

**Concordia College
Dietetic Intern
Handbook
2015-16 Edition***

***All previous handbooks should be considered void**

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I. PROGRAM APPROVAL

The Concordia College Department of Food, Nutrition, and Dietetics and Concordia College Dining Services applied for full accreditation as a dietetic internship by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (A.N.D.) in January 2003. The program was granted accreditation for the maximum of 10 years. In 2013, the dietetic internship was again reaccredited for the maximum of 10 years. The program is designed to meet the practice requirements for a dietetic internship. Graduates of the internship will be given a verification statement, indicating that they have completed the practice requirements and will be eligible to apply to take the National Registration Examination for Dietitians.

The Concordia College Dietetic Internship is a cooperative program between Concordia College and area facilities. During the 44 weeks of experience, interns will spend a week in orientation and an average of 16-17 weeks in a foodservice management rotation, 13-14 weeks in a clinical nutrition rotation, and 11-12 weeks in a community nutrition rotation. These rotations will include working in inpatient hospitals and outpatient clinics, long-term care facilities, WIC clinics, college, elementary, and high school food services, Extension services, and public health facilities.

II. COLLEGE PHILOSOPHY

The purpose of Concordia College is to **“influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life”**.

Concordia is a liberal arts college of the Evangelical Lutheran Church in America. As an institution of higher education, it seeks to enable interns to discover their interests, prepare for their careers, and acquire tools and motivation for a lifelong process of learning. As a college of the church, Concordia seeks to equip interns with the knowledge, methods, attitudes, and discipline needed for a lifetime of service to God and others.

Through active participation in various learning opportunities, Concordia College students will strive to become liberally educated. The **Goals for Liberal Learning** describe expectations for student learning in the Core Curriculum. These goals are listed below:

Goal 1: Instill a love for learning

- Demonstrate an ability to learn independently (seek opportunities to learn)
- Appreciate that learning is a lifelong process
- Obtain information needed to make informed judgments

Goal 2: Develop foundational skills and transferable intellectual capacities

- Express ideas effectively
- Make decisions and solve problems by engaging in creative and critical thinking

- Access and evaluate a variety of sources of information
- Consider multiple perspectives when developing solutions to problems

Goal 3: Develop an understanding of disciplinary, interdisciplinary, and intercultural perspectives and their connections

- Demonstrate proficiency in a discipline
- Demonstrate that problem solving involves multiple perspectives and tools

Goal 4: Cultivate an examined cultural, ethical, physical, and spiritual self-understanding

- Understand the influence of a religious worldview
- Appreciates the aesthetic dimensions of life
- Identify the factors that contribute to self-understanding
- Identify how personal, interpersonal, social, cultural, and religious factors shape people's identity

Goal 5: Encourage responsible participation in the world

- Demonstrate ethical commitment by making critical, principled decisions
- Demonstrate intercultural competence
- Apply academic learning to one's personal, professional and civic lives
- Apply knowledge and skills to influence the affairs of the world

III.

MISSION AND PHILOSOPHY STATEMENT OF THE DIETETIC INTERNSHIP

The Mission of the Dietetic Internship at Concordia College is to prepare thoughtful, caring, and competent Registered Dietitians who are leaders in the field of nutrition and dietetics.

IV.

GOALS AND OBJECTIVES OF THE DIETETIC INTERNSHIP

Goal 1. The program will develop thoughtful and competent entry-level dietetics professionals who are leaders in the field of dietetics and nutrition.

Outcome Measures:

- Over a five-year period, 70% or more of program graduates who sought employment in dietetics will be employed within 12 months of program completion.
- Over a five-year period, 80% of interns will successfully complete the dietetic internship program within 67 weeks (150%) of the time planned for completion.
- Over a five-year period, the pass rate for program graduates taking the registration examination for the first time will be at least 80%.
- Over a five-year period, 80% of program graduates will pass the registration examination within one year of taking the exam for the first time.
- Over a five-year period, 80% of program graduates will report participation in their local dietetics affiliate.

Goal 2. The program will prepare interns for advancement into management or leadership positions in dietetics.

Outcome Measures:

- Utilizing a survey of employers of program graduates, over a five-year period, 85% of respondents will indicate the graduate scores “average” or “above average” on qualities related to leadership and management.
- Over a five-year period, 80% of interns will score a ‘3’ or higher on their management staff relief as measured on their food service management competency grid.

Yearly outcome data is available on request by contacting the program director at wagner@cord.edu

**V.
ACCREDITATION REQUIREMENTS**

Dietetics education programs voluntarily apply to the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (A.N.D.) for accreditation by submitting a self-study application, which shows that the program meets its goals and the ACEND Standards of Education. Any questions regarding this process can be directed to ACEND.

Contact information for ACEND:
120 South Riverside Plaza, Suite 2000
Chicago, Illinois 60606-6995
Phone: 800-877-1600 ext. 5400
Website: <http://www.eatrightacend.org/ACEND/>

**VI.
REQUIREMENTS TO BECOME A REGISTERED DIETITIAN/NUTRITIONIST**

Requirements for Registration are established by the Commission on Dietetic Registration (CDR). The present eligibility requirements are described on the ACEND page of the Academy of Nutrition and Dietetics website <http://www.eatrightacend.org/ACEND/> and include the following:

- A. Academic Preparation
1. Complete a minimum of a bachelor’s degree at a U.S. regionally accredited university or college and course work accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) of the Academy of Nutrition and Dietetics.
 2. Receive a completed verification statement by a Director of a Didactic Program in Dietetics, indicating completion of academic requirements for eligibility to complete a dietetic internship.

3. Complete an ACEND[®]-accredited supervised practice program at a healthcare facility, community agency, or a foodservice corporation, or combined with undergraduate or graduate studies. Typically, a practice program will run six to twelve months in length.
 - a. Accredited Dietetic Internship
 - b. Accredited Coordinated Program
 - c. Individualized Supervised Practice Pathways (ISPPs)
 4. Pass a national examination administered by the Commission on Dietetic Registration (CDR). Information about the examination can be found on the CDR website www.cdrnet.org
 5. Complete continuing professional education requirements to maintain registration.
- B. Verification of Educational Program
Upon successful completion of the Dietetic Internship at Concordia College, the Dietetic Internship Director will issue to the graduate a verification statement, which indicates completion of supervised practice requirements for eligibility to write the registration examination.
- C. Licensure
In addition to the preceding requirements for registration, the state of Minnesota has a licensure requirement. Minnesota statutes define licensure and states in 148.630(a): No person may engage in dietetics or nutrition practice unless the person is licensed as a dietitian or nutritionist by the Board. Additional information is available at: <http://mn.gov/health-licensing-boards/dietetics-and-nutrition/home/> Several other states also have licensure/certification requirements, including North Dakota, Wisconsin, Arkansas, Massachusetts, Texas, and Vermont. For more information about licensure requirements in these states, see the state licensure agency contact list posted on the Commission on Dietetic Registration website <https://www.cdrnet.org/state-licensure-agency-list>
- D. Academy of Nutrition and Dietetics Membership Information: As an intern enrolled in an ACEND[®]-accredited dietetic internship in a regionally accredited university, you are eligible for student membership in the Academy of Nutrition and Dietetics. Membership is required for the Concordia College Dietetic Internship. Membership benefits include:
- *Subscription to the *Journal of the Academy of Nutrition and Dietetics*
 - *Access to the A.N.D. Evidence Analysis Library
 - *Reduced fees for A.N.D.'s Annual Meeting and other educational programs
 - *Automatic membership in the state dietetic association
 - *Discounts on professional publications and merchandise
 - *Access to food and nutrition information from the A.N.D. Knowledge Center.
- Contact the Knowledge Center at knowledge@eatright.org or at 1-800-877-1600 Ext. 4853 or 4784.

Visit the Academy of Nutrition and Dietetics website <http://www.eatrightpro.org/> or contact the Internship Director if you have questions about how to apply for membership.

VII. CODE OF ETHICS FOR THE PROFESSION ON DIETETICS

Preamble:

The Academy of Nutrition and Dietetics (A.N.D.) and its credentialing agency, the Commission on Dietetic Registration (CDR), believe it is in the best interest of the profession and the public it serves to have a Code of Ethics in place that provides guidance to dietetics practitioners in their professional practice and conduct. Dietetics practitioners have voluntarily adopted a Code of Ethics to reflect the values and ethical principles guiding the dietetics profession and to outline commitments and obligations of the dietetics practitioner to the public, clients, the profession, colleagues, and other professionals.

Application:

The Ethics Code applies in its entirety to members of the Academy of Nutrition and Dietetics who are Registered Dietitians (RDs) or Dietetic Technicians, Registered (DTRs). Except for aspects solely dealing with membership, the Code applies to all RDs and DTRs who are not members of the Academy of Nutrition and Dietetics. All of the aforementioned are referred to in the Code as “dietetics practitioners”. By accepting membership in the Academy of Nutrition and Dietetics and/or accepting and maintaining Commission on Dietetic Registration credentials, members of the Academy of Nutrition and Dietetics and the Commission on Dietetic Registration credentialed dietetics practitioners agree to abide by the Code.

Principles:

- 1. The dietetics practitioner conducts himself/herself with honesty, integrity, and fairness.*
- 2. The dietetics practitioner supports and promotes high standards of professional practice. The dietetics accepts the obligation to protect clients, the public, and the profession by upholding the Code of Ethics for the Profession of Dietetics and by reporting perceived violations of the Code through the processes established by A.N.D. and its credentialing agency, CDR.*
- 3. The dietetics practitioner considers the health, safety, and welfare of the public at all times.*
- 4. The dietetics practitioner complies with all laws and regulations applicable or related to the profession or to the practitioner’s ethical obligations as described in this Code.*
- 5. The dietetics practitioner provides professional services with objectivity and with respect for the unique needs and values of individuals.*
- 6. The dietetics practitioner does not engage in false or misleading practices or communications.*
- 7. The dietetics practitioner withdraws from professional practice when unable to fulfill his or her professional duties and responsibilities to clients and others.*

8. *The dietetics practitioner recognizes and exercises professional judgment within the limits of his or her qualifications and collaborates with others, seeks counsel, or makes referrals as appropriate.*
9. *The dietetics practitioner treats clients and patients with respect and consideration.*
10. *The dietetics practitioner protects confidential information and makes full disclosure about any limitations on his or her ability to guarantee full confidentiality.*
11. *The dietetics practitioner, in dealing with and providing services to clients and others, complies with the same principles set forth above in “Responsibilities to the Public” (Principles #3-7)*
12. *The dietetics practitioner practices dietetics based on evidence-based principles and current information.*
13. *The dietetics practitioner presents reliable and substantiated information and interprets controversial information without personal bias, recognizing that legitimate differences of opinion exist.*
14. *The dietetics practitioner assumes a life-long responsibility and accountability for personal competence in practice, consistent with accepted professional standards, continually striving to increase professional knowledge and skills and to apply them to practice.*
15. *The dietetics practitioner is alert to the occurrence of a real or potential conflict of interest and takes appropriate action whenever a conflict arises.*
16. *The dietetics practitioner permits the use of his or her name for the purpose of certifying that dietetics services have been rendered only if he or she has provided or supervised the provision of those services.*
17. *The dietetics practitioner accurately presents professional qualifications and credentials.*
18. *The dietetics practitioner does not invite, accept, or offer gifts, monetary incentives, or other considerations that affect or reasonably give an appearance of affecting his/her professional judgment.*
19. *The dietetics practitioner demonstrates respect for the values, rights, knowledge, and skills of colleagues and other professionals.*

For more information on the Academy of Nutrition and Dietetics/Commission on Dietetic Registration Code of Ethics for the Profession of Dietetics, see the following source:

American Dietetic Association (2009). American Dietetic Association/Commission on Dietetic Registration Code of Ethics for the Profession of Dietetics and Process for Consideration of Ethics Issues. *Journal of the American Dietetic Association*, 109(8): 1461-67.

VIII. ADMISSION REQUIREMENTS

Concordia College is an equal opportunity employer. Qualified applicants are considered for the internship without regard to race, color, creed, ancestry, sex, marital status, national origin, pregnancy, sexual orientation, age, physical or mental disability, religious affiliation, veteran status or status with regard to public assistance.

To be considered, applicants must have an original Verification Statement indicating they have completed the didactic requirements and are eligible to complete a dietetic internship. Preference is given to applicants who have attained a 3.0 GPA and have relevant work and volunteer experience.

- The program uses the on-line dietetic internship centralized application system, DICAS.
 - DICAS will be available in fall/winter 2015 for the spring 2016 match. The on-line application must be completed for our program by 11:59 p.m. Central Time on the deadline date designated by DICAS.
 - The fee to use DICAS is \$40 for the first application submitted and \$20 for each additional application.
 - Applicants must also register online for computer matching and select dietetic internship priority choices by 11:59 p.m. Central Time on the deadline date designated by D&D Digital Matching. There is a \$50.00 computer matching fee.
 - Applicants must submit a registration fee of \$25.00 to the Concordia College Dietetic Internship.
 - Applicants must submit a personalized letter of intent to the Dietetic Internship Program. This letter should include a discussion of why you are selecting the Concordia College Dietetic Internship and future goals in relation to internship experiences.
 - The Concordia College Dietetic Internship program maintains the option of conducting interviews of internship applicants; however, an interview is not required in order to be considered for our program.
- Students will be notified of their acceptance into the Internship by D&D Digital Matching on the Dietetic Internship appointment day in April as described on the D&D Digital application form.
- Students shall secure their spot in the Internship program by mailing a check for \$500.00 via certified mail as a non-refundable deposit to the program. The check should be made payable to the Concordia College Dietetic Internship and can be mailed to Meredith Wagner, Department of Nutrition and Dietetics, Concordia College, 901 8th Street South, Moorhead, Minnesota 56562. Meredith Wagner can be reached via phone at 218-299-3755.

IX. ACADEMIC CALENDAR AND SCHEDULE

The program provides 44 weeks of practical experiences. Within that time there is one week of orientation and one week of professional development.

Approximately forty percent of the experience will be in food service facilities. Interns will develop recipes, menus, budgets, and schedules for the food service and other

entities served by the food service. Interns will also provide in-services, nutrition education, and nutrition counseling. In addition, interns will conduct research that includes completing a review of literature, formulating hypotheses, gathering data, analyzing data, interpreting results, and formulating conclusions and recommendations based on findings.

Approximately thirty percent of the experience will be in community nutrition programs where interns will be divided among private practice, outpatient clinics, rural healthcare facilities, and public health departments. In these settings interns will develop public service announcements, develop products and arrange sensory evaluation panels for the food industry, write newsletters and articles, market products and services, conduct assessments of community needs, develop websites for agencies and private practices, create nutrition materials, and plan and present information at health fairs.

Approximately thirty percent of the experience will be at medical centers. Interns will do comprehensive assessment and evaluation of clients, conduct diet histories, develop nutrition care plans, evaluate outcomes, and interact daily with medical professionals in the care and treatment of medical conditions. They will also complete case studies, revise menus, outcomes research, prepare and present a review of literature on a clinical nutrition topic, and research coding and billing for medical nutrition therapy.

A two-week period will be spent in an elective rotation. It is the responsibility of each intern to locate, contact, and arrange for a two-week elective rotation during the timeframe designated on the master rotation schedule. The rotation can be in any domain of dietetics (clinical, community, foodservice, etc.) and can be located anywhere in the United States. Likewise, the rotation may be completed at a facility in which the intern is or has been scheduled to go, or at a facility not currently utilized by the Concordia College Dietetic Internship. Interns are responsible for all housing and travel accommodations during the elective rotation.

All elective rotations must be approved by the Internship Director. The following criteria* must be met in order for the elective rotation to be approved:

- A signed contract between Concordia College and the rotation facility must be obtained prior to the start of the rotation
- A main preceptor at the facility must be designated. This individual must be a Registered Dietitian or Dietetic Technician Registered, or other professional pre-approved by the Internship Director
- A minimum of 80 hours of supervised practice experience must be provided in the designated two-week period
- Majority of experiences provided throughout the rotation must fit within the scope of practice of a Registered Dietitian
- Experiences must be supervised practice experiences (cannot be a paid position)

Upon completion of the two-week elective rotation, the intern must submit a written report summarizing her/his experiences. This report should be double-spaced, in paragraph format, 12-point font, and approximately three pages in length. In addition, the intern must prepare a presentation detailing her/his experiences, which will be presented during an internship study session.

*Additional criteria may be required

Throughout the experiences preceptors and faculty work to ensure that interns begin at entry level projects and develop to the level of staff relief at each facility where they are assigned.

The program begins in July, provides one week of vacation and one week of professional development in December/January and ends in May the following year. Interns will be granted a vacation day for Thanksgiving and Easter. However, at some rotations the holiday may not be granted on the specific date.

Dietetic interns are expected to complete a minimum of 40 hours per week in supervised practice facilities for the entire internship period. Time off will be granted for illness and death in the family. The amount of time given for such circumstances will be based on the following guidelines:

Sick Time – Up to five days of sick time will be granted for the length of the internship program. Depending on the nature of the illness, interns may not be allowed at the rotation site. It is required that interns notify their current preceptor prior to the start of the workday if they are unable to come to work. Interns should also notify the Internship Director regarding their absence from the rotation site.

Funeral Leave – Up to three days will be allowed for the death of an immediate family member. Immediate family for this policy includes mother, father, sister, brother, spouse, child, mother-in-law, father-in-law, and grandparents.

Continuing Education – It is an expectation that interns acquire the equivalent of at least 15 Continuing Professional Education Units (CPEUs) for Registered Dietitians throughout the dietetic internship. Time spent attending professional meetings and webinars to earn CPEUs will not be counted as “missed” time from the internship. However, any time requested for continuing education will need to be approved by the preceptor and/or Internship Director in advance.

The amount of time an intern has missed for sick, funeral, and continuing education will be summarized at the bottom of each evaluation sheet for each specific rotation.

All time off requests need to be approved by the current preceptor. If the dietetic intern misses more than five total days of his/her internship, the Internship Director will meet with the intern and discuss how this time will be made up. Time must be made up in accordance with the supervised practice facility preceptor and Internship Director’s direction and approval.

*In order for a day at a supervised practice facility to be counted, the intern must be actively working for at least 75% of the eight-hour day (e.g. six hours). For example, if an intern begins the day at 8 a.m., begins feeling ill, and leaves the rotation site at noon, that day will count as a sick day.

X.

INTERNSHIP EXTENSION POLICY

All required activities, competencies, and assignments **MUST** be completed within a 44-week time period in order for the intern to successfully complete the dietetic internship and receive a verification statement. An extension to the internship will be granted **ONLY** under very rare **EMERGENCY** situations such as a documented medical emergency. An extension would be limited to one-week and is **NOT** guaranteed to the intern. A request for such an extension may be denied at any point by the Internship Director.

XI.

SUPERVISED PRACTICE FACILITY & PRECEPTOR SELECTION POLICY

Supervised practice facilities and preceptors are selected based on their ability to provide a quality experience for dietetic interns. Affiliation agreements between all supervised practice facilities and Concordia College are updated annually, unless arrangements for automatic renewal are made. Upon request, interns are able to review the affiliation agreement between Concordia College and a particular facility.

One preceptor at each supervised practice facility will be designated as the main preceptor, thereby agreeing to oversee the intern's experience in the facility, maintain communication with the intern and Internship Director, and complete the intern's final rotation evaluations. Main preceptors are selected and agreed upon by both the supervised practice facility administrators and the Internship Director.

Interns complete evaluations of all of the supervised practice facilities and preceptors they are assigned. These evaluations are used to assess whether the internship program has provided an adequate experience and met the learning goals of the rotation. Interns' individual evaluations of supervised practice facilities and preceptors are kept confidential; however, information presented in aggregate may be provided to facilities and/or preceptors upon request. It is also the intern's choice regarding whether or not to share his/her evaluation of the preceptor to the preceptor directly.

XII.

CONTINUING PROFESSIONAL EDUCATION REQUIREMENT

Dietetic interns are required to become a student member of the Academy of Nutrition and Dietetics. Dietetic interns are encouraged to attend Fargo-Moorhead Academy of Nutrition and Dietetics meetings, the Minnesota Academy of Nutrition and Dietetics regional meetings, North Dakota and/or Minnesota Academy of Nutrition and Dietetics annual meetings, and the regional meeting of the National Association of College & University Food Services. **Interns must acquire the equivalent of at least 15 Continuing Professional Education Units (CPEUs) for Registered Dietitians throughout the dietetic internship.** This can be achieved by attending local, regional, or state dietetic meetings, attending interdisciplinary meetings and/or webinars that provide CPEUs to RDs, or by completing any of the continuing professional education activities approved by the CDR. For a complete list, refer to the *Professional Development*

Portfolio Guide on the following website: <http://cdrnet.org/pdp/professional-development-portfolio-guide>. The facility at which the intern is practicing should cover any registration/travel/food/housing costs if the preceptor requires that the intern attend an event. If an intern chooses on her/his own to attend the event, she/he will need to request and receive approval from the preceptor to attend, and will be responsible for all costs associated with the event.

Membership in professional organizations provides opportunities for participation in workshops and conferences at the national, state, regional, and local level. It also provides for extended learning opportunities through group interactive experiences.

XIII. STANDARDS OF PROFESSIONAL BEHAVIOR

Dietetic interns are expected to adhere to the following guidelines (Also see *Concordia College Dietetic Intern Responsibilities* on p. 135-138):

1. Interns will not disrupt the operation of the cooperating facility.
2. Interns are expected to dress and conduct themselves in a **professional manner** at each facility. The standards may vary from facility to facility.
3. The institution reserves the right to adjust an intern's experience if conduct and/or dress do not meet standards.
4. The number of interns assigned to a facility, intern schedules, and objectives will be determined in cooperation with the cooperating department supervisor.
5. Interns will be provided an orientation to the cooperating facility including employee dress, confidentiality, human rights, ethical considerations, and liability.
6. Interns will function within the organizational framework of the cooperating facility; policies and procedures for the institution will be available to the interns. See *Concordia Dietetic Internship Dismissal and Program Fee Policies* (p. 139 & 140).
7. The cooperating facility has the right to withhold use of the facility for failure to follow its policies and procedures as well as accepted standards of health and behavior.
8. Transportation to cooperating facilities is the responsibility of the individual intern. (Estimated additional housing and transportation costs for the intern class of 2014-2015 were approximately \$1,850 for rotations outside the Fargo-Moorhead area).
9. Work hours will vary from rotation to rotation and within rotations so it is important for interns to be flexible and accommodating.
10. Interns may be required to have drug testing, fingerprinting, and/or criminal background checks in order to complete supervised practice at a particular facility. The costs associated with such tests are the responsibility of the dietetic intern.

11. Dietetic interns will not be paid for projects/activities completed as part of their supervised practice rotations and do not replace paid employees.

XIV. COST

The program fee (in place of any tuition) for the Concordia College Dietetic Internship is \$7,500. Meals plans for Concordia College Dining Services are available for purchase and can be used any time interns are on campus or completing rotations in the Fargo-Moorhead area. The Concordia College Dietetic Internship Program does not grant graduate credit and therefore federal financial aid is not available. Interns may be able to apply for an “economic hardship deferment” for their student loans. This type of deferment for Stafford or other government loans requires tax returns and/or a pay stub to verify income requirement is met. Interns may want to inquire about an Education Career Connections Loan from their bank. See *Concordia College Dietetic Internship Program Fee Payment Policy* (p. 140).

A portion of the internship program fee is used to purchase professional liability insurance through Concordia College. The liability insurance provides the intern with professional malpractice and liability insurance in the amount of one million/occurrence and three million aggregate.

Interns are required to apply for Student Membership in the Academy of Nutrition and Dietetics. The current cost is \$50 per year.

Upon admission, interns are required to complete an extensive background check through Orange Tree. Additional background information may be required at specific supervised practice facilities. Any fees associated with background checks, immunizations, fingerprinting, or other documentation required by outside supervised practice facilities are the responsibility of the dietetic intern.

Interns are required to have their own vehicle for transportation to internship sites. The total expense for transportation to required sites is approximately \$600. Housing for a single individual in all areas is available for approximately \$500 per month. Interns often share apartments to significantly reduce this expense. Interns should also expect to spend about \$20 total in portfolio supplies.

Some interns will have one or two 12 to 17-week rotations outside of the Fargo-Moorhead area. There is a chance that two housing leases may be needed during that time. If feasible, interns may also choose to commute to the rotation site rather than change housing.

Interns must assume personal responsibility for their own safe travel and comply with state automobile liability insurance requirements.

Health insurance is considered to be a private matter and interns who are injured or become ill have sole responsibility for any medical costs incurred.

XV. WITHDRAWALS AND REFUNDS

Should a dietetic intern, for whatever reason, withdraw from the Concordia College Dietetic Internship, a refund of the program fee, if applicable, is calculated. The amount of refund is determined by how much of the term has elapsed.

- First day of orientation – 100% refund less the deposit amount
- Second day to 10% of the internship – 90% refund less the deposit amount
- Between 11% and 25% point of internship – 50% refund less the deposit amount
- Between 26% and 50% point of the internship – 25% refund less the deposit amount
- After 50% point of the internship – 0 refund

XVI. GRADUATION REQUIREMENTS

Completion of the internship must be accomplished within 45 weeks (102% of planned time). In order to receive a verification statement from the Internship Director, interns must:

- Successfully complete at least 1720 hours of supervised practice
- Successfully complete all required supervised practice rotations, receiving a total score of 75% or higher on each competency score sheet
- Successfully complete all rotations and assignments, receiving an average of a '3' or higher on all ACEND competencies, including core competencies and competencies for food service management concentration as outlined in the curriculum
- Successfully complete the three assigned clinical case studies, receiving a 75% or higher on each clinical case study
- Receive an overall satisfactory performance evaluation of dietetic intern (a '3' or higher) on stated criteria in each supervised practice rotation
- Successfully pass (75% or higher) all required mock exams on or before May 1
- Successfully complete all required journal club presentations, receiving a '75' or higher on each journal club evaluation
- Provide payment of all program-related fees on-time as outlined in the program fee policy statement

XVII. CAMPUS RESOURCES

Concordia College is located in Moorhead, Minnesota, which is separated from Fargo, North Dakota by the Red River. The combined population of the metropolitan area is nearly 200,000. During the academic year, two other universities within the cities' limits enhance Concordia's resources: North Dakota State University in Fargo, and Minnesota State University Moorhead in Moorhead. Together, these three institutions of higher learning form a consortium called the Tri-College University. The Tri-College University system triples the number of courses and library resources available to area interns and

students. Transportation is available to the Tri-College Universities via a shuttle bus. Each college provides experiences in diversity, culture, and the arts via concert artists, lecturers, and art exhibits.

Nutrition and Dietetics Department

The Nutrition and Dietetics Department houses both an ACEND-accredited Didactic Program in Dietetics (DPD) and the ACEND-accredited Dietetic Internship. The Department includes two full-time doctoral-prepared faculty members and one part-time Master's-prepared faculty member. The Internship Director both directs the internship and teaches in the undergraduate DPD program.

The Nutrition and Dietetics Department and its faculty are available to dietetics interns for advisement.

Dining Services Department

Concordia College Dining Services is self-operated and is expected to be a revenue source for the College. The labor resources of Dining Services are extensive. The management team directs and supervises the work of supervisors, regular staff, and approximately two hundred and twenty-five employees. There are two registered dietitians within the management team.

The Dining Services has departments within it consisting of:

- Residence hall dining (Anderson Commons)
- Catering
- Short order cafeteria (The Maize)
- Coffee shop (Coffes Stop)
- Convenience store (The Korn Krib)
- Vending and concessions
- Contract services

To support these operations there is a scratch bakery, salad department, meal ingredient department, a warehouse, a custodial department, a full service office staff, and cooks. Dining Services serves approximately 4,000 meals per day at Concordia and sends another 1,000 meals per day to various contracts in the community. "Contract services" provides meals to the Moorhead Meals on Wheels Program and congregate feeding as well as several area daycare centers.

Dietetic interns completing rotations in Concordia College Dining Services are recognized as management-level employees of the Dining Service. They are given a work area complete with a computer, phone, and any supplies they need. Within the office of Dining Services, interns have access to color printing, fax, photocopying, scanning, and a conference room.

Library Resources

The Carl B. Ylvisaker Library features a large reference room, a curriculum center, a computer lab, and a reading room equipped with a PC computer cluster, a periodical reading lounge, a typing room and many individual study carrels. The library offers more than 300,000 books, 1,200 magazine subscriptions, 50 daily newspapers, and thousands of e-journals and databases. Dietetic interns have access to all these resources and will

utilize them in completing various activities, assignments, and competencies. Some of the journals that are available include: *Journal of Food Technology*, *Journal of Clinical Nutrition*, *New England Journal of Medicine*, *Science*, *Journal of Nutrition Education*, and the *Journal of the American Medical Association*.

Computer Services

ITS Solution Center provides a variety of services to all members of the College community. It provides a multimedia Computer Learning Center, and an audio-video learning center. The Solution Center provides services such as color photocopying, computer scanning, computer optical character recognition, fax, lamination, and audio duplication. Dietetic interns have access to the Solution Center, which is located in the Frances Frazier Comstock Theater.

Fitness Forum

Each dietetic intern is allowed access to the fitness facilities located on Concordia's campus. The Olson Forum features four side-by-side regulation basketball, volleyball, and tennis courts, encircled by a 200-meter competition running track. A wellness center located on the east balcony provides interns with the use of fitness and cardiovascular exercise equipment, each with individual television monitors.

Computer Facilities

Interns should check with her/his preceptor regarding access to and use of facility and/or personal computers at the rotation site. Interns are also free to come to Concordia if they are at another rotation and need access to computers or other resources. It is recommended that interns take personal laptops or IPADs with them to off-campus rotations pending approval by the preceptor.

Office of Communications

The Office of Communications is composed of the Media Relations and Publications department, Photo Studio, Online Services, Design and Print Shop. Media Relations and Publications department is the College's official liaison with the media. The department sends releases of coming events and College news to local, regional, and national media outlets, depending on the nature of the information.

In conjunction with the Photo Studio and Print Shop, the Publications Services of the Office of Communications produces most of the print material for the College and will also assist the interns in developing brochures, pamphlets, and other printed materials (fees may apply).

XVIII. HEALTH & SUPPORT SERVICES

The Kjos Health Center is located in the north wing of Hoyum Hall on the Concordia College campus.

- A. Services:** The Health Center provides service on an outpatient basis throughout the academic year. During the regular weekday office hours, interns may make an appointment for outpatient diagnosis and treatment of respiratory, gastrointestinal, genitourinary, skin, neuromuscular and orthopedic conditions; physical

examinations, graduate school application and premarital requests; psychiatric services and referrals; gynecological services, pregnancy testing, prenatal care; diagnosis and treatment of sexually transmitted diseases; laboratory tests; limited immunizations, TB screening; x-rays; EKG's; physical therapy; suture and suture removal; allergy injections; treatment of warts; nutrition and diet counseling; and referrals to specialists.

If the campus physician and staff feel an intern cannot be safely or reasonably treated as an outpatient at the College, they will arrange for hospitalization or referral to a specialist. After-hours emergency service is available at local hospitals and clinics. All medical records are considered privileged information, released only with the signed consent of the dietetic intern.

- B. Costs:** Nearly all examinations and consultations at the Health Center are available to interns at a reduced charge. Routine laboratory tests, pap smears, physical therapy treatments, medications, and allergy injections are administered to interns for a reasonable fee. All charges not covered by insurance will be the responsibility of the dietetic intern.
- C. Health insurance:** Health insurance is considered a private matter and the intern must locate health insurance individually. Certain supervised practice facilities may require interns to show proof of health insurance. Hospital and medical costs arising from injury or illness shall be the sole responsibility of the dietetic intern.
- D. Interns are required to provide appropriate documentation that they have received immunization for measles, mumps, rubella, and varicella during their lifetime and have a negative reading on a 2-step tuberculosis test within the past year. See *Concordia College Individual Immunization Verification Prior to Educational Experiences Form (p. 141-142)***
- E. Injury or illness:** It is very important that interns take the proper steps to ensure maintenance of health throughout the internship. Interns are discouraged from participating in internship experiences when they are suffering from any contagious illness. Interns with an illness or injury must notify their preceptor several hours before their schedule is to begin so proper schedule adjustment can be made. Likewise, interns are encouraged to also notify the Internship Director if they will be absent from their supervised practice facility. It is expected that interns not miss more than five days throughout the 44 weeks of the Dietetic Internship. Frequent or prolonged illness of more than 10 weekdays will require an extension of the internship to ensure completion of the required experiences. Such an extension will be granted at the discretion of the Internship Director and will not exceed a one-week period. All required assignments must be completed, but missed staff relief days will only be provided at the discretion of the preceptor. If it is determined that the intern is unable to make up assignments within the 44 weeks, plus one additional week if granted, the intern will not meet graduation requirements and thus, will not receive a verification statement.
- F. Personal health and well-being:** In order to effectively care for and provide service to others, interns must be able to appropriately manage their health, including physical, psychological, and emotional well-being. Outside assistance

should be sought and may be required if other interns, preceptors, and/or the Internship Director note a decline in the intern's health and well-being that presents a risk to the intern and/or others. Interns that potentially pose a risk to themselves or others may be required to be evaluated by an appropriately credentialed and licensed healthcare provider. Documentation of approval for continuation of supervised practice by an appropriately credentialed and licensed healthcare provider will need to be obtained and reviewed by the Internship Director in order for intern to continue with supervised practice/completion of the internship.

The Concordia College Counseling Center has compiled the following list of mental health services available throughout the Fargo-Moorhead area.

Organization	Address	City	State	Phone
Knowlton, O'Neill & Associates	1401 13 th Avenue East	West Fargo	ND	701-364-0060
Lakeland Mental Health Center	1010 32 nd Avenue South	Moorhead	MN	218-233-7524
Solutions Behavioral HealthCare Professionals	891 Belsly Boulevard	Moorhead	MN	218-287-4338
NDSU Community Counseling Services (No charge, donations accepted) *Services here are provided by advanced graduate students completing requirements toward their degree in counseling from NDSU's Counselor Education Program. Supervision is provided by doctoral students and faculty members of the Counselor Education Program at NDSU.	1919 North University Drive	Fargo	ND	701-231-9750
St. Sophies of ND	3137 32 nd Ave South–Ste. 223	Fargo	ND	701-365-4488
Discovery Counseling & Educational Center	115 University Drive North	Fargo	ND	701-237-4542
The Village Family Service Center	1401 8 th Street South 1201 25 th Street South	Moorhead Fargo	MN ND	218-451-4811 701-451-4900
Sanford Behavioral Health	1720 University Drive South (Inpatient) 100 South 4 th Street (Outpatient)	Fargo Fargo	ND ND	701-461-5350 701-234-3100
Prairie St. John's Clinics	510 4 th Street South	Fargo	ND	701-476-7216
Share House - Wellness Center	715 North 11 th Street – Ste 204	Moorhead	MN	218-233-6398
Share House	4227 9 th Avenue SW	Fargo	ND	701-282-6561
Share House Transitions Mental Health Center	505 40 th Street South – Ste. A	Fargo	ND	701-478-8440
<i>Emergency resources:</i> <i>Sanford Hospital (ER/Trauma) 701-234-5121 Prairie St. John's 701-476-7216</i> * NOTE: Have your insurance information on hand when you call to set up your appointment. The receptionists will assist you in making sure your insurance will cover at that particular agency.				

POLICIES

- A. Privacy:** Concordia College upholds the Family Education Rights and Privacy Act of 1974, which regulates access to individual intern files and their contents. Individual interns are granted the right to examine their files, which are kept by the institution. To do so, or for further information, they should contact the Internship Director.
- B. Intern accessibility:** To serve interns most effectively, the Internship Director and other Dietetic Internship administrators must have the means of communicating with all interns. Therefore interns are required to provide a local address and telephone number to the Internship Director and the preceptor at each site. Interns are also required to have e-mail access and must use the email account provided to them by Concordia College. Interns enrolled in off-campus programs must provide an address at which they can be reached. Any changes of local and/or permanent address should be reported to the Internship Director.
- C. Liability insurance:** Interns are required to carry liability insurance purchased through the College, which provides interns with professional malpractice, and liability insurance of \$1 million per occurrence, and \$3 million aggregate.
- D. Automobile insurance:** Interns must assume personal responsibility for their own safe travel and comply with state automobile liability insurance requirements.
- E. Background checks:** Upon admission, interns are required to complete a background check through Orange Tree. Additional background information may be required at specific supervised practice facilities. Any fees associated with background checks, immunizations, fingerprinting, or other documentation required by outside supervised practice facilities are the responsibility of the dietetic intern.
- F. General:** Any of the following actions render any member of the College community subject to disciplinary action. This list is not all-inclusive for other policies.
1. Dishonesty in academic pursuits such as cheating, plagiarism, and knowingly and willfully giving false personal information to the College.
 2. The altering of College documents, records, or ID cards with fraudulent intent.
 3. The obstruction or disruption of College or experience facility activities including public functions on the campus; the obstruction or disruption of teaching, research, administration, care of clients, or other authorized activities on the premises; physical abuse or mental harassment of any person on the premises or at sponsored or supervised functions on or off campus that may endanger the health and wellbeing of any person.
 4. Theft or embezzlement of, destruction of, damage to, unauthorized possession of, or inappropriate use of property belonging to the College, a member of the College community, campus guest, or an experience facility.
 5. Failure to comply with a proper order of a facility or College agency or official acting within the scope of his/her job description authority; refusal to identify oneself or falsely identifying oneself to an official upon the latter's request; knowingly making false or inaccurate statements or misrepresenting facts to an official.

6. Unauthorized entry or use of facilities; intentional obstruction that unreasonably interferes with freedom of movement, both pedestrian and vehicular, on campus or at an experience site; possessing, making or causing to be made any key to operate locks or locking mechanisms without proper authorization; or using or giving to another a key for which there has been no proper authorization.
7. Violation of published regulations, including rules governing housing facilities.
8. Violation of civil law on or off campus while in the Dietetic Internship.
9. Possession or use of firearms, explosives, articles or substances calculated to intimidate, disturb, or injure a member of the community.
10. Perjury, concealing evidence, or contempt of judicial board rulings.
11. Making false or inaccurate statements or misrepresenting facts to the College.

G. Disciplinary Procedures: When an action by a dietetic intern is perceived as a violation that requires disciplinary action the following procedures will be followed:

A preceptor's performance evaluation of dietetic intern or other indication (conversation with intern, phone call or email to Internship Director) of less than professional behavior/inadequate skill by an intern will result in a conference between the intern and Internship Director. The conference serves as the first warning to the intern. Resolution of the behavior/improvement on the skill is expected of the intern immediately (within one week).

If the behavior is not resolved/adequate improvement of skill is not immediately demonstrated (within one week), the intern will be issued a written warning and placed on probation. The warning letter, which will include terms of the probation, will be provided to the intern and a copy will be retained in the intern's file.

A report of, or witness to, the intern's failure or inability to resolve the behavior/appropriately improve the skill according to the terms of probation indicated in the warning letter will result in dismissal from the internship.

The following are considered major offenses and will result in immediate dismissal from the program: (1) Theft or embezzlement of, destruction of property belonging to the College, a member of the College community, campus guest, or of an experience facility (2) Violation of civil law on or off campus while in the Dietetic Internship. (3) Possession or use of firearms, explosives, articles or substances calculated to intimidate, disturb or injure a member of the community (4) Perjury, concealing evidence or contempt of judicial board rulings. Also see *Concordia College Dietetic Internship Dismissal Policy* (p. 139).

H. Procedures for Filing a Grievance: If an intern has a grievance with a preceptor, it should first be reported to the preceptor and a meeting between the intern and preceptor should occur. The second course of action is to report the grievance to the Internship Director. If the Internship Director deems it appropriate, a meeting will be arranged with the intern, preceptor, and Internship Director. If the grievance cannot be resolved, the Internship Director will arrange for a meeting with the Chair of the Department of Nutrition and Dietetics. If the grievance still cannot be resolved, the

Internship Director will arrange for a meeting that includes the Division Chair for Professional Programs. If the grievance is still not resolved, the Division Chair for Professional Programs will arrange for a meeting with the Dean of the College.

If an intern has a grievance with the Internship Director, it should first be reported to the Internship Director and a meeting between the intern and Internship Director should occur. If the grievance cannot be resolved, the Internship Director will arrange for a meeting with the Chair of the Department of Nutrition and Dietetics. If the grievance still cannot be resolved, the Internship Director will arrange for a meeting that includes the Division Chair for Professional Programs. If the grievance is still not resolved, the Division Chair for Professional Programs will arrange for a meeting with the Dean of the College.

If a preceptor needs to file a grievance regarding the Internship Director, they should first bring it to the attention of the Internship Director. If the grievance cannot be resolved, the preceptor should bring the grievance to the attention of the Chair of the Department of Nutrition and Dietetics. If the grievance is still not resolved, the Internship Director will arrange for a meeting that includes the Division Chair for Professional Programs. If the grievance is still not resolved, the Division Chair for Professional Programs will arrange for a meeting with the Dean of the College.

Dietetic interns or preceptors with unresolved complaints related to ACEND accreditation standards may submit a complaint directly to ACEND without fear of retaliation. Complaints should only be submitted to ACEND after all other options with the Internship and the College have been exhausted. The complaint must be written and signed by the complainant. Anonymous complaints will not be considered.

Contact information for ACEND:
Accreditation Council for Education in Nutrition and Dietetics
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995
Phone: 800-877-1600 Ext. 5400
Website: <http://www.eatrightacend.org/ACEND/>

XX. EVALUATION PROCEDURES

The evaluation process for the Dietetic Internship is as follows:

- During each rotation, preceptors (with the help of dietetic interns) track the intern's progress by recording when each competency is met on a competency grid. Each activity and associated competencies have a portfolio piece(s) to make evaluation more consistent. (See *Guidelines for Projects and Electronic Portfolios* on p. 85). The activities and level of mastery at each facility are recorded and represent progression of learning for the assigned competencies. A review of the completeness, accuracy, and thoroughness of the accomplished projects is done by the intern and preceptor. This helps to reveal the comprehensiveness of the assignment. The competency grid from the most recent rotation is shared with the

next preceptor to ensure that the level of difficulty is progressing for the same given competencies. This also helps to identify the intern's strengths and weaknesses since the grid requires evaluation and comments.

- Following completion of the rotation, the dietetic intern averages his/her score on each competency and records it on the appropriate competency score sheet. The competency score sheet is used to track progression of learning and successful completion of the rotation. Interns must receive a total score of 75% or higher on the competency score sheet to pass the rotation.
- In order to successfully complete the internship, dietetic interns must receive an average of a '3' or higher on all ACEND competencies, including core competencies and competencies for food service management concentration as outlined in the curriculum.
- The intern will complete the *Mid-Point Intern Performance Review* (p. 78) at the mid-point of each rotation that is five weeks or longer, and then arrange for a meeting with his/her preceptor. The preceptor will review the intern's self-appraisal and make comments. Both the intern and preceptor will sign the form and return it to the Internship Director. The purpose of this form is to solicit early feedback and suggestions for improvement before problems develop.
- The form titled *Rotation Goals and Reflection* (p. 79) is completed and reviewed by the intern and preceptor at the beginning and end of each rotation. This form helps to identify the intern's progress throughout the rotation and assists him/her in continuing to work towards existing goals or develop new goals.
- The preceptor(s) from each rotation reviews all assignments and assigns a score for each competency. The Internship Director reviews the portfolio, the competency grid, and the evaluations for each rotation.
- Preceptor performance evaluations of dietetic interns are used to assure the interns behavior professionally and possess adequate skills as well as to identify areas of strength and areas for improvement. The final evaluation from the most recent rotation is also shared with the next preceptor.
- The *Intern's Preceptor and Site Evaluation Form* (p. 82-83) is completed by the intern for each rotation site and preceptor(s). This form is used to assess whether the internship rotation site/preceptor has provided an adequate experience and met the learning goals.
- Study sessions and mock exams are administered throughout the internship experience. Interns must pass (75% or above) all required mock exams on or before May 1 in order to successfully complete the internship.
- Journal club assignments will be administered throughout the internship. Interns must receive a '75' or higher on each journal club evaluation in order to successfully complete the internship.

- In the clinical rotation, interns must complete the three assigned clinical case studies, receiving a 75% or higher on each, in order to successfully complete the internship.
- Each intern has a final meeting with the Internship Director. The intern's portfolios, preceptor evaluations, and self-evaluations are reviewed and synthesized during these meetings.
- There are many avenues for the sharing of information/evaluation/concerns between intern-to-preceptor, intern-to-Director, preceptor-to-intern, and preceptor-to-Director. These venues are e-mail, in-person conversations, phone conversations, conference calls, and on-site visits.

XXI. EVALUATION PROCESS

Weekly

- Weekly reflective journal entries are emailed to the Internship Director every Friday. In the weekly reflective journal, interns should provide the following:
 - Summary of experiences, including hours worked at a facility
 - Questions that were raised to you
 - What was the most difficult part of the week?
 - What was the most satisfying part of the week?
 - Questions that you have for the Internship Director

Weekly journal entries should be emailed to the Internship Director. Journal entries are **DUE every Friday by 7:00 p.m.** or on the last working day of the work week if a holiday falls during the week.

Journal entries should be free from spelling and grammar errors and be professional in nature. They may be submitted in the body of an email or in a Word document.

Mid-Point

- *Mid-Point Intern Performance Review* (p. 78) is submitted to the Dietetic Internship Director midway through the current rotation for rotations that are five weeks or longer.
- A mid-point meeting with the Internship Director may be scheduled sometime between weeks 20-24 of the internship if desired.

Conclusion of Rotations

- Electronic portfolios for all rotations are submitted to the Internship Director within one week of the ending of the intern's rotation. Each electronic portfolio should be saved on a flash drive and the flash drive submitted to the Internship Director.
- Hard copies of the following evaluation forms should be submitted to the Internship Director within one week of ending the intern's rotation. It is also

recommended that interns keep an electronic copy of these documents on their flash drive.

Community Rotation

Required Documentation:

- Community Rotation Competency Grid
- Concordia College Dietetic Internship Evaluation of Dietetic Intern - Community Nutrition
- Community Rotation Score Sheet
- Intern's Preceptor & Site Evaluation Form
- Intern's Self Evaluation
- Rotation Goals and Reflection
- Diet Instruction Critique #1
- Diet Instruction Critique #2 (completed by the same preceptor as #1 to adequately assess progress)
- Presentation Evaluation Form(s)

Clinical Rotation

Required Documentation:

- Clinical Rotation Competency Grid
- Concordia College Dietetic Internship Evaluation of Dietetic Intern – Clinical Nutrition
- Clinical Rotation Score Sheet
- Intern's Preceptor & Site Evaluation Form
- Intern's Self Evaluation
- Rotation Goals and Reflection
- Diet Instruction Critique #1
- Diet Instruction Critique #2 (completed by the same preceptor as #1 to adequately assess progress)
- MNT Patient Care Log
- Clinical Staff Relief Performance Evaluation Form
- Major Case Study Presentation Evaluation Form
- Presentation Evaluation Form(s)

Food Service Management Rotation

Required Documentation:

- Foodservice Management Competency Grid
- Concordia College Dietetic Internship Evaluation of Dietetic Intern - Foodservice Management
- Foodservice Management Score Sheet
- Intern's Preceptor & Site Evaluation Form
- Intern's Self Evaluation
- Rotation Goals and Reflection

- Once the Internship Director has completed her review of the intern's portfolio, a meeting will be scheduled with the intern to discuss the experience and evaluation of projects.
- The Internship Director is responsible for the assessment process of the internship that is required by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics.

Concordia College Dietetic Internship Community Rotation Syllabus

Site _____

Preceptor _____

Hours: M-F and weekends as assigned. Minimum of 40 hours/week. Total of 10-12 weeks (400-480 hours).

Prerequisites: Review community nutrition materials from undergraduate courses.

Description: Throughout this rotation, interns will become familiar with services offered in the community and surrounding areas, and the unique health needs of populations this facility serves. Interns will identify and develop solutions for obstacles to receiving health care, become familiar with grant writing and funding sources available for programming, and will perform staff relief in the form of independently planning and executing an education session(s) for either a group or a single client.

Objectives: By the end of this rotation, interns will have successfully met the following competencies:

- CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives
- CRD 1.2 Apply evidence-based guidelines, systematic reviews, and scientific literature in the nutrition care process and model and other areas of dietetics practice
- CRD 1.3 Justify programs, products, services and care using appropriate evidence or data
- CRD 1.4 Evaluate emerging research for application in dietetics practice
- CRD 1.5 Conduct projects using appropriate methods, ethical procedures, and data analysis
- CRD 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Academy's Score of Dietetics Practice Framework, Standards of Professional Performance, and Code of Ethics for the Profession of Dietetics
- CRD 2.2 Demonstrate professional writing skills in preparing professional communication (e.g. research manuscripts, project proposals, education materials, policies and procedures)
- CRD 2.3 Design, implement and evaluate presentations to a target audience
- CRD 2.4 Use effective education and counseling skills to facilitate behavior change
- CRD 2.5 Demonstrate active participation, teamwork, and contributions in group settings
- CRD 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice
- CRD 2.8 Apply leadership principles effectively to achieve desired outcomes
- CRD 2.9 Participate in professional and community organizations
- CRD 2.11 Demonstrate professional attributes within various organizational cultures
- CRD 2.13 Demonstrate negotiation skills
- CRD 3.2 Demonstrate effective communication skills for clinical and customer services in a variety of formats

- CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness, and lifestyle management
- CRD 3.6 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
- CRD 4.3 Participate in public policy activities, including both legislative and regulatory initiatives
- CRD 4.5 Use current informatics technology to develop, store, retrieve, and disseminate information and data
- CRD 4.11 Code and bill for dietetics/nutrition services to obtain reimbursement for services from public and private insurers

Learning Experiences/Activities:

- Intern will conduct library and internet research on a current issue identified by preceptor
- Intern will evaluate community-based nutrition program, including funding, effectiveness, and community impact
- Intern will participate in providing nutrition lectures in various settings including schools, staff in-services, and public settings
- Intern will participate in various team meetings for community based food, nutrition and health projects
- Intern will be introduced to community food assistance programs such as food pantries, homeless centers, soup kitchens, and generate appropriate referrals to these resources when appropriate
- Intern will lead health promotion programs currently being implemented (e.g. On the Move, Walk this Way) and/or develop a new health promotion program that can be implemented now or in the future
- Intern will also assist with writing and submitting a grant
- Intern will develop a one-week menu for a client addressing a specific health condition, taking into consideration culture, budget, health needs, and taste preferences
- Intern will develop recipes and a one-week menu for fellow staff, addressing an evident need or area of interest
- Intern will write a letter to congressmen on current nutrition topics of concern
- Intern will develop worksite or school-related policy related to nutrition (such as a snack policy, vending machine policy, or policy regarding foods available at worksite meetings)
- Intern will write a news release on assigned topic
- Intern will write an article for employees, clients, or the general public
- Intern will become adept at using community program software and will utilize online information resources to describe health-related statistics pertaining to the community and/or nation
- Intern will review ways community health programs can bring in reimbursement, usually in the form of grants or state projects/contracts
- Intern will serve in the role of staff relief in the form of independently planning and executing an education session for either a group or a single client

Evaluation*:

The following materials will be submitted for evaluation:

- Report and education materials, if applicable.
- Report detailing program mission/purpose/goals, funding, community impact, and effectiveness, including methods, results (including statistical analysis), discussion, and suggestions for program improvement.
- Lesson plans, materials, handouts, and an appropriate audience-based evaluation tool.
- List of team meetings and associated projects. For one project/program, a detailed report, including established need, goals, constituents, budget, timeline, and progress.
- Resource manual for the population served by the facility, including current title, contact information, days/hours of operation, eligibility criteria, and description of services offered by each program/resource included in the manual.
- Detailed report of an existing health promotion program and/or prepare proposal for new health promotion program.
- Grant application
- Menu analysis
- Letter to congressman, policy, news release, and/or article
- Report articulating appropriate health-related statistics and relevant implications. Include list of software and/or online resources utilized.
- Report addressing funding for the current rotation site/preceptor, method for determining client eligibility, and method for billing clients

*For each activity and associated competencies evaluated, intern will receive a score of '3', indicating successful performance in a supervised capacity, or '>'3' indicating successful independent performance on the part of the intern.

Concordia College Dietetic Internship Community Rotation Schedule

Site(s) _____

Dates _____

Preceptor(s) _____

Objectives: By the end of this rotation, interns will have successfully met the following competencies:

- CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives
- CRD 1.2 Apply evidence-based guidelines, systematic reviews, and scientific literature in the nutrition care process and model and other areas of dietetics practice
- CRD 1.3 Justify programs, products, services and care using appropriate evidence or data
- CRD 1.4 Evaluate emerging research for application in dietetics practice
- CRD 1.5 Conduct projects using appropriate methods, ethical procedures, and data analysis
- CRD 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Academy's Score of Dietetics Practice Framework, Standards of Professional Performance, and Code of Ethics for the Profession of Dietetics
- CRD 2.2 Demonstrate professional writing skills in preparing professional communication (e.g. research manuscripts, project proposals, education materials, policies and procedures)
- CRD 2.3 Design, implement and evaluate presentations to a target audience
- CRD 2.4 Use effective education and counseling skills to facilitate behavior change
- CRD 2.5 Demonstrate active participation, teamwork, and contributions in group settings
- CRD 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice
- CRD 2.8 Apply leadership principles effectively to achieve desired outcomes
- CRD 2.9 Participate in professional and community organizations
- CRD 2.11 Demonstrate professional attributes within various organizational cultures
- CRD 2.13 Demonstrate negotiation skills
- CRD 3.2 Demonstrate effective communication skills for clinical and customer services in a variety of formats
- CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness, and lifestyle management
- CRD 3.6 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
- CRD 4.3 Participate in public policy activities, including both legislative and regulatory initiatives
- CRD 4.5 Use current informatics technology to develop, store, retrieve, and disseminate information and data

- CRD 4.11 Code and bill for dietetics/nutrition services to obtain reimbursement for services from public and private insurers

Progression of Learning:

Weeks 1-2

Intern will receive an orientation to the facility, including a review of policies, procedures, and expectations. Intern will work closely with preceptor and facility staff to begin projects. Discussion will take place between intern and preceptor regarding projects that to be completed in order to meet competencies outlined for the rotation.

Weeks 3-6

Intern will work on assigned projects with a higher level of autonomy. Intern will contact constituents and begin developing or fostering collaborations with members of the community. Intern will attend and participate in meetings, review and create educational materials and lesson plans, and participate in health and nutrition-related community events as assigned.

Weeks 7-10

Intern will continue to work on assigned projects with a higher level of autonomy working towards independence as deemed appropriate by the preceptor. Intern will implement planned projects, collect and analyze outcome data, prepare appropriate documentation, and communicate findings.

Weeks 11-12

Intern will serve in the role of staff relief working independently with clear guidance and instruction from the preceptor. Intern will independently plan and execute an education session for either a group or a single client. Projects will be completed and submitted to the preceptor for evaluation.

Community Rotation Competency Grid 2015-16

Intern Name _____ Date(s) of Experience _____

Experience Site _____

Preceptor/Evaluator _____

Definition of Performance Standards:

4 = Independent. Tasks are completed with minimal initial directions, minimal supporting cues, in an expedient time period, with intern frequently demonstrating critical thinking skills. Accurately interprets evidence. Thoughtfully analyzes and evaluates all factors and demonstrates a comprehensive approach. Draws warranted judicious conclusions. Demonstrates “linking” previous knowledge to current situation. Projects are detailed, organized, and complete. Completes all tasks in a professional manner, displaying a positive attitude. ***This score is only achievable when the intern is required to perform a task or produce an end product.***

3 = Supervised: Tasks are completed with initial directions and periodic feedback, occasional supporting cues, in a reasonable time period, with intern occasionally demonstrating critical thinking skills. Offers analyses and evaluations of obvious factors. Sometimes demonstrates a comprehensive approach. Projects are detailed and organized. Completes all tasks in a professional manner, displaying a positive attitude. ***This score also applies to the projects in which the intern observes a process or event. A score of ‘3’ would indicate a positive attitude, thoughtful questions, and insightful comments.***

2 = Assisted: Tasks are completed with initial directions and frequent feedback, frequent supporting cues, over a delayed time period as a result of the intern’s work, with intern rarely demonstrating critical thinking skills. Completes tasks in a professional manner, usually displaying a positive attitude. ***This score also applies to the projects in which the intern observes a process or event. A score of ‘2’ would indicate attendance.***

1= Incomplete: Work is technically inaccurate or incomplete. Tasks do not meet expectations and are thrown together without much thought. Projects lack detail and/or are unorganized. Displays unprofessional behavior or negative attitude. ***This score is only applicable when the intern is required to perform a task or produce an end product.***

N/A = Not available or not applicable

Please make every effort to provide experiences that allow the intern to meet all competencies listed as some competencies are only available in one rotation. Thus, having competencies with N/A next to them necessitates that those competencies be incorporated into another rotation that may or may not be appropriate for that rotation/facility. If you are unsure how to include a competency in an activity, please contact the Dietetic Internship Director.

INITIAL IN SECTIONS WHICH ARE APPLICABLE TO INDIVIDUAL ROTATION

Individual activities are organized under appropriate competencies. One (1) rotation evaluation will be used for all required activities and evaluations. The intern will keep the evaluation form until all competencies have been evaluated during the rotation.

Scientific and Evidence Based Practice: Integration of scientific information and research into practice.									
ACTIVITY #1:									
Intern will conduct library and internet research on a current issue identified by preceptor. Must apply evidence-based guidelines (see CRD 1.2). Prepare report and, if requested by preceptor, present to preceptor and/or staff. Prepare education materials, if applicable.									
Portfolio Documentation:									
<ul style="list-style-type: none"> ○ Report ○ Presentation (if requested by preceptor) ○ <i>Presentation Evaluation Form</i> (if presentation requested by preceptor) ○ Education materials (if applicable) 									
Competencies Covered:	Score								
<i>CRD 1.2</i> Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy’s Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.	<table border="1" style="margin: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 1.4</i> Evaluate emerging research for application in dietetics practice.	<table border="1" style="margin: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 2.2</i> Demonstrate professional writing skills in preparing professional communication (e.g. research manuscripts, project proposals, education materials, policies and procedures)	<table border="1" style="margin: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									
ACTIVITY #2:									
Intern will evaluate community-based nutrition program, including funding, effectiveness, and community impact. Prepare report detailing program mission/purpose/goals, funding, community impact, and effectiveness, including methods, results (including statistical analysis), discussion, and suggestions for program improvement.									
Portfolio Documentation:									
<ul style="list-style-type: none"> ○ Report ○ Statistical analysis documents (raw data, data view, output) 									
Competencies Covered:	Score								
<i>CRD 1.1</i> Select indicators of program quality and/or customer service and measure achievement of objectives	<table border="1" style="margin: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 1.3</i> Justify programs, products, services and care using appropriate evidence or data	<table border="1" style="margin: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 1.5</i> Conduct projects using appropriate research methods, ethical procedures and data analysis	<table border="1" style="margin: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 2.2</i> Demonstrate professional writing skills in preparing professional communication (e.g. research manuscripts, project proposals, education materials, policies and procedures)	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						

Comments on the project overall:

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

ACTIVITY #3:

Intern will participate in providing nutrition lectures in various settings including schools, staff in-services, and public settings. Create lesson plans, gather materials, construct handouts, and generate and utilize an appropriate audience-based evaluation tool.

Portfolio Documentation:

- Lesson plan
- List of materials and any relevant handouts
- Evaluation tool
- Summary of audience evaluations
- *Presentation Evaluation Form*

Competencies Covered:	Score
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<i>CRD 2.1</i> Practice is 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	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						

<i>CRD 2.3</i> Design, implement and evaluate presentations to a target audience	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						

<i>CRD 2.4</i> Use effective education and counseling skills to facilitate behavior change	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						

<i>CRD 2.13</i> Demonstrate negotiation skills	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						

Comments on the project overall:

ACTIVITY #4:

Intern will participate in various team meetings for community based food, nutrition and health projects. Prepare list of team meetings and associated projects. Choose one project/program and prepare a detailed report, including established need, goals, constituents, budget, timeline, and progress.

Portfolio Documentation:

- List of team meetings and associated projects
- Project/program report

Competencies Covered:	Score
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<i>CRD 1.1</i> Select indicators of program quality and/or customer service and measure achievement of objectives	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 2.2</i> Demonstrate professional writing skills in preparing professional communication (e.g. research manuscripts, project proposals, education materials, policies and procedures)	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 2.5</i> Demonstrate active participation, teamwork and contributions in group settings	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 2.9</i> Participate in professional and community organizations.	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 2.11</i> Demonstrate professional attributes within various organizational cultures	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 2.13</i> Demonstrate negotiation skills	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									
ACTIVITY #5: Intern will be introduced to community food assistance programs such as food pantries, homeless centers, soup kitchens, and generate appropriate referrals to these resources when appropriate. Intern will review the existing community nutrition resource manual and update as needed OR create an appropriate resource manual for the population served by the facility. Include current title, contact information, days/hours of operation, eligibility criteria, and description of services offered by each program/resource included in the manual.									
Portfolio Documentation: <ul style="list-style-type: none"> ○ List of referrals made ○ Updated/created community nutrition resource manual 									
Competencies Covered:	Score								
<i>CRD 2.7</i> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 4.5</i> Use current informatics technology to develop, store, retrieve, and disseminate information and data	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									
Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations.									

ACTIVITY #6:

Intern will lead health promotion programs currently being implemented (e.g. On the Move, Walk this Way) and/or develop a new health promotion program that can be implemented now or in the future. Prepare a detailed report of an existing health promotion program and/or prepare proposal for new health promotion program. Both reports should include established need, goals, constituents, budget, timeline, and progress of the health promotion program

And/Or

Intern will also assist with writing and submitting a grant.

Portfolio Documentation:

- **Report detailing existing or new health promotion program**
- **Grant application or summary or grant**

Competencies Covered:	Score								
<i>CRD 2.2</i> Demonstrate professional writing skills in preparing professional communication (e.g. research manuscripts, project proposals, education materials, policies and procedures)	<table border="1" style="margin: auto;"> <tr> <td align="center"><u>1</u></td> <td align="center"><u>2</u></td> <td align="center"><u>3</u></td> <td align="center"><u>4</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 2.4</i> Use effective education and counseling skills to facilitate behavior change.	<table border="1" style="margin: auto;"> <tr> <td align="center"><u>1</u></td> <td align="center"><u>2</u></td> <td align="center"><u>3</u></td> <td align="center"><u>4</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 2.8</i> Apply leadership principles effectively to achieve desired outcomes	<table border="1" style="margin: auto;"> <tr> <td align="center"><u>1</u></td> <td align="center"><u>2</u></td> <td align="center"><u>3</u></td> <td align="center"><u>4</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 2.11</i> Demonstrate professional attributes within various organizational cultures	<table border="1" style="margin: auto;"> <tr> <td align="center"><u>1</u></td> <td align="center"><u>2</u></td> <td align="center"><u>3</u></td> <td align="center"><u>4</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 3.2</i> Demonstrate effective communication skills for clinical and customer services in a variety of formats	<table border="1" style="margin: auto;"> <tr> <td align="center"><u>1</u></td> <td align="center"><u>2</u></td> <td align="center"><u>3</u></td> <td align="center"><u>4</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 3.3</i> Develop and deliver products, programs or services that promote consumer health, wellness, and lifestyle management	<table border="1" style="margin: auto;"> <tr> <td align="center"><u>1</u></td> <td align="center"><u>2</u></td> <td align="center"><u>3</u></td> <td align="center"><u>4</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									

ACTIVITY #7:

Intern will develop a one-week menu for a client addressing a specific health condition, taking into consideration culture, budget, health needs, and taste preferences.

Or

Intern will develop recipes and a one-week menu for fellow staff, addressing an evident need or area of interest.

With either activity, intern will analyze the menu and adjust accordingly to assure proper nutrient profile.

Portfolio Documentation:

- **Summary of menu development and considerations**
- **One-week menu**
- **Menu analysis**
- **Recipes (if applicable)**

Competencies Covered:	Score

<p><i>CRD 3.3</i> Develop and deliver products, programs or services that promote consumer health, wellness, and lifestyle management</p>	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<p><i>CRD 3.6</i> 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>	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<p><i>CRD 4.4</i> Conduct clinical and customer service quality management activities.</p>	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<p><i>CRD 4.5</i> Use current informatics technology to develop, store, retrieve and disseminate information and data</p>	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<p>Comments on the project overall:</p>									
<p>Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.</p>									
<p style="text-align: center;">ACTIVITY #8:</p> <p style="text-align: center;">Intern will write a letter to congressmen on current nutrition topics of concern. And/Or</p> <p style="text-align: center;">Intern will develop worksite or school-related policy related to nutrition (such as a snack policy, vending machine policy, or policy regarding foods available at worksite meetings). And/Or</p> <p style="text-align: center;">Intern will write a news release on assigned topic. And/Or</p> <p style="text-align: center;">Intern will write an article for employees, clients, or the general public.</p> <p>Portfolio Documentation:</p> <ul style="list-style-type: none"> ○ Letter, policy, news release, and/or article 									
<p>Competencies Covered:</p>	<p style="text-align: center;">Score</p>								
<p><i>CRD 2.2</i> Demonstrate professional writing skills in preparing professional communication (e.g. research manuscripts, project proposals, education materials, policies and procedures)</p>	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<p><i>CRD 4.3</i> Participate in public policy activities, including both legislative and regulatory initiatives</p>	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<p>Comments on the project overall:</p>									
<p style="text-align: center;">ACTIVITY #9:</p> <p style="text-align: center;">Intern will become adept at using community program software and will utilize online information resources to describe health-related statistics pertaining to the community and/or nation. Prepare report articulating appropriate health-related statistics and relevant implications. Include list of software and/or online resources utilized.</p>									

Portfolio Documentation: ○ Report									
Competencies Covered:	Score								
<i>CRD 1.4</i> Evaluate emerging research for application in dietetics practice.	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 2.2</i> Demonstrate professional writing skills in preparing professional communication (e.g. research manuscripts, project proposals, education materials, policies and procedures)	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 4.5</i> Use current informatics technology to develop, store, retrieve, and disseminate information and data	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									
ACTIVITY #10:									
Intern will review ways community health programs can bring in reimbursement, usually in the form of grants or state projects/contracts. Prepare a report addressing funding for the current rotation site/preceptor, method for determining client eligibility (include form if applicable), and method for billing clients (if applicable).									
Portfolio Documentation: ○ Reimbursement report									
Competencies Covered:	Score								
<i>CRD 4.11</i> Code and bill for dietetics/nutrition services to obtain reimbursement for services from public and private insurers	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									

OTHER PROJECTS AS ASSIGNED

Community Rotation Score Sheet

Intern Name _____ Date(s) of Experience _____

Experience Site _____

Preceptor/Evaluator _____

To be completed by intern based on scores received on projects. Scores should be transferred as they are received, from the competency grid to the score sheet.

*Scores should be averaged if competency was performed more than once.

Scientific and Evidence Based of Practice: Integration of scientific information and research into practice.		
Competency	Score*	Project(s) in which competency was performed.
<i>CRD 1.1</i> Select indicators of program quality and/or customer service and measure achievement of objectives		
<i>CRD 1.2</i> Apply evidence-based guidelines, systematic reviews and scientific literature in the nutrition care process and model and other areas of dietetics practice		
<i>CRD 1.3</i> Justify programs, products, services and care using appropriate evidence or data		
<i>CRD 1.4</i> Evaluate emerging research for application in dietetics practice.		
<i>CRD 1.5</i> Conduct projects using appropriate methods, ethical procedures and data analysis		
Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian level of practice		
Competency	Score*	Project(s) in which competency was performed.
<i>CRD 2.1</i> Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Academy’s Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics		
<i>CRD 2.2</i> Demonstrate professional writing skills in preparing professional communication (e.g. research manuscripts, project proposals, education materials, policies and procedures)		
<i>CRD 2.3</i> Design, implement and evaluate presentations to a target audience.		
<i>CRD 2.4</i> Use effective education and counseling skills to facilitate behavior change		
<i>CRD 2.5</i> Demonstrate active participation, teamwork and contributions in group settings		

<i>CRD 2.7</i> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice		
<i>CRD 2.8</i> Apply leadership principles effectively to achieve desired outcomes		
<i>CRD 2.9</i> Participate in professional and community organizations		
<i>CRD 2.11</i> Demonstrate professional attributes within various organizational cultures		
<i>CRD 2.13</i> Demonstrate negotiation skills		
Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations.		
Competency	Score*	Project(s) in which competency was performed.
<i>CRD 3.2</i> Demonstrate effective communication skills for clinical and customer services in a variety of formats		
<i>CRD 3.3</i> Develop and deliver products, programs or services that promote consumer health, wellness, and lifestyle management		
<i>CRD 3.6</i> 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.		
Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.		
Competency	Score*	Project(s) in which competency was performed.
<i>CRD 4.3</i> Participate in public policy activities, including both legislative and regulatory initiatives		
<i>CRD 4.4</i> Conduct clinical and customer service quality management activities		
<i>CRD 4.5</i> Use current informatics technology to develop, store, retrieve, and disseminate information and data		
<i>CRD 4.11</i> Code and bill for dietetics/nutrition services to obtain reimbursement for services from public or private insurers		
Total Score	_____ /88= _____ %	

*Scores should be averaged if competency was performed more than once.

A 75% or higher is required to pass the rotation.

Competencies scoring '2':

Performance Improvement Plan:

Competencies scoring '1':

New activity/assignment to earn \geq '3':

Concordia College Dietetic Internship Food Service Management Rotation Syllabus

Site: _____

Preceptor: _____

Description:

Hours: M-F and weekends as assigned. Minimum of 40 hours/week. Total of 16-18 weeks (640-720 hours).

Prerequisites: Review management material from undergraduate courses.

Description: Throughout this rotation, interns will become familiar with USDA guidelines for nutrition programs, perform recipe development and standardization, conduct a plate waste study, plan and execute a theme meal, research specifications for food service equipment and develop a budget, become ServSafe certified, and perform all duties of a food service manager.

Objectives: By the end of this rotation, interns will have successfully met the following competencies:

- CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives
- CRD 1.5 Conduct projects using appropriate research methods, ethical procedures and data analysis
- CRD 2.2 Demonstrate professional writing skills in preparing professional communication (e.g. research manuscripts, project proposals, education materials, policies and procedures)
- CRD 2.3 Design, implement and evaluate presentations to a target audience
- CRD 2.4 Use effective education and counseling skills to facilitate behavior change
- CRD 2.5 Demonstrate active participation, teamwork, and contributions in group settings
- CRD 2.8 Apply leadership principles effectively to achieve desired outcomes
- CRD 2.10 Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services
- CRD 2.11 Demonstrate professional attributes within various organizational cultures
- CRD 2.13 Demonstrate negotiation skills
- CRD 3.1 Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings
- CRD 3.1a Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered
- CRD 3.1b Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements
- CRD 3.1c Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention
- CRD 3.1d Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis
- CRD 3.1e Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by practice setting

- CRD 3.2 Demonstrate effective communication skills for clinical and customer services in a variety of formats
- CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness, and lifestyle management
- CRD 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends
- CRD 3.5 Coordinate procurement, production, distribution and service of goods and services
- CRD 3.6 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
- CRD 4.1 Participate in management of human resources
- CRD 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food
- CRD 4.4 Conduct client and customer service quality management activities
- CRD 4.5 Use current informatics technology to develop, store, retrieve, and disseminate information and data
- CRD 4.6 Analyze quality, financial, or productivity data and develop a plan for intervention
- CRD 4.7 Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment
- CRD 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits
- CRD 4.9 Analyze financial data to assess utilization of resources
- CRD 4.10 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies
- FS 1 Participate in strategic planning of the department and college campus as a whole
- FS 2 Develop internal policies and procedures for Human Resources
- FS 3 Formulate a budget proposal for an operational entity

Learning Experiences/Activities:

- Intern will identify a high cost premade item that can be made from scratch more cost effectively with same or improved quality, perform recipe standardization and taste test, and consider cost benefits, ingredient procurement, labor costs, equipment needs as well as food safety
- Intern will write and distribute a wellness newsletter, relaying emerging research in nutrition/dietetics.
- Intern will create bulletin board to promote information of nutritional relevance.
- Intern will participate in training on food service management software.
- Intern will assist with planning and implementing a new sustainability initiative.
- Intern will plan and present nutrition education sessions as assigned.
- Intern will work with the cooks and kitchen staff for one week (head cooks, assistant cooks, dish room workers, cashier, tray line workers, etc.)
- Intern will modify menus to accommodate food allergies and religious preferences.
- Intern will complete staff relief by performing as Manager on Duty for at least three days.

- Intern will assist with teaching of ServSafe classes (or similar food safety classes)
- Intern will earn ServSafe proctor & instructor certification, if opportunity becomes available
- Intern will attend weekly management, production and sales meetings.
- Intern will participate in menu writing and attend menu planning meetings.
- Intern will modify existing recipe to increase nutrient density, and analyze cost, production feasibility, and consumer acceptance.
- Intern will assist with actual health inspection or conduct a mock health inspection.
- Intern will participate in budget analysis of budget for the dining service/restaurant.
- Intern will formulate a budget proposal for an operational entity (actual or hypothetical)
- Intern will learn and explain the work order process or develop a formal work order process if one does not exist
- Intern will learn the RFP process, assist with ordering, receiving, and inventory.
- Intern will conduct a waste study in the dish room.
- Intern will conduct nutrition screening, assessment, and provide nutrition counseling for customers and/or employees.
- Intern will complete a staff in-service on assigned topic.
- Intern will conduct a feasibility study on assigned equipment.
- Intern will plan and organize a theme meal
- Intern will standardize recipes and/or revise the facility recipe book.
- Intern will develop internal policies and procedures for Human Resources
- Intern will participate in strategic planning of the department and college campus as a whole.

Evaluation*:

The following materials will be submitted for evaluation:

- Report, including hypothesis, background information, methods (including statistical analysis of cost savings and/or customer acceptance), results, discussion, and conclusion with your recommendations.
- Newsletter and/or bulletin board
- Summary of each program and describe how it is utilized in the food service
- Report, including background information, purpose, methods, budget, timeline, and progress.
- Lesson plans, presentation materials, and audience evaluations
- Summary of experience and flow of product from menu development to consumption
- Menu analysis
- Summary of experience, including the role of the manager, qualities/skills required of an effective manager, and the managers' role in relation to customer service.
- Lesson plans and summary of teaching experience
- For each meeting attended, summary of the goals, participants, and benefits of a multidisciplinary meeting
- Summary of the goals, participants, and benefits of a multidisciplinary meeting.
- Report that includes rationale for modifications, methods of modifying, and results of cost, feasibility, and acceptance analyses.
- Documentation of food safety concerns, plan of correction for each area of concern, and plan to remedy each concern
- Summary of labor and cost considerations associated with the department budget

- Budget proposal
- Summary of the work order process
- Summary of the ordering, receiving, and inventory process, including comments/suggestions regarding efficiency.
- Report, including literature review, methods (including statistical analysis), results, discussion (comparison to previous studies), and conclusions/recommendations.
- Documentation using the Nutrition Care Process.
- Lesson plan, materials, and appropriate audience-based evaluation tool.
- Report documenting equipment specifications, labor, cost projections, maintenance, and storage of multiple models. Include recommendations for purchase.
- Report documenting the theme, objectives, menu, business plan (budget, staffing needs, facility requirements, equipment, and supplies), and outcomes.
- Summary of the recipe standardization process.
- Policies and procedures document
- Summary of the purpose and importance of strategic planning

*For each activity and associated competencies evaluated, intern will receive a score of '3', indicating successful performance in a supervised capacity, or '>'3' indicating successful independent performance on the part of the intern.

Concordia College Dietetic Internship Food Service Management Rotation Schedule

Site(s) _____

Dates _____

Preceptor(s) _____

Objectives: By the end of this rotation, interns will have successfully met the following competencies:

- CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives
- CRD 1.5 Conduct projects using appropriate research methods, ethical procedures and data analysis
- CRD 2.2 Demonstrate professional writing skills in preparing professional communication (e.g. research manuscripts, project proposals, education materials, policies and procedures)
- CRD 2.3 Design, implement and evaluate presentations to a target audience
- CRD 2.4 Use effective education and counseling skills to facilitate behavior change
- CRD 2.5 Demonstrate active participation, teamwork, and contributions in group settings
- CRD 2.8 Apply leadership principles effectively to achieve desired outcomes
- CRD 2.10 Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services
- CRD 2.11 Demonstrate professional attributes within various organizational cultures
- CRD 2.13 Demonstrate negotiation skills
- CRD 3.1 Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings
- CRD 3.1a Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered
- CRD 3.1b Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements
- CRD 3.1c Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention
- CRD 3.1d Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis
- CRD 3.1e Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by practice setting
- CRD 3.2 Demonstrate effective communication skills for clinical and customer services in a variety of formats
- CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness, and lifestyle management
- CRD 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends

- CRD 3.5 Coordinate procurement, production, distribution and service of goods and services
- CRD 3.6 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
- CRD 4.1 Participate in management of human resources
- CRD 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food
- CRD 4.4 Conduct client and customer service quality management activities
- CRD 4.5 Use current informatics technology to develop, store, retrieve, and disseminate information and data
- CRD 4.6 Analyze quality, financial, or productivity data and develop a plan for intervention
- CRD 4.7 Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment
- CRD 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits
- CRD 4.9 Analyze financial data to assess utilization of resources
- CRD 4.10 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies
- FS 1 Participate in strategic planning of the department and college campus as a whole
- FS 2 Develop internal policies and procedures for Human Resources
- FS 3 Formulate a budget proposal for an operational entity

Progression of Learning:

Weeks 1-2

Intern will receive an orientation to the facility, including a review of policies, procedures, and expectations. Discussion will take place between intern and preceptor regarding projects to be completed in order to meet competencies outlined for the rotation. Intern will work closely with preceptor and facility staff to begin projects.

Weeks 3-8

Intern will complete time in food service production, attend meetings, and receive guidelines and budgets for projects. Intern will schedule dates for theme meals, food shows, taste panels, plate waste studies, catering event and begin working on project proposals. Intern will work on assigned projects with a higher level of autonomy.

Weeks 9-15

Intern will continue to will continue to work on projects with a higher level of autonomy working towards independence as deemed appropriate by the preceptor. Intern will implement planned projects, collect and analyze outcome data, prepare appropriate documentation, and communicate findings.

Weeks 16-17

Intern will serve in the role of staff relief working independently with clear guidance and instruction from the preceptor. Intern will serve as manager on duty for designated facility. Projects will be completed and submitted to the preceptor for evaluation.

Food Service Management Rotation Competency Grid 2015-16

Intern Name _____ Date(s) of Experience _____

Experience Site _____

Preceptor/Evaluator _____

Definition of Performance Standards:

4 = Independent. Tasks are completed with minimal initial directions, minimal supporting cues, in an expedient time period, with intern frequently demonstrating critical thinking skills. Accurately interprets evidence. Thoughtfully analyzes and evaluates all factors and demonstrates a comprehensive approach. Draws warranted judicious conclusions. Demonstrates “linking” previous knowledge to current situation. Projects are detailed, organized, and complete. Completes all tasks in a professional manner, displaying a positive attitude. ***This score is only achievable when the intern is required to perform a task or produce an end product.***

3 = Supervised: Tasks are completed with initial directions and periodic feedback, occasional supporting cues, in a reasonable time period, with intern occasionally demonstrating critical thinking skills. Offers analyses and evaluations of obvious factors. Sometimes demonstrates a comprehensive approach. Projects are detailed and organized. Completes all tasks in a professional manner, displaying a positive attitude. ***This score also applies to the projects in which the intern observes a process or event. A score of ‘3’ would indicate a positive attitude, thoughtful questions, and insightful comments.***

2 = Assisted: Tasks are completed with initial directions and frequent feedback, frequent supporting cues, over a delayed time period as a result of the intern’s work, with intern rarely demonstrating critical thinking skills. Completes tasks in a professional manner, usually displaying a positive attitude. ***This score also applies to the projects in which the intern observes a process or event. A score of ‘2’ would indicate attendance.***

1= Incomplete: Work is technically inaccurate or incomplete. Tasks do not meet expectations and are thrown together without much thought. Projects lack detail and/or are unorganized. Displays unprofessional behavior or negative attitude. ***This score is only applicable when the intern is required to perform a task or produce an end product.***

N/A = Not available or not applicable

Please make every effort to provide experiences that allow the intern to meet all competencies listed as some competencies are only available in one rotation. Thus, having competencies with N/A next to them necessitates that those competencies be incorporated into another rotation that may or may not be appropriate for that rotation/facility. If you are unsure how to include a competency in an activity, please contact the Dietetic Internship Director.

INITIAL IN SECTIONS WHICH ARE APPLICABLE TO INDIVIDUAL ROTATION

Individual activities are organized under appropriate competencies. One (1) rotation evaluation will be used for all required activities and evaluations. The intern will keep the evaluation form until all competencies have been evaluated during the rotation.

ACTIVITY #1:

Intern will identify a high cost premade item that can be made from scratch more cost effectively with same or improved quality. Perform recipe standardization and taste test. Consider cost benefits, ingredient procurement, labor costs, equipment needs as well as food safety. Prepare report, including hypothesis, background information, methods (including statistical analysis of cost savings and/or customer acceptance), results, discussion, and conclusion with your recommendations.

Portfolio Documentation:

- **Report**

Competencies Covered:	Score								
<i>CRD 1.1</i> Select indicators of program quality and/or customer service and measure achievements of objectives.	<table border="1" style="display: inline-table;"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 1.5</i> Conduct projects using appropriate methods, ethical procedures and data analysis	<table border="1" style="display: inline-table;"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 2.2</i> Demonstrate professional writing skills in preparing professional communication (e.g. research manuscripts, project proposals, education materials, policies and procedures)	<table border="1" style="display: inline-table;"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 3.6</i> 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.	<table border="1" style="display: inline-table;"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 4.4</i> Conduct client and customer service quality management activities.	<table border="1" style="display: inline-table;"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 4.5</i> Use current informatics technology to develop, store, retrieve and disseminate information and data	<table border="1" style="display: inline-table;"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 4.8</i> Conduct feasibility studies for products, programs, or services with consideration of costs and benefits.	<table border="1" style="display: inline-table;"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 4.10</i> Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies	<table border="1" style="display: inline-table;"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						

Comments on the project overall:

ACTIVITY #2:

Intern will write and distribute a wellness newsletter, relaying emerging research in nutrition/dietetics.

And/Or

Intern will create bulletin board to promote information of nutritional relevance.

Portfolio Documentation:

- **Newsletter and summary of intended audience and distribution method**
- **Bulletin board description and photo**

Competencies Covered:	Score

<i>CRD 2.2</i> Demonstrate professional writing skills in preparing professional communication (e.g. research manuscripts, project proposals, education materials, policies and procedures)	<table border="1"><tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 3.2</i> Demonstrate effective communications skills for clinical and customer services in a variety of formats	<table border="1"><tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									
ACTIVITY #3:									
Intern will participate in training on food service management software. Summarize each program and describe how it is utilized in the food service									
Portfolio Documentation:									
○ Summary of food service management software									
Competencies Covered:	Score								
<i>CRD 4.5</i> Use current informatics technology to develop, store, retrieve and disseminate information and data	<table border="1"><tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									
ACTIVITY #4:									
Intern will assist with planning and implementing a new sustainability initiative. Prepare a report, including background information, purpose, methods, budget, timeline, and progress.									
Portfolio Documentation:									
○ Report									
Competencies Covered:	Score								
<i>CRD 2.2</i> Demonstrate professional writing skills in preparing professional communication (e.g. research manuscripts, project proposals, education materials, policies and procedures)	<table border="1"><tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 2.11</i> Demonstrate professional attributes within various organizational cultures.	<table border="1"><tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 2.13</i> Demonstrate negotiation skills.	<table border="1"><tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 3.2</i> Demonstrate effective communications skills for clinical and customer services in a variety of formats	<table border="1"><tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 3.6</i> 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	<table border="1"><tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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CRD 4.7 Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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CRD 4.8 Conduct feasibility studies for products, programs, or services with consideration of costs and benefits.	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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Comments on the project overall:									
ACTIVITY #5: Intern will plan and present nutrition education sessions as assigned.									
Portfolio Documentation: <ul style="list-style-type: none"> ○ Lesson plans (including measurable objectives) ○ Presentation materials and handouts (if applicable) ○ Audience evaluations (to determine if objectives were met) ○ <i>Presentation Evaluation Form</i> 									
Competencies Covered:	Score								
CRD 2.3 Design, implement and evaluate presentations to a target audience	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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CRD 2.10 Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness, and lifestyle management.	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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CRD 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends.	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									
ACTIVITY #6: Intern will work with the cooks and kitchen staff for one week (head cooks, assistant cooks, dish room workers, cashier, tray line workers, etc.)									
Portfolio Documentation: <ul style="list-style-type: none"> ○ Summary of experience and flow of product from menu development to consumption 									
Competencies Covered:	Score								
CRD 2.5 Demonstrate active participation, teamwork and contributions in group settings	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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CRD 3.5 Coordinate procurement, production, distribution, and service of goods and services.	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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Comments on the project overall:									
ACTIVITY #7:									
Intern will modify menus to accommodate food allergies and religious preferences. Analyze the menu and adjust accordingly to assure proper nutrient profile.									
Portfolio documentation:									
<ul style="list-style-type: none"> ○ Summary of menu modification, considerations, and recommendations ○ Sample menu (original and adapted) ○ Menu analysis 									
Competencies Covered:	Score								
<i>CRD 3.6</i> 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.	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 4.5</i> Use current informatics technology to develop, store, retrieve and disseminate information and data	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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Comments on the project overall:									
ACTIVITY #8:									
Intern will perform as Manager on Duty for at least three days. Summarize experience, including the role of the manager, qualities/skills required of an effective manager, and the managers' role in relation to customer service.									
Portfolio documentation:									
<ul style="list-style-type: none"> ○ Summary of MOD experience 									
Competencies Covered:	Score								
<i>CRD 2.8</i> Apply leadership principles effectively to achieve desired outcomes	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 4.2</i> Perform management functions related to safety, security, and sanitation that affect employees, customers, patients, facilities and food.	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 4.4</i> Conduct clinical and customer service quality management activities.	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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Comments on the project overall:									

ACTIVITY #9: Intern will assist with teaching of ServSafe classes (or similar food safety classes) And/Or Intern will earn ServSafe proctor & instructor certification, if opportunity becomes available									
Portfolio documentation: <ul style="list-style-type: none"> ○ Summary of teaching experience ○ Lesson plans ○ Copy of ServSafe certificate (if instructor certification earned) 									
Competencies Covered:	Score								
<i>CRD 3.3</i> Develop and deliver products, programs, or services that promote consumer health, wellness, and lifestyle management.	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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Comments on the project overall:									
ACTIVITY #10: Intern will attend weekly management, production, and sales meetings. For each meeting, prepare a summary of the goals, participants, and benefits of a multidisciplinary meeting									
Portfolio documentation: <ul style="list-style-type: none"> ○ Meeting summaries 									
Competencies Covered:	Score								
<i>CRD 2.5</i> Demonstrate active participation, teamwork and contributions in group settings	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 2.13</i> Demonstrate negotiation skills	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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Comments on the project overall:									
ACTIVITY #11: Intern will participate in menu writing and attend menu-planning meetings. Prepare a summary of the goals, participants, and benefits of a multidisciplinary meeting.									
Portfolio documentation: <ul style="list-style-type: none"> ○ Meeting summary 									
Competencies Covered:	Score								
<i>CRD 2.5</i> Demonstrate active participation, teamwork and contributions in group settings	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 3.6</i> 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.	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 4.4</i> Conduct client and customer service quality management activities.	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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Comments on the project overall:									
ACTIVITY #12: Intern will modify existing recipe to increase nutrient density. Analyze cost, production feasibility, and consumer acceptance. Prepare report that includes rationale for modifications, methods of modifying, and results of cost, feasibility, and acceptance analyses.									
Portfolio documentation: <ul style="list-style-type: none"> ○ Recipe (original and modified) ○ Report 									
Competencies Covered:	Score								
<i>CRD 3.6</i> 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.	<table border="1"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 4.8</i> Conduct feasibility studies for products, programs, or services with consideration of costs and benefits.	<table border="1"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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Comments on the project overall:									
ACTIVITY #13: Intern will assist with actual health inspection or conduct a mock health inspection. With either activity, intern will document concerns, develop a plan of correction for each area of concern, and execute the plan of correction.									
Portfolio documentation: <ul style="list-style-type: none"> ○ Health inspection summary, including concerns and plan of correction 									
Competencies Covered:	Score								
<i>CRD 2.8</i> Apply leadership principles effectively to achieve desired outcomes	<table border="1"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 4.2</i> Perform management functions related to safety, security, and sanitation that affect employees, customers, patients, facilities and food.	<table border="1"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 4.6</i> Analyze quality, financial or productivity data and develop a plan for intervention.	<table border="1"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									
ACTIVITY #14: Intern will participate in budget analysis of budget for the dining service/restaurant. Prepare a summary of labor and cost considerations. AND Intern will formulate a budget proposal for an operational entity (actual or hypothetical) and present budget proposal to management team.									
Portfolio documentation: <ul style="list-style-type: none"> ○ Summary of labor and cost considerations 									

<ul style="list-style-type: none"> ○ Budget proposal ○ Presentation ○ <i>Presentation Evaluation Form</i> 									
Competencies Covered:	Score								
<i>CRD 4.9</i> Analyze financial data to assess utilization of resources.	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>FS 3</i> Formulate a budget proposal for an operational entity	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									
ACTIVITY #15: Intern will learn and explain the work order process or develop a formal work order process if one does not exist.									
Portfolio documentation: <ul style="list-style-type: none"> ○ Summary of work order process 									
Competencies Covered:	Score								
<i>CRD 4.2</i> Perform management functions related to safety, security, and sanitation that affect employees, customers, patients, facilities and food.	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									
ACTIVITY #16: Intern will learn the RFP process. Assist with ordering, receiving, and inventory. Prepare a summary of the ordering, receiving, and inventory process, including comments/suggestions regarding efficiency.									
Portfolio development: <ul style="list-style-type: none"> ○ Summary 									
Competencies Covered:	Score								
<i>CRD 3.5</i> Coordinate procurement, production, distribution, and service of goods and services.	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									
ACTIVITY #17: Intern will conduct a waste study in the dish room. Prepare a report, including literature review, methods (including statistical analysis), results, discussion (comparison to previous studies), and conclusions/recommendations. If desired by preceptor, present results at a management meeting.									
Portfolio development: <ul style="list-style-type: none"> ○ Report ○ Presentation materials (if applicable) ○ <i>Presentation Evaluation Form</i> 									
Competencies Covered:	Score								

<i>CRD 1.5</i> Conduct projects using appropriate methods, ethical procedures, and data analysis.	<table border="1"><tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 2.2</i> Demonstrate professional writing skills in preparing professional communication (e.g. research manuscripts, project proposals, education materials, policies and procedures)	<table border="1"><tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 2.5</i> Demonstrate active participation, teamwork and contributions in group settings	<table border="1"><tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 2.10</i> Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.	<table border="1"><tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 4.4</i> Conduct client and customer service quality management activities.	<table border="1"><tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 4.7</i> Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment	<table border="1"><tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									
ACTIVITY #18: Intern will conduct nutrition screening, assessment, and provide nutrition counseling for customers and/or employees. Complete appropriate documentation using the Nutrition Care Process.									
Portfolio documentation:									
<ul style="list-style-type: none"> ○ Documentation using NCP (notes in ADIME format) ○ Handouts (if applicable) 									
Competencies Covered:	Score								
<i>CRD 3.1</i> Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings	<table border="1"><tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 3.1.a.</i> Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered	<table border="1"><tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 3.1.b.</i> Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements	<table border="1"><tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 3.1.c.</i> Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention	<table border="1"><tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 3.1.d.</i> Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis	<table border="1"><tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 3.1.e.</i> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by practice setting	<table border="1"><tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						

Comments on the project overall:									
ACTIVITY #19: Intern will complete a staff in-service on assigned topic. Prepare a lesson plan, create/acquire appropriate materials, and generate and utilize an appropriate audience-based evaluation tool.									
Portfolio documentation: <ul style="list-style-type: none"> ○ Lesson plan ○ In-service materials ○ Evaluation tool ○ Summary of audience evaluations ○ <i>Presentation Evaluation Form</i> 									
Competencies Covered:	Score								
<i>CRD 2.4</i> Use effective education and counseling skills to facilitate behavior change	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 2.13</i> Demonstrate negotiation skills	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 4.1</i> Participate in the management of human resources	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>FS 2</i> Develop internal policies and procedures for Human Resources	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									
ACTIVITY #20: Intern will conduct a feasibility study on assigned equipment. Prepare a report documenting equipment specifications, labor, cost projections, maintenance, and storage of multiple models. Include recommendations for purchase.									
Portfolio documentation: <ul style="list-style-type: none"> ○ Report 									
Competencies Covered:	Score								
<i>CRD 4.8</i> Conduct feasibility studies for products, programs, or services with consideration of costs and benefits.	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 4.10</i> Develop a plan to provide or develop a product, program, or service that includes a budget, staffing needs, equipment, and supplies.	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>FS 3</i> Formulate a budget proposal for an operational entity	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									

ACTIVITY #21:
Intern will plan and organize a theme meal. Develop an appropriate evaluation tool. Prepare a report documenting the theme, objectives, menu, business plan (budget, staffing needs, facility requirements, equipment, and supplies), and outcomes.

Portfolio documentation:

- Report
- Evaluation tool
- Photos

Competencies Covered:	Score								
<i>CRD 2.11</i> Demonstrate professional attributes within various organizational cultures.	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 3.6</i> 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.	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 4.8</i> Conduct feasibility studies for products, programs, or services with consideration of costs and benefits.	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 4.10</i> Develop a plan to provide or develop a product, program, or service that includes a budget, staffing needs, equipment, and supplies.	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>FS 3</i> Formulate a budget proposal for an operational entity	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						

Comments on the project overall:

ACTIVITY #22:
Intern will standardize recipes and/or revise the facility recipe book. Prepare a summary of the recipe standardization process.

Portfolio documentation:

- Summary of recipe standardization process

Competencies Covered:	Score								
<i>CRD 3.6</i> 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	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						

Comments on the project overall:

ACTIVITY #23:
Intern will develop internal policies and procedures for Human Resources (i.e. safety and sanitation, employee handbook, employee purchases, dress codes, breaks and time off, etc.)

Portfolio documentation:

- Policies and procedures document

Competencies Covered:	Score								
<i>FS 2</i> Develop internal policies and procedures for Human Resources	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									
ACTIVITY #24: Intern will participate in strategic planning of the department and college campus as a whole. To be completed during a study session at Concordia College. Summarize and reflect on the purpose and importance of strategic planning									
Portfolio documentation: <ul style="list-style-type: none"> ○ Summary and reflection 									
Competencies Covered:	Score								
<i>FS 1</i> Participate in strategic planning of the department and college campus as a whole	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						

Food Service Rotation Score Sheet

Intern Name _____ Date(s) of Experience _____

Experience Site _____

Preceptor/Evaluator _____

To be completed by intern based on scores received on projects. Scores should be transferred as they are received, from the competency grid to the score sheet.

***Scores should be averaged if competency was performed more than once.**

Scientific and Evidence Based of Practice: Integration of scientific information and research into practice.		
Competency	Score*	Project(s) in which competency was performed.
<i>CRD 1.1</i> Select indicators of program quality and/or customer service and measure achievement of objectives		
<i>CRD 1.5</i> Conduct projects using appropriate methods, ethical procedures and data analysis		
Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian level of practice		
Competency	Score*	Project(s) in which competency was performed.
<i>CRD 2.2</i> Demonstrate professional writing skills in preparing professional communication (e.g. research manuscripts, project proposals, education materials, policies and procedures)		
<i>CRD 2.3</i> Design, implement and evaluate presentations to a target audience		
<i>CRD 2.4</i> Use effective education and counseling skills to facilitate behavior change		
<i>CRD 2.5</i> Demonstrate active participation, teamwork and contributions in group settings		
<i>CRD 2.8</i> Apply leadership principles effectively to achieve desired outcomes		
<i>CRD 2.10</i> Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services		
<i>CRD 2.11</i> Demonstrate professional attributes within various organizational cultures		
<i>CRD 2.13</i> Demonstrate negotiation skills		
Clinical and Customer Services: development and delivery of information, products, and services to individuals, groups, and populations.		
Competency	Score*	Project(s) in which competency was performed.

<i>CRD 3.1</i> Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings		
<i>CRD 3.1.a.</i> Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered		
<i>CRD 3.1.b.</i> Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements		
<i>CRD 3.1.c.</i> Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention		
<i>CRD 3.1.d.</i> Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis		
<i>CRD 3.1.e.</i> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by practice setting		
<i>CRD 3.2</i> Demonstrate effective communication skills for clinical and customer services in a variety of formats		
<i>CRD 3.3</i> Develop and deliver products, programs or services that promote consumer health, wellness, and lifestyle management		
<i>CRD 3.4</i> Deliver respectful, science-based answers to consumer questions concerning emerging trends		
<i>CRD 3.5</i> Coordinate procurement, production, distribution and service of goods and services		
<i>CRD 3.6</i> 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		
Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations		
Competency	Score*	Project(s) in which competency was performed.
<i>CRD 4.1</i> Participate in management of human resources		
<i>CRD 4.2</i> Perform management functions related to safety, security, and sanitation that affect employees, customers, patients, facilities and food.		
<i>CRD 4.4</i> Conduct client and customer service quality management activities		

<i>CRD 4.5</i> Use current informatics technology to develop, store, retrieve, and disseminate information and data		
<i>CRD 4.6</i> Analyze quality, financial, or productivity data and develop a plan for intervention		
<i>CRD 4.7</i> Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment		
<i>CRD 4.8</i> Conduct feasibility studies for products, programs or services with consideration of costs and benefits		
<i>CRD 4.9</i> Analyze financial data to assess utilization of resources		
<i>CRD 4.10</i> Develop a business plan for a product, program or service including development of a budget, staffing needs, facility requirements, equipment and supplies		
Practice Food Service Management Principles		
Competency	Score*	Project(s) in which competency was performed.
<i>FS 1</i> Participate in strategic planning of the department and college campus as a whole		
<i>FS 2</i> Develop internal policies and procedures for Human Resources		
<i>FS 3</i> Formulate a budget proposal for an operational entity		
Total Score	_____ /132= _____%	

*Scores should be averaged if competency was performed more than once.

A 75% or higher is required to pass the rotation.

Competencies scoring '2':

Performance Improvement Plan:

Competencies scoring '1':

New activity/assignment to earn '>3':

Concordia College Dietetic Internship Clinical Rotation Syllabus

Site _____

Preceptor _____

Hours: M-F and weekends as assigned. Minimum of 40 hours/week. Total of 13-14 weeks (520-560 hours).

Prerequisites: Medical terminology, review of medication/nutrient interactions, review of nutrition support procedures and equations.

Description: Throughout this rotation, interns will provide medical nutrition therapy to patients throughout the life span, diverse in culture, and in a variety of settings, including acute care, outpatient, and long-term care. Interns will perform the Nutrition Care Process, complete three cases studies, including a complex, cultural, and single-condition case study, and perform staff relief for a clinical Registered Dietitian.

Objectives: By the end of this rotation, interns will have successfully met the following competencies:

- CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives
- CRD 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature in the nutrition care process and model and other areas of dietetics practice
- CRD 1.4 Evaluate emerging research for application in dietetics practice
- CRD 1.5 Conduct projects using appropriate methods, ethical procedures, and data analysis
- CRD 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
- CRD 2.2 Demonstrate professional writing skills in preparing professional communication
- CRD 2.4 Use effective education and counseling skills to facilitate behavior change
- CRD 2.6 Assign patient care activities to DTRs and/or support personnel as appropriate
- CRD 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice
- CRD 2.8 Apply leadership principles effectively to achieve desired outcomes
- CRD 2.10 Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services
- CRD 2.11 Demonstrate professional attributes within various organizational cultures
- CRD 2.13 Demonstrate negotiation skills
- CRD 3.1 Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings
- CRD 3.1a Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered
- CRD 3.1b Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements

- CRD 3.1c Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention
- CRD 3.1d Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis
- CRD 3.1e Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by practice setting
- CRD 3.3 Develop and deliver products, programs, or services that promote consumer health, wellness, and lifestyle management
- CRD 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends
- CRD 3.6 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
- CRD 4.5 Use current informatics technology to develop, store, retrieve, and disseminate information and data
- CRD 4.11 Code and bill for dietetics/nutrition services to obtain reimbursement for services from public or private insurers

Learning Experiences/Activities:

- Intern will conduct library and internet research on a current issue identified by preceptor.
- Intern will plan and organize quality improvement and outcome studies; conduct patient satisfaction survey.
- Intern will conduct chart audit as assigned.
- Intern will perform routine screening and assessments and create care plans that are individualized per patient needs.
- Intern will plan and present weight management education appropriately one-on-one with patients and in group settings.
- Intern will perform staff relief, performing nutrition assessments and interventions for inpatients, and correctly documenting actions in the medical chart.
- Intern will revise menu to meet a specific need for patients (i.e. food allergies, kosher, vegan, etc.), analyze menu and adjust accordingly to assure proper nutrient profile for patient(s), and document changes made to the menu and include considerations for menu medication.
- Intern will become adept at using all software programs in nutrition services.
- Intern will participate in coding and billing related to reimbursement at current facility.

Evaluation*:

- The following materials will be submitted for evaluation:
- Report and education materials
- Report of findings from chart audit
- Methods, results, and discussion of outcomes study
- Sample assessments, including nutritionally relevant diagnosis (PES statement) and intervention for patients with the following conditions/age groups/settings: obesity, diabetes, cancer, CVD, GI, nutrition support, renal disease, adolescent, adult, elderly, acute care, long term/extended care, outpatient, critical care
- Sample assessments, including nutritionally relevant diagnosis (PES statement) and intervention for patients who were referred to DTRs or other professionals and services
- *Patient Care Log*
- *Diet Instruction Critiques*

- *Clinical Staff Relief Performance Evaluations*
- Written case studies (major, one-disease state, culturally relevant)
- Major case study presentation
- *Major Case Study Presentation Evaluation Form*
- Menus (original and adapted), menu analysis, and report documenting menu changes and considerations
- Document detailing name, description, and utilization of software programs used in nutrition services.
- Documentation of the reimbursement process and/or report detailing coverage for MNT

*For each activity and associated competencies evaluated, intern will receive a score of '3', indicating successful performance in a supervised capacity, or '>'3' indicating successful independent performance on the part of the intern.

Concordia College Dietetic Internship Clinical Rotation Schedule

Site(s) _____

Dates _____

Preceptor(s) _____

Objectives: By the end of this rotation, interns will have successfully met the following competencies:

- CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives
- CRD 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature in the nutrition care process and model and other areas of dietetics practice
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- CRD 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
- CRD 2.2 Demonstrate professional writing skills in preparing professional communication
- CRD 2.4 Use effective education and counseling skills to facilitate behavior change
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- CRD 3.1 Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings
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- CRD 3.1b Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements
- CRD 3.1c Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention
- CRD 3.1d Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis
- CRD 3.1e Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by practice setting

- CRD 3.3 Develop and deliver products, programs, or services that promote consumer health, wellness, and lifestyle management
- CRD 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends
- CRD 3.6 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
- CRD 4.5 Use current informatics technology to develop, store, retrieve, and disseminate information and data
- CRD 4.11 Code and bill for dietetics/nutrition services to obtain reimbursement for services from public or private insurers

Progression of Learning:

Weeks 1-2

Intern will receive an orientation to the facility, including a review of policies, procedures, and expectations. Intern will observe preceptor and facility staff performing patient assessments, developing care plans, and completing documentation. Discussion will take place between intern and preceptor regarding projects to be completed in order to meet competencies outlined for the rotation.

Weeks 3-7

Intern will become more autonomous in performing patient assessments, developing care plans, and completing documentation for patients as assigned. During this time, intern will be providing care predominantly to patients at moderate risk. Intern will observe patient educations, attend rounds, observe procedures, and attend meetings as deemed appropriate by the preceptor. Intern will begin work on assigned projects. Intern will identify appropriate cases for assigned case studies.

Weeks 8-12

Intern will continue to perform patient assessments and develop care plans with a higher level of autonomy working towards independence as deemed appropriate by the preceptor. Intern will provide patient educations, participate in rounds, observe procedures, and participate in meetings as deemed appropriate by the preceptor. During this time, intern will be providing care to both moderate and high-risk patients. Intern will continue to work on assigned projects. Intern will gather data and begin writing up assigned case studies.

Weeks 13-14

Intern will serve in the role of staff relief working independently with clear guidance and instruction from the preceptor. Intern will independently perform patient assessments, develop care plans, provide patient educations, and complete documentation for both moderate and high-risk patients. Projects will be completed and submitted to the preceptor for evaluation. Intern will present major case study and research report.

Clinical Rotation Competency Grid

2015-16

Intern Name _____ Date(s) of Experience _____

Experience Site _____

Preceptor/Evaluator _____

Definition of Performance Standards:

4 = Independent. Tasks are completed with minimal initial directions, minimal supporting cues, in an expedient time period, with intern frequently demonstrating critical thinking skills. Accurately interprets evidence. Thoughtfully analyzes and evaluates all factors and demonstrates a comprehensive approach. Draws warranted judicious conclusions. Demonstrates “linking” previous knowledge to current situation. Projects are detailed, organized, and complete. Completes all tasks in a professional manner, displaying a positive attitude. ***This score is only achievable when the intern is required to perform a task or produce an end product.***

3 = Supervised: Tasks are completed with initial directions and periodic feedback, occasional supporting cues, in a reasonable time period, with intern occasionally demonstrating critical thinking skills. Offers analyses and evaluations of obvious factors. Sometimes demonstrates a comprehensive approach. Projects are detailed and organized. Completes all tasks in a professional manner, displaying a positive attitude. ***This score also applies to the projects in which the intern observes a process or event. A score of ‘3’ would indicate a positive attitude, thoughtful questions, and insightful comments.***

2 = Assisted: Tasks are completed with initial directions and frequent feedback, frequent supporting cues, over a delayed time period as a result of the intern’s work, with intern rarely demonstrating critical thinking skills. Completes tasks in a professional manner, usually displaying a positive attitude. ***This score also applies to the projects in which the intern observes a process or event. A score of ‘2’ would indicate attendance.***

1= Incomplete: Work is technically inaccurate or incomplete. Tasks do not meet expectations and are thrown together without much thought. Projects lack detail and/or are unorganized. Displays unprofessional behavior or negative attitude. ***This score is only applicable when the intern is required to perform a task or produce an end product.***

N/A = Not available or not applicable

Please make every effort to provide experiences that allow the intern to meet all competencies listed as some competencies are only available in one rotation. Thus, having competencies with N/A next to them necessitates that those competencies be incorporated into another rotation that may or may not be appropriate for that rotation/facility. If you are unsure how to include a competency in an activity, please contact the Dietetic Internship Director.

INITIAL IN SECTIONS WHICH ARE APPLICABLE TO INDIVIDUAL ROTATION

Individual activities are organized under appropriate competencies. One (1) rotation evaluation will be used for all required activities and evaluations. The intern will keep the evaluation form until all competencies have been evaluated during the rotation.

Scientific and Evidence Based Practice: Integration of scientific information and research into practice.									
ACTIVITY #1:									
Intern will conduct library and internet research on a current issue identified by preceptor. Must apply evidence-based guidelines (see CRD 1.2). Prepare report and, if requested by preceptor, present to preceptor and/or staff. Prepare education materials, if applicable.									
Portfolio Documentation:									
<ul style="list-style-type: none"> ○ Report ○ Presentation (if requested by preceptor) ○ Presentation Evaluation Form (if presentation requested by preceptor) ○ Education materials (if applicable) 									
Competencies Covered:	Score								
<i>CRD 1.2</i> Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy of Nutrition and Dietetics Evidence Analysis Library, the Cochrane Database of Systematic Reviews and the U.S. Dept. of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 1.4</i> Evaluate emerging research for application in dietetics practice.	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 2.2</i> Demonstrate professional writing skills in preparing professional communication (e.g. research manuscripts, project proposals, education materials, policies and procedures)	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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Comments on the project overall:									

ACTIVITY #2:									
Intern will plan and organize quality improvement and outcome studies. Conduct patient satisfaction survey. Collate and evaluate data and prepare report of findings.									
And/Or									
Intern will conduct chart audit as assigned. Compile methods, results, and discussion of study and make recommendations. Compare to previous studies. Present to fellow staff, if applicable.									
Portfolio Documentation:									
<ul style="list-style-type: none"> ○ Report ○ Survey (if applicable) ○ Presentation (if applicable) ○ Presentation Evaluation Form (if applicable) 									
Competencies Covered:	Score								
<i>CRD 1.1</i> Select indicators of program quality and/or customer service and measure achievement of objectives	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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CRD 1.5 Conduct projects using appropriate methods, ethical procedures and data analysis	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									

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

ACTIVITY #3:

Intern will perform routine screening and assessments and create care plans that are individualized per patient needs. Assessments and care planning should include referral to DTRs or other professions and services and collaboration with other medical staff. Complete *Patient Care Log*.

Portfolio Documentation:

- Sample assessments, including nutritionally relevant diagnosis (PES statement) and intervention for patients with the following conditions: **Obesity, Diabetes, Cancer, CVD, GI, Nutrition Support, Renal Disease***
- Sample assessments, including nutritionally relevant diagnosis (PES statement) and intervention for patients in the following age groups: **Adolescent, Adult, Elderly***
- Sample assessments, including nutritionally relevant diagnosis (PES statement) and intervention for patients in the following settings: **Acute Care, Long Term/Extended Care, Outpatient, Critical Care**
- Sample assessments, including nutritionally relevant diagnosis (PES statement) and intervention for patients who were referred to DTRs or other professionals and services (DTR, SLP, Social Work, etc.)*
- Completed grid on last page of this document
- *Patient Care Log*

*An assessment of a single patient may cover a condition, age, setting, and referral requirement.

Competencies Covered:	Score								
CRD 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	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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CRD 2.4 Use effective education and counseling skills to facilitate behavior change	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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CRD 2.6 Assign patient care activities to DTRs and/or support personnel as appropriate	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
CRD 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 2.8</i> Apply leadership principles effectively to achieve desired outcomes	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 2.10</i> Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 2.11</i> Demonstrate professional attributes within various organizational cultures	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 2.13</i> Demonstrate negotiation skills	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 3.1</i> Perform the Nutrition Care Process (a through d below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 3.1.a.</i> Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 3.1.b.</i> Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 3.1.c.</i> Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 3.1.d.</i> Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 3.1.e.</i> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by practice setting	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 3.4</i> Deliver respectful, science-based answers to consumer questions concerning emerging trends.	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									
Activity #4: Intern will plan and present <u>weight management</u> education appropriately one-on-one with patients and in group settings.									
Portfolio Documentation: <ul style="list-style-type: none"> ○ <i>Diet Instruction Critiques (minimum of two per rotation)</i> 									

<ul style="list-style-type: none"> ○ Reflect on things to consider when creating an education plan and submit document articulating those considerations. 									
Competencies Covered:	Score								
<i>CRD 1.2</i> Apply evidence-based guidelines, systematic reviews and scientific literature in the nutrition care process and model and other areas of dietetics practice.	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 2.4</i> Use effective education and counseling skills to facilitate behavior change	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 3.3</i> Develop and deliver products, programs or services that promote consumer health, wellness, and lifestyle management	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									

<p align="center">Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations.</p>									
<p>Activity #5a: Intern will perform staff relief, performing nutrition assessments and interventions for inpatients, and correctly documenting actions in the medical chart. Intern and preceptor complete <i>Clinical Staff Relief Performance Evaluation</i> at mid-point and conclusion of assigned staff relief period.</p> <p align="center">AND</p> <p>Activity #5b: Intern will complete and present case study on a complex nutritionally relevant medical case. Complete case study on two non-complex medical cases (one nutritionally relevant disease state and one culturally relevant case).</p>									
<p>Portfolio Documentation:</p> <ul style="list-style-type: none"> ○ <i>Clinical Staff Relief Performance Evaluations</i> (intern and preceptor at both mid-point and conclusion) ○ Written case studies (major, one-disease state, culturally relevant) ○ Major case study presentation ○ <i>Major Case Study Presentation Evaluation Form</i> 									
Competencies Covered:	Score								
<i>CRD 2.1</i> 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	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 2.4</i> Use effective education and counseling skills to facilitate behavior change	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 2.6</i> Assign patient care activities to DTRs and/or support personnel as appropriate	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						

<i>CRD 2.7</i> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice	<table border="1"> <tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 2.10</i> Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services	<table border="1"> <tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 2.11</i> Demonstrate professional attributes within various organizational cultures	<table border="1"> <tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 2.13</i> Demonstrate negotiation skills	<table border="1"> <tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 3.1</i> Perform the Nutrition Care Process (a through d below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings	<table border="1"> <tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 3.1.a.</i> Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered	<table border="1"> <tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 3.1.b.</i> Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements	<table border="1"> <tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 3.1.c.</i> Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention	<table border="1"> <tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 3.1.d.</i> Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis	<table border="1"> <tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 3.1.e.</i> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by practice setting	<table border="1"> <tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
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<i>CRD 3.4</i> Deliver respectful, science-based answers to consumer questions concerning emerging trends.	<table border="1"> <tr><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td><td><u>4</u></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									
ACTIVITY #6:									
<p>Intern will revise menu to meet a specific need for patients (i.e. food allergies, kosher, vegan, etc.). Analyze menu and adjust accordingly to assure proper nutrient profile for patient(s). Document changes made to the menu and include considerations for menu modification.</p>									
<p>Portfolio Documentation:</p> <ul style="list-style-type: none"> ○ Menus (original and adapted) ○ Menu analysis ○ Report documenting menu changes and considerations 									

Competencies Covered:	Score								
<i>CRD 3.6</i> 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.	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 4.4</i> Conduct clinical and customer service quality management activities.	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 4.5</i> Use current informatics technology to develop, store, retrieve and disseminate information and data	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									
<p>Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.</p>									
<p align="center">ACTIVITY #7:</p> <p>Intern will become adept at using all software programs in nutrition services. Prepare document detailing name, description, and utilization of software programs used in nutrition services.</p> <p>Portfolio Documentation:</p> <ul style="list-style-type: none"> ○ Document detailing name, description, and utilization of software programs 									
Competencies Covered:	Score								
<i>CRD 4.5</i> Use current informatics technology to develop, store, retrieve, and disseminate information and data	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									
<p align="center">ACTIVITY #8:</p> <p>Intern will participate in coding and billing related to reimbursement at current facility. Document reimbursement process. If facility-specific reimbursement is not relevant, intern will research MNT reimbursement by Medicare and prepare a report detailing coverage for MNT.</p> <p>Portfolio Documentation:</p> <ul style="list-style-type: none"> ○ Reimbursement report 									
Competencies Covered:	Score								
<i>CRD 4.5</i> Use current informatics technology to develop, store, retrieve, and disseminate information and data	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
<i>CRD 4.11</i> Code and bill for dietetics/nutrition services to obtain reimbursement for services from public or private insurers	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>						
Comments on the project overall:									

Interns are required to complete the following grid:

Requirement for NCP	Date completed
Obesity	
Diabetes	
Cancer	
CVD	
GI	
Renal Disease	
Nutrition Support	
Adolescents	
Adults	
Elderly	
Acute Care	
Long-term/Extended care	
Outpatient	
Critical Care	
<p>Reminder: A sample note and PES statement should be submitted in portfolio for each of these requirements. See activity #3 for more detailed information.</p>	

Clinical Rotation Score Sheet

Intern Name _____ Date(s) of Experience _____

Experience Site _____

Preceptor/Evaluator _____

To be completed by intern based on grades received on projects. Scores should be transferred as they are received, from the competency grid to the grading sheet.

***Scores should be averaged if competency was performed more than once.**

Scientific and Evidence Based of Practice: Integration of scientific information and research into practice.		
Competency	Score*	Project(s) in which competency was performed.
<i>CRD 1.1</i> Select indicators of program quality and/or customer service and measure achievement of objectives.		
<i>CRD 1.2</i> Apply evidence-based guidelines, systematic reviews and scientific literature in the nutrition care process and model and other areas of dietetics practice.		
<i>CRD 1.4</i> Evaluate emerging research for application in dietetics practice.		
<i>CRD 1.5</i> Conduct projects using appropriate methods, ethical procedures and data analysis.		
Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian level of practice		
Competency	Score*	Project(s) in which competency was performed.
<i>CRD 2.1</i> Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Academy's Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics		
<i>CRD 2.2</i> Demonstrate professional writing skills in preparing professional communication		
<i>CRD 2.4</i> Use effective education and counseling skills to facilitate behavior change		
<i>CRD 2.6</i> Assign appropriate patient care activities to DTRs and/or support personnel as appropriate		
<i>CRD 2.7</i> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice		

<i>CRD 2.8</i> Apply leadership principles effectively to achieve desired outcomes		
<i>CRD 2.10</i> Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services		
<i>CRD 2.11</i> Demonstrate professional attributes within various organizational cultures.		
<i>CRD 2.13</i> Demonstrate negotiation skills		
Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations.		
Competency	Score*	Project(s) in which competency was performed.
<i>CRD 3.1</i> Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings		
<i>CRD 3.1.a.</i> Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered		
<i>CRD 3.1.b.</i> Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements		
<i>CRD 3.1.c.</i> Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention		
<i>CRD 3.1.d.</i> Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis		
<i>CRD 3.1.e.</i> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by practice setting		
<i>CRD 3.3</i> Develop and deliver products, programs or services that promote consumer health, wellness, and lifestyle management		
<i>CRD 3.4</i> Deliver respectful, science-based answers to consumer questions concerning emerging trends.		
<i>CRD 3.6</i> 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.		

Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.		
Competency	Score*	Project(s) in which competency was performed.
<i>CRD 4.5</i> Use current informatics technology to develop, store, retrieve, and disseminate information and data		
<i>CRD 4.11</i> Code and bill for dietetics/nutrition services to obtain reimbursement for services from public or private insurers		
TOTAL SCORE	_____ /96= _____ %	

*Scores should be averaged if competency was performed more than once.

A 75% or higher is required to pass the rotation.

Competencies scoring '2':

Performance Improvement Plan:

Competencies scoring '1':

New activity/assignment to earn '>3':

Concordia College Dietetic Internship Rotation Goals and Reflection

The mission of the Dietetic Internship at Concordia College is to prepare thoughtful, caring, and competent Registered Dietitians who are leaders in the field of nutrition and dietetics.

This form is to be completed at the start of each rotation by the dietetic intern and preceptor. This serves as a guide for the current rotation and will be reviewed with the preceptor and Internship Director following completion of experience.

1. Prior evaluation and competency grid have been reviewed and discussed at start of rotation. Experiences planned build on previous rotation experiences to show progression of learning: ___ Yes ___ No ___ This is the first rotation

Intern _____ Preceptor _____ Date _____

2. The following three goals have been identified for the current rotation:

1.

2.

3.

3. Goals have been reviewed and discussed at end of rotation: ___ Yes ___ No

Intern _____ Preceptor _____ Date _____

4. Comments on achievement of goals and plans for continued growth (required):

**Concordia College Dietetic Internship
Diet Instruction Critique**

Intern _____

Date _____

Preceptor _____

Location _____

The diet instruction critique must take place at least twice during clinical and community rotations. It is recommended that the first evaluation occur within the first two weeks of the rotation, and the second during the last two weeks.
The same preceptor should complete both critiques to adequately assess progress.

NA - Not available or applicable. No opportunity to observe this behavior.

5 - Acceptable. High level of accomplishment and performance for student at this point in program. Works well with minimal direction and supervision.

4 - Acceptable. Meets competency criterion. Needs minimal direction and supervision.

3 - Acceptable. Meets competency criterion. Needs direction and supervision.

2 - Unacceptable. Some accomplishment but quality of work does not meet competency criterion. Requires close direction and supervision.

1 - Unacceptable. Inadequate performance, even with constant direction and supervision.

0 - Not shown. Behavior would have been appropriate but not attempted by the student.

	0	1	2	3	4	5	NA
Choose and/or develop appropriate instruction materials. Review these with the Preceptor.							
Care in making prior arrangements for supplies, space, and time.							
Introduction of self (if necessary) and observer.							
Establish rapport and put the client at ease.							
Deal with the individual's visitors, including family members, appropriately.							
Organize instruction.							
Explain the purpose of the diet.							
Establish two-way communication.							
Adapt the subject matter and the explanation to the individual's level of understanding.							
Adapt the diet to meet the needs of the individual.							
Give correct information.							
Answer questions.							
End discussion appropriately.							

Comments:

**Concordia College Dietetic Internship
Presentation Evaluation Form
(To be completed by preceptor)**

Name of Intern: _____ Date: _____

Presentation Title: _____

Audience: _____ Location: _____

Evaluator Name/Title: _____

Please evaluate the dietetic intern's presentation below.

Evaluation Factors	Exceptional	Competent	Needs Improvement	Not Applicable
INTRODUCTION Extent to which: - intern appropriately introduced himself/herself, the topic to be presented, and clearly explained objectives of the presentation				
ORGANIZATION Extent to which: - the presentation was organized in a logical manner				
VOICE Extent to which: - volume and inflection was effective - rate of speech was appropriate				
TOOLS Extent to which: - audiovisual resources, visual aids, and/or handouts were used appropriately (not relied upon)				
AUDIENCE CONTACT/ INVOLVEMENT Extent to which: - intern makes appropriate eye contact throughout presentation - intern facilitates group participation as appropriate				
POISE Extent to which: - intern showed professional composure (was confident and enthusiastic) during presentation				
KNOWLEDGE Extent to which: - intern's knowledge of subject is evident; - intern's knowledge is presented correctly and effectively				
RESPONSE TO FEEDBACK/ QUESTIONS Extent to which: - intern encouraged, and was receptive to, questions; - intern was able to clarify or expand upon ideas				
PREPARATION Extent to which: - intern appeared prepared for presentation				
EFFECTIVENESS Extent to which: - presentation was appropriate for target audience - presentation was informative and useful				
COMMENTS				

Concordia College Dietetic Internship
Intern's Preceptor & Site Evaluation Form
(To be completed by the intern after each rotation)

The mission of the Dietetic Internship at Concordia College is to prepare thoughtful, caring, and competent Registered Dietitians who are leaders in the field of nutrition and dietetics.

Date _____ **Preceptor** _____ **Rotation Site** _____

Practice area (check those that apply):

Clinical___ Community___ Management___ Elective___

3 = Exceptional

2 = Adequate

1 = Improvement Needed*

NA = Not Applicable

*Comments must be provided if a criterion is ranked lower than a '2'.

Preceptor – Main Preceptor

1. Professionalism Score:
Comments:

2. Approachability/accessibility Score:
Comments:

3. Support/encouragement of learning Score:
Comments:

4. Mentorship Score:
Comments:

5. Respect for intern Score:
Comments:

6. Organization of the experience Score:
Comments:

Other Preceptors, if applicable

- | | |
|--|---------|
| 1. Expertise
Comments: | Score : |
| 2. Approachability
Comments: | Score: |
| 3. Teaching ability
Comments: | Score: |
| 4. Respect/concern for intern
Comments: | Score: |
| 5. Other:
Comments: | Score: |

Rotation Site/Facility

- | | |
|--|--------|
| 1. Challenging experience
Comments: | Score: |
| 2. Consistent quality throughout the experience
Comments: | Score: |
| 3. Intern-friendly facility
Comments: | Score: |
| 4. Other
Comments: | Score: |
-

Strengths:

Weaknesses:

Concerns:

Concordia College Dietetic Internship Guidelines for Projects and Electronic Portfolios

CONTENT

- Information is accurate and up-to-date
- Opening paragraph/section provides purpose/goal of project
- Concepts are stated in positive rather than negative terms
- Content is clear and easy to understand
- Information is presented in a logical order
- Concrete examples are used
- Sufficient evidence is provided
- Main points are summarized
- Includes references – credible, sufficient number, etc.
- All content applies to topic – no unnecessary information provided

LANGUAGE AND READABILITY

- Appropriate terminology and abbreviations are used consistently
- Proper sentence/paragraph structure
- Proper use of punctuation
- Elimination of unnecessary words

FORMAT AND APPEARANCE

- Font and size of text is appropriate
- Balance of white space and text
- Figures/diagrams/tables/pictures add clarity to document

COMPETENCE

- Assigned competencies are clearly met
- All required documentation is included
- Use of critical thinking is apparent
- Projects include different levels of difficulty (must include at least one capstone project that represents independent, entry-level proficiency)
- Progression of learning over course of rotation is apparent

Projects requiring revisions/modifications:

Revised projects will be submitted to Internship Director via email/flash drive by
_____ (time) on _____ (date).

**CONCORDIA COLLEGE DIETETIC INTERNSHIP
EVALUATION OF DIETETIC INTERN
COMMUNITY NUTRITION**

(To be completed by community rotation preceptor)

The mission of the Dietetic Internship at Concordia College is to prepare thoughtful, caring, and competent Registered Dietitians who are leaders in the field of nutrition and dietetics.

INTERN: _____

PRECEPTOR: _____

ROTATION: _____

DATE OF EVALUATION: _____

Use the scale below to evaluate the intern. Check the appropriate response for each of the following criterion.

- 4 (Very Good) = Consistently does well; often exceeds expectations
- 3 (Good) = Satisfactory; overall acceptable performance
- 2 (Fair) = Performance adequate some of the time; somewhat inconsistent; improvement desired to reach expected performance
- 1 (Poor) = Occasionally unacceptable; much improvement needed to meet minimum standards
- NA (Not applicable) = No rating possible; inadequate opportunity to observe, not able to judge, not applicable

CRITERIA	4	3	2	1	NA	COMMENTS
I. DECISION MAKING AND PROBLEM SOLVING Able to assimilate appropriate information as part of problem solving and decision making. Asks appropriate questions that demonstrate critical thinking. Uses sound judgment in planning food and nutrition services.						
II. WILLINGNESS AND INTEREST IN LEARNING Demonstrates a genuine interest and enthusiasm for the practice of dietetics. Accepts assignments and responsibility willingly. Demonstrates self-motivation in the completion of projects and assignments.						

CRITERIA	4	3	2	1	NA	COMMENTS
III. ORGANIZATION AND PLANNING SKILLS Uses time productively and efficiently. Demonstrates the ability to be flexible and adaptable. Follows through on assigned duties and tasks. Able to plan and implement an in-service or special project well. Demonstrates independence in the completion of projects and assignments.						
IV. PROFESSIONAL BEHAVIORS (dress, attendance, ethics, and confidentiality) Appears neat and professional. Reports to work in a timely manner. Respects the rights and confidentiality of patients, employees and peers. Respects the time constraints and the job responsibilities of the preceptor. Meets standards of professional practice & professional code of ethics.						
V. PROFESSIONAL AND PERSONAL DEVELOPMENT Demonstrates ability to accept corrective feedback and suggestions for improvement. Accepts responsibility and consequences for own actions and decisions. Identifies areas of personal strengths, weakness and goals.						
VI. INTERPERSONAL & COMMUNICATION SKILLS Interacts positively with peers and staff. Demonstrates the ability to work well with both individuals and groups. Communicates verbally in a clear, understandable manner. Uses appropriate language when communicating with professionals, clients, and the public. Writes in a neat, clear and concise manner. Listens carefully to diverse points of view. Is patient & tolerant of others.						

CRITERIA	4	3	2	1	NA	COMMENTS
VII. SCREENS AND ASSESSES PATIENTS ACCURATELY Obtains nutritionally relevant data from the medical record and patient interview. Evaluates both objective and subjective data to identify nutrition problems and needs. Performs accurate calculations needed for nutrition assessment.						
VIII. DEVELOPS AND IMPLEMENTS APPROPRIATE NUTRITION CARE PLANS Identifies expected outcomes/goals that relate to nutrition problems. Determines appropriate interventions. Communicates plan to appropriate persons. Verifies that care is implemented. Evaluates the effectiveness of nutrition interventions.						
IX. SCREENS AND ASSESSES NUTRITION STATUS OF THE POPULATIONS AND/OR COMMUNITY GROUPS Obtains and analyzes data to identify individuals or groups who are at risk within the population. Identifies present nutrition related services and resources in the community. (worksheet, etc.)						
X. DEVELOPS, CONDUCTS AND EVALUATES COMMUNITY BASED FOOD AND NUTRITION PROGRAMS Develop & review objectives for programs and services. Provides and evaluates services.						
XI. PARTICIPATES IN USE OF MASS MEDIA Creates and/or assembles appropriate displays and materials. Uses appropriate language when writing articles for target audience.						

CRITERIA	4	3	2	1	NA	COMMENTS
XII. PERFORMS MARKETING FUNCTIONS Promotes food and nutrition programs. Advocates the importance of nutrition in health promotion and disease prevention. Identify other agencies and organizations that partner in provision of services.						
XIII. PARTICIPATES IN TEAM BUILDING Promotes positive working relationships with other agencies and community service providers. Confers & collaborates with appropriate providers (internal & external) to assist in providing services. Refers clients to appropriate community services when needed.						
XIV. PARTICIPATES IN LEGISLATIVE AND PUBLIC POLICY PROCESSES Understands current regulations affecting provision of services. Provides services and programs that are in compliance with current regulations. Engages in political process to influence policy. Identify a current or most recent legislative case that relates to program.						
XV. PREPARATION FOR EDUCATION SESSION OR PRESENTATION Conducts appropriate needs assessment and gathers assessment data (diet and health history, etc.). Assembles education materials and resources. Prepares physical environment that supports learning and minimizes distractions.						
XVI. AUDIO VISUAL MATERIALS AND HANDOUTS Develops and/or selects materials that are easily understood and relevant to subject. Evaluates appropriate education material to client level of understanding. Uses easily seen visuals that enhance presentation.						

CRITERIA	4	3	2	1	NA	COMMENTS
<p>XVII. RAPPORT WITH CLIENTS/AUDIENCE Introduces self and others as appropriate. Makes those present feel at ease. Captures and maintains attention of those present. Encourages client & audience participation including questions. Respects cultural, social and economic diversity.</p>						
<p>XVIII. COMMUNICATION STYLE & TECHNIQUE Uses positive non-verbal communication (facial expression, eye contact and body language). Uses a positive voice tone and presents material with enthusiasm and interest. Varies voice inflection. Speaks clearly with appropriate voice volume and speed. Uses terms and language that clients/audience can understand. Gives clients opportunity to make comments. Does not interrupt. Listens well. Maintains control. Is “assertive” but avoids “lecturing”. Individual counseling and small groups: Uses primarily open-ended questions. Tolerates periods of silence.</p>						
<p>XIX. CONTENT Presents information that is accurate and well organized. Incorporates current scientific information into education. Explains purpose and objectives clearly. Summarizes key concepts and important content. Responds to questions accurately & appropriately.</p>						

ADDITIONAL COMMENTS:

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

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

Time Missed (if intern was absent from site for more than two hours, it should be considered a missed day)

Sickness:

Funeral:

Educational:

**CONCORDIA COLLEGE DIETETIC INTERNSHIP
EVALUATION OF DIETETIC INTERN
FOOD SERVICE MANAGEMENT**

(To be completed by food service management rotation preceptor)

The mission of the Dietetic Internship at Concordia College is to prepare thoughtful, caring, and competent Registered Dietitians who are leaders in the field of nutrition and dietetics.

INTERN: _____

PRECEPTOR: _____

ROTATION: _____

DATE OF EVALUATION: _____

Use the scale below to evaluate the intern. Check the appropriate response for each of the following criterion.

- 4 (Very Good) = Consistently does well; often exceeds expectations
- 3 (Good) = Satisfactory; overall acceptable performance
- 2 (Fair) = Performance adequate some of the time; somewhat inconsistent; improvement desired to reach expected performance
- 1 (Poor) = Occasionally unacceptable; much improvement needed to meet minimum standards
- NA (Not applicable) = No rating possible; inadequate opportunity to observe, not able to judge, not applicable

CRITERIA	4	3	2	1	NA	COMMENTS
I. PROFESSIONAL BEHAVIORS (interpersonal skills, dress, attendance, ethics, and confidentiality) Appears neat and professional. Interacts positively with peers and staff. Demonstrates the ability to work well with both individuals and groups. Reports to work in a timely manner. Respects the rights and confidentiality of patients, employees and peers. Respects the time constraints and the job responsibilities of the preceptor. Meets standards of professional practice & professional code of ethics.						

CRITERIA	4	3	2	1	NA	COMMENTS
<p>II. PROFESSIONAL AND PERSONAL DEVELOPMENT Demonstrates ability to accept corrective feedback and suggestions for improvement. Accepts responsibility and consequences for own actions and decisions. Identifies areas of personal strengths, weakness and goals. Demonstrates a genuine interest and enthusiasm for the practice of dietetics. Accepts assignments and responsibility willingly. Demonstrates self-motivation in the completion of projects and assignments.</p>						
<p>III. INTERPERSONAL SKILLS Communicates verbally in a clear, understandable manner. Uses appropriate language when communicating with professionals, clients, and the public. Uses positive non-verbal communication (facial expression, eye contact and body language). Uses a positive voice tone and presents material with enthusiasm and interest. Listens carefully to diverse points of view. Is patient & tolerant of others. Individual counseling and small groups: Uses primarily open-ended questions. Tolerates periods of silence.</p>						
<p>IV. WRITTEN COMMUNICATION SKILLS Demonstrates professional writing skills utilizing correct spelling and grammar. Is able to prepare and write technical language report in a clear and concise manner. Completes documentation that follows professional guidelines.</p>						

CRITERIA	4	3	2	1	NA	COMMENTS
<p>V. ORGANIZATION AND PLANNING SKILLS Uses time productively and efficiently. Demonstrates the ability to be flexible and adaptable. Follows through on assigned duties and tasks. Able to plan and implement an in-service or special project well. Demonstrates independence in the completion of projects and assignments.</p>						
<p>VI. DECISION MAKING AND PROBLEM SOLVING Able to assimilate researched-based information as part of problem solving and decision making. Applies systems theory and a process approach to maximize outcomes. Asks appropriate questions that demonstrate critical thinking. Demonstrates initiative by proactively developing solutions to problems.</p>						
<p>VIII. DEVELOPS RECIPES & PLANS APPROPRIATE MENUS Develops and evaluates recipes, formulas, and menus for meeting cost, production, and quality parameters. Plans and reviews menus that are based on appropriate criteria (target market, nutritional standards, menu-planning principles, therapeutic modifications)</p>						
<p>VIII. SUPERVISES PROCUREMENT AND PRODUCTION OF FOOD Utilizes various vendor agreements. Applies purchasing principles including cost analysis, delivery schedules, and conservation of resources. Applies standards of food production that maximize nutrition and product quality. Plans production schedules that demonstrate responsible use of resources and product safety.</p>						

CRITERIA	4	3	2	1	NA	COMMENTS
<p>IX. ASSESSES PERFORMANCE, INCLUDING OPERATIONAL AND CUSTOMER SATISFACTION BENCHMARKS Participates in the collection of data for quality improvement. Applies quality improvement and assessment criteria to practice. Evaluates current practice based on quality measures. Develops a plan for intervention.</p>						
<p>X. PARTICIPATES IN HUMAN RESOURCE FUNCTIONS Uses effective supervisory and counseling skills to facilitate desired work performance. Identifies training and orientation needs of personnel. Participates in evaluation of employees.</p>						
<p>XI. TEAMWORK AND LEADERSHIP: Applies leadership principles effectively to achieve desired outcomes. Demonstrates active participation, teamwork and contributions in group settings. Demonstrates assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational backgrounds.</p>						

ADDITIONAL COMMENTS:

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

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

Time Missed (if intern was absent from site for more than two hours, it should be considered a missed day)

Sickness:

Funeral:

Educational:

**CONCORDIA COLLEGE DIETETIC INTERNSHIP
EVALUATION OF DIETETIC INTERN
CLINICAL NUTRITION**

(To be completed by clinical rotation preceptor)

The mission of the Dietetic Internship at Concordia College is to prepare thoughtful, caring, and competent Registered Dietitians who are leaders in the field of nutrition and dietetics.

INTERN: _____

PRECEPTOR: _____

ROTATION: _____

DATE OF EVALUATION: _____

Use the scale below to evaluate the intern. Check the appropriate response for each of the following criterion.

- 4 (Very Good) = Consistently does well; often exceeds expectations
- 3 (Good) = Satisfactory; overall acceptable performance
- 2 (Fair) = Performance adequate some of the time; somewhat inconsistent; improvement desired to reach expected performance
- 1 (Poor) = Occasionally unacceptable; much improvement needed to meet minimum standards
- NA (Not applicable) = No rating possible; inadequate opportunity to observe, not able to judge, not applicable

CRITERIA	4	3	2	1	NA	COMMENTS
I. DECISION MAKING AND PROBLEM SOLVING Able to assimilate appropriate information as part of problem solving and decision making. Asks appropriate questions that demonstrate critical thinking. Uses sound judgment in planning food and nutrition services.						

CRITERIA	4	3	2	1	NA	COMMENTS
<p>II. WILLINGNESS AND INTEREST IN LEARNING Demonstrates a genuine interest and enthusiasm for the practice of dietetics. Accepts assignments and responsibility willingly. Demonstrates self-motivation in the completion of projects and assignments.</p>						
<p>III. ORGANIZATION AND PLANNING SKILLS Uses time productively and efficiently. Demonstrates the ability to be flexible and adaptable. Follows through on assigned duties and tasks. Able to plan and implement an in-service or special project well. Demonstrates independence in the completion of projects and assignments.</p>						
<p>IV. PROFESSIONAL BEHAVIORS (dress, attendance, ethics, and confidentiality) Appears neat and professional. Reports to work in a timely manner. Respects the rights and confidentiality of patients, employees and peers. Respects the time constraints and the job responsibilities of the preceptor. Meets standards of professional practice & professional code of ethics.</p>						
<p>V. PROFESSIONAL AND PERSONAL DEVELOPMENT Demonstrates ability to accept corrective feedback and suggestions for improvement. Accepts responsibility and consequences for own actions and decisions. Identifies areas of personal strengths, weakness and goals.</p>						

CRITERIA	4	3	2	1	NA	COMMENTS
<p>VI. INTERPERSONAL & COMMUNICATION SKILLS Interacts positively with peers and staff. Demonstrates the ability to work well with both individuals and groups. Uses appropriate language when communicating with professionals, clients, and the public. Listens carefully to diverse points of view. Is patient & tolerant of others.</p>						
<p>VII. PARTICIPATES APPROPRIATELY WITH HEALTH CARE PROFESSIONALS. Respects and understands the role of other team members. Confers & collaborates with appropriate health care providers to assist in implementing interventions.</p>						
<p>VIII. DEMONSTRATES APPROPRIATE KNOWLEDGE OF NORMAL AND THERAPEUTIC NUTRITION PRINCIPLES AND INFORMATION Understands and uses medical terminology, abbreviations, laboratory results, etc. correctly. Understands pathophysiology of disease states & rationale of dietary modifications. Incorporates new scientific knowledge into practice.</p>						
<p>IX. SCREENS AND ASSESSES PATIENTS ACCURATELY Obtains nutritionally relevant data from the medical record and patient interview. Evaluates both objective and subjective data to identify nutrition problems and needs. Performs accurate calculations needed for nutrition assessment.</p>						

CRITERIA	4	3	2	1	NA	COMMENTS
<p>X. DEVELOPS AND IMPLEMENTS APPROPRIATE NUTRITION CARE PLANS Identifies expected outcomes/goals that relate to nutrition problems. Determines appropriate interventions. Communicates plan to appropriate persons. Verifies that care is implemented. Evaluates the effectiveness of nutrition interventions.</p>						
<p>XI. DOCUMENTS NUTRITION CARE APPROPRIATELY Maintains current and updated information in patient's medical record and department records. Writes in a neat, clear and concise manner.</p>						
<p>XII. PROVIDES APPROPRIATE NUTRITION EDUCATION TO PATIENTS, FAMILY & OTHER PROFESSIONALS Assesses educational needs and readiness for learning. Uses strategies that meet these needs. Communicates verbally in a clear, understandable manner. Advocates the importance of nutrition in health promotion and disease treatment. (May also use evaluation tool for education.)</p>						

CRITERIA	4	3	2	1	NA	COMMENTS
<p>XIII. PREPARATION FOR EDUCATION SESSION OR PRESENTATION Conducts appropriate needs assessment and gathers assessment data (diet and health history, etc.). Assembles education materials and resources. Prepares physical environment that supports learning and minimizes distractions.</p>						
<p>XIV. AUDIO VISUAL MATERIALS AND HANDOUTS Develops and/or selects materials that are easily understood and relevant to subject. Evaluates appropriate education material to client level of understanding. Uses easily seen visuals that enhance presentation.</p>						
<p>XV. RAPPORT WITH CLIENTS/AUDIENCE Introduces self and others as appropriate. Makes those present feel at ease. Captures and maintains attention of those present. Encourages client & audience participation including questions. Respects cultural, social and economic diversity.</p>						

CRITERIA	4	3	2	1	NA	COMMENTS
<p>XVI. COMMUNICATION STYLE & TECHNIQUE Uses positive non-verbal communication (facial expression, eye contact and body language). Uses a positive voice tone and presents material with enthusiasm and interest. Varies voice inflection. Speaks clearly with appropriate voice volume and speed. Uses terms and language that clients/audience can understand. Gives clients opportunity to make comments. Does not interrupt. Listens well. Maintains control. Is “assertive” but avoids “lecturing”.</p> <p>Individual counseling and small groups: Uses primarily open-ended questions. Tolerates periods of silence.</p>						
<p>XVII. CONTENT Presents information that is accurate and well organized. Incorporates current scientific information into education. Explains purpose and objectives clearly. Summarizes key concepts and important content. Responds to questions accurately & appropriately.</p>						

ADDITIONAL COMMENTS:

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

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

Time Missed (if intern was absent from site for more than two hours, it should be considered a missed day)

Sickness:

Funeral:

Educational:

Concordia College Dietetic Internship Master Competency Grid

Scores are entered and averaged by the Internship Director, although this grid may be useful to interns in keeping track of competency scores/completion.

COMPETENCIES	ROTATION(S) COVERING COMPETENCY									Average
<i>CRD 1.1</i> Select indicators of program quality and/or customer service and measure achievement of objectives.	Food Service, Clinical, Community									
<i>CRD 1.2</i> Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and U.S. Dept. of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.	Clinical, Community									
<i>CRD 1.3</i> Justify programs, products, services and care using appropriate evidence or data	Community									
<i>CRD 1.4</i> Evaluate emerging research for application in dietetics practice	Clinical, Community									
<i>CRD 1.5</i> Conduct projects using appropriate methods, ethical procedures and data analysis	Food Service, Clinical, Community									

<i>CRD 2.1</i> 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	Clinical, Community									
<i>CRD 2.2</i> Demonstrate professional writing skills in preparing professional communication (e.g. research manuscripts, project proposals, education materials, policies and procedures)	Food Service, Clinical, Community									
<i>CRD 2.3</i> Design, implement and evaluate presentations to a target audience	Food Service, Community									
<i>CRD 2.4</i> Use effective education and counseling skills to facilitate behavior change	Food Service, Clinical, Community									
<i>CRD 2.5</i> Demonstrate active participation, teamwork and contributions in group settings	Food Service, Community									
<i>CRD 2.6</i> Assign patient care activities to DTRs and/or support personnel as appropriate	Clinical									
<i>CRD 2.7</i> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice	Clinical, Community									
<i>CRD 2.8</i> Apply leadership principles effectively to achieve desired outcomes	Food Service, Clinical, Community									
<i>CRD 2.9</i> Participate in professional and community organizations	Community, CPEU Requirement									

<i>CRD 2.10</i> Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.	Food Service, Clinical									
<i>CRD 2.11</i> Demonstrate professional attributes within various organizational cultures	Food Service, Clinical, Community									
<i>CRD 2.12</i> Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration	On-going (PDP completed during two different study sessions)									
<i>CRD 2.13</i> Demonstrate negotiation skills	Food Service, Clinical, Community									
<i>CRD 3.1</i> Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings	Food Service, Clinical									
<i>CRD 3.1.a.</i> Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered	Food Service, Clinical									
<i>CRD 3.1.b.</i> Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements	Food Service, Clinical									

<i>CRD 3.1.c</i> Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention	Food Service, Clinical									
<i>CRD 3.1.d</i> Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis	Food Service, Clinical									
<i>CRD 3.1e</i> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by practice setting.	Food Service, Clinical									
<i>CRD 3.2</i> Demonstrate effective communication skills for clinical and customer services in a variety of formats	Food Service, Community									
<i>CRD 3.3</i> Develop and deliver products, programs or services that promote consumer health, wellness, and lifestyle management	Food Service, Clinical, Community									
<i>CRD 3.4</i> Deliver respectful, science-based answers to consumer questions concerning emerging trends	Food Service, Clinical									
<i>CRD 3.5</i> Coordinate procurement, production, distribution and service of goods and services	Food Service									

<i>CRD 3.6</i> 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	Food Service, Clinical, Community									
<i>CRD 4.1</i> Participate in management of human resources	Food Service									
<i>CRD 4.2</i> Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food	Food Service									
<i>CRD 4.3</i> Participate in public policy activities, including both legislative and regulatory initiatives	Community									
<i>CRD 4.4</i> Conduct client and customer service quality management activities	Food Service, Community									
<i>CRD 4.5</i> Use current informatics technology to develop, store, retrieve, and disseminate information and data	Food Service, Clinical, Community									
<i>CRD 4.6</i> Analyze quality, financial, or productivity data and develop a plan for intervention	Food Service									
<i>CRD 4.7</i> Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment	Food Service									
<i>CRD 4.8</i> Conduct feasibility studies for products, programs or services with consideration of costs and benefits	Food Service									

<i>CRD 4.9</i> Analyze financial data to assess utilization of resources	Food Service									
<i>CRD 4.10</i> Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies	Food Service									
<i>CRD 4.11</i> Code and bill for dietetics/nutrition services to obtain reimbursement for services from public or private insurers	Clinical, Community									
<i>FS 1</i> Participate in strategic planning of the department and college campus as a whole	Study Session; Food Service									
<i>FS 2</i> Develop internal policies and procedures for Human Resources	Food Service									
<i>FS 3</i> Formulate a budget proposal for an operational entity	Food Service									

Concordia College Dietetic Internship MNT Patient Care Log

*Required for completion of clinical rotation activity #3

<p>Instructions:</p> <ol style="list-style-type: none"> 1. Record all patient care activities performed each day. 2. Provide patient data listed below. 3. State any intervention/action provided using the following descriptions: Nutrition Screen Assessment Follow-up Nutrition Counseling (simple, intermediate, complex) 4. Make one or more copies of this sheet per day to document patient care activities performed daily. 5. Include the completed MNT patient care log with your clinical portfolio. 						<p>Complete log of clinical care activities while providing MNT to patients with various common and complex diagnoses including:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 33%;"> Obesity Diabetes Nutrition Support Dehydration DKA ETOH dependency Cholecystectomy Respiratory failure </td> <td style="vertical-align: top; width: 33%;"> CVD GI Cirrhosis Dementia Dysphagia GERD Pancreatitis Sepsis </td> <td style="vertical-align: top; width: 33%;"> Renal Disease Cancer Decub Stage III/IV Depression Eating disorders Hyperemesis Multiple trauma Metabolic syndrome </td> </tr> <tr> <td style="vertical-align: top;"> Adolescents Acute Care Long-term/Extended care </td> <td style="vertical-align: top;"> Adults Critical care </td> <td style="vertical-align: top;"> Elderly Outpatient </td> </tr> </table> <p>Patient assessments of bolded diagnoses, populations, and settings must be performed and documented during clinical rotation. Sample assessments/notes for each must be included in portfolio.</p>			Obesity Diabetes Nutrition Support Dehydration DKA ETOH dependency Cholecystectomy Respiratory failure	CVD GI Cirrhosis Dementia Dysphagia GERD Pancreatitis Sepsis	Renal Disease Cancer Decub Stage III/IV Depression Eating disorders Hyperemesis Multiple trauma Metabolic syndrome	Adolescents Acute Care Long-term/Extended care	Adults Critical care	Elderly Outpatient
Obesity Diabetes Nutrition Support Dehydration DKA ETOH dependency Cholecystectomy Respiratory failure	CVD GI Cirrhosis Dementia Dysphagia GERD Pancreatitis Sepsis	Renal Disease Cancer Decub Stage III/IV Depression Eating disorders Hyperemesis Multiple trauma Metabolic syndrome												
Adolescents Acute Care Long-term/Extended care	Adults Critical care	Elderly Outpatient												
Date	Pt. Room #	Med Diagnoses	Age	Degree of Risk	Diet Order	Intervention	Time Spent	Comments						

Clinical Staff Relief Performance Evaluation Form

Intern Name _____

Rotation Site _____

Rotation Dates _____ to _____

Preceptor _____

Date of evaluation _____

Please check: Mid-point Evaluation _____ Final Evaluation _____

Please check: Preceptor-Evaluation _____ Intern-Evaluation _____

This form is divided into three sections based on the skills which the intern develops to become an entry level dietitian. Please record the numeric value (1 - 6) for each objective using the rating scale provided at the top of each page. Space is provided after each objective for additional comments and explanation. If either the intern or preceptor feels there was no opportunity to observe an objective, N/A should be written in the space allotted for checking the rating scale.

The performance evaluation is used at both the middle and end of the clinical experience. The evaluation given at mid-point will include Section III where appropriate. This will encourage discussion about the intern's increasing responsibility towards assuming the staff relief role. The mid-point evaluation will provide guidance for the intern and will not count toward the competency score¹. The final evaluation will be a major consideration for the score the intern receives on the following competencies: CD 3.1, 3.1.a, 3.1.b, 3.1.c, 3.1.d, 3.5, and 4.11.

The intern should evaluate himself/herself before meeting with the preceptor. The preceptor should also complete his/her evaluation of the intern before the evaluation meeting. At the time of evaluation, discrepancies should be discussed.

¹ It should be expected that for the beginning intern, the level of achievement for most of the objectives will not be above 3 or 4 on the rating scale at the mid-point evaluation.

Clinical Staff Relief Performance Evaluation Form	1 - 2 Needs Assistance to Achieve Objective Meets Objective: 3 - 4 Most of the Time 5 - 6 Consistently					
The intern:	1	2	3	4	5	6
SECTION I: Patient Interviewing and Counseling						
1. identifies patient and self by name, using appropriate title.						
2. establishes rapport with patient.						
3. identifies purpose of session.						
4. evaluates patient's knowledge of condition, including information and instruction from other professionals.						
5. gears sessions to level of patient's understanding.						
6. suppresses own feelings concerning food preferences.						
7. assesses patient's understanding and acceptance of instruction at intervals and responds accordingly.						
8. includes appropriate family members when feasible.						
9. obtains information needed to formulate a nutrition care plan.						
10. exhibits understanding of diet in relations to medical condition.						
11. explains reasons for diet modification.						
12. encourages patient to help in development of diet.						
13. individualizes diet instruction to patient's needs, including nutritional, medical, socio-economic, cooking, and storage capabilities.						

Clinical Staff Relief Performance Evaluation Form		1 - 2 Needs Assistance to Achieve Objective Meets Objective: 3 - 4 Most of the Time 5 - 6 Consistently					
The intern:		1	2	3	4	5	6
14. utilizes knowledge gained from medical records and other professionals.							
15. gives accurate information.							
16. conducts a well organized instruction.							
17. refers patient to other professional services if needed.							
18. determines when to terminate interview and informs patient as to where interviewer can be reached.							
19. records pertinent information in appropriate records.							
20. provides for appropriate nutritional follow-up.							
Comments:	Total Score _____						
The intern:		1	2	3	4	5	6
SECTION II: Use of Medical Records							
1. exhibits understanding of common medical terminology.							
2. exhibits understanding of chart organization.							
3. identifies pertinent laboratory data and makes appropriate assessments.							

Clinical Staff Relief Performance Evaluation Form		1 - 2 Needs Assistance to Achieve Objective Meets Objective: 3 - 4 Most of the Time 5 - 6 Consistently					
The intern:		1	2	3	4	5	6
4. utilizes other professional's notes.							
5. is accurate, concise and legible when recording in patient medical record.							
6. documents pertinent information in medical record note using appropriate format.							
Comments:		Total Score_____					
SECTION III: Demonstration of Ability to Function as Staff Member							
Attitude							
The intern:		1	2	3	4	5	6
1. is open to new ideas.							
2. exhibits a pleasant attitude toward work, employees and supervisors.							
3. is motivated and responsive.							
4. follows directions from immediate supervisor.							
Judgment							
5. screens and categorizes patients in appropriate nutrition risk categories.							

Clinical Staff Relief Performance Evaluation Form		1 - 2 Needs Assistance to Achieve Objective Meets Objective: 3 - 4 Most of the Time 5 - 6 Consistently					
The intern:		1	2	3	4	5	6
6.	assesses appropriateness of diet prescription and patient's need for education.						
7.	prioritizes patients who require nutrition intervention.						
8.	identifies all appropriate aspects of nutrition treatment necessary for an individual patient.						
9.	is accurate in judgment decisions.						
Time Management							
10.	demonstrates ability to set priorities and organize time.						
11.	counsels patients on medical nutrition therapy in a timely manner.						
12.	completes patient progress notes/documentation within suggested time frame.						
Comments:		Total Score_____					

Concordia College Dietetic Internship Journal Club Presentation

For journal club, each intern will be assigned a topic and will be responsible for finding a peer-review, scholarly research article pertaining to the assigned topic. The intern will then read and analyze the article, and complete the Academy of Nutrition and Dietetics Evidence Analysis Library[®] (EAL) Worksheet. The intern will then present a summary of the article, making sure to include the items listed below.

Specific components to note in your presentation include:

1. Research question asked and main outcome of interest
2. Methodology used: case-control study, case series, randomized trial, etc.
3. Participants used, including inclusion and exclusion criteria
4. How the study was done and how the outcome of interest was measured
5. Describe the results of the study and statistical tests used
6. Highlight what references were cited in the article
7. What conclusions were drawn by the authors
8. Limitations to the study either mentioned in the article or ones that you identify

Each journal club presentation should include a group discussion of the applicability of the article conclusions in dietetics practice.

Prior to the study session, email a copy of your article (pdf format), completed EAL[®] worksheet, and presentation to the Internship Director.

Fellow interns and the Internship Director will evaluate each intern's journal club presentation using the *Journal Club Evaluation*.

**Concordia College Dietetic Internship
Journal Club Evaluation**

Intern name: _____

Score: ____/100

1. Article pertains to assigned topic (1 pt) _____
2. EAL[®] worksheet (12 pts) _____
 - a. provided to Internship Director in advance of presentation (3)
 - b. free of spelling and grammatical errors (3)
 - c. includes all required information (3)
 - d. accurately interprets information (3)
3. Title (3) and citation (3) is presented completely and correctly (6 pts) _____
(use APA format)
4. Statement of purpose/hypothesis of the article (5 pts) _____
5. Description of the research methods (15 pts): _____
 - a. methodology used (3)
 - b. participants (number and type) (3)
 - c. inclusion criteria (3)
 - d. accurate (3)
 - e. complete/clear (3)
6. Results (15 pts) _____
 - a. includes characteristics of sample (3)
 - b. description of exclusions and dropouts (3)
 - c. description of statistical tests used (3)
 - d. accurate (3)
 - e. complete/clear (3)
7. Limitations (8 pts) _____
 - a. Include limitations stated by authors (4)
 - b. Any additional limitations you identified (4)
8. Conclusions/implications of results for practice (12 pts) _____
 - a. What do the authors state as conclusions? (3)
 - b. Do you agree with the conclusions of the authors? Why or why not? (3)
 - c. What are the implications for RDs? (3)
 - d. How, specifically, will you use this information in practice? (3)
9. Value of the study. Be able to support your opinion. (5 pts) _____
10. References (5 pts) _____
 - a. Include proper citation for all additional references used

11. Delivery (15 pts)

- a. rate and volume of voice (3)
- b. eye contact (3)
- c. visual aid is free of errors (3)
- d. visual aid features appropriate size text, figures, images (3)
- e. appropriate preparation is evident (3)

References:

Monsen ER and Van Horn L. (eds.) *Research: Successful Approaches*. The Academy of Nutrition and Dietetics; 2008.

Splett PL. *Developing and validating evidence-based guides for practice*. The Academy of Nutrition and Dietetics; Chicago, 2000.

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Concordia College Dietetic Internship Learning Activity Sign-Off Form

The following learning activities are required by the Accreditation Council for Education in Nutrition and Dietetics.

Interns and preceptors should make certain all of these objectives are met during the designated rotation. This completed table should be submitted by the intern at the final meeting with the Internship Director.

Learning Activities	Where Met	Learning Activity	Date(s) Met
<ul style="list-style-type: none"> • Weight Management • Obesity 	Clinical Rotation	Plan and present weight management education appropriately one-on-one with patients and in group settings. Submit diet instruction critiques (minimum of two per clinical and community rotation). Reflect on things to consider when creating an education plan.	
<ul style="list-style-type: none"> • Diabetes • Cancer • Cardiovascular Disease • Gastrointestinal Disease • Renal Disease 	Clinical Rotation	Perform nutrition assessments and interventions for inpatients, and correctly document actions in the medical chart. Complete patient care log including the nutritionally relevant diagnosis and intervention. Submit sample assessments including PES statements for patients with the following conditions: Diabetes, Cancer, CVD, GI and Renal Disease	
Diverse Cultures	Clinical Rotation	Complete cultural case study	
Infants & Children	Orientation week/Study session	Attend lecture by WIC RD. Review infant/child nutrient needs.	
Adolescents	Clinical Rotation and/or Food Service Management Rotation	Perform nutrition assessments and interventions for adolescent patients. Submit sample assessments and PES	

		statements.	
Adults	Clinical Rotation	Perform nutrition assessments and interventions for adult patients. Submit sample assessments and PES statements.	
Pregnant/Lactating Females	Orientation	Attend lecture by WIC RD. Attend Sanford breastfeeding class.	
Elderly	Clinical Rotation	Perform nutrition assessments and interventions for elderly patients. Submit sample assessments and PES statements.	
Food and/or nutrient delivery	Clinical Rotation	Perform nutrition assessments and interventions for nutrition support patients. Submit sample assessments and PES statements.	
Nutrition Education	Clinical Rotation and/or Community Rotation	Plan and present nutrition education appropriately one-on-one with patients and in group settings. Submit diet instruction critiques (minimum of two per clinical and community rotation).	
Nutrition Counseling	Clinical Rotation	Plan and conduct nutrition counseling appropriately one-on-one with patients and in group settings.	
Coordination of Nutrition Care	Clinical Rotation	Perform routine screening and assessments and create care plans that are individualized per patient needs. Assessments and care planning should include referral to DTRs or other professions and services and collaboration with other medical staff. Submit sample assessments and interventions and/or care plans.	

<ul style="list-style-type: none"> • Acute Care • Critical Care • Outpatient • Long Term Care 	Clinical Rotation	Perform routine screening and assessments and create care plans that are individualized per patient needs.	
Schools	Food Service Rotation	Develop menus to meet customers' needs and nutrient requirements (USDA or other).	
WIC/ WIC equivalent	Orientation	Attend lecture by WIC RD.	

Concordia College Dietetic Internship Clinical Case Studies

Case study assignments are intended to allow interns to get an in-depth experience with a patient. The intern should be fully immersed in the case, seeing all aspects of care provided as appropriate. Similarly, case study assignments are intended to provide interns with an experience presenting information to professional practitioners. It is expected that interns will prepare and present information to other dietitians and health professionals at the facility as appropriate.

Interns are expected to get approval from their preceptor (and Internship Director if necessary) before moving forward on any of the case study assignments. It is recommended that a patient for at least one case study be identified within the first four weeks of the rotation. The case studies will be evaluated by the Internship Director, but may also be evaluated by the clinical preceptor.

Major

1. This case study should be a detailed reporting of the care that was provided to a selected individual along with a detailed review of the literature pertaining to the major disease states involved. It is expected that the selected patient will have two or more medical complications that have nutritional consequences.

Total points = 140 (written = 100; presentation = 40)

Minor

2. This case study should be a complete reporting of the care that was provided to a selected individual along with a complete review of literature on the culturally relevant details of the case. It is expected that information about traditions, beliefs, practices, and how they affected the patient's care be included. Note: culture does not necessarily mean different ethnicity. The culture of poverty is very relevant to nutrition.

Total points = 50 (written only)

3. This case study should be a complete reporting of the care that was provided to a selected individual along with a complete review of the literature pertaining to the major disease state(s) involved. It is expected that the selected patient will have at least one medical complication that has nutritional consequences. The medical complication should be one that differs from the medical complications featured in the major case study.

Total points = 50 (written only)

Major Case Study – Multiple Disease States Content Evaluation Form

Intern's Name: _____

Content Score: _____/100

Presentation Score: _____/40

TOTAL SCORE: _____/140

Exact order of this outline does **not** have to be followed by the intern. However, the document should be organized, flow logically, and include all of the headings/content areas listed below.

The intern must receive a total grade of 110 or above to pass. For a total score below 109, the intern will have to repeat the documentation and presentation until receiving a passing grade.

- I. Introduction _____/5
 - A. Reasons for selection of this case
 - B. Patient profile – medical presentation

- II. Discussion of Disease _____/10
 - A. Etiology
 - B. Pathology
 - C. Clinical manifestations
 - D. Biochemical manifestations
 - E. Treatment
 - 1. Medical
 - 2. Surgical
 - 3. Nutritional
 - F. Prognosis

- III. Discussion of Patient _____/10
 - A. Patient's history
 - 1. Medical/Surgical
 - 2. Social
 - 3. Nutritional
 - a. Anthropometric measurements
 - b. Nutrition history

- IV. Hospital Course Summary – chronological order _____/10
 - A. Medical/Surgical treatments - prognosis
 - B. Diagnostic tests/procedures
 - C. Medications; Drug/Nutrition interactions
 - D. Nutritional treatment
 - 1. Diet order(s)

- V. Nutrition Course _____/15
 - A. Assessment of nutrition status (clinical record review; patient interview; consult with health care team)
 - 1. Evaluation of nutrition history
 - 2. Evaluation of anthropometric measurements
 - 3. Evaluation of pertinent nutrition labs
 - 4. Evaluation of clinical physical assessment
 - 5. Summary of nutrition parameters – evidence based nutrition assessment

 - B. Nutrition Care Plan – hospital course _____/10
 - 1. Determination of nutrient requirements
 - *state standards for all calculations and goals of nutrition care
 - a. energy
 - b. macronutrients

- c. micronutrients
- d. fluid and electrolytes

2. Evaluation of Nutrition Care _____/15

- a. nutrition diagnosis
- b. goals of nutrition care
- c. determination of appropriate route of nutrition support
- d. evaluation of formula – appropriate, needs met
- e. nutrition monitoring
 - (1) labs
 - (2) weights
 - (3) I/O's
 - (4) summary of findings
- f. assessment of nutrition care
- g. tolerance of diet ordered
- h. follow up and recommendations
- i. summary of nutrition course

3. Education/Counseling _____/10

- a. evaluation of appropriateness of MNT
- b. identification of stage of change
- d. establishment of goals – realistic, objective, and measurable
- e. summary of counseling session
- f. assessment of patient's knowledge, acceptance, and motivation
- g. follow up and recommendations
- h. summary of education

VI. Summary of Nutrition/Medical Intervention _____/5

VII. References _____/10

- A. adequate # of references used
- B. references are appropriate, with majority being peer-reviewed journals, text books, etc. (Must include at least one peer-reviewed journal article)

Minor Case Study – Culture Content Evaluation Form

Intern's Name: _____

Content Score: _____/50

Exact order of this outline does not have to be followed by the intern. However, the presentation should be organized, flow logically, and include all of the headings/content areas listed below.

The intern must receive a total grade of 35 or above to pass. For a total score below 34, the intern will have to repeat the case study assignment until receiving a passing score.

- I. Introduction _____/3
 - A. Reasons for selection of this case

- II. Discussion of Disease (Cultural Relevance) _____/5
 - A. Etiology
 - 1. Heredity/Genetics
 - 2. Environmental
 - B. Clinical manifestations (symptoms)
 - C. Biochemical manifestations (labs)

- III. Discussion of Patient (Cultural Relevance) _____/7
 - A. Patient's history
 - 1. Social
 - a. Traditions and customs
 - b. Beliefs and practices
 - d. Language, education, occupation
 - e. Family roles
 - 3. Nutritional
 - a. Meaning of food
 - b. Common foods
 - c. Rituals
 - d. Deficiencies
 - e. Limitations

- IV. Hospital Course Summary (Cultural Relevance) _____/7
 - A. Medical/Surgical treatments
 - B. Diagnostic tests/procedures
 - C. Medications
 - D. Nutritional treatment
 - 1. Diet order(s)
 - E. Alternative forms of care

- V. Nutrition Course _____/7
 - A. Assessment of nutrition status (clinical record review; patient interview; consult with health care team)
 - 1. Evaluation of nutrition history
 - 2. Evaluation of anthropometric measurements
 - 3. Evaluation of pertinent nutrition labs
 - 4. Evaluation of clinical physical assessment

 - B. Nutrition Care Plan – hospital course _____/5
 - 1. Determination of nutrient requirements

2. Evaluation of Nutrition Care _____/3
- a. nutrition diagnosis
 - b. goals of nutrition care
 - d. evaluation of formula/diet – appropriate, needs met
 - e. nutrition monitoring
 - h. follow up and recommendations

3. Education/Counseling _____/5
- a. evaluation of appropriateness of MNT
 - b. evaluation of appropriate communication
(language, visual aids, interpreter, eye contact)
 - c. identification of stage of change
 - d. establishment of goals – realistic, objective, and measurable
 - e. summary of counseling session
 - f. assessment of patient’s knowledge, acceptance, and motivation
 - g. follow up and recommendations

VI. Summary of Cultural Relevance of Care _____/3

VII. References _____/5

- A. adequate # of references used
- B. references are appropriate, with majority being peer-reviewed journals, text books, etc. (Must include at least one peer-reviewed journal article)

Minor Case Study – One Disease State Content Evaluation Form

Intern's Name: _____ Content Score: _____/50

Exact order of this outline does not have to be followed by the intern. However, the presentation should be organized, flow logically, and include all of the headings/content areas listed below.

The intern must receive a total score of 35 or above to pass. For a total score below 34, the intern will have to repeat the case study assignment until receiving a passing score.

- I. Introduction _____/3
 - A. Reasons for selection of this case

- II. Discussion of Disease _____/5
 - A. Etiology
 - B. Pathology
 - C. Clinical manifestations
 - D. Biochemical manifestations
 - E. Treatment
 - 1. Medical
 - 2. Surgical
 - 3. Nutritional
 - F. Prognosis

- III. Discussion of Patient _____/5
 - A. Patient's history
 - 1. Medical/Surgical
 - 2. Social
 - 3. Nutritional
 - a. Anthropometric measurements
 - b. Nutrition history

- IV. Hospital Course Summary – chronological order _____/5
 - A. Medical/Surgical treatments - prognosis
 - B. Diagnostic tests/procedures
 - C. Medications; Drug/Nutrition interactions
 - D. Nutritional treatment
 - 1. Diet order(s)

- V. Nutrition Course _____/7
 - A. Assessment of nutrition status
 - 1. Evaluation of nutrition history
 - 2. Evaluation of anthropometric measurements
 - 3. Evaluation of pertinent nutrition labs
 - 4. Evaluation of clinical physical assessment

 - B. Nutrition Care Plan – hospital course _____/7
 - 1. Determination of nutrient requirements
*state standards for all calculations and goals of nutrition care
 - a. energy
 - b. macronutrients
 - c. micronutrients
 - d. fluid and electrolytes

1. Evaluation of Nutrition Care (clinical record review; patient interview; consult with health care team) _____/7
 - a. nutrition diagnosis
 - b. goals of nutrition care
 - c. determination of appropriate route of nutrition support
 - d. evaluation of formula – appropriate, needs met
 - e. nutrition monitoring
 - (1) labs
 - (2) weights
 - (3) I/O's
 - (4) summary of findings
 - f. assessment of nutrition care
 - g. tolerance of diet ordered
 - h. follow up and recommendations

3. Education/Counseling _____/5
 - a. evaluation of appropriateness of MNT
 - b. identification of stage of change
 - d. establishment of goals – realistic, objective, and measurable
 - e. summary of counseling session
 - f. assessment of patient's knowledge, acceptance, and motivation
 - g. follow up and recommendations

- VI. Summary of Nutrition/Medical Intervention _____/3

- VII. References _____/3
 - A. adequate # of references used
 - B. references are appropriate, with majority being peer-reviewed journals, text books, etc. (Must include at least one peer-reviewed journal article)

**Concordia College Dietetic Internship
Major Case Study Presentation Evaluation Form
(To be completed by preceptor(s))**

The mission of the Dietetic Internship at Concordia College is to prepare thoughtful, caring, and competent Registered Dietitians who are leaders in the field of nutrition and dietetics.

Name of intern: _____ Date: _____

Presentation title: _____

Audience: _____ Location: _____

Evaluator name/Title: _____

Please evaluate the dietetic intern's case study presentation below.

Evaluation Criteria	Excellent (4)	Good (3)	Acceptable (2)	Needs Improvement (1)
INTRODUCTION Extent to which: - intern appropriately introduced himself/herself (if applicable), the topic to be presented, and clearly explained objectives of the presentation				
ORGANIZATION Extent to which: - the presentation was organized in a logical manner				
VOICE Extent to which: - volume and inflection were effective - rate of speech was appropriate				
TOOLS Extent to which: - audiovisual resources, visual aids, and/or handouts were used appropriately (not relied upon)				
AUDIENCE CONTACT/INVOLVEMENT Extent to which: - intern makes appropriate eye contact throughout presentation - intern facilitates group participation as appropriate				
POISE Extent to which: - intern shows professional composure (is confident and enthusiastic) during presentation				
KNOWLEDGE Extent to which: - intern's knowledge of subject is evident - intern's knowledge is presented correctly and effectively				

RESPONSE TO FEEDBACK/QUESTIONS Extent to which: - intern encourages, and is receptive to, questions - intern is able to clarify or expand upon ideas				
PREPARATION Extent to which: - intern appears prepared for presentation				
EFFECTIVENESS Extent to which: - presentation is appropriate for target audience - presentation is informative and useful				
COMMENTS				

Total Points ____/40

Requirements for Final Meeting with the Internship Director

Interns should include copies of the following items in their individual assessment folder (originals should be submitted to the Internship Director). During the final meeting, the Internship Director will verify that all of the following have been submitted:

Community Portfolio

Required Documentation:

- Community Rotation Grading Criteria
- Concordia College Dietetic Internship Evaluation of Dietetic Intern – Community Nutrition
- Community Rotation Grading Sheet
- Mid-Point Performance Review
- Intern's Preceptor & Site Evaluation Form
- Intern's Self Evaluation
- Rotation Goals and Reflection
- Diet Instruction Critique #1
- Diet Instruction Critique #2
- Presentation Evaluation Form(s)

Clinical Portfolio

Required Documentation:

- Clinical Rotation Grading Criteria
- Concordia College Dietetic Internship Evaluation of Dietetic Intern – Clinical Nutrition
- Clinical Rotation Grading Sheet
- Mid-Point Performance Review
- Intern's Preceptor & Site Evaluation Form
- Intern's Self Evaluation
- Rotation Goals and Reflection
- Diet Instruction Critique #1
- Diet Instruction Critique #2
- MNT Patient Care Log
- Clinical Staff Relief Performance Evaluation Form
- Major Case Study Presentation Evaluation Form
- Presentation Evaluation Form(s)

Foodservice Management Portfolio

Required Documentation:

- Foodservice Management Grading Criteria
- Concordia College Dietetic Internship Evaluation of Dietetic Intern - Foodservice Management
- Foodservice Management Grading Sheet
- Mid-Point Performance Review
- Intern's Preceptor & Site Evaluation Form
- Intern's Self Evaluation
- Rotation Goals and Reflection
- Presentation Evaluation Form(s)

Other

- Summary of scores for mock exams
- Professional/personal mission statement (1/2 to 1 page in length)
- Summary of mock exam scores
- Dream Wizard sample Professional Development Portfolio (completed early in the internship and repeated at the end)
 - First attempt
 - Second attempt
- To demonstrate competency and progression of learning, submit:
 - three projects from clinical rotation
 - three projects from community rotation
 - three projects from food service management rotation
- Professional Development Portfolio CPEU Requirement
 - Activity Log
 - Copies of all agendas, certificates, or other documents verifying participation
- Learning Activities Sign Off Form
- Official transcript with degree listed
- Original undergraduate verification statement
- RDE Misuse Form
- Fob
- ID card
- Parking pass

Concordia College Dietetic Intern Responsibilities

It is the intern's responsibility to be on time, be prepared, and participate fully in all supervised practice experiences, study sessions, and events.

- The intern should have a positive attitude, that is, be prepared and eager to learn what the curriculum prescribes – even when the value of the experiences may not be immediately evident to the intern, consider how they fit into the big picture. There is always something to learn.
- The intern should be internally motivated, that is, be interested in learning because they want to become excellent practitioners, team members, and professional leaders. Grades, scores, and other extrinsic rewards are less important than what the intern learns.
- Always be on time during ALL rotations, classes, study sessions, field trips and with meeting deadlines set for assignments. Discuss with preceptors and Internship Director ahead of time if you are not able to make the deadline. Adhere to assigned work hours.
- Look ahead and plan meetings with upcoming preceptors to arrange schedules and review assignments.
- Get started on assignments early.
- Take advantage of opportunities offered inside and outside of the organization.

It is the intern's responsibility to communicate regularly and appropriately with preceptors and others so that expectations, arrangements, responsibilities, etc. are understood and agreed upon.

- The intern should be open to new information, ideas, experiences, approaches, ways of accomplishing things, and opportunities – even when these seem to be or are in conflict with the intern's personal beliefs and prior experiences.
- Interns should be willing to approach each new situation with the same openness and eagerness that they had at the beginning of their supervised practice experience.
- The intern should remember that preceptors, wonderful as they are, are not mind-readers.
- Interns should recognize that they are not expected to know all the answers, that is, they are in an internship to learn and thus are expected to ask appropriate questions to enhance their knowledge.
- Interns need to practice good listening skills and avoid gossiping. They should display positive body language, such as good eye contact, firm hand shakes, greeting people with a smile, and avoid distracting non-verbal cues.

It is the intern's responsibility to plan carefully and thoroughly as their preceptor asks them to do. It is also the intern's responsibility to follow through with all supervised practice plans and to prepare for the unexpected.

- The intern should be organized and willing to assume responsibility for his/her own learning. Excuses for disorganization and forgetfulness are not acceptable.
- Interns should be flexible and willing and able to adapt appropriately as situations change and circumstances warrant. Expect and accept that problems and frustrations will occur periodically, but learning to deal with problems will allow you to grow as a professional.
- Interns should cope with problems with a positive attitude.
- Interns should remember that providing patient/client care and/or high-quality food and nutrition services should be their preceptor's priority.

It is the intern's responsibility to learn when to ask for guidance and when to be appropriately self-directed.

- Interns should learn when to ask others questions and when to search for the answers themselves. They should clarify tasks given to them so they do not waste time. If expectations are not clear to them, they need to ask the preceptor what the expectations are.
- Interns must be flexible and respond positively to changes in schedules or assignments.
- Interns should be able and willing to build upon their prior learning.
- Interns should be able to integrate new information and concepts with those that they learned previously (Preceptors do not have the time nor should they be expected to teach or re-teach theory that interns should have mastered previously).

It is the intern's responsibility to maintain an appropriate perspective and stay focused on learning and the tasks at hand.

- Interns should manage their personal lives so that they can take full advantage of the experiences the internship and their preceptors are providing for them.
- Interns should expect that completing a supervised practice experience will be time-consuming and challenging. Without challenge and stretching, there will not be growth.
- Interns should devote appropriate time to the internship. The internship should be treated like a full-time job and be their top priority.

It is the intern's responsibility to look for connections

- ***between theory and practice***
- ***to what is already known and understood***
- ***between and among the new things being learned***
- ***between the training environment and future roles***

- Interns should expect to spend time in reflection and self-assessment.
- Interns should be patient – with patients, clients, employees, preceptors, and themselves. Learning and the development of professional skills takes time, effort, practice, and patience.
- Interns should understand that not everyone is ‘great’ at everything. They should expect their assessments from preceptors and internship staff will generally reflect the fact that there is room for them to improve.
- Interns should understand that they are expected to develop and demonstrate entry-level competence for all of the ACEND competencies. If they are not able to do so in the time allotted, they should be prepared to devote additional time and energy in these areas.

It is the intern’s responsibility to take care of him or herself.

They should:

- Eat a balanced diet to ensure adequate nutrition to support health
- Exercise to support health and encourage positive well-being
- Get enough rest to ensure alertness and ability to learn and function appropriately
- Manage their stress in an appropriate manner to support overall positive health and well-being
- Seek help when needed from professional practitioners and services

It is the intern’s responsibility to be organized, respectful, and appreciative.

- Intern behaviors should reflect their recognition that many are doing extra tasks and giving generously of the time, energy, and talents so that interns can be in this facility, having these learning experiences.
- Interns should not take their supervised practice program or the guidance of their preceptors or Internship Director for granted or make unwarranted assumptions. Interns are fortunate to be among those who matched to a dietetic internship and have been given the opportunity to pursue their goal of becoming eligible to take the National Registration Examination for Dietitians.
- Interns should always treat others with respect, even when they do not share the same values or opinions.
- Interns should be courteous to preceptors, professionals, fellow interns, and internship staff and act appropriately during presentations, study sessions, meetings, training sessions, etc.
- Interns should ask for things to do. Rather than always waiting to be told what to do, interns should volunteer to see patients or do other tasks especially when the preceptor is busy. If the intern lacks guidance, he or she should talk to the preceptor, and if need be, to the Internship Director.

- Interns need to understand that constructive criticism is given to improve their skills and is not to be taken personally. Being able to accept constructive criticism and improve as a result of it is a skill that is required of interns and anyone dedicated to personal and professional improvement.
- Interns should use the resources provided to them, including their intern handbook, evaluation forms, and the internship website.
- Interns need to read e-mails daily and respond (if needed) promptly and appropriately. All emails between interns and preceptors, internship staff, or other professionals should go through the intern's campus email account. Email messages should contain a greeting (e.g. Hello), message utilizing complete sentences, and closing (e.g. Sincerely or Thank you) followed by the intern's name and or signature line.
- Interns need to check their mailbox (if applicable) daily and empty it regularly.
- Interns need to practice good organizational skills and pay attention to details.

It is the intern's responsibility to continuously represent him or herself, the facility, dietetic internship, and Concordia College in a positive manner.

- Intern behaviors should reflect respect for oneself and the entities he/she is representing, that is, the intern should dress appropriately, act accordingly, and be professional at all times and in all situations, even when he/she is not at a rotation site or on campus.
- Interns need to be particularly cautious when using public and social media. Discussion of patient or client interactions on Facebook, Twitter, MySpace, blogs, or other forms of public and social media, even if no names are mentioned, is unprofessional and may violate HIPAA. Likewise, negative or disparaging comments about internship-related experiences, projects, facilities, preceptors, internship staff, fellow interns, and others are unacceptable. All photos, comments, and posts must be professional in nature and appearance.

“I have read the above and agree to abide by this list of responsibilities.”

(Printed name of dietetic intern)

(Signature of dietetic intern)

(Date)

Concordia College Dietetic Intern Dismissal Policy

A Concordia College Dietetic Intern will be dismissed from the program for the following reasons:

A report of, or witness to, the intern's failure or inability to resolve a behavior/appropriately improve a skill according to the terms of probation indicated in a warning letter (see *Disciplinary Procedures* on page 21).

The intern fails to make adequate progress in the internship, defined as not completing and submitting all required portfolio documents OR not passing (receiving less than 75%) more than one supervised practice rotation.

The intern fails to earn a passing score (75%) on all individual mock exams prior to May 1.

The intern has an unexcused absence from a dietetic internship study session. The Internship Director must be notified at least 24 hours in advance to receive an excused absence and has the authority to grant or deny an excused absence. Emergencies will be considered on an individual basis.

The intern does not pay her/his tuition within one week of the mailing date of a letter of warning (See Program Fee Payment Policy on p. 140)

Dismissal from the internship will result in a 0% refund of the program fee, regardless of duration of time completed. In addition, a request to write a letter of support for waiver of intern loans will be denied.

“I have read the above policies and agree to comply with them.”

(Printed name of dietetic intern)

(Signature of dietetic intern)

(Date)

Concordia College Dietetic Internship Program Fee Payment Policy

Note: The following fee policy on program fee payments is patterned after the Concordia College tuition policy.

1. If the full program fee is paid during the orientation week of the internship there will be 1.5% discount.
2. There will be no penalty if the program fee is split into two equal payments: orientation week and the first week in December.
3. There will be an 8% penalty fee added to each equal installment if each installment is not paid by the last business day of orientation week and the first week in December. A notice will be mailed.
4. If the fee is not paid within two weeks of the date the notice was mailed, a warning letter will be mailed.
5. If the fee is not paid in full within one week of the mailing of the warning letter, the intern will be dismissed from the internship. In addition, a request to write a letter of support for waiver of intern loans will be denied.
6. The deposit is applied towards the program fee payment, but is non-refundable.

“I have read the above policy and agree to comply with it.”

(Printed name of dietetic intern)

(Signature of dietetic intern)

(Date)

- A. Understand that it is strongly recommended I receive a Hepatitis B immunization series because of possible contact with blood or body fluids while at any health care facilities.

___ Hepatitis B Dates: _____

If you decline the recommended Hepatitis B immunization series, please sign and date:

Signature: _____ Date: _____

- B. Am providing proof of health/medical insurance (copy of insurance card is appropriate documentation)
- C. Understand that I will likely be required to receive an influenza vaccine if at a medical/healthcare facility between October 1 – March 21. Understand that if I decline the influenza vaccine or have a medical contraindication – I will be required to wear a mask at all times in areas where patients/clients may be present.
- D. Understand that I may need to sign additional health care compliance forms, provide additional information required by individual facilities, and participate in required orientations/trainings. Any costs associated with the aforementioned requirements are my (the dietetic intern) responsibility.
- E. Understand that one or more background studies and finger printing may be required for me to complete rotations at different facilities. Any costs associated with background studies and finger printing are my (the dietetic intern) responsibility.

Attach required documentation (e.g. copies of immunization records, proof of health/medical insurance) with this form.

(Signature of dietetic intern)

(Date)

CONCORDIA COLLEGE DIETETIC INTERNSHIP SITE PRECEPTORS

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Dietetic Internship Advisory Board

Current Dietetic Internship Director:

Meredith Wagner, PhD, RD, LRD

Preceptor from each of three domains:

Food Service Management: Cindy Hogenson, RD

Community: Kim Lipetzky, MNS, LRD

Clinical: Darlene Kruger, RD, LRD, CSNC

Internship Alumnus:

Kimberly Bailey, RD

Concordia College Didactic Program Representative:

Linda James, MS, RD

Chair of Nursing Program at Concordia College:

Polly Kloster, PhD, RN

Current Intern:

TBD