

# *Preceptor Handbook*

**Department of Nutritional Sciences  
University of Georgia**

**Graduate Degree/Dietetic Internship Program  
(Fully Accredited)**

**Dr. Lauren Housley, RDN, LD**

Dietetic Internship Program Director  
Department of Nutritional Sciences

**Ms. Hannah Marston**

Graduate Coordinator Assistant  
Department of Nutritional Sciences

**Dr. Connie Rogers**

Department Head  
Department of Nutritional Sciences

**Dr. Anisa Zvonkovic**

Dean, College of Family and Consumer Sciences



**Nutritional Sciences**

*College of Family and Consumer Sciences*

**UNIVERSITY OF GEORGIA**

*Adapted from Georgia State University Coordinated Program, Eastern Carolina University Dietetic Internship and Oregon Health and Science University Dietetic Internship*

Thank you, Preceptors!

You have an enormous and invaluable impact on the education of aspiring practitioners. Your expertise plays a crucial role in ensuring the success of our dietetic internship program in training our future professionals.

We recognize that you perform your preceptor role in addition to your other work responsibilities without additional compensation or tangible rewards.

We deeply appreciate your dedication and applaud your professional commitment.

Please know we are here to support your efforts!

Thank you!

*UGA Dietetic Internship Faculty, Staff, and Interns*

## Table of Contents

<b>MISSION STATEMENT .....</b>	<b>4</b>
<b>PROGRAM GOALS.....</b>	<b>4</b>
<b>OBJECTIVES/OUTCOME MEASURES.....</b>	<b>4</b>
<b>ACCREDITATION STATUS.....</b>	<b>4</b>
<b>EDUCATIONAL PHILOSOPHY OF THE DIETETIC INTERNSHIP.....</b>	<b>5</b>
<b>ROLE OF THE PRECEPTOR.....</b>	<b>5</b>
<b>WHAT IS SUPERVISED PRACTICE? .....</b>	<b>5</b>
<b>BENEFITS OF BEING A PRECEPTOR.....</b>	<b>5</b>
<b>PRECEPTOR TIPS .....</b>	<b>7</b>
<b>ADDITIONAL PRECEPTOR TRAINING AND CONTINUING EDUCATION .....</b>	<b>8</b>
<b>ADDITIONAL (OPTIONAL) RESOURCES .....</b>	<b>9</b>
<b>TYPHON .....</b>	<b>9</b>
<b>FACULTY AND STAFF CONTACT INFORMATION .....</b>	<b>10</b>
<b>COMPETENCIES/LEARNING OUTCOMES FOR DIETETIC INTERNSHIP PROGRAMS (2022 STANDARDS) .....</b>	<b>11</b>
<b>STUDENT INTERN EVALUATION BY PRECEPTORS.....</b>	<b>13</b>
<b>ADDITIONAL ACEND REQUIREMENTS FOR INTERNSHIP EXPERIENCES.....</b>	<b>14</b>
<b>IMPORTANT DATES AND FAQs.....</b>	<b>15</b>
<b>FORMS (ATTACHED).....</b>	<b>15</b>

## Mission Statement

Optimal food and nutrient intake play a critical role in health promotion and disease prevention. There is an increasing demand for professionals in the field of dietetics who can provide quality food and nutrition care services to individuals and groups. The mission of the Combined Graduate/Dietetic Internship program is to prepare a diverse group of students as entry-level registered dietitian nutritionists for successful careers in dietetics and encourage students to assume leadership roles in their profession and in society.

## Program Goals

1. Program graduates will be prepared to be competent entry-level dietitians or professionals in fields related to dietetics.
2. Graduates will have demonstrated proficiency in understanding and communicating current research findings.

## Objectives/Outcome Measures

1. At least 80% of program graduates complete program/degree requirements within 3 years (150% of the program length).
2. The program's one-year pass rate (graduates who pass the registration exam within one year of the first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
3. Of graduates who seek employment, 70% are employed in nutrition and dietetic or related fields within 12 months of graduation.
4. At least 80% of program graduates take the CDR credentialing exam for dietitian nutritionists within registration 12 months of program completion.
5. At least 80% of program graduates will be rated as "more than satisfactory" or "outstanding" by surveyed job supervisors in 50% of the 19 selected knowledge and skill areas.
6. At least 50% of program graduates surveyed will pursue further education, additional degrees or certifications, and/or be active in professional organizations or in legislative activities.
7. At least 70% of graduates surveyed will report that they have demonstrated proficiency in translating current research findings to others with positive rating.
8. At least 50% of graduates surveyed will have engaged in scholarly activity at the local, regional, state or national level, such as presenting research findings at a conference or submitting a manuscript for publication or submitting a grant proposal.

*All Outcome Data are available upon request.*

Recent program assessment shows that we are surpassing all program benchmarks, and we extend our sincere gratitude to you for contributing to this achievement. Your role has been integral to our students' learning and overall success.

## Accreditation Status

The Combined Graduate/Internship Program in Dietetics is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), 120 South Riverside Plaza Suite 2190, Chicago, IL 60606-6995, 800/877-1600, ext. 5400; [ACEND@eatright.org](mailto:ACEND@eatright.org).

## Educational Philosophy of the Dietetic Internship

The teaching philosophy of the Dietetic Internship reflects the belief that the best learning occurs when students are challenged to apply content and concepts to the real world. Both students and instructors are responsible for focusing on active learning and holistic understanding of nutrition/dietetics concepts. Mentors should foster this sense by placing emphasis on improvement and active participation as rather than rigid repetition of facts and theories. Overall, mentors should support students inside and outside the classroom, pushing them to achieve professional and personal goals.

## Role of the Preceptor

By definition, a preceptor is one who teaches or instructs. The preceptor's role is critical in preparing students to function as dietitian nutritionists. Being a dietetic preceptor introduces additional responsibilities and requires professionalism and dedication. In addition, your facility has agreed to sign a memorandum of understanding to precept students. Many preceptors may not always feel prepared for their role in educating and evaluating students. Through this guide, we hope to assist you in developing your teaching, communication, and evaluation skills as you strive to be effective preceptors to students.

## What is Supervised Practice?

Practice is what you, the preceptor, does every day. The intent of supervised practice is to give the student the opportunity to learn what it is that you do and develop the skills needed for an entry-level position in the field of dietetics. Students should not be expected to perform your job at the same level as you but should have the ability to practice and develop their skills under your supervision. A good starting point would be to think of training a new employee. Orient the student to the facility, and start going over the tasks you complete on a day-to-day basis. Allow the student to observe and then practice what they have learned. Students will learn more when allowed to practice, get feedback, and practice again. Solely observing does not increase student confidence. A meaningful rotation is one that provides a positive work environment and encourages the student to contribute to the team.

## Benefits of Being a Preceptor

There are numerous benefits to being a preceptor. Some common benefits include:

1. Receive FREE Continuing Professional Education  
As of June 1, 2017, preceptors may record a total of 15 CPEUs per 5-year cycle for precepting and/or leadership on their Activity Log. All you need to do is complete a "Verification and Self-reflection Form" and have it signed by the Program Director. ACEND also offers a free online Preceptor Training Course that awards 8 CEUs. See "Additional Preceptor Training and Continuing Education" section below for more details about these opportunities.
2. Professional Development & Satisfaction of Shaping Future Registered Dietitian Nutritionists  
As dietitian roles in healthcare continue to evolve, our excellence becomes increasingly critical. As a dedicated dietitian, you've invested significant time and effort in honing your skills. One of the most rewarding aspects of your work is the opportunity to mentor students, helping them develop their own abilities. By doing so, you contribute to a brighter future for dietitians and positively impact the well-being of those under our care. Additionally, serving as a preceptor allows you to further develop your mentoring skills.

3. Providing Service to the Dietetic Profession  
All RDNs have completed supervised practice programs where they worked with preceptors. If you ever ask an RDN what their greatest experiences were during their supervised practice program, they often say the rotations and their preceptors. Providing service to the profession is often noted as an intangible benefit of precepting.
4. Makes the Job More Interesting  
Jobs, no matter what the job, can get monotonous. Students break the routine. They bring questions, insight, and provoke discussion. In addition, they can free up the RDN to do more pressing work.
5. Recruitment of Future Colleagues  
When a student has had a satisfying experience at your facility, they are more likely to want to pursue a career there in the future. Many students become entry-level dietitians in facilities where they have completed rotations.
6. Students Can Complete Needed Projects/Staff Relief  
Most RDNs have multiple projects that have been put on hold due to time restrictions. Students are the perfect candidates to assist in completing those projects. Also, near the end of the rotation, students should be competent enough to provide some staff relief.
7. Increase Awareness of New Research  
Students are exposed to the most up-to-date research in their courses, thesis, and research projects. Many preceptors report learning from the students as a strength of precepting.
8. Students Bring New Ideas  
Students have been rotating through other facilities and can share things they have learned along the way. In addition, it's always nice to have "fresh eyes" view your projects and give you feedback. Students are often innovative and good at finding more efficient approaches to standard processes that may leverage newer technologies or enhance accessibility for others.
9. Teaching Students Increases Preceptor Knowledge  
In preparing to take students, preceptors often review current material in order to teach the material in an effective way. Students ask questions that provoke discussion, resulting in increased knowledge.
10. Adds Prestige to Your Job  
Mentoring students is seen as a contribution to your profession and should be added to your resume. If you would like to be considered for a preceptor recognition award (such as an Outstanding Preceptor Award funded by the Academy of Nutrition and Dietetics – may offer reimbursement for conference attendance), please ask the Program Director for more information.
11. It's Fun  
Being a preceptor can be one of the most rewarding and enjoyable parts of your profession. There is something to be said about surrounding yourself with fresh, new faces on a consistent basis.

## Preceptor Tips

### Characteristics of an Effective Preceptor

- Is organized and focused
- Presents a positive attitude and commitment toward the profession
- Values student-Preceptor interactions and relates well to students
- Is dynamic and enthusiastic
- Participates in local nutritional organizations and continuing education
- Models professional behavior
- Is competent and confident
- Creates atmosphere for open communication and answers questions clearly and precisely
- Supports students with appropriate, frequent feedback in a timely fashion
- Challenges students to perform by giving them increasing responsibility
- Demonstrates respect and patience as students continue to learn
- Applies evidence-based guidelines when making recommendations
- Communicates clear goals and expectations
- Is open to contradictory ideas and opinions
- Performs fair and thoughtful evaluations

### Tips for the First Day

A lot happens on the first day of a rotation. The first day is a day of first impressions, a day when you and your student get to know each other, and a day of orientation. The following tips can help you successfully accomplish all of this.

- Ask your student these potential questions to get to know him/her better:
  - What would you like to get out of this rotation?
  - What are your hopes and concerns regarding this rotation?
  - What is your learning style? (visual, auditory, read/write, hands-on)
  - What questions do you have?
- Help your student get to know you by:
  - Sharing the pathway you took to this profession and to your current position. Students will soon be at a major crossroad in their lives. Hearing the stories of others could be helpful to them.
  - Sharing why you like your job and/or what attracted you to this profession.
- Help orient the student to your job by sharing with your student:
  - Your main responsibilities to provide an idea of the day-to-day work
  - Your method of communication with your other team members
  - Your method of prioritizing your responsibilities
  - Your resources and where to find them
  - Any “tricks of the trade” you use to help you accomplish your job

## Handling Difficult Situations with Interns

First and foremost, preceptors should contact the Program Director immediately for any significant problems with students. The Program Director will email preceptors soon after rotations begin to check on intern performance and provide a cell phone number for immediate communication. Generally speaking, our dietetic interns pass rigorous screening and are high-achieving, professional young adults. Typically, preceptors are very pleased with their work and overall performance.

**Difficult situations may be a result of:**

1. Inadequate knowledge prior to the rotation or skill deficiencies
2. Personality difficulties or cultural differences
3. Situation challenges (e.g., a student's experiences causing difficulties working in certain settings)
4. On-going medical problems
5. Lack of self-confidence
6. Miscommunication or lack of communication

**Suggestions for dealing with difficult situations:**

1. Frequent, ongoing evaluation so that students know exactly what areas need strengthening
2. Problems should be identified and dealt with as early as possible
3. Make consequences of actions clear to the student from the beginning
4. Rules and expectations should be communicated early
5. For knowledge deficiencies, students can be given extra reading to do outside of the rotation
6. For situation difficulties, talk to the student about feelings that make them apprehensive
7. Use the Program Director as a reference. Significant problems should be communicated to the Director as early as possible.

## **Additional Preceptor Training and Continuing Education**

1. Each year, the Program Director will send out a Preceptor Handbook with the program's current mission, goals, and objectives as well as the ACEND requirements and tips on how to be an effective preceptor. The Program Director will also send updates on ACEND or curriculum changes to support training of students. Preceptors are encouraged to contact the Program Director at any time with questions, suggestions or concerns.
2. ACEND offers a free online module to preceptors of dietetics students to help prepare for and excel in their important role. The module awards **8 continuing professional education units (CPEUs)** for completing 7 modules covering topics such as facilitating student learning and preparing for the preceptor role. The module can be accessed at:  
<https://www.eatrightpro.org/acend/acend-training-and-volunteer-opportunities/preceptors-and-mentors/preceptor-training-program>
3. All preceptors can record 3 CPEUs for precepting per year, for a total of **15 CPEUs** during a 5-year cycle, under Activity type 190: Professional Leadership and Precepting. Preceptors must complete a *Preceptor Self-Reflection and Verification* form that is signed by UGA's Program Director. For more information, please visit: <https://www.cdrnet.org/cpeu-credit-for-Preceptors>



4. Review Nutrition and Dietetic Educators and Preceptor's "Guide to Being an Effective Preceptor" for **1 free CPEU**. Consider joining NDEP, an Academy DPG, for the most current information regarding nutrition and dietetic education programs. Link to a recorded webinar: <https://eatright.webex.com/eatright/ldr.php?RCID=00b439e0615cff9ba448a070ee8e73de>
5. Preceptor Certificate of Appreciation can be provided by the Program Director upon request.

### Additional (optional) Resources

1. Preceptor Orientation Checklist: <https://www.eatrightpro.org/-/media/files/eatrightpro/ndep/ndep-pdfs/preceptor-training-di-orientation-checklist.pdf?rev=504fce3aafec48158becaf3ae679fa5c&hash=8C7F297623951D036803329F5ECA2062>
2. Preceptor Resource Tool Kit (from NDEP): <https://www.eatrightpro.org/-/media/files/eatrightpro/ndep/ndep-pdfs/ndep-preceptor-resource-tool-kit.pdf?rev=603233fa300e4e2f88b2033407997ea8&hash=0EDF3B74F6C261A5A29734110E61B38E>
3. Guide to Being an Effective Preceptor: Part 1: <https://www.eatrightpro.org/-/media/files/eatrightpro/ndep/ndep-pdfs/guide-to-being-an-effective-preceptor-part-1-slides.pdf?rev=e4bc072641ab4803ae761ed4534596a4&hash=1181AF6B2B14692BB14A456AB5C868C6>
4. Guide to Being an Effective Preceptor: Part 2: <https://www.eatrightpro.org/-/media/files/eatrightpro/ndep/ndep-pdfs/guide-to-being-an-effective-preceptor-part-2-slides.pdf?rev=c2af7ce573cf47968e1553d72da4ff27&hash=81396A482FFBF6A4160F9B79E64BD926>

These and additional resources are provided on Typhon under Program Documents.

### Typhon

Our program is now using an intuitive and secure student tracking platform called Typhon, which simplifies logging, tracking, and managing of student data. Typhon allows clinical coordinators, faculty, and preceptors to track students' progress in real time as they learn in rotation settings. Preceptors will be provided with a login (expect an email from Typhon) to allow access to the system for completing Intern Evaluations and approving Time Logs, Case Logs, and/or Evidence Documents uploaded by interns assigned to them. Preceptors are able to customize their settings within Typhon. Instructions for using Typhon are provided within the system under the Help Section, and program-specific instructions and training materials are provided as Program Documents within Typhon. If preceptors have trouble accessing this platform, they can contact the Program Director or Program Assistant for guidance at any time.

## Faculty and Staff Contact Information



### **Lauren Housley, PhD, RDN, LD**

Director, Dietetic Internship, Clinical Associate Professor

Department of Nutritional Sciences

E: [lhousley@uga.edu](mailto:lhousley@uga.edu)

P: 706 542 4908

LinkedIn: [linkedin.com/in/lauren-housley-b5650b7b](https://www.linkedin.com/in/lauren-housley-b5650b7b)



### **Hannah Marston**

Graduate Coordinator Assistant

Department of Nutritional Sciences

E: [hanna.marston@uga.edu](mailto:hanna.marston@uga.edu)

P: 706 542 4869



### **Connie Rogers, PhD**

Department Head, Professor

Department of Nutritional Sciences

E: [crogers.nutrition@uga.edu](mailto:crogers.nutrition@uga.edu)

P: 706 542 4256



### **Anisa Zvonkovic, PhD**

Dean, Professor

College of Family & Consumer Sciences

E: [anisaz@uga.edu](mailto:anisaz@uga.edu)

P: 706 542 4879

## Competencies/Learning Outcomes for Dietetic Internship Programs (2022 Standards)

- 1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice**
  - 1.1. Select indicators of program quality and/or customer service and measure achievement of objectives
  - 1.2. Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice
  - 1.3. Justify programs, products, services and care using appropriate evidence or data
  - 1.4. Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies
  - 1.5. Incorporate critical-thinking skills in overall practice
  
- 2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice**
  - 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
  - 2.2. Demonstrate professional writing skills in preparing professional communications
  - 2.3. Demonstrate active participation, teamwork and contributions in group settings
  - 2.4. Function as a member of interprofessional teams
  - 2.5. Work collaboratively with NDTRs and/or support personnel in other disciplines
  - 2.6. Refer clients and patients to other professionals and services when needs are beyond individual scope of practice
  - 2.7. Apply change management strategies to achieve desired outcomes
  - 2.8. Demonstrate negotiation skills
  - 2.9. Actively contribute to nutrition and dietetics professional and community organizations
  - 2.10. Demonstrate professional attributes in all areas of practice
  - 2.11. Show cultural humility in interaction with colleagues, staff, clients, patients and the public
  - 2.12. Implement culturally sensitive strategies to address cultural biases and differences
  - 2.13. Advocate for local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession
  
- 3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations**
  - 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
  - 3.2. Conduct nutrition focused physical assessment
  - 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, B12 or iron supplementation)
  - 3.4. Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan

- 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
- 3.6. Conduct a swallow screen and refer to the appropriate health care professional for a full swallow evaluation when needed
- 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
- 3.8. Design, implement and evaluate presentations to a target audience
- 3.9. Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience
- 3.10. Use effective education and counseling skills to facilitate behavior change
- 3.11. Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management
- 3.12. Deliver respectful, science-based answers to client/patient questions concerning emerging trends
- 3.13. Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources
- 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.

**4. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations**

- 4.1. Participate in management functions of human resources (such as hiring, training and scheduling)
- 4.2. Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities and food
- 4.3. Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects)
- 4.4. Apply current information technologies to develop, manage, and disseminate nutrition information and data
- 4.5. Analyze quality, financial and productivity data for use in planning
- 4.6. Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment
- 4.7. Conduct feasibility studies for products, programs or services with consideration of costs and benefits
- 4.8. Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies
- 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
- 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).

**5. Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.**

- 5.1. Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement

- 5.2. Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals
- 5.3. Prepare a plan for professional development according to Commission on Dietetic Registration guidelines
- 5.4. Advocate for opportunities in the professional settings (such as asking for additional responsibility, practicing negotiating a salary or wage or asking for a promotion)
- 5.5. Demonstrate the ability to resolve conflict
- 5.6. Promote team involvement and recognize the skills of each member
- 5.7. Mentor others
- 5.8. Identify and articulate the value of precepting

### Student Intern Evaluation by Preceptors

The competencies (CRDNs) listed above are divided among various rotations that our interns complete, while some are obtained in courses taken in our program.

Rotations & Coursework where Competencies are Assessed	
Coursework	NUTR 7000/9000 – Nutrition Research NUTR 8560 – Proposal Writing NUTR 8900 – Nutritional Sciences Seminar NUTR 7911 – Dietetics Supervised Practice & Professional Development
Rotations	Year 1 – Community Year 1 – General Clinical (Medical Nutrition Therapy I) – MNT 1 Year 1 – Foodservice Management (FSM) Year 2 – Community Year 2 – Advanced Clinical (Medical Nutrition Therapy II) – MNT 2 Year 2 – Nutrition Support

- **Competency Tables:** Find the relevant Competency Table for your site/rotation (e.g., MNT vs. FSM) in “Forms” section. All competencies for MNT 1 & 2 and Nutrition Support rotations are in the same table. Interns typically have 3 clinical rotations, so they do NOT need to complete all competencies in one rotation. **Please read the instructions carefully.** 😊
- **Discuss Competencies:** At the beginning of the rotation, discuss competencies with interns. Make sure everyone is on the same page, and assess all possible competencies before rotations end. Interns are encouraged to review the relevant Competency Table beforehand and mark the CRDNs they expect to complete during their rotation. While you know more about specific experiences possible at your facility, this planning exercise is useful for interns.
- **Rating and Sign-Off:** Rate and sign off on each competency as interns complete them. Ideally, interns should continue practicing until they achieve a rating of 3 or higher. Even if a competency was met in a separate rotation (some overlap exists), or if a CRDN was rated 3 or less, additional practice can be valuable (e.g., NFPE or blood pressure measurements)
- **Multiple Tables:** Some CRDNs are listed on 2+ tables, allowing assessment in different rotations (e.g., CRDN 1.1 can be assessed in MNT and/or FSM rotations). The tables contain related notes.
- **Preferred Activities or Substitutes:** Use preferred competency assessment activities or document substitute activities in detail. Interns must seek approval from their Program Director for substitutes to meet ACEND requirements. Feedback can be added to the last page of the table.

- **Evidence/Documentation:** Help interns acquire evidence/documentation of assessment activities that meet competencies. ACEND requires this documentation, so interns may ask to scan notes or document their activities. If any activities can't be documented, alert the Program Director for alternative solutions. Interns have a list of evidence they should keep for each activity.
- **Evaluating Student at End of Rotation:** Preceptors will be alerted by email (and should be reminded by students) to log in to Typhon to complete Intern Evaluations once interns finish their rotation. Your feedback is invaluable. Please submit forms by August 1st at the latest & review your feedback with interns.

### **Additional ACEND Requirements for Internship Experiences**

- Interns need to complete > 50% of rotation hours in-person/onsite. In-person/onsite means that the intern is physically in the same location or at the same facility as the preceptor. Interns will be asked to track this, so please keep it in mind when assigning off-site work.
- Interns should only receive credit (internship hours) for tasks that a dietitian would typically perform. Avoid tasks delegated to assistants or staff members. An exception is CRDN 3.13, where staff relief is part of the suggested activity, but please limit such experiences to ensure interns focus on dietetic-relevant activities.

## Important Dates and FAQs

- Preceptor Evaluation of Student Forms – please complete and return no later than **August 1<sup>st</sup>**

## Forms (Attached)

- A. Intern Evaluation (completed by preceptors)
- B. Preceptor Evaluation (completed by interns)
- C. Site Evaluation (completed by interns)
- D. Rotation Descriptions
- E. Suggested Activities for Rotations
- F. Competency Checklists & Instructions for:
  - Clinical Sites (Medical Nutrition Therapy (MNT) and Nutrition Support)
  - Foodservice Management Sites (FSM)
  - Community Sites (Community)
  - Coursework

# Preview Survey - "5-Intern Evaluation (completed by preceptor)"

Please complete this evaluation for your student intern at the conclusion of their rotation. As a preceptor, your feedback is essential for interns to foster self-assurance and pinpoint developmental opportunities. In instances where an intern is paired with a preceptor for an extended duration, such as an entire academic year, we may request a mid-point evaluation in addition to a final evaluation to document the student's progress and provide formative feedback for students as they progress through the program. Thank you for your commitment to our program and students.

**Evaluation Ratings** (aligns with Competency Rating Tables):

- 4 = **Exceeds Expectations** = Performs tasks independently with high skill, often exceeding requirements and anticipating needs
- 3 = **Satisfactory** = Performs tasks independently with minimal guidance
- 2 = **Still Needs Improvement (but competent)** = **Meets entry-level standards**, but may require occasional guidance to complete tasks independently
- 1 = **Below Expectations** = Struggles with independent performance; requires frequent guidance and needs significant improvement

1

**Please rate the student's INTERPROFESSIONAL SKILLS.**

Bullet points below each criterion provide example performance indicators to guide your evaluations. These indicators also help students understand the evaluation criteria and identify areas for improvement. *Please note that interns do NOT have to perform these exact examples or all of the examples to earn maximum scores.*

▶ Response Required

4-Exceeds Expectations	3-Satisfactory	2-Still Needs Improvement	1-Below Expectations	0-No Basis to Judge
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Makes appropriate referrals in all situations</b>				
<ul style="list-style-type: none"><li>• Makes referrals that meet clients' needs and result in positive outcomes</li><li>• Documents referrals in complete &amp; accurate manner</li><li>• Includes relevant professionals, patients and family members in planning &amp; implementing care to achieve the best outcome</li></ul>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Demonstrates effective interprofessional collaboration to achieve goals and drive positive outcomes</b>				
<ul style="list-style-type: none"><li>• Recognizes their scope of practice and values the unique roles and responsibilities each profession contributes to whole person healthcare</li><li>• Includes relevant healthcare professionals, patients and family members in planning and implementing care to achieve the best healthcare outcome</li><li>• Articulates a team approach to safety that improves health outcomes and the environment of care. E.g. clinical conferences/lectures/modules</li></ul>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2

**Please comment on the student's INTERPROFESSIONAL SKILLS**, and suggest areas for further development. **Explain any ratings of 2 or below** given in the section above. If possible, include specific actions or 'next steps' for improvement to guide the student as they continue to develop these skills. *You may skip this question if you have no further input to provide.*

Enter a response



Please rate the student's **COMMUNICATION SKILLS**.

Bullet points below each criterion provide example performance indicators to guide your evaluations. These indicators also help students understand the evaluation criteria and identify areas for improvement. *Please note that interns do NOT have to perform these exact examples or all of the examples to earn maximum scores.*

▶ Response Required

4-Exceeds Expectations <input type="radio"/>	3-Satisfactory <input type="radio"/>	2-Still Needs Improvement <input type="radio"/>	1-Below Expectations <input type="radio"/>	0-No Basis to Judge <input type="radio"/>
<p><b>Uses interviewing/counseling skills appropriate for the situation</b></p> <ul data-bbox="116 472 941 588" style="list-style-type: none"> <li>• Clients report satisfaction &amp; positive outcomes (e.g., behavior changes) following counseling</li> <li>• Tailors interviewing and counseling techniques to suit different client needs and situations</li> <li>• Adheres to ethical guidelines and professional standards in all counseling practices</li> <li>• Applies motivational interviewing and patient-centered care principles when appropriate</li> </ul>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Shows cultural humility when interacting with others</b></p> <ul data-bbox="116 781 1429 1018" style="list-style-type: none"> <li>• Demonstrates knowledge of diverse cultures, traditions, and customs, and applies cultural knowledge in interactions and decision-making processes</li> <li>• Shows respect for diverse beliefs, values, and practices, and avoids making assumptions based on stereotypes in all interactions</li> <li>• Regularly requests &amp; uses feedback from colleagues of different cultural backgrounds to improve communication and collaboration</li> <li>• Actively participates in projects with colleagues from diverse backgrounds, demonstrating appreciation for different perspectives in team settings</li> <li>• Adjusts communication style to suit cultural preferences of others</li> <li>• Reflects on personal biases, challenges stereotypes, and takes steps to improve cultural competence</li> <li>• Participates in cultural events, recognizes important holidays, and promotes inclusivity through actions and initiatives</li> <li>• Engages in professional development related to diversity and inclusion, staying informed about current issues and trends</li> </ul>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Communicates effectively in writing</b></p> <ul data-bbox="116 1205 958 1291" style="list-style-type: none"> <li>• Writes content that is clear &amp; organized with proper use of grammar, spelling, and punctuation</li> <li>• Conveys complex ideas clearly &amp; concisely, as appropriate for assignment</li> <li>• Writes with appropriate tone &amp; style for target audience</li> </ul>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Communicates effectively orally</b></p> <ul data-bbox="116 1484 1242 1690" style="list-style-type: none"> <li>• Asks to learn &amp; clarify information when needed</li> <li>• Articulates &amp; pronounces words clearly and accurately</li> <li>• Embodies authority &amp; uses tone, pace, volume effectively</li> <li>• Engages the audience &amp; responds to feedback appropriately</li> <li>• Organizes &amp; structures oral presentations effectively</li> <li>• Listens, responds &amp; asks questions to improve &amp; promote mutual understanding</li> <li>• Practices active listening &amp; seeks to understand colleagues' perspectives by asking relevant questions and summarizing points</li> </ul>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4-Exceeds Expectations	3-Satisfactory	2-Still Needs Improvement	1-Below Expectations	0-No Basis to Judge
------------------------	----------------	---------------------------	----------------------	---------------------

**Communicates effectively in digital formats**

- Demonstrates proficiency with digital communication tools (e.g., email, social media, collaborative platforms, Zoom)
- Adheres to digital etiquette of field or organization
- Creates clear & visually appealing digital content
- Understands how different formats affect the message

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

**Communicates issues or absences in a timely manner**

- Promptly notifies relevant parties of any delays or problems, clearly explaining the issue or reason for absence
- Uses appropriate channels for communicating time-sensitive information

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

4

**Please comment on the student's COMMUNICATION SKILLS**, and suggest areas for further development. **Explain any ratings of 2 or below** given in the section above. If possible, include specific actions or 'next steps' for improvement to guide the student as they continue to develop these skills. *You may skip this question if you have no further input to provide.*

Enter a response

Please rate the student's **CRITICAL THINKING & APPLICATION SKILLS**.

Bullet points below each criterion provide example performance indicators to guide your evaluations. These indicators also help students understand the evaluation criteria and identify areas for improvement. *Please note that interns do NOT have to perform these exact examples or all of the examples to earn maximum scores.*

► Response Required

4-Exceeds Expectations	3-Satisfactory	2-Still Needs Improvement	1-Below Expectations	0-No Basis to Judge
●	●	●	●	●

**Able to select & analyze information or data accurately and in a relevant manner.**

- Defines the issue or problem and gathers evidence to inform decision-making for the best healthcare outcomes
- Uses appropriate/credible resources to find information when developing and/or justifying care plans, programs, projects, etc.
- Determines relevance of information to situation & quality of data, such as considering limitations or populations included in study, measurement error, etc.
- Accurately interprets & synthesizes data from patient records, lab results, or dietary assessments to inform clinical decisions
- Reasonably identifies areas for improvement by evaluating foodservice operations data (e.g., inventory, cost control, and customer feedback)
- Accurately assesses community nutrition program outcomes using statistical analysis to determine effectiveness & areas for enhancement
- Considers outcomes & data when making decisions or designing projects or interventions



**Applies evidence-based guidelines or research appropriately and effectively in this practice setting**

- Applies evidence relevant to situation in an appropriate & effective manner
- Engages in evidence-based practice by incorporating knowledge/data on patient/population needs, values, treatment options and anticipated outcomes, integrating evidence and previous learned knowledge
- Makes appropriate decisions & conclusions based on evidence or information, such as scientific literature, assessment data, quality improvement outcomes, etc.
- Uses evidence/data to effectively justify projects, programs or services



**Able to apply theoretical principles to specific situations**

- Applies medical nutrition therapy principles to develop individualized care plans for patients
- Implements food safety and sanitation theories to ensure compliance with health regulations in foodservice settings
- Uses behavior change theories to design and deliver effective nutrition education sessions for diverse community groups



**Shows evidence of self-reflection and effort to improve performance and skills.**

- Exhibits a growth mindset
- Reflects on performance & revises actions and thought processes to improve in practice
- Analyzes consequences of decisions & reflects on implications for future decisions



6

**Please comment on the student's CRITICAL THINKING & APPLICATION SKILLS**, and suggest areas for further development. **Explain any ratings of 2 or below** given in the section above. If possible, include specific actions or 'next steps' for improvement to guide the student as they continue to develop these skills. *You may skip this question if you have no further input to provide.*

Enter a response

Please rate the student's **PROFESSIONAL ATTRIBUTES & BEHAVIOR**.

Bullet points below each criterion provide example performance indicators to guide your evaluations. These indicators also help students understand the evaluation criteria and identify areas for improvement. *Please note that interns do NOT have to perform these exact examples or all of the examples to earn maximum scores.*

► Response Required

4-Exceeds Expectations	3-Satisfactory	2-Still Needs Improvement	1-Below Expectations	0-No Basis to Judge
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Works cooperatively with others</b></p> <p>*Please specify if this assessment of intern performance included: 1) interprofessional teams; and/or 2) NDTRs or support personnel in other disciplines</p> <ul style="list-style-type: none"> <li>Regularly contributes ideas and feedback during team meetings and collaborative projects</li> <li>Offers assistance to colleagues when needed and demonstrates a willingness to share knowledge and resources to help the team succeed</li> <li>Recognizes &amp; appreciates the role of all team members</li> <li>Approaches new ideas and methods with a positive attitude, recognizing and considering multiple perspectives when solving problems</li> </ul>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Accurately completes assignments</b></p> <ul style="list-style-type: none"> <li>Consistently produces work that is free from errors and meets the specified requirements and standards</li> <li>Delivers high-quality work that reflects a thorough understanding of the assignment's objectives and criteria</li> </ul>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Reliably meets deadlines</b></p> <ul style="list-style-type: none"> <li>Regularly completes tasks and projects within the established timeframes</li> <li>Takes responsibility for meeting deadlines and communicates proactively if delays occur</li> <li>Displays organization and preparedness for all meetings and work-related activities (including patient sessions)</li> </ul>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Adapts and adjusts to change</b></p> <ul style="list-style-type: none"> <li>Demonstrates ability to modify plans &amp; strategies in response to changing circumstances</li> <li>Maintains constructive &amp; open-minded attitude when faced with new challenges or changes in the work environment</li> </ul>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Takes initiative</b></p> <ul style="list-style-type: none"> <li>Identifies &amp; acts on opportunities without being prompted by others</li> <li>Takes the lead in addressing issues &amp; finding solutions independently</li> </ul>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Exhibits resourcefulness</b></p> <ul style="list-style-type: none"> <li>Uses creative &amp; effective methods to overcome obstacles &amp; achieve goals</li> <li>Makes optimal use of available resources to complete tasks &amp; projects</li> <li>Identifies new resources when existing ones are insufficient</li> </ul>				

4-Exceeds Expectations	3-Satisfactory	2-Still Needs Improvement	1-Below Expectations	0-No Basis to Judge
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Is friendly, tactful and courteous</b>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Is punctual, dependable &amp; prepared</b> <ul style="list-style-type: none"> <li>• Arrives on time</li> <li>• Is prepared to engage in meetings, appointments, and work shifts</li> </ul>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Effectively manages time &amp; deadlines under pressure</b> <ul style="list-style-type: none"> <li>• Maintains high-quality work during high-pressure situations</li> <li>• Demonstrates effective stress management techniques</li> <li>• Upholds professional behavior &amp; ensures all responsibilities are met</li> </ul>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Accepts feedback in an appropriate manner</b> <ul style="list-style-type: none"> <li>• Listens to &amp; considers feedback without becoming defensive, optimally showing appreciation for growth opportunities</li> <li>• Applies constructive feedback to improve performance &amp; skills</li> </ul>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Demonstrates self-confidence and poise</b> <ul style="list-style-type: none"> <li>• Maintains calm &amp; confidence in stressful situations</li> <li>• Expresses ideas &amp; opinions confidently and respectfully</li> <li>• Demonstrates confidence in ability to apply knowledge, make decisions &amp; grow in competency of practice</li> </ul>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Displays acceptable personal appearance for professional settings (grooming, cleanliness, appropriateness)</b>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Resolves conflicts in an appropriate manner</b> <ul style="list-style-type: none"> <li>• Identifies basic issues in a conflict &amp; develops an effective approach to achieve resolution (could involve identifying barriers to a patient being receptive to care)</li> <li>• Practices open communication that is positive and solution-focused to deal with conflicts</li> <li>• Addresses conflicts in a timely manner with the appropriate individuals</li> <li>• Shows empathy and understanding towards others' positions and feelings</li> <li>• Uses clear, respectful, and constructive communication techniques to address and resolve conflicts</li> <li>• Maintains professionalism and composure during conflict situations</li> <li>• Knows when and how to seek guidance from supervisors or mentors when conflicts are beyond their scope of resolution</li> </ul>				

4-Exceeds Expectations	3-Satisfactory	2-Still Needs Improvement	1-Below Expectations	0-No Basis to Judge
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Demonstrates an understanding of the ethical standards and codes of conduct governing the profession</b></p> <ul style="list-style-type: none"> <li>Effectively recognizes &amp; addresses ethical dilemmas &amp; seeks guidance when necessary</li> <li>Upholds principles of confidentiality and privacy in all professional interactions</li> <li>Exhibits honesty, integrity, and accountability in all professional interactions and tasks</li> <li>Advocates for ethical practices</li> <li>Regularly reviews and reflects on personal and professional conduct to ensure ongoing adherence to ethical standards and identifies areas for improvement as needed</li> </ul>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Exhibits leadership potential</b></p> <ul style="list-style-type: none"> <li>Inspires &amp; motivates others to achieve common goals</li> <li>Demonstrates sound judgment &amp; decision-making skills in leadership roles</li> <li>Works toward goals/success of group or organization when appropriate, instead of solely focusing on individual goals/progress</li> </ul>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Overall potential as a professional</b></p> <p>In addition to the activities listed above in this area:</p> <ul style="list-style-type: none"> <li>Respectfully discusses potential issues in a timely manner with goals to find solutions that work for all parties (e.g., if afraid will not meet approaching assignment deadline, discusses new timeline &amp; strategies to ensure successful completion of assignment by mutually established new deadline)</li> <li>Demonstrates continuous improvement &amp; development in professional skills and knowledge</li> <li>Shows potential for taking on higher responsibilities &amp; advancing in their career</li> </ul>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8

**Please share any comments on the student's PROFESSIONAL ATTRIBUTES & BEHAVIOR**, and suggest areas for further development. **Explain any ratings of 2 or below** given in the section above. If possible, include specific actions or 'next steps' for improvement to guide the student as they continue to develop these skills. *You may skip this question if you have no further input to provide.*

Enter a response

9

Please provide any additional comments which you feel would be helpful (optional):

Enter a response

10

I plan to verbally review this evaluation with the student (Note: you and the student will be given an option to print the evaluation after it has been submitted).

SIGN HERE

Please Type Name

Please Type Name

11

Thank you for supporting our program, our students, and our profession!



# Preview Survey - "3-Preceptor Evaluation (completed by interns)"

As part of our continuous improvement process, we kindly request that you complete this form/survey at the end of each of your rotations to evaluate your preceptors. Your feedback is invaluable to us and will help enhance the internship program for future participants. For rotations of longer duration, such as a full academic year, you may be asked to complete this evaluation more than once to periodically document the status of your experience.

For each Preceptor Evaluation, you should only be evaluating a single (major) preceptor (except for questions that specifically ask for information about all preceptors). If you had more than one major preceptor, let your program director know ASAP to open separate surveys/evaluations for you to complete for each preceptor. This only applies if you spent a substantial amount of time with multiple preceptors. Ask your program director if you have questions.

1

During which semester did you work with the preceptor(s) you are currently evaluating?

▶ Response Required

- Fall 1
- Spring 1
- Summer 1
- Fall 2
- Spring 2
- Summer 2

2

Which rotation did you complete with the preceptors you are currently evaluating?

▶ Response Required

- Community - Fall 1
- Community - Spring 1
- Community/Counseling - Year 2
- Community - Other
- Clinical (MNT 1)
- Clinical (MNT2)
- Clinical (Nutrition Support)
- Foodservice Management
- Specialty Rotation

3

Please list the site where you worked with this preceptor. *Use name as shown on Typhon system. Please write out full name - no abbreviations, please.*

▶ Response Required

Enter a response

4

Please list the major preceptor(s) you are evaluating for this rotation.

Additionally, for all preceptors with which you spent a substantial amount of time (*typically 1 week or more*), list their **first** and **last** names **and credentials** below.

Specify the length of time spent with each preceptor.

▶ Response Required

Enter a response

5

Number of Preceptors - Overall, how many did you work with during this rotation?

▶ Response Required

Enter a response

6

How would you describe the preceptors at this site?

▶ Response Required

Enter a response

Please rate the following statements regarding your major preceptor(s):

► Response Required

	Strongly Agree ●	Agree ●	Neutral ●	Disagree ●	Strongly Disagree ●	No Basis to Judge ●
I would recommend using this preceptor again.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain ratings of "neutral" or below

The preceptor demonstrated a desire to teach and assist me in becoming a dietetic professional.

Please explain ratings of "neutral" or below

The staff of the site were accepting of me as a student and were very courteous and tactful with me.

Please explain ratings of "neutral" or below

The staff I worked with seemed very knowledgeable about their area of expertise.

Please explain ratings of "neutral" or below



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis to Judge
--	----------------	-------	---------	----------	-------------------	-------------------

Please explain ratings of "neutral" or below

The staff and/or preceptor created a welcoming and inclusive environment.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Please explain ratings of "neutral" or below

The preceptor provided feedback in a timely manner.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Please explain ratings of "neutral" or below

The preceptor encouraged the use of evidence-based practice.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Please explain ratings of "neutral" or below

The preceptor demonstrated professional behavior and communications with me and others, including conflict management and ethical practice.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Please explain ratings of "neutral" or below

8

Please provide any additional comments you believe would be helpful. If none, type N/A.

▶ Response Required

Enter a response

# Preview Survey - "4-Site Evaluation (completed by interns)"

Please answer the following questions to evaluate the sites where you performed your internship rotations. If any rotation was completed at multiple sites, be sure to specify throughout the evaluation when specific comments or ratings apply to one site or another. If complicated, ask program director to open separate evaluations for you to complete for each site.

1

During which semester did you complete this rotation?

▶ Response Required

- Fall 1
- Spring 1
- Summer 1
- Fall 2
- Spring 2
- Summer 2

2

Number of Preceptors - How many did you work with during this rotation?

▶ Response Required

Enter a response

3

Number of Locations - How many separate locations did you visit during this rotation?

▶ Response Required

Enter a response

4

If you completed this rotation at more than one site, list all sites here, and be sure to specify throughout the evaluation when specific comments or ratings apply to one site or another. If complicated, ask program director to open separate evaluations for you to complete for each site.

▶ Response Required

Enter a response

5

Describe the work culture or vibe of the environment at this site. In addition to other aspects you describe, did it feel welcoming and inclusive?

▶ Response Required

Enter a response

6

Did RDs have authority to order EN or TPN?

▶ Response Required

Yes

No

Additional Comments or Explanations:

7

List any competencies (by #) that were problematic to meet at the site due to site-specific considerations (e.g., staff, scheduling, or job allocations but not because ran out of time). Explain why in area beneath this question, if reason is known.

Enter a response





Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
There was a work area designated for interns or a place suitable to perform my duties as an intern.					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this site to other students.					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9 COMMENTS - Add explanations for any low ratings in the question above if applicable:

Enter a response

10 What are the site's strengths/ highlights/ best features?

▶ Response Required

Enter a response

11 If applicable, briefly describe any major weaknesses or areas in need of improvement at this site in relation to intern experiences.

Enter a response

## Rotation Description: *Medical Nutrition Therapy (MNT) 1*

Dietetic Internship Program  
University of Georgia

### Overview

This program's clinical rotations offer interns practical experience in various healthcare settings, working with multidisciplinary teams including RDNs, doctors, nurses, etc. Interns engage in thorough patient nutrition assessments and actively contribute to all phases of the nutrition care process.

The MNT 1 rotation, a 6-week introductory clinical experience, is the first of three rotations. It primarily involves standard patient cases, providing interns a solid foundation in patient communication and documentation of nutrition care. Specific objectives for this rotation are outlined below.

### Rotation Objectives

<b>LEARN</b>	Deepen knowledge of the NCP and evidence-based guidelines for variety of populations and health conditions Hone skills and confidence in speaking with and assessing patient needs Refine abilities to write clear, concise, and complete nutrition notes
<b>ACT</b>	Apply knowledge and develop skills in: <ul style="list-style-type: none"><li>• written, verbal and digital communication</li><li>• collecting data</li><li>• making appropriate and ethical clinical decisions using patient data, background knowledge and evidence-based practice documents</li><li>• documenting care clearly, concisely and effectively</li><li>• counseling patients effectively and with cultural humility</li><li>• working effectively in teams to achieve desired outcomes</li><li>• utilizing and evaluating programs, services and processes</li></ul>
<b>CHECK</b>	Assess & evaluate growth and competence, making sure to discuss areas for improvement with preceptors Get CRDNs checked off throughout the rotation

### Key Experiences

Interns will work with various clinical populations and conditions, including:

- Cardiovascular, obesity, diabetes, malnutrition, gastroesophageal reflux, etc. (experiences vary)
- Adults, older adults (possibly younger age groups, people with disabilities, or pregnant/lactating females)
- Diverse, minority and health disparity groups (experiences vary)

### Typical Tasks and Competencies

Specific competencies to be met in clinical rotations are provided in CRDN Competency Rating Tables as part of your DI Binder. Below is a summarized list of experiences often obtained in the MNT 1 rotation.

- Utilize the Nutrition Care Process (assessment, diagnosis, intervention, and monitoring/evaluation).
- Conduct patient interviews, obtain food and nutrition history, and perform nutrition-focused physical exams.
- Identify and prioritize nutrition problems/diagnoses.
- Develop and implement appropriate nutrition prescriptions and interventions.
- Familiarize themselves with electronic health records and patient information relevant to nutrition assessment.
- Write effective PES (Problem, Etiology, Signs/Symptoms) statements.
- Develop nutrition education materials for patients and caregivers.
- Create and deliver training presentations to staff or other healthcare professionals.

### Resources

- **Nutrition Care Manual and eNCPT:** Explore these resources on eLC and refer to past assignments for guidance.
- **Other Manuals:** Preceptors may have specific materials to recommend. If they do not offer this information, you can always ask them.
- **Textbooks:** Your DI Director has textbooks on a range of relevant topics such as clinical nutrition practice, counseling techniques, pathophysiology, etc. Reach out if you wish to borrow any materials before, during or after your rotation.

## Rotation Description: *Medical Nutrition Therapy (MNT) 2*

Dietetic Internship Program  
University of Georgia

### Overview

This program's clinical rotations offer interns practical experience in various healthcare settings, working with multidisciplinary teams including RDNs, doctors, nurses, etc. Interns engage in thorough patient nutrition assessments and actively contribute to all phases of the nutrition care process.

The MNT 2 rotation is a 4-week advanced clinical experience in the second year, following the MNT 1 rotation. It covers complex patient cases, including nutrition support and intensive care. Interns enhance their ability to independently manage the Nutrition Care Process (NCP), apply evidence-based care, and assess treatment outcomes. Detailed objectives for this rotation are provided below.

### Rotation Objectives

<b>LEARN</b>	Deepen knowledge of the NCP and evidence-based guidelines for complex cases Understand scope of RDN practice and roles within interdisciplinary teams
<b>ACT</b>	Apply knowledge and develop skills in: <ul style="list-style-type: none"><li>• collecting data and interpreting it appropriate within the context of complex cases</li><li>• making appropriate and ethical clinical decisions using patient data, background knowledge and evidence-based practice documents</li><li>• documenting care clearly, concisely and completely</li><li>• counseling patients effectively and with cultural humility while also navigating ethical dilemmas</li><li>• developing appropriate prescriptions for nutrition support (i.e., enteral/parenteral nutrition)</li><li>• working effectively independently and in teams to achieve desired outcomes</li><li>• utilizing and evaluating programs, services and processes</li><li>• advocating for RDN participation in patient care and organization management</li></ul>
<b>CHECK</b>	Assess & evaluate growth and competence, making sure to discuss areas for improvement with preceptors Get CRDNs checked off throughout the rotation

### Key Experiences

Interns will work with various clinical populations and advanced conditions with comorbidities, such as:

- Cardiovascular, cancer, renal, post-surgery, gastrointestinal disorders, developmental disorders, etc. (experiences vary)
- Adults, older adults, children, infants (possibly people with disabilities or pregnant/lactating females)
- Diverse and under-represented populations (experiences vary)

### Typical Tasks and Competencies

Specific competencies to be met in clinical rotations are provided in CRDN Competency Rating Tables as part of your DI Binder. Below is a summarized list of experiences often obtained in the MNT 2 rotation.

- Utilize the Nutrition Care Process (assessment, diagnosis, intervention, and monitoring/evaluation).
- Conduct patient interviews, obtain food and nutrition history, and perform nutrition-focused physical exams.
- Identify and prioritize nutrition problems/diagnoses in complex cases.
- Develop and implement appropriate nutrition prescriptions and interventions, including nutrition support.
- Measure outcomes of patients and modify nutrition plans.
- Create and deliver training presentations to staff or other healthcare professionals.
- Provide staff relief to view additional aspects of the job.
- Perform management roles such as staff training, developing change management plans, billing and coding, etc.

### Resources

- **Nutrition Care Manual and eNCPT:** Explore these resources on eLC and refer to past assignments for guidance.
- **Other Manuals:** Preceptors may have specific materials to recommend. If they do not offer this information, you can always ask them.
- **Textbooks:** Your DI Director has textbooks on a range of relevant topics such as clinical nutrition practice, counseling techniques, pathophysiology, etc. Reach out if you wish to borrow any materials before, during or after your rotation.

## Rotation Description: *Foodservice Management*

Dietetic Internship Program  
University of Georgia

### Overview

The foodservice management rotation is a 4-week, first-year program offering hands-on management experience in diverse settings, including schools and university dining services. Interns collaborate with RDNs, school nutrition directors, and culinary staff to master foodservice operations, from procurement to safety. They also gain insights into leadership through participating in food preparation and service in addition to management functions, contribute to patient satisfaction, partake in organizational improvement projects, and learn human resources management tasks like interviewing and scheduling. Specific rotation objectives are detailed below.

### Rotation Objectives

<b>LEARN</b>	Gain insights into the functions of a dietitian in food service and administration Understand scope of RDN practice and roles within interdisciplinary teams
<b>ACT</b>	Apply knowledge and develop skills in: <ul style="list-style-type: none"><li>• menu planning and evaluation</li><li>• managing budgets &amp; procurement activities</li><li>• human resource functions and leadership activities, such as change management or staff training</li><li>• food preparation and planning, including menu planning</li><li>• food procurement and related decision-making</li><li>• communication (written, oral, digital)</li><li>• food safety</li><li>• working effectively independently and in teams to achieve desired outcomes</li><li>• utilizing and evaluating programs, services and processes</li></ul>
<b>CHECK</b>	Assess & evaluate growth and competence, making sure to discuss areas for improvement with preceptors Get CRDNs checked off throughout the rotation

### Typical Tasks and Competencies

Specific competencies to be met in clinical rotations are provided in CRDN Competency Rating Tables as part of your DI Binder. Below is a summarized list of experiences often obtained in the FSM rotation.

- Collaborate on developing nutritious and appealing menus.
- Participate in staff management, scheduling, and training.
- Apply food safety regulations and practices.
- Explore and justify financial aspects of food service operations.
- Observe and assist in cafeteria management.

### Resources

- **Manuals and Textbooks:** Preceptors may have specific materials to recommend. If they do not offer this information, you can always ask them. Your DI Director has textbooks on a range of topics. Reach out if you wish to borrow any materials before, during or after your rotation.

## Rotation Description: *Nutrition Support*

Dietetic Internship Program  
University of Georgia

### Overview

This program's clinical rotations offer interns practical experience in various healthcare settings, working with multidisciplinary teams including RDNs, doctors, nurses, etc. Interns engage in thorough patient nutrition assessments and actively contribute to all phases of the nutrition care process.

The Nutrition Support rotation is a 4-week advanced clinical experience in the second year, following the MNT 1 rotation. It covers complex patient cases, including nutrition support and intensive care. Interns enhance their ability to independently manage the Nutrition Care Process (NCP), apply evidence-based care, and assess treatment outcomes. Specific emphasis is placed on learning assessment and care elements of nutrition support. Detailed objectives for this rotation are provided below.

### Rotation Objectives

<b>LEARN</b>	Deepen knowledge of the NCP and evidence-based guidelines for complex cases Understand scope of RDN practice and roles within interdisciplinary teams in regards to nutrition support Understand considerations and appropriate management of nutrition support care
<b>ACT</b>	Apply knowledge and develop skills in: <ul style="list-style-type: none"><li>• collecting data and interpreting it appropriate within the context of complex cases</li><li>• making appropriate and ethical clinical decisions using patient data, background knowledge and evidence-based practice documents</li><li>• documenting care clearly, concisely and completely</li><li>• counseling patients effectively and with cultural humility while also navigating ethical dilemmas</li><li>• developing appropriate prescriptions for nutrition support (i.e., enteral/parenteral nutrition)</li><li>• working effectively independently and in teams to achieve desired outcomes</li><li>• utilizing and evaluating programs, services and processes</li><li>• advocating for RDN participation in patient care and organization management</li></ul>
<b>CHECK</b>	Assess & evaluate growth and competence, making sure to discuss areas for improvement with preceptors Get CRDNs checked off throughout the rotation

### Key Experiences

Interns will work with various clinical populations and advanced conditions with comorbidities, such as:

- Cardiovascular, cancer, renal, post-surgery, gastrointestinal disorders, developmental disorders, etc. (experiences vary)
- Adults, older adults, children, infants (possibly people with disabilities or pregnant/lactating females)
- Diverse and under-represented populations (experiences vary)

### Typical Tasks and Competencies

Specific competencies to be met in clinical rotations are provided in CRDN Competency Rating Tables as part of your DI Binder. Below is a summarized list of experiences often obtained in the MNT 2 rotation.

- Utilize the Nutrition Care Process (assessment, diagnosis, intervention, and monitoring/evaluation).
- Conduct patient interviews, obtain food and nutrition history, and perform nutrition-focused physical exams.
- Identify and prioritize nutrition problems/diagnoses in complex cases.
- Develop and implement appropriate nutrition prescriptions and interventions, including nutrition support.
- Measure outcomes of patients and modify nutrition plans.
- Create and deliver training presentations to staff or other healthcare professionals.
- Provide staff relief to view additional aspects of the job.
- Perform management roles such as staff training, developing change management plans, billing and coding, etc.

### Resources

- **ASPEN & Articles:** Explore these resources on eLC and refer to past assignments for guidance.
- **Other Manuals:** Preceptors may have specific materials to recommend. If they do not offer this information, you can always ask them.
- **Textbooks, etc.:** Your DI Director has textbooks on a range of relevant topics such as clinical nutrition practice, counseling techniques, pathophysiology, etc. Reach out if you wish to borrow any materials before, during or after your rotation. You may also ask preceptors if you feel you would benefit from additional resources.

## Rotation Description: **Community**

Dietetic Internship Program  
University of Georgia

### Overview

This program's community rotations offer interns practical experience in various settings, working with multidisciplinary teams as well as on a more independent level as they progress through the program. Interns engage in nutrition education, program assessment and evaluation, curriculum development, menu planning, and outreach (including through social media). Interns gain community experience during fall and spring semesters of the academic year and are paired with preceptors near campus. Experiences include one-on-one nutrition education when possible.

### Rotation Objectives

<b>LEARN</b>	Deepen knowledge of the NCP and evidence-based guidelines for complex cases Understand scope of RDN practice and roles within interdisciplinary teams
<b>ACT</b>	Apply knowledge and develop skills in: <ul style="list-style-type: none"><li>• collecting data and interpreting it appropriate within the context of community-based health programs, initiatives, or education</li><li>• developing budgets and creating educational programs to implement in community settings</li><li>• evaluating programs for impact</li><li>• generating reports to share current progress and impact with stakeholders</li><li>• conducting needs assessments to justify programs, activities, education, etc.</li><li>• interacting with community partners to understand resources &amp; co-deliver programs &amp; services</li><li>• participating in outreach and nutrition education events on campus and in the community</li><li>• interviewing clients to discuss nutrition education needs and goal-setting</li><li>• developing and delivering presentations in community settings to colleagues, peers, community partners or public</li><li>• producing written or digital content (articles, blogs, recipes) for the public</li></ul>
<b>CHECK</b>	Assess & evaluate growth and competence, making sure to discuss areas for improvement with preceptors Get CRDNs checked off throughout the rotation

### Key Experiences

Interns will work with various community populations, such as:

- Adults, older adults, children, infants (possibly people with disabilities or pregnant/lactating females)
- Low-income children & families, including those with low-income or low access to resources
- Individuals with chronic diseases (e.g., diabetes)
- Diverse and under-represented populations (experiences vary)

### Typical Tasks and Competencies

Specific competencies to be met in clinical rotations are provided in CRDN Competency Rating Tables as part of your DI Binder. Below is a summarized list of experiences often obtained in Community Rotations.

- Participate in professional activities and organizations such as 4H or ACC Wellness.
- Provide and evaluate nutrition education in different settings and formats (wellness, public health, schools, etc.).
- Perform community-based nutrition services and outreach, including tabling events.
- Develop and review educational materials and outcomes for food and nutrition services and practice.
- Review recipes and menus for outreach programs and/or home-delivered and congregate meals.
- Develop plans for providing services, programs or products.
- Write nutrition education articles for publication.

### Resources

- **eLC:** Your DI Director has topics online including information on quality assurance, nutrition education and counseling techniques, etc. You may also ask preceptors if you feel you would benefit from additional resources.

## Suggested Activities for Clinical Rotations: MNT-1, MNT-2, Nutrition Support

Actions, Objectives, and Specific Activities

### *MNT-1 and MNT-2*

#### **Review diet manual for nutrition care delivery.**

- Know procedures for literature search and procedures used to develop and revise diet manual.
- Know food composition and is able to translate it into diet modification recommendations.
- Identify currently used diet manuals and sources of information concerning dietary therapy. Review available diet manuals.
  - For one disorder/disease, research past dietary therapy and current research, and prepare recommendations for current dietary therapy. Could meet CRDN 4.3 if improvements suggested based on research findings.

#### **Apply current research information and methods to dietetics practice, and recommend goals pertaining to nutrition care.**

- Know procedure for obtaining relevant information from evidenced based literature and translating it into a presentation for simple and complex medical conditions.
- Know criteria for statements of purpose, goals and objectives of nutrition care.
- Know standards of quality nutrition care.
- Review goals and objectives of the clinical area.
  - **MEETS CRDN 1.1:** Audit chart of selected patient population for adherence to nutritional protocol established for that population. Compile report of findings, and make recommendations for improvement. Measure achievement of objectives (if none exist, interns will develop 1-2 objectives for nutritional protocol that can be measured and will measure their achievement with existing outcomes data or data collected during the rotation). Could meet CRDNs 1.3, 2.1, 2.12, 4.3 with appropriate modifications.
  - **MEETS CRDN 1.2:** Prepare a case study of patient under direction of preceptor. Complete a literature review on dietary therapy for the chosen complex medical condition and patient population, and prepare a presentation to explain MNT related to case. Could meet other CRDNs with appropriate modifications (see below).

#### **Obtain a dietary history from patient, and calculate nutrient and energy intake values.**

- Know methods for collecting an appropriate dietary history.
- Know influence of social, cultural, and psychological factors on nutrition-related behavior.
  - Observe preceptor obtaining diet history from patient. Become familiar with information needed to accurately assess dietary history.
  - **MEETS CRDN 3.7 (partially):** Obtain dietary histories from patients as directed by preceptor. Provide information on standard form in accurate, clear manner.



## **Suggested Activities for Clinical Rotations: MNT-1, MNT-2, Nutrition Support**

### **Actions, Objectives, and Specific Activities**

#### **Calculate nutrient and energy intake values from a 24-hour food intake records for patients.**

- Know nutrient composition of food and food products.
- Know how to calculate nutrient and energy intake values and how to assess nutritional adequacy of patient intake.
  - Calculate nutrient and energy intakes from 24-hour food intake, as directed by preceptor. Assess 24-hour intake for nutritional adequacy.

#### **Assess nutrition status of individual patient using data obtained from patient and patient's medical record, and document in the medical record.**

- Know components of nutrition assessment and nutrition-focused physical exam (NFPE).
- Know methods used to assess nutrition status.
- Know limitations of nutrition assessment techniques.
- Know how to interpret nutrition assessment data.
  - **MEETS CRDN 3.2:** After observing and reviewing steps and considerations with preceptor, conduct a NFPE with appropriate methods, and document assessment accurately in patient notes.
  - **MEETS CRDN 3.3:** Measure blood pressure, blood glucose or cholesterol, and recommend or initiate nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carb-to-insulin ratio, B12 or iron supplementation).

#### **The following activities contribute to CRDN 3.1, but other activities are needed to fully demonstrate breadth of the competency.**

- Participate in completion of nutrition assessments with preceptor using appropriate and approved format. Complete written evaluation of data collected.
- Complete nutrition assessments as directed by preceptor to include evaluation of some of the following disease/lifecycle states:
  - Diabetes, Cardiovascular disease, Renal disease, Gastrointestinal disease, Maternal and Infant, Burns, Obesity, Allergies, Oncology, Mental Health, Eating Disorders, Geriatrics, HIV
- Determine correct lab values to utilize in assessing patients.

#### **Diagnose nutritional problems of individual patients using data obtained from patient and patient's medical record, and document this in the medical record.**

- Know components of nutrition diagnosis.
- Know how to write correct PES statements and interpret PES statements.

#### **The following activities contribute to CRDNs 3.1 and 3.7, but other activities are needed to fully demonstrate breadth of the competency, and intern should be able to do this independently before competency met.**

- Participate in completion of nutrition diagnosis with preceptor using appropriate and approved PES format. Complete written evaluation of data collected.

## Suggested Activities for Clinical Rotations: MNT-1, MNT-2, Nutrition Support

### Actions, Objectives, and Specific Activities

#### Design nutrition care plans for individual clients/patients, and recommend appropriate dietary prescriptions.

- Possess thorough knowledge of normal and modified diets.
- Know relationship of nutrition to prevention and treatment of disease.
- Know nutrition requirements of patients.
- Know influence of social, cultural, and psychological factors on nutrition-related behavior.
- Know nutrition interventions appropriate for identified nutrition status.
- Know coding and billing considerations and how they impact ability of patients to access or continue care.
- Identify desired outcomes of nutrition care for individual patient.
  - Determine nutrient and energy requirements for individuals based on age, sex, state of health and level of activity.
  - Select appropriate method of feeding for individuals.
  - Develop appropriate diet pattern for patient.
  - Verify that each nutrition-related problem listed in patient's record is addressed.
  - **MEETS CRDN 1.2:** Prepare case study (independent study) including nutrition intervention in the treatment of disease and/or for the promotion and maintenance of health as appropriate for rotation section. ***Incorporate ethical considerations and/or implications to meet CRDN 2.1, and coding and billing considerations for CRDN 4.9.*** Consider the following conditions as appropriate for rotation section:
    - Diabetes, Cardiovascular disease, Renal disease, Gastrointestinal disease, Maternal and Infant, Burns, Obesity, Allergies, Oncology, Mental Health, Eating Disorders, Geriatrics, HIV
  - **MEETS CRDN 2.12:** Plan nutrition care plans and modified diets for patients, as directed by preceptor, based on dietary prescriptions, individual food patterns, lifestyles and cultures. Adapt plans/diets to food patterns, lifestyle, and cultural needs as possible.

#### Document all nutrition care information in the patient's medical record, using appropriate format, terminology, and communication methods.

- Know medical terminology and abbreviations.
- Know techniques used to document nutrition data and appropriate coding and billing information.
- Know importance of patient confidentiality.
  - Define medical terminology and abbreviations.
  - Review coding and billing guidelines from the Academy of Nutrition & Dietetics, and discuss with preceptor how billing and coding impacts care at facility.
  - **MEETS CRDN 1.5, 3.1 and 3.7 (partially):** Upon completion of patient interviews, nutrition assessment, development of nutrition care plan, dietary instruction, and billing; document all pertinent information in progress notes of patient medical records using NCP and Standardized Language. Interns should complete at least 10 chart reviews for compliance with NCP and Standardized Language usage.

## **Suggested Activities for Clinical Rotations: MNT-1, MNT-2, Nutrition Support**

### Actions, Objectives, and Specific Activities

#### **Monitor individual patient's response to nutrition care, food acceptance and intake, and revises nutrition care plan as needed.**

- Know how to use hospital policy and procedure manual to develop patient care plan.
- Know how to document that care was given in a timely fashion within hospital guidelines.
  - **MEETS CRDN 4.3:** With instructor complete follow-up on nutrition care of patients. Assess quality of clinical services using client evaluation form. Document the effects of nutrition care and any revision of nutrition care plan in the patient's medical record and in the records of the dietetics department.

#### **Assess nutrition education needs of individuals. Develop objectives for appropriate nutrition education plan. Determine content, methods, and resources for nutrition education program. Counsel individuals concerning nutrition concepts.**

#### **Document individual response to nutrition education in the medical record.**

- Know criteria for statements of measurable objectives.
- Know availability and use of nutrition education materials and of reference materials.
- Know teaching methods and effective communication skills for individuals and small groups.
  - **MEETS CRDN 1.2 (and others):** Plan, present, and evaluate not less than three classes on nutrition or medical nutrition therapy for the following groups: patients, personnel, or the general public. Develop appropriate methods and materials for the group being addressed (*could meet CRDNs 3.4, 3.9, 3.11 depending on topics covered*). Each class will be presented at least one time to appropriate group.
  - **MEETS CRDN 3.8:** Student will question class participants to verify understanding of material covered. Document class attendance of patients in the medical record when appropriate.
  - **MEETS CRDN 2.3, 2.8 and 3.10:** Interns will keep a portfolio of counseling sessions with at least 5 clients if possible, and evaluate patient behavior change or readiness to change with preceptor. If patients not able to be seen enough times, intern will discuss potential efficacy of education/ counseling methods used with preceptor.

#### **Provide classes and lectures or case studies on nutrition-related topics to health team members and peers.**

- Appropriately select and use information/data sources and reference materials.
- Know communication methods for interpreting scientific data to others.
- Know principles of adult learning and education.
- Know ethical implications of practice.
  - **Could meet CRDNs 2.1, 2.10, 2.11, 3.8, 3.9:** Prepare and present one class or case study to health team members, including medical students and/or peers on a current nutrition topic incorporating emerging research. Include discussion of any ethical implications pertaining to the class or case study.
  - Complete an orientation for the hospital that includes the rules and regulations regarding ethical practice.

## **Suggested Activities for Clinical Rotations: MNT-1, MNT-2, Nutrition Support**

### Actions, Objectives, and Specific Activities

#### **Promote positive working relationships with others whose work has an impact on patient health. Coordinate nutrition care of patients with other health team members. Confer with health team members concerning patient's nutrition status.**

- Know effective communication techniques.
- Know division of responsibilities within a healthcare team.
  - **MEETS CRDN 2.4 and possibly 2.5:** Meet with other health care team members as appropriate to discuss appropriateness, implementation, and evaluation of nutrition care plan. As a member of the healthcare team, participates in team conferences, bedside rounds, and grand rounds, as scheduled for assigned area. **Could meet CRDN 2.3.**
  - **MEETS CRDN 2.6:** Refer patients/clients to other professionals as appropriate, using appropriate documentation of referral such as a form on on patient note.
  - **MEETS CRDN 3.6:** Conduct swallow screen & refer to appropriate healthcare professional for full swallow evaluation when needed. May involve working with nursing staff, in which case, **could meet CRDNs 2.3 or 2.4.**

#### **Determine and implement cost containment processes for staffing decisions, selection of nutrition care products and therapies, and allocations food and supplies.**

- Know relationship of analysis of costs and benefits to attainment of goals.
- Know procedures for cost/benefit analysis.
- Know how to determine resources needed to carry out goals.
- Know systems theory for decision-making.
  - **MEETS CRDN 3.13:** Provide staff relief as needed as indicated by supervising dietitian.
  - Review facility policies and procedures related to personnel.
  - **MEETS CRDN 4.1:** Apply systems theory for staffing decision and/or selection of nutrition care products and therapies. If possible, participate in training or scheduling of staff.
  - **MEETS CRDN 4.6:** Make notations of wasteful practices at the site and propose solutions.
  - **MEETS CRDN 4.3:** Assess aspect of patient care, such as patient/client satisfaction of food, and determine costs for modifications.

#### **Communicate nutrition care plan for each patient to food service personnel.**

- Know communication channels and methods used to communicate nutrition care information within institution.
  - **MEETS CRDN 2.3:** Identify communication channels and procedures used by institution to communicate nutrition care plan to food service personnel, and utilize these procedures to communicate nutrition care plans.

#### **Perform management functions related to safety, security and sanitation that affect patients.**

- **MEETS CRDN 4.2:** Complete a safety and security audit on an aspect of patient care, and follow up with management staff or dietitians. **Could meet CRDN 4.1 if audit is communicated with staff (i.e., training).**

## Suggested Activities for Clinical Rotations: MNT-1, MNT-2, Nutrition Support

### Actions, Objectives, and Specific Activities

#### Communicate nutrition care plan to patient and/or patient's family.

- Know variety of educational methods appropriate for instructing patient and family in application of diet.
- Know communication techniques and strategies for effective behavioral change.
- Know how to assist patient in finding services and resources which help patient meet nutrition care plan.
- Observe instructor completing diet instructions for patients.
- Develop instructional materials to be used as aids for teaching classes and diet instructions for one type of medical nutrition therapy. Utilize materials when completing diet instructions.
  - **MEETS CRDN 2.3:** Instruct patients on modified diets using appropriate visual aids. Include information on food restrictions, preparation methods, and portion sizes. Assess patient knowledge of diet and willingness to follow diet plan. Provide individual instruction and group classes as directed by preceptor. Intern promotes a positive learning environment while respecting life experiences, cultural diversity and educational background.
  - **MEETS CRDN 3.9:** Prepare educational materials suitable for that target population in terms of age, literacy level, and culture. Present to preceptor.

#### Understand components of professional behavior.

- Know professional standards at facility.
- Know how to exhibit professional behavior when interacting with staff, patients, etc.
- Know aspects of practice standards, scope and risk (and how to identify, assess, and mitigate risk).
- Know how to resolve conflict effectively and appropriately.
- Review facility materials regarding professional conduct and conflict.
  - **MEETS CRDN 4.10:** Identify and assess actual or potential risk due to clinical liability.
  - **MEETS CRDN 4.3:** Monitor accuracy of tray service (check trays at random for 1 meal service period), and suggest improvements for patient safety, work efficiency, risk reduction, or patient/ staff perception.
- Demonstrate a strong work ethic, critical thinking, flexibility, risk taking, consumer focus.
  - **MEETS CRDN 2.7:** Present a change management plan to preceptor. if possible, implement plan and evaluate outcome or discuss barriers/strategies to ensure plan's success with preceptor.
  - **MEETS CRDN 5.5:** Identify a source of conflict and develop plan to resolve that discusses how to overcome expected obstacles.

#### Develop and evaluate recipes or menus for patient populations.

- Know aspects of recipe or menu development with sanitation/safety, cultural and health considerations.
- Know approaches to evaluation for affordability and acceptability.
  - **MEETS CRDN 3.14:** Identify recipe or menu needed for a target population at facility. Design with documentation of all sanitation/safety, cultural and health considerations. Evaluate recipe or menu for affordability and acceptability. ***Could meet CRDNs 1.3 and 2.2.***

## Suggested Activities for Clinical Rotations: MNT-1, MNT-2, Nutrition Support

Actions, Objectives, and Specific Activities

### *Nutrition Support*

*To gain knowledge and develop clinical skills in nutritional support of the critical care patient.*

#### **Identify the goals of the Nutrition Support Services (NSS)**

- Read guidelines for the NSS. List functions of the NSS. Identify interrelationship of the NSS with other healthcare services.

#### **Identify NSS professionals**

- Identify each member of the NSS and their function. Observe each member of the NSS in daily activities. Observe interrelationship of NSS with other healthcare professionals.

#### **Understand indications for the use of parenteral and enteral feedings.**

- After discussion with preceptor, list the indications for use of parenteral and enteral feedings. Discuss the contraindications for the use parenteral and enteral.
- **MEETS CRDN 4.10:** Identify and assess risks related to clinical liability in NS in real cases or case studies as examples.

#### **Know the composition of parenteral solutions.**

- Review protocol on components of standard CPN and PPN solutions.
- List the components of standard CPN and PPN solutions and state rationale for each component.
- Differentiate between the meaning of CPN and PPN solutions. Compare the osmolality of CPN and PPN solutions.
- List and discuss the role of additives in parenteral solutions. Identify the role of IV fat emulsions.
- Read procedures for the preparation of parenteral solutions. Observe and participate in the preparation of parenteral solutions.
- Calculate the calorie, protein, carbohydrate, and fat content of prescribed parenteral solutions.

#### **Know the composition of enteral formulas.**

- List the products available at facility. Discuss the differences in composition (sources of carbohydrate, protein, fat) osmolality and palatability of elemental, modular (polymeric) and commercial formulas.
- Determine the procedure utilized for selecting the formulary products.
- **MEETS CRDNs 1.3 and 3.14:** Complete a cost/benefit analysis of one nutrition care product (choose EN or PN formula for CRDN 3.14).
- Calculate energy, protein, carbohydrate, and fat content of prescribed enteral formulas.

## **Suggested Activities for Clinical Rotations: MNT-1, MNT-2, Nutrition Support**

### Actions, Objectives, and Specific Activities

#### **Be familiar with equipment used in the delivery of parenteral and enteral nutrition.**

- **MEETS CRDN 3.5:** Observe and participate in setup and other operation of controllers, pumps, and other infusion devices. Discuss and observe placement of a central venous catheter. Discuss and observe placement of nasoenteric feeding tube. Identify types and sizes of various feeding tubes. Identify indications for various feeding tubes & discuss risks.

#### **Identify complications associated with parenteral nutrition support.**

- List the technical, metabolic, and mechanical complications of parenteral nutrition. Discuss the possible treatments or preventions for each of the complications of parenteral nutrition and how these would be applied.

#### **Identify complications associated with enteral nutrition support.**

- List the complications related to tube feedings. Discuss possible treatments or preventions for each of the complications of tube feedings and how these would be applied.

#### **Interact with other healthcare professionals in NSS.**

- **MEETS CRDN 2.4:** Utilize appropriate written and verbal communication. Serve as a resource to other health care team members. Participate in daily rounds with NSS, physicians, and other health care professionals. Participate in meetings with sales and home healthcare representatives.

#### **Apply current research information and methods to dietetic practice.**

- **MEETS CRDN 1.2:** Prepare a patient case study utilizing lab data, anthropometrics, medical condition, practical experience and subjective data. Present patient case study to healthcare professionals. *Could meet other CRDNs with appropriate modifications (see case study descriptions under MNT suggested activities).*

#### **Utilize community services to implement nutrition care plan.**

- Visit a home healthcare agency. List its functions. List professionals associated with this service and their roles. List factors considered in eligibility of this program to community members.
- **MEETS CRDN 2.6:** Document services referred appropriately to patients in note or otherwise.

#### **Evaluate and specify special foods and supplemental nutrition products.**

- Know nutrient composition and criteria for selection of special foods and supplemental nutrition products.
- **MEETS CRDNs 1.3 and 3.14:** Evaluate samples of one type of special food or supplemental nutrition product for acceptability. Complete a written report of product evaluation.

## Suggested Activities for Foodservice Management (FSM) Rotations

Actions, Objectives, and Specific Activities

### **FOODSERVICE MANAGEMENT**

#### **Direct food production subsystem and implements quantity and quality control by 1) monitoring of food quality identification and analysis of operational problems, and 2) implementing appropriate changes within food production system**

- Know standard operating procedures for food production **and** standards of food quality.
- Know how food production processes affect nutritional quality, palatability of food and cost.
  - Discuss with supervising practitioner how production methods affect food quality, nutritive value and cost of food.
    - **MEETS CRDN 4.5:** Evaluate at least 3 food products for indicators of food quality (appearance, taste, temperature, quality, and nutritive value of food). Evaluate food and labor costs. Write sample specifications for these items. Could meet 1.1 or 1.3 with appropriate modification.
  - Identify problem areas and recommend changes to improve quality and cost. Could meet CRDN 2.7 if change management plan developed to incorporate recommendations and discussed with preceptor.

#### **Plan menus which meet the needs of the target market, and incorporate principles of good menu planning.**

- Review menu planning procedures used by institution. Discuss with dietitians and/or food service managers involved in menu planning.
- **MEETS CRDN 1.3:** Propose menu changes that positively affect patient/client satisfaction & justify with appropriate evidence or data. Competency met if at least 50% of proposed changes are likely to make a positive impact on client satisfaction.
- **MEETS CRDN 4.5:** Complete food and labor cost analysis of one day's menu items as designated by the preceptor.

##### Principles of good menu planning:

- adequate nutrition content in accordance with the Recommended Dietary Allowances
- acceptable texture, color, flavor, form/shape, consistency, variety
- meet the needs of the population for age, sex, activity, and cultural, ethnic, and regional factors (see CRDN 2.12 and 3.14)
- correct format
- conform to budgetary constraints
- can be prepared with available personnel and equipment within time constraints meets requirements for safety and sanitation

#### **Develop standardized recipes which provide a consistent basis for quality and quantity control.**

- Know procedures for recipe standardization.
- Know procedures for determining food yield.
  - Modify one recipe to reduce fat content, and supervise preparation for sampling and service.

#### **Monitor patient/consumer acceptance of food.**

- Know principles of communication.
- **MEETS CRDN 1.1:** Participates in patient/consumer satisfaction/food acceptance surveys.



## Suggested Activities for Foodservice Management (FSM) Rotations

### Actions, Objectives, and Specific Activities

#### Analyze menus as to nutritional content, and modify menu as needed.

- Know reference sources for food composition and major sources of nutrients.
- Know principles used to plan a nutritionally balanced diet.
- Know how to conduct a nutrition analysis of menus.
  - **MEETS CRDN 1.1:** Identify basic nutrition requirements of consumers for which menus are being planned. The student will analyze 3 days of menus for nutritional content.
  - **MEETS CRDN 3.14:** Develop new recipe/menu with sanitation/safety issues documented as directed by the preceptor to meet nutritional needs of target populations. Evaluate cost of recipe/menu for affordability.

#### Recommend appropriate portion sizes for foods.

- Know standard portions sizes needed to assure nutrition adequacy.
- Know methods used to ensure that accurate portions are served.
  - Review portion control guidelines.

#### Modify regular menus appropriately for special diets, and specify guidelines for preparing food for modified diets.

- Know principles of menu planning for modified diets.
- Know food preparation principles and how these must be modified to meet special diet requirements.
- Know nutrient composition of food.
- Demonstrate appropriate use of approved diet manual.
  - Review requirements of modified diets with preceptor.
  - Plan menus for modified diets for 3 days, based on regular site menus. Incorporate principles of good menu planning and nutrition. Use RDA as a guide. *Could meet CRDNs 2.12, 3.11, 3.14 if specifications are met.*

#### Develop and implement orientation and training programs for food service personnel.

- Know principles of adult learning.
- Know principles of education.
- Review orientation and initial training procedures used for food service personnel. Suggest changes/improvements to preceptor.
  - **MEETS CRDN 2.7:** Develop and present a change management plan to preceptor & discuss barriers to success and strategies for success.
  - **MEETS CRDN 4.1:** Plan and conduct one in-service training session for food service personnel incorporating these suggestions and/or carrying out change management plan.

## Suggested Activities for Foodservice Management (FSM) Rotations

Actions, Objectives, and Specific Activities

### Identify and analyze the target market for a foodservice system.

- Know purpose of target market analysis.
- Know methods of obtaining and organizing demographic data.
- Know nutrition requirements of consumers.
- Know influence of social, cultural, and economic factors on nutrition-related behavior.
  - After discussion with preceptor, identify the target market for a designated food service operation. Identify nutrition requirements of consumers in the target market area. Discuss how social, cultural, physiological and economic factors affect nutrition-related behavior.

### Manage procurement subsystem, including purchasing, receiving, storing, inventory, and issuing of food, supplies and equipment in compliance with appropriate regulations, and in a manner that results in a quality product reaching the production stage.

- Know federal, state, and local regulations pertaining to procurement.
- Know how procurement processes impact food quality.
- Know standard operating procedures for purchasing, receiving, inventory, and issuing of food, supplies, and equipment.
  - Review procurement policies, procedures and methods for procurement systems, and discuss these with preceptor.
  - Write a sample specification for one piece of major equipment indicated by preceptor.
  - **MEETS CRDN 4.5:** Conduct quality & cost evaluation for 3 different food items, and write sample specifications for these items.
  - Review criteria for awarding bids and/or selecting vendors with preceptor.
  - Observe procedures used to determine quantities needed, and observe placement of food orders for 1+ category of food for a day.
  - Observe and participate in at least 1 food delivery.
  - Observe and participate in inventory.
  - **MEETS CRDNs 1.1 and 4.6:** Evaluate storage and inventory procedures with preceptor, including proper temperatures, rotation procedures, permissible storage times and records kept. Note wasteful practices, and propose solutions. Provide report to manager. *Could meet CRDNs 1.1 and 4.10 with appropriate modifications.*
  - Review federal, state, & local regulations related to procurement, and discuss with preceptor (include safety & sanitation considerations).
  - **MEETS CRDN 4.2 and 4.10:** Conduct food safety audit and follow up with management staff. Include documentation of actual or potential risk to staff or clients. Review risk management plans of facility.
  - **MEETS CRDN 3.13:** Provide staff relief for preceptor as needed.
- Know ethical procedures related to procurement.
  - Review ethical purchasing policies and procedures, and discuss with preceptor.

## **Suggested Activities for Foodservice Management (FSM) Rotations**

### Actions, Objectives, and Specific Activities

#### **Manage financial resources for foodservice operation.**

- Assess financial status of organization.
- Apply principles of financial management.
- Use appropriate methods for determining food, labor, and supply cost for a food item.
- Determine costs of equipment.
- Know procedures for cost/benefit analysis.
- Know principles of budget preparation.
  - Review with preceptor procedures used for cost accounting, budget preparation, and cost/benefit analysis.
  - **MEETS CRDN 3.13:** Develop financial objectives and a budget for FSM facility for a component of foodservice. Project revenue, and estimate operational costs.
  - **MEETS CRDN 3.13:** Provide staff relief as determined by preceptor.

#### **Develop procedures, directs collection, storage and use of information and data for foodservice system. Document, report, and use information for management of foodservice systems.**

- Know requirement and procedures for documenting appropriate operational information.
- Know which data collection is necessary to manage a food service operation.
- Review with preceptor all record-keeping and documentation procedures used at facility.
- Keep accurate and appropriate records as designated by preceptor during periods of supervision.

#### **Develop long and short-range departmental goals and objectives that assure that needs of consumers will be met.**

- Know definitions and purpose of goals and objectives.
- Know environmental factors affecting foodservice system.
- Knows organizational framework of institution.
  - Review current goals and objectives of designated foodservice systems, and discuss goals and/or objectives and their purpose for the system that are designed to meet the needs of a designated target market.
  - Discuss organization chart and organizational framework for facility with preceptor. Identify managerial positions.

#### **Develop policies and procedures consistent with institutional goals and objectives and will assure that consumer needs are met.**

- Review existing policies and procedures of facility, and suggest improvements or edits.

#### **Identify individuals who have an impact on foodservice system, and establish communication channels with these individuals.**

- Know organizational framework of institution and communication channels for inter-and intra-departmental relations.
- Use principles of communication.
  - Review current policies and procedures for designated food and nutrition care systems.
  - Review and discuss communication channels for facility with preceptor. May refer to organizational chart for facility.

## Suggested Activities for Foodservice Management (FSM) Rotations

### Actions, Objectives, and Specific Activities

#### Analyze factors which have an impact on foodservice systems management.

- Know environmental factors which support or detract from foodservice systems management.
- Discuss with preceptor current and future issues in foodservice systems management.
  - **MEETS CRDN 1.1:** Measure school lunch participation, determine factors affecting participation, and assess achievement of related objectives.

#### Communicate pertinent information concerning goals, objectives, policies, procedures and standards to others whose work impacts upon the foodservice system.

- Use principles of communication.
- Demonstrate use of appropriate techniques for conducting meetings.
- Use effective communication skills for interpreting technical information to others.
- Demonstrate understanding of importance of proper communication in foodservice management.
  - **MEETS CRDN 2.5:** Communicates pertinent information to food service staff as appropriate during supervisory periods.
  - Participate in one staff meeting for food service staff, and communicate pertinent information as directed by instructor.
  - **MEETS CRDN 3.11:** Develop a new service for food service that will increase customer satisfaction and meet goals of the facility. Assess changes in customer satisfaction.

#### Manage human resources.

- Develop objectives, policies, and procedures for using human resources in compliance with personnel legislation and union contracts.
  - Review facility policies and procedures related to personnel management and discuss with preceptor.
- Identify tasks to be completed.
- Develop job specifications and job descriptions.
  - **MEETS CRDN 3.13:** Review job descriptions and schedules for supervisors and staff, and evaluate according to principles of good management and economical use of labor in the production and service of food. Complete written evaluation report.
  - **MEETS CRDN 4.1:** Review literature on job analysis. Write a job description for a position designated by the preceptor.
- Demonstrate techniques for completing job analyses, job specifications, job descriptions and job evaluations.
- Develop performance standards and conducting job evaluations.
  - **MEETS CRDN 4.1:** Assist preceptor with completion of a performance appraisal.
- Develop individual and master work schedules, and specify productivity factors to be used.
- Interview and select applicants for positions.
  - Review procedures for employee screening, interviewing and selection with preceptor.
- Supervise subordinates.
- Delegate appropriate functions to other personnel as needed.
  - **MEETS CRDNs 2.10 and 2.11:** Review management style with each preceptor. Practice principles of leadership, motivation and delegation during supervision of food production and service systems.

## Suggested Activities for Foodservice Management (FSM) Rotations

### Actions, Objectives, and Specific Activities

#### Direct food production subsystem and implements quantity and quality control.

- Develop methods of forecasting.
- Develop policies, procedures, and methods for food production.
- Direct the food production process.
  - Review policies, procedures and methods related to food production. Tour production area.
  - **MEETS CRDN 1.1, 4.2, and/or 4.10:** Supervise food production and standard operating procedures for a 2- or 3-day period with food production supervisor, and complete a safety audit. Identify problem areas and recommend changes to improve safety, security, sanitation or efficiency.

#### Manage foodservice facility and equipment resources.

- Know standard safety, security, and sanitation practices used in foodservice facilities
- Know laws and regulations pertaining to foodservice facility and equipment sanitation and safety
  - Read federal, state and institutional standards for facility and equipment sanitation and care.
  - Review and discuss state and local laws and regulations pertaining to food service sanitation with preceptor.
  - Review sanitation policies, procedures and methods, including information on cleaning compounds, and discuss with supervising practitioner.
  - Complete a sanitation check of the kitchen area, and make recommendations for improvement. **Could meet CRDNs 4.2 or 4.10, or 2.7 if change management plan developed to incorporate recommendations and discussed with preceptor.**
- Know function, use and care of all equipment in food production areas.
- Know standard maintenance procedures for a foodservice facility and equipment.
  - Develop procedures and methods for maintenance **and** use of foodservice facility and equipment based on cost, safety, sanitation, and security.
  - Evaluate use of foodservice facility and equipment for effectiveness, etc. **and** make appropriate recommendations for improvement. **Could meet CRDNs 4.10, or 2.7 if change management plan developed to incorporate recommendations and discussed with preceptor.**
- Know basic principles of layout and design
  - Observe workflow in kitchen. Evaluate layout and design for efficiency, and make recommendations for proposed changes to improve efficiency as needed. Note good features of layout in discussion with preceptor. **Could meet CRDNs 4.2, or 2.7 if change management plan developed to incorporate recommendations and discussed with preceptor.**

#### Provide staff relief as needed.

## Suggested Activities for Foodservice Management (FSM) Rotations

### Actions, Objectives, and Specific Activities

#### Manage food service and distribution subsystem.

- Develop policies, procedures and methods for foodservice systems.
  - Review policies, procedures and schedules related to foodservice. Identify & analyze operational problems, and direct appropriate changes. Could meet CRDN 2.7 if change management plan developed to incorporate recommendations and discussed with preceptor.
  - Direct accurate record-keeping. Could meet CRDN 3.7 if intern participates in documentation.
- Know standard operating procedures for foodservice and distribution.
- Know standards of food quality.
- Know time/temperature relationships in foodservice.
- Know food safety principles.
- Direct foodservice process including display of food, temperature, portion control, and use of time. Could meet CRDN 4.2 with appropriate modifications.
  - Monitor food quality and portion control during service process.
  - **MEETS CRDN 2.5 and 3.13:** Work with and provide staff relief for individuals responsible for foodservice for a 2-day period.
  - Supervise foodservice for a 2-day period to ensure it is attractive, palatable, appropriate temperature, and also distributed using methods which conserve nutritive value, ensure correct portion sizes, and meet sanitation requirements.
  - Identify & analyze operational problems, and direct appropriate changes. Could meet CRDN 2.7 if change management plan developed to incorporate recommendations and discussed with preceptor.

#### Potential Activities to Meet Competencies if Opportunities Arise

#### Contribute to nutrition and dietetics professional and community organizations.

- Discuss interactions between nutrition-related professional and/or community organizations and the foodservice facility.
- **MEETS CRDN 2.9 (partially):** Participate by volunteering, working at an event, or helping plan an aspect of the organization's activities. Document activities, and work with preceptor to complete CRDN 2.9 form with evaluation for program.

#### Advocate for local, state or national legislative and regulatory issues/ policies impacting the nutrition and dietetics profession.

- Discuss any current legislation that is applicable to the operation, needs or goals of the foodservice facility or its staff.
- **MEETS CRDN 2.13:** Write to a legislator or attend an event to promote legislation related to the operation, needs or goals of the foodservice facility or its staff.

#### Communicate and document services of foodservice facility in variety of formats/settings.

- **MEETS CRDN 3.7:** Create promotional materials to distribute by hand or electronically through email or social media.
- **MEETS CRDN 3.7:** Participate in the creation of reports of foodservice activities.

## Suggested Activities for COMMUNITY Rotations

Actions, Objectives, and Specific Activities

### COMMUNITY

#### Compile demographic, health & nutrition statistics that relate to development of nutrition education programs for the public.

- Know basic research methodology used to obtain information from individuals and groups.
  - **MEETS CRDN 1.3:** Compile demographic, health and nutrition statistics, and write justifications for the importance of teaching selected nutrition education topics or based on guidance from preceptor.

#### Develop budget for proposed nutrition education plans.

- Know principles of budget development and management in community organizations.
  - Review costs of materials used for nutrition education programs.
  - Formulate a budget for one nutrition education program.
  - **MEETS CRDN 1.3:** Evaluate 1 community program and 1 service (if possible) for cost, benefit to public, industry standards for community programs, or other outcome relevant to site as guided by preceptor.

#### Develop nutrition education programs for selected groups related to health promotion, health maintenance and rehabilitation. Specify educational objectives, select appropriate educational methods and resources. Specify evaluation criteria. Implement and evaluate programs.

- Know criteria for statements of objectives.
- Know principles of learning.
- Know specific nutrition interventions appropriate for identified nutrition status.
- Know sources of nutrition information.
- Know availability of community and intra-organization resources.
- Know communication skills for interpreting scientific information to others.
- Know techniques of educational evaluation.
- Use effective communication skills.
- Know promotional techniques for improving consumer nutrition practices.
- Know importance of mass media for promotional activities.
  - **MEETS CRDNs 1.1, 2.10, 3.8, 3.11:** Develop and deliver presentation or educational materials that promotes consumer health, wellness and lifestyle management. Evaluate achievement of objectives. *Could meet CRDN 2.9, 2.12 and 3.9 if conditions met.*
  - **MEETS CRDNs 3.7 and 3.11:** Write at least one news and feature article for use in Cooperative Extension newsletter.
  - **Approved alternative for CRDN 1.2:** Research issues in nutrition and use to prepare in-depth information pieces that may be used in:
    - Training county Extension agents
    - Writing articles for Extension or other nutrition newsletter
    - Assisting in evaluating, coding and filing current nutrition information available in professional journals and popular press
    - Participating and giving presentations for nutrition education projects as designated by preceptor

## **Suggested Activities for COMMUNITY Rotations**

### Actions, Objectives, and Specific Activities

**Assess nutrition education needs of individuals. Develop objectives for appropriate nutrition education plan. Determines content, methods, and resources for nutrition education program. Counsel individuals concerning nutrition concepts.**

**Document individual response to nutrition education in the medical record.**

- Know criteria for statements of measurable objectives.
- Know availability and use of nutrition education materials.
- Know availability and use of reference materials.
- Know teaching methods for individuals and small groups.
- Use effective communications skills.
  - Assess nutritional needs of clients.
  - **MEETS CRDNs 1.1, 2.10, 3.8, 3.11**: Plan, present, and evaluate not less than 3 classes on nutrition for the following groups: patients, personnel, or the general public. Develop appropriate methods and materials for the group being addressed. Each class will be presented at least 1 time to appropriate group. Student will question class participants to verify understanding of material covered or somehow measure achievement of objectives or evaluate efficacy of education provided. Student will document class attendance of patients in the medical record when appropriate. **Could meet CRDNs 2.11, 2.12, 3.3, 3.4, 3.7, 3.9, 3.12 if conditions met.**

**Provide nutrition related information/technical assistance to consumer groups and community organizations.**

- Know communication skills for interpreting scientific data to others.
- Know techniques for presenting nutrition-related information via mass media.
- Know sources of nutrition reference information.
- Use effective communication skills.
  - **MEETS CRDN 3.12**: Research letter and phone requests of county extension agents and consumers.
  - Assist in evaluating, coding and filing current nutrition information available in professional journals and popular press.

**Identify and utilize nutrition-related services and resources in the community.**

- Know the role of community service providers.
- Know role of nutritionist in local, state and federal agencies.
- Know purpose and nutrition-related services of community organizations.
- Know community resource referral agencies and referral processes to food, nutrition and social services.
- Know eligibility requirements of nutrition-related community services.
  - Contact nutritionist employed by Clarke County Health Department about meeting to discuss services.
  - Schedule and attend meetings with representatives from the WIC Supplemental Food Program, Food Stamps Program, Head Start and Service Center program to discuss eligibility requirements and services provided.
  - Become familiar with information provided in Public Health Department medical records. Determine information needed for WIC certification forms utilizing this data.



## **Suggested Activities for COMMUNITY Rotations**

### Actions, Objectives, and Specific Activities

#### **Promote cooperation between community agencies and institutions for continuity of patient care.**

- Know importance of cooperation between community agencies and institutions.
  - Interview designated coordinator at Clarke County Health Department.

#### **Advocate and implement action to meet nutrition-related needs of consumers. Collaborate with community resource personnel, and enlist support for nutrition programs, services, and public policies aimed at improving nutrition status.**

- Know purposes and nutrition related services of community organizations.
- Know structures of local, state and federal governments.
- Know impact of media upon attaining goals.
  - Meet with Nutrition Director to discuss advocacy related to nutrition programs.

#### **Assess nutrition status of individual clients/patients.**

- Know procedures for obtaining data on nutrition, health and behavior of individuals and groups.
- Know influence of cultural and ethnic background on food intake of client.
- Know the differences and similarities in working with the individual and a family.
- Know the impact of demographic factors on nutrition status.
  - **MEETS CRDN 2.11**: Identify cultural food practices of clients at public health unit.
  - **MEETS CRDN 2.11, 2.12**: Attend WIC clinics in both urban and rural counties. Observe and counsel when appropriate and respecting life experiences, cultural diversity and educational background.

#### **Assess community nutrition needs**

- Know methods for determining client's nutrition status.
- Know procedures for obtaining data on nutrition, health, and behavior of groups.
- Know relevance of nutrition, health and behavioral indicators for groups.
- Know relevance of health data related to nutrition status.
- Know standard components of nutrition assessment.
- Know influence of social, cultural, and psychological factors on nutrition-related behavior and food intake.
- Know community needs assessment programs.
- Know purposes and availability of community resources.
- Know nutrition risk factors.
  - **MEETS CRDN 1.1**: Determine data used to assess community nutrition needs. Compile data on nutrition and health indicators of a designated population. Determine if needs are being met.
  - Identify nutrition-related services and resources in the community.
  - Discuss organizational resources available to meet the needs of the designated population with preceptor.
  - Discuss criterion used to identify at-risk individuals within the designated population with instructor

## Suggested Activities for COMMUNITY Rotations

### Actions, Objectives, and Specific Activities

#### Provide data for analysis of costs and benefits of nutrition intervention for individual clients or group.

- Know methods of cost/benefit analysis.
- Know basics of information system and applications to nutrition and health data.
  - Meet with nutrition director to discuss cost/benefit analysis procedures used for the program. Identify data collected and use of data.
  - **MEETS CRDNs 1.3 & 3.14:** Conduct a needs assessment, cost/benefit analysis, and evaluation for a new program, service, product, recipe or menu.

#### Potential Activities to Meet Competencies if Opportunities Arise

#### Contribute to nutrition and dietetics professional and community organizations.

- Discuss interactions between nutrition-related professional and/or community organizations and the present organization.
- **MEETS CRDN 2.9 (partially):** Participate by volunteering, working at a professional event (e.g., conference) or community or public health event (e.g., 4H cooking event, health fair), helping plan an aspect of a professional or community organization's activities, or developing materials for and participating in training for staff or community members that work with the organization in some capacity. Document activities, and work with preceptor to complete CRDN 2.9 form with evaluation for program. ***Could meet CRDNs 3.3 and 3.4 if experience involves performing routine health screening assessments or providing instruction for self-monitoring blood glucose in consideration with medication and MNT plans (see Rating Tables for specific conditions to meet).***
- **MEETS CRDN 2.9 (partially):** Conduct a presentation on behalf of the organization or at a professional meeting, conference or other organization event. Document activities, and work with preceptor to complete CRDN 2.9 form with evaluation for program. ***Could meet CRDNs 2.12, 3.7, 3.8, 3.11, 3.12 if specifications met.***

#### Deliver answers to consumer questions concerning emerging trends.

- Use appropriate resources and evidence to provide science-based answers questions.
- Demonstrate professionalism and cultural humility in responding respectively to consumer questions.
  - **MEETS CRDN 3.12:** Conduct a presentation in a community setting with a Q&A component, or document Q&A activities with consumers through counseling, volunteering at a health fair or other public event, or by responding to questions in digital communications, such as on email or social media. ***Could meet CRDNs 2.9, 3.8, 3.11 if conditions met.***

#### Develop materials and participate in training for staff or community members.

- Know principles of education and adult learning.
- Review any existing training materials/methods used for target group. Discuss any needed changes/improvements with preceptor.
  - **MEETS CRDN 3.7:** Develop training materials and present (or participate in training activities) for staff or community members that work with the organization in some capacity. Use culturally sensitive strategies to reduce impact of cultural biases and differences. Document activities. ***Could meet CRDN 2.9, as stated above, as well as 2.10, 2.11, 2.12, 3.8, 3.11, 3.12.***

## Suggested Activities for COMMUNITY Rotations

Actions, Objectives, and Specific Activities

### Potential Activities to Meet Competencies if Opportunities Arise (continued)

#### **Develop and evaluate recipes and/or menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.**

- Use appropriate reference sources for food composition and major sources of nutrients.
- Demonstrate appropriate use of approved diet manuals or resources for meeting needs of target population.
- Know nutritional needs and concerns of target population.
- Know how to conduct a nutrition analysis of menus.
- Apply principles of menu planning and of food preparation.
  - **MEETS CRDN 3.7 & 2.12:** Develop recipes with cultural and health issues clearly documented and how addressed. Evaluate for nutrition content and cost for acceptability and affordability. Use culturally sensitive strategies to reduce impact of cultural biases and differences. *Could meet CRDNs 1.1, 1.3 if conditions met.*

#### **Advocate for local, state or national legislative and regulatory issues/ policies impacting the nutrition and dietetics profession.**

- Discuss any current legislation that is applicable to the operation, needs or goals of the organization or its staff.
- **Approved alternative for CRDN 2.13:** Write to a legislator or attend an event to promote legislation related to the organization's activities, needs or goals.

#### **Communicate and document services of community organization in variety of formats/settings.**

- **MEETS CRDN 3.7 (partially):** Create promotional/ marketing materials to distribute by hand or electronically via email or social media.
- **MEETS CRDN 3.7 (partially):** Participate in the creation of reports of organization's activities.

### Assessment Instructions

- Preceptors evaluate interns on Rating Tables using listed assessments for each competency. Whenever possible, use listed assessments or pre-approved alternative activities (found in Preceptor Handbook and Rotation Descriptions provided to students). Document & describe any alternative activities used in the Comments column with any additional notes relevant to the student's experience, competency, or assessment method used. If additional alternatives are needed, please contact the program director for guidance.
- Some competencies may appear under multiple rotations types, such as clinical *and* community, to allow flexibility and to skill application across multiple scenarios in diverse practice settings. While **interns need only demonstrate each competency once throughout the program**, not necessarily in each rotation, it's permissible for some competencies to remain unfulfilled during a specific rotation. Further details on this are provided below. Importantly, repeated assessment of competencies is strongly encouraged, particularly for key skills, to ensure thorough competency development. Please document any partial assessments of competencies that have several parts.
  - Competencies exclusive to a rotation type, indicated by **bold** CRDN numbers, must be completed during that rotation or rotation type.
  - Non-exclusive competencies indicated by underlined CRDN numbers are encouraged to be demonstrated in that rotation type if possible, even if interns demonstrated competency in other rotation types.
  - Non-exclusive competencies indicated by *italicized* CRDN numbers may be met partially in one rotation and partially in another. Interns and preceptors should discuss intern's previous experiences as applicable to ensure competencies are fully met.
  - Non-exclusive competencies indicated by standard font CRDN numbers must be demonstrated at least one time in at least one rotation type.
- Should an intern score below 3 on any competency, please provide suggestions for improvement in the Comments column. A score of 1 necessitates the intern repeating the activity or an approved alternative activity (if that competency is exclusive to that rotation (**bold font**)) or being reassessed for that competency in a future rotation to attain at least the minimum acceptable score of 2. While the minimum acceptable score is set lower, **our goal is for interns to achieve a score of 4 in many competencies, with only a few scores of 3 if necessary.**
- At the start of each rotation, interns should discuss with the preceptor the competencies they plan or are likely to meet during the rotation. If there are concerns that certain competencies cannot be met during the rotation (especially if the competency is exclusive to that rotation (**bold font**)), please contact the program director.
- Interns are required to keep evidence of activities performed when possible. We understand if there are issues such a patient confidentiality that prevent documentation. Please direct questions and issues to the Program Director. Interns have copies of example evidence to collect and additional information about activities.
- To optimize intern productivity, activities that may easily demonstrate 2+ competencies will be noted beside the activity (e.g., "See CRDN 2.8").
- Providing feedback is important to the growth & development of our interns. At the end of each rating table, there is space to leave general feedback for interns and note strengths and recommendations for enhancing skills. In addition to completing these rating tables, major preceptors will complete a separate Intern Evaluation form (Preceptor Evaluation of Student Interns). Before the end of the rotation, preceptors should discuss ratings/scores/feedback with the intern.
- All preceptors adding initials to the rating table should sign in the area below the rating table for your rotation type (i.e., clinical, foodservice management, or community).  
**Clinical Preceptors:** Since interns complete 3 clinical rotations, at least 3 signatures will be present below the table.

STUDENT NAME: \_\_\_\_\_

**Clinical Rotations (MNT I, MNT II & Nutrition Support)**

Objectives and Evaluation

**Explanation of Evaluation Terms**

- 4 Performs independently without guidance
- 3 Performs independently with minimal guidance
- 2 Performs independently, but guidance is needed; is competent for entry-level dietetics
- 1 Does not perform satisfactorily. Needs to develop a plan for improvement in this area
- N/O Not Observed

**Explanation of Competency Notation**

- CRDN** Exclusive or Required, **required** to complete in that rotation type
- CRDN Non-exclusive, **encouraged** to complete in that rotation type
- CRDN Non-exclusive, may be **met partially** in that rotation type; **check completion elsewhere**
- CRDN Non-exclusive, must demonstrate only once during program in any rotation where listed

**Note to Clinical Preceptors:** Our interns typically complete 3 clinical rotations – In first summer, they complete a general clinical rotation (“MNT1”). In second summer, they complete an advanced clinical rotation (“MNT2”) and nutrition support rotation (“NS”). Students interested in outpatient dietetics occasionally complete outpatient rotations for MNT2. Given the triplicate nature of clinical rotations, please note that interns do NOT need to be assessed for all required competencies listed below in each rotation. If required to be assessed in a clinical rotation, then it’s technically only required to be assessed in 1 of the 3 clinical rotations. However, as stated elsewhere, assessing competencies multiple times is valuable for interns, allowing for improvement and practice in multiple clinical settings with multiple preceptors. We use the highest score earned by interns for each competency.

<b>Objective/Learning Experience</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>	<b>Comments/Alt. Activities</b>	<b>Preceptor’s Initials</b>
<p>CRDN 1.1: Select indicators of program quality and/or customer service <b>and</b> measure achievement of objectives.</p> <p><b>Activity:</b> Interns will select indicators <b>and</b> measure clinical objectives/ outcomes of care (see CRDN 1.3); interns will receive score of <math>\geq 2</math></p>						See also FSM, COMM	
<p align="center"><b>~ENCOURAGED TO COMPLETE IN A CLINICAL ROTATION~</b></p> <p><u>CRDN 1.2:</u> Evaluate research <b>and</b> apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.</p> <p><b>Activity:</b> Interns will present case studies or actual cases to staff or preceptor using appropriate review of literature, evidence-based guidelines, and nutrition care process; interns will receive score of <math>\geq 2</math></p>						See also NUTR 7911	
<p align="center"><b>~ REQUIRED TO COMPLETE “CARE” PORTION IN A CLINICAL ROTATION~</b></p> <p><b>CRDN 1.3:</b> Justify programs, <u>products</u>, services <b>and</b> <u>care</u> using appropriate evidence or data.</p> <p><b>Activity:</b> Interns will evaluate an aspect of patient care (could consider formula product) <b>and</b> justify changes or continued use w/evidence or data (see CRDN 1.1); interns will receive score of <math>\geq 2</math></p>						See also FSM, COMM, NUTR 7911	
<p>CRDN 1.5: Incorporate critical-thinking skills in overall practice.</p> <p><b>Activity:</b> Interns will demonstrate critical thinking regarding assessment, diagnosis, intervention monitoring and evaluating with clients/patients; interns will receive score of <math>\geq 2</math></p>						See also NUTR 7911	

**CLINICAL ROTATIONS (Rating Table 1 of 6)**

STUDENT NAME: \_\_\_\_\_

**Clinical Rotations (MNT I, MNT II & Nutrition Support) – continued**

Objective/Learning Experience	4	3	2	1	N/O	Comments/Alt. Activities	Preceptor's Initials
<p align="center"><b>~ENCOURAGED TO COMPLETE IN A CLINICAL ROTATION~</b></p> <p><b>CRDN 2.1:</b> Practice in compliance with current federal regulations and state statutes and rules, as applicable, <b>and</b> in accordance with accreditation standards <b>and</b> the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, <b>and</b> Code of Ethics for the Profession of Nutrition and Dietetics.</p> <p><b>Activity:</b> Interns will present case studies incorporating discussion of ethical implications or document actual ethical issues &amp; decisions encountered with patients; interns will receive score of <math>\geq 2</math></p>						See also NUTR 7911	
<p align="center"><b>~ENCOURAGED TO COMPLETE IN A CLINICAL ROTATION~</b></p> <p><b>CRDN 2.3:</b> Demonstrate active participation, teamwork <b>and</b> contributions in group settings.</p> <p><b>Activity:</b> Interns will communicate nutrition care plan to patient, family or foodservice personnel -OR- collaborate on patient care with other professionals (see CRDN 2.4); interns will receive score of <math>\geq 2</math></p>						See also NUTR 8900	
<p align="center"><b>~ENCOURAGED TO COMPLETE IN A CLINICAL ROTATION~</b></p> <p><b>CRDN 2.4:</b> Function as a member of interprofessional teams.</p> <p><b>Activity:</b> Interns will participate in interprofessional rounds or collaborate with personnel in other disciplines; Interns will receive rating of <math>\geq 2</math> on Intern Evaluation for "ability and willingness to work collaboratively with others" &amp; document collaboration in patient note or other format (see CRDN 2.3)</p>	See Intern Evaluation					See also NUTR 7911	
<p><b>CRDN 2.5:</b> Work collaboratively with NDTRs and/or support personnel in other disciplines.</p> <p><b>Activity:</b> Interns will receive rating of <math>\geq 2</math> on Intern Evaluation for "ability and willingness to work collaboratively with others" &amp; document collaboration w/in patient note or other format (see CRDN 2.3)</p>	See Intern Evaluation					See also FSM	
<p align="center"><b>~ENCOURAGED TO COMPLETE IN A CLINICAL ROTATION~</b></p> <p><b>CRDN 2.6:</b> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</p> <p><b>Activity:</b> Interns will receive rating of <math>\geq 2</math> on Intern Evaluation for "appropriate referral in all situations" &amp; document referral on a form or patient note</p>	See Intern Evaluation					See also NUTR 7911	
<p><b>CRDN 2.7:</b> Apply change management strategies to achieve desired outcome.</p> <p><b>Activity:</b> Interns will present a change management plan to preceptor (if possible, implement plan and evaluate outcome -or- discuss barriers/strategies with preceptor); interns will receive score of <math>\geq 2</math></p>						See also FSM	

**CLINICAL ROTATIONS (Rating Table 2 of 6)**

STUDENT NAME: \_\_\_\_\_

**Clinical Rotations (MNT I, MNT II & Nutrition Support) – continued**

Objective/Learning Experience	4	3	2	1	N/O	Comments/Alt. Activities	Preceptor's Initials
<p align="center"><b>~ENCOURAGED TO COMPLETE IN A CLINICAL ROTATION~</b></p> <p><u>CRDN 2.8:</u> Demonstrate negotiation skills</p> <p><b>Activity:</b> Interns will receive rating of <math>\geq 2</math> on Intern Evaluation for “appropriate use of interviewing/ counseling skills” &amp; document strategies used on patient note or other format</p>	See Intern Evaluation					See also NUTR 7911, 7000	
<p><u>CRDN 2.10:</u> Demonstrate professional attributes in all areas of practice.</p> <p><b>Activity:</b> Interns will receive rating of <math>\geq 2</math> on Intern Evaluation for professional attributes</p>						See also FSM, COMM	
<p align="center"><b>~ENCOURAGED TO COMPLETE IN A CLINICAL ROTATION~</b></p> <p><u>CRDN 2.11:</u> Show cultural humility in interactions with colleagues, staff, clients, patients and the public.</p> <p><b>Activity:</b> Interns will receive rating of <math>\geq 2</math> on Intern Evaluation for cultural humility</p>	See Intern Evaluation					See also FSM, COMM	
<p align="center"><b>~ENCOURAGED TO COMPLETE IN A CLINICAL ROTATION~</b></p> <p><u>CRDN 2.12:</u> Implement culturally sensitive strategies to address cultural biases and differences.</p> <p><b>Activity:</b> Interns will use &amp; document culturally sensitive strategies as needed when developing patient care plans or menus to reduce impact of cultural biases and differences; interns will receive score of <math>\geq 2</math></p>						See also FSM, COMM, NUTR 7911	
<p align="center"><b>~ENCOURAGED TO COMPLETE IN A CLINICAL ROTATION (vary experiences)~</b></p> <p><u>CRDN 3.1:</u> 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</p> <p><b>Activity:</b> Interns will perform MNT and utilize NCP in all notes correctly in a timely manner; interns will receive score of <math>\geq 2</math></p>						See also NUTR 7911 Briefly list populations, conditions, settings experienced:	
<p align="center"><b>~ENCOURAGED TO COMPLETE IN A CLINICAL ROTATION~</b></p> <p><u>CRDN 3.2:</u> Conduct nutrition focused physical exams.</p> <p><b>Activity:</b> Interns will conduct NFPE on client(s); interns will receive score of <math>\geq 2</math></p>						See also NUTR 7911	

**CLINICAL ROTATIONS (Rating Table 3 of 6)**

STUDENT NAME: \_\_\_\_\_

**Clinical Rotations (MNT I, MNT II & Nutrition Support) – continued**

Objective/Learning Experience	4	3	2	1	N/O	Comments/Alt. Activities	Preceptor's Initials
<p><b>~ REQUIRED TO COMPLETE <u>IN FULL OR IN PART</u> IN A CLINICAL ROTATION~</b>  <b>(some interns may complete parts in other rotations but not typically)</b></p> <p><b>CRDN 3.3:</b> 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, B12 or iron supplementation).</p> <p><b>Activity:</b> Interns will document activities &amp; receive score of <math>\geq 2</math> for each skill</p>	BP					See also COMM	
	BG / Chol						
	Plan						
<p><b>~ REQUIRED TO COMPLETE <u>IN FULL OR IN PART</u> IN A CLINICAL ROTATION~</b>  <b>(some interns may complete parts in other rotations but not typically)</b></p> <p><b>CRDN 3.4:</b> Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan.</p> <p><b>Activity:</b> Interns will receive score of <math>\geq 2</math> &amp; document activity on patient notes</p>						See also COMM, NUTR 7911	
<p><b>~ REQUIRED TO COMPLETE IN A CLINICAL ROTATION~</b></p> <p><b>CRDN 3.5:</b> 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.</p> <p><b>Activity:</b> Interns will observe placement of NG or NE tube in patient or as a simulation, assisting if possible, and will verbally explain the process to preceptors; interns will receive score of <math>\geq 2</math></p>							
<p><b>~ REQUIRED TO COMPLETE IN A CLINICAL ROTATION~</b></p> <p><b>CRDN 3.6:</b> Conduct a swallow <b>screen</b> and refer to the appropriate health care professional for a full swallow evaluation when needed.</p> <p><b>Activity:</b> Interns will receive score of <math>\geq 2</math> and possibly a rating of <math>\geq 2</math> on Intern Evaluation for referrals</p>	See Intern Evaluation						
<p><b>~ENCOURAGED TO COMPLETE IN A CLINICAL ROTATION~</b></p> <p><b>CRDN 3.7:</b> Demonstrate effective communication <b>and</b> documentation skills for clinical and client services in a variety of formats <b>and</b> settings, which <b>include</b> telehealth <b>and</b> other information technologies <b>and</b> digital media.</p> <p><b>Activity:</b> Interns will communicate <b>and</b> document services provided or available in multiple formats &amp; settings using information technology such as social media; <b>and</b> interns will discuss strengths &amp; areas to improve with preceptor; interns will receive rating of <math>\geq 2</math> on Intern Evaluation for communication skills</p>	See Intern Evaluation					See also FSM, COMM, NUTR 7911 Indicate formats & settings experienced here:	

**CLINICAL ROTATIONS (Rating Table 4 of 6)**



STUDENT NAME: \_\_\_\_\_

**Clinical Rotations (MNT I, MNT II & Nutrition Support) – continued**

Objective/Learning Experience	4	3	2	1	N/O	Comments/Alt. Activities	Preceptor's Initials
<p>CRDN 3.8: Design, implement <b>and</b> evaluate presentations to a target audience.</p> <p><b>Activity:</b> Interns will develop <b>and</b> give a presentation on a nutrition topic for a target audience <b>and</b> evaluate effectiveness of delivery or achieving objective (see CRDN 3.9); interns will receive score of <math>\geq 2</math></p>						See also COMM, NUTR 7911, 7000	
<p>CRDN 3.9: Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.</p> <p><b>Activity:</b> Interns will develop education materials on a nutrition topic appropriate for target audience for individuals or groups (see CRDN 3.8); interns will receive score of <math>\geq 2</math></p>						See also COMM	
<p align="center"><b>~ENCOURAGED TO COMPLETE IN A CLINICAL ROTATION~</b></p> <p><u>CRDN 3.10:</u> Use effective education <b>and</b> counseling skills to facilitate behavior change.</p> <p><b>Activity:</b> Interns will document education <b>and</b> counseling <b>and</b> evaluate patient behavior change/ readiness to change or potential efficacy of methods with preceptor; interns will receive score of <math>\geq 2</math></p>						See also NUTR 7911	
<p>CRDN 3.11: Develop <b>and</b> deliver products, programs or services that promote consumer health, wellness and lifestyle management.</p> <p><b>Activity:</b> Interns will develop <b>and</b> deliver a presentation (see CRDN 3.8) or service to individuals or group (e.g., develop menu then assess patient satisfaction of food-see CRDN 3.14); interns will earn <math>\geq 2</math></p>						See also FSM, COMM	
<p>CRDN 3.13: Coordinate procurement, production, distribution <b>and</b> service of goods <b>and</b> services demonstrating and promoting responsible use of resources.</p> <p><b>Activity:</b> Interns will participate in employee scheduling and/or provide staff relief to participate in the activities listed above, demonstrating the responsible use of resources; interns will receive score of <math>\geq 2</math></p>						See also FSM	
<p align="center"><b>~REQUIRED TO COMPLETE <u>IN PART</u> IN A CLINICAL ROTATION~</b></p> <p><u>CRDN 3.14:</u> Develop and evaluate recipes, <b>formulas</b> and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals</p> <p><b>Activity:</b> Interns will develop recipes and menus with sanitation/safety, cultural, and health issues documented <b>and</b> evaluate cost for affordability &amp; acceptability (see CRDN 2.12); interns will score <math>\geq 2</math></p>						See also FSM, COMM	
<p>CRDN 4.1: Participate in management functions of human resources (such as training and scheduling).</p> <p><b>Activity:</b> Interns will review facility policies and procedures related to personnel and will participate in training or scheduling if possible (see CRDNs 2.7, 3.13, 4.2); interns will receive score of <math>\geq 2</math></p>						See also FSM	

**CLINICAL ROTATIONS (Rating Table 5 of 6)**

STUDENT NAME: \_\_\_\_\_

**Clinical Rotations (MNT I, MNT II & Nutrition Support) – continued**

Objective/Learning Experience	4	3	2	1	N/O	Comments/Alt. Activities*	Preceptor's Initials
<p align="center"><b>~REQUIRED TO COMPLETE <u>IN PART</u> IN A CLINICAL ROTATION~</b></p> <p><b>CRDN 4.2:</b> Perform management functions related to safety, security and sanitation that affect employees, clients, <b>patients</b>, facilities and food.</p> <p><b>Activity:</b> Interns will complete safety &amp; security audit (see CRDN 4.10), and follow up w/ staff; interns will receive score of <math>\geq 2</math></p>						See also FSM	
<p align="center"><b>~ REQUIRED TO COMPLETE IN A CLINICAL ROTATION~</b></p> <p><b>CRDN 4.3:</b> Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects)</p> <p><b>Activity:</b> Interns will assess a clinical service provided by facility, such as foodservice, and suggest improvements for patient care, patient safety, work efficiency, risk reduction, or patient/ staff perception (see CRDN 1.1, 1.3); interns will receive score of <math>\geq 2</math></p>						See also FSM	
<p>CRDN 4.6: Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment</p> <p><b>Activity:</b> Interns will note wasteful practices <b>and</b> propose solutions; interns will receive score of <math>\geq 2</math></p>						See also FSM	
<p align="center"><b>~ENCOURAGED TO COMPLETE <u>IN FULL OR IN PART</u> IN A CLINICAL ROTATION~</b></p> <p><b>CRDN 4.9:</b> Engage in the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service <b>and</b> value-based payment systems.</p> <p><b>Activity:</b> Interns will apply knowledge of coding &amp; billing considerations for a patient when making post-discharge recommendations; interns will receive score of <math>\geq 2</math></p>						See also NUTR 7911 Briefly list reimbursement system(s) experienced:	
<p align="center"><b>~ENCOURAGED TO COMPLETE IN A CLINICAL ROTATION~</b></p> <p><b>CRDN 4.10:</b> 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).</p> <p><b>Activity:</b> Interns will assess actual or potential risk due to clinical liability in real case or case study; interns will receive score of <math>\geq 2</math></p>						See also FSM, NUTR 8560	
<p>CRDN 5.5: Demonstrate the ability to resolve conflict.</p> <p><b>Activity:</b> Interns will identify source of conflict (e.g., team disagreement, management functions, patient resistance to care/ counseling) <b>and</b> develop plan to resolve conflict that discusses how to overcome expected obstacles (see CRDN 2.7); interns will receive score of <math>\geq 2</math></p>						See also NUTR 7911	

**CLINICAL ROTATIONS (Rating Table 6 of 6)**

STUDENT NAME: \_\_\_\_\_

**Clinical Rotations (MNT I, MNT II & Nutrition Support) – continued**

General Comments & Strengths: \_\_\_\_\_

Recommendations for enhancing skills: \_\_\_\_\_

Preceptor Name(s) – Please print neatly & specify rotation (MNT1, MNT2, NS) or site:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CLINICAL ROTATIONS (Evaluation & Name Page)**

STUDENT NAME: \_\_\_\_\_

**Foodservice Management Rotation (FSM)**

Objectives and Evaluation

**Explanation of Evaluation Terms**

- 4 Performs independently without guidance
- 3 Performs independently with minimal guidance
- 2 Performs independently, but guidance is needed; is competent for entry-level dietetics
- 1 Does not perform satisfactorily. Needs to develop a plan for improvement in this area
- N/O Not Observed

**Explanation of Competency Notation**

- CRDN** Exclusive or Required, **required** to complete in that rotation type
- CRDN** Non-exclusive, **encouraged** to complete in that rotation type
- CRDN** Non-exclusive, may be **met partially** in that rotation type; **check completion elsewhere**
- CRDN** Non-exclusive, must demonstrate only once during program in any rotation where listed

Objective/Learning Experience	4	3	2	1	N/O	Comments/Alt. Activities*	Preceptor's Initials
<p>CRDN 1.1: Select indicators of program quality or customer service <b>and</b> measure achievement of objectives.</p> <p><b>Activity:</b> Interns will measure school lunch participation, determine factors affecting participation, <b>and</b> assess achievement of related objectives (see CRDN 1.3); interns will receive score of <math>\geq 2</math></p>						See also COMM, MNT	
<p><b>~ENCOURAGED TO COMPLETE IN PART IN FOODSERVICE MGMT ROTATION~</b> <b>(particularly "programs" and "services" portion)</b></p> <p><u>CRDN 1.3:</u> Justify programs, products, services <b>and</b> care using appropriate evidence or data.</p> <p><b>Activity:</b> Interns will justify changes to menus, programs, products or services to improve client satisfaction using evidence or data (see CRDN 1.1); interns will receive score of <math>\geq 2</math>. <b>Circle items justified above.</b></p>						See also COMM, MNT, NUTR 7911	
<p>CRDN 2.5: Work collaboratively with NDTRs and/or support personnel in other disciplines.</p> <p><b>Activity:</b> Interns will receive rating of <math>\geq 2</math> on Intern Evaluation for "ability and willingness to work collaboratively with others" &amp; document collaboration in Comment column or other format to submit</p>						See also MNT	
<p><b>~ENCOURAGED TO COMPLETE IN FOODSERVICE MGMT ROTATION~</b></p> <p><u>CRDN 2.7:</u> Apply change management strategies to achieve desired outcome.</p> <p><b>Activity:</b> Interns will review &amp; suggest improvements for orientation or training programs for foodservice personnel <b>and</b> present a change management plan to preceptor (if possible, implement plan &amp; evaluate outcome -or- discuss barriers/strategies with preceptor) (see CRDN 4.1); interns will receive score of <math>\geq 2</math></p>						See also MNT	

**FOODSERVICE MANAGEMENT ROTATION "FSM" (Rating Table 1 of 4)**

STUDENT NAME: \_\_\_\_\_

**Foodservice Management Rotation (FSM) – continued**

Objective/Learning Experience	4	3	2	1	N/O	Comments/Alt. Activities*	Preceptor's Initials
<p>CRDN 2.9*: Actively contribute to nutrition and dietetics professional <b>and</b> community organizations.</p> <p><b>Activity:</b> Interns will serve nutrition-related professional and/or community organizations <b>by 1)</b> conducting a presentation (see CRDN 3.11) on behalf of the organization or at a professional meeting, conference or other organization event, <b>and 2)</b> volunteering at or helping to organize a professional meeting (regional, state, or national); intern will submit form describing specific activity(ies) &amp; related evidence; interns will receive score of <math>\geq 2</math></p>						See COMM, NUTR 7911, 7000	
<p>CRDN 2.10: Demonstrate professional attributes in all areas of practice.</p> <p><b>Activity:</b> Interns will receive rating of <math>\geq 2</math> on Intern Evaluation for professional attributes</p>	See Intern Evaluation					See also MNT, COMM	
<p>CRDN 2.11: Show cultural humility in interactions with colleagues, staff, clients, patients and the public.</p> <p><b>Activity:</b> Interns will receive rating of <math>\geq 2</math> on Intern Evaluation for cultural humility</p>	See Intern Evaluation					See also MNT, COMM	
<p>CRDN 2.12: Implement culturally sensitive strategies to address cultural biases and differences.</p> <p><b>Activity:</b> Interns will develop recipes and menus with cultural issues documented (see CRDN 3.14); interns will receive score of <math>\geq 2</math></p>						See also MNT, COMM, NUTR 7911	
<p>CRDN 2.13: Advocate for local, state or national legislative &amp; regulatory issues/ policies impacting the nutrition &amp; dietetics profession.</p> <p><b>Activity:</b> Interns will participate in advocacy related to organization's functions (such as advocating legislature to support school lunch programs) by communicating with a legislator about a relevant health/nutrition issue; interns will earn score of <math>\geq 2</math></p>						See also NUTR 7911	
<p>CRDN 3.7: Demonstrate effective communication <b>and</b> documentation skills for clinical <b>and</b> client services in a variety of formats/settings, which <b>include</b> telehealth, other information technologies <b>and</b> digital media.</p> <p><b>Activity:</b> Intern will communicate about services related to foodservice program, document technology or format/setting used for delivery, <b>and</b> discuss efficacy with preceptor; interns will receive rating of <math>\geq 2</math> on Intern Evaluation for communication skills</p>	See Intern Evaluation					See also MNT, COMM, NUTR 7911 Briefly list formats & settings experienced:	

\*Intern must serve a community organization, which may count as the professional organization (if criteria met). However, often, interns volunteer with or present on behalf of community organizations but attend meetings hosted by other types of nutrition & dietetics professional organizations to present research or volunteer in some capacity. Interns will have more specifics on this on eLC.

**FOODSERVICE MANAGEMENT ROTATION “FSM” (Rating Table 2 of 4)**

STUDENT NAME: \_\_\_\_\_

**Foodservice Management Rotation (FSM) – continued**

Objective/Learning Experience	4	3	2	1	N/O	Comments/Alt. Activities*	Preceptor's Initials
<p>CRDN 3.11: Develop <b>and</b> deliver products, programs or services that promote consumer health, wellness &amp; lifestyle mgmt.</p> <p><b>Activity:</b> Interns will develop <b>and</b> deliver a presentation/program/product/service to individuals or a group which could include participating in delivery of foodservice or developing menu &amp; then assessing client satisfaction of food (see CRDN 1.3); interns will receive score of <math>\geq 2</math></p>						See also MNT, COMM	
<p>CRDN 3.13: Coordinate procurement, production, distribution and service of goods and services demonstrating and promoting responsible use of resources.</p> <p><b>Activity:</b> Interns will assist the preceptor or provide staff relief to participate in procurement <b>and</b> other activities listed above, demonstrating the responsible use of resources; interns will receive score of <math>\geq 2</math></p>						See also MNT	
<p><b>~REQUIRED TO COMPLETE IN PART IN FOODSERVICE MGMT ROTATION~</b></p> <p><b>CRDN 3.14:</b> 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</p> <p><b>Activity:</b> Interns will develop recipes and menus with sanitation/safety, cultural, and health issues documented <b>and</b> evaluate cost for affordability (see CRDNs 1.1, 1.3, 2.12, 3.11); interns will receive <math>\geq 2</math></p>						See also MNT, COMM	
<p><b>~ENCOURAGED TO COMPLETE IN FOODSERVICE MGMT ROTATION~</b></p> <p>CRDN 4.1: Participate in management functions of human resources (such as training and scheduling).</p> <p><b>Activity:</b> Interns will review facility policies and procedures related to personnel and will participate in training or scheduling if possible (see CRDNs 2.7, 3.13); interns will receive score of <math>\geq 2</math></p>						See also MNT	
<p><b>~REQUIRED TO COMPLETE IN PART IN FOODSERVICE MGMT ROTATION~</b></p> <p><b>CRDN 4.2:</b> Perform management functions related to safety, security and sanitation that affect <b>employees, clients, patients, facilities and food.</b></p> <p><b>Activity:</b> Interns will complete food safety audit &amp; follow up w/ mgmt staff; interns will receive score of <math>\geq 2</math></p>						See also MNT	
<p><b>~REQUIRED TO COMPLETE IN FOODSERVICE MGMT ROTATION~</b></p> <p><b>CRDN 4.5:</b> Analyze quality, financial and productivity data for use in planning.</p> <p><b>Example:</b> Interns will complete a complete food &amp; labor cost analysis of at least 3 food products; interns will receive score of <math>\geq 2</math></p>							

**FOODSERVICE MANAGEMENT ROTATION “FSM” (Rating Table 3 of 4)**

STUDENT NAME: \_\_\_\_\_

**Foodservice Management Rotation (FSM) – continued**

Objective/Learning Experience	4	3	2	1	N/O	Comments/Alt. Activities*	Preceptor's Initials
<p>CRDN 4.6: Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.</p> <p><b>Example:</b> Interns will note wasteful practices <b>and</b> propose solutions; interns will receive score of <math>\geq 2</math></p>						See also MNT	
<p align="center"><b>~ENCOURAGED TO COMPLETE IN FOODSERVICE MGMT ROTATION~</b></p> <p>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 foodborne illness).</p> <p><b>Activity:</b> Interns will complete food safety audit to document actual or potential risk in foodservice setting (see CRDNs 1.1, 2.7, 4.2); interns will receive score of <math>\geq 2</math></p>						See also COMM, MNT	

General Comments & Strengths: \_\_\_\_\_

Recommendations for enhancing skills: \_\_\_\_\_

Preceptor Name(s) – Please print neatly: \_\_\_\_\_

**FOODSERVICE MANAGEMENT ROTATION “FSM” (Rating Table 4 of 4) and (Evaluation & Name Page)**

STUDENT NAME: \_\_\_\_\_

**Community Rotations (COMM)**

Objectives and Evaluation

**Explanation of Evaluation Terms**

- 4 Performs independently without guidance
- 3 Performs independently with minimal guidance
- 2 Performs independently, but guidance is needed; is competent for entry-level dietetics
- 1 Does not perform satisfactorily. Needs to develop a plan for improvement in this area
- N/O Not Observed

**Explanation of Competency Notation**

- CRDN** Exclusive or Required, **required** to complete in that rotation type
- CRDN** Non-exclusive, **encouraged** to complete in that rotation type
- CRDN** Non-exclusive, may be **met partially** in that rotation type; **check completion elsewhere**
- CRDN** Non-exclusive, must demonstrate only once during program in any rotation where listed

Objective/Learning Experience	4	3	2	1	N/O	Comments/Alt. Activities	Preceptor's Initials
<p>CRDN 1.1: Select indicators of program quality &amp;/or customer service <b>and</b> measure achievement of objectives.</p> <p><b>Activity:</b> Interns will either <b>a)</b> develop educational materials for a target audience <b>and</b> measure achievement of objectives (see CRDNs 2.12, 3.8, 3.9, 3.11) <b>or b)</b> evaluate indicators of program or service quality related to organization's activities (see CRDN 1.3); interns will receive score of <math>\geq 2</math></p>						See also MNT, FSM	
<p align="center"><b>~ENCOURAGED TO COMPLETE <u>IN PART</u> IN COMMUNITY ROTATION~</b> <b>(particularly "programs" and "services" portion)</b></p> <p><u>CRDN 1.3:</u> Justify programs, products, services <b>and</b> care using appropriate evidence or data.</p> <p><b>Activity:</b> Interns will justify aspects or changes to a community program, product, recipe, or service for cost, benefit to public, or industry standards, etc.; interns will receive score of <math>\geq 2</math>. <b>Circle items justified above.</b></p>						See also MNT, FSM, NUTR 7911	
<p align="center"><b>~ENCOURAGED TO COMPLETE <u>IN PART</u> IN COMMUNITY ROTATION~</b></p> <p><u>CRDN 2.9*:</u> Actively contribute to nutrition and dietetics professional <b>and</b> community organizations.</p> <p><b>Activity:</b> Interns will serve nutrition-related professional and/or community organizations <b>by 1)</b> conducting a presentation (see CRDNs 2.12, 3.7, 3.8, 3.11, 3.12) on behalf of the organization or at a professional meeting, conference or other organization event, <b>and 2)</b> volunteering with organization or helping to organize a program/service/event or professional meeting (regional, state, or national); intern will submit form describing specific activity(ies) &amp; related evidence; interns will receive score of <math>\geq 2</math></p>						See also FSM, NUTR 7911, 7000* Indicate which part(s) completed during this rotation here:	

\*Intern must serve a community organization, which may count as the professional organization (if criteria met). However, often, interns volunteer with or present on behalf of community organizations but attend meetings hosted by other types of nutrition & dietetics professional organizations to present research or volunteer in some capacity. Interns will have more specifics on this on eLC.

**COMMUNITY ROTATIONS "COMM" (Rating Table 1 of 3)**



STUDENT NAME: \_\_\_\_\_

**Community Rotations (COMM) – continued**

Objective/Learning Experience	4	3	2	1	N/O	Comments/Alt. Activities	Preceptor's Initials
<p>CRDN 2.10: Demonstrate professional attributes in all areas of practice.</p> <p><b>Activity:</b> Interns will receive rating of <math>\geq 2</math> on Intern Evaluation for professional attributes</p>	See Intern Evaluation					See also MNT, FSM	
<p>CRDN 2.11: Show cultural humility in interactions with colleagues, staff, clients, patients and the public.</p> <p><b>Activity:</b> Interns will receive rating of <math>\geq 2</math> on Intern Evaluation for cultural humility</p>	See Intern Evaluation					See also MNT, FSM	
<p>CRDN 2.12: Implement culturally sensitive strategies to address cultural biases and differences.</p> <p><b>Activity:</b> Interns will use &amp; document culturally sensitive strategies when developing programs, menus or educational materials to reduce impact of cultural biases and differences (see CRDNs 1.1, 1.3, 3.8, 3.9, 3.11, 3.12); interns will receive score of <math>\geq 2</math></p>						See also MNT, FSM, NUTR 7911	
<p><b>~CAN COMPLETE IN PART IN COMMUNITY ROTATION IF OPPORTUNITY ARISES~</b></p> <p>CRDN 3.3: Perform routine health screening assessments <b>including</b> 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, B12 or iron supplementation).</p> <p><b>Activity:</b> Interns will document activities &amp; receive score of <math>\geq 2</math> for each skill</p>	BP					See also MNT	
	BG / Chol						
	Plan						
<p><b>~CAN COMPLETE IN COMMUNITY ROTATION IF OPPORTUNITY ARISES~</b></p> <p>CRDN 3.4: Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication <b>and</b> medical nutrition therapy plan.</p> <p><b>Activity:</b> Interns will receive score of <math>\geq 2</math> &amp; document activity (see CRDN 3.11)</p>						See also MNT, NUTR 7911	
<p><b>~ENCOURAGED TO COMPLETE IN COMMUNITY ROTATION~</b></p> <p>CRDN 3.7: Demonstrate effective communication <b>and</b> documentation skills for clinical and client services in a variety of formats <b>and</b> settings, which <b>include</b> telehealth <b>and</b> other information technologies <b>and</b> digital media.</p> <p><b>Activity:</b> Intern will either deliver a presentation/training service, write an article, and/or create digital media related to services performed by organization; aim to use a variety of formats/settings; <b>and</b> interns will discuss strengths &amp; areas to improve with preceptor (see CRDNs 1.1, 2.9, 3.8); interns will receive rating of <math>\geq 2</math> on Intern Evaluation for communication skills</p>	See Intern Evaluation					See also MNT, FSM, NUTR 7911 Indicate activity, formats & settings experienced here:	

**COMMUNITY ROTATIONS “COMM” (Rating Table 2 of 3)**

STUDENT NAME: \_\_\_\_\_

**Community Rotations (COMM) – continued**

Objective/Learning Experience	4	3	2	1	N/O	Comments/Alt. Activities	Preceptor's Initials
<p><b>~ENCOURAGED TO COMPLETE IN COMMUNITY ROTATION~</b></p> <p><u>CRDN 3.8:</u> Design, implement <b>and</b> evaluate presentations to a target audience.</p> <p><b>Activity:</b> Interns will develop <b>and</b> deliver a presentation on a nutrition topic for a target audience <b>and</b> evaluate achievement of objectives (see CRDN 2.9, 3.7, 3.9, 3.11); interns will receive score of <math>\geq 2</math></p>						See also MNT, NUTR 7911, 7000	
<p><b>~ENCOURAGED TO COMPLETE IN COMMUNITY ROTATION~</b></p> <p><u>CRDN 3.9:</u> Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.</p> <p><b>Activity:</b> Interns will develop education materials on a nutrition topic appropriate for a target audience (see CRDNs 1.1, 2.12, 3.8); interns will receive score of <math>\geq 2</math></p>						See also MNT, NUTR 7911, 7000	
<p><b>~ENCOURAGED TO COMPLETE IN COMMUNITY ROTATION~</b></p> <p><u>CRDN 3.11:</u> Develop <b>and</b> deliver products, programs or services that promote consumer health, wellness and lifestyle management.</p> <p><b>Activity:</b> Interns will develop <b>and</b> deliver a presentation or products/programs/services/trainings in a community setting or write a newsletter article for consumers (see CRDNs 2.9, 3.3*, 3.4*, 3.7, 3.8); interns will receive score of <math>\geq 2</math></p>						See also MNT, FSM	
<p><b>~REQUIRED TO COMPLETE IN COMMUNITY ROTATION~</b></p> <p><b>CRDN 3.12:</b> Deliver respectful, science-based answers to client/patient questions re: emerging trends.</p> <p><b>Activity:</b> Interns will deliver a presentation in a community setting or document Q&amp;A communications with public through counseling, public event, or digital communications (see CRDNs 2.9, 3.8, 3.11); interns will receive score of <math>\geq 2</math></p>							
<p><b>~ENCOURAGED TO COMPLETE <u>IN PART</u> IN COMMUNITY ROTATION~</b></p> <p><u>CRDN 3.14:</u> Develop <b>and</b> evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals</p> <p><b>Activity:</b> Interns will develop recipes and/or menus with cultural and health issues documented <b>and</b> evaluate cost for acceptability and affordability (see CRDN 1.1, 1.3, 2.12); interns will receive <math>\geq 2</math></p>						See also MNT, FSM	

\*Services performed to demonstrate CRDN 3.3 and 3.4 do not demonstrate the “develop” portion of CRDN 3.11; thus, intern would need to demonstrate this with an additional activity

**COMMUNITY ROTATIONS “COMM” (Rating Table 3 of 3)**

**Community Rotations (COMM) – continued**

**STUDENT NAME:** \_\_\_\_\_

General Comments & Strengths: \_\_\_\_\_

Recommendations for enhancing skills: \_\_\_\_\_

Preceptor Name(s) – Please print neatly: \_\_\_\_\_

## **COMMUNITY ROTATIONS “COMM” (Evaluation & Name Page)**

**Coursework (NUTR 7000 or 9000 – Master’s or Doctoral Research (your Major Advisor))**

STUDENT NAME: \_\_\_\_\_

University of Georgia Dietetic Internship – RATING TABLES

Objectives and Evaluation

**Explanation of Evaluation Terms (Score)**

- 4 Performs independently without guidance (grade A or A-)
- 3 Performs independently with minimal guidance (grade B+)
- 2 Performs independently, guidance needed; competent for entry-level dietetics (B- or B)  
*Corresponds with "On Target" on Research Course Assessment/ Evaluation Form*
- 1 Does not perform satisfactorily. Needs to develop a plan for improvement in this area
- N/O Not Observed

**Explanation of Competency Notation**

- CRDN** Exclusive or Required, **required** to complete in that rotation type
- CRDN Non-exclusive, **encouraged** to complete in that rotation type
- CRDN Non-exclusive, may be **met partially** in that rotation type; **check completion elsewhere**
- CRDN Non-exclusive, must demonstrate once during program in any rotation type where listed

Objective/Learning Experience	Timeline	Grade/ Score	Advisor's Initials
<p align="center"><b>~REQUIRED TO COMPLETE AS PART OF RESEARCH~</b></p> <p><b>CRDN 1.4:</b> Conduct projects using appropriate research or quality improvement methods, ethical procedures <b>and</b> data analysis utilizing current and/or new technologies. <b>Activity:</b> Interns will conduct thesis or dissertation research projects aligning w/specifications above; interns will receive <math>\geq 2</math></p>	End of course or program		
<p align="center"><b>~REQUIRED TO COMPLETE AS PART OF RESEARCH~</b></p> <p><b>CRDN 2.2:</b> Demonstrate professional writing skills in preparing professional communications. <b>Activity:</b> Interns will develop proposals, abstracts, manuscripts, theses/dissertations, or posters; interns will receive <math>\geq 2</math></p>	End of course or program		
<p align="center"><b>~ENCOURAGED TO COMPLETE AS PART OF RESEARCH~</b></p> <p><u>CRDN 2.8:</u> Demonstrate negotiation skills. <b>Activity:</b> Interns will develop proposals, abstracts, manuscripts, theses/dissertations, presentations, or posters that justify research projects (see CRDN 2.2); interns will receive score of <math>\geq 2</math></p>	End of course or program <i>See also MNT, NUTR 7911</i>		
<p align="center"><b>~ENCOURAGED TO COMPLETE <u>IN PART</u> AS PART OF RESEARCH~</b></p> <p><u>CRDN 2.9:</u> Actively contribute to nutrition and dietetics professional <b>and</b> community organizations. <b>Activity:</b> Interns will serve nutrition-related professional and/or community organizations <b>by 1)</b> conducting a presentation (see CRDNs 2.8, 3.8) at a professional meeting (regional, state, or national), <b>and 2)</b> volunteering at or helping to organize an event hosted by a professional or community organization; intern will submit form describing specific activity(ies) &amp; related evidence; interns will receive score of <math>\geq 2</math></p>	End of course or program <i>See also COMM, FSM, NUTR 7911</i>		
<p><b>CRDN 3.8:</b> Design, implement <b>and</b> evaluate presentations to a target audience. <b>Activity:</b> Interns will develop <b>and</b> deliver a presentation on a nutrition topic for a target audience <b>and</b> evaluate achievement of objectives (see CRDN 2.8); interns will receive score of <math>\geq 2</math></p>	End of course or program <i>See also MNT, COMM, NUTR 7911</i>		

General Comments, Strengths & Recommendations for enhancing skills: \_\_\_\_\_

Major Advisor: \_\_\_\_\_

**COURSEWORK – NUTR 7000/9000 (Rating Table 1 of 1)**

**Coursework (NUTR 7911 – Supervised Practice & Professional Development (Course Instructor))**

STUDENT NAME: \_\_\_\_\_

Objectives and Evaluation

**Explanation of Evaluation Terms (Score)**

- 4 Performs independently without guidance (grade A or A-)
- 3 Performs independently with minimal guidance (grade B+)
- 2 Performs independently, guidance needed; competent for entry-level dietetics (B- or B)
- 1 Does not perform satisfactorily. Needs to develop a plan for improvement in this area
- N/O Not Observed

**Explanation of Competency Notation**

- CRDN** Exclusive or Required, **required** to complete in that rotation type
- CRDN** Non-exclusive, **encouraged** to complete in that rotation type
- CRDN** Non-exclusive, may be **met partially** in that rotation type; **check completion elsewhere**
- CRDN** Non-exclusive, must demonstrate once during program in any rotation type where listed

Objective/Learning Experience	Timeline	Grade/ Score	Instructor's Initials
<p>CRDN 1.2: Evaluate research <b>and</b> apply evidence-based guidelines, systematic reviews <b>and</b> scientific literature in nutrition and dietetics practice.</p> <p><b>Activity:</b> Interns will present a case study on complex medical nutrition therapy cases; interns will earn score of <math>\geq 80\%</math> or 2</p>	<p>Fall 2 <i>See also MNT</i></p>		
<p>CRDN 1.3: Justify programs, <u>products, services</u> <b>and</b> care using appropriate evidence or data.</p> <p><b>Activity:</b> Interns will <b>either a)</b> use evidence/data to justify education services provided by students/interns in department, <b>or b)</b> perform market research to develop a business plan &amp; marketing proposal (see CRDN 4.7); interns will earn <math>\geq 80\%</math> points on associated section of rubric to receive score of <math>\geq 2</math>. <b>Circle items justified above.</b></p>	<p>Spring 2 <i>See also MNT, FSM, COMM</i></p>		
<p>CRDN 1.5: Incorporate critical-thinking skills in overall practice.</p> <p><b>Activity:</b> Interns will present a case study on complex MNT cases (see CRDN 1.2); interns will earn score of <math>\geq 80\%</math> or 2</p>	<p>Fall 2 <i>See also MNT</i></p>		
<b>~ENCOURAGED TO COMPLETE IN THIS COURSE~</b>			
<p>CRDN 2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable, <b>and</b> in accordance with accreditation standards <b>and</b> the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, <b>and</b> Code of Ethics for the Profession of Nutrition and Dietetics.</p> <p><b>Activity:</b> Interns will write a reflective paper on ethical practice in nutrition and dietetics, after having participated in class discussions and assignments related to ethical practice; interns will earn score of <math>\geq 80\%</math> or 2</p>	<p>Spring 2 <i>See also MNT</i></p>		
<b>~ENCOURAGED TO COMPLETE IN THIS COURSE~</b>			
<p>CRDN 2.4: Function as a member of interprofessional teams.</p> <p><b>Activity:</b> Interns will write a reflective paper on interprofessional practice (IPP), after having participated in interprofessional education activities on campus; interns will earn score <math>\geq 80\%</math> or 2</p>	<p>Spring 2 <i>See also MNT</i></p>		
<p>CRDN 2.6: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</p> <p><b>Activity:</b> Interns will document referral on form or patient note occurring in education or community settings; interns will receive rating of <math>\geq 2</math> on Intern Evaluation for appropriate referrals</p>	<p>Fall 2 or Spring 2 (SP) <i>See also MNT</i></p>		

**COURSEWORK – NUTR 7911 (Rating Table 1 of 4)**

**Coursework (NUTR 7911) – continued**

STUDENT NAME: \_\_\_\_\_

## University of Georgia Dietetic Internship – RATING TABLES

Objective/Learning Experience	Timeline	Grade/ Score	Instructor's Initials
<p align="center"><b>~ENCOURAGED TO COMPLETE IN THIS COURSE~</b></p> <p><u>CRDN 2.8</u>: Demonstrate negotiation skills.  <b>Activity</b>: Interns will prepare strategy for negotiating salary or promotion <b>and</b> role-play with classmates; interns will earn <math>\geq 80\%</math> or 2</p>	Spring 2 See also MNT, NUTR 7000		
<p><u>CRDN 2.9*</u>: Actively contribute to nutrition and dietetics professional <b>and</b> community organizations.  <b>Activity</b>: Interns will serve nutrition-related professional and community organizations <b>by 1)</b> conducting a presentation or education (see CRDN 3.8) on behalf of the organization (e.g., YMCA, Cooperative Extension) or at a professional meeting, conference or other event, <b>and 2)</b> volunteering at or helping to organize a professional meeting (regional, state, or national); intern will submit form describing specific activity(ies) &amp; related evidence; interns will receive score of <math>\geq 2</math></p>	Fall or Spring 2 See also COMM, FSM, NUTR 7000		
<p><u>CRDN 2.12</u>: Implement culturally sensitive strategies to address cultural biases and differences.  <b>Activity</b>: Interns will use &amp; document culturally sensitive strategies in MNT case study if appropriate (see CRDN 1.2) or write ethics reflection (see CRDN 2.1); interns will earn score of <math>\geq 2</math> on strategies discussed</p>	Fall 2 and/or Spring 2 See also MNT, COMM, FSM		
<p align="center"><b>~REQUIRED TO COMPLETE IN THIS COURSE~</b></p> <p><b>CRDN 2.13</b>: Advocate for local, state or national legislative &amp; regulatory issues/ policies impacting the nutrition &amp; dietetics profession.  <b>Activity</b>: Interns will develop written communication to a legislator about a health/nutrition issue or attend legislation day at capitol; interns will earn score of <math>\geq 80\%</math> or 2</p>	Spring 1 or 2 See also FSM		
<p align="center"><b>~ENCOURAGED TO COMPLETE <u>IN PART</u> IN THIS COURSE~</b></p> <p><u>CRDN 3.1</u>: Perform MNT by utilizing the Nutrition Care Process including use of standardized nutrition terminology as part of clinical workflow elements for individuals, groups &amp; populations of differing ages &amp; health status, in variety of settings.  <b>Activity</b>: Interns will document use of NCP in MNT case study presented (see CRDN 1.2); interns will earn score of <math>\geq 80\%</math> or 2</p>	Fall 2 See also MNT		
<p align="center"><b>~REQUIRED TO COMPLETE IN THIS COURSE~</b></p> <p><b>CRDN 3.2</b>: Conduct nutrition focused physical exams.  <b>Activity</b>: Interns will conduct a NFPE on classmates <b>and</b> write reflection on experience; interns will earn score of <math>\geq 80\%</math> or 2</p>	Fall 1 See also MNT		
<p align="center"><b>~ENCOURAGED TO COMPLETE <u>IN PART</u> IN THIS COURSE~</b></p> <p><u>CRDN 3.7</u>: Demonstrate effective communication <b>and</b> documentation skills for clinical and client services in a variety of formats <b>and</b> settings, which <b>include</b> telehealth <b>and</b> other information technologies and digital media.  <b>Activity</b>: Interns will complete education hours <b>and</b> document services/care by hand or using EMR software; <b>and</b> interns will create a digital media piece to promote education services of program (see CRDN 1.3); interns will earn <math>\geq 80\%</math> or 2 on each</p>	Fall 2 and/or Spring 2 See also MNT, FSM, COMM		

\* Intern must serve a community organization, which may count as the professional organization (possibly). However, often, interns volunteer with or present on behalf of community organizations but attend meetings hosted by other types of nutrition & dietetics professional organizations to present research or volunteer in some capacity. Interns will have more specifics on this on eLC.

## COURSEWORK – NUTR 7911 (Rating Table 2 of 4)

STUDENT NAME: \_\_\_\_\_

**Coursework (NUTR 7911) – continued**

<b>Objective/Learning Experience</b>	<b>Timeline</b>	<b>Grade/ Score</b>	<b>Instructor's Initials</b>
CRDN 3.8: Design, implement <b>and</b> evaluate presentations to a target audience. <b>Activity:</b> Interns will develop <b>and</b> deliver a presentation (MNT case study or marketing plan) for a target audience <b>and</b> evaluate achievement of objectives (see CRDN 1.2, 2.9, 4.8); interns will receive score of $\geq 2$	Fall or Spring 2 <i>See also MNT, COMM, NUTR 7000</i>		
CRDN 3.10: Use effective education <b>and</b> counseling skills to facilitate behavior change. <b>Activity:</b> Interns will document education <b>and</b> counseling <b>and</b> evaluate patient behavior change/ readiness to change or discuss potential efficacy of methods with instructor; interns will receive score of $\geq 2$	Spring 2 <i>See also MNT</i>		
<b>~REQUIRED TO COMPLETE IN THIS COURSE~</b> <b>CRDN 4.7:</b> Conduct feasibility studies for products, programs or services with consideration of costs and benefits. <b>Activity:</b> Interns will perform market research to develop a business plan & marketing proposal (see CRDN 1.3, 4.5); interns will earn $\geq 80\%$ points on associated section of rubric to receive score of $\geq 2$	Spring 2		
<b>~REQUIRED TO COMPLETE IN THIS COURSE~</b> <b>CRDN 4.8:</b> Develop plan to provide or develop product, program or service that <b>includes</b> a budget, staffing needs, equipment <b>and</b> supplies. <b>Activity:</b> Interns will develop <b>and</b> present a business plan <b>and</b> marketing proposal <b>including</b> budget, staffing needs, facility <b>and</b> equipment requirements; interns will earn $\geq 80\%$ or 2 on final marketing presentation and proposal	Spring 2		
<b>~ENCOURAGED TO COMPLETE IN PART IN A CLINICAL ROTATION~</b> <b>CRDN 4.9:</b> Engage in the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service <b>and</b> value-based payment systems. <b>Activity:</b> Interns will apply knowledge of coding & billing considerations for patient in MNT case study or complete module; interns will earn score of $\geq 80\%$ of points on rubric section or module to receive score of $\geq 2$ ; <b>circle reimbursement system(s) experienced</b>	Fall 2 <i>See also MNT</i>		
<b>~REQUIRED TO COMPLETE IN THIS COURSE~</b> <b>CRDN 5.1:</b> Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement throughout the program. <b>Activity:</b> Interns will complete self-assessments (Goal-Setting, Reflective Papers) <b>and</b> develop goals; interns will earn $\geq 80\%$ or 2 on final reflection on mentoring or counseling or other selected reflections	Fall & Spring 1 Fall & <u>Spring 2</u>		
<b>~REQUIRED TO COMPLETE IN THIS COURSE~</b> <b>CRDN 5.2:</b> Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals. <b>Activity:</b> Interns will draft a cover letter based on a position description; interns will earn $\geq 80\%$ or 2	Fall 2		

**COURSEWORK – NUTR 7911 (Rating Table 3 of 4)**

STUDENT NAME: \_\_\_\_\_

**Coursework (NUTR 7911) – continued**

Objective/Learning Experience	Timeline	Grade/ Score	Instructor's Initials
<p align="center"><b>~REQUIRED TO COMPLETE IN THIS COURSE~</b></p> <p><b>CRDN 5.3:</b> Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.  <b>Activity:</b> Interns will prepare a plan for professional development based on anticipated career path; interns will receive score of <math>\geq 2</math></p>	Fall 2		
<p align="center"><b>~REQUIRED TO COMPLETE IN THIS COURSE~</b></p> <p><b>CRDN 5.4:</b> Advocate for opportunities in professional settings (such as asking for additional responsibility, practicing negotiating a salary or wage or asking for a promotion).  <b>Activity:</b> Interns will prepare points for negotiating salary or promotion <b>and</b> role-play with classmates; interns will earn <math>\geq 80\%</math> on performance and plan combined to receive score of <math>\geq 2</math></p>	Spring 2		
<p align="center"><b>~ENCOURAGED TO COMPLETE IN THIS COURSE~</b></p> <p><u>CRDN 5.5:</u> Demonstrate the ability to resolve conflict.  <b>Activity:</b> Interns will prepare strategy for negotiating salary or promotion <b>and</b> role-play with classmates; interns will earn <math>\geq 80\%</math> or 2</p>	Spring 2 <i>See also MNT</i>		
<p align="center"><b>~ENCOURAGED TO COMPLETE IN THIS COURSE~</b></p> <p><u>CRDN 5.6:</u> Promote team involvement <b>and</b> recognize the skills of each member.  <b>Activity:</b> Interns will write a reflective paper on interprofessional practice, after having participated in interprofessional education activities on campus (see CRDN 2.4); interns will earn score <math>\geq 80\%</math> or 2</p>	Spring 2 <i>See also NUTR 8900</i>		
<p align="center"><b>~REQUIRED TO COMPLETE IN THIS COURSE~</b></p> <p><b>CRDN 5.7:</b> Mentor others.  <b>Activity:</b> Interns will write Mentoring Reflection, after participating in mentoring activities; interns will earn <math>\geq 80\%</math> or <math>\geq 2</math></p>	Spring 2		
<p align="center"><b>~REQUIRED TO COMPLETE IN THIS COURSE~</b></p> <p><b>CRDN 5.8:</b> Identify and articulate the value of precepting.  <b>Activity:</b> Interns will write reflection or create promo/ educational material on precepting; interns will earn <math>\geq 80\%</math> or 2</p>	Fall 2		

General Comments & Strengths: \_\_\_\_\_

Recommendations for enhancing skills: \_\_\_\_\_

Course Instructor: \_\_\_\_\_

**COURSEWORK – NUTR 7911 (Rating Table 4 of 4)**



STUDENT NAME: \_\_\_\_\_

**Coursework (NUTR 8560 – Proposal Writing (Course Instructor))**

Objectives and Evaluation

**Explanation of Evaluation Terms (Score)**

- 4 Performs independently without guidance (grade A or A-)
- 3 Performs independently with minimal guidance (grade B+)
- 2 Performs independently, guidance needed; competent for entry-level dietetics (B- or B)
- 1 Does not perform satisfactorily. Needs to develop a plan for improvement in this area
- N/O Not Observed

**Explanation of Competency Notation**

- CRDN** Exclusive or Required, **required** to complete in that rotation type
- CRDN** Non-exclusive, **encouraged** to complete in that rotation type
- CRDN** Non-exclusive, may be **met partially** in that rotation type; **check completion elsewhere**
- CRDN** Non-exclusive, must demonstrate once during program in any rotation type where listed

Objective/Learning Experience	Timeline	Grade/ Score	Instructor's Initials
<b>~REQUIRED TO COMPLETE IN THIS COURSE~</b>			
<p><b>CRDN 4.4:</b> Apply current information technologies to develop, manage <b>and</b> disseminate nutrition information <b>and</b> data.</p> <p><b>Activity:</b> Interns will develop proposals, abstracts, manuscripts, theses/dissertations, presentations, or posters, that <b>include</b> literature review and data analysis techniques, to disseminate nutrition information and data from their research or based on a topic assigned by the instructor; interns will earn a B or better in course or <math>\geq 80\%</math> on developed material to receive score of <math>\geq 2</math></p>	End of course		
<b>~ENCOURAGED TO COMPLETE IN THIS COURSE~</b>			
<p><b>CRDN 4.10:</b> 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).</p> <p><b>Activity:</b> Interns will discuss risk in nutrition research such as risk to achieving goals and objectives or those associated with research methods used in their research; interns will earn a B or better in course</p>	End of course <i>See also MNT, FSM</i>		

General Comments & Strengths: \_\_\_\_\_

Recommendations for enhancing skills: \_\_\_\_\_

Course Instructor: \_\_\_\_\_

**COURSEWORK – NUTR 8560 (Rating Table 1 of 1)**

STUDENT NAME: \_\_\_\_\_

**Coursework (NUTR 8900 – Seminar in Nutritional Sciences (Course Instructor))**

Objectives and Evaluation

**Explanation of Evaluation Terms (Score)**

- 4 Performs independently without guidance (grade A or A-)
- 3 Performs independently with minimal guidance (grade B+)
- 2 Performs independently, guidance needed; competent for entry-level dietetics (B- or B)
- 1 Does not perform satisfactorily. Needs to develop a plan for improvement in this area
- N/O Not Observed

**Explanation of Competency Notation**

- CRDN** Exclusive or Required, **required** to complete in that rotation type
- CRDN** Non-exclusive, **encouraged** to complete in that rotation type
- CRDN** Non-exclusive, may be **met partially** in that rotation type; **check completion elsewhere**
- CRDN** Non-exclusive, must demonstrate once during program in any rotation type where listed

Objective/Learning Experience	Timeline	Grade/ Score	Instructor's Initials
<p style="text-align: center;"><b>~ENCOURAGED TO COMPLETE IN THIS COURSE~</b></p> <p><u>CRDN 2.3</u>: Demonstrate active participation, teamwork and contributions in group settings.  <b>Activity</b>: Interns will participate in seminar and/or present a group seminar; interns will earn B or better in course to receive <math>\geq 2</math></p>	<p>End of course  <i>See also MNT</i></p>		
<p style="text-align: center;"><b>~ENCOURAGED TO COMPLETE IN THIS COURSE~</b></p> <p><u>CRDN 5.6</u>: Promote team involvement <b>and</b> recognize the skills of each member.  <b>Activity</b>: Interns will submit reflection on contributions of team members and will earn B or better in course or on reflection to earn <math>\geq 2</math></p>	<p>End of course  <i>See also NUTR 7911</i></p>		

General Comments & Strengths: \_\_\_\_\_

Recommendations for enhancing skills: \_\_\_\_\_

Course Instructor: \_\_\_\_\_

**COURSEWORK – NUTR 8900 (Rating Table 1 of 1)**