

**Marshall University
Dietetic Internship**



Preceptor Handbook
2021-2022

Department of Dietetics

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Welcome and Overview

We would like to thank each of you for your willingness to serve as a preceptor for Marshall University's on-site or distance internship program. You are helping prepare our next generation of professionals and we are extremely grateful for your time and participation. This handbook is a means of providing beneficial information that will assist you in your role as a preceptor, but please know that we are always available to answer any questions you may have.

Below, you will find an overview of Marshall University Dietetic Internship (MUDI) programs. Marshall is located in Huntington, West Virginia and the internships are housed within the Department of Dietetics in the College of Health Professions. Our internships are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Accreditation Council for Education in Nutrition and Dietetics
Academy of Nutrition and Dietetics
120 South Riverside Plaza, Suite 2190
Chicago, Illinois 60606-6995
800.877.1600 ext. 5400
<http://www.eatrightpro.org/resources/acend>

The MUDI is a 10-month program that combines a minimum of 1000 supervised practice hours and 21 hours of graduate coursework. Many of our interns take additional classes or thesis hours to complete a master's degree in Dietetics. Currently the MS is optional; however, in the future it will become mandatory for interns as a master's degree will be required for entry-level practice in 2024.

Fall coursework includes:

- DTS 670 Advanced Medical Nutrition Therapy I
- DTS 690 Research Applications in Dietetics
- DTS 675 DI Practicum I

Spring coursework includes:

- DTS 679 Advanced Medical Nutrition Therapy II
- DTS 673 Administrative Dietetics
- DTS 676 DI Practicum II

Summer coursework includes:

- DTS 677 DI Practicum III

Additional coursework available to dietetic interns within the Department include Food Allergies & Intolerances, Sports Nutrition, and Diabetes and Nutrition Management. Electives taken outside the department depend on student interests, but typically include courses in counseling, psychology, exercise physiology, public health, or health care administration.

For a description of the Dietetic Internship Courses, please consult the Graduate Catalog corresponding to the appropriate dietetic internship year:

<http://www.marshall.edu/catalog/graduate-catalogs/>

Program Mission:

The mission of the MUDI is to develop successful, entry-level Registered Dietitian Nutritionists who are able to promote optimal nutrition and health to individuals, groups, and communities by providing a variety of nutrition experiences in urban and rural areas.

Program Goals:

1. Provide comprehensive experiences in school and community nutrition, foodservice management, and medical nutrition therapy.
2. Prepare graduates who are competent entry-level practitioners.

Location:

The on-site dietetic internship is based in Huntington, WV. Rotations for these interns will be planned and scheduled by the dietetic internship director and include facilities within a 50-mile radius. Conversely, the distance internship will include interns (and preceptors) participating in rotations nation-wide. Interns are responsible for finding preceptors in the geographic region in which they live and scheduling rotations with the approval of the distance dietetic internship coordinator.

Supervised Practice Rotations:

Supervised practice rotations will be completed in the following areas:

- Medical Nutrition Therapy
- Community Nutrition and Public Health
- School Nutrition Education
- Foodservice Management

Vacations, Holidays, and Absence:

Supervised practice rotations may be scheduled during University holidays in order to attain the appropriate number of hours to complete accreditation requirements. The 2021-2022 onsite internship's schedule includes the following dates that are inconsistent with the University's calendar:

- *Orientation:* August 15-20, 2021
- *Thanksgiving Break:* November 22-26, 2021
- *Winter Break:* December 20, 2021 – January 10, 2022
- *Memorial Day:* May 30, 2022 – Depending on the assigned rotation, interns will either be scheduled to work this day or an alternative day will be assigned by the preceptor.
- *Internship Completion Date:* Monday, June 13, 2022

Distance internship schedules will vary; however, graduate coursework will follow the University's calendar.

Rotation days missed as a result of any excused absence, (i.e. appointment, illness, death in family) will be rescheduled for completion at another time determined by the preceptor and intern.

An extended absence due to illness, or other extenuating circumstance, will be handled on an individual basis involving the intern and Internship Director/Coordinator. Rotations will be rescheduled based on availability of preceptors, but may not be identical to what was originally planned.

Role of Preceptor

Your role as a preceptor is to share your knowledge, skills, and expertise through supervised practice experiences and prepare interns to be entry-level registered dietitian nutritionists. Preceptors provide thoughtful and constructive feedback to support intern learning and self-sufficiency. They serve as role models and openly share professional knowledge while listening and learning from interns.

Interns have a foundational knowledge base in nutrition and dietetics, but may have limited experience in working with patients/client and in leadership roles. An internship enables the intern to put didactic knowledge to practice and develop critical thinking skills in the “real-world” setting. This practice time builds professional confidence and prepares the interns for a career in dietetics.

Tips for Preceptors

Before your intern arrives:

- Your intern will be in contact with you no later than a week before they are scheduled to arrive at your facility to receive instructions for their first day with you
- Be sure to let the intern know where to park, the dress code for your facility (lab coat needed?), where to meet you on the first day, and any information/resources they need to bring with them

First Day/Week Tips:

- Establish ground rules
- Define and discuss expectations
- Discuss competencies to be met during the rotation and work with interns to develop a plan for completion
- Explain work norms at your facility
- Introduce intern to staff they will be working with
- Provide a tour of your facility
- Ensure that interns knows where to park, the dress code, and work times
- Identify your role within your organization
- Ask your intern about his or her strengths and interests. You may find they have talents or skills that can benefit you and your organization
- Ask your intern about his or her expectations for the rotation
- Have a plan for the first day
- Tell your intern about yourself
- If possible, provide a tentative schedule for the rotation
- Discuss your preferred method to co-signing documentation, if needed

Adult Learning Strategies:

- **DR FIRM**
 - **D: Demonstration, presentation, and problem solving**
 - **R: Rehearsal**
 - **F: Feedback and Correction**
 - **I: Independent Practice**
 - **R: Review**
 - **M: Motivate to persevere**

Demonstration:

- Let interns observe early in the rotation and discuss the steps you have taken to complete a task
- Show interns what you do on a day-to-day basis. In the clinical setting, this includes details of calculating nutrient needs, providing education, and providing recommendations, as these will vary from facility to facility
- Stick to the important points and help the intern develop problem-solving skills
- Describe your short cuts, if any, or tips and why you use them

Rehearsal:

- Have the intern role play your job. Ask them: if this was your patient/client, what would you do? Or, if you were leading this meeting, what would you say?
- Evaluate by observing performance
- Explain how much time should be spent on certain tasks to improve time-management skills

Feedback and Correction:

- Feedback should be open, corrective, and specific
- Show empathy
- Emphasize thoroughness
- Errors should be corrected and interns should repeat tasks as appropriate
- Be specific
- Ask interns questions that patients or staff might ask
- Ask an intern to describe how he or she determined nutrient needs or how they assessed patient understanding after providing a diet instruction

Independent Practice:

- Time to let them go, although interns should feel free to ask questions when necessary
- Set deadlines for specific tasks. Set up times during the day to check in with you

Review:

- Observe or have interns demonstrate an assigned tasks
- Highlight both strengths and weaknesses
- Have interns rehearse as needed

Motivate:

- Praise intern for tasks that were completed correctly

- Encourage learning at your facility by creating a positive work environment
- When appropriate, allow the intern to complete tasks independently
- Relay positive comments you have heard about the intern from other healthcare practitioners

Preceptors who are energetic and enthusiastic stimulate student learning and interest. When needed, work with the intern to find answers to their questions. You will learn from interns as they will learn from you.

Successful Preceptors:

- Create a positive learning environment
- Are accessible
- Provide feedback and evaluate student performance (both positive and constructive)
- Guide interns while promoting problem-solving skills
- Have a positive attitude
- Demonstrate professional ethics and work within the scope of practice for RDN's
- Create an atmosphere for open, clear communication
- View interns positively
- Challenge interns to perform
- Remember that interns are preparing for entry-level work
- Provide direction to interns, as needed
- Have reasonable expectations
- Are open to feedback, just as your interns will be
- Ask for the intern's ideas

Intern Needs/ Expectations:

During supervised practice, interns will be expected to put classroom knowledge into practice and further develop their critical thinking skills. The intern's expectations of the rotation should be discussed on the first day. Most interns are enthusiastic and want to learn all they can. If an opportunity arises to observe or participate in a swallowing evaluation, surgery, wound care rounds, staff meeting, job interview, etc., keep the intern in mind and ask if he or she can participate. Be supportive and encourage your intern to ask questions so he or she can make the most of the experience.

Responsibilities of the Intern:

- Prepare for and participate in all supervised practice activities
- Assume responsibility for their own learning and be self-directed learners
- Demonstrate professional attributes: timeliness, organization, respect, a positive attitude, motivation, open-mindedness, flexibility, and patience
- Communicate regularly with preceptors regarding expectations, progress, questions, and difficulties
- Be respectful of preceptors' willingness to precept
- Expect a challenging supervised practice experience and recognize that skills will take years to develop
- Manage time efficiently

- Ask for guidance when needed
- Be open to feedback
- Build relationships

Handling Difficult Situations

Difficult situation may arise if:

- Students have inadequate knowledge prior to the rotation
- Skill deficiencies are present (not able to translate information learned in class to the work setting)
- Personality difficulties are present (poor communication skills)
- Situation difficulties are present (inability to cope with certain populations due to personal reasons- ex. a student has a family member with Alzheimer's and they are unable to handle working with this population)

Suggestions for dealing with student problems:

- Frequent, on-going evaluation
- Specify the issues of concern when discussing problems with the intern
- Problems should be identified and dealt with as early as possible. Bad habits are reinforced through repetition so it is important to correct them quickly
- Rules and expectations need to be communicated clearly
- Talk to student about feelings that make them apprehensive or hesitant
- Describe the student's behavior rather than judge it
- Provide specific feedback, not general
- Time your feedback appropriately; it should be provided shortly after completion of a task
- Check for understanding to ensure clear communication
- Inform the internship director (onsite) or coordinator (distance) of any communication when dealing with intern problems

Evaluation

The most important and challenging role for the preceptor is evaluating the intern's performance. Evaluation should be on-going and frequent to help modify skills and behaviors if needed.

Tips for evaluation:

- Evaluation is part of the learning process and can help build an intern's confidence in professional practice
- Midpoint evaluations, completed in rotations lasting four weeks or longer, provide feedback on areas for improvement
- Final evaluations, completed at the end of rotations, detail an intern's strengths and areas that may need improvement as additional rotations are completed

- Results of the final evaluation should NEVER come as a complete surprise since feedback is provided throughout the rotation
- Evaluations can be helpful to the preceptor if they are used to identify areas of strength or areas for improvement in rotation activities

Evaluation Documentation:

The MUDI uses the online reporting system, E*Value, for documentation of weekly reports and intern evaluations.

Weekly Reports - Weekly reports are completed by the intern and include a summation of accomplished activities and learning outcomes, days and hours worked, and other pertinent information. Once the intern completes his or her weekly report, it is electronically sent to the preceptor for verification. The preceptor is responsible for reading the report and verifying the information provided reflects what was accomplished during that week.

Midpoint Evaluations - Rotations lasting four weeks or longer require a midpoint evaluation to identify any potential areas for improvement prior to the final evaluation. Preceptors are, however, encouraged to provide steady feedback throughout the rotation to allow for redirection and reinforcement as needed. Preceptors will receive an e-mail link 3 days before the mid-point date to complete this evaluation. Be sure to discuss the evaluation with the intern before submitting. Once the preceptor submits the evaluation, the intern and internship director/coordinator will be able to view it.

Final Evaluations – No matter the length, interns will be evaluated at the end of all rotations on both competencies and professional attributes. Preceptors will receive an e-mail link 3 days before the completion date, providing access to the evaluation form. Once completed, preceptors should discuss the evaluation with the intern to identify strengths and areas which may need improvement or additional practice. Once the preceptor submits the evaluation, the intern and internship director/coordinator will be able to view it on E*Value.

In the event an intern receives a score of less than “meets expectations” on an evaluation item, some type of remedial work is required. The student, preceptor, and internship director/coordinator will discuss and agree upon remediation requirements. These will vary according to the situation. Requirements for remediation will be placed in the intern’s file and upon completion of remedial work, the preceptor and director/coordinator will determine the intern’s ability to continue rotations as assigned.

ACEND Knowledge Requirements

Dietetic internship competencies and suggested activities to meet these knowledge requirements are listed on the following pages. Competencies have been organized by the rotation in which they will be evaluated. Understandably, each facility will offer different learning experiences; therefore, the activities proposed to meet competencies are suggestions and may be met in other ways as well.

ACEND Preceptor Requirements

Program preceptors must be trained on strategies to recognize biases in self and others and reduce instances of microaggressions and discrimination. To meet this requirement, preceptors should complete the following training: [Combating Unconscious Bias and Preventing Microaggressions: A Professional Duty FNCE 2019 Presentation](#). This presentation provides the preceptor with the required training, as well as 1.5 CEU's.

Additional resources for diversity, equity, and inclusion can be found [here](#).

More about Precepting

- The preceptor tab on the Department of Dietetics' website contains useful information and we recommend utilizing this resource as needed. Additionally, more detailed information about both dietetic internships can be found [here](#).
- The Commission on Dietetics Registration (CDR) offers a free on-line preceptor training program. This learning module offers 8 CPEU's upon successful completion of the program. It is not necessary for participants to be members of the Academy of Nutrition and Dietetics in order to take this course. The course is titled Dietetics Preceptor Training Program and can be found at <https://www.eatrightpro.org/acend/training-and-volunteer-opportunities/dietetics-preceptor-training-program>. This training is very beneficial and we encourage you to complete it when you have the chance.
- The Commission on Dietetic Registration (CDR) allows a maximum of 3 CEU's per year for preceptorship. Please visit their website for more information: <https://www.cdrnet.org/cpeu-credit-for-preceptors>.
- Networking with other preceptors at local, state, and national meetings is helpful in sharing ideas and strategies that are beneficial to the process.
- In addition to this handbook, please complete our preceptor orientation course: <https://mudipreceptortraining.thinkific.com/>.
- NDEP Preceptor Resources: <https://www.eatrightpro.org/ndep/preceptor-resources/ndep-preceptor-resources>.

Medical Nutrition Therapy

Competencies to be Evaluated During Rotation

Must receive a score of 2 or 3 on Evaluation to count for Competency Completion

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 1.2: Apply evidence-based guidelines, systematic reviews, and scientific literature.	Medical Nutrition Therapy Community Nutrition School Nutrition Education DTS 670/679 – Advanced Medical Nutrition Therapy I and II DTS 690 – Research in Dietetics DTS 673 – Administrative Dietetics Evaluated during MNT rotation and through coursework	Intern will demonstrate his/her ability to utilize evidence-based guidelines, literature reviews, and scientific literature in practice and on assignments.	<ul style="list-style-type: none"> • Intern will document in weekly report and provide evidence of MNT Case Studies in portfolio • Class instructors will evaluate on specific assignments • MNT preceptor and internship director or coordinator will evaluate from case study presentations
CRDN 1.3: Justify programs, products, services, and care using appropriate evidence or data.	School Nutrition Education or Community Nutrition Medical Nutrition Therapy Evaluated during MNT and School Nutrition rotations	Intern will justify decisions made for the nutritional intervention of case study patients.	<ul style="list-style-type: none"> • Intern will document in weekly report and upload MNT case studies in portfolio • MNT preceptor and internship director or coordinator will evaluate clinical case studies
CRDN 1.4: Evaluate emerging research for application in nutrition and dietetics practice.	Community Nutrition Medical Nutrition Therapy Didactic Courses Evaluated during MNT rotation and through coursework	Intern will identify and use current research regarding best practices for providing nutrition education and medical nutrition therapy.	<ul style="list-style-type: none"> • Intern will document in weekly report and provide evidence in portfolio with clinical case studies • MNT preceptor and internship director or coordinator will evaluate clinical case studies for application of current research • Class instructors will evaluate on specific assignments
CRDN 1.5: Conduct projects using appropriate research methods, ethical procedures, and data analysis.	Medical Nutrition Therapy Foodservice Management Evaluated during MNT Rotation	Intern will conduct projects like the clinical case studies using appropriate research strategies and ethical procedures, as well as appropriate and accurate data analysis (data analysis included nutrition assessment).	<ul style="list-style-type: none"> • Interns will document in weekly report and provide evidence in portfolio with clinical case studies • MNT preceptor and internship director or coordinator will evaluate clinical case studies

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 1.6: Incorporate critical thinking skills in overall practice.	All Rotations Evaluated during MNT Rotation	Intern will compile and use multiple sources of information to influence his/her decision-making process. Intern will also synthesize information from the medical record and patient or family to plan appropriate nutritional interventions for individual patient care.	<ul style="list-style-type: none"> • Intern will document in weekly report and provide evidence in portfolio with clinical case studies • MNT preceptor and internship director or coordinator will evaluate clinical case studies • MNT preceptor will evaluate skills during application of the Nutrition Care Process
CRDN 2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.	All Rotations Evaluated during MNT and Community Rotations	Intern will adhere to the Scope of Professional Practice (SOPP) and the Code of Ethics (COE) throughout the internship. These documents are in the DI and DDI Handbooks for reference.	<ul style="list-style-type: none"> • Intern will document in weekly report • MNT preceptor will evaluate based on Nutrition Care Process activities
CRDN 2.3: Demonstrate active participation, teamwork, and contributions in group settings.	All Rotations Evaluated during MNT rotations	Opportunities to participate in groups will be available in multiple settings including LTC (resident care meetings), acute care (rounds or discharge planning), and out-patient (class or event planning with other employees).	<ul style="list-style-type: none"> • Intern will document participation in weekly reports • MNT preceptor will evaluate based on Nutrition Care Process activities
CRDN 2.4: Function as a member of interprofessional teams.	Medical Nutrition Therapy Evaluated during MNT rotations	Intern will function as a member of the Interprofessional team through participation in care plan meetings, rounds, discharge planning, and/or inter-department meetings	<ul style="list-style-type: none"> • Intern will document participation in weekly reports • MNT preceptor will evaluate based on Nutrition Care Process activities

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 2.5: Assign duties to NDTRs and/or support personnel as appropriate.	Medical Nutrition Therapy Evaluated during MNT rotations	Intern will assign patient care activities to support personnel where appropriate. This may include NDTRs, dietary clerks or aides, foodservice staff, or CNAs	<ul style="list-style-type: none"> • Intern will document in weekly report • MNT preceptor will evaluate based on Nutrition Care Process activities
CRDN 2.6: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.	Medical Nutrition Therapy Evaluated during MNT rotations	When issues are acknowledged to be out of the intern's scope of practice, intern will refer patients to other professionals including, but not limited to, nursing, pastoral care, social work, speech language pathology, occupational therapy, physical therapy, and pharmacy	<ul style="list-style-type: none"> • Intern will document in weekly report • MNT preceptor will evaluate based on participation in Nutrition Care Process activities
CRDN 2.8: Demonstrate negotiation skills.	All Rotations Evaluated during School Nutrition/ Community Nutrition and MNT rotations	Intern will have the opportunity to demonstrate negotiation skills in many rotations, including school nutrition (encouraging children to try new foods), MNT (differing opinions between nutrition recommendation and patient/client desires, goal setting, promoting behavior change), and FSM (therapeutic diets/menu changes).	<ul style="list-style-type: none"> • Intern will document in weekly report • MNT preceptor will evaluate based on participation in Nutrition Care Process activities
CRDN 2.10: Demonstrate professional attributes in all areas of practice.	All rotations Evaluated during MNT rotation	Opportunities to demonstrate and improve professional attributes will present throughout the internship. Examples include independently organizing daily activities in management and MNT rotations, participating in quality assurance studies, showing initiative in rotations and being proactive.	<ul style="list-style-type: none"> • Intern will document in weekly report • MNT preceptor will evaluate based on participation in Nutrition Care Process activities
CRDN 2.11: Show cultural consideration and humility in interactions with clients, colleagues, and staff.	All rotations Evaluated during MNT rotation	Intern will interact with peers, preceptors, faculty, staff, patients, and clients showing sensitivity to individual cultures and belief systems	<ul style="list-style-type: none"> • Intern will document in weekly report • MNT preceptor will evaluate based on participation in Nutrition Care Process activities

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 3.1: Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups, and populations of differing ages and health status, in a variety of settings.	Community Nutrition Medical Nutrition Therapy DTS 670/679 – Advanced Medical Nutrition Therapy I and II Evaluated during MNT rotation	Intern will assess, develop interventions, evaluate, and document client care utilizing the Nutrition Care Process.	<ul style="list-style-type: none"> • Intern will document in weekly report and provide evidence in portfolio with clinical case studies • MNT preceptor and internship director or coordinator will evaluate clinical case studies for application of NCP • MNT preceptor will evaluate based on Nutrition Care Process activities
CRDN 3.3: Demonstrate effective communication skills for clinical and customer services in a variety of formats and settings.	All Rotations Evaluated in School Nutrition and/or Community Nutrition rotation	Demonstration will be possible through activities such as oral presentation of case studies, in-services, and or K-12 curriculum; development of education material in school nutrition or MNT rotations; marketing for special meal/class during FSM or community rotations.	<ul style="list-style-type: none"> • Intern will document in weekly report and provide evidence in portfolio • Preceptor and internship director or coordinator (if present) will evaluate communication skills following Nutrition Education presentation
CRDN 3.6: Use effective education and counseling skills to facilitate behavior change.	Community Nutrition Medical Nutrition Therapy School Nutrition Education Evaluated during MNT rotation	Education and counseling skills will be practiced and improved upon throughout the internship.	<ul style="list-style-type: none"> • Intern will document in weekly report • Intern will document growth of skills in self-evaluation found in the portfolio • Preceptor will evaluate based on Nutrition Care Process activities
CRDN 3.8: Deliver respectful, science-based answers to client questions concerning emerging trends.	All Rotations Evaluated during Community Nutrition and MNT rotations	The opportunity to respond to consumer questions with respectful, science-based answers will present throughout the internship. Examples include school nutrition education (teacher, parent, child questions); MNT (patient/client questions); FSM (staff questions); Community (client/participant questions).	<ul style="list-style-type: none"> • Intern will document in weekly report • MNT preceptor will evaluate based on Nutrition Care Process activities

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	• Evaluation Strategies
CRDN 3.10: 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.	Foodservice Management Medical Nutrition Therapy Evaluated in both rotations	Intern will evaluate EN and PN formulas for patient tolerance and affordability if being discharged on formula.	<ul style="list-style-type: none"> • Intern will document in weekly report • MNT preceptor will evaluate intern's work with EN/PN during Nutrition Care Process activities
CRDN 4.4: Apply current nutrition informatics to develop, store, retrieve, and disseminate information and data.	All Rotations Evaluated during MNT rotation	Intern will demonstrate abilities to utilize nutrition informatics through activities such as using an EMR; identifying evidence-based research when completing case studies or developing presentations and education material; or when utilizing operating systems in FSM	<ul style="list-style-type: none"> • Intern will document in weekly report • MNT preceptor will evaluate abilities based on Nutrition Care Process activities
CRDN 4.3: Conduct clinical and customer service quality management activities	Foodservice Management MNT – Long Term Care Evaluated during FSM rotation	Intern will perform and evaluate at least one quality improvement activity. This may include food temperature audits, equipment temperature checks, HACCP audits, etc.	<ul style="list-style-type: none"> • Intern will document in weekly report and provide evidence in portfolio • FSM preceptor will evaluate achievement of competency on Quality Assurance Assignment
CRDN 4.10: Analyze risk in nutrition and dietetics practice.	Foodservice Management Medical Nutrition Therapy Evaluated in both rotations	During MNT rotations, intern will analyze patient information for nutritional risk including malnutrition and various disease states.	<ul style="list-style-type: none"> • Intern will document in weekly report • MNT preceptor will evaluate intern's ability to identify nutritional risk of patients during Nutrition Care Process activities

Foodservice Management

Competencies to be Evaluated During Rotation

Must receive a score of 2 or 3 on Evaluation to count for Competency Completion

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.	Foodservice Management MNT – Long Term Care Evaluated during FSM rotation	Intern will identify activities related to quality of care or customer service and evaluate achievement of facility objectives. Examples include food temperature checks, equipment audits, monthly weights, chart audits, and/or skin assessment.	<ul style="list-style-type: none"> • Intern will document in weekly report and provide evidence in portfolio • Foodservice Management preceptor will evaluate achievement of competency on Quality Assurance Assignment
CRDN 2.7: Apply leadership skills to achieve desired outcomes.	All Rotations Evaluated during FSM rotation	Intern will have the ability to apply leadership skills throughout the internship. Examples include school nutrition (leading all aspects of curriculum presentations), FSM (developing a theme meal or plan to solve a problem or issue), MNT (managing all aspects of patient care).	<ul style="list-style-type: none"> • Intern will document in weekly report and provide evidence of FSM project in portfolio • FSM preceptor will evaluate based on completion of FSM project
CRDN 3.9: Coordinate procurement, production, distribution, and service of goods and services, demonstrating and promoting responsible use of resources.	Foodservice Management Evaluated during the FSM rotation where project is completed	Intern will plan, implement, and evaluate a theme meal (or another project approved by preceptor) and will incorporate the procurement, production, and distribution of goods with attention paid to waste control.	<ul style="list-style-type: none"> • Intern will document in weekly report and provide an overview of the project in the portfolio • Preceptor will evaluate FSM project
CRDN 3.10: 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.	Foodservice Management Medical Nutrition Therapy Evaluated in both rotations	Intern will develop or modify recipes and supervise the production for theme meal. Will conduct sensory evaluation of meal to determine acceptance. If an alternative FSM project is completed, this competency will need to be addressed.	<ul style="list-style-type: none"> • Intern will document in weekly report • FSM project documentation to be included in portfolio • FSM preceptor will evaluate FSM project

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 4.1: Participate in management of human resources.	Foodservice Management Evaluated during FSM rotation	Intern will participate in and perform the management of human resources through involvement with scheduling for the production of the theme meal (or other projects as determined by FSM preceptor).	<ul style="list-style-type: none"> • Intern will document in weekly report • Description of FSM project to be included in portfolio • FSM preceptor will evaluate FSM project implementation and success
CRDN 4.2: Perform management functions related to safety, security, and sanitation that affect employees, customers, patients, facilities, and food.	Foodservice Management Evaluated during FSM rotation	Intern will review safety and sanitation policies for facility and perform a safety/sanitation audit. Will also address safety and sanitation in FSM project	<ul style="list-style-type: none"> • Intern will document in weekly report • Description of safety and sanitation considerations to be included in FSM Project portfolio submission • FSM preceptor will evaluate performance based on FSM project
CRDN 4.3: Conduct clinical and customer service quality management activities	Foodservice Management MNT – Long Term Care Evaluated during FSM rotation	Intern will perform and evaluate at least one quality improvement activity. This may include food temperature audits, equipment temperature checks, HACCP audits, etc.	<ul style="list-style-type: none"> • Intern will document in weekly report and provide evidence in portfolio • FSM preceptor will evaluate achievement of competency on Quality Assurance Assignment
CRDN 4.5: Analyze quality, financial, and productivity data for use in planning.	Foodservice Management Evaluated during FSM rotation	Intern will utilize quality, financial, and productivity data in planning his/her theme meal, or other FSM project determined by preceptor. Interns will also complete a FSM project in DTS 673 and will utilize quality, financial, and productivity data in planning.	<ul style="list-style-type: none"> • Intern will document in weekly report • Description of FSM project to be included in portfolio • Preceptor will evaluate FSM project implementation and success
CRDN 4.6: Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste, and protect the environment.	Foodservice Management Evaluated during FSM rotation	Intern will consider the environment and waste reduction in the planning and implementation of theme meal. A description of this consideration and review of what transpired is to be provided in the intern's description of his/her project.	<ul style="list-style-type: none"> • Intern will document in weekly report • Description of FSM project to be included in portfolio • Preceptor will evaluate effectiveness of procedures used for FSM project

Competency/Outcome	Expected Rotation or Didactic Assignment	Planned Experience(s)	Evaluation Strategies
CRDN 4.7: Conduct feasibility studies for products, programs, or services with consideration of costs and benefits.	Foodservice Management Evaluated during FSM rotation	Intern will present preliminary information to FSM preceptor regarding ideas for theme meal or another project. Production needs and food cost are to be provided.	<ul style="list-style-type: none"> • Intern will document in weekly report • Preliminary report to be included in portfolio • Preceptor will evaluate practicality of plan and intern's ability to gather useful information
CRDN 4.8: Develop a plan to provide or develop a product, program, or service that includes a budget, staffing needs, equipment, and supplies.	Foodservice Management Evaluated during FSM rotation	Intern will participate in the development or improvement of a product, program, or service (theme meal) and its implementation, taking budget, staffing needs, equipment and supplies into consideration.	<ul style="list-style-type: none"> • Intern will document in weekly report • Planning, execution, and evaluation of the project will be described in writing and included in the portfolio • Preceptor will evaluate the intern's ability to plan, execute, and evaluate the project
CRDN 4.10: Analyze risk in nutrition and dietetics practice.	Foodservice Management Medical Nutrition Therapy Evaluated in both rotations	Intern will review HACCP guidelines and observe the movement of food from delivery to service, with focus on products ordered for theme meal.	<ul style="list-style-type: none"> • Intern will document in weekly report • FSM preceptor will evaluate intern's ability to identify potential risks in food system

School and Community Nutrition Rotations

Competencies to be Evaluated During Rotation

Must receive a score of 2 or 3 on Evaluation to count for Competency Completion

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 1.3: Justify programs, products, services, and care using appropriate evidence or data.	School Nutrition Education or Community Nutrition Medical Nutrition Therapy Evaluated during MNT and School Nutrition rotations	Intern will provide justification for a grant-funded nutrition education program. Instructions are in the <i>Internship Handbook</i> .	<ul style="list-style-type: none"> • Intern will document in weekly report and upload opinion paper and MNT case studies in portfolio • Preceptor and/or internship director/coordinator will evaluate opinion paper
CRDN 2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.	All Rotations Evaluated during MNT and Community Rotations	Intern will adhere to the Scope of Professional Practice (SOPP and the Code of Ethics (COE) throughout the internship. These documents are in the DI and DDI Handbooks.	<ul style="list-style-type: none"> • Intern will document in weekly report • Community preceptor will evaluate adherence to SOPP and COE during community presentation
CRDN 2.2: Demonstrate professional writing skills in preparing professional communications.	All Rotations Evaluated during School Nutrition Education rotation	Intern will demonstrate professional writing skills in multiple rotations throughout the internship. During Community/School Nutrition rotations, activities may include creating newsletters, handouts, or recipes for distribution.	<ul style="list-style-type: none"> • Intern will document in weekly report and provide evidence of prepared material in portfolio • School Nutrition preceptor will evaluate appropriateness and effectiveness of written materials
CRDN 2.8: Demonstrate negotiation skills.	All Rotations Evaluated during School Nutrition/Community Nutrition and MNT rotations	Intern will have the opportunity to demonstrate negotiation skills in many rotations, including school and community nutrition. Negotiations may include providing encouragement to try new foods or make behavior changes and helping clients establish goals.	<ul style="list-style-type: none"> • Intern will document in weekly report • School or Community Nutrition preceptor will evaluate based on performance during Nutrition Education Presentation

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 2.9: Participate in professional and community organizations.	All Rotations Evaluated in Community Nutrition rotation	All interns will be student members of the Academy of Nutrition & Dietetics. Examples of ways to participate in professional/community organizations include involvement with your AND state affiliate (attend a board meeting, educational meeting, or webinar), attend FNCE, involvement with your state licensure board (attend a meeting), or provide/assist with community outreach activities.	<ul style="list-style-type: none"> • Intern will document in weekly report • Internship director or coordinator will evaluate participation in chosen activity • Description of participation in professional/community organization to be included in portfolio
CRDN 3.3: Demonstrate effective communication skills for clinical and customer services in a variety of formats and settings.	All Rotations Evaluated in School Nutrition and/or Community Nutrition rotation	Demonstration will be possible through activities such as oral presentation of case studies, in-services, and or K-12 curriculum; development of education material in school nutrition or MNT rotations; marketing for special meal/class during FSM or community rotations.	<ul style="list-style-type: none"> • Intern will document in weekly report and provide evidence in portfolio • Preceptor and internship director or coordinator (if present) will evaluate communication skills following Nutrition Education presentation
CRDN 3.4: Design, implement, and evaluate presentations to a target audience.	All Rotations Evaluated in School Nutrition and/or Community Nutrition rotation	Intern will design/tailor, implement, and evaluate multiple nutrition education presentations for K-12 population or community members.	<ul style="list-style-type: none"> • Intern will document in weekly report and provide presentation, outline, and accompanying material in portfolio • Preceptor will evaluate timeliness, accuracy, and effectiveness of presentation
CRDN 3.5: Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.	Community Nutrition School Nutrition Education Evaluated during both rotation	Intern will develop education material and handouts for use in School and Community Nutrition rotations.	<ul style="list-style-type: none"> • Intern will document in weekly report and provide evidence of materials developed in portfolio • Preceptor will evaluate appropriateness and effectiveness of materials developed

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 3.7: Develop and deliver products, programs, or services that promote consumer health, wellness, and lifestyle management.	Community Nutrition School Nutrition Education Evaluated during both rotations	Intern will participate in the development and delivery of health and nutrition information to parents, children, and or teachers during the school nutrition education rotation, and may develop and present a nutrition class for the community during the community rotation.	<ul style="list-style-type: none"> • Intern will document in weekly report • Outline of lesson plan will be provided in the portfolio Preceptor will observe and evaluate the appropriateness and adequacy of information provided
CRDN 3.8: Deliver respectful, science-based answers to client questions concerning emerging trends.	All Rotations Evaluated during Community Nutrition and MNT rotations	The opportunity to respond to consumer questions with respectful, science-based answers will present throughout the internship. Examples include school nutrition education (teacher, parent, child questions); MNT (patient/client questions); FSM (staff questions); Community (client/participant questions).	<ul style="list-style-type: none"> • Intern will document in weekly report • MNT preceptor will evaluate based on Nutrition Care Process activities

For School Nutrition Rotation Only:

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 5.1: Demonstrate advanced experience and skill in tailoring prescribed curricular materials that focus on nutrition in the K-12 environment.	School Nutrition Education	Intern will utilize specific curriculum to provide nutrition education in school/daycare settings but will be able to tailor material to meet classroom needs.	<ul style="list-style-type: none"> • Intern will document in weekly report • Intern will evaluate progress and development of skills in self-evaluation located in portfolio • Preceptor will evaluate intern's skills in tailoring education material at the mid-point and upon conclusion of the rotation
CRDN 5.2: Design nutrition education resources that compliment prescribed curriculum	School Nutrition Education	In consideration of curriculum, intern will develop accompanying education material (which may include newsletters, handouts, recipes, activity sheets) that is intended to enhance the classroom experience.	<ul style="list-style-type: none"> • Intern will document in weekly report and provide evidence of developed material in the portfolio • Preceptor will evaluate accuracy and effectiveness of materials developed
CRDN 5.3: Manage delivery of the school nutrition program objectives, including resource planning, incentives, and teacher tools as appropriate.	School Nutrition Education	Intern will be self-sufficient in delivering the school nutrition education program objectives.	<ul style="list-style-type: none"> • Intern will document in weekly report and discuss personal growth and skill development in self-evaluation • Preceptor will evaluate ability to perform independently

Preceptor Checklist for Intern Orientation to Facility - Example (Cedar Crest College)

___ How intern obtains an appropriate ID (if needed)

Note: All interns will have a Marshall University Dietetic Intern badge obtained during orientation

___ Required facility orientation (dress code, HIPPA, Universal Precautions)

___ Required documentation needed (TB results, background check, drug screen)

___ What, if any, office, locker, or other space the intern may use

___ Parking restrictions

___ How intern will access phones, pages, computers, etc.

___ Meal policy

___ Mission and goals of the facility

___ Facility policies and code of conduct

___ Departmental policies and procedures

___ Introductions to other staff

___ Share dietitian job description

___ Typical routine/schedule

___ Resources intern may need or want to access (manuals, education materials)

___ Items the intern should bring to rotations (lab coat, calculator, laptop)

Relevant Experience and Project Ideas

Projects and experiences should be appropriate to provide learning opportunities for interns. Below are a few examples that may be helpful.

Foodservice Management Rotations

- Quality improvement project
 - Waste management
 - Temperature Audits
 - Trayline Efficiency
- Sustainability Project
 - Reducing the use of throw away containers
 - Taste-testing new food items
 - Evaluate the product
 - Complete nutrition facts for new recipes
 - Introduce composting
 - Introduce recycling
 - Introduce ways to use leftovers and reduce food waste
- Special Cafeteria Menu or Theme Meal
 - Develop a meal that will be served in the cafeteria
 - This will include marketing the meal, budget costs, serving the meal, and evaluating the meal
 - Interns can also provide educational handouts or recipes to be provided with the meal
 - Examples: heart healthy foods, healthy holiday foods, healthy comfort foods, strengthen your gut with pro- and prebiotic foods, eating well with diabetes, healthy picnics

Clinical Rotations

- Billing and coding regulations
- Insurance requirements
- Nutrition Care Plan
 - Assessment, Nutrition Diagnosis, Intervention, Monitor/Evaluate
 - Appropriate documentation
- Participate in rounds and discharge planning meetings
- Introducing interns to other departments (ex. wound care, speech pathology, pharmacy) to see the broad scope of clinical care
- Performing Nutrition Focused Physical Exams (NFPE)
- Observe surgeries as available and desired

Community Rotations

- Review a grant or proposal for community nutrition or a wellness related event that addresses a problem identified by the site
 - This could be an established grant
- Group presentations
 - Cooking demos
 - Family dinner nights
 - Employee in-services
- Develop and present nutrition education classes

- One or a series
- Identify needs
- Prepare presentation, including education material
- Conduct the presentation
- Self-reflection and evaluation of presentation

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Additional Resources

Put Me in Coach! A Preceptor's Guide to Competency-Based Education FNCE 2020 Session

Giving Students and Interns Feedback

One of the hardest parts about being an instructor and preceptor is offering feedback, especially constructive feedback.

Here are a few tips followed by a sample role play video to see these tips in action.

1. **Build a relationship.** The student is much more likely to respond positively to your constructive feedback if a mentor-mentee relationship exists. That relationship may take a few days to build and the preceptor or faculty member needs to be intentional for that to happen. Demonstrate that you care about the student as human beings, beyond simply their performance at your facility. This is demonstrated by simply asking questions to get to know them. Questions like,
 - How was your weekend?
 - Which of your classes has been your favorite so far?
 - What ideas do you have in terms of your first job out of school?
 - What's your dream job?

There may be some mis-steps that the student makes on the first day that might be best to hold-off on in terms of providing feedback. Timing matters, so consider waiting to provide constructive feedback once there's trust and mutual respect.

2. **Ask the student for their perceptions first.** A great way to open up a conversation in which you intend to provide constructive feedback is to start by asking how the student perceives things are going. Here are a few question ideas:
 - How do you think things are going?
 - What do you feel are your strengths at this point?
 - What do you feel are your areas for growth?
3. **Use the sandwich method, when possible.** Consider positive qualities the student has displayed. Use a "compliment sandwich" by offering up a few strengths, providing a few constructive pieces, and then finishing with another strength.
4. **Ask the student for ideas to correct the behavior before providing your own.** See if the student has ideas for how they might fix the problem behavior. They may have very viable solutions. Ask, "What ideas do you have for how you might improve in this area?"
5. **Ask permission to offer your own ideas, if needed.** If the student is unable to think of solutions, ask permission to share ideas that have worked for previous students or

interns. "Is it ok if I share with you a few strategies that have worked for previous students I've worked with?"

6. **Discuss next steps.** If necessary, describe possible consequences if behavior is not corrected. Provide possible consequences of the negative behavior, if you feel it's necessary, in a very neutral and empathetic way. You might say something like, "I'm confident you'll be able to navigate this issue and find some viable solutions. If it's not possible, then I'll need to reach out to your program director and we can schedule a discussion with the three of us to see if we can figure out ways to get you up to speed."

What to do if the student becomes defensive

1. **Use reflective listening.** If the student begins to list excuses or fails to take ownership for their actions after you provide constructive feedback, listen intently and then provide a reflective listening response.
 - You're feeling like....It sounds like your perception and my perception of the situation are a bit different. Thank you for helping me to understand your perception.
2. **Explore all the angles.** Unpack a little more to find out what the student is feeling or experiencing. This demonstrates a genuine care and interest in the student while also understanding all of the pieces better so that the two of you can determine the best path forward. Questions might include:
 - Tell me more about what you're experiencing
 - I'd like to hear more about your views/viewpoint
 - What else might be helpful for me to understand
3. **Acknowledge that you share different viewpoints.** Summarize the differences in what you've each shared.
 - I see it this way...and you see it this way...and our two viewpoints aren't in alignment. What do you think about that?
4. **Ask the student for ideas on how to move forward.** You might say:
 - Are there any changes you'd like to make moving forward now that we've both shared our different perspectives?
5. **Discuss next steps.** If the student does not come up with any solutions or continues to struggle seeing the preceptor's perspective, discuss next steps.
 - I appreciate being able to have this conversation with you. And I'm sure moving forward this won't be an issue, now that you understand my concerns. And, if it comes up again we can reach out to your program director and discuss it with her. How does that sound?

Video Demos

Here are two videos demonstrating some of the tips provided above.

Giving Feedback to Students and Interns: Pick Up the Pace
<https://youtu.be/kjwn-NRDClg>

Giving Feedback to Students and Interns: Professionalism
<https://youtu.be/S90I5NBbLSQ>

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