Of the 23 intern-graduates responding to the questionnaire, 65.2% reported the location of their institution of employment as urban, 13.0% reported as suburban, 4.3% reported rural, non-farm locations, and 13.0% reported rural, farm location. One respondent did not respond to this particular question.

Annual Salary (Intern-Graduates Only)

The 23 intern-graduates responding to the questionnaire reported salary ranges from under \$10,000 per year (two--both were graduate student assistants at a university in the area of research) to over \$25,000 per year (one--a consultant dietitian) (Figure 2).

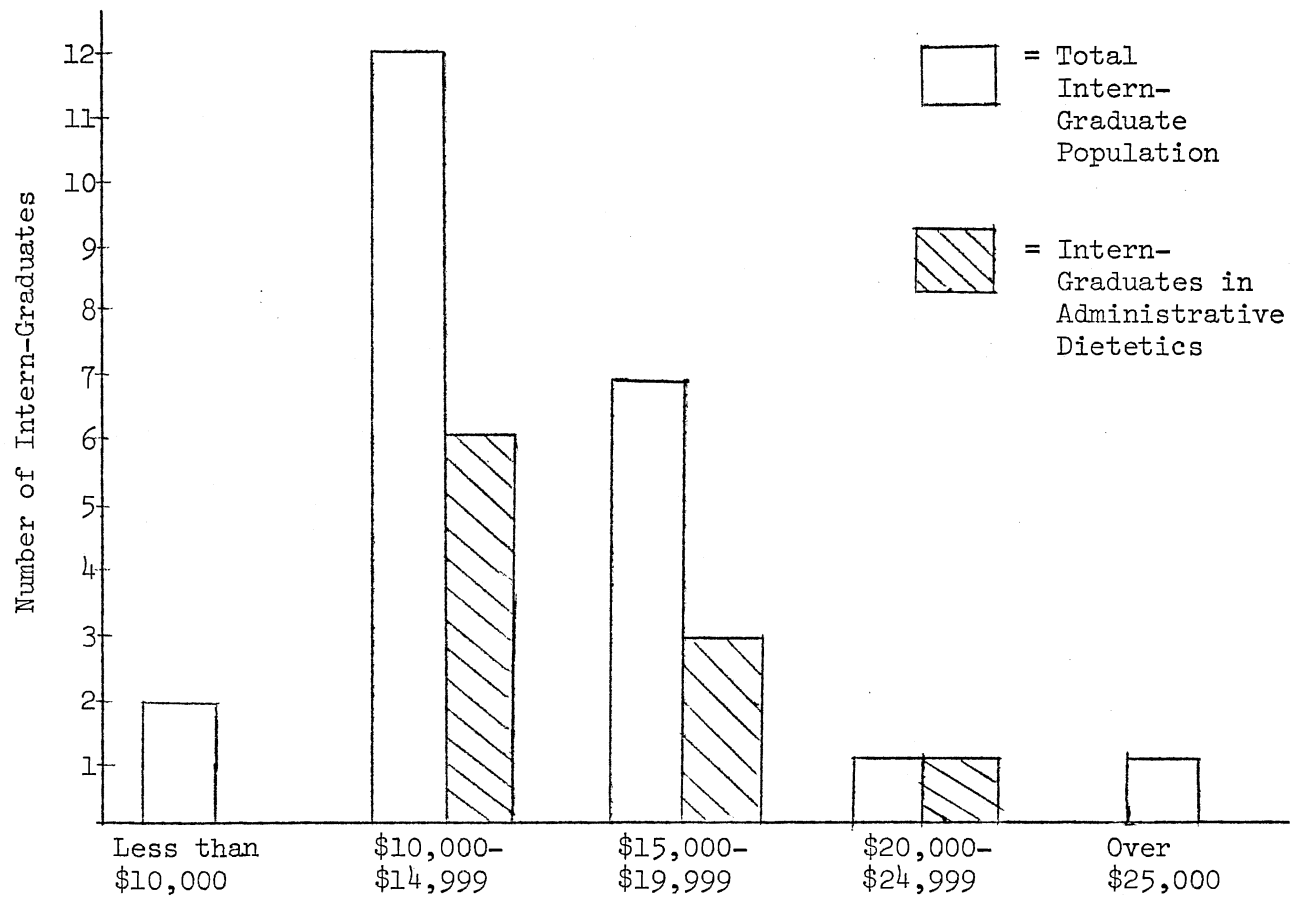


Figure 2. Salary Ranges for Intern-Graduates

Evaluation of the Perceptions of Competencies
Gained During the Administrative
Internship

Of the 23 respondents, 10 were in administrative dietetics, 5 were in clinical dietetics, and 8 were in all other areas of dietetic practice. Discussion of results will concentrate on the intern-graduates in administrative and clinical positions only, since these are the two areas the majority of the intern-graduates seek out as entry-level positions and second positions as evidenced in this study, and as previously reported (42). The number of intern-graduates in the other areas of practice are too small to merit statistical analysis and will not be included in this section.

Administrative Dietitians

According to the position paper on the administrative dietitian (45), skills of an effective administrator are divided into three basic categories. These categories are: technical operations, human relations, and conceptual thinking (45, 46).

Hypothesis One (H₁): There will be no significant differences in ratings between competencies in ratings between competencies attained in the post-baccalaureate administrative internship program and competencies required on the job, according to the graduates.

Paired t-test determinations on the intern-graduates in administrative positions (N=10) perceptions of competencies they have attained during their internship, indicated that overall, their preparation for the position was adequate relative to the realm of technical operations (45, 46). This result is in agreement with Meeks' and Zallen's (38)

findings relative to competencies for which educational preparation was perceived to be most adequate. The major position responsibilities that fall under the category of technical operations would be one, four, five, six, eight, ten, eleven, and twelve (Table VI).

The intern-graduates' perceived congruence between position competencies and attained competencies with responsibilities relating to management functions, utilization of human and facilitating resources, and coordinating clinical and administrative aspects of dietetics to provide quality nutritional care. Congruence was also indicated with regards to standards of food production and service, records, use of research findings, menu development, and procurement of food, equipment, and supplies (Table VI).

The intern-graduates, however, perceived that their internship preparation did not adequately prepare them for most aspects of human relations and conceptual thinking. Functions dealing with these skills included short- and long-range goals, fiscal resources, communication, and program proposal for funding. The differences between the position competencies and attained competencies in these functions were significant at the $p < 0.01$ level. The functions dealing with orientation and training, layout and design, and personal policies were also perceived as having low congruence between position competencies and attained competencies. The differences were significant at the $p < 0.05$ level. Based on these results, H_1 is rejected.

Hypotheses Two (H_2): There will be no significant differences in ratings between competencies exhibited by the graduates of the post-baccalaureate administrative dietetic internship program and competencies required on the job, according to the employers.

TABLE VI

INTERN-GRADUATES IN ADMINISTRATIVE POSITIONS:
 CONGRUENCE BETWEEN POSITION COMPETENCIES
 (Q) AND ATTAINED COMPETENCIES (R)

| Responsibilities | PR>1T1 | Direction of Non-Congruence ^a |
|---|---------------------|---|
| 1. Plans, develops, controls, and evaluates foodservice systems. | 0.1328 | |
| 2. Develops short- and long-range department plans and programs consistent with departmental and organizational policies. | 0.0054 ^b | Q>R |
| 3. Manages and controls fiscal resources and recommends budget programs. | 0.0024 ^b | Q>R |
| 4. Utilizes human effort and facilitating resources efficiently and effectively. | 0.3092 | |
| 5. Coordinates and integrates clinical and administrative aspects of dietetics to provide quality nutritional care. | 0.1592 | |
| 6. Establishes and maintains standards of food production and service, sanitation, safety, and security. | 0.6275 | |
| 7. Maintains effective written and verbal communications and public relations, inter- and intra-departmentally. | 0.0050 ^b | Q>R |

TABLE VI (Continued)

| Responsibilities | PR>1T1 | Direction of Non-Congruence ^a |
|---|---------------------|--|
| 8. Compiles and utilizes pertinent operational data to improve efficiency and quality of foodservice systems. | 0.2466 | |
| 9. Plans, conducts, and evaluates orientation and in-service systems educational programs. | 0.0509 ^c | Q>R |
| 10. Interprets, evaluates, and utilizes pertinent current research relating to nutritional care. | 0.2249 | |
| 11. Develops menu patterns and evaluates client acceptance. | 0.4344 | |
| 12. Develops specifications for the procurement of food, equipment, and supplies. | 0.1950 | |
| 13. Plans or participates in the development of program proposals for funding. | 0.0054 ^b | Q>R |
| 14. Plans layout designs and determines equipment requirements for foodservice facilities. | 0.0156 ^c | Q>R |
| 15. Administers personnel policies as established by department and organization. | 0.0431 ^c | Q>R |

^aSee Figure 1, page 21.

^bSignificant at $p < 0.01$ level.

^cSignificant at $p < 0.05$ level.

In general, the employers of the intern-graduates in administrative positions ($N=10$) rated the intern-graduates as performing their responsibilities on an acceptable level in two-thirds of the responsibilities identified for the positions (6) (Table VII). The employers' ratings indicated that the internship program adequately prepared the intern-graduates for their positions except for the utilization of human and facilitating resources ($p<0.01$), and in the areas of communication, proposal funding, layout and design, and personnel policies ($p<0.05$) (Table VII). Based on these results, H_2 is rejected.

Hypothesis Three (H_3): There will be no significant differences in ratings of importance of competencies on the job as perceived by the graduates vs. the employers.

H_3 is rejected, only because the employers of the intern-graduates in administrative positions perceived administration of personnel policies as slightly more important to the positions than did the intern-graduates ($p<0.05$). Both the employers and intern-graduates were congruent with respect to importance of all other responsibilities (Table VIII).

Hypothesis Four (H_4): There will be no significant differences in ratings of attained competencies as perceived by the graduates vs. ratings of job performance by the employers.

Overall, there was congruence between intern-graduates' perceptions of attained competencies and their employers' perceptions of position performance; however, H_4 is rejected because there were differences in three areas of responsibility. The intern-graduate's perceived attaining the competency of evaluating menus at a higher level than did their respective employers ($p<0.01$). The intern-graduates also perceived having attained control of fiscal resources and program

TABLE VII

EMPLOYERS OF INTERN-GRADUATES IN ADMINISTRATIVE
 POSITIONS: CONGRUENCE BETWEEN POSITION
 COMPETENCIES (S) AND POSITION
 PERFORMANCE (T)

| Responsibilities | PR>1T1 | Direction of Non-Congruence ^a |
|---|---------------------|---|
| 1. Plans, develops, controls, and evaluates foodservice systems. | 0.1950 | |
| 2. Develops short- and long-range department plans and programs consistent with departmental and organizational policies. | 0.1690 | |
| 3. Manages and controls fiscal resources and recommends budget programs. | 0.3506 | |
| 4. Utilizes human effort and facilitating resources effeciently and effectively. | 0.0030 ^b | S>T |
| 5. Coordinates and integrates clinical and administrative aspects of dietetics to provide quality nutritional care. | 0.3466 | |
| 6. Establishes and maintains standards of food production and service, sanitation, safety, and security. | 0.1690 | |
| 7. Maintains effective written and verbal communications and public relations, inter- and intra-departmentally. | 0.0171 ^c | S>T |

TABLE VII (Continued)

| Responsibilities | PR>1T1 | Direction of Non-Congruence ^a |
|---|---------------------|--|
| 8. Compiles and utilizes pertinent operational data to improve efficiency and quality of foodservice systems. | 0.2755 | |
| 9. Plans, conducts, and evaluates orientation and in-service systems educational programs. | 0.6783 | |
| 10. Interprets, evaluates, and utilizes pertinent current research relating to nutritional care. | 1.0000 | |
| 11. Develops menu patterns and evaluates client acceptance. | 0.7824 | |
| 12. Develops specifications for the procurement of food, equipment, and supplies. | 0.5121 | |
| 13. Plans or participates in the development of program proposals for funding. | 0.0199 ^c | T>S |
| 14. Plans layout designs and determines equipment requirements for foodservice facilities. | 0.0492 ^c | T>S |
| 15. Administers personnel policies as established by department and organization. | 0.0171 ^c | S>T |

^aSee Figure 1, page 21.

^bSignificant at the $p < 0.01$ level.

^cSignificant at the $p < 0.05$ level.

TABLE VIII

CONGRUENCE BETWEEN INTERN-GRADUATES IN ADMINISTRATIVE
POSITIONS (Q) AND THEIR EMPLOYERS' (S) PERCEPTIONS
OF IMPORTANCE OF POSITION COMPETENCIES

| Responsibilities | PR>IT1 | Direction of Non-Congruence ^a |
|---|--------|---|
| 1. Plans, develops, controls, and evaluates foodservice systems. | 0.7599 | |
| 2. Develops short- and long-range department plans and programs consistent with departmental and organizational policies. | 0.6811 | |
| 3. Manages and controls fiscal resources and recommends budget programs. | 0.6953 | |
| 4. Utilizes human effort and facilitating resources efficiently and effectively. | 0.7263 | |
| 5. Coordinates and integrates clinical and administrative aspects of dietetics to provide quality nutritional care. | 0.5237 | |
| 6. Establishes and maintains standards of food production and service, sanitation, safety, and security. | 0.4468 | |
| 7. Maintains effective written and verbal communications and public relations, inter- and intra-departmentally. | 0.3972 | |

TABLE VIII (Continued)

| Responsibilities | PR>1T1 | Direction of Non-Congruence ^a |
|---|---------------------|--|
| 8. Compiles and utilizes pertinent operational data to improve efficiency and quality of foodservice systems. | 0.6646 | |
| 9. Plans, conducts, and evaluates orientation and in-service systems educational programs. | 0.5599 | |
| 10. Interprets, evaluates, and utilizes pertinent current research relating to nutritional care. | 0.5251 | |
| 11. Develops menu patterns and evaluates client acceptance. | 0.1328 | |
| 12. Develops specifications for the procurement of food, equipment, and supplies. | 0.4260 | |
| 13. Plans or participates in the development of program proposals for funding. | 0.0843 | |
| 14. Plans layout designs and determines equipment requirements for foodservice facilities. | 0.2249 | |
| 15. Administers personnel policies as established by department and organization. | 0.0497 ^b | S>Q |

^aSee Figure 1, page 21.

^bSignificant at $p < 0.05$ level.

proposals for funding at a slightly higher level than did their employers ($p < 0.05$) (Table IX).

Hypothesis Five (H_5): There will be no significant differences in ratings of importance of competencies required on the job according to the employers vs. ratings of attained competencies as perceived by the graduates.

H_5 is rejected because there were significant differences between perceptions of attained competencies by intern-graduates and perceptions of importance of job competencies by their employers. The differences in perceptions were in the areas of short- and long-range goals, and control of fiscal resources ($p < 0.01$), and in management functions, integration of clinical functions and administrative aspects of dietetics, and administration of personnel policies ($p < 0.05$) (Table X).

Summary of Results. Hypotheses one through five were rejected because significant differences between perceptions of competency importance and position performance/attainment were reported for each. The reader is reminded, however, that only 10 respondents make up the sample, and with a sample this size, even very small differences in ratings would show significant differences. The questionnaires utilized rating scales ranging from one to five (one signifying no importance or unsatisfactory performance/preparation, and five signifying essential or outstanding performance/preparation). Significant differences resulted from rating differences in the three to five range.

Clinical Dietitians

Hypothesis one (H_1): There will be no significant differences in ratings between competencies attained in the post-baccalaureate administrative internship program and competencies required on the job, according to the graduates.

TABLE IX

CONGRUENCE BETWEEN INTERN-GRADUATES IN ADMINISTRATIVE
POSITIONS PERCEPTIONS OF ATTAINED COMPETENCIES
(R) AND THEIR EMPLOYERS' PERCEPTIONS OF
POSITION PERFORMANCE (T)

| Responsibilities | PR>1T1 | Direction of Non-Congruence ^a |
|---|---------------------|---|
| 1. Plans, develops, controls, and evaluates foodservice programs. | 0.2145 | |
| 2. Develops short- and long-range department plans and programs consistent with departmental and organizational policies. | 0.0864 | |
| 3. Manages and controls fiscal resources and recommends budget programs. | 0.0294 ^c | T>R |
| 4. Utilizes human effort and facilitating resources efficiently and effectively. | 0.1114 | |
| 5. Coordinates and integrates clinical and administrative aspects of dietetics to provide quality nutritional care. | 0.0955 | |
| 6. Establishes and maintains standards of food production and service, sanitation, safety, and security. | 1.0000 | |
| 7. Maintains effective written and verbal communications and public relations, inter- and intra-departmentally. | 0.8545 | |

TABLE IX (Continued)

| Responsibilities | PR>1T1 | Direction of Non-Congruence ^a |
|---|---------------------|--|
| 8. Compiles and utilizes pertinent operational data to improve efficiency and quality of foodservice systems. | 0.5588 | |
| 9. Plans, conducts, and evaluates orientation and in-service systems educational programs. | 0.8337 | |
| 10. Interprets, evaluates, and utilizes pertinent current research relating to nutritional care. | 0.7318 | |
| 11. Develops menu patterns and evaluates client acceptance. | 0.0092 ^b | R>T |
| 12. Develops specifications for the procurement of food, equipment, and supplies. | 1.0000 | |
| 13. Plans or participates in the development of program proposals for funding. | 0.0363 ^c | T>R |
| 14. Plans layout designs and determines equipment requirements for foodservice facilities. | 0.3703 | |
| 15. Administers personnel policies as established by department and organization. | 0.4468 | |

^aSee Figure 1, page 21.

^bSignificant at $p < 0.01$ level.

^cSignificant at $p < 0.05$ level.

TABLE X

CONGRUENCE BETWEEN INTERN-GRADUATES IN ADMINISTRATIVE
POSITIONS PERCEPTIONS OF ATTAINED COMPETENCIES
(R) AND THEIR EMPLOYERS' PERCEPTIONS OF
IMPORTANCE OF POSITION
COMPETENCIES (S)

| Responsibilities | PR>IT1 | Direction of Non-Congruence ^a |
|---|---------------------|---|
| 1. Plans, develops, controls, and evaluates foodservice programs. | 0.0207 ^c | S>R |
| 2. Develops short- and long-range department plans and programs consistent with departmental and organizational policies. | 0.0119 ^b | S>R |
| 3. Manages and controls fiscal resources and recommends budget programs. | 0.0199 ^b | S>R |
| 4. Utilizes human effort and facilitating resources efficiently and effectively. | | |
| 5. Coordinates and integrates clinical and administrative aspects of dietetics to provide quality nutritional care. | 0.0375 ^c | S>R |
| 6. Establishes and maintains standards of food production and service, sanitation, safety, and security. | 0.4028 | |
| 7. Maintains effective written and verbal communications and public relations, inter- and intra-departmentally. | 0.0730 | |

TABLE X (Continued)

| Responsibilities | PR>1T1 | Direction of Non-Congruence ^a |
|---|---------------------|--|
| 8. Compiles and utilizes pertinent operational data to improve efficiency and quality of foodservice systems. | 0.4714 | |
| 9. Plans, conducts, and evaluates orientation and in-service systems educational programs. | 0.8337 | |
| 10. Interprets, evaluates, and utilizes pertinent current research relating to nutritional care. | 1.0000 | |
| 11. Develops menu patterns and evaluates client acceptance. | 0.1539 | |
| 12. Develops specifications for the procurement of food, equipment, and supplies. | 0.7599 | |
| 13. Plans or participates in the development of program proposals for funding. | 0.4468 | |
| 14. Plans layout designs and determines equipment requirements for foodservice facilities. | 1.0000 | |
| 15. Administers personnel policies as established by department and organization. | 0.0208 ^c | S>R |

^aSee Figure 1, page 21.

^bSignificant at $p < 0.01$ level.

^cSignificant at $p < 0.05$ level.

Paired t-test determinations on the congruence between position competencies and attained competencies of intern-graduates (N=5) in clinical positions indicated that, overall, the intern-graduates were adequately prepared to meet position responsibilities (6) (Table XI). The areas where there were significant differences include dietary counseling ($p < 0.001$), implementation of care plans based on nutritional assessments, and evaluation of and continuity of care ($p < 0.01$), and communication and administration of personnel policies ($p < 0.05$).

The intern-graduates from Oklahoma State University's internship program only spend approximately 16% of their time in clinical dietetics and 11% of their time in community dietetics (36, 42) as of 1978 to the present (less than aforementioned percentages in time prior to 1978), which may be the reason why the respondents perceived their attained competencies at a lower level than stated importance of position competencies. Although the ratings of some of the functions were lower, they were generally ratings of three and four, based on a scale of one to five, indicating that the training they received was adequate. Based on these results, however, H_1 is rejected.

Hypothesis Two (H_2): There will be no significant differences in ratings between competencies exhibited by the graduates of the post-baccalaureate administrative dietetic internship program and competencies required on the job, according to the employers.

H_2 is rejected, only because there was a significant difference between position competencies and performance as perceived by employers of intern-graduates in clinical positions in the areas of communication ($p < 0.01$) and dietary counseling ($p < 0.05$) (Table XII). There was also lower congruence in these two areas as perceived by intern-graduates

TABLE XI

INTERN-GRADUATES IN CLINICAL POSITIONS: CON-
GRUENCE BETWEEN POSITION COMPETENCIES
(Q) AND ATTAINED COMPETENCIES (R)

| Responsibilities | PR>1T1 | Direction of Non-Congruence ^a |
|--|---------------------|---|
| 1. Develops and implements a plan of care based on an assessment of nutritional needs and correlated with other health care plans. | 0.0029 ^c | Q>R |
| 2. Counsels individuals and families in nutritional principles, dietary plans, food selection and economics, adapting plans to the individual's lifestyle. | 0.0008 ^b | Q>R |
| 3. Utilizes appropriate tools in the provision of nutritional care. | 0.1419 | |
| 4. Evaluates nutritional care and provides follow-up for continuity of care. | 0.0032 ^c | Q>R |
| 5. Communicates appropriate dietary history and nutritional care data through written record systems. | 0.0049 ^d | Q>R |
| 6. Participates in health team rounds and serves as the consultant on nutritional care. | 0.6213 | |
| 7. Utilizes human effort and facilitating resources efficiently and effectively. | 1.0000 | |
| 8. Evaluates food served for conformance to quality standards and dietary prescriptions. | 1.0000 | |

TABLE XI (Continued)

| Responsibilities | PR>1T1 | Direction of Non-Congruence ^a |
|--|---------------------|--|
| 9. Compiles or develops educational materials and uses them as aids in nutrition education. | 0.4766 | |
| 10. Compiles and utilizes pertinent operational data to assure provision of quality nutritional care. | 0.7489 | |
| 11. Interprets, evaluates, and utilizes pertinent current research related to nutritional care. | 0.5870 | |
| 12. Provides nutrition education to students and personnel. | 0.3739 | |
| 13. Plans and organizes resources to achieve effective nutritional care. | 0.2080 | |
| 14. Plans or participates in the development of program proposals for funding. | 0.6213 | |
| 15. Maintains effective written and verbal communications and public relations, inter- and intra-departmentally. | 0.7489 | |
| 16. Administers personnel policies as established by the department and organization. | 0.0327 ^d | R>Q |

^aSee Figure 1, page 21.

^bSignificant at $p < 0.001$ level.

^cSignificant at $p < 0.01$ level.

^dSignificant at $p < 0.05$ level.

TABLE XII

EMPLOYERS OF INTERN-GRADUATES IN CLINICAL POSI-
 TIONS: CONGRUENCE BETWEEN POSITION
 COMPETENCIES (S) AND POSITION
 PERFORMANCE (T)

| Responsibilities | PR>1T1 | Direction of Non-Congruence ^a |
|--|---------------------|---|
| 1. Develops and implements a plan of care based on an assessment of nutritional needs and correlated with other health care plans. | 1.0000 | |
| 2. Counsels individuals and families in nutritional principles, dietary plans, food selection and economics, adapting plans to the individual's lifestyle. | 0.0161 ^c | S>T |
| 3. Utilizes appropriate tools in the provision of nutritional care. | 0.0705 | |
| 4. Evaluates nutritional care and provides follow-up for continuity of care. | 0.1778 | |
| 5. Communicates appropriate dietary history and nutritional care data through written record systems. | 0.0039 ^b | S>T |
| 6. Participates in health team rounds and serves as the consultant on nutritional care. | 0.2080 | |
| 7. Utilizes human effort and facilitating resources efficiently and effectively. | 1.0000 | |

TABLE XII (Continued)

| Responsibilities | PR>1T1 | Direction of Non-Congruence ^a |
|--|--------|--|
| 8. Evaluates food served for conformance to quality standards and dietary prescriptions. | 0.7990 | |
| 9. Compiles or develops educational materials and uses them as aids in nutrition education. | 0.7040 | |
| 10. Compiles and utilizes pertinent operational data to assure provision of quality nutritional care. | 0.2780 | |
| 11. Interprets, evaluates, and utilizes pertinent current research related to nutritional care. | 0.2080 | |
| 12. Provides nutrition education to students and personnel. | 2.0800 | |
| 13. Plans and organizes resources to achieve effective nutritional care. | 0.7040 | |
| 14. Plans or participates in the development of program proposals for funding. | 1.0000 | |
| 15. Maintains effective written and verbal communications and public relations, inter- and intra-departmentally. | 0.6213 | |
| 16. Administers personnel policies as established by the department and organization. | 0.4950 | |

^aSee Figure 1, page 21.

^bSignificant at $p < 0.01$ level.

^cSignificant at $p < 0.05$ level.

(Table XI). Significant differences may be attributed to the fact that the employers rated these functions as essential (rating of five), and rated position performance as effective (rating of four).

Hypothesis Three (H_3): There will be no significant differences in ratings of importance of competencies on the job as perceived by the graduates vs. the employers.

There was congruence between the perceptions of intern-graduates and their employers concerning importance of position competencies (Table XIII). H_3 therefore cannot be rejected.

Hypothesis Four (H_4): There will be no significant differences in ratings of attained competencies as perceived by the graduates vs. ratings of job performance by the employers.

H_4 is rejected because intern-graduates perceived their educational preparation relative to implementation of care plans based on nutritional assessments as inadequate, although their employers rated them as performing that function effectively ($p < 0.01$) (Table XIV). The intern-graduates also perceived their educational training in dietary counseling and evaluation of and continuity of care as somewhat inadequate, although their employers rated them as performing effectively in these functions ($p < 0.05$). The function of evaluating food served according to dietary prescription was perceived by the intern-graduates as only adequately attained through the internship program; however, their employers perceived their job performance on a range from acceptable to outstanding ($p < 0.05$) (Table XIV).

Hypothesis Five (H_5): There will be no significant differences in ratings of importance of competencies required on the job according to the employees vs. ratings of attained competencies as perceived by the graduates.

H_5 is rejected because there were significant differences in perceptions in the following responsibility areas: dietary counseling ($p < 0.001$); implementing care plans, evaluation of and continuity of

TABLE XIII

CONGRUENCE BETWEEN INTERN-GRADUATES IN CLINICAL
POSITIONS (Q) AND THEIR EMPLOYERS' (S)
PERCEPTIONS OF IMPORTANCE OF
POSITION COMPETENCIES

| Responsibilities | PR>1T1 |
|--|--------|
| 1. Develops and implements a plan of care based on an assessment of nutritional needs and correlated with other health care plans. | 0.3739 |
| 2. Counsels individuals and families in nutritional principles, dietary plans, food selection and economics, adapting plans to the individual's lifestyle. | 1.0000 |
| 3. Utilizes appropriate tools in the provision of nutritional care. | 1.0000 |
| 4. Evaluates nutritional care and provides follow-up for continuity of care. | 0.6213 |
| 5. Communicates appropriate dietary history and nutritional care data through written record systems. | 1.0000 |
| 6. Participates in health team rounds and serves as the consultant on nutritional care. | 0.3739 |
| 7. Utilizes human effort and facilitating resources efficiently and effectively. | 0.6213 |

TABLE XIII (Continued)

| Responsibilities | PR>1T1 |
|--|--------|
| 8. Evaluates food served for conformance to quality standards and dietary prescriptions. | 0.7040 |
| 9. Compiles or develops educational materials and uses them as aids in nutrition education. | 1.0000 |
| 10. Compiles and utilizes pertinent operational data to assure provision of quality nutritional care. | 0.2080 |
| 11. Interprets, evaluates, and utilizes pertinent current research related to nutritional care. | 0.1778 |
| 12. Provides nutrition education to students and personnel. | 0.3046 |
| 13. Plans and organizes resources to achieve effective nutritional care. | 1.0000 |
| 14. Plans or participates in the development of program proposals for funding. | 0.6213 |
| 15. Maintains effective written and verbal communications and public relations, inter- and intra-departmentally. | 0.8149 |
| 16. Administers personnel policies as established by the department and organization. | 0.4950 |

TABLE XIV

CONGRUENCE BETWEEN INTERN-GRADUATES IN CLINICAL
POSITIONS PERCEPTIONS OF ATTAINED COM-
PETENCIES (R) AND THEIR EMPLOYERS'
PERCEPTIONS OF POSITION
PERFORMANCE (T)

| Responsibilities | PR>1T1 | Direction of Non-Congruence ^a |
|--|---------------------|---|
| 1. Develops and implements a plan of care based on an assessment of nutritional needs and correlated with other health care plans. | 0.0086 ^b | T>R |
| 2. Counsels individuals and families in nutritional principles, dietary plans, food selection and economics, adapting plans to the individual's lifestyle. | 0.0341 ^c | T>R |
| 3. Utilizes appropriate tools in the provision of nutritional care. | 0.3739 | |
| 4. Evaluates nutritional care and provides follow-up for continuity of care. | 0.0516 ^c | T>R |
| 5. Communicates appropriate dietary history and nutritional care data through written record systems. | 0.6213 | |
| 6. Participates in health team rounds and serves as the consultant on nutritional care. | 0.7040 | |
| 7. Utilizes human effort and facilitating resources efficiently and effectively. | 0.7040 | |

TABLE XIV (Continued)

| Responsibilities | PR>1T1 | Direction of Non-Congruence ^a |
|--|---------------------|--|
| 8. Evaluates food served for conformance to quality standards and dietary prescriptions. | 0.0341 ^c | R>T |
| 9. Compiles or develops educational materials and uses them as aids in nutrition education. | 0.6213 | |
| 10. Compiles and utilizes pertinent operational data to assure provision of quality nutritional care. | 0.3739 | |
| 11. Interprets, evaluates, and utilizes pertinent current research related to nutritional care. | 0.7489 | |
| 12. Provides nutrition education to students and personnel. | 0.6213 | |
| 13. Plans and organizes resources to achieve effective nutritional care. | 0.1778 | |
| 14. Plans or participates in the development of program proposals for funding. | 0.6042 | |
| 15. Maintains effective written and verbal communications and public relations, inter- and intra-departmentally. | 0.7489 | |
| 16. Administers personnel policies as established by the department and organization. | 0.6376 | |

^aSee Figure 1, page 21.

^bSignificant at the $p < 0.01$ level.

^cSignificant at the $p < 0.05$ level.

care ($p < 0.01$); and communication of nutritional care data ($p < 0.05$) (Table XV). In all cases, the employers of the intern-graduates rated these functions as important to essential (ratings of four to five), whereas the intern-graduates rated their adequacy of preparation or attainment of competency as slightly inadequate.

Summary of Results. Although the internship program at Oklahoma State University has an administrative emphasis, these results show that the intern-graduates can function as clinical dietitians. Weaknesses or slight inadequacies were found to be in the areas of dietary counseling, communication, implementation of care plans based on nutritional assessments, evaluation of continuity of care, administration of personnel policies, and in evaluating food served according to dietary prescription. Again, the reader is reminded of the sample size ($N=5$). Significant differences were results of small variances in scale ratings.

From years 1974-1977, involvement in clinical and community nutrition was less than in 1978-1979 (42). From 1978 to the present, hours in those areas have been increased and students enroll in graduate courses designed to strengthen communication and counseling skills (i.e., Interviewing Techniques).

TABLE XV

CONGRUENCE BETWEEN INTERN-GRADUATES IN CLINICAL
POSITIONS PERCEPTIONS OF ATTAINED COMPE-
TENCIES (R) AND THEIR EMPLOYERS'
PERCEPTIONS OF POSITION
PERCEPTIONS (S)

| Responsibilities | PR>1T1 | Direction of Non-Congruence ^a |
|--|---------------------|---|
| 1. Develops and implements a plan of care based on an assessment of nutritional needs and correlated with other health care plans. | 0.0017 ^c | S>R |
| 2. Counsels individuals and families in nutritional principles, dietary plans, food selection and economics, adapting plans to the individual's lifestyle. | 0.0008 ^b | S>R |
| 3. Utilizes appropriate tools in the provision of nutritional care. | 0.1810 | |
| 4. Evaluates nutritional care and provides follow-up for continuity of care. | 0.0086 ^c | S>R |
| 5. Communicates appropriate dietary history and nutritional care data through written record systems. | 0.0249 ^d | S>R |
| 6. Participates in health team rounds and serves as the consultant on nutritional care. | 0.2420 | |
| 7. Utilizes human effort and facilitating resources efficiently and effectively. | 0.7489 | |

TABLE XV (Continued)

| Responsibilities | PR>1T1 | Direction of Non-Congruence ^a |
|--|--------|--|
| 8. Evaluates food served for conformance to quality standards and dietary prescriptions. | 0.0705 | |
| 9. Compiles or develops educational materials and uses them as aids in nutrition education. | 0.6483 | |
| 10. Compiles and utilizes pertinent operational data to assure provision of quality nutritional care. | 0.0890 | |
| 11. Interprets, evaluates, and utilizes pertinent current research related to nutritional care. | 0.3375 | |
| 12. Provides nutrition education to students and personnel. | 0.1778 | |
| 13. Plans and organizes resources to achieve effective nutritional care. | 0.3046 | |
| 14. Plans or participates in the development of program proposals for funding. | 0.6213 | |
| 15. Maintains effective written and verbal communications and public relations, inter- and intra-departmentally. | 1.0000 | |
| 16. Administers personnel policies as established by the department and organization. | 0.2606 | |

^aSee Figure 1, page 21.

^bSignificant at $p < 0.001$ level.

^cSignificant at $p < 0.01$ level.

^dSignificant at $p < 0.05$ level.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The purpose of this study was to evaluate the Administrative Dietetic Internship Program at Oklahoma State University in terms of assessment of congruence between performance, and objectives of standards of performance (10). Five hypotheses were postulated as follows:

- H₁: There will be no significant differences in ratings between competencies attained in the post-baccalaureate administrative internship program and competencies required on the job, according to the graduates.
- H₂: There will be no significant differences in ratings between competencies exhibited by the graduates of the post-baccalaureate administrative dietetic internship program and competencies required on the job, according to the employers.
- H₃: There will be no significant differences in ratings of importance of competencies on the job as perceived by the graduates vs. the employers.
- H₄: There will be no significant differences in ratings of attained competencies as perceived by the graduates vs. ratings of job performance by the employers.
- H₅: There will be no significant differences in ratings of importance of competencies required on the job according to the employers vs. ratings of attained competencies as perceived by the graduates.

Educational training in the area of dietetics has a lengthy history of growth and change. The early student dietitian trained for three months under supervision (12). Later, the first internship programs were offered for six months, or longer in length (these programs were generalist in nature) (12). Today, 73 internship programs

(26, 27) and 71 C.U.P.'s are offered (27). Some of these professional training programs offer areas of specialization (Table I), thus increasing the complexity of the definition of dietitian.

For each functional title, competencies have been determined (28, 29), and studies have been made on evaluation of these competencies in the various areas of dietetic practice (31, 32, 34, 35, 38, 39, 42). Further studies are needed to (a) up-date competencies as change in position requirements affect behavior expectations of the practicing dietitian, (b) determine if graduates from professional training programs in the field of dietetics succeed in attaining these competencies, and (c) determine if these established competencies are realistic at the early stages of professional practice.

This study used the descriptive correlational survey method as the research design which enabled the researcher to relate different variables to each other. The sample consisted of six classes of intern-graduates (1974-1979) from Oklahoma State University's Administrative Dietetic Internship Program, and their employers. Questionnaires were developed to be used as the instruments for collecting data. Frequencies and t-test determinations were generated by using the Statistical Analysis System (43). A visual presentation and definitions of variables, of the statistical analyses is illustrated and explained in Figure 1 (page 21).

Demographic Description of Sample

A group of intern-graduates from Oklahoma State University's administrative dietetic internship program (1974-1979) and their

employers were invited to participate in this study. Of the 44 graduates who were employed in dietetic practice, 23 (52%) agreed to participate in the study. Of the 23 graduates, 10 were employed in administrative dietetics, while 5 were in clinical dietetics. The remaining eight were employed as teaching dietitians, dietary consultants, graduate research assistants, and as a community dietitian.

The participants ranged in age from 22 to over 50. Eight of the intern-graduates have master's degrees. Two of the employers have completed their doctorate degrees, 8 their master's degrees, 11 their undergraduate degrees, and 2 had less than the baccalaureate degree. The areas of concentration in the undergraduate and graduate degrees for both intern-graduates and their employers were predominantly in dietetics or food and nutrition, and in institution administration.

Position titles of intern graduates varied; however, the predominant titles were that of Administrative Dietitian and Clinical Dietitian. Twenty of the intern-graduates and 21 of the employers held full time positions; the remaining worked part time. Of the 23 intern-graduates, 19 are in their current positions from one to three years, while the others have been in their positions four to six years. About one-half of the employers are in their current positions one to three years, while the other half have held their positions either from four to six years or for more than seven years. A majority of the intern-graduates have only had one to two jobs, whereas three-fourths of their employers have had one to four jobs and one-fourth had five or more jobs prior to their present position.

All intern-graduates are members of the American Dietetic Association, with 21 being registered dietitians. Only two-thirds of the employers, however, are members of the A.D.A. and/or are registered dietitians. Most of the employers who are A.D.A. members completed an internship program. The location of the institutions where the intern-graduates work is predominantly urban.

Evaluation of the Perceptions of Competencies Gained During the Administrative Internship

Since the majority of the intern-graduates were employed in the areas of administration or clinical dietetics, the evaluation of the perceptions of competencies gained during the internship will concentrate on these two areas.

Administrative Dietitians

It was found in the present study that intern-graduates from Oklahoma State University's Administrative Dietetic Internship Program perceived themselves as adequately prepared for a majority of the responsibilities identified for the administrative dietitian (6) (Table XVI). The significant differences in H_1 illustrated that the level of attainment of 7 of the 15 listed competencies/responsibilities were not perceived as high as the level of competency importance to the position, according to the intern-graduates in administrative positions. Although there were significant differences in these perceptions, on a scale of one to five (one signifying no importance or unsatisfactory performance/preparation, and five signifying essential or outstanding performance/preparation), the ratings for importance were

TABLE XVI

EVALUATION OF PERCEPTIONS OF COMPETENCIES (POSITION IMPORTANCE VS. ATTAINMENT/PERFORMANCE) ACCORDING TO INTERN-GRADUATES IN ADMINISTRATIVE POSITIONS VS. THEIR EMPLOYERS: SUMMARY OF SIGNIFICANT DIFFERENCES

| Responsibilities | Hypotheses | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| | 1 F=Q-R ^a | 2 B=S-T ^a | 3 D=S-Q ^a | 4 E=T-R ^a | 5 C=S-R ^a |
| 1. Plans, develops, controls, and evaluates food-service systems. | | | | | (S>R) ^c |
| 2. Develops short- and long-range department plans and programs consistent with departmental and organizational policies. | (Q>R) ^b | | | | (S>R) ^b |
| 3. Manages and controls fiscal resources and recommends budget programs. | (Q>R) ^b | | | (T>R) ^c | (S>R) ^b |
| 4. Utilizes human effort and facilitating resources efficiently and effectively. | | (S>T) ^b | | | |
| 5. Coordinates and integrates clinical and administrative aspects of dietetics to provide quality nutritional care. | | | | | (S>R) ^c |
| 6. Establishes and maintains standards of food production and service, sanitation, safety, and security. | | | | | |
| 7. Maintains effective written and verbal communications and public relations, inter- and intra-departmentally. | (Q>R) ^b | (S>T) ^c | | | |

TABLE XVI (Continued)

| Responsibilities | Hypotheses | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| | 1 F=Q-R ^a | 2 B=S-T ^a | 3 D=S-Q ^a | 4 E=T-R ^a | 5 C=S-R ^a |
| 8. Compiles and utilizes pertinent operational data to improve efficiency and quality of foodservice systems. | | | | | |
| 9. Plans, conducts, and evaluates orientation and in-service systems educational programs. | (Q>R) ^c | | | | |
| 10. Interprets, evaluates, and utilizes pertinent current research relating to nutritional care. | | | | | |
| 11. Develops menu patterns and evaluates client acceptance. | | | | (R>T) ^b | |
| 12. Develops specifications for the procurement of food, equipment, and supplies. | | | | | |
| 13. Plans or participates in the development of program proposals for funding. | (Q>R) ^b | (T>S) ^c | | (T>R) ^c | |
| 14. Plans layout designs and determines equipment requirements for foodservice facilities. | (Q>R) ^c | (T>S) ^c | | | |
| 15. Administers personnel policies as established by department and organization. | (Q>R) ^c | (S>T) ^c | (S>Q) ^c | | (S>R) ^c |

^aSee Figure 1, page 21.

^bSignificant at $p < 0.01$ level.

^cSignificant at $p < 0.05$ level.

mostly between four and five, signifying a high level of importance, and the ratings for attainment were mostly between three and five, signifying adequate preparation. The reader is reminded that the sample size was ten.

The significant differences in H_2 illustrated that the employers rated the intern-graduates higher in position performance than the perceived importance of these competencies to the positions. There was only one significant difference in H_3 indicating that overall, the intern-graduates and their employers agreed on the level of importance of the identified competencies for the administrative position. There were only three significant differences in H_4 , indicating that there was good congruence between the intern-graduates' perception of competency attainment vs. employer perception of performance.

For H_5 , there were significant differences in one-third of the competencies/responsibilities listed for the administrative dietitian. In the five instances indicating significant differences, the functions that were rated highly as important to the position by the employers were rated only as attained at an adequate level by the intern-graduates.

Summary. The results of this study were consistent with some of the results reported by Sanford et al., Rinke, and Meeks and Zallen (7, 34, 38). In general, the internship program at Oklahoma State University adequately prepared the intern-graduates for entry level and/or second positions in administrative dietetics. As in Vanderveen and Hubbard's (47) study, however, intern-graduates and all dietitians

may need to increase their level of expertise in higher levels of technical operations, human relations, and conceptual thinking.

Clinical Dietitians

It was found in the present study that intern-graduates from Oklahoma State University's administrative dietetic internship program perceived themselves as adequately prepared for a majority of responsibilities identified for the clinical dietitian (6) (Table XVII). The significant differences in H_1 illustrated that the level of attainment of 5 of the 15 listed competencies/responsibilities were not perceived as high as the level of competency importance to the position according to the intern-graduates in clinical positions. These significant differences resulted from the intern-graduates' rating the five responsibilities as essential, and rating their perceived attainment as only adequate. The reader is reminded that the sample size was five.

There were only two significant differences in H_2 indicating that there was good congruence between perceptions of competency importance and level of position performance according to the employers of the intern-graduates in clinical positions. H_3 indicated excellent congruence between the intern-graduates and their employers for level of importance of the identified competencies in the clinical position. There were only four significant differences in H_4 , indicating that there was congruence between the intern-graduates' perception of competency attainment vs. employers' perceptions of performance. There were four significant differences for H_5 , indicating that the functions rated as being very important to the position by employers were rated as only adequately attained by the intern-graduates.

TABLE XVII

EVALUATION OF PERCEPTIONS OF COMPETENCIES (POSITION
IMPORTANCE VS. ATTAINMENT/PERFORMANCE) ACCORDING
TO INTERN-GRADUATES IN CLINICAL POSITIONS
VS. THEIR EMPLOYERS: SUMMARY OF
SIGNIFICANT DIFFERENCES

| Responsibilities | Hypotheses | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| | 1 F=Q-R ^a | 2 B=S-T ^a | 3 D=S-Q ^a | 4 E=T-R ^a | 5 C=S-R ^a |
| 1. Develops and implements a plan of care based on an assessment of nutritional needs and correlated with other health care plans. | (Q>R) ^c | | | (T>R) ^c | (S>R) ^c |
| 2. Counsels individuals and families in nutritional principles, dietary plans, food selection and economics, adapting plans to the individual's lifestyle. | (Q>R) ^b | (S>T) ^d | | (T>R) ^d | (S>R) ^b |
| 3. Utilizes appropriate tools in the provision of nutritional care. | | | | | |
| 4. Evaluates nutritional care and provides follow-up for continuity of care. | (Q>R) ^c | | | (T>R) ^d | (S>R) ^c |
| 5. Communicates appropriate dietary history and nutritional care data through written record systems. | (Q>R) ^d | (S>T) ^c | | | (S>R) ^d |
| 6. Participates in health team rounds and serves as the consultant on nutritional care. | | | | | |
| 7. Utilizes human effort and facilitating resources efficiently and effectively. | | | | | |

TABLE XVII (Continued)

| Responsibilities | Hypotheses | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| | 1 F=Q-R ^a | 2 B=S-T ^a | 3 D=S-Q ^a | 4 E=T-R ^a | 5 C=S-R ^a |
| 8. Evaluates food served for conformance to quality standards and dietary prescriptions. | | | | (R>T) ^d | |
| 9. Compiles or develops educational materials and uses them as aids in nutrition education. | | | | | |
| 10. Compiles and utilizes pertinent operational data to assure provision of quality nutritional care. | | | | | |
| 11. Interprets, evaluates, and utilizes pertinent current research related to nutritional care. | | | | | |
| 12. Provides nutrition education to students and personnel. | | | | | |
| 13. Plans and organizes resources to achieve effective nutritional care. | | | | | |
| 14. Plans or participates in the development of program proposals for funding. | | | | | |
| 15. Maintains effective written and verbal communications and public relations, inter- and intra-departmentally. | | | | | |
| 16. Administers personnel policies as established by the department and organization. | | | | | (R>Q) ^d |

^aSee Figure 1, page 21.

^bSignificant at $p < 0.001$ level.

^cSignificant at $p < 0.01$ level.

^dSignificant at $p < 0.05$ level.

Summary. As previously noted for administrative dietitians, the results of this study were consistent with some of the results reported by Sanford et al., Rinke, and Meeks and Zallen (7, 34, 38). It may be stated that in general, the Internship Program at Oklahoma State University adequately prepared the intern-graduates for entry-level and/or second positions in clinical dietetics.

Recommendations

Results of the current study indicate that intern-graduates of the Oklahoma State University's Administrative Dietetic Internship Program in entry-level and second positions in both administrative and clinical positions are able to perform most of the competencies/responsibilities in either positions. There are special functions, however, where the intern-graduates, their employers, or both, perceived lower degree of attainment or performance as compared to degree of importance of said functions to the positions. Based on these results, the following are recommended:

1. Learning experiences be included or enhanced in the internship program in the areas of fiscal management, personnel management, developing short- and long-range goals, communications, and the administration of personnel policies. Where there are difficulties in including these learning experiences in the various clinical areas, interns should be encouraged to take graduate level courses in Advanced Accounting, Finance Management, Personnel Policies and Administration, Advanced Organization and Management, Interviewing Techniques, and Technical Writing.

2. For interns that have inclinations toward clinical dietetics practice, perhaps length of time spent in clinical dietetics should be increased. Since the dietetic internship program has an administrative emphasis, however, this may not be possible. It is recommended, therefore, that while interns are in the clinical affiliation, they should be required to:

- a. Review diet therapy texts, and using appropriate diet manuals, develop a clinical reference and/or plans of care, indicating diet prescriptions in relation to disease, medication, and control, as appropriate, including coverage of nutritional standards and guidelines.
- b. Use of case studies.
- c. Complete hospital patient rounds with attending physicians, learn and utilize proper charting/communication techniques.
- d. Perform nutritional assessments on a pre-determined number of hospital patients, and clients in other clinical settings.

If, because of time constraints, the above could not be attained in the clinical settings, role-playing could be employed as a suitable learning tool.

Competencies identified as entry-level by the A.D.A. (task forces, committees, and other groups) may actually include several levels of practice; therefore, until statements become available, studies utilizing only perceptions of intern-graduates and their employers may not be altogether valid, and results should only be used as guidelines in evaluating curricula for dietetic internship programs. Internship programs in general prepare students for entry-level positions. As individuals progress in their positions, they will need continuing education and/or graduate education, to enhance their skills as

practicing professionals. There is a need to develop competencies for the "expert" level of the practicing dietitians in all areas of dietetics, and also a definition of graduate dietetic education.

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APPENDIXES

APPENDIX A

QUESTIONNAIRES: INTERN-GRADUATES AND EMPLOYERS

Administrative Dietitian, R.D.

The administrative dietitian, R.D., is a member of the management team and affects the nutritional care of groups through the management of foodservice systems that provide optional nutrition and quality food.

Listed below are the major responsibilities of an Administrative Dietitian. In Column 1, indicate how important each of these is in your present position. In Column 2, indicate how adequately you believe your internship at OSU prepared you for each. Use the following codes in making your ratings:

Column 1 - Importance Codes

- 1 = No importance
- 2 = Minor importance
- 3 = Fairly important
- 4 = Important
- 5 = Essential

Column 2 - Internship Codes

- 1 = Definite weakness
- 2 = More weakness than strength
- 3 = In-between
- 4 = More strength than weakness
- 5 = Definite strength

| Responsibilities | Column 1 | Column 2 |
|---|----------|----------|
| 1. Plans, develops, controls, and evaluates foodservice systems. | | |
| 2. Develops short- and long-range department plans and programs consistent with departmental and organizational policies. | | |
| 3. Manages and controls fiscal resources and recommends budget programs. | | |
| 4. Utilizes human effort and facilitating resources efficiently and effectively. | | |
| 5. Coordinates and integrates clinical and administrative aspects of dietetics to provide quality nutritional care. | | |
| 6. Establishes and maintains standards of food production and service, sanitation, safety, and security. | | |
| 7. Maintains effective written and verbal communications and public relations, inter- and intra-departmentally. | | |

Administrative Dietitian
 present position (Cont.)
 Page 2

| Responsibilities | Column 1 | Column 2 |
|---|----------|----------|
| 8. Compiles and utilizes pertinent operational data to improve efficiency and quality of foodservice systems. | | |
| 9. Plans, conducts, and evaluates orientation and in-service systems educational programs. | | |
| 10. Interprets, evaluates, and utilizes pertinent current research relating to nutritional care. | | |
| 11. Develops menu patterns and evaluates client acceptance. | | |
| 12. Develops specifications for the procurement of food, equipment, and supplies. | | |
| 13. Plans or participates in the development of food, equipment, and supplies. | | |
| 14. Plans layout designs and determines equipment requirements for foodservice facilities. | | |
| 15. Administers personnel policies as established by department and organization. | | |

Clinical Dietitian, R.D.

The clinical dietitian, R.D., is a member of the health care team and affects the nutritional care of individuals and groups for health maintenance. The clinical dietitian assesses nutritional needs, develops and implements nutritional care plans, and evaluates and reports these results appropriately. When functioning in an organization that provides foodservice, the clinical dietitian cooperates and coordinates activities with those of the department's management team.

Listed below are the major responsibilities of a Clinical Dietitian. In Column 1, indicate how important each of these is in your present position. In Column 2, indicate how adequately you believe your internship at OSU prepared you for each. Use the following codes in making your ratings:

Column 1 - Importance Codes

- 1 = No importance
- 2 = Minor importance
- 3 = Fairly important
- 4 = Important
- 5 = Essential

Column 2 - Internship Codes

- 1 = Definite weakness
- 2 = More weakness than strength
- 3 = In-between
- 4 = More strength than weakness
- 5 = Definite strength

| Responsibilities | Column 1 | Column 2 |
|--|----------|----------|
| 1. Develops and implements a plan of care based on an assessment of nutritional needs and correlated with other health care plans. | | |
| 2. Counsels individuals and families in nutritional principles, dietary plans, food selection and economics, adapting plans to the individual's lifestyle. | | |
| 3. Utilizes appropriate tools in the provision of nutritional care. | | |
| 4. Evaluates nutritional care and provides follow-up for continuity of care. | | |
| 5. Communicates appropriate dietary history and nutritional care data through written record systems. | | |
| 6. Participates in health team rounds and serves as the consultant on nutritional care. | | |

Clinical Dietitian (Cont.)

Page 2

| Responsibilities | Column 1 | Column 2 |
|--|----------|----------|
| 7. Utilizes human effort and facilitating resources efficiently and effectively. | | |
| 8. Evaluates food served for conformance to quality standards and dietary prescriptions. | | |
| 9. Compiles or develops educational materials and uses them as aids in nutrition education. | | |
| 10. Compiles and utilizes pertinent operational data to assure provision of quality nutritional care. | | |
| 11. Interprets, evaluates, and utilizes pertinent current research related to nutritional care. | | |
| 12. Provides nutrition education to students and personnel. | | |
| 13. Plans and organizes resources to achieve effective nutritional care. | | |
| 14. Plans or participates in the development of program proposals for funding. | | |
| 15. Maintains effective written and verbal communications and public relations, inter- and intra-departmentally. | | |
| 16. Administers personnel policies as established by the department and organization. | | |

Community Dietitian, R.D.

The community dietitian, R.D., with specialized community dietetic preparation, functions as a member of the community health team in assessing nutritional needs of individuals and groups. The community dietitian plans, organizes, coordinates, and evaluates the nutritional component of health care services for an organization.

Listed below are the major responsibilities of a Community Dietitian. In Column 1, indicate how important each of these is in your present position. In Column 2, indicate how adequately you believe your internship at OSU prepared you for each. Use the following codes in making your ratings:

Column - Importance Codes

- 1 = No importance
- 2 = Minor importance
- 3 = Fairly important
- 4 = Important
- 5 = Essential

Column 2 - Internship Codes

- 1 = Definite weakness
- 2 = More weakness than strength
- 3 = In-between
- 4 = More strength than weakness
- 5 = Definite strength

| Responsibilities | Column 1 | Column 2 |
|--|----------|----------|
| 1. Develops and implements a plan of care based on nutritional needs and available sources and correlates this plan with other health plans. | | |
| 2. Evaluates nutritional care and provides follow-up for continuity of care. | | |
| 3. Utilizes human effort and facilitating resources effectively. | | |
| 4. Compiles and uses pertinent operational data to assure provision of quality nutritional care. | | |
| 5. Interprets, evaluates, and utilizes pertinent current research relating to nutritional care. | | |
| 6. Utilizes appropriate tools in providing nutritional care. | | |
| 7. Communicates appropriate dietary history and nutritional care data through written record systems. | | |

Community Dietitian (Cont.)

Page 2

| Responsibilities | Column 1 | Column 2 |
|--|----------|----------|
| <p>8. Counsels individuals and families in nutritional principles, diet, food selection, and economics and adapts teaching plans to the individual's lifestyle.</p> <p>9. Provides consultation and works with community health team members to coordinate nutritional care with the total health care for individuals and groups.</p> <p>10. Provides consultation to and works with community groups.</p> <p>11. Evaluates foodservice systems, making recommendations for a conformance level that will provide optimal nutrition and quality food.</p> <p>12. Develops nutritional care and foodservice standards for provision of food to groups.</p> <p>13. Conducts or participates in in-service education and consultation with professional staff and supporting personnel of own and related organizations.</p> <p>14. Plans or participates in development of program proposals for funding.</p> <p>15. Identifies and evaluates needs to establish priorities for community nutrition program.</p> <p>16. Plans, conducts, and evaluates nutrition education programs for the public.</p> <p>17. Publishes and evaluates technical and lay food and nutrition publications for all age, socio-economic, and ethnic groups.</p> <p>18. Plans, conducts, and evaluates dietary studies and participates in nutritional and epidemiologic studies having a nutritional component.</p> <p>19. Maintains effective and verbal and written communications and public relations.</p> | | |

Consultant Dietitian, R.D.

The consultant dietitian, R.D., with experience in administrative or clinical dietetic practice, affects the management of human effort and facilitating resources by advice or services in nutritional care.

Listed below are the major responsibilities of a Consultant Dietitian. In Column 1, indicate how important each of these is in your present position. In Column 2, indicate how adequately you believe your internship at OSU prepared you for each. Use the following codes in making your ratings:

Column 1 - Importance Codes

- 1 = No importance
- 2 = Minor importance
- 3 = Fairly important
- 4 = Important
- 5 = Essential

Column 2 - Internship Codes

- 1 = Definite weakness
- 2 = More weakness than strength
- 3 = In-between
- 4 = More strength than weakness
- 5 = Definite strength

| Responsibilities | Column 1 | Column 2 |
|--|----------|----------|
| 1. Evaluates and monitors foodservice systems, making recommendations for a conformance level that will provide nutritionally adequate quality food. | | |
| 2. Develops budget proposals and recommends procedures for cost controls. | | |
| 3. Plans, organizes, and conducts orientation and in-service educational programs for foodservice personnel. | | |
| 4. Plans layout design and determines equipment requirements for foodservice facilities. | | |
| 5. Recommends and monitors standards for sanitation, safety, and security in foodservice. | | |
| 6. Develops menu patterns. | | |
| 7. Assesses, develops, implements, and evaluates nutritional care plans and provides for follow-up, including written reports. | | |
| 8. Consults and counsels with clients regarding selection and procurement of food to meet optimal nutrition. | | |

Consultant Dietitian (Cont.)
Page 2

| Responsibilities | Column 1 | Column 2 |
|---|----------|----------|
| 9. Develops, maintains, and uses pertinent record systems related to the needs of the organization and to the consultant dietitian. | | |
| 10. Develops, uses, and evaluates educational materials related to services provided. | | |
| 11. Consults with the health care team concerning the nutritional care of clients. | | |
| 12. Provides guidance and evaluation of the job performance of dietetic personnel. | | |
| 13. Interprets, evaluates, and utilizes pertinent current research relating to nutritional care. | | |
| 14. Maintains effective verbal and written communications and public relations, inter- and intra-departmentally. | | |

Teaching Dietitian, R.D.

The teaching dietitian, R.D., with advanced preparation in dietetics or education, plans, conducts, and evaluates educational programs in one or more dietetic subject matter areas.

Listed below are the major responsibilities of a Teaching Dietitian. In Column 1, indicate how important each of these is in your present position. In Column 2, indicate how adequately you believe your internship at OSU prepared you for each. Use the following codes in making your ratings:

Column 1 - Importance Codes

- 1 = No importance
- 2 = Minor importance
- 3 = Fairly important
- 4 = Important
- 5 = Essential

Column 2 - Internship Codes

- 1 = Definite weakness
- 2 = More weakness than strength
- 3 = In-between
- 4 = More strength than weakness
- 5 = Definite strength

| Responsibilities | Column 1 | Column 2 |
|---|----------|----------|
| 1. Develops curriculum, including courses to meet the needs of the student. | | |
| 2. Plans, conducts, and evaluates the educational experiences for dietetic, medical, dental, nursing, and other allied health students and clients. | | |
| 3. Guides and evaluates students' performance. | | |
| 4. Plans and conducts orientation and in-service educational programs for the organization's personnel. | | |
| 5. Prepares, evaluates, and utilizes current educational methodology and instructional media to enhance learning experiences of students. | | |
| 6. Maintains accurate, detailed data records. | | |
| 7. Contributes expertise as a member of the organization's teams for planning and evaluating and participates in committee and other organizational activities. | | |

Research Dietitian, R.D.

The Research Dietitian, R.D., with advanced preparation in dietetics and research techniques, plans, investigates, interprets, evaluates, applies, and expands knowledge in one or more phases of dietetics and communicates findings through reports and publications.

Listed below are the major responsibilities of a Research Dietitian. In Column 1, indicate how important each of these is in your present position. In Column 2, indicate how adequately you believe your internship at OSU prepared you for each. Use the following codes in making your ratings:

Column 1 - Importance Codes

- 1 = No importance
- 2 = Minor importance
- 3 = Fairly important
- 4 = Important
- 5 = Essential

Column 2 - Internship Codes

- 1 = Definite weakness
- 2 = More weakness than strength
- 3 = In-between
- 4 = More strength than weakness
- 5 = Definite strength

| Responsibilities | Column 1 | Column 2 |
|---|----------|----------|
| 1. Plans, organizes, and conducts or participates in programs in nutrition, foods, or foodservice systems research. | | |
| 2. Evaluates and utilizes appropriate methodology and tools to carry out program plans. | | |
| 3. Maintains accurate and detailed records. | | |
| 4. Evaluates and communicates findings. | | |
| 5. Utilizes human and facilitating resources effectively and efficiently. | | |
| 6. Interprets, evaluates, and utilizes pertinent current research related to program needs. | | |
| 7. Maintains effective verbal and written communications and public relations, inter- and interdepartmentally. | | |
| 8. Plans, conducts, and evaluates dietary studies and participates in epidemiologic studies with a nutritional component. | | |

Research Dietitian (Cont.)

Page 2

| Responsibilities | Column 1 | Column 2 |
|---|----------|----------|
| 9. Studies and analyzes recent scientific findings in dietetics for application in current research for development of tools for future research, and for interpretation to the public. | | |
| 10. Plans or participates in the development of program proposals for funding. | | |

Administrative Dietitian, R.D.

The administrative dietitian, R.D., is a member of the management team and affects the nutritional care of groups through the management of foodservice systems that provide optional nutrition and quality food.

Listed below are the major responsibilities of an administrative dietitian. In Column 1, indicate how important each of these is in the former intern's present position. In Column 2, indicate the level of performance of the former intern in these responsibilities. Use the following codes in making your ratings:

Column 1 - Importance Codes

- 1 = No importance
- 2 = Minor importance
- 3 = Fairly important
- 4 = Important
- 5 = Essential

Column 2 - Performance Codes

- 1 = Unsatisfactory
- 2 = Definitely needs improvement
- 3 = Acceptable
- 4 = Performs Effectively
- 5 = Outstanding Performance

| Responsibilities | Column 1 | Column 2 |
|---|----------|----------|
| 1. Plans, develops, controls, and evaluates foodservice systems. | | |
| 2. Develops short- and long-range department plans and programs consistent with departmental and organizational policies. | | |
| 3. Manages and controls fiscal resources and recommends budget programs. | | |
| 4. Utilizes human effort and facilitating resources efficiently and effectively. | | |
| 5. Coordinates and integrates clinical and administrative aspects of dietetics to provide quality nutritional care. | | |
| 6. Establishes and maintains standards of food production and service, sanitation, safety, and security. | | |
| 7. Maintains effective written and verbal communications and public relations, inter- and intra-departmentally. | | |
| 8. Compiles and utilizes pertinent operational data to improve efficiency and quality of foodservice systems. | | |

Administrative Dietitian
former position (Cont.)
Page 2

| Responsibilities | Column 1 | Column 2 |
|--|----------|----------|
| 9. Plans, conducts, and evaluates orientation and in-service systems educational programs. | | |
| 10. Interprets, evaluates, and utilizes pertinent current research relating to nutritional care. | | |
| 11. Develops menu patterns and evaluates client acceptance. | | |
| 12. Develops specifications for the procurement of food, equipment, and supplies. | | |
| 13. Plans or participates in the development of program proposals for funding. | | |
| 14. Plans layout designs and determines equipment requirements for foodservice facilities. | | |
| 15. Administers personnel policies as established by department and organization. | | |

Clinical Dietitian R.D.

The clinical dietitian, R.D., is a member of the health care team and affects the nutritional care of individuals and groups for health maintenance. The clinical dietitian assesses nutritional needs, develops and implements nutritional care plans, and evaluates and reports these results appropriately. When functioning in an organization that provides foodservice, the clinical dietitian cooperates and coordinates activities with those of the department's management team.

Listed below are the major responsibilities of a Clinical Dietitian. In Column 1, indicate how important each of these is in the former intern's present position. In Column 2, indicate the level of performance of the former intern in these responsibilities. Use the following codes in making your ratings:

Column - Importance Codes

- 1 = No importance
- 2 = Minor importance
- 3 = Fairly important
- 4 = Important
- 5 = Essential

Column 2 - Performance Codes

- 1 = Unsatisfactory
- 2 = Definitely needs improvement
- 3 = Acceptable
- 4 = Performs Effectively
- 5 = Outstanding Performance

| Responsibilities | Column 1 | Column 2 |
|---|----------|----------|
| 1. Develops and implements a plan of care based on an assessment of nutritional needs and correlated with other health care plans. | | |
| 2. Counsels individuals and families in nutritional principles, dietary plans, food selection and economics, adapting plans to the individual's life-style. | | |
| 3. Utilizes appropriate tools in the provision of nutritional care. | | |
| 4. Evaluates nutritional care and provides follow-up for continuity of care. | | |
| 5. Communicates appropriate dietary history and nutritional care data through written record systems. | | |
| 6. Participates in health team rounds and serves as the consultant on nutritional care. | | |

Clinical Dietitian (Cont.)

Page 2

| Responsibilities | Column 1 | Column 2 |
|--|----------|----------|
| 7. Utilizes human effort and facilitating resources efficiently and effectively. | | |
| 8. Evaluates food served for conformance to quality standards and dietary prescriptions. | | |
| 9. Compiles or develops educational materials and uses them as aids in nutrition education. | | |
| 10. Compiles and utilizes pertinent operational data to assure provision of quality nutritional care. | | |
| 11. Interprets, evaluates, and utilizes pertinent current research related to nutritional care. | | |
| 12. Provides nutrition education to students and personnel. | | |
| 13. Plans and organizes resources to achieve effective nutritional care. | | |
| 14. Plans or participates in the development of program proposals for funding. | | |
| 15. Maintains effective written and verbal communications and public relations, inter- and intra-departmentally. | | |
| 16. Administers personnel policies as established by the department and organization. | | |

Community Dietitian, R.D.

The community dietitian, R.D., with specialized community dietetic preparation, functions as a member of the community health team in assessing nutritional needs of individuals and groups. The community dietitian plans, organizes, coordinates, and evaluates the nutritional component of health care services for an organization.

Listed below are the major responsibilities of a Community Dietitian. In Column 1, indicate how important each of these is in the former intern's present position. In Column 2, indicate the level of performance of the former intern in these responsibilities. Use the following codes in making your ratings:

Column 1 - Importance Codes

- 1 = No importance
- 2 = Minor importance
- 3 = Fairly important
- 4 = Important
- 5 = Essential

Column 2 - Performance Codes

- 1 = Unsatisfactory
- 2 = Definitely needs improvement
- 3 = Acceptable
- 4 = Performs Effectively
- 5 = Outstanding Performance

| Responsibilities | Column 1 | Column 2 |
|---|----------|----------|
| 1. Develops and implements a plan of care based on nutritional needs and available sources and correlates this plan with other health care. | | |
| 2. Evaluates nutritional care and provides follow-up for continuity of care. | | |
| 3. Utilizes human effort and facilitating resources effectively. | | |
| 4. Compiles and uses pertinent operational data to assure provision of quality nutritional care. | | |
| 5. Interprets, evaluates, and utilizes pertinent current research relating to nutritional care. | | |
| 6. Utilizes appropriate tools in providing nutritional care. | | |
| 7. Communicates appropriate dietary history and nutritional care data through written record systems. | | |

Community Dietitian (Cont.)
Page 2

| Responsibilities | Column 1 | Column 2 |
|--|----------|----------|
| 8. Counsels individuals and families in nutritional principles, diet, food selection, and economics and adapts teaching plans to the individual's lifestyle. | | |
| 9. Provides consultation and works with community health team members to coordinate nutritional care with the total health care for individuals and groups. | | |
| 10. Provides consultation to and works with community groups. | | |
| 11. Evaluates foodservice systems, making recommendations for a conformance level that will provide optimal nutrition and quality food. | | |
| 12. Develops nutritional care and foodservice standards for provision of food to groups. | | |
| 13. Conducts or participates in in-service education and consultation with professional staff and supporting personnel of own and related organizations. | | |
| 14. Plans or participates in development of program proposals for funding. | | |
| 15. Identifies and evaluates needs to establish priorities for community nutrition program. | | |
| 16. Plans, conducts, and evaluates nutrition education programs for the public. | | |
| 17. Publishes and evaluates technical and lay food and nutrition publications for all age, socio-economic, and ethnic groups. | | |
| 18. Plans, conducts, and evaluates dietary studies and participates in nutritional and epidemiologic studies having a nutritional component. | | |
| 19. Maintains effective verbal and written communications and public relations. | | |

Consultant Dietitian, R.D.

The consultant dietitian, R.D., with experience in administrative or clinical dietetic practice, affects the management of human effort and facilitating resources by advice or services in nutritional care.

Listed below are the major responsibilities of a Consulting Dietitian. In Column 1, indicate how important each of these is in the former intern's present position. In Column 2, indicate the level of performance of the former intern in these responsibilities. Use the following codes in making your ratings:

Column 1 - Importance Codes

- 1 = No importance
- 2 = Minor importance
- 3 = Fairly important
- 4 = Important
- 5 = Essential

Column 2 - Performance Codes

- 1 = Unsatisfactory
- 2 = Definitely needs improvement
- 3 = Acceptable
- 4 = Performs Effectively
- 5 = Outstanding Performance

| Responsibilities | Column 1 | Column 2 |
|--|----------|----------|
| 1. Evaluates and monitors foodservice systems, making recommendations for a conformance level that will provide nutritionally adequate quality food. | | |
| 2. Develops budget proposals and recommends procedures for cost controls. | | |
| 3. Plans, organizes, and conducts orientation and in-service educational programs for foodservice personnel. | | |
| 4. Plans layout design and determines equipment requirements for foodservice facilities. | | |
| 5. Recommends and monitors standards for sanitation, safety, and security in foodservice. | | |
| 6. Develops menu patterns. | | |
| 7. Assesses, develops, implements, and evaluates nutritional care plans and provides for follow-up, including written reports. | | |
| 8. Consults and counsels with clients regarding selection and procurement of food to meet optimal nutrition. | | |

Consultant Dietitian (Cont.)
Page 2

| Responsibilities | Column 1 | Column 2 |
|---|----------|----------|
| 9. Develops, maintains, and uses pertinent record systems related to the needs of the organization and to the consultant dietitian. | | |
| 10. Develops, uses, and evaluates educational materials related to services provided. | | |
| 11. Consults with the health care team concerning the nutritional care of clients. | | |
| 12. Provides guidance and evaluation of the job performance of dietetic personnel. | | |
| 13. Interprets, evaluates, and utilizes pertinent current research relating to nutritional care. | | |
| 14. Maintain effective verbal and written communications and public relations, inter- and intra-departmentally. | | |

Teaching Dietitian, R.D.

The teaching dietitian, R.D., with advanced preparation in dietetics or education, plans, conducts, and evaluates educational programs in one or more dietetic subject matter areas.

Listed below are the major responsibilities of a Teaching Dietitian. In Column 1, indicate how important each of these is in the former intern's present position. In Column 2, indicate the level of performance of the former intern in these responsibilities. Use the following codes in making your ratings:

Column 1 - Importance Codes

- 1 = No importance
- 2 = Minor importance
- 3 = Fairly important
- 4 = Important
- 5 = Essential

Column 2 - Performance Codes

- 1 = Unsatisfactory
- 2 = Definitely needs improvement
- 3 = Acceptable
- 4 = Performs Effectively
- 5 = Outstanding Performance

| Responsibilities | Column 1 | Column 2 |
|---|----------|----------|
| 1. Develops curriculum, including courses to meet the needs of the student. | | |
| 2. Plans, conducts, and evaluates the educational experiences for dietetic, medical, dental, nursing, and other allied health students and clients. | | |
| 3. Guides and evaluates students' performance. | | |
| 4. Plans and conducts orientation and in-service educational programs for the organization's personnel. | | |
| 5. Prepares, evaluates, and utilizes current educational methodology and instructional media to enhance learning experiences of students. | | |
| 6. Maintains accurate, detailed, data records. | | |
| 7. Contributes expertise as a member of the organization's teams for planning and evaluating and participates in committee and other organizational activities. | | |

Research Dietitian, R.D.

The Research Dietitian, R.D., with advanced preparation in dietetics and research techniques, plans, investigates, interprets, evaluates, applies, and expands knowledge in one or more phases of dietetics and communicates findings through reports and publications.

Listed below are the major responsibilities of a Research Dietitian, R.D. In Column 1, indicate how important each of these is in the former intern's present position. In Column 2, indicate the level of performance of the former intern in these responsibilities. Use the following codes in making your ratings:

Column 1 - Importance Codes

- 1 = No importance
- 2 = Minor importance
- 3 = Fairly important
- 4 = Important
- 5 = Essential

Column 2 - Performance Codes

- 1 = Unsatisfactory
- 2 = Definitely needs improvement
- 3 = Acceptable
- 4 = Performs Effectively
- 5 = Outstanding Performance

| Responsibilities | Column 1 | Column 2 |
|---|----------|----------|
| 1. Plans, organizes, and conducts or participates in programs in nutrition, foods, or foodservice systems research. | | |
| 2. Evaluates and utilizes appropriate methodology and tools to carry out program plans. | | |
| 3. Maintains accurate and detailed records. | | |
| 4. Evaluates and communicates findings. | | |
| 5. Utilizes human and facilitating resources effectively and efficiently. | | |
| 6. Interprets, evaluates, and utilizes pertinent current research related to program needs. | | |
| 7. Maintains effective verbal and written communications and public relations, inter- and intra-departmentally. | | |
| 8. Plans, conducts, and evaluates dietary studies and participates in epidemiologic studies with a nutritional component. | | |

Research Dietitian (Cont.)
Page 2

| Responsibilities | Column 1 | Column 2 |
|---|----------|----------|
| 9. Studies and analyzes recent scientific findings in dietetics for application in current research for development of tools for future research, and for interpretation to the public. | | |
| 10. Plans or participates in the development of program proposals for funding. | | |

APPENDIX B

A.D.A. JOURNAL CORRESPONDENCE

January 9, 1980

Ms. Dorothea Turner, R.D.
Editor--Journal of The American
Dietetic Association
430 N. Michigan Avenue
Chicago, IL. 60611

Dear Ms. Turner:

One of my graduate students has written a research proposal entitled: "Entry-Level Dietitians and Employers' Perceptions of Competencies Gained During the Administrative Dietetic Internship." For the study we would like to seek permission to reproduce the functional titles of dietitians and their corresponding responsibilities as they appeared in the April, 1979 issue of the Journal, pp. 470 to 472, as part of the student's research instruments. We will be very glad to give the Journal due credit.

Two sets of instruments will be prepared for each of the functional titles. One will be sent to the graduates of our dietetic internship program, and another comparable instrument will be sent to the immediate supervisors of our graduates.

Please let me know if this is feasible. Thank you.

Sincerely,

Lea L. Ebro, Ph.D.
Associate Professor

jkv

January 21, 1980

Lea L. Ebro, Ph.D.
Associate Professor
Oklahoma State Univ.
Dept. of Food, Nutrition and
Institution Administration
Stillwater, Oklahoma 74074

Dear Dr. Ebro:

We would be pleased to have you use the functional titles and corresponding responsibilities, as published in the April 1979 issue of the JOURNAL, for your graduate's students project-- and would, of course, expect that credit to A.D.A. and the JOURNAL would be given.

Incidentally, for your information, the committee which originally drafted these titles and responsibilities is being re-activated to revise them, if necessary. However, I do not know that anything is yet available.

Sincerely yours,

Harriet E. Sankey
Managing Editor

HES/kk

APPENDIX C

DEMOGRAPHIC QUESTIONNAIRES FOR INTERN-
GRADUATES AND EMPLOYERS

FOOD, NUTRITION, AND INSTITUTION ADMINISTRATION
OKLAHOMA STATE UNIVERSITY
Administrative Dietetic Internship

Intern-Graduate Background Information Sheet

| | |
|---|--|
| <u>Age</u> | <u>Employment Status</u> |
| <input type="checkbox"/> 22-29 | <input type="checkbox"/> Full Time |
| <input type="checkbox"/> 30-39 | <input type="checkbox"/> Part Time |
| <input type="checkbox"/> 40 and over | <u>Years in Present Position</u> |
| <u>Highest Degree Attained</u> | <input type="checkbox"/> 1-3 |
| <input type="checkbox"/> Bachelor's | <input type="checkbox"/> 4-6 |
| <input type="checkbox"/> Master's | <input type="checkbox"/> 7 or more |
| <input type="checkbox"/> Doctorate | <u>No. of Jobs Prior to Present Position</u> |
| <u>Emphasis in Undergraduate (U) and Graduate (G) Education</u> | <input type="checkbox"/> 1-2 |
| <input type="checkbox"/> Dietetics on F&N | <input type="checkbox"/> 3-4 |
| <input type="checkbox"/> Food Science | <input type="checkbox"/> 5 or more |
| <input type="checkbox"/> Institution Administration | <u>Location of Institution</u> |
| <input type="checkbox"/> Business Administration | <input type="checkbox"/> Urban |
| <input type="checkbox"/> Education | <input type="checkbox"/> Suburban |
| <input type="checkbox"/> Other (Specify) | <input type="checkbox"/> Rural, Non-Farm |
| <u>Position Title</u> | <input type="checkbox"/> Rural, Farm |
| <input type="checkbox"/> Administrative Dietitian | <u>Professional Status</u> |
| <input type="checkbox"/> Clinical Dietitian | <input type="checkbox"/> A.D.A. and R.D. |
| <input type="checkbox"/> Community Dietitian | <input type="checkbox"/> A.D.A. only |
| <input type="checkbox"/> Consulting Dietitian | <input type="checkbox"/> R.D. only |
| <input type="checkbox"/> Teaching Dietitian | |
| <input type="checkbox"/> Other (Specify) | |
| <u>Annual Salary Range</u> | |
| <input type="checkbox"/> less than \$10,000 | |
| <input type="checkbox"/> \$10,000-\$14,999 | |
| <input type="checkbox"/> \$15,000-\$19,999 | |
| <input type="checkbox"/> \$20,000-\$24,999 | |
| <input type="checkbox"/> Over \$25,000 | |

Intern-Graduate Background Information Sheet (Cont.)

Professional Organizations (Please list and indicate offices held)

If you are an Administrative Dietitian, approximately what percentage of your time is spent on the following:

- _____ Technical operations (food production, purchasing,
service, etc.)
- _____ Human relations (personnel, training, etc.)
- _____ Conceptual skills (planning, forecasting, etc.)

THANK YOU.

FOOD, NUTRITION, AND INSTITUTION ADMINISTRATION
OKLAHOMA STATE UNIVERSITY
Administrative Dietetic Internship

Administrator's Information Sheet

| | |
|---|--|
| <u>Age</u> | <u>Employment Status</u> |
| <input type="checkbox"/> 22-29 | <input type="checkbox"/> Full Time |
| <input type="checkbox"/> 30-39 | <input type="checkbox"/> Part Time |
| <input type="checkbox"/> 40-49 | <u>Years in Present Position</u> |
| <input type="checkbox"/> 50 and over | <input type="checkbox"/> 1-3 |
| <u>Highest Degree Obtained</u> | <input type="checkbox"/> 4-6 |
| <input type="checkbox"/> Bachelor's | <input type="checkbox"/> 7 or more |
| <input type="checkbox"/> Master's | <u>No. of Jobs Prior to Present Position</u> |
| <input type="checkbox"/> Doctorate | <input type="checkbox"/> 1-2 |
| <input type="checkbox"/> Other (Specify) | <input type="checkbox"/> 3-4 |
| <u>Emphasis in Undergraduate U and Graduate (G) Education</u> | <input type="checkbox"/> 5 or more |
| <input type="checkbox"/> Dietetics or F&N | <u>Professional Status</u> |
| <input type="checkbox"/> Food Science | <input type="checkbox"/> A.D.A. and R.D. |
| <input type="checkbox"/> Institution Administration | <input type="checkbox"/> A.D.A. only |
| <input type="checkbox"/> Business Administration | <input type="checkbox"/> R.D. only |
| <input type="checkbox"/> Education | <input type="checkbox"/> Other (Specify) |
| <input type="checkbox"/> Other (Specify) | <u>Route to A.D.A. Membership</u> |
| <u>Position Title</u> | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Administrative Dietitian | <input type="checkbox"/> C.U.P. |
| <input type="checkbox"/> Head or Chief Dietitian | <input type="checkbox"/> Traineeship |
| <input type="checkbox"/> Other (Specify) | <input type="checkbox"/> Advanced Degree |
| | <input type="checkbox"/> 3 Year Experience |

Professional Organizations (Please list and indicate offices held):

Administrator's Information Sheet (Cont.)

Types and Number of Professional and Support Personnel in Your Dietary Department

Dietitians _____

Dietetic Technicians _____

Dietetic Assistants _____

H.E.I.F.S.S. Members _____

How would you rate our intern-graduate's performance with other dietitians on your staff?

 Superior Comparable Other (Specify)

THANK YOU.

APPENDIX D

LETTERS TO INTERN-GRADUATES AND EMPLOYERS

Dear Intern-Alum:

Within the past one to five years, you have been employed as a practitioner in a dynamic and challenging profession--Nutrition or Dietetics. You can be helpful as one of a group of individuals who can assist us in enhancing program competencies related to the preparation of administrative dietitians. Under the direction of Drs. Lea Ebro, Esther Winterfeldt, and William Warde, I would like to request your assistance by participating in my research.

Realizing the complexity of program evaluation, we have prepared two research instruments to encompass the study. One questionnaire will be for you and the other one will be for your immediate supervisor.

We hope you are intrigued with the idea of anonymously assisting your alma mater in evaluating the curriculum for the internship program. If so, we would appreciate your assistance by completing the enclosed sheet and returning it to us immediately in the enclosed envelope. We will then send you and your supervisor the appropriate questionnaires. We are enthusiastic about the study and solicit your cooperation. May we hear from you soon?

Sincerely,

Renate E. Norton, R.D.
Graduate Student (OSU
Internship 1978, and Manager,
Willard Hall Food Service)

Approved by Faculty Adviser:

Lea L. Ebro, Ph.D., R.D.
Associate Professor

REN:LLE:sab

Yes, I will be glad to participate in the research, and I am interested in getting a copy of the results.

My functional title is:

Administrative Dietitian

Clinical Dietitian

Community Dietitian

Consultant Dietitian

Teaching Dietitian

The name, title, and address of my immediate supervisor is:

Signature and Year of Internship

March 1, 1980

Dear Intern-Alum:

Thank you for returning the questionnaire and for your cooperation. As part of our on-going program evaluation, we need your assistance in objectively assessing the competencies you have acquired as an intern at Oklahoma State University's Administrative Dietetic Internship.

We will make no judgment on your answers nor use your name in the research report, but will merely interpret and describe the data collected. Kindly complete the enclosed questionnaire and return to me on or before March 25, 1980. A stamped envelope is enclosed for your convenience.

Your assistance in this research project is very much appreciated.

Sincerely,

Renate E. Norton, R.D.
Graduate Student (OSU
Internship 1978 and Manager,
Willard Hall Food Service)

Approved by Faculty Adviser:

Lea L. Ebro, Ph.D., R.D.
Associate Professor

REN:LLE:sab

March 1, 1980

Within the past one to five years you have on your staff a practitioner who had completed the Administrative Dietetic Internship in our institution. As part of our on-going program evaluation, we need your assistance in objectively assessing the competencies acquired by our graduates in our professional program.

We will make no judgment on your answers nor use your name in the research report, but will merely interpret and describe the data collected. If you are intrigued with the idea of anonymously assisting your staff member in evaluating his/her internship program, kindly complete the questionnaire and return to us on or before March 25, 1980, in the enclosed stamped envelope.

Your cooperation and assistance are very much appreciated.

Sincerely,

Renate E. Norton, R.D.
Graduate Student (OSU
Internship 1978 and Manager,
Willard Hall Food Service)

Approved by Faculty Adviser:

Lea L. Ebro, Ph.D., R.D.
Associate Professor

REN:LLE:sab

VITA

Renate Eva Norton

Candidate for the Degree of
Master of Science

Thesis: PERCEPTIONS OF COMPETENCIES GAINED DURING THE ADMINISTRATIVE
DIETETIC INTERNSHIP

Major Field: Food, Nutrition and Institution Administration

Biographical:

Personal Data: Born in Saratoga Springs, New York, March 4,
1954, the daughter of Mr. and Mrs. Richard L. Norton.

Education: Received Bachelor of Science degree in Home Economics
from the State University of New York, College at Platts-
burgh in May, 1976, with a major in Food and Nutrition; com-
pleted an Administrative Dietetic Internship program at
Oklahoma State University, December, 1978, R.D. status at-
tained April, 1979; completed requirements for the Master
of Science degree at Oklahoma State University in July, 1980.

Professional Experience: Dietetic Technician, Interstate United
Company, Silver Creek, N.Y. and Alden, N.Y., June, 1976 to
December, 1978; Production Manager at Kerr-Drummond Cafe-
teria, Food Service, Oklahoma State University, Stillwater,
Oklahoma, January, 1979 to August, 1979; Manager at Willard
Cafeteria, Food Service, Oklahoma State University, Still-
water, Oklahoma, August, 1979 to May, 1980.

Professional Organizations: American Dietetic Association, Okla-
homa Dietetic Association, Omicron Nu.