



**College of Graduate and Undergraduate Studies
Division of Sport Health Science
Department of Nutrition
Preceptor Handbook
2022-2023**



Table of Contents

Introduction	4
About Our Program	5
Accreditation Status	5
Mission, Values, Goals, and Objectives	5-7
Program Faculty	7
Program Requirements	8
Coursework Completed Prior to the DI Program	8-9
Requirements for the RDN Credential	9-10
Dietetic Internship Curriculum	10-13
Supervised Practice Requirements	13-15
Completion Requirements.....	15
Preceptor Training	16
Annual/Initial Training	16-17
Additional Training Resources from Other DI Programs	17
Benefits of Precepting	17
CEPU	18
Diversity, Equity, and Inclusion Resources	18-19
Roles and Responsibilities	20
Preceptor Roles & Responsibilities	20
DI Director Roles & Responsibilities	21
Intern Roles & Responsibilities	21-22
Preceptor Guidelines & Policies	23
Site Agreements	23
Intern Contact/Orientation	23-24
What to Expect During the Rotations.....	24
Tracking Hours.....	24
Attendance	25
Holidays	25-26
Staff Relief	26
Coordinator Visit.....	26-27
Evaluation Procedures.....	27-29
Core Competency Performance	29-30
Unsatisfactory Performance & Remediation	30-31

Termination	32
Preceptor Feedback Procedure	32
APPENDICES.....	34
Appendix A – Preceptor Training	35
Appendix B – Affiliation Site Agreement Policy	36-42
Appendix C – Site & Preceptor Selection Policy.....	43-47
Appendix D – Preceptor Orientation Checklist	48
Appendix E – Tips for a Successful Rotation.....	49
Appendix F – Procedure for Tracking time at Rotation Site	50-51
Appendix G – Attendance	52-53
Appendix H - Absence Request Procedure & Form	54-55
Appendix I - Completion of Staff Relief Hours	56
Appendix J – Site & Preceptor Evaluations	57-58
Appendix K – Experiential Learning Model	59
Appendix L – Checklist for Activities and Projects for Rotations	60-78
Appendix M – Preceptor Mid-Rotation Evaluation	79
Appendix N – Preceptor Final Rotation Evaluation	80-101
Appendix O – Unsatisfactory Performance & Remediation Plan	102-104
Appendix P – Termination	105
Appendix Q - Preceptor Complaint	106-108
Appendix R - Terminology	109-110
References	111

INTRODUCTION

This Handbook and related training materials were designed to serve as tools and resources for our program preceptors who have agreed to precept for Life University (LU) Dietetic Interns. Thank you for serving as a preceptor and mentor for future dietetics professionals. We recognize that working with interns is typically voluntary, goes outside the normal scope of a job description, and is not always easy.

I want to express my most sincere gratitude to you for agreeing to serve in this capacity. As a preceptor, you are an essential component of dietetics education, and this type of learning community (supervised practice) would not be possible without your commitment to developing these interns into skilled practitioners. A preceptor can be defined as an expert or specialist, such as a Registered Dietitian, who provides practical experience and training to a dietetic intern.

I view you, the preceptor, as my partner in the education of the dietetic interns. We aim to have you actively participate in the continuous quality improvement process of the LU Dietetic Internship (DI) Program. Your input regarding the interns, scheduling, assignments, rotations, and evaluations/assessments is critical to the success of our program. We respect your expertise and welcome your feedback, both formal and informal. We will often solicit this information via surveys and conversations, but please feel free to provide it more often or as necessary.

As the program director, we aim to provide you with all the information and support needed to work with our students effectively. I hope you will find the manual to be a helpful guide and resource to support your role as a preceptor for dietetic interns.

Thank You for Serving as a Preceptor and taking the time to mentor and guide our students. We honestly could not do this without you. Please do not hesitate to contact me through email or phone (contact information can be found below) with any questions or concerns you might have.

Sincerely,

Ilana Katz

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About Our Program

The DI Program in Nutrition and Dietetics at Life University is a postbaccalaureate, non-degree granting, 9-month program beginning in early September and ending in May. It consists of approximately 1144 hours broken down into didactic hours within a minimum of 1000 hours of supervised practice.

The program provides interns with the necessary knowledge and practical skills to be eligible to sit for the national registration exam for dietitians and pursue various career opportunities in the field of dietetics. Up to sixteen (16) interns may be admitted to the program annually. Pandemic years have resulted in lower enrollment with anticipation of normalization post-2023. All learning experiences and supervised practice are designed to meet the competencies outlined by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Accreditation Status

Both the DI and DPD programs at Life University have been granted accreditation through June 2024 by the [Accreditation Council for Education in Nutrition and Dietetics](#) (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, 1- 800-877-1600 ext. 5400.

Mission, Values, Goals, and Objectives

Life University Mission and Values Statement

The mission of Life University is to empower each student with the education, skills, and values to maximize the perfection within, based upon a vitalistic philosophy. Life University is committed to a global vision and excellence in teaching, learning, and research, providing an exceptional student experience leading to a life of Integrity and Lasting Purpose.

Life University is founded on values that guide our vision and the decisions we make every day, from brand identity to degree programs, to building construction and café nutritional offerings. These values collectively create a culture unique to Life University: Lasting Purpose, Vitalism, and Integrity.

Life University's guiding principle is **Lasting Purpose: To live an inner-directed life, to give, to do, to love, to serve, out of your abundance**. Life University believes that a willingness and desire to serve your community and your fellow man are just as important as academic pursuits. This attitude stems from the recognition that each individual has been given certain gifts, and as a citizen in the world community, it is your duty *to give, to do, to love, and serve out of your own abundance*.

LIFE's educational and clinical philosophy is based on **Vitalism**—our recognition that the Universe itself is self-conscious and, as such, creates itself as a dynamic system wherein living organisms are self-developing, self-maintaining, and self-healing.

Life University's value of Integrity is defined as a state of completeness or wholeness; adherence to a set of values, implying wholeness of body, mind, and spirit; and our relationships with people and the planet. Integrity provides the underpinning for the responsible exercise of our rights and responsibilities as human beings. Integrity leads to empowerment and excellence, while a lack of integrity results in mediocrity. Life University teaches students how to manage personal Integrity and function as valued citizens within the academic, healthcare, and larger communities.

With its vitalistic vision, clearly defined performance proficiencies, and measurable criteria for success, a Life University education will produce leaders who exemplify humanistic values and, in a world where change is constant, provide innovative approaches to direct that change to elevate society and evolve its healthcare system.

LIFE also fosters students' commitment to their full potential and peak performance in their educational pursuits and future professional lives through healthy habits that create a flourishing world community.

Dietetic Internship Program Mission Statement

The mission of the dietetic internship (DI) program is to ensure graduates are adequately prepared through didactic and supervised practice for entry-level nutrition-related positions where they will apply the evidenced-based practice to promote the health of both communities and individuals.

Dietetic Internship Program (DIP) Goals and Objectives

Goal One:

Upon completion of the program, the DIP graduate will be qualified and prepared for a variety of career opportunities in the field of Dietetics.

Objective 1: At least 80% of interns complete program requirements within 13.5 months (150% of planned program length).

Objective 2: The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.

Objective 3: At least 80 percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.

Goal Two:

Graduates of the DIP who seek employment will obtain a position in the field of dietetics and will have the knowledge and skills to effectively meet the responsibilities of the position.

Objective 1: Of graduates who seek employment, at least 80 percent are employed in nutrition and dietetics or related fields within 12 months of graduation.

Objective 2: 80% of the employers that responded to the employer survey will be satisfied with graduates' preparation for entry-level practice.

Program Faculty

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Program Requirements

Coursework Completed before the DI Program

Before starting the DI program, these interns completed an undergraduate DPD program which prepares graduates to become Interns in a Dietetic Internship and, from there, completes the pathway to becoming a registered dietitian nutritionist (RDNs).

Students interested in taking the CDR (Credentialing for Dietetics Registration) Board exam will complete a Bachelor of Science in Dietetics and be eligible via a verification statement to become a dietetic intern.

Typical coursework that the intern completed as undergraduates in a DPD program (in other words, what they should be familiar with and/or able to do as they come to you) is as follows:

Food Production Management

- Principles of quantity production are applied to meats, dairy products, baked goods, vegetables, soups, and fresh produce.
- Types of foodservice systems and delivery/service.
- Recipe Expansion and costing.
- Lab experience in conventional foodservice operation, rotating through all production and service areas and equipment use.

Foodservice Systems

- Overview of systems theory and the foodservice system.
- Detailed examination of functional subsystems: procurement, production, distribution/service, and sanitation/maintenance.
- Product selection, including value and sensory analysis.
- Vendor selection and purchase specifications.
- Budgeting, cost/benefit analysis.

Management in Dietetics

- Group dynamics and work group formation.
- Principles of effective communication.
- Decision-making and tools used in decision-making.
- Planning, organizing, directing, & controlling functions of managers applied to dietetics.
- Principles of human resource management.
- Theories of management/leadership and motivation.

Community Nutrition

- Community resources
- Program planning and evaluation
- At-risk populations and special needs
- Cultural/ethnic food patterns
- National Health Objectives
- Group and individual counseling and education
- Legislative and political process

Medical Nutrition Therapy (I, II, & III)

- Medical terminology
- Principles of and rationale for medical nutrition therapy in disease states
- Basics of nutrition support; supplements, enteral and parenteral nutrition
- Basics of nutrition counseling and education
- Essentials of Human Nutrition, Nutrient Metabolism, and Nutritional Biochemistry
- Normal nutrition, from very basic to advanced nutrition biochemistry at the cellular level

Nutrition in the Lifecycle

- Nutritional needs in pregnancy, lactation, infancy, childhood, and the elderly

Nutrition Education and Counseling

- Establishing learning objectives, concepts, and lesson plans
- Utilization of a variety of teaching methods
- Behavior change theories and application

Research Methods in Dietetics

- Types of research and their appropriate use
- Resources for research and reports
- Proposal preparation
- Interpretation and evaluation of research reports in the literature

Nutrition Assessment Lab Skills and techniques in the following:

- Anthropometry—skin folds, adult and infant height and weight, head circumference, growth charts.
- Biochemical assessment—blood glucose, hemoglobin, hematocrit, lipid profiles, and urine analysis.
- Indirect calorimetry.
- Functional assessment and nutrition-focused physical assessment.
- Vital signs, including blood pressure.

Requirements for the RDN Credential

In order to earn the Registered Dietitian (RDN) credential, a registered dietitian must meet the following criteria:

- Complete a minimum of a bachelor's degree at a US regionally accredited university or college and course work accredited or approved by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND).
- Complete an ACEND-accredited **Supervised Practice Program (dietetic internship program – DI)**, which may be postbaccalaureate or combined with undergraduate or graduate studies.
- Pass a national examination administered by the Commission on Dietetic Registration

(CDR).

- Complete continuing professional educational requirements to maintain registration.
- *Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require a minimum of a master's degree to be eligible to take the credentialing exam to become a registered dietitian nutritionist (RDN). In order to be approved for registration examination eligibility with a bachelor's degree, an individual must meet all eligibility requirements and be submitted into CDR's Registration Eligibility Processing System (REPS) before 12:00 midnight Central Time, December 31, 2023. For more information about this requirement visit CDR's website: <https://www.cdrnet.org/graduatedegree>. In addition, CDR requires that individuals complete coursework and supervised practice in program(s) accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Graduates who successfully complete the ACEND-accredited Dietetic Program in Dietetics (DPD) program at Life University are eligible to apply to an ACEND-accredited supervised practice program.*

The supervised practice program represents a critical step in developing the intern from "beginner" to "entry-level" competence. The supervised practice program model provides an opportunity for the interns to practice or perform dietetics-related skills and activities under the supervision of a credentialed Registered Dietitian. These opportunities allow the intern to build skills, apply didactic learning to real-life dietetic practice, increase work complexity, and develop autonomy as a clinician. This environment enables the intern to learn new skills, apply theoretical concepts to the everyday practice of dietetics, and attain competencies and learning outcomes appropriate for the entry-level practitioner. The interns will be learning what you, the preceptor and professional, do daily as part of your roles and responsibilities within your job setting. At the completion of each rotation, interns should have developed the necessary skills to perform your job duties satisfactorily (not at the same level of skill you possess).

Dietetic Internship Curriculum

The dietetic internship curriculum simultaneously offers rotation experiences and didactic learning to meet the core competencies. The following ACEND Core Competencies (2022) for entry-level practice as a registered dietitian nutritionist will be achieved through supervised practice and didactic learning; upon completion of the internship program, students are able to:

Domain 1: Scientific Evidence-Based Practice: Integration of scientific information and translation of research into practice:

- CDRN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.
- CRDN 1.2: Evaluate research and apply evidence-based guidelines, systematic reviews, and scientific literature in nutrition and dietetics practice.
- CRDN 1.3: Justify programs, products, services, and care using appropriate evidence or data.
- CRDN 1.4: Conduct projects using appropriate research or quality improvement methods, ethical procedures, and data analysis utilizing current and/or new technologies.
- CRDN 1.5: Incorporate critical-thinking skills in overall practice.

Domain 2: Professional Practice Expectations: Beliefs, values, attitudes, and behaviors for the professional dietitian nutritionist level of practice:

- CRDN 2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.
- CRDN 2.2: Demonstrate professional writing skills in preparing professional communications.
- CRDN 2.3: Demonstrate active participation, teamwork, and contributions in group settings.
- CRDN 2.4: Function as a member of interprofessional teams.
- CRDN 2.5: Work collaboratively with NDTRs and/or support personnel in other disciplines.
- CRDN 2.6: Refer clients and patients to other professionals and services when needs are beyond the individual scope of practice.
- CRDN 2.7: Apply change management strategies to achieve desired outcomes.
- CRDN 2.8: Demonstrate negotiation skills.
- CRDN 2.9: Actively contribute to nutrition and dietetics professional and community organizations.
- CRDN 2.10: Demonstrate professional attributes in all areas of practice.
- CRDN 2.11: Show cultural humility in interactions with colleagues, staff, clients, patients, and the public.
- CRDN 2.12: Implement culturally sensitive strategies to address cultural biases and differences.
- CRDN 2.13: Advocate for local, state, or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.

Domain 3: Clinical & Customer Services: Development and delivery of information, products, services to individuals, groups, and populations:

- CRDN 3.1: Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process, including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups, and populations of differing ages and health status in a variety of settings.
- CRDN 3.2: Conduct a nutrition-focused physical assessment.
- CRDN 3.3: Perform routine health screening assessments, including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation)
- CRDN 3.4: Provide instruction to clients/patients for self-monitoring blood glucose, considering diabetes medication and medical nutrition therapy plan.
- CRDN 3.5: Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tub.
- CRDN 3.6: Conduct a swallow screen and refer to the appropriate health care professional for a full swallow evaluation when needed.
- CRDN 3.7: Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other

information technologies and digital media

- CRDN 3.8: Design, implement and evaluate presentations to a target audience.
- CRDN 3.9: Develop nutrition education materials that are culturally and age-appropriate and designed for the literacy level of the audience.
- CRDN 3.10: Use effective education and counseling skills to facilitate behavior change.
- CRDN 3.11: Develop and deliver products, programs, or services that promote consumer health, wellness, and lifestyle management.
- CRDN 3.12: Deliver respectful, science-based answers to client/patient questions concerning emerging trends.
- CRDN 3.13: Coordinate procurement, production, distribution, and service of goods and services, demonstrating and promoting responsible use of resources.
- CRDN 3.14: Develop and evaluate recipes, formulas, and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups, and individuals

Domain 4: Practice Management & Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations:

- CRDN 4.1: Participate in management functions of human resources (such as hiring, training, and scheduling).
- CRDN 4.2: Perform management functions related to safety, security, and sanitation that affect employees, customers, patients, facilities, and food.
- CRDN 4.3: Conduct clinical and customer service quality management activities (such as quality improvement or quality assurance projects).
- CRDN 4.4: Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.
- CRDN 4.5: Analyze quality, financial, and productivity data for use in planning.
- CRDN 4.6: Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment
- CRDN 4.7: Conduct feasibility studies for products, programs, or services with consideration of costs and benefits.
- CRDN 4.8: Develop a plan to provide or develop a product, program, or service that includes a budget, staffing needs, equipment, and supplies.
- CRDN 4.9: Engage in the process of coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service, and value-based payment systems.
- CRDN 4.10: Analyze risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness).

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

- CRDN 5.1: Perform self-assessment that includes awareness in terms of learning and

- leadership styles and cultural orientation and develop goals for self-improvement
- CRDN 5.2: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals.
- CRDN 5.3: Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.
- CRDN 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).
- CRDN 5.5: Demonstrate the ability to resolve conflict.
- CRDN 5.6: Promote team involvement and recognize the skills of each member.
- CRDN 5.7: Mentor others.
- CRDN 5.8: Identify and articulate the value of precepting.

Supervised Practice Requirements

The DI program has supervised practice in clinical, community, food service management, and electives. The program ensures that interns meet all the core competencies and provides learning experiences reflecting the range of the dietetics profession. These core competencies provide a broad base of diverse experiences necessary for future career opportunities. The learning experiences included in the DI program will build on the didactic portion of the intern's undergraduate education (as outlined above). Therefore, the internship has been designed so that the intern's knowledge, skills, and abilities progress with adequate time provided during the supervised practice to ensure competency.

Interns will rotate through various prearranged sites and work with registered dietitian nutritionists or experts in the area. The supervised practice rotation will vary in length from 2 to 8 weeks per site, and every effort is made to place interns in sites that are of interest to them. Interns will complete combined minimum 1000 of supervised practice experiences in the following areas:

- Community Nutrition
- Clinical Nutrition (includes inpatient, outpatient, and long-term care)
- Food Service Management
- Elective/Private Practice

Each intern must complete all rotations, demonstrate competency through didactic assessments, successfully meet performance requirements documented by dietetic preceptors on performance evaluations, and complete over 1000 hours of supervised practice.

The internship program is for nine months (usually 40-hour weeks, with some typical holidays, Thanksgiving (whole week), a two-week Winter break, and a one-week Spring break). The program starts in September (summer term) and is completed in May (spring term). The students attend an orientation and didactic program for three weeks in September, followed by 25 weeks of scheduled rotations. Interns are scheduled for supervised practice rotations 32-40 hours (maximum) per week, generally planned for Monday through Friday, with every other Monday being utilized for the academic work associated with the program. The rotations and didactic work will include readings, assignments, simulations, modules, case

studies, other learning activities, assessments, and guest speakers scheduled for on-campus programming. The intern will be responsible for completing these, but they may seek advice from preceptors. The DI faculty will review and grade modules and assignments.

Homework is not included in the total contact hours. Driving to/from sites is also not included in contact hours. The site preceptor and the DI Director determine the intern's working schedule. Interns must document their total number of hours per week in the professional work setting using the computer system (Typhon). The evaluation process will be discussed in a later section. Interns may perform planned staff relief during some rotations as outlined in a later section.

No intern will be allowed in a supervised practice setting without meeting the internship site requirements (current physical, immunization record, background check, drug screen, and all other clearance forms on file with the Program Director).

The rotations are distributed as follows:

Supervised Practice Experiences	Number of Weeks	Hours per Week	Total Hours
Community Nutrition	7 weeks	40	280
Food Service Management	8 weeks	40	320
Clinical Nutrition (may include critical care, oncology, renal, general medicine, endocrinology, pediatrics, etc.)	8 weeks	40	320
Elective/Private Practice	2 weeks	40	80
			1000
Didactic Portion of Program	# of weeks	Hours per day	Total hours
Orientation/Skills/All Didactic	3 weeks (14 days)	6	84
Didactic days during program (included in above hours)	14 Mondays	6	
Exam Review & RD Practice Exam, Final Presentations Career Week & Graduation (also includes external seminar)	2 weeks	6	60
Total			1144 hours

And then a final week of what we call graduation week (still a part of didactic skills), in which all skills, competencies, outstanding didactic work/presentations, CDR practice exams, and professional development are finalized. This week ends on a Friday with an in-house "graduation" ceremony for the dietetic interns.

Upon successfully completing all program requirements, graduates receive a verification statement and are processed with CDR for eligibility to sit for the credentialing examination for registered dietitian nutritionists (RDNs).

Completion Requirements

To successfully complete the DI program, each Intern is expected to meet the following program requirements:

- Achieving a minimum rating of MET COMPETENCY (M) in all supervised practice rotations Preceptor Evaluations. The Met competency is defined as the intern demonstrating sound knowledge, confidence, and effective use of entry-level skills; seeks assistance after investigating potential solutions; little to no guidance or supervision is needed and is considered an entry-level practice.
- Satisfactory completion (grade of 80% or higher) on all learning assessment activities.
- Completion of the Preceptor and Site Evaluations for all rotation sites.
- DI Director confirmation that all ACEND Competencies have been met through the use of the SELF-ASSESSMENT MAPPING TOOL and the CRDN TRACKING DOCUMENT.
- Achieve 80% or better on the comprehensive RD practice exam.
- Completion of all didactic work and 1,000 hours of supervised practice within 150% of program length (13.5 months).
- Adherence to all behavioral and academic integrity standards are expectations for successful completion of the dietetic internship, as outlined in the Academy's Code of Ethics and Standards of Professional Performance and the Life University's Honor Code policy outlined in the student handbook.
- Completion of both the mid and exit survey of the dietetic internship program.

PRECEPTOR TRAINING

Annual Training

All preceptors will attend training sessions related to the Life University Dietetic Internship Program annually (Appendix A Preceptor Training Policy).

- Review current standards
- Updates to any policies and procedures for our program
- Review Updates on Preceptor Manuals
- Required training per ACEND (Diversity/Bias/ or other Training)

Initial Preceptor Training Program (For new Preceptors)

As part of our initial training of preceptors, you will be required to complete two online programs through the ACEND website.

1. Life University has included CDR Preceptor Training Program as part of our preceptor onboarding process. The Dietetics Training Program can be accessed online (use this link [8.0 CPEU Preceptor Training Program](#)), free of charge, and completed at your convenience; it is self-paced and tracks what sections you have completed. You can earn 8.0 CPEUs for completing the course. In addition, the course includes a component that allows participants to view comments, best practices, and suggestions from other preceptors who have taken the course. The training consists of seven modules covering the following topics:
 - Preparing for the Role of Preceptor
 - Planning for Student Learning
 - Facilitating Student Learning
 - Assessing Student Learning
 - Communicating Effectively
 - Managing Time
 - Keeping Current
2. Guide to Being an Effective Preceptor, accessed on the Nutrition and Dietetic Educators and Preceptors (NDEP) resource page ([NDEP Preceptor Resources](#)). This program is a free webinar that has been divided into two parts.

The first webinar, Effective Preceptor Part 1, covers how to be an effective preceptor, differentiates effective versus ineffective preceptors, the characteristics of effective preceptors, and demonstrates the how-to of an effective mentor. Members can earn one CPEU.

- [View "Guide to Being an Effective Preceptor"](#) Part I webinar. This link will take you directly to the prompt to download Cisco's WebEx player application so that you can view the webinar. This webinar cannot be played on mobile devices.
- [Download the CPEU certificate](#)*. *This program is approved for RDs, RDNs, DTRs, and NDTRs under Activity Type 175 in accordance with CDR guidelines (1 CPEU).

The second webinar, Effective Preceptor Part 2, is focused on important aspects of orienting new interns, helping interns succeed, effective feedback, appropriate evaluation tools, and strategies to overcome challenges in different rotations. Members can earn one CPEU.

- [View "Guide to Being an Effective Preceptor Part 2"](#) webinar. This link will take you directly to the prompt to download Cisco's WebEx player application so that you can view the webinar. This webinar cannot be played on mobile devices.
- [Download the CPEU certificate](#)*. *This program is approved for RDs, RDNs, DTRs, and NDTRs under Activity Type 175 in accordance with CDR guidelines (1 CPEU).

Additional Training Resources from Other DI Programs

You can find additional preceptor training resources on the [ACEND site](#):

<https://www.eatrightpro.org/acend/acend-training-and-volunteer-opportunities/dietetics-preceptor-training-program>

Benefits of Precepting Dietetic Interns

Serving as a preceptor can provide several benefits to both you and your institution. These benefits might include:

- To-do list and project completion – Often, projects are placed on hold due to a lack of resources and time. Such projects, where appropriate, can be delegated to interns. Through such projects, interns learn and develop competency while making real-life contributions to the supervised practice site.
- Improved morale and job satisfaction – many preceptors experience a greater sense of purpose in their role when mentoring interns, seeing the task as a way to "give back" to the profession.
- New perspectives – Interns often bring new perspectives to a facility by identifying new ways to complete tasks.
- Challenge and continued learning– Interns can provide variety in the day-to-day routine and challenge their preceptors through their questions and learning process. Interns may also come equipped with new and emerging tools and research in various areas that they can share with their preceptors.
- Obtain CPEUs for being a preceptor.

CPEUs for Precepting Dietetic Interns

Preceptors can receive CPEUs for working with students/interns. Beginning June 1, 2017, Precepting Learning acquired while serving as a preceptor for dietetics students in an ACEND accredited dietetics program may be awarded CPEUs. The activity category is 190: Professional Leadership and Precepting.

ACEND defines a preceptor as a practitioner who serves as faculty for students/interns during supervised practice by overseeing practical experiences, providing one-on-one training, and modeling professional behaviors and values.

In order to receive CPEU credits, the precepting must have been completed during the current recertification cycle. The preceptor must complete the Preceptor Confirmation & Self-Reflection Form provided by the program director. The form must be signed and dated by the ACEND accredited program director. The preceptor should retain the form as documentation to be submitted to CDR if audited. For more information and to obtain the necessary forms, visit the [Commission on Dietetic Registration](#).

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

DIVERSITY, EQUITY, AND INCLUSION RESOURCES

"ACEND® will not tolerate any instances of inequity nor discrimination in our nutrition and dietetics education programs." (Academy of Nutrition and Dietetics, 2022). Life University is committed to maintaining a campus community and culture that allows its members to feel welcomed, valued, and respected. As we prepare our students to lead in the chiropractic and health science professions, we recognize our range of diversity to include culture, lifestyles, abilities, religions, socio-economic status, political systems, and philosophies. Our commitment to our students, faculty, staff, and administrators is focused on promoting programs, events, and services to foster an equitable and inclusive environment where all community members can thrive. This commitment is extended to all aspects of our educational programs, including internships, practica, clinical experiences, etc. (Equitable Treatment Policy).

Preceptors are strongly encouraged to explore the following [Diversity, Equity, and Inclusion ACEND Resources](#) that may relate to your role as a preceptor. ACEND® Series of Webinars on Diversity, Equity, and Inclusion Recorded Webinars include the following topics:

- *Academy Member Interest Group Panel Discussion: Strategies to Improve Diversity and Inclusion in Dietetics Education*
- *Supporting our LGBTQ Students and Dietetic Interns*
- *Closing Equity Gaps in Higher Education: Lessons for Leveling the Playing Field for All Students*

- *Supporting and Building Resilience in BIPOC Students and Dietetic Interns*
- *Legal and Ethical Admissions Processes that Promote Diversity Webinar*
- *Strengthening the Patient Connection: Deconstructing the Complexity of Racism and Food Webinar*
- *Help all Students to Thrive: An Introduction to Culturally Sustaining Teaching*
- *LGBTQ Resources – Guide to Understanding Gender Identity Term, JAMA Network-Articles addressing issues affecting LGBTQ, and The Safe Zone Project Training*
- *Combating Unconscious Bias and Preventing Microaggressions: A Professional Duty FNCE 2019 Presentation*
- *ACEND Microaggression Webinar*
- *FNCE Session: Beyond the World Foods Course: Diversifying Educational Spaces in Dietetics*
- *Website Links: Academy Diversity and Inclusion Resources ([Diversity, Equity and Inclusion \(eatrightpro.org\)](#)): [Diversify Dietetics Resources](#) include the self-study program "[Supporting Equitable Dietetics Education](#)" with reflection exercises to help cultural humility.*

ROLES AND RESPONSIBILITIES

Preceptor Roles and Responsibilities

Roles:

Preceptors perform the following six essential roles (this material is covered in the training modules):

- **Planner** –Preceptors plan the daily experiences and learning activities for the intern. Preceptors also play a valuable role in planning and modification of the supervised practice rotation experience by providing feedback to the internship program director.
- **Role model** – Preceptors model professional behavior and skill expectations for their interns.
- **Information provider** – Preceptors share relevant information in their area of expertise and assist interns with gathering the necessary resources for projects, assignments, and completion of day-to-day tasks.
- **Facilitator** – Preceptors facilitate intern learning by guiding them through experiences, asking questions, and providing constructive feedback.
- **Resource developer** – Preceptors guide interns to the appropriate materials (current research, protocols, practice guidelines, manuals, etc.) and other professionals to assist interns in their practice and professional development.
- **Assessors of learning** – Preceptors serve as front-line evaluators of interns' learning and competence as they progress through the supervised practice rotation.

Responsibilities of Preceptors:

- Conduct a thorough orientation to the supervised practice setting.
- Meet with the intern regularly (informal weekly meetings are suggested).
- Identify and facilitate learning activities that support the attainment of competencies/learning outcomes.
- Assist the intern in setting appropriate goals and a schedule for completing competencies during the rotation.
- Provide assistance and supervision as needed.
- Evaluate the intern's progress and provide timely feedback (no performance issues should be a surprise at the end of a rotation).
- Complete required supervised practice documentation in a timely manner (i.e., rotation time logs and evaluations).
- Promptly communicate the intern's progress and any concerns regarding the intern or the supervised practice experience to the Program Director.

DI Director Roles and Responsibilities

The Program Director oversees all aspects of the program related to supervised practice and competency tracking.

- Facilitate site and preceptor training.
- Facilitate didactic coursework and evaluation of interns.
- Communicate any changes in policy and procedures, curriculum, and rotation activities/projects.
- Provide and discuss descriptions of competencies and learning outcomes with preceptors and interns' activities, assignments, and informal and formal evaluation methods.
- Address any concerns raised by either preceptors or interns in a timely manner.
- Conduct regular progress check-ins and site visits for interns.
- Incorporate preceptor feedback into the program's continuous quality improvement process.
- Work with preceptors to develop alternatives and solutions to challenges and difficulties as they arise.

Intern Roles and Responsibilities

Interns are expected to be self-directed learners and are ultimately responsible for obtaining the necessary experiences, clock hours, and documentation to complete the program successfully.

Professionalism

Interns are expected to always adhere to the highest standard of professionalism when participating in supervised practice. Interns should also use discretion when using social media throughout their experiences. Interns' professional attributes will be assessed by the program director, faculty, and their preceptors throughout the program. Specific expectations for professionalism can be found in the list below.

All interns sign a Student Responsibility Statement at the beginning of the program and thereby agree to adhere to these standards during their experiences. If you feel an intern is not adhering to professionalism expectations, please contact the program director immediately.

Professionalism Expectations for Interns

- Arrive prepared and take the initiative to complete tasks on one's own.
- Act as a role model for the dietetics profession.
- Demonstrate genuine concern and provide excellent customer service when serving various populations (customer focus).
- Demonstrate critical thinking in a variety of situations.
- Ability to alter schedule/projects as needed and respond appropriately to changing conditions (flexibility).

- Manage their schedule effectively to complete projects and other tasks on time (time management).
- Demonstrate the ability to arrange their workload appropriately to meet deadlines and the needs of the site (work prioritization).
- Demonstrate reliability by arriving on time, adjusting the schedule as needed to complete work, complete projects, and tasks in an accurate manner, and of high quality (work ethic).
- Demonstrate a positive attitude toward learning by actively participating and showing interest in the content of rotation or experience.
- Communicate regularly and appropriately with the director and preceptors.
- Take responsibility for their learning.
- Handle stressful situations appropriately by maintaining composure / excusing oneself from the situation when unable to do so.
- Appropriately accept constructive criticism, and show a willingness to incorporate feedback in future actions.

PRECEPTOR GUIDELINES & POLICIES

Before the Rotation

Site Agreements, Preceptor Information, and Scheduling

All sites must have a fully executed Affiliation Agreement (Appendix B -policy and sample agreement). No student can be placed at your site until all contracts are formalized. The program director will work with your facility to secure the necessary site agreement and obtain all site-specific requirements before the start of the rotation.

The interns are responsible for submitting all necessary documentation required for placement at your facility (such as immunization records, health insurance, drug screens, background checks, and liability insurance). The Program Director maintains all documentation in the student's file. Verification and copies of documentation items may be issued to your facility upon request. Hard copies of background checks may only be given to you directly by the student if not using the ACEMAP system. We cannot send these through email as they contain sensitive personal information. If your facility requires anything in addition to the items on our list, please notify the program director so arrangements can be made to obtain the needed documentation.

The DI Director or Coordinator will complete a site selection form (Appendix C). Where CDR credentialed preceptors are required, the preceptor must provide their CDR registration number so that the RDN/NDTR status can be verified.

In cases where there are multiple preceptors at a facility, all preceptor education, credentials, and continuing education (as appropriate) for each staff member (serving as a preceptor) must be provided on the site form (Appendix C). This information is required and maintained for accreditation purposes. Preceptor information is updated annually for continuing preceptors as part of the annual training.

The Program Director and preceptor coordinator will work with you to schedule rotations based on the best available times.

Intern Introduction & Initial Contact

The intern is instructed (per the Intern Handbook) to introduce themselves and confirm their rotation with the preceptor at least two weeks before the start date.

The DI Director will notify preceptors of the planned rotation schedule for the upcoming cohort. However, our standard practice is that the intern must confirm any planned days that they will be in didactic sessions on campus (or any other circumstances that may coincide with their rotation.) All relevant information about the rotation and preceptor will be communicated to interns.

Preceptors are encouraged to reply and reach out to the intern with any specific information at

this time during initial communications. When the intern contacts the preceptor, they should provide the rotation evaluation forms and objectives/competencies for the rotation. Preceptors are asked to please review these documents. They are meant to help guide the activities of the rotation, assist the intern in getting what they need, and help make the rotation experience a good one for both the preceptor and the intern. At this time, the intern will also ask any relevant questions regarding logistics for arriving on site and any other information they may need before their first day with you (the preceptor).

Orientation

Provide a clear orientation to the site on the first day of the rotation. Set the ground rules and expectations from the start. You should discuss with the intern any specific scheduling or resources that may be needed for rotation activities. Here are a few topics that you may want to include in the orientation process:

- How to obtain an ID (if required);
- What, if any, area (office, locker, etc.) that the student may use;
- Parking restrictions
- Facility policies and code of conduct;
- Typical routine and schedule (work hours, breaks, special events, rounds);
- Any special equipment or items that the student may need for rotations; and
- Any resources that may be available.

Please see the suggested Orientation Checklist (Appendix D) and Tips for a Successful Rotation (Appendix E).

During the Rotation

Tracking Hours

Approval of Hours Completed at Rotation Site

The Life University DI program uses an online tracking of interns' supervised practice hours. The program director will create a Typhon account for the student. The DI Director and DI Coordinator will monitor time logs and intern evaluations for record-keeping requirements by ACEND.

Interns are expected to enter all time completed at the rotation sites through the electronic system daily. At the end of each week, the intern will provide the Preceptor with a copy of an excel spreadsheet for approval. Preceptors will approve hours weekly on the time log (Appendix F). It is ultimately the intern's responsibility to obtain your signature for approval of the time logs.

Attendance

To maintain the integrity of the academic experience and requirements of the dietetic internship program, all students are required to attend all didactic and supervised practice rotations. Interns must be present each day at each rotation, arrive on time, stay the entire scheduled time, and be prepared to work for all assigned supervised practice experiences. The DI program will enforce the attendance policy (Appendix G).

- If the intern must be absent for any reason (including illness) from their supervised practice rotation, the Director and the rotation Preceptor must be notified before the scheduled arrival time.
- Emergency circumstances for which a student may be excused from the clinical education experience may include the following: death of an immediate family member, religious observances, or natural disasters. The intern must contact the DI Director and Preceptor, and the DI Director will require specific documentation.
- If an intern will be late or needs to leave earlier than the scheduled time required by the Preceptor, the intern must email both the supervising Preceptor and the DI director at the earliest possible time.
- For a planned absence, the intern must request in writing approval from the DI Director and Preceptor at least **two weeks** in advance, but this is generally not allowed. An **Absence Request** form must be completed (Appendix H).
- Supervising Preceptors must document all hours missed for any reason.
- Should an unplanned absence extend for three or more days (for any reason), the DI Director will meet with the student to determine the need for further documentation (medical excuses, etc.) and discuss an action plan.
- All time missed, regardless of the reason, must be made up with the approval of the DI Director and Preceptor. The Preceptor schedules the make-up time based on their availability.
- Repeated absences, tardiness, or not completing the full scheduled time at a rotation site may result in disciplinary action, including but not limited to dismissal from the program.
- Please notify the DI Director immediately if you have concerns regarding the interns' attendance and tardiness.

University Recognized Holidays and Breaks/Site Closure or Preceptor Unavailability

Scheduled holidays are communicated to the interns before their program starts and are publicized in their Handbook and on Life University's academic calendar. These will be communicated to you if it affects their rotation time with you.

University Calendar recognizes the following breaks and holidays for the 2022-2023:

Dietetic Internship Holidays for Academic Year 2022-2023	
Labor Day	September 5, 2022
Thanksgiving Week	November 21-25, 2022
Winter Break	December 19, 2022-Jan 2, 2023
Martin Luther King Jr Day	January 16, 2023
Spring Break	March 27 – March 31, 2023
Spring Day	April 7, 2023
Memorial Day	May 29, 2023

Scheduled holidays are accounted for in the rotation schedule, and interns are not expected to engage in supervised practice activities on these days unless they wish to earn extra hours. You may offer this at your discretion, assuming your facility is open on those days and appropriate staff is available for supervision. It is understood that sites may be closed or unavailable on other days, but these are not accounted for in the rotation schedule. Examples include Veteran's Day, Columbus Day, school professional development, and preceptor vacation days. When possible, inform the program director of these dates ahead of time so that other arrangements can be made for the intern if needed.

If site unavailability arises during the rotation, simply inform the intern and the Program Director. In the case of site closing or unavailability for any reason (including weather conditions), you determine the make-up work for the intern.

Staff Relief Policy (Appendix I)

Each rotation type (clinical, food service, and community) may utilize the intern to complete staff relief hours at the rotation site. If the intern chooses to complete staff relief at your rotation, this should be discussed early to determine the timeframe and expectations. Staff relief involves the intern taking on at least 50 – 75% of the regular duties of an entry-level dietitian or manager at your facility for 3 – 5 full workdays. Staff relief allows the intern to work mostly independent (gaining autonomy) with support as needed to gain the confidence to step into an entry-level professional role following graduation. At no point, is it allowed to use an intern to replace any facility employee. No compensation is permitted to be provided to the intern.

DI Director and DI Coordinator Site Visit and Evaluations

The DI Director or the DI Coordinator will contact you during the rotation to check in on the intern's progress and address any questions or concerns you might have. If the preceptor has concerns about the intern performance at any time, please do not hesitate to contact the director.

It is our policy (Appendix J) that all educational programs that utilize preceptors and off-campus sites for any educational training (clinical/supervised practice rotations) must have an evaluation plan. The program must evaluate preceptors and sites on an annual and planned basis. These will serve as part of the comprehensive assessment plan.

Evaluations will be completed by the students at the end of each rotation site. The Clinical Coordinator will also visit the sites 1-2 times per term. The site visits will be scheduled with the Preceptor in advance in order to observe the student and preceptor during patient/client visits. The findings from these evaluations will be utilized by the program on an annual basis for continuous program improvement plan.

EVALUATION PROCEDURES AND PERFORMANCE

Intern Progress – Progression of Learning & Evaluation

Students are taught knowledge and reasoning skills in school, but the supervised practice setting is where interns begin to apply their knowledge. Preceptors become teachers in an applied work setting. A possible method to aid in teaching interns is the Experiential Learning Model, which has been included in this manual (refer to Appendix K).

The supervised practice experience is designed to increase skills to entry-level competency, building upon the intern's existing foundation of didactic knowledge. Throughout each supervised practice rotation, the goal is to increase the intern's level:

- Responsibility
- Proficiency
- Independence
- Competence

While at first, the intern may observe, they should gradually take on increasing portions of the preceptor's role until the intern is able to assume the majority of entry-level aspects of the preceptor's job independently (as appropriate – may not be allowed at all rotations). Throughout the rotation, the intern should gradually progress from heavily supervised practice to increasing independence and minimal supervision. Responsibilities and problems should increase from basic to complex, and the workload and speed expectations should increase similarly.

Intern Activities and Required Projects

As mentioned, the intern may have rotation assignments (examples include projects, case studies, modules, presentations, etc.) that require your oversight. The DI faculty will grade these assignments, and the students will upload these into the learning management system (Blackboard-BB).

Our program provides a **suggested activities and projects that are designed to meet the CRDNs (Appendix L)**. In theory, activities only need to be completed once and are not

necessarily required to be repeated at multiple sites, however, by nature of the program, CRDNs are more than likely going to be met with multiple activities and in various locations. As a preceptor, you should review this rotation checklist with the intern at the start of the rotation to decide what activities may be completed during your rotation. If needed, an activity may be altered or replaced with another one that achieves the same competency. If you are unsure, please contact the program director to discuss the proposed activity.

Evaluation Procedures

Interns greatly benefit from receiving constructive, informal feedback throughout their rotation. Feedback will help them to understand their strengths and areas for improvement. Interns gain confidence by receiving and using informal feedback. This may also assist in identifying concerns early and reduce the stress associated with the formal evaluation session(s). Some preceptors find it helpful to schedule an informal feedback session with their interns weekly, and others prefer to do this daily. The length of the informal session need not be more than 5 - 10 minutes to be beneficial. It is entirely up to you to decide what works best for you, your site, and your schedule; however, this works best if a planned time is given to the intern in advance. Some suggestions to include in weekly conferences include:

- Summarize the learning and experiences that occurred during the week. What went well and not so well? Why?
- Discuss upcoming projects and intern needs for resources, contacts, etc.
- Identify areas that require additional development
- Set goals/plan for the upcoming week
- Allow for intern questions and discussion

To summarize good practices for evaluations:

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

Rotation Evaluations Policy

Supervised practice includes practice hours and assignments in DTR 511 Supervised Practice. The required number of supervised practice hours must be completed to satisfy the requirements of the internship program. Preceptors will formally evaluate the interns'

performance and achievement of competencies at **two** points during the rotation (**mid and final of each rotation**). For rotations lasting longer than **two weeks**, preceptors will complete a **mid-point evaluation (insert Appendix M)**. All rotations will have a **final** preceptor evaluation that evaluates core competencies (**Appendix N**).

If the rotation length is insufficient for a mid-point evaluation to be completed by the preceptor, the DI Director will solicit informal feedback from the preceptor. This has been implemented to increase intern success and identify potential concerns early. If concerns are expressed, the director will discuss appropriate next steps with the preceptor and carry out the plan as needed. If necessary, the DI director will follow the procedure for unsatisfactory supervised practice performance for remediation.

All evaluation forms must be reviewed with the intern, and both parties must sign the form. Once completed, signed, and reviewed with the Intern, a copy of the preceptor evaluation will be given to the Intern. It is the responsibility of the Intern to upload the document into the Blackboard system. Failure to submit all completed, signed intern evaluations on the last day of the rotation may result in an incomplete. Interns may not be able to start the next rotation if the evaluation of the current rotation is not completed. The Intern will not be able to complete the Program and obtain the DI verification statement until all intern evaluations for all rotations are submitted, verified, and approved by the DI Director.

Evaluation of Preceptor and Facility by Interns.

Interns will evaluate their experience at rotation sites. A copy of the site and preceptor evaluation form (**Appendix J**). All data will be compiled at the end of a cohort group and assessed by the DI director for our continuous improvement plan for the program. Any necessary information will be shared with preceptors for site improvement annually.

Core Competencies Performance (Final Preceptor Evaluation)

The final Preceptor Evaluation is the tool utilized to formally evaluate the interns' performance and achievement of core competencies for the entry-level RDN (CRDNs) during the rotation. The final evaluation forms are specific to the rotation (clinical, community, food service management, etc.) (Appendix N).

During the program, the Interns are required to complete an evaluation of their progress using a **Self-Assessment Mapping Tool**. The intern is required to complete this mapping as they achieve each competency. This evaluation tool requires the intern to document and provide a narrative on how each competency is met as part of a self-assessment activity. You may want to review this assessment activity with the intern before completing your final evaluation.

Competency Evaluation Rating Scale

Interns are evaluated using the following competency rating scale:

E – Exceeded/Exceptional – Intern demonstrates additional knowledge, skills, and experience in the area and is considered above entry-level practice.

M – Met/Competent – The intern demonstrates sound knowledge, confidence, and effective use of entry-level skills; seeks assistance after investigating potential solutions; little to no guidance or supervision is needed and is considered an entry-level practice

P – Progressing /Approaching Competency – The intern occasionally requires supportive or directive cues to apply principles; works at acceptable standards but is not entirely independent and is considered approaching entry-level practice.

NM – Not Met/Unsatisfactory – Requires frequent supportive cues; identified principles but needs direction to identify the application and is considered well below entry-level practice

NOO – No Opportunity to Observe. Skill was not observed during this rotation

Please reserve "Exceptional" ratings for when an intern surpasses the expected competency of most other interns and/or an entry-level practitioner in your facility (i.e., compare against an entry-level dietitian, not an experienced practitioner). Similarly, reserve "not met/unsatisfactory" ratings when you have significant concerns about an intern's progress or abilities to function in an entry-level position.

Rating interns for competence can be subjective, and even seasoned preceptors may struggle with this. The program director is available to support and assist you. Most importantly, if you have any concerns with an intern's abilities to progress – no matter how minor they may seem – do not hesitate to reach out to the director.

Interns need to achieve an E, or M, to determine a competent rating to demonstrate readiness for entry-level practice. The unsatisfactory supervised practice performance procedures may be followed for a student with any competencies rating consistency below the met level.

Unsatisfactory Performance Policies

Policies and Procedures for Unsatisfactory Supervised Practice Performance (Appendix O)

Interns are expected to make sufficient progress during supervised practice rotations, meeting each ACEND-required CRDNs and program concentration competencies at the "met-competent" level for entry-level practitioners. Interns are expected to promptly inform the DI Director and their Preceptor if they feel they are struggling in their rotation. It is expected that

the Preceptor will continually work with the intern on key performance issues. The Intern should not be surprised during the final evaluation that their performance was deemed unsatisfactory.

Interns must adhere to a high standard of professionalism and conduct as they complete the LU Dietetic Internship Program. The Code of Ethics and Scope of Practice (Nutrition and Dietetics Profession) and the Life University Honor Code Policy have been reviewed with the Interns during orientation and outlined in the Intern Handbook.

A **remediation plan** will be created if the intern is consistently not meeting the requirements of the program, which may include but are not limited to lack of clinical competency (CRDNs), academic jeopardy (didactic), lapses in professional judgement, (tardiness, absenteeism, unprofessional behavior) etc.

1. Any time during a rotation, if a Preceptor identifies that an intern is demonstrating unsatisfactory progress, this procedure will be followed:
 - the preceptor at the affiliating institution will notify the intern of their unsatisfactory performance. The preceptor at the affiliating institution will notify the CP Director of the intern's unsatisfactory performance.
 - A conference will be held including the intern, the affiliating institution's preceptor, and the DI Director. At this time, a written plan for remediation identifying specific knowledge and skills that must be satisfactorily demonstrated and the expected time frame for completion will be developed and signed by all the parties at the conference.

2. The student's performance will be considered unsatisfactory if the final preceptor evaluation denotes any competency performance below the "MET-COMPETENT" rating (P, NM, NO).
 - The DI faculty will review each preceptor's final evaluation as completed during the program. If any competency is below the met level, a meeting will be scheduled with the student, preceptor, and DI faculty.
 - A **remediation plan** will be created, identifying the competencies and strategies for the student to address to ensure the intern is competent in all areas in accordance with the 2022 ACEND Standards for dietetic internships.
 - IF the intern does not meet all the required core competencies at the acceptable performance level before the end of the program, they must repeat and pass part or all of a rotation that offers *said* competencies. The make-up rotation will be completed during the intern's scheduled off time or after the regular program year's conclusion, not exceeding the 150% program completion time. There is no guarantee that the same site or rotation will be available. Verification statements and graduation from the program may be delayed.

For additional guidelines for the remediation plan, refer to the policy and procedure (Appendix X).

Termination Policies

As outlined above, Interns must adhere to high conduct and performance expectations as they complete the LU Dietetic Internship Program. A Dietetic Intern may be terminated for any of the following (Appendix P):

- If in violation of the Academy of Nutrition and Dietetics professional Code of Ethics or Life University's Honor Code;
- For inability to meet the minimum requirements for didactic or clinical, food service, community nutrition, or elective rotation assignments;
- Failure to complete the required number of supervised practice hours and other program requirements within 13.5 months (150% of the program length);
- Failure to meet the requirements of a remediation plan;
- Any violation of HIPAA and/or FERPA violations;
- Failure to meet the corrective action plan mandated through the disciplinary action policy;
- Or any other egregious action;
- For jeopardizing the continuation of a partnership between Life University and affiliates.

PRECEPTOR FEEDBACK PROCEDURE

The DI Program has created many opportunities for the Preceptor to provide feedback for the improvement of the program. At training session, site visits, and events held throughout the year. If, at any time, the Preceptor has a complaint related to the DI program, we encourage communication with the DI Program Director. The Preceptor Complaint Procedure is followed which requires the completion of the complaint form (Appendix Q). This form must be submitted to the Director with the nature of the complaint explained with options for resolutions. If questions are not satisfactorily handled or the complaint adequately addressed, the Preceptor should go to the Assistant Dean of the Area. The next step in the complaint process is for the Preceptor to go to the Associate Dean of the College and then to the Dean if needs are not satisfactorily met through the Associate Dean. All complaints are kept on file within the appropriate offices for seven years.

If the complaint is related to the Program's compliance with ACEND accreditation standards, then the Preceptor should bring the complaint in written Form to the attention of the Internship Director. The Internship Director will use discretion to determine the fairest, most effective, and most efficient mechanism to address the complaint on a case-by-case basis. The procedure will follow the above complaint process. If the Preceptor feels options for resolution of the complaint with the Program and Institution have been exhausted without a successful solution, the complaint may be submitted to ACEND. A copy of the accreditation standards and/or ACEND's policy and procedure for submission of complaints may be obtained by contacting staff at the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995.

IN CLOSING

Thank you for taking the time to review this Handbook and working with our interns. We have tried to cover many common topics that most preceptors find helpful; however, every facility and rotation experience is unique. If additional questions or concerns arise before, during, or after your rotation, or if you need support of any kind, please don't hesitate to contact us.

Thank you again for your service to our program and our students. We could not do this without you!

APPENDICES

- A. Preceptor Training
 - B. Affiliation Site Agreement Policy
 - C. Preceptor & Site Selection Policy
 - D. Preceptor Orientation Checklist
 - E. Tips for a Successful Rotation
 - F. Procedure for Tracking Time at Rotation Sites
 - G. Absence Policy
 - H. Absence Request Policy
 - I. Staff Relief Policy
 - J. Site & Preceptor Evaluation Policy
 - K. Experiential Learning Model
 - L. Checklist of Activities and Projects
 - M. Preceptor Mid-Rotation Evaluation Form
 - N. Preceptor Rotation Evaluations
 - O. Unsatisfactory Performance and Remediation Policy
 - P. Termination Policy
 - Q. Preceptor Complaint Form
 - R. Terminology
- References

APPENDIX A – Preceptor Training

Preceptor Training

Effective Date: 2017

Revised Approval Date: 8/11/2022

Revised Date: 7/22/2022

Purpose: Establishes the standard for Preceptor Training for All Clinical-type Programs

Scope: All students or interns in CGUS programs that require precepted rotations as part of their educational program. Specific for ACEND and CAATE accredited programs.

Policy title: Preceptor Training

All programs that involve preceptors as part of the educational program will have planned and ongoing education from the program designed to promote a constructive learning environment.

All preceptors will attend regularly scheduled training sessions provided by the Program Administrator.

Preceptor training will include (1) initial onboarding, (2) annual, and (3) ongoing training as needed per program and accreditation standards.

Each program must have a detailed training plan, with modules to complete and a documented tracking system to ensure that all preceptors completed the required training as established by the program. A preceptor must demonstrate understanding of and compliance with the program's policies/procedures, updates to any accreditation standard, and the core or clinical competencies the intern/student must demonstrate for compliance with ACEND/CAATE accreditation standards for applicable programs.

Procedures:

Other Notes:

APPENDIX B: Affiliation Site Agreement

Affiliation Site Agreements - Precepting Facilities and Organizations

Effective Date: 2007

Revised Approval Date: 8/11/2022

Revised Date: 7/22/2022

Purpose: Establish a standard process for securing a formal affiliation agreement for the placement of students/interns at sites for internships, fieldwork, practica, supervised practice (dietetics), and clinical education training (athletic training).

Scope: All students in any CGUS program that requires placement at an off-site facility as part of their educational program. This applies to all students (including internships) but is more specific for ACEND and CAATE accredited programs.

Policy: Affiliation Site Agreement - Precepting Facilities and Organizations

The program director and/or clinical coordinator will select new rotation sites based on the ability of the site to provide the students/interns with practical experiences which facilitate the achievement of the program mission, goals, objectives, learning outcomes, and core competencies. The program director or clinical coordinator with relevant expertise will review competencies and learning activities appropriate to the site's specialty area with the lead preceptor. Site requirements (such as immunizations, background/drug screens, liability insurance), scheduling procedures, length of rotation, and learning activities will be mutually agreeable to the LU program administrator and the preceptor(s) at that facility.

An affiliation agreement will be obtained for all internship placements, rotation sites providing clinical education, supervised practice rotations (clinical experience) and/or which will have an ongoing relationship for training throughout the program. The exception is that all on-campus learning sites (LU) do not require an agreement. The affiliation agreements must be signed (fully executed) before any students/interns may be placed in a rotation at that site. When the administrative oversight of the preceptor differs from the affiliated site, an affiliation agreement must be obtained by all parties.

The formal affiliation agreements have been developed. In the event the contract is prepared by the precepting site, the agreement will be reviewed by Life University's Executive Vice President and legal representative. Individuals signing the agreement must have signing authority at the site. Once the facility/organization has signed the agreement, the contract is forwarded to the Dean's office for processing by the Executive Office. The affiliation agreements are maintained in good standing and filed in the office of the Dean (also uploaded in Blackboard, so program directors/coordinators access). The duration of each affiliation agreement is one year, with two additional one-year renewals.

Procedures:

The formal agreement is in effect when the following have occurred:

Life University Preceptor Handbook / Training 2022- 2023

1. The site indicates a willingness to precept dietetic interns, athletic training students, and any other student within a CGUS program.
2. The site provides a listing of all requirements for the intern/student such as background checks, drug screening, health insurance, liability insurance, and other site-specific onboarding items.
3. The policies and procedures for the program have been reviewed.
4. All accreditation standards regarding site requirements have been reviewed and the site is able to comply with all guidelines and regulations.
5. Signed agreements with both entities.

Other Notes: Standard Life University Agreement

INTERNSHIP, SUPERVISED PRACTICE, & CLINICAL EDUCATION AFFILIATION AGREEMENT
(Sponsoring Organization, Life University)

This agreement is made this (date) _____, by and between Life University (hereinafter referred to as University), and the Sponsoring Organization:

Organization Name of

(Address) (City) (State) (Zip)

WHEREAS, the University desires to establish a program at the Sponsoring Organization to provide a clinical learning experience (“Learning Experience) for its students;

WHEREAS, the Sponsoring Organization is willing to cooperate with the University to establish a program for the University’s students;

NOW, THEREFORE, in consideration of the foregoing, of the mutual promises contained herein, and of other good and valuable consideration, the receipt, sufficiency and adequacy of which are hereby acknowledged, the parties hereto, intending to be legally bound, hereby agree as follows:

Learning Experience

1. To establish the educational objectives for the Learning Experience, advise methods for implementation, and evaluate the effectiveness of the Learning Experience.
2. Not to discriminate on the basis of race, color, creed, age, national origin, or sex, nor will either party discriminate because of handicap under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
3. Prior to the Learning Experience, the University shall provide the participating students with basic training regarding confidentiality and privacy of protected health information under the Health Insurance Portability and Accountability Act, and all regulations issued thereunder (collectively, “HIPAA”), and the Sponsoring Organization shall provide students with specific training in its HIPAA policies upon the student’s arrival at the Sponsoring Organization.
4. Both the Sponsoring Organization and the University agree to abide by all applicable laws and regulations in carrying out their respective obligations under this Agreement. Both parties agree that they shall refrain from disclosing the student’s educational records except with the student’s consent or as permitted under the Family Educational Rights and Privacy Act and all regulations thereunder. As applicable, the University agrees to have each student complete appropriate consent forms for the exchange/disclosure of educational records or medical records as may be required under this Agreement.

The University agrees:

1. To assume the responsibility for assuring continuing compliance with the educational standards established by the applicable licensing and accrediting bodies, including but not to obtaining or assisting each student to obtain criminal background checks prior to the Learning Experience upon the Sponsoring Organization’s request.
2. To establish and maintain ongoing communications with the Sponsoring Organization on items pertinent to the Learning Experience, (such as communication may include, but is not limited to, a description of the curriculum, relevant course outlines, policies, faculty, and major changes in this information) and to provide on-site faculty

supervision as deemed necessary by the Sponsoring Organization. Such faculty members shall be subject to all provisions of this Agreement that pertain to students.

3. To notify the Sponsoring Organization of the planned student assignment, level of academic preparation, and length and dates of the Learning Experience. In furtherance of the foregoing, the Learning Experience and student assignments shall be planned by the University in consultation with representatives designated by the Sponsoring Organization and shall be subject to final approval by both parties before the commencement of any such assignment. Written plans for the Learning Experience and student assignments shall be submitted to the Sponsoring Organization by the University at least 30 days prior to the anticipated commencement of the assignments, or as otherwise mutually agreed by the parties, and shall specify the number of students for each assignment. The students in the Learning Experience shall work at all times under the supervision of designated Sponsoring Organization personnel or licensed professionals as required by the policies, rules, and regulations of the Sponsoring Organization and/or applicable law and pursuant to the applicable guidelines of any Learning Experience as agreed to by the parties. Designated personnel or the licensed professionals of the Sponsoring Organization who agree to be responsible for student training hereunder shall have the ultimate responsibility of client/patient care. The Sponsoring Organization is under no obligation to pay the students or the University for Services provided by students hereunder, and the students are not to be considered employees or agents of the Sponsoring Organization for any purpose whatsoever. While at the Sponsoring Organization, the students will not be covered by Social Security, Unemployment Compensation or Worker's Compensation coverage, nor shall they be entitled to any benefits (in any form or fashion) provided to full or part-time employees of the Sponsoring Organization.
4. To refer to the Sponsoring Organization only those students who have satisfactorily completed the prerequisite didactic portion of the curriculum which is applicable to the Sponsoring Organization.
5. To inform the student of the Sponsoring Organization's requirements for acceptance regarding health status. Student must provide documentation of the basic physical examination completed within the past year, annual TB test, immunization documentation and/or waiver forms prior to the commencement of the assignment and Learning Experience.
6. To inform students enrolled in the Learning Experience that any and all medical costs which the students may incur while participating in the Learning Experience with the Sponsoring Organization will be the responsibility of the student. The Sponsoring Organization will not be liable for any medical expenses incurred by a student.
7. To advise the assigned student of the responsibility for complying with the existing pertinent policies, rules and regulations of the Sponsoring Organization, including but not limited to confidentiality of records and individually identifiable patient health information, personal conduct, dress code, identification badges, protocols and safety.
8. To require the assigned student to have proof of coverage during the term of this Agreement for negligence, malpractice and professional liability insurance (in the amount of \$1,000,000 per occurrence, \$3,000,000 annual aggregate) during the term of the Agreement and to provide a copy of the declarations page evidencing this coverage as requested from time to time. Notwithstanding the foregoing sentence, the parties agree and understand that the professional liability insurance requirement in this subsection 8 does not apply to students in "observation only" Learning Experiences.
9. To supply the Sponsoring Organization with appropriate forms to be used in evaluation of the performance of the assigned student.
10. To assure the student will function under the guidance of the designated Sponsoring Organization personnel or a licensed professional (as the case may be).

11. No form of payment or remuneration will be provided by the University, the Sponsoring Organization or the preceptor/mentor/sponsor for the students' participation in the Learning Experience and the student is responsible for all of his/her respective expenses.

(strike# 11 if this is a paid internship experience)

Sponsoring Organization agrees

1. To designate personnel or a licensed professional who will be responsible for planning and implementation of the Learning Experience. This individual will be called the internship mentor.
2. To provide personnel or a licensed professional with time to plan and implement the Learning Experience including, when feasible, time to attend relevant meetings and conferences.
3. To provide the physical facilities and equipment necessary to conduct the Learning Experience being offered.
4. To advise the University of any changes in its personnel, operation, or policies that may affect the Learning Experience.
5. To provide the assigned student with a copy of the Sponsoring Organization's existing pertinent rules, regulations and policies with which the student is expected to comply.
6. To evaluate the performance of the assigned student on a regular basis as agreed upon with the University using the evaluation form or on-line forms developed by the University (completed evaluation will be forwarded to the University within one (1) week following conclusion of the student's Learning Experience).
7. To advise the University by mid-assignment of any serious deficit noted in the ability of the assigned student to progress toward achievement of the stated objectives of the Learning Experience.
8. To have the right to terminate immediately any student who violates the Sponsoring Organization's policies, including any policy pertaining to student conduct, or whose health, behavior or performance is a detriment to patient well-being, the Sponsoring Organization, or to achievement of the stated objectives of the Learning Experience, or is otherwise not in the best interest to the Sponsoring Organization for the student(s) to continue in the Learning Experience, with contemporaneous or subsequent communication to the University as the situation warrants.
9. To support continuing education and professional growth and development of those staff who are responsible for student supervision.

Additional Terms of Agreement:

1. This Agreement shall be effective when executed by both parties, and unless terminated sooner as provided herein, it shall remain in effect for a period of one (1) year. This Agreement shall automatically renew for two additional one (1) year periods, unless either party provides written notice of intent not to renew to the other party at least thirty days (30) prior to the end of the then-current term.
2. This Agreement constitutes the entire agreement between parties regarding the subject matter hereof and superseded all previous agreements and understandings, either oral or written. This Agreement may only be modified in writing and signed by authorized representatives of both parties.
3. This Agreement may be terminated under any of the following conditions:
 - i. by either party with or without cause at any time upon thirty (30) days prior written notice to the other party; provided, however, that such termination shall be effective with respect to any student who is participating in a Learning Experience at the Sponsoring Organization on

- the date of such notice, until the end of the student's Learning Experience as previously scheduled; or
- ii. by both parties at any time with mutual written agreement; or
 - iii. by either party immediately upon any breach of the Agreement by the other party. The Sponsoring Organization facility may also terminate the participation of a student upon written notice if such facility determines, in its discretion, the health or safety of patients may be jeopardized by the continued participation of such student, or the student fails to behave in accordance with the Sponsoring Organization's policies and procedures. IF this Agreement is terminated pursuant to this paragraph, participation by the student in the current Learning Experience shall immediately cease.
4. This Agreement may not be assigned or transferred by either party without the prior written consent of the other party. This Agreement shall insure to the benefit of and shall be binding upon the parties hereto and their respective heirs, executors, legal representative, successors and permitted assigns.
 5. IF any provision is held invalid, illegal or unenforceable with respect to particular circumstances, the Agreement shall nevertheless remain in full force and effect in all other circumstances.
 6. Waiver by a party of any breach or violation of any provision of this Agreement shall not operate or be construed as a waiver of any subsequent breach or violation hereof.
 7. This Agreement shall be governed by and construed in accordance with the laws of the State of Georgia. The parties acknowledge, understand and agree that the exclusive venue for any disputes pursuant to this Agreement shall be proper within the jurisdiction of the Superior Court of Cobb County, Georgia. The parties hereby waive any and all objections that they may otherwise have (or may raise) to venue and jurisdiction within the State of Georgia. The prevailing party in any action to enforce rights or obligations under this Agreement shall be entitled to recover its costs and expenses from the other party, including reasonable attorney's fees.
 8. The Sponsoring Organization reserves the right to cancel students' assignments should it become necessary to implement a Disaster Plan or as otherwise deemed necessary by the Sponsoring Organization for the protection of its patients or otherwise.
 9. The Sponsoring Organization, its affiliates, their respective officers, trustees, employees, agents, and physicians on its medical staff do not assume liability for any death, injuries, or damage to the students.
 10. The Sponsoring Organization and University understand and agree that the University and the students enrolled in the Learning Experience pursuant to this Agreement are at all times independent contractors of the Sponsoring Organization and are not agents, representatives or employees of the Sponsoring Organization. As independent contractors, the University and students are responsible for their own actions and the Sponsoring Organization shall not be liable for the acts or omissions of the University or its employees, agents, or students. The Sponsoring Organization disclaims any and all liability for how students enrolled in the Learning Experience are trained or for the Learning Experience.
 11. This Agreement is non-exclusive and does not affect either party's ability to enter into a similar agreement with other persons or entities.
 12. Whenever any notice, demand, or consent is required or permitted under this Agreement, such notice, demand, or consent shall be in writing and shall be deemed sufficiently given:
 - i. On the day personally delivered; or
 - ii. Three (3) days after deposit in the US mail if mailed by registered or certified mail, return receipt requested, postage prepaid; or
 - iii. On the day delivered if sent by recognized overnight courier service to the following addresses:

University: Life University
 1269 Barclay Circle
 Marietta, GA 30060

Sponsoring Organization:

[insert name and address]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed under seal, by and through their duly authorized representatives, as of the day and year first above written.

University: _____
Signature: _____
Name: William Jarr
Title: Executive VP Finance
Date: _____

Sponsoring Organization: _____
Signature: _____
Name: _____
Title: _____
Date: _____

APPENDIX C: Preceptor & Site Selection Policy

Preceptor & Site Selection

Effective Date: 2017

Revised Approval Date: 8/11/2022

Revised Date: 07/22/2022

Purpose: Establish a standard evaluation process for the selecting appropriate and credentialed preceptors and sites/facilities/organizations that can provide the necessary learning environments for the educational programs with specific competencies that must be accomplished through the planned rotation.

Scope: Specific for ACEND and CAATE accredited programs.

Policy title: Preceptor & Site Selection

The program administrator will select new rotation sites based on the ability of the site to provide the students/interns with practical experiences which facilitate the achievement of the program mission, goals, objectives, learning outcomes, and core competencies. The program administrator having relevant expertise will discuss and review competencies and learning activities appropriate to the site's specialty area and the accreditation standards regarding facility requirements with the prospective site personnel.

The program administrator will screen the potential Preceptor(s) at the site to ensure that the individual(s) possess the required credentials to supervise the intern/student in accordance with the Accreditation Standards for the Program. These requirements will be defined for the various rotations on the site/preceptor selection form.

Procedures:

1. Complete the form (attached).
2. Review the accreditation standards regarding the need for preceptors with the appropriate credential for the placement of interns/students.
3. Facility and preceptor credentialing/expertise have been confirmed (RDN number, licensure number, BOC certification number, resume, etc.).
4. Review the Program mission, goals, objectives, and rotation-specific competencies have been reviewed to determine the appropriateness of the site.
5. Review the competencies and agree on which ones are applicable for this type of setting.
6. The program administrator has visited the facility, conducted an in-depth review to ensure adequacy, and provided or scheduled preceptor onboarding training.
7. The facility personnel and preceptor acknowledge it can meet expectations for intern/student learning experiences and sign the agreement.

Dietetic Internship (DI) Preceptor Selection and Site Form

General Selection Criteria for Supervised Practice/DI Preceptors

1. Preceptors must have the education and experience to provide appropriate guidance for supervised practice experiences. Preceptors must be licensed, as appropriate to meet state and federal regulations, or credentialed, as needed, for the area where they supervise interns.
 - a. Prospective clinical preceptors for Clinical Nutrition (in-patient acute, outpatient, clinics, or long-term care) are required to be RDNs.
 - b. The food service preceptor, who may be extension personnel, a food service manager or supervisor, a Certified Dietary Manager, or a professional with a health promotion background, is not required to hold the RDN credential but must have a minimum of 1 year of experience. The Preceptor and/or another RDN on staff must be available the entire time of the rotation.
 - c. The community nutrition preceptor may be either an RDN or hold a nutrition-related position with a minimum of 1 year of experience.
 - d. Elective: Sports Nutrition and/or Outpatient Wellness in a private practice OR an elected area of interest defined by the Intern. The special interest preceptor must be either an RDN or work under the supervision of an RDN with a minimum of 1-year experience.
2. The prospective Preceptor must demonstrate the willingness to take on the extra responsibility of interns, including assignments, teaching, mentoring, evaluations, and time management skills.
3. The prospective Preceptor must demonstrate strong communication skills (orally and written) and collaborate with the DI director on a continual basis.
4. The prospective Preceptor must demonstrate good people skills and the desire, patience, and understanding to teach interns the required knowledge and skills.
5. The prospective Preceptor must support the Academy of Nutrition and Dietetics practice standards and changes and preferably is a member of the Academy if an RDN.

Site/Facility criteria

Community Nutrition Rotation – minimum seven (7) weeks

Community Nutrition should be completed at a facility with a primary focus on nutrition and community/ public health. Recommended Community sites include but are not limited to: Senior Centers, WIC (Women, Infant, and Children) Centers, Food Distribution Programs (i.e., Atlanta Food Bank, Open Hand Atlanta, Meals on Wheels), Community Gardens, Camp Rad (non-profit providing nutrition and life-skills for adolescents with disabilities), Camp Kudzu (non-profit serving children and teens living with type 1 diabetes).

Food Service Management (FSM) Rotation – minimum eight (8) weeks

The food service management (FSM) rotation will be a facility that will provide the Intern with exposure to multiple aspects of food service management. The FSM rotation may be completed at a hospital, long-term care facility, school nutrition services program, university dining service, commercial food service operation, or corporate food service operation. School Lunch Program, School Breakfast Program, Summer Food Service Program

Clinical Nutrition (acute) – minimum eight (8) weeks

The clinical rotation will be at a facility that exposes the Intern to various experiences with different disease states.

Recommended facilities include large hospitals, small community hospitals, or long-term care facilities. To meet the clinical competencies, the clinical facility or facilities must be able to provide the Intern with access to all the activities for outpatients and /or in-patients. It is anticipated that at the end of the rotation, the Intern will be able to function as staff relief with minimal supervision.

Elective/Private Practice – minimum two (2) weeks

An elective is defined as a rotation in which the Intern may be interested and seek out a special request to be placed. A typical setting would be a private practice or wellness outpatient facility that exposes interns to an area that may interest them outside the typical clinical, food service, or community rotation.

Specialty areas may include but are not limited to sports nutrition (such as NutriFit, a dietetic center that promotes performance for recreational and elite athletes), Campus RD (Life University Dietitian serving the athletic population on our campus), OR specialized dietetic practice such as plant-based nutrition (Planted in Nutrition-Women's, children's and plant-based nutrition services), The Migraine Dietitian (specializes in nutrition care with patients who suffer from migraine).

An elective rotation could also be a request for an intern to extend one of their clinical nutrition, food service management, or community nutrition because they may be interested in specializing in one of those and may want to use the elective time to enhance their experience.

**Life University Dietetic Internship Program
Preceptor Information and Facility-Site Selection Forms**

Preceptor Information

SECTION 1

Prospective Intern Name: _____

Facility: _____

Facility Type: _____

Facility address: _____

Primary Preceptor Name: _____

Position Title: _____

Years in current position: _____

Hours per week the preceptor works for this employer: _____

Has this preceptor previously supervised students or interns? _____

Registration and/or license number (if applicable) _____

of CEU's in profession obtained in the last 5 years, or other professional development or certifications related to the employment position or supporting students: _____

Phone number: _____

Fax number: _____

Email address: _____

Supervised Practice/Rotation type: _____

Clinical Nutrition Foodservice
 Community Nutrition Elective

Dates of internship rotation: _____

Number of 8-hour days to be completed at this location for internship: _____

Name and email address of contact person for affiliation agreement if different than the preceptor: _____

SECTION 2

Brief description of facility/agency/institution: _____

Please list the **requirements for all interns** (required clearances, background checks or medical information) that your facility requires of the dietetic intern before starting.

Are there any **specific COVID-19 requirements**?

Please check which (if any) of the following experiences will be provided at this site:

- Overweight/obesity Endocrine Disorders Cancer
- Cardiovascular Disease Gastrointestinal Disease Renal Disease
- Malnutrition Acute care
- Infants Children Adolescents
- Adults Pregnant/lactating females Older adults
- Critical care Outpatient nutrition care Long-term care
- Wellness program School nutrition (foodservice) Nutrition Support (EN &/or PN)
- Low-income populations Diverse populations Other _____

SECTION 3

Please review the list of **competencies** per rotation type listed in the **Checklist & Evaluation forms** and indicate whether the intern will be able to complete all or most of them. An example of a planned experience that can meet the competency is included; however, these examples should not be considered the only method of meeting competence.

Intern can meet all or most of the competencies at this facility?	Yes	No
Identify exceptions:		

Affiliation Agreement: Note to Preceptors

The entity and Life University must sign a formal affiliation agreement. Provide the name and contact information for the office or person that has signing authority for your organization:

Name of Contact: _____

Contact Information: (phone & email): _____

Once the formal agreement is signed by both parties then the placement of interns may occur.

*Please provide a **current resume** and/or the **RDN credential (copy of card)** for the primary preceptor, in addition to completing this form. Primary– will be required to attend preceptor training (initial and annual). A handbook will be provided for all new and returning preceptors annually. The DI director will provide all training before the DI rotations begin.*

Signature SECTION for preceptor

I agree to the roles and responsibilities as preceptor (printed name, original signature & date):

--	--

Once these pages are completed, the DI Director will contact the site preceptor to complete an affiliation agreement/contract before the intern can begin at the site.

APPENDIX D – Preceptor Orientation Checklist – NDEP

Prior to dietetic intern rotation:

- Review with intern – dress code, time to meet, directions to facility and meeting location, parking, meals, breaks, pre-rotation assignments or readings, confirm dates and number of hours to be completed at the facility, resources to bring (e.g., laptop, books, lab coat, etc.), required medical forms and clearances.
- Review the programs competencies, learning activities/tasks and projects expected to be completed during the rotation by the intern.

On first day of the rotation (If there are multiple preceptors working with the intern during this rotation, choose a preceptor who has the most interest in orienting the intern):

- Meet with intern to review**
 - Previous experience and rotations already completed.
 - Clarify the intern's goals for the rotation and potential challenges.
 - Review the expectations of the intern from the preceptor, department and facility.
 - Outline scheduled preceptor-student interaction for observation and feedback (e.g., weekly meetings on Friday to review progress).
 - Review a "typical day" at the rotation.
 - Review the intern's schedule for the entire rotation including each preceptor assigned to the intern.
 - Discuss with the intern expectations regarding professionalism, punctuality, illness, inclement weather, and any personal issues such as religious observances, personal obligations, and pre-planned personal events.
 - Specific trainings or learning modules to be completed.
- Policy and procedure manual review**
 - Location of the manual & when to refer to it.
 - Print or highlight pertinent policies for use during rotation (e.g., assessment policy for clinical nutrition, foodservice delivery & nourishment).
- Tour**
 - Provide a tour of facility (if applicable).
 - Introduce the intern by name to key employees, administrators and/or support staff.
 - Resources: Electronic Health Record (EHR), Software (i.e., CBORD), communication tools (i.e., Email platform, Intranet).
 - Tools such as clinical documentation forms (i.e., MDS, malnutrition screening tool, intake forms).
 - Procedures such as Personal Protective Equipment (PPE), HIPPA, Safety, HACCP, Emergency & Disaster Plans.
- Dietetic Internship Program Requirements**
 - Assignment checklists to meet ACEND competencies.
 - Project outlines and presentations, and due dates.
 - Procedure for evaluations.
 - Journaling and self-reflection activities.
 - Tracking rotation hours.

Developed by Becky Wojcik, MA, RDN, LDN & Alessandra Sarcona, EdD, RDN; NDEP Development Committee

APPENDIX E – Tips for a Successful Rotation

Tips for Efficiency –

The following are some tips that may assist in creating a more positive experience for both preceptors and interns:

- Thoroughly orient the student (you may want to develop a notebook with written material the student can read and a checklist for each item)
- Agree together on daily tasks and expectations for supervised practice experiences
- Use planning tools such as prioritized *To Do* lists
- Set limits on the time allotted to tasks
- Encourage just-in-time learning
- Debrief at the end of an assigned task (competency) and follow up by planning for the next session
- Accomplish multiple purposes with single real-world activities
- Take advantage of technology
- Find opportunities for double-dipping = maximize benefit to the student and the facility (i.e., assigning the menu analysis project that you did not have time to finish to the intern as a way for the intern to meet a competency)
- Conduct weekly informal evaluation conferences

APPENDIX F – Policy & Procedure for Tracking Time at a Precepted Site

COMPELTION of HOURS - TRACKING TIME at PRECEPTED SITE

Effective Date: 2007

Revised Approval Date: 8/25/2022

Revised Date: 7/22/2022

Purpose: Establish a procedure to track hours completed by any CGUS student/intern as required by their respective educational Program.

Scope: All students or interns in a CGUS program that utilizes an affiliated site or on-campus setting to obtain practical hours (supervised practice rotations, clinical education experiences, etc.) as required by the education program. Specific for ACEND and CAATE accredited programs or any degree program that requires internship hours.

Policy title: Completion of Hours - Tracking Time at a Precepted/Internship Site

Life University Programs require tracking all hours completed during an internship, practica, supervised practice, or clinical education program. Each Program is responsible for developing a tool to account for all completed hours. The Preceptor Internship/ Mentor must approve all hours. It is the responsibility of the student/intern to record all hours daily using the method determined by the Program. For example, the internship program has a completed daily log, whereas the DI and MAT programs utilize an electronic tracking system. The student/intern is also responsible for obtaining the approval (signature) of the preceptor/mentor on the required documentation. The time logs must be approved weekly.

Procedures:

DI program:

1. Utilizes the Typhon System.
2. The Intern will enter all time completed at the rotation site daily.
3. At the end of the week, the Intern will provide the Preceptor with a copy of the excel spreadsheet (from Typhon) for approval and signature. It is the Intern's responsibility to obtain the approval.
4. Once the Preceptor signs the Form, the Intern will upload it into the L.U. learning management system (Blackboard).
5. All hours approved will count toward the total hours required for the supervised practice.

MAT Program:

1. Utilizes the ATrack System.
2. The AT student will enter all completed time in the system daily.
3. The deadline for all hours to be entered into the system is Monday at 8 am for the previous week, as the Preceptor will approve at this time.

Internship for CGUS Degree Programs:

1. Utilize Daily Logs (on Blackboard Internship Site INT 493/499).
2. The student enters all time and captures experiences on the daily log form.
3. At the end of the week, the student obtains the signature of the Mentor (site) on the daily log forms.

It is the responsibility of the student to submit the signed logs weekly to the supervising professor.

Tracking Hours

Interns are expected to enter all time completed at the rotation sites through the electronic system daily. At the end of each week, the intern will provide the Preceptor with a copy of an excel spreadsheet for approval. Preceptors will approve hours weekly on the time log). It is ultimately the intern's responsibility to obtain your signature for approval of the time logs.

Below is a sample of the report for your signature.

STUDENT Name									
DATE RANGE									
CLINICAL SITE									
PRECEPTOR -									
Your daily time logs, most recent first, formatted in hours .									
Date	Course	Clinical Site	Preceptor	1st Clock IN	1st Clock OUT	2nd Clock IN	2nd Clock OUT	Shift Time Duration	Approval Status
8/23/2022	Clinical Acute Care	Life - Didactic Day	Katz, Ilana	8:00	17:00			9	Pending
8/16/2022	Clinical Acute Care	Life - Didactic Day	Katz, Ilana	8:00	17:00			9	Pending
Totals								18	

By signing this form (actual spreadsheet), the preceptor acknowledges that the information is correct.

Preceptor Signature: _____ Date: _____

Once the preceptor signs the form, the intern will upload it into the LU learning management system (Blackboard). The DI Director confirms receipt of the preceptor's signature, and hours are approved in the Typhon to be counted towards the total required supervised practice rotation hours.

APPENDIX G – Attendance Policy

ATTENDANCE

Effective Date: 5/2012

Revised Approval Date: 8/25/2022

Revised Date: 7/22/2022

Purpose: To provide guidelines for the Dietetic Internship and Athletic Training Programs that require a certain number of clinical education/supervised practice hours.

Scope: Applies to the DI Internship and Athletic Training programs per accreditation standards.

Policy title: Attendance

All students accepted into the Dietetic Internship and Master of Athletic Training Programs must complete approximately 1100 and 1200 hours, respectively. The ACEND and CAATE accrediting bodies have established minimum hours that must be completed by the students/Interns in order to obtain the necessary competencies, skills, and abilities for their respective field of study.

To maintain the integrity of the academic experience and requirements, all students/interns are required to attend all courses, didactic sessions, clinical education, and/or supervised practice rotations as outlined by the Program. Interns/AT students must be present each day at each rotation, arrive on time, stay the entire scheduled time, and be prepared to work for all assigned supervised practice/clinical education experiences.

Personal business, Doctor, or Dentist appointments are not acceptable reasons for an absence. Please schedule all appointments during free-periods or off days.

Specific for DI - All interns are expected to attend all didactic sessions and are assigned supervised practice rotations. To meet the completion requirements, an intern must successfully participate in all sessions to demonstrate competency equivalent to entry-level practice. You cannot meet this standard without regular and consistent attendance. In addition to achieving the knowledge and skills necessary for this profession, our Program must adhere to the hour requirements set forth by ACEND.

The Dietetic Internship Program is a full-time program, and interns must be available for a minimum of 8 hours per day, five days per week for the duration of the Program. Intern schedules may include early mornings, late nights, and occasional weekends. Often Dietitians must work additional unexpected hours to get the work done.

Procedures:

- If the intern/AT student must be absent for any reason (including illness) from their supervised practice rotation, the Director and the rotation Preceptor must be notified before the scheduled arrival time.
- Emergency circumstances for which a student may be excused from the clinical education experience may include the following: death of an immediate family member, religious observances, or natural disasters. The intern/AT student must contact the Program Administrator and Preceptor. The Program Administrator will require specific documentation.
- If an intern/AT student will be late or needs to leave earlier than the scheduled time required by the Preceptor, the Intern must email both the supervising Preceptor and the Program Administrator at the earliest possible time.
- For a planned absence, the Intern must request in writing approval from the Program Administrator and Preceptor at least **two weeks** in advance, but this is generally not allowed. An **Absence Request** form must be completed.
- Supervising Preceptors must document all hours missed for any reason.
- Should an unplanned absence extend for three or more days (for any reason), the Program Administrator will meet with the student to determine the need for further documentation (medical excuses, etc.) and discuss an action plan.
- All time missed, regardless of the reason, must be made up with the approval of the Program Administrator and Preceptor. The Preceptor schedules the make-up time based on their availability.
- Repeated absences, tardiness, or not completing the full scheduled time at a rotation site may result in disciplinary action, including but not limited to dismissal from the Program.
- Please notify the Program Administrator immediately if you have concerns regarding the interns' attendance and tardiness.
- Each Program has recognized holidays; refer to the University Calendar.

Other Notes:

APPENDIX H – Absence Request Policy

ABSENCE REQUEST POLICY

Effective Date: 2012

Revised Approval Date: 8/25/2022

Revised Date: 7/22/2022

Purpose: Establish a procedure for students/interns to follow when a planned absence is necessary for a clinical type of program.

Scope: For students enrolled in the Dietetic Internship or the Master of Athletic Training Program.

Policy title: Absence Request Policy

Any student enrolled in the DI or MAT program who must miss didactic sessions (or class) or time at a supervised practice rotation/clinical education site, must seek approval from the Program Administrator and Preceptor for at least two weeks (2) in advance. This is generally not allowed; however, if approval is granted, the Preceptor schedules the make-up time based on availability. This may be scheduled at the end of the rotation, end of the program (time not to exceed 150% of program completion time), or during university-recognized holiday/break schedule with prior approval.

Procedures:

1. The student must complete the Planned Absence Request form (attached).
2. Submit the completed form to both the Program Administrator and Preceptor for Approval.
3. If approved, work with the Preceptor to determine a schedule that accounts for all missed time and work during the planned absence timeframe.

Planned Absence Request Form

**DI/Athletic Training Program
Life University**

Any DI intern or athletic training student (ATS) who knows of a specific date that he/she needs to miss time from a supervised practice rotation or clinical education responsibilities must formally submit this form to his/her supervising Preceptor and Program Administrator. This form must be submitted two (2) weeks in advance, and it is the responsibility of the student to seek a replacement if applicable. Any student who fails to complete this form will receive a Disciplinary Action Form (no exceptions).

NOTE: Incomplete forms will NOT be approved – all content below is required.

Please PRINT

Student's Name: _____

Date(s) and Day(s) requesting OFF: _____

Time(s) requesting OFF: _____

All Didactic/Class Sessions Missed (or none): _____

(If missing class – list all courses (codes):

Detailed Reason for Absence: _____

Student Replacement (print): _____

Student's Signature: _____ / / _____

Replacement's Signature: _____ / / _____

Decision: **Approved ()** **Disapproved ()**

Clinical Preceptor's Signature: _____ / / _____

Course Instructor's Signature(s): _____ / / _____

Clin Coordinator's Signature: _____ / / _____

Program Director's Signature: _____ / / _____

APPENDIX I – Completion of Staff Relief Hours

COMPLETION of STAFF RELIEF HOURS

Effective Date: 2012

Revised Approval Date: 8/11/2022

Revised Date: 7/22/2022

Purpose: Establish guidelines for utilizing an intern at an affiliated site as a temporary staff assignment (staff relief).

Scope: Applies to the Dietetic Internship Program.

Policy title: Completion of Staff Relief Hours

Each rotation site may utilize the Intern to complete some hours as staff relief. If the Intern chooses to complete staff relief hours at the rotation site, this must be discussed with the Intern. The expectations and timeframe of hours must be clearly outlined with the Intern. Staff relief is defined as the Intern taking on at least 50-75% of the regular duties of an entry-level dietitian or manager at your facility for 3-5 full workdays. Staff relief allows the Intern to work mostly independently (gaining autonomy) with support as needed to gain the confidence to step into an entry-level professional role following graduation. At no point, is it allowed to use an intern to replace any facility employee. No compensation is permitted to be provided to the Intern.

Procedures:

Other Notes:



APPENDIX J – Site & Preceptor Evaluations

Life University Dietetic Internship
Site and Rotation Evaluation Form

Intern:	Date:
Rotation Type:	Rotation Site:
First Day on Site: _____ (m/d/y)	Last Day on Site: _____ (m/d/y)

Please rate using the following scale:

Exemplary (Distinguished)	Above Average (Outstanding)	Average (Satisfactory)	Below Average (Needs Improvement)	Unsatisfactory (Unacceptable)
5	4	3	2	1

About the Site	5	4	3	2	1
To what extent did this experience contribute to your professional growth?					
The site was able to provide a wide variety of learning experiences?					
You were able to complete all required assignments at this site?					
The site preceptor(s) were knowledgeable?					
The site preceptor(s) were able to spend an adequate amount of time with you					
The site preceptor(s) were supportive of your learning efforts?					
You were allowed to develop independent judgment and decision-making at this site					

About the Rotation	5	4	3	2	1
The activities in the rotation were beneficial?					
You were sufficiently prepared for the rotations through prework?					
The length of the rotation was adequate?					
Your responsibilities and requirements for the rotation were clear?					

About the Preceptor	5	4	3	2	1
Preceptor's preparedness for interns' rotation (eg. Provided expectations, schedule, etc.).					
Preceptor knowledge and relevance to subject material					
Preceptor's disposition/attitude (willingness to be involved, assistance, teaching, etc.)					
Overall preceptor experience					

Please answer the questions on the back side of this page too.

Please answer the following questions:

1. Which experience in this rotation was most valuable? Why?

2. Which experience in this rotation was the least valuable? Why?

3. What suggestions would you make to improve this rotation?

4. Based on your experience, is this a desirable site for the Life University Dietetic Internship Program? Why or why not?

5. Please evaluate the preceptor over this site. (Positives and negatives that you feel are relevant.)

ADDITIONAL COMMENTS:

APPENDIX K – Experiential Learning Model

Experiences alone do not lead to learning. Experiences lead to learning when the intern understands the tasks, sees observation patterns, can generalize from those observations, and understands how to use those observations and generalizations in future situations. The Experiential Learning Model consists of five steps:

1. Experience
2. Share
3. Process
4. Generalize
5. Apply

Experience. The intern experiences the activity – it's the action of doing something. The preceptor may need to demonstrate the activity or skill first. For example, a preceptor may need to demonstrate how to find items in the electronic medical record in a clinical rotation. Examples: the intern completes a nutrition assessment; the intern creates a staff schedule; the intern reviews a menu plan

Share. The intern shares the experience by describing what happened. They tell what they did, saw, felt, etc. The interns may explain what was difficult or what was easy. Examples: the intern meets with the preceptor to discuss what they did.

Process. The intern processes the experience to determine the most important and identify common themes. Examples: the intern and preceptor debrief the experience. The preceptor provides specific feedback, hints, or shortcuts. The preceptor may quiz the intern. The intern corrects any errors made based on feedback. The intern thinks about the process or procedure used to complete the activity.

Generalize. The intern generalizes from experience and relates it to their work. Then the intern focuses on what was learned from the experience. For example, the intern connects what they learned in undergraduate courses with completing the supervised practice experience.

Apply. The intern thinks about how to apply what they learned from the experience to future tasks. Examples: The intern learns a quick way to view medications in the medical record; the intern learns to double-check the schedule for overtime hours; the intern learns to check menus against regulatory standards.

Adopted from the BYU Preceptor Manual.

APPENDIX L – CHECK LIST

Clinical

Food Service Management

Oncology

Competencies	Planned Learning Experiences	Evaluation Strategies
<p>CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice</p> <p>CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences</p>	Complete nutrition assessment for inpatients. Develop nutrition care plans for patients considering that patient's needs based on age, culture, religion, current and relevant past medical conditions, social and economic considerations, etc.	Preceptor observation and NCP chart audit.
<p>CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.</p>	Complete nutrition assessment for inpatients. Identify risk factors of heart disease, including normal blood values for cholesterol, triglycerides, and blood glucose.	Preceptor observation and NCP chart audit
<p>CRDN 1.4 Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies</p>	Demonstrate integration of evidence-based practice into module and nutrition care plan.	Preceptor review. Module knowledge will be accessed through online quiz.
<p>CRDN 1.5 Incorporate critical thinking skills in overall practice</p>	Interns will write a reflection (1 paragraph) in their final week describing how they demonstrated critical thinking skills throughout their practice in various organizations	Preceptor review. Critical thinking skills will be assessed through reflection paper submission.
<p>CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.</p>	Demonstrate compliance of professional performance and code of ethics throughout all supervised practice experiences.	Preceptor observation
<p>CRDN 2.3 Demonstrate active participation, teamwork and contribution in group setting</p> <p>CRDN 2.4 Function as a member of interprofessional team</p>	Attend multidisciplinary meeting or patient rounds meeting, if available. If not available, meet with at least one other discipline on the team.	Observation of preceptor
<p>CRDN 2.5 Work collaboratively with NDRs and/or support personnel in other disciplines</p>	Coordinates special food requests and recommends supplementation, as appropriate.	Observation of preceptor
<p>CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice</p>	Demonstrate knowledge of other disciplines to support patient needs and recommend to preceptor appropriate referral to another service	Observation of preceptor
<p>CRDN 2.7 Apply leadership skill to achieve desired outcomes</p>	Interns will develop and/or implement an educational workshop or seminar to address patient needs	Preceptor observation and NCP chart audit.

	(example: Develop/Implement nutrition education materials for patient families to help them better assist their loved ones post-hospitalization) Preceptor observation and NCP chart audit.	
CRDN 2.8 Demonstrate negotiation skills.	Apply leadership skills to achieve desired outcomes. Recommend changes to physicians to improve patient care and outcome. Successfully interact with patients to establish goals to improve health outcome. Work with members of the healthcare team to achieve a nutrition plan that respects life experiences, cultural diversity and educational background.	Preceptor observation
CRDN 2.10 Demonstrate professional attributes within various organizational cultures.	Prioritize inpatient needs from screening referrals (nursing consults), patient worksheets and physician consults.	Preceptor observation
CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.	Interaction with patient that is proactive in offering solutions, customer focus, and flexibility. Work with members of the healthcare team to achieve a nutrition plan that respects life experiences, cultural diversity and educational background.	Preceptor observation
CRDN 3.1 Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings	Complete the mini case studies in module Complete nutrition assessment per facility protocol. Evaluate patients (2 minimum) intake by observation and completing nutrient intake analysis. Information from analysis is incorporated into patient's care plan. Monitor and evaluate nutrition care plans for patients. Document nutrition care in the medical record using the appropriate charting format (ADIME or similar), method (written vs. electronic), and medical terminology for the setting	Information will be evaluated through online pre-rotation quiz. Observation and NCP chart audit by preceptor Observation and NCP chart audit by preceptor Observation and NCP chart audit by preceptor Observation and NCP chart audit by preceptor
CRDN 3.2 Conduct a nutrition focused physical assessment	For patients who have signs of malnutrition, review labs, physician and nursing notes for physical alterations that may indicate alteration in nutritional status. Visit patient and conduct a nutrition physical assessment as appropriate for diagnosis and condition.	NFPE seminar in orientation (most interns do not have this opportunity because of pandemic) Preceptor observation
CRDN 3.3 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol),	Integrate pathophysiology into medical nutrition therapy recommendations for oncology.	

recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation)		
CRDN 3.7 Demonstrate effective communications skills for clinical and customer services in a variety of formats CRDN 3.10 Use effective education and counseling skills to facilitate behavior change CRDN 3.12 Deliver respectful, science-based answers to consumer questions concerning emerging trends.	Provide nutrition education to patients, families, significant others and members of the health care team.	Preceptor observe intern providing education to two patients (minimum) needing nutrition intervention.
CRDN 4.4 Apply current information technologies to develop, manage and disseminate nutrition information and data	Utilize a variety of resources (including written medical records, electronic medical records, bedside flow sheets, speaking with other members of the healthcare team, etc.) to gather information about patients.	NCP chart audit review by preceptor
CRDN 5.5 Demonstrate the ability to resolve conflict	If an opportunity of conflict resolution arises, ensure preceptor is involved to aid in dissipating and advising	Discussion with preceptor
CRDN 5.6 Promote team involvement and recognize the skills of each member.	Part of self reflective paper	Preceptor observation
CRDN 5.7 Mentor others.	As described in competency	Preceptor observation
CRDN 5.8 Identify and articulate the value of precepting.	Write self-reflective paper in grad week on value of precepting	DI faculty acknowledged

Renal

Competencies	Planned Learning Experiences	Evaluation Strategies
CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.	Complete nutrition assessment for inpatients.	Observation and NCP chart audit by preceptor
CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice	Complete nutrition assessment for inpatients. Develop nutrition care plans for patients considering that patient's needs based on age, culture, religion, current and relevant past medical conditions, social and economic considerations, etc.	Observation and NCP chart audit by preceptor
CRDN 1.4 Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences	Demonstrate integration of evidence-based practice into module and nutrition care plan. Develop nutrition care plans for patients considering patient's needs based on age, culture, religion, current and relevant past medical conditions, social and economic considerations, etc. Identify nutritional interventions that may reduce cardiac or diabetic risk factors	Preceptor review. Module knowledge will be assessed through online quiz.
CRDN 1.5 Incorporate critical thinking skills in overall practice	Interns will write a reflection (1 paragraph) in their final week	Preceptor review. Critical thinking skills will be assessed through

	describing how they demonstrated critical thinking skills throughout their practice in various organizations	reflection paper submission.
CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.	Demonstrate compliance of professional performance and code of ethics throughout all supervised practice experiences.	Preceptor observation
CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings. CRDN 2.4 Function as a member of interprofessional teams.	Attend and participate in selected patient care rounds and interdisciplinary team meetings.	Preceptor observation
CRDN 2.5 Work collaboratively with NDTRs and/or support personnel in other disciplines CRDN 2.6 Refer patients to other professionals and services as appropriate CRDN 2.7 Apply leadership skill to achieve desired outcomes	Coordinates special food requests and recommends supplementation, as appropriate.	Preceptor observation
CRDN 2.8 Demonstrate negotiation skills.	Apply leadership skills to achieve desired outcomes. Recommend changes to physicians to improve patient care and outcome. Successfully interact with patients to establish goals to improve health outcome. Work with members of the healthcare team to achieve a nutrition plan that respects life experiences, cultural diversity and educational background	Preceptor observation (any of these opportunities are considered valid negotiation skills)
CRDN 2.10 Demonstrate professional attributes in all areas of practice. CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.	Prioritize inpatient needs from screening referrals (nursing consults), patient worksheets and physician consults. Interaction with patient that is proactive in offering solutions, customer focus, and flexible Work with members of the healthcare team to achieve a nutrition plan that respects life experiences, cultural diversity and educational background.	Preceptor observation
CRDN 3.1 Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings	Complete the mini case studies in module Complete the nutrition assessment, intervention, evaluation and monitoring process for inpatients, following the ADIME process	Internship director review. Information will be evaluated through online pre-rotation quiz. Observation and NCP chart audit by preceptor
CRDN 3.2 Conduct a nutrition focused physical assessment	For patients who have signs of malnutrition, review labs, physician and nursing notes for physical alterations that may indicate alteration in nutritional status. Visit	NFPE seminar in orientation (most interns do not have this opportunity because of pandemic) Preceptor observation

	patient and conduct a nutrition physical assessment as appropriate for diagnosis and condition.	
CRDN 3.3 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation)	Integrate pathophysiology into medical nutrition therapy recommendations for renal disease.	Preceptor observation
CRDN 3.7 Demonstrate effective communication skills for clinical and customer services in a variety of formats. CRDN 3.10 Use effective education and counseling skills to facilitate behavior change CRDN 3.12 Deliver respectful, science-based answers to consumer questions concerning emerging trends	Provide nutrition education to patients, families, significant others and members of the health care team.	Preceptor observe intern providing education to two (minimum) for different stages of kidney disease.
CRDN 4.4 Apply current information technologies to develop, manage and disseminate nutrition information and data	Utilize a variety of resources (including written medical records, electronic medical records, bedside flow sheets, speaking with other members of the healthcare team, etc.) to gather information about patients.	NCP chart audit review by preceptor
CRDN 5.5 Demonstrate the ability to resolve conflict	If an opportunity of conflict resolution arises, ensure preceptor is involved to aid in dissipating and advising	Discussion with preceptor
CRDN 5.6 Promote team involvement and recognize the skills of each member.	Part of self reflective paper	Preceptor observation
CRDN 5.7 Mentor others.	As described in competency	Preceptor observation
CRDN 5.8 Identify and articulate the value of precepting.	Write self-reflective paper in grad week on value of precepting	DI faculty acknowledged

Endocrinology

Competencies	Planned Learning Experiences	Evaluation Strategies
CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice	Develop nutrition care plans for patients considering that patient's needs based on age, culture, religion, current and relevant past medical conditions, social and economic considerations, etc. Identify nutritional interventions that may reduce cardiac or diabetic risk factors.	Observation and NCP chart audit by preceptor
CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.	Complete nutrition assessment for inpatients. Identify risk factors of heart disease, including normal blood values for cholesterol, triglycerides, and blood glucose.	Preceptor observation and NCP chart audit
CRDN 1.4 Conduct projects using appropriate research or quality improvement methods, ethical procedures and data	Demonstrate integration of evidence-based practice into module and nutrition care plan.	Preceptor review. Module knowledge will be accessed through online quiz.

analysis utilizing current and/or new technologies CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences	Develop nutrition care plans for patients considering patient's needs based on age, culture, religion, current and relevant past medical conditions, social and economic considerations, etc. Identify nutritional interventions that may reduce cardiac or diabetic risk factors	
CRDN 1.5 Incorporate critical thinking skills in overall practice	Interns will write a reflection (1 paragraph) in their final week describing how they demonstrated critical thinking skills throughout their practice in various organizations	Preceptor review. Critical thinking skills will be assessed through reflection paper submission.
CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.	Demonstrate compliance of professional performance and code of ethics throughout all supervised practice experiences	Observation by preceptor
CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings	Attend and participate in selected patient care rounds and interdisciplinary team meetings.	Preceptor observation
CRDN 2.4 Function as a member of interprofessional teams.	Attend and participate in selected patient care rounds and interdisciplinary team meetings.	Preceptor observation
CRDN 2.5 Work collaboratively with NDTRs and/or support personnel in other disciplines CRDN 2.6 Refer patients to other professionals and services as appropriate CRDN 2.7 Apply leadership skill to achieve desired outcomes	Coordinate special food requests and recommends supplementation, as appropriate. Interns will refer patients to other professionals and services when patient needs are beyond individual scope of practice (example: Referral to Speech Therapy) Interns will develop and/or implement an educational workshop or seminar to address patient needs (example: Develop/Implement nutrition education materials for patient families to help them better assist their loved ones post-hospitalization)	Preceptor observation Preceptor observation and NCP chart audit. Preceptor observation and NCP chart audit.
CRDN 2.8 Demonstrate negotiation skills.	Apply leadership skills to achieve desired outcomes. Recommend changes to physicians to improve patient care and outcome. Successfully interact with patients to establish goals to improve health outcome. Work with members of the healthcare team to achieve a nutrition plan that respects life experiences, cultural diversity and educational background	Preceptor observation (any of these opportunities are considered valid negotiation skills)
CRDN 2.10 Demonstrate professional	Prioritize inpatient needs from	Preceptor review

<p>attributes in all areas of practice. CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.</p>	<p>screening referrals (nursing consults), patient worksheets and physician consults.</p> <p>Interaction with patient that is proactive in offering solutions, customer focus, and flexible</p> <p>Work with members of the healthcare team to achieve a nutrition plan that respects life experiences, cultural diversity and educational background.</p>	
<p>CRDN 3.1 Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings</p>	<p>Complete the mini case studies and discuss with preceptor.</p> <p>Complete the nutrition assessment, intervention, evaluation and monitoring process for inpatients, following the ADIME process Identify risk factors of heart disease and diabetes, including normal blood values for cholesterol, triglycerides, and blood glucose</p>	<p>Internship coordinator review Information will be evaluated through online pre-rotation quiz & module Observation and NCP chart audit by preceptor</p>
<p>CRDN 3.2 Conduct a nutrition focused physical assessment</p>	<p>For patients who have signs of malnutrition, review labs, physician and nursing notes for physical alterations that may indicate alteration in nutritional status. Visit patient and conduct a nutrition physical assessment as appropriate for diagnosis and condition.</p>	<p>NFPE seminar in orientation (most interns do not have this opportunity because of pandemic)</p> <p>Preceptor observation</p>
<p>CRDN 3.3 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation)</p>	<p>Integrate pathophysiology into medical nutrition therapy recommendations</p>	<p>Preceptor observation</p>
<p>CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose, considering diabetes medication and medical nutrition therapy plan.</p>	<p>Integrate pathophysiology into medical nutrition therapy recommendations</p>	<p>Preceptor observation</p>

<p>CRDN 3.7 Demonstrate effective communication skills for clinical and customer services in a variety of formats.</p> <p>CRDN 3.10 Use effective education and counseling skills to facilitate behavior change</p> <p>CRDN 3.12 Deliver respectful, science-based answers to consumer questions concerning emerging trends</p>	<p>Demonstrate effective communications with patient, families, significant others by providing appropriate education materials/resources to patient with type 1 and type 2 diabetes.</p>	<p>Preceptor observation</p>
<p>CRDN 4.4 Apply current information technologies to develop, manage and disseminate nutrition information and data</p>	<p>Utilize a variety of resources (including written medical records, electronic medical records, bedside flow sheets, speaking with other members of the healthcare team, etc.) to gather information about patients.</p>	<p>NCP chart audit review by preceptor</p>
<p>CRDN 5.5 Demonstrate the ability to resolve conflict</p>	<p>If an opportunity of conflict resolution arises, ensure preceptor is involved to aid in dissipating and advising</p>	<p>Discussion with preceptor</p>
<p>CRDN 5.6 Promote team involvement and recognize the skills of each member.</p>	<p>Part of self reflective paper</p>	<p>Preceptor observation</p>
<p>CRDN 5.7 Mentor others.</p>	<p>As described in competency</p>	<p>Preceptor observation</p>
<p>CRDN 5.8 Identify and articulate the value of precepting.</p>	<p>Write self-reflective paper in grad week on value of precepting</p>	<p>DI faculty acknowledged</p>

Critical care

Competencies	Planned Learning Experiences	Evaluation Strategies
<p>CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice</p>	<p>Demonstrate integration of evidence based practice into module and nutrition care plan.</p>	<p>Observation and NCP chart audit by preceptor</p>
<p>CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.</p>	<p>Complete nutrition assessment for inpatients. Identify risk factors of abnormal lab values. Provide recommendations and adjustments in daily rounds on critical care patients</p>	<p>Observation and NCP chart audit by preceptor</p>
<p>CRDN 1.4 Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies</p> <p>CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences</p>	<p>Complete nutrition assessment for inpatients. Develop nutrition care plans for patients considering that patient's needs based on age, culture, religion, current and relevant past medical conditions, social and economic considerations, etc.</p> <p>Demonstrate physiological/ biochemical knowledge as it pertains to the disease/condition and nutrition assessment.</p>	<p>Preceptor review. Module knowledge will be access through online quiz.</p>

<p>CRDN 1.5 Incorporate critical-thinking skills in overall practice</p>	<p>Interns will write a reflection (1 paragraph) in their final week describing how they demonstrated critical thinking skills throughout their practice in various organizations</p>	<p>Preceptor review. Module knowledge will be accessed through module answers and online quiz. Preceptor review. Critical thinking skills will be assessed through reflection paper submission.</p>
<p>CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.</p>	<p>Demonstrate compliance of professional performance and code of ethics throughout all supervised practice experiences.</p>	<p>Preceptor observation</p>
<p>CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings. CRDN 2.4 Function as a member of interprofessional teams.</p>	<p>Attend and participate in selected patient care rounds and interdisciplinary team meetings.</p>	<p>Preceptor observation</p>
<p>CRDN 2.5 Work collaboratively with NDTRs and/or support personnel in other disciplines CRDN 2.6 Refer patients to other professionals and services as appropriate CRDN 2.7 Apply leadership skill to achieve desired outcomes</p>	<p>Coordinate special food requests and recommends supplementation, as appropriate. Interns will refer patients to other professionals and services when patient needs are beyond individual scope of practice (example: Referral to Speech Therapy) Interns will develop and/or implement an educational workshop or seminar to address patient needs (example: Develop/Implement nutrition education materials for patient families to help them better assist their loved ones post-hospitalization)</p>	<p>Preceptor observation and NCP chart audit</p>
<p>CRDN 2.8 Demonstrate negotiation skills.</p>	<p>Apply leadership skills to achieve desired outcomes. Recommend changes to physicians to improve patient care and outcome. Successfully interact with patients to establish goals to improve health outcome. Work with members of the healthcare team to achieve a nutrition plan that respects life experiences, cultural diversity and educational background</p>	<p>Preceptor observation (any of these opportunities are considered valid negotiation skills)</p>
<p>CRDN 2.10 Demonstrate professional attributes in all areas of practice. CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public</p>	<p>Prioritize inpatient needs from screening referrals (nursing consults), patient worksheets and physician consults. Interaction with patient that is proactive in offering solutions, customer focus, and flexible Work with members of the healthcare team to achieve a nutrition plan that respects life experiences, cultural</p>	<p>Preceptor review</p>

	diversity and educational background.	
CRDN 3.1 Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings	Complete the mini case studies in module Complete the nutrition assessment, intervention, evaluation and monitoring process for inpatients, following the ADIME process	Internship co-ordinator review Information will be evaluated through online pre-rotation quiz. Observation and NCP chart audit by preceptor
CRDN 3.2 Conduct a nutrition focused physical assessment	For patients who have signs of malnutrition, review labs, physician and nursing notes for physical alterations that may indicate alteration in nutritional status. Visit patient and conduct a nutrition physical assessment as appropriate for diagnosis and condition.	NFPE seminar in orientation (most interns do not have this opportunity because of pandemic) Preceptor observation
CRDN 3.3 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation)	Integrate pathophysiology into medical nutrition therapy recommendations for any critical care condition encountered.	Preceptor observation
CRDN 3.5 Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.	Participate in activities that will assist in understanding of routes of feeding (tube placements for feeding and central lines), and provide knowledge of patient's status to swallow and ingest food. Observe practitioner placing small bore feeding tube ("dobhoff") Observe PEG placement by Gastroenterologist. Observe a modified barium swallow test-done by speech (radiology). Observe physician placing central line being placed for TPN and/or dressing cleaned by nursing to prevent infection.	Preceptor observation
CRDN 3.6 Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.	(as described in the competency) Integrate pathophysiology into medical nutrition therapy recommendations	Preceptor observation
CRDN 3.7 Demonstrate effective communication skills for clinical and customer services in a variety of formats. CRDN 3.10 Use effective education and counseling skills to facilitate behavior change CRD 3.12 Deliver respectful, science-based answers to consumer questions concerning emerging trends	Provide nutrition education to patients, families, significant others and members of the health care team (individual and group setting).	Preceptor observation
CRDN 4.4 Apply current information	Utilize a variety of resources	Preceptor observation

technologies to develop, manage and disseminate nutrition information and data	(including written medical records, electronic medical records, bedside flow sheets, speaking with other members of the healthcare team, etc.) to gather information about patients.	
CRDN 5.5 Demonstrate the ability to resolve conflict	If an opportunity of conflict resolution arises, ensure preceptor is involved to aid in dissipating and advising	Discussion with preceptor
CRDN 5.6 Promote team involvement and recognize the skills of each member.	Part of self reflective paper	Preceptor observation
CRDN 5.7 Mentor others.	As described in competency	Preceptor observation
CRDN 5.8 Identify and articulate the value of precepting.	Write self-reflective paper in grad week on value of precepting	DI faculty acknowledged

General medicine

Competencies	Planned Learning Experiences	Evaluation Strategies
CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice	Complete nutrition assessment for inpatients. Develop nutrition care plans for patients considering that patient's needs based on age, culture, religion, current and relevant past medical conditions, social and economic considerations, etc.	Observation and NCP chart audit by preceptor
CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.	Complete nutrition assessment for inpatients. Identify risk factors of heart disease, including normal blood values for cholesterol, triglycerides, and blood glucose.	Preceptor observation and NCP chart audit
CRDN 1.4 Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences	Demonstrate integration of evidence-based practice into module and nutrition care plan. Develop nutrition care plans for patients considering patient's needs based on age, culture, religion, current and relevant past medical conditions, social and economic considerations, etc. Identify nutritional interventions that may reduce cardiac or diabetic risk factors	Preceptor review. Module knowledge will be accessed through online quiz.
CRDN 1.5 Incorporate critical thinking skills in overall practice	Interns will write a reflection (1 paragraph) in their final week describing how they demonstrated critical thinking skills throughout their practice in various organizations	Preceptor review. Critical thinking skills will be assessed through reflection paper submission.
CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.	Demonstrate current clinical regulatory requirements for screening, assessing and follow-up of patient per facility policy. Demonstrate compliance of professional performance and code of ethics throughout all supervised practice experiences.	Preceptor observe intern's and professionalism during rotation
CRDN 3.6 Use effective education and counseling skills to facilitate behavior	Provide nutrition education to patients, families, significant others	Preceptor observe intern providing education to four patients (minimum)

change	and members of the health care team (individual and group setting).	for HF, GI diseases and/or wound care needs.
CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings. CRDN 2.4 Function as a member of interprofessional teams.	Attend wound care multidisciplinary meeting, if available. If not available, meet with at least one other discipline on the team.	Observation of preceptor
CRDN 2.5 Work collaboratively with NDTRs and/or support personnel in other disciplines CRDN 2.6 Refer patients to other professionals and services as appropriate CRDN 2.7 Apply leadership skill to achieve desired outcomes	Coordinate special food requests and recommends supplementation, as appropriate. Interns will refer patients to other professionals and services when patient needs are beyond individual scope of practice (example: Referral to Speech Therapy) Interns will develop and/or implement an educational workshop or seminar to address patient needs (example: Develop/Implement nutrition education materials for patient families to help them better assist their loved ones post-hospitalization)	Preceptor observation Preceptor observation and NCP chart audit. Preceptor observation and NCP chart audit.
CRDN 2.8 Demonstrate negotiation skills.	Apply leadership skills to achieve desired outcomes. Recommend changes to physicians to improve patient care and outcome. Successfully interact with patients to establish goals to improve health outcome. Work with members of the healthcare team to achieve a nutrition plan that respects life experiences, cultural diversity and educational background	Preceptor observation (any of these opportunities are considered valid negotiation skills)
CRDN 2.10 Demonstrate professional attributes in all areas of practice. CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public	Prioritize inpatient needs from screening referrals (nursing consults), patient worksheets and physician consults. Interaction with patient that is proactive in offering solutions, customer focus, and flexible	Preceptor review
CRDN 3.1 Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings	Complete the mini case studies in module Complete the nutrition assessment, intervention, evaluation and monitoring process for inpatients, following the ADIME process	Internship coordinator review Information will be evaluated through online pre-rotation quiz & module Observation and NCP chart audit by preceptor
CRDN 3.2 Conduct a nutrition focused physical assessment	For patients who have signs of malnutrition, review labs, physician and nursing notes for physical alterations that may indicate alteration in nutritional status. Visit patient and conduct a nutrition physical assessment as appropriate for diagnosis and condition.	NFPE seminar in orientation (most interns do not have this opportunity because of pandemic) Preceptor observation
CRDN 3.3 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care	Integrate pathophysiology into medical nutrition therapy recommendations.	Preceptor observation

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)	If opportunity for wound healing due to ostomy arises: Round with ostomy nurse and observe ostomy care and education to patient. Understand the pathophysiology of skin tissue integrity, stages of pressure ulcers and treatment, and the role of other healthcare professionals in wound care	
CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose, considering diabetes medication and medical nutrition therapy plan.	Integrate pathophysiology into medical nutrition therapy recommendations	Preceptor observation
CRDN 3.7 Demonstrate effective communication skills for clinical and customer services in a variety of formats. CRDN 3.10 Use effective education and counseling skills to facilitate behavior change	Demonstrate effective communications with patient, families, significant others by providing appropriate education materials/resources to patient with various conditions in general medicine.	Preceptor observation
CRDN 3.12 Deliver respectful, science-based answers to consumer questions concerning emerging trends	Provide nutrition education to patients, families, significant others and members of the health care team (individual and group setting).	Preceptor observation
CRDN 4.4 Apply current information technologies to develop, manage and disseminate nutrition information and data	Utilize a variety of resources (including written medical records, electronic medical records, bedside flow sheets, speaking with other members of the healthcare team, etc.) to gather information about patients.	NCP chart audit review by preceptor
CRDN 4.5 Apply current informatics technology to develop, store, retrieve and disseminate information and data	Utilize a variety of resources (including written medical records, electronic medical records, bedside flow sheets, speaking with other members of the healthcare team, etc.) to gather information about patients.	Preceptor observation
CRDN 5.5 Demonstrate the ability to resolve conflict	If an opportunity of conflict resolution arises, ensure preceptor is involved to aid in dissipating and advising	Discussion with preceptor
CRDN 5.6 Promote team involvement and recognize the skills of each member.	Part of self reflective paper	Preceptor observation
CRDN 5.7 Mentor others.	As described in competency	Preceptor observation
CRDN 5.8 Identify and articulate the value of precepting.	Write self-reflective paper in grad week on value of precepting	DI faculty acknowledged

Cardiology

Competencies	Planned Learning Experiences	Evaluation Strategies
CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice	Demonstrate integration of evidence-based practice into module and nutrition care plan.	Preceptor observation and NCP chart audit
CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.	Complete nutrition assessment for inpatients. Identify risk factors of heart disease, including normal blood values for cholesterol, triglycerides, and blood glucose.	Preceptor observation and NCP chart audit

<p>CRDN 1.4 Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies</p> <p>CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences</p>	<p>Develop nutrition care plans for patients considering patient's needs based on age, culture, religion, current and relevant past medical conditions, social and economic considerations, etc. Identify nutritional interventions that may reduce cardiac or diabetic risk factors.</p>	<p>Preceptor observation and NCP chart audit</p>
<p>CRDN 1.5 Incorporate critical-thinking skills in overall practice</p>	<p>Interns will write a reflection (1 paragraph) in their final week describing how they demonstrated critical thinking skills throughout their practice in various organizations</p>	<p>Preceptor review. Module knowledge will be accessed through module answers and online quiz. Preceptor review. Critical thinking skills will be assessed through reflection paper submission.</p>
<p>CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.</p>	<p>Demonstrate compliance of professional performance and code of ethics throughout all supervised practice experiences.</p>	<p>Preceptor observation</p>
<p>CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings.</p> <p>CRDN 2.4 Function as a member of interprofessional teams.</p>	<p>Attend and participate in selected patient care rounds and interdisciplinary team meetings.</p>	<p>Preceptor observation</p>
<p>CRDN 2.5 Work collaboratively with NDTRs and/or support personnel in other disciplines</p> <p>CRDN 2.6 Refer patients to other professionals and services as appropriate</p> <p>CRDN 2.7 Apply leadership skill to achieve desired outcomes</p>	<p>Coordinate special food requests and recommends supplementation, as appropriate. Interns will refer patients to other professionals and services when patient needs are beyond individual scope of practice</p> <p>Interns will develop and/or implement an educational workshop or seminar to address patient needs (example: Develop/Implement nutrition education materials for patient families to help them better assist their loved ones post-hospitalization)</p>	<p>Preceptor observation</p> <p>Preceptor observation and NCP chart audit.</p> <p>Preceptor observation and NCP chart audit.</p>
<p>CRDN 2.8 Demonstrate negotiation skills.</p>	<p>Apply leadership skills to achieve desired outcomes. Recommend changes to physicians to improve patient care and outcome. Successfully interact with patients to establish goals to improve health outcome. Work with members of the healthcare team to achieve a nutrition plan that respects life experiences, cultural diversity and educational background</p>	<p>Preceptor observation (any of these opportunities are considered valid negotiation skills)</p>
<p>CRDN 2.10 Demonstrate professional attributes in all areas of practice.</p>	<p>Prioritize inpatient needs from screening referrals (nursing consults), patient worksheets and physician</p>	<p>Preceptor observation</p>

CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.	consults. Interaction with patient that is proactive in offering solutions, customer focus, and flexibility. Work with members of the healthcare team to achieve a nutrition plan that respects life experiences, cultural diversity and educational background.	
CRDN 3.1 Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings	Complete the mini case studies in module Complete the nutrition assessment, intervention, evaluation and monitoring process for inpatients, following the ADIME process Identify risk factors of heart disease, including normal blood values for cholesterol, triglycerides, and blood glucose.	Internship coordinatorr review Information will be evaluated through online pre-rotation quiz. Observation and NCP chart audit by preceptor
CRDN 3.2 Conduct a nutrition focused physical assessment	For patients who have signs of malnutrition, review labs, physician and nursing notes for physical alterations that may indicate alteration in nutritional status. Visit patient and conduct a nutrition physical assessment as appropriate for diagnosis and condition.	NFPE seminar in orientation (most interns do not have this opportunity because of pandemic) Preceptor observation
CRDN 3.3 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation)	Integrate pathophysiology into medical nutrition therapy recommendations	Preceptor observation
CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose, considering diabetes medication and medical nutrition therapy plan.	Integrate pathophysiology into medical nutrition therapy recommendations	Preceptor observation
CRDN 3.7 Demonstrate effective communication skills for clinical and customer services in a variety of formats. CRDN 3.10 Use effective education and counseling skills to facilitate behavior change CRDN 3.12 Deliver respectful, science-based answers to consumer questions concerning emerging trends	Provide nutrition education to patients, families, significant others and members of the health care team (individual and group setting).	Preceptor observe intern providing education to two patients (minimum) needing nutrition intervention.
CRDN 4.4 Apply current information technologies to develop, manage and disseminate nutrition information and data	Utilize a variety of resources (including written medical records, electronic medical records, bedside flow sheets, speaking with other members of the healthcare team, etc.) to gather information about patients.	Preceptor observation

CRDN 5.5 Demonstrate the ability to resolve conflict	If an opportunity of conflict resolution arises, ensure preceptor is involved to aid in dissipating and advising	Discussion with preceptor
CRDN 5.6 Promote team involvement and recognize the skills of each member.	Part of self-reflective paper	Preceptor observation
CRDN 5.7 Mentor others.	As described in competency	Preceptor observation
CRDN 5.8 Identify and articulate the value of precepting.	Write self-reflective paper in grad week on value of precepting	DI faculty acknowledged

FOOD SERVICE MANAGEMENT

Competencies	Planned Learning Experiences	Evaluation Strategies
<p>CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.</p> <p>CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics</p> <p>CRDN 2.4 Function as a member of interprofessional teams</p> <p>CRDN 4.3 Conduct clinical and customer service quality management activities.</p>	<p>Review and discuss departmental policies as related to the local/state health department.</p> <p>Perform</p> <ul style="list-style-type: none"> • Sanitation Audit • Retail Wellness Audit <p>Evaluate and discuss with FSD and provide action plan as appropriate:</p> <ul style="list-style-type: none"> • temperature prior to and during meal service • Customer's feedback during rounds • Attend departmental meeting • Attend client meeting 	Preceptor review
<p>CRDN 1.5 Apply critical thinking skills in overall practice</p> <p>CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession for Nutrition and Dietetics.</p> <p>CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings</p> <p>CRND 2.4 Function as a member of interprofessional teams</p> <p>CRDN 3. Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources</p> <p>CRDN 4.1 Participate in management functions of human resources (such as hiring, training and scheduling).</p>	<p>Review personnel policies</p> <p>Review organizational chart</p> <p>Discuss an employee performance problem</p> <p>If facility is unionized, review contract and discuss management practices</p> <p>Assist in ordering, receiving and food distribution.</p> <p>Develop allergen menu reviewing food labels for product compatibility</p> <p>Assist with month end inventory and valuation</p> <p>Participate in food production, service and clean-up</p> <p>Review one job description and write a work flow for this position w/ recommendations</p> <p>Create employee work schedule and participate in recording of payroll for one pay period</p> <p>Perform cashier audit.</p> <p>Explain how to handle a potential food borne related crisis</p> <p>Participate in procedure to remove a food item when recalled</p>	Preceptor review
<p>CRDN 1.2: Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice</p>	<p>Collect and upload data for Academy of Nutrition & Dietetics Food Waste Project</p>	Preceptor review

<p>CRDN 1.4: Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies.</p> <p>CRDN 1.5: Incorporate critical-thinking skills in overall practice.</p> <p>CRDN 4.4 Apply current nutrition informatics to develop, store, retrieve and disseminate information and data</p> <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>Research and written document on departmental Sustainability initiative</p> <p>Research rationale and cost for one piece of equipment</p>	
<p>CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.</p> <p>CRDN 2.10 Demonstrate professional attributes in all areas of practice.</p>	<p>Research and write paper on departmental sustainability initiative</p> <p>Develop educational handouts for training of employees and/or customers</p> <p>Complete end of rotation client report, use template provided</p>	Preceptor review
<p>CRDN 2.7 Apply change management strategies to achieve desired outcomes.</p> <p>CRDN 2.8 Demonstrate negotiation skills</p> <p>CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public..</p> <p>CRDN 3.7: Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media</p> <p>CRDN 3.8: Design, implement and evaluate presentations to a target audience.</p> <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>CRDN 3.10: Use effective education and counseling skills to facilitate behavior change.</p>	<p>Provide trainings to employees or customers:</p> <ul style="list-style-type: none"> ▪ Line-up meeting ▪ Allergen ▪ Food safety/compliance ▪ Seasonal Superfood <p>Write short wellness of nutrition related article/blog for organization's newsletter or website</p>	Intern received feedback from participants and preceptor

<p>CRDN 3.12: Deliver respectful, science-based answers to client/patient questions concerning emerging trends.</p> <p>CRDN 4.1: Participate in management functions of human resources (such as hiring, training and scheduling).</p>		
<p>CRDN 1.3: Justify programs, products, services and care using appropriate evidence or data.</p> <p>CRDN 3.14: Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals</p> <p>CRDN 4.4: Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.</p> <p>CRDN 4.5 Analyze quality financial or productivity data for use in planning</p> <p>CRDN 4.7 Conduct feasibility studies for products, programs or services with consideration of costs and benefits</p> <p>CRND 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies</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 clinical liability or foodborne illness).</p>	<p>Development and evaluation of:</p> <ul style="list-style-type: none"> • Food Allergen menu • Retail menu cycle • Food Venue Project- Theme Day • Ordering Foodservice Equipment Project <p>Calculate Meals Per Labor Hour (MPLH) for retail services based on payroll for a pay period and as part of revenue.</p> <p>Observe financial data system input, analyze monthly financial statements, against budget and make recommendations.</p> <p>.</p>	<p>Preceptor evaluation</p>
<p>CRDN 4.2: Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.</p>	<p>Record temperatures of food prior to and during mealtime with an action taken as appropriate.</p> <p>Review State, Local Health Regulations and most recent health inspection</p> <p>Conduct a Morrison Regulatory Audit OR Sanitation Audit with a corrective action plan</p>	<p>Discuss with FSD</p>
<p>CRDN 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.</p> <p>CRDN 5.2 Identify and articulate one's</p>	<p>Part of self-reflective paper</p>	<p>Discuss with FSD or Faculty of DI program when handing in Food Service Module</p>

<p>skills, strengths, knowledge and experiences relevant to the position desired and career goals.</p> <p>CRDN 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).</p>		
<p>CRDN 5.6 Promote team involvement and recognize the skills of each member.</p> <p>CRDN 5.7 Mentor others.</p>	<p>Food service Module – in-service</p> <p>Food Service evaluation discussion with the FSD</p>	<p>FSD observation</p>

APPENDIX M: Preceptor Mid-Rotation Evaluation Form

Facility _____ Date _____

Preceptor _____ Intern _____

Please evaluate the intern on overall performance to this point. **Circle the number** corresponding to your rating.

1 – weak,

2 – doing well, performing as expected for student/intern level

3 – above average, doing better than expected

4 – outstanding, doing much better than expected for the level

List/describe areas in which the intern is performing well.

List/describe any specific competencies (CRDN) that are weak and need to improve to complete the rotation at the level expected for interns:

Suggest Activities to be completed that will assist in improving the performance of those identified as weak (CRDN) to achieve competency: (Areas for Improvement)

Satisfactory _____ Unsatisfactory _____

If unsatisfactory, Action Plan:

Signatures:

Preceptor: _____

Date: _____

Intern: _____

Date: _____

APPENDIX N: Final Preceptor Evaluation Forms

The rotation evaluation forms will be shared with the preceptor at the start of the rotation. The Competencies covered per rotation are outlined in the evaluation form (competencies are specific to the rotation). The evaluation itself is hopefully self-explanatory, however if there are any questions or concerns, please let the Nutrition faculty know.

The rotations are specific for the following areas:

Community Nutrition:

Clinical Nutrition

Foodservice Management

Elective/Private Practice



Clinical Nutrition Rotation

Interns Name: _____ Preceptor: _____
 Facility: _____ Dates: _____

The intern will communicate the module requirements provided by internship faculty, in order to provide preceptor with recommendations on assignments, projects, discussions, etc., to cover the competencies (CRDNs) listed in this evaluation, over and above preceptor assigned duties. Please evaluate how well each competency is being performed by intern with regards to the clinical nutrition competencies using the following criteria:

- Key:**
- E** – Exceeded/Exceptional – Intern demonstrates additional knowledge, skills, and experience in the area and is considered above entry-level practice.
- M** – Met/Competent – The intern demonstrates sound knowledge, confidence, and effective use of entry-level skills; seeks assistance after investigating potential solutions; little to no guidance or supervision is needed and is considered an entry-level practice
- P** – Progressing /Approaching Competency – The intern occasionally requires supportive or directive cues to apply principles; works at acceptable standards but is not entirely independent and is considered approaching entry-level practice.
- NM** – Not Met/Unsatisfactory – Requires frequent supportive cues; identified principles but needs direction to identify the application and is considered well below entry-level practice
- NOO** – No Opportunity to Observe. Skill was not observed during this rotation

		E	M	P	NM	NOO
CDRN 1.2	Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.					
CDRN 1.3	Justify programs, products, services, and care using appropriate evidence or data.					
CRDN 1.4	Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies					
CRDN 1.5	Incorporate critical-thinking skills in overall practice					
CRDN 2.1	Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice,					

	Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.					
CRDN 2.3	Demonstrate active participation, teamwork, and contribution in group setting					
CRDN 2.4	Function as a member of an inter-professional team					
CRDN 2.5	Work collaboratively with NDTRs and/or support personnel in other disciplines.					
CRDN 2.6	Refer clients to other professionals and services when needs are beyond individual scope of practice.					
CRDN 2.7	Apply change management strategies to achieve desired outcomes.					
CRDN 2.8	Demonstrate negotiation skills <i>Note to preceptor: (justify rationale for nutrition recommendations)</i>					
CRDN 2.10	Demonstrates professional attributes in all areas of practice include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.					
CRDN 2.11	Show cultural humility in interactions with colleagues, staff, clients, patients and the public.					
CRDN 2.12	Implement culturally sensitive strategies to address cultural biases and differences.					

CRDN 3.1	Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings					
CRDN 3.2	Conduct nutrition focused physical exams.					
CRDN 3.3	Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation)					
CRDN 3.4	Provide instruction to clients/patients for self-monitoring blood glucose, considering diabetes medication and medical nutrition therapy plan.					
CRDN 3.5	Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.					
CRDN 3.6	Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.					
CRDN 3.7	Demonstrate effective communication and documentation skills for clinical and client services in a					

	variety of formats and settings, which include telehealth and other information technologies and digital media.					
CRDN 3.8	Design, implement and evaluate presentations to a target audience.					
CRDN 3.10	Use effective education and counselling skills to facilitate behavior change					
CRDN 3.12	Deliver respectful, science-based answers to consumer questions concerning emerging trends					
CRDN 4.3	Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects).					
CRDN 4.4	Apply current information technologies to develop, manage and disseminate nutrition information and data.					
CRDN 4.10	Analyze risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness).					
CRDN 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).					
CRDN 5.5	Demonstrate the ability to resolve conflict.					
CRDN 5.6	Promote team involvement and recognize the skills of each member					
CRDN 5.7	Mentor others.					
CRDN 5.8	Identify and articulate the value of precepting.					

OVERALL EVALUATION: (Preceptor)

Additional comments from preceptor:

Comments from intern:

Signature of Preceptor Date

Signature of Intern Date

Life University - Dietetic Internship

Affective Evaluation

Student _____ Preceptor _____

Rotation Dates _____ Facility _____

Rate your satisfaction with the student’s performance based on each of the following performance indicators:

ME = Meets Expectations

P = Progressing

U = Unacceptable

		ME	P	U
1.	Prepared for rotation	Y	Y	Y
2.	Performed in ethical manner	Y	Y	Y
3.	Interpersonal skills	Y	Y	Y
4.	A team player	Y	Y	Y
5.	Oral Communication skills (concise, professional, diplomatic, respectful)	Y	Y	Y
6.	Written communication skills (organized; correct spelling/grammar)	Y	Y	Y
7.	Technical skills	Y	Y	Y
6.	Critical thinking/problem-solving skills	Y	Y	Y
7.	Organizational skills	Y	Y	Y
8.	Time management skills (completes work in a timely manner)	Y	Y	Y
9.	Ability to work independently	Y	Y	Y
10.	Punctual	Y	Y	Y
11.	Dressed appropriately	Y	Y	Y
12.	Followed procedures of the facility	Y	Y	Y
13.	Contributions to the facility.	Y	Y	Y
14.	Sought out opportunities for additional learning.	Y	Y	Y

Number of days tardy _____ Number of days absent _____ Were hours made up? _____

Please comment on strengths and any needs improvement checks.:

Signature of Preceptor _____ Date _____

Signature of Dietetic Intern _____ Date _____



Community Nutrition Rotation

Interns Name: _____ Preceptor: _____
 Facility: _____ Dates: _____

Instructions: The intern will communicate the module requirements provided by internship faculty, in order to provide preceptor with recommendations on assignments, projects, discussions, etc., to cover the competencies (CRDNs) listed in this evaluation, over and above preceptor assigned duties. Please evaluate how well each competency is being performed by intern with regards to the Community Nutrition competency requirements using the following criteria:

Key:

E – Exceeded/Exceptional – Intern demonstrates additional knowledge, skills, and experience in the area and is considered above entry-level practice.

M – Met/Competent – The intern demonstrates sound knowledge, confidence, and effective use of entry-level skills; seeks assistance after investigating potential solutions; little to no guidance or supervision is needed and is considered an entry-level practice

P – Progressing /Approaching Competency – The intern occasionally requires supportive or directive cues to apply principles; works at acceptable standards but is not entirely independent and is considered approaching entry-level practice.

NM – Not Met/Unsatisfactory – Requires frequent supportive cues; identified principles but needs direction to identify the application and is considered well below entry-level practice

NOO – No Opportunity to Observe. Skill was not observed during this rotation

		E	M	P	NM	NOO
CRDN 1.1	Select indicator of program quality and/or customer service and measure achievement of objective					
CRDN 1.3	Justify programs, products, services and care using appropriate evidence or data					
CRDN 1.5	Incorporate critical-thinking skills in overall practice					
CRDN 2.1	Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.					
CRDN 2.2	Demonstrate professional writing skill in patient documentation and/or education material					

CRDN 2.3	Demonstrate active participation, team work and contribution in group setting					
CRDN 2.4	Function as a member of an inter-professional team					
CRDN 2.5	Work collaboratively with NDTRs and/or support personnel in other disciplines.					
CRDN 2.6	Refer clients to other professionals (SW, RN...) and services as appropriate					
CRDN 2.7	Apply leadership skill to achieve desired outcomes Note to preceptor: (make appropriate nutrition recommendations)					
CRDN 2.8	Demonstrate negotiation skills (justify rationale for nutrition recommendations)					

CRDN 2.10	Demonstrates professional attributes in all areas of practice Note to preceptor: include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.					
CRDN 2.11	Show cultural humility in interactions with colleagues, staff, clients, patients and the public.					
CRDN 2.12	Implement culturally sensitive strategies to address cultural biases and differences.					
CRDN 3.1	Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings					
CRDN 3.2	Conduct nutrition focused physical examination					
CRDN 3.4	Design, implement and evaluate presentation to a target audience.					
CRDN 3.9	Develop nutrition education materials that are culturally and age appropriate and designed for the educational level of the audience					
CRDN 3.10	Use effective education and counselling skills to facilitate behavior change					
CRDN 3.11	Develop and deliver products programs or services that promote consumer health, wellness and lifestyle management					
CRDN 3.12	Deliver respectful science-based answers to client questions concerning emerging trends					
CRDN 3.14	Develop and evaluate recipes, formulas and menu for acceptability and affordability that accommodate the cultural diversity and health needs of various population, groups and individuals					
CRDN 4.1	Participate in management functions of human resources (such as hiring, training and scheduling).					

CRDN 4.3	Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects).					
CRDN 4.4	Apply current information technologies to develop, manage and disseminate nutrition information and data.					
CRDN 5.1	Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.					
CRDN 5.2	Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.					
CRDN 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).					
CRDN 5.5	Demonstrate the ability to resolve conflict.					
CRDN 5.7	Mentor others.					
CRDN 5.8	Identify and articulate the value of precepting.					

OVERALL EVALUATION: (Preceptor):

Additional comments from preceptor:

Comments from intern:

Signature of Preceptor Date

Signature of Intern Date

Life University - Dietetic Internship**Affective Evaluation**

Rate your satisfaction with the student's performance based on each of the following performance indicators:

		ME = Meets Expectations	P = Progressing	U = Unacceptable
		ME	P	U
8.	Prepared for rotation	Y	Y	Y
9.	Performed in ethical manner	Y	Y	Y
10.	Interpersonal skills	Y	Y	Y
11.	A team player	Y	Y	Y
12.	Oral Communication skills (concise, professional, diplomatic, respectful)	Y	Y	Y
13.	Written communication skills (organized; correct spelling/grammar)	Y	Y	Y
14.	Technical skills	Y	Y	Y
15.	Critical thinking/problem-solving skills	Y	Y	Y
16.	Organizational skills	Y	Y	Y
17.	Time management skills (completes work in a timely manner)	Y	Y	Y
18.	Ability to work independently	Y	Y	Y
19.	Punctual	Y	Y	Y
20.	Dressed appropriately	Y	Y	Y
21.	Followed procedures of the facility	Y	Y	Y
22.	Contributions to the facility.	Y	Y	Y
23.	Sought out opportunities for additional learning.	Y	Y	Y

Number of days tardy _____ Number of days absent _____ Were hours made up? _____

Please comment on strengths and any needs improvement checks.:

Signature of Preceptor _____

Date _____

Signature of Dietetic Intern _____

Date _____



Food Service Management Rotation

Intern Name: _____ Preceptor: _____
 Facility: _____ Dates: _____

Instructions: The intern will communicate the module requirements provided by internship faculty, in order to provide preceptor with recommendations on assignments, projects, discussions, etc., to cover the competencies (CRDNs) listed in this evaluation, over and above preceptor assigned duties. Please evaluate how well each competency is being performed by intern with regards to the Food Service Management competency requirements using the following criteria:

Key:

E – Exceeded/Exceptional – Intern demonstrates additional knowledge, skills, and experience in the area and is considered above entry-level practice.

M – Met/Competent – The intern demonstrates sound knowledge, confidence, and effective use of entry-level skills; seeks assistance after investigating potential solutions; little to no guidance or supervision is needed and is considered an entry-level practice

P – Progressing /Approaching Competency – The intern occasionally requires supportive or directive cues to apply principles; works at acceptable standards but is not entirely independent and is considered approaching entry-level practice.

NM – Not Met/Unsatisfactory – Requires frequent supportive cues; identified principles but needs direction to identify the application and is considered well below entry-level practice

NOO – No Opportunity to Observe. Skill was not observed during this rotation

		E	M	NI	DNM	NOO
CRDN 1.1	Select indicators of program quality and/or customer service and measure achievement of objectives. (temp monitoring, plate waste study, patient satisfaction survey)					
CRDN 1.2	Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice					
CRDN 1.3	Justify program, product, service and care using appropriate evidence or data.					
CRDN 1.5	Incorporate critical-thinking skills in overall practice					

CRDN 2.1	Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.					
CRDN 2.2	Demonstrate professional writing documentation and/or education material					
CRDN 2.3	Demonstrate active participation, teamwork and contribution in group setting					
CRDN 2.4	Function as a member of an inter-professional team					
CRDN 2.7	Apply change management strategies to achieve desired outcomes.					
CRDN 2.8	Demonstrate negotiation skills					

CRDN 2.10	Demonstrate professional attributes in all areas of practice include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic					
CRDN 2.11	Show cultural humility in interactions with colleagues, staff, clients, patients, and the public.					
CRDN 2.12	Implement culturally sensitive strategies to address cultural biases and differences.					
CRDN 3.7	Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.					
CRDN 3.8	Design, implement and evaluate presentation to a target audience.					
CRDN 3.9	Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience					
CRDN 3.10	Use effective education and counseling skills to facilitate behavior change					
CRDN 3.12	Deliver respectful, science-based answers to client/patient questions concerning emerging trends					
CRDN 3.13	Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.					
CRDN 3.14	Develop/Evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals?					

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

CRDN 4.8	Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment, and supplies.					
CRDN 4.10	Analyze risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness).					
CRDN 5.1	Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.					
CRDN 5.2	Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.					
CRDN 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).					
CRDN 5.5	Demonstrate the ability to resolve conflict.					
CRDN 5.6	Promote team involvement and recognize the skills of each member.					
CRDN 5.7	Mentor others.					
CRDN 5.8	Identify and articulate the value of precepting.					

OVERALL EVALUATION: (Preceptor):

Additional comments from preceptor:

Comments from intern:

Signature of Preceptor Date

Signature of Intern Date

Life University - Dietetic Internship**Affective Evaluation**

Rate your satisfaction with the student's performance based on each of the following performance indicators:

		U = Unacceptable		
		ME	P	U
		ME = Meets Expectations		
		P = Progressing		
15.	Prepared for rotation	Y	Y	Y
16.	Performed in ethical manner	Y	Y	Y
17.	Interpersonal skills	Y	Y	Y
18.	A team player	Y	Y	Y
19.	Oral Communication skills (concise, professional, diplomatic, respectful)	Y	Y	Y
20.	Written communication skills (organized; correct spelling/grammar)	Y	Y	Y
21.	Technical skills	Y	Y	Y
24.	Critical thinking/problem-solving skills	Y	Y	Y
25.	Organizational skills	Y	Y	Y
26.	Time management skills (completes work in a timely manner)	Y	Y	Y
27.	Ability to work independently	Y	Y	Y
28.	Punctual	Y	Y	Y
29.	Dressed appropriately	Y	Y	Y
30.	Followed procedures of the facility	Y	Y	Y
31.	Contributions to the facility.	Y	Y	Y
32.	Sought out opportunities for additional learning.	Y	Y	Y

Number of days tardy _____ Number of days absent _____ Were hours made up? _____

Please comment on strengths and any needs improvement checks.:

Signature of Preceptor _____ Date _____

Signature of Dietetic Intern _____ Date _____



Private Practice

Interns Name: _____ Preceptors Name: _____
 Facility: _____ Dates: _____

Instructions: Evaluate how well each competency is being performed by intern with regards to the private practice/wellness competency requirements.

Key:

E – Exceeded/Exceptional – Intern demonstrates additional knowledge, skills, and experience in the area and is considered above entry-level practice.

M – Met/Competent – The intern demonstrates sound knowledge, confidence, and effective use of entry-level skills; seeks assistance after investigating potential solutions; little to no guidance or supervision is needed and is considered an entry-level practice

P – Progressing /Approaching Competency – The intern occasionally requires supportive or directive cues to apply principles; works at acceptable standards but is not entirely independent and is considered approaching entry-level practice.

NM – Not Met/Unsatisfactory – Requires frequent supportive cues; identified principles but needs direction to identify the application and is considered well below entry-level practice

NOO – No Opportunity to Observe. Skill was not observed during this rotation

		E	M	P	NM	NOO
CDRN 1.1	Select indicators of program quality and/or consumer service and measure achievement of objective					
CDRN 1.2	Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.					
CDRN 1.3	Justify program, product, service, and care using appropriate evidence or data.					
CRDN 1.5	Incorporate critical-thinking skills in overall practice					
CRDN 2.1	Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.					

CRDN 2.2	Demonstrate professional writing skill in patient documentation and/or education material					
CRDN 2.3	Demonstrate active participation, teamwork and contribution in group setting					
CRDN 2.4	Function as a member of inter-professional teams.					
CRDN 2.6	Refer clients and patients to other professionals and services when needs are beyond individual scope of practice					
CRDN 2.7	Apply leadership skill to achieve desired outcomes Note to preceptor: (make appropriate nutrition recommendations)					
CRDN 2.8	Demonstrate negotiation skills					
CRDN 2.10	Demonstrates professional attributes in all areas of practice include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic					
CRDN 2.11	Show cultural humility in interactions with colleagues, staff, clients, patients and the public.					
CRDN 2.12	Implement culturally sensitive strategies to address cultural biases and differences.					

CRDN 3.1	Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings.					
CRDN 3.2	Conduct nutrition focused physical exams.					
CRDN 3.7	Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.					
CDRN 3.8	Design implement and evaluate presentation to a target audience.					
CDRN 3.9	Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience					
CRDN 3.10	Use effective education and counselling skills to facilitate behavior change					
CRDN 3.11	Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.					
CRDN 3.12	Deliver respectful, science-based, answers to client questions concerning emerging trends					
CRDN 3.14	Develop and evaluate recipes, formula and menus for acceptability and affordability that					

	accommodates the cultural diversity and health needs of various populations and groups					
CRDN 4.4	Apply current information technologies to develop, manage and disseminate nutrition information and data.					
CRDN 4.9	Engage in the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service, and value-based payment systems.					
CRDN 5.7	Mentor others					
CRDN 5.8	Identify and articulate the value of precepting.					

OVERALL EVALUATION: (Preceptor):

Additional comments from preceptor:

Comments from intern:

Signature of Preceptor Date

Signature of Intern Date

Life University -Dietetic Internship**Affective Evaluation**

Rate your satisfaction with the student's performance based on each of the following performance indicators:

		ME = Meets Expectations	P = Progressing	U = Unacceptable
		ME	P	U
22.	Prepared for rotation	Y	Y	Y
23.	Performed in ethical manner	Y	Y	Y
24.	Interpersonal skills	Y	Y	Y
25.	A team player	Y	Y	Y
26.	Oral Communication skills (concise, professional, diplomatic, respectful)	Y	Y	Y
27.	Written communication skills (organized; correct spelling/grammar)	Y	Y	Y
28.	Technical skills	Y	Y	Y
33.	Critical thinking/problem-solving skills	Y	Y	Y
34.	Organizational skills	Y	Y	Y
35.	Time management skills (completes work in a timely manner)	Y	Y	Y
36.	Ability to work independently	Y	Y	Y
37.	Punctual	Y	Y	Y
38.	Dressed appropriately	Y	Y	Y
39.	Followed procedures of the facility	Y	Y	Y
40.	Contributions to the facility.	Y	Y	Y
41.	Sought out opportunities for additional learning.	Y	Y	Y

Number of days tardy _____ Number of days absent _____ Were hours made up? _____

Please comment on strengths and any needs improvement checks.:

Signature of Preceptor _____ Date _____

Signature of Dietetic Intern _____ Date _____



Sports/Wellness Nutrition Rotation at Life University – Campus RD

Interns Name: _____ Preceptor: _____
 Facility: _____ Dates: _____

The intern will communicate the module requirements provided by internship faculty, in order to provide preceptor with recommendations on assignments, projects, discussions, etc., to cover the competencies (CRDNs) listed in this evaluation, over and above preceptor assigned duties. Please evaluate how well each competency is being performed by intern with regards to the clinical competencies using the following criteria:

Key:

E – Exceeded/Exceptional – Intern demonstrates additional knowledge, skills, and experience in the area and is considered above entry-level practice.

M – Met/Competent – The intern demonstrates sound knowledge, confidence, and effective use of entry-level skills; seeks assistance after investigating potential solutions; little to no guidance or supervision is needed and is considered an entry-level practice

P – Progressing /Approaching Competency – The intern occasionally requires supportive or directive cues to apply principles; works at acceptable standards but is not entirely independent and is considered approaching entry-level practice.

NM – Not Met/Unsatisfactory – Requires frequent supportive cues; identified principles but needs direction to identify the application and is considered well below entry-level practice

NOO – No Opportunity to Observe. Skill was not observed during this rotation

		E	M	P	NM	NOO
CRDN 1.2	Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.					
CRDN 1.3	Justify programs, products, services, and care using appropriate evidence or data					
CRDN 1.4	Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies					
CRDN 1.5	Incorporate critical-thinking skills in overall practice					
CRDN 2.1	Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards					

	of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics					
CRDN 2.2	Demonstrate professional writing skill in patient documentation and/or education material					
CRDN 2.3	Demonstrate active participation, teamwork, and contribution in group setting					
CRDN 2.4	Function as a member of an inter-professional team					
CRDN 2.7	Apply leadership skill to achieve desired outcomes Note to preceptor: (make appropriate nutrition recommendations)					
CRDN 2.8	Demonstrate negotiation skills <i>Note to preceptor: (justify rationale for nutrition recommendations)</i>					

CRDN 2.9	Actively contribute to nutrition and dietetics professional and community organizations.					
CRDN 2.10	Demonstrate professional attributes in all areas of practice. <i>Note to preceptor: include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic)</i>					
CRDN 2.11	Show cultural humility in interactions with colleagues, staff, clients, patients, and the public.					
CRDN 3.7	Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.					
CRDN 3.8	Design, implement and evaluate presentation to a target audience.					
CRDN 3.9	Develop nutrition education materials that are culturally and age appropriate and designed for the educational level of the audience.					
CRDN 3.10	Use effective education and counseling skills to facilitate behavior change.					
CRDN 3.11	Develop and deliver products programs or services that promote consumer health, wellness, and lifestyle management.					
CRDN 3.12	Deliver respectful science-based answers to client questions concerning emerging trends.					
CRDN 3.14	Develop and evaluate recipes, formulas and menu for acceptability and affordability that accommodate the cultural diversity and health needs of various population, groups and individuals.					

CRDN 5.1	Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.					
CRDN 5.2	Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.					
CRDN 5.5	Demonstrate the ability to resolve conflict.					
CRDN 5.6	Promote team involvement and recognize the skills of each member.					
CRDN 5.7	Mentor others.					
CRDN 5.8	Identify and articulate the value of precepting.					

OVERALL EVALUATION: (Preceptor):

Additional comments from preceptor:

Comments from intern:

Signature of Preceptor Date

Signature of Intern Date

Life University - Dietetic Internship

Affective Evaluation

Rate your satisfaction with the student’s performance based on each of the following performance indicators:

		ME = Meets Expectations	P= Progressing	U = Unacceptable
		ME	P	U
29.	Prepared for rotation	Y	Y	Y
30.	Performed in ethical manner	Y	Y	Y
31.	Interpersonal skills	Y	Y	Y
32.	A team player	Y	Y	Y
33.	Oral Communication skills (concise, professional, diplomatic, respectful)	Y	Y	Y
34.	Written communication skills (organized; correct spelling/grammar)	Y	Y	Y
35.	Technical skills	Y	Y	Y
42.	Critical thinking/problem-solving skills	Y	Y	Y
43.	Organizational skills	Y	Y	Y
44.	Time management skills (completes work in a timely manner)	Y	Y	Y
45.	Ability to work independently	Y	Y	Y
46.	Punctual	Y	Y	Y
47.	Dressed appropriately	Y	Y	Y
48.	Followed procedures of the facility	Y	Y	Y
49.	Contributions to the facility.	Y	Y	Y
50.	Sought out opportunities for additional learning.	Y	Y	Y

Number of days tardy _____ Number of days absent _____ Were hours made up? _____

Please comment on strengths and any needs improvement checks.:

Signature of Preceptor _____

Date _____

Signature of Dietetic Intern _____

Date _____

APPENDIX O: Unsatisfactory Performance/Remediation Plan Policy

UNSATISFACTORY PERFORMANCE & REMEDIATION PLANS

Effective Date: 8/29/2022

Approval Date: 8/29/2022

Revised Date:

Purpose: To provide guidelines for determining unsatisfactory performance and the procedure for a remediation plan.

Scope: For all clinical education type programs (ACEND)

Policy title: Unsatisfactory performance and remediation plans

Students and Interns are expected to make sufficient progress on their knowledge, skills, abilities, and competencies during the Program's clinical education/supervised practice rotations and/or didactic portion. The student/interns must adhere to a high standard of professionalism and conduct (as defined by the Professional Organization Code of Ethics (ACEND/CAATE) and LU Code of Conduct and Honor Code).

If a student is not meeting the Program's expectations, the Preceptors or Program Administrator(s) will address the deficiencies and create a remediation plan if warranted. A **remediation plan** will be created if the Intern is consistently not meeting the requirements of the Program, which may include but are not limited to lack of clinical competency (skills/CRDNs), academic jeopardy (didactic), and/or lapses in professional judgment, (tardiness, absenteeism, unprofessional behavior), etc.

Procedures:

1. Any time during a rotation, if a Preceptor identifies that an intern is demonstrating unsatisfactory progress, this procedure will be followed:
 - The Preceptor at the affiliating institution will notify the Intern of their unsatisfactory performance and the Program Administrator.
 - A conference will be held with the Intern, the affiliating institution's Preceptor, and the DI Director. At this time, a written plan for remediation identifying specific knowledge and skills that must be satisfactorily demonstrated and the expected time frame for completion will be developed and signed by all the parties at the conference.
2. The student's performance will be considered unsatisfactory if the final Preceptor evaluation denotes any competency performance below the "MET-COMPETENT" rating (P, NM, NO).
 - The DI faculty will review each Preceptor's final evaluation during the Program. If any competency is below the met level, a meeting will be scheduled with the student, Preceptor, and DI faculty.
 - A remediation plan will be created, identifying the competencies and strategies for the student to address to ensure the Intern is competent in all areas in accordance with the 2022 ACEND Standards for dietetic internships.

- Suppose the Intern does not meet all the required competencies' acceptable performance level before the end of the Program. In that case, they must repeat and meet the competency identified as deficient or all of a rotation that offers **said** competencies. The make-up rotation will be completed during the Intern's scheduled off time or after the regular program year's conclusion, not exceeding the 150% program completion time. There is no guarantee that the same site or rotation will be available. Verification statements and graduation from the Program may be delayed.

Remediation Plan Guidelines

If a student is struggling in multiple areas, separate remediation plans are established for each at-risk behavior. The DI Director initiates the remediation process in consultation with the Preceptor or faculty as soon as an at-risk intern is identified. The DI Administrator is responsible for meeting with the Intern to discuss the identified concerns and develop an individualized remediation plan. The remediation plan must be documented on the form "DI Intern Remediation Agreement" (see attached) and meet the following guidelines:

- The Remediation Plan must clearly describe the Area (s) of deficiency.
- Remediation outcomes must identify specific, measurable goals the student/intern must attain or perform to demonstrate success.
- Remediation activities must be individualized to the Intern's Area of weakness. They may include, but are not limited to, completion of suggested computer-based practice tests, written review materials, modules, practice questions, instructor-developed materials, hands-on skill practice, or any other materials/methods suggested by the Preceptor and/or DI Administrator.
- A time frame for completion must be agreed upon and documented in the remediation plan.
- The remediation form must be signed by DI Director, Preceptor, and Intern.

Once the remediation plan is signed, the Intern has until the established deadline for completion to meet the remediation outcomes. The DI Administrators and Preceptors will be available to support the Intern during this time. Still, it is the Intern's responsibility to contact the Preceptor/DI Administrators to request additional assistance if/when needed. When the deadline for completion has passed, the faculty member is responsible for meeting with the student to determine whether the remediation outcomes have been met. If the evidence supports the successful attainment of remediation outcomes, the remediation plan will be considered complete once Preceptor/DI Administrator and Intern sign it. If the evidence does not support the successful attainment of remediation outcomes, the remediation will be regarded as unsuccessful. Unsuccessful remediation signifies the Intern is unable to master a core competency or requirement, which may delay graduation and attainment of the verification statement or termination from the Program.

Other Notes:

DI INTERN REMEDIATION PLAN & AGREEMENT

Intern Name: _____ Preceptor/DI Administrator: _____

Remediation: Specific Area of Remediation:

_____ Lack of Clinical Competence (Core Competencies) _____ Academic jeopardy _____ Lapse in Professional Judgement

Describe Area(s) of Concern:

Date Implemented	Remediation Outcome(s)	Remediation Plan	Deadline for Completion	Confirmation of Agreement
	<i>The Intern will:</i>			Intern Signature:
				Preceptor Signature:
				DI Administrator Signature:
Evaluation Date	Review of Remediation Outcome(s)	Evaluation of Remediation Plan		
		Successful		Unsuccessful
		Intern Signature:		Intern Signature:
		Preceptor Signature:		Preceptor Signature:

DI Program Administrator: _____

Date: _____

APPENDIX P: Termination Policy

TERMINATION

Effective Date: 2015

Revised Approval Date: 8/26/2022

Revised Date: 7/22/2022

Purpose: To provide guidelines for termination of an Intern in the Dietetic Internship program.

Scope: Dietetic Internship Program

Policy title: Termination

A Dietetic Intern may be terminated for any of the following:

- If in violation of the Academy of Nutrition and Dietetics professional Code of Ethics or Life University's Honor Code;
- For inability to meet the minimum requirements for didactic or clinical, food service, community nutrition, or elective rotation assignments;
- Failure to complete the required number of supervised practice hours and other program requirements within 13.5 months (150% of the program length);
- Failure to meet the requirements of a remediation plan;
- Any violation of HIPAA and/or FERPA violations;
- Failure to meet the corrective action plan mandated through the disciplinary action policy;
- Or any other egregious action;
- For jeopardizing the continuation of a partnership between Life University and affiliates.

Procedures:

Other Notes:

APPENDIX Q: Complaints

PRECEPTOR COMPLAINT

Effective Date: 8/26/2022

Approval Date: 8/26/2022

Revised Date:

Purpose: Provide a process for Preceptors to file a complaint regarding any CGUS Program that utilizes precepted sites as part of the educational Program.

Scope: For any Preceptor that works with a Life University student/Intern.

Policy title: Preceptor Complaint

Preceptors who have a complaint related to one of L.U.'s educational programs may submit the complaint to the appropriate Program Administrator. A complaint form is submitted to the Director with the nature of the complaint explained with options for resolutions. If questions are not satisfactorily handled or the complaint adequately addressed, the Preceptor should go to the Assistant Dean of the area. The next step in the complaint process is for the Preceptor to go to the Associate Dean of the College and then to the Dean if needs are not satisfactorily met through the Associate Dean.

If the complaint is related to the Program's compliance with ACEND accreditation standards, then the Preceptor should bring the complaint in written Form to the attention of the Internship Director. The Internship Director will use discretion to determine the fairest, most effective, and most efficient mechanism to address the complaint on a case-by-case basis. The procedure will follow the above complaint process. If the Preceptor feels options for resolution of the complaint with the Program and Institution have been exhausted without a successful solution, the complaint may be submitted to ACEND. A copy of the accreditation standards and/or ACEND's policy and procedure for submission of complaints may be obtained by contacting staff at the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995.

ACEND website: <https://eatrightpro.org/acend>

All complaints are kept on file within the appropriate offices for seven years.

Procedures:

Other Notes:

Appendix Q - Preceptor Complaint FormPlease Print

COMPLAINANT INFORMATION			
Name of Preceptor Filing the Complaint		Email (if available)	
Address	City, State, Zip		Daytime Telephone Area/No.
ROTATION SITE LOCATION			
Rotation Site			Telephone Area/No.
Address	City	State	Zip
COMPLAINT INFORMATION			

First date on which the event(s) occurred:

Please describe your complaint in detail. Include the names(s) of individual(s) involved, locations and dates

Attach supporting document for each alleged violation. The complaint will not be processed without supporting documentation.

If yes, please include the name(s) of any individual(s) you contacted and what actions have been made.

Recommendations for resolving the issue/complaint:

SIGNATURE	
Complainant/Preceptor Signature	Date Signed

DI Director Signature

Date Signed

APPENDIX R- TERMINOLOGY

Professional Terminology

In order to maintain consistency in the program, it is important that basic program terminology has the same meaning to all personnel involved in the Nutrition Programs offered at Life University. (This may include field experiences/practicums (for undergraduates). The following terminology and abbreviations are used throughout this manual.

General Terminology

ACEND:

The **Accreditation Council for Education in Nutrition and Dietetics** is the accrediting agency for education programs preparing students for careers as registered dietitian nutritionists or nutrition and dietetics technicians, registered.

CDR:

The **Commission on Dietetic Registration** is the credentialing agency for the Academy of Nutrition and Dietetics. More than 100,000 dietitians and dietetic technicians across the country and the world have taken CDR exams over the past several decades.

Program Terminology

Dietetic Internship (DI) -

A dietetic internship is a program taken after DPD requirements are met for students that are applying to take the Registered Dietitian Board exams. Supervised nutrition practice is typically offered to cover required competencies (CRDNs) in three or more settings: clinical (hospital and outpatient), community (for instance, working with a nonprofit or a government-sponsored/public health organization), and food service management (e.g., in a public school system, hospital, or university).

Competencies or CRDNs –

These competencies were developed by ACEND. All dietetic students/interns must learn, practice, and be evaluated on all these competencies before sitting for the Board of Certification (CDR) exam. The competencies are classified into various domains. (See appendix C above)

Education Setting or Site - This is any facility that has a formal or informal contractual agreement with the sponsoring university and the nutrition program. This facility employs preceptors who are responsible for providing a learning experience for students/interns.

Supervised Practice

ACEND has defined this term as "constant visual and auditory interaction" between the student and the clinical preceptor. This daily supervision of students must include multiple opportunities for evaluation and feedback between both parties.

A preceptor must also be present to intervene if there is an emergency. Therefore, not only does direct supervision provide an adequate educational experience, but it also helps prevent any legal concerns for the student, the program(s), and the institution or facility.

According to the Georgia Licensure laws, students must be supervised by Georgia licensed RDNs in both the community and the clinical settings. For food service management, the site/facility should have an RDN as a part of the organizational structure; however, a Food service management preceptor does not have to be an RDN.

The preceptor is responsible for planning, directing, and evaluating the student's experiences and competencies. Supervision involves daily visual and audible contact at all sites at which the student is assigned.

Software Specifics

Typhon – We use this software application for tracking supervised practice hours. Typhon is designed specifically as a Student Tracking System that provides logging, tracking, and managing student data abilities.

ACEMAPP – Many facilities use specific onboarding software. ACEMAPP is an example of this. It is purported to provide a collaborative platform for health care education, recruitment, and professional development by providing a secure online platform for schools to manage student clinical experiences.

Any other onboarding requirements – Sites and facilities may have their own onboarding requirements specific to their mode of practice. Onboarding as a term refers to any requirements that an intern/student has to meet before they can begin being supervised by a preceptor. It may be studying various modules, signing various agreements, going through a site orientation, etc.

Program Personnel

Dietetic Internship Program Director (DI) –

This person is employed by the sponsoring university and is responsible for the organization and administration of all aspects of the educational program – academic and clinical education. This also includes budgetary input and curriculum planning/development.

Dietetic Internship Program Coordinator

This person is employed by the sponsoring university and is responsible for coordinating the clinical, community, food service management, and elective portions of the educational experiences of interns. This individual teaches and evaluates students' competencies as well.

Preceptor

A person who is appropriately credentialed, identified, and trained to provide instruction and evaluation of the competencies and/or knowledge requirements.

Dietetic Interns - These student interns are in-training and must complete both the academic and supervised practice and didactic education requirements established by ACEND to gain verification to take their CDR board exams.

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