

The University of Southern Mississippi
DIETETIC INTERNSHIP



PRECEPTOR HANDBOOK
2022

THANK YOU

For Your Willingness to Serve as a Preceptor
for Interns in

The University of Southern Mississippi's Dietetic Internship

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Mission Statement, Goals and Objectives

Mission of the Dietetics Program

The Dietetic Internship at The University of Southern Mississippi integrates graduate level education and research with supervised practice activities to prepare entry-level Registered Dietitians that work to improve the health of individuals, families and communities.

Program Goals, Objectives and Actual Outcomes

<p>Goal #1 – To develop and maintain a high quality Dietetic Internship that prepares graduates for careers in dietetics and provides the knowledge and skills for employment in dietetics.</p> <p>Goal #2 – To prepare graduates to enter the profession with the skills to analyze and synthesize information at the graduate level.</p> <p>Goal #3 – To prepare and supply graduates that meet the needs of the Southeastern region of the United States (GA, AL, FL, MS, AR, LA, TX, & TN)</p>							
A) ACEND Required Objectives (Programs must insert a target measure in the objectives when one is not identified by ACEND)	B) Indicate the goal the objective measures (e.g., 1 or 2)	C) Data Needed for Evaluation and Data Source	D) Evaluation Method(s) for Collected Data	E) Individual(s) Responsible for Ensuring Data are Collected	F) Timeframe for Collecting Data (When are data collected?)	G) Actual Outcomes	
"At least 80% of interns complete program requirements within 32 months (150% of planned program length)". (RE 2.1.c.1.a)	2	Verification statement records.	Review Verification Statements annually.	Program Director	Annually each summer	Year (n/N)	Percent Completion
						2019 (5/5)	100%
						2020 (11/11)	100%
						2021 (7/7)	100%
						Average	100%
MET							

"Of graduates who seek employment, at least 90 percent are employed in nutrition and dietetics or related fields within 12 months of graduation". (RE 2.1.c.1.b)	3	Graduate Followup Survey	Review previous intern surveys annually	Program Director	Annually each summer	Year (n/N)	Percent				
						2018 (7/7)	100%				
						2019 (5/5)	100%				
						2020 (1/1)	100%				
						2021 (7/7)	100%				
						Average	100%				
						MET					
"At least 90 percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion". (RE 2.1.c.1.c.1)	1	Pearson VUE data for RD exam scores	Review RD exam scores every 6 months	Program Director	Annually each July (on-going)	Year (n/N)	Percent Taking CDR Exam Within 12 months				
						2018 (7/7)	100%				
						2019 (5/5)	100%				
						2020 (11/11)	100%				
						2021 (7/7)	100%				
						Average	100%				
						MET					
"The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at	1	Pearson VUE data for RD exam scores	Review RD exam scores every 6 months	Program Director	Bi-annually each December and June (on-going)	Year	Percent Annual (first attempt) Pass Rate (n/N)	3-Year Average (first attempt) Pass Rate	Percent One-Year Pass Rate (n/N)	3-year Average (One-Year) Pass Rate	
						2018	57% (4/7)	81%	100% (7/7)	100%	
						2019	20%	56%	60%	87%	

least 80%". (RE 2.1.c.1.c.2)						(1/5)	(3/5)												
						2020	55% (6/11)	44%	82% (9/11)	81%									
						2021			71% (5/7)	71%									
NOT MET																			
The program must develop an objective for employer satisfaction with graduate's preparation for entry-level practice. (RE 2.1.c.1.d) 100% of employers rank satisfaction with program graduates to work as an entry-level registered dietitian as satisfactory, as measured by a minimum score of 3 out of 4.	1	Employer Survey	Review surveys annually	Program Director	Annually in January	<table border="1"> <thead> <tr> <th>Graduate Year (N)</th> <th>Percent Satisfaction With Entry-Level Practice</th> </tr> </thead> <tbody> <tr> <td>2018 (N=3)</td> <td>100%</td> </tr> <tr> <td>2019 (N=1)</td> <td>100%</td> </tr> <tr> <td>2020 (N=2)</td> <td>100%</td> </tr> <tr> <td>2021 (N = 3)</td> <td>100%</td> </tr> <tr> <td>Average</td> <td>100%</td> </tr> </tbody> </table>		Graduate Year (N)	Percent Satisfaction With Entry-Level Practice	2018 (N=3)	100%	2019 (N=1)	100%	2020 (N=2)	100%	2021 (N = 3)	100%	Average	100%
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2021 (N = 3)	100%																		
Average	100%																		
MET																			

Additional objectives should be included below.

Additional Objectives	Indicate the Goal the Objective Measures	C) Data Needed for Evaluation	D) Evaluation Method(s) for Collecting Data	E) Individual(s) Responsible for Ensuring Data are	F) Timeframe for Collecting Data	G) Actual Outcomes
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	(e.g., 1 or 2)	and Data Source		Collected																																						
<p><i>85% of program graduates indicate they are adequately prepared to begin practice as an entry level dietitian in the following areas: foodservice management, school foodservice, clinical nutrition, community nutrition, and long-term care, as measured by a minimum score of 3 out of 4.</i></p>	1	Final Evaluation of the Dietetic Internship	Review evaluation annually	Program Director	Annually each May	<table border="1"> <thead> <tr> <th>Year (n/N)**</th> <th>FS Mgmt</th> <th>School FS</th> <th>Clinical</th> <th>Comm.</th> <th>LTC</th> </tr> </thead> <tbody> <tr> <td>2019 (5/5)</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>2020 (4/11)</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>2021 (5/7)</td> <td>100%</td> <td>100%</td> <td>80%</td> <td>100%</td> <td>60%*</td> </tr> <tr> <td>2022 (11/12)</td> <td>100%</td> <td>100%</td> <td>81.8%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Avg</td> <td>100%</td> <td>100%</td> <td>93.3%</td> <td>100%</td> <td>86.7%</td> </tr> </tbody> </table>	Year (n/N)**	FS Mgmt	School FS	Clinical	Comm.	LTC	2019 (5/5)	100%	100%	100%	100%	100%	2020 (4/11)	100%	100%	100%	100%	100%	2021 (5/7)	100%	100%	80%	100%	60%*	2022 (11/12)	100%	100%	81.8%	100%	100%	Avg	100%	100%	93.3%	100%	86.7%
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<p>MET *LTC rotation simulated due to COVID19 restrictions **Survey respondents</p>																																										
<p><i>80% of employers rank the graduate's ability to analyze and synthesize complex information as good, as indicated by a minimum score of 3.0 out of 4 on the critical thinking section of the survey.</i></p>		Employer survey	Review surveys annually	Program Director	Annually in January	<table border="1"> <thead> <tr> <th>Year (N)</th> <th>Graduate's Ability to Analyze and Synthesize Information Percent</th> </tr> </thead> <tbody> <tr> <td>2018 (N=3)</td> <td>80%</td> </tr> <tr> <td>2019 (N=1)</td> <td>100%</td> </tr> <tr> <td>2020 (N=2)*</td> <td>100%</td> </tr> <tr> <td>2021 (N=3)</td> <td>66.7%</td> </tr> <tr> <td>Average</td> <td></td> </tr> </tbody> </table>	Year (N)	Graduate's Ability to Analyze and Synthesize Information Percent	2018 (N=3)	80%	2019 (N=1)	100%	2020 (N=2)*	100%	2021 (N=3)	66.7%	Average																									
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						*Objective changed to reflect the language of the survey (satisfactory to “good”)
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Intern Prior Experience

Prior to starting your rotation, interns have completed a bachelor's degree in dietetics including the following coursework and topics:

Clinical Nutrition

- Medical terminology
- Principles of and rationale for medical nutrition therapy in disease states
- Basics of nutrition counseling
- Basics of nutrition support
- Dietary assessment procedures

Metabolism & Human Nutrition

- Microbiology
- Organic and biochemistry
- Understands nutrition at the cellular level

Community Nutrition

- Program planning and evaluation
- At-risk populations and special needs
- Government programs and regulations
- National Health Objectives

Food Production Management

- Recipe expansion and costing
- Menu development
- Experience in foodservice operations and equipment use

Foodservice Systems

- Overview of systems theory and foodservice system
- Types of foodservice systems and delivery services
- Procurement, production, distribution, service, and sanitation
- Vendor selection and purchase specifications

Management in Dietetics

- Principles of human resource management
- Theories of management, leadership, and motivation

Dietetic Internship Curriculum

Year 1	Summer	Fall	Spring
	No Class	NFS 664 (1 credit hr) Seminar NFS 713 (3 credit hr) Nutrition Edu & Counseling SKN 680 (3 credit hr) Research Techniques I	NFS 662 (3 credit hr) Critical Issues in Local & Global Health SKN 681 (3 credit hr) Research Techniques II
Year 2	Summer	Fall	Spring
	NFS 630 (4 credit hr) Food Systems Management NFS 640 (4 credit hr) Advanced MNT	NFS 650 (3 credit hr) Advanced Practice in Nutrition & Food Systems I NFS 567L (3 credit hr) Supervised Practice	NFS 660 (3 credit hr) Advanced Practice in Nutrition & Food Systems II NFS 567L (3 credit hr) Supervised Practice NFS 691 (3 credit hr) Capstone

NFS 664 – Seminar in Nutrition and Food Systems

1 hr. A comprehensive overview of research ethics and the role of an Institutional Review Board in the use of human subjects in research projects, appropriate citation and documentation style of the American Psychological Association (APA), and graduate-level writing and synthesis.

NFS 713 - Nutrition Education: Theory, Research, and Practice

3 hrs. An analysis of nutrition education theory, research and practice, with emphasis on planning, implementation and evaluation of nutrition education.

SKN 680 – Research Techniques I

3 hrs. A comprehensive course on the nature and purpose of research in the kinesiological and nutrition disciplines with an emphasis on the research process and various research paradigms.

NFS 662 – Critical Issues in Local and Global Health

3 hrs. Analysis of current public policy issues related to nutrition, including impact on health, quality of life, and productivity at the local, national, and global level.

SKN 681 – Research Techniques II

A comprehensive course on descriptive and inferential data analysis including reporting of data in the kinesiological and nutrition disciplines with an emphasis on the research proposal development

NFS 630 - Food Systems Management

3 hrs. Organization and management of food service operations, cost control techniques, food production and delivery systems.

NFS 640 - Advanced Medical Nutrition Therapy

3 hrs. Pathophysiology of disease and application of medical nutrition therapy to treatment.

NFS 650 - Advanced Practice in Nutrition and Food Systems I

3 hrs. This course emphasizes integration of nutritional science concepts with clinical and foodservice systems in delivery of food and nutrition to clients in a variety of settings.

NFS 780 - Advanced Practice in Nutrition and Food Systems II

3 hrs. This course emphasizes integration of nutritional science concepts with clinical and foodservice systems in delivery of food and nutrition to clients in a variety of settings.

NFS 691 – Research in Food and Nutrition(non-thesis research requirement)

3 hrs.

The courses during the summer of year two are specifically designed to prepare interns for their supervised practice semesters. Below you will see the specific topics covered in those classes:

NFS 630 Food Systems Management

Topics Covered:

- Menu planning and nutrient analysis
- Facility design
- Systems theory and foodservice systems
- Teaching methods and lesson plans
- Strategic and disaster planning
- Quality improvement
- Familiar with policy and procedures of organizations

NFS 640 Advanced Medical Nutrition Therapy

Topics Covered:

- Renal disease
- Diabetes
- Nutrition support
- HIV/AIDS
- Cancer
- Metabolism
- Pediatric nutrition
- Anthropometric, biochemical, and clinical nutrition assessment procedures
- Interpretation of research methods in dietetics

PRECEPTOR GUIDELINES

This section includes overall tips for being an effective preceptor as well as specific guidelines for the following rotations: Clinical, Renal, Management, Community, and Long-Term Care.

The rotation guides are found in a separate document. These will be provided at the beginning of the semester

Overall Tips for Preceptor

Orientation

Provide a clear orientation on the first day of the rotation. Some items to include in orientation are:

- Establish ground rules
- Define expectations
- Be purposeful and focused
- Explain work norms at your facility
- Explain what is expected of intern
- Identify the role or importance of your work in the organization – show enthusiasm
- Solicit information – have interns:
 - List and explain previous experiences
 - Describe their experiences
 - Describe how their goals mesh with the rotation goals

Preceptors as Teachers

Students are taught knowledge and reasoning skills in school, but the supervised practice setting is where interns begin to apply their knowledge. Preceptors become teachers in an applied work setting. A possible method to aid in teaching interns is following the acronym Dr. Firm as outlined below.

DR FIRM (Pichert)

D: Demonstration, presentation and problem solving

R: Rehearsal

F: Feedback and Correction

I: Independent practice

R: Review

M: Motivate to persevere

Demonstration:

- Let interns observe early in rotation and then walk them through the steps.
- Show them (demonstrate) the shortcuts. Explain the rationale for the steps and assumptions behind the shortcuts. Don't assume they understand the shortcuts the first time.
- Stick to the important points and help interns develop their problem-solving skills.

Rehearsal:

- Have intern's role play your job (i.e., have them calculate the rate of an enteral formula).
- The only way you can evaluate them is to observe their performance.
- Explain how to dovetail two tasks. They are often unaware of the time constraints.

Feedback and Correction:

- Feedback communicates your approval or disapproval and your empathy.
- Feedback should be open, corrective, and specific.
- Provide additional hints for shortcuts and thoroughness; subtleties frequently slip past interns.
- Quiz them on what patients, clients, or staff may ask.
- Emphasize thoroughness.
- Errors should be corrected, and interns should repeat task as often as you deem appropriate.

Independent Practice:

- Time for you to let go – but interns should feel free to ask you questions as needed.
- Place a time deadline for specific tasks and shorten the time deadlines as interns progress. Set up times when they check with you in their “independence.”
- Be creative. Make it fun for you and for the interns.

Review:

- Observe or have interns demonstrate their assigned tasks. Do not assume anything.
- Mention strengths and weaknesses.
- You may have to demonstrate again the learned shortcuts.
- Have the interns rehearse again, if needed.

Motivate:

- Tell interns how their good work makes a difference.
- Be specific, not general.
- Relate it to something they feel is important (i.e., a tube feeding was initiated because of their calculations and recommendations).

Scheduling

The key word to remember in scheduling is FLEXIBILITY. Develop a “skeleton schedule” that directs the intern’s time, but feel free to alter it as unique opportunities arise. The intern’s week, and occasionally even day, may certainly be split between types of activity if something noteworthy occurs.

Interns should expect to work 32 hours per week, Monday through Thursday. University holidays should be observed; they are shown on the master schedule.

The intern should contact the main preceptor in advance (**following the guidelines of the facility contact sheet**) to start a rotation, complete all onboarding procedures and confirm a meeting time/location.

Evaluations Tips

Evaluation of Interns by Preceptors

A very important part of the intern's learning comes from thoughtful and honest evaluations. Feedback should be provided throughout the rotation with a formal evaluation at the end. A copy of evaluation forms is found in the "Evaluation Section" of this handbook. The actual forms for you to use will be provided by the intern prior to the evaluation.

Tips for Evaluations:

- Feedback should be an ongoing process during the rotation to help interns modify their skills and behavior.
- Evaluation is part of the learning process and can help build confidence.
- Midterm evaluations provide information on how to improve and what to keep doing.
- Final evaluations, at the end of the rotation, tell interns how to strengthen or modify their skills in the future. Corrected behavior does not need to be brought up in the final evaluation.
- The results of the evaluation at the end of the rotation should NEVER come as a complete surprise.
- Evaluations are helpful for the preceptor. They provide feedback about what you do that makes the learning experience beneficial for the interns and what could make it better.

Evaluation of Preceptor and Facility by Interns

Interns will evaluate their experience at rotation sites. These evaluations will be sent to preceptors. A copy of the "Intern Evaluation of Preceptors" used can be found in the "Evaluation Section" of this handbook.

General and Advanced Clinical Rotations Guidelines

Clinical Overview

Purpose: The purpose of the clinical rotation is for the intern(s) to gain experience in and exposure to the various areas of nutrition care in the medical center, and to build speed and judgment to the point of an effective staff experience.

Tips for General Clinical Preceptor

In preparation for working with the interns, consider the following questions and be ready to discuss (and show) the answers with/ to the interns.

- What are my primary responsibilities? How do I prioritize my activities each day?
- What skills are most important for me to carry out my responsibilities? How do I “keep up” with my area of responsibility and learn about new developments, methods, products, etc.?
- What are the key interactions I have outside the department? How do I communicate with other members of the patient care team, other dietitians, technicians, and with foodservice managers?
- What resources do I use (people, texts, media, etc.) when I need help in completing a task?
- What “tricks of the trade” do I use to help me accomplish various aspects of my job
- As opportunities arise, model various activities you perform, such as assessments, diet instructions, charting, physician interaction, etc. Then, allow the intern to perform the same activities under your supervision. As competency develops, the intern’s work load can be increased, and more complex tasks assigned.

Summary of Clinical Activities

The main portion of an intern’s time will be spent understanding and performing the duties of a clinical dietitian. The description of activities below will guide preceptors in directing intern activities. The intern should participate in the following activities during clinical rotation:

- Observe and evaluate nutrition assessments and education sessions
- Conduct 24-hour recalls and complete calorie counts
- Evaluate and/or create education materials as assigned by facility preceptor
- Conduct education sessions for various disease states
- Develop outcome measures study proposal
- Present major case study

Multidisciplinary Activities

A major learning experience for interns is to participate in multidisciplinary activities, such as:

- Participate in multidisciplinary teams (nutrition support, discharge planning)
- Observe swallowing study; conduct a swallow screen
- Meet with respiratory therapist
- Observe the preparation of TPN and/or PPN in the pharmacy if available
- Observe NG tube placement; participate as allowed

All required activities can be found on the rotation guides provided in electronic format by the DI Director at the beginning of the semester, and provided by the intern in print format for each rotation to be signed by facilities preceptors as activities are completed.

Renal Rotation Guidelines

Renal Overview

Purpose: To provide an opportunity to experience MNT in the renal area and work with patients/clients with renal disease.

Tips for Renal Preceptor

In preparation for working with the interns, consider the following questions and be ready to discuss (and show) the answers with/ to the interns.

- What are my primary responsibilities?
- What skills are most important for me to carry out my responsibilities?
- How do I “keep up” with my area of responsibility? How do I learn about new developments, methods, products, etc.?
- What are the key interactions I have outside the department?
- How do I communicate with other members of the patient care team, with the other dietitians, technicians, and with foodservice managers?
- How do I prioritize my activities each day?
- What resources do I use (people, texts, media, etc.) when I need help in completing a task?
- What “tricks of the trade” do I use to help me accomplish various aspects of my job?

Summary of Renal Activities

The description of activities below will guide preceptors in directing intern activities. Renal rotation should include:

- **Orientation** to the agency/ facility and how it fits in the referral network of services.
- Orientation ideas include:
 - Walk intern through a typical day, and some of the “critical control points” you check on at various points in the day.
 - Show intern reports or other forms you complete during your work.
- Participation in **client and/ or staff education**
- **Interaction with the interdisciplinary team:** nurses, dialysis techs, social workers, physicians, etc.
- **Performing** at least part of the renal **dietitian’s responsibilities**
- Conduct mini case study
- Create renal education material(s)

All required activities can be found on the rotation guides provided in electronic format by the DI Director at the beginning of the semester, and provided by the intern in print format for each rotation to be signed by facilities preceptors as activities are completed.

Management Rotation Guidelines

Management Overview

Purpose: To provide an opportunity for interns to explore the complexity of foodservice operations in a health care environment.

Learning Outcomes: Among the points interns should grasp are

- The scheduling of patient feeding with cafeteria and catering function
- The interface of clinical and foodservice needs
- The role of each member of the management team

Tips for Management Preceptors

- Begin with an **orientation to your position and responsibilities**. Orientation ideas include
 - Walk them through a typical day, and some of the “critical control points” you check on at various points in the day.
 - Share some of the reports you generate and explain the purpose of the reports.
- Discuss some of the **personnel issues you deal with**, how you inspire good performance from your employees, and how you carry out evaluations.
- Share some of the **on-going problems you deal with** and some of the solutions you have implemented.
- If the intern is scheduled to work with one of your employees, please **prepare the employee by reviewing the purpose of that rotation** and encouraging the employee to let the intern “jump right in” after an explanation and demonstration of what to do.

In preparation for working with the interns, you might want to think through the following questions and be ready to discuss (and show) the answers with/to them:

- What are my primary responsibilities?
- What skills are most important for me to carry out my responsibilities?
- How does my work contribute to the desired outcomes of the department?
- Who reports to me and to whom do I report? How do those interactions take place?
- What do I look for when hiring employees, and how do I handle the interview?
- What type of training do I give to the employees in my stewardship?
- How do I handle discipline issues with my employees?
- How do I “keep up” with my area of responsibility? How do I learn about new developments, methods, products, etc.?
- What are the key interactions I have outside of the department?
- What laws, regulations, codes, etc., are important in my work?

Summary of Management Activities

The main portion of time of an intern's time will be spent understanding and performing the duties of a management/ administrative dietitian. The description of activities below will guide preceptors in directing intern activities. Interns should participate in the following enriching activities during management rotation:

- Visit with and interact with key people outside of the foodservice department
- Participate in processes and compose executive summaries to display understanding
- Present an in-service training session
- Conduct menu project
- Collect data and present continuous quality improvement project

Presenting a Management In-Service Session

The intern should present an in-service during the management rotation. The training can be with food and nutrition staff or other health care staff as appropriate and allowed by the facility. The in-service may align with their CQI project as appropriate. Some ideas and examples of past in-service training include:

- Effective communication or teamwork
- Recipe Standardization
- Common diets and modifications
- HACCP
- Tube feeding formularies
- New department procedures
- CQI project results/current research
- Safety and sanitation review, such as proper hand-washing techniques
- Portion control
- Patient Satisfaction

All required activities can be found on the rotation guides provided in electronic format by the DI Director at the beginning of the semester, and provided by the intern in print format for each rotation to be signed by facilities preceptors as activities are completed.

Retail Management Rotation Guidelines

Retail Management Overview

Purpose: To provide an opportunity for interns to practice management functions involved in retail food service including marketing, financial data analysis, staffing, standardizing recipes, and implementation of a promotional event.

Learning Outcomes: Among the points interns should grasp are

- The identification of potential target markets
- The process of budget development and productivity measurements
- The standardization process of recipes and food cost determination
- The potential for sustainability practices in a food service operation
- The management of a food service promotional event

Tips for Management Preceptors

- Begin with an **orientation to your position and responsibilities**. Orientation ideas include
 - Walk them through a typical day, and some of the “critical control points” you check on at various points in the day.
 - Share some of the reports you generate and explain the purpose of the reports.
 - Discuss previous promotional events, including challenges and successes
- Discuss some of the **personnel issues you deal with**, how you inspire good performance from your employees, and how you carry out evaluations.
- Share some of the **on-going problems you deal with** and some of the solutions you have implemented.
- If the intern is scheduled to work with one of your employees, please **prepare the employee by reviewing the purpose of that rotation** and encouraging the employee to let the intern “jump right in” after an explanation and demonstration of what to do.

In preparation for working with the interns, you might want to think through the following questions and be ready to discuss (and show) the answers with/to them:

- What are my primary responsibilities?
- What skills are most important for me to carry out my responsibilities?
- How does my work contribute to the desired outcomes of the department?
- Who reports to me and to whom do I report? How do those interactions take place?
- What do I look for when hiring employees, and how do I handle the interview?
- What type of training do I give to the employees in my stewardship?
- How do I handle discipline issues with my employees?
- How do I “keep up” with my area of responsibility? How do I learn about new developments, methods, products, etc.?
- What are the key interactions I have outside of the department?
- What laws, regulations, codes, etc., are important in my work?

Summary of Retail Management Activities

The main portion of time of an intern's time will be spent understanding and performing the duties of retail management. The description of activities below will guide preceptors in directing intern activities. Interns should participate in the following enriching activities during management rotation:

- Development of a marketing plan or revision of the existing marketing plan for the retail area
- Participation in financial data collection and analysis
- Analysis of productivity measures over time
- Participation in production of food items using standardized recipe(s)
- Calculations of food costs and establishment of resale pricing
- Creation and implementation of a plan for the determined promotion event including production, food service, decorations, contests, marketing, and evaluation of customer satisfaction

All required activities can be found on the rotation guides provided in electronic format by the DI Director at the beginning of the semester, and provided by the intern in print format for each rotation to be signed by facilities preceptors as activities are completed.

Food Bank Rotation Guidelines

Food Bank Overview

Purpose: To provide an opportunity for interns to experience various community nutrition programs and learn to develop and deliver products, programs and services to promote health and wellness.

Tips for Food Bank Preceptors

In preparation for working with the interns, consider the following questions and be ready to discuss (and show) the answers with/ to the interns.

- What are my primary responsibilities?
- What skills are most important for me to carry out my responsibilities?
- How do I “keep up” with my area of responsibility? How do I learn about new developments, methods, products, etc.?
- What are the key interactions I have outside the department?
- How do I communicate with other members of the team and members outside the department?
- How do I prioritize my activities each day?
- What resources do I use (people, texts, media, etc.) when I need help in completing a task?
- What “tricks of the trade” do I use to help me accomplish various aspects of my job?

Summary of Food Bank Activities

The description of activities below will guide preceptors in directing intern activities. Interns should participate in the following activities during food bank rotation:

- Participate in food receiving and distribution
- Develop education materials and provide staff or client education in the format deemed appropriate by facility preceptor
- Observe inventory and storage procedures

All required activities can be found on the rotation guides provided in electronic format by the DI Director at the beginning of the semester, and provided by the intern in print format for each rotation to be signed by facilities preceptors as activities are completed.

Child Nutrition Programs Rotation Guidelines

Child Nutrition Programs Overview

Purpose: To provide an opportunity for interns to experience various community nutrition programs and learn to develop and deliver products, programs and services to promote health and wellness.

Tips for Child Nutrition Programs Preceptors

In preparation for working with the interns, consider the following questions and be ready to discuss (and show) the answers with/ to the interns.

- What are my primary responsibilities?
- What skills are most important for me to carry out my responsibilities?
- How do I “keep up” with my area of responsibility? How do I learn about new developments, methods, products, etc.?
- What are the key interactions I have outside the department?
- How do I communicate with other members of the team and members outside the department?
- How do I prioritize my activities each day?
- What resources do I use (people, texts, media, etc.) when I need help in completing a task?
- What “tricks of the trade” do I use to help me accomplish various aspects of my job?

Summary of Child Nutrition Programs Activities

The description of activities below will guide preceptors in directing intern activities. Interns should participate in the following activities during food bank rotation:

- Participate in school foodservice environment
 - Conduct physical inventory
 - Conduct plate waste study
- Analyze child nutrition program operations
- Evaluate and develop menus
- Conduct nutrition education sessions
- Develop education materials

All required activities can be found on the rotation guides provided in electronic format by the DI Director at the beginning of the semester, and provided by the intern in print format for each rotation to be signed by facilities preceptors as activities are completed.

WIC Rotation Guidelines

WIC Overview

Purpose: To provide an opportunity for interns to experience various community nutrition programs and learn to develop and deliver products, programs and services to promote health and wellness.

Tips for WIC Preceptors

In preparation for working with the interns, consider the following questions and be ready to discuss (and show) the answers with/ to the interns.

- What are my primary responsibilities?
- What skills are most important for me to carry out my responsibilities?
- How do I “keep up” with my area of responsibility? How do I learn about new developments, methods, products, etc.?
- What are the key interactions I have outside the department?
- How do I communicate with other members of the team and members outside the department?
- How do I prioritize my activities each day?
- What resources do I use (people, texts, media, etc.) when I need help in completing a task?
- What “tricks of the trade” do I use to help me accomplish various aspects of my job?

Summary of WIC Activities

The description of activities below will guide preceptors in directing intern activities. Interns should participate in the following activities during food bank rotation:

- Screen and assess WIC clients
- Observe different packages at food center
- Review WIC nutrition education materials
- Provide education to WIC clients as assigned by facility preceptor

All required activities can be found on the rotation guides provided in electronic format by the DI Director at the beginning of the semester, and provided by the intern in print format for each rotation to be signed by facilities preceptors as activities are completed.

Long Term Care Guidelines

Long Term Care Overview

Purpose: To provide an opportunity to experience MNT and nutrition management in long-term care and explore the connections of clinical, management, and consulting work.

Tips for Long Term Care Preceptor

In preparation for working with the interns, consider the following questions and be ready to discuss (and show) the answers with/ to the interns.

- What are my primary responsibilities?
- What skills are most important for me to carry out my responsibilities?
- How do I “keep up” with my area of responsibility? How do I learn about new developments, methods, products, etc.?
- What are the key interactions I have outside the department?
- How do I communicate with other members of the patient care team, with the other dietitians and technicians, with foodservice managers?
- How do I prioritize my activities each day?
- What resources do I use (people, texts, media, etc.) when I need help in completing a task?
- What “tricks of the trade” do I use to help me accomplish various aspects of my job?

Long Term Care Activities

The long-term care rotation should include:

- Complete nutrition assessments
- Attend conference care meetings, if available
- Observe dietary manager
- Conduct QI monitor and create action plan
- Observe procedure for preparing thickened liquids and foods
- Taste pureed or thickened foods
- Complete tray service checklist during one meal
- Complete resident satisfaction survey

All required activities can be found on the rotation guides provided in electronic format by the DI Director at the beginning of the semester, and provided by the intern in print format for each rotation to be signed by facilities preceptors as activities are completed.

EVALUATION FORMS

This section contains copies of evaluation forms. Preceptors will have access to all of the evaluation forms provided by the program director in electronic format or provided by the intern in print format. Please not all evaluation forms will be on a 9-point scale (1-3 Below Expectations, 4-6 Met Expectations and 7-9 Exceeded Expectations)

INITIAL EVALUATION OF DIETETIC INTERN

Criteria	Below expectations			Met expectations			Exceeded expectations		
	1	2	3	4	5	6	7	8	9
Confidence when faced with new opportunities and requirements of the interns	1	2	3	4	5	6	7	8	9
Initiative in completing activities and assignments	1	2	3	4	5	6	7	8	9
Positive and engaged attitude when presented with new information	1	2	3	4	5	6	7	8	9
Flexible in new situations to allow for a variety of experiences while meeting learning objectives	1	2	3	4	5	6	7	8	9
Organized to know what is required and gives the preceptor(s) advance notice of what will need to be completed	1	2	3	4	5	6	7	8	9
Accepts constructive criticism and willingly learns from situations	1	2	3	4	5	6	7	8	9
ALWAYS punctual	1	2	3	4	5	6	7	8	9
Interest in learning/developing professional skills and knowledge of content area	1	2	3	4	5	6	7	8	9
Willingness to interact with other staff members at all levels (allied health professionals, dietitians, foodservice staff, etc.)	1	2	3	4	5	6	7	8	9
Professional Appearance	1	2	3	4	5	6	7	8	9
Verbal Communication Skills	1	2	3	4	5	6	7	8	9
Written Communication Skills	1	2	3	4	5	6	7	8	9
Overall Professional Conduct	1	2	3	4	5	6	7	8	9
Additional Comments:									
What did you feel were the intern's greatest strengths?									
What suggestions or recommendations for improvement can you provide at this time?									

MANAGEMENT/COMMUNITY EVALUATION OF DIETETIC INTERN

Criteria	Below expectations			Met expectations			Exceeded expectations		
I. DECISION MAKING AND PROBLEM SOLVING									
Able to assimilate appropriate information as part of problem solving and decision making. Asks appropriate questions that demonstrate critical thinking. Uses sound judgment in planning food and nutrition services.	1	2	3	4	5	6	7	8	9
II. WILLINGNESS AND INTEREST IN LEARNING									
Demonstrates a genuine interest and enthusiasm for the practice of dietetics. Accepts assignments and responsibility willingly. Demonstrates self-motivation in the completion of projects and assignments.	1	2	3	4	5	6	7	8	9
III. ORGANIZATION AND PLANNING SKILLS									
Uses time productively and efficiently. Demonstrates the ability to be flexible and adaptable. Follows through on assigned duties and tasks.	1	2	3	4	5	6	7	8	9
IV. PROFESSIONAL BEHAVIORS									
Appears neat and professional. Always arrives to work on time. Demonstrates ability to accept corrective feedback and suggestions for improvement. Accepts responsibility and consequences for own actions and decisions. Identifies areas of personal strengths, weakness and goals.	1	2	3	4	5	6	7	8	9
VI. INTERPERSONAL & COMMUNICATION SKILLS									
Interacts positively with peers and staff. Demonstrates the ability to work well with both individuals and groups. Communicates in a clear and respectful manner. Uses appropriate language when communicating with professionals, clients, and the public. Listens carefully to diverse points of view. Is patient & tolerant of others. Fosters team work.	1	2	3	4	5	6	7	8	9

ADDITIONAL COMMENTS:

What did you feel were the intern's greatest strengths?

What suggestions or recommendations for improvement can you provide at this time?

MNT EVALUATION OF DIETETIC INTERN
(General Clinical, Renal, Nutrition Support, Pediatrics, etc...)

	Below expectations			Met expectations			Exceeded expectations		
DECISION MAKING AND PROBLEM SOLVING: Able to assimilate appropriate information as part of problem solving and decision making. Asks appropriate questions that demonstrate critical thinking. Uses sound judgment in planning food and nutrition services.	1	2	3	4	5	6	7	8	9
Comments:									
WILLINGNESS AND INTEREST IN LEARNING: Demonstrates a genuine interest and enthusiasm for the practice of dietetics. Accepts assignments and responsibility willingly. Demonstrates self-motivation in the completion of projects and assignments.	1	2	3	4	5	6	7	8	9
Comments:									
ORGANIZATION AND PLANNING SKILLS: Uses time productively and efficiently. Demonstrates the ability to be flexible and adaptable. Follows through on assigned duties and tasks. Demonstrates independence in the completion of tasks and assignments.	1	2	3	4	5	6	7	8	9
Comments:									
PROFESSIONAL BEHAVIORS (dress, attendance, ethics, and confidentiality): Appears neat and professional. Reports to work in a timely manner and adheres to the required schedule. Respects the time constraints and the job responsibilities of the preceptor. Meets standards of professional practice and professional code of ethics.	1	2	3	4	5	6	7	8	9
Comments:									
PROFESSIONAL AND PERSONAL DEVELOPMENT: Demonstrates ability to accept corrective	1	2	3	4	5	6	7	8	9

<p>feedback and suggestions for improvement. Accepts responsibility and consequences for own actions and decisions. Identifies areas of personal strengths, weakness and goals.</p>									
<p>Comments:</p>									
<p>INTERPERSONAL AND COMMUNICATION SKILLS: Interacts positively with peers and staff. Demonstrates the ability to work well with both individuals and groups. Communicates verbally in a clear, understandable manner. Uses appropriate verbal language and non-verbal cues when communicating with professionals, clients, and the public. Writes in a neat, clear and concise manner.</p>	1	2	3	4	5	6	7	8	9
<p>Comments:</p>									
<p>RAPPORT WITH CLIENTS/PERSONNEL/AUDIENCE: Makes those present feel at ease. Speaks clearly with appropriate voice volume and speed. Uses terms and language that clients/audience can understand. Gives clients opportunity to make comments. Does not interrupt. Listens well. Encourages client and audience participation including questions. Respects cultural, social and economic diversity.</p>	1	2	3	4	5	6	7	8	9
<p>Comments:</p>									
<p>KNOWLEDGE AND CONFIDENCE IN NUTRITION CARE FOR SPECIFIED DISEASE STATES: Shows interest in and sufficient foundational knowledge of specified disease state. Accepts and implements guidance to better familiarize his/herself with evidence-based care as needed. Respects the rights and confidentiality of patients, employees and peers. Displays growth over the course of the rotation.</p>	1	2	3	4	5	6	7	8	9
<p>Comments:</p>									

IN-SERVICE EVALUATION

Criteria	Below expectations			Met expectations			Exceeded expectations		
<i>Prepares in advance for presentation:</i>									
Selects topic and develops content appropriate for group	1	2	3	4	5	6	7	8	9
Arranges room and equipment appropriately; assists in ensuring audience attendance	1	2	3	4	5	6	7	8	9
<i>Develops and presents education materials appropriate to audience and facility needs:</i>									
Presents relevant aspects of the topic in an organized sequence; includes appropriate amount of content for the time allotted	1	2	3	4	5	6	7	8	9
Develops nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience	1	2	3	4	5	6	7	8	9
Provides content with appropriate level of difficulty for audience; gives useful examples; utilizes visuals and handouts effectively	1	2	3	4	5	6	7	8	9
<i>Delivers education materials in a manner conducive to active participation and learning:</i>									
Introduces self, thanks for the opportunity to present; explains the topic and plan for the lesson; creates a positive climate	1	2	3	4	5	6	7	8	9
Communicates in a clear, effective manner; projects voice	1	2	3	4	5	6	7	8	9
Appears professional and self-confident while presenting; maintains eye contacts and avoids reading	1	2	3	4	5	6	7	8	9
Encourages audience participation, asks questions to check for understanding, respectfully answers audience questions	1	2	3	4	5	6	7	8	9

ADDITIONAL COMMENTS:

What did you feel were the intern's greatest strengths?

What suggestions or recommendations for improvement can you provide at this time?

CASE STUDY PRESENTATION EVALUATION

Competency	Criteria	Below expectations			Met expectations			Exceeds expectations		
CRDN 1.2	Apply Evidenced Based Guidelines, Systematic Reviews and Scientific Literature									
	Correctly identifies and describes pathophysiology of disease/disorder	1	2	3	4	5	6	7	8	9
	Describe relevance of nutrition in relationship to case study disorder/disease	1	2	3	4	5	6	7	8	9
	Correctly interprets and cites current research from peer reviewed literature	1	2	3	4	5	6	7	8	9
CRDN 3.1	Performs Medical Nutrition Therapy									
	Assessment and Nutrition Diagnosis: general information about patient is complete, presents health status, intake and physical condition, activity level, social and economic background, past and present medical status, family history, current labs and medications	1	2	3	4	5	6	7	8	9
	Nutrition Intervention: addresses nutrition care plan, short and long term goals, nutrition prescription and adequacy, education and counseling, coordination of care	1	2	3	4	5	6	7	8	9
	Monitoring and Evaluation: discusses progress, discharge plan, or needs	1	2	3	4	5	6	7	8	9
CRDN 2.2	Demonstrate Professional Writing Skills in Preparing Professional Communications									
	Uses acceptable medical abbreviations and appropriate medical terminology.	1	2	3	4	5	6	7	8	9
	Applies effective and ethical communication skills and techniques.	1	2	3	4	5	6	7	8	9
CRDN 3.7	Demonstrate Effective Communication Skills for Clinical and Customer Services in a Variety of Formats									
	Communicates complex nutrition information to broad and diverse audiences.	1	2	3	4	5	6	7	8	9
CRDN 3.8	Design, Implement and Evaluate Presentations to a Target Audience									
	Communicates in a clear, effective manner, projects voice	1	2	3	4	5	6	7	8	9
	Adapts communication style to meet needs of diverse individuals and groups	1	2	3	4	5	6	7	8	9
	Presentation is written in clear concise manner, use of graphics appropriate	1	2	3	4	5	6	7	8	9

Comments:

CHART AUDIT EVALUATION FORM

	Below Expectations	Meets Expectations	Exceeds Expectations	N/A
Structure				
Follows institution's charting format				
Correct grammar, spelling, and abbreviations				
Concise and avoids extraneous information				
All sections complete and accurate				
Content included as required				
Disease, diagnosis, medications				
Labs (appropriate and relevant)				
Diet order appropriate				
Nutrition History (weights, height, BMI, IBW, etc.)				
Other pertinent nutrition-related information				
Diet Education				
Patient understanding assessed				
Description of education/materials provided				
Assessment and Evaluation				
Patient energy, protein, fluids, and other nutrients assessed as appropriate				
Accurate evaluation of patient's disease specific issues and related nutrition problems				
Appropriate nutrition diagnoses				
Identifies need to diet education				
Identifies appropriate nutrition interventions, goals, and/or objectives				
Identifies plan for follow up				
Recommendations and Plan				
Recommends diet order changes, as needed				
Recommends appropriate supplements/nutrition support, as needed				
Other follow up plans addressed (referrals, labs needed for further assessment, etc.)				
Total				
Exceeds Expectations ____ + Meets Expectations ____ = ____ / (20 - ____ N/A) = _____ % <i>Example (8 exceeds expectations + 9 Meets expectations = 17 / (20 - 2 N/A) = 17/18 = 94.4%</i>				

COUNSELING EVALUATION

Intern Name _____

Counseling Disease State _____

Competency	Criteria	Below expectations			Met expectations			Exceeded expectations		
CRDN 2.10 Demonstrate professional attributes in all areas of practice.										
Introduces self and identifies client by name		1	2	3	4	5	6	7	8	9
Establishes rapport and credibility with the client		1	2	3	4	5	6	7	8	9
Shows interest and concern in client and commitment to assist the client		1	2	3	4	5	6	7	8	9
Exhibits confidence in self & knowledge base		1	2	3	4	5	6	7	8	9
CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules										
Demonstrates understanding of privacy and confidentiality		1	2	3	4	5	6	7	8	9
Recognizes and maintains professional boundaries.		1	2	3	4	5	6	7	8	9
CRDN 3.7 Demonstrate effective communication skills for clinical and customer services in a variety of formats.										
Listens to client; gathers information and uses information to guide the counseling session		1	2	3	4	5	6	7	8	9
Selects mode of communication appropriate to meet the needs of the client; uses proper grammar and appropriate terminology		1	2	3	4	5	6	7	8	9
Presents accurate information in concise manner		1	2	3	4	5	6	7	8	9
CRDN 3.10 Use effective education and counseling skills to facilitate behavior change.										
Uses open ended questions & guides the counseling session		1	2	3	4	5	6	7	8	9
Investigates client's interest/goals in learning about diet modifications and making dietary changes		1	2	3	4	5	6	7	8	9
Determines client's current understanding & degree of adherence to diet		1	2	3	4	5	6	7	8	9
CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.										
Assesses factors which affect food intake (e.g. social factors, living conditions, economic resources, educational level)		1	2	3	4	5	6	7	8	9
Prepares/selects/utilizes appropriate instructional materials		1	2	3	4	5	6	7	8	9
Utilizes client-centered counseling and goal setting		1	2	3	4	5	6	7	8	9
CRDN 3.8 Deliver respectful, science-based answers to client questions concerning emerging trends.										
Assesses client's understanding of diet modifications/education		1	2	3	4	5	6	7	8	9
Provides respectful, evidence-based answers to client questions		1	2	3	4	5	6	7	8	9
Clarifies need/procedures for follow-up or referral		1	2	3	4	5	6	7	8	9

Comments/Feedback:

NFPE EVALUATION

Competency	Criteria	Below expectations			Met expectations			Exceeded expectations		
		1	2	3	4	5	6	7	8	9
CRDN 2.1	Practice in compliance with current federal regulations and state statutes and rules									
2.2.3	Follow infection prevention and control measures (e.g. washes hands, follow isolation precautions)	1	2	3	4	5	6	7	8	9
2.1.2	Apply principles of informed consent process to ensure the client can accept or refuse the assessment (e.g. explains the purpose of the assessment, what to expect, the right to refuse the assessment, any risks)	1	2	3	4	5	6	7	8	9
CRDN 3.2	Conduct nutrition focused physical assessment									
3.2.2	Interviews client/patient to collect subjective information considering the determinants of health.	1	2	3	4	5	6	7	8	9
3.2.3	Completes a thorough review of the following examination areas									
	Subcutaneous Fat Loss <ul style="list-style-type: none"> Orbital Region Upper Arm Region Thoracic and Lumbar Region 	1	2	3	4	5	6	7	8	9
	Muscle Loss <ul style="list-style-type: none"> Temporal Region Clavicle Bone Region Clavicle and Acromion Bone Region Scapular bone Region Dorsal Hand 	1	2	3	4	5	6	7	8	9
	Lower Body (Less Sensitive to Change) <ul style="list-style-type: none"> Patellar Region Anterior Thigh Region Posterior Calf Region 	1	2	3	4	5	6	7	8	9
	Edema	1	2	3	4	5	6	7	8	9
	Other Areas for Micro-/Macronutrient Deficiencies <ul style="list-style-type: none"> Hair Eyes Lips Face Tongue Teeth Gums Neck Skin Nails 	1	2	3	4	5	6	7	8	9

Competency	Criteria	Below expectations			Met expectations			Exceeded expectations		
	<ul style="list-style-type: none"> Abdomen 									
CRDN 2.2	Communications Skills									
2.2.1	Interprets and communicates medical terminology to the client.	1	2	3	4	5	6	7	8	9
2.2.3	Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes. (e.g. introduces self by name and designation, uses open ended questions)	1	2	3	4	5	6	7	8	9
2.2.4	Communicates in a clear, effective and respectful manner. (e.g. provide clear directions, listens to client)	1	2	3	4	5	6	7	8	9
2.2.6	Adapts communication style to meet needs of the client (e.g. speak in plain language, provide written information, obtains a translator if needed).	1	2	3	4	5	6	7	8	9
2.2.7	Communicates complex nutrition information to the preceptor and client	1	2	3	4	5	6	7	8	9
CRDN 3.1	Perform the NCP and use standardized nutrition language for individuals, groups and population of differing ages and health status, in a variety of settings.									
2.3.13	Analyzes and synthesizes nutrition assessment data to inform nutrition diagnosis(es) and nutritional plan of care.	1	2	3	4	5	6	7	8	9
2.3.10	Determines barriers that might influence a client/patient's nutritional status.	1	2	3	4	5	6	7	8	9
1.2.2	Integrates knowledge of anatomy, physiology, and biochemistry to make decisions related to nutrition care.	1	2	3	4	5	6	7	8	9
2.3.14	Devises PES (problem, etiology and sign symptom) statement and outlines reasons for professional opinion cause and contributing factors.	1	2	3	4	5	6	7	8	9

Comments:

Strengths:

Areas for Improvement:

EVALUATION OF ROTATION/PRECEPTOR

Criteria	Below expectations			Met expectations			Exceeded expectations		
<i>The preceptor(s) and/or facility...</i>									
Offered orientation, discussed schedules, objectives, & learning experiences	1	2	3	4	5	6	7	8	9
Provided adequate experiences for proposed objectives	1	2	3	4	5	6	7	8	9
Conducted guidance conference/communications timely to the intern's progress	1	2	3	4	5	6	7	8	9
Offered additional enrichment learning experiences when time permitted	1	2	3	4	5	6	7	8	9
Gave explanations clearly, satisfactorily demonstrated activities, & determined my understanding before proceeding	1	2	3	4	5	6	7	8	9
Was accessible and available for guidance throughout the rotation	1	2	3	4	5	6	7	8	9
Listened, comprehended, and answered questions and concerns	1	2	3	4	5	6	7	8	9
Offered suggestions which were applicable and useful, offered constructive feedback	1	2	3	4	5	6	7	8	9
Evaluated fairly, constructively, and timely	1	2	3	4	5	6	7	8	9
Offered a broad learning environment	1	2	3	4	5	6	7	8	9
Demonstrated professionalism, confidentiality, and ethics in practice	1	2	3	4	5	6	7	8	9
Appeared enthusiastic, interested, and supportive of my presence in the facility	1	2	3	4	5	6	7	8	9
<i>As a result of this rotation, I...</i>									
Have a good understanding of the practitioner's role in this area of practice	1	2	3	4	5	6	7	8	9
Have developed a deeper level of knowledge in this practice area	1	2	3	4	5	6	7	8	9
Developed skill in applying area specific knowledge to the practice setting	1	2	3	4	5	6	7	8	9
Grew in being able to apply knowledge and skill from one situation to another	1	2	3	4	5	6	7	8	9
ADDITIONAL COMMENTS:									
List & explain experiences that were particularly valuable:									
List & explain experiences that needed improvement:									
List anything that you would have liked to learn/ accomplish during this rotation, but did not have the opportunity to do so:									

ACEND CRDN Accreditation Standards

The following table provides all core competencies required by the Accreditation Council for Education in Nutrition and Dietetics as of 2022, listed as CRDNs. The right side of the table provides the rotation or course in which the CRDN is met and the assessment method. Please note any CRDNs that must be met in a rotation for which you are the preceptor. These CRDNs are also listed in the corresponding rotation guides and will be accomplished with completion of all requirements in the rotation guide, at times including external evaluation forms such as the counseling evaluation form or inservice evaluation form to be provided to the preceptor by the intern.

Core Competency Statement	List course and course number or supervised practice rotation in which the competency is assessed	List specific, required assessment method(s) (exam, rubric, project, etc.) used to measure student/intern achievement of competency
Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.		
CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.	NFS 650	CQI Project Rubric
CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.	NFS 660	Comprehensive Case Study Rubric
CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.	NFS 650/660	Evidence based care summary rubric
CRDN 1.4 Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies.	NFS 650	Outcome Measures Project Rubric
CRDN 1.5 Incorporate critical-thinking skills in overall practice.	Advanced Clinical	Case Study Presentation Preceptor Evaluation
Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the nutrition and dietetics practitioner level of practice.		
CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.	NFS 660	SOP/SOPP Assignment Rubric
CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.	NFS 691	Final Manuscript Rubric
CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings.	Diabetes Camp	Peer Evaluations
CRDN 2.4 Function as a member of interprofessional teams.	Advanced Clinical	Advanced Clinical Rotation Guide (IP.2.2)

Core Competency Statement	List course and course number or supervised practice rotation in which the competency is assessed	List specific, required assessment method(s) (exam, rubric, project, etc.) used to measure student/intern achievement of competency
CRDN 2.5 Work collaboratively with NDTRs and/or support personnel in other disciplines.	Advanced Clinical	General Clinical Rotation Guide (GC1.2)
CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.	WIC	WIC Rotation Guide (WIC.2.4)
CRDN 2.7 Apply change management strategies to achieve desired outcomes.	Long Term Care	LTC Rotation Guide (LTC.4.2)
CRDN 2.8 Demonstrate negotiation skills.	NFS 660	Salary Negotiation Role Playing Rubric (New assignment. Activity details and rubric to be created Summer 2022)
CRDN 2.9 Actively contribute to nutrition and dietetics professional and community organizations.	Professional Development	Professional Development Rotation Guide (Prof.1)
CRDN 2.10 Demonstrate professional attributes in all areas of practice.	General Clinical Advanced Clinical	MNT evaluation form
CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.	General Clinical Advanced Clinical	Counseling Evaluation form
CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences.	NFS 662	Maternal and Child Health Case Study Rubric
CRDN 2.13 Advocate for local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.	NFS 662	White Paper Rubric
Domain 3. Clinical and Client Services: Development and delivery of information, products and services to individuals, groups and populations.		
CRDN 3.1 Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings.	General Clinical Advanced Clinical	General Clinical Rotation Guide (B.1) Nutrition Assessments Preceptor Evaluations
CRDN 3.2 Conduct nutrition focused physical exams.	NFS 640 General Clinical Advanced Clinical	Peer NFPE Evaluation Form Preceptor NFPE Evaluation Form
CRDN 3.3 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B ₁₂ or iron supplementation).	Diabetes Camp Advanced Clinical	Diabetes Camp Rotation Guide (DC.4.4) Advanced Clinical Rotation Guide (IP.1.2)

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CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan.	Advanced Clinical	Advanced Clinical Rotation Guide (C.3)
CRDN 3.5 Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.	Advanced Clinical	Advanced Clinical Rotation Guide (IP.1.4)
CRDN 3.6 Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.	Advanced Clinical	Advanced Clinical Rotation Guide (IP.1.1)
CRDN 3.7 Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.	Advanced Clinical	Clinical Chart Audit Form
CRDN 3.8 Design, implement and evaluate presentations to a target audience.	NFS 713	Nutrition Education Rubric
CRDN 3.9 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.	NFS 662	DANEH Scoresheet
CRDN 3.10 Use effective education and counseling skills to facilitate behavior change.	Advanced Clinical	Nutrition Counseling Rubrics
CRDN 3.11 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.	Child Nutrition	Inservice Evaluation
CRDN 3.12 Deliver respectful, science-based answers to client/patient questions concerning emerging trends.	General Clinical Advanced Clinical	Nutrition Counseling Rubrics
CRDN 3.13 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.	NFS 650	Retail Business Plan Rubric
CRDN 3.14 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.	NFS 630	Recipe Value Analysis Rubric
Domain 4. Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.		
CRDN 4.1 Participate in management functions of human resources (such as training and scheduling).	Food Service Management Child Nutrition	Management Inservice Evaluation Child Nutrition Rotation Guide (CNP.2.2)
CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities and food.	Long Term Care	Long Term Care Rotation Guide (LTC 4.1)

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CRDN 4.3 Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects).	Long Term Care NFS 650	LTC Rotation Guide (LTC 4.1) Outcome Measures Project
CRDN 4.4 Apply current information technologies to develop, manage and disseminate nutrition information and data.	NFS 650	CQI Project Rubric
CRDN 4.5 Analyze quality, financial and productivity data for use in planning.	NFS 650	Retail Business Plan Rubric
CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.	NFS 650	Retail Business Plan Rubric
CRDN 4.7 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.	Advanced Clinical	Advanced Clinical Rotation Guide (D.1)
CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.	NFS 650	Retail Business Plan Rubric
CRDN 4.9 Engage in the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.	NFS 660	Coding, Billing & Reimbursement Project
CRDN 4.10 Analyze risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness).	Long Term Care General Clinical	Long Term Care Rotation Guide (LTC 5.2) General Clinical rotation guide (GC3.2)
Domain 5. Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.		
CRDN 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.	General Clinical Advanced Clinical	Rotation Guides Pre- and Post-Assessment
CRDN 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.	NFS 660	Negotiation Module – Cover letter and resume submission for desired job (to be developed Summer 2022 for implementation Spring 2023)
CRDN 5.3 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.	Professional Development	Professional Development Rotation Guide (Prof 2.1 and 2.2)
CRDN 5.4 Advocate for opportunities in professional settings (such as asking for additional responsibility, practicing negotiating a salary or wage or asking for a promotion).	NFS 660	Salary Negotiation Role Playing Rubric (New assignment. Activity details and rubric to be created Summer 2022)

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CRDN 5.5 Demonstrate the ability to resolve conflict.	NFS 630	Problem Based Learning Assignment #3
CRDN 5.6 Promote team involvement and recognize the skills of each member.	Diabetes Camp	Group Evaluations
CRDN 5.7 Mentor others.	Professional Development	Mentor Reflection Paper
CRDN 5.8 Identify and articulate the value of precepting.	Professional Development	Mentor Reflection Paper

*This handbook was adapted from
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